
NATIONAL GEOGRAPHIC LEARNING
Lift
LANGUAGE COMPANION
CONTENT-BASED
ENGLISH
1

1

Lift

LANGUAGE COMPANION

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NATIONAL GEOGRAPHIC LEARNING

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National Geographic Learning,
a Cengage Company

Lift 1 Language Companion
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Language Companion ISBN: 978-0-357-50121-4

National Geographic Learning
200 Pier 4 Boulevard
Boston, MA 02210
USA

Locate your local office at **international.cengage.com/region**

Visit National Geographic Learning online at **ELTNGL.com**
Visit our corporate website at **www.cengage.com**

Printed in the United States of America
Print Number: 01 Print Year: 2021

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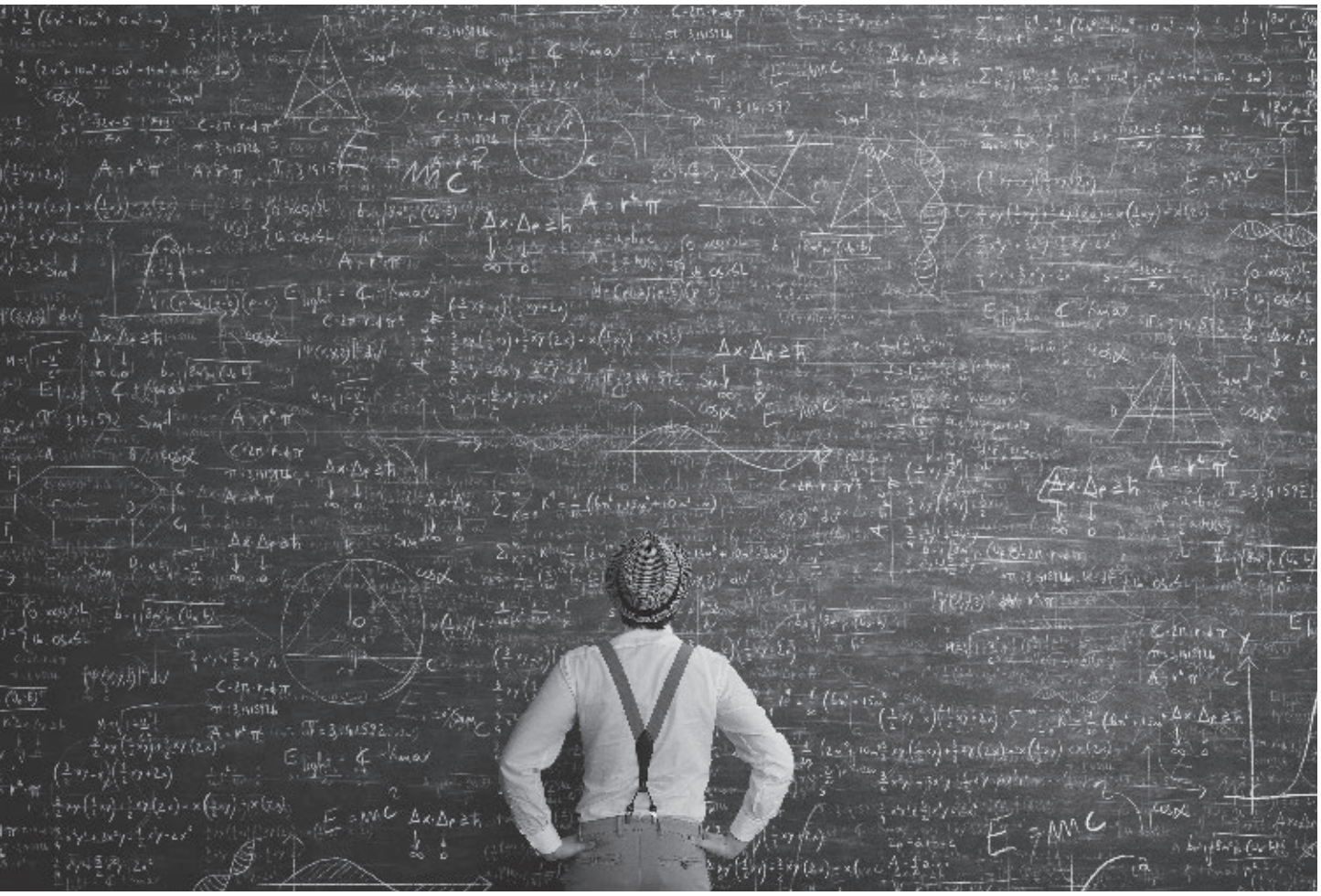
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1 Intelligence



UNIT LAUNCH

Academic Vocabulary

A Complete each sentence with the correct form of a word from the box.

analyze complex design expert focus predict

1. No one can _____ exactly how computer-based intelligence will change the world.
2. It's better to _____ on the things you can do well than the things you find difficult.
3. To solve a problem, you must first _____ its causes.
4. Building the first computers was a(n) _____ process that took many years.
5. Some scientists are _____ in the field of human intelligence.
6. The researchers are going to _____ a study to measure the effects of cell phones on intelligence.

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Key Vocabulary

A Write one or two ideas for each item.

1. an unusual **ability** that you have: _____
2. something that you don't have **control** over: _____
3. something you are **cognitively** good at: _____
4. an **insensitive** thing to do: _____
5. an object you want to keep **intact**: _____
6. a **limitation** you want to overcome: _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then write the word next to its definition.

1. The children built a house using the **blocks** in the kindergarten classroom.
2. Juana has always been a **bright** child, and she loves to learn.
3. Do you have a **brochure** for your summer arts camp? I'm interested in attending.
4. Saeed needs a **fancy** suit to wear to his cousin's wedding.
5. All students will receive a new **set** of textbooks at the beginning of the school year.
6. After a bad night's sleep, Carmen woke up with a **stiff** neck.

	a group of related objects *(n.)*
	a cube-shaped piece of material *(n.)*
	special and elegant *(adj.)*
	intelligent; clever *(adj.)*
	difficult to bend; not easily moved *(adj.)*
	a short, printed booklet describing a product or service *(n.)*

C Circle the correct words to complete the sentences.

1. Oscar is going to ask for a new *brochure / set* of golf clubs for his birthday this year.
2. Opera singers usually have to wear *fancy / stiff* clothes when they perform.
3. The toy castle is missing a *block / set*, so we can't finish putting it together.
4. The students in the computer club are all very *bright / fancy*.
5. This *block / brochure* for a Caribbean cruise looks amazing. I would love to go.
6. Rong goes to physical therapy at the doctor's office once a month for his *fancy / stiff* knee.

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FOCUS ON UNDERSTANDING

Understand

A Choose the correct answers to the questions about *Out of My Mind*.

1. What difficulty does Melody have?
- **a.** She isn't very bright.
- **b.** She has cerebral palsy.
- **c.** She cannot understand the doctor's questions.

2. What does Melody like about herself?
- **a.** her smile and her dimples
- **b.** her sense of humor
- **c.** her name

3. What does Dr. Hugely believe about Melody?
- **a.** She understands his questions but can't communicate her answers.
- **b.** She has a flame of intelligence.
- **c.** She will not be successful in her future.

4. What does Melody's mother think about Dr. Hugely at the end of the text?
- **a.** He is a mean and insensitive person.
- **b.** He has a lot of knowledge about brain difficulties.
- **c.** He can help make Melody better.

B Read the statements about *Out of My Mind*. Write *T* for True or *F* for False.

_____ **1.** Melody cannot move well, but she can communicate well.

_____ **2.** Melody cannot understand more than simple instructions.

_____ **3.** Melody understands Dr. Hugely's questions better than he does.

_____ **4.** Melody gets angry that no one seems to understand her.

_____ **5.** Melody's mother thinks about sending her away to a special school.

Apply the Skill: Cite Evidence

C Complete the chart, citing evidence from the text to support your analysis.

Question: Why does Melody's mother believe that Melody is intelligent?	
Answer:	Evidence:

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Language Convention: Capitalize Proper Nouns

A Circle the proper nouns in each sentence. Underline the common nouns.

1. Dr. Hugely sighed and scribbled more notes.
2. The doctor looked disappointed in Melody.
3. My sister, Beth, is very bright and good at learning languages, such as Spanish.
4. Mom and Grandma are going on a trip to Australia next month.
5. The teacher asked the father if Hai could join the chess club on Fridays.
6. My uncle works at Midtown Elementary School on North Street.

B Complete each sentence with a word from the box. You will not use all the words.

Avenue	City	father	museum	Museum	place	street	river	River	Uncle

1. Does your _____ work in Tokyo, or is his office outside of the city?
2. Amal lives in a house on Ocean _____.
3. The new paintings in this _____ are fantastic.
4. The Ganges _____ is a large body of water that runs through India and Bangladesh.
5. Jakob wants to visit Paris because it seems like a beautiful _____.

C Rewrite the sentences to correctly capitalize the proper nouns.

1. melody has seen many doctors, including dr. hugely.

   _____

2. melody's mother's name is mrs. brooks.

   _____

3. juan's cousin, pedro, is moving to los angeles, california, next year.

   _____

4. my mother and father enjoy visiting the rocky mountains in canada.

   _____

5. ming and henry like to play soccer in the parks, especially center park.

   _____

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GRAMMAR BOOST: *Be*

The verb ***be*** is the most common verb in the English language. It has many uses, including:

1. to say what a subject is: *Melody **is** a girl.*
2. to describe a subject: *Melody **is** very intelligent.*
3. to give a location: *Bangkok **is** in Thailand.*
4. to talk about someone's nationality, job, relationship, or age: *She **is** Melody's mother.*
5. to describe the weather: *It **is** very cold in December in Canada.*
6. to talk about time and dates: *Today **is** June 8th.*
7. to describe feelings: *Melody **is** unhappy when Dr. Hugely questions her.*

Statements with *Be*

Subject	Affirmative	Negative	
I	am	am not	a teacher.
You	are	are not	excited today.
He / She / It	is	is not	in the classroom.
We	are	are not	ready for the exam.
They	are	are not	from China.

Yes/No* Questions with *Be

Be	Subject		Answer
Am	I	funny?	Yes, you are. / No, you are not.
Are	you	excited today?	Yes, I am. / No, I am not. Yes, we are. / No, we are not.
Is	he / she / it	in the classroom?	Yes, it is. / No, it is not.
Are	we	ready for the exam?	Yes, we are. / No, we are not.
Are	they	from China?	Yes, they are. / No, they are not.

Contractions: *I am—I'm, you are—you're, he is—he's, we are—we're, they are—they're, I am not—I'm not, you are not—you aren't, she is not—she isn't, we are not—we aren't, they are not—they aren't*

A Underline the form of the verb *be* in each sentence. Write the number of the type of use from the chart.

____ **1.** Melody's severely brain-damaged.

____ **2.** A person is more than the name of a diagnosis on a chart.

____ **3.** The special school isn't close to their home.

____ **4.** Mrs. Brooks continued by saying to Dr. Hugely, "I think you're wrong."

____ **5.** I am short with dark, curly hair and strapped into a pink wheelchair.

____ **6.** Dr. Hugely is a doctor who studies intelligence.

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B Match to make complete sentences.

____ **1.** Alicia	**a.** is the official language of Saudi Arabia.
____ **2.** Diego and I	**b.** is nine o'clock.
____ **3.** Arabic	**c.** am not interested in painting.
____ **4.** My math class	**d.** are in the art club after school.
____ **5.** The time	**e.** isn't too difficult this year.
____ **6.** I	**f.** is my best friend.

C Check (✓) the correct sentences. Write an ✗ for the incorrect sentences. Then correct the incorrect sentences.

1. Are your mother from Mexico? ☐

_____

2. Dubai is a big city in the United Arab Emirates. ☐

_____

3. Adam and I is sorry that we missed your birthday party. ☐

_____

4. Dr. Hugely is a good doctor? ☐

_____

5. Our school is called the School for International Learning. ☐

_____

6. Argentina's a country in South America. ☐

_____

D Complete the sentences with the correct form of *be*. Use contractions when possible.

1. They _____ good friends who have known each other for many years.

2. Shanghai and Beijing _____ cities in China.

3. It _____ very cold today, so you need your winter coat.

4. Dublin _____ in Scotland. It's in Ireland.

5. I _____ nervous about performing in the school concert even though I've practiced.

6. **A:** _____ Melody an intelligent person? **B:** Yes, she _____.

7. **A:** _____ you our new teacher? **B:** Yes, I _____.

8. **A:** _____ your classroom on the first floor? **B:** No, it _____.

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Vocabulary Boost

A Look at the photo in the Student Book and read the sentences below. Then use context to determine the meanings of the words in bold and complete the chart.

1. Li Huayi uses traditional Chinese **ink** to draw his beautiful landscapes.
2. The Mexican artist Diego Rivera is famous for painting **murals** in cities around the world.
3. American Annie Leibovitz is a well-known **photographer** of celebrities and famous people.
4. The Wimbledon tennis championships in England are attended by over 40,000 **spectators** per day.
5. The famous basketball player LeBron James had a **talent** for the sport at a very young age.

Word	Part of Speech	Definition
	noun	a painting, usually a large one, done directly on a wall
	noun	a person who takes photographs
	noun	the ability to do something well
	noun	a colored liquid used in pens
	noun	a person who watches an event

Examine the Photo

B Answer the questions about the photo in the Student Book. Use words from Activity A when you can.

1. What is the man who is the subject of the photo doing?

   _____

2. Who are the other people in the photo, and what are they doing?

   _____

3. Why you think the people are standing away from the artist?

   _____

Reflect

C Take notes in the chart to plan your paragraph about a creative activity you enjoy.

My creative activity	
Abilities and traits I have that help me do this	
How I feel when I do this / Why I enjoy this	

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Key Vocabulary

A Answer the questions.

1. What do you think is your greatest **achievement**?

_____

2. What **ambition** do you have for when you grow up?

_____

3. Why do you think intelligence is hard to **gauge**?

_____

4. What are three things that **matter** to you?

_____

5. How would you describe your **personality**?

_____

6. What **traits** do you want a friend to have?

_____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Octavio can't speak perfect Japanese, but he understands **basic** words and phrases.
2. The scientists **developed** a new medicine to decrease the pain of headaches.
3. The teacher warned the students that they could **fail** the exam if they didn't study.
4. The movie's **message** is that everyone should try to help the environment.
5. Researchers **noted** that the air became cleaner when people drove fewer cars.
6. Getting a high **score** on university exams doesn't always mean you will get a good job.

____ **1.** basic	**a.** to not succeed *(v.)*
____ **2.** develop	**b.** the central meaning *(n.)*
____ **3.** fail	**c.** simple, with nothing that is not necessary *(adj.)*
____ **4.** message	**d.** the number of points made in a game or on a test *(n.)*
____ **5.** note	**e.** to write down or notice something *(v.)*
____ **6.** score	**f.** to make into something bigger or more complete *(v.)*

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Understand

A Read the statements about "What is IQ—and how much does it matter?" Write *T* for True or *F* for False.

_____ **1.** Experts believe that a person's IQ score is a complete measure of his or her intelligence.

_____ **2.** IQ tests are used to assess children, adults, and people with disabilities.

_____ **3.** Crystallized intelligence includes the information a person knows about the world.

_____ **4.** IQ tests are easier for people who need time to think about questions.

_____ **5.** Scott Barry Kaufman believes that daydreaming stops people from reaching their goals.

_____ **6.** Angela Duckworth believes that grit—passion and perseverance—is important for success.

_____ **7.** Marcus Credé thinks that people can be taught to have more grit.

B Complete the sentences with a word or phrase from "What is IQ—and how much does it matter?"

1. IQ is a measure of a person's _____ ability.

2. Intelligence _____, but it is not as important as many people think.

3. Executive function includes focused attention, _____, and problem-solving.

4. Personal intelligence is tied to someone's _____.

5. Kaufman believes that _____ is essential for problem-solving.

6. Duckworth found that grit increases with age and _____.

7. Credé believes that _____, test anxiety, and class attendance are strongly related to performance.

Apply the Strategy: Ask Questions

C Read the paragraph from "What is IQ—and how much does it matter?" Write four questions about it.

> Personal intelligence is more than just executive function. It's tied to personal goals. If people are working toward some goal, they'll be interested and focused on what they are doing. They might daydream about a project while not actively working on it. Although daydreaming may seem like a waste of time to outsiders, it can have major benefits for the person doing it.

1. _____

2. _____

3. _____

4. _____

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Language Convention: Identify Pronouns and Antecedents

A Circle the pronoun(s) in each sentence. Underline the antecedent(s).

1. Duckworth found that as people age, they become more likely to stick with a project.
2. IQ and self-control help people focus their attention when they need to.
3. Kaufman needed extra time to process words, and his school put him into special education classes.
4. To conduct her research, Duckworth interviewed people from all walks of life.
5. My friends and I are learning how to study effectively, and we are experiencing less test anxiety.
6. Creativity seems to be a unique state of consciousness, and it is essential for problem-solving.

B Match each noun to the pronoun that could replace it.

____ **1.** intelligence	**a.** she
____ **2.** Melody	**b.** it
____ **3.** Dr. Hugely	**c.** he
____ **4.** Melody and Mrs. Brooks	**d.** we
____ **5.** this class	**e.** they

C Complete the sentences with the correct pronoun to replace the boldfaced antecedent.

1. **Melody** can remember everything because _____ has a photographic memory.
2. **Albert Einstein** was a famous scientist. _____ cardinal trait was intelligence.
3. Einstein did not value **ambition**; he said that nothing valuable comes from _____.
4. When **researchers** are doing a study, _____ need many participants.
5. The **scientists** developed the theory of intelligence from _____ studies.

D Complete the sentences with the correct pronoun.

1. Ask Vidal if he has finished _____ homework yet.
2. Sara came back to the classroom for her books because she had forgotten _____.
3. IQ tests are interesting, but _____ do not predict how successful someone will be.
4. Although intelligence matters, _____ is not as important as some people think.
5. Marcy and I want to join the chess club, but _____ don't know how to play.

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GRAMMAR BOOST: Simple Present

We use the **simple present** to describe facts, general truths, activities that happen regularly, and repeated actions. The simple present has two forms, the base form and the *-s* form.

For most verbs, we add *-s* to make the *-s* form: *eat—eats*.

For verbs ending with *-s*, *-ss*, *-sh*, *-ch*, *-x*, and *-z*, we add *-es*: *wish—wishes*, *fix—fixes*.

For verbs ending in a consonant + *-y*, we change the *y* to an *i* and add *-es*: *study—studies*.

Subject	**Simple Present Verb**		
I You We They	**read** **do not read** **(don't read)**	a lot of books.	
He She It	**reads** **does not read** **(doesn't read)**	a lot of books.	
***Yes/No* Questions and Answers**			
Do	I / we / you / they	**read**	a lot of books?
Does	he / she / it	**read**	a lot of books?
Yes,	I / we / you / they	**do**.	
No,	he / she / it	**doesn't**.	

A Underline the simple present verb(s) in each sentence.

1. IQ tests measure a set of skills.
2. Many non-experts think that intelligence makes people successful.
3. Kaufman understands that IQ tests favor certain people over others.
4. Duckworth says that grit increases with education.
5. Credé doesn't agree with Duckworth that grit predicts success.
6. Credé concludes that students with test anxiety don't perform as well as those without it.
7. **A:** Does daydreaming improve people's problem-solving skills? **B:** Yes, it does.
8. **A:** Do scientists agree that high IQ scores affect success? **B:** No, they don't.

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B Write the *-s* form of each verb.

1. score	_____	**7.** carry	_____
2. use	_____	**8.** research	_____
3. solve	_____	**9.** connect	_____
4. process	_____	**10.** cry	_____
5. try	_____	**11.** wonder	_____
6. push	_____	**12.** buy	_____

C Complete the sentences with the simple present form of the verb in parentheses. Use contractions when possible.

1. Our English teacher _____ us a test every week. (give)

2. Celina always _____ her notes after class. (review)

3. Many chess players _____ nervous before a championship game. (feel)

4. We _____ a lot of TV at home. We read books instead. (not watch)

5. Mario _____ soccer practice once a week when he goes to art class. (miss)

6. She _____ biology class. She prefers math. (not like)

7. Dr. Martinez _____ at the university three times a week. (teach)

8. _____ your best friend _____ learning new languages? (enjoy)

D Complete the sentences with the simple present form of a verb from the box. Use affirmative or negative forms as needed, and use contractions when possible.

fix	know	reply	stay	travel	worry	write

1. My teacher is great because she always _____ to my emails very quickly.

2. I _____ that I won't be a famous artist, but I love to paint anyway.

3. Itsuki _____ about exams because he tries his best.

4. Most people _____ more than a few times a year, but some do.

5. Wan Yu _____ with her grandmother for a few hours after school every day.

6. My study partner is helpful because she _____ my mistakes and explains things to me.

7. Young people _____ letters very often anymore.

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Vocabulary Boost

A Use context to determine the meanings of the words in bold. Then complete the chart.

1. In science class this year, we're going to study the **anatomy** of frogs.
2. The artist is drawing **intricate** flowers in the picture of the garden.
3. The athlete needs to see the doctor because of pain in the lower **region** of his back.
4. Students need to **retain** the information they learn in class so they can use it later in life.
5. Uzma has good **spatial** skills, so she wants to design buildings and bridges when she's older.

Word	Definition
	an area of the body or a geographical area *(n.)*
	relating to a space or an area *(adj.)*
	the parts and structure of a living thing *(n.)*
	to keep something *(v.)*
	difficult and complex due to having a lot of detail *(adj.)*

B Choose the two correct answers to each question.

1. What can scientists study the **anatomy** of?
   a. humans **b.** planets **c.** rats
2. Which things are **intricate**?
   a. bodies **b.** computers **c.** pencils
3. Which areas are **regions**?
   a. Paris **b.** the lower legs **c.** the Middle East
4. What is important to **retain**?
   a. good friends **b.** plastic bottles **c.** your memory
5. What can someone with good **spatial** skills do well?
   a. learn a language **b.** solve puzzles **c.** read maps

Share Your Perspective

C Answer the questions.

1. What other jobs might cause the size of the hippocampus to increase?

   _____

2. What jobs affect someone's anatomy the most?

   _____

3. What type of information is easiest for you to retain? What is hardest?

   _____

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Key Vocabulary

A Write an idea for each item.

1. a trait your friend has that you would like to **replicate**: _____
2. a problem you would like to **devise** a solution for: _____
3. a game, sport, or industry that you might **dominate** in: _____
4. an ability you **lack** that you would like to have: _____
5. a **flaw** you think you have that you want to fix: _____
6. a goal you hope to **surpass** next year: _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then complete the chart.

1. The team's **defeat** in the championship game was very disappointing.
2. Many scientists **doubt** that computers will ever experience feelings like humans can.
3. There is a **possibility** that astronauts will visit Mars this century.
4. The technology class covers a **range** of topics, from programming to gaming.
5. Some research suggests that elephants can **reason** and make decisions that require planning.
6. The office's email **server** is broken, so employees cannot communicate effectively today.

Word	Part of Speech (noun, verb, adjective)	Definition
		the part of a computer network that stores and provides information
		a failure or loss
		a variety of things or ideas
		to think logically
		something that could happen or be true
		to be unsure and not believe

C Complete each sentence with the correct form of a word in bold from Activity B.

1. The company is installing a new _____ to store all the research data.
2. Kim has a _____ of interests; she studies ancient Chinese history and modern topics.
3. There is a _____ flights will be cancelled today due to the bad weather.
4. Faizal isn't enjoying his science courses, so he _____ that he will go to medical school.
5. Young children cannot _____ like adults, so they often become emotional or angry.
6. The Battle of Corinth was a serious _____ of the Greeks by the Romans in 146 BCE.

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Understand

A Match to make sentences based on information from *Artificial Intelligence: Building Smarter Machines*.

____ **1.** Scientists have tried for decades to	**a.** AI will improve life for all humans.
____ **2.** The computer Watson was able to	**b.** become much smarter and more powerful than humans.
____ **3.** Some scientists, such as Raymond Kurzweil, believe that	**c.** instill human skills into machines.
____ **4.** Some scientists, such as Stephen Hawking, have believed that	**d.** AI could threaten human existence.
____ **5.** There is a possibility that AI might	**e.** beat two champions in a knowledge game.

B Choose the correct answers.

1. What sentence best describes Watson?
- **a.** It is a logo on a computer screen.
- **b.** It is many computer servers storing large amounts of information.

2. What is an example of weak AI?
- **a.** a self-driving car
- **b.** a computer that can program itself

3. What is true about artificial general intelligence (AGI)?
- **a.** It would be the end of humanity.
- **b.** It would keep getting smarter as it got more knowledge.

4. What question do many scientists still have about AI?
- **a.** Is it possible for computers to have a sense of right and wrong?
- **b.** Can computers be designed to perform specific tasks?

C Answer the questions using information from the text.

1. What could happen without very careful programming and safeguards for an AGI?

_____

2. What are some specific ways an AGI could help humanity?

_____

3. In Alan Turing's test, what does the questioner try to determine?

_____

4. Describe a test that many researchers feel is better than Alan Turing's test.

_____

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Vocabulary: Determine Meaning of Compound Words

A Use the word parts and context to match the compound words from *Out of My Mind* with their definitions.

____ **1.** When people look at me, they see a girl with short, dark, curly hair strapped into a pink **wheelchair**.	**a.** a flat board with a clip at the top to hold papers
____ **2.** It's like I have a camera in my head. **Nobody** knows it's there but me.	**b.** unable to do something, without defense
____ **3.** Dr. Hugely scribbled something on his **clipboard** and pulled out another stack of cards.	**c.** no person
____ **4.** "It is my opinion that Melody is severely **brain-damaged** and cognitively challenged."	**d.** a chair with wheels, used by a person who cannot walk
____ **5.** *Good try, Mom*, I was thinking. But her voice was losing its edge as she began to feel **helpless**.	**e.** having an injury to the brain that means it does not function correctly

B Use the word parts and context to choose the correct definition for the compound words from "What is IQ—and how much does it matter?"

1. **Extraordinary** achievement depends on many things, including ambition, persistence, and opportunity.

a. outstanding, uncommon **b.** given, not earned

2. IQ and **self-control** both help people focus their attention when they need to.

a. the belief that one's actions are good **b.** the ability to manage one's emotions and actions

3. People who are interested in a project might **daydream** about it while not actually working on it.

a. to allow the mind to think pleasantly **b.** to try to understand something

4. IQ tests assess reasoning ability by measuring short- and **long-term** memory.

a. important, valuable **b.** lasting over a long period

C Use the word parts and context to write a definition for the compound words from *Artificial Intelligence: Building Smarter Machines*.

1. The term *artificial intelligence* refers to robots and other machines with a **humanlike** ability to reason.

_____

2. Was the phrasing of the *Jeopardy!* clues **straightforward** or tricky?

_____

3. An AGI would be able to learn on its own and modify its own programming without human **input**.

_____

4. Can AI solve the world's problems and make life better for **everyone**?

_____

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GRAMMAR BOOST: Simple Past Regular Verbs

We use the **simple past** to talk about completed actions in the past. We can use the simple past for a definite time in the past or an indefinite time in the past:

*Alan Turing **developed** the Turing test in 1950.* *He **devised** the Turing test many years ago.*

We use the simple past for short, long, and repeated past actions, as long as they are now complete.

Affirmative Statements

We add *-ed* or *-d* to the base form of regular verbs for all subjects (*I*, *you*, *he/she*, etc.).

*Stephen Hawking **expressed** fear of supersmart machines.* (*express* + *-ed*)

*Stephen Hawking **died** in 2018.* (*die* + *-d*)

Negative Statements

We use *did not* (*didn't*) + the base form of regular verbs for all subjects.

*Stephen Hawking **did not trust** supersmart machines.*

*Some experts **didn't believe** Watson could win the game show.*

***Yes/No* Questions and Answers**

We use *did* + subject + base form for all subjects to form *yes/no* simple past questions. We use *did* or *did not* (*didn't*) to answer these questions.

***Did** Watson **play** the game?* — *Yes, it **did**.*

***Did** Raymond Kurzweil **predict** that AI will threaten humans?* — *No, he **didn't**.*

A Underline the simple past verb(s) in each sentence.

1. Computer scientists downloaded vast amounts of information from the internet.
2. Watson needed a huge number of facts to play *Jeopardy!*
3. Watson seemed to stand right between the other contestants as the cameras rolled.
4. Watson received its clues as digital text that it analyzed at lightning speed.
5. Watson didn't receive audio clues like the humans.
6. The computer established a lead over the humans quickly.
7. Watson amazed the TV audience and the contestants.
8. Ken Jennings called computers "our overlords."
9. Did researchers trust the Turing test?
10. No, they didn't.

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B Write the simple past form of the verbs.

1. start	_____	**7.** arrive	_____
2. talk	_____	**8.** dance	_____
3. discuss	_____	**9.** type	_____
4. visit	_____	**10.** invent	_____
5. want	_____	**11.** wonder	_____
6. live	_____	**12.** like	_____

C Complete the sentences with the simple past form of verbs from the box.

cause demonstrate enroll mean praise shout turn

1. The burning of fossil fuels _____ climate change.

2. Watson's victory _____ that computers could beat humans.

3. When Melody _____ five, her mother _____ her in school.

4. "Marvelous! Tremendous!" Dr. Hugely _____.

5. Dr. Hugely _____ Melody just for identifying the color blue.

6. _____ Kashmea Wahi's IQ score _____ she will do great things?

D Write affirmative or negative simple past statements or *yes/no* simple past questions.

1. researchers / in France / create / IQ tests / .

_____

2. scientists / consider / cultural upbringing / when / they / make / IQ tests / .

_____

3. Scott Barry Kaufman / need / extra time / for tests / ?

_____

4. Melody's disability / impact / her intelligence / ?

_____

5. Melody's mother / not believe / Dr. Hugely / .

_____

6. experts / not agree / with / Alan Turing's test / .

_____

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Assignment: Write a Fictional Narrative

A Answer the questions about the writing model in the Student Book.

1. Who is the main character?

_____

2. Who are the other characters?

_____

3. What is the conflict?

_____

4. How does the main character solve the problem?

_____

5. What happens at the conclusion of the story?

_____

B Put the key details from the story in the order they happened from 1 to 6.

____ **a.** Lorena only knew half the words on Friday's English quiz.

____ **b.** It only took Lorena half an hour to do her grammar homework.

____ **c.** Lorena stopped talking in English class because she was making mistakes.

____ **d.** Lorena used emojis to explain English grammar to Olivia.

____ **e.** Lorena felt very upset about her quiz grade.

____ **f.** Lorena used a red cheeks emoji to remember the word *embarrassed*.

C Rewrite the sentences from the model, replacing the boldfaced descriptive language with your own words. Do not change the meaning of the sentence.

1. Lorena wrote the vocabulary on **little** cards.

_____

2. Lorena got a **bad** score. She was **really upset**.

_____

3. Lorena explained the verb tense to Olivia using some **funny** emojis.

_____

4. Olivia said that emojis are the **best** way to learn vocabulary.

_____

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Assignment: Read Your Narrative Aloud

A What is true about reading a narrative aloud? Check (✓) the correct statements.

- ☐ **a.** You should vary your tone and volume.
- ☐ **b.** You should make gestures.
- ☐ **c.** You should skip words you cannot pronounce.
- ☐ **d.** You should speed up and slow down depending on the action.
- ☐ **e.** You should not change your expression.

B Complete the chart to plan for reading "Learning with Emojis" aloud.

Section of Story	Feeling/Mood	Actions and Gestures	Voice
Introduction			
Second paragraph			
Third paragraph			
Fourth paragraph			
Conclusion			

C Practice reading "Learning with Emojis" aloud. Use your voice, actions, and gestures to communicate the feeling or mood of the story.

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2 Clean Water for the World



▲ A person collects water on Baffin Island, Canada.

UNIT LAUNCH

Academic Vocabulary

A Read the statements. Write *T* for True or *F* for False. Then correct the false statements.

____ **1.** If you do not have **access** to the school building, it means you cannot get inside.

____ **2.** When someone **distributes** water, he/she gives it to people who need it.

____ **3.** A person who makes an **impact** on your life is someone you easily forget.

____ **4.** A **reliable** employee sometimes comes to work on time.

____ **5.** A village with a water **source** does not have water nearby.

____ **6.** Pumping water is a **technique** for collecting it.

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Key Vocabulary

A Write one idea for each item.

1. something you are **doubtful** will happen in the future: _____
2. a piece of **equipment** you need to play a sport: _____
3. what you should do with something **filthy**: _____
4. something made of **cement**: _____
5. something bad that **seeps** into water: _____
6. something that could fall into a **well**: _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then complete the chart.

1. In the summer, Salma's family visits their **camp** by the lake.
2. **Dust** completely covered the houses in the village after weeks of no rain.
3. Edwin's mother asked him to go outside and **fetch** his sisters for dinner.
4. The classroom door **handle** was broken, so we couldn't get out until it was fixed.
5. A break in the house's water **pipe** caused the floor to flood.
6. The farmers ate lunch in the **shade** after a long morning in the sun.

Word	Part of Speech (noun, verb, adjective)	Definition
		to get something and bring it back
		the part of an object used to pick it up or open it
		a place outdoors where people live in tents
		an area where the sunlight is blocked
		a tube through which liquids or gases pass
		small pieces of dry powder, usually made of earth

C Complete each sentence with the correct form of a word in bold from Activity B.

1. The schoolchildren left footprints in the _____ on their long walk to school.
2. Most houses in the village do not have _____, so there is no running water.
3. After the game, the coach told the soccer team to sit in the _____ and drink water.
4. The dog _____ the ball for an hour with his owner this morning.
5. The _____ on my suitcase broke on the plane, and now it's hard to carry.
6. The hikers returned to the _____ in the middle of the night.

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Understand

A Put the events from "A Long Walk—Nya's Story" in order from 1 to 6.

- ☐ **a.** Nya's family moves to a camp by the big lake.
- ☐ **b.** Men come in a jeep to visit the village.
- ☐ **c.** Nya takes Akeer to the pond to teach her to fetch water.
- ☐ **d.** Nya steps on a thorn while fetching water.
- ☐ **e.** The men bring a drill to the village and work begins.
- ☐ **f.** Water sprays from the village's new well.

B Choose the correct answers to the questions about "A Long Walk—Nya's Story."

1. What does Nya take with her to the pond?

a. a container to fill with water **b.** cattle **c.** her brother

2. How often does Nya go to the pond?

a. once a week **b.** once a day **c.** several times a day

3. Why does Nya's family move to the big lake?

a. The village pond dries up.
b. The lake dries up.
c. There is more food at the lake.

4. Why do the men in the jeep come to the village?

a. to meet with Nya's father **b.** to drill a well **c.** to build a school

5. How does Nya feel about the well at first?

a. excited and happy **b.** puzzled and doubtful **c.** nervous and worried

6. What does the well mean for the children of the village?

a. They will be healthy.
b. They can use the pump handle.
c. They can all go to school.

Apply the Skill: Describe a Story's Plot

C Label each plot event from "A Long Walk—Nya's Story": *E* (exposition), *RA* (rising action), *C* (climax), *FA* (falling action), or *R* (resolution).

____ **1.** The men in the jeep come to the village.

____ **2.** Nya fills her first bottle from the well's pump.

____ **3.** Nya gets a thorn in her foot on the walk to the pond.

____ **4.** Nya talks with her father about how the village will have a new school.

____ **5.** Water sprays from the well, and the crowd celebrates.

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Language Convention: Subject and Object Pronouns

A Circle the pronoun in each item. Then underline the antecedent it refers to.

1. Nya pushed at the skin around the thorn. Then she picked up another thorn.

2. Nya worried about the brown water, but Dep explained things to her.

3. The villagers went back to work. It would be several days before they could drink the water.

4. Nya watched her father for a few minutes and then ran over to him.

5. Nya watched the men work. Her father went out to meet them.

6. The water was delicious. It wasn't warm or muddy.

B Underline the pronoun in each sentence. Write *S* (subject) or *O* (object).

_____ **1.** Everyone had a bottle or a cup. They were drinking that lovely water.

_____ **2.** It was a celebration.

_____ **3.** The friend translated for the chief, and Nya could hear him.

_____ **4.** Nya held the bottle up to look at it.

_____ **5.** As Nya watched the water spraying out, she frowned.

_____ **6.** This excerpt is from a novel called *A Long Walk to Water*. It is based on a true story from Sudan.

C Rewrite the sentences using a subject or object pronoun to replace the bold words.

1. Nya's father's smile grew broader, and **Nya's father** said girls could go to school, too.

_____

2. Nya's mother took the container from her, and **Nya's mother** emptied the water out.

_____

3. "Take Akeer with you," Nya's mother said, nodding toward **Nya's sister**.

_____

4. To the pond and back—to **the pond** and back—nearly a full day of walking altogether.

_____

5. Nya tried not to step on the thorns, but **the thorns** littered the ground everywhere.

_____

6. The men spoke to the biggest boys, who led **the men** to the home of the chief.

_____

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GRAMMAR BOOST: Possessive Pronouns

We use **possessive pronouns** to describe possession or ownership. We often use possessive pronouns to avoid repeating information. A possessive pronoun replaces a possessive adjective + noun.

Ours

Your village has a well. ~~Our village~~ doesn't.

Subject Pronouns	Possessive Adjectives	Possessive Pronouns	Examples
I	my	mine	You carry your container, and I'll carry **mine**.
you	your	yours	Is that my water bottle, or is it **yours**?
he	his	his	Nya drank her water, and her uncle drank **his**.
she	her	hers	Dep filled his container from the well, and Nya filled **hers**.
we	our	ours	The village across the lake is bigger than **ours**.
they	their	theirs	The children have a bottle to drink from, and the parents have **theirs**.

Note: *Its* is a possessive adjective. There is no possessive pronoun for the subject *it*.

A Underline the possessive pronoun in each sentence.

1. That's a beautiful house! Is it yours?

2. I have my backpack, and my brother has his.

3. My sister liked her birthday gift, but I didn't like mine.

4. Are those your team's water bottles, or are they ours?

5. Ana studied for her exam, and her little sister studied for hers.

B Match each subject with the correct possessive pronoun.

____ **1.** Nya	**a.** his
____ **2.** Dep	**b.** hers
____ **3.** my friend and I	**c.** yours
____ **4.** you	**d.** theirs
____ **5.** those people	**e.** ours

C Circle the correct possessive pronoun to complete each sentence.

1. Excuse me. I found this book. Is it *mine / yours*?

2. Our cousins want to come to our house for New Year's, but we want to go to *his / theirs*.

3. Have you seen my notebook? This one isn't *hers / mine*.

4. Those are your class's backpacks, and these are *mine / ours*.

5. My brother brought his lunch with him, but my sister forgot *hers / his*.

6. Sofia always takes people's pencils by accident. She thinks they're *hers / theirs*.

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D Check (✓) the correct sentences. Write an ✗ for the incorrect sentences. Correct the incorrect sentences.

1. I bought my parents new sweaters. My mother loves hers, and my father likes his. ☐

2. Other women have their water containers, and Nya has his. ☐

3. Whose coat is this—mine or your? ☐

4. They are a great baseball team, but our coach is better than theirs. ☐

5. My friend was happy about her grade, but I was disappointed in my. ☐

6. I'm sorry. I thought I had my textbook, but I took yours instead. ☐

E Rewrite the sentences using a possessive pronoun to eliminate repetitive information.

1. His backpack is blue, and her backpack is red.

_____

2. Now that I'm an adult, I have my own house, and my parents have their own house.

_____

3. I have my computer to do schoolwork, and my brother has his computer.

_____

4. My father's hair is brown, but my hair is black.

_____

5. Please don't drink out of my water bottle, and I won't drink out of your water bottle.

_____

6. Which band do you think will win the competition—their band or our band?

_____

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Vocabulary Boost

A Use context and the "Clean Water and Sanitation" graphic to determine the meanings of the words in bold. Then write the words next to their definitions.

1. Most countries have laws about the **disposal** of dangerous chemicals so that they don't poison the water supply.
2. **Freshwater** fish are an important food source for many people living along the Amazon River.
3. There are more **households** that lack running water in Africa than there are in Europe.
4. Contact with **sewage** can cause people to become sick with diseases such as typhoid.
5. The **steady** leak from the sink caused water to flood the kitchen.
6. **Wastewater** from large farms is sometimes dumped into rivers, causing massive pollution.

Word	Definition
	being from inland water, such as lakes and rivers
	any water that has been dirtied by human use
	the throwing away or dumping of something
	stable or continuous
	waste that goes from toilets to pipes underground
	the people who live together in a home

Examine the Graphic

B Match the numbers from the graphic with what they are describing.

____ **1.** 2.1 billion	**a.** people in the least wealthy countries with access to soap and water for handwashing where they live
____ **2.** 159 million	**b.** people who do not have clean water where they live
____ **3.** 27%	**c.** people without safe sewage treatment and disposal
____ **4.** 4.5 billion	**d.** the amount of freshwater use by households
____ **5.** 69%	**e.** people who collect their drinking water from rivers and lakes
____ **6.** 12%	**f.** the amount of the freshwater supply used by the agriculture industry

Reflect

C Write three problems related to water that affect people around the world. Write a possible solution for each problem.

Problem	Solution
1. _____	_____
2. _____	_____
3. _____	_____

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Key Vocabulary

A Complete each sentence with the correct form of a word from the box.

accumulate	device	effective	harvest	system	yield

1. The town needs a new _____ for disposing of wastewater.
2. Some people use a(n) _____ made of sticks to look for water in the ground.
3. Pollution from factories can _____ quickly in nearby bodies of water.
4. The river _____ fewer fish for the villages this year than it did the year before.
5. Farmers used to _____ corn by hand. Now they usually use machines.
6. Taking shorter showers is a(n) _____ way to save water in your household.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Lucia saw her father walking across the field through the morning **mist**.
2. No plane has ever landed on Pitcairn Island, a **remote** island over 3,300 miles from New Zealand.
3. A **severe** thunderstorm caused the town to lose electricity for 24 hours.
4. Tiny Darwin's bark spiders create enormous webs that they **suspend** over rivers and lakes.
5. Chun called a plumber because the water coming out of the **tap** in the bathroom was brown.
6. The first **version** of a telephone was extremely large—very different from today's phones.

____ **1.** mist	**a.** to hang something without any support from below *(v.)*
____ **2.** remote	**b.** a faucet, as on a sink or a shower *(n.)*
____ **3.** severe	**c.** distant, far away *(adj.)*
____ **4.** suspend	**d.** tiny drops of water in a cloud near the ground *(n.)*
____ **5.** tap	**e.** a form of something, different from earlier forms *(n.)*
____ **6.** version	**f.** very strong, serious, or dangerous *(adj.)*

C Read the statements, and write *T* for True or *F* for False.

____ **1.** A **remote** village has easy access to other villages.

____ **2.** If a person has a **severe** headache, it is not too painful.

____ **3.** A **tap** is usually found in the living room of a house.

____ **4.** Some bridges are **suspended** across large rivers.

____ **5.** Drivers should be careful when there is a lot of **mist** in an area.

____ **6.** If your teacher asks you to make changes to your story, you should work on a new **version**.

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Understand

A Check (✓) the statements that are true about the Atacama Desert in Chile. Write an ✗ for the incorrect statements. For true statements, write the line numbers where you found the information.

_____ **1.** It is the driest non-polar desert on Earth. ☐

_____ **2.** It rains heavily there for a few weeks a year and then stops completely. ☐

_____ **3.** It almost never rains in the area. ☐

_____ **4.** There are not many inexpensive ways to get water there. ☐

_____ **5.** Fishermen get most of the water that the community has. ☐

_____ **6.** Native people from the area used animal skins to get water from the mist. ☐

B Answer the questions about "Bringing Water to the Driest Desert on Earth."

1. Who created the first modern fogcatchers in the 1950s?

_____

2. What were the first modern fogcatchers like?

_____

3. What are two advantages of the fogcatchers created by Pilar Cereceda and her team?

_____

4. What is the goal of Pablo Osses's research on fogcatchers?

_____

5. What does Daniel Rojas want to use fogcatchers to do?

_____

6. Why does Cereceda believe that fogcatchers are better than ocean water for providing water for remote areas? _____

Apply the Skill: Support Analysis with Textual Evidence

C Complete the chart. Cite evidence from the text to support your answer.

Question: How are modern fogcatchers improving the lives of people in Chile and other countries?	
Answer:	**Evidence:**

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Vocabulary: Consult a Dictionary for Precise Definitions and Parts of Speech

A Use a dictionary to determine how to pronounce each word. Underline the stressed syllable.

1. vegetation
2. agriculture
3. permanent
4. reliable
5. community
6. scientist
7. fiber
8. version
9. communal
10. consumption

B Use context and a dictionary to determine the part of speech of each bold word as it is used in the sentence. Write *N* for Noun or *V* for Verb.

____ **1.** Geographers fear that the **desert** will expand south and destroy fertile farmland.

____ **2.** The **land** near the Atacama Desert is some of the driest on Earth.

____ **3.** Tiny droplets **land** on surfaces such as upright rock faces.

____ **4.** Pablo Osses **tests** fog-catching systems to make them more efficient.

____ **5.** Researchers say that fogcatchers can **trap** around two percent of water in a mild fog.

C Use context to find the dictionary definition that best matches the meaning of the bold word in the sentence. Write the definition.

1. Fogcatchers that **yield** more water aren't necessarily the most cost effective.

_____

2. Research indicates that nets with smaller **fibers** and smaller holes are more effective.

_____

3. Daniel Rojas is president of an environmental **organization**.

_____

4. Pablo Osses is working to **model** the behavior of the cloud.

_____

5. His **focus** is on making the fog-catching system more efficient.

_____

6. Osses studies where to put nets to best **trap** the fog.

_____

7. There are times when the fog **stretches** for miles in every direction.

_____

8. Fog droplets are too **light** to fall to the ground.

_____

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GRAMMAR BOOST: *Any, Some, Many, Much, A Lot of*

We use quantifiers *any, some, much, many,* and *a lot of* when we want to express or ask about a quantity or an amount of something.

Quantifier	Use	Examples
any	*Any* is used for negative statements and for questions. It can be used with countable and uncountable nouns.	We don't have **any** water to drink. Do you know **any** places that have droughts?
some	*Some* is used for positive statements and for questions when we think the answer will be positive. It can be used with countable and uncountable nouns.	It is difficult for **some** communities to get water. Would you like **some** water?
many	*Many* is used for positive and negative statements and questions. It is used with countable nouns.	There is a hilltop in Chile with **many** fog-catching nets. Not **many** pipes carry water to the Atacama Desert. Did **many** birds fly to the lake?
much	*Much* is used for negative statements and for questions. It is used with uncountable nouns.	Some communities in Chile don't have **much** water. Do you drink **much** water?
a lot of	*A lot of* is used for positive and negative statements and questions. It can be used with countable and uncountable nouns.	Daniel Rojas uses **a lot of** nets to catch water. The river doesn't have **a lot of** water during the winter. Do you drink **a lot of** water?

Notes:

1. For questions, we use *how much* with uncountable nouns and *how many* with countable nouns.

How much *water do the fogcatchers catch?* ***How many*** *people live in Chile?*

2. *Much* is often used as a part of a phrase, such as *much more*.

Fogcatchers are a ***much more*** *effective solution than building pipes.*

A Match to make complete sentences.

____ **1.** Fogcatchers can collect	**a.** much water.
____ **2.** Peña Blanca, Chile, doesn't have	**b.** a lot of water.
____ **3.** Why is it hard for	**c.** any water with animal skins?
____ **4.** Did the native people catch	**d.** some communities to get water?
____ **5.** Fogcatchers are used in	**e.** many miles in all directions.
____ **6.** The fog stretches for	**f.** some countries around the world.

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B Circle the correct word to complete each sentence.

1. Our baseball team didn't score *many / some* points during last night's game.
2. The library has *a lot of / any* books about Chile.
3. Did *many / much* people go to the party on Saturday?
4. Han asked the teacher *any / some* questions about the grammar lesson.
5. Scientists couldn't find *many / much* information about the new species of fish.
6. Are you taking *any / much* language classes this year?
7. We don't have *a lot of / some* international students at our school.
8. Do you need *any / many* help carrying your books?

C Complete the sentences with *any, some, much, many,* or *a lot of*. Sometimes more than one answer is possible.

1. Did you see _____ fish when you went swimming?
2. It's not healthy to drink _____ soda.
3. Do we need _____ rice for dinner?
4. We don't need _____ chocolate to make this cake.
5. Is there _____ snow in the area where you live?
6. Are there _____ students in your English class?

D Answer the questions using *any, some, much, many,* or *a lot of*. Write answers that are true for you.

1. Do you drink much water?

   _____

2. Do you have many hobbies?

   _____

3. Do you get a lot of sleep at night?

   _____

4. Do you have many goals for next year?

   _____

5. Have you traveled to other countries?

   _____

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Vocabulary Boost

A Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Cities should **capitalize** on advances in technology to find new ways to get clean water.
2. Fogcatchers are good for dry areas because they are **efficient** and catch a lot of water.
3. Because Hawaii is an isolated island, it **imports** around 85% of its food supply.
4. Long ago, native communities used animal skins to catch water to **provide** to the villagers.
5. Ice in glaciers is the largest **reservoir** of fresh water in the world, containing 3% of Earth's water.
6. Climate change has made weather in many places **unpredictable** and more dangerous.

____ **1.** capitalize	**a.** to supply something to someone *(v.)*
____ **2.** efficient	**b.** a body of water saved for use *(n.)*
____ **3.** import	**c.** to bring products into one place from another *(v.)*
____ **4.** provide	**d.** to take advantage of an opportunity *(v.)*
____ **5.** reservoir	**e.** uncertain; cannot be predicted *(adj.)*
____ **6.** unpredictable	**f.** productive; working well and quickly *(adj.)*

B Choose the two correct answers to each question.

1. What can a country import?
   a. food **b.** water **c.** weather
2. Which are efficient methods of communication?
   a. email **b.** sending a letter **c.** texting
3. What should a school provide to its students?
   a. a place to study **b.** happiness **c.** opportunities to learn
4. Which are examples of reservoirs of water?
   a. a glacier **b.** a lake **c.** a shower
5. Which things can be unpredictable?
   a. a school schedule **b.** sports competitions **c.** the future
6. What can a school capitalize on?
   a. community volunteers **b.** school buses **c.** money from the government

Share Your Perspective

C Answer the questions.

1. What water problems might cities face in the future?

   _____

2. How can you save water in your own home?

   _____

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Key Vocabulary

A Complete each sentence with the correct form of a word from the box.

aqueduct civilization impurity population sanitation sophisticated

1. The Aztecs were an ancient _____ that occupied much of modern-day Mexico.
2. Tourists can visit ancient _____ in Spain that were used to transport water.
3. Builders of the Megalithic Temples in Malta in 3500 BCE used _____ techniques to create the stone structures.
4. Bad _____ was a reason for the quick spread of the Black Plague in the 1300s.
5. The _____ of the Roman Empire was about 65 million.
6. The value of diamonds decreases greatly if they have _____.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then complete the chart.

1. Tourists can view ancient Roman **architecture** in buildings like the Colosseum in Italy.
2. The ship will follow the quickest **course** from Mexico to France.
3. The villagers dug the well to a **depth** of 200 feet.
4. The Palace of Versailles outside Paris, France, has 50 **fountains** throughout the gardens.
5. Scientists say that as the population of Earth grows, we will have to **manage** our resources carefully.
6. The soldiers camped at a **site** on a hill so they could see a long way in every direction.

Word	Part of Speech (noun, verb, adjective)	Definition
		a distance below a surface
		a structure that sends water into the air for display
		a style of design and construction of buildings
		to direct the organization or usage of something
		a planned way
		an area or place

C Read the statements. Write *T* for True or *F* for False.

_____ **1.** A **site** is a person who lives in a particular place.

_____ **2.** If a lake has a **depth** of 100 feet, that means it is 100 feet from the surface to the bottom.

_____ **3.** **Architecture** is the person who designs famous buildings.

_____ **4.** If you **manage** water badly, you waste it.

_____ **5.** A **course** can be a ship, a plane, or a car.

_____ **6.** The purpose of a **fountain** is to supply light to an area.

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Understand

A For each problem, choose the solution the Romans created for it.

____ **1.** Smaller cities needed water.	**a.** A group of specialized workers cleaned the channels.
____ **2.** Large cities with booming populations required a lot of water.	**b.** People dug wells or cisterns beneath houses.
____ **3.** Impurities could affect the water supply.	**c.** The Romans built the Cloaca Maxima sewer.
____ **4.** Used water has to be disposed of safely.	**d.** The Romans built aqueducts.
____ **5.** Water was expensive for private homeowners.	**e.** The calix, a pipe fitted into the wall, was invented.

B Read the statements about "Aqueducts: Quenching Rome's Thirst." Write *T* for True or *F* for False.

____ **1.** The Romans were the first people to create systems for managing water.

____ **2.** Water from aqueducts was only used for drinking.

____ **3.** Most of an aqueduct's course was underground.

____ **4.** Roman piping systems covered very long distances to bring water to Rome.

____ **5.** The Cloaca Maxima sewer became a model for sanitation in other cities.

____ **6.** Nonius Datus was injured when concrete from the aqueduct fell on him.

____ **7.** The Romans only charged poorer citizens for their water.

____ **8.** Romans felt great pride in their aqueducts.

C Answer the questions using information from the text.

1. How did the Minoans supply themselves with water?

_____

2. What are three ways the Romans used water from the aqueducts?

_____

3. Why did the Romans build shafts during aqueduct construction?

_____

4. What are two problems that occurred when Nonius Datus was building the aqueduct?

_____

_____

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Vocabulary: Verify Word Meanings

A Read the excerpt from "Aqueducts: Quenching Rome's Thirst." Use context to figure out the part of speech of the words in bold. Write *N* (noun), *V* (verb), or *A* (adjective).

> Roman piping systems carried water from sources to the city over long distances. The route had to gently **slope** to allow gravity to carry the water to its **destination**. Engineers followed the land's **natural** grade wherever possible, building channels underground. Sometimes that meant they had to make long **detours**. When they had no other choice—because they had to cross a valley or **avoid** a sudden drop, they built the tall archways that **dominate** the Mediterranean landscape.

1. slope _____
2. destination _____
3. natural _____
4. detour _____
5. avoid _____
6. dominate _____

B Use context to write your own definition for each word. Then verify your definitions with a dictionary. Write the dictionary definitions, including the part of speech.

Word	Your Definition	Dictionary Definition
1. slope		
2. destination		
3. natural		
4. detour		
5. avoid		
6. dominate		

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GRAMMAR BOOST: Articles

We use **articles** to modify nouns and indicate whether a noun is specific or nonspecific. There are two articles in English: *a/an* (nonspecific) and *the* (specific).

Article	Use	Examples
a/an (indefinite article)	• for indefinite (nonspecific) nouns • when introducing a singular noun for the first time • when making a general statement about a singular noun • *a* with words that start with consonants • *an* with words that start with vowels or vowel sounds	Builders created **a** network of pipes and tunnels. After **an** aqueduct's route had been designed, **a** series of shafts were dug.
the (definite article)	• for definite (specific) nouns • when referring to a noun that's already been mentioned • when the speaker and the listener both already know the noun that is being discussed • to make a general statement about a plural noun • to talk about the only one of something	**The** network of pipes and tunnels was used to carry water. **The** Romans used sophisticated methods to carry water. **The** Cloaca Maxima sewer flowed into **the** Tiber River.
zero article	• to talk about most proper nouns (not including specific rivers, geographical points, etc.) • to talk about general modes of transportation • to introduce or talk about nonspecific plural nouns • to talk about general institutions, such as *school* or *government*	It honors Nonius Datus. Rome is in Italy. Many tourists travel to Rome by plane. Aqueducts were amazing inventions.

Note: When introducing a plural noun for the first time, we can use a quantifier, like *many, some, any,* or the zero article.

*We learned **some** facts about the Romans. Do you want to hear **the** facts?*

A Circle the article in each sentence. Underline the noun it modifies.

1. On the island of Crete, people developed sophisticated rain-harvesting systems.
2. Aqueducts were not invented by the Romans.
3. A crane was used to lower stone blocks.
4. When the planned depth was reached, construction began.
5. Most of an aqueduct's course lay underground.
6. Shafts were dug using an ancient Persian technique.

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B Circle the correct article to complete the sentences. Circle *0* when no article is needed.

1. *An / The* Minoans developed filtering systems for their water.
2. Many people had poured *the / 0* resources into managing water.
3. Rome's population required *a / an* entire system of aqueducts.
4. The Romans made *a / 0* huge efforts to distribute clean water.
5. People built tall archways when they had to cross *a / the* valley.
6. There is *a / the* monument in Algeria. *A / The* monument honors Nonius Datus.
7. *The / 0* text on the monument describes the building of Rome's aqueduct.
8. The teams of workers who excavated the tunnel did not meet at *a / the* same spot.

C Check (✓) the correct sentences. Write an ✗ for the incorrect sentences. Correct the incorrect sentences.

1. The impact from not having a clean water source is huge. ☐
2. The estimated 6,000 children die every day due to diseases from unsafe water. ☐
3. A big thorn broke off in Nya's heel when she went for water. ☐
4. The drill that the men brought to the village looked like an iron giraffe. ☐
5. The UN considers clean water a essential human right. ☐
6. Singapore has the extensive network of rivers and canals. ☐
7. Peña Blanca, Chile, is located on the edge of the Atacama Desert. ☐
8. Chile's scientists are exploring a mist called a *camanchaca*. ☐

D Complete the sentences with *a, an*, or *the*, or write *0* if no article is needed.

1. The more remote the community, the harder it is to get _____ reliable source of water.
2. By studying _____ different fog-catching systems, perhaps scientists can find the best one.
3. An aqueduct is a pipe or channel that brings water to _____ area.
4. _____ aqueducts were expensive, and not all cities required them.
5. Nya wasn't sure if she should trust _____ men who came to her village with the drill.
6. _____ Akeer is Nya's little sister.
7. Nya's family moved to _____ same lake camp every year when the rains stopped.
8. All people need _____ water to survive.

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Assignment: Create a Multimedia Presentation

A Complete each sentence with a word from the box to make statements you can use in the introduction of your group's multimedia presentation.

describing	facts	serious	vital	welcome

1. We would like to _____ you to our presentation today.

2. There is a _____ problem facing many communities.

3. We will begin by _____ the issue.

4. Water is _____ for all people to survive.

5. There are many _____ that can help us understand this problem.

B Match to make statements that you can use to introduce your visuals.

____ **1.** As you can	**a.** shows that …
____ **2.** Please take a moment to	**b.** examine the …
____ **3.** This visual	**c.** a visual that …
____ **4.** Let me direct	**d.** your attention to …
____ **5.** Let me show you	**e.** see here …

C Put the words in order to make sentences you can use in the conclusion of your presentation. Then write two sentences of your own.

1. many people / helpful / this / will be / solution / for

_____

2. as we / for / everyone / shown, / have / water / is important

_____

3. our / attention / to / your / appreciate / presentation / we

_____

4. thank / for / you / time / your

_____

5. _____

6. _____

D Practice saying the sentences in Activities A, B, and C aloud. Say them several times to develop fluency.

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Assignment: Problem-Solution Essay

A Choose the correct answer to the questions about the writing model in the Student Book.

1. Which sentence introduces the problem?

a. Polluted water contains impurities that make it unsafe for humans and animals to drink.

b. The solutions can be life-changing.

2. Which sentence gives a fact about the problem?

a. Companies are responding to the problem by creating simple tools that can save lives.

b. Water pollution especially affects people in low-income areas.

3. Which sentence describes a solution?

a. One invention is a straw that removes 99.9 percent of harmful substances from water sources.

b. Polluted water is unsafe for humans and animals to drink.

4. Which sentence describes the impact of the solution?

a. Many millions of people don't have access to toilets that work.

b. When people have access to clean water, they can have a life with possibilities.

5. Which alternative title would be appropriate for this text?

a. "Clean Water Is Life"

b. "Chemicals Are Harmful"

B Read the sentences from the writing model. Write *P* if the sentence describes the problem and *S* if it describes the solution.

____ **1.** Chemicals are released into the water supply, making about 1 billion people sick each year.

____ **2.** Some communities do not have sanitation systems.

____ **3.** It can be used to clean 1,000 liters of water.

____ **4.** The filter catches the impurities, and clean water flows into the bottom bucket.

____ **5.** Illness from filthy water keeps children out of school and adults out of work.

C Put the words and phrases in the correct column of the chart.

as a result because of due to for instance specifically such as

Cause or Effect	Examples

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3 Overcoming Fear



▲ A rock climber searches for places to hold on a cliff high above the ground.

UNIT LAUNCH

Academic Vocabulary

A Write one idea for each item.

1. a machine that is **automatic**: _____
2. a scary **circumstance**: _____
3. something you need a lot of **energy** to do: _____
4. an **intense** feeling: _____
5. a time when you had a surprised **response** to something: _____
6. something that **triggers** you to smile: _____

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Key Vocabulary

A Circle the correct word to complete the sentences.

1. It's typical for people to be *defensive / deliberate* when they feel attacked.
2. No matter where people are from, we all have the same *emotions / reflexes*.
3. Khaled began to *experience / panic* when he realized he had forgotten about the exam.
4. Most parents have a natural *reflex / panic* to protect their children without thinking.
5. Tessa decided to be *defensive / deliberate* about studying, so she made a schedule for herself.
6. The *experience / emotion* of falling out of the tree made Geraldo afraid of heights.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Only someone very **brave** would put his or her life in danger to rescue another person.
2. In some fairy tales, a princess makes an **escape** from a dragon or monster.
3. It was Darwin's **fault** that he missed class today; he slept too late this morning.
4. Animals like deer and rabbits often **freeze** when a predator is near.
5. David's scariest **memory** is of the time he stepped on a snake when he was hiking.
6. Fay took deep breaths to **relax** before her big concert with the school band.

____ **1.** brave	**a.** to stop and be completely still *(v.)*
____ **2.** escape	**b.** blame, responsibility *(n.)*
____ **3.** fault	**c.** to stop being nervous, scared, angry *(v.)*
____ **4.** freeze	**d.** the act of getting away or getting free *(n.)*
____ **5.** memory	**e.** something that you remember from the past *(n.)*
____ **6.** relax	**f.** unafraid of danger *(adj.)*

C Complete the sentences with the correct form of a boldfaced word from Activity B.

1. My mother doesn't like to fly, so she _____ on planes by reading a good book.
2. The day Lucia got her puppy is her happiest _____.
3. The firefighters lowered a rope for the man's _____ from the deep well.
4. Are you _____ enough to go skydiving or bungee jumping?
5. Kevin thinks it's his _____ that the team lost because he missed a goal.
6. Last night, I _____ when I heard the loud crash outside my door.

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Understand

A Read the statements about "Fear on the Brain." Write *T* for True or *F* for False.

____ **1.** The limbic system's job is to analyze information from your senses and decide how you should react.

____ **2.** Some salamanders know their predators even before they hatch from their eggs.

____ **3.** Human babies are born being afraid of everything that could hurt them.

____ **4.** The fight-or-flight reflex is when an animal decides to either run away or defend itself.

____ **5.** Some people are born with deliberate calm, and others are not.

____ **6.** The great auk is an example of an animal that went extinct because it always froze with fear.

B Use information from "Fear on the Brain" to match the causes with their effects.

Causes	Effects
____ **1.** You feel afraid and breathe faster.	**a.** You have the reflex either to defend yourself or to run away.
____ **2.** Your glands send adrenaline all over your body.	**b.** You feel scared.
____ **3.** You see another person feeling scared.	**c.** More oxygen goes to your cells.
____ **4.** Your brain decides that a threat is serious.	**d.** Part of your brain sends a sense of relief to the body.
____ **5.** You realize that something scary in an amusement park isn't a real threat.	**e.** You get a burst of strength and energy.

C Answer the questions about "Fear on the Brain."

1. How do young humans learn to fear?

_____

2. Why might humans quickly learn to fear things like snakes, loud noises, and the dark?

_____

3. Why do many animals puff up their fur when they are scared?

_____

4. How can you practice deliberate calm?

_____

5. What can we learn about fear from Steller's sea cow?

_____

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Language Convention: Understand Intensive and Reflexive Pronouns

A Underline the intensive or reflexive pronoun in each sentence. Then write *I* for Intensive or *R* for Reflexive.

____ **1.** The animal might stay frozen, or it might make a quick choice to defend itself or run away.

____ **2.** Goosebumps themselves are caused by the same response that makes a bear's fur bristle.

____ **3.** When you feel yourself beginning to panic, take a deep breath to calm down.

____ **4.** Pilots and firefighters often train themselves to stay calm in emergencies.

____ **5.** Fear itself starts in a part of the brain called the limbic system.

____ **6.** I told myself not to worry about the spider, but it still scared me!

B Complete the sentences with the correct intensive or reflexive pronoun.

1. Great auks _____ are extinct, as are Steller's sea cows.

2. Mrs. Garcia calmed _____ before her presentation by relaxing with a friend.

3. The salamander _____ isn't a large animal, so it has an inborn fear of predators.

4. I always picture _____ scoring a goal before a big soccer game.

5. Even the pilot _____ doesn't like taking off, but he's learned how to relax.

6. Are you and your friends making _____ dinner this evening?

C Cross out the intensive pronouns that are only used for emphasis.

1. Humans themselves are predators of much larger animals.

2. Kara didn't believe in herself, but I myself knew she could control her fear.

3. The roller coaster itself looked fun, but I knew I didn't want to ride it.

4. Even the doctor herself dislikes the sight of blood, but she tells herself it's a natural thing.

5. The brain itself is responsible for creating the emotion of fear.

6. The students themselves bought a gift to thank their teacher for his hard work.

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GRAMMAR BOOST: *Like* as a Verb or a Preposition

We use the word *like* often in English. *Like* can be different parts of speech, but it is most often used as a verb or a preposition.

Like as a Verb

1. As a verb, *like* means "to enjoy or prefer something." We usually use *like* with an object. It is not used in the continuous tense.

*Many people **like** roller coasters.* ~~*Many people are liking roller coasters.*~~

2. *Like* can also be used with a gerund, an infinitive, or a noun phrase.

*Everyone **likes** being scared sometimes.* *Everyone **likes** to be scared sometimes.*

*Everyone **likes** the feeling of being scared sometimes.*

3. We use the phrase *would like* for requests, desires, and polite offers.

*A: I **would like** to take a class about managing fear.*

*B: OK. **Would** you **like** to come to our class on Tuesdays?*

Like as a Preposition

1. As a preposition, *like* is used to compare things or to say that something is similar to another thing.

*Brave people feel fear **like** everyone else.*

2. As a preposition, *like* is used with a noun, pronoun, or noun phrase.

*When you are afraid, your hands feel **like** ice.*

3. We use *like* to introduce examples that are comparable or similar to something else.

*People who work in dangerous jobs, **like** police officers and firefighters, practice for emergencies.*

In this example, police officers and firefighters are examples of people who work in dangerous jobs.

A Read the sentences. Write *V* if *like* is used as a Verb and *P* if it is used as a Preposition.

____ **1.** Steller's sea cow was a large creature like a manatee.

____ **2.** When you are afraid, your stomach is like a big knot.

____ **3.** Many people don't like to feel afraid.

____ **4.** A salamander is a small animal like a lizard.

____ **5.** Even police officers feel fear like the rest of us.

____ **6.** People visit amusement parks because they like the feeling of relief after fear.

____ **7.** Sailors liked to hunt sea cows because they were easy prey.

____ **8.** Scientists believe that our ancestors didn't like snakes or loud noises.

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B Match to make complete sentences.

____ **1.** Would you like	**a.** to join the school choir.
____ **2.** Sometimes even adults play	**b.** like a younger person.
____ **3.** My aunt says she feels	**c.** like when the school serves pizza for lunch.
____ **4.** All the students	**d.** flying on planes.
____ **5.** Esteban doesn't like	**e.** like children.
____ **6.** Abdullah would like	**f.** to go skiing this weekend?

C Put the words in order to write sentences with *like*.

1. doesn't / Sofia / or snakes / like / spiders

_____

2. to play / your / us / with / would / like / brother

_____

3. I'm / when / I / a rabbit / freeze / scared, / like

_____

4. feel / ice / the singer's / like / hands / a concert / before

_____

5. some people / afraid of / insects, / beetles / are / like

_____

6. spooky / like / I'd / to watch / movie tonight / a

_____

D *Like* is missing from the sentences. Edit the sentences to put *like* in the correct place.

1. Emilia looks a lot her sister.

2. Some people, airplane pilots and surgeons, have to practice staying calm.

3. Simon felt a star when he got the lead role in the school play.

4. My little brother would to order the chicken sandwich, please.

5. Famous people have feelings everyone else.

6. Li Wei runs a cheetah—he's so fast!

7. Would you me to help you study?

8. Most people going to amusement parks.

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Vocabulary Boost

A Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Doctors need to **diagnose** a patient before they can decide how to help him or her.
2. The actor's performance in the play was **extraordinary**, and he won several awards.
3. Eva's excitement about skiing **outweighs** her dislike of cold weather.
4. We know now that people's belief that Earth was flat was **preposterous**.
5. The raft flipped over in the **rapids**, so the people swam to the shore.
6. The passengers were filled with **terror** when the lights went out inside the plane.

____ **1.** diagnose	**a.** to be more important than something else *(v.)*
____ **2.** extraordinary	**b.** a rocky place in a river where water moves very quickly *(n.)*
____ **3.** outweigh	**c.** extreme fear *(n.)*
____ **4.** preposterous	**d.** to discover or identify a disease or sickness *(v.)*
____ **5.** rapids	**e.** outstanding; wonderful *(adj.)*
____ **6.** terror	**f.** completely unbelievable and ridiculous *(adj.)*

B Answer the questions.

1. Why might some diseases be difficult to **diagnose**?

_____

2. What is something **extraordinary** that you or someone you know has done?

_____

3. Why do the benefits of learning a new language **outweigh** the hard work involved?

_____

4. Write a **preposterous** prediction for what life will be like in 50 years.

_____

5. Would you feel **terror** kayaking or rafting in **rapids**? Why or why not?

_____

Share Your Perspective

C Answer the question.

Think of a time when you were afraid. How did you manage your fear?

_____

_____

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Key Vocabulary

A Complete the sentences with the correct form of a word or phrase from the box.

crisis decision rational terrified under pressure variable

1. The earthquake was a major _____ for the city.
2. There were several _____ affecting the flight, including the weather and the number of passengers.
3. Lucia made the _____ choice to spend her money on books instead of candy.
4. Some students don't do well on tests because they become nervous _____.
5. Diego was _____ by the idea of skydiving.
6. When are you going to make a(n) _____ about which university to go to?

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then complete the chart.

1. The coach is going to **assess** the players' skills and then decide who will be on the team.
2. Lee is **certain** that she will never go bungee jumping, and no one can change her mind.
3. Most countries have strict speed limits so that cars will not **crash**.
4. Most of the time, you should **ignore** your worries and believe in yourself instead.
5. After the snowstorm, the town had no **power** for 24 hours.
6. The car accident in the TV show has to look **realistic**.

Word	Part of Speech (noun, verb, adjective)	Definition
		to pay no attention to something
		definite; without any doubt
		to evaluate or analyze
		to hit against something violently
		a supply of energy
		seeming to be real and not pretend

C Write one idea for each item.

1. something your teacher **assesses**: _____
2. something that you are **certain** about: _____
3. something that can **crash**: _____
4. something you should **ignore**: _____

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Understand

A Choose the correct answer to the questions about "Sully's 'Deliberate Calm.'"

1. According to the text, what do most people assume?
- **a.** that some people don't feel fear
- **b.** that all people feel fear

2. What is the most important variable that makes some people succeed despite fear?
- **a.** the ability to balance emotions against rational thought
- **b.** being born with less fear

3. What must someone do to be deliberately calm?
- **a.** use a flight simulator
- **b.** make a conscious effort and practice

4. What risks did Sullenberger have to weigh against each other?
- **a.** being unable to get to the closest airport against landing in freezing water
- **b.** landing on a bridge against landing in freezing water

5. What is an important lesson from Sullenberger's flight?
- **a.** Fear can ruin our ability to make good decisions.
- **b.** We can all look past our emotions and make careful decisions in difficult situations.

B Read the statements about "Sully's 'Deliberate Calm.'" Write *T* for True or *F* for False.

_____ **1.** Sully Sullenberger did what the air traffic controllers told him to do.

_____ **2.** It's likely that every person on board Flight 1549 was terrified during the emergency.

_____ **3.** Pilots use flight simulators mostly to get better technical skills.

_____ **4.** Sullenberger landed his plane in the Hudson River by accident.

_____ **5.** Metacognition helps a person stay calm when his or her body wants to panic.

C Check (✓) the two correct answers for each question.

1. What questions did Sullenberger ask himself during the emergency?
- ☐ **a.** How quickly am I losing altitude?
- ☐ **b.** Can I make it as far as the airport?
- ☐ **c.** Who should I call for help?

2. How do flight simulators help pilots?
- ☐ **a.** They provide practice for extreme situations.
- ☐ **b.** They take away pilots' fear completely.
- ☐ **c.** They help pilots learn to ignore fear.

3. According to the text, what jobs require someone to be deliberately calm?
- ☐ **a.** lawyer
- ☐ **b.** soldier
- ☐ **c.** investor

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Vocabulary: Use a Thesaurus

A Use context and a thesaurus to determine the part of speech and a short definition of each word in bold.

1. The air traffic controllers were instructing Sully to **proceed** to a small airport in Teterboro.

Part of speech and definition: _____

2. Scientists have found that the **crucial** variable is the ability to balance emotions against rational thought.

Part of speech and definition: _____

3. Sully only had a few seconds to **consider** all the information during the emergency.

Part of speech and definition: _____

4. Soldiers must make **complicated** battlefield decisions.

Part of speech and definition: _____

5. Metacognition allowed Sully to assess his **options** and settle on the best one.

Part of speech and definition: _____

B Use a thesaurus to write three synonyms for each boldfaced word as it is used in Activity A.

1. proceed: _____, _____, _____

2. crucial: _____, _____, _____

3. consider: _____, _____, _____

4. complicated: _____, _____, _____

5. option: _____, _____, _____

C Rewrite the sentences from Activity A using a synonym for each boldfaced word.

1. _____

2. _____

_____

3. _____

4. _____

5. _____

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GRAMMAR BOOST: Question Word Order

There are two main types of questions in English: *yes/no* questions that you can answer simply with *yes* or *no,* and *wh-* questions that ask for information. We use different word order for different types of questions.

Yes/No* Questions with *Be				
Be	**Subject**			**Answer**
Is	Sully	an airplane pilot?		Yes. / Yes, he is.
Wh-* Questions with *Be				
Question Word	***Be***	**Subject**		**Answer**
Why	were	the passengers	afraid?	The plane lost power.
***Yes/No* Questions with Other Verbs**				
Auxiliary Verb	**Subject**	**Verb**		**Answer**
Did	Sully	panic?		No. / No, he didn't.
Could	the plane	make	it that far?	Yes. / Yes, it could.
***Wh-* Questions with Other Verbs**				
Question Word	**Auxiliary Verb**	**Subject**	**Verb**	**Answer**
How	could	they	keep	calm?	They could use metacognition.

Note: Some questions require auxiliary verbs other than *be*. Auxiliary verbs help the main verb. Common auxiliary verbs for questions include: *can, could, do, does, did, should, would.*

A Match to make questions.

____ **1.** Is	**a.** does fear come from?
____ **2.** Would	**b.** it scary?
____ **3.** Where	**c.** do you know you're scared?
____ **4.** How	**d.** the plane crash in the Bronx?
____ **5.** Why	**e.** are some people afraid of the dark?
____ **6.** How do	**f.** clear the George Washington Bridge?
____ **7.** Could he	**g.** police officers usually control their fear?
____ **8.** Are	**h.** neuroscientists able to see inside the brain?

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B Choose the best answer for each question.

1. Do all people feel fear?

a. Yes, they do.

b. Every person's brain feels fear.

2. How can people practice "deliberate calm"?

a. Yes, they can.

b. They can breathe deeply and practice regularly.

3. Did the air traffic controllers talk to Sully during the emergency?

a. Yes, they did.

b. They told him to proceed to the closest airport at Teterboro.

4. Are neuroscientists people who study the heart?

a. No, they aren't.

b. They study the brain and nervous system.

5. Where did US Airways Flight 1549 land safely?

a. Yes.

b. in the Hudson River

6. Are great auks extinct?

a. Yes.

b. by 1850

C Put the words in order to make questions.

1. to fear / what / are / the body's responses

_____

2. helpful / inborn fear / is / why

_____

3. can / fear / us / how / help

_____

4. what / to feel / causes / afraid / people

_____

5. courage / have / does / everyone

_____

6. person / a / Sully / is / brave

_____

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Vocabulary Boost

A Read the sentences and look at the painting in the Student Book. Then match the words with their definitions.

1. The painting has **swirls** of color.
2. The colors are bright and **vivid**.
3. There is a central **figure** who appears to be screaming.
4. The figure is on a bridge with a high **railing**.
5. There is an **onlooker** in the background.

____ **1.** swirl	**a.** a person who watches but does not participate *(n.)*
____ **2.** vivid	**b.** a twisting shape *(n.)*
____ **3.** figure	**c.** a human form in a painting, sculpture, etc. *(n.)*
____ **4.** railing	**d.** a fence made of vertical posts and a horizontal rail *(n.)*
____ **5.** onlooker	**e.** very brightly colored *(adj.)*

Examine the Painting

B Write about the painting in the Student Book.

1. Describe the landscape. What natural features do you see?

_____

2. What time of day do you think it is? Why?

_____

3. Why do you think the person in the foreground is screaming?

_____

Reflect

C Take notes in the chart to plan your story.

What happened before this scene?	
What happened after this scene?	

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Key Vocabulary

A Write an idea for each item.

1. an activity that makes you feel **exhausted**: _____
2. something you **imagine** about your future: _____
3. a **mysterious** sound or event: _____
4. a reason someone feels **restless**: _____
5. something that makes you **shudder**: _____
6. something that **surrounds** you in nature: _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then complete the chart.

1. Ana wants to take a **couple of** science classes this year because she plans to be a veterinarian.
2. The villagers had to **dig** very deep to make their well.
3. The farmer built a fence around the **edge** of the field to keep the deer out.
4. When Nabi was younger, he believed there was a **monster** in his closet.
5. Ducks and other birds came to wash themselves in the small **pool** near the village.
6. Young children often prefer **sweet** foods, like fruits, but they shouldn't eat too many.

Word	Part of Speech (noun, verb, adjective)	Definition
		having a sugary taste
		to move dirt using a tool or your hands
		a small area of water that is usually still
		a scary creature that is not real
		the part farthest away from the center of something
		two people or things that are similar or connected

C Match the words with their opposites.

____ **1.** couple of	**a.** center
____ **2.** dig	**b.** human
____ **3.** edge	**c.** sour; salty
____ **4.** monster	**d.** many
____ **5.** pool	**e.** build
____ **6.** sweet	**f.** ocean

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Understand

A Put the events from "Bronze and Sunflower" in order from 1 to 7.

____ **a.** Bronze leaves Sunflower to try to catch a wild duck.

____ **b.** Sunflower and Bronze eat the reed roots.

____ **c.** Sunflower and Bronze take the buffalo to dig up sweet reed roots.

____ **d.** Bronze panics, hurts his foot, and passes out.

____ **e.** Sunflower becomes restless as a storm approaches, and she starts looking for Bronze.

____ **f.** Bronze wakes and finds Sunflower and the buffalo coming toward him.

____ **g.** The family in the village starts looking for the children.

B Who does these things in the story? Write *S* for Sunflower or *B* for Bronze.

____ **1.** rides the buffalo

____ **2.** goes to the pool

____ **3.** steps on a sharp piece of reed

____ **4.** loses all sense of direction

____ **5.** looks for stones

____ **6.** collapses

____ **7.** hears the black bird

____ **8.** finds the other person

C Answer the questions.

1. Why does Bronze want to go so far into the reed marsh?

_____

2. Why is Bronze so excited about the wild ducks?

_____

3. Describe the black bird and its sound.

_____

4. Who is Gayu, and what does he do?

_____

Apply the Skill: Identify the Central Idea

D Check (✓) the sentence that is a central idea of "Bronze and Sunflower."

☐ **1.** Nature can be cruel, especially to children.

☐ **2.** Children are more responsible than adults.

☐ **3.** When someone truly loves another person, he or she will never give up on that person.

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Vocabulary: Use Word Relationships (Part/Whole)

A Read the sentences. Underline the word that has a part/whole relationship to the boldfaced word or phrase.

1. A **mist of rain** covered the earth. Gayu couldn't hear. He tried to listen, but the ducks were chasing after the raindrops.
2. The buffalo enjoyed the reeds so much that it didn't mind being away from its **herd**.
3. The reeds here were quite different: they had thicker **stalks** and wider leaves.
4. Flight simulators allow pilots of airplanes to practice what to do if the **engine** fails.
5. Fear stems from a section of the brain called the **limbic system**.
6. Newly hatched **goslings** will leave their flock and run for cover if they see a hawk.

B Match the words to form part/whole relationships.

____ **1.** expert	**a.** personality
____ **2.** trait	**b.** researchers
____ **3.** sewer	**c.** sanitation system
____ **4.** drill	**d.** emotions
____ **5.** fear	**e.** neighborhood
____ **6.** block	**f.** machines

C Choose the part that matches the boldfaced whole.

1. skeleton	**a.** body	**b.** bone	**c.** human
2. faucet	**a.** face	**b.** tap	**c.** water
3. reservoir	**a.** land	**b.** trees	**c.** water
4. hill	**a.** mountain	**b.** ocean	**c.** slope
5. landscape	**a.** electricity	**b.** pool	**c.** clouds

D Choose the whole that matches the boldfaced part.

1. ink	**a.** computer	**b.** draw	**c.** pen
2. server	**a.** brain	**b.** email	**c.** technology
3. picture	**a.** artist	**b.** mural	**c.** notebook
4. region	**a.** country	**b.** ocean	**c.** sky
5. handle	**a.** door	**b.** pool	**c.** reeds

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GRAMMAR BOOST: Simple Past Irregular Verbs

As you have learned, we use the **simple past** to talk about completed actions in the past, and regular simple past verbs end with *-ed*. However, many verbs have an irregular simple past form that does not end in *-ed*:

*Bronze **knew** that the roots would be sweet deeper into the marsh.*

*Sunflower **saw** the swaying reeds.*

Common Simple Past Irregular Verbs

become ⟶ became	feel ⟶ felt	lose ⟶ lost
bite ⟶ bit	find ⟶ found	run ⟶ ran
build ⟶ built	forget ⟶ forgot	see ⟶ saw
catch ⟶ caught	go ⟶ went	sit ⟶ sat
cut ⟶ cut	give ⟶ gave	spend ⟶ spent
dig ⟶ dug	have ⟶ had	stand ⟶ stood
eat ⟶ ate	hear ⟶ heard	take ⟶ took
fall ⟶ fell	know ⟶ knew	try ⟶ tried

Note: For simple past negative statements and *yes/no* questions and answers, we use the base form of irregular verbs, just as we do with regular verbs:

Negative Statements: We use *did not* (*didn't*) + the base form of verb for all subjects.

*Sunflower and Bronze **did not eat** meat for many weeks.*

Yes/No Questions and Answers: We use *did* + subject + base form for all subjects to form questions. We use *did* or *did not* (*didn't*) to answer these questions.

***Did** Sunflower **find** Bronze?* *Yes, she **did**.*

A Underline the simple past verb in each sentence. Write *R* if it is Regular and *I* if it is Irregular.

____ **1.** The world in front of Bronze blurred.

____ **2.** Bronze fell to his knees in a spray of water.

____ **3.** Bronze followed the sounds.

____ **4.** Sunflower lost all sense of direction.

____ **5.** Bronze stepped on a piece of reed stubble.

____ **6.** They gave the slightly older roots to the buffalo.

____ **7.** Bronze brought the buffalo to a stop.

____ **8.** The reeds had thicker stalks and wider leaves.

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B Write the irregular simple past form of the verbs from "Bronze and Sunflower."

1. think _____
2. cut _____
3. give _____
4. spend _____
5. keep _____
6. eat _____
7. fly _____
8. come _____
9. forget _____
10. stand _____
11. hear _____
12. find _____

C Complete each sentence with the simple past form of a verb from the box.

bring	dig	eat	find	see	stand

1. Abdullah _____ his books to my house so that we could study after school.
2. The dinner was wonderful—we _____ until we were almost too full!
3. Everyone _____ when the president entered the room.
4. Police officers _____ the missing dog deep in the forest.
5. The gardener _____ several holes to prepare to plant the young trees.
6. Akiva _____ his cousin last weekend for the first time in two years.

D Write affirmative or negative simple past statements or *yes/no* simple past questions.

1. Sunflower / sit / on / the buffalo / .

_____

2. The child / not become / upset / when / she / fall down / .

_____

3. Bronze / catch / the duck / ?

_____

4. Jaime / forget / his / homework / yesterday / .

_____

5. you / hear / the news / about / the principal / ?

_____

6. Michelle / spend / a lot / of money / on / her necklace / .

_____

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Assignment: Report on a Common Phobia

A What should you include in a report on a common phobia? Check (✓) the correct answers.

- ☐ **1.** a list of sources you used
- ☐ **2.** quotations from other sources
- ☐ **3.** a body paragraph with personal examples from your life
- ☐ **4.** a body paragraph that tells how to overcome the phobia
- ☐ **5.** a "hook" at the conclusion
- ☐ **6.** a conclusion that asks more questions

B Match the parts of a report with their purposes.

____ **1.** introduction	**a.** summarizes the research and main ideas
____ **2.** body paragraph	**b.** describes the topic
____ **3.** quotation	**c.** gives details about the topic
____ **4.** conclusion	**d.** shows where the report's information came from
____ **5.** list of sources	**e.** gives an expert opinion

C Match each item from the writing model in the Student Book with the label that describes it.

____ **1.** But suddenly with all eyes on you, your mind goes as blank as the whiteboard behind you!	**a.** example of the phobia
____ **2.** The fear of public speaking causes many people to panic, but you can improve your ability to perform under pressure.	**b.** quotation from an expert
____ **3.** Gersham says to "Tell yourself, 'Brain, this presentation is not about me. It is about helping my audience.'"	**c.** restates the main ideas
____ **4.** Focus on what you want your audience to understand rather than your emotions.	**d.** explains how to overcome the phobia

D Think of two common phobias you can write about. Complete the chart. Then choose the best topic for your report.

Phobia	"Hook" (detail, fact, anecdote, or example)
1.	
2.	

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Assignment: Conduct a Panel Discussion

A What should you do during a panel discussion? Check (✓) the correct answers.

- ☐ **1.** Interrupt another person who is speaking when you have an important point to make.
- ☐ **2.** Be aware of time to make sure everyone has a chance to speak.
- ☐ **3.** Speak first after every question to keep the discussion moving.
- ☐ **4.** Connect your ideas to the comments of other speakers.
- ☐ **5.** Be forceful and convince listeners that you are correct.
- ☐ **6.** Encourage others to speak when you are finished.

B Complete each item with a word from the box to make phrases or sentences you can use to connect your comments to others' comments.

add	build	means	point	said	similar

1. I have a(n) _____ example to share.

2. That's a great _____. And …

3. As (Sara) _____, …

4. I see what (Colin) _____, but …

5. I would like to _____ to that.

6. To _____ on what (Chiko) said …

C Put the words in order to make sentences you can use to invite others to speak. Then add one idea of your own.

1. that / about / say / you / more / can / ?

_____

2. I'd / from / like / to hear / you / on this / .

_____

3. think / you / do / this / what / about / ?

_____

4. thoughts / in / your / interested / I'm / on this / .

_____

5. _____

D Practice saying each item in Activities B and C aloud. Repeat them several times to improve your fluency.

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4 Growing Up



▲ **Middle school students throw their "adult hats" in celebration during their coming-of-age ceremony in Zhangye, Gansu province, China.**

UNIT LAUNCH

Academic Vocabulary

A Write one idea for each item.

1. a **consequence** of an action you took: _____
2. the most **mature** friend you have: _____
3. an interesting event that **occurred** in the past month: _____
4. a **perception** you have about another country or culture: _____
5. an idea your family or teachers **reinforce**: _____
6. a **significant** event from your childhood: _____

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Key Vocabulary

A Complete the sentences with a word from the box.

apprehensive	ethic	independence	navigate	self-sufficiency	supervision

1. Thalia learned her work _____ from her mother, who is a teacher.
2. Are you feeling _____ about the exam tomorrow, or do you feel prepared?
3. Young children need constant _____ to make sure they stay safe.
4. Sailors used to _____ using maps and the stars; now ships have computers to do it.
5. _____ is very important when you are camping in a wilderness area. You have to take care of all of your needs yourself.
6. It's common for teenagers to want more _____ from their parents—they want to make their own decisions.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. The teacher's **duties** include planning lessons and grading exams.
2. The wind blew over the garbage can and made a huge **mess** on the sidewalk.
3. Fay took deep breaths to **relax** before her big concert with the school band.
4. Once a month, my siblings and I **serve** our parents dinner to thank them for everything they do for us.
5. There are laws to control the **speed** of cars and trucks on roadways.
6. My grandmother's hospital stay was made much better by the excellent **staff**.

____ **1.** duty	**a.** to give or offer *(v.)*
____ **2.** mess	**b.** a dirty or disorderly condition *(n.)*
____ **3.** relax	**c.** the workers in a place *(n.)*
____ **4.** serve	**d.** responsibility; something someone must do *(n.)*
____ **5.** speed	**e.** the rate at which something moves *(n.)*
____ **6.** staff	**f.** to stop being nervous, scared, angry *(v.)*

C Complete each sentence with a word in bold from Activity B.

1. The city government has a very large _____ .
2. A large jet travels at a higher _____ than a small plane.
3. After dinner, my parents usually _____ guests coffee and dessert.
4. One of my classroom _____ is to clean the board every morning.

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Understand

A Read the statements about "Why Are Little Kids in Japan So Independent?" Write *T* for True or *F* for False.

____ **1.** Most Japanese children don't go places by themselves until they are 12 years old.

____ **2.** Though some Japanese parents allow their children to be independent, this is not common.

____ **3.** Self-sufficiency is the reason that Japanese kids are independent.

____ **4.** Japanese schools teach children to share responsibility for work and public spaces.

____ **5.** Most people in Japanese cities walk a lot and take public transportation instead of cars.

____ **6.** One reason Japanese parents let their kids go to school alone is that they trust the community.

B Choose the correct answer to the questions about the text.

1. What is common in Japanese cities?

a. crime **b.** the sight of children traveling alone

2. How did Kaito's parents feel at first about him taking the train alone?

a. apprehensive **b.** happy

3. What is different for kids who take the train alone now than in the past?

a. They don't get as much help from others. **b.** They have cell phones to call for help.

4. What do Japanese children learn very early on in life?

a. Anyone in the community can be called on to help. **b.** It's important to be self-sufficient.

5. According to the text, which words describe public spaces in Japan?

a. clean, safe, well-designed **b.** busy, pretty, old

C Answer the questions about "Why Are Little Kids in Japan So Independent?"

1. Why did Kaito's parents decide to let him take the train alone?

_____

2. What are two duties that Japanese kids often have at school?

_____

3. How do Japanese kids learn about the consequences of making a mess?

_____

4. What are drivers used to in Japan?

_____

5. According to Dwayne Dixon, what is intriguing to many people about Japan?

_____

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Language Convention: Pronoun Agreement

A Circle the pronoun and underline its antecedent in each sentence.

1. Children walk through train cars, and they wear knee socks, plaid jumpers, and hats.
2. The kids are as young as six or seven and are on their way to or from school.
3. Parents in Japan regularly send their kids out in the world at a young age.
4. Kaito says his parents were apprehensive at first.
5. Public space is scaled so much better— it can control flow and speed.
6. Kaito's stepmother says she wouldn't let a 9-year-old ride the subway alone in London.
7. That's not to say the Tokyo subway is risk free— it isn't.
8. Kaito takes the trains because they're safe, and he's a smart kid.

B Complete each sentence with the correct pronoun from the box.

he	it	she	they	we	you

1. If Kaito gets lost on the train, _____ can call his stepmother.
2. Japanese schools reinforce community responsibility because _____ teach children to clean up and serve others.
3. My sister and I can go to school alone now because _____ are finally old enough.
4. The Japanese subway is safe, and _____ is clean.
5. My father tells me, "You need to take your cell phone so _____ can call if you're lost."
6. Kaito's stepmother remembers when _____ used to take the train to school alone.

C Check (✓) the correct sentences. Write an ✗ for the incorrect sentences, and edit them to make them correct.

1. The girl was late to school because he forgot her backpack. ☐
2. Japan has a low crime rate, which makes it a safe place in general. ☐
3. Children in Japan know they can rely on the group for help. ☐
4. Many city children continue to take the train and run errands in her neighborhoods. ☐
5. Dwayne Dixon says he believes that people are intrigued by Japan's sense of community. ☐
6. His parents felt fine about Kaito taking the train because she knew of other children who did it safely. ☐

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GRAMMAR BOOST: Demonstratives: *This, That, These, Those*

We use **demonstratives**—*this, that, these,* and *those*—to talk about specific things. Demonstratives show the relationship or distance between the person and the object he or she is discussing.

Demonstratives can be demonstrative pronouns (before a verb) or demonstrative adjectives (before a noun). The demonstrative does not change form:

This *is a very clean train*. (pronoun) ***This*** *train is very clean*. (adjective)

	Meaning *here*, *near*, or *near in time*	**Meaning *there*, *far*, *finished*, or *in the past***
Singular	***this*** By giving them **this** freedom, parents are placing trust in their kids. **This** is such an exciting game.	***that*** **That** culture is very different from mine. **That** was such a challenging exam.
Plural	***these*** **These** kids are as young as six or seven. Cell phones are everywhere **these** days.	***those*** **Those** years of the 1940s were a difficult time for the world. **Those** are the most independent children I know.

A Underline the demonstrative in each sentence. Write *S* for Singular and *P* for Plural.

_____ **1.** Taking responsibility for these shared spaces means children have pride of ownership.

_____ **2.** This is reinforced at school, where children take turns cleaning.

_____ **3.** Japan has a low crime rate, and this is a key reason why parents allow children independence.

_____ **4.** Kids around the world are self-sufficient, but these kids in Japan have a sense of trust.

_____ **5.** The children carried those heavy backpacks all the way to school.

_____ **6.** Have you taken this train to school before?

_____ **7.** That is an important assumption in Japanese culture.

_____ **8.** That student is on her way to school by bus.

B Write the sentence numbers from Activity A on the correct line.

1. Demonstrative adjectives: 1, _____

2. Demonstrative pronouns: _____

C Circle the correct demonstrative to complete the sentences.

1. Does Markos prefer this t-shirt or *that* / *those* one?

2. *This* / *Those* backpacks are all green, but mine is blue.

3. *These* / *Those* are Carla's books on the table over there.

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4. Look closely at *that* / *this* picture I have. You can see my sister way in the background.
5. Are *these* / *this* your glasses, or are they Marta's?
6. *That* / *This* homework Ms. Green gave us last night took a long time to do!
7. When I was a child, I wanted more independence. But *these* / *those* years went by so quickly.
8. Adel became a vegetarian last year, so he doesn't eat any meat *these* / *those* days.

D Check (✓) the correct sentences. Write an ✗ for the incorrect sentences, and edit them to make them correct.

1. Kelli is starting her new school that month. ☐
2. I love this restaurant. I always have the best food when I'm here. ☐
3. What's that sound? I think it's coming from the backyard. ☐
4. These coat I have is Jamal's, so he must have accidentally taken mine. ☐
5. I'd like to order a cheeseburger and one of that chocolate chip cookies, please. ☐
6. This star is the brightest one in the night sky. ☐

E Complete the sentences with *this*, *that*, *these*, or *those*.

1. Have you ever met _____ boy over by the door before?
2. Sofia is saving her money to buy _____ video games she saw at the store last week.
3. Zhang likes _____ school much better than his last one.
4. What do you want to do after school _____ afternoon?
5. Mom, can you come help me with _____ math problems, please?
6. _____ was the most exciting soccer game I've seen in ages!

F Write one sentence using each demonstrative: *this*, *that*, *these*, and *those*.

1. _____.
2. _____.
3. _____.
4. _____.

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Vocabulary Boost

A Read the sentences and look at the photo in the Student Book. Then match the words with their definitions.

1. The students are dressed in typical clothing for a **graduation**.
2. Two of the students are wearing **gold**, and one is wearing black.
3. They are wearing **gowns** over their other clothes.
4. Their **caps** match the color of their gowns.
5. They are standing in a parking lot made of **gravel**.

____ **1.** cap	**a.** a long, formal dress or robe usually worn for important occasions *(n.)*
____ **2.** gold	**b.** a medium to dark yellow color *(adj.)*
____ **3.** gown	**c.** rock crushed into very small pieces *(n.)*
____ **4.** graduation	**d.** a hat *(n.)*
____ **5.** gravel	**e.** the ceremony when students finish high school or college *(n.)*

Examine the Photo

B Check (✓) the things you see in the photo. Write an ✗ next to things you don't see.

☐ **1.** a lot of natural resources	☐ **5.** one central figure
☐ **2.** a large school bus	☐ **6.** small buildings
☐ **3.** a class of students	☐ **7.** the photographer
☐ **4.** a gray sky	☐ **8.** trees in the background

Reflect

C Take notes in the chart to plan your answer.

Words to describe the students on the bus	**Words to describe the students outside the bus**
How I am like these students	**How I am like these students**
How I am different from these students	**How I am different from these students**

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Key Vocabulary

A Match the words with their synonyms.

____ **1.** occasion	**a.** connection; link
____ **2.** philosophy	**b.** sadness; unhappiness
____ **3.** relationship	**c.** event; occurrence; situation
____ **4.** slightly	**d.** a bit; somewhat
____ **5.** sorrow	**e.** difficult; uncooperative
____ **6.** stubborn	**f.** beliefs; values; view

Vocabulary Boost

B Use context to determine the meanings of the words in bold, and complete the chart.

1. The principal is going to **announce** the winner of the school essay contest this afternoon.

2. When Inez was little, she had star stickers on her bedroom **ceiling** so that it looked like the sky.

3. The family's cat ran up the dining room **curtain** and ripped it badly.

4. Sung-ho got a new **drum**, and now he's waking up his family by practicing in the mornings.

5. My little sister still needs help to **fasten** her coat, but soon she'll be able to do it herself.

6. Nasir gave his mother a framed photograph of the two of them for her birthday **present**.

Word	Part of Speech (noun, verb)	Definition
		a cloth covering, usually hanging in front of a window or shower
		to close a button, a tie, etc.
		to make public; to declare
		a gift
		the top part of a room
		a round, hollow musical instrument that you hit with a stick or with your hands

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Understand

A Read the statements about *The Turtle of Oman*. Write *T* for True or *F* for False.

____ **1.** Aref's family is preparing to move from Oman to the United States.

____ **2.** Aref is excited about the move because he wants to eat yogurt.

____ **3.** Aref loves his life in Oman.

____ **4.** Sidi invites Aref to spend two days at his house and take a boat ride.

____ **5.** Aref's father sings him "The Happy Song."

____ **6.** Aref likes Sidi's house because it is a happy, comfortable place.

____ **7.** Sidi has never bought Aref a present before the new blue hat.

____ **8.** Sidi is moving with Aref's family.

B Who says each quotation? Write *A* for Aref, *M* for Aref's mother, or *S* for Sidi.

____ **1.** "No no no, I won't go."

____ **2.** "We have a good life here. I understand why you love it so much."

____ **3.** "We will get a little tired of each other and you won't be so sad to leave."

____ **4.** "What makes a house smile is—people."

____ **5.** "I am the falcon without wings."

____ **6.** "What if no one likes me? What if they make fun of my hat?"

____ **7.** "Friends are everywhere."

Apply the Skill: Analyze a Text

C Read the lines from *The Turtle of Oman*. How is each section of text connected to the theme of growing up?

1. Sitti, Aref's grandma who died when he was a baby, had sewn the ruffled yellow curtains that still fluttered in the open windows. … A big wind blew the curtains high like flags. "Look!" said Sidi. "It's Sitti welcoming you!" "Hi, Sitti," said Aref.

_____

_____

2. "Aref," said Sidi. "When you come back to Muscat, you will be a different boy. If the hat doesn't fit anymore, I will get you a bigger one then." "I will not be a different boy," said Aref. "I will only be a slightly taller boy."

_____

_____

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Vocabulary: Denotation and Connotation

A Read the sentences from *The Turtle of Oman*. Match each boldfaced word with its denotation and connotation.

____ **1.** Sidi pulled out his big blue bowl of homemade yogurt. … He drizzled honey on it and **sprinkled** a handful of almonds over the top.

____ **2.** Aref wished he were still lifted and held like a baby, words **streaming** around him.

____ **3.** The entryway of the house had a nice **swooping** curve of tiles over the door, like a blue wave.

____ **4.** He loved Sidi's **soft** blue blanket folded neatly on the bed.

____ **5.** Aref **dashed** into the bedroom and glanced around.

a. *Denotation:* descending quickly; *Connotation:* sounds natural and playful

b. *Denotation:* flowing like liquid moving steadily; *Connotation:* seems calming and relaxing

c. *Denotation:* to run quickly over a short distance; *Connotation:* seems quick, like a small bird

d. *Denotation:* not hard, nice to touch; *Connotation:* seems comforting and loving

e. *Denotation:* to cause to fall in drops; *Connotation:* seems soft, gentle, and delicate

B Read the excerpt from *The Turtle of Oman*. Write the denotation for each boldfaced word. Use a dictionary if you need help. Then describe the connotation of the word.

Aref was quiet. He knew Sidi's philosophies so well. But hearing them again made him feel comfortable. So he asked, trying not to **whine**, "Will your house feel sad when we leave? Will our house feel even worse?"

Sidi **shrugged**. "The houses may cry—a little sorrow of peeling paint, a jagged **crack** in a corner—but they will wait for you to get back, the same way I will."

1. whine *(v.)*

a. Denotation: _____

b. Connotation: In this sentence, *whine* seems _____

_____

2. shrug *(v.)*

a. Denotation: _____

b. Connotation: In this sentence, *shrugged* seems _____

_____

_____

3. crack *(n.)*

a. Denotation: _____

b. Connotation: In this sentence, *crack* feels like _____

_____

_____

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GRAMMAR BOOST: Adjectives

We use **adjectives** to describe nouns.
1. Adjectives usually go in front of the noun they are describing. *Sidi has an **old-fashioned** house.*
2. Adjectives can also go after a linking verb, such as *be, become,* or *seem,* and verbs of senses, such as *feel, taste,* or *smell*. *Aref was **comfortable** in Sidi's house.*
3. Adjectives are always singular even if the nouns they describe are plural. *The song had some **difficult** parts in it.*
4. We can use more than one adjective to describe a noun. *Sidi lived in one of the **thick little** houses that had existed before electricity.*
5. We can use intensifiers, like *very* and *really*, in front of adjectives to make them stronger. *Cherry tomatoes are now **very popular**, though Sidi said they hadn't existed at all when he was growing up.*
6. We can use mitigators, like *a little* and *slightly*, in front of adjectives to make them weaker. *The yellow curtains are getting **a little worn**.*

A Circle the adjectives, and underline the nouns they describe.

1. Parents in Japan send their kids out into the world at a young age.
2. Kaito says that the train is easy to ride.
3. Kaito's stepmother says, "He's a smart kid."
4. That's not to say the subway is risk free.
5. There was a program about large white cranes flying to their nesting grounds.
6. It would make you seem like a tropical fish with orange hair.

B Check (✓) the correct sentences. Write an ✗ for the incorrect sentences, and edit them to make them correct.

1. Sidi is a wonderful grandfather to Aref. ☐
2. Aref's mother peeled a tangerine orange for him. ☐
3. Sidi's white house had only three small rooms. ☐
4. A big strong wind blew the curtains high like flags. ☐
5. Aref's grandma had sewn the ruffled yellows curtains. ☐
6. Sidi gave Aref a special really hat. ☐

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C Put the words in order to make sentences.

1. can / childhood / difficult / be / a / time

_____

2. growing up / scary, / it / but / is / also fun / is

_____

3. need / relationships / healthy / children / with / their families

_____

4. little / my / is / independent / very / sister

_____

5. not good / it's / stubborn / really / to be

_____

6. can / be / confused / a little / teenagers / the future / about

_____

D Complete the sentences with an adjective, intensifier, or mitigator from the box.

busy cute little new slightly very

1. The high school has a _____ big soccer field—it's huge!
2. Babies are _____, but they are also a lot of work.
3. Sara just bought a house. Her _____ house is in a quiet part of the city.
4. When Madeline was _____, she was a shy child.
5. Middle school is a _____ time filled with classes, hobbies, and time with friends.
6. Although Frederick was _____ nervous about leaving home, he was excited about college.

E Choose three adjectives from the box. Write three sentences about yourself.

fun good happy important terrible young

1. _____

_____

2. _____

_____

3. _____

_____

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Vocabulary Boost

A Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. The school has a graduation **ceremony** every year for the students who have finished their education.
2. Meg studied for hours to **earn** the top grade on the exam.
3. Long-distance runners need great **endurance** to compete successfully in their sport.
4. Bees are important insects because they carry **pollen** from flower to flower.
5. Many cultures have **rituals** for weddings, such as giving rings and throwing rice or flowers.
6. The rider didn't have the **strength** to control her enormous horse.

____ **1.** ceremony	**a.** a ceremony done to mark a serious event or day *(n.)*
____ **2.** earn	**b.** a formal event, usually including specific formal actions *(n.)*
____ **3.** endurance	**c.** physical, mental, or emotional power or toughness *(n.)*
____ **4.** pollen	**d.** the ability to do something well over a long period of time *(n.)*
____ **5.** ritual	**e.** a fine, usually yellow, powder from plants *(n.)*
____ **6.** strength	**f.** to get something as a result of action or effort *(v.)*

B Complete each sentence with a word or words in bold from Activity A.

1. I plan to get a summer job so that I can _____ some money.
2. The Japanese tea ceremony consists of a series of ancient _____ to prepare and drink the special tea.
3. The young child doesn't have the physical _____ to lift the heavy chair.
4. The all-day entrance exam tests your knowledge as well as your _____ during the long day.
5. In the springtime, _____ from flowers and trees causes many people to sneeze.
6. After a wedding _____, there is usually a celebratory meal.

Share Your Perspective

C Answer the questions.

1. Why do you think this ritual is important to the Apache people? What information from the video supports your answer?

_____

_____

2. How do you think Daeshinna's mother feels about the ceremony? How do you know?

_____

_____

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Key Vocabulary

A Write an idea for each item.

1. something people experience during **adolescence**: _____
2. two things you **associate** with elementary school: _____
3. a **complicated** school subject: _____
4. an **outcome** you want from learning English: _____
5. someone with a good **reputation**: _____
6. a **risk** you are willing to take to have fun: _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then complete the chart.

1. When you visited Vietnam, were you **able** to speak Vietnamese with the locals?
2. Parents and other trusted adults give children **advice** to help them in the future.
3. After having a bad cold, Henry asked the teacher for **extra** time to complete his essay.
4. Selina didn't **fully** understand the grammar until she spoke with the teacher after class.
5. The basketball team kept losing games, so the coach decided to try some new training **methods**.
6. I don't like those **types** of movies—they're too sad for me.

Word	Part of Speech	Definition
	adverb	completely; totally
	noun	a way of doing something
	adjective	more than usual; additional
	adjective	skilled; having the ability to do something
	noun	a category of things that have something similar about them
	noun	an opinion you give someone about what to do

C Complete the sentences with the correct form of a word from Activity B.

1. Mario is taking _____ piano lessons to prepare for his concert next month.
2. I'm sorry I wasn't _____ to come to your home last weekend. I was out of town.
3. What _____ of clothes do you like to wear?
4. Clare couldn't _____ enjoy the play because she was tired and kept falling asleep.
5. Who do you go to when you need _____ about important decisions?
6. Tao tried a new _____ of studying to help her remember vocabulary words.

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Understand

A Check (✓) the things that are true about the prefrontal cortex.

- ☐ **1.** It is in the front of the brain.
- ☐ **2.** It controls complicated functions.
- ☐ **3.** Only humans have one.
- ☐ **4.** It has helped humans advance.
- ☐ **5.** It takes a long time to develop.
- ☐ **6.** Teenagers do not have one.

B Check (✓) the things that are true about children's and teenager's brains.

- ☐ **1.** They are not fully developed.
- ☐ **2.** They cannot make decisions.
- ☐ **3.** They cannot always weigh urges against risks.
- ☐ **4.** They have fewer synapses than adult brains.
- ☐ **5.** They focus on safety.
- ☐ **6.** They make many connections between neurons and then cut back unused connections.

C Answer the questions about "Do Teenagers Really Make Bad Decisions?"

1. How does the prefrontal cortex "make us human"?

_____

_____

2. What is synapse pruning, and what benefit does it provide the brain?

_____

_____

Apply the Strategy: Identify Cohesive Devices

D What relationship does each boldfaced cohesive device show? Choose the correct answer.

1. Risky decision-making in teenagers is a direct result of changes happening in the prefrontal cortex. **So**, next time you tell your parents that you are old enough to make your own decisions, it might be best to re-think.

a. agreement **b.** cause and effect **c.** example **d.** opposition

2. We all know that teenagers make decisions about things every day. **But** the ability to make certain types of decisions does need extra time to develop.

a. agreement **b.** cause and effect **c.** example **d.** opposition

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Vocabulary: Understand Analogies

A Read the sentences about "Why Are Little Kids in Japan So Independent?" Write the two things that are being compared.

1. Japanese mass transit is on time and reliable, much like an expensive watch.

unknown idea: _____

what it's being compared to: _____

2. Japanese students often wear school uniforms in a plaid pattern—similar to the squares on a board game.

unknown idea: _____

what it's being compared to: _____

3. Japanese children learn about the concept of group reliance early on. Like a tree that needs the whole environment to grow, children require support from their whole community.

unknown idea: _____

what it's being compared to: _____

B Read the sentences about "Do Teenagers Really Make Bad Decisions?" Write the two things that are being compared.

1. Complicated brain functions come at the top of the processing hierarchy. So, these functions are at the top of something like a pyramid.

unknown idea: _____

what it's being compared to: _____

2. High-order functions are extremely complicated and require a large amount of networking between different parts of the brain. Like a spaceship, many parts must come together for them to work.

unknown idea: _____

what it's being compared to: _____

3. In humans, the prefrontal cortex is amazing and is a big part of what "makes us human." It is as essential to a human body as a heart or a lung.

unknown idea: _____

what it's being compared to: _____

C Complete the sentences with your own ideas to make analogies.

1. Brain synapses are like _____.

2. Neuron connections are similar to _____.

3. A baby's brain has much in common with _____.

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GRAMMAR BOOST: Adjectives with *-ed* and *-ing*

As you have learned, we use adjectives to describe nouns. Many adjectives end with *-ed or -ing*. It's important not to confuse these adjectives with verbs. Pay attention to context to help you recognize an *-ed* or *-ing* adjective.

High-order processes are ***complicated*** *for your brain to do.* (adjective)

The bad weather ***complicated*** *our vacation to the beach*. (verb)

Adjectives that end with *-ed* often describe feelings or emotions. Adjectives that end with *-ing* often describe characteristics of someone or something.

Aref felt ***worried*** *about his family's move to the United States.* (describes Aref's feelings)

His family's move to the United States was ***worrying*** *for Aref.* (describes the characteristic of the move)

The rules for *-ed* and *-ing* adjectives are the same as for other adjectives: they can go in front of the noun they are describing; they can go after a linking verb; they are always singular; you can use more than one; and you can use them with intensifiers and mitigators.

Common *-ed* Adjectives		**Common *-ing* Adjectives**	
amazed	excited	boring	interesting
annoyed	frustrated	confusing	irritating
closed	relaxed	disappointing	relaxing
confused	relieved	embarrassing	tiring
connected	surprised	exciting	upsetting
embarrassed	tired	frightening	worrying

A Underline the *-ed* or *-ing* word in each sentence. Write *A* if it is an Adjective and *V* if it is a Verb.

_____ **1.** Goal-directed behavior is one aspect that is controlled by the prefrontal cortex.

_____ **2.** Our ability to make complicated decisions corresponds to changes in the structure of the brain.

_____ **3.** The prolonged development of neuron networks doesn't mean we're unable to make decisions as children.

_____ **4.** Teenagers make decisions every day. For instance, you decided to read this.

_____ **5.** The ability to make certain types of decisions needed extra time to develop.

_____ **6.** Researchers saw that this process was occurring in the brains of adolescents.

_____ **7.** The prefrontal cortex is developing until our early twenties.

_____ **8.** The prefrontal cortex in humans is really amazing.

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B Circle the *-ed* or *-ing* adjective in each sentence. Underline the noun it describes.

1. A high-order process comes at the top of the processing hierarchy.
2. The decision-making abilities of children and adolescents can be questionable.
3. The entryway of the house had a nice swooping curve of tiles over the door.
4. The trust and cooperation of communities in Japan is intriguing to researchers.
5. Taking responsibility for shared spaces means children develop pride of ownership.

C Circle the correct adjective to complete each sentence.

1. Catherine was *excited* / *exciting* for the class's visit to the aquarium.
2. Our history lesson last week was so *interested* / *interesting* that I went to the library to learn more about the topic.
3. Sometimes younger siblings can be *annoyed* / *annoying* to their big brothers and sisters.
4. Global warming is a problem that is *worried* / *worrying* to most people.
5. Felix felt *disappointed* / *disappointing* when the team lost the championship game.

D Put the words in order to make sentences.

1. is / adolescence / confusing / for many / a / time / people

   _____

2. Omar / about / excited / his / was / birthday party

   _____

3. very / is / for me / swimming / relaxing

   _____

4. frightening / snakes / is / more / than / nothing

   _____

5. you / why / tired / so / are / today

   _____

E Choose three adjectives from the box. Write three sentences about yourself.

amazed	embarrassing	excited	frustrated	irritating

1. _____

   _____

2. _____

   _____

3. _____

   _____

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Assignment: Write a How-to Article

A Check (✓) the sentences that are true about a how-to article.

- ☐ **1.** It explains how to do something.
- ☐ **2.** It gives facts to support your opinions.
- ☐ **3.** It gives step-by-step instructions.
- ☐ **4.** It must have a description of characters and setting.
- ☐ **5.** It uses sequencing words and phrases.
- ☐ **6.** It gives two sides of an argument.

B Match the parts of a how-to article with their purposes.

____ **1.** introduction	**a.** explains how to do the project
____ **2.** list of materials	**b.** tells readers what they need to do the project
____ **3.** instructions	**c.** grabs the readers' interest
____ **4.** conclusion	**d.** wraps up the article

C Label each sentence from the writing model in the Student Book: *Int* for Introduction, *M* for Materials, *Ins* for Instructions, or *C* for Conclusion.

____ **1.** Is your schoolbag full of papers and broken pencils?

____ **2.** You'll need your papers, notebooks, folders, and planner.

____ **3.** Review the dates in your planner every day.

____ **4.** I'm going to teach you how to organize your schoolwork in just a few easy steps.

____ **5.** These steps will keep you organized and on schedule with your assignments.

____ **6.** Every day, spend two minutes organizing your homework.

____ **7.** Once in a while you should clean out your folders.

D What do you know a lot about? Make a list of three topics you could write a how-to article about.

1. _____

2. _____

3. _____

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PERFORMANCE TASK: Speaking

Assignment: Demonstrate Your How-to Process

A Match the beginnings and endings to make phrases you can use to begin your demonstration.

_____ **1.** I'm going to	**a.** of how to …
_____ **2.** You're going to	**b.** teaching you something new today.
_____ **3.** Welcome to my demonstration	**c.** learn to …
_____ **4.** Would you	**d.** teach you how to …
_____ **5.** I'm excited about	**e.** like to learn something new?

B Complete each item with a word or phrase from the box. Make sentences you can use to offer support if your audience misunderstands a step in your demonstration.

clarify confusing go over help misunderstood

1. I think you may have _____ this step.

2. I'll _____ this step again more slowly.

3. Let me _____ you with this step.

4. I'm sorry. I see that was _____.

5. Let me _____ what I mean by that.

C Put the words in order to make sentences you can use to end your demonstration.

1. found / this / demonstration / you / hope / I / interesting

_____

2. thank / how-to / process / for / you / trying / this

_____

3. appreciate / your / effort / I / time and

_____

4. I / enjoyed / this / process / you / teaching / today

_____

5. something / today / useful / you / hope / I / learned

_____

D Practice saying the sentences in Activities A, B, and C aloud. Repeat them several times to improve your fluency.

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5 Wisdom of the Wild



▲ **Dusky dolphins work together to hunt anchovies off the coast of Patagonia.**

UNIT LAUNCH

Academic Vocabulary

A Match to make sentences.

____ **1.** It is easy to **assume**	**a. similar** in their close relationship with people.
____ **2.** Janice is **capable** of achieving	**b.** we will have a quiz on Monday—we always do.
____ **3.** Animals **communicate** using	**c.** Paulo **concluded** that cats are smart.
____ **4.** After reading the article,	**d.** came from raising sheep.
____ **5.** Leo's **insight** into animal behavior	**e.** sight, sound, touch, and smell.
____ **6.** Cats and dogs are	**f.** any goal she attempts.

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Key Vocabulary

A Complete each sentence with the correct form of a word from the box.

behavior	compatible	conscious	individual	reason	social

1. Like people, elephants are _____ animals.
2. Mrs. Shi says students are _____ who must always think of the group.
3. Ali's _____ for studying biology is that he wants to work with animals one day.
4. José is _____ of his classmates' looks as he arrives late to class.
5. Twins Sylvia and Sandra get along together very well. They are completely _____.
6. Ethology, or the study of animal _____, focuses on how animals act in nature.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. Jackie was so **agitated** after the accident that she could hardly speak.
   a. upset **b.** mixed up
2. Julio touched his pocket, **confirming** his cell phone was there.
   a. showing something is definitely true **b.** moving something without thinking
3. Naresh woke up with **joy** in his heart, remembering the school holidays had begun.
   a. great happiness **b.** great pain
4. The Nile is **magnificent**. It's the longest river in Africa, and it runs through eleven countries.
   a. long and important **b.** very good, beautiful, impressive
5. Elsa asked out of **politeness** whether Jorge was feeling well.
   a. correct social behavior **b.** deep personal interest
6. African elephants live in **vast** grasslands across the continent.
   a. very rich in healthy food **b.** very great in size or amount

C Complete each sentence with a word in bold from Activity B.

1. Grandma remembered the family party with great _____.
2. One rule of _____ is to avoid telling a stranger your problems.
3. The view of the mountains from the train window was _____.
4. The doctor told Andre his arm was broken, _____ the boy's fears.
5. Juan looks like his brother, but Juan is so tall there is a(n) _____ difference in their heights.
6. During the storm, the horses were _____, but afterwards, they became calm.

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Understand

A Choose the best answer to the questions about "What Animals Think and Feel."

1. What proof is there that elephants experience joy?

- **a.** They don't experience human joy.
- **b.** They like friends, family, food, and drink.
- **c.** They act joyful in situations that people find joyful.

2. What does Cynthia Moss mean by "Comparing elephants to people—I don't find it helpful"?

- **a.** Many social animals are "like us."
- **b.** She believes it's better to understand elephants for themselves.
- **c.** It's important to know how much animals are like people.

3. How does Katito Sayialel recognize the elephants?

- **a.** She knows some elephants by their marks.
- **b.** She recognizes some the way we recognize our friends.
- **c.** Both *a* and *b* are correct.

4. Why does Tecla suddenly trumpet?

- **a.** She's scared of the humans.
- **b.** She's alerting a mother to come check on her baby.
- **c.** She's worried about her baby getting close to a vehicle.

5. How does the male elephant show that although he's big, he's not scary?

- **a.** He pauses with his trunk draped over one of his tusks.
- **b.** He wheels, slaps his ears, and shakes his head.
- **c.** He comes close, extends his trunk, and sniffs.

6. How does Duke communicate with the writer?

- **a.** Duke signals that he could crush the humans, but he doesn't do it.
- **b.** Duke wants to be taken seriously but isn't very confident.
- **c.** Duke shows he isn't threatened by the humans, and the writer understands this.

B Answer the questions.

1. How is elephant joy similar to human joy?

_____

2. Cynthia is interested in elephants as animals. How is this different from the view of the author?

_____

3. Why are elephants famous for their memory?

_____

4. What is "understanding third-party relationships"?

_____

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Vocabulary: Understand Similes

A Look at the similes. Underline the things being compared. There may be more than one in each sentence. Then complete sentences to describe what the similes help you to imagine.

1. Gina's mind wandered during class like a balloon floating up in the air.

This simile makes me imagine _____.

2. Jason is as tall as a giraffe and as brave as a lion.

These similes make me imagine _____.

3. I'm watching an eight-month-old elephant trying to pull up some grass. She reminds me of someone learning to use chopsticks.

This simile makes me imagine _____

_____.

B Write similes using the words in the box.

a barrel of monkeys	a lamb	an ox	bread out of a toaster	he was from outer space	pearls

1. Your teeth are like _____.

2. Those kids are having as much fun as _____.

3. Jim is as strong as _____.

4. The little boy is as innocent as _____.

5. Chris jumped out of her seat like _____.

6. The teacher looked at Ali like _____.

C Write similes using the phrases in the box. Then write one of your own.

a blast like a trumpet	an endless mirror	as slow as a snail	as thick as soup	like a rocket

1. The lake was _____.

2. The clouds were _____.

3. The elephant let out _____.

4. He is going to be late. He's walking _____.

5. She's riding that scooter too fast—she's moving _____.

6. _____.

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GRAMMAR BOOST: Present Continuous

We use the **present continuous** to talk about an action that is (or isn't) in progress right now.

*Don't go outside. It **'s raining** really hard right now.*

*The babies **are following** their mothers. They **aren't following** their fathers.*

	Forms			Examples
Positive Statements	I	**am**		I**'m watching** elephants.
	He / She / It / The elephant	**is**	**walking**.	She**'s greeting** him.
	You / We / They / The elephants	**are**		The elephants **are ignoring** us.
Negative Statements	I	**am not**		I**'m not making** a video.
	He / She / It / The elephant	**is not**	**running**.	He **isn't trying** to intimidate us.
	You / We / They / The elephants	**are not**		They **aren't paying** attention to us.
***Yes/No* Questions**	**Am** I			**Am** I **doing** this correctly?
	Is he / she / it / the elephant		**walking**?	**Is** the elephant **leaving** the group?
	Are you / we / they / the elephants			**Are** you **writing** a book about animals?

Notes:

1. We can put adverbs like *still* and *also* after forms of *be*.

*We're **still** waiting to see some elephants. We have been here since 6:00 a.m.*

*The scientists are making videos of the animals. They are **also** taking notes.*

2. We usually use contractions with pronouns and forms of *be*.

3. Short answers for *yes/no* questions in the present continuous are the same as short answers for *yes/no* questions in the simple present. (*Yes, you are. No, you aren't. Yes, I am. No, I'm not. Yes, she is. No, she isn't.*)

A Complete the sentences with the present continuous form of the verbs in parentheses.

1. The elephants _____ toward a wet marsh. (walk)

2. Their friends _____ around together. (stand)

3. The scientists and the writer _____ the elephants. (watch)

4. Carl Safina wants to watch the elephants because he _____ a book. (write)

5. The scientist Cynthia Moss _____ elephant behavior. (study)

6. They _____ a lot about the animals by watching the way they behave toward each other. (learn)

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B Unscramble the words to make statements and questions.

1. to make / I'm / a decision / trying / .

_____

2. playing / we're / game / a video / .

_____

3. you / your dad / talking / are / to / ?

_____

4. well / she / isn't / feeling / .

_____

5. the bus / is / taking / Karim / ?

_____

6. good / not / I'm / time / having / a / .

_____

C Complete the conversations using the words in parentheses. Use contractions where possible.

1. A: _____ you _____ this chair? (use)

B: Yes, I am. I _____ for someone. (wait)

2. A: _____ Monica _____ soccer right now? (play)

B: No, she _____ soccer. (not play)

3. A: _____ Monica _____ out with her friends? (hang)

B: No, she isn't. She and Mark _____ for a test. (study)

4. A: _____ you _____ right now? (text)

B: No, I _____. (not text)

5. _____ I _____ this right? (do)

Yes, you are. It _____ well. (go)

D Correct the sentences, using contractions when possible.

1. She not using her phone. _____

2. Is your sister watch TV? _____

3. Tia and Jonas is studying together. _____

4. I talking to my friend. _____

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Vocabulary Boost

A Complete the sentences with the words from the box. Use a dictionary, if needed.

connect	contribute	direction	enormous	increase	maximum

1. Gazelles run fast and can change _____ very quickly.
2. Hummingbirds are small, but they use _____ amounts of energy to fly.
3. The _____ speed a cheetah can run is about 75 miles per hour (120 km/h).
4. If one animal population grows larger, the number of animals that eat that animal may _____, too.
5. Highways _____ all the major cities in the country.
6. Everyone in the group should _____ to the discussion.

Examine the Graphic

B Answer the questions about the graphic in the Student Book.

1. What does the graphic show about the cheetah?

   _____

2. How do the cheetah's lungs, heart, and nasal passages help it run fast?

   _____

   _____

3. What do the small series of images of the cheetah at the top of the pages show?

   _____

Reflect

C Take notes to plan your answer to the question "What lessons from the cheetah can help you run faster?"

1. The cheetah has _____

   _____

2. I could _____

   _____

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Key Vocabulary

A Complete each sentence with the correct form of a word from the box.

discern	imitate	observe	predicament	reasoning	signal

1. Miyax watched the wolves, and the wolves _____ her, too.
2. Miyax tried to _____ the meaning of the sounds and actions the wolves made.
3. She wanted to _____ the movements of wild animals.
4. Yousef knew he was in a serious _____ when his mother called him by his full name.
5. The setting sun was a(n) _____ that it was time to go home for dinner.
6. Rosalita's _____ was this: if she helped her brother, he would stop bothering her.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Luis whispered the warning to his younger brother so he wouldn't **alarm** him.
2. Muhammad **glanced** at his watch and realized he'd be late.
3. Ramona, who doesn't enjoy giving presentations, smiled **nervously** at the class.
4. Pablo waited for Pedro for two hours, and then his **patience** ran out.
5. Helena **stared** at her cell phone, hoping to get a text from Julia.
6. Lin stayed up too late last night and was **yawning** all day today.

____ **1.** alarm	**a.** to take a quick look *(v.)*
____ **2.** glance	**b.** to open the mouth wide, breathing in deeply *(v.)*
____ **3.** nervously	**c.** to look at something or someone for a long time *(v.)*
____ **4.** patience	**d.** worriedly; frightenedly *(adv.)*
____ **5.** stare	**e.** to cause fear *(v.)*
____ **6.** yawn	**f.** the ability to wait calmly for something *(n.)*

C Complete each sentence with the correct form of a word in bold from Activity B.

1. The wolves were _____ widely even as Miyax called to them, "I'm hungry."
2. Miyax _____ at him, hoping to catch the wolf's attention.
3. She looked at the wolf, but he wouldn't even _____ her way.
4. Karin could see the _____ on her friend's face when the exam results were announced.

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Understand

A Read the statements about *Julie of the Woods*. Write *T* for True or *F* for False.

_____ **1.** The wolves wake up late in the morning.

_____ **2.** Miyax tried to get the black wolf's attention by moving and shouting.

_____ **3.** The black wolf is watching over three adult wolves and five pups.

_____ **4.** Amaroq communicated with Miyax by snarling at her.

_____ **5.** Miyax wants Amaroq to offer her some food.

_____ **6.** Miyax was afraid of what the wolves could do to her.

B Choose the word or words to best complete the sentences about *Julie of the Wolves*.

1. Miyax is out on the tundra alone in the _____.
a. winter **b.** summer

2. Her hopeless _____ is that she is lost.
a. predicament **b.** dream

3. Miyax believed that most animals used signals to _____ with each other.
a. threaten **b.** communicate

4. She wanted Amaroq to _____ so he could see that she was not a hostile hunter.
a. look at her **b.** be her friend

5. She spoke to the wolf because she thought it might _____.
a. make him feel calm **b.** make her feel calm

6. Miyax realized Amaroq was big and strong enough _____.
a. to kill her **b.** to save her

Apply the Skill: Analyze Point of View

C Underline the clues that *Julie and the Wolves* is narrated in the third person. Then mark changes to show first person point of view.

"Amaroq," she called softly, "I understand what you said. Can you understand me? I'm hungry—very, very hungry. Please bring me some meat."

The great wolf did not look her way and she began to doubt her reasoning. After all, flattened ears and a tail-wag were scarcely a conversation. She dropped her forehead against the lichens and rethought what had gone between them.

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Language Convention: Correct Unclear Pronouns

A Match to make sentences. Make sure the pronouns are correct. Note all possible combinations.

____ **1.** Both Clara and Isabel liked	**a.** his classes to be fun.
____ **2.** Mrs. Xi loved	**b.** his own cooking very much.
____ **3.** Prof. Mendez wanted to see	**c.** her grandchildren very much.
____ **4.** Pablo didn't like	**d.** her students do well.
____ **5.** The teacher wanted	**e.** Clara's new jacket.
____ **6.** Grandpa Oh enjoyed	**f.** his long morning walks.

B Circle the unclear pronoun in each sentence. Underline the possible antecedents. Replace the pronoun by writing a noun above it.

1. She looked at the wolves as the hunters approached. They were wagging their tails and turning in circles.

2. He learned the signals made by squirrels, birds, and foxes. They all had signals that showed goodwill and friendship.

3. Propped up on his elbows, he stared at the black wolf, trying to catch his eye. He didn't look back, however.

4. The girl looked at her friend, who was looking down at her desk. She was clearly unhappy and didn't want to talk to her.

C Check (✓) the sentences with clear pronouns, and put an ✗ before those with unclear pronouns. Then correct the sentences with unclear pronouns.

1. When Ana broke her aunt's favorite vase, she was very upset, and she was embarrassed. ☐

_____

2. The father was happy when he found the boy. ☐

_____

3. The teacher gave her book to Emilia. ☐

_____

4. The final exams were very difficult, but they passed. ☐

_____

5. Tom and Juan went to the store, but they couldn't find what they wanted. ☐

_____

6. The cliff dwellings were built by people long ago. They show us what life was like a thousand years ago. ☐

_____

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GRAMMAR BOOST: Adverbs

We use **adverbs** to modify or give more information about verbs, adjectives, or adverbs.		
	Meaning and Use	**Examples**
Adverbs of Manner	• Adverbs of manner show how or in what way a subject does an action. • These adverbs usually come after verb phrases. Sometimes, an adverb can come before the verb to emphasize the meaning. • These adverbs are usually formed by adding *-ly* to an adjective. However, some adverbs have irregular forms. (*good* → *well, hard* → *hard, late* → *late*)	She moved **slowly** and **quietly**. Her heart skipped **excitedly**. Amaroq **slowly** turned his head her way.
Adverbs That Modify Adjectives and Adverbs	• Some adverbs intensify the meaning of an adjective or adverb. (*very, really, extremely, so, quite*) • These adverbs come before an adjective or adverb.	Miyax was **extremely** nervous. She tried **really** hard to get the wolf's attention.
Adverbs of Place	• Adverbs of place tell where something happens. (*here, there, away, outside*)	The wolf was **here** a minute ago. She needed to go **there**.
Adverbs of Frequency	• Adverbs of frequency tell how often something happens. (*always, usually, often, sometimes, rarely, seldom*) • These adverbs usually come before the main verb. However, they go after the verb *be*.	She **never** got lost before. She is **usually** good at finding her way.

A Read the sentences. Then check (✓) what type each boldfaced adverb is.

	Manner	**Modifies an adjective or adverb**	**Place**	**Frequency**
1. Miyax moved **quietly**.	☐	☐	☐	☐
2. The wolves were **extremely** quiet.	☐	☐	☐	☐
3. The wolves **rarely** looked at Miyax.	☐	☐	☐	☐
4. She hoped the wolves wouldn't go **away**.	☐	☐	☐	☐
5. She watched the wolf **carefully**.	☐	☐	☐	☐
6. They worked **really** hard for their food.	☐	☐	☐	☐

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7. Miyax was **outside** for a long time.	☐	☐	☐	☐
8. Miyax **sometimes** wondered if the wolf noticed that she was there.	☐	☐	☐	☐

B Put the words in order to make statements with adverbs. Then underline all of the adverbs.

1. Jacob / on Friday / was / afternoon / here

_____

2. Aliyah / her math test / nervous / was / really / about

_____

3. I rode / quickly / through the park / my bike

_____

4. We / have / usually / on Fridays / a quiz

_____

5. This / was / so / book / interesting

_____

6. Kim / one / always / in class / the / is / first

_____

C Do you spend time in nature? Write true sentences about your experience with nature. Use the adverbs in parentheses.

1. (outside) _____

2. (usually) _____

3. (very) _____

4. (never) _____

5. (well) _____

6. (*your own idea*) _____

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Vocabulary Boost

A Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. The number of monarch butterflies is continuing to **decline** as a result of storms, extreme temperatures, habitat loss, and pesticides.
2. The butterflies **disappear** every year, but then they come back.
3. Amazingly, each **generation** of butterflies knows where to fly every season.
4. Individual butterflies don't complete the **journey** between Mexico and Canada; they reproduce and die, but their offspring will finish the trip.
5. Animal **migration** is disrupted by construction and other human activity worldwide.
6. The monarchs **somehow** find their way between Mexico and Canada without fail.

____ **1.** decline	**a.** in some way that's not clear *(adv.)*
____ **2.** disappear	**b.** a group that's all about the same age *(n.)*
____ **3.** generation	**c.** a long trip *(n.)*
____ **4.** journey	**d.** to vanish; to become impossible to see *(v.)*
____ **5.** migration	**e.** to decrease *(v.)*
____ **6.** somehow	**f.** movement, usually of animals, from one part of the world to another *(n.)*

B Complete each sentence with the correct form of a word in bold from Activity A.

1. People are working hard to protect the planet for future _____.
2. Use of fossil fuels _____ as reliance on renewable energy increases.
3. _____, millions of monarch butterflies travel to the same place each year.
4. The butterflies cover the trees so completely that the trees seem to _____.
5. Insect _____ is amazing when you think about it: how do they know where to go?
6. Stella's grandparents made a long, difficult _____ to this country when they were very young.

Share Your Perspective

C What can we do to protect the monarch butterfly's environment so their numbers can increase? Is it worthwhile? Why or why not? Write your answers to these questions.

_____

_____

_____

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Key Vocabulary

A Complete each sentence with the correct form of a word from the box.

fluke	instinctive	manipulate	reason	solution	species

1. Chimpanzees can use _____ to solve problems.
2. Winning the tennis match was not just a _____. Ana played skillfully.
3. Sea otters and dolphins are the only sea mammals known to _____ tools.
4. Alexandra is the best in the class for finding _____ to difficult math problems.
5. There are more than 10,000 _____ of ants in the world—and more to be discovered.
6. Building nests is _____ for birds, though they learn to improve their abilities from experience.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. Pencils, pens, and computers are all in the same **category**.
   - **a.** different writing items
   - **b.** things that are all the same type
2. The mother found **evidence** that the children had been in the kitchen: cookie crumbs.
   - **a.** signs that something is true
   - **b.** food left over after a meal
3. Roberto tries to dress **exactly** like his older brother.
   - **a.** precisely
   - **b.** somewhat; vaguely
4. Being creative is having fun with **intelligence**.
   - **a.** knowledge from studying
   - **b.** ability to understand things
5. Many dinosaurs depended on plant **material** for food.
   - **a.** substance
   - **b.** vegetables and meat
6. The abilities to understand, reason, and create are important **qualities** of crows.
   - **a.** something typical of one thing
   - **b.** something hard to imagine

C Match to make complete sentences.

____ **1.** The New Caledonian crow's intelligence puts it	**a.** by "intelligence"?
____ **2. Evidence** of tool use can be found	**b.** is a sign of **intelligence**.
____ **3.** What **exactly** do researchers mean	**c.** of **materials** to build nests.
____ **4.** The ability to create	**d.** in a variety of animal species.
____ **5.** Birds use different kinds	**e.** is her loyalty.
____ **6.** Susanna's best **quality**	**f.** in a separate **category** from other nonhuman animals.

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Understand

A Correct the mistakes about *Crow Smarts* in each sentence.

1. Crows use their fingers to reach tasty treats.

_____

2. Crows aren't very intelligent.

_____

3. Only humans have the intelligence to make and use tools.

_____

4. A beaver building a dam with branches is an example of "tool behavior."

_____

5. Wild animals don't show flexible tool use behavior.

_____

B Choose the correct words to complete each sentence.

1. Alex Kacelnik wanted to find out whether crows could use a tool even if it was _____.
a. a useless straight wire **b.** made from an unfamiliar material

2. Betty may have used insight to _____.
a. solve the puzzle **b.** bend the wire

3. In New Caledonia, crows learned how to use _____.
a. stones as tools **b.** tubes containing meat

4. Overall, seven-year-old children _____ on tests as the New Caledonian crows.
a. did better **b.** didn't do as well

5. One test was _____ to four- and five-year-old humans as it was to the crows.
a. as confusing **b.** as easy

6. Munin, the crow, successfully figured out _____.
a. how to turn the gears **b.** a three-part puzzle

Apply the Strategy: Make Text-to-Self Connections

C Complete the chart.

When the author wrote …	This reminded me of …	This increased my understanding because …
Line 230: "You can almost hear the gears turning in his brain," Guido whispers.		

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Vocabulary: Use Greek and Latin Roots and Suffixes

A Match the roots and suffixes with their meanings. Use a dictionary, if needed.

____ **1.** -able	**a.** circle
____ **2.** acr-	**b.** tenth part
____ **3.** circ-	**c.** height, summit, tip
____ **4.** deci-	**d.** terrible, fearful, great
____ **5.** dino-	**e.** full of
____ **6.** -ful	**f.** capable of

B Use the meanings of the roots and suffixes to help you choose the correct definition for each word.

1. debatable
- **a.** open to question; not certain
- **b.** wrong; incorrect

2. acrobatic
- **a.** special body movements often high in the air
- **b.** living without oxygen

3. circus
- **a.** a spinning ride with wooden animals for seats
- **b.** a special round area where tricks are performed

4. decimal
- **a.** the meaning of something difficult to understand
- **b.** a number shown in tenths: *0.1, 0.5, 0.85,* and so on

5. dinosaur
- **a.** one of many large animals that lived long ago
- **b.** a piece of electrical equipment

6. watchful
- **a.** having enough time to do things
- **b.** noticing everything that is happening

C Write sentences using words with the roots and suffixes in Activity A. Use a dictionary, if needed.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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GRAMMAR BOOST: *Wh-* Questions

We use ***wh-* questions** to ask for information. *Wh-* questions can start with question words like *what, where, when, why, who,* and *how*.

Q: *What* *is your name?* **A:** *My name is Sarah.*
Q: *Where* *do you live?* **A:** *I live in Los Angeles, California.*
Q: *When* *does class start?* **A:** *It starts at 8:00.*
Q: *Why* *do you like video games?* **A:** *I like them because they are exciting.*
Q: *Who* *do you play with?* **A:** *I play with friends all over the world.*
Q: *How* *do you get to school?* **A:** *I take the bus.*

	Form and Use	Examples
Simple Present	• question word + *do/does* + subject + verb • Use *do* with *I, you, we,* and *they*. Use *does* with *he, she,* and *it*.	**When** do crows use tools?
Simple Present with *Be*	• question word + *am/is/are* + subject • Use *am* with *I*. Use *are* with *you, we,* and *they*. Use *is* with *he, she,* and *it*.	**What** is a tool?
Simple Past	• question word + *did* + subject + verb • Use *did* with all subjects.	**What** did Munin do?
Simple Past with *Be*	• question word + *was/were* + subject • Use *were* with *you, we,* and *they*. Use *was* with *I, he, she,* and *it*.	**Where** was the stick?
Present Continuous	• question word + *am/is/are* + subject + *-ing* verb • Use *am* with *I*. Use *are* with *you, we*, and *they*. Use *is* with *he, she,* and *it*.	**Why** are the crows dropping rocks?

Note: You can use *who* and *what* as subjects.
Who *is here?* ***What*** *happened?* ***Who*** *is coming with me?* ***What*** *is going on?*

A Write the correct question word from the box for each question.

who what where when why how

1. **Q:** _____ was Munin? **A:** He was in a cage.
2. **Q:** _____ did Munin have to do? **A:** He had to find a way to get the piece of meat.
3. **Q:** _____ did Munin get the meat? **A:** He used a tool.
4. **Q:** _____ put Munin in a cage? **A:** A scientist put him there.
5. **Q:** _____ did a scientist put Munin in a cage? **A:** He wanted to test Munin's intelligence.
6. **Q:** _____ did a scientist write about New Caledonian crows? **A:** He wrote in 1882.

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B Match the questions with the correct answers.

____ **1.** What are you doing this afternoon?	**a.** I'm going to school.
____ **2.** Where are you going?	**b.** I had a doctor's appointment this morning.
____ **3.** How did you learn how to play piano?	**c.** I took lessons with a teacher.
____ **4.** Who is your favorite athlete?	**d.** I'm studying for a test.
____ **5.** Why were you late for school?	**e.** Let's play after school today.
____ **6.** When do you want to play soccer?	**f.** I really like Stephen Curry, the basketball player.

C Use the cues to write *wh-* questions.

1. what / you / do / on weekends (simple present)

_____

2. where / Leo / be / last weekend (simple past)

_____

3. who / they / talk to / right now (present continuous)

_____

4. why / Amir / leave (present continuous)

_____

5. how / you / play / this game (simple present)

_____

6. when / you / call / me (simple past)

_____

D Write questions to ask a classmate. Use the question words below.

1. What _____

2. Where _____

3. When _____

4. Who _____

5. Why _____

6. How _____

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Assignment: Write an Argumentative Essay

A Answer the questions about the writing model in the Student Book.

1. What is the writer's opinion about humans' ability to understand animal intelligence?

_____

2. What is the first reason? What is the supporting example?

_____

_____

3. What is the second reason? What is the supporting example?

_____

_____

4. What is the third reason? What is the supporting example?

_____

_____

5. In the conclusion, what does the writer do to restate the opinion?

_____

B Match the parts of an argumentative essay to the sentences.

_____ **1.** A thesis for an introductory paragraph

_____ **2.** Reason 1

_____ **3.** Reason 2

_____ **4.** Reason 3

_____ **5.** Conclusion

a. First, animals repeatedly do the same actions, even if it doesn't get them what they want. A dog will scratch at the door to get out, even if no one is home to let it out.

b. If we simply observe animals, we can see that they know how to do many things without being trained, but they lack the intelligence to know when those things won't work and to try another solution.

c. Second, animals know how to do things without learning. A mother cat knows how to feed and care for her kittens, even without being taught this behavior by an older cat.

d. Animals are not intelligent. Instead, they behave according to instincts.

e. Finally, animals know how to do many things at a very young age. A baby rabbit knows to be afraid of a wolf, and to run and hide, just by the smell of a wolf, even from the first time it experiences one.

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PERFORMANCE TASK: Speaking

Assignment: Debate

A Check (✓) the correct statements about a debate.

- ☐ **1.** You write your argument as an essay.
- ☐ **2.** You orally present your argument.
- ☐ **3.** You argue for one viewpoint.
- ☐ **4.** You argue for two viewpoints.

B Make statements to introduce your group's debate argument using words or phrases from the box.

key point	main reason	another	clear	research	piece of evidence

1. The _____ for this is …

2. _____ important point is …

3. One more _____ I'd like to make is …

4. A _____ that supports this is …

5. This is _____ because …

6. _____ shows …

C Match to make statements that introduce a counterargument.

____ **1.** Although it is true that in some ways elephants are like people,	**a.** however, researchers have found that intelligence is evident in many animals' problem-solving behaviors.
____ **2.** While our classmates argue that wolves don't speak a human language,	**b.** we believe that it's more meaningful to consider elephants as elephants.
____ **3.** The argument that most animals do not use tools	**c.** the fact is that the animals do communicate with each other and even with people.
____ **4.** Our opponents state that instinct is more important than intelligence in the animal world;	**d.** is disproven by several scientific studies.

D Label the phrases as Introductory Phrases (*IP*) or Supporting Phrases (*SP*).

- ____ **1.** My argument is in favor of …
- ____ **2.** In a recent experiment …
- ____ **3.** I will convince you that …
- ____ **4.** One factor that supports this is …
- ____ **5.** Research has shown that …
- ____ **6.** Today we will prove that …

E Practice saying the sentences and phrases in Activities B, C, and D. Repeat them to improve your fluency.

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6 Exploration



▲ **An ice climber explores an ice cave beneath a glacier in Vatnajökull National Park, Iceland.**

UNIT LAUNCH

Academic Vocabulary

A Complete each sentence with a word from the box.

appreciation	commit	ignorance	objective	perspective	potential

1. Ali said he would _____ to attending soccer practice twice a week.
2. Gloria decided she needed a new _____ to understand her brother's problem.
3. Jason's _____ in reading one book each month is to expand his knowledge.
4. After studying piano for a year, Estrella gained a strong _____ for music.
5. Our teacher says _____ of the school rules is no excuse: we have all read them.
6. The school team is doing so well that it has real _____ for winning the season finale.

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Key Vocabulary

A Complete each sentence with the correct form of a word from the box.

accomplish	continent	marine	tributary	unexpected

1. Dolphins live in river and _____ environments.
2. Asia and Africa are the two largest _____ on Earth.
3. The Amazon River has more than 1,100 _____ flowing into it.
4. The rain was _____ and caught us without umbrellas or jackets.
5. Shyla _____ her goal of walking 10,000 steps each day for a month.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. Please **accept** my apologies. I'm really very sorry.
   a. agree to take **b.** understand
2. Hugo was **actually** pleased he missed the bus. It gave him more time to talk with his friends.
   a. in truth or in fact **b.** busily, actively
3. Clara was **astonished** that she got such a high grade. Her hard work had paid off.
   a. disappointed **b.** very surprised
4. Jen believes horses are the most beautiful and gentle **creatures** on Earth.
   a. something frightening, like a monster **b.** anything that is living, but not a plant
5. Working to save the Amazon **rainforest** is Ahmad's dream.
   a. tropical forest where it rains a lot **b.** very hard rain all year around
6. Xandra ate the **whole** pizza in ten minutes.
   a. all of something **b.** the main parts

C Complete each sentence with a word in bold from Activity B.

1. Baby monkeys are cute little _____.
2. The team _____ won every game of the season. It was remarkable.
3. Tigers, colorful birds, and snakes all live in the _____.
4. Her grandmother was _____ at how much Kelly had grown since last summer.
5. Miranda was happy to _____ the class award for most improved.
6. Amazon river dolphins spend their _____ lives in the river and its tributaries.

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Understand

A Read the statements about "New Ways of Seeing." Write *T* for True or *F* for False.

_____ **1.** It didn't seem strange to the writer to be hanging in a tree over a tributary of the Amazon River.

_____ **2.** The pink dolphin is a marine mammal that lives in Florida.

_____ **3.** The writer had trouble seeing the dolphins from a canoe, so she decided to swim with them.

_____ **4.** By climbing a tree, she got a better perspective and finally saw the dolphins.

_____ **5.** She was astonished by the plants, insects, and other creatures she found up in the tree.

_____ **6.** She didn't see the dolphins, but she felt successful anyway.

B Answer the questions.

1. Was Sy Montgomery afraid to be seven stories up in a tree? How do you know?

_____

2. Had the writer ever done anything like this before? How do you know?

_____

3. Why did she have difficulty seeing the dolphins?

_____

4. Do you think she was afraid to jump into the water to look for the dolphins? How do you know?

_____

5. Do you think she was afraid to climb the tall tree? How do you know?

_____

Apply the Strategy: Visualize

C Read the lines from "New Ways of Seeing." Underline the descriptive words and phrases that connect to your senses of sight and touch. Then explain what these details help you visualize.

> Up near the very top, where the rope was tied, I found a plant like a pineapple known as a bromeliad growing on a branch. Its leaves form an overlapping bowl that catches rainwater. And inside this miniature lake the size of a teacup, I found a whole little world teeming with life: mosquito larvae squiggled in the water. A tiny frog clung to the leaves. Other plants—they looked like tiny lily pads—were growing on the water inside this plant.

The details help me visualize _____

_____

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Vocabulary: Use Context to Infer Meaning

A Read the lines in "New Ways of Seeing" in the Student Book. Notice context clues, and choose the correct meaning for each word.

1. Read line 6. What are *piranhas*?
- **a.** small coins
- **b.** a kind of fish

2. Read line 39. What is an *aquarium*?
- **a.** fish tank
- **b.** drinking glass

3. Read line 54. What are *binoculars*?
- **a.** a device used for seeing things far away
- **b.** paper umbrellas for use in the summer

4. Read line 67. What does *overboard* mean?
- **a.** more than expected
- **b.** over the side of a boat

5. Read line 89. What is another way to say *mesmerized*?
- **a.** to hold the attention of, as if by magic
- **b.** to be in a daydream of a faraway place

B Read a more detailed caption for the opening unit photo in the Student Book. Use the photo and context clues to infer the meaning of the words in bold. Then choose the definitions.

Dallol, Danakil Desert, Ethiopia. *Dallol* means the "Hill of the Spirits" for the Afar people. It's the land of **geysers**, crystal formations, and hot springs. A **guide** in Dallol, Alì, **meanders** through the **landscape**. The **craters** are the lowest known sub-aerial volcanic vents in the world. Dallol is also known to be the hottest place on earth. The average daily-maximum temperatures here could be 110°F. Acidic water, salt, sun, wind, and impossible and **violent** rains have found a **fertile** desert for their art.

1. geysers
- **a.** springs that send hot water and steam into the air
- **b.** people who work hard to help one another

2. guide
- **a.** a light to see your way at night
- **b.** a person who shows people around

3. meanders
- **a.** to walk in a relaxed, indirect way
- **b.** to tell interesting old stories

4. landscape
- **a.** an area of land
- **b.** preserved land

5. craters
- **a.** large boxes made of wood
- **b.** the depressed tops of volcanos

6. violent
- **a.** extremely strong
- **b.** very light purple

7. fertile
- **a.** productive
- **b.** so difficult to do that it seems impossible

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GRAMMAR BOOST: Past Continuous

We use the **past continuous** to talk about an action that was in progress in the past, often at a specific moment in the past.

*I **was researching** a book on the Amazon's pink dolphins.*

*In 2015, I **was working** on a different book.*

	Forms				Examples
Affirmative Statements	I / He / She / It / The dolphin You / We / They / The dolphins		**was** **were**	**watching**.	I **was trying** to find pink dolphins. People **were talking** nearby.
Negative Statements	I / He / She / It You / We / They		**was not** **were not**	**moving**.	It **wasn't swimming** near me. They **weren't listening** to me.
***Yes/No* Questions**	**Was** **Were**	I / he / she /it / the dolphin you / we / they / the dolphins		**watching**?	**Was** it **coming** toward you? **Were** they **walking** by the river?
***Wh-* Questions**	Question word	**was** **were**	I / he / she / it you / we / they	**doing**?	**What was** she **saying**? **Where were** you **going**?

Notes:

1. We can put the adverbs *already* and *still* after *be* in affirmative statements.

*By 8:00 a.m., I was **already** sitting by the river.*

2. Short answers for *yes/no* questions in the past continuous are the same as short answers for *yes/no* questions in the simple past. *Yes, you were. No, you weren't. Yes, she was. No, she wasn't.*

A Rewrite each simple past sentence to make a sentence in the past continuous.

1. One April day, my life hung by a thread.

_____

2. I dangled from a rope tied to a tree.

_____

3. I looked for pink dolphins.

_____

4. Below me, people fished for piranhas.

_____

5. A bromeliad grew from the branch of a tree.

_____

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6. Several plants and animals lived inside the bromeliad.

_____

7. Where did the dolphins swim?

_____

8. Did I look in the wrong place?

_____

B Complete the sentences with the past continuous form of the verbs in parentheses. Then match each question with an answer.

____ **1.** Where _____ you _____ this morning? (go)	**a.** No, she wasn't. She _____ me a book. (show)
____ **2.** What _____ she _____ when you called her yesterday evening? (do)	**b.** I _____ to school for a 9:00 a.m. class. (drive)
____ **3.** _____ your friend _____ you study? (help)	**c.** He _____ for me to meet him there. (wait)
____ **4.** _____ you _____ someone? (text)	**d.** She _____ dinner. (cook)
____ **5.** Why _____ Amir _____ outside the library? (stand)	**e.** No, I wasn't. I _____ an email. (write)

C Answer the questions. Write sentences in the past continuous. Then write two more questions and answer them.

1. What were you doing last night at 8:00?

_____

2. Where were you living five years ago?

_____

3. Were you on the bus this morning at 9:00?

_____

4. If yes, where were you going? If no, what were you doing?

_____

5. (*Yes/No* Question) _____

_____

6. (*Wh-* Question) _____

_____

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Vocabulary Boost

A Use context to complete the chart about the words in bold.

1. Researchers look for **clues** to find out what happened and when.
2. Tom hired a **detective** to find out who committed the crime.
3. We have a **global** economy today. Many countries depend on each other for trade.
4. The city museum has many artifacts of **historical** interest.
5. The explorer **located** the island on the map. "There it is," she said.
6. The shipwreck hunters found a **record** of the journey.

Word	Part of Speech (noun, verb, adjective)	Definition
		relating to the past
		to find the position of something
		written or photographic information
		relating to all the world; worldwide
		an object or piece of information that helps solve a mystery
		someone whose job is to discover information about crimes

B Complete each sentence with the correct form of a word in bold from Activity A.

1. They hired a _____ to find out who took the money.
2. The researchers found a _____ that helped them solve a problem with the results.
3. The team hoped to _____ the sunken ship near Oman.
4. Researchers look for _____ evidence of events written down in the past.
5. Old newspapers are a good source of _____ about people and events long ago.
6. Changing weather patterns have a _____ as well as a local impact.

Share Your Perspective

C Check (✓) what is true about David. Answer the question.

☐ likes doing research	☐ discovered globalization	☐ finds things unseen for centuries
☐ looks for clues	☐ found the *Esmeralda*	☐ brings historical records to life
☐ found Vasco da Gama	☐ found the route to India	☐ worked by himself

What is the most exciting thing that David did?

_____

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Key Vocabulary

A Circle the correct word to complete each sentence.

1. Miranda was afraid the *odds / skill sets* were against her.
2. Difficult challenges *deter / represent* many people from applying.
3. Miranda has the right *qualifications / odds* for the program.
4. Carol wanted to *deter / represent* her classmates in the competition.
5. The boy had an honest *character / qualification*, which was more important for the job than his experience.
6. Ted's strong *character / skill set* in science and math helped him achieve his goal.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. This high school accepts **applications** from students all over the world.
2. Sirida's computer science **background** makes her perfect to lead the Technology Club.
3. The best **candidate** for the Destined for Mars mission is announced at last.
4. Only the best athletes are **chosen** for the national team.
5. Many countries have a space exploration **program**.
6. The **selection** of class president is made each term by an election.

____ **1.** application	**a.** a plan to accomplish a goal *(n.)*
____ **2.** background	**b.** the careful choice of a person or thing *(n.)*
____ **3.** candidate	**c.** to select *(v.)*
____ **4.** choose	**d.** someone's education or previous work *(n.)*
____ **5.** program	**e.** a formal, written request for something *(n.)*
____ **6.** selection	**f.** someone who is being considered for something, like a job *(n.)*

C Complete each sentence with the correct form of a word in bold from Activity B.

1. Jason's theater _____ helps him give good presentations.
2. The best _____ for the position isn't necessarily the student with the highest grades.
3. College _____ are usually due in January or February.
4. Students from all over the world wanted to join the Mars exploration _____.
5. The judges made their _____ after reviewing each student's skill set carefully.
6. The first cadet the judges _____ was from Japan.

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Understand

A Choose the best answer to each question about "Destined for Mars."

1. How long must the cadets commit to training and the mission?

_____

2. Why are young people from all over the world being chosen to train as Martian astronauts?

_____

3. What languages does a cadet need to speak?

_____

4. What is Miranda's skill set?

_____

5. Why does Miranda's family step away from her on stage?

_____

6. What are some of Miranda's achievements?

_____

B Complete the sentences with words from "Destined for Mars."

1. To begin the process, up to _____ candidates worldwide will be selected for the Quarterfinals.

2. ISECG stands for _____.

3. The astronauts on the AEM brought back to Earth "riches beyond imagining." Most of those riches remained with _____.

4. One of the AEM's original purposes was to get ready for the first _____.

5. Miranda thinks Sasha might win a place because he has a similar _____ to hers.

6. As a Mars cadet, Miranda becomes one of six citizens who _____ the world.

Apply the Skill: Analyze Character and Plot

C Look again at "Destined for Mars." Who is the story about? What is the conflict and how does it end? Complete the chart.

Main Character	The Story's Conflict	How the Conflict Is Resolved

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Language Convention: Use Dashes

A In each sentence, does the dash separate additional information (S), create a pause in conversation (P), or introduce a list (I)? Write *S, P*, or *I* on the line.

____ **1.** "And although it was an international effort to produce this mission, AEM was designed and executed by a single country—thus the majority of the mined minerals remained there."

____ **2.** Miranda's whole family came to hear the announcement—Mom, Dad, sister Emmaline, and even her mechbot, Ruby.

____ **3.** These young people will become a uniting force—our world's first ambassadors to another planet.

____ **4.** "You're fine, you're fine, you're fine—" she says on repeat.

____ **5.** "I'm a Mars cadet"—a huge grin breaks over Miranda's face, and she laughs out loud—"I'm going to go to *Mars*."

____ **6.** The words of congratulations rang in Miranda's ears—from her mom, from her dad, and from the president of the United States!

B Rewrite the sentences, using dashes.

1. Jerry is excited to get to camp because he loves all the activities: hiking, canoeing, and swimming.

_____

_____

2. "Paula, would you," Mario began to say and then stopped to think a moment. "Would you please tell us your story?

_____

3. "I don't know, I don't know, I don't know." Mrs. Hernandez was tired of her son's constant questions.

_____

_____

4. If Jasmine would just, I don't know, get to bed earlier, she wouldn't be so sleepy in the morning.

_____

_____

5. Arnaldo wants three things: sunny weather, warm temperatures, and a long surfboard.

_____

6. Willa made a single promise: she would always try her best.

_____

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GRAMMAR BOOST: Future with *Will*

We use the **future with *will*** to talk about a future event. It is used for predictions and simple facts.

*The team **will leave** for Mars next month.*

*They **will not return** to Earth for more than three years.*

	Forms	Examples
Affirmative Statements	• *will* + base verb	The mission **will require** a lot of training. Top candidates **will move** to the National Finals.
Negative Statements	• *will not* + base verb	Trainees **will not see** their families very often.
***Yes/No* Questions**	• *Will* + subject + base verb	**Will** someone from our country **be** in the program?
***Wh-* Questions**	• Question word + *will* + subject + base verb	**Where will** the training **happen**?

Notes:

1. We can put an adverb like *always, never, probably,* and *definitely* after *will* in statements.

*Humans will **probably** live on Mars someday.* *We will **definitely** not live on Jupiter.*

2. We can contract subject pronouns + *will*.

***We'll** reach Mars in nine months.* ***He'll** be here soon.*

3. The contraction for *will not* is *won't*.

*We **won't** send you to Mars before you're ready.*

4. Short answers for *yes/no* questions with *will* are the same for all subjects. (*Yes*, + subject + *will*. *No*, subject + *won't*.)

5. We can use *will* to make a promise or an offer to help.

A: I need a ride to the airport tomorrow. *B: I'**ll take** you.*

A Put the words in order to make statements and questions with ***will***.

1. train / for nine years / the team / will / members of / .

_____

2. for at least two months / see / program members / their families / won't / .

_____

3. applications within / we / you / six weeks / will / about your / contact / .

_____

4. will / your selections / how / you / make / ?

_____

5. around the world / choose / will / you / candidates from / ?

_____

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6. watch / will / your progress / the world / .

_____

7. more than / won't / we / six individuals / choose / .

_____

8. will / the experience / this / of a lifetime / be / .

_____

B Complete the conversations with *will* or *won't* and the correct verbs from the box.

be	finish	get	join	play	start

1. **A:** What time _____ the championship soccer game _____?

   B: It will begin at 1:00.

2. **A:** _____ the teams _____ even if it rains?

   B: Yes, they will.

3. **A:** What _____ the winning team _____?

   B: Each member of the team will receive a trophy.

4. **A:** What time will the game be over?

   B: It _____ probably _____ by 3:00.

5. **A:** Will you be there at 1:00?

   B: No, I _____ _____ there until 1:30.

6. **A:** _____ you _____ the team next year?

   B: No, I'll probably play tennis next year.

C Complete true sentences about the future.

1. Next year, I will _____.
2. Next year, I won't _____.
3. Next year, my best friend will _____.
4. Next year, my best friend won't _____.
5. In five years, my best friend and I will _____.
6. In five years, my best friend and I won't _____.

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Vocabulary Boost

A Complete the sentences with the words from the box. Use a dictionary, if needed.

atmosphere explore landing pump survive temperatures

1. Ocean _____ are rising every year.
2. What a relief—everyone on the bus managed to _____ the crash.
3. The mixture of gases that surround a planet is its _____.
4. The firefighters had to _____ water from a tank truck to put out the house fire.
5. The plane had to make a sudden _____ because one of the engines was damaged.
6. As soon as we arrived in the city, we set out to _____ it and see what we could find.

B Answer the questions about the Uncover the Story graphic. Use your own words or the words in the box.

explore greenhouses oxygen rovers

1. What would scientists do while living on Mars?

   _____

2. What three things does Earth have that Mars doesn't have?

   _____

3. What are the pumps used for? _____
4. How will they get food? _____
5. How will they travel outside? _____

Reflect

C Would you want to go on a mission to Mars? Take notes in the chart to plan your answer to the question. Write positive things under "Pros" and negative things under "Cons."

Pros	Cons

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Key Vocabulary

A Complete each sentence with the correct form of a word from the box.

advancement	asset	commerce	habitat	humanity	neglect

1. The world's rainforests are sources of many _____, including natural medicines.
2. Governments want to promote _____ so people can have jobs.
3. It's important to take care of Earth for all _____, now and in the future.
4. We have learned it is important to take care of the _____ of plants and animals.
5. If we continue to _____ the environment, we will have serious problems in the future.
6. One major _____ in science is removing salt from seawater to make drinking water.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. Computers at our school are **accessible** to all students.
   - **a.** easy to reach or use
   - **b.** not easily available
2. There is agreement **among** scientists that the environment is in danger.
   - **a.** not including most people
   - **b.** with a certain group of people
3. Carlos usually has good ideas, so he **deserves** to be listened to.
   - **a.** to think he or she is important
   - **b.** to be worthy of attention
4. We must **ensure** everyone's safety on the road.
   - **a.** to make sure that something will happen properly
   - **b.** to prevent something bad from happening
5. Understanding a problem is **key** to solving it.
   - **a.** the most difficult thing
   - **b.** very important, necessary
6. Technology today gives us a better **opportunity** than ever before to study the environment.
   - **a.** a chance to do something
   - **b.** a way to do something

C Match to make complete sentences.

____ **1.** We must spread the word about saving the oceans	**a.** opportunity to learn about the world.
____ **2.** Earth is where we live, and so	**b.** the first step in solving them.
____ **3.** Understanding environmental problems is	**c.** it deserves all our effort to protect it.
____ **4.** What will Earth be like	**d.** the key to understanding environmental problems.
____ **5.** Curiosity about the world is	**e.** among the public.
____ **6.** Using technology, we have a great	**f.** in the future?

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Understand

A Read the statements about "The Next Wave of Ocean Exploration." Write *T* for True or *F* for False.

_____ **1.** The world above the ocean's surface is more than twice the size of the world below it.

_____ **2.** More than half the oxygen we breathe comes from the ocean, so it's critical to human life.

_____ **3.** The writers think exploring oceans and exploring space are equally important.

_____ **4.** People's ignorance about oceans is the biggest challenge to protecting them, according to the article.

_____ **5.** According to the writers, governments, nonprofit organizations, and others aren't doing their job to protect the oceans.

_____ **6.** The writers hope that average people will support the work of securing a healthy future for the world's oceans.

B Cross out the incorrect answer to the questions about "The Next Wave of Ocean Exploration."

1. What do the world's oceans affect?

a. our weather **b.** our food supply **c.** underexamined treasure

2. What does new technology give us the potential to do?

a. learn about the ocean **b.** captivate the world **c.** appreciate the ocean

3. What are the remote reaches of the planet's oceans sullied with?

a. assets **b.** plastic bottles **c.** trash

4. What do the writers hope to attract for the future of the oceans?

a. public and private support **b.** community support **c.** Jacques Cousteau

Apply the Skill: Evaluate an Argument

C Reread paragraph 5 in the Student Book. Identify details that support the claim. Find one more claim. Complete the chart.

Claim (Paragraph 5): Exploring our oceans is key to protecting them.	**Claim (Paragraph _____):**
Support:	**Support:**

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Vocabulary: Use Word Categories

A Reread the paragraphs in "The Next Wave of Ocean Exploration." Then choose the correct answer.

1. Reread paragraph 2. Which category best defines this group of words: weather, food, commerce?

a. things critical to human life

b. things found in the ocean

2. Reread paragraph 5. Which phrase best defines this group of words: accessible, tangible, exciting?

a. ways people can relate to the ocean

b. ways people can feel about protecting the ocean

3. Reread paragraph 6. Which group of words belongs to the category "things that sully the oceans"?

a. things we can ensure

b. trash and plastic bottles

4. Reread paragraph 8. What do these words have in common: aggressive, combat, firm stance?

a. They are things found in seawater.

b. They suggest fighting and resisting.

5. Reread paragraph 9. Which phrase best defines this group of words: embrace, call, looking up, sitting, waiting?

a. things that people can do

b. things that are found in the oceans

B Use context to determine the meanings of the words in bold. The words are from Activity A. Then match the words to their definitions.

1. The government is trying to increase **commerce** with nearby countries.

2. The **tangible** benefit of more trade is more jobs.

3. Picnickers must not **sully** the city parks with trash.

4. A successful salesperson is often **aggressive**.

5. Some countries **embrace** new technology more quickly than others.

____ **1.** commerce	**a.** easily seen or noticed (*adj.*)
____ **2.** tangible	**b.** determined to succeed (*adj.*)
____ **3.** sully	**c.** to eagerly accept something new (*v.*)
____ **4.** aggressive	**d.** to spoil or make dirty (*v.*)
____ **5.** embrace	**e.** buying and selling things (*n.*)

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GRAMMAR BOOST: Linking Devices for Contrast

We can use certain **linking devices** to show contrast between two ideas.

	Use	Examples
but and *yet*	• You can use *but* or *yet* to join two clauses. Use a comma before *but* or *yet*. The linking clause containing *but* or *yet* must come second. • You can also use *but* or *yet* to contrast two sentences.	The ocean is important to us, **but** we don't take care of it. Ocean exploration is more important to us than space exploration. **Yet** it doesn't get as much funding. We have spent a lot of time and expense to study the ocean. **But** we've only explored a small percentage of it.
even though and *even as*	• You can use *even though* or *even as* to join two clauses. Put them at the beginning of a clause. • The linking clause can come first or second in the sentence. When it comes first, use a comma between clauses. • Use *even as* to contrast two events that are happening at the same time.	**Even though** the Marianas Trench is the deepest part of the ocean, it contains plastic garbage. We continue to pollute the ocean **even though** we know the ocean is an important resource. **Even as** we begin to explore remote parts of our oceans, we are finding trash there. People are dropping more trash on the beaches **even as** we clean it up.
instead	• Use *instead* at the beginning of a sentence to contrast ideas between two sentences. • Put a comma after *instead*.	The ocean deserves our respect and protection. **Instead**, we dump garbage into it. We should use less plastic. **Instead**, we continue to produce more plastic products.

A Circle the correct words and phrases to complete the paragraph.

Even though / *But* most people probably don't think about the ocean, we all rely on it to live. It provides 50 percent of the oxygen that we breathe. It also is a source of nutritious food. In addition, there are about a million different animal species in the ocean. *Instead* / *Even as* we learn about these animals, scientists are discovering new ones. The ocean is a very important resource, *even as* / *but* we don't take good care of it. *Instead*, / *Even though* we allow it to get polluted by plastics and chemicals. We all need to participate in taking care of the ocean, *yet* / *instead* most people don't realize that. Ray Dalio and Marc Benioff are finding ways to make people interested in protecting the ocean.

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B Match to make contrasts.

____ **1.** I don't have any sisters,	**a.** But they arrived right on time.
____ **2.** Even though I'm afraid of the water,	**b.** but I have two brothers.
____ **3.** I'm not on the baseball team this year.	**c.** Instead, they went to the park.
____ **4.** Hakim and Jin were worried that they were going to be late for class.	**d.** even though I studied hard for it.
____ **5.** Even as I ran for the bus,	**e.** Instead, I'm playing basketball.
____ **6.** Marcela didn't have to get up early,	**f.** it drove away.
____ **7.** Anya and Mei-Li planned to go to the beach.	**g.** yet she woke up at 6:00 a.m.
____ **8.** I was nervous about my quiz	**h.** I want to learn how to swim.

C Check (✓) the correct sentences. Write an ✗ for the incorrect sentences. Then correct the incorrect sentences.

1. I don't speak Spanish, even though my parents speak it fluently. ☐

_____

2. We don't take the bus to school, instead, our mom drives us. ☐

_____

3. It's sunny outside but, it's really cold. ☐

_____

4. Even though math can be difficult, it's my favorite subject. ☐

_____

5. Even as, we began our hike it started to rain. ☐

_____

6. Alicia wants to play video games, but Fatima wants to go for a bike ride. ☐

_____

D Complete each sentence with your own idea.

1. I like _____ weather, but _____.

2. _____ is difficult for me, yet _____.

3. Even as I come home from _____, _____.

4. Even though my friends like to _____, _____.

5. I don't _____ on weekends. Instead, _____.

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Assignment: Write an Informational Essay

A Answer the questions about the writing model in the Student Book.

1. What sentence in the introduction introduces the job?

_____

2. What is the disadvantage of the job? What are the risks?

_____

3. What are the advantages of the job?

_____

4. In the conclusion, what support for the main idea is restated?

_____

5. How many sources did the writer use?

_____

6. What new information did you learn from this informational essay?

_____

B Look again at the model. Complete the chart.

	Words that show connection	**Words that show contrast**	**Words that show order**	**Words that introduce examples**
In the model				
Other words you could use				

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Assignment: Create a Multimedia Presentation

A What media could best illustrate the model essay, "Soaring to New Perspectives"? First, list the risks and benefits of being a pilot. Then consider which ideas from the essay could be illustrated with media. Complete the chart.

Soaring to New Perspectives

	Graphics	Image	Music	Video	Audio
Risks:					
Benefits:					

B Put the words and phrases in order to make sentences to introduce the media in Activity A.

1. the number of plane crashes / if you study, / decreases annually / you will notice / this graphic,

_____

2. a stressed pilot / you can see / in this image,

_____

3. people / here's a video / boarding a plane / that shows

_____

4. in the number of / this chart shows / airline passengers / the increase

_____

5. this video / for his heroism / take a look at / of Captain Sully being thanked

_____

6. of Captain Sully's / this audio clip / thank-you speech / let's listen to

_____

C Practice saying the sentences in Activity B aloud. Pay attention to phrasing in order to sound confident and natural. Repeat the sentences to improve your fluency.

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7 The Past



▲ **In 1965, a singer in New York City auditions for a judge in Washington, D.C., USA, using a Picturephone.**

UNIT LAUNCH

Academic Vocabulary

A Complete each sentence with a word from the box.

adjust challenge data sustainable technology traditional

1. It took Lisa time to _____ to her new school, but now she likes it a lot.
2. This village is popular with visitors for its _____ food and festivals.
3. The government promotes _____ transportation to protect the environment.
4. Keeping what is useful from the past and making changes for the future is a big _____.
5. Modern _____ makes communicating with family and friends inexpensive and easy.
6. Our class collected _____ on the study habits of students, including how often and how long each person studied.

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Key Vocabulary

A Write two examples for each item.

1. things people **dispute**: _____
2. things that are **mechanical**: _____
3. examples of **progress**: _____
4. an event in the 19th **century**: _____
5. **regular** ways to test students: _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then complete the chart. Use a dictionary, if needed.

1. The toy car comes **apart** and is easy to put back together again.
2. When Stanley saw his grade, he was **disappointed** because he'd worked so hard.
3. Ms. Lee says the students have studied **enough** to be ready for the quiz.
4. "Don't hurry," she told me. "We have **plenty** of time."
5. Mr. Gomez can't see the clock, but he thinks it's **probably** time to leave.
6. The students are **supposed** to have lunch at noon.

Word	Part of Speech (noun, verb, adjective, adverb)	Definition
apart	adverb, adjective	
disappointed	adjective	
enough	adverb	
plenty	quantifier	
probably	adverb	
supposed	adjective	

C Complete each sentence with a word in bold from Activity B.

1. Margie is _____ to study fractions today.
2. This diary is _____ the most interesting real book Tommy has read.
3. Bingqing took her bicycle _____ and fixed the wheel.
4. Carol doesn't have _____ money to buy the large coffee, so she buys a smaller one.
5. Benji has _____ of money, so he is going to take his younger sister to a baseball game.
6. Ken was _____ that the day was rainy. He had wanted to play soccer with his friends.

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Understand

A Read the statements about "The Fun They Had." Write *T* for True or *F* for False.

_____ **1.** By age 11, Margie has seen a lot of real books.

_____ **2.** Margie is having trouble with geography, so the County Inspector slowed her teacher down.

_____ **3.** The real book told what school life was like centuries ago.

_____ **4.** Margie believes that Tommy's dad knows as much as a teacher.

_____ **5.** Students need to be taught differently, so teachers are adjusted to fit each boy and girl.

_____ **6.** Margie probably thinks it would be fun to go to school with other children.

B Answer the questions.

1. Margie writes about the *real* book in her diary. Do you think her diary is written on paper? Why or why not?

_____

2. Why does Tommy think the real book is "a waste"?

_____

_____

3. How does Margie feel about school? Why?

_____

4. Why does Margie's mother send for the County Inspector? What does he do?

_____

5. Why doesn't Margie think a man is able to be a teacher?

_____

6. Does Margie think school centuries ago was more fun or not? Why?

_____

Apply the Skill: Determine Theme

C Use details from *Julie of the Wolves* in Unit 5 of the Student Book to complete the story map.

Title: *Julie of the Wolves*	
Setting:	**Characters:**
Events:	
Theme:	

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Language Convention: Punctuate Dialogue Correctly

A Read the dialogue lines from "The Fun They Had." Underline capital letters. Circle the punctuation, including quotation marks.

1. Margie said, "Where did you find it?"
2. "In my house." Tommy pointed without looking, because he was busy reading. "In the attic."
3. Margie was scornful. "School? What's there to write about school? I hate school."
4. "I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.
5. Margie said to Tommy, "Can I read the book some more with you after school?"
6. "Maybe," he said nonchalantly. Tommy walked away whistling, the dusty old book tucked beneath his arm.

B Rewrite the sentences with correct capitalization and punctuation.

1. I want to go to the game after school, Melanie said.

   _____

2. Mr. Go told the class school starts one hour earlier next week.

   _____

3. Eleanora said to Ben can I borrow your science book?

   _____

4. Today, said Ms. Sanchez, we are going to learn about robotics.

   _____

5. I don't want to be late, Ana told me, so let's take the bus.

   _____

C Rewrite the paragraph as dialogue. Use correct capitalization and punctuation. Use paragraphs to show who is speaking.

> Karin was amazed to think that one day robots could be teachers. A robot is just a machine, she said to her friend Beth. How could a machine be a teacher? Beth said the teachers in the future would be like the computers we have now. But would they be kind to us? Karin asked.

_____

_____

_____

_____

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GRAMMAR BOOST: Time Expressions

	Meaning and Use	Examples
in	• Use *in* with a month, a year, a group of years, or a time period.	Tommy found the book **in** May. It was **in** 2155. **In** the 2100s, people won't read paper books. People read paper books **in** the old days.
on	• Use *on* with a day or a date.	There is no school **on** Saturdays or Sundays. Tommy found the book **on** May 17, 2155.
at	• Use *at* with a clock time or a description of a specific time.	School starts **at** 9:00. It starts **at** the same time every day.
for	• Use *for* with a quantity of a time period, such as a number of days, weeks, months, or years.	They read the book **for** a few minutes. I studied **for** two days because I wanted a good grade. We lived there **for** five years, and then we moved.
after	• Use *after* with any time or time period, or with an event. • We use *after* to talk about something that follows a time, a time period, or an event.	Don't call **after** 9:00 a.m., because I'll be in school. They want to meet **after** school. Margie went to the schoolroom **after** Tommy left.
before	• Use *before* with any time or time period, or with an event. • We use *before* to talk about something that precedes a time, a time period, or an event.	**Before** 2155, children went to school together. They read the book **before** school. Margie talked to Tommy **before** she went to school.
ago	• Use *ago* with a quantity of time. • We use *ago* to talk about a time before now.	Schools were different centuries **ago**. Tommy went home a few minutes **ago**.
Note: You can use *in* to mean after a period of time or within a period of time. *My sister will graduate **in** two years.* *I can run a mile **in** ten minutes.*		

A Circle the correct time expression to complete each sentence.

1. The story "The Fun They Had" takes place *in / on / at* 2155.
2. Margie wrote in her diary *before / for / after* Tommy found the book.
3. She wrote in her diary *in / on / at* May 17.
4. The book was about a school hundreds of years *after / on / ago*.
5. The County Inspector worked on the mechanical teacher *before / in / for* about an hour.
6. The teacher didn't work well *after / before / ago* the County Inspector repaired it.

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B Complete each sentence with a word or phrase from the box.

about an hour	around 4:00	Mira leaves	school
the summertime	they do something fun	three years	Thursdays

1. Mira and Eleni met _____ ago. They are best friends.
2. Most days, Mira goes to Eleni's house after _____.
3. On _____, Eleni goes to Mira's house.
4. They do their homework for _____.
5. They always finish their homework before _____.
6. Mira goes home at _____.
7. After _____, Eleni helps her mother cook dinner.
8. In _____, Mira and Eleni meet at the park or the beach.

C Write sentences with time expressions to answer the questions.

1. What time does your school start?

_____

2. When do you do your homework?

_____

3. How long are you in school every day?

_____

4. What days do you go to school?

_____

5. When did you start going to school?

_____

6. In what month does your school year start?

_____

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Vocabulary Boost

A Complete the sentences with the words from the box. Use a dictionary, if needed.

becoming comfortable connection fantastic passed on trust

1. The horses learn to _____ the men and women who train them.
2. Taking care of Earth is _____ more and more important.
3. Our coach is _____ with a basketball—he never misses a shot.
4. The boy was so _____ with his uncle that he could tell him anything.
5. Old Mr. Li and his twin brother have a special _____ that has lasted their whole lives.
6. Bella's grandmother _____ her ring to her granddaughter as a very special birthday gift.

Examine the Photo

B Answer the questions about the Uncover the Story photo. Use your own words or the words in the box.

horse man boy grass relaxed calm pat costume

1. What do you see in the photo? _____
2. What are the man and boy doing? Why are they doing this? _____
3. What are the man and boy wearing? What do you think about their clothes? _____
4. Do you know where they are? Why or why not? _____

Reflect

C Imagine you are the boy in the photo in the Student Book. Complete the chart.

What happened before the photo?	What is happening during the photo?

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Key Vocabulary

A Complete each sentence with the correct form of a word from the box.

absorb efficiency monitor resilient urban vulnerable

1. Almost everything is more expensive in _____ areas.
2. Xavier _____ the food he eats to stay healthy.
3. Many plants _____ water from the soil.
4. The new software has improved the computer's _____, so now the computer is faster.
5. In ancient times, the city was _____ to attack, so the people built a big wall.
6. The students were _____ and successfully handled many changes during the school year.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. **Ancient** civilizations still provide us with many ways to solve urban problems.
2. Many cities compete to be **attractive** to new business.
3. Because of the fire at the museum, many works of art were lost **forever**.
4. If Fan can't go to the concert with us, maybe Jiahui can go **instead**.
5. The **local** restaurants are working hard to be environmentally friendly.
6. This city's green activities are a good **model** for other communities.

____ **1.** ancient	**a.** for all future time *(adv.)*
____ **2.** attractive	**b.** in place of someone or something else *(adv.)*
____ **3.** forever	**c.** belonging to a time long ago *(adj.)*
____ **4.** instead	**d.** something people want to copy *(n.)*
____ **5.** local	**e.** having good qualities; appealing *(adj.)*
____ **6.** model	**f.** relating to the area you live in *(adj.)*

C Complete the sentences.

1. _____ is an example of **ancient** technology.
2. _____ could make a city **attractive** to business.
3. You can rely on _____ **forever**.
4. A school that is not cooled by air conditioning is a **model** for using less _____.

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Understand

A Choose the best answer to the questions about "The Case for Low-tech Cities."

1. High-tech cities will monitor everyone and everything, but there are ____.
   a. privacy concerns **b.** practical considerations **c.** both a. and b
2. Smart cities aren't free of problems because ____.
   a. tech products are expensive, and people don't know how to use them
   b. tech products age and wear out, and people are still needed to do work
   c. we don't need new technologies or new ideas
3. In ancient times, people ____.
   a. had an unhealthy disconnect with nature
   b. looked beyond old tech to ancient tech
   c. lived with greater connection to nature than now
4. To "rewild our urban landscapes" means to ____.
   a. use low-tech solutions to solve urban problems
   b. use traditional Chinese technology that is resilient
   c. use local intelligence and make beautiful urban spaces
5. Kongjian Yu's "sponge cities" ____.
   a. are wetlands built upriver from urban areas
   b. absorb rainwater to protect against flood damage
   c. drive fish and birds away from cities, according to Yu
6. Low-tech solutions can ____.
   a. eliminate the need for technology
   b. save homeowners money
   c. clean wastewater more efficiently than sewage-treatment works

B Circle the word or words that best complete the sentences about "The Case for Low-tech Cities."

1. The downside of smart cities is that they will be *easy / complicated* to manage and have unexpected weak points.
2. Shoshanna Saxe says we need to plan ahead and be brave to use *the best / most advanced* of the old ideas.
3. Urban areas are *decreasingly / increasingly* vulnerable to floods, bad weather, carbon overload, and pollution, and residents have lost their connection with nature.
4. Low-tech ecological *solutions / challenges* to urban problems worked for indigenous peoples centuries ago.
5. Tree-root bridges in Northern India are an example of *a high-tech / an ancient* solution to an urban problem.
6. High vegetation density in cities is a low-tech solution to the spread of high-energy-consuming *tree cover / air conditioning*.

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Vocabulary: Use Greek and Latin Prefixes and Roots

A Match the Greek or Latin prefixes with their meanings. Use a dictionary, if needed.

____ **1.** ultra-	**a.** against
____ **2.** trans-	**b.** bad
____ **3.** anti-	**c.** across; beyond; through
____ **4.** dys-	**d.** good; well
____ **5.** eu-	**e.** many
____ **6.** multi-	**f.** above; excess

B Match the Greek or Latin roots with their meanings. Use a dictionary, if needed.

____ **1.** son	**a.** language
____ **2.** topo	**b.** to bear well
____ **3.** phero	**c.** place
____ **4.** lingu	**d.** sound
____ **5.** soci	**e.** carry
____ **6.** fer	**f.** companionship, society

C Use the meanings of the prefixes and roots to help you choose the correct definitions for each word.

1. *antisocial*

a. someone who doesn't enjoy being with other people

b. someone who doesn't believe it is safe to meet in groups

2. *dystopia*

a. a condition that makes using language difficult

b. an imaginary place where life is bad

3. *euphoria*

a. feeling very well for a short time **b.** a polite way of saying something

4. *multilingual*

a. using several different languages **b.** using an excessive number of languages

5. *transfer*

a. to communicate beyond language **b.** to move something from one place to another

6. *ultrasonic*

a. many different sounds together **b.** sound that is too high to hear

D Write sentences using words with the Greek or Latin prefixes and roots from Activity A or B.

1. _____

2. _____

3. _____

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GRAMMAR BOOST: Count and Noncount Nouns

There are two types of nouns: count nouns and noncount nouns. **Count nouns** can be singular or plural. We can use *a, an,* or a number with a count noun. (*a house, an apple, two cars*) For **noncount nouns**, we use only the singular form. We don't use *a, an,* or a number with a noncount noun (*furniture, water, information*). Below are some types of noncount nouns.

Types of Noncount Nouns	Examples				
Nouns with no separate parts or extremely small parts	air carbon fire	grass hair methane	nitrogen paper	sand snow	soil sulfur
Nouns that name masses of things	clothing furniture	homework jewelry	luggage mail	money transportation	vegetation
Abstract nouns	advice business courage data education efficiency energy	exercise experience foresight friendship fun health imagination	information intelligence knowledge love music nature noise	patience pollution privacy research support survival technology	time travel truth will weather wisdom work
Some foods and drinks	bread broccoli butter cabbage celery cheese	chicken coffee corn fish fruit grapefruit	honey juice kale lettuce meat milk	oil popcorn poultry produce rice salt	soup spinach sugar tea water yogurt

Notes:

1. Some nouns can be count or noncount nouns. These include: fire, hair, paper, business, education, exercise, friendship, imagination, love, noise, technology, time, truth, fish, chicken, oil, soup, tea, water, yogurt, fruit.

*I have **business** in New York.* — *There are three new **businesses** in town.*

*We rely on **technology** for a lot of things.* — *I learned about two new **technologies** this weekend.*

*We don't have much **time**.* — *I was here two **times** last month.*

2. You can use *some, much, this,* or *that* with noncount nouns. You can use *some, many, these,* or *those* with count nouns.

A Underline the nouns in the paragraph.

Many officials like to use technology for their cities. Cameras and sensors can monitor everything that happens. Apps and data can help a city run smoothly. They are great for efficiency. However, it might be better for cities to be low-tech. There are a few reasons for this. First, people in low-tech cities don't have to worry about losing their privacy. Second, high-tech products age

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quickly and have to be replaced. Third, technology requires support, which means cities have to hire a lot of workers. Shoshanna Saxe thinks that smart cities are unnecessary. She says, "For many of our challenges, we don't need new technologies or new ideas; we need the will, foresight, and courage to use the best of the old ideas."

B Write each noun from Activity A in the correct place in the chart.

Count Nouns	Noncount Nouns

C Complete the sentences with the nouns in parentheses. Use *a* or *an* with count nouns and no article for noncount nouns.

1. I prefer to work alone, but Leo likes to work on _____. (team)
2. Let's bring some food on our hike. We'll need _____. (energy)
3. If you're hungry, you should have _____. (apple)
4. I'm thirsty. I need _____. (water)
5. I have to do _____ almost every day. (homework)
6. When I came home from the beach, I had _____ in my shoes. (sand)
7. He got _____ for his birthday. (smartphone)
8. We had _____ at school today. (fun)

D Check (✓) the correct sentences. Write an ✗ for the incorrect sentences. Then correct the incorrect sentences.

1. Let's go outside and get some exercise. ☐

_____

2. I went to the library to get an information for my project. ☐

_____

3. Marcela had some problem with the test. ☐

_____

4. Ibrahim's parents opened a business last month. ☐

_____

5. I really like this juice. ☐

_____

6. This soup has chicken, kale, and corns in it. ☐

_____

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Vocabulary Boost

A Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Did you ever think about where soap came from? It's a **brilliant** idea that keeps us clean and healthy.
2. Toothbrushes haven't been around as long as teeth have. The first toothbrush was **invented** in the 1770s by William Addis, in England.
3. Tom's shirt has a colorful, striped **pattern**.
4. Charles Babbage **created** paper punch cards to program his device.
5. The new **software** will make creating slide presentations much easier.
6. It's **strange** to see the sun shining while it's raining!

____ **1.** brilliant	**a.** programs that tell a computer how to do a job *(n.)*
____ **2.** create	**b.** unusual; surprising; odd *(adj.)*
____ **3.** invent	**c.** to make in a special way *(v.)*
____ **4.** pattern	**d.** very smart or skillful *(adj.)*
____ **5.** software	**e.** a regular, repeated arrangement of shapes *(n.)*
____ **6.** strange	**f.** to think of or make a new thing *(v.)*

B Complete each sentence with the correct form of a word in bold from Activity A.

1. Josephine Cochran _____ the first dishwasher in the late 1800s. Then she started a company to manufacture it.
2. The idea of using _____ to tell machines what to do is centuries old.
3. There is a(n) _____ delight in watching a machine play music.
4. If a machine could make pleasing sounds, a machine could make pleasing _____ of color in cloth.
5. Jacquard's _____ idea improved the way looms were programmed.
6. Pablo Picasso _____ sculptures as well as paintings and prints.

Share Your Perspective

C Some people invent for survival and some invent for fun. Think of three inventions that might have been invented for fun.

1. _____
2. _____
3. _____

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Key Vocabulary

A Complete each question with the correct form of a word from the box. Then answer the questions.

attempt	cursor	participant	target	rotate	experiment

1. If you _____ a bottle lid clockwise, does it get tighter or looser? _____
2. What games have you played where you have to hit a(n) _____? _____
3. How do you prefer to move a(n) _____—with a mouse, touchpad, or arrow keys? Why?

   _____
4. Create a question you could answer by doing a(n) _____.

   _____
5. What organization at your school or in your community has a lot of _____?

   _____
6. How many _____ does it usually take before you a solve a math problem? _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Choose the correct definition.

1. Kelly is **almost** as old as Stefan—she's just two weeks younger.
   a. exactly the same **b.** nearly, but not completely
2. The **brain** is very adaptable and can learn from new experiences.
   a. an organ inside your head that controls you
   b. a muscle that makes the body able to do things
3. There was a one-hour **delay** while the railroad signal was repaired.
   a. waiting time **b.** increase in speed
4. Using **public** transportation is better for the environment than driving a private car.
   a. shared by everyone **b.** used outdoors
5. Last weekend's camping trip was the first **situation** where Ted spent a night out under the stars.
   a. a location that is very attractive
   b. something that happens at a certain time and place
6. Johannes has to take a quiz on Monday **whether** he is ready or not.
   a. no matter if **b.** because

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Understand

A Read the statements about "Mistakes: A Key to Learning." Write *T* for True or *F* False.

____ **1.** We use memories of past mistakes to improve how we do in later attempts.

____ **2.** In David Herzfeld's experiment, participants moved a cursor across a screen, and their errors were recorded.

____ **3.** Herzfeld was surprised to find that that people could not apply errors from one situation to a different situation.

____ **4.** Even after a long pause between experiments, participants showed a high recall of past errors.

____ **5.** Learning through body movements is called "motor learning."

____ **6.** Mistakes are a problem because they slow down learning.

B Answer the questions about "Mistakes: A Key to Learning."

1. What does David Herzfeld do as a biomedical engineer?

_____

2. In the video game experiment, how did participants improve their ability to hit the target?

_____

3. In his group experiments, one group experienced clockwise rotation of the cursor. What did the other group experience?

_____

4. Did one group do better than the other?

_____

5. Why is this discovery exciting?

_____

Apply the Strategy: Make Text-to-Self Connections

C Identify parts of "The Fun They Had" that you connected with your life. What did the connections help you understand? Complete the chart.

The text says …	This reminds me of …	This helps me to understand …

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Language Convention: Use Possessive Adjectives and Pronouns

A Complete each sentence with the correct possessive adjective.

1. If you make mistakes again and again, _____ brain learns to ignore the repeated errors.
2. Even if we make the same mistake much later on, _____ brain remembers.
3. In phase three, participants applied _____ learning from earlier phases.
4. Part of the test involved a robotic arm and _____ changing movement.
5. Herzfeld's and his team published _____ results online in *Science*.
6. Our class is interested in Herzberg's research. _____ results are surprising.
7. One woman who was among the participants never made a mistake. _____ results were unusual.
8. I am looking forward to trying this experiment myself. _____ mistakes may help me learn faster!

B Complete the sentence with the correct possessive pronouns.

1. "We have a video game test and a dart throwing test," one researcher said to his colleague. "This one is _____, and that one is yours."
2. "Look at the two darts the man threw," the researcher said. "The low one is _____."
3. "These two darts belong to the next two participants," he said. "These darts are _____."
4. "This research belongs to all of us," the researcher said. "It's _____."
5. "The final video game tests were completed by the woman," the researcher said. "These scores are _____."
6. "I found this dart on the floor," the participant said to the researcher. "I think it's _____."

C Find five incorrect possessives. Make the corrections.

It's important for us to make mistakes during their motor learning activities. The brain remembers the history of yours body movements and mine body movements. That history determines whether we learn from ours errors as we try to develop new motor skills. David Herzfeld's research is important to us because her is the first study to show that the history of mistakes is what matters in motor learning.

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GRAMMAR BOOST: Adjectives and Adverbs

We use adjectives and adverbs to give more information in a sentence.

	Meaning and Use	Examples
Adjectives	• Use adjectives to give more information about nouns. • Use adjectives with sense verbs, such as *look, sound, taste, smell, seem,* and *feel*. • Use adjectives with the verb *get*.	Participants played a **simple** game. The arm moved in **different** directions. It seemed **easy**. They got **good** at the game.
Adverbs	• Use adverbs to give more information about verbs or verb phrases, adjectives, or other adverbs.	Participants **quickly** adjusted the way they played. They improved **very slowly**.

Notes:

1. Remember that adjectives sometimes end in *-ed* or *-ing*.

*I'm **tired**.* *The **winning** team is celebrating.*

2. Many adverbs of manner end in *-ly*.

*They learned **quickly**.* *The dot moved **slowly**.*

3. There are different types of adverbs. Besides adverbs of manner, there are adverbs of frequency, adverbs of place, and adverbs that modify adjectives and other adverbs.

*John is **always** late.* *Let's go **outside**.* *She learned the task **very** easily.*

A Underline the adjectives and circle the adverbs in the sentences.

1. Trying an unfamiliar task usually involves mistakes.

2. David Herzfeld discovered a newly identified type of memory.

3. In a study, participants had to learn a new task.

4. They had to play an easy video game.

5. Participants had to manipulate a robotic arm to move a cursor across a screen.

6. The cursor moved differently for different participants.

7. Participants had to quickly change the way they played the game.

8. Researchers found that people learned from their past errors.

B Circle the adjective or adverb to correctly complete each sentence.

1. This pizza smells *good / well*!

2. I want to go swimming, but the water is *cold / coldly*.

3. My little brother is *easy / easily* excited.

4. Did you think the quiz was *difficult / difficultly*?

5. This is a *great / greatly* book.

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6. Ms. Owens speaks Spanish *fluently / fluent*.

7. We *careful / carefully* counted the students.

8. I was really *nervous / nervously* before my presentation.

C Write the adjectives and adverbs from Activity B in the chart. Then write the noun or verb that each one modifies.

Adjective or Adverb	Word That It Modifies
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

D Complete the sentence pairs with the adjectives and adverbs in parentheses.

1. I'm a _____ reader. I read _____. (quick, quickly)

2. We won _____. The game was so _____. (easy, easily)

3. Everyone was _____. They screamed _____. (excited, excitedly)

4. We _____ have chicken for dinner on Saturdays. Today is a _____ Saturday. (usual, usually)

5. Ling cooks really _____. Her food tastes _____. (good, well)

6. Ken was playing his music _____. The music was _____. (loud, loudly)

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Assignment: Write a Personal Narrative

A Read the false statements about the writing model in the Student Book. Then correct them.

1. The characters in the personal narrative are the narrator and her mother.

_____

2. The setting is a basketball game.

_____

3. The narrative begins with the winning goal.

_____

4. When the narrator gets the ball, she passes it to Ana, and Ana scores.

_____

5. Coach Maya praises the narrator for being a good team player.

_____

6. The narrator learns she shouldn't play soccer anymore.

_____

B Think of three examples of mistakes you have made and the lessons you learned. Try to think of times when you made a bad choice. Complete the chart and answer the question.

	What Happened	What I Learned
Example 1		
Example 2		
Example 3		

Which one was the strongest lesson?

_____

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Assignment: Give an Oral Report

A Imagine you are giving an oral report based on the model essay "Next Time." Pretend you are the soccer player, and tell the story from her point of view in the first person. Label these parts: Introduction/Hook; Mistake; What I learned; Conclusion/Advice.

I'm going to tell you about a time I thought I was going to be a star, but I failed miserably instead—and I almost let down my teammates as well as myself. I was playing soccer with my friends and learned an important lesson.

My friend Ana and I were on the field. We had been playing for almost an hour, and no one had scored a goal. When there were only four minutes left, I finally got the ball. I kicked it up the center and looked for an open shot, but there wasn't a clear path. Then I saw Ana to the left, wide open—waiting. I didn't want to risk it. I plowed ahead and kicked hard. The goalie caught the ball like it was a game of catch, and then lobbed it to another player down the field.

But suddenly Ana was there. She had the ball. She was moving fast and hard toward the goal. Tania and I sprinted down on either side of her. The goalie lined up ready for Ana, but in one quick move, Ana passed it to Tania, and Tania sent the ball sailing high into the back corner of the net.

"Ana!" we both screamed. We had won.

Minutes later, we crouched down around Coach Maya. "Great game, everyone," she told us. She said she loved our energy on the field. "Ana," she said, "you set a great example of how to share the ball and be a team player. Nice pass!"

I felt the coach's words sink like stones in my stomach. I caught Ana's eye. "I'm sorry," I mouthed. Ana shook her head with a smile. I knew she was too happy to be angry that I hadn't passed her the ball, but I still wished I had.

What I learned was this: Don't try to be a star. Trust your teammates. And be a team player. One other thing is that there's always the next game in soccer. You always have the chance to do it differently. And next time, I would.

B What other hooks could you use with this personal narrative? Check (✓) your favorite three. Then rewrite the introduction using one of the hooks you chose.

"Alone, we can do so little; together, we can do so much." –Helen Keller, writer ☐

Have you ever made a mistake that you really regret? ☐

Have you ever wanted to be a star? ☐

Don't try to be a star. ☐

Trust your teammates. ☐

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8 Helping Our Planet



▲ **A harbor seal looks out from a kelp forest off the coast of California, USA.**

UNIT LAUNCH

Academic Vocabulary

A Read the statements. Write *T* for True or *F* for False. Then correct the false statements.

____ **1.** Besides electric cars, one clean **alternative** form of transportation is bicycling.

____ **2.** Some governments have a long-term **commitment** to improving the environment.

____ **3.** Electricity can be used to **generate** energy from the sun.

____ **4.** If something is **irreversible**, it can be easily changed to what it was before.

____ **5.** Cars are fun to drive. **Nonetheless**, they are damaging to the environment.

____ **6.** Saving the environment has always been a **priority** for every person.

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Key Vocabulary

A Write one idea for each item.

1. An item that often becomes **litter**: _____
2. When fully grown, **saplings** are called these: _____
3. These items can **fade** in the sun: _____
4. Activities that can leave a person **heaving**: _____
5. Places to do a water conservation **inspection**: _____
6. Things you can **clutch** tightly: _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Choose the correct definition.

1. I've tried ice cream and yogurt, and I don't like **either** very much.
   a. one or the other **b.** both
2. The soccer team **owns** the bus and uses it for going to sporting events.
   a. to pay for something **b.** to have something as property
3. **Perhaps** it will be sunny tomorrow.
   a. maybe **b.** certainly
4. There's a ship about a mile from **shore**.
   a. land surrounded by water **b.** land next to the edge of water
5. Gary likes the **style** of cars from the 1950s.
   a. design **b.** price
6. The rain started **suddenly**, and we ran for cover.
   a. quickly and unexpectedly **b.** with a great noise

C Complete each sentence with a word in bold from Activity B.

1. Lin's favorite _____ of shoe has a low heel.
2. Teodor walked along the _____ looking for interesting seashells.
3. Carol doesn't like broccoli or spinach. She doesn't like _____ one .
4. When summer comes, _____ Mariana will visit her cousin overseas.
5. Arnaldo _____ a good-quality tennis racket when he played on the school team.
6. _____, Gina realized she had forgotten her homework, so she ran home to get it.

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Understand

A Circle the words that best complete the sentences about "Choices."

1. The setting for the poem is a *snowy mountainside / side of a house facing mountains*.
2. The poet doesn't cut the trees because she sees *a bird's nest / her hand*.
3. She cuts *every tree but one / none of the trees*.
4. She decides *tree branches / homes for birds* are more important than her mountain view.

B Choose the correct answers to questions about "Earth Day on the Bay."

1. What is the setting of the poem?
   a. a beach **b.** a race
2. Why does the poet say "the blue ribbons faded"?
   a. the shoes have blue ribbons on them
   b. a lot of time has passed since blue ribbons were won
3. What is the meaning of "the former distant runner sits in his recliner"?
   a. The person is now old and resting.
   b. The person has to sit because he's barefoot.
4. How do you think the shoe in the poem got to the beach?
   a. It fell off a cargo ship.
   b. It was thrown away and ended up floating across the ocean.
5. Does the poet express hope that the beach will soon be clean?
   a. Yes, because he picks up the litter from the beach.
   b. No, because he mentions another cargo ship full of shoes.

Apply the Skill: Identify the Poet's Purpose

C Reread "Choices" in the Student Book, and answer the questions.

1. What is the viewpoint of "Choices"? How do you know?

   _____

2. Which words are very descriptive?

   _____

3. Is there an idea or thought that ties the descriptions together? If so, what is it?

   _____

   _____

4. What do you think the poet's purpose is?

   _____

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Vocabulary: Understand Connotation and Nuance

A Reread "Choices" and notice the underlined words. Then complete the chart. Use a dictionary.

I go to the mountain side
of the house to cut saplings,
and clear a view to snow
on the mountain. But when I look up,
saw in hand, I see a nest clutched in
the uppermost branches.
I don't cut that one.
I don't cut the others either.
Suddenly, in every tree,
an unseen nest
where a mountain
would be.

Words from Poem	Definition	Words I Can Substitute
saplings		
clear		
uppermost		
unseen nest		

B These lines from "Earth Day on the Bay" are rewritten with underlined words that have a neutral connotation. Look at the poem in the Student Book for the words that the poet used and write them.

1. The trophies packed away in the rafters. _____

2. Perhaps the former distant runner sits in his chair. _____

3. It could have floated on the waves back to its home factory, _____

4. Where it was made from plastic, _____

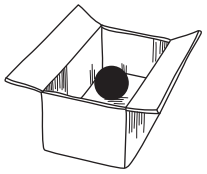
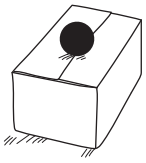
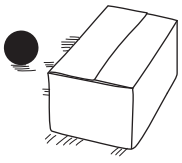
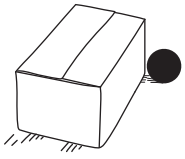
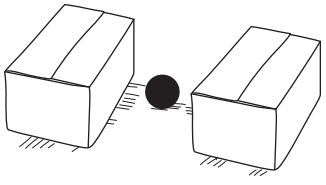
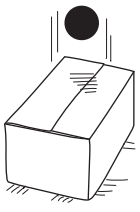
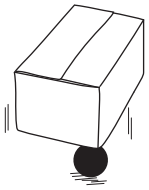
5. Fitted with cloth, shoelaces pushed through the eyelets, _____

6. I pick up that shoe, now litter, and nearly slip on the rocks. _____

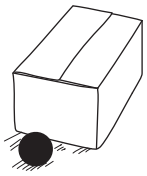
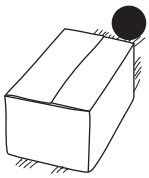
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GRAMMAR BOOST: Prepositions of Location

We use **prepositions of location** to describe where someone or something is.

Preposition	Meaning and Use	Examples
from	• Use *from* to talk about a place.	Tess Gallagher is **from** the United States. Gary Soto is **from** California.
at	• Use *at* to talk about the location of a person or thing.	The narrator of "Choices" is **at** home. The narrator of "Earth Day on the Bay" is **at** the beach.
in		She has a saw **in** her hand. There is a nest **in** the tree.
on		There is snow **on** the mountain. He finds a shoe **on** the beach.
by / near / close to		The house is **near** a mountain. She lives **close to** a mountain.
next to		There are trees **next to** the house. The house is **next to** a group of trees.
between		The trees are **between** the house and the mountain. She stands **between** the house and the trees.
above / over		There is a gull **above** the narrator's head. A kite is flying **over** the beach.
below / under		The narrator is standing **below** the gull. There is probably more garbage **under** the seaweed.

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in front of		She stands **in front of** a tree. The trees are **in front of** a mountain.
behind / in back of		The mountain is **behind** the trees. The backyard is **in back of** the house.

A Circle the correct prepositions to complete the paragraph.

I live *near / from* a beach. I like to spend time *at / betwee*n the beach. I walk *below / by* the water, and I like to feel the sand *between / above* my toes. I watch the birds that fly *under / ove*r the water. Sometimes there are sailboats *in front of / on* the water. But there is a lot of trash *on / at* the sand. My friends and I go *to / in* the beach on weekends to clean it up. We pick up the trash and put it *in front of / in* trash bags. I don't know why people leave their trash *from / on* the beach. There are trash cans *in / under* the restrooms. There are also big trash cans *in front of / above* the restrooms. I think sometimes people are just careless.

B Complete the sentences to make them true.

1. I am from _____.

2. _____ people live in my home.

3. My school is close to _____.

4. There is _____ next to my classroom.

5. There is _____ in front of my school.

6. There is _____ behind my school.

C Where are you right now? Describe your location and the locations of things. Write complete sentences with the prepositions in parentheses.

1. (on) _____

2. (in) _____

3. (close to) _____

4. (between) _____

5. (above) _____

6. (below) _____

7. (in front of) _____

8. (behind) _____

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Vocabulary Boost

A Use context and the graphic to determine the meanings of the words in bold. Complete the chart. Use a dictionary, if needed.

1. The grocery store is open **daily**.
2. It is important to eat a healthy **diet**.
3. Water use would **double** in the hotter months if people didn't conserve.
4. As a result of the population explosion, cities the world over are now **heavily** populated.
5. It's difficult to **limit** population growth.
6. People should eat more plant **products** for their health and the health of the planet.

Word	Part of Speech	Definition
daily	adverb	
diet	noun	
double	verb	
heavily	adverb	
limit	verb	
product	noun	

Examine the Graphic

B Answer the questions about the Uncover the Story graphic.

1. What is the goal of the scientists' diet?

   _____

2. How did the scientists develop the diet?

   _____

3. Where do people eat the right amount of starchy vegetables? _____
4. How much of their diet is made up of plant-based foods? _____

Reflect

C Answer the questions.

1. What foods do you eat now that are bad for the environment?

   _____

2. What do you eat now—or would like to eat—that is more sustainable?

   _____

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Key Vocabulary

A Complete each sentence with the correct form of a word from the box.

breakthrough	drawback	harness	opponent	renewable	spoil

1. Wind is a(n) _____ resource for generating energy.
2. Windmills _____ energy day and night.
3. Visual pollution is one _____ of generating wind energy.
4. _____ of wind energy say the spinning turbines are noisy and kill birds.
5. Some say large numbers of turbines _____ natural scenery.
6. Researchers have made several major _____ in generating clean energy.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Janice is tall, and that gives her an **advantage** in basketball.
2. Many people **argue** that clean and cost-effective energy is possible.
3. For safety, **avoid** walking across the main road at night.
4. After the storm, **everything** in view was covered with water.
5. The first wind turbines were not very efficient, but they showed a **promising** start.
6. Not only are the turbines noisy, but what's **worse**, they're ugly.

____ **1.** advantage	**a.** to stay away from (*v.*)
____ **2.** argue	**b.** all things (*pron.*)
____ **3.** avoid	**c.** something that helps you be more successful (*n.*)
____ **4.** everything	**d.** to disagree (*v.*)
____ **5.** promising	**e.** more serious than before (*adj.*)
____ **6.** worse	**f.** showing signs of being successful (*adj.*)

C Answer the questions.

1. What is one **advantage** you have over your classmates? _____
2. Who was the last person you **argued** with? _____
3. What should you **avoid** in order to stay healthy? _____
4. How do you remember **everything** that you have to do? _____
5. Which do you think is more **promising**, energy from wind or from fossil fuels? Why?

_____

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Understand

A Read the statements about "Should Our World Invest in the Invisible?" Write *T* for True or *F* for False.

____ **1.** Electricity affects almost everything we do.

____ **2.** A key disadvantage of wind energy is that it causes greenhouse carbon emissions.

____ **3.** Wind energy is cost efficient but is responsible for noise and visual pollution.

____ **4.** One technological breakthrough is the development of wind generators that have no moving parts.

____ **5.** An advantage of wind energy is that it's easy to predict how much electricity a wind turbine will generate over time.

____ **6.** In sum, wind energy is clean and cost effective, but it can fail to deliver consistent energy levels, among other problems.

B Choose the words to complete the sentences about "Should Our World Invest in the Invisible?"

1. Coal and oil are ____ that release carbon into the atmosphere, causing global warming.
a. alternative sources of energy **b.** fossil fuels

2. Wind energy is called "clean" because it doesn't cause ____.
a. any environmental problems **b.** greenhouse carbon emissions

3. The fuel for wind energy is ____.
a. free **b.** low in cost

4. One drawback of wind energy is that rotating turbines can ____.
a. be less environmentally friendly **b.** kill flying species

5. Wind energy is sustainable because ____.
a. the wind will continue to blow **b.** people don't want to use fossil fuels

6. Deciding which energy sources we rely on directly affects ____.
a. how much it will cost **b.** the future of the planet

Apply the Strategy: Paraphrase Text

C Read lines 54–61 from "Should Our World Invest in the Invisible?" Paraphrase the paragraph.

According to the article, _____

_____

_____

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Vocabulary: Cause-and-Effect Word Relationships

A Read the sentences. Underline the cause-and-effect transition and signal words.

1. Supporters of wind energy like it because of the fact that it's clean and renewable.
2. Burning fossil fuels affects everything from storms to sea levels.
3. One major result of reducing our reliance on nonrenewable energy sources will be the reduction in levels of greenhouse carbon emissions.
4. One consequence of using coal and oil for energy is the creation of greenhouse gases that lead to global warming.
5. It is hoped that one major effect of the Dumat Al-Jandal wind farm will be emissions being reduced by 880,000 tons annually.
6. The varying rotation of turbine blades causes the sound level to rise and fall continually.

B Check (✓) the cause-and-effect sentences.

☐ **1.** Even if you don't wake up thinking about electricity sources, electricity is important for almost everything you do.

☐ **2.** If you turn on lights, charge your mobile phone, and use air conditioning, then you are likely contributing to global warming.

☐ **3.** The large, rotating blades of wind turbines cause the death of large numbers of passing birds and bats.

☐ **4.** The technology of wind turbines is constantly improving. As a result, problems associated with wind energy are being reduced.

☐ **5.** Despite the improvements, however, turbine use still relies on weather.

☐ **6.** It's important to make good choices about energy production. As a result, we can find the best ways to ensure the future of Earth.

C Underline the cause-and-effect transition and signal words. Then use this information to answer the questions.

1. Wind turbines need less maintenance than more complicated machinery. As a result, wind energy is one of the world's most cost-effective fuels.

   What does *maintenance* mean? _____

2. Critics of wind energy argue that it causes noise and visual pollution, as well as harm to wildlife.

   What does *critics* mean? _____

3. The weather changes all the time, and as a result, it is difficult to predict how much electricity a wind turbine will generate.

   What does *predict* mean? _____

4. The heat of the sun and the rotation of Earth are what cause wind in the first place.

   What does *rotation* mean? _____

5. Wind farms can cause noise and visual pollution and harm local wildlife, and they may sometimes fail to deliver consistent energy levels.

   What does *consistent* mean? _____

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GRAMMAR BOOST: Phrasal Verbs

Phrasal verbs are made up of a verb + a particle. Particles look like prepositions, but they can change the meaning of a verb.

	Meaning and Use	Examples
Transitive	• Some phrasal verbs are transitive, meaning they have objects. • Most of these verbs are separable. You can put the object between the verb and particle or after the particle. • If the object is a noun or pronoun, you have to put it between the verb and the particle.	You use electricity to **turn on** lights. You can't **turn** them **on** without electricity. **clear up** **put away** **drop off** **throw away** **turn off** **turn on**
Inseparable Transitive	• Some transitive phrasal verbs are inseparable. You have to put the object after the particle.	There are several ways to **deal with** energy problems. **go over** **look into** **look after** **stand for** **stick to** **take after**
Intransitive	• Some phrasal verbs are intransitive for certain meanings. Intransitive verbs do not have an object.	You begin using electricity as soon as you **wake up** in the morning. **break down** **break up** **come back** **drop by** **give up** **hang out** **run away** **wake up**

A Complete each sentence with the correct particle from the box.

after for into off on to up

1. You probably don't wake _____ in the morning thinking about where your electricity comes from.
2. Every time you turn _____ a light, you use electricity.
3. VAWT stands _____ vertical axis wind turbine.
4. Look _____ ways to save energy in your own home.
5. When you leave a room, turn _____ the light.
6. We have to look _____ Earth. It's the only planet we have.
7. It takes some effort to save energy, but if you stick _____ a plan, it will make a difference.

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B Choose the correct phrasal verb for each definition.

1. to look like or behave like a parent or ancestor

a. take after **b.** stick to

2. to stop working

a. break down **b.** hang out

3. to return to a place

a. throw away **b.** come back

4. to put trash in a trash can

a. throw away **b.** look into

5. to store something where it belongs after using it

a. put away **b.** go over

C Complete each sentence with a correct answer from Activity B. Use the correct form of each phrasal verb.

1. _____ your backpack and your jacket when you come home from school. Don't leave them on the floor.

2. My brother _____ my dad, but my sister looks like my mom.

3. Don't _____ that bottle _____. Put it in the recycling bin.

4. Anita _____ from her trip last Sunday.

5. Why were you late for school? Did the bus _____?

D Check (✓) the correct sentences. Write an ✗ for the incorrect sentences. Then correct the incorrect sentences.

1. Stick to your project even if it is difficult. ☐

_____

2. Here's your book. Amir dropped off it this afternoon. ☐

_____

3. You can do it. Don't give over! ☐

_____

4. It's time to cook dinner. Please turn on the oven. ☐

_____

5. Can we go the homework over together? ☐

_____

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Vocabulary Boost

A Match the words to their definitions. Use a dictionary if needed. Then choose the correct word to complete each sentence.

____ **1.** amount	**a.** help (*n.*)
____ **2.** area	**b.** empty place (*n.*)
____ **3.** convince	**c.** a particular part of a place (*n.*)
____ **4.** previous	**d.** the one that came just before this one (*adj.*)
____ **5.** space	**e.** to persuade someone to do something (*v.*)
____ **6.** support	**f.** quantity of something (*n.*)

1. This garden was planted by the _____ owner.

2. The small park has enough _____ for shade trees, benches, and a duck pond.

3. The students want to _____ the community that planting trees is important.

4. With the _____ of the parents and teachers, the school raised money to plant one thousand trees.

5. To help saplings grow, the _____ where they are planted must be cleared of weeds regularly.

6. Donors are asked each year for an increasing _____ of money to help reforestation projects.

B Complete each sentence with the correct form of a vocabulary word from Activity A.

1. Earth has enough _____ for four trillion trees.

2. Seedlings are planted in two kinds of _____: flat lands and degraded forests.

3. Paulina and the other team members want to _____ people to start more reforestation groups.

4. The _____ of trees planted is increasing year by year.

5. The Trillion Tree Campaign aims to plant more trees each year than in _____ years.

6. _____ from all around the world is needed to achieve the goal of planting one trillion trees.

Share Your Perspective

C Think about how you can get people interested in a tree planting project. Answer the questions.

1. What reasons might some people have for not supporting the project?

_____

2. What can you say to persuade them that planting trees is a good idea?

_____

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Key Vocabulary

A Complete each sentence with a word from the box.

catastrophic	extensive	harsh	rehabilitate	restoration	threaten

1. Rising sea levels _____ coastal cities, such as Abu Dhabi.
2. If action to slow down climate change isn't taken, the results will be _____.
3. The _____ of mangroves can help protect coastal cities.
4. Planting saplings helps to _____ areas that have been damaged by development.
5. Mangroves and rainforests are _____ systems of trees that help trap carbon dioxide.
6. Global warming is leading to _____ weather conditions around the world.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Choose the correct definition.

1. **According to** researchers, one hectare of mangroves can store as much CO_2 as is produced by more than 2,600 cars in a year.
   a. related to hard work **b.** said by someone
2. Palm trees grow **along** the roads leading to the city.
   a. forming something very long and tall **b.** forming a line next to something long
3. **Because of** the hard work of team members, more trees were planted this year than last year.
   a. caused by something **b.** in spite of what was expected
4. Before a new **development** can be approved, environmental protections must be put in place.
   a. government approval process **b.** houses or offices that are built together
5. Research **suggests** that mangroves are better at storing carbon dioxide than rainforests.
   a. indicates **b.** denies
6. Protected mangrove **zones** are necessary to preserve the coastline.
   a. the fruit of the mangrove tree **b.** areas that are different in some ways from other areas

C Match to make complete sentences.

____ **1.** According to experts,	**a.** zones in need of protection.
____ **2.** Coconut palms are planted	**b.** has resulted in the clearing of mangroves.
____ **3.** Because of global warming, sea	**c.** time is running out to slow down climate change.
____ **4.** Coastal development	**d.** along the beaches around the island.
____ **5.** Research suggests that more than	**e.** levels are rising every year.
____ **6.** Many continents have mangrove	**f.** 30 percent of all mangroves have been destroyed.

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Understand

A Read the statements about "Mangroves and the Fight Against Climate Change." Write the line numbers where you can find the information.

_____ **1.** Researchers say Abu Dhabi could be too hot to live in before the year 2100.

_____ **2.** For coastal cities, mangroves are the first line of protection, and they also provide homes for fish and birds.

_____ **3.** More than 30 percent of mangroves have been cleared worldwide.

_____ **4.** Currently, mangroves in the United Arab Emirates are a priority, and developers must apply for permits and licenses before they build.

_____ **5.** Three million young trees have been planted along Abu Dhabi's coast in the past ten years.

_____ **6.** Researchers say this kind of restoration of forests worldwide could be one of the most sustainable and cost-effective ways to combat climate change.

B Choose answers to questions about "Mangroves and the Fight Against Climate Change."

1. What makes a city such as Abu Dhabi vulnerable to climate change?
a. its rapid development **b.** its coastal location

2. What do mangroves create by protecting against erosion, wave surges, and floods?
a. carbon sinks **b.** coastal buffer zones

3. It is important to keep the temperature from rising how much above pre-industrial levels?
a. 5.1 degrees **b.** 1.5 degrees

4. The United Arab Emirates has some of the highest carbon dioxide emissions, based on what?
a. population **b.** the number of cars

5. How do scientists know that Abu Dhabi's mangrove area is increasing, but that its health is deteriorating?
a. satellite imagery **b.** drone imagery

6. Restoring forests across the world could capture how much of the human-produced carbon?
a. around one-third **b.** around two-thirds

Apply the Skill: Analyze Sidebars

C Complete the sentences about the sidebar in the Student Book, "Mangroves: What, Where, Why."

1. Mangroves are found along tropical and subtropical _____.

2. There are almost _____ square miles of mangrove forest.

3. Mangroves drop _____ onto the ocean floor in the form of dead leaves.

4. Mangroves can capture four times as much carbon as _____ can.

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Language Convention: Punctuate Nonrestrictive Clauses

A Underline the nonrestrictive clauses in each of the following sentences. Then write the main idea of each sentence.

1. Mangroves, the woody, salt-tolerant trees that grow along tropical coastlines, protect shores from erosion, high waves, and floods by creating buffers and regulating tides.

_____

2. Mangroves trap carbon dioxide from the atmosphere, according to Amna Al Mansoori, a marine habitats scientist, acting as a carbon sink.

_____

3. Because of commitment from United Arab Emirates government leaders, including UAE founder Sheikh Zayed, mangroves were made a priority.

_____

4. Scientists have estimated, using high-resolution satellite imagery, that Abu Dhabi's mangrove coverage has nearly doubled since the 1990s.

_____

B Add commas to each sentence to punctuate the nonrestrictive clauses.

1. Mangroves trees that live in salt water grow in many different kinds of soil and filter out much of the salt.

2. Mangroves which grow along Earth's tropical coastlines are found in the Americas; the Indian subcontinent; and Southeast Asia, Africa, Australia, and New Zealand.

3. Mangroves which capture more carbon than rainforests hold carbon on the ocean floor.

4. The report which was recently published states that it is possible to feed 10 billion people by 2050.

5. Wind energy which does not cause greenhouse emissions is clean.

6. Wind farms have turbines which can remain in place for 20 years or more.

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GRAMMAR BOOST: Nonrestrictive Relative Clauses

We use **nonrestrictive relative clauses** to give more information about a noun. This information can be removed from a sentence without changing the meaning of the sentence. A relative clause contains a subject and a verb. It describes the noun that comes before it.

Use	Examples
• A nonrestrictive relative clause is separated from the rest of the sentence by commas. • This type of clause can come in the middle of a sentence or at the end of a sentence.	Abu Dhabi, **which is on the coast**, is very vulnerable to climate change. Shaikha Salem Al Dhaheri, **who is the head of Abu Dhabi's Environment Agency**, says that mangroves can protect coastal cities. We need to protect mangroves, **which clean our air**.
• Nonrestrictive relative clauses begin with the words *who, whom, which, where, when,* or *whose*.	Amna Al Mansoori, **who** is a marine habitats scientist, explains that mangroves trap carbon from the atmosphere. Mature mangroves, **which** can have two- to three-meter roots, are efficient at trapping carbon. The EAD is working hard to protect Abu Dhabi's coast, **where** 140 square kilometers of mangrove forests grow.

A Check (✓) the sentences that contain nonrestrictive relative clauses. Then underline the nonrestrictive clauses.

☐ **1.** A study shows that restoration of forests could capture two-thirds of the CO_2 from the atmosphere, which would make it one of the best ways to fight climate change.

☐ **2.** The EAD, which is Abu Dhabi's Environment Agency, wants to protect mangrove forests from destruction.

☐ **3.** Al Dhaheri says that if we don't take action against climate change now, it will be catastrophic.

☐ **4.** Mangroves are home to several species of birds, are breeding grounds for fish, and are a key to protecting the environment.

☐ **5.** The UAE, whose capital is Abu Dhabi, has among the highest CO_2 emissions per capita in the world.

☐ **6.** Mangroves, which live in salt water, can grow in various types of soil, such as mud, coral rock, peat, and sand.

☐ **7.** Mangrove trees have roots that stick up above the surface of the water.

☐ **8.** Mangroves drop carbon, which is in the form of dead leaves, onto the ocean floor.

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B Add commas to the sentences to separate the nonrestrictive relative clauses.

1. Carbon which is a greenhouse gas is harmful to the atmosphere.

2. Coastal cities where residential areas are often at sea level could be destroyed if sea levels rise.

3. Rising sea levels are a threat to coastal residents whose homes are often close to the water.

4. Environmental officials from different countries who are trying to find ways to reduce greenhouse gases should work together.

5. In the 1970s and 1980s when the country was growing rapidly many of the UAE's mangroves were destroyed.

6. Other coastal countries are interested in creating mangrove forests which grow well in salt water.

7. The sweetgum tree which is also called a hazel pine can absorb carbon dioxide from the atmosphere.

8. In a year, one sweetgum can trap 380 pounds of carbon dioxide which is a small percentage of the CO_2 that a car produces in a year.

C Rewrite each sentence. Put the nonrestrictive relative clauses in parentheses in the correct places in the sentences.

1. My friend Jonas is a great basketball player. (who lives down the street from me)

_____

2. I got an A on my math test. (which was really challenging)

_____

3. Los Angeles is a big city. (where I was born)

_____

4. Fatima and I like to do our homework at the library. (which is near both of our houses)

_____

5. My teacher tells us interesting stories. (whose name is Mrs. Bashar)

_____

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Assignment: Write a Poem

A Think of three themes related to the environment. What message can you share in a poem? Complete the chart.

Theme	What feelings do I have about this?	What message can I share?

B Choose one theme from Activity A. Brainstorm ideas and words related to the theme, and complete the chart.

Theme: _____

Words or Phrases to Support the Tone	Imagery that Appeals to the Senses	Personification

C Write three lines of a poem using ideas from Activity B.

_____

_____

_____

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Assignment: Present a Poem with a Multimedia Recitation

A Imagine you are giving a multimedia recitation of the poem "The Tipping Point." Think about how you would express the meaning of the poem with multimedia. Underline key lines that you would like to illustrate with multimedia.

The Tipping Point

The fire on the mountain
Came from lightning in a hot, dry year
Rolled down the mountain like lava, choked the sky with smoke
Obliterated the campground where we used to lie on our backs
And gaze at the peaceful sky.
Maybe the mountain knew it would be scorched again.
I did not know. I thought it would be there for me forever.
I did not know global warming made the desert hotter.
I did not know drought and overgrowth would invite the fire,
Whisper to it and drown it in flames.
I did not know.

B What media could best illustrate the different ideas and imagery presented in "The Tipping Point"? Complete the chart.

The Tipping Point

Ideas and Imagery	Graphics	Images	Music	Video	Audio

C Practice giving "The Tipping Point" as a multimedia recitation. Think about what the poet's words mean as you say them aloud. If you can, record yourself. Then listen, and make notes about how you can improve your performance.

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A

able (*adj.*) skilled; having the ability to do something

accept (*v.*) to agree to take

accessible (*adj.*) easy to reach or use

according to (*prep.*) said by someone

actually (*adv.*) in truth or in fact

advantage (*n.*) something that helps you be more successful

advice (*n.*) an opinion you give someone about what to do

agitated (*adj.*) upset

alarm (*v.*) to cause fear

almost (*adv.*) nearly, but not completely

along (*adv.*) forming a line next to something long

among (*prep.*) with a certain group of people

amount (*n.*) the quantity of something

anatomy (*n.*) the parts and structure of a living thing

ancient (*adj.*) belonging to a time long ago

announce (*v.*) to make public; to declare

apart (*adj.*; *adv.*) separated into different pieces

application (*n.*) a formal, written request for something

architecture (*n.*) a style of design and construction of buildings

area (*n.*) a particular part of a place

argue (*v.*) to disagree

assess (*v.*) to evaluate or analyze

astonished (*adj.*) very surprised

atmosphere (*n.*) the gases surrounding a planet; the air

attractive (*adj.*) having good qualities; appealing

avoid (*v.*) to stay away from

B

background (*n.*) someone's education or previous work

basic (*adj.*) simple, with nothing that is not necessary

because of (*conj.*) caused by something

become (*v.*) to come into being or existence; to happen

block (*n.*) a cube-shaped piece of material

brain (*n.*) an organ inside your head that controls you

brave (*adj.*) unafraid of danger

bright (*adj.*) intelligent; clever

brilliant (*adj.*) very smart or skillful

brochure (*n.*) a short, printed booklet describing a product or service

C

camp (*n.*) a place outdoors where people live in tents

candidate (*n.*) someone who is being considered for something, like a job

cap (*n.*) a hat

capitalize (*v.*) to take advantage of an opportunity

category (*n.*) things that are all the same type

ceiling (*n.*) the top part of a room

ceremony (*n.*) a formal event, usually including specific formal actions

certain (*adj.*) definite; without any doubt

choose (*v.*) to select

clue (*n.*) an object or piece of information that helps solve a mystery

comfortable (*adj.*) feeling relaxed with no doubts

confirming (*adv.*) showing something is definitely true

connect (*v.*) to bring or join together

connection (*n.*) a shared feeling of fondness; a special relationship between people

contribute (*v.*) to give or supply something in order to achieve something together with other people

convince (*v.*) to persuade someone to do something

couple (of) (*n.*) two people or things that are similar or connected

course (*n.*) a planned way

crash (*v.*) to hit against something violently

create (*v.*) to make in a special way

creature (*n.*) anything that is living, but not a plant

curtain (*n.*) a cloth covering, usually hanging in front of a window or shower

D

daily (*adv.*) done every day

decline (*v.*) to decrease

defeat (*n.*) a failure or loss

delay (*n.*) waiting time

depth (*n.*) a distance below a surface

deserve (*v.*) to be worthy of attention

detective (*n.*) someone whose job is to discover information about crimes

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develop (*v.*) to make into something bigger or more complete

development (*n.*) houses or offices that are built together

diagnose (*v.*) to discover or identify a disease or sickness

diet (*n.*) the kind of food a person eats

dig (*v.*) to move dirt using a tool or your hands

direction (*n.*) the path that someone or something is moving along

disappear (*v.*) to vanish; to become impossible to see

disappointed (*adj.*) unhappy because something isn't as good as you expected

disposal (*n.*) the throwing away or dumping of something

double (*v.*) to become two times as much

doubt (*v.*) to be unsure and not believe

drum (*n.*) a round, hollow musical instrument that you hit with a stick or with your hands

dust (*n.*) small pieces of dry powder, usually made of earth

duty (*n.*) responsibility; something someone must do

E

earn (*v.*) to get something as a result of action or effort

edge (*n.*) the part farthest away from the center of something

efficient (*adj.*) productive; working well and quickly

either (*pron.*) one or the other

endurance (*n.*) the ability to do something well over a long period of time

enormous (*adj.*) very large in size, number, or amount

enough (*adv.*) as much as needed or wanted

ensure (*v.*) to make sure that something will happen properly

escape (*n.*) the act of getting away or getting free

everything (*pron.*) all things

evidence (*n.*) signs that something is true

exactly (*adv.*) precisely

explore (*v.*) to travel in order to discover something or experience something new

extra (*adj.*) more than usual; additional

extraordinary (*adj.*) outstanding; wonderful

F

fail (*v.*) to not succeed

fancy (*adj.*) special and elegant

fantastic (*adj.*) really good; excellent

fasten (*v.*) to close a button, a tie, etc.

fault (*n.*) blame; responsibility

fetch (*v.*) to get something and bring it back

figure (*n.*) a human form in a painting, sculpture, etc.

forever (*adv.*) for all future time

fountain (*n.*) a structure that sends water into the air for display

freeze (*v.*) to stop and be completely still

freshwater (*adj.*) being from inland water, such as lakes and rivers

fully (*adv.*) completely; totally

G

generation (*n.*) a group that's all about the same age

glance (*v.*) to take a quick look

global (*adj.*) relating to all the world; worldwide

gold (*adj.*) a medium to dark yellow color

gown (*n.*) a long, formal dress or robe usually worn for important occasions

graduation (*n.*) the ceremony when students finish high school or college

gravel (*n.*) rock crushed into very small pieces

H

handle (*n.*) the part of an object used to pick up or open something

heavily (*adv.*) in large amounts

historical (*adj.*) relating to the past

household (*n.*) the people who live together in a home

I

ignore (*v.*) to pay no attention to something

import (*v.*) to bring products into one place from another

increase (*v.*) to get bigger in size, amount, or intensity

ink (*n.*) a colored liquid used in pens

instead (*adv.*) in place of someone or something else

intelligence (*n.*) the ability to understand things

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intricate (*adj.*) difficult and complex due to having a lot of detail

invent (*v.*) to think of or make a new thing

J

journey (*n.*) a long trip

joy (*n.*) great happiness

K

key (*adj.*) very important; necessary

L

landing (*n.*) the act of returning to land after a flight

limit (*v.*) to stop an amount from increasing

local (*adj.*) relating to the area you live in

locate (*v.*) to find the position of something

M

magnificent (*adj.*) very good; beautiful; impressive

manage (*v.*) to direct the organization or usage of something

material (*n.*) substance

maximum (*adj.*) as great, large, or high as possible

memory (*n.*) something that you remember from the past

mess (*n.*) a dirty or disorderly condition

message (*n.*) the central meaning

method (*n.*) a way of doing something

migration (*n.*) movement, usually of animals, from one part of the world to another

mist (*n.*) tiny drops of water in a cloud near the ground

model (*n.*) something people want to copy

monster (*n.*) a scary creature that is not real

mural (*n.*) a painting, usually a large one, done directly on a wall

N

nervously (*adv.*) worriedly

note (*v.*) to write down or notice something

O

onlooker (*n.*) a person who watches but does not participate

opportunity (*n.*) a chance to do something

outweigh (*v.*) to be more important than something else

own (*v.*) to have something as property

P

pass on (*v.*) to give something to another person

patience (*n.*) the ability to wait calmly for something

pattern (*n.*) a regular, repeated arrangement of shapes

perhaps (*adv.*) maybe

photographer (*n.*) a person who takes photographs

pipe (*n.*) a tube through which liquids or gases pass

plenty (*quan.*) a large quantity

politeness (*n.*) correct social behavior

pollen (*n.*) a fine, usually yellow, powder from plants

pool (*n.*) a small area of water that is usually still

possibility (*n.*) something that could happen or be true

power (*n.*) a supply of energy

preposterous (*adj.*) completely unbelievable and ridiculous

present (*n.*) a gift

previous (*adj.*) the one that came just before this one

probably (*adv.*) likely to be true

product (*n.*) a thing grown or made in large quantity for sale

program (*n.*) a plan to accomplish a goal

promising (*adj.*) showing signs of being successful

provide (*v.*) to supply something to someone

public (*adj.*) shared by everyone

pump (*v.*) to push something up and down; to make liquid move in or out

Q

quality (*n.*) a characteristic of something

R

railing (*n.*) a fence made of vertical posts and a horizontal rail

rainforest (*n.*) a tropical forest where it rains a lot

range (*n.*) a variety of things or ideas

rapids (*n.*) a rocky place in a river where water moves very quickly

realistic (*adj.*) seeming to be real and not pretend

reason (*v.*) to think logically

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record (*n.*) written or photographic information

region (*n.*) an area of the body or a geographical area

relax (*v.*) to stop being nervous, scared, angry

remote (*adj.*) distant, far away

reservoir (*n.*) a body of water saved for use

retain (*v.*) to keep something

ritual (*n.*) a ceremony done to mark a serious event or day

S

score (*n.*) the number of points made in a game or on a test

selection (*n.*) the careful choice of a person or thing

serve (*v.*) to give or offer

server (*n.*) the part of a computer network that stores and provides information

set (*n.*) a group of related objects

severe (*adj.*) very strong, serious, or dangerous

sewage (*n.*) waste that goes from toilets to pipes underground

shade (*n.*) an area where the sunlight is blocked

shore (*n.*) the land next to the edge of water

site (*n.*) an area or place

situation (*n.*) something that happens at a certain time and place

software (*n.*) programs that tell a computer how to do a job

somehow (*adv.*) in some way that's not clear

space (*n.*) an empty place

spatial (*adj.*) relating to a space or an area

spectator (*n.*) a person who watches an event

speed (*n.*) the rate at which something moves

staff (*n.*) the workers in a place

stare (*v.*) to look at something or someone for a long time

steady (*adj.*) stable or continuous

stiff (*adj.*) difficult to bend; not easily moved

strange (*adj.*) unusual; surprising; odd

strength (*n.*) physical, mental, or emotional power or toughness

style (*n.*) design

suddenly (*adv.*) quickly and unexpectedly

suggest (*v.*) to indicate

support (*n.*) help

supposed (*adj.*) describes what someone or something should do

survive (*v.*) to stay alive; to keep living

suspend (*v.*) to hang something without any support from below

sweet (*adj.*) having a sugary taste

swirl (*n.*) a twisting shape

T

talent (*n.*) the ability to do something well

tap (*n.*) a faucet, as on a sink or shower

temperature (*n.*) a measure of how hot or cold something is

terror (*n.*) extreme fear

trust (*v.*) to place confidence in; to rely on

type (*n.*) a category of things that have something similar about them

U

unpredictable (*adj.*) uncertain; cannot be predicted

V

vast (*adj.*) very great in size or amount

version (*n.*) a form of something, different from earlier forms

vivid (*adj.*) very brightly colored

W

wastewater (*n.*) any water that has been dirtied by human use

whether (*conj.*) no matter if

whole (*adj.*) all of something

worse (*adj.*) more serious than before

Y

yawn (*v.*) to open the mouth wide, breathing in deeply

Z

zone (*n.*) an area that is different in some ways from other areas

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ISBN-13: 978-0-357-50121-4
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