

Lift

LANGUAGE COMPANION

CONTENT-BASED
ENGLISH

2

Lift

LANGUAGE COMPANION

PROGRAM ADVISOR

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1 Friendship



▲ Two friends in Ivanovo, Russia, celebrate the end of classes during their final year in school.

UNIT LAUNCH

Academic Vocabulary

A Complete each sentence with a word from the box.

appreciate assistance aware cooperation interaction reliable

1. Su joined the photography club to have more _____ with her friends after school.
2. He's a nice guy, but he's not _____. He never gets to team practice on time.
3. I'm so sorry I missed your concert. I wasn't _____ that it was last night.
4. Teenagers sometimes rely on their friends for _____ instead of their parents.
5. I really _____ that you remembered my birthday.
6. We need to work together. We will never finish this group project without _____.

Key Vocabulary

A Read the sentences and write *T* for True or *F* for False.

- ____ 1. A parent may become **impatient** if a child is not ready to leave for school on time.
- ____ 2. If you **desire** something, you don't want it to happen.
- ____ 3. A **gesture** is when you speak loudly to get someone's attention.
- ____ 4. A king is an advisor's **superior**.
- ____ 5. When you are given **commands**, you are given a choice.
- ____ 6. When you go fishing, you need a **reel**, fish hooks, and bait.

Vocabulary Boost

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

- 1. Heng felt **ashamed** when he forgot his mother's birthday.
- 2. After the little girl let go, the balloon **floated** high above the park.
- 3. This isn't a command. It's **merely** a suggestion.
- 4. The speaker was so nervous that she couldn't **recall** the beginning of her presentation.
- 5. Some doctors have to **remain** at the hospital overnight when it is very busy.
- 6. The tired nurse **sighed** as she entered the staff break room.

- | | |
|-----------------|---|
| ____ 1. ashamed | a. only (<i>adv.</i>) |
| ____ 2. float | b. to remember something (<i>v.</i>) |
| ____ 3. merely | c. feeling guilt or shame (<i>adj.</i>) |
| ____ 4. recall | d. to stay after others are gone (<i>v.</i>) |
| ____ 5. remain | e. to let air out from the mouth (<i>v.</i>) |
| ____ 6. sigh | f. to rest or move in the air (<i>v.</i>) |

C Match each word with its opposite.

- | | |
|-----------------|------------------------|
| ____ 1. ashamed | a. forget |
| ____ 2. float | b. proud |
| ____ 3. merely | c. considerably |
| ____ 4. recall | d. leave |
| ____ 5. remain | e. shout |
| ____ 6. sigh | f. sink |

Understand

A Put the events from “The Kite Fighters” in order from 1 to 6.

- ☐ a. The King comes to check on the progress of his new kite.
- ☐ b. Young-sup teaches the King about flying kites.
- ☐ c. The King sends his courtiers away.
- ☐ d. Young-sup snatches the reel from the King.
- ☐ e. The King asks Young-sup to speak as though they’re brothers.
- ☐ f. Young-sup and the King chase each other on the hillside, laughing.

B Read the statements about “The Kite Fighters.” Write *T* for True or *F* for False.

- _____ 1. Young-sup is making a new kite for the King.
- _____ 2. The King comes to Young-sup to learn how to speak like a regular boy.
- _____ 3. Young-sup is sure he can help the King.
- _____ 4. It is easier for Young-sup to teach the King to fly a kite than to speak.
- _____ 5. Young-sup pushes the King to make him feel angry.
- _____ 6. Young-sup says exactly what he wishes to everyone.

Apply the Skill: Determine Theme

C Write the items in the correct column of the chart to determine themes of “The Kite Fighters.”

friendship how people are different Young-sup feels sorry for the King. The King feels lonely. the power of friendship to overcome differences The King commands Young-sup to teach him. The King and Young-sup laugh and play. All people need friends.

Topics	Plot Events	Information about Main Characters	Themes

Vocabulary: Use Context Clues to Infer Meaning

A Read the sentences. Underline the synonym or antonym for each word in bold.

1. Young-sup felt **fidgety** but forced himself to remain still.
2. "I recall you and your brother last time. You were **calling out**, shouting to each other."
3. The King looked almost **embarrassed**. Why would the King feel ashamed in front of a lowly subject like himself?
4. "If it was the reel you desired, why did you not ask me?" The King's voice was **stern**, his face unsmiling.
5. The King became serious as he waved and **beckoned** for his entourage to come.
6. Young-sup held the reel away from the King, then **dashed** away. The King chased after him. At last they slowed.

B Use context from Activity A to complete the chart with information about the words in bold.

Word	Part of Speech (noun, verb, adjective)	Definition
fidgety		
call out		
embarrassed		
stern		
beckon		
dash		

C Use context to choose the best definitions for the words in bold.

1. Young-sup **scuffed** at the hard ground with his heel a few times to loosen the soil, then sat down.
 - a. to scrape or make a mark on something
 - b. to dig a small hole
2. The look on the King's face changed from angry to **confused**. "I was thinking, Why did you do that?"
 - a. feeling upset or furious
 - b. unable to understand or think clearly
3. They stopped, still panting and laughing. The King **sobered** somewhat and beckoned his entourage.
 - a. to trip or fall
 - b. to think more seriously

GRAMMAR BOOST: Simple Past Tense vs. Past Continuous Tense

We use both the **simple past** and **past continuous** tenses to talk about the past. Although both tenses refer to things that happened in the past, they have different uses.

Tense	Uses	Examples
Simple Past base verb + <i>-ed</i>	1a. to show that an action happened or was completed in the past	The King dismounted from the palanquin.
	1b. to show the order of events in the past	The King nodded . Then he turned to his courtiers and gestured with one hand.
Past Continuous <i>was/were</i> + base verb + <i>-ing</i>	2a. to show that an action was in progress for a period of time in the past	"I recall you and your brother last time. You were calling out to each other."
	2b. to describe more than one action happening at the same time in the past	The King was holding the reel while Young-sup was teaching him.
Simple Past with Past Continuous	3. to show that the simple past action interrupted or happened in the middle of the past continuous action	The King arrived while Young-sup was practicing with his kite.

Note: Many verbs have an irregular simple past form, for example: *began, broke, drove, fell, got, had, hung, let, saw*.

A Underline the verb(s) in the simple past or past continuous in each sentence. Then write the number from the chart that matches the use of the tense.

- Kee-sup was trying to catch up on his lessons from school. _____
- Young-sup relaxed and let the kite fly. _____
- Young-sup glanced at the landscape. _____
- The King was keeping the kite in the air, and Young-sup was helping him. _____
- The boys were taking turns flying the kite. _____
- They watched the kite for a few moments. _____
- The King staggered backwards, then tripped and fell. _____
- "Your Majesty, when I pushed you, what were you thinking?" _____
- The King's eyes were twinkling, and Young-sup had to suppress a giggle. _____
- Young-sup began to reel in the line. _____

B Check (✓) the correct sentences. Write an X for the incorrect sentences. Then correct the incorrect sentences.

1. My best friend was playing soccer when she broke her leg.

☐

2. I was watching videos with my friends all weekend.

☐

3. Frida was hanging up the phone on her friend.

☐

4. The boy was falling, and then his friend was comforting him.

☐

5. My friends and I played video games when my mom called.

☐

C Choose the correct past tense verb to complete the sentence.

1. Kai _____ my best friend in kindergarten.

a. was

b. was being

2. I _____ the game when you called. I was studying in my room.

a. wasn't watching

b. didn't watch

3. Jeremy _____ to his friend when the teacher asked him a question.

a. talked

b. was talking

4. First, the speaker _____ herself. Then she began her presentation.

a. introduced

b. was introducing

5. We _____ to school in my uncle's new car yesterday.

a. drove

b. were driving

D Complete the sentences with the simple past or past continuous form of the verb in parentheses.

1. Lin says he heard a strange noise while he _____. (read)

2. My family and I _____ in Thailand for two years. (live)

3. Kate and I _____ sunburned while we were snorkeling. (get)

4. My siblings were playing baseball while I _____. (relax)

5. I saw my friend at the parade, but she _____ on her cell phone. (talk)

6. After my dad called me, I _____ downstairs for dinner. (go)

Vocabulary Boost

A Look at the photo in the Student Book. Then complete the chart with the words from the box.

bill droplet flamingo steering wheel windshield windshield wiper

Word	Part of Speech	Definition
	noun	a tall, long-legged bright pink water bird
	noun	the glass across the front of a car that protects the driver and passengers
	noun	in a vehicle, the circular object turned by the driver to control direction
	noun	a bird's beak
	noun	a thin rubber blade on a metal rod that clears a vehicle's windshield of rain, snow, and dirt
	noun	a small drop of a liquid

Examine the Photo

B Choose the best answer to the questions about the photo in the Student Book.

- Why is the driver using the windshield wipers?
 - It's raining.
 - to keep the bird in a safe place
- What is the perspective of the photo?
 - close up
 - far away
- Who is the main subject of the photo?
 - the man
 - the flamingo

Reflect

C Take notes in the chart to plan your paragraph.

Reasons a person and an animal can have a strong friendship	Reasons a person and an animal cannot have a strong friendship

Key Vocabulary

A Write one or two ideas for each item.

1. someone you know who is very **pragmatic**: _____
2. someone you can **confide** in: _____
3. how you can **contribute** to your school community: _____
4. a **rigid** rule you follow at school: _____
5. a childhood memory you often **reflect** on: _____
6. how long it takes a tree to **mature**: _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. The player **comforted** her teammates after they lost the soccer game.
 - a. to calm or reassure
 - b. to cry with someone
2. When friends want to do different things, they have to **compromise** to move forward.
 - a. to make an agreement where each side gets some of what it wants
 - b. to do what someone else wants
3. Camila is very **fond** of the children because she has known them since they were babies.
 - a. having a slight dislike for someone
 - b. having warm feelings toward someone
4. I was **genuinely** proud of my best friend when she got the highest grade on the exam.
 - a. happily
 - b. truthfully
5. My little sister is so **possessive** of her clothes; she won't let me borrow anything.
 - a. wanting things to stay clean and new
 - b. wanting to control things or people

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

1. The family felt _____ happy about moving to the new city.
2. I'm very _____ of my cousin—she's also my best friend.
3. Young children are often very _____ of their toys and refuse to share.
4. If your friend is feeling upset, take some time to _____ him or her with a smile or hug.
5. The politicians would not _____, so the president had to make a final decision.

Understand

A Cross out the incorrect answer to the questions about "Children's Growing Friendships."

1. What is true about children as they grow up?
 - a. They are better able to understand another person's perspective.
 - b. They can accept and appreciate differences between people.
 - c. They become more possessive of friends.
2. What is true about Level 0 friendships?
 - a. They only last about 2 months.
 - b. They are focused on having fun together.
 - c. They are often based on convenience.
3. What do adults usually value about their friendships?
 - a. having deep and ongoing relationships
 - b. having friends who buy us nice things
 - c. having fun with friends
4. Why have some researchers criticized Selman's framework?
 - a. It's too limited.
 - b. It's based completely on interviews.
 - c. The number of children studied was too small.
5. What important points does Selman's framework make?
 - a. Children's relationships are basically the same as those of adults.
 - b. Children think about relationships very differently at different ages.
 - c. Children's relationships become more and more complex as they age.

B Match the friendship levels with their trends from Robert Selman's framework.

- | | |
|----------------|--|
| ___ 1. Level 0 | a. appreciate differences, emphasize trust and support, last over time |
| ___ 2. Level 1 | b. very concerned about fairness, very judgmental, want to fit in |
| ___ 3. Level 2 | c. focused on nice things others do for them; use bargaining chips |
| ___ 4. Level 3 | d. confide feelings, expect to do everything together, help solve problems |
| ___ 5. Level 4 | e. focused on having fun; get upset about different opinions |

Apply the Skill: Analyze Text Structure

C Complete each sentence from "Children's Growing Friendships" with a word or phrase that shows text structure.

1. _____, children understand that friendship goes beyond whatever their current activity is.
2. Some researchers have criticized Selman's framework _____ it's based on interviews, _____ it's limited.
3. _____ we observe what children actually do in social situations, it's clear that friendships don't just burst out of nowhere.

Language Convention: Identify Prepositional Phrases

A Underline the prepositional phrases in each sentence.

1. Children at this level understand that friendship goes beyond their current activity.
2. Children of different ages think very differently about friendship.
3. Friendships in Level 3 include compromise and genuine care.
4. Children sometimes invent secret clubs to enjoy with their friends.
5. Children tend to be very judgmental of both themselves and others.
6. They genuinely care about each other's happiness.

B Complete the chart with information about the prepositional phrases in bold.

Prepositional Phrase	Preposition	Object	Modifies
1. Toddlers show noticeable preferences for certain peers .			
2. Older children can reflect on their relationship in a complex way.			
3. Children at Level 1 care a lot about friendships.			
4. Children have strong friendships out of school .			
5. Friendships with a lot of compromise are the strongest.			

C Complete each sentence with a prepositional phrase from the box.

at this stage between their friends from preschool in the afternoons on their birthdays

1. Children _____ sometimes invent imaginary friends.
2. I usually hang out with my friends _____.
3. Sometimes adults' best friends are friends _____.
4. Older children can appreciate differences _____.
5. Children usually want to be with their friends _____.

GRAMMAR BOOST: Linking Words for Contrast

We use **linking words** to link, or connect, sentences and make our ideas clearer to readers and listeners. Many linking words are used to show contrast or highlight differences between ideas.

Linking Word	Use and Meaning	Examples
<i>although</i>	<i>Although</i> is used at the beginning of a dependent clause. A dependent clause can come at the beginning or the middle of a sentence.	Although <u>they have day-to-day variations in how friendly they act</u> , preschoolers show continuity in their friendships. Preschoolers show continuity in their friendships although <u>they have day-to-day variations in how friendly they act</u> .
<i>despite</i> and <i>in spite of</i>	<i>Despite</i> and <i>in spite of</i> have the same meaning. They are used before a noun, gerund, or pronoun. We can use <i>despite</i> or <i>in spite of</i> at the beginning or at the end of a sentence.	Mature friendship emphasizes trust and support over time, despite <u>separations</u> . In spite of <u>separations</u> , mature friendship emphasizes trust and support over time.
<i>however</i>	We use <i>however</i> to show contrast between two ideas in separate sentences. <i>However</i> is used in the second sentence and can go at the beginning, at the end, or after the subject. It is set off by a comma or commas.	Children understand that friendship goes beyond their current activity. However , they still think in pragmatic terms. They still think in pragmatic terms, however . They, however , still think in pragmatic terms.

A Underline the linking word(s) that is used for contrast in each sentence. Write its position in the sentence: *B* (beginning), *M* (middle), *E* (end).

- Despite being young, preschoolers remain friends for some time. _____
- Preschoolers remain friends in spite of being young. _____
- Babies might crawl over to a peer. However, they treat peers as toys. _____
- Although Level 2 friends understand turn taking, they can't step back and see patterns. _____
- Young children can have many friends. Those friends are not reliable, however. _____
- Children and adults have things in common although children are not just small adults. _____

B Match to make complete sentences.

- | | |
|--|---|
| ___ 1. Although I haven't seen her in two years, | a. in spite of their differences. |
| ___ 2. My grandmother and I are friends | b. we are still good friends. |
| ___ 3. Despite their youth, | c. despite having differences. |
| ___ 4. Three-year-olds have friends, | d. two-year-olds can be very kind. |
| ___ 5. Teen girls can be best friends. | e. although she's much older than me. |
| ___ 6. Mature friends get along | f. However, they can feel deeply betrayed by each other. |

C Choose the correct linking word to complete each sentence.

- My mother's younger sister is her best friend _____ their big age difference.
a. although **b.** in spite of
- I love to play soccer. _____, my friends all prefer baseball.
a. Despite **b.** However
- _____ criticisms from some researchers, Selman's framework makes important points.
a. Although **b.** Despite
- The King and Young-sup became friends _____ they had different backgrounds.
a. although **b.** in spite of
- My best friend gets jealous sometimes. He is very loyal, _____.
a. however **b.** despite

D Combine the sentences using the linking word in parentheses. Do not change the order of the sentences.

- Young children are selfish. They can be extremely kind. (however)

- Young children and older children both have fun with friends. Only older children can reflect on their friendships. (although)

Vocabulary Boost

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

1. After losing my grandmother, I feel a lot of **empathy** for others who have lost loved ones.
2. He's a soccer fan, but he has no **loyalty**. He supports whichever team is winning.
3. Our friendship has **reciprocity**—if we do what I want to today, we do what my friend wants to tomorrow.
4. **Forgiveness** doesn't excuse bad behavior, but it helps a person move on and feel at peace.
5. If people don't pick up their trash, they are not showing **respect** for the planet.

Word	Part of Speech (noun, verb, adjective)	Definition
		the ability to share or understand another person's feelings
		approval of or honor for the qualities of a person or thing
		faithfulness or devotion
		the act of letting go of anger toward someone
		an equal exchange between two or more people or groups

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

1. I can't change the way I treated you, but I'm sorry and I ask for your _____.
2. The teenager didn't show _____ for his parents when he lied about the money.
3. My oldest friend always shows me _____. She never gives up on me.
4. I have _____ for my friend's fear of spiders. I am also terrified of them.
5. There's no _____ in this relationship. You always get what you want!

Share Your Perspective

C Check (✓) the three friendship basics you think you are the best at. Explain your choices and give examples.

☐ empathy
 ☐ forgiveness
 ☐ loyalty
 ☐ reciprocity
 ☐ respect

Key Vocabulary

A Circle the correct word to complete each sentence.

1. I like the people I work with, but we are more like *acquaintances* / *bonds* than friends.
2. Something that is *durable* / *relevant* will last a long time.
3. Only my closest friends know the most *intimate* / *relevant* details of my life.
4. My parents' opinions are always *bonded* / *relevant* to my decisions.
5. Mariam is a great friend to have fun with, but I don't *intimate* / *rely* on her for support.
6. Everyone at summer camp *bonded* / *relied* quickly and became good friends.

Vocabulary Boost

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

1. We're **casual** friends, but we don't see each other often.
2. Before making a decision, it's important to **consider** all the possibilities.
3. After being empty for years, the house is starting to **decay**.
4. When I visited, I knew **instantly** that I wanted to go to this university.
5. To be good at any sport, players must make an **investment** of time and energy.

- | | |
|-------------------|--|
| ___ 1. casual | a. to think about something (v.) |
| ___ 2. consider | b. informal, relaxed (adj.) |
| ___ 3. decay | c. giving of time or effort to something to get a good result (n.) |
| ___ 4. instantly | d. immediately, in a second (adv.) |
| ___ 5. investment | e. to fall into ruin or bad condition (v.) |

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

1. If your sister lies to you, your trust in her will _____.
2. Going to medical school is a major _____ of time and money.
3. Will you please _____ my business proposal this week? I need an answer soon.
4. Very few actors become successful _____. Most try for years to get good roles.
5. I play on a volleyball team, but it's _____. We just play on the weekends.

Understand

A Read the statements about “How Many Friends Can You Have?” Write *T* for True or *F* for False.

- ____ 1. According to Robin Dunbar, each person’s social circles are completely different.
- ____ 2. The Dunbar number actually describes several numbers in a theory.
- ____ 3. Most people have only three to five people in their most intimate social circle.
- ____ 4. Extroverts often have fewer valued friends than introverts do.
- ____ 5. Circumstantial connections may create weaker bonds than connections with shared values.
- ____ 6. Social media makes it more difficult to have close friends.

B Choose the correct answer to the questions about “How Many Friends Can You Have?”

1. What did Dunbar study to arrive at his theory?
 - a. the exchange of holiday cards, the average number of friends on social media, and cell phone data
 - b. the average number of friends on social media, cell phone data, and children’s behavior at school
2. What are reasons why the Dunbar number is so consistent?
 - a. People have scarce time resources, and there are mental limitations on the number of relationships someone can have.
 - b. People don’t have time for too many friends, and it’s emotionally difficult to support too many people.
3. What does an animal need in order to understand social consequences?
 - a. a bonded, layered social system
 - b. a brain that can imagine another’s state of mind

Apply the Strategy: Paraphrase

C Reread the lines from “How Many Friends Can You Have?” Then choose the best paraphrase.

1. Lines 7–14
 - a. Robin Dunbar, who is an influential scientist, created an important theory of friendship called the Dunbar number.
 - b. People have oddly similar quantities in their social circles, according to Robin Dunbar, who is a very experienced researcher and the author of the extremely influential Dunbar number theory.
2. Lines 111–115
 - a. Because we can’t have unlimited friendships, we should be sure we are investing in the people who mean the most to us.
 - b. Since friendship is limited, it doesn’t hurt to reflect on which friends we value the most and make the effort to maintain bonds with the right people.

Vocabulary: Identify and Use Latin Roots: *dic/dict* and *port*

A Read the words. Underline the Latin root and choose the meaning.

1. dictionary, indicate
 - a. to say
 - b. to carry
2. important, support
 - a. to say
 - b. to carry
3. contradiction, dictator, predict
 - a. to say
 - b. to carry

B Use context and your knowledge of the Latin roots to choose the best definition for each word in bold.

- | | |
|--|--|
| _____ 1. The teacher dictated the homework assignment to the class. | a. a sign, signal, or hint |
| _____ 2. There was no indication that he was sick before he was rushed to the hospital. | b. to ship from one country to another |
| _____ 3. There is a contradiction between what she says and what she does. | c. to move |
| _____ 4. Japan exports millions of vehicles to other countries every year. | d. to speak something to be written down exactly |
| _____ 5. How are we going to transport that huge sofa all the way home? | e. a difference |

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

contradiction dictate export indication support transport

1. The United States _____ tremendous amounts of food and drink.
2. What a(n) _____! It's sunny, but it's pouring rain!
3. The professor _____ while the students took notes silently.
4. The delivery truck _____ large items across the city.
5. My father needed _____ from his family after he lost his job unexpectedly.
6. When there are five minutes left for the test, a bell will ring to give you a(n) _____ that time is running out.

GRAMMAR BOOST: Modals of Ability, Obligation, and Possibility

Modal verbs are used with other verbs to express ability, obligation, and possibility, among other things. Modal verbs do not change form, except *have to* (*has to*, *had to*, and so on).

Modals of Ability

<i>can</i>	<ul style="list-style-type: none"> We use <i>can</i> to speak about present ability. 	We can be instantly connected with someone across the world.
<i>could</i>	<ul style="list-style-type: none"> We use <i>could</i> to speak about past or future ability. 	I could text my friends until I lost my cell phone.

Modals of Obligation

<i>have to</i>	<ul style="list-style-type: none"> We use <i>have to</i> to speak about a general obligation or a necessity. 	We have to remember faces and names and keep straight who is who.
<i>must</i>	<ul style="list-style-type: none"> We use <i>must</i> to explain an obligation that the speaker or writer is personally expressing. <i>Must</i> expresses a strong point of view. In questions, <i>have to</i> is used more often than <i>must</i>. 	<p>You must be aware of the wider social consequences of your actions.</p> <p>Do you have to study tonight, or can you come to the movies?</p>

Modals of Possibility

<i>may</i>	<ul style="list-style-type: none"> We use <i>may</i>, <i>might</i>, and <i>could</i> to speak about present and future possibility. These modals express that something is possible but is not certain. 	Scarce time resources may also help explain why people focus on circumstantial connections.
<i>might</i>		You might grow close to someone at school one year and then lose touch.
<i>could</i>	<ul style="list-style-type: none"> There is very little difference in meaning between <i>may</i>, <i>might</i>, and <i>could</i> when used to express possibility. However, <i>may</i> is more formal than <i>might</i> and <i>could</i>. 	I could call you when I get home.

A Underline the modal verb. Then check (✓) what the modal is expressing.

	Ability	Obligation	Possibility
1. I could help you if you're having trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Three-year-olds might say, "You're not my friend today."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Young-sup could see a dark blot approaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. An animal must have a brain capable of mentalizing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You have to go back and reread sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. What can we learn from friends who are different from us?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Circle the correct modal verb to complete each sentence.

1. After years of studying, I *can* / *could* speak English fluently now.
2. I *may* / *must* get more sleep tonight. I have a big exam tomorrow.
3. The manager isn't here now, but he *could* / *might* meet with you at 2:00.
4. I'm afraid we *have to* / *might* lose touch when my best friend moves to a new city.
5. All students *could* / *have to* take off their hats in school.
6. *May* / *Must* I have your email address, please? I'd like to keep in touch.
7. Do we *have to* / *must* wear our uniforms to school on Fridays?

C Complete each sentence with *can*, *could*, *have to*, *must*, *may*, or *might*. Sometimes more than one answer is possible.

1. I recognize that boy on the corner. I think it _____ be Ahmed.
2. My sister _____ walk the dog every morning before school.
3. Maria is absent from school today. She _____ be sick.
4. We _____ all take responsibility for the planet and recycle our plastics.
5. Do students _____ take a music class at this school?
6. I _____ play the violin when I was little, but I haven't played in years.

D Complete the sentences with *can*, *could*, *have to*, *must*, *may*, or *might* and a verb from the box. Sometimes more than one answer is possible.

practice remember run snow speak take

1. The sky is dark and gray. I think it _____.
2. I _____ my backpack, computer, and all my books to school every day.
3. We _____ more for this concert, or it will be a disaster.
4. I _____ to take my medicine before bed.
5. The teacher _____ English, Mandarin, and French.
6. My mom _____ a marathon when she was in her twenties.

E Write three sentences using at least one modal of ability, obligation, or possibility in each.

1. _____
2. _____
3. _____

Assignment: Write a Skit

A Answer the questions about the writing model.

1. What is the topic of the skit?

2. What disagreement did the characters have?

3. What was Luca's initial opinion about the disagreement?

4. What does Riku admit he did wrong?

5. What does Luca admit he did wrong?

6. What offer does Luca make?

B Write one label from the box for each sentence.

introduction explanation of disagreement a character's opinion
details about solution conclusion

_____ 1. Can we have a conversation about something that happened after math class yesterday?

_____ 2. I don't think that's fair to say.

_____ 3. When you got your test back, you make a big deal about celebrating your perfect score.

_____ 4. I guess we both should have paid more attention to each other.


_____ 5. Hey, maybe we can study together next time? I could help you.

Assignment: Perform a Skit

A Label the words and phrases that can describe a character in a skit. Write *F* for Feelings, *FE* for Facial Expressions, *G* for Gestures, and *T* for Tone of Voice.

- ____ 1. frown, grin, scowl
- ____ 2. beckon, point to self, nod, put hands up for questioning, shake head
- ____ 3. concerned, embarrassed, irritated, upset
- ____ 4. loud, playful, respectful, serious, quiet

B Imagine you are playing Luca in the skit below. Add annotations for the underlined parts of the script about Luca's feelings, facial expressions, gestures, and tone of voice.



Riku: Well, you didn't seem sorry. When you got your test back, you made a big deal about celebrating your perfect score. Then, after class, you showed all our friends your test.

Luca: I was excited about it. I worked hard, too, and I wanted to celebrate. What's wrong with that?

Riku: Well, it made me feel even worse. I understand that you were excited, but I was so disappointed. It felt like you didn't notice or care.

Luca: I don't think that's fair to say. I did care, and I told you that you'd do better next time.

Riku: You did say that, but then you just kept showing off your test!

Luca: This isn't all about you, you know. You never even congratulated me on my score. I studied hard, too.

Riku: You're right about that. I didn't congratulate you. I guess I was too focused on myself.

Luca: Well, I understand that. I know you worked hard and were disappointed. I was too focused on myself, too. I should have been more empathetic.

Riku: I guess we both should have paid more attention to each other. I'm sorry I didn't congratulate you. I'm glad you did so well.

Luca: And I'm really sorry I made a big deal of it in front of you. That wasn't nice. Hey, maybe we can study together next time? I could help you if you're having trouble with any problems.

Riku: That sounds good. Thanks, Luca.

C Practice reading Luca's part in Activity B. Use facial expressions, gestures, and tone of voice to express feelings. If you can, video yourself. Then watch and think about how you can improve your performance.



UNIT LAUNCH

▲ Adelie penguins follow one another into the water as they jump off an iceberg near Paulet Island, Antarctica.

Academic Vocabulary

A Write one or two ideas for each item.

1. colors that **contrast**: _____
2. activities that you are **involved** in: _____
3. a hobby or activity that you have **abandoned**: _____
4. something that causes animals to **adapt**: _____
5. animals that have the **capacity** to learn: _____
6. new leaders who have **emerged** in recent years: _____

Key Vocabulary

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

embody flag instill morale pessimism vessel

1. Unfortunately, the player's energy _____ toward the end of the game.
2. _____ at the company was high after several people were promoted.
3. _____ can stop a person from achieving his or her goals.
4. The teacher _____ self-confidence in her students by encouraging them every day.
5. The sailing trip was delayed because the _____ had a leak.
6. A good leader must _____ the qualities of fairness and positivity.

Vocabulary Boost

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

1. The scientists are on a **mission** to find a cure for the new disease.
2. The mechanic **poured** new oil into the engine to fix the car.
3. The children tried to **trap** the butterflies in a glass jar.
4. Winning the national championship would be the **ultimate** reward for the soccer team's hard work.
5. The local government put signs near the road to **warn** drivers of falling rocks.

Word	Definition
	to catch something (v.)
	the purpose of the business that a person or organization conducts (n.)
	to tell that danger or trouble is near (v.)
	last or highest (adj.)
	to cause to flow or stream out (v.)

C Answer the questions.

1. In your opinion, what is the ultimate dessert? _____
2. What are three things that you can pour in your kitchen? _____
3. What is something that a biologist might trap, and why? _____
4. Name a person and his or her mission. _____
5. What does a weather forecaster warn people about? _____

Understand

A Read the statements about “Leadership Lessons from the Shackleton Expedition.” Write *T* for True or *F* for False.

- ____ 1. The Shackleton expedition occurred between 1915 and 1916.
- ____ 2. The crew was stranded on the continent of Antarctica.
- ____ 3. The *Endurance* was trapped in pack ice for months.
- ____ 4. Shackleton effectively managed his fear and that of his crew.
- ____ 5. Shackleton sailed back to rescue the crew on the *Aurora*.

B Check (✓) the mistakes Ernest Shackleton made on his mission to the South Pole.

- a. He ignored warnings from local seamen.
- b. He tried to save himself before helping all his sailors.
- c. He didn't provide enough training on how to manage the sled dogs.
- d. He put the support ship *Aurora* at risk.
- e. He didn't make enough maps of the polar regions.

☐
☐
☐
☐
☐

C Check (✓) the actions Ernest Shackleton took to save his crew.

- a. He built fires to melt the pack ice.
- b. He kept everyone to a strict routine.
- c. He embodied the survival mission for his sailors.
- d. He kept a close watch on troublemakers.
- e. He sent his strongest men in a lifeboat for help.

☐
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Apply the Skill: Identify Tone

D Use context to determine whether the word in **bold** carries a positive, negative, or neutral feeling.

	Positive	Negative	Neutral
1. Roald Amundsen and four teammates became the first men to reach the South Pole, arriving in triumph five weeks ahead of Robert Falcon Scott.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Shackleton's capacity to respond to changing circumstances is vital in our own time, when leaders must often change course midstream.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Impatient to get moving, Shackleton commanded the ship to continue south, navigating through icy waters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. He had begun the voyage with a mission of exploration, but it quickly became a mission of survival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Language Convention: Identify Modifiers

A Underline the modifier or modifiers in each sentence.

1. Shackleton knew that in this environment, without traditional supports, pessimism was his enemy.
2. Shackleton can serve as a role model even though his expedition was a colossal failure.
3. Local seamen urged Shackleton to postpone his venture.
4. Shackleton began planning his next move immediately upon landing on Elephant Island.
5. Ice could trap the ship if temperatures shifted suddenly.
6. Shackleton assumed ultimate responsibility for his team.

B Underline the word that each boldfaced modifier changes, clarifies, or describes.

1. The *Aurora* was trapped by **pack** ice and carried into **open** waters.
2. Shackleton led his men across ice, sea, and land to return them home **safely**.
3. From South Georgia Island, a **smaller** group reached a **whaling** station and help.
4. Aboard the *Yelcho*, a **Chilean steamer**, Shackleton sailed within sight of the island.
5. Shackleton ordered that each man maintain his duties **as closely as possible**.
6. The ship arrived on South Georgia Island, **the last port of call before the Antarctic Circle**.

C Complete the chart.

Sentence	Modifier	What Does It Modify?
1. Shackleton insisted that the sailors have fun every evening.		
2. Shackleton's sense of commitment came with great responsibility.		
3. After unloading men and supplies in early 1915, the <i>Aurora</i> was trapped.		
4. When sailors expressed skepticism about his plans, Shackleton acted quickly to reduce their opposition.		
5. Shackleton carefully navigated the vessel through the sea.		
6. When the <i>Endurance</i> started slowly sinking in October 1915, Shackleton ordered the crew to abandon ship.		

We use **stative verbs** to express a state, or way of being, rather than an action. Stative verbs do not have a continuous tense. They are used only in simple tenses.

*Shackleton **knew** that his greatest enemies were high levels of anxiety and pessimism.*

1. Descriptions	2. Desires and Feelings	3. Mental States	4. Possessions	5. Senses
appear be cost include involve look (like) resemble seem weigh	dislike fear hate hope like love need prefer want wish	agree believe disagree doubt know recognize think understand	belong have own possess	feel hear hurt notice see smell sound

Note: Some stative verbs can be used as action verbs with a different meaning. For example, *think* can also be used as an action verb to describe the process of thinking about something.

I'm thinking about joining the chess club next year.

A Underline the stative verb in each sentence. Write the number from the grammar chart that matches what the verb is expressing.

- _____ 1. The sailors feared being stranded for months without enough food.
- _____ 2. Both Amundsen and Scott wanted to be the first to reach the South Pole.
- _____ 3. David Foster Wallace believed that real leaders inspire people to do hard things.
- _____ 4. Shackleton noticed troublemakers and brought them to his tent on the ice.
- _____ 5. Even after months of waiting, the ice seemed as though it would never melt.
- _____ 6. After the *Endurance* sank, the men had three lifeboats, several tents, and supplies.
- _____ 7. Perhaps Shackleton recognized his responsibility for the crisis.
- _____ 8. The crew of the *Aurora* was responsible for setting out supplies for the *Endurance*.

B Write A if the word in bold is an Action Verb and S if it is a Stative Verb.

- ____ 1. Shackleton **understood** that he had to control the sailors' fear and anxiety.
- ____ 2. Shackleton **led** the men across ice, sea, and land.
- ____ 3. Certainly, Shackleton **was** far from perfect.
- ____ 4. Shackleton **managed** his own emotional intelligence.
- ____ 5. In January 1915, the *Endurance* **came** within sight of Antarctica.
- ____ 6. In August 1916, Shackleton **saw** Elephant Island.

C Complete the sentences with the correct form of a stative verb from the box.

doubt include prefer seem smell

1. I didn't study enough, so I _____ that I'll get a good grade on this exam.
2. Rabee plays soccer and baseball, but he _____ baseball.
3. The prize for the winning team _____ a trophy and a pizza party.
4. Cho wouldn't have known the cookies were burning if she hadn't _____ the smoke.
5. It _____ like a bad idea to stay up late if you have school tomorrow.

D Check (✓) the correct sentences. Write an X for the incorrect sentences. Then correct the incorrect sentences.

1. I would like that dress, but it is costing a lot of money. ☐
-
2. My sisters and I agreed to get our mother a necklace for her birthday this year. ☐
-
3. The teacher was noticing that the student needed some extra help. ☐
-
4. Many young children are disliking going to sleep but liking getting up early. ☐
-
5. Julia believes she's going to be a famous scientist one day. ☐
-

Vocabulary Boost

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

1. Prey animals, such as deer, watch **constantly** for predators.
2. Orcas—killer whales—are known to take fish from boats to **cope** with a decreasing amount of food in the ocean.
3. From 1950 to 1956, a great **drought** hit the central United States, causing fires and loss of crops.
4. Some animals, such as goats and sheep, live in a **herd** to help protect themselves from predators.
5. Like wolves, dogs **howl** to communicate with one another.
6. People and animals alike **suffer** from intense heat and a lack of rainfall.

Word	Part of Speech (noun, verb, adverb)	Definition
		a group of animals of one kind
		to cry loudly
		to face difficulties and try to overcome them
		a time of little to no rainfall
		to experience a painful or unpleasant event
		all the time, always

B Use the correct form of a word in bold from Activity A to complete each sentence.

1. Do you hear that noise? It sounds like an animal is _____ in the woods.
2. The boy _____ a broken finger during the baseball game and was treated by a doctor.
3. Our teacher _____ reminds us to believe in ourselves.
4. The photographer took beautiful pictures of a _____ of elephants in Kenya.
5. Deep breathing can help a leader _____ during times of great stress.
6. The _____ killed almost all the trees in the region.

Share Your Perspective

C Write one thing human leaders can learn from leaders of each species.

1. Geese: _____
2. Horses: _____
3. Elephants: _____

Key Vocabulary

A Choose the correct answer for each question.

1. Why might a teacher feel a sense of **urgency**?
 - a. He needs to get to class on time.
 - b. He wants to be a good teacher.
2. What might **inspire** an art student?
 - a. a trip to an art museum
 - b. a good night's sleep
3. When is it appropriate to give a **fiery** speech?
 - a. at a wedding reception
 - b. at a political debate or rally
4. What things are part of a healthy **lifestyle**?
 - a. having fun with friends, watching movies
 - b. exercise, a good diet, enough sleep
5. What do people do at a **rally** for the environment?
 - a. read books, learn about the earth
 - b. give speeches, hold signs, cheer
6. What effect can **pesticides** have on wildlife?
 - a. They can kill animals.
 - b. They can cause animals to have too many babies.

Vocabulary Boost

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

1. The United Nations holds many **conferences** each year about important world issues.
2. Did you see the new **documentary** about penguins? It was fascinating.
3. The U.S. movie **industry** creates billions of dollars for the economy each year.
4. Climate change is an **urgent** problem that affects all countries.
5. The **youth** today are more knowledgeable about climate change than their parents were.

- | | |
|--------------------|---|
| ___ 1. conference | a. a young person or young people (<i>n.</i>) |
| ___ 2. documentary | b. the companies involved in doing a particular activity, for example, making automobiles (<i>n.</i>) |
| ___ 3. industry | c. a movie or TV show that gives factual information about a topic (<i>n.</i>) |
| ___ 4. urgent | d. an event or meeting at which people discuss a particular subject (<i>n.</i>) |
| ___ 5. youth | e. needing immediate attention (<i>adj.</i>) |

C Circle the correct word to complete the sentences.

1. The weekend job at the library would be good for a *conference* / *youth*.
2. The government passed new laws to control the automobile *documentary* / *industry*.
3. The doctor received an *industry* / *urgent* call and left for the hospital right away.
4. My parents went to school yesterday for a *conference* / *youth* with my teacher.
5. My sister watched a *documentary* / *an industry* about chess, and it inspired her to learn to play.

Understand

A Match the causes mentioned in “We Rise” with their effects.

Causes

- _____ 1. Martinez gave a speech at a climate change rally.
- _____ 2. Martinez watched the documentary *The Eleventh Hour*.
- _____ 3. The local government decided to use two new pesticides.
- _____ 4. Martinez’s younger brother spoke at a city council meeting.
- _____ 5. The city council decided not to use the new pesticides.

Effects

- a. He started to learn more about local and global environmental issues.
- b. The youth realized that they could make big changes even though they were kids.
- c. He felt devastated and needed to speak out.
- d. Adults felt concerned and put pressure on the council.
- e. The Earth Guardians organized a youth press conference.

B Read the statements about “We Rise.” Write *T* for True or *F* for False.

- _____ 1. “We Rise” is written for the youth of the world.
- _____ 2. Martinez realized the planet was in trouble after hearing from a climate scientist.
- _____ 3. Martinez first spoke at a rally when he was six years old.
- _____ 4. Martinez thinks it’s important to have fun, even when problems are serious.
- _____ 5. Martinez wanted to stop the use of pesticides because it was a global issue.
- _____ 6. Martinez believes both outspoken and shy young people can create change.

Apply the Strategy: Identify Cohesive Devices

C Complete each sentence from “We Rise” with a cohesive device from the text.

- 1. It was an obvious problem _____ everything we do is contributing to it.
- 2. I was kind of nervous, _____ afterward, everyone said that they couldn’t tell.
- 3. Giving those early speeches motivated me to learn more _____ I realized that people would listen and feel inspired when I spoke.
- 4. Even the greatest movements had humble beginnings, _____ it can often be helpful to start small.
- 5. Find something that you’re passionate about fighting for, _____ keep at it.

Vocabulary: Figurative Language—Idioms

A Complete the sentences with an idiom from the box.

crack jokes find your voice pass the torch pull yourself together the final straw

1. Some people _____ when they're nervous to make themselves feel better.
2. When the employee was late again, it was _____, and he was fired.
3. If you really care about the environment, you should _____ and speak up to help.
4. When you're nervous before a presentation, try slow breathing to _____.
5. The principal is going to retire and _____ to the next school leader.

B Match to make complete sentences.

- | | |
|--|--|
| ____ 1. When my brother took my shirt, | a. I found my voice and explained my point of view. |
| ____ 2. I was really angry, | b. it was the final straw. |
| ____ 3. I had to walk away | c. but my brother was cracking jokes. |
| ____ 4. Although I was upset, | d. to pull myself together. |

C Read the sentences from "We Rise." Use context to choose the correct meaning of the idioms in bold.

1. People still tell me to this day that I had **fire in my eyes** and a lot of intensity unique to a 6-year-old.
 - a.** determination and passion
 - b.** sadness
 - c.** anger
2. These days, there are few moments when I'm not **goofing off**, but when I was a little kid, I came across as determined.
 - a.** focusing on a problem
 - b.** having fun or wasting time
 - c.** feeling extremely motivated
3. I wanted the youth to be a part of rising up and **meeting this challenge**.
 - a.** staying positive
 - b.** standing up
 - c.** trying to defeat or change something

Intensifiers are adverbs or adverbial phrases. We use intensifiers to add emphasis and strength to other words to make an important or dramatic statement. Intensifiers usually, not but always, come immediately before the word they modify.

Intensifier	Meaning and Use	Examples
(not) enough	<ul style="list-style-type: none"> means you have (or do not have) what you need comes after adjectives and adverbs and before nouns 	<p>Although Martinez was young, he was still <u>old</u> enough to make a difference.</p> <p>I finally got enough <u>courage</u> to speak in front of the crowd.</p>
so	<ul style="list-style-type: none"> means "very" comes before an adverb or adjective 	I was so <u>excited</u> because I wasn't the only young person standing up.
such	<ul style="list-style-type: none"> means "very" comes before a noun or an adjective use <i>a/an</i> before a singular countable noun 	<p>I was exposed to such <u>big</u> issues at a young age.</p> <p>The rally was such <u>an</u> exciting event.</p>
too	<ul style="list-style-type: none"> indicates a lot of something has a negative connotation or indicates a problem comes before an adjective or adverb 	It's best not to take yourself too <u>seriously</u> .

A Circle the intensifier in each sentence. Underline the word it adds emphasis to.

- We didn't listen to anybody who tried to tell us that we were too young.
- Martinez felt that the planet was in such danger that he had to help.
- We need enough microphones for all the speakers at the rally.
- Martinez felt so unhappy after he saw the documentary *The Eleventh Hour*.
- He spoke so passionately at the rally that people felt inspired.
- The speaker spoke too quietly for the people in the back to hear.
- We wanted to have the conference outside, but it was not warm enough.
- It was such an interesting documentary that I stayed up late to finish watching it.

B Choose the correct intensifier to complete each sentence.

1. Lola wants to be a lawyer, but she isn't old ____ for law school yet.
a. enough b. so c. such
2. If you get ____ nervous before a speech, you can try breathing slowly.
a. enough b. such c. too
3. It's ____ cold to practice outside today, so we'll have to stay in the gym.
a. so b. such c. too
4. Bo didn't have ____ time to study for the test, so he feels a little worried.
a. enough b. so c. too
5. We had ____ a good teacher that we learned a lot this school year.
a. enough b. so c. such
6. My father was ____ happy when he got a promotion at work.
a. enough b. so c. such

C Correct the mistake in each sentence.

1. They are enough beautiful flowers, but they don't smell good.

2. Fatima didn't get such sleep last night, and now she's very tired.

3. English can be difficult so, but I love learning the language.

4. Wu ate much too, and now he doesn't feel well.

5. My sister is such good tennis player that she won the championship.

D Complete the sentences with *enough*, *so*, *such*, or *too*.

1. We were _____ worried when my grandmother got sick, but she is doing well.
2. Good leaders have _____ confidence in themselves to inspire others.
3. It's unhealthy to have _____ much sugar in your diet.
4. Are you old _____ to stay at home alone when your family is out?
5. The parents had never experienced _____ happiness as they did when their daughter was born.

Useful Vocabulary

A Use the information in the graphic to complete the chart with the words from the box. Give the part of speech.

confidence effective embrace pride soft skill

Word	Part of Speech	Definition
		a feeling of satisfaction
		a person's ability to communicate or work well with others
		to support something or someone happily
		belief in one's abilities
		having the result that one wants; productive

Examine the Graphic

B Complete each sentence with a word from the graphic.

1. The majority of people feel that _____ skills can be learned.
2. Only a few people feel that having a high level of _____ intelligence will get someone into a leadership position.
3. Leaders of the future need people skills and effective _____.
4. A large number of young future leaders want a _____ to make the world a better place.
5. More people believe that having the ability to embrace _____ is more important than being responsible.

Reflect

C Answer the questions about the graphic.

1. What do you consider the meaning of success for a future leader?	
2. What qualities would get someone into a leadership position in the least amount of time?	
3. What are the most important soft skills for a future leader?	
4. Do most people think that leaders are born or made?	

Key Vocabulary

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

goggles hostile remedy scorch squabble trudge

1. Have you seen my _____? I'm going swimming soon.
2. The local people felt _____ toward all the tourists who left garbage in the city.
3. The fire _____ the giant redwood trees, but it did not destroy them.
4. The hikers _____ through deep mud on the trail after the rainstorm.
5. Many people say that laughter is the best _____ when you're feeling sad.
6. My siblings are always _____ over who gets to use the computer.

Vocabulary Boost

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

1. I need a **container** to hold all my new pens and pencils for school.
2. Many people **decorate** for Chinese New Year with red lanterns or paper cuttings.
3. As he's getting older, it's harder for my grandfather to **kneel** down to light the fire.
4. After the teacher announced the surprise exam, the students began **muttering** to each other.
5. Diamonds are considered one of the most **precious** stones in the world.
6. The soccer players always **stretch** their legs before a game.

- | | |
|--------------------|---|
| _____ 1. container | a. to make something look nice by adding things to it (v.) |
| _____ 2. decorate | b. to speak in a quiet voice, usually when complaining (v.) |
| _____ 3. kneel | c. very valuable or loved (<i>adj.</i>) |
| _____ 4. mutter | d. an object that can be used for holding something (<i>n.</i>) |
| _____ 5. precious | e. to extend or straighten something to a longer length (v.) |
| _____ 6. stretch | f. to put one or both knees on the ground (v.) |

C Write the antonym or synonym for each word. Use words or phrases in the box.

box make beautiful shrink stand up valuable yell

- | | |
|-------------------|--------------------|
| 1. kneel _____ | 4. decorate _____ |
| 2. mutter _____ | 5. stretch _____ |
| 3. precious _____ | 6. container _____ |

Understand

A Put the events from the story in order from 1 to 5.

- _____ 1. Earth became too hot, and people stopped going outside without protection.
- _____ 2. Masha taught her grandchildren how to build a sand castle.
- _____ 3. Masha picnicked and played at the beach with her parents.
- _____ 4. People stopped nuclear testing and banned chemicals.
- _____ 5. Masha took her grandchildren to the beach on the bus.

B Cross out the incorrect answer to the questions about "The Sand Castle."

1. What activities did Masha use to do at the beach with her parents?
 - a. built sand castles
 - b. played in the waves
 - c. played with seagulls
2. What problems does Earth have?
 - a. The sun has scorched it.
 - b. The sea is now too cold to swim in.
 - c. Many animals have died.
3. What have people done to try to help the planet?
 - a. They use only solar-powered vehicles.
 - b. They have stopped making chemicals that harm the environment.
 - c. They have rebuilt land that was destroyed by the rising sea.
4. What reasons does Masha have to hope for a better future?
 - a. She has all the protective clothing she needs.
 - b. Scientists say that Earth will begin to improve.
 - c. She is able to find happiness at the beach with her grandchildren again.

Apply the Skill: Compare Viewpoints

C Label the statements that describe Masha's point of view when she was a child with C. Label the statements that describe her point of view as an older adult with A.

- _____ 1. The beach is a place full of joy and excitement.
- _____ 2. The beach is a place that is both happy and sad.
- _____ 3. Earth is a beautiful, peaceful place.
- _____ 4. The sea is much more noticeable than the sun.
- _____ 5. The sun is a terrible and frightening thing.
- _____ 6. It's important to try to find happiness even in difficult times.

Vocabulary: Use a Dictionary and Thesaurus

A Read the sentences from "The Sand Castle." Match each word in bold with its definition. Use a dictionary, if needed.

- ____ 1. "We'll put a **pile** of wet sand in the middle and build it up with our hands."
- ____ 2. Now, the sun **scorched** the Earth, killing whatever it touched.
- ____ 3. They'd taken no **delight**, no pleasure, in their journey to the sea.
- ____ 4. The children **rushed** back and forth from the tide line carrying the dark, wet sand.
- ____ 5. Sometimes she missed the natural light of her childhood so **intensely** the urge to just run outside would overtake her.
- ____ 6. Her father had always been first into the **chilly** water. "Good for the health!" he'd yell.

- a. to move or do something very quickly (*v.*)
- b. cold (*adj.*)
- c. a group or an amount of things on top of each other (*n.*)
- d. to make something burn (*v.*)
- e. happiness or satisfaction (*n.*)
- f. with a lot of strength or feeling (*adv.*)

B Match each word from Activity A with the list of words you would find for it in a thesaurus.

- | | |
|-------------------|---------------------------------|
| ____ 1. chilly | a. hurry, race, speed |
| ____ 2. delight | b. cold, cool, crisp, icy |
| ____ 3. intensely | c. extremely, greatly, mightily |
| ____ 4. pile | d. bunch, heap, stack |
| ____ 5. rush | e. enjoyment, excitement, joy |
| ____ 6. scorch | f. bake, char, dry |

C Read the sentences from "The Sand Castle." Use a dictionary to write the definition and part of speech of the words in bold. Use a thesaurus to write at least two similar words.

Word	Definition	Part of Speech	Similar Words
1. She remembered the silence when the first shimmers of the water became visible.			
2. Her job was to find seashells and strips of seaweed.			

GRAMMAR BOOST: Present Perfect Tense

We use the **present perfect tense** to talk about events from the past that are unfinished or are connected to the present.

Present perfect statements are formed by **subject + has/have + past participle**.

Present perfect questions are formed by **has/have + subject + past participle**.

Use	Examples
• to talk or ask about something that began or repeated in the past and continues into the present	Over 200,000 people have assisted with Afroz Shah's beach cleanup. " Have you dressed yet?" their grandmother called.
• to talk or ask about an action that occurred at an unspecified or unfinished time in the past	Alma Luz Villanueva's work has won many prizes. "Why haven't I thought of this before?" Masha asked herself.

Notes:

1. There are many irregular verbs with past participles that do not match the simple past form.

*The grandmother **has seen** many changes during the past 80 years.*

2. We often use *ever* and *never* with the present perfect to talk about experiences up until the present.

*She **has never visited** another country.*

***Have** you ever **traveled** to China?*

3. Contractions can be used.

***I've** lived here for five years.*

***He's** been late every day this week. He **hasn't** been on time.*

A Underline the verb or verbs in each sentence. Write *SP* for Simple Past, *PC* for Past Continuous, or *PP* for Present Perfect.

- ____ 1. Sea turtles have returned to the waters of Versova Beach after 20 years.
- ____ 2. How has the world changed since Masha was a little girl?
- ____ 3. "When I was a girl, there were so many birds at the sea."
- ____ 4. Masha smiled at her secret.
- ____ 5. They have forgotten the warmth of the sun on their little bodies.
- ____ 6. She placed her seashells where she chose.
- ____ 7. The scientists were saying that the remedies were working.
- ____ 8. "I've brought different sized containers to mold the sand."

B Complete the sentences with the present perfect form of the verb in parentheses. Use a contraction when possible.

1. The race to the South Pole _____ leadership experts who want to study it.
(attract)
2. "I _____ it," Ernest Shackleton wrote to his wife. "Not a life lost." (do)

3. My mother _____ me so much about life. (teach)
4. Xiuhtezcatl Martinez said, "I might _____ small, but I wanted the world to hear." (be)
5. _____ you _____ the documentary about global warming? (see)
6. The author _____ four books, and they've all been bestsellers. (write)
7. I _____ to be an artist my whole life. (want)
8. _____ the teacher _____ us the homework assignment yet? (tell)

C Complete the sentences with the present perfect form of a verb from the box. Use a contraction when possible.

call know play think visit win

1. I _____ my brother's phone three times, but he isn't answering.
2. The school's basketball team _____ the championship five years in a row.
3. My best friend _____ me three times since she moved to a new city.
4. Layla and I _____ each other for ten years.
5. Oscar _____ about taking skiing lessons, but they're very expensive.
6. Talib _____ soccer since he was a young boy.

D Use the question word in parentheses to write a question with the present perfect about each statement.

1. Chun hasn't studied for the English test. (why)

2. Social media has changed people's daily lives. (how)

3. I've lived in China for many years. (how long)

4. Amir has visited many countries. (which)

5. I haven't tried Indian food before. (why)

Assignment: Write an Argumentative Essay

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

1. What is the topic of the argumentative essay?

2. What quality does the writer argue is most important for a great leader to have?

3. What reason does the writer give in paragraph 2 to support this argument?

4. What specific example does the writer use in paragraph 2 to support the argument?

5. What reason does the writer give in paragraph 4 to support the thesis?

6. What specific example does the writer use in paragraph 4 to support the argument?

B Label each sentence using words from the box.

example reason for position restatement of thesis thesis statement topic

_____ 1. There are many different opinions about which qualities a good leader must have.

_____ 2. Creativity sets good leaders apart from those who are simply good.

_____ 3. Creativity inspires more people to support a leader's cause.

_____ 4. The character of Masha in "The Sand Castle" uses creativity to help her grandchildren enjoy nature.

_____ 5. For these reasons, creativity is the most important quality of a great leader.

C Check (✓) the examples that the writer could have used in the argumentative essay to support the thesis.

a. Ernest Shackleton was brave because he tried several times to save his men.

☐

b. Ernest Shackleton created schedules for all the sailors.

☐

c. Xiuhtezcatl Martinez held a youth press conference to speak out against pesticides.

☐

d. Xiuhtezcatl Martinez was devastated by the documentary *The Eleventh Hour*.

☐

Assignment: Conduct a Debate

A What is true about a debate? Check (✓) the correct statements.

- a. It is an organized argument in which each side argues for a different point of view. ☐
- b. It is acceptable to not take a position on the topic. You can argue for both sides of an issue. ☐
- c. It occasionally includes personal comments about members of the other team. ☐
- d. The purpose is to persuade the audience to agree with you by making a strong argument. ☐

B Use words or phrases from the box to make statements you can use to introduce your team's debate argument.

critical evidence importantly making the argument strongly

1. We _____ believe that ...
2. There is a lot of _____ to support our point of view.
3. We will begin by _____ that ...
4. Most _____, we feel that ...
5. It is _____ that a great leader be ...

C Match to make statements that introduce a counterargument.

- | | |
|--|-------------------------------|
| ____ 1. We disagree | a. with the argument that ... |
| ____ 2. Our team does not | b. weak because ... |
| ____ 3. That argument is | c. believe that ... |
| ____ 4. Our opponents said that ..., but | d. we disagree because ... |
| ____ 5. Our opponents failed to | e. the fact that ... |
| ____ 6. The other team ignores | f. consider that ... |

D Check (✓) the statements and phrases that are appropriate to include in your conclusion.

- a. So, we're finished with this debate. ☐
- b. So, as we have argued, ... ☐
- c. As you have seen, they are wrong, and we are right. ☐
- d. In summary, we want to say that ... ☐
- e. Finally, we'd like to recap our most important points. ☐

E Practice saying the phrases and statements in Activities B and C aloud. Repeat them to improve your fluency.

3 Risk



▲ A girl practices with her scooter at a skate park.

UNIT LAUNCH

Academic Vocabulary

A Match to make complete sentences.

- | | |
|--|--|
| _____ 1. Juan had to acknowledge that | a. the change transformed her into a gold-medal winner. |
| _____ 2. Isabella likes the challenge | b. the mountain was going to be tough to climb. |
| _____ 3. There are distinct differences between | c. Roberta doesn't perceive it as hard at all. |
| _____ 4. Chun finds chemistry a difficult subject, but | d. he was jealous of his classmate. |
| _____ 5. Pablo never revealed his feelings about Alfredo, but | e. wakeboarding and surfing. |
| _____ 6. When Fen switched from swimming to diving, | f. of doing a different sport every season. |

Key Vocabulary

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

cower desperate dishonor dread merge startled

1. Jenn has an exam tomorrow, and she is _____ it.
2. After the thunder, the _____ baby began to cry.
3. The students _____ under their desks during the storm warning.
4. Carolina looked _____ when she realized the test was today. She hadn't studied.
5. Twenty years ago, the boys' school and girls' school _____ into one.
6. The children respected their grandmother and would never _____ her.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. Nick tried to control his **anger** when he saw the boy break the window. "Hey, you!" Nick shouted.
 - a. strong feeling of love and support
 - b. strong feeling about something you don't like
2. Sara and Aisha are working hard. They are **determined** to win the science contest.
 - a. guaranteed
 - b. decided
3. By some **miracle**, we finished our essays early and had some free time.
 - a. something very lucky that happens
 - b. careful planning
4. Eduardo admired his teacher and **obeyed** her wishes: he stayed after class to help Ben.
 - a. followed commands or guidance
 - b. disagreed strongly with
5. Carmel **protested** her teammates' decision to cancel the game, but they outvoted her.
 - a. objected to
 - b. strongly supported
6. The **routine** is to get to school early every day and practice kicking the ball before the coach arrives.
 - a. regular procedure
 - b. unusual activity

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

1. Neel _____ his older sister, even when he doesn't agree with her.
2. Neel was filled with _____ at the idea that Gupta would harm the cub.
3. A _____ is something that seems impossible but happens anyway.
4. Alfredo's morning _____ is to brush his teeth before eating breakfast.
5. Grandma is _____ stay up late to watch the fireworks.
6. Julia turned off the TV, and her younger brothers _____ loudly.

Understand

A Read the statements about “Tiger Boy.” Write *T* for True or *F* for False.

- _____ 1. Rupa and Neel take a flashlight, an umbrella, a clean shirt, and milk with them.
- _____ 2. Neel tries to reach the cub because he’s smaller and can reach farther into the cave.
- _____ 3. The men at the dock include their father, his boss, and other workers.
- _____ 4. The men want to return the cub to the animal reserve.
- _____ 5. Rupa and Neel plan to keep the cub as a pet.
- _____ 6. Baba decides to help his children rescue the cub.

B Answer the questions.

- 1. What job does Baba do for Gupta?

- 2. How does Gupta try to handle the disagreement over the cub on the dock?

- 3. Baba stands up to Gupta. How does Gupta react?

- 4. What do Gupta’s three men do when Baba and Neel begin to row across the river?

- 5. In the end, what do you think happens to the cub?

- 6. Do you think that Gupta will hurt Neel’s family later?

Apply the Skill: Analyze Setting and Characters

C Reread “Tiger Boy.” What words are related to the three settings in the story? Write notes with words from the box.

a lot of money bright flashlight hard to hear hungrily sucked low tide
rising tide slippery path small creature startled eyes

- 1. At the creek: _____
- 2. At the cave: _____
- 3. At the dock: _____

Vocabulary: Understand Analogy

A Read the analogies. Circle *M* for metaphor or *S* for simile.

1. Tommy held the palm frond like a shield. M / S
2. Sara's laughter was a warm blanket. M / S
3. The river sparkles like a pathway of stars. M / S
4. The city center was a buzzing beehive. M / S
5. Jesse's stare was as cold as ice. M / S
6. On his first day of school, Jose was lost in a sea of new faces. M / S

B Write metaphors or similes using the words in the box. Use your imagination.

a baby doll a dripping treat a floating dream of escape
a muddy rag a peaceful sanctuary a maze

1. The jungle _____.
2. The cub _____.
3. The cave _____.
4. Rupa's sari _____.
5. For the cub, Neel's unwashed shirt _____.
6. The boat _____.

C Write metaphors and similes. Use the ideas below and add two of your own.

1. _____ like a tornado.
2. _____ a dark cave.
3. _____ a bad dream.
4. _____ a birthday party every day.
5. _____ a river.
6. _____
7. _____

We use the **past perfect** to show that an event took place before another event in the past.

*Neel yelled, "Hey!" Rupa **had poured** milk across his shoulders and neck.*

In this example, Rupa poured milk, and then Neel yelled.

	Form	Examples
Affirmative Statements	• subject + <i>had</i> + past participle	In the morning, the ground was wet. It had rained last night.
Negative Statements	• subject + <i>had not / hadn't</i> + past participle	The tiger cub was still gone. It hadn't returned during the night.
Yes/No Questions	• <i>had</i> + subject + past participle	We heard voices. Had someone seen us?
Wh- Questions	• question word + <i>had</i> + subject + past participle	They came back very late. Where had they been ?

Notes:

1. You can contract *had* with subject pronouns.

I didn't introduce him to my friends because I'd forgotten his name.

2. You can put an adverb between *had* and a past participle.

*He **had never been** there before.*

*I **had definitely locked** the door on my way out.*

A Underline the past perfect verbs in the sentences.

1. Neel and Rupa left after dinner to find the tiger cub. The cub had escaped from the nature reserve earlier. They had to find the cub quickly before the others found it. They had to save the cub's life.
2. The brother and sister went to a cave. They had been to the cave once already. They saw a vest on the ground. Neel and Rupa had left it there the night before. It was torn and dirty.
3. They had soaked the vest in milk, and the hungry cub had ripped it apart. Neel squeezed himself into the cave's entrance. He held a milk-soaked shirt toward the cub. Eventually, the cub came closer, and Neel was able to pull her out of the cave.

B Write the correct past participle for each verb. Some are irregular.

- | | |
|----------------|----------------|
| 1. do _____ | 6. have _____ |
| 2. break _____ | 7. get _____ |
| 3. snow _____ | 8. leave _____ |
| 4. hear _____ | 9. step _____ |
| 5. make _____ | 10. be _____ |

C Complete the sentences with the verbs in parentheses. Use past perfect for the first event and simple past for the second event.

1. We _____ (step) into knee-deep snow. It _____ (snow) all night.
2. I _____ (leave) the directions at home, so I _____ (get) lost on the way to your house.
3. I _____ (get) a bad grade in the class because I _____ (not do) some of the assignments.
4. You _____ (not watch) the movie with your friends. _____ you already _____ (see) it?
5. We _____ never _____ (have) Japanese food before. That's why we _____ (decide) to try a Japanese restaurant tonight.
6. We _____ (be) so happy to see rain. It _____ (not rain) for almost a year.

D Check (✓) the correct sentences. Write an X for the incorrect sentences. Then correct the incorrect sentences.

1. Miguel had no been to my house before. ☐

2. Wei Chi and I had met three years earlier. ☐

3. When had I broke the zipper on my backpack? ☐

4. Had Paal forgot about our meeting? ☐

5. Where had Jamie and Kimiko went? ☐

6. Jung-soo had gotten a new bike the week before. ☐

7. Had you seen the boys before the cookies disappeared? ☐

8. We had been never to that beach before. It was our first time. ☐

Vocabulary Boost

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

- Clean water and safe food are important **factors** in maintaining good health in a community.
- A person's health **is affected** by his or her lifestyle choices.
- It's important to eat nutritional foods to avoid **developing** health problems.
- Although an individual's **genetics** cannot be changed, a person can reduce some health risks.
- Statistics** show that fewer than one-quarter of students participate in daily exercise.
- The **relative** dangers of different sports have to be considered—no choice is without risk.

- | | |
|---------------------|---|
| ____ 1. be affected | a. growing (<i>ger.</i>) |
| ____ 2. developing | b. to be changed or influenced (<i>v.</i>) |
| ____ 3. factor | c. something that causes a situation (<i>n.</i>) |
| ____ 4. genetics | d. compared to something else (<i>adj.</i>) |
| ____ 5. relative | e. a set of numbers that represents facts (<i>n.</i>) |
| ____ 6. statistics | f. relating to cells that control what a living thing looks like and how it develops (<i>n.</i>) |

Examine the Graphic

B Look at the graphic in the Student Book. Then answer the questions about Twins A and B.

- Do we know how old the twins are? Does it matter? Why or why not?

- Are the twins male or female? How do you know?

- Describe each twin's diet.

- How much exercise does each twin get?

- What do we know about their genetics?

Reflect

C What risks do you face? What can you do to avoid risks? Complete the chart.

Risks	Are the risks avoidable?	What can I do to avoid them?

Key Vocabulary

A Write one or two ideas for each item.

1. **hazards** when riding in a car: _____
2. a fear you want to **overcome**: _____
3. situations that have **unpredictability**: _____
4. examples of airport **security**: _____
5. **treacherous** weather: _____

Vocabulary Boost

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

1. Faisal took a **calculated risk** and visited his friend's home without texting first.
2. Aya loved playing the flute and said it would be **devastating** to have to quit the orchestra.
3. The **downside** of owning a smartphone is that it's a constant distraction.
4. João felt an **emotional** attachment to his new puppy. The dog was like a family member.
5. The **fatality** rate for many illnesses has dropped in the past one hundred years.
6. It is **obvious** that Rosa is happy: her smile gives her away.

- | | |
|--------------------------|--|
| _____ 1. calculated risk | a. relating to feelings (<i>adj.</i>) |
| _____ 2. devastating | b. death caused by something (<i>n.</i>) |
| _____ 3. downside | c. an estimated chance of failure (<i>n.p.</i>) |
| _____ 4. emotional | d. easily seen or understood (<i>adj.</i>) |
| _____ 5. fatality | e. a negative aspect (<i>n.</i>) |
| _____ 6. obvious | f. causing great emotional pain (<i>adj.</i>) |

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

1. Elihu became _____ and felt he was going to cry while watching the sad movie.
2. The _____ of playing rugby is that it can lead to serious injury.
3. The answer was as _____ to Khalil as if it were written on the whiteboard.
4. To reduce _____, many governments have strict highway speed limits.
5. Every day people take many _____; otherwise, they would get nothing done.
6. The _____ news was that Omar and his family were moving across the country.

Understand

A Read the statements about “Why Do People Take Risks?” Write *T* for True or *F* for False.

- ____ 1. Physical dangers are the hardest risks.
- ____ 2. We can live safe lives because we can avoid life’s hazards.
- ____ 3. Ordinary activities can be perilous.
- ____ 4. Richard Ortega risked his life because he felt he needed to help.
- ____ 5. Ortega could be described as a “chronic” risk taker.
- ____ 6. Ingrid Fedoroff is too afraid to take risks.

B Choose the word or words that best complete the sentences about “Why Do People Take Risks?”

1. Answering a question in class is an example of ____ risk.
 - a. a physical
 - b. an emotional
2. One psychologist thinks people are very bad at telling the difference between risks that are ____ risks.
 - a. too dangerous and healthy
 - b. devastating and embarrassing
3. Richard Ortega risked his safety to look for the lost women because he believed it was _____.
 - a. an adrenaline rush
 - b. a duty
4. For some people, taking risks is a key way for them to feel _____.
 - a. vital
 - b. like nonconformists
5. Some psychologists believe that opening up to ____ is harder than facing physical risks.
 - a. emotional unpredictability
 - b. losing a loved one
6. The security of a safe, ____ life can lead to a rut.
 - a. habit-free
 - b. risk-free

Apply the Strategy: Monitor Comprehension

C Reread lines 41 to 58 in the Student Book. Complete the chart based on the information in the text.

What happened?	What did Ortega do?
An avalanche of mud came down Richard Ortega’s mountainside in British Columbia.	
Ortega didn’t evacuate like the others did.	
	He looked everywhere, but found no one.

Language Convention: Use Modifiers Correctly

A Underline the misplaced modifier. Rewrite the sentence so the modifier is closer to what it describes.

1. Consuela patted the sheep wearing her bright pink rain boots.

2. Taped to the classroom door, Jonathan read the note.

3. Mrs. Li served birthday cake to the guests on paper plates.

4. My parents bought a goldfish for my sister they call Mr. Fish.

5. The vase was sold online by a woman slightly cracked.

6. Susanna left her bike outside her house that was orange and green.

B Circle whether the sentence has a misplaced modifier (MM) or a dangling modifier (DM). Then rewrite each sentence correctly.

1. Looking toward the west, a tornado blew down trees. MM / DM

2. The bicycle on the bridge that's blue is Henry's. MM / DM

3. Julia showed her cat to the veterinarian with fleas. MM / DM

4. Walking along the shore, a speedboat suddenly appeared. MM / DM

5. Mateo's dog jumps for whatever is offered quickly. MM / DM

6. When only 18 years old, Gloria's father took her skydiving. MM / DM

GRAMMAR BOOST: Reporting Verbs

We use reported speech to report what someone has said (or written) without using their exact words. When we do this, we use **reporting verbs** to introduce the reported speech. We can use different reporting verbs to help express the speaker's (or writer's) meaning.

	Meaning and Use	Examples
Stating	• When the person simply stated information, use: <i>say, announce, tell, state, write</i> .	Most people don't recognize how dangerous ordinary activities are, Carr says .
Explaining	• When the person explained something, use: <i>explain, clarify, define</i> .	Ingrid Fedoroff explained that it's "terrible" to work in an aging and dangerous building.
Revealing	• When the person revealed information, use: <i>confess, admit, confirm, acknowledge, reveal</i> .	Ortega admits he also took a "calculated risk" staying in Johnson's Landing.
Suggesting	• When the person made a suggestion, use: <i>suggest, claim, guess, think, predict, propose</i> .	Carr suggests that people can't discern the difference between healthy risks and overly dangerous ones.
Persuading	• When the person tried to persuade someone, use: <i>argue, warn, maintain, insist, advise, point out, recommend</i> .	He doesn't ski because he's an excitement junkie, he maintains .
Questioning	• When the person questioned information, use: <i>question, speculate, wonder, challenge</i> .	She speculates that she takes risks because they make her feel more alive.

Note: You have to use an indirect object with the verb *tell*.

He **told** me that he was nervous.

The skydiving instructor **told** the class to be careful.

A Write the reporting verbs in the box in the correct places in the chart. Then add one more verb to each column.

acknowledge announce challenge claim clarify confess
define guess insist speculate state warn

Stating	Explaining	Revealing	Suggesting	Persuading	Questioning

B Circle the correct reporting verb to complete each sentence.

1. Climbing mountains, he *defines* / *insists*, is different from skiing. It's more exciting.
2. Ortega knew that what he did was dangerous. However, he did *acknowledge* / *guess* the mudslide experience has brought him into the present moment.
3. Chronic risk-takers, *questions* / *writes* Oldham, frequently disregard safety.
4. His friends were strongly against the climbing expedition. They *speculated* / *warned* that climbing a mountain without training was too risky.
5. Mark *wondered* / *claimed* if he was more afraid of emotional risks than physical ones.
6. He *defines* / *recommends* a risk as an activity that makes it possible that you will lose something valuable.
7. We stopped climbing when the guide *announced* / *argued* that it was time for lunch.
8. He *admits* / *claims* that he's the best climber in the group, but we're not sure if that's true.

C Put the words in order to make sentences.

1. that we / our teacher / have / tomorrow / a quiz / announced

2. the quiz / one story / clarified that / he / only about / was

3. me / about my / always / my parents / homework / question

4. that / is / the author / taking risks / to do / a good thing / claims

5. if I / at the top / I wonder / of the cliff / will be afraid

6. this hiking trail / me / about / my friend / on / warned / the risks

7. to me / afraid of heights / confessed / my brother / that he was

8. was still on / that / Aki / the stove / pointed out /

Vocabulary Boost

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

1. Disregarding care for the environment can lead to **catastrophic** weather events, such as powerful storms.
2. The **consumption** of food and beverages is not allowed in the auditorium.
3. Luis is very **familiar** with the rules of chess—he has been playing the game since he was very young.
4. Eating too much sugar can make children jump around and generally be **hyperactive**.
5. The city government has recently **imposed** new parking fines.
6. Uncle Andrew experienced symptoms of **withdrawal** after giving up smoking, but they soon went away.

Word	Part of Speech (noun, verb, adjective)	Definition
		extremely tragic
		effects after stopping using an addictive substance
		frequently seen or experienced
		more active than usual or desirable
		eating or drinking something
		to place upon, burden

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

1. The school _____ strict penalties for cheating on tests.
2. Juan is not _____ with the neighborhood—he's never been there before.
3. Sometimes, _____ children benefit from a calming adult presence.
4. _____ of too many high-calorie foods and drinks leads to weight gain.
5. _____ symptoms, such as nausea, sweating, and depression, can be experienced by a person who suddenly stops using an addictive drug.
6. It is essential to plan for natural disasters and other _____ events, such as fires, train wrecks, and explosions.

Share Your Perspective

C Write three examples of risks that people may dread, or greatly fear.

1. _____
2. _____
3. _____

Key Vocabulary

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

characteristic exhibit prevalent reckless sensation susceptibility

- Kindness and helpfulness are two very attractive _____.
- The _____ of falling through space is exciting in part because it's scary.
- Wingsuit fliers say if they are well trained, they are facing calculated risks and aren't _____.
- Mr. Lin _____ signs of fatigue whenever he climbs the stairs.
- Janus's _____ to boredom is what drives her to try new experiences.
- People taking part in high sensation-seeking sports are more _____ than ever.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

- Snow and ice have caused a **chaotic** situation on the roads.
 - extremely joyful
 - completely confusing
- Psychologists find the varieties of human behavior to be **fascinating**.
 - extremely interesting
 - extremely disturbing
- Jasper was not only scared of the dark, he was **overwhelmed** with fear whenever the lights went out.
 - overcome by thought or feeling
 - able to stand up to anything
- Our class had a **stimulating** discussion about the new movie—now I can't wait to see it.
 - very long, detailed, and dull
 - exciting, making you feel more active
- Standing up on water skis is scary and fun—it's a **thrill** like nothing else.
 - feeling of excitement
 - feeling of danger
- Cecilie's most outstanding **trait** is that she is interested in other people.
 - appearance
 - characteristic

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

- Having green eyes is a(n) _____ shared by many of Ricardo's family members.
- Jill is very busy and almost _____ by how much she needs to do by Friday.
- Traffic was _____, and every intersection was choked with cars and honking horns.
- Psychology is full of _____ research about the unbelievable things people do.
- Because of their curiosity, young children like to be in _____ environments.
- For a nature photographer, the _____ of tracking and taking pictures of an elephant is unmatched.

1. Ken Carter thinks high sensation-seeking people are a new phenomenon created by social media.

1. Fifty-eight percent of the thrill-seeking characteristic tends to be _____.

b. misunderstood

b. a challenge

b. thrill

b. emotional intelligence

b. characteristics

C Reread lines 34 to 49 of “Personality Plus Plus Plus” in the Student Book. Based on what you read and what you know, what might you infer about people who are thrill-seekers?

56 Unit 3 Personality Plus Plus Plus

Vocabulary: Greek and Latin Roots

A Match the Greek and Latin roots with their meaning. Use a dictionary, if needed.

- | | |
|--------------|-------------|
| ___ 1. aqu | a. light |
| ___ 2. gen | b. over |
| ___ 3. lingu | c. fear |
| ___ 4. photo | d. water |
| ___ 5. phob | e. family |
| ___ 6. super | f. language |

B Use the meaning of the root to help you choose the correct definition for each word.

1. aquarium
 - a. farmers and their way of life
 - b. a container for living fish and plants
2. genetic
 - a. moving very quickly, like lightning
 - b. characteristics passed down from parents to children
3. bilingual
 - a. able to use two languages
 - b. having two nationalities
4. photogenic
 - a. an electronic picture
 - b. suitable for being photographed
5. aerophobia
 - a. fear of flying
 - b. fear of air
6. superpower
 - a. very strong ability to fight
 - b. unusual power like those of superheroes

C Write sentences using words with the Greek or Latin roots in Activity A or B. Use a dictionary, if needed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Indirect questions can be found inside statements or questions. We use them for two reasons: to ask for information in a polite way when a **direct question** might sound rude (*Can you tell me **what time it is?***?) or to express that we don't know something (*I don't know **what time it is.***).

Yes/No Questions

Questions with <i>do</i>	<ul style="list-style-type: none"> Change the form of <i>do</i> to <i>if</i> or <i>whether</i> (<i>whether</i> is more formal). Use statement word order: subject + verb. 	Does he like to take risks? → Do you know if/whether he likes to take risks?
Questions with <i>be</i>	<ul style="list-style-type: none"> Add <i>if</i> or <i>whether</i>. Use statement word order: subject + verb. 	Was he a risk-taker? → I don't know if/whether he was a risk taker.

Wh- Questions

Questions about the subject	<ul style="list-style-type: none"> Don't change the word order. 	Who went first? → Can you tell me who went first?
Questions about the subject with <i>be</i>	<ul style="list-style-type: none"> Change the word order to question word + noun + <i>be</i>. 	Who is the biggest risk taker? → I'm not sure who the biggest risk taker is.
Other questions with <i>do</i>	<ul style="list-style-type: none"> Delete the form of <i>do</i> and use statement word order: subject + verb. 	Where did Marco go? → Do you know where Marco went?
Other questions with <i>be</i>	<ul style="list-style-type: none"> Use statement word order: subject + <i>be</i>. 	Why is Hassan late? → I don't know why Hassan is late.

Notes:

1. We often use phrases like these with indirect questions:

To say we don't know: *I don't know, I have no idea, I wonder, I'm not sure, I don't understand*

To ask a polite question: *Can you tell me, Let's ask, Do you know, Could you explain, Can you remember*

2. We can also use indirect questions to say that we *do* know something.

*I understand **why some people take risks.***

A Circle the correct words to complete the indirect questions.

- Where is Karim? → Do you know *where Karim is / where is Karim?*
- When did they learn to ski? → I don't know *when they learn / when they learned* to ski.
- Does Susannah like to climb mountains? → I'm not sure *if Susannah like / if Susannah likes* to climb mountains.
- Is this her favorite sport? → Do you know *whether this is / whether is this* her favorite sport?
- What is his favorite sport? → I don't know *what his favorite sport is / what is his favorite sport.*
- Who asked Marta to go skydiving? → I don't know *who asked Marta / who Marta asked* to go skydiving.

B Rewrite the direct questions to make indirect questions. Use the correct punctuation at the end of each sentence.

1. What's the new student's name?

I wonder _____

2. Is the teacher here today?

Do you know _____

3. Did Gia get on the softball team?

I have no idea _____

4. Where is the main office?

Can you tell me _____

5. Who won the game?

Do you know _____

6. Why did practice start late?

I don't know _____

C Rewrite each sentence to write a direct question.

1. I don't know if they liked the book.

2. I'm not sure if David is on the soccer team.

3. Could you tell me when the bus comes?

4. I wonder where William is.

5. Do you know who called this morning?

6. I have no idea who the captain of the team is.

D Complete each indirect question with your own words.

1. I have no idea _____.

2. I'm not sure if _____.

3. I wonder where _____.

4. Could you explain _____?

5. Do you know whether _____?

Assignment: Write a Narrative Essay

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

1. Where does the writer want to explore?

2. What are the risks she describes?

3. Do the dangers come as a surprise? How do you know this?

4. What descriptive details does she use?

5. How does the writer react when she finally reaches the destination?

B Match the parts of a narrative essay to the sentences. Underline the clues you used.

____ 1. Introduction

____ 2. Risk 1

____ 3. Risk 2

____ 4. Risk 3

____ 5. Conclusion

- a. The Amazon is a challenging place to visit, but it's a very important place for the planet because it is home to a lot of different living things, its trees give us clean air, and it is home to a great deal of traditional culture. It would be worth facing the dangers to learn more about it.
- b. The first risk of visiting the Amazon is that it is very hard to get to. The jungle is very dense in places, and all supplies would have to be carried in. There are lots of places without roads. We would risk getting lost far from outside help.
- c. I want to go to the Amazon rainforest in South America. The Amazon is important to the planet because of the great diversity of life there. That life needs protection. The forest is like the lungs of the Earth, so we all need it for survival. It's also home to many indigenous tribes of people who have lived in this unique ecosystem for thousands of years.
- d. The second risk of visiting there is the danger of fires. In recent years, there have been a record number of fires that have destroyed much of the forest and also endangered the lives of those who live there.
- e. A third risk is from dangerous animals. The Amazon is home to poisonous spiders, people-eating piranha fish, ferocious jaguars, and other animals.

Assignment: Create a Multimedia Dramatic Reading Presentation

A Think about the “My Trip to Mars” narrative essay. Match the sentences you could say to the visuals or audio you could use.

____ **1.** Mars is the fourth planet from the sun, after Earth. It’s often called the “Red Planet.”

____ **2.** Dust storms pop up on Mars on a regular basis.

____ **3.** The term *blast off* says it all: there’s a big explosion.

____ **4.** Our EDL includes retro-rockets.

____ **5.** Everyone applauded when we touched down on the surface of Mars.

a. photo of dust storm on Mars

b. audio of applause

c. diagram of the solar system, showing the sun, Mercury, Venus, Earth, and Mars

d. audio of a rocket blasting off

e. video animation of a Mars lander, gently touching down on the surface of Mars using reverse rockets

B Imagine you are going to visit the Amazon rainforest as in the essay in Activity B on the previous page. Plan a multimedia presentation about your trip and the risks you would face. Use the chart to plan your presentation.

Main Ideas from the Essay	Visual (diagram, photo, video, graphic)	Audio (words, music, sound effects)
Risks		
Benefits		

4 Happiness



▲ Students enjoy themselves during a break from classes at school in Nizwa, Oman.

UNIT LAUNCH

Academic Vocabulary

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

affect concept environment factor survey vary

1. Happiness is a(n) _____ that many social scientists want to study.
2. The _____ in which a person lives and works impacts his or her happiness.
3. The amount of sleep you get can _____ your happiness level.
4. If you want to learn more about your classmates' interests, you can do a(n) _____.
5. An important _____ for many people's happiness is having supportive friends.
6. A person's happiness can _____ from day to day.

Understand

A Put the events from the story in order from 1 to 5.

- ___ **a.** The royal messengers travel around the kingdom.
- ___ **b.** The search for a happy man begins.
- ___ **c.** The king becomes ill.
- ___ **d.** The physician tries to cure the king.
- ___ **e.** The king's son searches for a happy man.

B Read the statements about "The King and the Shirt." Write *T* for True or *F* for False.

- ___ **1.** The king's doctor is the person who suggests looking for a cure.
- ___ **2.** The advisors suggest that a happy man's shirt can cure the king.
- ___ **3.** The king does not agree to the advisors' plan.
- ___ **4.** The rich men in the kingdom are the happiest.
- ___ **5.** The king's son plans to reward the happy man with gold.
- ___ **6.** It was easy for the messengers to find a happy man in the kingdom.

Apply the Skill: Analyze an Allegory

C Complete the chart for "The King and the Shirt."

Symbol	What happens with this symbol in the allegory?	Symbolic meaning (the bigger meaning behind the simple thing)
The royal physician and the royal magician		
The sack of gold pieces		

D Look back at the message you identified in the Student Book. How do the two symbols above support the message?

Vocabulary: Identify Multiple-Meaning Words

A Complete each sentence with a word from the box.

bold clear cure ordered trouble

- Although they looked for years for a(n) _____, the researchers were unsuccessful.
- The server got the customers' order wrong, so he gave them a free dessert for their _____.
- The coach _____ the players to practice every day before the championship game.
- The _____ voices of the children's choir could be heard at the back of the concert hall.
- The girl decided to be _____ and enter the piano competition even though she was nervous.

B Use context to complete the chart with information about the words in bold.

Sentence from the Reading	Part of Speech (noun, verb, adjective)	Definition
A mighty king suddenly became weak with illness.		
His wispy golden curls escaped from under his tall advisor's hat.		
Then the king will be well again.		
The royal son—the one who had been running the kingdom during his father's illness—decided to join in the search.		
As he prepared to knock at the door, he fingered the sack of gold pieces at his side.		

C Match each word with its opposite.

- | | |
|-----------------|------------------------|
| _____ 1. escape | a. forget about |
| _____ 2. finger | b. strong |
| _____ 3. well | c. sick |
| _____ 4. run | d. keep your hands off |
| _____ 5. weak | e. stay |

GRAMMAR BOOST: Indefinite Pronouns

We use **indefinite pronouns** to refer to a person, place, or thing without being specific. Indefinite pronouns often begin with *any-*, *every-*, *no-*, or *some-*.

Indefinite pronouns with *every-* and *any-* describe a complete or indefinite quantity. Indefinite pronouns with *some-* describe an indefinite quantity, and indefinite pronouns with *no-* describe an absence or lack of.

People	anybody, anyone, everybody, everyone, somebody, someone, nobody, no one	No one was ever completely satisfied with his or her life.
Places	anywhere, everywhere, somewhere, nowhere	The royal messengers looked everywhere for a happy man.
Things	anything, everything, something, nothing	This happy man had almost nothing he could call his own.

Notes:

1. We usually use singular verbs after indefinite pronouns.

***No one was** ever completely satisfied with his or her life.*

2. We only use one negative in a negative sentence.

*The happy man **didn't have anything** he could call his own. OR*

*The happy man **had nothing** he could call his own. NOT*

*The happy man ~~**didn't have nothing**~~ he could call his own.*

A Underline the indefinite pronoun in each sentence. Then write whether the indefinite pronoun refers to a person, place, or thing.

1. The royal physician didn't have anything that could cure the king. _____
2. The royal magician tried everything he could to help the king. _____
3. The boy looked everywhere for his shoes before school. _____
4. Have you seen my backpack? I can't find it anywhere. _____
5. I want to go somewhere warm for vacation this year. _____
6. Kayla looked online for information about the event, but there was nothing. _____
7. No one came to the dinner because the invitations had the wrong date. _____
8. Do you know somebody who could fix my car? _____
9. I loaned my watch to someone, but I can't remember whom. _____
10. I will share my study notes with anybody who wants to study them. _____

B Complete the sentences with the correct form of the verb in parentheses.

1. _____ anyone ever visited Cambodia? I'd like to go there. (have)
2. No one _____ to be left out of a fun activity. (like)
3. Everything _____ ready by the time the party guests arrived. (be)
4. Everyone _____ to be happy in life. (want)
5. Nothing _____ forgotten by the team, and the project went well. (be)
6. Someone at the wedding _____ the cake before the bride and groom! (eat)

C Complete the sentences with the correct indefinite pronoun from the box.

anyone anything everywhere nobody something somewhere

1. We should go _____ fun today after school.
2. Let's do _____ new this weekend. Why don't we go hiking?
3. Did you find _____ to help you fix your bike?
4. _____ liked the new TV show. It got terrible reviews.
5. You can order _____ you want at the restaurant for your birthday.
6. We looked _____ for the missing ring, but we couldn't find it.

D Check (✓) the correct sentences. Write an X for the incorrect sentences. Then correct the incorrect sentences.

☐

1. We shouldn't go nowhere this weekend because we need to study.

☐

2. I think that everyone can be happy if they are healthy and loved.

☐

3. Nobody were happy about the closure of the community library.

☐

4. My mom doesn't like to go everywhere with a beach. She's scared of the ocean!

☐

5. Everybody who reads the book loves it.

☐

6. The students tried to fix the robot, but anything they did worked.

Vocabulary Boost

A Complete each sentence with the correct form of a word from the box. Use a dictionary, if needed.

cardboard crown lace migrate tundra

1. Many wedding dresses are made of a material called _____.
2. Many birds _____ to a warmer climate for the winter.
3. In the Arctic region of Europe and North America, much of the land is made up of _____.
4. When we moved to a new city, we packed most of our things in _____ boxes.
5. In the old days, a king always wore a _____ in order to show that he was in charge.

Examine the Photo

B Answer the questions below about the Uncover the Story photo in the Student Book. Use your own words or the words in the box.

boots cardboard crown curtain dress grass princess sleds tent tundra

1. What is in the background of the photo? _____
2. How old do you think the girl is? _____
3. Describe the place where the girl is. _____
4. What is the girl wearing? _____
5. What is the girl doing? _____

Reflect

C Take notes in the chart to plan your journal entry.

Things I did ...	How I felt ...
in the morning	
in the afternoon	
in the evening	

Key Vocabulary

A Write two examples for each item.

	Example 1	Example 2
Things that are fleeting		
Things that give life meaning		
Factors that affect people's well-being		
Places with a high standard of living		
Things that are sustainable		

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

- She had a **portrait** taken that will be displayed at her funeral.
 - a photograph or painting of a person
 - a written description of a person
- Many cultures **bury** the bodies of loved ones at special ceremonies.
 - to put something in the ground
 - to have a party full of laughter
- Ideas of happiness can **differ** from country to country.
 - to disagree
 - to vary
- It's hard to tell what the scientists are trying to **measure**.
 - to find the size or weight of something
 - to guess the size or weight of something
- A wedding is a big **event** in a person's life.
 - an important thing that happens
 - a strange thing that happens

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

- The sailors _____ the treasure on a small island where no one would find it.
- The twins looked exactly the same, but _____ from each other in personality.
- A _____ of my grandmother hangs in our living room.
- The spring talent show is the biggest _____ of the whole school year.
- The mother _____ her son's head so she could buy the correct size of bicycle helmet.

Understand

A Choose the correct answer to the questions about "Happiness Around the World."

1. What have many studies found to be an important component in happiness?
 - a. wealth
 - b. clothing
 - c. travel
2. What is one reason that it is difficult to measure someone's happiness?
 - a. No one is ever truly happy.
 - b. Different cultures have different ideas about what happiness means.
 - c. People who speak different languages cannot read the happiness surveys.
3. What does the Chinese word *xingfu* NOT refer to?
 - a. a life with meaning
 - b. a good life
 - c. a good mood
4. What do Western surveys about happiness often focus on?
 - a. social activities
 - b. individual happiness
 - c. relationships
5. Why do many Chinese people have a more positive view of death than Western people?
 - a. because they have a strong connection with dead family members
 - b. because they do not usually lead happy lives
 - c. because they enjoy going to funerals

B Complete the sentences with a word from "Happiness Around the World."

1. Mrs. Xie thinks that choosing her burial clothes is a _____ thing.
2. In English, "happy" might refer to a _____ mood or to a permanent feeling.
3. The Danish term *lykke* describes an everyday sense of _____.
4. In Chinese, there are different terms for happiness, and they have different _____.
5. Research suggests that social _____ are an important factor in a person's happiness.

Apply the Strategy: Preview and Predict

C Match each clue with what it tells the reader about "Happiness Around the World."

- | | |
|--|---|
| _____ 1. the title | a. the idea that people around the world view happiness differently |
| _____ 2. the photo of the Carnival celebration | b. the main points and ideas of the text |
| _____ 3. the headings | c. the idea that languages have different meanings for the concept of happiness |
| _____ 4. Diagrams A and B | d. the topic of the text |

Vocabulary: Understand Shades of Meaning

A Match each word with its definition.

- | | |
|--------------------|--|
| _____ 1. active | a. full of life |
| _____ 2. lively | b. physically busy |
| _____ 3. scold | c. very formal, not cheerful |
| _____ 4. criticize | d. to angrily tell someone his or her behavior is bad |
| _____ 5. solemn | e. to talk about someone or something's bad qualities |
| _____ 6. serious | f. very important, thoughtful, or careful |

B Read the definitions. Then choose the answers.

growth (<i>n.</i>) a natural increase in size or maturity	increase (<i>n.</i>) when something goes up in number or quantity
capture (<i>v.</i>) to preserve information about something, especially regarding its qualities	record (<i>v.</i>) to preserve information about something, usually by using electronic equipment
factor (<i>n.</i>) a fact to be considered	component (<i>n.</i>) a part of a whole

- Circle the things that can show "growth." Underline the things that can show "increase." Some may be both.
a. personality **b.** population **c.** the human body **d.** earnings
- Circle the things that you can "capture." Underline the things that you can "record." Some may be both.
a. numbers **b.** a scene with camera **c.** a feeling **d.** a butterfly
- Imagine that you are planning a picnic. Circle the things that are a "factor" in your planning. Underline the things that are a "component" of your planning.
a. the weather **b.** sandwiches **c.** friends to invite **d.** a picnic blanket

C Circle the word that best completes the sentence.

- Your daughter has really *grown* / *increased*! She's so much taller than the last time I saw her!
- Many *components* / *factors* influenced our decision to close the business.
- We had a really *active* / *lively* discussion yesterday. We shared many different opinions.
- Ahmed used his phone to *capture* / *record* the graduation ceremony.
- The teacher *criticized* / *scolded* the students for talking too much in class.
- The manager *criticized* / *scolded* the employee's presentation at the meeting.

GRAMMAR BOOST: The Comparative

We use the **comparative** form of adjectives to contrast two or more things. Comparatives are usually formed by adding *-er* to a one-syllable adjective or *more* to adjectives with two or more syllables.

1. One-syllable adjectives: add <i>-er</i>	deep —→ deeper	The word <i>happy</i> could refer to a deeper state of satisfaction with your life.
2. One-syllable adjectives ending with consonant + vowel + consonant: double the final consonant and add <i>-er</i>	big —→ bigger	Which has a bigger impact on happiness: genetics or environment?
3. Adjectives that end with <i>-y</i> : change <i>-y</i> to <i>-i</i> and add <i>-er</i>	happy —→ happier	If we want to make people happier , we have to realize that everybody is different.
4. Two or more syllable adjectives: add <i>more</i>	negative —→ more negative joyful —→ more joyful	Many Americans have more negative attitudes toward death.
5. Irregular adjectives	good —→ better bad —→ worse	Wealthier countries usually have better health care and education.

Note: You can use a comparative with *than* to contrast two specific things.

*Do you think young adults are **happier than** middle-aged adults?*

A Underline the comparative adjective in each sentence. Write the number of the rule from the chart that the comparative adjective follows.

- Wealthy countries tend to have higher standards of living. _____
- Wealthier countries often have support for families. _____
- Which city has a cleaner environment? _____
- This class is more interesting than that one. _____
- Conducting a happiness survey is more complicated than it appears. _____
- Some countries have worse standards of living than others. _____
- Some cultures have more positive attitudes toward death. _____
- This city is much hotter than the last one I lived in. _____
- Research shows that people who live in sunnier places are often happy. _____
- The food at this restaurant is much better than at the previous one. _____

B Match to make complete sentences.

- | | |
|---|----------------------------------|
| ___ 1. Recycling creates | a. to measure happiness. |
| ___ 2. Thankful people are often happier | b. a cleaner environment. |
| ___ 3. Wealthier countries are not always happier | c. than poorer ones. |
| ___ 4. Researchers are looking for a better way | d. than other people. |
| ___ 5. My new teacher is friendlier | e. more opportunities. |
| ___ 6. A better education creates | f. than the last one. |

C Write the comparative form of each adjective.

- | | |
|-------------------|-----------------------|
| 1. high —> _____ | 4. bad —> _____ |
| 2. funny —> _____ | 5. busy —> _____ |
| 3. thin —> _____ | 6. expensive —> _____ |

D Complete each sentence with the comparative form of the adjectives in the box.

active beautiful good joyful sad serious

1. Books are _____ than movies because reading sparks your imagination.
2. My younger sister is much _____ than I am. She never stops moving!
3. When a city is cleaner, it is much _____ to look at, too.
4. After the boy's best friend moved away, he was _____ than he had ever been.
5. You need to be _____ about your schoolwork if you want to go to a good university.
6. Many people are _____ when the weather is good than when it is bad.

E Write sentences comparing two things. Use the comparative form of the adjectives in the box and *than*.

bad easy exciting friendly happy hard

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Vocabulary Boost

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

1. Cicero described gratitude as “the mother of all **virtues**.”
2. When a person feels **grateful** for something or to someone, he or she may also feel happier.
3. There’s no universal **facial** expression for a feeling of gratitude.
4. Many people naturally have an **inclination** to return the kindness of another person.
5. The participants had their brains **scanned** in an fMRI machine.
6. Some people are even **hardwired** to be more thankful—their brains are just made for it.

- | | |
|---------------------|--|
| ____ 1. virtue | a. to do an examination of the inside of the body with a special machine (v.) |
| ____ 2. grateful | b. a desire to do something (n.) |
| ____ 3. facial | c. regarding something a person is born with and may not be able to change (adj.) |
| ____ 4. inclination | d. related to the face (adj.) |
| ____ 5. scan | e. moral goodness (n.) |
| ____ 6. hardwired | f. thankful (adj.) |

B Use a word in bold from Activity A to complete each sentence. Change the form of the word as necessary.

1. After coming home tired from work, John’s first _____ was to relax in front of the TV.
2. The teacher was very _____ for the gift his students presented him with at the end of the school year.
3. _____ hair can make a young man look older.
4. There is scientific evidence that some people are _____ to easily gain weight.
5. Cindy was relieved after a(n) _____ showed that her heart was very healthy.
6. Perhaps the greatest _____ a person can have is to be able to love and expect nothing in return.

Share Your Perspective

C Write three interesting facts you learned from the video. Use words from Activity A when possible.

1. _____
2. _____
3. _____

Key Vocabulary

A Circle the correct word to complete the sentences.

1. All living things are made up of *genes* / *samples*.
2. *Gene* / *Genetic* information determines what people look like.
3. The *gene* / *genome* of an animal includes all its genetic information.
4. Scientists can use *DNA* / *samples* to figure out where a person's ancestors came from.
5. The doctors took *DNA* / *a sample* of cells from the patient's liver for testing.

Vocabulary Boost

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

1. People used to believe the earth was flat, although there was no **evidence** to support this.
2. Her **income** almost doubled after she was promoted to company director.
3. A large **portion** of the students eat breakfast at school while the rest eat at home.
4. Can I help you find a **particular** ring, or are you just looking around today?
5. The speaker received **tremendous** applause after his talk about how to stop global warming.

- | | |
|-------------------|--|
| ___ 1. evidence | a. relating to a specific person, thing, or idea (<i>adj.</i>) |
| ___ 2. income | b. money earned from working (<i>n.</i>) |
| ___ 3. portion | c. huge (<i>adj.</i>) |
| ___ 4. particular | d. a part of a larger whole (<i>n.</i>) |
| ___ 5. tremendous | e. words or objects that support the truth (<i>n.</i>) |

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

1. The actor is enjoying _____ popularity after the success of his latest movie.
2. There is a lot of _____ that pollution is changing the temperature of our planet.
3. The school used a(n) _____ of its budget to build a new computer lab for students.
4. I've read many great books, but this _____ novel changed my life.
5. People with higher _____ are sometimes happier than people with low ones.

Understand

A Read the statements about “Happiness Might Be Genetic.” Write *T* for True or *F* for False.

- ____ 1. A majority of people do feel happy.
- ____ 2. The results are clear about why some people feel happier than others.
- ____ 3. People with children are always happier than people without them.
- ____ 4. Scientists have done a lot of research on the environmental influences on happiness.
- ____ 5. This scientist wanted to study the role of the genome in human happiness.
- ____ 6. The study found that there are no particular genes linked to happiness.

B Answer the questions about “Happiness Might Be Genetic.”

1. What does the scientist’s mission include?

2. What have past studies about happiness looked at?

3. What two things did scientists look at in this study?

4. What governmental roles does the United Arab Emirates have?

Apply the Skill: Identify Central Idea and Details

C Label the items *T* (topic), *CI* (central idea), or *SD* (supporting detail).

- ____ 1. There are particular genes that are linked to human happiness.
- ____ 2. happiness
- ____ 3. genetic effects on happiness levels
- ____ 4. The study used evidence from over 300,000 people.
- ____ 5. To make people happier, we have to realize that everyone is different.
- ____ 6. Studies show that about 40 percent of differences in happiness can be explained by genetics.

Language Convention: Independent and Dependent Clauses

A Look at the clauses. Label each clause *D* (dependent) or *I* (independent).

- ____ 1. Since money isn't a good thing
- ____ 2. The word *happy* can refer to different things
- ____ 3. If you're born with genes that give you a higher level of happiness
- ____ 4. He argued with his wife
- ____ 5. If he were rich
- ____ 6. Because many Chinese have a strong sense of connection with family members

B Read each sentence. Highlight the dependent clause. Underline the independent clause.

- 1. Because not everybody needs to do the same thing to become happy, we need to develop many types of plans to help people become happier.
- 2. Although her job requires very long hours, she is paid handsomely.
- 3. Even though she is still healthy, Mrs. Xie has already chosen the clothes she will be buried in.
- 4. Western-made surveys usually ask about an individual person, even though research suggests that social relationships are one of the most important factors in a person's well-being.
- 5. But try as they might, they could not find a truly happy man.
- 6. As he prepared to knock at the door of the humble cottage, he fingered the sack of gold pieces at his side.

C Choose the correct clause to complete each sentence.

- 1. _____, take his shirt and bring it back to the castle.
 - a. When you find a happy man
 - b. You found a happy man
- 2. If a man's marriage was joyful, _____.
 - a. his children caused him no end of worry
 - b. which his children caused him no end of worry
- 3. As the door opened, _____.
 - a. the king's son could only stare
 - b. before he knocked
- 4. My mission is to provide you with evidence, _____.
 - a. I'm going to talk about the biology of well-being
 - b. so I'm going to talk about the biology of well-being
- 5. The medicine will save many lives _____.
 - a. the government approves it for use
 - b. if the government approves it for use

GRAMMAR BOOST: *Be Going to* for the Future

Be going to is usually used to talk about the future. It refers to an unspecified time in the near future. Statements with *be going to* are formed with **subject + be + going + infinitive**.

I am going to talk about the biology of well-being.

Questions with *be going to* are formed with **be + subject + going + infinitive**.

Is the professor going to talk about happiness today?

Common Uses	Examples
Intentions and plans	<p>I'm going to introduce you to the connection between the human genome and its exposure to the environment.</p> <p>Aren't the scientists going to repeat that study with more participants?</p>
Predictions	<p>Denmark is going to be number one on the happiness survey. There are a lot of happy people there.</p> <p>Is China going to report higher happiness levels than Canada?</p>

A Check (✓) whether each sentence is describing an intention or a prediction.

	Intention	Prediction
1. I am going to ask to retake the quiz.	<input type="checkbox"/>	<input type="checkbox"/>
2. We are going to practice our presentation tonight.	<input type="checkbox"/>	<input type="checkbox"/>
3. There's going to be more snow this year than last year.	<input type="checkbox"/>	<input type="checkbox"/>
4. I'm going to do badly in the game because I didn't sleep enough.	<input type="checkbox"/>	<input type="checkbox"/>
5. The new book is going to be a best seller.	<input type="checkbox"/>	<input type="checkbox"/>
6. Ali is going to study economics at the university.	<input type="checkbox"/>	<input type="checkbox"/>

B Circle the subject in each sentence. Highlight the verb *to be*. Underline the infinitive.

- He is going to speak to his boss about a promotion.
- The teacher is going to give an extra English exam next week.
- The researchers are not going to reveal the results of their experiments until next year.
- My friend is going to visit her cousin in Vietnam next summer.
- Are you going to come to the birthday party?
- When are they going to give the presentation?

C Put the words in order to make statements and questions with *be going to*.

1. he / going / take / the exam / not / is / to / .

2. are / be / an / teacher / excellent / you / going / to / .

3. to / going / present / they / are / in / class / tomorrow / ?

4. isn't / she / to / going / the / champion / be / .

5. return / pencil / you / going / aren't / to / my / ?

6. biology / study / to / your / going / son / is / ?

D Circle the correct words to complete each sentence.

1. My family and I *are / is* going to Tokyo for vacation next spring.

2. *Aren't / Isn't* your brother going to go to college to be a nurse?

3. *Is going to buy Jamie / Jamie going to buy* a new scooter this year?

4. You *are / is* going to *be / been* hungry since you didn't eat breakfast.

5. *Are / Is* the mayor going to *made / make* a speech this afternoon?

6. This new science experiment *is / are* going to be challenging.

E Complete the sentences with *be going to* and the verb in parentheses.

1. The sky is very dark. I think it _____. (rain)

2. He's been training so hard that he _____ the swimming competition. (win)

3. Scientists _____ a cure for the virus this year. (not discover)

4. In this presentation, I _____ you to the concept of time travel. (introduce)

5. We just missed the train. We _____ home in time for dinner. (not be)

6. I haven't studied at all. I _____ the exam. (not pass)

Assignment: Conduct a Personal Interview

A Complete the sentences with words or phrases from the box to make sentences you can use to begin your interview.

appreciate looking forward should take taking the time what you have to say

1. Thank you for _____ to talk with me today.
2. I really _____ your agreeing to do this interview.
3. I'm _____ to speaking with you today.
4. This interview _____ about ten minutes.
5. I'm so excited to hear _____.

B Match to make follow-up questions and statements you can use during your interview.

- | | |
|-----------------------------------|-------------------------------|
| _____ 1. Can you tell me | a. you mean by that? |
| _____ 2. Can you explain what | b. more about that. |
| _____ 3. Could you please | c. when you say that. |
| _____ 4. Please tell me a little | d. more about that? |
| _____ 5. I wonder what you mean | e. clarify that a bit? |
| _____ 6. I'd love to hear more of | f. that story. |

C Put the words in order to make sentences to end your interview.

1. thank / so / time / much / you / your / for

2. have / I / enjoyed / interview / this / really

3. again / thanks / talking / me / with / for

4. interesting / has / very / been / this

5. appreciate / you / I / the / to / opportunity / speak / with

D Practice saying the sentences in Activities A, B, and C aloud. Repeat them to improve your fluency.

Assignment: Write an Informational Report

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

1. What sentence is used to introduce Yolanda?

2. What details are included about Yolanda?

☐ age

☐ height

☐ weight

☐ hair color

☐ interests

☐ education

☐ occupation

☐ where she is from

☐ how many children she had

☐ how she is related to the author

3. What is the main idea of paragraph 2?

4. What is the main idea of paragraph 3?

5. What is the main idea of paragraph 4?

6. How does the informational report end?

B Write one label from the box for each sentence.

examples explanation topic sentence quotation

_____ 1. Yolanda has learned a lot about being happy in her 82 years.

_____ 2. She believes it's important to notice the little things in life and to find joy in each day.

_____ 3. She says that everyone should smell a beautiful flower or smile at a neighbor.

_____ 4. "Life goes quickly, and we should try to appreciate the time we have."

C Match each topic sentence with a quotation that supports it.

_____ 1. My grandmother's happiest memory is a simple one.

_____ 2. Many of the things that made my grandmother happy when she was younger make her happy now.

_____ 3. Yolanda has learned a lot about being happy in her 82 years.

a. "My mother packed a picnic lunch, and we ate outside in our garden."

b. "Life goes quickly, and we should try to appreciate the time we have."

c. "When I was younger, I was happy when I was with my friends and family. That still makes me happy."

5 Shaping Identity



UNIT LAUNCH

▲ A girl looks at her reflection in a mirror in St. Petersburg, Russia.

Academic Vocabulary

A Match to make complete sentences.

- | | |
|--|---|
| ___ 1. Because she is class president, | a. after a day of discussions. |
| ___ 2. Donna is fun to be with; | b. Layla's status is very high. |
| ___ 3. This trophy doesn't have much intrinsic value, | c. she always has a good attitude about life. |
| ___ 4. A strong personality doesn't always | d. but the fact is we just don't know. |
| ___ 5. There are some notions about who took the money, | e. indicate a high sense of self-worth. |
| ___ 6. The two groups came to a positive resolution | f. but it's important to Francisco because it shows he belongs to the winning team. |

Key Vocabulary

A Complete each sentence with a word from the box.

arrogant bitter humiliated pathetic stutter suffocating

1. Katherine began to _____ as a young girl.
2. Katherine felt like she was _____ and had to get some fresh air.
3. The class president thought she had all of the answers. She was too _____ to listen to advice from others.
4. The sound of his harsh voice brought back _____ memories for Cara.
5. Jemal knew it seemed _____, but when the fire alarm sounded, he was scared.
6. They were _____ when they lost the game because they were not prepared.

Vocabulary Boost

B Read the definitions. Then complete the tasks.

desperately (<i>adv.</i>) wanting to do anything to change a bad situation	insult (<i>n.</i>) a statement or action that is rude
fluently (<i>adv.</i>) speaking or writing in a smooth and confident way, without mistakes	panic (<i>n.</i>) a sudden, overpowering fright
frustration (<i>n.</i>) a deep sense of dissatisfaction	triumphantly (<i>adv.</i>) in a way that celebrates victory

1. Choose the thing that can cause "panic."
 - a. an animal's sudden growl
 - b. forgetting your phone
2. Choose the thing that can cause "frustration."
 - a. a thunderstorm
 - b. losing your keys
3. Choose the thing that can be done "fluently."
 - a. speaking a foreign language
 - b. accepting an award
4. Choose the thing that can be done "triumphantly."
 - a. riding the bus to school
 - b. kicking a winning goal
5. Choose the thing that can be an "insult."
 - a. being asked to make a speech
 - b. being called a bad name
6. Choose the thing that can be done "desperately."
 - a. a doctor trying to save a life
 - b. a parent winning an argument

Understand

A Circle the correct words to complete the statements about "Out With It."

1. The author's name is "out of reach" because she *stutters* / *is shy*.
2. She is angry because she can't vent her *attitude* / *frustration*.
3. At the birthday party, she was *having fun* / *talking with friends* and forgot about her stutter.
4. The boy says, "Cat got your tongue?" because he wants to be *friendly* / *mean*.
5. When her friend helps her, the author feels *triumphant* / *flushed*.
6. She feels *grateful* / *pathetic* because she can't stand up for herself.
7. She tried many times, but she wasn't able to force herself not to *cry* / *stutter*.
8. She had a good life, but her emotions *indicated* / *alternated between* joy and fear.

B Answer the questions.

1. How did her parents try to help?

2. What was she afraid of?

3. Who could she look up to who also stuttered?

4. What became the driving force in her life? How?

Apply the Strategy: Make Text-to-Self Connections

- C Katherine felt panic when the boy asked her name. Have you ever felt nervous or anxious? What caused the feeling? What did you do next?

Language Convention: Understand Compound Sentences

A Read the compound sentences. Underline the subject and verb in each independent clause. Circle the device that links the two independent clauses in each sentence.

1. Katherine knows she can say her name, but sometimes it doesn't come out.
2. Like Katherine, most stutterers know what they want to say, but they have difficulty saying it.
3. Many young children may stutter or stammer, for it is very common.
4. Stuttering can be debilitating; it can have an impact on self-esteem and interactions with other people.
5. Some stutterers have difficulty starting a word, phrase, or sentence, yet others repeat a sound, syllable, or word.
6. Most stutters talk to themselves easily; also, they can usually produce words fluently when they sing.

B Write compound sentences using coordinating conjunctions: *and, but, or, for, so, yet*.

1. You can read the news on your phone. You can watch the news on TV.

2. Javier can smell the flowers. He can't see them.

3. Gen's friends came to the party. They completely surprised her.

4. Fear of failure made Raoul want to succeed. He worked harder than any of his classmates.

5. Lucas hates to miss a rehearsal. Singing in the school choir is his favorite activity.

6. Maria refuses to eat broccoli. She will eat cauliflower.

7. Peng is a vegetarian. He doesn't eat meat.

8. Katherine stuttered. She never stuttered when talking to her puppy.

C Complete each compound sentence with a coordinating conjunction and your own words.

1. Sometimes I get anxious during a test, _____.
2. Occasionally, Carlos drinks coffee after dinner, _____.
3. I have homework every night, _____.
4. I will watch a TV show tonight, _____.
5. Telly played basketball with her friends, _____.

We use *like* and *as* to make comparisons. We use *like* to say that two things are similar or not similar. We use *(not) as ... as* to show that two things are equal or unequal in some way.

Like / As	Meaning and Use	Examples
<i>like</i>	<ul style="list-style-type: none"> For negative statements with <i>be</i>, use <i>be + not like</i>. For negative statements with other verbs, use <i>do/does not + verb + like</i>. Use these verbs with <i>like</i> to say how things are similar: <i>feel, look, sound, taste, smell, seem</i>. 	<p>I could be like the rest of the world.</p> <p>This school is not like my old school.</p> <p>I tried to talk like Mum.</p> <p>She doesn't talk like I do.</p> <p>Every interaction felt like an obstacle course.</p> <p>You don't sound like my brother.</p>
<i>as ... as</i>	<ul style="list-style-type: none"> Use adjectives with the verb <i>be</i>: <i>be + as + adjective + as</i> <i>be not + as + adjective + as</i>. Use adverbs with other verbs: <i>verb + as + adverb + as</i> <i>do/does not + verb + as + adverb + as</i>. 	<p>I'm as smart as anyone else.</p> <p>The second book is not as good as the first one.</p> <p>She runs as fast as I do.</p> <p>I don't talk as quickly as you do.</p>

Note: You can use *just* to intensify *like*.

*I could be **just like** the rest of the world.*

A Put the words in order to make statements with *like* and *as ... as*.

1. talk / other kids / Katherine Preston didn't / like

2. everyone else / wanted / she / to sound / like

3. like / she / a wreck / felt

4. say / easily / she couldn't / other kids could / her name / as / as

5. as / talking to other people / as / talking to her puppy / easy / was / not

B Choose the sentence with the same meaning.

1. Muhammad and his brother have very similar voices.
 - a. Muhammad sounds like his brother.
 - b. Muhammad doesn't sound like his brother.
2. Anna has brown hair and brown eyes, but her sister has blond hair and blue eyes.
 - a. Anna looks like her sister.
 - b. Anna doesn't look like her sister.
3. Eduardo likes sports and video games. Mike likes science and books.
 - a. Eduardo is just like Mike.
 - b. Eduardo isn't like Mike.
4. Katie likes to wear jeans every day, but her best friend Nyla wears dresses.
 - a. Katie dresses like Nyla.
 - b. Nyla doesn't dress like Katie.
5. Tina made this pizza? I thought it was from Mario's!
 - a. Tina's pizza tastes like the pizza from Mario's.
 - b. Tina's pizza doesn't taste like the pizza from Mario's.

C Complete each sentence with the verb and the adjective or adverb in parentheses, and (not) as ... as.

1. Sung Bo did really well on the test, but I got a bad grade.
I _____ Sung Bo did. (do, well)
2. Kaya is taller than Ming.
Ming _____ Kaya. (be, tall)
3. Today's quiz was hard. Last week's quiz was really difficult, too.
Last week's quiz _____ this week's quiz. (be, difficult)
4. Kyler reads so fast. I wish I could read that quickly.
I _____ Kyler. (read, quickly)
5. Julia and I studied for three hours last night.
I _____ Julia did. (study, long)

D Write four sentences comparing yourself to another person. Use *like* in two sentences and *as ... as* in two sentences.

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

Vocabulary Boost

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

background landscape self-portrait streetcar title tracks

1. In this old photo, that's me in front, and in the _____ are some of my friends.
2. The _____ of William Shakespeare's most famous play is *Romeo and Juliet*.
3. Sometimes artists include their own _____ in a larger painting that includes other people.
4. Trains and subways travel on iron rails called _____.
5. One hundred years ago, electric _____ were a common way to get around in cities.
6. The _____ of Mars is similar to Earth in some places, with mountains, valleys, and volcanoes.

Examine the Painting

B Answer the questions about the Uncover the Story image. Use your own words or the words in the box.

desert hills smoke train window

1. What is in the bottom front of the painting? _____
2. What is in the background of the painting? _____
3. Where is the girl? _____
4. What is the girl doing? _____
5. What words can you read in the painting? _____

6. What is the girl thinking about, do you think? _____

Reflect

C Take notes in the chart to plan your artwork that shows your identity.

Words that describe my identity	How I can show this	My "streetcars"	Symbolic meaning (the bigger meaning behind the simple thing)

Key Vocabulary

A Complete each sentence with a word from the box.

avid contagious discipline mania prestige

1. Everyone here is swept up in soccer _____ every time the World Cup is played.
2. Shuang is a(n) _____ literature fan, reading everything she can get her hands on.
3. Those two brothers have completely different interests. One is interested in studying art and music, and the other is passionate about any _____ related to science.
4. Bo doesn't care what people think about him or how much _____ he has—he loves his work and would do it for nothing.
5. His teacher's _____ enthusiasm about learning is what makes Yousef want a career in education when he grows up.

Vocabulary Boost

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

1. Nyla has a lot of **admiration** for her parents. They work very hard.
2. Jenny and Ysabel have a strong **bond** of friendship. They have been very close since kindergarten.
3. It is human nature to want to be like your neighbors and **conform** to what is expected.
4. Our class can **identify with** our "sister school" pen pals in Australia. We are the same age and have a lot of similar interests.
5. Jerry loves his new bike and is **obsessed** with anything related to cycling.
6. It's not **rational** to think you will have the same friends all your life.

- | | |
|------------------------|---|
| _____ 1. admiration | a. to feel connected to someone or something (<i>phr. v.</i>) |
| _____ 2. bond | b. a feeling of great respect and liking (<i>n.</i>) |
| _____ 3. conform | c. reasonable (<i>adj.</i>) |
| _____ 4. identify with | d. something that unites two or more people (<i>n.</i>) |
| _____ 5. obsessed | e. to act like others (<i>v.</i>) |
| _____ 6. rational | f. preoccupied with an idea or interest (<i>adj.</i>) |

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

1. It's _____ to continue performing an action that delivers results.
2. Ms. Mendoza _____ many of her students.
3. Gloria's _____ for her older brother comes from years of watching him try and try again.
4. José's teammates formed a deep _____ over their shared love of soccer.
5. Sumi doesn't _____ to her family's expectations. They are all athletic and she isn't.
6. Faisal is _____ with music. He practices the piano and clarinet every day.

Understand

A Complete the statements about "The Psychology of Being a Sports Fan."

1. *Fans* are people who _____.
2. The field of sports fanaticism _____.
3. If your team is winning, _____.
4. Higher self-esteem and less depression is found in _____.
5. The article says if your team is doing well, _____.
6. Once people move away from their hometown, _____.

B Complete the sentences with a word from "The Psychology of Being a Sports Fan."

1. There can be peer pressure to join in small-town sports _____.
2. Humans are social animals with a need to _____ with the group.
3. Male fans experience _____ surges similar to those of players when their team wins or loses.
4. BIRG describes the great pride spectators feel when their team _____.
5. To CORF is to not identify with your team when it _____.
6. Much of the _____ of watching your team is experiencing the positive feelings of "eustress."

Apply the Skill: Analyze an Argument

C Read the outline for an argument. Write one more reason and one more piece of evidence. Then evaluate the argument.

Claim	All students should participate in sports.
Reasons	<ul style="list-style-type: none"> • Sports activities are good for physical health. • People who don't like sports will learn to enjoy them. •
Evidence	<ul style="list-style-type: none"> • Keeping active helps to build strength, reduce fat, and improve feelings of well-being. • Trying new things is the best way to discover new interests. •
My Evaluation	

Vocabulary: Figurative Language—Idioms

A Match the idioms on the left with the meanings on the right.

- | | |
|---|----------------------------------|
| ___ 1. Get off my back. | a. We're in trouble. |
| ___ 2. You hit the nail on the head. | b. Stop bothering me. |
| ___ 3. We're in hot water. | c. You said the wrong thing. |
| ___ 4. You put your foot in your mouth. | d. You're exactly right. |
| ___ 5. We're all in the same boat. | e. She looked at him angrily. |
| ___ 6. She gave him a dirty look. | f. We all have the same problem. |

B Underline the idioms. Then match the idioms to their definitions.

- Luis has worked harder this year than ever. He's really turned over a new leaf.
 - After my cousin became a doctor, my family raised the bar on what they expect of my brother and me.
 - Jin couldn't believe his eyes when he saw the score. His team had won in the final seconds.
 - Ana needs to crack a book, or she isn't going to pass this class.
 - Kai doesn't know how to play the French horn, but he wants to join the school band, so he figures he'll give it a shot.
 - The storm was really bad, but the silver lining is that it blew away the smog.
- | | |
|----------------------------------|--|
| ___ 1. couldn't believe his eyes | a. increase the expectation |
| ___ 2. crack a book | b. try to do something |
| ___ 3. give it a shot | c. open up a book and study |
| ___ 4. raise the bar | d. start something new, positive |
| ___ 5. silver lining | e. be shocked or surprised at something seen |
| ___ 6. turn over a new leaf | f. happy side effect of an unpleasant thing |

C Complete the sentences using idioms from Activity A or B.

- Paula _____ when she suggested that the man was lying.
- Ahmed _____ when he told the embarrassing story about his cousin.
- I don't know much about fixing a printer, but I will _____.
- My mother _____ when she saw how clean my bedroom was.
- Vinh has a very positive attitude about life. He can see the _____ in some unfortunate situations.

GRAMMAR BOOST: Relative Pronouns

We use **relative pronouns** in clauses to give more information about a noun. A relative clause contains a subject and a verb. It describes the noun that comes before it.

Relative clauses can start with *who*, *that*, *which*, *where*, and *when*.

	Meaning and Use	Examples
Subject relative pronouns	<ul style="list-style-type: none"> A relative pronoun can be the subject of a relative clause. It is followed by a verb. You can use <i>who</i>, <i>that</i>, or <i>which</i> as the subject of a relative clause. Use <i>who</i> or <i>that</i> to describe people. Use <i>that</i> or <i>which</i> to describe things. 	<p>A sports fan is a person who is enthusiastic <u>about sports</u>.</p> <p>There's a sense of community that comes <u>with being a sports fan</u>.</p> <p>Being a fan has a ripple effect, which can <u>benefit all aspects of life</u>.</p>
Object relative pronouns	<ul style="list-style-type: none"> A relative pronoun can also be the object of a relative clause. It is followed by the subject and verb of the clause. You can use <i>who</i>, <i>that</i>, <i>which</i>, <i>where</i>, and <i>when</i> as the object of a relative clause. Use <i>where</i> to describe a place and <i>when</i> to describe a time. 	<p>The game that we went to was really exciting!</p> <p>The stadium where the team plays is brand new.</p> <p>The day when I went to my first game was one of the best days of my life.</p>

Notes:

1. You can usually omit an object relative pronoun. You can't omit *where*.

The game (that) we went to was really exciting!

2. Sometimes a relative clause is separated from the rest of the sentence by commas. In this case, the relative clause is simply giving extra information about a noun.

The winning team, which had won all its games that season, played an excellent game.

A Circle the correct relative pronoun to complete each sentence. Then check (✓) whether the relative pronoun refers to a person, thing, place, or time.

	Person	Thing	Place	Time
1. A fan is someone <i>who</i> / <i>where</i> strongly admires a particular person or thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A person <i>which</i> / <i>that</i> is obsessed with something is a fanatic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There is a lot of research <i>that</i> / <i>who</i> shows that there are benefits to being a sports fan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Many fans have fond memories of moments <i>when</i> / <i>where</i> they watched their teams win.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. In homes <i>which</i> / <i>where</i> people are watching major sporting events, there is usually a lot of cheering and yelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Often, people like to wear clothing <i>that</i> / <i>who</i> identifies them as fans of a particular team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Answer the questions about the sentences in Activity A.

1. Which sentences have subject relative pronouns? _____
2. Which sentences have object relative pronouns? _____

C Complete each sentence with the correct relative clause from the box. Then cross out the two object relative pronouns that can be omitted.

that had our team's logo on them
that I saw live
when the buzzer went off at the end of the game
when the team really needed her assistance
where we saw the game
where we were sitting
who are all big sports fans
who had hurt his knee

1. I remember the first basketball game _____.
2. I was with my mom, dad, and sister, _____.
3. We were all wearing shirts and hats _____.
4. The arena _____ was huge.
5. The place _____ was right behind our team's basket.
6. Our team's best player, _____, didn't play during the first half of the game.
7. Our best player joined the game during the second half, _____
_____.
8. The second _____, we jumped up and cheered
because our team had won!

D Complete each sentence with your own ideas.

1. I'm the kind of person who _____.
2. I like to go to places where _____.
3. I will always remember the time when _____.
4. I like to be around people who _____.
5. I don't like activities that _____.
6. I always have fun when I am with my friends, which _____.

Vocabulary Boost

A Use context to complete the chart about the words in bold.

1. We want to **advise** you that your package has arrived.
2. Carolina **expects** that her brother will be late. He always is.
3. The Chens are **proud** of their daughter's athletic achievements.
4. Social **pressure** is strong when friends want you to join them.
5. The teacher wrote letters of **recommendation** for the top students applying for science camp.
6. King Tut's **tomb** was found by archaeologists in 1922.

Word	Part of Speech	Definition
		a stone structure where a dead person is buried
		an attempt to influence someone
		to think something will happen
		to tell someone about something
		feeling pleased about something you are involved with
		a suggestion to choose someone or something

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

1. John's job promotion is something he is _____ of. He worked hard to get it.
2. They _____ their team will win the finals this year.
3. We will _____ you of any change to the exam schedule.
4. In many countries, wealthy people are often buried in a family _____.
5. The school's _____ is that every student take summer classes.
6. Antony's friends tried to _____ him to run for class president, but he refused.

Share Your Perspective

C Think of two subjects you are especially interested in. Then complete the chart.

Subjects I am interested in	How important it is to me (1–10)	Jobs related to each subject
1.		
2.		

Key Vocabulary

A Choose the correct word to complete each sentence.

- When he went overseas for the summer to study, Rodrigo felt _____ from his family.
a. saturated b. perished c. disconnected
- The _____ was clear in Jill's eyes when the announcement was made: "I couldn't have won the contest!" she said.
a. disbelief b. expanse c. saturation
- The school was surrounded by a vast _____ of sports fields.
a. disbelief b. expanse c. saturation
- Centuries ago, sea travelers often _____ on long ocean journeys.
a. saturated b. perished c. disconnected
- Ali tried to clean up the spill with a small towel, but the cloth quickly became _____.
a. saturated b. perished c. disconnected

Vocabulary Boost

B Complete the sentences with the correct form of the words from the box. Use a dictionary, if needed.

expedition imagine instrument knowledge navigate sacrifice

- For centuries, mechanical _____ have been used to guide boats and ships.
- The villagers _____ their canoes day and night in search of land.
- The _____ included five families who crossed the mountains on foot.
- _____ you have just won a million dollars.
- Kendall's _____ of history is impressive. He loves learning about people of long ago.
- The students raised money and _____ their weekends to help their neighbors rebuild their homes after the storm.

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

- Makani tried to _____ what life would be like in their new island home.
- Kilolani gained his _____ of navigation through years of experience.
- The small airplane's electronic _____ are used to help fly at night and in bad weather.
- The campers _____ the rowboat through choppy waters and reached the far shore.
- My younger sister wants to be an astronaut one day and go on space _____.
- He _____ his Saturday mornings for two months and studied very hard.

Understand

A Read the statements about “Eyes Looking to the Sky.” Write *T* for True or *F* for False.

- ____ 1. Ancient people made ocean voyages of 2,000 miles in canoes.
- ____ 2. The early voyagers found their way by using navigation equipment.
- ____ 3. None of the islanders had ever been to Mata ki te rangi before.
- ____ 4. Makani’s mother has a scar where she cut her leg as a young woman.
- ____ 5. About 20 villagers set out to find a new home.
- ____ 6. Makani was surprised his father had been a navigator because his father never spoke of Kilolani.

B Answer the questions about “Eyes Looking to the Sky.”

1. When the storm hits, why does Makani respect Kilolani and the king?

2. Who goes into the sea and who saves them?

3. Who didn’t survive the storm?

4. What does Kilolani talk with Makani about in the days after the storm?

5. Why does Kilolani think Makani might make a good navigator?

Apply the Skill: Analyze Text Structure of a Drama

C Reread lines 164–166 in “Eyes Looking to the Sky.” How does the structure of the text help give meaning to the story?

Text Structure	How It Contributes to the Drama’s Meaning
Stage directions	
Storm Chorus	

Language Convention: Types of Sentences

A Underline the independent clauses, and circle the dependent clauses. Then write *CD* for compound sentence or *CX* for complex sentence.

- ____ 1. People sailed for new lands although they didn't have instruments.
- ____ 2. People made ocean voyages before history was written down.
- ____ 3. When you have the knowledge from the stars and sea, you are ready to travel safely.
- ____ 4. Makani remembered before sailing, when he listened to the elders talk about a faraway island.
- ____ 5. A new home is out there, and the people will find it.
- ____ 6. The island has a big volcano; an elder saw it in a dream.

B Underline the independent clauses, and circle the dependent clauses. Then write *S* (simple), *CD* (compound), *CX* (complex), or *C-C* (compound-complex).

- ____ 1. The king is here, and he's speaking.
- ____ 2. The wind has changed direction!
- ____ 3. The wind is strong, and it's coming from the west.
- ____ 4. It's time to go with this wind before it changes.
- ____ 5. Each canoe can hold twenty people, and there is room for supplies; therefore, forty villagers can journey in two canoes.
- ____ 6. Since he must leave his home Makani is sad.

C Underline the coordinating conjunction (*and, or, but, nor, so, for, yet*) in these compound sentences. Then choose a dependent clause to add to each sentence.

- 1. Stop daydreaming, and go help your mother prepare the fish. ____
- 2. Cut the fish, but don't cut yourself like Mother did. ____
- 3. This is all a dream, and any minute Makani will wake up. ____
- 4. The travelers' real dream is in their destination, but that destination depends on the navigator. ____
- 5. Mother told Makani to hide his disbelief, for what she said was true. ____
 - a. before we are all hungry.
 - b. when she was a young girl.
 - c. even though it seemed surprising.
 - d. although he's never had a dream like this before.
 - e. because without him the people would never arrive.

GRAMMAR BOOST: Adverbs of Manner

We use **adverbs of manner** to say how or in what way a subject does an action.

	Use and Form	Examples
Adverbs of manner	<ul style="list-style-type: none"> An adverb of manner usually follows a verb or verb phrase. Sometimes, the adverb of manner can come before the verb. This emphasizes the meaning. If there are two verbs in a sentence, the adverb of manner comes after the verb or verb phrase that it modifies. 	<p>The cold spray <u>slapped</u> Kilolani cruelly.</p> <p>They bravely <u>bear</u> the storm.</p> <p><u>Cut</u> the fish carefully so you <u>don't hurt</u> yourself.</p>
-ly adverbs	<ul style="list-style-type: none"> To form most adverbs of manner, we add -ly to the end of an adjective. If an adjective ends in -y, change the y to i and add -ly. If an adjective ends in -le, drop the -e and add -ly. 	<p>close → closely quick → quickly</p> <p>happy → happily easy → easily</p> <p>gentle → gently simple → simply</p>
Irregular adverbs	<ul style="list-style-type: none"> Some adverbs have irregular forms. 	<p>good → well hard → hard</p> <p>fast → fast straight → straight</p>

A Circle the adverb of manner in each group.

- | | | | |
|--------------|----------|-------------|--------------|
| 1. happy | sadly | special | perished |
| 2. saturated | careful | sneer | well |
| 3. perished | straight | terrible | disconnected |
| 4. stormy | badly | interesting | expanse |
| 5. solace | courage | squirm | triumphantly |
| 6. fast | gentle | disbelief | frustration |

B Underline the adverb of manner in each sentence.

1. Makani and Ka'imi silently listened to the elders talk about the island.
2. Makani sadly left the island that was his home.
3. Makani watched Kilolani closely to see how he navigated.
4. Kilolani stood at the front of the boat steadily, even though the boat was rocking.
5. They worked hard to get through the storm.

C Rewrite each sentence using an adverb from the box. Write the adverb in the correct place in the sentence.

carefully easily quickly quietly straight

1. When you use a sharp knife, you have to cut.

2. You have to speak in the library.

3. We're going to be late! We have to go or we'll miss our bus.

4. To get to the office, just walk down this path and then turn left at the end.

5. We got good grades on the quiz because we studied a lot.

D Check (✓) the correct sentences. Write an X for the incorrect sentences. Then correct the incorrect sentences.

1. I always try to get good grades hard. ☐

2. Carlos did well in his baseball game last weekend. ☐

3. Tran fast runs really. ☐

4. When I don't understand something, my teacher explains carefully it to me. ☐

5. I sadly waved goodbye to my friend when she moved away. ☐

Assignment: Write a Letter

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

1. What greeting is used to address the recipient of the letter?

2. What is the context in the introductory paragraph for writing the letter?

3. What is one detail from the body of the letter?

4. What is another detail from the body of the letter?

5. In the concluding paragraph, how does the writer say Ms. Ash shaped her identity?

6. What is the closing?

B Match the parts of the letter with the examples.

- | | |
|---------------------------------|---|
| _____ 1. greeting | a. Ted Ng |
| _____ 2. introductory paragraph | b. Your personal stories and obvious interest in the subject really made history come alive for me. Now I enjoy learning about history even outside of school! |
| _____ 3. details | c. Dear Mr. Shen, |
| _____ 4. concluding paragraph | d. With best wishes and thanks, |
| _____ 5. closing | e. You have inspired me to become a teacher one day. |
| _____ 6. signature | f. It was very good to see you and Mrs. Shen at the school play Saturday night. Seeing you reminded me how much I valued my time in your history class before you retired. |

C Brainstorm some ideas for letters to write. Think of three people in your life who influenced you in some way. Complete the chart.

Person's Name	How He/She Influenced My Life

Assignment: Read Aloud in Character

- A** Read the email. Underline words and sentences that show emotion. How would you read this in the character of Coach Tang to show the different emotions? Annotate the email.

Dear Coach Tang,

I'm writing as a proud representative of the school badminton club—our school's first badminton team! The team got together and decided to write to thank you for everything you have done for us this season.

You started with an unskilled bunch of boys and girls who didn't know how to play badminton. Before you became our coach, we didn't know anything about racket sports, although we did have a great time playing during P.E. But when you started coaching us, we got organized. And we were terrible! We even knew how awful we were. We often whispered, "Why doesn't Coach Tang give up on us?"

Even though most of us couldn't hit the birdie, you didn't quit. The first time Kelvin finally hit one over the net, you made us all feel like we were champions, even though it was weeks before the rest of us could do the same.

Although we lost hope when the team accidentally left the rackets at school and arrived at our first match without any equipment, you didn't give up. You borrowed rackets and we played—and even though we lost, you encouraged us and made us feel like we'd won.

You're the best coach ever. You persisted cheerfully when we wanted to give up. You showed us that if we keep trying, we can improve. And finally, thanks to you, we won our final game of the season.

Gratefully,

Captain Almanzor and
the members of the North Junior High Badminton Team

Annotations

- B** What facial expressions would you use when reading the email aloud? Annotate the email.

- surprise • shock • pleasure • humor
- sadness • grief • sentimentality • _____

- C** Practice reading the email in the character of Coach Tang, showing appropriate facial expressions. Use a mirror, if needed. Use your voice to vary your intonation to match the meaning of what you are reading.

6 Innovation



▲ A talking robot helps an older woman do her shopping.

UNIT LAUNCH

Academic Vocabulary

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

benefit demonstrate feature generate hardship unique

1. An innovation isn't always something _____. Sometimes a small improvement is enough.
2. After the long summer vacation, our debate team _____ from a week of intensive practice.
3. The developer can _____ a lot of game ideas, but only some of them result in real products.
4. The science teacher will _____ how to safely do the experiment.
5. Moving to a new country was a _____ for Pablo. He didn't speak the language, and he missed his friends.
6. The company will _____ the latest technological gadgets on its new website.

Key Vocabulary

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

conspire irrevocable passionate remarkable sublime trace

1. A cool sea breeze feels _____ after a long day working outside in the heat.
2. Isabel seriously considered her options before making a(n) _____ decision.
3. The dish had a(n) _____ of hot peppers in it, so it wasn't too spicy for me.
4. The new skyscraper makes a(n) _____ addition to the city's skyline.
5. The actors were _____ in their performance and made many in the audience weep.
6. When we were young, we often _____ to play a practical joke on our brother.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. Knowledge is the most valuable **treasure** because it can never be taken away.
a. large amount of money b. something very special
2. The younger brother **coveted** his older brother's wealth.
a. desired strongly b. spent carefully
3. Estrela's main **desire** is to help people. She always wants to do things for others.
a. hope b. thought
4. In 11th century China, **compasses** were used for navigation.
a. devices to keep a ship afloat b. devices for determining directions
5. Although it's warm in the city, the **distant** hills are covered with snow.
a. beautiful b. far away
6. The velvet **fabric** of the blouse felt soft against Lyla's skin.
a. cloth b. collar

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

1. His favorite shop was full of dusty _____ from the past.
2. Ibrahim's strong _____ to do well on his exams kept him studying hard.
3. Arturo brushed his hands down his jacket to try to smooth the wrinkled _____.
4. The sound of _____ thunder signaled a storm was coming.
5. She didn't like to admit it, but Mrs. Lin secretly _____ her sister's gold bracelet.
6. The hiker always kept a _____ handy in case she got lost.

Understand

A Choose the best answer for each question.

1. What types of things does Neruda like?
 - a. only grand things
 - b. only very small things
 - c. both grand and small things
2. Why does the poet say, "the planet / is sublime!"?
 - a. It's sublime because it has so many pipes.
 - b. It's sublime because there are countless different things.
 - c. He likes the natural wonders of the world.
3. What does Neruda say mankind has built things of?
 - a. every little thing
 - b. fabric and carpenter's nails
 - c. wool, wood, glass, and rope
4. What does he mean by "all bear / the trace / of someone's fingers"?
 - a. The objects were handled by someone.
 - b. The objects have a mark left by someone.
 - c. The objects were damaged by someone.
5. Does he only like the appearance of these objects?
 - a. Yes, he only likes their appearance.
 - b. No, he also likes to paint them.
 - c. No, he also likes the sound and the feel.
6. He likes these objects because _____.
 - a. they are alive
 - b. he touched them
 - c. they were a part of him

B Answer the questions.

1. Read lines 11–23. Do you think a thimble is something big or small? Why?

2. In lines 31–34, the poet says most of the things he likes are "made by the hand of man." What does he mean?

3. In lines 79–85, he says the items bear the trace of fingers "lost / in the depths of forgetfulness." What does he mean?

4. In line 96–98, what does he mean by an "irrevocable / river / of things"?

Vocabulary: Analyze a Poet's Word Choices

A Read the phrases from "Ode to Common Things." Underline the descriptive or emotional words or phrases. Then label them *E* for Emotional or *D* for Descriptive.

1. I like pliers, / and scissors. ____
2. I love / all things, ____
3. not just / the grandest, / also / the / infinite- / ly / small— ____
4. Mankind has / built / oh so many / perfect / things! ____
5. Built them of wool / and of wood, / of glass and / of rope: ____
6. the trace of a distant hand / lost / in the depths of forgetfulness. ____
7. that one there for its deep-sea color, / and that one for its velvet feel. ____
8. they were / so close / that they were a part / of my being, ____

B Read the poem. Circle the emotional words, and underline the descriptive words.

Lodged *by Robert Frost*

The rain to the wind said,
 "You push and I'll pelt.¹"
 They so smote² the garden bed
 That the flowers actually knelt,
 And lay lodged³—though not dead.
 I know how the flowers felt.

¹**pelt** to attack by throwing things

²**smote** hit hard

³**lodged** stuck

C What is the poet's attitude in the poem in Activity B? What words tell you this, and why?

GRAMMAR BOOST: Possessive Adjectives vs. Possessive Pronouns

We use **possessive adjectives** before nouns or noun phrases to show ownership.

Possessive Adjectives	my your his / her / its our your their	My hand touched those things. Is this your compass ? I love the chair for its velvet feel . It is our world . Amal and Rose, what are your thoughts about the poem? People used their hands to make these things.
------------------------------	---	--

We use **possessive pronouns** when we don't need to repeat the noun. The possessive pronoun replaces the possessive adjective and the noun. For example: *This is **my bowl**. This is **mine**.*

Possessive Pronouns	mine yours his / hers ours yours theirs	This ocean is yours and mine . This hat is more stylish than hers . The treasures in the box are ours . These keys are yours . The cups and bowls are theirs .
----------------------------	--	--

Notes:

1. Don't confuse the possessive adjective *its* with the contraction *it's* (*it is*).
2. There is no possessive pronoun for *it*.

A Complete each sentence with the correct possessive adjective.

1. Pablo Neruda is a world-famous poet. _____ poetry has been translated into many languages.
2. I like many of Neruda's poems, but _____ favorite poem is "Ode to Common Things."
3. Roses are beautiful, and _____ blossoms are so delicate.
4. She likes the red shirt for _____ style and color.
5. We jumped for joy when _____ robot won the competition.
6. Is this _____ button? It matches the others on your jacket.

B Complete each sentence with the correct possessive pronoun. Give every possible correct answer.

1. "These are my coins," Faisal said. "They're _____."
2. This compass belongs to Omar and me. It's _____.
3. His hair is longer than Maya's. It's longer than _____.
4. Bao found Karin's scissors on the table and asked, "Are these _____?"
5. "Whose books are these?" "They're _____."
6. This is our planet. It's _____.

C Underline the possessive adjectives (PA) and possessive pronouns (PP). Then circle PA or PP.

1. My dad's compass is very old and ornate. PA / PP
2. We hid our treasures in a box in the closet. PA / PP
3. I coveted Angel's new sweater. I liked it much better than mine. PA / PP
4. He used his tools to repair the lamp. PA / PP
5. The purple velvet jackets are theirs. PA / PP
6. We need to take care of the school. It's ours. PA / PP

D Complete each sentence with a possessive adjective or possessive pronoun.

1. This is Ana's backpack. It's _____.
2. We paid for our tickets. These seats are _____.
3. Where's John's notebook? Where's _____ notebook?
4. That's my father's cell phone. That cell phone is _____.
5. Brian's and Eduardo's desks are too close together. _____ desks are too close.
6. Alexandra's homework is always on time. Where is _____ essay?

E Write a paragraph about items in your bedroom or in your classroom that belong to you and others. Underline the possessive adjectives and possessive pronouns.

Vocabulary Boost

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

1. He has **boundless** determination and will never give up.
2. We felt free to speak without **constraint** as soon as Jason left.
3. Kelly is an **innovative** thinker. She can always think of something new.
4. The design in this project is **iterative** rather than completely original.
5. Summer vacation is a welcome break. It feels **liberating** not to have to get up early every day.
6. The thought of giving a class speech was terrifying to Russ. He was **paralyzed** with fear.

- | | |
|--------------------|--|
| ____ 1. boundless | a. made incapable of movement or action (<i>v.</i>) |
| ____ 2. constraint | b. restriction (<i>n.</i>) |
| ____ 3. innovative | c. repetitive (<i>adj.</i>) |
| ____ 4. iterative | d. having no restraints (<i>adj.</i>) |
| ____ 5. liberating | e. freeing (<i>adj.</i>) |
| ____ 6. paralyzed | f. original (<i>adj.</i>) |

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

1. If the power goes out, the train service will be _____.
2. After getting feedback from colleagues, the inventor made _____ improvements to her design for further testing.
3. We are hoping to create something completely new. We are trying to be _____.
4. When Aisha felt bored at home, reading science fiction stories felt _____ to her.
5. Bao has _____ energy and enthusiasm, which is why it's great having her on our team.
6. It was good to talk with the teacher after class—we could relax and talk without any _____.

Share Your Perspective

C Think about the examples in the video. Which one was most interesting? Think of one more example the speaker could have used.

Key Vocabulary

A Answer the questions. Use complete sentences.

1. What are **atoms**? _____
2. What are **molecules**? _____
3. What is **oxygen**? _____
4. What does **infectious** mean? _____
5. What is a **barrier**? _____
6. What does **transmit** mean? _____

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. This coffee shop serves good sandwiches at **affordable** prices.
 - a. having a cost that is not too high
 - b. having a cost that is very high
2. Alfredo put on sunglasses so his eyes wouldn't be **exposed** to the bright sunshine.
 - a. showed off
 - b. unprotected
3. The students worked very hard on their projects, and Mr. Bo was **impressed** by the results.
 - a. not satisfied at all
 - b. affected in a good way
4. There is a **layer** of chocolate on the cookie.
 - a. something that covers a surface
 - b. something that is between objects
5. Mosquito bites aren't just a **nuisance** on summer hikes or backyard patios.
 - a. something that's annoying
 - b. something that's painful
6. The environment needs **protection** against pollution.
 - a. when something is damaged or harmed
 - b. when something is kept safe from harm

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

1. Muhammad wore a hat for _____ against the wind and rain.
2. Insect bites can be more than a(n) _____; they can be deadly.
3. Savannah wants some running shoes that are comfortable and _____.
4. Miles of sand are _____ when the tide goes out.
5. Sofia was _____ by the artist's beautiful painting.
6. The yard was covered with a fresh _____ of snow.

1. Mosquitoes are more than just a nuisance because they _____.
 - a. can bring deadly diseases
 - b. can bite you
2. Why don't all mosquitoes eat blood?
 - a. Only females need blood to nourish eggs.
 - b. Only male mosquitoes need blood.
3. What are some of the diseases transmitted by mosquitoes?
 - a. the flu and Ebola
 - b. dengue fever and yellow fever
4. Entomologists study _____.
 - a. diseases
 - b. insects
5. Preventing diseases with graphene-based material could be _____.
 - a. better for the environment
 - b. less expensive than other methods

1. Researchers weren't sure, at first, whether graphene fabric could keep a mosquito from _____.
2. Our _____ may have carried mosquitoes to many regions around the world.
3. Female mosquitoes inject _____ before extracting blood from a host—and that _____ can contain viruses.
4. Researchers needed human _____ willing to be bitten by mosquitoes.
5. Scientists found that wet reduced graphene oxide, or rGO, was a good mechanical _____ to protect against mosquito bites.
6. While rGO is not a _____ material, scientists hope they can change that.

C Write questions you have about the reading. The questions can be about what you didn't understand or what you would like to know more about. Say how you can find answers to each one.

Language Convention: Identify Adjective Phrases

A Underline the adjective phrase in each sentence. Circle the noun it modifies.

1. Influenza is a highly infectious disease that returns every year.
2. A mosquito bite can be more than an itchy, red nuisance.
3. The need for a reliable and inexpensive barrier became clear.
4. The repellents were surprisingly effective.
5. The very versatile fabric was inexpensive.
6. All the researchers were extremely interested in the results.

B Rewrite each sentence, adding an adjective phrase to give it more detail.

1. He is wearing shoes.

2. The experiment was a success.

3. The mosquito bites were dangerous.

4. The fabric was inexpensive.

5. The bicycle is hers.

6. The children played games.

C Write sentences using the noun and adjective phrase.

1. (crown, made of gold) _____
2. (baby, with big brown eyes) _____
3. (man, with the long white beard) _____
4. (shoes, made of plastic) _____
5. (house, built of glass and steel) _____
6. (Olivia, quicker than her teammates) _____

We use **quantifiers** to talk about the quantity of something. We use *how much* to ask about uncountable nouns and *how many* to ask about countable nouns.

Uncountable Nouns	a bit of	A bit of luck is involved in discovering solutions.
	a great deal of	Research is expensive. It often takes a great deal of money.
	a large amount of	A large amount of time and effort has gone into the research.
	how much	How much time is required for the research?
Uncountable and Countable Nouns	no / none	Almost no mosquitoes landed on a GO-protected arm.
	not any	There isn't any need for more volunteers for this experiment.
	some (of) / any	Some female mosquitoes strongly prefer human blood.
	a lot of / lots of	A lot of mosquitoes were studied.
	plenty of	Plenty of repellent chemicals were considered.
Countable Nouns	a few / many	A few researchers were uncertain.
	a number of	A number of methods to protect from mosquito bites have been tried.
	several	Several species prefer human blood.
	a large number of	A large number of people around the world are affected.
	a great number of	A great number of people can be helped.
	how many	How many species of mosquitoes are there?

A Circle the correct quantifier to complete each sentence.

1. The volunteer has *no / none* mosquito bites.
2. *Some of / A large amount of* our colleagues are skeptical.
3. We need *a bit of / a lot of* samples.
4. *How much / many* time is needed to complete the report?
5. The research needs *a few / a bit of* mosquitoes for the experiment.
6. *None of / A great deal* them will graduate until next year.

B Rewrite the sentences by replacing the numbers with quantifiers.

1. I have five tests next week.

2. There are zero people in the cafeteria.

3. Three students are studying together at a table.

4. A new cell phone can cost \$800.

5. There were 20 open seats in the auditorium before the concert.

C Complete the sentences. Use different quantifiers. More than one answer is possible.

1. Last night _____ rain fell.

2. We need as much data as we can get. We should perform _____ experiments.

3. This research is extremely important. _____ people are going to benefit.

4. This isn't a quick project. It will take _____ years.

5. The researchers wanted a lot of data. Therefore, _____ mosquitoes were used in the experiment.

6. This is a new area of research, so _____ mistakes were made.

D Write your own answers using quantifiers.

1. How much homework do you have every night?

2. How much time will it take you to do your assignment?

3. How many times did you ask a question in class today?

4. How many species of mosquitoes do you think are there?

5. How many dangerous diseases do you think *Aedes aegypti* transmits?

6. How much money do you think is needed for graphene oxide research?

Vocabulary Boost

A Complete each sentence with the correct form of a word from the box. Use a dictionary, if needed.

discovery invention mechanical revolutionary society transportation

1. The staircase is a simple yet very important _____.
2. Louis Pasteur's _____ of germs has led to the prevention of many diseases.
3. There are many ways to get to the city center, but the easiest form of _____ is by foot.
4. Some people say that a(n) _____ is judged by how it takes care of its weakest members.
5. _____ clocks were common until electronics became widely available.
6. Soap was a(n) _____ innovation because it helped people stay healthy longer.

Examine the Graphic

B Answer the questions about the graphic in the Student Book.

1. How long has the World Wide Web been in use? _____
2. Why was the printing press so important? _____
3. Which invention do people think is more important, electricity or the wheel? Do you agree? Why or why not? _____

4. Which came first, paper or writing? Why do you think that was? _____

5. What's the most important invention in the field of medicine? Why do you think that is? _____

6. Which of the inventions have you never used? _____

Reflect

C Take notes in the chart to plan your answer to the questions in the Student Book.

Inventions That Have Improved Our Lives	Why?
1.	
2.	
3.	
4.	

Key Vocabulary

A Circle the correct word to complete each sentence.

1. When you *align* / *release* items, you line them up.
2. The space capsule *aligned* / *detached* from the rocket booster in space.
3. The *force* / *frame* of the new bridge was much stronger than the old one.
4. The shopper *inserts* / *detaches* her card to pay for the groceries.
5. The *force* / *frame* of the falling tree made the roof of the cabin collapse.
6. The wildlife experts *released* / *detached* the dolphin back into the ocean after treating its injuries.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. Sasha found it hard to **balance** on ice skates.
 a. to move forward very easily and quickly b. to keep from falling
2. The **blades** of the ceiling fan turned slowly over their heads and kept them cool.
 a. sharp edges of knives b. flat arms of a propeller or fan
3. He **gripped** the ladder tightly because he didn't want to fall.
 a. held firmly b. fixed to the ground
4. Certain bullies **mocked** other students, and it was wrong.
 a. made fun of b. joked with
5. An important quality of **steel** is its strength.
 a. deep feelings between friends b. strong metal that can be shaped
6. The lamp doesn't work because it has a loose **wire**.
 a. a switch for turning something on and off b. thin metal used for carrying electricity

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

1. No one should _____ another person. It's rude and unkind.
2. The fan turned so fast the _____ seemed invisible.
3. She almost lost her _____ but stopped herself from falling.
4. If you touch that _____, you will get a shock.
5. The train moves on tracks made of _____.
6. The wind and rain blew so hard that she had to _____ her umbrella tightly.

Understand

A Choose the best answer for each question about “The Boy Who Harnessed the Wind.”

1. What did William make his windmill from?
 - a. parts he ordered online
 - b. pieces of things he found
 - c. items he made himself
2. What does William’s windmill do?
 - a. pumps water
 - b. grinds corn
 - c. generates electricity
3. Who are Gilbert and Geoffrey?
 - a. They are William’s friends.
 - b. They are William’s colleagues.
 - c. They are some of the villagers who mock William.
4. What did the three boys do together?
 - a. They discovered electricity.
 - b. They calmed the villagers.
 - c. They built the windmill tower.
5. What did Kalino think William was building?
 - a. a transmitter
 - b. a lightbulb
 - c. a dynamo
6. Where is William when the propellers begin to spin?
 - a. standing beside his family
 - b. at the bottom of the windmill tower
 - c. hanging onto the top of the windmill tower

B Answer the questions about “The Boy Who Harnessed the Wind.”

1. Why did William say the light was “glorious”?

2. William says, “I’m going bigger now.” What does he mean?

3. What “other opportunities” did William receive?

4. What did William hope to inspire in the students?

Apply the Skill: Analyze Interactions among People, Ideas, and Events

C Reread lines 186–226 in the Student Book. Read the idea and connect it to the people and events.

Idea: William’s popularity as an inventor and activist attracts other opportunities. A teacher asks him if he would start a science class for students.

1. Who are the people related to this idea? _____
2. What are the events related to this idea? _____

Vocabulary: Identify Figurative Language

- A** Underline the verbs that show personification in this excerpt from “The Boy Who Harnessed the Wind.”

A steady wind whipped through the rungs of the tower, mixing the smells of chain grease and melted plastic. The bent bicycle spoke remained jammed into the wheel to hold it in place, but now the machine groaned against the breeze, as if begging me to release it.

- B** Which sentences show personification? Underline the words that give human qualities to objects.

1. The wind moaned as it blew through the trees.
2. Grandpa’s chair groaned when he sat down.
3. In science, we invent and create solutions for problems.
4. The plants danced and waved as Karin sprinkled water on them.
5. The fan blades began to turn.
6. I was going to text you, but my phone died.
7. Leo knocked the coffee cup off the table, and it broke into many pieces.
8. The alarm went off and shouted for me to get up.

- C** Write sentences about objects or events in nature using personification. Use words from the box or think of your own.

beg gurgle jump run shriek smile swallow sway

Example: *The wildfire swallowed the forest.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

GRAMMAR BOOST: Narrative Tenses (Simple Past, Past Continuous, Past Perfect)

When you write about past events, you can use the **simple past**, **past continuous**, and **past perfect** tenses.

Each of these narrative tenses has different uses.

	Common Uses	Examples
Simple Past base verb + <i>-ed</i> / <i>-d</i> or an irregular form	<ul style="list-style-type: none"> to show that an action happened or was completed in the past to show a repeated past action 	After we completed the preparation, I waited . I continued to climb the structure.
Past Continuous <i>was / were</i> + base verb + <i>-ing</i>	<ul style="list-style-type: none"> to show that an action was in progress at a specific past time to show the relationship of a longer past action to a shorter past action (in simple past) 	At the time, William was living with his parents in Malawi. I climbed up until I was facing the machine's crude frame.
Past Perfect <i>had</i> + past participle	<ul style="list-style-type: none"> to indicate the first of two past events 	William had climbed to the top before the villagers <u>arrived</u> . He had already made preparations when Gilbert and Geoffrey <u>showed up</u> .

A Complete the story by putting the verbs into the simple past. Then underline the past continuous verbs.

William was already waiting when Gilbert and Geoffrey _____ (arrive) around 7:00 a.m. The only way they could get the windmill to the top of the frame was to use a rope and pulley. The boys _____ (borrow) William's mother's clothesline and _____ (fasten) it to the windmill's bamboo handle.

While they were holding one end of the clothesline, William _____ (climb) the tower and _____ (hook) the line over the top rung. He _____ (grasp) tight to the frame and _____ (drop) the line down to Gilbert. Gilbert _____ (attach) it to the windmill. Geoffrey _____ (stand) in the middle of the frame and _____ (help) guide the machine as it _____ (go) up. While William was waiting, he _____ (look out) at the view of the patchwork of fields.

B Underline the simple past, past continuous, and past perfect tenses. Then use the words in the box to complete the sentences using the correct tenses.

align drill fasten hold take tell

- It _____ about thirty minutes, but the boys finally placed the machine at the top of the tower.
- While he _____ the windmill handle, William yelled to Gilbert: "Tie it down!"

3. They _____ two holes in the poles.
4. Geoffrey pulled the bolts, washers, and nuts from his pocket while William _____ the holes.
5. William _____ Geoffrey, "This thing is heavy!"
6. The boys were looking at each other and smiling after they _____ the windmill.

C Complete the sentences. Each sentence should contain one verb in the simple past and one in the past perfect tense.

1. Our soccer game _____ (finish) after dark because the other team _____ (arrive) late.
2. The teacher _____ (tell) me that she _____ (already answer) that question.
3. Helena _____ (already read) several of the scientist's books and _____ (be) interested to meet him.
4. We _____ (already try) to learn some Japanese before we _____ (visit) Tokyo.
5. Cristina _____ (paint) the portrait of the writer after she _____ (read) all his books.
6. Ken _____ (buy) the new laptop after he _____ (save) enough money.

D Write about things you did last week. Use the simple past, past continuous, and past perfect tenses. You don't need to use them all in each sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Assignment: Write an Informative Essay

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

1. What problem needs solving? _____

2. What invention does the writer propose to solve the problem? _____

3. What features of the invention does writer mention?

<input type="checkbox"/> solar-powered	<input type="checkbox"/> tiny battery	<input type="checkbox"/> safety guard	<input type="checkbox"/> fan
<input type="checkbox"/> education	<input type="checkbox"/> plastic straw	<input type="checkbox"/> power cord	<input type="checkbox"/> clips to drink container
4. How does the invention work? _____

5. What safety feature does the invention include? _____

6. What is the main idea of the concluding paragraph? _____

B Sentence variety is important to maintain reader interest. Read the sentences from the model. Then write your own sentence, using the same type of sentence.

1. Compound sentence: *S + V, and S + V*
I like playing tennis a lot, and summer is a great time for it.

2. Complex sentence: dependent clause + independent clause
When the fan blades spin, they blow air over the surface.

3. *That's why + S + V*
That's why I've invented the Drink Fan Cooler. _____
4. Conditional sentence: *If S + V, S + V*
If you want to stand in the shade, you are still OK "to drink" in a cooling, refreshing breeze.

5. *Just + command*
Just pack an icy drink in your bag. _____

Assignment: Give a Demonstration

A Put the sentences in the best order to begin a demonstration.

- ____ 1. This is how it works.
- ____ 2. The problem is this.
- ____ 3. My innovation is necessary because it saves time.
- ____ 4. My idea solves a problem many of us face.
- ____ 5. Hello, everyone. Today I am going to tell you about my innovation.

B Match the beginnings and endings to show how an innovation works.

- | | |
|-----------------------------|-----------------------------|
| ____ 1. Here is a drawing | a. step is this. |
| ____ 2. This is how my | b. is how it's done. |
| ____ 3. There are two steps | c. innovation works. |
| ____ 4. The first | d. of my invention. |
| ____ 5. The second step | e. to using this invention. |
| ____ 6. And that | f. is this. |

C Complete the sentences to explain your diagram or illustration.

- 1. My diagram shows _____.
- 2. Let me explain how it works. First, _____.
- 3. As you can see here, there is / are _____ that _____.
- 4. This is where _____.

D Complete the sentences to conclude a demonstration with words or phrases from the box.

any invention problem question your attention

- 1. To summarize, this is the _____ my innovation solves.
- 2. Thank you very much for _____.
- 3. Does anyone have any questions about my _____?
- 4. That's a very interesting _____ that you raise.
- 5. Are there _____ further questions?

E Practice saying the sentences in Activities A, B, C, and D aloud. Repeat them to improve your fluency.



UNIT LAUNCH

▲ Hikers make their way through deep water as they try to reach Oneonta Falls in Oregon, USA.

Academic Vocabulary

A Complete each sentence with your own ideas.

Example:

Good data is **crucial** to *research*.

1. _____ is **crucial** to _____.
2. You can **modify** a(n) _____ by adding _____.
3. _____ has several **components**, including _____.
4. _____ **constitute** _____.
5. _____ **enhances** _____.
6. _____ **stress** _____.

Key Vocabulary

A Circle the correct word to complete each sentence.

1. Janice's training every morning is *strenuous* / *manipulating*.
2. Hard work and discipline are the best *foundations* / *visions* for success.
3. George's *potential* / *vision* was to become a successful financial planner.
4. Dishonest salespeople *manipulate* / *operate* customers into spending more money than they need to.
5. The school's goal is to help each student reach his or her *foundation* / *potential*.
6. The company continued *manipulating* / *operating* successfully despite the poor economy.

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 students learn to be **analytical** and to quickly understand the components of mathematical equations.
2. Yong-jin looked at the bill and made some quick **calculations**: the total was correct.
3. Kendra struggles with **complex** algebra problems, but never gives up.
4. Scientists are making more **discoveries** about Mars every day.
5. Numbers tables are useful for quick mathematical **operations**.
6. Chelsea overlooked the **significance** of the clue.

Word	Part of Speech (noun, verb, adjective)	Definition
analytical		
calculation		
complex		
discovery		
operation		
significance		

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

1. Scientists write articles explaining their new _____ for other researchers to learn about.
2. The ring held great _____ for Suyin: it had been her great-grandmother's.
3. The world economic issues are too _____ for simple solutions.
4. Some students have a very _____ approach to learning.
5. Before electronics, people made complex _____ using pen and paper.
6. Scott thought mathematical _____ were easy until he studied algebra.

Understand

A Read the statements about “Programming Pioneer Ada Lovelace.” Write *T* for True or *F* for False. Then correct the false statements.

- _____ 1. Ada’s mother didn’t want her to study math or science because it wasn’t proper.
- _____ 2. As a young girl, Ada was already imagining inventions.
- _____ 3. Ada and her new friend, Charles Babbage, invented the Difference Engine.
- _____ 4. Babbage’s machine was designed to do math automatically, similar to a modern computer.
- _____ 5. Babbage didn’t build the machine because it was too expensive.

B Answer the questions.

1. How did the Jacquard loom work?
2. What potential did Ada see with the Analytical Engine?
3. What was Ada’s vision for the Analytical Engine?
4. What was Ada able to imagine ahead of others?

Apply the Skill: Analyze Text Structure: Sequence

C Complete the sentences with words in the box that show sequence.

after by by the time for later until

1. _____ she was eight years old, Ada had fallen in love with math.
2. _____ returning home, Ada continued to think about the possibilities of steam power.
3. Two years _____, she decided to make a flying machine powered by a steam engine.
4. _____ the 1840s, Lovelace had become fascinated with Babbage’s new idea.
5. Lovelace’s achievements were largely forgotten _____ nearly one hundred years—
_____ the 1940s, when her *Notes by the Translator* were rediscovered.

Vocabulary: Use Greek and Latin Prefixes

A Match the Greek or Latin prefixes with their meaning. Use a dictionary, if needed.

- | | |
|-----------------|----------------------|
| _____ 1. auto- | a. not |
| _____ 2. mis- | b. again |
| _____ 3. non- | c. one |
| _____ 4. pre- | d. wrong |
| _____ 5. over- | e. excess |
| _____ 6. re- | f. before |
| _____ 7. uni- | g. heat |
| _____ 8. therm- | h. self, same |

B Underline the prefix. Then use the meaning of the prefix to help you choose the correct definition.

- | | | |
|------------------|----------------------------------|--|
| 1. prepay | a. get ready to pay | b. pay in advance |
| 2. rewrite | a. write again | b. write more |
| 3. nonviolence | a. avoidance of violence | b. excessive violence |
| 4. misunderstand | a. understand incorrectly | b. understand intuitively |
| 5. overheat | a. heat again | b. heat too much |
| 6. united | a. only a single example | b. together as one |
| 7. autograph | a. one's signature | b. a machine |
| 8. thermometer | a. device for heating | b. device for measuring temperature |

C Write sentences using words with the prefixes in Activity A. Use a dictionary, if needed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

We use **superlative** adjectives to compare one item with other items in a group of three or more.

*Ada met some of **the greatest** scholars of her day.*

*Mary Somerville was one of **the most famous** scientists of her time.*

Form	Examples
<ul style="list-style-type: none"> For one-syllable adjectives and two-syllable adjectives ending in <i>y</i>, use <i>the</i> and add <i>-est</i>. Sometimes there are spelling changes.* 	<p>great —→ the greatest</p> <p>big —→ the biggest*</p> <p>funny —→ the funniest*</p>
<ul style="list-style-type: none"> For other two-syllable adjectives and adjectives with three or more syllables, use <i>the most</i>. 	<p>famous —→ the most famous</p> <p>interesting —→ the most interesting</p>
<ul style="list-style-type: none"> There are two forms for some two-syllable adjectives (<i>simple, quiet, handsome, gentle, narrow, clever, friendly, angry, common, stupid, lively</i>). 	<p>simple —→ the simplest / the most simple</p> <p>quiet —→ the quietest / the most quiet</p>
<ul style="list-style-type: none"> Some adjectives have irregular superlative forms. 	<p>good —→ the best</p> <p>bad —→ the worst</p> <p>far —→ the farthest / the furthest</p>

Notes:

1. Use *the most* with past participle adjectives (*the most used, the most excited*).

2. You can use *the least* instead of *the most*.

*Math is **the least** difficult subject for me.*

3. We often use *one of the / some of the* before a superlative adjective + plural noun.

*It was **one of the best days** of my life. They were **some of the most important scientists**.*

4. We often use a prepositional phrase after a superlative adjective + noun.

*She is the most famous engineer **in the world**.*

5. We sometimes follow a superlative adjective + noun with a relative clause using the present or past perfect and *ever*.

*It's the most interesting story **that I've ever read**. He was the best teacher **she had ever had**.*

A Write the superlative form of each adjective.

- bad _____
- famous _____
- happy _____
- good _____
- interesting _____
- tall _____
- hot _____
- friendly _____

B Complete each sentence with the correct superlative form of the adjective in parentheses.

1. Ada Lovelace is one of _____ women in history. (fascinating)
2. Lovelace's teenage years were some of _____ of her life. (hard)
3. She studied under Augustus De Morgan, who was one of _____ mathematicians of the time. (good)
4. She was one of _____ students that De Morgan had ever had. (curious)
5. Studying science and math was not _____ thing for women to do in Lovelace's time. (easy)
6. Lovelace was involved in creating one of _____ inventions in history. (important)

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

1. Jian is strongest player on our team. ☐

2. This is the least expensive pair of shoes in the store. ☐

3. Is this the most good song you've ever heard? ☐

4. It's the hottest day of the year! ☐

5. That's the most exciting book I've ever read. ☐

6. Selina is one of the funniest friend that I have. ☐

D Answer the questions.

1. Who is the smartest student in your class?

2. Who is your best friend?

3. What is the most expensive restaurant in your town?

Vocabulary Boost

A Complete each sentence with a word from the box. Use a dictionary, if needed.

coconuts collect grove swamp trunks twilight

1. The _____ is covered with floating plants.
2. Palm trees are often planted together in a large _____.
3. Pickers climb palm trees to gather _____.
4. Pickers are experts at hanging onto the _____ of the trees.
5. The men _____ as many coconuts as they can.
6. _____ is the time of day when the sky is still light after sunset.

Examine the Photo

B Answer the questions about the Uncover the Story photo. Use your own words or words in the box.

coconuts collect grove swamp twilight water plants flashlight market

1. What do you see in the photo? _____

2. What is happening in the background? _____
3. What are the men in the foreground doing? _____

4. Why is one young man in the water? _____

5. The boat is full of coconuts. How did the man get them? _____

6. What do you think they will do with the coconuts? _____

Reflect

C Answer the questions to plan your conversation between the two friends in the photo.

1. What will the friends be unable to do? _____
2. What will the friends be able to do? _____

Key Vocabulary

A Complete each sentence with a word from the box.

anxiety devastating evacuation rubble torrent unity

1. The destructive storm left nothing but _____ where the village had stood.
2. After the earthquake, rescuers came up with a(n) _____ plan.
3. The man was so frightened that he let out a(n) _____ of angry words.
4. Her _____ increased as the deadline approached. She wanted to do well.
5. Wildfire can be _____ to the countryside. It can destroy forests.
6. The difficult time caused them to feel a sense of _____ and mutual support.

Vocabulary Boost

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

1. Foreign **aid** arrived quickly to help the injured after the earthquake.
2. Food and medicine were **distributed** to people in need.
3. Relationships are an **essential** part of a happy life.
4. Stan felt **immense** relief when his presentation was over.
5. Safety rules were updated in **response** to public pressure.
6. After the rubble was cleared, there were many **vacant** areas in the city.

- | | |
|---------------------|--|
| _____ 1. aid | a. the most important (<i>adj.</i>) |
| _____ 2. distribute | b. empty and available (<i>adj.</i>) |
| _____ 3. essential | c. help, such as money or food (<i>n.</i>) |
| _____ 4. immense | d. huge (<i>adj.</i>) |
| _____ 5. response | e. to share things in an organized way (<i>v.</i>) |
| _____ 6. vacant | f. something done in reaction to something that has happened (<i>n.</i>) |

C Answer the questions.

1. When have you felt an immense relief?

2. What is essential for human survival?

3. What kind of aid is sometimes needed in your city or town?

Understand

A Answer the questions about “From Rubble, Solidarity Rises.”

1. Why weren’t most residents of Mexico City surprised by the earthquake?

2. Why did people sing “Cielito Lindo” after the earthquake?

3. What kind of aid did volunteers offer others?

4. How did residents feel about the flood of donations and aid?

B Circle the word or phrase that best completes the sentences about the sidebar text, “Central Mexico Suffers Earthquake.”

1. The earthquake was centered 75 miles *below* / *from* Mexico City.

2. The earthquake struck in *central* / *southern* Mexico.

3. The 2017 earthquake had a *magnitude* / *epicenter* of 7.1.

4. Many residents were *hiding* / *trapped* under the rubble.

5. Rescue workers and *hunting* / *search* dogs were sent by the international community.

Apply the Strategy: Visualize

C Read the sentences. Highlight the words that help you visualize. Circle the verb(s) that tell what kind of visualization the sentence describes.

1. Mexican flags poke from near the rubble piles of what were once homes, shops, and offices.
see / hear / smell / taste / feel

2. Bystanders gathered at the site of a flattened office building suddenly break into the iconic Mexican song “Cielito Lindo,” with its famous refrain: “Ay, ay, ay, ay. Canta y no llores”—“Sing and don’t cry.”
see / hear / smell / taste / feel

3. Volunteers implore people to take a sandwich, a pastry, a coffee—something, please.
see / hear / smell / taste / feel

4. Plumes of ash and the smell of smoke from the nearby volcano are a reminder of the city’s unstable location.
see / hear / smell / taste / feel

5. Volunteers distributed blankets at night so the people on the streets could be warm.
see / hear / smell / taste / feel

Vocabulary: Verify Inferred Meanings of Words

- A** Read lines 49–58 of “From Rubble, Solidarity Rises.” Underline words you aren’t sure about, try to guess their meaning, and write your own definition. Then look up the words in a dictionary and write the dictionary definitions.

The country seems to have embraced the idea that facing hardship is an essential component of the national makeup—and certainly of the character of Mexico City’s residents. In a column in the *Milenio* newspaper, Carlos Puig noted that Mexico City was founded in an area prone to earthquakes, surrounded by active volcanoes, and above a now-disappeared lake. The megacity continues to defy nature, building ever-larger skyscrapers and draining water from the ground. Plumes of ash have been spewing in recent days from the nearby Popocatepetl volcano, another indication of the city’s vulnerable setting.

Word	My Definition	Dictionary Definition

- B** Choose two sentences from the passage in Activity A and rewrite them, using simpler words.

- _____
- _____

- C** Use a dictionary to look up any difficult words. Then rewrite these sentences, using simpler words.

- The aftermath of Tuesday’s earthquake has left many dead and forced thousands from their homes.

- But along with anxiety, last week’s earthquake has resulted in an immense outpouring of pride and patriotic passion.

- The torrent of donations and deluge of aid has grown into an enhanced sense of patriotism, on the streets and in social media.

GRAMMAR BOOST: Reported Speech Statements

We use **reported speech statements** to tell about what someone has said without using their exact words. We use reporting verbs (*say, write*) with reported speech.

Meaning and Use	Examples	
<ul style="list-style-type: none"> We can use <i>that</i> to introduce reported speech, but we can also omit it. 	Cervantes said, "I'm part of a group of more than 100 people." Cervantes said (that) he was part of a group of more than 100 people.	
<ul style="list-style-type: none"> If the reporting verb is in the simple past, we usually shift the verb in the reported speech back one tense. We don't shift past perfect. We also change the pronouns as necessary. 	He said, "I'm at work." (simple present) She said, "I'm working." (present continuous) He said, "We called you." (simple past) I said, "I have been here before." (present perfect)	He said that he was at work. (simple past) She said that she was working . (past continuous) He said they had called me. (past perfect) I said that I had been here before. (past perfect)
<ul style="list-style-type: none"> We also usually change <i>have to</i> and modals. We don't change <i>should</i> and <i>must have</i>. 	He said, "You can come." She said, "I will be there." He said, "I have to go."	He said that I could come. She said that she would be there. He said he had to go.
Note: We often change time words in reported speech. today —→ that day yesterday —→ the day before tomorrow —→ the next day now —→ at that time this morning —→ that morning tonight —→ that night		

A Circle the correct words to complete the reported speech statements.

- Patrick J. McDonnell wrote, "The aftermath of Tuesday's earthquake ... has forced thousands from their homes."
 McDonnell wrote that the aftermath of Tuesday's earthquake *had forced / did force* thousands from their homes.
- McDonnell wrote, "People seem compelled to proclaim their Mexican-ness."
 McDonnell wrote that people *seem / seemed* compelled to proclaim their Mexican-ness.
- Gibrana Cervantes said, "Everyone wants to help, show their concern."
 Cervantes said everyone *wanted / had wanted* to help, show their concern.
- Carlos Puig said his son "will make this city his own."
 Puig said his son *would / could* make this city his own.
- Luis Rodolfo Vasquez Huante said, "We were in a situation of great disunion before the earthquake."
 Huante said that *you / they* had been in a state of great disunion before the earthquake.

6. Huante said, "We've returned to all being Mexicans."
Huante said that they *had returned* / *would* return to all being Mexicans.

B Complete the sentences with the correct verb forms, pronouns, or time words.

1. Fatima said, "I'm studying."
Fatima said she _____ studying.
2. My brother Jong-Bae said, "I have to do my math homework."
My brother Jong-Bae said that _____ had to do his math homework.
3. Scott said, "I want to play basketball today."
Scott said he _____ to play basketball that day.
4. Helena said, "I played tennis yesterday."
Helena said she _____ tennis the day before.
5. Kalim said, "You can all come to my house after school."
Kalim said that we _____ all go to his house after school.
6. My teacher said, "There will be a quiz next week."
My teacher said there _____ be a quiz next week.

C Look at the sentences in Activity B. What other changes do you see in the reported speech sentences? Underline them.

D Use reported speech to rewrite the quoted sentences.

1. Susanna said, "I have a stomachache."
She said _____
2. David said, "My sister wants to watch the movie."
He said _____
3. Mark said, "I lost my pencil."
He said _____
4. Trina said, "I'll help you with your homework."
She said _____

Vocabulary Boost

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

1. She exercised after the surgery so her muscles wouldn't become **atrophied** through lack of use.
2. John's biggest **disability** was his negative attitude toward school.
3. They had no shame and were willing to **exploit** their classmates' weaknesses for their own benefit.
4. The basketball team went into a **huddle** to discuss their next play.
5. What a **pity** they missed their chance to meet their hero.
6. The tall buildings are clearly **visible** in the distance.

- | | |
|--------------------|--|
| ____ 1. atrophied | a. to take advantage of (<i>v.</i>) |
| ____ 2. disability | b. something that can be seen (<i>adj.</i>) |
| ____ 3. exploit | c. wasted away, decreased in size (<i>adj.</i>) |
| ____ 4. huddle | d. a cause for regret (<i>n.</i>) |
| ____ 5. pity | e. a number of people gathered in a tight group (<i>n.</i>) |
| ____ 6. visible | f. something that takes away a normal ability (<i>n.</i>) |

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

1. There are many kinds of _____, including vision, hearing, learning, and others.
2. Some obstacles are _____ to us, and some are not.
3. The team knew how to _____ its competitive advantage and often won.
4. The friends were frequently in a(n) _____, whispering about their classmates.
5. Grandpa doesn't want his mind to become _____ through lack of use, so he plays chess with a friend every day.
6. It was a(n) _____ that his leg didn't heal well after the accident.

Share Your Perspective

C Write ideas from the video about overcoming obstacles.

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

Key Vocabulary

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

bluff buffeted claw futile roar submerged

1. An airplane is _____ across the sky.
2. The _____ submarine traveled silently under the ocean.
3. He was startled and _____ the spiderweb from his face.
4. The park is on a peaceful _____ overlooking the city.
5. _____ by waves, the rowers in the small boat struggled to cross the lake.
6. Genny's attempts to make conversation with them were _____.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then choose the correct definition.

1. I wasn't there, but **apparently** Juan's presentation went well—he looks happy now.
a. the way it looks, though you can't be sure b. the way something should be
2. The girls stood on the balcony and looked at the city **beneath** them.
a. spread out below b. directly under something
3. Jacquie can't give a **definite** answer until she knows her badminton practice schedule.
a. carefully detailed b. clearly known
4. The price for the best smartphones increased **dramatically** this year.
a. greatly and suddenly b. unbelievably
5. The bus turned too quickly and **smashed** into the tree.
a. came to a stop b. hit an object violently
6. Paulo **twisted** his head so he could see the screen better.
a. turned around b. injured or bruised

C Match to make complete sentences.

- | | |
|--|---|
| _____ 1. Henry was late for class, | a. and smashed his finger in the classroom door. |
| _____ 2. We waited on the bridge | b. apparently because he missed the bus. |
| _____ 3. Carmen has a definite plan | c. on his music dramatically, until his dad told him to turn it down. |
| _____ 4. Gustavo increased the volume | d. and looked down at the river flowing beneath us. |
| _____ 5. Chong-Dae wasn't paying attention | e. so he could reach the book behind him. |
| _____ 6. Jim twisted around | f. for the best way to prepare for an exam. |

Understand

A Read the statements about “The River.” Write *T* for True or *F* for False.

- _____ 1. Where the river narrowed, the water ran faster.
- _____ 2. The raft went over a waterfall between two bluffs.
- _____ 3. Brian couldn’t control the raft: the water controlled it and controlled him.
- _____ 4. After hitting the rock, Brian was separated from Derek and the raft.
- _____ 5. Brian and the raft continued down the river, leaving Derek behind.
- _____ 6. Brian found Derek but thought he was dead.

B Answer the questions about “The River.”

1. How fast was the raft moving?

2. Why was Brian worried about the raft going sideways?

3. Why wasn’t Derek helping Brian?

4. What did the raft hit?

5. Who was thrown into the water?

6. What caused Brian to see bright red lights flashing?

Apply the Skill: Analyze Character and Plot

C Reread lines 80–103 of “The River” in the Student Book. Brian is forced under the water and can’t reach the surface. What does he do? How does this affect the plot?

What Brian Does
How This Affects the Plot

Language Convention: Use Commas to Separate Coordinate Adjectives

A Underline the coordinate adjectives, and circle the noun they describe.

1. Juan is a happy, considerate teammate.
2. Janice is a smart and hardworking student.
3. The warm, wet air of spring in the tropics had arrived.
4. The Chen family is looking forward to a long and restful vacation.
5. Brian made hard and fast kicks as he swam to the other side of the river.
6. Derek made small, shallow puffs of breath.

B Underline the adjectives. Insert commas.

1. Ms. Park is an intelligent friendly teacher.
2. The girls basketball team members were tall hardworking athletes.
3. Small dark houses were going to be replaced by spacious bright apartment buildings.
4. Afonso was a quiet shy boy, and everybody liked him.
5. Zelda is the studious shy girl who is good at math.
6. The vehicles on Second Street were mostly old weather-beaten cars.

C Use the adjectives in the box to complete the sentences, using commas to separate two coordinate adjectives. Or use adjectives of your own.

athletic big clean fast hard hardworking patient perfect quick smart straight tall

1. Tommy is a _____ boy.
2. Juliana is a _____ girl.
3. The carpenter used a saw to make a _____ cut.
4. Ali made a _____ shot during the basketball game.
5. Aaliyah played a _____ game.
6. Mr. Wang is a _____ teacher.

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	<ul style="list-style-type: none"> 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 pronoun, you have to put it between the verb and the particle. 	<p>The river rolled over the raft.</p> <p>The river rolled the raft over.</p> <p>give up</p> <p>let down</p> <p>put off</p> <p>rule out</p> <p>turn down</p> <p>work out</p>
Inseparable Transitive	<ul style="list-style-type: none"> Some transitive phrasal verbs are inseparable. You have to put the object after the particle. 	<p>You might run into problems along the way.</p> <p>come across</p> <p>count on</p> <p>deal with</p> <p>get over</p>
Intransitive	<ul style="list-style-type: none"> Some phrasal verbs are intransitive. These phrasal verbs have no object. 	<p>They set off early for their river rafting trip.</p> <p>back down</p> <p>carry on</p> <p>end up</p> <p>find out</p> <p>watch out</p>

A Complete each sentence with the correct particle from the box. Use two of the particles twice.

down out up with

- When things get difficult, don't give _____.
- Don't back _____ from a problem.
- If you quit, you will let yourself _____.
- If you try hard enough, you can deal _____ any problem.
- Watch _____! Some people may try to tell you that you will fail.
- You might end _____ surprising people.

B Match the phrasal verbs and their definitions.

- | | |
|--------------------|---|
| ___ 1. put off | a. to solve a problem |
| ___ 2. rule out | b. to recover from an illness or a problem |
| ___ 3. turn down | c. to reject someone or something |
| ___ 4. count on | d. to discover someone or something |
| ___ 5. get over | e. to eliminate someone or something from consideration |
| ___ 6. carry on | f. to delay something |
| ___ 7. work out | g. to rely on someone or something |
| ___ 8. come across | h. to continue |

C Complete the sentences with the phrasal verbs and objects in parentheses. More than one answer may be possible.

1. If you _____, take it! (come across / an opportunity)
2. Be creative and _____ solutions. (turn into / problems)
3. Don't let people _____. (rule out / your idea)
4. Don't _____ when they offer you a chance. (turn down / people)
5. You will _____ in your life. (come across / opportunities)
6. Can other people _____ to do your best? (count on / you)

D Write advice to someone you know who is facing adversity. Use the phrasal verbs in the box.

carry on get over put off run into work out

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

Assignment: Write a Narrative

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

1. Who is the narrative about, and what problem did she face?

2. How did she respond to the problem?

3. What is the most important idea the writer conveys in the narrative?

B Match the parts of a narrative essay to the sentences.

____ 1. Introduction

____ 4. Body 3

____ 2. Body 1

____ 5. Conclusion

____ 3. Body 2

- a. At first, Tomas was very depressed. He didn't want to see his friends. He missed diving and the excitement of competitions so much.
- b. Tomas isn't the star of the swim team, but tries to keep improving. He says he never would have tried swimming if he hadn't broken his leg. He's glad to have this new challenge.
- c. His doctors told him swimming would be good exercise to help his leg heal. When he was able, he started practicing at the local pool. It was hard work, and he wasn't as fast as the other swimmers, but slowly he got better. Finally, he joined the school swim team.
- d. But stuck at home in bed, he watched sports on TV. He started to watch swimming competitions, and thought it looked like fun.
- e. My friend Tomas was the star diver on our school diving team. One day when he was on his way to practice, he fell off his bike and broke his leg. He couldn't dive for a very long time.

C Think of two people you know who have faced adversity. It can be bad luck, an accident, or another problem. Complete the chart.

Name	What happened?	What did he or she do?

Assignment: Perform a Monologue

- A** Imagine you are performing a monologue based on Alicia's story. Pretend you are Alicia, and read her story from her point of view. Make annotations on the narrative about how you would show her feelings.

Show a confident face, but emphasize "painful" to make it clear the operations hurt.

First, I had painful operations called skin grafts to help my body heal. Doctors took healthy skin from places that were not burned and put it on the burned areas. It was a very long process. While I was recovering, my doctors encouraged me to be active and exercise. I really liked watching ballet when I was a little girl, so I decided to become a ballet dancer. Dancing is active exercise, and it was also something I was really interested in.

When I was dancing, my scars were visible—if you looked closely. But soon I didn't feel self-conscious. I was too busy trying to become the best dancer I could possibly be, too busy to feel sorry for myself! I worked hard, and to my surprise, I soon became the star of my ballet class.

After a lot of work, I achieved my dream of becoming a professional ballet dancer. I had a long, successful career. Like sports stars, professional ballet dancers retire younger than people who work in an office. When I had to retire, I went back to school and earned a graduate degree in physical therapy. I wanted to help dancers avoid injuries as well as help injured dancers get better. And that's what I'm doing now!

- B** What facial expressions, gestures, and tone of voice would Alicia use? Circle the most important ones in the box. Add other annotations to the script.

cry frown happily laugh point proudly shout smile whisper

- C** Practice telling Alicia's story in Activity A. Use facial expressions, gestures, and tone of voice. If you can, video yourself. Then watch and think about how you can improve your performance.



▲ Young people attend a rally to protect the earth in Nantes, France.

UNIT LAUNCH

Academic Vocabulary

A Complete each sentence with a word from the box.

adequate aspect diverse establish inevitably resource

1. The local government plans to _____ a park at the site of the old landfill.
2. According to the World Wildlife Fund, clean water is a scarce _____ for 1.1 billion people.
3. _____, two people will disagree on at least one of the suggestions.
4. The international school has _____ students from all over the world.
5. No one can survive without _____ food and water.
6. Trust is an important _____ of any strong friendship.

Key Vocabulary

A Answer the questions.

1. What is a place where you could **wander** happily for hours? _____
2. Who gives you the best **counsel** when you're feeling worried? _____
3. Describe a time when you had a good **intent**, but things didn't go as you planned.

4. Do you enjoy **riddles**? Why or why not?

5. Describe a situation when you or someone you know did not react **humbly**.

6. What are two **noble** goals that could help your community or your country?

Vocabulary Boost

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

- ____ 1. The ball hit the boy in the **chest**, and he had trouble breathing for a moment.
- ____ 2. Children should listen to the wisdom of an **elder**.
- ____ 3. All players must **gather** their sports equipment before leaving the field.
- ____ 4. The farm has a large **pasture** for the sheep and another for the cows.
- ____ 5. The girl offered to **trade** her chicken sandwich for her friend's cheese sandwich at lunch.

- a. to collect things (v.)
- b. the upper front surface of the body below the neck (n.)
- c. to give something in exchange for receiving something else (v.)
- d. land covered with grass where animals can eat (n.)
- e. an older person, usually someone who has the respect of others (n.)

C Circle the correct word to complete the sentences.

1. I'll *gather* / *trade* my *Batman* comic book for two of those *Superman* ones.
2. The doctor asked the patient if she was experiencing pain in her *chest* / *elder*.
3. The student *gathered* / *traded* her books and left the library for her class.
4. The dog ran through the *chest* / *pasture* after the goats.
5. The *elders* / *chests* met to discuss building a new school in the village.

Understand

A Put the events from "The Traveler's Treasures" in order from 1 to 6.

- ____ a. Mohammed was attacked by robbers, but he befriended them.
- ____ b. Mohammed learned to make cheese with a girl and her mother.
- ____ c. An elder explained the meaning of Mohammed's father's riddle.
- ____ d. Mohammed's father gave him the advice to build houses in every part of the world.
- ____ e. Mohammed's father got sick.
- ____ f. Mohammed began to search for a wise man to explain his father's words.

B Read the statements about "The Traveler's Treasures." Write T for True or F for False.

- ____ 1. Mohammed respected his father and wanted to be like him.
- ____ 2. Mohammed left home when his father first got sick.
- ____ 3. The robbers did not bother Mohammed because he offered to share with them.
- ____ 4. Mohammed became an old man as he wandered the world.
- ____ 5. Mohammed received the answer to his father's riddle from a village elder.
- ____ 6. Mohammed didn't want to follow his father's advice because he didn't understand it.

C Complete each sentence with a word from "The Traveler's Treasures."

- 1. Mohammed and his father raised _____ in their pasture.
- 2. Mohammed was only a _____ when his father died.
- 3. Mohammed wandered for many years and made _____ everywhere he went.
- 4. Mohammed told _____ to make children laugh and spread happiness.
- 5. Mohammed had many houses because he was _____ everywhere he went.

D Answer the questions.

- 1. What activities did Mohammed and Yubba do together?

- 2. How did Mohammed take care of his father?

- 3. What did Mohammed share with the little girl?

- 4. What did the robbers teach Mohammed?

- 5. What is the moral of the story? State it in your own words.

Language Convention: Punctuate Dialogue Correctly

A Complete each sentence with a word or phrase from the box.

comma divided quotation period quotation marks speaker's tag

1. A speaker's exact words are set off with _____.
2. A _____ identifies the person who is speaking.
3. A _____ goes between the quotation and the speaker's tag.
4. A _____ or other end punctuation goes at the end of a sentence with a quotation.
5. A _____ has the speaker's tag in the middle of the quotation.

B Add quotation marks to the sentences in the correct places.

1. You have done exactly what your father asked, said the elder. _____

2. Mohammed asked strangers, Do you know a person of great wisdom? _____

3. Yubba held Mohammed's hand and said, My son, I am about to die. _____

4. Mohammed asked once again, What did my father mean? How am I to build houses in every part of the world? _____

5. Because you helped my daughter, said the mother, I will help you. _____

C Rewrite the sentences. Include all the missing punctuation.

1. Can we have pizza for dinner the children asked

2. The teacher said Make sure you study tonight for our test tomorrow morning

3. I'm so excited for my trip to visit my cousin my friend said excitedly

4. This team said the coach is the best team I have ever worked with

5. At this time next Friday I exclaimed I will be on a plane to London

GRAMMAR BOOST: Simple Past or Present Perfect

The **simple past** and **present perfect** tenses both describe the past. However, we use the simple past for actions that finished in the past. We use the present perfect for unfinished past actions or actions that still influence the present. Remember: like its name suggests, the present perfect has some connection to the present time.

Uses for Simple Past	Uses for Present Perfect
<ul style="list-style-type: none"> a finished action: <i>Mohammed lived the best life a boy could live.</i> (His life as a boy is now finished.) 	<ul style="list-style-type: none"> an unfinished past action: <i>Mohammed has made many friends in his life.</i> (He is still alive and is still making friends.)
<ul style="list-style-type: none"> a finished action that doesn't influence the present: <i>Mohammed wandered for many years.</i> (He is now done wandering.) 	<ul style="list-style-type: none"> a finished action that continues into or influences the present: <i>We have sold many of the goats, and we have eaten most of our food.</i> (We did this in the past, and now things are difficult because we have fewer goats and less food.)
<ul style="list-style-type: none"> an action that happened at a specific time in the past: <i>Mohammed cooked soup whenever he stopped in a village.</i> (He did this action specifically when he stopped in a village.) 	<ul style="list-style-type: none"> an action that happened at an unspecified time in the past: <i>The elder told Mohammed, "You have done exactly what your father asked."</i> (Mohammed did this some time in the past, over many years.)

Notes:

1. We use the present perfect with questions that connect the past to the present:

*How long **have** you **known** Pablo?*

2. We use the simple past with questions that ask about a specific time in the past:

*When **did** you **meet** your best friend?*

A Underline the verb or verbs in each sentence. Write *SP* if the verb is in the simple past or *PP* if the verb is in the present perfect.

1. Yubba, Mohammed's father, went to the pasture with the goats.
2. When Yubba told a story, Mohammed listened and remembered.
3. Mohammed gathered his blanket, took one goat, and started on the road.
4. Mohammed has walked alone for many years.
5. "Have you not made friends everywhere you have gone?"
6. "You have made friends everywhere you have traveled."

B Circle the correct verb to complete each sentence.

1. In "The Kite Fighters," the King *asked* / *has asked* Young-sup to help him.
2. Ernest Shackleton *has led* / *led* his men across ice, sea, and land.
3. Afroz Shah *has helped* / *helped* the beaches and turtles in Mumbai.
4. Xiuhtezcatl Martinez *gave* / *has given* many speeches about helping the environment.
5. When *did* / *has* Mohammed's father *die* / *died*?
6. Robin Dunbar's theory of the Dunbar number *has influenced* / *influenced* many scientists.

C Complete the paragraph with the simple past or the present perfect form of the verb in parentheses.

Forest Schools _____ (begin) in Denmark in the 1950s. The first children to attend Forest Schools _____ (enjoy) the experience of learning in the woods. Their parents _____ (realize) that the Forest Schools were beneficial to their kids' learning and were especially helpful for students who _____ (struggle) in a traditional school building. To date, thousands of children _____ (attend) Forest Schools in many countries. Forest Schools _____ (make) a positive impact on the lives of people around the world.

D Complete the sentences with the simple past or the present perfect form of a verb from the box.

do forget have know play recognize

1. My father _____ his best friend for over 30 years, and they're still great friends.
2. Kun _____ the piano since she was three years old.
3. I _____ the boy from my summer camp as soon as I saw him enter the classroom.
4. Ning _____ all her homework before she went to bed last night.
5. I _____ the words to the song right before my performance in the talent show!
6. You _____ three sodas already today!

E Answer the questions.

1. When did you meet your best friend? Describe the situation.

2. How long have you known your best friend?

3. What time did you leave home this morning?

4. How many years (or months) have you been in your current school?

Vocabulary Boost

A Use context and the “Sustainable Development Goals” graphic to determine the meanings of the words in bold. Then match the words to their definitions.

1. The cars are so popular that the company is building a new factory to increase **production**.
2. All people deserve to have **decent** housing for their families.
3. There are several **institutions** that work to provide medical care for those in need.
4. Sonia became a judge because she believes that all people deserve **justice**.
5. **Poverty** exists wherever people do not have enough food or clothing.
6. In many countries, a small number of people live in **prosperity** while the rest have very little.

- | | |
|--------------------|---|
| ___ 1. justice | a. the taking of raw materials and changing them into finished goods (<i>n.</i>) |
| ___ 2. production | b. fairness; the law being used in a fair way (<i>n.</i>) |
| ___ 3. decent | c. the state of having wealth (<i>n.</i>) |
| ___ 4. institution | d. an organization or official group (<i>n.</i>) |
| ___ 5. poverty | e. the state of being extremely poor (<i>n.</i>) |
| ___ 6. prosperity | f. satisfactory; acceptable (<i>adj.</i>) |

Examine the Graphic

B Complete each sentence with a word from the graphic.

1. An important sustainable development goal is that there will be no _____ in the world.
2. The United Nations believes that countries must work together for _____ consumption and production of resources.
3. All people need and deserve access to _____ water and good sanitation.
4. The sustainable development goals seek to achieve _____ for men and women around the world.
5. The goals suggest that we need _____ to save our climate.

Reflect

C Make a list of ways you have learned to improve people’s health and well-being from texts in this unit and previous units.

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

Key Vocabulary

A Check (✓) the statements you agree with. Then write why you agree or disagree.

- ☐ 1. There are disadvantages to the world being so **interconnected**.

- ☐ 2. Travel has a **profound** effect on children's development.

- ☐ 3. **Prominent** city leaders should speak more than one language.

- ☐ 4. You **attest** that it is better to learn languages than to learn math.

- ☐ 5. In the future, countries will **transcend** their differences, and there will be no more wars.

- ☐ 6. Friends can **enrich** a person's life as much as family members do.

Vocabulary Boost

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

1. Tarek showed his passport to cross the **border** between India and Nepal.
2. Living in several countries as a child helped Elena develop a **broad** understanding of the world.
3. My brother **denied** that he used my laptop, but I'm not sure I believe him.
4. In many Asian cultures, it is the **duty** of children to care for their parents as they age.
5. It took the student many years to **master** writing in Arabic.
6. Yawen learned a **substantial** amount from her experience volunteering in a hospital.

Word	Part of Speech (noun, verb, adjective)	Definition
		to say that something is not true
		to learn how to do something very well
		a line separating two places
		something that you feel you should do
		wide, including a range of things
		large in importance, size, or worth

Understand

A Check (✓) the important ideas from “Multilingualism and Global Citizenship.”

- ☐ 1. We live in an interconnected world.
- ☐ 2. Our immediate surroundings are extremely important.
- ☐ 3. Global citizenship is now more important than ever.
- ☐ 4. Language is key to understanding other cultures.
- ☐ 5. Leaders have the responsibility to learn multiple languages.
- ☐ 6. Understanding other languages and cultures helps people become more respectful of differences.

B Read the statements about “Multilingualism and Global Citizenship.” Write *T* for True or *F* for False.

- _____ 1. The author believes that decisions made in one part of the world affect the rest of it.
- _____ 2. Leaders have the most responsibility for taking care of our societies.
- _____ 3. Global citizenship focuses on duties to someone’s immediate surroundings.
- _____ 4. It seems easy to connect nations and peoples, but it is not.
- _____ 5. Multilingualism can help to bring peace to the world.
- _____ 6. The author experienced positive personal changes after learning a new language.
- _____ 7. Everyone should take the initiative to learn more about the world.
- _____ 8. It is easier to be selfish when you know more about other people.

Apply the Skill: Identify the Writer’s Purpose

C Choose the correct answers to the questions about “Multilingualism and Global Citizenship.”

1. What type of text is this?
 - a. fiction
 - b. nonfiction
 - c. short story
2. What is an important feature of this text?
 - a. adjectives
 - b. dialogue
 - c. strong language
3. Which words from the text help you understand the author’s purpose?
 - a. concept, effects, fact
 - b. language, learning, scope
 - c. need, should, utmost
4. Which sentence helps reveal the author’s purpose?
 - a. We live in an interconnected world.
 - b. We all need to increase the scope of our concern beyond ourselves.
 - c. I learned not to take at face value first impressions and deep-rooted stereotypes.
5. What is the author’s purpose?
 - a. to entertain
 - b. to inform
 - c. to persuade

Vocabulary: Identify Latin Suffixes: *-able, -ate, -ion, -sion, -tion*

A Match the suffixes with their meanings.

- | | |
|---|---------------------------------------|
| _____ 1. <i>-able</i> (for example, <i>questionable</i>) | a. the result of; the state of |
| _____ 2. <i>-ate</i> (for example, <i>considerate</i>) | b. having the quality of |
| _____ 3. <i>-ion/-sion/-tion</i> (for example, <i>realization</i>) | c. capable of; fit for |

B Write *Adjective* or *Noun* to identify how adding the suffix changes the part of speech of a word.

1. *-able* (for example, *reasonable*) _____
2. *-ate* (for example, *affectionate*) _____
3. *-ion/-sion/-tion* (for example, *civilization*) _____

C Circle the correct word to complete each sentence.

1. All people should give *considerate* / *consideration* to the cultures and languages of others.
2. It is *question* / *questionable* whether our team will win the debate or not.
3. Gugulethu Jemaine Nyathi came to the *realization* / *realize* that learning more languages could help her understand other cultures.
4. In many cultures, it is *considerate* / *consideration* to shake a person's hand when you meet him or her.
5. The *decide* / *decision* one person makes could affect many others.

D Use context and your knowledge of Latin suffixes to write the part of speech and definition of the boldfaced words. Then use a dictionary to check your answers.

1. Scientists' current **estimation** is that over a third of the world's glaciers will melt by the year 2100.
Part of speech: _____
Definition: _____
2. Some people are **fortunate** enough to have access to housing and education, but others are not.
Part of speech: _____
Definition: _____
3. There are a **considerable** number of people around the world who don't have adequate sanitation.
Part of speech: _____
Definition: _____

In Unit 1, you learned about modals of ability, obligation, and possibility. Other common modal verbs are used to express advice, permission, and request. These modal verbs do not change form.

Modals of Advice

	Use	Examples
<i>had better (not)</i>	• to suggest that there might be a consequence for not following advice	You had better learn to speak Japanese if you want to live in Tokyo.
<i>ought to</i>	• to give advice or to suggest someone has a moral responsibility	We ought to understand our school duties.
<i>should (not)</i>	• to give advice in the present	You should treat diverse cultures with the respect they deserve.

Modals of Permission and Request

	Use	Examples
<i>can</i>	• to talk about permission, ask for permission, or make a request; <i>can</i> is the least formal of these modals, and <i>may</i> is the most formal	Can I please borrow your phone? No, you can't . I'm using it right now.
<i>could</i>	• to be more polite, use <i>could</i> ; <i>could</i> also implies that you are not sure of the answer you will receive	Could you help me study for the exam, or are you too busy? Yes, I can . I'd be happy to help you.
<i>may</i>	• to give or refuse permission and to make or refuse a request, use <i>can</i> and <i>may</i> ; <i>could</i> cannot be used to give or refuse permission and requests	May I please speak to the judge? Yes, you may speak to the judge.

Notes:

1. *Ought to* is not usually used in the negative.
2. *May not* is not contracted: *Students **may not** bring phones into the classroom.*

A Underline the modal in each sentence. Then write what the modal is expressing: *A* for Advice, *P* for Permission, or *R* for Request.

1. You ought to donate some of your old toys to children who need them.
2. You had better study more tonight if you're taking the exam tomorrow.
3. May I taste some of your goat's milk?
4. My sister can't borrow my clothes; she always gets them dirty.
5. At my old school, all students could eat outside for lunch.
6. Could we join your chess club on Wednesdays?
7. You may use the computer after school for one hour.
8. Matteo shouldn't lift that heavy desk. He'll get hurt.

B Circle the correct modal verb to complete each sentence.

1. Cleaning up the oceans *could* / *should* be a priority if we want to save the planet.
2. *Could* / *May* you take your trash with you when you leave the park, please?
3. Maya *couldn't* / *shouldn't* be drinking so much coffee. She'll have trouble sleeping.
4. You *had better* / *may* remember to return your books to the library, or you'll get a fine.
5. All countries *can* / *ought to* stop using gas-powered cars to reduce air pollution.
6. *May* / *Should* I have your phone number, please?
7. Yes, you *can* / *could* go on the class field trip to the museum next Friday.

C Correct the mistake in each sentence.

1. People mayn't drive without a valid driver's license.

2. Sure, you could use my English book. Here you go.

3. Farmers ought stop using poisonous chemicals to grow vegetables.

4. They have better practice before the championship game on Saturday.

5. I'm sorry, but you can touch any items in the museum.

D Complete the sentences with *had better*, *ought to*, *should*, *can*, *could*, or *may*. More than one answer may be possible for some sentences.

1. _____ I turn my homework in one day late, please?
2. My friends _____ drink more water. It's good for them!
3. You _____ borrow my notes to study with if that's helpful.
4. Maya _____ go see the doctor again; her injury isn't getting better.
5. A: Can you drive me to the dance this weekend?

B: No, I _____.

E Write three sentences using at least one modal of advice, permission, or request in each.

1. _____
2. _____
3. _____

Vocabulary Boost

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

1. The rescuers' **actions** after the earthquake showed how much they wanted to help others.
2. Sometimes I argue with my sister, but she's **basically** a very good person.
3. Actors need **certain** characteristics to have successful careers.
4. Rachel is a member of the **committee** to organize and promote the school play.
5. Duc is very **qualified** to be the head nurse after working at the hospital for years.
6. The **scenery** on our trip to the Canadian Rocky Mountains was dramatic and beautiful.

Word	Part of Speech (noun, adjective, adverb)	Definition
action	noun	
basically	adverb	
certain	adjective	
committee	noun	
qualified	adjective	
scenery	noun	

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

1. Top universities require _____ scores on final exams for admission.
2. Liam said he was trustworthy, but his _____ convinced me otherwise.
3. The city council formed a(n) _____ to design the new park.
4. After a busy month at work, Rosa needs a vacation somewhere with peaceful _____.
5. I'm _____ fine after the car accident, but my leg does hurt a little.
6. Why do you think you are _____ for the position of student council president?

Share Your Perspective

C Using ideas and information from the video and your group discussions, write a definition for global citizenship.

Global citizenship is _____

Key Vocabulary

A Answer the questions.

1. What are some **dialects** that are spoken in your country? _____
2. Write three reasons that you are **fortunate**. _____

3. Write three **necessities** that all people must have. _____
4. What is your most valuable **possession** and why? _____

5. What is something the world is losing at a quick **rate**? _____
6. Who or what is your greatest **source** of support in your life? _____

Vocabulary Boost

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

1. My grandfather is now **retired** after working for 40 years as a truck driver.
2. The hiker was **severely** dehydrated after being lost in the desert for two days.
3. There is no **shortage** of coffee shops in this city. It seems like there's one on every corner!
4. The number of polar bears left in the wild is **shrinking** due to global warming.
5. What is the **total** from the school fundraiser?
6. After days of climbing, the explorers reached the top of the mountain and saw the **valley** below.
 - a. _____: a situation in which there is not enough of something (*n.*)
 - b. _____: an area of low land between hills or mountains (*n.*)
 - c. _____: to become smaller in size or amount (*v.*)
 - d. _____: the whole number or amount of something (*n.*)
 - e. _____: permanently finished with work (*adj.*)
 - f. _____: very seriously; very badly (*adv.*)

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

1. There is a _____ of qualified doctors in many rural areas.
2. Carmen used to be a police officer, but she is now _____.
3. The _____ has excellent soil and is good for growing corn and grains.
4. The environment is being _____ affected by pollution.
5. The team scored a _____ of ten goals over the three-day tournament.
6. Don't use hot water, or your shirt will _____ in the washing machine.

Understand

A Check (✓) the correct answers based on “If the World Were a Village.”

1. Most of the people in the global village ...

- | | |
|--|---|
| <input type="checkbox"/> a. are from Asia. | <input type="checkbox"/> e. go to school. |
| <input type="checkbox"/> b. speak English. | <input type="checkbox"/> f. have access to clean water. |
| <input type="checkbox"/> c. are under the age of 30. | <input type="checkbox"/> g. have electricity. |
| <input type="checkbox"/> d. are retired. | <input type="checkbox"/> h. have received vaccinations. |

2. Problems in the global village include ...

- | | |
|--|---|
| <input type="checkbox"/> a. an equal distribution of wealth. | <input type="checkbox"/> e. pollution. |
| <input type="checkbox"/> b. an unequal distribution of wealth. | <input type="checkbox"/> f. malaria. |
| <input type="checkbox"/> c. too many animals. | <input type="checkbox"/> g. too many languages. |
| <input type="checkbox"/> d. food insecurity. | <input type="checkbox"/> h. poor sanitation. |

B “If the World Were a Village” asks us to imagine that the world is a village with only 100 people. Match the numbers with what they represent about the global village.

- | | |
|-------|---|
| 1. 17 | a. people with 90% of the world’s wealth |
| 2. 9 | b. children under the age of five |
| 3. 10 | c. people who breathe unhealthy air |
| 4. 26 | d. people who speak a Chinese dialect |
| 5. 32 | e. people without a reliable source of food |
| 6. 11 | f. people without electricity |

Apply the Strategy: Make Text-to-Text Connections

C Answer the questions.

- Which two themes are shared among “If the World Were a Village,” “Multilingualism and Global Citizenship,” and “The Traveler’s Treasures”?
 - Traveling and making friends is the most important thing a person can do.
 - The world is interconnected.
 - People can and should learn about those who are different from themselves.
 - Learning new languages helps people become better global citizens.
 - Pollution is a problem that affects all countries.
- Write one more theme that connects all three texts from this unit.

Vocabulary: Synonyms and Antonyms

A Write *A* next to the words and phrases that often indicate antonyms. Write *S* next to those that often indicate synonyms.

- | | |
|-------------------------|----------------------|
| _____ 1. and | _____ 5. that is |
| _____ 2. in other words | _____ 6. unlike |
| _____ 3. although | _____ 7. similar to |
| _____ 4. however | _____ 8. in contrast |

B Underline the antonym or synonym for the boldfaced words in each sentence. Then write *A* for Antonym or *S* for Synonym.

- _____ 1. Some people in poor, rural villages are **undernourished** and underweight.
- _____ 2. Some villagers will have their lives **lengthened** by vaccinations, but others will be shortened by disease.
- _____ 3. About a quarter of the world's energy comes from **renewable sources**—that is, wind and water power.
- _____ 4. People need energy to manufacture goods. However, they also require energy to **consume** goods at home.
- _____ 5. Unlike the majority of people with **adequate** sanitation, many others have poor sewage disposal.

C Underline the synonyms, antonyms, and other context clues that help you infer the meanings of the words in bold. Then write definitions for the words in bold.

1. In this **imaginary** village, each person would represent 78 million people from the real world.

2. In the morning, the village **stirs** and comes to life, ready for a new day.

3. If you could say hello in the eight most spoken languages, you could **greet** almost half the people in the world.

4. The villagers have many animals. They help to **produce** food or are a source of food.

5. Sixty-five villagers are food secure. They have enough food to survive and even **thrive**.

GRAMMAR BOOST: Information Questions

We use **information questions** to ask for specific information. Information questions cannot be answered with a simple *yes* or *no* response.

Information Question Words	Use to ask about:	Examples
<i>What</i>	things	What languages do the people of the global village speak?
<i>When</i> <i>What time</i>	time in general a specific time	When are you going to learn Spanish? What time does class start?
<i>Where</i>	a place	Where do the people of the global village come from?
<i>Why</i>	a reason	Why should everyone become a global citizen?
<i>Who</i>	people	Who are the people of the global village?
<i>Whose</i>	possession or ownership	Whose cell phone is that?
<i>Which</i>	a choice or a part of a group	Which language do you want to learn?
<i>How</i>	health, feelings, opinions, or methods of doing something	How are you doing today? How do the people find clean water?
<i>How many</i>	countable numbers	How many people in the village breathe clean air?
<i>How much</i>	an uncountable amount	How much money do the people have?
<i>How far</i>	distance	How far do the children walk to school?
<i>How + adjective or adverb</i>	degree	How expensive are necessities in the village?

A Underline the question word(s) in each sentence. Write what the question is asking about, for example, a thing, a place, and so on.

- How many people in the village go to school? _____
- What are some problems in the global village? _____
- Why did the author write this text? _____
- What time do the children wake up? _____
- Which city do you want to visit the most? _____
- How much energy comes from coal? _____
- Where does the food come from? _____
- How fast will the village grow? _____

B Circle the correct question word(s) to complete each sentence.

1. *How / How much* did you meet your best friend?
2. *What / When* advantages do some people have that others do not?
3. *How / Who* inspires you?
4. *What / Why* did Mohammed begin wandering in the desert?
5. *How many / How much* electricity does the average person use in a day?
6. *What time / When* was Napoleon the emperor of France?
7. *Who / Whose* opinion matters the most to you?
8. *How / Which* can we be good global citizens?

C Complete the sentences with a question word from the box.

How far Where Which Who Whose Why

1. _____ weren't you in class this morning?
2. _____ book do we have to read for English class this week?
3. _____ is the best musician in the school band?
4. _____ is your home from school?
5. _____ was your grandfather born?
6. _____ opinion do you value the most?

D Write an information question for each answer.

1. A: _____
B: Five people in the global village speak English.
2. A: _____
B: Each person in the global village makes about \$12,500 per year.
3. A: _____
B: Most people in the global village are from Asia.
4. A: _____
B: Most people in the global village use electricity only for light at night.
5. A: _____
B: A newborn was only expected to live to age 38 in 1850.

Assignment: Write a Scene**A Choose the correct answer to each question.**

1. What is a scene?
 - a. a section of a text in which there is action
 - b. a play
 - c. a conversation
2. What is needed in order to have dialogue?
 - a. a clearly established setting
 - b. more than one character
 - c. action
3. What does a scene always have?
 - a. a beginning, middle, and end
 - b. dialogue
 - c. a problem
4. Which of the following does *not* indicate a change of scene?
 - a. characters arrive or depart
 - b. characters speak to one another
 - c. the action ends

B Match each part of a scene with its purpose.

- | | |
|------------------|---|
| ___ 1. beginning | a. reveals information or action through the characters |
| ___ 2. middle | b. concludes the scene |
| ___ 3. ending | c. contains action or a problem |
| ___ 4. dialogue | d. establishes the setting and characters |

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

1. Is the setting urban or rural? How do you know?

2. Which characters are introduced in the beginning of the scene?

3. Write three adjectives that describe Mohammed based on the information in the scene.

4. Write three adjectives that describe Zara based on the information in the scene.

5. What does the reader know will happen immediately after this scene?

Assignment: Perform a Scene

A Label the words and phrases that can describe elements of a scene. Write *C* for costumes, *P* for props, *FE* for facial expressions, and *G* for gestures.

- _____ 1. raised eyebrows, smile, mouth open, eyes down
- _____ 2. colorful shirt, shoes, sun hat
- _____ 3. pointing, shaking head, holding something out
- _____ 4. leather bag, mural of sand dunes, blanket, jug of milk

B Imagine you are going to perform the scene from the Student Book. Add annotations for the underlined parts of the script about the characters' facial expressions and gestures.

MOHAMMED: Oh, hello! I didn't see you sitting there. I'm sorry to bother you.

GIRL: It's OK. I'm just trying to stay out of the sun under this tree for a while. I need to rest a bit.

MOHAMMED: That's a good idea. Do you mind if I sit with you for a while? My goat and I are both very hot and tired. We've been walking all day.

GIRL: Of course. Please sit down. My name is Zara. I live with my mother nearby.

MOHAMMED: I'm Mohammed. I suppose I don't live anywhere at the moment. My father passed away some time ago, and I have been wandering ever since.

GIRL: I'm sorry to hear about your father. Aren't you lonely wandering by yourself?

MOHAMMED: It might be surprising, but no, I'm not. I meet kind and interesting people along the way, and I always have my goat for company!

GIRL: I bet you've had some wonderful adventures. I'd like to have some adventures myself, but I could never leave my mother.

MOHAMMED: Well, you're still very young. You'll have adventures soon enough.

GIRL: Oh, excuse me. My stomach is rumbling. I'm afraid I haven't had much to eat today.

MOHAMMED: I have plenty of goat's milk. You're welcome to have some.

GIRL: Thank you. That's very kind of you to offer.

MOHAMMED: Here you go. I only wish I had more to share.

C Practice reading each part in Activity B aloud, using expressions and gestures.

A

- action** (*n.*) a thing someone does
admiration (*n.*) a feeling of great respect and liking
advise (*v.*) to tell someone about something
affordable (*adj.*) having a cost that is not too high
aid (*n.*) help, such as money or food
analytical (*adj.*) thinking about things in a detailed way
anger (*n.*) a strong feeling about something you don't like
apparently (*adv.*) the way something looks, though you can't be sure
ashamed (*adj.*) feeling guilt or shame
atrophied (*adj.*) wasted away; decreased in size

B

- background** (*n.*) the scenery behind something in a painting, photograph, etc.
balance (*v.*) to keep from falling
barely (*adv.*) almost not
basically (*adv.*) at a fundamental level
be affected (*v.*) to be changed or influenced
beneath (*prep.*) spread out below
bill (*n.*) a bird's beak
blade (*n.*) the flat arm of a propeller or fan
bold (*adj.*) brave
bond (*n.*) something that unites two or more people
border (*n.*) a line separating two places
boundless (*adj.*) having no restraints
broad (*adj.*) wide; including a range of things
bury (*v.*) to put something in the ground

C

- calculated risk** (*n.p.*) an estimated chance of failure
calculation (*n.*) using numbers to find out an amount
cardboard (*adj.*) made of a thick kind of paper, such as those used to make boxes
casual (*adj.*) informal; relaxed
catastrophic (*adj.*) extremely tragic
certain (*adj.*) specific but not directly stated
chaotic (*adj.*) completely confusing
chest (*n.*) the upper front surface of the body below the neck

- coconut** (*n.*) a fruit with a hard outer shell and liquid inside that grows on a palm trees
collect (*v.*) to gather things together into one place
comfort (*v.*) to calm or reassure
committee (*n.*) a small group of people chosen to work on a specific task
compass (*n.*) a device for determining directions
complex (*adj.*) difficult and complicated
compromise (*v.*) to make an agreement where each side gets some of what it wants
conference (*n.*) an event or meeting at which people discuss a particular subject
conform (*v.*) to act like others
consider (*v.*) to think about something
constantly (*adv.*) all the time; always
constraint (*n.*) a restriction
consumption (*n.*) the act of eating or drinking something
container (*n.*) an object that can be used for holding something
cope (*v.*) to face difficulties and try to overcome them
covet (*v.*) to desire strongly
crown (*n.*) a circular object worn on the head of royalty, usually for special occasions
cure (*n.*) something that makes a sick person well

D

- decay** (*v.*) to fall into ruin or bad condition
decent (*adj.*) satisfactory; acceptable
decorate (*v.*) to make something look nice by adding things to it
definite (*adj.*) clearly known
deny (*v.*) to say that something is not true
desire (*n.*) hope
desperately (*adv.*) wanting to do anything to change a bad situation
determined (*adj.*) having made a definite decision that you will do something and that nothing will stop you
devastating (*adj.*) causing great emotional pain
developing (*ger.*) growing
differ (*v.*) to vary
disability (*n.*) something that takes away a normal ability
discovery (*n.*) something that someone finds out
distant (*adj.*) far away

distribute (v.) to share things in an organized way
documentary (n.) a movie or TV show that gives factual information about a topic
downside (n.) a negative aspect
dramatically (adv.) greatly and suddenly
droplet (n.) a small drop of liquid
drought (n.) a time of little to no rainfall
duty (n.) something that you feel you should do

E

elder (n.) an older person, usually someone who has the respect of others
emotional (adj.) relating to feelings
empathy (n.) the ability to share or understand another person's feelings
essential (adj.) the most important
event (n.) an important thing that happens
evidence (n.) words or objects that support the truth
expect (v.) to think something will happen
expedition (n.) a group of people who travel together to a distant place
exploit (v.) to take advantage of
exposed (adj.) unprotected

F

fabric (n.) cloth
facial (adj.) related to the face
factor (n.) something that causes a situation
familiar (adj.) frequently seen or experienced
fascinating (adj.) extremely interesting
fatality (n.) death caused by something
flamingo (n.) a tall, long-legged bright pink water bird
float (v.) to rest or move in the air
fluently (adv.) speaking or writing in a smooth and confident way, without mistakes
fond (adj.) having warm feelings toward someone
forgiveness (n.) the act of letting go of anger toward someone
frustration (n.) a deep sense of dissatisfaction

G

gather (v.) to collect things
genetics (n.) relating to cells that control what a living thing looks like and how it develops

genuinely (adv.) truthfully
grateful (adj.) thankful
grip (v.) to hold firmly
grove (n.) a small wood; a group of trees

H

hardwired (adj.) regarding something a person is born with and may not be able to change
herd (n.) a group of animals of one kind
howl (v.) to cry loudly
huddle (n.) a number of people gathered in a tight group
hut (n.) a small, simple building
hyperactive (adj.) more active than usual or desirable

I

identify with (phr. v.) to feel connected to someone or something
imagine (v.) to form a picture in your mind of something that is not real
immense (adj.) huge
impose (v.) to place upon; to burden
impressed (adj.) affected in a good way
inclination (n.) a desire to do something
income (n.) money earned from working
industry (n.) the companies involved in doing a particular activity, for example, making automobiles
innovative (adj.) original
instantly (adv.) immediately; in a second
institution (n.) an organization or official group
instrument (n.) a tool used for a special purpose
insult (n.) a statement or action that is rude
invention (n.) something created or produced for the first time
investment (n.) the giving of time or effort to something to get a good result
iterative (adj.) repetitive

J

justice (n.) fairness; the law being used in a fair way

K

kneel (v.) to put one or both knees on the ground
knowledge (n.) information or understanding that you get from learning or doing something

L

- lace** (*n.*) a very thin and delicate fabric made with patterns of holes
- landscape** (*n.*) the natural features in a particular area
- layer** (*n.*) something that covers a surface
- liberating** (*adj.*) freeing
- loyalty** (*n.*) faithfulness or devotion

M

- master** (*v.*) to learn how to do something very well
- measure** (*v.*) to find the size or weight of something
- mechanical** (*adj.*) using a machine to operate or produce something
- merely** (*adv.*) only
- migrate** (*v.*) to move from one area to another
- miracle** (*n.*) something very lucky that happens
- mission** (*n.*) the purpose of the business that a person or organization conducts
- mock** (*v.*) to make fun of
- mutter** (*v.*) to speak in a quiet voice, usually when complaining

N

- navigate** (*v.*) to move through an area; to find a way somewhere
- nuisance** (*n.*) something that's annoying

O

- obey** (*v.*) to follow commands or guidance
- obsessed** (*adj.*) preoccupied with an idea or interest
- obvious** (*adj.*) easily seen or understood
- operation** (*n.*) in math, adding subtracting, multiplying, dividing, and so on
- overwhelm** (*v.*) to be overcome by thought or feeling

P

- panic** (*n.*) a sudden, overpowering fright
- paralyze** (*v.*) to make incapable of movement or action
- particular** (*adj.*) relating to a specific person, thing, or idea
- pasture** (*n.*) land covered with grass where animals can eat
- pity** (*n.*) a cause for regret
- portion** (*n.*) a part of a larger whole

- portrait** (*n.*) a photograph or painting of a person
- possessive** (*adj.*) wanting to control things or people
- pour** (*v.*) to cause to flow or stream out
- poverty** (*n.*) the state of being extremely poor
- precious** (*adj.*) very valuable or loved
- pressure** (*n.*) an attempt to influence someone
- production** (*n.*) the taking of raw materials and changing them into finished goods
- prosperity** (*n.*) the state of having wealth
- protection** (*n.*) when something is kept safe from harm
- protest** (*v.*) to object to
- proud** (*adj.*) feeling pleased about something you are involved with

Q

- qualified** (*adj.*) having the knowledge or skills to do something well

R

- rational** (*adj.*) reasonable
- recall** (*v.*) to remember something
- reciprocity** (*n.*) an equal exchange between two or more people or groups
- recommendation** (*n.*) a suggestion to choose someone or something
- relative** (*adj.*) compared to something else
- remain** (*v.*) to stay after others are gone
- respect** (*n.*) the approval of or honor for the qualities of a person or thing
- response** (*n.*) something done in reaction to something that has happened
- retired** (*adj.*) permanently finished with work
- revolutionary** (*adj.*) bringing about or causing a great change
- reward** (*v.*) to give someone something good
- routine** (*n.*) a regular procedure

S

- sacrifice** (*v.*) to give up something in order to get something else
- scan** (*v.*) to do an examination of the inside of the body with a special machine
- scenery** (*n.*) the natural environment or surroundings
- self-portrait** (*n.*) a painting or drawing an artist makes of his or herself

severely (*adv.*) very seriously; very badly
shortage (*n.*) a situation in which there is not enough of something
shrink (*v.*) to become smaller in size or amount
sigh (*v.*) to let air out from the mouth
significance (*n.*) importance
smash (*v.*) to hit an object violently
society (*n.*) people who live together in communities with common rules and traditions
statistics (*n.*) a set of numbers that represents facts
steel (*n.*) a strong metal that can be shaped
steering wheel (*n.*) in a vehicle, the circular object turned by the driver to control direction
stimulating (*adj.*) exciting; making you feel more active
streetcar (*n.*) a vehicle that travels on rails carrying passengers
stretch (*v.*) to extend or straighten something to a longer length
substantial (*adj.*) large in importance, size, or worth
suffer (*v.*) to experience a painful or unpleasant event
swamp (*n.*) land that is wet and sometimes covered by water

T

thrill (*n.*) a feeling of excitement
title (*n.*) a word or name that describes or identifies something
tomb (*n.*) a stone structure where a dead person is buried
total (*n.*) the whole number or amount of something
tracks (*n.*) rails on or beneath the ground that a train or subway car moves along
trade (*v.*) to give something in exchange for receiving something else
trait (*n.*) a characteristic
transportation (*n.*) a way to move from place to place
trap (*v.*) to catch something
treasure (*n.*) something very special
tremendous (*adj.*) huge
triumphantly (*adv.*) in a way that celebrates victory
trunk (*n.*) the main stem or central part of a tree
tundra (*n.*) a large area of flat land that has no trees and is always frozen

twilight (*n.*) the time of day when daylight ends and night begins

twist (*v.*) to turn around

U

ultimate (*adj.*) last or highest

urgent (*adj.*) needing immediate attention

V

vacant (*adj.*) empty and available

valley (*n.*) an area of low land between hills or mountains

virtue (*n.*) moral goodness

visible (*adj.*) something that can be seen

W

warn (*v.*) to tell that danger or trouble is near

whisper (*v.*) to speak very quietly

windshield (*n.*) the glass across the front of a car that protects the driver and passengers

windshield wiper (*n.*) a thin rubber blade on a metal rod that clears a vehicle's windshield of rain, snow, and dirt

wire (*n.*) a thin metal used for carrying electricity

withdrawal (*n.*) the effects after stopping using an addictive substance

Y

youth (*n.*) a young person or young people

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