

Lift

LANGUAGE COMPANION

CONTENT-BASED
ENGLISH

3

ON THE COVER

While flying in a helicopter over Tanzania's Lake Natron, Phillip Chang photographed this flock of flamingos against the last rays of sunlight.

© Phillip Chang

Lift

LANGUAGE COMPANION

PROGRAM ADVISOR

Nonie Lesaux



National Geographic Learning,
a Cengage Company

Lift 3 Language Companion

Authors: Lisa Varandani, Mari Vargo

Publishers: Erik Gundersen, Janine Boylan

Managing Editor: Nancy Jordan

Senior Development Editor: Eve Einselen Yu

Director of Global Marketing: Ian Martin

Heads of Regional Marketing:

Charlotte Ellis (Europe, Middle East and Africa)

Justin Kaley (Asia and Greater China)

Irina Pereyra (Latin America)

Product Marketing Manager: Anders Bylund

Senior Content Project Manager: Nick Ventullo

Media Researcher: Leila Hishmeh

Art Director: Brenda Carmichael

Operations Support: Hayley Chwazik-Gee

Manufacturing Planner: Mary Beth Hennebury

Composition: MPS North America, LLC

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Language Companion ISBN: 978-0-357-50123-8

National Geographic Learning

200 Pier 4 Boulevard

Boston, MA 02210

USA

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▲ Students laugh together at their school in South Africa.

UNIT LAUNCH

Academic Vocabulary

A Circle the correct word to complete each sentence.

1. This fan is designed to *alter* / *function* with either battery or solar power.
2. Luisa's *individuality* / *isolation* is what makes her who she is. She always thinks for herself and doesn't just go along with the crowd.
3. One of the *external* / *obvious* walls of the house was damaged by the storm, but luckily everything inside the house was fine.
4. Many families *alter* / *function* their evening routines when school is on vacation.
5. When observing the behavior of teenagers at school, it is *external* / *obvious* that some feel a sense of belonging while others do not.
6. Some students prefer to study in groups, while others prefer *individuality* / *isolation* because being alone helps them focus.

2 Unit 1 Unit Launch

Key Vocabulary

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

acquaintance conform identity peer values

1. He is going to have to _____ if he wants to be on the team.
2. We were just _____ at first, but soon we became good friends.
3. The people in that group have many good _____ that match my own beliefs.
4. _____ pressure is the feeling that you should do what others in your social group do.
5. Your interests, personality, and hobbies help form your _____, or individuality.

Vocabulary Boost

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

1. Dale often **bullies** other kids by threatening and intimidating them.
2. The school invited parents to come to the ceremony but **excluded** siblings because there wasn't space.
3. Marissa has always had a close circle of friends because of her **competence** in getting along with others.
4. Yusef has the most negative **outlook**. He always thinks our team will lose.
5. Monica's interest in music helps **define** who she is because it influences her activities, hobbies, and even friends.
6. I did my best on the test, but I was **unsure** of the answer for the last question.

- | | |
|---------------------|--|
| _____ 1. bully | a. to establish, identify, or explain (v.) |
| _____ 2. exclude | b. to treat others meanly and oppressively (v.) |
| _____ 3. competence | c. uncertain (<i>adj.</i>) |
| _____ 4. outlook | d. to reject or leave out (v.) |
| _____ 5. define | e. a person's point of view or attitude about life (<i>n.</i>) |
| _____ 6. unsure | f. the ability to do something successfully (<i>n.</i>) |

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

- _____ 1. If someone has a positive **outlook**, the person feels good about life's events.
- _____ 2. Most people love it when someone **bullies** them.
- _____ 3. An example of something that helps **define** people is the way they dress.
- _____ 4. If a store is having a sale but says jeans are **excluded**, it means they are part of the sale.
- _____ 5. Professional athletes have a very high level of **competence** in their sport.

Understand

A Read the statements about "What's Your Group ID?" Write *T* for True or *F* for False.

- _____ 1. According to the article, peer groups are especially beneficial for teens because the groups can provide emotional support during a difficult time in life.
- _____ 2. Teens who spend too much time with friends usually don't develop social competence.
- _____ 3. A "trendsetter" is someone who follows the leader of the group or clique.
- _____ 4. Negative cliques are often unkind to people outside of the group.
- _____ 5. The article says that if you want to become part of a social group, it's easier to start by becoming friends with just one or two members.
- _____ 6. According to the article, if you can't be close friends with everyone in a social group, it's not an appropriate group for you.

B Circle the correct word or phrase to complete each statement about "What's Your Group ID?"

- 1. Having good social competence can help a person with *self-reflection* / *advancing* in a career.
- 2. Clique members are sometimes *excluded* / *congratulated* if they don't conform.
- 3. According to Nasreen and Chris, friends that pressure you to do things *are good leaders* / *aren't real friends*.
- 4. An example of how you can be your own best friend is to *eat healthy food* / *spend lots of time alone*.
- 5. According to the article, having pride in your individuality and cultural background is *less important than* / *just as important as* fitting in.
- 6. According to Bernadette, if you no longer have common interests with a group, you *should talk to them about it* / *shouldn't say anything*.

C Answer the questions.

- 1. How often do you socialize with friends? What kinds of things do you do?

- 2. In your opinion, what is positive about cliques? What is negative?

- 3. What are some differences about yourself that you celebrate?

Vocabulary: Use Context to Determine Meanings

- A** Complete the paragraph about using context to determine meanings. Use the correct form of a word or phrase from the box.

before figure out hint pause reread unknown

You can use context to determine the meaning of _____ words or phrases in a text. Look at the words that come _____ and after the unknown words to find _____ about their meaning. When you come across an unknown word or phrase, you should _____. _____ the text around it to look for clues. Use the context to _____ the meaning.

- B** Choose the correct definition for each word or phrase. Read the lines in the Student Book, and use context to help you.

1. In line 19, what does "function in isolation" mean?
 - a. to live our lives without interaction
 - b. to live with others
2. In line 25, what does "get along" mean?
 - a. to have a friendly relationship
 - b. to leave; to depart
3. In line 27, what does "competence" mean?
 - a. habits
 - b. excellent skills in something
4. In line 41, what does "ostracized" mean?
 - a. included
 - b. left out
5. In line 43, what does "pursue" mean?
 - a. to let go of
 - b. to try to make happen
6. In line 54, what does "peer pressure" mean?
 - a. influence from a friend group
 - b. invitations from a friend group
7. In line 89, what does "buddy" mean?
 - a. a friend
 - b. a classmate
8. In line 108, what does "stood out" mean?
 - a. was taller than others
 - b. was easily noticed
9. In line 143, what does "fortunate" mean?
 - a. lucky
 - b. truthful
10. In line 148, what does "work it out" mean?
 - a. to exercise
 - b. to resolve a conflict

GRAMMAR BOOST: Defining Relative Clauses

We use **defining relative clauses** to give essential information about a noun. Defining relative clauses come directly after the noun they are modifying. The clause starts with a relative pronoun and always has a subject and verb. The relative pronoun can be the **subject** or **object** of the clause.

Form and Use	Examples
<ul style="list-style-type: none"> Use different relative pronouns based on what you are describing. <i>Where, when, and why</i> are only used when the pronoun is the object of the clause. 	person = <i>that</i> or <i>who</i> thing = <i>that</i> or <i>which</i> place = <i>where</i> time = <i>when</i> reason = <i>why</i>
<ul style="list-style-type: none"> When the relative pronoun is the subject of the defining relative clause, the relative pronoun is directly followed by a verb. The verb in the clause agrees with the noun the clause is modifying. 	<div style="text-align: center;">S V</div> Many teens who belong to cliques feel pressure. <div style="text-align: center;">S V</div> Groups that are defined by appearances could be cliques. <div style="text-align: center;">S V</div> A group that is defined by appearances could be a clique.
<ul style="list-style-type: none"> When the relative pronoun is the object of the defining relative clause, the relative pronoun is followed by a subject and a verb. The subject and verb in the clause agree. Most relative pronouns are optional when they are the object of a clause. Do not omit <i>where</i>. 	Someone can be just a casual acquaintance <div style="text-align: center;">O S V</div> (that/who) you see now and then. <div style="text-align: center;">O S V</div> The café where the group usually gets together is near the school.
<ul style="list-style-type: none"> Defining relative clauses often follow <i>someone, no one, everyone, something, anything, nothing, or everything</i>. 	Doing <u>something</u> (that) you know is wrong can hurt in the long run. Virtually <u>everything</u> (that) we do involves some sort of social system.

Notes:

- Do not use commas around a defining relative clause because it has essential information for the sentence.

*Teens **who have similar interests** often become friends.*

- The object relative pronoun *whom* is sometimes used instead of *who*, but it is less common.

*The people **whom I admire** are kind to others.*

A Underline the defining relative clause in each sentence, and circle the noun it modifies. Then write *S* if the relative pronoun is the Subject of the clause or *O* if it is the Object.

_____ 1. Make friends with people who have similar interests to yours.

_____ 2. Teens that belong to cliques are sometimes mean to others.

6 Unit 1 What's Your Group ID?

- ____ 3. There are many reasons why it's hard to be a teenager.
- ____ 4. I only want to be part of groups that include everyone.
- ____ 5. Does anyone who you know ever feel left out?
- ____ 6. True friends won't pressure you to do something you're not comfortable with.

B Complete the sentences with the correct relative pronoun. If the relative pronoun is optional, put it in parentheses.

1. Clubs and organizations offer opportunities to meet people _____ share your interests.
2. The room _____ the club meets is on the second floor.
3. Junior high school has been the time _____ I need my friends most.
4. The group _____ Teresa hangs out with all dress the same.
5. Can someone _____ knows Nadia please contact her?
6. I don't know the reason _____ she was crying, but she seemed very upset.

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

1. The school where Lionel goes has many cliques. ☐

2. Almost everyone which goes to the school is part of an exclusive group. ☐

3. The students that isn't accepted into the cliques often feel left out. ☐

4. Lionel can remember a time when everyone got along. ☐

5. The teachers have no idea why are the students so divided. ☐

6. The kids that they got left out ended up sitting together. ☐

D Complete the sentences. Use defining relative clauses.

1. I prefer friends _____
2. I belong to a group _____
3. I go to a school _____
4. I try to be a person _____

UNCOVER THE STORY

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

charge cheer stadium thrilled toss

1. The soccer _____ has a large, open field surrounded by lots of spectator seating.
2. I wanted to be on the team for years, so when I found out I got in, I was _____.
3. Be careful if you walk through the pasture with the bull in it. It might _____ at you.
4. The fans _____ wildly when their team won the world championship.
5. When Ana _____ the ball to me, I surprised myself and caught it.

Examine the Photo

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

cheer grass shadows spectators stadium straw hats thrilled uniform

1. What time of day do you think the photo was taken? How do you know?

2. What is in the background of the photo?

3. What are the students wearing? Why do you think they're dressed this way?

4. What are the students doing? _____
5. How do you think the students are feeling? _____
6. Why do you think they are celebrating? _____

Reflect

C Take notes in the chart to plan your caption for the photo.

How were you feeling?	Why were you feeling like that?

Key Vocabulary

A Complete each sentence with a word from the box.

confident influence judgment majority normative perceptual

1. Lamar looks uncomfortable because he's not _____ about the outfit he is wearing.
2. Aisha has good _____ skills. She notices visual details that others don't.
3. She is not listening closely, so I don't trust her _____ about the song.
4. Studying before a test usually has a positive impact on performance, so it has become a(n) _____ behavior for most.
5. If we put up some barriers and strategically place food in a few places, we can _____ which way the mouse will run.
6. Liesel is well known and popular, so she was chosen to be the club's president by the _____ of its members.

Vocabulary Boost

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

1. Immigrants often make **comparisons** about life in their home country and life in their new country.
2. In the play, Nicola spoke with a **fake** British accent to make her character more believable.
3. The meteorologist **instructed** everyone to take shelter in their basement before the storm hit.
4. At my school, when students misbehave, they might get a **punishment**.
5. I wasn't sure which seat was best, so my seat choice was **random**.
6. During the **trial**, the researcher will show you several items and then later check to see how many you remember.

Word	Part of Speech	Definition
		not real; false
		penalty for doing something wrong
		an analysis of similarities and differences between things, ideas, people
		test; experiment
		to direct; to tell someone what to do
		by chance; unsystematic

Understand

A Read the statements about “The Asch Conformity Experiments.” Choose the best answer for each question.

1. What were the Asch experiments designed to look at?
 - a. how groups form
 - b. how groups influence one’s behavior
2. What was on the cards?
 - a. four lines
 - b. four targets
3. What strange thing happened on the third trial?
 - a. The other people gave the wrong answer.
 - b. The other people refused to answer.
4. What was significant about the participants?
 - a. They were bad at making decisions.
 - b. Three of them were fake.
5. What happened when someone got the correct answer?
 - a. He or she got a prize.
 - b. Nothing happened.
6. What population did the participants come from?
 - a. male college students
 - b. psychologists

B Check (✓) the statements that are true about “The Asch Conformity Experiments.” For true statements, write the line numbers where you found the information.

- ☐ _____ 1. The comparison lines were all the same height.
- ☐ _____ 2. There was only one real participant per study.
- ☐ _____ 3. “Normative social influence” is changing our behavior to fit in with others.
- ☐ _____ 4. “Informational social influence” is assuming we know better than others.
- ☐ _____ 5. Participants who made errors at the perceptual level suspected the other participants were fake.
- ☐ _____ 6. The participants knew they were coming in for a study.

Apply the Skill: Cite Text Evidence

C Cite text evidence as you answer the questions.

1. How did participants respond when the group gave incorrect answers?

2. Did the participants come from multiple populations? Cite evidence.

Language Convention: Identify and Use Infinitives

A Check (✓) the correct statements about the use of infinitives. Write an **X** for the incorrect statements. Then correct the incorrect statements.

1. An infinitive is a verb form. ☐

2. The infinitive form is *to* + verb + *-s*. An example is *to talks*. ☐

3. Within a sentence, an infinitive can function as a noun, an adjective, or a preposition. ☐

4. An infinitive can have modifiers or objects. ☐

5. When an infinitive is used as a noun, it is often the subject of the sentence. ☐

6. When an infinitive is used as an adjective, it describes a verb. ☐

B Underline the infinitive in each sentence. Then check (✓) how the infinitive is being used.

	Noun	Adjective	Adverb
1. To understand conformity was the goal of the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The study was designed to have some fake participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The "target line" is the line to match.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The fake participants were the first people to give their answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Mark waited to see the other participants' answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To conform is an example of human nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The pressure to conform was overwhelming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. All she ever wanted was to belong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Write sentences with infinitives. Use the infinitive as indicated.

1. Infinitive used as noun

2. Infinitive used as adjective

3. Infinitive used as adverb

An **infinitive** is *to* + base form of a verb. Infinitives often follow the main verb in a sentence.

Form and Use	Common Verbs and Phrases	Examples
1. Some verbs are often followed by infinitives. To form the negative infinitive, use <i>not</i> before the infinitive.	<i>agree, arrange, attempt, claim, decide, deserve, hope, learn, manage, offer, plan, promise, seem, tend, wait</i>	Imagine you <u>agreed</u> to be a participant in a perceptual study. The errors <u>seemed</u> to be at the perceptual level. The fake participants <u>promised</u> not to give the correct answer.
2. Some verbs can only be followed by an infinitive if there is an object. They follow the pattern: verb + object + infinitive.	<i>advise, allow, convince, encourage, invite, force, get, order, remind, teach, tell, warn</i>	The experimenter <u>ordered them</u> to answer incorrectly.
3. Some verbs can be followed by an infinitive with or without an object.	<i>ask, choose, expect, help, need, prepare, promise, want, would like</i>	Some participants thought the experimenter <u>expected them</u> to conform . Others <u>wanted</u> to give the correct answer but felt unsure.
4. Some phrases with <i>it</i> are followed by the infinitive. They follow the pattern <i>it + be + adjective + infinitive</i> .	<i>it is/it's + difficult, exciting, important, impossible, interesting, possible</i>	<u>It's important</u> to note that the participants conformed without any external pressure.

A Underline the infinitive and circle the main verb in each sentence. Write the number of the rule from the chart that the infinitive follows.

- _____ 1. The research team invited them to participate in the study.
- _____ 2. The researchers hoped to learn more about conformity.
- _____ 3. The real participants expected the other participants to give real answers.
- _____ 4. It was interesting to read about this research study.
- _____ 5. My parents taught me to think for myself.
- _____ 6. The fake participants promised not to give the correct answers.
- _____ 7. It was impossible to know that some of the participants were fake.
- _____ 8. The real participants deserved to learn the truth.

B Choose the correct phrase to complete each sentence.

1. The study attempted _____ the feeling of belonging in high school.
a. to understand b. them to understand c. Both *a* and *b* are correct.
2. The investigators invited _____ the study as participants.
a. to join b. students to join c. students join
3. The investigators promised _____ their names confidential.
a. to keep b. the participants to keep c. Both *a* and *b* are correct.
4. It's exciting _____ that you will be participating in the study.
a. it hear b. it to hear c. to hear
5. They reminded _____ the consent form to the interview.
a. to bring b. him to bring c. Both *a* and *b* are correct.
6. The investigators decided _____ the participants at random.
a. to select b. them to select c. them select

C Complete the paragraph with the verbs and objects in parentheses. Use the simple past for the main verb and infinitive for the other verb.

Last year, my family moved, and I started going to a new school. I _____ (hope / make) friends quickly, but all of the kids _____ (seem / be) in tight friend groups. One day after school, my mom could see I was upset, so she _____ (encourage / me / not lose) hope. We talked about it for a long time. Finally, she _____ (convince / me / invite) some other kids to come to my house after school. There were two kids in my math class that I liked talking to, so I _____ (decide / ask) them to play video games at my house. I was so nervous. I _____ (expect / them / say) no, but they didn't. They actually _____ (want / come) and be my friend, too. We became good friends after that. I am glad I _____ (decide / listen) to my mom.

D Put the words and phrases in order to make sentences. Use the simple past for one verb and an infinitive for the other verb.

1. join / the Journalism Club / new members / invite

2. want / Elyse / more information about the club / get

3. go / promise / Reem / to the first meeting with Elyse

4. go / decide / later, / with her / Reem / not

Vocabulary Boost

A Complete each sentence with a word from the box.

hypothesis mimic physiological psychological stimulus unintentional

1. There is more than one _____ about why yawns seem to be contagious.
2. Empathy is a(n) _____ response that could explain contagious yawning.
3. Contagious yawning is triggered by a specific _____.
4. Yawning is a(n) _____ action because it has to do with the body.
5. People in a group tend to _____ each other's postures and will end up sitting in the same way.
6. Yawning is _____ because you do it without meaning to.

B Answer the questions.

1. Aside from yawning, what's another **unintentional** thing human bodies can do?

2. Give an example of a **psychological** emotion.

3. Give an example of a **physiological** injury.

4. What kinds of things do teenagers often **mimic**?

5. What kinds of things can be a **stimulus** to sleep?

6. If you have a **hypothesis**, how sure are you about it?

Share Your Perspective

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

Key Vocabulary

A Circle the correct word to complete each sentence.

1. Because he is very sick, he looks sad and *frail* / *resilient*.
2. The children *protested* / *savored* the special time they got to spend with their grandparents.
3. If people go to the moon, they will have to create a new *civilization* / *consequence* there.
4. Even though rabbits ate part of the rose bush, it was *frail* / *resilient* and kept growing.
5. My personal feelings are of little *civilization* / *consequence* when it comes to homework. Teachers will assign it no matter what.

Vocabulary Boost

B Read the definitions. Then complete each sentence with the correct form of a word from the chart.

endless (<i>adj.</i>) going on forever; never ending or stopping	helpless (<i>adj.</i>) unable to defend oneself
seize (<i>v.</i>) to grab; to capture	stare (<i>v.</i>) to look fixedly or vacantly, often without blinking
tremble (<i>v.</i>) to shake; to shiver	vanish (<i>v.</i>) to disappear

1. I didn't see the car and was about to cross the street. A woman _____ me by the arm. She probably saved my life.
2. Have you seen my phone? I just had it here, and now I can't find it anywhere. It's like it _____!
3. Dahlia felt _____ because she knew there was nothing she could do to change the situation.
4. During the presentation, I was nervous and my hands were _____.
5. I was so tired, and the lecture went on and on for hours. It felt _____.
6. Hassan _____ out the window because he was hoping to get to see the unusual bird again.

C Write two examples for each item.

1. things that are or seem **endless**: _____
2. people or things that are **helpless**: _____
3. things that people sometimes **seize**: _____
4. times when people sometimes **stare**: _____
5. things that make you **tremble**: _____
6. things that **vanish**: _____

Understand

A Put the events from "All Summer in a Day" in order from 1 to 7.

- _____ **a.** The children looked eagerly out the window as the rain got lighter.
- _____ **b.** In class, the children read about the sun and wrote poems about it.
- _____ **c.** They unlocked the closet to let Margot out.
- _____ **d.** The children forced Margot into a closet and locked the door.
- _____ **e.** The rain started again, and they were all disappointed.
- _____ **f.** The children went outside and enjoyed the sun.
- _____ **g.** The teacher came back to the classroom.

B Complete the sentences with words from "All Summer in a Day."

1. The children pressed to each other like so many roses, so many weeds, intermixed, _____ out for a look at the hidden sun.
2. Margot _____ from them, from these children who could never remember a time when there wasn't rain and rain and rain.
3. She was a very _____ girl who looked as if she had been lost in the rain for years.
4. The children hated her for all these reasons of big and little _____.
5. "All a joke!" said the boy, and _____ her roughly.
6. It was the color of flaming _____ and it was very large.
7. Then, wildly, like animals _____ from their caves, they ran and ran in shouting circles.
8. Behind the closet door was only _____.

Apply the Skill: Analyze Characters and Plot

C Answer the questions to analyze the characters and plot in "All Summer in a Day."

1. The teacher is not in the classroom at the beginning of the story. How does this affect the plot?

2. What does the other children's behavior outside reveal about their feelings?

Vocabulary: Use Word Relationships

A Check the statements that are true about using word relationships.

- ☐ 1. The only way to find the meaning of an unknown word in a text is to look it up in a dictionary.
- ☐ 2. You should consider whether you know a different word that's similar to the unknown word.
- ☐ 3. Similar words may have a part of the word in common with the unknown word.
- ☐ 4. Similar words are always the same part of speech as the unknown word.
- ☐ 5. Word relationships will help you figure out the meaning of the unknown word.

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

clustering feverish patterning savagely slackening

- 1. Liana's dress had floral _____.
- 2. The runners' speed begins _____ as they get tired.
- 3. The little girl was _____, so her father took her to the doctor.
- 4. As the mouse was eating the seeds, it was suddenly and _____ attacked by a cat.
- 5. As soon as the rock star walked into the room, fans began _____ around him.

C Find each word in context in the Student Book. Then use word relationships to figure out the word's meaning based on its synonyms, antonyms, and related words.

Word	Meaning
1. Line 11: compounded	
2. Line 49: tumbling	
3. Line 71: drenched	
4. Line 85: clutched	
5. Line 112: pleading	
6. Line 126: muffling	
7. Line 156: squinted	
8. Line 167: wailed	

A **question tag** is a mini *yes/no* question attached to the end of a statement. We use question tags to confirm information, invite agreement, or ask a question.

Form	<ul style="list-style-type: none"> After a positive statement, use a negative question tag. After a negative statement, use a positive question tag. The verb in the question tag is related to the verb in the statement. It can be an auxiliary verb, a modal, or a form of <i>be</i>. The subject in the question tag is always a pronoun and agrees with the subject of the statement. <ul style="list-style-type: none"> → Use <i>it</i> for <i>that, nothing, or something</i>. → Use <i>they</i> for <i>nobody, no one, somebody, someone, everybody, or everyone</i>. 	<p><u>It will happen</u> today, won't it?</p> <p><u>You don't really remember</u>, do you?</p> <p><u>You wouldn't want</u> to get caught out, would you?</p> <p><u>It's better than the sun lamps</u>, isn't it?</p> <p><u>Somebody else wrote</u> that, didn't they?</p>
Answering Question Tags	<p>A negative question tag expects the answer <i>yes</i>, but it's possible to answer <i>no</i>.</p> <p>A positive question tag expects the answer <i>no</i>, but it's possible to answer <i>yes</i>.</p>	<p>It was all a joke, wasn't it? Yes, it was. (Yes, that's correct. <i>It was a joke</i>.) No, it wasn't. (No, it actually <i>wasn't</i> a joke.)</p> <p>You didn't write that, did you? No, I didn't. (That's correct. I <i>didn't</i> write it.) Yes, I did. (Actually, I <i>did</i> write it.)</p>

A Underline the question tag. Check (✓) the expected answer.

	Expects Yes	Expects No
1. The sun felt amazing, didn't it?	<input type="checkbox"/>	<input type="checkbox"/>
2. Margot wasn't there, was she?	<input type="checkbox"/>	<input type="checkbox"/>
3. It's still raining, isn't it?	<input type="checkbox"/>	<input type="checkbox"/>
4. Margot's family could move back to Earth, couldn't they?	<input type="checkbox"/>	<input type="checkbox"/>
5. The sun wasn't out long enough, was it?	<input type="checkbox"/>	<input type="checkbox"/>
6. You won't forget that experience, will you?	<input type="checkbox"/>	<input type="checkbox"/>

B Complete each question with a tag from the box.

aren't they did she do they is it isn't it isn't she will it won't she

1. She didn't miss the sun, _____?
2. The scientists don't really know, _____?
3. Nothing's happening today, _____?
4. It won't be seven more years, _____?
5. It's really stopping, _____?
6. Margot is still in the closet, _____?
7. The teacher will be back in time, _____?
8. Everybody's here, _____?

C Choose the correct answer for each question in Activity B.

- | | | |
|-------------------------------|----------------------------|---------------------------|
| 1. a. Yes, they did. | b. Yes, she was. | c. Yes, she did. |
| 2. a. Yes, they can. | b. No, they don't. | c. No, they won't. |
| 3. a. Yes, it did. | b. No, they aren't. | c. No, it isn't. |
| 4. a. No, it wasn't. | b. No, it will. | c. Yes, it will. |
| 5. a. Yes, it is. | b. Yes, it was. | c. Yes, it does. |
| 6. a. Yes, she was. | b. Yes, she is. | c. Yes, she can. |
| 7. a. No, she doesn't. | b. Yes, she could. | c. Yes, she will. |
| 8. a. Yes, I am. | b. Yes, they are. | c. Yes, they do. |

D Complete the question tags. Then write the answers.

1. Margot didn't belong to the group, _____?

2. The other kids were mean to her, _____?

3. They didn't leave her in the closet the whole time, _____?

4. Nobody told the teacher, _____?

5. The teacher should punish them, _____?

6. They can never make it up to Margot, _____?

Assignment: Write a Short Story

A Circle the correct word or phrase to complete each statement about writing a short story.

1. A short story is *fiction* / *nonfiction* writing.
2. The story should have an interesting *title* / *author's name*.
3. A short story should have at least two *characters* / *settings*.
4. A short story's sequence of events should follow a *dialogue* / *plot structure*.
5. The *conflict* / *exposition* is the first thing that happens in a story.
6. The *rising* / *falling* action comes before the climax in a plot.
7. The resolution is the *first* / *last* thing that happens in a story.
8. Short stories include *conflicts* / *descriptive details* about characters, setting(s), and events.

B Put the events from "Painting Perfection" in order from 1 to 9.

- ____ **a.** Ximena left the class feeling disappointed.
- ____ **b.** Everyone congratulated Ximena on her beautiful painting.
- ____ **c.** Ximena moved to a new city.
- ____ **d.** Ximena saw her classmates painting beautiful lilies.
- ____ **e.** Mr. Chen told everyone to paint a stargazer lily.
- ____ **f.** Ximena went to her first painting class at the Community Center.
- ____ **g.** Mr. Chen revealed the paintings at the Community Center party.
- ____ **h.** Ximena tried to paint the lily at home but got very frustrated.
- ____ **i.** Ximena told Mr. Chen she didn't know how to paint realistic art.

C List three ideas for messages about belonging that you could use in your short story. Brainstorm basic details about the characters, setting, and plot for each message. Then choose one message about belonging to develop for your short story.

Message about Belonging	Characters	Setting	Plot
1.			
2.			
3.			

Assignment: Present a Short Story

A Complete the sentences about presenting a short story. Use the words from the box.

enunciate expression eye contact loud pace

1. It's important to use a(n) _____ voice so listeners can hear you.
2. Speak clearly, and _____ the words you are saying.
3. You should make _____ with listeners by looking up from time to time.
4. Choose a _____ that is not too fast or too slow.
5. Read with _____ so that dialogue sounds realistic and you can show feeling and mood.

B Imagine you were presenting the short story "Painting Perfection." Add annotations related to making dialogue realistic and to using pauses, intonation, and word emphasis to show feeling and mood.

cheerful teacher

"You're all going to paint this stargazer lily,"
he said. Ximena's stomach dropped.

*emphasize, then
pause*

"Um, Mr. Chen?" said Ximena. "I don't paint realistic art. I don't know how to paint a real flower."

"The purpose of this class is to learn something new. You can do it. I believe in you!" Mr. Chen smiled.

"Just study the lines and the colors," said one student. "You'll do fine." Others nodded. Everyone but Ximena seemed to believe she could do it.

Ximena's heart started beating fast. Just when she thought it couldn't get any worse, Mr. Chen told the group that they would all be displaying their paintings at the upcoming Community Center party. Ximena groaned inwardly.

C Practice presenting the excerpt from "Painting Perfection" in Activity B. Read it aloud, using your notes to help you present the story in an engaging way. If you can, video yourself. Then watch and think about how you can improve your presentation.



▲ A sculpture made entirely of recycled plastics is displayed at the Tatton Park Flower Show in Cheshire, United Kingdom.

UNIT LAUNCH

Academic Vocabulary

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

channel colleague creative domain encounter visually

1. It is important to get along with your _____ because you work with them every day.
2. Last week, I was walking in the forest, and I _____ a family of deer!
3. In my opinion, mountains are the most _____ pleasing landscape.
4. Tomás is a great student and _____ a lot of energy into his schoolwork.
5. The museum guide's _____ includes digital and computer-generated art.
6. Chen thinks differently than others and always takes a(n) _____ approach to problem-solving.

Key Vocabulary

A Answer the questions.

1. What's something that can be **constructed** of stone? _____
2. What's something you **lament** from the past? _____
3. What have you ridden on that gained **momentum**? _____
4. What's something that you might **revise**? _____
5. What's something in your home that is well **crafted**? _____
6. What's a **rhetorical** assignment you have written? _____

Vocabulary Boost

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

1. Earth is always turning because its rotation is **continuous**.
2. The characters in the movie were **imaginative** and original.
3. The United States was founded on the beliefs of **liberty** and personal rights.
4. The novel is depressing because it describes the **misery** and difficulty of wartime.
5. The poet uses a(n) **organic** process, which is hard to teach.
6. When I'm reading a book with a good **plot**, I never want to put it down.

- | | |
|----------------------|--|
| _____ 1. continuous | a. freedom (<i>n.</i>) |
| _____ 2. imaginative | b. story line (<i>n.</i>) |
| _____ 3. liberty | c. nonstop; ongoing (<i>adj.</i>) |
| _____ 4. misery | d. change that happens naturally (<i>adj.</i>) |
| _____ 5. organic | e. sadness (<i>n.</i>) |
| _____ 6. plot | f. creative (<i>adj.</i>) |

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

1. The little girl was in _____ after she lost her favorite doll.
2. Practicing the piano daily will bring _____ improvement.
3. I thought the movie seemed to be about nothing. The _____ was boring.
4. Our discussion resulted in a(n) _____ and natural development of questions.
5. I know where Juan is, but I don't have the _____ to say because he asked me to keep it a secret.
6. Constanza is one of the most _____ people I know. She has such creative ideas.

Understand

A Choose the correct answers to the questions about "A Poet's Lament" and "The Art of Poetry."

1. What is the overall emotion expressed in the poem "A Poet's Lament"?
 - a. happiness
 - b. sadness
2. In the fifth line of the poem, what word could replace *verse*?
 - a. poem
 - b. song
3. What is unique about Nabati poetry?
 - a. It is spoken.
 - b. It is complex.
4. According to Collins, what gets a poem going?
 - a. an agenda
 - b. the first line
5. How much revising does Collins do after he writes a poem?
 - a. very little
 - b. a lot
6. What does Collins think you should do with a poem that was written in several parts and then later pieced together?
 - a. publish it
 - b. throw it away

B Match the lines from "A Poet's Lament" to their meanings.

- | | |
|--|--|
| ___ 1. My soul laments in great sadness and I grieve, | a. This is a picture of my discomfort. |
| ___ 2. Thus a poet's weighty words I shall weave. | b. I'm very sad. |
| ___ 3. My heart has been crushed by a storm of yearning, | c. I have cried so much. |
| ___ 4. This crafted portrayal of my vast unease. | d. I'm wide awake. |
| ___ 5. Sleep has gone missing as my eyes remain wide. | e. I really want something. |
| ___ 6. Just look at the torrent of tears I have cried. | f. So, I'm writing a poem. |

C Read the statements about "The Art of Poetry." Write *T* for True or *F* for False.

- ___ 1. Collins knows how the poem will end up before he writes it.
- ___ 2. The pen helps lead Collins in discovering the poem.
- ___ 3. According to Collins, the title of the poem invites people to read it.
- ___ 4. Collins takes a lot of breaks to think while writing a poem.
- ___ 5. Collins sees a poem as an organic whole.
- ___ 6. Collins says poems are a little more restrictive than other forms of writing.

Vocabulary: Overview of Word Parts

- A** Break the words into parts. Write the root and affixes (prefixes and suffixes) into the chart. Write an **X** if the word doesn't have that part.

	Prefix	Root	Suffix
a. semicircle			
b. activity			
c. continuous			
d. bicycle			
e. unsuccessful			

- B** Write the affixes from Activity A next to their meanings. Use a dictionary, if needed.

- _____ 1. two
 _____ 2. half
 _____ 3. not
 _____ 4. quality of
 _____ 5. characterized by; notable for

- C** Underline the root part of each word. Then use the meaning of the affixes to help you choose the correct definition for each word.

- possibility
 - quality of being possible
 - notable for being possible
- bilingual
 - speaks one language
 - speaks two languages
- uneventful
 - quality of events happening
 - notable for an event not happening
- semifinal
 - halfway to final
 - two finals

- D** Write sentences using words from Activity C. Use a dictionary, if needed.

- _____
- _____
- _____
- _____

GRAMMAR BOOST: Reported Speech Statements and Questions

We use **reported speech** to tell what someone said or asked without using a direct quotation.

Form and Use	Direct Speech	Indirect Speech
1. When reporting speech, we usually shift the verb back one tense. We shift the pronoun from <i>I</i> or <i>we</i> .	Matthews said, "Revision is the party!" Collins said, " I don't know where I'm going ."	Matthews <u>said</u> (that) revision was the party. Collins <u>said</u> (that) he didn't know where he was going .
2. If the situation being reported hasn't changed or is a general truth or routine, leave the verb the same or shift it back one tense. Both are correct, depending on the meaning.	Collins said, " I try to write very fast." (This is his routine, which hasn't changed.)	Collins said (that) he tries to write very fast. OR Collins said (that) he tried to write very fast.
3. For reported questions, use <i>ask</i> in the reporting clause, and change the question to statement word order. For information questions, use the <i>wh</i> - question word to introduce the reported question.	Plimpton asked, " How do you revise your poetry?" Plimpton asked, " What inspires the first line of a poem?"	Plimpton asked <u>how you</u> revise your poetry. Plimpton asked <u>what</u> inspired the first line of the poem. OR ... <u>what</u> inspires the first line of a poem.
4. For <i>yes/no</i> questions, use <i>if</i> or <i>whether</i> to introduce the reported question.	Plimpton asked, " Is it a passing thought?"	Plimpton asked <u>if it was</u> a passing thought.
Note: Use <i>tell</i> as the reporting verb if there is a direct object in statements. Collins told him (that) the first line is important. NOT Collins said him (that) the first line is important.		

A Underline the reported speech in each sentence. Write the number of the rule from the chart that the reported speech follows.

- _____ 1. Navid said that the museum is closed on Mondays.
- _____ 2. Mark asked where the museum was located.
- _____ 3. Layla asked if there was an admission fee.
- _____ 4. The guide said that it had been painted over 500 years ago.
- _____ 5. Kim says that she goes to the museum once a month.
- _____ 6. The guide asked whether any of us had done art in school.

B Complete each sentence with a word from the box.

if said that told what who

1. Juan _____ me he had been studying Italian architecture for several years.
2. Mr. Lee asked _____ time the special exhibit opens.
3. Ms. Mahn said _____ it would be opening next month.
4. My parents _____ that I could apply to a performance arts high school.
5. Sara asked _____ I was participating in the science fair this year.
6. Tyrone asked _____ had painted the mural outside of the theater.

C Circle the correct word(s) to complete the sentences.

1. The teacher asked *what / that* types of poetry we liked.
2. My brother told us he *likes / had liked* to write haiku poems. He writes them every day.
3. My teacher said that prose *had been / is* a type of poetry. We are learning to write it.
4. Ali said that Shakespeare *had written / writes* sonnets in the late 1500s.
5. Zhang *said / told* that he hadn't heard of a limerick before.
6. She *asked / said* if I had ever written a sonnet in English class.

D Change sentences from direct speech to indirect speech.

1. Lucca asked, "Does the school have a good writing program?"

2. Fatima was talking to her brother. She said, "I applied to a fashion design program."

3. Antonio said, "I'm taking a class in culinary arts."

4. The teacher said, "The sun sends light to Earth."

5. The students asked, "When are we doing our presentations?"

6. Milo was talking to me. He asked, "What is your favorite instrument?"

Vocabulary Boost

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

1. Miguel is **afflicted** by a poor memory. He can never remember anything!
2. Sawsan was really confused about algebra, but she had an **aha moment** and now she understands.
3. In many ways, Ibrahim is like most kids, but he is **divergent** in how he dresses.
4. The fabric from my pants got **lodged** so deeply into the gears of my bike that I had to rip my pants to pull the fabric out.
5. Did you make this cake **from scratch**, or did you use a cake mix?
6. I left my backpack at the library and need to **retrieve** it from the lost and found.

- | | |
|-----------------------|--|
| _____ 1. afflict | a. different; deviant (<i>adj.</i>) |
| _____ 2. aha moment | b. to get something; to find and bring back (<i>v.</i>) |
| _____ 3. divergent | c. to trouble; to distress or cause suffering (<i>v.</i>) |
| _____ 4. lodge | d. to become wedged, jammed, or stuck in one place (<i>v.</i>) |
| _____ 5. from scratch | e. the instant when something suddenly makes sense (<i>n. phrase</i>) |
| _____ 6. retrieve | f. homemade without any prepared ingredients (<i>prep. phrase</i>) |

B Answer the questions.

1. What are two things you or a family member know how to make **from scratch**?

2. What is something you can **retrieve** from the internet?

3. What are two things that you are **afflicted** with?

4. What's one way that teenagers are often **divergent** from other people?

Share Your Perspective

C Write three interesting ideas you heard in the video. Use words from Activity A when possible.

Key Vocabulary

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

collaborative curiosity genius innovator span unexecuted

1. Although we bought all of the supplies, they are still in the storage room, and the project remains _____.
2. Amelia prefers _____ assignments that she does with two or three other classmates.
3. The internet is great for people with _____ about a lot of different subjects because it's so easy to research just about anything.
4. The ages of the children in the youth orchestra _____ several years. The eldest is 18, and the youngest is only 10.
5. In the 20th century, _____ brought inventions such as cars, airplanes, antibiotics, and television into this world.
6. Mei is a(n) _____ in math. She's only 13, but she can do university-level math.

Vocabulary Boost

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

1. Someone **abandoned** these kittens on our street, so we are finding new homes for them.
2. I'm not sure who he is, but my **theory** is that he's Hamza's older brother. I saw them talking, and they look similar.
3. In her **fantasy**, little Susana imagined she was a magical fairy that lived in a flower kingdom.
4. Although Eun is a gifted painter, she has decided to **pursue** sculpture. She's even taking classes.
5. I have been **puzzling over** this situation for hours. I'm not sure what to do.
6. They have fun over the weekend, but every Monday morning, it's back to **reality** when they have to return to work.

Word	Part of Speech	Definition
		to attempt; to try something out
		an imaginary or make-believe situation
		to try to figure out the answer to something confusing
		the true situation
		to leave behind
		a likely explanation for something; a guess based on evidence

Understand

A Read the statements about "Learning from Leonardo." Write *T* for True or *F* for False.

- _____ 1. The fact that Leonardo da Vinci had many unfinished projects is evidence that he was only human.
- _____ 2. Leonardo was similar to Mozart in that he was a genius at painting, but not in other domains.
- _____ 3. The author thinks everyone can be like Leonardo because he learned everything he knew at school.
- _____ 4. When Leonardo walked around town, he would look very closely at people's facial expressions.
- _____ 5. It's widely accepted that Leonardo's curiosity was one of his greatest traits.
- _____ 6. Leonardo made very long and very odd to-do lists.

B Complete the sentences with a word from "Learning from Leonardo."

- 1. Leonardo da Vinci was only human, not _____.
- 2. Leonardo enjoyed the challenge of _____ more than the chore of completion.
- 3. At some point in life, most of us quit _____ over everyday events we don't understand.
- 4. "Men of lofty genius sometimes _____ the most when they work least."
- 5. Just as Leonardo _____ the lines between science and art, he did so between reality and fantasy.
- 6. Leonardo's notebooks continue to _____ us.

C Choose the lesson from Leonardo's life for each example.

- 1. When Laura goes for a walk out in nature, she takes a long time because she is curious about everything. She stops a lot and thinks about why everything is the way that it is.
 - a. procrastinate
 - b. retain a childlike sense of wonder
- 2. When scientists have a theory, they do experiments to test it. If the theory is not good, they abandon it and form a new one. Then they test their new theory.
 - a. make connections
 - b. respect facts
- 3. Even though many people try to hire Hugo for his photography work, he only takes the jobs that appeal to him; money doesn't seem to be a factor in his decisions.
 - a. create for yourself, not just for others
 - b. go down rabbit holes
- 4. When observing something, Manuel pays attention to small things and looks very closely at each individual part.
 - a. start with the details
 - b. collaborate
- 5. Junji has a wild imagination and tries to invent new things even when he's not likely to succeed.
 - a. see things unseen
 - b. attempt things that you can't achieve

Language Convention: Understand Active and Passive Voice

A Underline the verbs. Write AV for Active Voice or PV for Passive Voice.

- ____ 1. The *Mona Lisa* was painted by Leonardo da Vinci.
- ____ 2. People say it is Leonardo's masterpiece.
- ____ 3. Leonardo carried the *Mona Lisa* around with him for many years.
- ____ 4. The *Mona Lisa* is considered one of the greatest paintings of all time.
- ____ 5. Currently, the painting is in the Louvre Museum in Paris.
- ____ 6. It is viewed by thousands of people every day.

B Choose the correct word(s) to complete the sentences.

1. The magnetic compass ____ in China.
 a. invented b. was invented c. had invented
2. Before the compass, stars ____ to figure out direction.
 a. were used b. were using c. had been using
3. Today, the magnetic compass has been mostly replaced ____ GPS.
 a. the b. for c. by
4. Starting in the 13th century, magnifying lenses ____ by people who had difficulty seeing.
 a. are used b. was used c. were used
5. By the 17th century, lenses ____ in devices such as the microscope and the telescope.
 a. were installed b. were installing c. installed
6. Even today, many devices ____ with magnifying lenses in them.
 a. is designed b. are designed c. were designed

C Change the active sentences to passive. Change the passive sentences to active.

1. Frida Kahlo is considered one of the greatest Mexican painters of all times.

2. Frida's parents raised her in Mexico City in the early 1900s.

3. When Frida was a child, polio, an infectious disease, disabled her.

4. When she was 18, a bus injured her.

5. Frida Kahlo is known for her self-portraits.

We use the **passive voice** to focus a sentence on the action, rather than the subject. To form the passive, we use a form of *be* + past participle.

1. For present passive , use <i>am / is / are</i> + past participle of the main verb.	Leonardo is regarded as a genius.
2. For past passive , use <i>was / were</i> + past participle of the main verb.	Leonardo was driven by curiosity.
3. For present perfect passive , use <i>have / has + been</i> + past participle of the main verb.	Leonardo's projects have been studied for hundreds of years.
4. For past perfect passive , use <i>had + been</i> + past participle of the main verb.	By the time of his death, Leonardo had already been considered a genius.
5. For present continuous passive , use <i>am / is / are + being</i> + past participle of the main verb.	Today, most of Leonardo's creations are being displayed at museums around the world.
6. For past continuous passive , use <i>was / were + being</i> + past participle of the main verb.	There were many innovative inventions in the 19th and 20th centuries. Hundreds of years prior, similar innovations were being envisioned by Leonardo.

Notes:

- Born* is the past participle of *bear* and is almost always expressed in the passive.
*Leonardo **was born** in Italy.*
- Intransitive verbs are verbs that do not take an object. These verbs cannot be expressed in the passive. Some common intransitive verbs are *agree, appear, exist, go, happen, live, smile, stay, travel, and work*.
*Leonardo's reputation as a genius **existed** while he was alive.* [active voice]
NOT *Leonardo's reputation as a genius ~~was existed~~ while he was alive.* [passive voice]

A Match the passive form with its example.

- | | |
|-----------------------------------|--|
| ___ 1. present passive | a. By the age of five, Mozart had been recognized as a child prodigy. |
| ___ 2. past passive | b. A movie has been made about Mozart's life. |
| ___ 3. present perfect passive | c. Mozart's <i>Requiem in D Minor</i> was never finished. |
| ___ 4. past perfect passive | d. During 1786, the opera <i>The Marriage of Figaro</i> was being performed in Vienna. |
| ___ 5. present continuous passive | e. Mozart is considered one of the greatest composers of all time. |
| ___ 6. past continuous passive | f. Even today, Mozart's symphonies are being played by orchestras. |

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

- Marie Curie _____ as one of the most creative people in recent history. (regard / present passive)
- Marie Curie _____ in Warsaw, Poland, in 1867. (bear / past passive)

3. In the late 1700s, Warsaw _____ by Russia. It was during this time that Curie left Warsaw. She eventually moved to Paris. (control / past continuous passive)
4. When Curie received the Nobel Peace Prize in Chemistry, she _____ already _____ the Nobel Peace Prize in Physics. (give / past perfect passive)
5. Marie Curie is the only person who _____ the Nobel Peace Prize in two different fields. (award / present perfect passive)
6. Even today, studies that build off of her research _____ in a variety of fields. (conduct / present continuous passive)

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

1. George Washington Carver was an African American agricultural scientist. Hundreds of food products were invented by him. ☐

2. Although he never knew his exact birth date, Carver was lived from 1864 to 1943. ☐

3. Even before Carver was born, his mother had being sold into slavery. ☐

4. In 1943, the first national monument to honor an African American has been erected by President Franklin D. Roosevelt. ☐

5. Many of Carver's food inventions are still being enjoyed today. ☐

D Rewrite the sentences in the passive voice. If the idea cannot be expressed in passive, write an X.

1. People have invented many important innovations in Japan.

2. The Japanese launched the first bullet train in the world in 1964.

3. Another Japanese invention, the pocket calculator, first appeared in stores in 1970.

4. Many people don't know that Seiko, a Japanese company, developed the world's first laptop.

Vocabulary Boost

- A** Use the information in the “Flights of Imagination” graphic in the Student Book to complete the chart with the words from the box.

flap glide imitation modification navigation observation

Word	Part of Speech	Definition
		a thing intended to copy or simulate something else
		the act of following a route or direction
		to beat or flutter like a bird's wings
		the act of viewing or watching
		to move with a smooth continuous motion
		an alteration, adaptation, or change, often for improvement

Examine the Graphic

- B** Complete the paragraph with words from the “Flights of Imagination” graphic.

Leonardo was interested in creating a flying machine, and similar to many of his other projects, he found _____ for his designs in nature. His _____ of bats and birds led Leonardo to design his early flying machines with wings like those of bats, which he noted required less energy than feathered bird wings. The pilot's horizontal position is a close imitation of birds in _____. Every part of the pilot's body had a job. For example, hands and feet _____ the wings. The _____ headband controlled the tail to steer the flight. Leonardo's designs, with modifications, worked in _____ times.

Reflect

- C** Take notes in the chart to prepare for your discussion.

What areas of life would Leonardo focus on today?	What technologies would Leonardo focus on?

Key Vocabulary

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

broaden inherent investigation mode novel quest

1. The researcher's _____ explores language development in bilingual children.
2. A(n) _____ idea, which was an entirely new concept for the field, came out of the study.
3. Samuel enjoys traveling via various _____ of transportation, such as car, train, and airplane.
4. Fat is _____ in many foods, such as nuts, because it is naturally occurring.
5. We wanted to purchase an all-electric car but couldn't find one we liked. Eventually, we decided to _____ our search to also include hybrids, which use electricity and gas.
6. Camila was on a(n) _____ to win the top prize for her artwork. It had been her mission to be an award-winning artist since she was a young girl.

Vocabulary Boost

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

1. Luisa was invited to take part in the school art show the past three years. Her artwork continues to be good, so her **expectation** is that she will get invited to take part again.
2. **Initially**, she only played the violin, but by the end of music camp, Lana played several more instruments.
3. When people learn a new language, they often have to **interpret** the meaning of words based on the other words around them.
4. The evaporation **process** involves several steps. The first step is heating water.
5. Vinegar is acidic, and baking soda is basic. If you mix them together, their **reaction** creates foam.
6. I had a bike accident yesterday, but the scrape on my knee is **unrelated** to it. I got that while skateboarding last week.

Word	Part of Speech	Definition
		at first; originally
		a series of steps that work together to achieve a particular result
		a strong belief that something will happen in the future
		not connected
		to explain or understand the meaning of something; to infer
		a response to a situation or event

Understand

A Read the statements about “How Creativity Powers Science.” Write *T* for True or *F* for False.

- _____ 1. The author believes that most creative work is performed by artists and musicians.
- _____ 2. DeHaan says that one of the characteristics of creative work is usefulness.
- _____ 3. Herschbach sees science as an adventure that the scientist is on.
- _____ 4. According to the article, the best way to solve a problem is to focus on it.
- _____ 5. Naïveté, or a lack of experience, knowledge, and training, can actually foster creative insights.
- _____ 6. To make science creative, scientists should use arts and crafts to represent it.

B Complete the sentences with words from “How Creativity Powers Science.”

- 1. DeHaan says it takes a level of _____ thought to solve a problem in a laboratory.
- 2. Scientists say they are on an ongoing journey, or _____ for knowledge about the natural world.
- 3. “_____ thinking” refers to letting the mind wander so it is free to make connections between unrelated ideas.
- 4. People often experience their most creative _____ when they let their minds roam.
- 5. People with a lot of experience often have _____ notions and expectations that can make it difficult to think creatively.
- 6. Smith says that creativity is _____ in science and is different from creativity in arts and crafts.

Apply the Strategy: Make Text-to-Text Connections

C Complete the chart with connections you made between “How Creativity Powers Science” and “Learning from Leonardo” or another text you have read.

I read that ...	This reminded me of ...	This helps me make the connection that ...

Vocabulary: Recognize and Use Greek and Latin Roots

- A** Circle the Greek or Latin root in each word in the box. Then write the root next to its meaning. Use a dictionary, if needed.

annual associate eject injustice magnify misjudge

Greek or Latin Root	Meaning of Root
1.	fair
2.	to throw
3.	year
4.	to judge
5.	great; big
6.	group

- B** Use the meanings of the roots to help you choose the correct definition for each word.

1. injudicious
 - a. not good tasting
 - b. not having good judgment
2. magnificent
 - a. very impressive
 - b. geometric in shape
3. reject
 - a. to refuse; to not accept
 - b. to give back
4. justice
 - a. simplicity
 - b. fairness
5. superannuated
 - a. extremely calm
 - b. old and, therefore, out of date
6. dissociate
 - a. to separate or disconnect
 - b. to confuse

- 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. _____

A **phrasal verb** is a verb plus a particle (adverb or preposition). Together, the words are an idiomatic expression with a special meaning.

<p>1. Phrasal verbs that take objects are transitive and can be separable or inseparable.</p> <p>Separable: When the object is a <u>noun</u>, it can go either between the verb and particle or after the particle. When the object is a <u>pronoun</u>, it always goes between the verb and the particle.</p> <p>Inseparable: The object (noun or pronoun) always goes after the particle.</p>	<p>Creativity is about imagining possibility and figuring out <u>an explanation</u>.</p> <p>Creativity is about imagining possibility and figuring <u>an explanation</u> out.</p> <p>She tried to figure it out with observation.</p> <p>Preconceived notions cause people to immediately jump to <u>a solution</u>.</p> <p>Most people think that the best way to solve a problem is to focus on <u>it</u>.</p>
<p>2. Phrasal verbs that do not take objects are intransitive.</p>	<p>Interesting patterns showed up in the research.</p>
<p>3. Three-word phrasal verbs are transitive and inseparable, so they are always followed by an object.</p>	<p>Allowing students to come up with <u>their own solutions</u> can foster creativity in the classroom.</p>
<p>Note: Some phrasal verbs can be either transitive or intransitive and have different meanings for each.</p> <p><i>The machine broke down.</i> (stopped working)</p> <p><i>Break <u>the problem</u> down into parts.</i> (separate into small pieces)</p>	

A Use context from the sentences in the grammar chart. Match the phrasal verbs to their definitions.

- | | |
|---------------------|--|
| ___ 1. figure out | a. to appear |
| ___ 2. jump to | b. to go quickly to |
| ___ 3. focus on | c. to find the answer or solution |
| ___ 4. show up | d. to discover; to invent |
| ___ 5. come up with | e. to concentrate on |

B Answer the questions using phrasal verbs.

1. What do you focus on the first time you read an article?

2. How can you figure out a new word without a dictionary?

3. Why isn't it a good idea to jump to a conclusion in a discussion?

4. Who usually shows up early to class?

C The words in bold are phrasal verbs. Circle the objects of the phrasal verbs (some sentences don't have them). Then check (✓) which type of phrasal verb it is.

	Transitive Separable	Transitive Inseparable	Intransitive
1. Jin dreamed the idea up while out on a walk in nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. We never went. The plans fell through .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Wei was born in China but grew up in the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Creative insight allows your memory to pick up on ideas you never thought about before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. They didn't know the secret code, but after asking several people, they found it out .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I don't know the answer, but I will look into it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D Use context from the sentences in Activity C. Write the phrasal verbs next to their definitions.

- _____ : to discover information; to learn
- _____ : to investigate
- _____ : to not happen as planned
- _____ : to imagine or invent something
- _____ : to notice
- _____ : to become an adult

E Write sentences about conducting research. Use the phrasal verbs in the box.

come up with figure out find out look into pick up on

- _____
- _____
- _____
- _____
- _____

Assignment: Write an Informational Report

A Read the writing model in the Student Book. Write *T* for True or *F* for false.

- ____ 1. The informational report is about an inventor and businessperson named Steve Jobs.
- ____ 2. As a child, Jobs loved school and did well at it.
- ____ 3. Jobs had more technical expertise than his colleague and partner Wozniak.
- ____ 4. Jobs had a strong sense of style in everything he worked on.
- ____ 5. Jobs had wonderful products but a poor marketing style.
- ____ 6. His company released many popular products after he reinvented it in 2001.

B Choose the correct phrase to complete each statement about writing an informational report.

- 1. An informational report is _____.
 - a. a made-up story
 - b. based on real people and events
- 2. The opening paragraph should _____.
 - a. give three important details about the person
 - b. introduce the person
- 3. The middle paragraphs should explore important ideas about _____.
 - a. the person's life and work
 - b. why you chose that person
- 4. Examples of supporting details are _____.
 - a. your opinions about the person's accomplishments
 - b. facts and quotations
- 5. The conclusion should summarize _____.
 - a. how the person's creativity contributed to the world
 - b. important quotations from the creative person

C List three creative people you could write your informational report about. Give three important ideas about each person's life or work. Then choose the creative person for your informational report.

Creative Person	Important Idea 1	Important Idea 2	Important Idea 3
1.			
2.			
3.			

Assignment: Participate in a Collaborative Discussion

A Complete the sentences about a good collaborative discussion using the words in the box.

connect	evidence	prepared	research
discussion	expressed	relevant	respond

- Participants _____ the topic before the discussion so that they are _____.
- Participants express their ideas clearly and support them with _____.
- Participants use their notes to keep the _____ going.
- Participants ask questions that _____ the ideas of the different speakers.
- Participants _____ to questions and comments with _____ evidence and ideas.
- Participants acknowledge new information _____ by others.

B Two students are discussing their informational reports. Underline one example for each of the qualities of a good collaborative discussion. Label the underlined parts with the item number.

- | | |
|---------------------------------|---------------------------|
| 1. acknowledges new information | 3. responds to questions |
| 2. connects speakers' ideas | 4. supports with evidence |

Maya: Good one! So, what creative qualities do you think are most important for the world?

Nasser: I think innovation and hard work are important. How about you?

Maya: I agree those are important. I also think that determination and the ability to see possibility are both important creative qualities. For example, there's Annie Sullivan.

Nasser: Actually, I don't know who Annie Sullivan is. Can you tell me about her?

Maya: Definitely. Have you ever heard of Helen Keller?

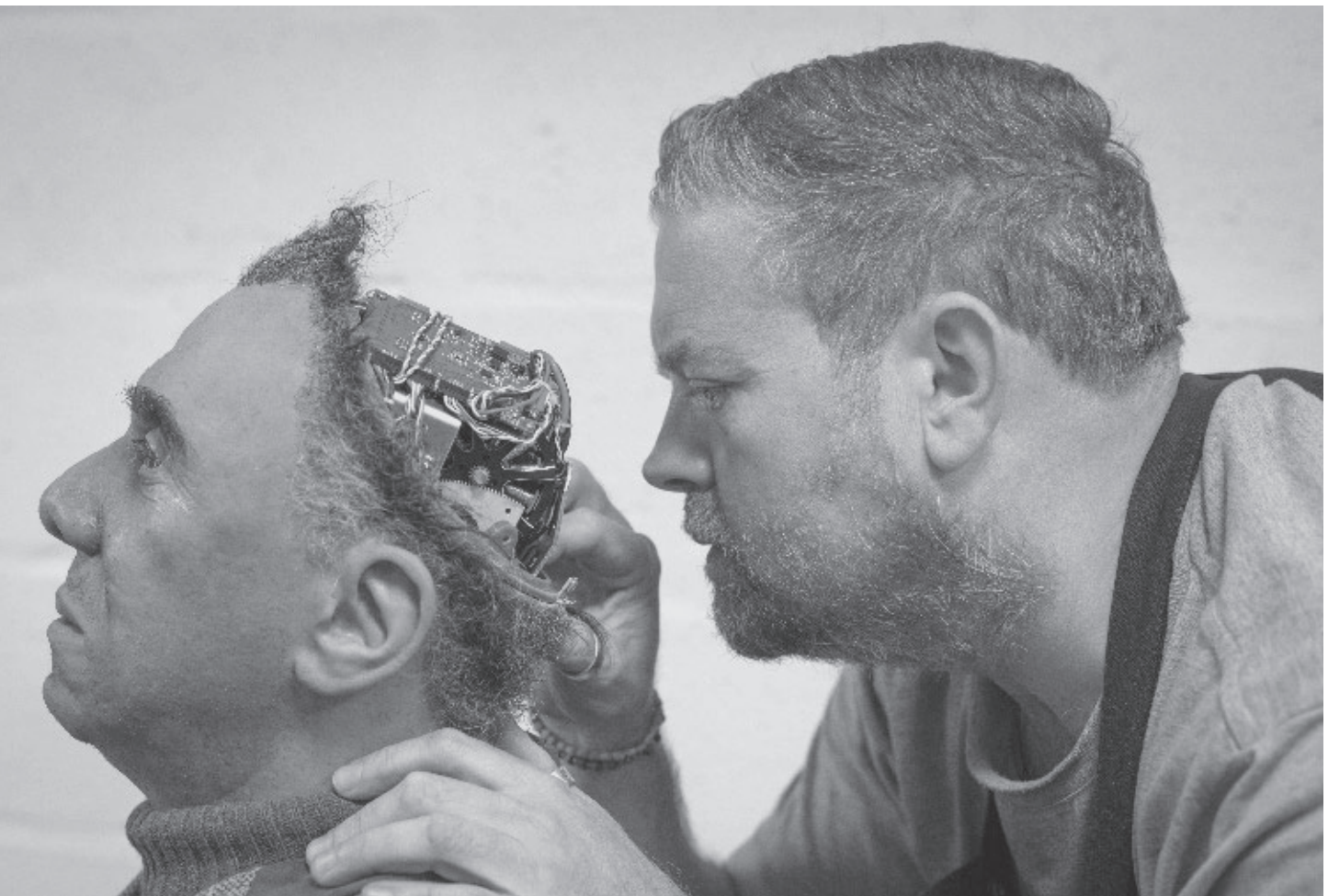
Nasser: Yes, she was an American girl who was born deaf and blind, right?

Maya: Yes, exactly. Well, Annie Sullivan was Helen's teacher. She's a great example of being able to see possibility where others couldn't. Everyone had given up on Helen, but Annie tried different things until they had a breakthrough.

Nasser: What happened?

Maya: Annie got Helen's hand wet and repeatedly traced the word for water on her hand. Finally, Helen understood. After that, Helen learned over a thousand words in just a few months!

Nasser: Wow! Annie really was a creative thinker. Actually, her ability to see possibility reminds me a little of Steve Jobs. That's who I wrote my report about.



▲ A prosthetic expert checks on Fred, a recently completed humanoid robot.

UNIT LAUNCH

Academic Vocabulary

A Answer the questions.

1. How many **generations** of your family live in your house? _____
2. Do you prefer **interactive** or solitary games? Why? _____
3. What's one reason someone might choose to take a **virtual** class? _____

4. What types of social **networks** do people sometimes belong to? _____

5. What is a **debate** you are having with your family these days? _____
6. What types of stories does the local **media** cover? _____

Key Vocabulary

A Circle the correct word to complete each sentence.

1. The buildings are powered by *renewable* / *displaced* energy sources, such as the wind.
2. You need to have internet *produce* / *access* to use social media.
3. After her mother got a high-paying job, her family's *displaced* / *economic* situation improved.
4. The human body uses food to *access* / *produce* energy.
5. During the renovation of the school building, *displaced* / *renewable* students studied in mobile classrooms.
6. There is a lot of *inequality* / *access* in the world. Some countries have a lot of natural resources, and others have very few.

Vocabulary Boost

B Read the definitions. Then complete each sentence with the correct form of a word from the chart.

climate (<i>n.</i>) weather conditions or patterns over a long period	concerned (<i>adj.</i>) worried; anxious
economist (<i>n.</i>) an expert in the wealth and resources of a country or region, especially production and consumption of goods and services	environmentalist (<i>n.</i>) a person who is concerned with or advocates for the protection of Earth; conservationist; ecologist
harm (<i>v.</i>) to hurt or damage	invasion (<i>n.</i>) an entrance by force; an attack

1. Local _____ have been working to protect and restore this part of the forest.
2. Nawar doesn't like cold weather, so she prefers to live in a place that has a mild _____.
3. Years of cutting down trees in the rain forest has _____ many plant and animal species.
4. My grandparents don't use GPS because they say it's a(n) _____ of their privacy.
5. _____ say that a country's wealth and resources directly affect its employment rates.
6. All Jamal cares about is soccer. He isn't even _____ about getting good grades.

C Write two examples for each item.

1. things that can **harm** wildlife in the ocean: _____
2. things that teenagers are often **concerned** with: _____
3. countries that have a cold **climate**: _____
4. Activity B vocabulary words that can be professions: _____
5. types of **invasions**: _____

Understand

A Read the statements about “What’s Technology Got to Do with the Economy?” Choose the best answer for each question.

1. Which is an example of a service an economy can offer?
 - a. laptops
 - b. healthcare
2. Traditionally, how have economists felt about increased production?
 - a. It’s good.
 - b. It’s bad.
3. Which is an example of economic inequality?
 - a. unequal access to childcare
 - b. climate change
4. Which is an example of renewable energy?
 - a. oil
 - b. solar power
5. What’s an example of how technology can invade privacy?
 - a. Email is faster than regular mail.
 - b. GPS always knows where you are.

B Complete each statement with a word from the box.

displaced growth harm landfills production unhappy

1. Increased _____ of manufactured goods usually leads to more pollution.
2. Economic _____ means the amount of goods and services has increased.
3. The majority of _____ workers will be lower down on the socioeconomic ladder.
4. A lot of people believe that technology makes us feel _____.
5. If people don’t recycle, technology ends up in _____.
6. Some technologies can simultaneously help you and _____ you.

C Answer the questions.

1. When you hear “technology,” what do you think of? _____
2. What goods are produced by your home country? _____
3. What’s one type of economic inequality that exists in your home country?

4. What are examples of ways the internet is positive and negative for you? _____

5. What’s an example of a technology that can be good or bad, depending on who is using it?

Vocabulary: Understand Greek and Latin Prefixes

A Underline the prefix in each word. Then match the word to its meaning.

- | | |
|--------------------|---|
| ___ 1. disagree | a. wrong; not right (<i>adj.</i>) |
| ___ 2. displace | b. difference (<i>n.</i>) |
| ___ 3. incorrect | c. to see or study again (<i>v.</i>) |
| ___ 4. inequality | d. to have a different opinion (<i>v.</i>) |
| ___ 5. reconstruct | e. to move something from its usual location (<i>v.</i>) |
| ___ 6. review | f. to build or make again (<i>v.</i>) |

B Underline the prefix in each word. Then use the definition of the word to figure out the meaning of the prefix.

1. nonessential: (*adj.*) not necessary; not needed

a. not	b. very
---------------	----------------
2. macroeconomics: (*n.*) large-scale economics

a. money	b. large
-----------------	-----------------
3. autopilot: (*n.*) a device that enables a vehicle to steer itself

a. self	b. direction
----------------	---------------------
4. contradict: (*v.*) to say the opposite; to dispute

a. against; opposite	b. together
-----------------------------	--------------------
5. omnidirectional: (*adj.*) sending or moving in all directions

a. under	b. all; every
-----------------	----------------------
6. transmit: (*v.*) to send from one to another

a. full	b. across; through
----------------	---------------------------

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

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

GRAMMAR BOOST: Zero and First Conditionals

We use **zero** and **first conditionals** to talk about real situations in the present and future. Conditional sentences have two clauses: an *if* clause and a result clause. The result clause is the main clause in the sentence.

Zero Conditional	
Use and Form	Examples
<ul style="list-style-type: none"> Use to describe present real situations and their results. Use it for general truths, facts, and habits. Form with the simple present tense in both clauses of the sentence. Zero conditional sentences often use <i>when</i> in place of <i>if</i>. It has the same meaning. 	<p><u>If</u> an economist is interested in economic inequality, she is usually concerned about technology.</p> <p><u>If</u> economists talk about economic growth, they mean there is increased production.</p> <p><u>When</u> economists talk about economic growth, they mean there is increased production.</p>
First Conditional	
Use and Form	Examples
<ul style="list-style-type: none"> Use to describe real situations in the present and their probable future results. Form with the simple present tense in the <i>if</i> clause and the simple future tense with <i>will</i> or <i>won't</i> in the result clause. 	<p><u>If</u> we increase production, there will be more pollution.</p> <p><u>If</u> displaced workers don't find other work, they won't be able to support their families.</p>
<p>Note: The <i>if</i> clause usually comes before the main clause, but the main clause can also come first. If the main clause is first, do not use a comma between clauses.</p> <p><i>We will be able to get medicine to remote areas if we use drones.</i></p>	

A Underline the verbs in the *if* clause and result clause of each sentence. Then check (✓) the type of conditional it is.

	Zero Conditional	First Conditional
1. If we get a grant, we will install more wind turbines.	<input type="checkbox"/>	<input type="checkbox"/>
2. If we use renewable energy sources, we'll help to slow down climate change.	<input type="checkbox"/>	<input type="checkbox"/>
3. When I hear "technology," I think about production.	<input type="checkbox"/>	<input type="checkbox"/>
4. When you blast a mine, fumes go into the air.	<input type="checkbox"/>	<input type="checkbox"/>
5. If he loses his job, his family won't have money to live on.	<input type="checkbox"/>	<input type="checkbox"/>
6. If we increase production, we increase waste.	<input type="checkbox"/>	<input type="checkbox"/>

B Complete the conditional sentences with the correct form of the words in parentheses.

Zero Conditional:

1. When we _____ down forests, we _____ to climate change. (chop / contribute)
2. When the world _____ power for technology, it _____ on nonrenewable energy sources. (need / rely)
3. When we _____ jobs with technology, the jobs lost _____ always the low-skilled, low-paid ones. (replace / be)

First Conditional:

4. If an area _____ poor road access, we _____ drones to reach them. (have / use)
5. If we _____ tablets to all schoolkids, it _____ them learn. (give / help)
6. Economic inequality _____ if the world _____ to use more and more technology. (increase / continue)

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

1. When you will press the power button, it turns on. ☐

2. If you don't charge the battery, it died. ☐

3. If they release a new computer model, Katrina will replace her old one. ☐

4. If water spills on a laptop, it is destroying the hard drive. ☐

5. He will bring it to the help desk, when he has time tomorrow. ☐

D Complete the sentences using zero or first conditional.

1. If it rains tomorrow, _____.
2. When it rains, _____.
3. I will be very happy _____.
4. If you leave ice cream out of the freezer, _____.
5. I usually laugh _____.
6. When you practice something a lot, _____.

Vocabulary Boost

A Complete the sentences with the words from the box. Use a dictionary, if needed.

easel gears outlet palette reflection

1. Nadia uses a(n) _____ to mix small amounts of paint with her paintbrush.
2. The _____ on a bike need oil to help them turn smoothly.
3. When the lake is still, there is a beautiful _____ of the surrounding trees. It looks like a mirror.
4. The artist uses a(n) _____ to hold up the canvas he is painting.
5. There is only one electrical _____ on this wall, so we can't plug in this lamp.

Examine the Painting

B Answer the questions about the Uncover the Story painting. Use your own words or the correct form of a word in the box.

canvas easel mirror outlet palette reflection tube wire

1. What is in the background of the painting? _____

2. What is on the floor in the painting? _____
3. Where is the robot? _____
4. What is the robot doing? _____
5. What art tools does the robot have? _____

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

Reflect

C Take notes in the chart to plan your story.

Who is the robot?	Why is it painting a self-portrait?

Key Vocabulary

A Write two examples for each item.

1. events that could have **survivors**: _____
2. things that are **digital**: _____
3. things that are **vital** when you travel: _____
4. things people can **endure**: _____
5. **obsolete** inventions: _____
6. actions that require **literacy**: _____

Vocabulary Boost

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

1. The flip phone was just one phase in the **evolution** of the modern smartphone.
 - a. an invention
 - b. the gradual development of something
2. I just saw a mouse in the kitchen. Its **existence** proves that the cat isn't working hard enough!
 - a. shape
 - b. continued survival
3. Josefina dropped her tablet, and the whole screen shattered, **rendering** it useless.
 - a. to cause to become; to make
 - b. to be broken
4. We sold off our **unwanted** electronics through an online auction and used the money to buy a new laptop.
 - a. not digital
 - b. not or no longer desired
5. I prefer a **portable** video game console so I can take it with me anywhere I go.
 - a. new; innovative
 - b. able to be carried; movable
6. It was a **tragedy** when the *Titanic* sank, killing over 1,500 people.
 - a. disaster; misfortune
 - b. memory

C Answer the questions.

1. What is an example of a new technology that has **rendered** a traditional item outdated? _____

2. How do you know if something is in **existence**? _____
3. How do people usually feel after a **tragedy**? _____
4. What do people usually do with **unwanted** things? _____
5. What are typical qualities of something that's **portable**? _____
6. What is an example of the **evolution** of one type of new technology? _____

Understand

A Use the information in “OBITUARY: The Book (1455–Present)” to put the events from *The Book’s* life in order from 1 to 6.

- _____ a. Radio and TV threatened *The Book’s* existence.
- _____ b. *The Book* realized it couldn’t exist without The Reader.
- _____ c. E-Books were born.
- _____ d. *The Book* was born with the invention of the printing press.
- _____ e. *The Book* died.
- _____ f. *The Book* got cheaper and very healthy as literacy rates rose.

B Answer the questions about “OBITUARY: The Book (1455–Present).”

1. According to the obituary, how is *The Book* different from an hourglass?

2. What are some inventions and trends that threatened *The Book* but ultimately didn’t affect it?

3. Approximately how many books have been printed over the past 500 years?

4. What do The CD and *The Book* have in common?

5. According to supporters of E-Books, what are two of their benefits?

6. According to supporters of *The Book*, what do they love about it?

Apply the Skill: Analyze Humor

C Complete the chart with two examples of how the author of “OBITUARY: The Book (1455–Present)” creates humor.

Example of Humor in Text	Why It’s Funny
	Books can’t talk.
	Books don’t have feelings.

Vocabulary: Interpret Figurative Language

A Complete the statements about interpreting figurative language.

1. Another name for figurative language is a _____.
2. A figure of speech is a word or phrase that has a meaning different from its _____ definition.
3. People use figurative language to create _____ effects.
4. Examples of figurative language are _____, similes, _____, and hyperbole.
5. Words that you would not _____ in a text could be a figure of speech.
6. _____ gives living qualities to nonliving things.
7. Hyperbole is _____.

B Choose the type of figurative language for each sentence from "OBITUARY: The Book (1455–Present)."

1. *The Book* lived over five hundred years, large and fearlessly, touching the lives of many.
 a. hyperbole b. personification c. both
2. "I just couldn't deal with that two-hundred-pound clay tablet anymore. It wouldn't fit in my backpack ..."
 a. hyperbole b. personification c. both
3. Digitization was altering *The Book's* DNA.
 a. hyperbole b. personification c. both
4. *The Book* was confused: how much stimulation do people need?
 a. hyperbole b. personification c. both
5. The E-Book lovers told *The Book* to chill out.
 a. hyperbole b. personification c. both

C Find another example of personification or hyperbole in "OBITUARY: The Book (1455–Present)." Explain what makes it that type of figurative language (some can be both types).

We use modals and modal-like expressions followed by a verb in base form to talk about **past ability**.

	Use	Examples
General Abilities	1. Use <i>could/couldn't</i> to talk about a general ability in the past.	<i>The Book</i> could provoke people to leave their small worlds and discover new ones. He couldn't lift the two-hundred-pound clay tablet.
	2. Although less common, it's possible to use <i>was/were able to</i> for general ability, particularly when calling out a specific talent.	She was able to read when she was only three years old.
Specific Occasions	3. Use <i>was/were (not) able to, managed to, or couldn't</i> to talk about ability on a specific occasion in the past.	When television began infecting homes, <i>The Book</i> managed to survive . When literacy rates rose in the 20th century, <i>The Book</i> was able to transform more lives.
	4. Do <u>not</u> use <i>could</i> to talk about ability on a specific occasion in the past when there was effort or struggle involved. Use <i>managed to</i> .	When television began infecting homes, <i>The Book</i> could survive. When television began infecting homes, <i>The Book</i> managed to survive .

A Underline the modal or expression of past ability. Then check whether the sentence is referring to a general ability or a specific occasion in the past.

	General Ability	Specific Occasion
1. After E-Books were born, <i>The Book</i> was sick but managed to live a few more years.	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>The Book</i> could make anyone see and feel how other people lived.	<input type="checkbox"/>	<input type="checkbox"/>
3. One time, Gutenberg and his friends were able to move the clay tablet to a new location in his house.	<input type="checkbox"/>	<input type="checkbox"/>
4. Could <i>The Book</i> reach people in faraway lands?	<input type="checkbox"/>	<input type="checkbox"/>
5. I was able to take five E-books with me on vacation!	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>The Book</i> couldn't exist without The Reader.	<input type="checkbox"/>	<input type="checkbox"/>
7. He managed to fit all the books in his backpack for school.	<input type="checkbox"/>	<input type="checkbox"/>
8. The CD couldn't even be given away for free.	<input type="checkbox"/>	<input type="checkbox"/>

B Complete the paragraph with the correct form of the words in parentheses.

I went to a book-release party at a bookstore last night. There were so many people there that I _____ (able / not / get) a seat, so I had to stand in the back. It wasn't a great spot because, even though I _____ (could / see) the author, I _____ (could / not / hear) her very well. After the reading, they announced that people _____ (could / have) the author sign their books. I waited in line for over an hour, but in the end, I _____ (manage / have) her sign my copy of the book. When I finally left the bookstore, I was tired. I looked everywhere, but I _____ (could / not / find) the keys to my car. After looking for a long time, I saw them inside my locked car. A police officer came, and after trying for a long time, the police officer _____ (manage / unlock) my car for me. When I got home, I was so tired that I _____ (could / not / keep) my eyes open.

C Complete the sentences with the correct form of *could* or *manage to* and the word in parentheses.

1. Daria has loved books since long before she _____ (read). Then one day, when she was looking at a book, she _____ (sound) out the word *cat*.
2. When my mom was a little girl, she _____ (stand) on her head. Once, she _____ (hold) a headstand for over a minute!
3. Last year, our soccer team _____ (win) the championship game. The fans cheered so loudly that you _____ (hear) it on the other side of town.
4. The video was playing, but we _____ (not hear) it. I tried changing the settings, and eventually I _____ (fix) it.

D Write sentences about yourself using *could*, *was/were able to*, and *managed to*. Write three sentences about general abilities in the past and three about abilities on specific past occasions.

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

VIDEO CONNECTION: How Artificial Intelligence Will Change Your World, for Better or Worse

Vocabulary Boost

A Complete each sentence with a word from the box.

accurately dull groundbreaking hazardous massive rapidly

1. Some jobs are _____ because the workers are at risk of getting injured.
2. When the internet first came out, it was _____ because it was so different from other technologies.
3. The race car accelerated so _____ that it quickly caught up with the other cars.
4. All my friends think working as a computer programmer sounds interesting, but I think it sounds _____.
5. When it comes to space travel, it is very important for calculations to be done _____, because even a small error could be catastrophic.
6. Computers today are small, but 50 years ago they were so _____ that they would fill an entire room!

B Write *T* for True or *F* for False.

- ____ 1. Turtles walk **rapidly**.
- ____ 2. Running into a burning building is **hazardous**.
- ____ 3. You can trust a report that has been prepared **accurately**.
- ____ 4. Ants are **massive** creatures.
- ____ 5. When the cell phone was first invented, it was **groundbreaking** technology.
- ____ 6. **Dull** movies are usually very popular.

Share Your Perspective

C Write one way you think artificial intelligence makes the world better and one way you think it makes it worse. Use words from Activity A when possible.

Key Vocabulary

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

boundary connectedness diminished entangled intervene intimate

1. The fence surrounding the yard marks the _____ of the property.
2. After spending a week together, the campers had a feeling of _____.
3. The teacher _____ when two students were fighting. He made them stop.
4. Maria's _____ enthusiasm for school puzzled her parents.
5. The fly became more and more _____ in the spider web as it struggled to escape.
6. Because she is my mother, I feel comfortable talking to her about _____ things.

Vocabulary Boost

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

1. Text messages can **distract** drivers and be very dangerous.
2. There are many **expenses** related to being on a team because you have to purchase the uniform and equipment.
3. Although Nadir's Spanish is still **imperfect**, he can have basic conversations.
4. As Luz got older, she became **increasingly** bored with the same toys she'd had for years.
5. People experience **loneliness** when they don't interact with other people enough.
6. We ran out of lemons for the salad, so we used vinegar as a **substitute** for the lemon juice.

- | | |
|-----------------------|---|
| _____ 1. distract | a. flawed; not perfect (<i>adj.</i>) |
| _____ 2. expense | b. replacement (<i>n.</i>) |
| _____ 3. imperfect | c. a feeling of sadness because of not having friends or companions (<i>n.</i>) |
| _____ 4. increasingly | d. to divert attention; to take attention away (<i>v.</i>) |
| _____ 5. loneliness | e. cost; price (<i>n.</i>) |
| _____ 6. substitute | f. more and more; progressively (<i>adv.</i>) |

C Answer the questions.

1. What are some **expenses** you use your own money on? _____
2. When you can't find a pen, what can you use as a **substitute**? _____
3. What's something **imperfect** about you that you still like? _____
4. What's something that **distracts** you from your homework? _____
5. When do you sometimes experience **loneliness**? _____
6. What's something you are **increasingly** interested in? _____

Understand

A Check (✓) the statements that are true about “How Not to Be Alone.” For true statements, write the line numbers where you found the information.

- ☐ _____ 1. The author intervened and talked to the crying girl.
- ☐ _____ 2. Children are getting used to not having their parents’ undivided attention.
- ☐ _____ 3. Writing an email is easier than making a phone call because there’s no live interaction.
- ☐ _____ 4. The author’s grandparents hoped he would have a 3-D printer.
- ☐ _____ 5. The author believes it’s possible that future generations may never die.
- ☐ _____ 6. The author believes that technology helps us to be more attentive to others’ needs.

B Complete the sentences with words from “How Not to Be Alone.”

1. I could interject myself into her life, or I could respect the _____ between us.
2. Technology celebrates _____ but encourages retreat.
3. The more emphasis we place on speed at the _____ of depth, the less likely and able we are to care.
4. Most of our communication technologies began as _____ substitutes for an impossible activity.
5. With each _____, it becomes harder to imagine a future that resembles the present.
6. Being _____ to the needs of others might not be the point of life, but it is the work of life.

Apply the Skill: Analyze a Paragraph

C Reread the paragraph that starts on line 56 of “How Not to Be Alone” in the Student Book. Complete the chart with the key parts of the paragraph.

Topic Sentence
Supporting Details
Concluding Sentence

Language Convention: Identify Gerunds

A Circle the gerund in each sentence. Then check (✓) if the gerund is the subject or object in the sentence.

	Subject	Object
1. Connecting with others is important.	<input type="checkbox"/>	<input type="checkbox"/>
2. My grandparents prefer getting together in person.	<input type="checkbox"/>	<input type="checkbox"/>
3. My father likes talking on the phone.	<input type="checkbox"/>	<input type="checkbox"/>
4. Sending emails is the easiest way to communicate.	<input type="checkbox"/>	<input type="checkbox"/>
5. My friends like connecting through social media.	<input type="checkbox"/>	<input type="checkbox"/>
6. As for me, texting is my favorite way to communicate.	<input type="checkbox"/>	<input type="checkbox"/>

B Underline the *-ing* word in each sentence, and decide if it is a gerund. Then write *G* for Gerund and *NG* for Not Gerund.

- ____ 1. Communicating via email can be an efficient way to reach a group.
- ____ 2. My teacher has been emailing the classroom parents all year.
- ____ 3. My mother says she's glad the teacher does that because reading emails is easy for her.
- ____ 4. Even still, remembering to check email is a different story.
- ____ 5. My mother is trying to check it every day but still forgets sometimes.
- ____ 6. Last week, my teacher was waiting for her response for a few days.

C Complete the paragraph with the gerund form of the words in the box.

communicate have leave miss spend write

Even though I enjoy _____ time in the outdoors and _____ fun with friends, it is going to be difficult to go away to summer camp. This is mostly because I am worried about _____ my family and friends back home. The camp has a rule about no technology. _____ my smartphone behind is going to be awful! I know _____ paper letters can be fun, but it's so slow. _____ on social media is much easier because all your friends see it. My parents say it will be better not to have my phone with me because I can live in the moment. I sure hope they're right!

Gerunds and **infinitives** often follow the main verb in a sentence.

Use	Common Verbs	Examples
1. Some verbs can be followed by a gerund but not an infinitive.	<i>admit, appreciate, avoid, consider, deny, discuss, dislike, enjoy, finish, notice, risk</i>	I <u>considered</u> intervening when I saw her crying. When she <u>finished</u> talking , she hung up.
2. Some verbs can be followed by an infinitive but not a gerund.	<i>agree, appear, attempt, claim, decide, deserve, hope, intend, manage, plan, seem, wait, want</i>	I <u>wanted</u> to help her. But I <u>decided</u> to scroll through my contacts instead.
3. Some verbs can be followed by either a gerund or an infinitive, and the meaning is usually the same.	<i>begin, bother, can't stand, continue, hate, like, love, prefer, start</i>	We <u>began</u> to prefer the diminished substitutes. We <u>began</u> preferring diminished substitutes.

Note: Some verbs can be followed by either a gerund or an infinitive, but the meaning is different. These verbs include *forget, remember, stop, try*.

He forgot **to text**. [He was supposed to text but didn't.]

He forgot **texting**. [He texted but doesn't remember doing it.]

They remembered **to write** letters. [They almost forgot but then wrote them.]

They remembered **writing** letters. [They wrote letters and thought back on it later.]

She stopped **to check** her email. [She interrupted something to check her email.]

She stopped **checking** her email. [She no longer checks her email.]

I tried **to delete** my account. [I attempted to delete it, but I was unsuccessful.]

I tried **deleting** my account. [I deleted it, but it didn't make a difference.]

A Circle the correct word or phrase to complete each sentence.

1. Some people dislike *using* / *to use* social media as a form of communication.
2. They seem *wanting* / *to want* to communicate in more direct ways.
3. Other people claim *connecting* / *to connect* more with others thanks to technology.
4. I admit *checking* / *to check* email late at night sometimes.
5. Juanita has considered *deleting* / *to delete* some of her accounts.
6. But later she decided *keeping* / *to keep* all of them.

B Complete each sentence with the gerund or infinitive form of the word in parentheses. Sometimes more than one answer is possible.

1. Some people prefer _____ because it's faster than email. (text)
2. They planned _____ in person just like old times. (meet)
3. We began _____ when we knew no one would pick up. (call)
4. Some teenagers avoid _____ with others unless it's through technology. (interact)
5. My grandmother appreciates _____ phone calls from us. (get)
6. We managed _____ him even though he's so busy. (reach)

C Choose the meaning of each sentence.

1. Chao stopped visiting his friends after school.
 - a. He no longer visits his friends after school.
 - b. On his way home, he went to see his friends.
2. I often forget to press *send* after I write an email.
 - a. I press *send*, but I don't remember doing it.
 - b. I am supposed to press *send*, but I don't.
3. Sofia's parents tried taking all of her devices away.
 - a. They attempted to take them away, but she didn't let them.
 - b. They took them away, but it didn't make a difference.
4. Isaiah remembered to upload his assignment last night.
 - a. He almost forgot but then uploaded it.
 - b. He uploaded his assignment and thought back on it later.
5. I remember taking notes in class, but I can't find them now.
 - a. I recall that I took notes in class.
 - b. I almost forgot to take notes, but then I remembered.

D Complete the sentences about different types of technology. Use a gerund or infinitive in your answer.

1. My friends prefer _____.
2. I know people who have stopped _____.
3. I love _____.
4. Some people can't stand _____.
5. Lots of teenagers like _____.
6. One day, I intend _____.

Assignment: Write an Argumentative Essay

A Check (✓) the true statements about writing an argumentative essay. Write an X if the statement is false. Then correct the false statements.

1. When you make a claim, you are giving your opinion. ☐

2. The body paragraph states the topic and thesis statement. ☐

3. Evidence doesn't need to be connected to the claim to be relevant. ☐

4. Facts, expert opinions, and statistics are examples of evidence you can use. ☐

5. You state the claim for the first time in the concluding paragraph. ☐

B Answer the questions about the essay "Videoconferencing Brings People Together."

1. How often does the writer videoconference with her grandparents?

2. Do you think the writer feels like she knows her grandparents? Why or why not?

3. What happens when school is closed? _____
4. Why doesn't the writer prefer school to just be closed?

5. Why does she use videoconferencing with her friends?

C List three ideas for topics you could use in your argumentative essay. Brainstorm a thesis statement for each topic. Then choose one topic to develop for your argumentative essay.

Topic	Thesis Statement
1.	
2.	
3.	

Assignment: Give a Speech

A Circle the correct word or phrase to complete each statement about giving a speech.

1. When you give a speech, you present your ideas about *a specific topic* / *many topics* to an audience.
2. You *should* / *shouldn't* present the topic and claim in your speech.
3. When you give a speech, you should *read directly from an essay* / *use notes with only the most important details*.
4. Eye contact is when you look *down at your paper* / *directly into another person's eyes*.
5. When you give a speech, you should use a *soft* / *loud* voice.

B Imagine you are giving a speech about how technology brings people together. Use the chart to make notes about the essay "Videoconferencing Brings People Together" in the Student Book.

Topic:
Claim:
Reason 1:
Evidence:
Reason 2:
Evidence:
Reason 3:
Evidence:
Summary:

C Give a speech, using the notes in Activity B to help you to not read directly from the essay. Remember to use a loud, clear voice and make eye contact. If you can, video yourself. Then watch and think about how you can improve your speech.

4 Stress



▲ A woman meditates as a mountain stream flows around her.

UNIT LAUNCH

Academic Vocabulary

A Complete each sentence with a word from the box.

demonstrate maintain physically precisely sequence survival

1. In the science lab, it's important to follow the correct _____ of steps in an experiment.
2. These activities will _____ to students that stress is not always a bad thing.
3. When in stressful situations, it's better to _____ a calm disposition than it is to panic.
4. The thick, white fur of the arctic fox enables its _____ in cold and snowy locations.
5. Although it's difficult to know _____ what causes sleeping difficulties, stress is often one of the main triggers.
6. Tense muscles and rapid breathing are examples of how stress can _____ affect us.

Key Vocabulary

A Complete each sentence with a word or phrase from the box.

acute nervous system persist regulation stressor viable

1. The seeds are clearly _____ because they're already sprouting.
2. It's difficult for plants to live without a lot of light; however, when left in a dark room with only a small window, plants _____ by growing toward the window's light.
3. For me, having a sleepless night is a big _____ because I know I will be tired the next day.
4. Just like a human, a cow has a(n) _____ that controls how the cow reacts to its environment.
5. Your heart is responsible for the _____ of your blood flow.
6. When he heard the flood warning siren, he suddenly felt _____ anxiety.

Vocabulary Boost

B Read the definitions. Then complete each sentence with the correct form of a word in bold.

adaptation (<i>n.</i>) the process of changing or adjusting to improve survival	deadline (<i>n.</i>) the time or date by which something must be finished
equivalent (<i>adj.</i>) equal; the same	predator (<i>n.</i>) an animal that lives by killing and eating others
reproduce (<i>v.</i>) to make copies of; in biology, to have babies	surge (<i>n.</i>) a sudden increase of something

1. The _____ for school application essays is tomorrow.
2. Honey is sweeter than sugar, so three-quarters of a cup of honey is _____ to one cup of sugar.
3. During the summer, there is a(n) _____ in sales of sunscreen to prevent sunburns.
4. One example of camels' _____ to living in desert conditions is their long eyelashes, which keep sand from blowing into their eyes.
5. A walking stick is an insect that has evolved to look just like a small branch of a bush. Its camouflage keeps it safe from _____ because it's so difficult to see.
6. Even though dandelion plants have pretty yellow flowers, most people call them weeds. This is because the dandelions _____ easily, with one flower sending out up to 200 seeds.

Understand

A Check (✓) the statements that are true about “Do Plants Feel Stress?” Write an X for statements that are not true. For true statements, write the line numbers where you found the information.

- ☐ _____ 1. Plants are similar to humans in that they have a nervous system.
- ☐ _____ 2. Humans have fight-or-flight reactions in stressful situations.
- ☐ _____ 3. When a plant is in difficult conditions, its only options are to adapt or die.
- ☐ _____ 4. Plant hormones are regulated individually by each plant’s brain.
- ☐ _____ 5. The release of salicylic acid to warn other plants of an attack is evidence that plants are intelligent.
- ☐ _____ 6. Stress can be good for plants because it helps them prepare for different environments.

B Complete the sentences with words from “Do Plants Feel Stress?”

- 1. Human beings and animals experience and _____ stress in many ways.
- 2. From the point of view of plants, all plant eaters are _____!
- 3. Many plants are short-lived because they lack _____ to survive hard times.
- 4. Human hormone _____ is controlled by the brain and nervous system.
- 5. When a plant is experiencing stress, it _____ a hormone that slows or stops bud growth.
- 6. Stress is a part of life, since _____ conditions change, and living things are forced to adapt or respond.

C Answer the questions about “Do Plants Feel Stress?”

- 1. Why don’t plants have a fight-or-flight reaction?

- 2. When is death an acceptable option for plants in a stressful situation?

- 3. What are hardy plants?

- 4. What is a plant’s acute stress response similar to?

- 5. What is jasmonic acid? _____

Language Convention: Understand Punctuation for Pauses and Breaks

A Answer the questions.

1. What is the benefit of punctuation for authors? _____
2. What should you do when you are reading and come to a comma or dash? _____
3. What type of punctuation should you use to separate ideas within a list? _____
4. What type of punctuation should you use to set off an introductory clause? _____
5. What type of punctuation should you use to break for emphasis? _____

B Match the punctuation purpose with its example. Then read the example sentences aloud, using appropriate pauses.

- | | |
|---|--|
| _____ 1. Use a comma to set off a clarification. | a. Lilies are commonly orange, pink, or white. |
| _____ 2. Use a comma to separate ideas within a list. | b. She decided which type of tree to plant in the front yard—a maple. |
| _____ 3. Use a comma to set off an introductory clause. | c. The flowers were planted in an organized sequence, or order, according to color. |
| _____ 4. Use a comma to separate clauses in a sentence. | d. The landscape designer drew up a plan, but because it required a lot of work, she hired a team to help put in the plants. |
| _____ 5. Use a dash to break for emphasis. | e. Before drawing up the plans, she considered which plants were native to the area. |

C Read the sentences from “Do Plants Feel Stress?”. Choose the best answer for each question.

1. “This isn’t all that different from the human experience with difficult situations—for some people, there is no better motivator to overcome a challenge than a solid dose of stress!”
How is the dash used in this sentence?
 a. to set off an introductory clause b. to break for emphasis
2. “This same hormone can close the stomata, or channels in the leaves, to prevent water loss through evaporation.”
How are the commas used in this sentence?
 a. to set off a clarification b. to separate clauses in a sentence
3. “When a plant is experiencing stress, it produces a hormone that slows or stops bud growth.”
How is the comma used in this sentence?
 a. to separate ideas within a list b. to set off an introductory clause

GRAMMAR BOOST: Present Perfect with *Already*, *Yet*, *Just*, and *Still*

	Use	Examples
<i>already</i>	<ul style="list-style-type: none"> We use <i>already</i> in affirmative statements to emphasize that something has happened. We can put <i>already</i> between <i>have / has</i> and the past participle or at the end of a clause. We can use <i>already</i> in questions. 	<p>The plant has already reproduced, so the species won't disappear.</p> <p>Animals have destroyed the plants already.</p> <p>Has the plant already produced seeds?</p>
<i>yet</i>	<ul style="list-style-type: none"> We use <i>yet</i> in negative statements to emphasize that something has not happened. We usually put <i>yet</i> at the end of a clause. We can put it between <i>have / has not</i> and the past participle, but this is more formal and less common. We can use <i>yet</i> in questions and negative answers. 	<p>The scientists haven't finished their experiments yet.</p> <p>They haven't yet completed the experiments.</p> <p>Have they studied every plant species yet?</p>
<i>just</i>	<ul style="list-style-type: none"> We use <i>just</i> in affirmative statements to emphasize that something happened recently in the indefinite past. We put <i>just</i> between <i>have / has</i> and the past participle. 	<p>The plant has just released salicylic acid because it is being attacked.</p> <p>We've just started studying this plant.</p>
<i>still</i>	<ul style="list-style-type: none"> We use <i>still</i> in negative statements to emphasize that something that we expected to happen hasn't happened. We put <i>still</i> before <i>have / has not</i>. 	<p>The plant still hasn't recovered from the attack.</p> <p>They still haven't identified the source of the problem.</p>

Notes:

1. We don't use *already* with past time expressions.

*The plant has **already** released its seeds ~~yesterday~~.*

2. When we use *already* in a question, it shows that we expect that something has happened.

Already is usually at the end of the question, but it can also go before the main verb. When we use *yet*, it shows that we are not as sure that something has happened.

fairly certain: *Have they started the experiment **already**?* / *Have they **already** started the experiment?*

not certain: *Have they started the experiment **yet**?*

A Circle the correct word to complete each sentence.

1. Researchers have *just* / *still* completed a study on plants and stress reactions.
2. They've *already* / *yet* shared a lot of the results with the public.
3. The researchers haven't published an article about their study *already* / *yet*.
4. The group has *already* / *still* begun to plan their next study.
5. They *still* / *yet* haven't learned everything that they want to know.

B Complete the conversations with *already, yet, just, and still*. More than one answer may be possible.

1. A: The experiment on the seedlings was started a month ago. Has it finished _____?
B: Not yet, but there are only a few days left.
2. A: Do you want to review material for tomorrow's test?
B: No, thanks. I've _____ finished studying for it.
3. A: The new museum exhibit has been open for two months, but I haven't been there yet.
How about you?
B: I've been there twice _____, and I plan to go again this weekend.
4. A: I planted the seeds a week ago, but they _____ haven't sprouted.
B: Don't worry. They should sprout within ten days.
5. A: Have you written up your biology lab?
B: No, not _____. I'm still recording my results.

C Put the words in order to make statements and questions. More than one answer may be possible.

1. arrived / hasn't / at school / Surita / yet / .

2. already / that book / read / I've / .

3. tried out / still / for the baseball team / hasn't / Peter / .

4. yet / you / played / have / the new game / ?

5. finished / just / my homework / I've / .

6. already / the bus / left / has / ?

D Write sentences about things that you have and haven't done. Use the words in parentheses.

1. (still) _____
2. (just) _____
3. (already) _____
4. (yet) _____

Vocabulary Boost

- A** Use the information in the graphic and photo caption in the Student Book to complete the chart with the words from the box.

digestive excess hormone informal long-term obesity

Word	Part of Speech	Meaning
	noun	a chemical substance made by the body
	noun	the condition of being extremely overweight
	adjective	casual and relaxed; unofficial
	adjective	relating to the body's process of breaking down and absorbing food
	adjective	occurring over a long period of time
	noun	an amount of something that is more than necessary or desirable

Examine the Graphic

- B** Answer the questions about the Uncover the Story graphic and photo.

- Which two hormones are discussed in the graphic? _____
- What are two regions of the brain discussed in the graphic?

- How are long-term stress and obesity related? _____
- What effect does exercising have on stress? _____
- How often does the United Arab Emirates Cycling Girls Club meet? What do they do?

- Describe the girl in the photo. What is she doing? How do you think she feels?

Reflect

- C** Write four questions you have about the graphic or the effects of stress to prepare for your discussion.

- _____
- _____
- _____
- _____

Key Vocabulary

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

analytical dilemma enhance optimism reinforce stimulate

1. Paco enjoys painting in nature because it _____ his mind to be more creative.
2. She wants to watch both the soccer game and the basketball game, but they are at the same time. She has a(n) _____.
3. Aziz wants to _____ his appearance, so he is being more careful about his hair style.
4. When Daria misled you, it _____ my belief that she doesn't always tell the truth.
5. Being a computer programmer involves using _____ skills.
6. The audience showed its _____ by cheering before the play had even started.

Vocabulary Boost

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

1. Ron was the perfect player to fill the open spot on the school soccer team. It felt like **fate** that his mother got a job nearby and he was able to attend that school.
2. I don't like talking to her because she has a lot of anger and a **hostile** attitude.
3. Everybody laughed at the **humorous** situation.
4. Heather was tired, but she felt **refreshed** after taking a nap and was able to get back to work.
5. It will be raining all weekend. I am **resigned** to the fact that our picnic will need to be rescheduled.
6. Mevi wasn't watching where she was walking and **tripped** on a large rock in the path.

- | | |
|--------------------|---|
| _____ 1. fate | a. having accepted an unpleasant or undesirable situation (<i>adj.</i>) |
| _____ 2. hostile | b. feeling strong and energetic again (<i>adj.</i>) |
| _____ 3. humorous | c. to fall down or stumble (<i>v.</i>) |
| _____ 4. refreshed | d. destiny; predicted end result (<i>n.</i>) |
| _____ 5. resigned | e. funny; amusing (<i>adj.</i>) |
| _____ 6. trip | f. hateful; angry; aggressive (<i>adj.</i>) |

C Answer the questions.

1. What does it mean when someone says, "It was **fate**"? _____

2. What do you think people should do when they are around a **hostile** person?

3. What makes you feel **refreshed**? _____

Understand

A Choose the best answer for each question about "Humor Helps."

1. How does laughter affect cortisol?
 - a. It lowers it.
 - b. It increases it.
 - c. It doesn't affect it.
2. Which part of the brain does laughter use?
 - a. the sensory part
 - b. the analytical part
 - c. the whole brain
3. According to the article, what types of things can we control in our lives?
 - a. the events in our lives
 - b. our reactions to events
 - c. where we live
4. According to the author, which is the worst target for humor?
 - a. yourself
 - b. a situation
 - c. another person
5. Who is most likely to laugh the most?
 - a. a 5-year-old
 - b. an 18-year-old
 - c. a 45-year-old

B Answer the questions.

1. What kinds of things make you laugh?

2. Who do you know that is funny? What makes that person funny?

3. Which humor target do you think is funniest? Why? _____

4. Give an example of a time that humor turned your mood around. _____

5. Take the humor quiz in the Student Book. How did you score? Would you want to change your category? Why or why not? _____

Apply the Strategy: Monitor Comprehension

C Complete the chart with examples of how you monitored comprehension while reading "Humor Helps."

What I Needed to Clarify (lines in text)	Strategy I Used	How Strategy Helped

Vocabulary: Use a Dictionary

A Read the statements about dictionaries. Write *T* for True and *F* for False.

- ____ 1. A print dictionary is a good reference material, but an online dictionary is not.
- ____ 2. The only reason to use a dictionary is to learn a word's definition.
- ____ 3. A multiple-meaning word is a word that has more than one definition.
- ____ 4. A word's part of speech is what it sounds like when you say it out loud.
- ____ 5. Dictionaries often give example sentences.

B Match the type of information you can find in a dictionary with its example.

- | | |
|--------------------------|---|
| ____ 1. word | a. the ability to restore one's energy |
| ____ 2. definition | b. resiliency; resilient |
| ____ 3. part of speech | c. <i>She had a difficult week, but her resilience kept her going.</i> |
| ____ 4. pronunciation | d. re•sil•ience |
| ____ 5. related words | e. <i>n.</i> |
| ____ 6. example sentence | f. /rə'zil yəns/ |

C Find three more words in "Humor Helps" that you don't know well. Use a dictionary to look up the unknown words. Complete the chart with information about each word, such as pronunciation, part of speech, definition, and usage.

Unknown Word	What I Learned from the Dictionary

An **information question** can be about a subject or an object.

	Form and Use	Examples	
Subject Questions	<ul style="list-style-type: none"> A question word or phrase acts as the subject of the question. Subject questions do not include auxiliaries such as <i>do</i>, <i>does</i>, or <i>did</i>, but they can include modals. The word order is question word or phrase + verb. 	Q: Who laughed? Q: Who is the funniest? Q: Whose joke was best? Q: Which students are funny? Q: How many people came? Q: What can you do? Q: What happened?	A: Jack did. A: Tomas is. A: Kim's was. A: Jamal and Mira are. A: Twenty people came. A: Just laugh at myself. A: I tripped and fell.
Object Questions	<ul style="list-style-type: none"> The subject comes after the question word or phrase. Object questions can include <i>do</i>, <i>does</i>, or <i>did</i>, or another auxiliary verb. The word order is question word or phrase + auxiliary verb + subject + main verb. 	Q: Who did Kelly talk to? Q: Who does Amy hang out with? Q: Whose joke did you like? Q: Which sports can you play? Q: How many jokes will he tell? Q: What did Amir want? Q: What do you do on weekends?	A: Elsie A: Miriam A: I liked Sam's joke. A: I can play a lot of sports. A: He'll tell five jokes. A: Raul's phone number A: I play tennis.

Note: Be sure to use the correct verb forms in simple present subject questions:

We use the singular form of a verb after *who* or *which* + a singular noun.

*Who **is** funny? Which student **tells** the funniest jokes?*

We use the plural form of a verb after *which* + a plural noun or *how many* + a plural noun.

*Which students **are** funny? How many people **laugh** at themselves?*

A Write **S** next to the Subject questions and **O** next to the Object questions.

- ____ 1. What did you do?
- ____ 2. Who fell down?
- ____ 3. What happened to you?
- ____ 4. How do you react to stress in your life?
- ____ 5. Who laughed at you?
- ____ 6. How many people saw you fall?
- ____ 7. How did you feel?
- ____ 8. What will you do the next time you fall?

B Match each question with its answer.

- | | |
|--|--------------------------------------|
| ____ 1. Who is your best friend? | a. I like July. |
| ____ 2. What is your favorite month? | b. I forgot my homework. |
| ____ 3. Who called this morning? | c. Lisa's was. |
| ____ 4. Whose teacher was late? | d. Hassan is. |
| ____ 5. What happened? | e. I'm in Ms. Miller's class. |
| ____ 6. What room is your class in? | f. Room 15 is. |
| ____ 7. Whose class are you in? | g. It's in 214. |
| ____ 8. Which classroom is near the library? | h. Brian did. |

C Write questions for the answers. Use the question words and verbs in parentheses.

1. **Q:** (what / be) _____
A: My name is Sophia.
2. **Q:** (what / be) _____
A: My favorite sport is gymnastics.
3. **Q:** (what / do) _____
A: I read on weekends.
4. **Q:** (who / sit) _____
A: Leo sits next to me.
5. **Q:** (who / study) _____
A: I study with my friend Sarah.

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

- | | |
|---|--------------------------|
| 1. What you like to do after school? | <input type="checkbox"/> |
| 2. Who make you feel good about yourself? | <input type="checkbox"/> |
| 3. How many people is in your class? | <input type="checkbox"/> |
| 4. Who do you talk to the most? | <input type="checkbox"/> |
| 5. Which subject is your favorite? | <input type="checkbox"/> |

Vocabulary Boost

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

glorious overanalyze privilege subconsciously susceptible undermine

1. I _____ reached out to catch the woman as she fell. I didn't even realize I was doing it.
2. I love tennis, so getting to attend the championship match was a(n) _____.
3. Everyone knew Terri wasn't telling the truth. This _____ their ability to trust her.
4. It's better to just try to hit the ball without thinking about it too much. If you _____ it, you will probably miss.
5. What a(n) _____ garden! I especially love the flowers and the rock path.
6. If you use the same password for many different websites, you are more _____ to identity theft.

B Write *T* for True or *F* For False.

- ____ 1. You are more **susceptible** to getting sick when you haven't been getting enough sleep.
- ____ 2. Most people would agree that a cold, rainy, gray day is **glorious**.
- ____ 3. If you do something and then say it was a **privilege**, you probably enjoyed it.
- ____ 4. If you do something **subconsciously**, you have to think about it a lot.
- ____ 5. If something **undermined** you, you were probably successful.
- ____ 6. When you **overanalyze** something, you think about every little detail a bit too much.

Share Your Perspective

C Write three interesting facts you learned from the video. Give an example of how each fact relates to your own life. Use words from Activity A when possible.

1. _____

2. _____

3. _____

Key Vocabulary

A Complete each sentence with a word from the box.

conscientious hesitation peculiar reflect unconscious

1. He had a strange sensation, which was unlike any he had had before. It was _____.
2. The students are discussing future jobs that will _____ their personal interests.
3. Maya is very _____ in her friendships. She will call to check on you if you are sick.
4. Margo agreed to lead the Spanish Club without any _____ because she had taken language classes for several years and felt confident.
5. Gavin had a fear of snakes, but it was _____. He didn't realize this until he saw the nest of snakes and panicked.

Vocabulary Boost

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

1. Our cat likes to **chase** bugs around the room, but she lets them go when she catches them.
2. Everyone tried to **flee** when they saw the monster. Some people managed to get away.
3. There was a deer in the yard. I only got a **glimpse** before it saw me and ran away.
4. It's difficult to understand Jacob when he talks because he always **mumbles**.
5. Swami started **shivering** because it was cold outside and he wasn't wearing a coat.
6. Abigail called the police as soon as she realized she had been a **victim** of pickpocketing.

Word	Part of Speech	Definition
		a short look at something
		a person who is harmed in an accident or crime
		to run after something to catch it
		to shake in the body
		to run away; to escape
		to speak unclearly in a low voice

C Write two examples for each item.

1. things dogs sometimes **chase**: _____
2. things that make people **flee**: _____
3. people you shouldn't **mumble** to: _____
4. things that make you **shiver**: _____
5. events that have **victims**: _____

Understand

A Read the statements about “Bearing Up.” Write *T* for True and *F* for False.

- _____ 1. Mike started having bad dreams about bears when he was 13.
- _____ 2. Mrs. Skinner said dreams reflect our real-life situations.
- _____ 3. Mike’s dad’s job had always been a Search and Rescue Technician.
- _____ 4. The reason the eight people got stranded was that the boat ran out of gas.
- _____ 5. They were hopeful about finding Mike’s dad because he had a survival suit and was experienced.
- _____ 6. Mike was only dreaming when he met the bear at the end of the dream.

B Answer the questions.

- 1. Why doesn’t Mike tell Mrs. Skinner about his dreams?

- 2. What is stressful in Mike’s life?

- 3. How does Mike feel about his dad’s job? How do you know?

- 4. What three things did the owner of the boat do to try to get the group safely back to shore?

- 5. What happened when Mike met the bear in real life?

Apply the Skill: Summarize a Story

C Summarize another story you know or have read. First, complete the chart with details about the characters, setting, and key events. Then write a summary of the story in your own words. Remember: don’t include opinions about the story.

Characters	Setting	Key Events

Vocabulary: Use a Thesaurus

A Complete the statements about using a thesaurus. Use the words and phrases from the box.

dictionary part of speech synonyms vivid word choice

1. Like a _____, a thesaurus is used to look up words.
2. A thesaurus lists _____—words and phrases with similar meanings.
3. Writers often use a thesaurus to find a word with a specific meaning or to vary _____.
4. They also use a thesaurus to find a more _____ word choice.
5. A thesaurus also may include other information, such as the word's _____.

B Match the words from “Bearing Up” with their synonyms. Use a thesaurus, if needed.

- | | |
|------------------------------|-----------------------|
| _____ 1. stalking (line 20) | a. left |
| _____ 2. lonely (line 44) | b. escaped |
| _____ 3. abandoned (line 52) | c. approaching |
| _____ 4. scrubbing (line 74) | d. chuckled |
| _____ 5. slipped (line 144) | e. washing |
| _____ 6. laughed (line 200) | f. isolated |

C Look at the sentences from “Bearing Up.” Look up the boldfaced words in a print or online thesaurus. Then rewrite the original sentence, using a synonym. Explain how the meaning of the sentence changes.

Original Sentence	New Sentence	Change in Meaning
What about scary dreams ... ? (line 33)		
Here was the tiny town of Comox ... (line 46)		
Are you afraid he might get hurt ? (line 84)		

Used to has different meanings, depending on if it is *used to*, *be used to*, or *get used to*.

	Meaning and Use	Examples
<i>used to</i>	<ul style="list-style-type: none"> We use <i>used to</i> + the base form of a verb to talk about past habits or activities that no longer happen. In negative statements, we omit the <i>-d</i> from <i>used</i>: <i>didn't use to</i>. 	<p>Mike used to have bad dreams about a bear, but he doesn't have those dreams anymore.</p> <p>His mother used to get stressed when his father went out on a rescue mission.</p> <p>Mike's dad didn't use to have a dangerous job. He used to be a cook.</p>
<i>be used to</i>	<ul style="list-style-type: none"> We use <i>be used to</i> + noun or gerund to talk about being accustomed to something. In negative statements, we do not omit the <i>-d</i> from <i>used</i>. 	<p>Mike's mother is used to his father's job now.</p> <p>Mike's father is used to dealing with the stress of his job.</p> <p>Some people aren't used to feeling stress and don't know how to deal with it.</p>
<i>get used to</i>	<ul style="list-style-type: none"> We use <i>get used to</i> + noun or gerund to talk about becoming accustomed to something. We don't usually make negative statements with <i>get used to</i>. Instead, we use <i>can't</i> or <i>couldn't</i>. 	<p>When you get used to something, it's easier to handle.</p> <p>The only way to get used to something is to do it over and over again.</p> <p>Sometimes we can't get used to something new even when we try really hard.</p>

Notes:

1. We don't pronounce the *-d* in *used*.
2. We often use *never* with *used to* instead of *didn't use to*. When we do this, we don't omit the *-d* from *used*.

*He **never used to** do dangerous things, but now he has a very dangerous job.*

A Circle the correct phrase to complete each sentence.

1. Carlos *used to* / *is used to* / *gets used to* feel calm all the time, but now he has a lot of stress and anxiety.
2. Carlos *didn't use to* / *isn't used to* / *can't get used to* have bad dreams, but he has them a lot now.
3. His mother *used to* / *is used to* / *gets used to* be a teacher, but now she's a police officer.
4. She has been a police officer for a while, and she *used to* / *is used to* / *gets used to* being in dangerous situations.
5. Carlos *used to* / *didn't use to* / *can't get used to* the idea that his mother puts herself in danger every day.
6. He also *used to* / *isn't used to* / *gets used to* his mother being at work in the evenings because she worked during the day when she was a teacher.

- B** Complete each sentence with the correct form of the verb in parentheses. Then check (✓) the correct column for each sentence.

The sentence describes ...	a past habit	being accustomed to something	becoming accustomed to something
1. I'm not used to _____ early. (get up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I used to _____ at 8:00 every morning. (wake up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can't get used to _____ so early. (wake up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. For a long time, Amir couldn't get used to _____ the bus to school. (take)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. He used to _____ his bike. (ride)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. After a while, he will be used to _____ to school on the bus. (go)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C** Rewrite each sentence to include the correct form of *used to*, *be used to*, or *get used to*.

1. Eric lived in Shanghai, but now he lives in Los Angeles.

2. Aziz is not accustomed to living in a big city.

3. Will couldn't become accustomed to being in a cold climate.

4. Sara and Kim are not accustomed to their new town.

5. Pedro did not like his new town, but now he likes it a lot.

- D** Complete true sentences about yourself.

1. When I was younger, I used to _____.

2. I didn't use to _____, but now I do.

3. I'm used to _____ every day.

4. I'm not used to _____ because I don't do it every day.

5. I'm trying to get used to _____.

Assignment: Write a One-Act Play

A Complete the statements about writing a one-act play with the correct word or phrase from the box.

dialogue directions fiction speaker identification stage

1. A play is a _____ text that is performed onstage for an audience.
2. A play should have believable _____ between characters.
3. Characters should also move around the _____ based on what they are saying and doing.
4. The play should include _____, or the name of the character before each new line of speech in the play.
5. Stage _____ give descriptive details about how the characters should speak, move, or behave.

B Answer the questions about “Bearing Up Under Pressure: A One-Act Play.”

1. How does Mike feel when Bear says he wants to tell him something?

2. What does Bear want to tell Mike? _____
3. According to Bear, why is he always chasing Mike? _____
4. How does Mike feel about Bear chasing him?

5. What does Bear say Mike can talk to him about?

6. In the end, how would you describe the relationship between Mike and Bear?

C List three ideas for ways that Mike and Bear could interact in your one-act play. Brainstorm how each way of interacting would relate to stress. Then choose one idea for your play.

Way of Interacting	Connection to Stress
1. Mike and Bear become friends.	
2.	
3.	

Assignment: Perform a Play

A Complete the statements about performing a play with the words from the box.

audience facial gestures pace stage voice

1. Your play should be appropriate for your _____.
2. You should use a _____ that is loud enough for the audience to hear you.
3. You should also speak at an appropriate _____ and with expression.
4. When you see _____ directions in the play, do not read them aloud.
5. Make appropriate movements and _____ with your body.
6. Use _____ expressions to show feelings or emphasize mood.

B Imagine you were performing the play “Bearing Up Under Pressure: A One-Act Play.” Add annotations to help you make the dialogue realistic. Add notes about pauses, word emphasis, facial expressions, and gestures.

eyes open wide

Use a scared voice.

BEAR: Yes, I’ve been waiting to tell you something very important.

MIKE: *[shocked]* What is it?

BEAR: *[calmly and kindly]* I want you to know that you aren’t alone. I’m your friend.

MIKE: *[stepping backward and looking confused]* But you’re always chasing me in my dreams.

BEAR: I’m just trying to catch up to you—to tell you that I’m here for you.

[MIKE turns around and speaks to himself.]

MIKE: Can this really be happening? Is this bear really talking to me?

BEAR: I can hear you, you know. And I understand English perfectly fine.

MIKE: *[angrily]* Then why don’t you understand that you *scare* me in my dreams?!

C Practice performing the play in Activity B. Read both parts (Mike and Bear), using your notes to help you perform the play in a believable way. If you can, video yourself. Then watch and think about how you can improve your performance.



▲ Shoppers consider their many options at a fruit and vegetable market in Bangladesh.

UNIT LAUNCH

Academic Vocabulary

A Answer the questions.

1. When you have a difficult decision to make, who **advises** you? _____
2. What or who **motivates** you to do your homework? _____
3. What's an example of something **consistent** in the world? _____
4. Who in your family has the highest **principles**? _____
5. What's something your teachers **restrict** you from doing? _____
6. What kinds of things do governments **implement**? _____

Key Vocabulary

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

deserted diverge horizon scan uniform

1. When the hiking path _____, she had to choose to go right or left.
2. Yesterday, the man _____ the bookshelf to find a book about gardening.
3. I can see a mountain range far off on the _____.
4. The building has no electricity or water because it's _____.
5. Each desk has a _____ set of art supplies, so that each student has the same tools.

Vocabulary Boost

B Use the information to complete each sentence with the correct form of a word from the chart.

Word	Part of Speech	Definition
bend	verb	to curve
beyond	adverb	at or to the farther side
claim	noun	a right to something
equally	adverb	in the same manner or to the same extent; similarly
sunlight	noun	light from the sun

1. This is a very long road. In fact, it goes through the mountains and even _____.
2. I put on a hat because the _____ was in my eyes, making it difficult to see.
3. I wanted to sit in the front seat of the car, but my sister already had a(n) _____ to it. She and my mom had agreed to it earlier.
4. The wind was so strong and powerful that the trees were swaying and _____.
5. I can't choose one favorite season because I enjoy spring and fall _____. I love the flowers in the spring and the changing leaves in the fall.

C Write *T* for True or *F* for False.

- _____ 1. If you are walking on a sidewalk that **bends**, it doesn't go straight.
- _____ 2. The most common time of day to see **sunlight** is at night.
- _____ 3. A king has a **claim** to power in his kingdom.
- _____ 4. If you like two things **equally**, you like one more than the other.
- _____ 5. There is nothing **beyond** the moon.

Understand

A Match the lines from "The Road Not Taken" to their meanings.

- | | |
|---|---|
| _____ 1. "Two roads diverged in a yellow wood ..." | a. maybe being the better path ... |
| _____ 2. "having perhaps the better claim ..." | b. I knew I wouldn't likely get the chance to take the other path again. |
| _____ 3. "it was grassy and wanted wear ..." | c. A road in the colorful fall woods split into two paths. |
| _____ 4. "Oh, I kept the first for another day!" | d. At some point far in the future ... |
| _____ 5. "Yet knowing how way leads on to way, I doubted if I should ever come back." | e. It looked like it hadn't been walked on in a while. |
| _____ 6. "Somewhere in ages and ages hence ..." | f. Even after I started out on one path, I thought back on the first path. |

B Choose the correct meaning for the lines from "Old Story."

1. "With his chest full of songs and his mouth full of laughter."
 - a.** He could hear songs and laughter.
 - b.** He was singing and laughing.
2. "The man walked days and days on the long road that was lost in the uniform plain."
 - a.** The road blended into the rest of the landscape.
 - b.** He got lost while on the road.
3. "He scanned the horizon and saw that the road went beyond, far beyond everything."
 - a.** The road went as far as he was able to see.
 - b.** The road would lead him to outer space.
4. "They were difficult, but the water sang in all the fountains ..."
5. "The feet bled on the stone, ..."

C Answer the questions.

1. What's an important decision you have made in the past?

2. Did anyone help you make your decision? If so, who? _____
3. What do you think would have happened if you had made a different decision?

Vocabulary: Verify Meaning

A Complete the sentences about verifying meaning with words and phrases from the box.

affix context clues definitions dictionary part of speech unknown

1. When you read _____ words in a text, you can verify their meaning before you continue to read.
2. Search before and after the unknown word for _____ that hint at its meaning.
3. If the beginning or end of the word has a(n) _____, use it to help you determine meaning.
4. To confirm the meaning, look up the word in a(n) _____.
5. Many words have multiple _____, so be sure to read each one listed in the dictionary.
6. Choose the _____ and definition that make the most sense, based on how the word is used in the text.

B Complete each sentence with a word from the box. You verified the meaning of these words in the Student Book.

fair steep trodden undergrowth

1. I think a group of deer must have been in the yard last night because the tops of many of the flowers were gone, and the grass around them was bent down as if they had been _____ on.
2. Several trees were blown over in the windstorm, which allowed a lot more sunlight onto the forest floor. Within a year, the _____ was much thicker and healthier.
3. Although Sasha knew her essay was _____, she asked her friend to proofread it for her because she wanted to make it even better.
4. As you start to approach the mountains, you will notice that the hills are _____, which is the reason it's such a difficult place to go cycling.

C Read the poems in the Student Book again. Use context clues and a dictionary to determine and verify the meanings of the words listed in the chart.

Poem	Word	Meaning	How You Confirmed Meaning
"The Road Not Taken"	Line 10: <i>worn</i>		
"The Road Not Taken"	Line 17: <i>ages</i>		
"Old Story"	Line 8: <i>plain</i>		

Poets use certain devices to achieve different effects in their work. One example is **inversion**. This is when a poet uses a word order that is different from what we are used to. Another example is **ellipsis**. This is when a poet omits one or more words from a line.

	Meaning and Use	Examples
Inversion	<ul style="list-style-type: none"> Sentences usually follow a subject-verb-object pattern. There are also rules for where time phrases and other elements usually go in a sentence. Poets use inversion to emphasize a certain word, help create a rhyme, or maintain the meter or rhythm of a poem. In this example, by using inversion, the poet created a rhyme with <i>stood</i>, <i>wood</i>, and <i>could</i>. 	<p>Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveler, long I stood And looked down one as far as I could To where it bent in the undergrowth;</p>
Ellipsis	<ul style="list-style-type: none"> Poets sometimes omit words from poems. They only do this when leaving a word out won't change the meaning of a phrase or make it impossible to understand. Poets use ellipsis to emphasize a point or to maintain the meter or rhythm of a poem. 	<p>Then [I] took the other, as just as fair, And having perhaps the better claim, Because it was grassy and wanted wear Though as for that the passing there Had worn them really about the same,</p>

A Read the lines from Robert Frost poems. Identify the ones that contain an example of inversion or ellipsis. Write *I* for Inversion, *E* for Ellipsis, and *X* for all other lines.

- ____ 1. Nothing gold can stay.
 ____ 2. Two roads diverged in a yellow wood.
 ____ 3. Some say the world will end in fire;
 ____ 4. Some say in ice.
 ____ 5. Whose woods these are I think I know.
 ____ 6. His house is in the village, though;

B Rewrite the sentences that you wrote *I* and *E* next to in Activity A. Use the typical word order, or include the missing words.

1. _____
 2. _____
 3. _____

C Each sentence has inversion. Rewrite each sentence using the usual word order.

1. On a narrow road stood I.

2. A choice I had to make.

3. Hungry I was, and tired.

4. She went, that evening, to the woods.

5. The path stopped not just where she thought.

6. Happily down the path she walks.

D There is an ellipsis in each sentence. Rewrite each sentence to include a word from the box.

are I one thought was went

1. I went in one direction and you in another.

2. The leaves were green; the sky blue.

3. He thought of his family and they of him.

4. With sadness I left, with joy returned.

5. The evening sky lights our way; the stars twinkling and bright.

6. Which path is best, this one or that?

Vocabulary Boost

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

collar frightened helmet hibernate regret

1. Juan wears a _____ when he rides his bike to help protect his head if he falls.
2. Bears _____ in caves in the winter and then wake up in the spring.
3. My dog wears a _____ around her neck so we can attach a leash to it for walks. It also has a tag on it with our phone number in case she gets lost.
4. Feng went shopping with her friends instead of studying for her math test. She _____ her decision the next day because the test was really hard.
5. The monster in the movie was so realistic that the little boy felt _____.

Examine the Photo

B Answer the questions about the Uncover the Story photo. Use your own words or words from the box.

cave collar frightened helmet hibernate regret tag tracking device

1. What do you see in the photo? _____
2. In which season do you think the photo was taken?

3. Why do you think the man is there? _____
4. How do you know the man is carrying a flashlight? _____
5. How do you think the man is feeling? _____
6. What is on the bear's neck and ear? _____

Reflect

C Take notes in the chart to plan your reflection about your decision to go into the cave.

Positive Feelings	Negative Feelings

Key Vocabulary

A Complete each sentence with a word from the box.

distraction gratification procrastination suitable tempt tendency

1. If you leave cookies on the table, it will _____ me to eat one before dinner.
2. Tomas felt _____ when his teacher said she was proud of him.
3. Kim doesn't like to do her homework right away and instead pushes it off until later. She's guilty of _____.
4. Donald has a _____ to disagree with everything I say. It's annoying, especially because he does it all the time.
5. Do you think his outfit is _____ for the class picture, or is it inappropriate?
6. The movie playing loudly in the classroom next door was a _____ for the students during the test.

Vocabulary Boost

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

1. My family and I visit my grandmother on a weekly **basis**. We go there every Sunday.
2. Mira only had a few minutes before her piano lesson, so she made a snack and **furiously** ate it.
3. Omar borrowed his sister's tablet without asking and accidentally broke the screen. He didn't tell her at first, but his feelings of **guilt** later drove him to tell her what had happened.
4. I **resisted** the temptation to lie down because I had to finish my essay, and I was afraid I would fall asleep.
5. When Mei told her parents she was having a difficult time in math class, they **responded** by getting her a math tutor.
6. Miguel's **strategy** for improving his swimming speed is to practice daily and to race with a friend who is faster than him.

- | | |
|--------------------|---|
| _____ 1. basis | a. a plan designed to help you meet a goal (n.) |
| _____ 2. furiously | b. to not do something you want to do; to withstand (v.) |
| _____ 3. guilt | c. a pattern or system of regularity (n.) |
| _____ 4. resist | d. a feeling of shame, regret, or self-disgust for doing something wrong (n.) |
| _____ 5. respond | e. quickly and with intense focus; very energetically (adv.) |
| _____ 6. strategy | f. to say or do something in reply (v.) |

Understand

A Read the statements about “The Akrasia Effect.” Write *T* for True or *F* for False.

- _____ 1. For approximately six months, the only clothes Victor Hugo wore was a large shawl.
- _____ 2. The term *akrasia* was coined by philosophers a few years ago.
- _____ 3. When you set a goal to learn a language, you are making a choice for your present self.
- _____ 4. A person’s ability to delay gratification is a predictor of success in life.
- _____ 5. Victor Hugo’s decision to lock up his clothes is an example of the strategy of reducing the friction of starting an action.
- _____ 6. *Enkrateia* and *akrasia* are synonyms.

B Complete the sentences with words from “The Akrasia Effect.”

- 1. Even prolific artists like Victor Hugo are not immune to the _____ of daily life.
- 2. Loosely translated, you could say that *akrasia* is _____ or a lack of self-control.
- 3. Time inconsistency refers to the _____ of the human brain to value immediate rewards more highly than future rewards.
- 4. A commitment device is a way to lock in future behavior, bind you to good habits, and _____ you from bad ones.
- 5. The _____ and frustration of procrastinating is usually worse than the pain of doing the work.
- 6. _____ intentions, like writing down your plan, can make you two to three times more likely to perform an action in the future.

Apply the Skill: Analyze a Problem-Solution Paragraph

C Analyze the paragraph starting on line 85 of “The Akrasia Effect.” Which sentences present a problem? Which sentences explain more about the problem? Which sentence offers a solution?

Vocabulary: Use Greek and Latin Suffixes

A Underline the suffix in each word. Then use the suffixes to help you match the words to their meanings.

- | | |
|----------------------|---|
| _____ 1. responsible | a. in a way that shows enthusiastic desire |
| _____ 2. purposeful | b. able to be relied on |
| _____ 3. advancement | c. without giving sufficient attention or thought to avoid harm or error |
| _____ 4. eagerly | d. the act of moving forward toward a goal |
| _____ 5. careless | e. full of intention |

B Underline the suffix in each word. Then use the definition and part of speech of the word to choose the meaning of the suffix.

1. collaborate: to work together (*v.*)

a. to change	b. to become
---------------------	---------------------
2. inquisitive: curious or inquiring (*adj.*)

a. a process	b. having the nature of
---------------------	--------------------------------
3. inward: toward the inside (*adj.*)

a. direction	b. without
---------------------	-------------------
4. logical: showing good sense or reasoning (*adj.*)

a. pertaining to	b. good
-------------------------	----------------
5. salvage: to save or recover (*v.*)

a. condition	b. action or process
---------------------	-----------------------------
6. stubbornness: refusal to change one's opinion (*n.*)

a. state of being	b. thoroughly
--------------------------	----------------------

C Write sentences about how people make decisions using the words from the box. Use a dictionary, if needed.

collaborate inquisitive inward logical purposeful responsible

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

The verb *have* and the phrasal modal *have to* look similar, but they have different meanings and uses.

	Meaning and Use	Examples
<i>have</i>	<ul style="list-style-type: none"> The verb <i>have</i> can show possession or a relationship. <i>Have</i> can also help describe an experience. <i>Have</i> is followed by a noun or a noun phrase. 	<p>I have a project to do for my English class.</p> <p>I have one partner for this project.</p> <p>We're having a hard time getting started.</p>
<i>don't / doesn't have</i>	<ul style="list-style-type: none"> <i>Don't / doesn't have</i> is the negative form of the verb <i>have</i>. 	<p>I don't have a project for my social studies class.</p> <p>Jack doesn't have any projects to do.</p>
<i>have to</i>	<ul style="list-style-type: none"> The phrasal modal <i>have to</i> shows necessity. <i>Have to</i> is followed by the base form of a verb. 	<p>We have to <u>finish</u> this project by next Friday.</p> <p>My partner can't work on the project today because she has to <u>go</u> home right after school.</p>
<i>don't / doesn't have to</i>	<ul style="list-style-type: none"> <i>Don't / doesn't have to</i> is the negative form of the phrasal modal <i>have to</i>. <i>Don't / doesn't have to</i> indicates that something is not necessary. 	<p>We don't have to <u>do</u> every part of the project together.</p> <p>I can do part of the project by myself.</p> <p>I don't have to <u>wait</u> for my partner to work with me.</p>

Note:

The modal *must* and the phrasal modal *have to* have similar meanings in affirmative statements. However, they have very different meanings in negative statements. *Don't / doesn't have to* means that something is not necessary. *Must not* means that something is not permitted.

You **don't have to** start your project today. You can start it tomorrow.

You **must not** turn in your project late. It will not be accepted.

A Circle the correct words to complete the paragraph.

I *have / have to* a lot of homework to do. Sometimes I *have / have to* trouble getting started on my homework. My older sister *has / has to* good study habits. I *don't have / don't have to* good study habits like she does. I don't always finish my homework before dinner time. Sometimes I *have / have to* do homework after dinner. My sister *doesn't have / doesn't have to* do homework in the evenings because she always finishes her homework early.

B Choose the correct words or phrases to complete the sentences.

1. Basir has to ____ after school today.
 - a. play baseball
 - b. a baseball game
2. Tran doesn't have ____ today.
 - a. any homework
 - b. do any homework
3. I don't have to ____ next Monday.
 - a. school
 - b. go to school
4. We always have ____ in our English class.
 - a. learn something interesting
 - b. fun
5. They have to ____ home from school.
 - a. bus route
 - b. take the bus
6. Suna has ____ as I do.
 - a. go to the same math class
 - b. the same math class
7. Pedro doesn't have to ____ because he got an A on his essay.
 - a. take the quiz
 - b. the quiz

C Complete each sentence with the correct form of *have*, *not have*, *have to*, or *not have to*.

1. Jonas _____ two younger sisters. They are five years old.
2. His sisters _____ brown hair and brown eyes just like him.
3. Sometimes Jonas's parents _____ work in the evenings.
4. Jonas _____ take care of his sisters when his parents are not at home.
5. He always _____ a good time with his sisters. They make him laugh.
6. He _____ cook dinner for them. His parents cook dinner before they leave.
7. Jonas _____ make sure that his sisters eat dinner and go to bed by 8:00.
8. He _____ go to bed at 8:00. He can stay up until 9:00.

D Complete the sentences with your own ideas about school and homework.

1. I have _____
2. I don't have _____
3. My friend _____ has _____
4. My friend doesn't have _____
5. Most days, I have to _____
6. My friend has to _____
7. On Saturdays, I don't have to _____
8. On Saturdays, my friend doesn't have to _____

Vocabulary Boost

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

1. The self-driving car's **algorithm** tells it to put on the brakes if it gets too close to something.
2. Cars that **barrel** down the road quickly make me nervous when I'm on my bicycle.
3. People have to use their instincts to avoid getting into car accidents. They don't usually have time for any **forethought**.
4. Self-driving cars are designed to **minimize** harm by avoiding other cars and obstacles.
5. The motorcyclists did not all show up downtown at noon by coincidence. It was a **predetermined** meeting time and place.
6. My brother had to **swerve** to avoid hitting a dog that suddenly ran in front of his car.

Word	Part of Speech	Definition
		to make something less impactful; to reduce
		a plan made in advance
		to change direction suddenly and abruptly
		a set of rules or instructions that a computer follows
		established or decided in advance
		to drive or move quickly

B Write *T* for True or *F* for False.

- _____ 1. Computer programmers work with **algorithms**.
- _____ 2. Turtles often **barrel** down the path.
- _____ 3. People usually give **forethought** to their vacation plans.
- _____ 4. If you want to **minimize** your use of electricity, you should leave your lights on all the time.
- _____ 5. I meet my friends at a **predetermined** place in the park on the weekend.
- _____ 6. Trains can easily **swerve** if something gets in their way.

Share Your Perspective

C Complete the chart with ideas from the video and your own ideas.

Self-Driving Cars	
Pros	Cons

Key Vocabulary

A Answer the questions using complete sentences.

1. When is a time you felt an **immense** amount of excitement?

2. What's a food you've eaten that you found to be **mediocre**?

3. What's something that can lead to **decaying** health?

4. Describe a time when you made a **collective** decision.

5. When is a time in your life when you've had to show **flexibility**?

6. What's something that's sometimes hard for you to **decipher**?

Vocabulary Boost

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

1. When the concert ended, it was **chaos**—people were walking in every direction, and some people were even yelling and pushing.
2. Paolo loves baseball and has a lot of **enthusiasm** for his favorite team. He's very excited to see the first game of the year.
3. Even though Elizabeth is an expert viola player and has won many awards, she is very **modest** and always acts like she's no different than the rest of the players.
4. Although Ginko trees are **native** to China, they have also been planted in other parts of the world in recent times.
5. Right now, the things in my immediate **surroundings** are my English book, my pen, my notebook, and my dictionary. They are on the table right in front of me.
6. She gave him a gift and **vice versa**. He gave her a gift, too.

Word	Part of Speech	Definition
		eagerness; excitement; passion
		coming from or belonging to a particular place
		not boastful
		the other way around; in the reverse order
		complete disorder and confusion
		the things and conditions around a person or thing

Understand

A Check (✓) the statements that are true about “Hive Mind.” Write an X for statements that are not true. For true statements, write the line numbers where you found the information.

- ☐ _____ 1. The queen bee attracts the swarm with her scent.
- ☐ _____ 2. All honeybee scouts are female.
- ☐ _____ 3. Swarms almost always find their new home within a few hours.
- ☐ _____ 4. The decision about which new home to choose is made collectively by thousands of honeybees.
- ☐ _____ 5. Bees will dance with more enthusiasm for more ideal cavities.
- ☐ _____ 6. The bees need a few hundred bees dancing for the same location to agree on it.

B Choose the correct answer to each question about “Hive Mind.”

1. How did the author feel when he was sitting on the front porch with the swarm all around him?
 - a. panicked
 - b. calm
2. Approximately how many bees are typically in a swarm?
 - a. hundreds
 - b. thousands
3. What is the purpose of a swarm?
 - a. to find a new home with a new queen
 - b. to attack a predator
4. Why were some of the bees on the porch pink?
 - a. because they had pink pollen on them
 - b. because Visscher painted a pink dot on them
5. Why won't honeybees choose to live in spaces that are smaller than 10 gallons?
 - a. because they won't be able to store enough honey to get them through winter
 - b. because they won't be able to protect themselves from invaders

Apply the Strategy: Visualize

C Reread lines 82–98 of the article. Use sensory details from the text to visualize what is happening. Make notes about your visualization. Then explain how visualizing helped you better understand the text.

Language Convention: Use Ellipses for Omission

A Circle the correct word or phrase to complete each statement about using ellipses for omission.

1. When quoting a text, you *must* / *don't have to* include all of the words from the original quotation.
2. You can omit, or leave out, some words as long as the quotation *still makes sense* / *has multiple clauses*.
3. To make sure readers understand that some words are *more important* / *missing*, insert an ellipsis in their place.
4. If part of a quotation is *important* / *unnecessary*, decide which words to omit.
5. Keep any capital letters that indicate the *beginning of a new sentence* / *omitted words*, as well as periods that indicate the end of a sentence.

B Match the quotations from "Hive Mind" with the omitted words.

- | | |
|---|---|
| _____ 1. Seeley wore a giant pair of silver headphones over a beige baseball cap ...; next to him was a video camera mounted on a tripod. | a. on a board nailed to the top of a post |
| _____ 2. He was recording the honeybee swarm huddling inches away.... | b. , schools of fish, flocks of birds, |
| _____ 3. But here, ... I felt a strange calm. | c. , a wild fringe of hair blowing out the back |
| _____ 4. In the spring, if a honeybee colony has grown large enough, swarms ... will split off to look for a new nest. | d. of thousands of bees with a new queen |
| _____ 5. Clouds of locusts ... and colonies of termites display it as well. | e. sitting next to Seeley, |

C Rewrite the quotations from "Hive Mind" using ellipses. Include only the most important ideas. Insert ellipses to show where words have been omitted. Check your sentences to make sure the quotations still make sense.

1. Seeley, a biologist, had cut a notch out of the center of the board and inserted a tiny screened box called a queen cage.

2. Yet, somehow, thousands of honeybees can pool their knowledge and make a collective decision about where they will make a new home, even if that home may be miles away.

	Meaning and Use	Examples
Second Conditional	<ul style="list-style-type: none"> We use the second conditional to talk about unreal conditions in the present or future. Use the simple past in the <i>if</i> clause. Use <i>would / could / might</i> + the base form of a verb in the main clause. The <i>if</i> clause can come before or after the main clause. When it comes first, use a comma between clauses. 	<p>If bees lived in an undersized cavity, they couldn't store enough honey.</p> <p>If a scout found a perfect new home, it would do its dance several times.</p> <p>If a scout didn't locate a good home, it wouldn't dance vigorously.</p> <p>A scout wouldn't dance vigorously if it didn't locate a good home.</p>
Third Conditional	<ul style="list-style-type: none"> We use the third conditional to talk about unreal conditions in the past. Use the past perfect in the <i>if</i> clause. Use <i>would / could / might</i> + <i>have</i> + past participle in the main clause. Again, the <i>if</i> clause can come before or after the main clause. When it comes first, use a comma between clauses. 	<p>If I had come across this swarm, I would have panicked.</p> <p>If the researchers hadn't brought bees to the island, they couldn't have done their experiment.</p> <p>If the researchers had brought more boxes, the bees might have found a new home more quickly.</p> <p>The bees might have found a new home more quickly if the researchers had brought more boxes.</p>

Notes:

- In a second conditional sentence, the correct form of *be* is *were* for all subjects. However, it is common to use *was* with singular pronouns and subjects.
*If this **were** a good home, the scout would be enthusiastic about it.*
*If this **was** a good home, the scout would be enthusiastic about it.*
- If it is obvious that we are talking about the past, we sometimes use the simple past instead of the past perfect with the third conditional.
*If I **saw** this bee activity before my meeting with the researchers, I would have been confused.*

A Complete each sentence with the correct form of the verb in parentheses. Then write *2nd* next to the second conditional sentences and *3rd* next to the third conditional sentences.

- ____ 1. If the researchers _____ boxes, the bees might not have been able to find a new home. (not supply)
- ____ 2. If there were bees on the island, the researchers _____ their own supply of bees for the experiment. (not need)
- ____ 3. If they _____ the experiment somewhere else, there would have been too many possible new homes for the bees to choose from. (do)
- ____ 4. Bees might not be attracted to the experiment if a new queen _____ involved. (not be)
- ____ 5. The results _____ confusing if they hadn't used two different paint colors to mark the scouts. (be)

B Complete each sentence with the correct forms of the verbs in parentheses.

1. I got a bad grade on my test. I _____ a better grade if I _____ more.
(get, study)
2. Yoon doesn't have time for after-school activities. If he _____ the time, he
_____ the robotics club. (have, join)
3. I'm sorry that you're having trouble in your math class. If I _____ you, I
_____ the teacher for help. (be, ask)
4. We did a great job on our group project. We _____ such a good grade if
everyone _____ so hard! (not get, not work)
5. I have to do my homework. If I _____ homework, I _____ a game
with my brother. (not have, play)
6. Sofi forgot to do her homework last night. She _____ to do it if she
_____ it down. (not forget, write)

C Rewrite the sentences to correct the mistakes.

1. If we had missed the bus my mom would gave us a ride to school.

2. If the weather were nice we can play outside.

3. Sarah knew what to do if she were here.

4. If you had called me, I could helped you.

5. If you live closer to me we could hang out together after school.

D Complete the sentences with your own ideas.

1. If I could live anywhere, _____.
2. If I had the power to learn one thing instantly, _____.
3. If computers didn't exist, _____.
4. If I were the mayor of my town, _____.
5. If I had lived 100 years earlier, _____.
6. If I had been born on the other side of the world, _____.
7. [sentence with second conditional] _____
8. [sentence with third conditional] _____

Assignment: Write a Problem-Solution Essay

A Complete the statements about writing a problem-solution essay. Use the correct form of the words from the box.

fact introduce logical restate supporting

1. A good problem-solution essay is organized in a(n) _____ order.
2. The first paragraph has a topic sentence that _____ the problem.
3. There are at least three _____ paragraphs that offer solutions.
4. Examples of supporting details are _____, examples, and quotations.
5. The final paragraph _____ the problem and makes a conclusion about the solutions.

B Answer the questions about the Student Book essay “The Problem of Single-Use Plastics.”

1. According to the essay, why do restaurants often use single-use plastics?

2. What are two examples of single-use plastics used by restaurants?

3. Aside from landfills, where are two places that single-use plastics often end up?

4. Why are single-use plastics a problem for animals?

5. What’s an example of a biodegradable restaurant item?

6. What’s one way that customers can be part of the solution?

C Brainstorm three ideas for topics you could use in your problem-solution essay. Write problems in the chart, and give possible solutions for each one. Then choose one topic to develop for your problem-solution essay.

Global Problem	Possible Solutions
1.	
2.	
3.	

Assignment: Give a Multimedia Presentation to a Group

A Imagine you were presenting information from “Hive Mind.” Match the information you could present to the multimedia you could use to support it.

- | | |
|--|--|
| <p>_____ 1. Tom and I sat on the front porch next to 6,000 quietly buzzing bees.</p> <p>_____ 2. A queen cage is a tiny screened box that houses a single honeybee queen, along with a few attendants.</p> <p>_____ 3. In the spring, if a honeybee colony has grown large enough, swarms of thousands of bees with a new queen will split off to look for a new nest.</p> <p>_____ 4. The head-butting scouts make a strange beeping sound.</p> <p>_____ 5. Beehive hollows were all at least ten gallons in volume, sat at least 15 feet off the ground, and had a narrow opening.</p> | <p>a. Play a video of a swarm of bees leaving a colony with a new queen.</p> <p>b. Show an image of a queen cage with a queen and attendants in it.</p> <p>c. Play an audio recording of the beeping sound.</p> <p>d. Display an infographic on the properties of a typical beehive hollow.</p> <p>e. Show an image of two people sitting on a porch right next to a bee swarm.</p> |
|--|--|

B Imagine you were doing a presentation about the model essay “The Problem of Single-Use Plastics.” Think about how you could best present the problem and solutions to your audience. Plan a multimedia presentation that would support the ideas in the essay.

Presentation Plan	
Information from the Essay	Multimedia Ideas
Problem: restaurants use single-use plastics because they are convenient, but they are bad for the environment.	
Single-use plastics include items like forks, knives, spoons, drinking straws, cups, bags, and condiment packages. Consumers use these items with a meal and then throw them away.	
Some single-use plastics get into rivers or oceans. Other plastics wind up on land or in wildlife areas. Birds and other animals can eat the plastics and get sick.	
One solution to the single-use problem is to use biodegradable or reusable items. For example, restaurants can provide wooden spoons or paper drinking straws.	
We can bring reusable cups and utensils from home. We can also cook more meals at home or eat only at restaurants that are doing their part to reduce plastic waste.	

6 Helping Others



UNIT LAUNCH

▲ Rescue workers in the Philippines help people cross a river after a typhoon.

Academic Vocabulary

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

assemble devote eventually expertise survive volunteer

1. People with medical _____ are more likely to help others in an emergency.
2. Leila is a(n) _____ at a local charity organization.
3. On Earth Day, people usually _____ in the park to celebrate Earth and plant trees.
4. Thanks to the brave firefighters, everyone _____ the fire.
5. Yesterday I _____ a lot of time to helping others at a senior center.
6. If everyone stops using plastic bags, their actions will _____ help the environment.

Key Vocabulary

A Complete each sentence with a word from the box.

globe grim harrowing monsoon pivotal route

1. During the _____, there were many floods.
2. Even though the situation was _____, people helped in hope of a positive outcome.
3. All around the _____, people heard news of the amazing rescue.
4. The rescuers took the most direct _____ to reach the site of the accident.
5. Reducing waste is _____ to helping the environment.
6. The woman told a _____ story of her hiking experience, but she said she wasn't scared.

Vocabulary Boost

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

1. Climbing the steep mountain was challenging, so we all **struggled** to make it to the top.
2. Olympic participants are **elite** athletes from around the world.
3. Although many people in the gaming **community** are teenagers, there are also many adults.
4. When I stand up, I am **vertical** to the ground.
5. Ana Maria grew up in a warm climate, so she is not **accustomed to** snow.
6. After the storms, the hiking trail was **incredibly** muddy. It took several days to dry out.

- | | |
|----------------------|--|
| ___ 1. accustomed to | a. to have a difficult time doing something (v.) |
| ___ 2. community | b. very; extremely (adv.) |
| ___ 3. elite | c. used to (adj. phrase) |
| ___ 4. incredibly | d. directly up and down; upright (adj.) |
| ___ 5. struggle | e. the best of a group (adj.) |
| ___ 6. vertical | f. a group of people having the same interest (n.) |

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

- ___ 1. Most tree trunks are **vertical** to the ground.
- ___ 2. **Elite** colleges and universities are very easy to get into.
- ___ 3. When you are **incredibly** hungry, you can wait a while to eat.
- ___ 4. Firefighters are **accustomed to** helping others.
- ___ 5. People who are in the same **community** have a common interest or characteristic.
- ___ 6. If you **struggled** to do something, it was very easy for you.

Understand

A Put the events from “The Daring Cave Divers Who Saved the Thai Soccer Team” in order from 1 to 5.

- ____ **a.** Two of the divers found the boys.
- ____ **b.** Elite cave divers came from around the world to help rescue the boys.
- ____ **c.** The divers swam the boys out through the tunnels.
- ____ **d.** The soccer team got trapped while exploring the Tham Luang cave.
- ____ **e.** More divers brought food and medical supplies to the boys.

B Choose the best answer for each question about “The Daring Cave Divers Who Saved the Thai Soccer Team.”

1. How were the boys exploring the cave?
 - a.** They were exploring on foot.
 - b.** They were diving.
2. How did the boys get trapped?
 - a.** There was an avalanche.
 - b.** The water level rose.
3. Where did the rescue team come from?
 - a.** They were only from Thailand.
 - b.** They were from many different countries.
4. Why were the divers surprised when they found the boys?
 - a.** because the boys were in the cave
 - b.** because the boys were alive
5. How did the boys get out of the cave?
 - a.** They were sedated and tied to the divers.
 - b.** They dove alongside the divers.
6. What are three ways people helped with the rescue?
 - a.** running pumps, cooking meals, and doing laundry
 - b.** diverting streams, selling insurance, and driving volunteers

Apply the Strategy: Ask Questions

C Complete the chart with questions you asked yourself during and after reading the text.

	Questions I Asked Myself	Answers
During reading		
After reading		

Language Convention: Understand Verb Mood

A Choose the correct mood for each sentence.

1. Grab the rope and hold on tight.
 a. indicative b. interrogative c. imperative
2. Did everyone make it out of the cave safely?
 a. indicative b. interrogative c. imperative
3. The rescue team has been searching, but they haven't found them yet.
 a. indicative b. interrogative c. imperative
4. I'm so happy to report that we've found them!
 a. indicative b. interrogative c. imperative
5. How did you first know you were in the same cave as the team?
 a. indicative b. interrogative c. imperative
6. Tell the families that the boys have been found.
 a. indicative b. interrogative c. imperative
7. Where are the boys?
 a. indicative b. interrogative c. imperative
8. Don't be scared!
 a. indicative b. interrogative c. imperative

B Write two sentences for each mood.

1. Write two indicative sentences about your classroom.
 a. _____
 b. _____
2. Write two interrogative sentences to ask your teacher.
 a. _____
 b. _____
3. Write two imperative sentences to say to your friend.
 a. _____
 b. _____

GRAMMAR BOOST: Modals of Deduction

We use **modals of deduction** to discuss probability and possibility based on evidence or observations. The modal is followed by the base form of a verb.

Meaning and Use	Examples
1. Use <i>must (not)</i> to make a logical conclusion based on known information or observations. Use <i>must (not)</i> to suggest that something is probably true.	The soccer team has been in the cave for several days. They must be scared. They must not know how to get out.
2. Use <i>may (not)</i> , <i>might (not)</i> , and <i>could</i> to give a possible explanation when we don't have enough evidence to say for sure.	It may take the rescuers several days to find the boys. Some of the boys might not survive .
3. Use <i>should (not)</i> and <i>ought to</i> to express an expectation based on evidence. Using <i>ought to</i> for an expectation is not common.	Stanton should be able to survive because he's an expert diver.
4. Use <i>can't</i> and <i>couldn't</i> to express a belief that something is almost certainly not possible based on evidence.	The boys can't know what day it is. They've been in there for over a week!
Note: Do not use contractions when using <i>must not</i> for logical conclusions: <i>He didn't want a jacket. He must not be cold.</i>	

A Underline the modals in each sentence. Then check (✓) what the modal is expressing.

	Probably True	Possibly True	Expectation	Not Possible
1. She might not have your number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. You can't be serious!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It must be raining.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. That trip may be expensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. She shouldn't have a hard time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. They must not be friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Circle the correct modal.

1. It's been windy and snowing all night. It *must* / *can't* be cold outside.
2. They *couldn't* / *might* be hungry already. They ate lunch less than an hour ago!
3. Leila has been yawning all morning. She *can't* / *must* be tired.
4. She *should* / *may not* have my phone number because it's in the class directory.
5. I noticed that Mohammed isn't at school today. He *might not* / *shouldn't* be feeling well.
6. Sofia hasn't answered any of my texts today. She *may* / *couldn't* have her ringer off.

C Complete the sentences with the correct modal. Use the information in parentheses to help you. More than one answer may be possible.

1. It's the first day of school. Huang is at school, but she isn't in my biology class. She _____ (probably true) be taking biology this year. She _____ (possibly true) be in a different class.
2. That store has good customer service, so they _____ (expectation) accept your return without a receipt.
3. Your car is brand new. It _____ (not possible) be having mechanical problems already!
4. Sumi has read that book several times. She _____ (probably true) love the story.
5. You have studied hard. You _____ (expectation) pass your exam.
6. They just left for the store. They _____ (not possible) be back already.

D Read the situations. Write sentences using modals of deduction.

1. I have been calling Mariano's cell phone, but he's not answering.
 - a. _____
 - b. _____
2. You ordered a new laptop. The store says it has shipped and will arrive on Thursday. It's Thursday afternoon, and it still hasn't arrived.
 - a. _____
 - b. _____
3. Your friends have just arrived home after a long airplane trip.
 - a. _____
 - b. _____

Vocabulary Boost

A Complete the sentences with the words from the box. Use a dictionary, if needed.

coral reef snorkel mask tropics underwater

1. The weather in the _____ is hot and sunny all year long.
2. Amir's _____ fit tightly, so he didn't get any water in his eyes.
3. Even though _____ looks like a beautiful rock, it is a living organism.
4. People can't breathe _____, but fish can.
5. Many interesting sea creatures live in and around the _____.

Examine the Photo

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

coral ocean reef snorkel mask tropics underwater

1. Where do you think the photo was taken? _____
2. What is in the background of the photo? _____
3. Who do you think the people are? _____
4. What have the people collected? _____
5. What are the people doing? _____

Reflect

C Take notes in the chart to plan your story about working for Coral Gardeners.

How did you learn about Coral Gardeners?	Why did you start working for them?

Key Vocabulary

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

altruism bystander implication moral phenomenon psychologist

1. He was a(n) _____ at the accident. He observed it but didn't get involved.
2. A(n) _____ decision is one based on what you believe to be right and fair.
3. Dr. Martinez is a(n) _____. She studies people's behaviors in schools and workplaces.
4. Global warming has serious _____ for the future of coral reefs.
5. My aunt's _____ will never be forgotten. She is extremely generous.
6. A total solar eclipse is a(n) _____ that, worldwide, only happens a few times each year.

Vocabulary Boost

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

1. The **courageous** astronauts bravely explored outer space.
2. We **donated** our car to an organization that drives elderly people to doctor's appointments.
3. My **intention** is to improve my writing in English this year by increasing my vocabulary.
4. The **rebels** fought for several days against the king's army.
5. It is everybody's **responsibility** to reduce waste by recycling and reusing.
6. It takes a lot of courage to **stand up to** a bully.

Word	Part of Speech	Definition
		duty
		to give money, items, or time for no payment
		someone who fights against a person or group in power
		to defend yourself against a person or organization
		goal; plan
		brave

C Write one or two ideas for each item.

1. someone you know who is **courageous**: _____
2. examples of things people **donate**: _____
3. an **intention** you have for school this year: _____
4. an example of a character in a book who is a **rebel**: _____

Understand

A Read the statements about “What Is the ‘Bystander Effect’ and How Do People Overcome It?” Write *T* for True or *F* for False.

- _____ 1. Studies have shown that we are more likely to intervene and help a stranger when other people are present.
- _____ 2. The “bystander effect” is a term used by psychologists to explain why people don’t help in an emergency in a public setting.
- _____ 3. People are more likely to help if they are in a position of authority.
- _____ 4. Courageous bystanders are usually very concerned about fitting in with others.
- _____ 5. The amygdala is the part of the brain that processes pain.

B Choose the correct word or phrase to complete the statements about the text.

- 1. A person who has expertise in _____ is more likely to help in an emergency.
 - a. cooking
 - b. art
 - c. medicine
- 2. Sonnentag and Barnett did not ask _____ about the students’ willingness to stand up to others.
 - a. teachers
 - b. classmates
 - c. parents
- 3. The courageous bystanders identified by Sonnentag and Barnett had confidence and also believed that they had _____.
 - a. a moral obligation to help others
 - b. the coolest social group
 - c. medical expertise
- 4. Donating a kidney is an example of _____.
 - a. amygdala
 - b. altruism
 - c. confidence
- 5. For _____, experiencing pain ourselves feels far worse than watching a stranger experience pain.
 - a. everyone
 - b. most of us
 - c. a few of us
- 6. The article talks about _____, which means “the ability to understand another person’s feelings.”
 - a. altruism
 - b. courage
 - c. empathy

Apply the Skill: Analyze an Author’s Purpose

C Label the items *CT* (context), *TI* (title and introduction), *LC* (language choices), or *CN* (conclusion).

- _____ 1. The introduction helps the reader imagine a situation.
- _____ 2. “... was found to be 8 percent larger than it is in most people ...”
- _____ 3. The article was published in 2020.
- _____ 4. The end of the article says there are implications from the studies.
- _____ 5. The author, Catherine A. Sanderson, wrote a book called *The Bystander Effect*.
- _____ 6. “Numerous studies have shown that ...”

Language Convention: Understand Conditionals

A Choose the conditional type for each sentence. Underline the parts of the sentence that show the conditional type.

1. If they hadn't gotten sick, they could have come.
 a. first conditional b. second conditional c. third conditional
2. If someone needs help, they will call out.
 a. first conditional b. second conditional c. third conditional
3. I would stop to help if I had more time.
 a. first conditional b. second conditional c. third conditional
4. She'll get hurt if she falls.
 a. first conditional b. second conditional c. third conditional
5. If I had studied more, I would have done better on the test.
 a. first conditional b. second conditional c. third conditional

B Circle the correct words to complete the sentences.

1. If I *see* / *had seen* any garbage on the beach, I will pick it up.
2. The world *would be* / *would have been* a safer place if there were more courageous bystanders.
3. If I *am* / *were* a world leader, I would focus on the environment.
4. If she hadn't overslept, she *wouldn't miss* / *wouldn't have missed* the train.
5. I *won't shop* / *wouldn't shop* there anymore if they don't stop using plastic bags.
6. It would have been so much fun if it *snows* / *had snowed*.
7. If Julia had had more confidence, she *would stand up* / *would have stood up* for her beliefs.
8. If Mahmood participates in the study, he *will answer* / *would answer* honestly.

C Complete the sentences using the correct conditional form.

1. If people keep throwing plastic away, _____.
2. I will be very surprised if _____.
3. If I could go anywhere in the world, _____.
4. I would be so excited if _____.
5. If there hadn't been a pandemic, _____.
6. The world would have been a better place if _____.
7. The medicine will save many lives if _____.

GRAMMAR BOOST: Conditionals Review and Mixed Conditionals

We use conditionals to talk about situations and their real, imaginary, or predicted results.		
	Meaning and Use	Examples
Zero Conditional	1. We use zero conditional to talk about real situations with real results. It is also called the present real conditional.	People feel more responsibility if they are in a position of authority.
First Conditional	2. We use first conditional to talk about real situations with likely future results. It is also called the future real conditional.	If she needs help, I will go . If you act , will it matter ?
Second Conditional	3. We use second conditional to talk about unreal situations in the present with an imaginary present result. It is also called the present unreal conditional.	If everyone saw things the way that I do, the world would be a better place.
Third Conditional	4. We use third conditional to talk about unreal situations in the past with an imaginary past result. It is also called the past unreal conditional.	If they had gotten under their desks, they would have been safe.
Mixed Conditionals	5. We use second conditional in the <i>if</i> clause with third conditional in the main clause to talk about a continuing condition with an imaginary past result.	If I knew her number, I would have tried to contact her. If she lived in California, she might have known what to do in an earthquake.
	6. We use third conditional in the <i>if</i> clause with second conditional in the main clause to talk about an imagined present or future result for an unreal past situation.	If he had gotten out safely, he would be here now. If you had helped the girl, you would be proud of yourself.

A Underline the conditional verb forms in each sentence. Write the number of the rule from the chart that the conditional follows.

1. If my ringer had been on, I would have heard your call. _____
2. If Josue knew the answer, he would have raised his hand. _____
3. If she caught the bus, she would be home by now. _____
4. If I'm free, I will go to the tutoring session tomorrow. _____
5. If we hadn't missed our flight, we would be on the beach right now. _____
6. If it's cold outside, Zara always wears gloves. _____
7. If Delia hadn't been out yesterday, she wouldn't have gotten in the accident. _____
8. I wouldn't be so tired if my mother hadn't woken me up at 6 a.m. _____

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

1. If I practiced every day, I _____ a stronger tennis player. (be)
2. If Yang weren't so smart, she _____ what to do. (not know)
3. Sirisha will get better quickly if _____ her medicine. (take)
4. If they had known you were lost, they _____ to find you. (try)
5. If we _____ in a fight, we would still be friends. (not get)
6. If you _____ all your money, you could have gotten the tickets. (not spend)
7. If you pour hot water over ice, it _____. (melt)
8. We _____ a lot of publicity if we had been the winners. (get)
9. If the school _____ bigger, it would have more classes. (be)
10. Alice witnessed an accident, but she was too scared to help. If she _____ a courageous bystander, she wouldn't have been scared. (be)

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

1. If I weren't so trusting, I wouldn't have opened the door. ☐

2. I'd went if it weren't raining. ☐

3. I will be better off if I had taken your advice. ☐

4. If they're looking for participants, I'll volunteer. ☐

5. If I hadn't be so busy, I would have spent more time with her. ☐

6. If people didn't litter, Earth is cleaner. ☐

D Write sentences using at least one first conditional, one second conditional, one third conditional, and one mixed conditional.

Vocabulary Boost

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

1. Plastic is **ubiquitous** at the grocery store. Almost every food I buy has some form of plastic packaging.
2. There are many things that **pollute** the ocean, including garbage and spills.
3. Elena stopped using sandwich bags because she's trying to cut down on **single-use** plastic.
4. They bought the wool blanket because it's not made of **synthetic** materials.
5. People love this tape for its **versatility**. It is strong, sticky, and waterproof, so it has many uses.
6. The potter **molds** the wet clay into beautiful bowls and plates.

- | | |
|--------------------|---|
| ___ 1. ubiquitous | a. to make something unclean (<i>v.</i>) |
| ___ 2. pollute | b. to shape (<i>v.</i>) |
| ___ 3. single-use | c. widespread; seems to be everywhere at the same time (<i>adj.</i>) |
| ___ 4. synthetic | d. adaptability; the quality of having many uses (<i>n.</i>) |
| ___ 5. versatility | e. human-made; not natural (<i>adj.</i>) |
| ___ 6. mold | f. designed to be used once and then thrown away (<i>adj.</i>) |

B Answer the questions.

1. What are two ways of getting around that don't **pollute** Earth?

2. What are two common **single-use** plastic items?

3. What are two materials that are not **synthetic**?

4. What's an example of a technology that is **ubiquitous**?

5. What's something in your house that offers **versatility**? What can you do with it?

6. What are two materials that can be **molded**?

Share Your Perspective

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

Key Vocabulary

A Answer the questions.

1. What are the **appointed** days for final exams at your school this year?

2. What are two jobs that usually bring **prestige**?

3. What words would you use to describe someone who is a **scholar**?

4. When do you usually **procrastinate**?

5. What is a **convincing** argument to ban single-use plastic?

6. What kinds of things might a person in **humble** clothing wear?

Vocabulary Boost

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

1. He rowed the boat **steadily** throughout the day and eventually reached his destination.
 a. regularly and continuously b. with lots of breaks
2. She worked a second job to make extra money to pay back her **debt**.
 a. something, usually money, that is owed b. work salary
3. Some people think paper bags and packaging are **inferior** to plastic, but I think they're better.
 a. better b. not as good
4. My aunt works for the U.S. Department of Labor in a **civil** position.
 a. military b. nonmilitary
5. Some wealthy people donate their **fortune** to organizations that help make the world a better place.
 a. money b. clothing
6. I have been helping pick up trash in the park, but I don't start my **official** volunteer position until next week.
 a. informal b. formal

C Match the words and their opposites.

- | | |
|-----------------|-------------------------------|
| ___ 1. civil | a. superior; better |
| ___ 2. debt | b. informal; unofficial |
| ___ 3. inferior | c. irregularly; unpredictably |
| ___ 4. official | d. fortune |
| ___ 5. steadily | e. military |

Understand

A Put the events from "A Friend's Gift" in order from 1 to 6.

- _____ a. Duong Le said he didn't know Luu Binh.
- _____ b. Duong Le passed the civil service exam and became a mandarin.
- _____ c. Duong Le told Luu Binh he had helped him in secret.
- _____ d. Luu Binh and Duong Le lived together and studied for the exam.
- _____ e. Luu Binh passed the civil service exam and became a mandarin.
- _____ f. Luu Binh ran out of money.

B Complete the sentences with words from "A Friend's Gift."

1. Candidates had to _____ all their time to prepare for it, so they could not be employed.
2. At first, both worked _____ from morning until night, but soon Luu Binh got tired of working so hard.
3. On the _____ day, the two friends reported to the government building for the examination, along with hundreds of other candidates.
4. Luu Binh was so sure that Duong Le would welcome him that he _____ from his position at the magistrate's.
5. Eager to share his _____ with the person who had made it possible, Luu Binh rushed to the inn.
6. Duong Le wanted you to pass the examination and become a mandarin, so he _____ you and turned you away.

C Answer the questions about "A Friend's Gift."

1. While preparing for the first exam, how did the two friends study differently?

2. What two jobs did Luu Binh have in the story?

3. In total, how many times did Luu Binh take the civil service exam?

4. What was Chau Long's relation to Luu Binh?

5. What was Chau Long's relation to Duong Le?

Vocabulary: Identify Word Relationships

A Match the word relationship types with the examples.

- | | |
|------------------------|--------------------------|
| _____ 1. synonym | a. rice, food |
| _____ 2. antonym | b. ugly, pretty |
| _____ 3. part/whole | c. happy, content |
| _____ 4. item/category | d. wolf, pack |

B Use word relationships to complete the chart with the definitions of the words and phrases in bold. Underline the word(s) that gave you a clue to the meaning.

Sentence	Definition
1. Duong Le had butterflies in his stomach when he went to get the results of the exam. That is, he was very nervous.	
2. Duong Le applied for a clerical position , for example, a position as someone who writes or files papers in an office.	
3. Becoming a mandarin wasn't an easy process. In contrast, it involved a lot of red tape .	
4. Duong Le yelled loudly at the secretary. When the guard heard the commotion , he ran in to help.	
5. Chau Long handed a large stack of books to Duong Le.	

C Circle the correct word to complete the sentences. Use word relationships to help you understand the words in bold.

- Susan spent money **frivolously** and carelessly. As a result, she soon had *no / lots of* money left.
- There's a new **litter** of *puppies / mushrooms* under our shed. They are so cute.
- Although Julio acted quickly to buy tickets to the concert, he **missed the boat**. They were *available / sold out*.
- We got a lovely **chaise** at the *furniture / jewelry* store on Main Street. It will look great in the living room.
- Luu Binh trembled with **indignation** after Duong Le's secretary and guard threw him out onto the street. He was so *embarrassed / angry*.
- My **quandary** was even bigger than the *problem / injury* I had had the day before. Why was I always having dilemmas?

We use **wish** to talk about a desire for an imaginary situation in the past, present, or future.

	Meaning and Use	Examples
Wish for Present	1. Use <i>wish</i> followed by a <i>that</i> -clause in the simple past to talk about wishes or regrets for present situations.	Luu Binh <u>wishes</u> (that) he knew the answers. I <u>wish</u> (that) I were able to help.
Wish for Future	2. Use <i>wish</i> followed by a <i>that</i> -clause with <i>was</i> / <i>were going to</i> or <i>could</i> / <i>would</i> to talk about wishes or regrets for future situations.	I <u>wish</u> (that) they were going to come tonight. Luu Binh <u>wishes</u> (that) he could be a mandarin.
Wish for Past	3. Use <i>wish</i> followed by a <i>that</i> -clause in the past perfect to talk about wishes or regrets for past situations.	He <u>wishes</u> (that) Chau Long had been there.

Notes:

1. Sentences with *wish* are considered to be in the subjunctive, which is a mood in English.
2. Although *wish* is followed by a *that*-clause, we often omit the *that*, particularly in speaking.
3. *Were* is often used with first- and third-person singular subjects for wishes about present and future situations. This is becoming less common in spoken language, and *was* is also considered correct.

*I wish he **were** here.*

*I wish he **was** here.*

A Underline the *that*-clause in each sentence. Then check (✓) if the wish is for the past, present, or future.

	Past	Present	Future
1. They wish that they hadn't been in the accident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Daniela wishes she had more confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I wish you were here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Susana wishes she were going to the game tonight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. He wishes he could have a second chance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Shun wishes she had gotten the invitation sooner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Pedro wishes he hadn't forgotten the address.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Camila wishes that she could attend the meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1. I was at the store. When I got home, my neighbor said he saw an eagle in my yard. I wish I _____ home. (be)
2. It will be very cold this weekend. Qing and Yun are going to an outdoor concert. They wish it _____ cold for the concert. (be)
3. Matias fell and hurt his arm. He wishes he _____. (fall)
4. A woman asked me how to get to the supermarket. I'm not from around here, so I didn't know. I wish I _____ able to help. (be)
5. There's no school next week, but Ahmad's family doesn't have any travel plans. He wishes he _____ on vacation next week. (go)
6. Ibrahim has a class presentation today. He always gets nervous. He wishes he _____ so nervous. (get)

C Read the situations. Write sentences using *wish*.

1. Luu Binh spent all his money, and now he has none.

2. Your friends are going to a coffee shop tonight. You have to babysit your little sister.

3. Maria missed the bus. Now she will be late to school.

4. It's raining. The picnic will be ruined.

5. People waste a lot of food. I don't like that.

6. When Sakshi was younger, she never learned to swim. Now she regrets this.

7. There is so much garbage in the ocean. It is killing sea creatures.

D Write three wishes about your own life. Write one in the past, one in the present, and one in the future.

Assignment: Write a Personal Narrative

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

1. What time of year does the story take place? _____
2. Who is Lilo? _____
3. Who else helped save Lilo? _____
4. Where was Lilo? _____
5. What was Penelope's great idea? _____
6. Why did Pamela put food at the entrance of the tunnel? _____

B What is true about a narrative? Check (✓) the correct statements.

- ☐ a. It includes descriptive language and sensory details.
- ☐ b. It ends by restating the thesis statement.
- ☐ c. It includes a sequence of events with a beginning, middle, and end.
- ☐ d. It includes dialogue or quotations.
- ☐ e. It is written in third person.

C Write one label from the box for each sentence.

dialogue reflective ending sensory details topic sentence

- _____ 1. Saving Lilo kept us warm because we were working together for a good cause.
- _____ 2. On the coldest day of the year, the tiniest meow brought the neighborhood kids together for a rescue mission.
- _____ 3. Little by little, we scooped out the cold, wet snow until we heard a clank.
- _____ 4. Pamela cried, "We'll never get to him!"

D List three topics you can write your personal narrative about. Give the beginning, middle, and end event for each one. Then choose the best topic for your personal narrative.

Topic	Beginning	Middle	End
1.			
2.			
3.			

Assignment: Conduct an Interview

A Read the statements about a good interview. Write *T* for True or *F* for False.

- ____ 1. The interviewer comes to the interview with prepared questions.
- ____ 2. The purpose of the interview is to find out everything about the interviewee's whole life.
- ____ 3. The interviewer asks *yes/no* questions.
- ____ 4. The interviewer asks follow-up questions.
- ____ 5. The interviewee talks about any topic.
- ____ 6. The interviewee gives lots of details.

B Check (✓) the open-ended questions.

- ☐ a. Did you save Lilo?
- ☐ b. How did Lilo get out?
- ☐ c. What happened next?
- ☐ d. How did you feel when the shovel hit the ice?
- ☐ e. Did Tomas help?
- ☐ f. Is Lilo okay now?

C Put the words in order to make questions.

1. discover / Lilo was missing / did / you / how / ?

2. you / to help / whom / you / did / contact / ?

3. look / what / Lilo / like / does / ?

4. tools / use / what / did / in the rescue / you / ?

5. Lilo / when / was / he finally came out / how / ?

D Match the interview questions in Activity C with the appropriate follow-up questions.

- ____ a. What color are his eyes?
- ____ b. And how is he doing now?
- ____ c. Why were those the people you contacted?
- ____ d. Where did you get the tools?
- ____ e. Was the dog door open?



▲ Boys compete in a traditional horse racing festival in China's Sichuan province.

UNIT LAUNCH

Academic Vocabulary

A Write two ideas for each item.

1. things you'd like to **achieve** in high school: _____
2. things that make it difficult for you to **concentrate** on homework: _____
3. **individuals** in your family: _____
4. **mental** activities that you enjoy: _____
5. sports that are played by **teams**: _____
6. things you can **visualize** when you want to relax: _____

Key Vocabulary

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

- ____ 1. Parents usually feel proud of their children's **accomplishments**.
- ____ 2. If people are not **inclined** to do something, they don't want to do it.
- ____ 3. If someone displayed **perseverance**, that person gave up easily.
- ____ 4. Stores usually **promote** the products that they sell.
- ____ 5. If you are competing against your **rival**, you probably don't care if you win or lose.
- ____ 6. After someone has a **victory**, he or she usually feels disappointed.

Vocabulary Boost

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

- 1. Sometimes little kids **cheat** when they are playing games because they want to win.
- 2. I underlined the sentence to **emphasize** it.
- 3. The doctor carefully **examined** the x-ray to see if there were any broken bones.
- 4. Nicola felt **justified** in taking a break because she had been working hard all afternoon.
- 5. I don't have to win to feel good. I get **satisfaction** just from beating my personal best time.
- 6. Hurting my ankle was a minor **setback**, but as soon as it healed, I started training for the race again.

- | | |
|----------------------|---|
| ____ 1. cheat | a. a happy or pleased feeling because of something you did (<i>n.</i>) |
| ____ 2. emphasize | b. to look closely at (<i>v.</i>) |
| ____ 3. examine | c. done for a good reason; reasonable (<i>adj.</i>) |
| ____ 4. justified | d. a problem; a difficulty (<i>n.</i>) |
| ____ 5. satisfaction | e. to do something dishonest for gain, especially in a game or test (<i>v.</i>) |
| ____ 6. setback | f. to place importance on; to stress (<i>v.</i>) |

C Answer the questions.

- 1. What do you think should be a consequence for a student who **cheats** on a test?

- 2. What do you do when you want to **emphasize** something you are saying?

- 3. What's something that gives you **satisfaction**?

Understand

A Read the statements from the “Pro” and “Con” sections of “The Pros and Cons of Teen Competition.” Write *PS* for Pro Section or *CS* for Con Section.

- ____ 1. Competition can encourage an us-versus-them mentality.
- ____ 2. Teens involved in competition sometimes have to miss other fun events.
- ____ 3. Competition encourages teens to try hard.
- ____ 4. Competition can increase pressure and stress in teens’ lives.
- ____ 5. Sometimes parents, coaches, and peers overemphasize winning.
- ____ 6. Competition can teach teens to follow rules.

B Read the statements about “The Pros and Cons of Teen Competition.” Write *T* for True or *F* for False. Then correct the false statements.

- ____ 1. According to the author, a person will try hard only if there’s a competition.
- ____ 2. Teens who understand commitment are mostly concerned with gaining short-term satisfaction.
- ____ 3. Losing can help teens develop resilience to life’s setbacks.
- ____ 4. Dedicated fans in sports can sometimes cause a negative situation.
- ____ 5. One way to make competition healthy is to focus on effort and teamwork.
- ____ 6. Another way to make competition healthy is to set a goal to always win.

C Complete the sentences with words from “The Pros and Cons of Teen Competition.”

- 1. Competition also _____ other traits and habits that make us better citizens and better people.
- 2. Talent and intelligence are terrific advantages in life, but _____ can be even better.
- 3. When people see others cheating, they are more _____ to cheat, too.
- 4. Friendships and other trusting relationships are _____ when we view others mainly as rivals.
- 5. Focusing on _____ to learn can change the way we think about competition.
- 6. Healthy competition can help us _____ our own attitudes about winning and losing and lead us to value the riches that even our failures have to offer.

Language Convention: Use the Passive Voice

A Underline the passive voice in each sentence. Then determine the reason the writer used passive voice. Write *U* if the doer is Unknown/Unimportant/Obvious or *CI* for Connects Ideas.

- ____ 1. The garbage was picked up this morning.
- ____ 2. Yesterday in English class, we started reading a new book. The book was written by a Canadian author named Yann Martel.
- ____ 3. When I woke up this morning, I discovered that my bike had been stolen.
- ____ 4. All the free samples were taken, so we need to put out more.
- ____ 5. When we went to India, we visited the Taj Mahal. The Taj Mahal was commissioned by the Mughal emperor Shah Jahan in 1632.
- ____ 6. All the beach chairs were already occupied, so we had to sit on our towels.

B Read the active voice sentences. Check (✓) the sentences that would be more appropriate in passive voice. Then write the reason. Write *U* for Unknown/Unimportant/Obvious or *CI* for Connects Ideas.

- ☐ ____ 1. My class took a field trip to the science museum last week. We saw an exhibit on the history of space travel.
- ☐ ____ 2. The store looked like a rainbow because the store employees organized the clothes according to color.
- ☐ ____ 3. According to experts, someone created the Moai statues on Easter Island during the 13th to the 16th centuries.
- ☐ ____ 4. My father conducted research on diabetes for many years.
- ☐ ____ 5. People built most of the brick buildings in this neighborhood over 200 years ago.
- ☐ ____ 6. Dhyana's family got her a beautiful birthday cake. A wonderful new bakery on West Jackson Road made the cake.

C Rewrite the checked sentences from Activity B using the passive voice.

Sentence # ____: _____

Sentence # ____: _____

Sentence # ____: _____

Sentence # ____: _____

Sentence # ____: _____

Discourse markers are words and phrases that we can use to link ideas and organize sentences. Most discourse markers can come at the beginning, middle, or end of a sentence. But we often use one at the beginning of a sentence to link the sentence to the previous sentence or paragraph.

	Meaning and Use	Examples
Addition	<ul style="list-style-type: none"> You can use <i>also</i>, <i>and</i>, <i>plus</i>, and <i>furthermore</i> to add information. Use a comma after <i>also</i>, <i>plus</i>, and <i>furthermore</i>. 	<p>Added pressure can create anxiety. Also, if a person consistently loses, his or her self-esteem may suffer. It's OK if you lose today because you might win tomorrow. And losing itself is valuable.</p> <p>Nasty competition can promote cheating. Plus, when people see others cheat, they might want to cheat, too. Competition encourages us to try harder. Furthermore, it can help us become better citizens.</p>
Comparison	<ul style="list-style-type: none"> You can use <i>similarly</i>, <i>likewise</i>, and <i>in the same way</i> to show that one person or thing is like another. Use a comma after each of these discourse markers. 	<p>Competing on a team teaches good sportsmanship. Similarly, serious competition teaches young people the value of commitment.</p> <p>Talent is an important asset for a competitor. Likewise, perseverance is a crucial trait.</p> <p>Getting good grades shows students that hard work pays off. In the same way, winning a trophy or a ribbon shows young people that society rewards effort.</p>
Contrast	<ul style="list-style-type: none"> You can use <i>but</i> and <i>however</i> to contrast ideas. Use a comma after <i>however</i>. 	<p>Some people always try their hardest just for their own satisfaction. But many others need the challenge of a competition to make them try their best.</p> <p>There are some downsides to teens competing against each other. However, there are some benefits, too.</p>
Result	<ul style="list-style-type: none"> You can use <i>so</i>, <i>therefore</i>, and <i>as a result</i> to show the result or effect of something. Use a comma after <i>therefore</i> and <i>as a result</i>. 	<p>Serious competition can be a major part of a young person's life. So it is important to examine the effects that it can have.</p> <p>Being a competitor can be very time consuming. Therefore, young people who compete can miss out on a lot.</p> <p>Losing can make you feel bad about yourself. As a result, low self-esteem can affect all areas of your life.</p>

A Circle the correct discourse marker to complete each sentence.

1. Competition can teach teens to develop good habits. *However*, / *Likewise*, it can harm their self-esteem.
2. Winning makes competitors feel the joy of victory. *Furthermore*, / *So* winners receive praise, applause, and prizes.
3. Important tests, papers, and homework assignments can cause stress and anxiety. *But* / *Similarly*, competition can make a person feel stressed and anxious.

4. Teens might spend all their time training for competitions. *However, / As a result*, their grades and friendships may suffer.
5. If young people focus too much on winning, competition might be harmful. *Furthermore, / But* if teens focus on enjoying themselves, competition can be rewarding.

B Complete the paragraph with the words in the box. Use commas as necessary.

As a result Furthermore However Similarly

When I was six years old, I went to a music recital with my family to watch my cousin play the flute. I was fascinated. My cousin was three years older than I was, and I looked up to her. She was smart, funny, and talented. She was my role model. _____ I wanted to do everything that she did. I told my parents that I wanted to learn to play the flute. They wanted to help me make that happen. _____ there were no flute teachers in my town. _____ my school didn't offer flute lessons. My parents asked around and found out that their friend was a great flutist. They asked her to teach me, and she agreed. She has taught me for ten years. Now I play in my high school orchestra. I hope to play in a big city orchestra someday. _____ my cousin wants to play in a big orchestra. She plans to try out for one this weekend. I will be there to watch her and cheer her on!

C Choose the correct sentence endings.

1. I'm doing great in my math class. But _____.
 - a. I'm having trouble in science
 - b. I really like science
2. Surita is getting all As in English. Likewise, _____.
 - a. she's not doing well in history
 - b. she's getting good grades in history
3. Tomas really likes to run. Therefore, _____.
 - a. he plans to join the track team
 - b. he doesn't like to swim
4. I had a great weekend. I spent time with my friends. And _____.
 - a. I caught a cold
 - b. I played games with my family
5. Hiking is relaxing, and it's good exercise. In the same way, _____.
 - a. I go hiking every weekend
 - b. swimming is a great way to exercise and relax
6. Marcus is really busy this week. He has to study for three quizzes. Plus, _____.
 - a. he wasn't very busy last week
 - b. he has to do two projects

Vocabulary Boost

A Circle the correct word to complete each sentence.

1. The tournaments last all day. Although many people come, only the most *hardcore* / *stable* players stay until the end.
2. If a ping-pong ball gets too cold, it could *battle* / *shatter* when a player hits it.
3. When the weather is bad, it's more difficult to play. It adds *dignity* / *toughness* to the game.
4. The ping-pong tournaments at Bryant Park have been going on daily for many years and will continue to do so. It's a *hardcore* / *stable* event.
5. One player got a job because of another member of the community. Having a job and a place to live has given him a sense of *dignity* / *toughness* and self-respect.
6. When you play ping pong outside, you have to *battle* / *shatter* your opponent and the wind.

B Answer the questions.

1. When you are doing homework, what kinds of things do you **battle** with?

2. Who is someone you know who has a lot of **dignity**?

3. Which classmate is a **hardcore** sports fan?

4. What's something that will **shatter** if you drop it?

5. What's something **stable** in your life?

6. Imagine you are taking an English test. What condition could add **toughness** to the test?

Share Your Perspective

C Complete the chart with reasons you would or would not enjoy playing ping pong at Bryant Park. Use words from Activity A when possible.

Reasons I Would Enjoy It	Reasons I Wouldn't Enjoy It

Key Vocabulary

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

- _____ 1. After a large boat passes, the water is often **churned up**.
- _____ 2. It is the **norm** for basketball players to be very short.
- _____ 3. If you are feeling a lot of **pressure**, you are probably very relaxed.
- _____ 4. Salespeople can be **pushy** when they want someone to buy something.
- _____ 5. A **pro** plays a sport as a job and earns money for playing it.
- _____ 6. A **well-rounded** person puts a great deal of time and energy into one interest or activity.

Vocabulary Boost

B Read the definitions. Then circle the correct word to complete each sentence.

graceful (<i>adj.</i>) with beauty of motion or style; elegant	hilarious (<i>adj.</i>) extremely funny
hysterical (<i>adj.</i>) emotionally out of control; panicked	nod (<i>v.</i>) to move the head up and down slightly to express agreement, approval, or greeting
understandable (<i>adj.</i>) reasonable; explainable	widen (<i>v.</i>) to make or become wider; to broaden

- 1. It was *hysterical* / *understandable* when the coach called Renee by her twin sister's name.
- 2. Antonia is very *graceful* / *hilarious* when she dances ballet.
- 3. There was always a lot of traffic, so they *noded* / *widened* the road.
- 4. The little girl got separated from her mother at the zoo. The mother was *graceful* / *hysterical* until the zoo security found her daughter.
- 5. The comedian was so *hilarious* / *understandable* that the audience laughed until they cried.
- 6. My father smiled and *noded* / *widened* at me right before my performance. His support gave me confidence.

C Answer the questions.

- 1. In your opinion, what is a **graceful** activity or sport? _____
- 2. What do people often do when something is **hilarious**? _____
- 3. When might someone feel **hysterical**? _____
- 4. What might make someone **widen** their eyes? _____

Understand

A Put the events from “Goldfish” in order from 1 to 6.

- _____ **a.** Hannah rushes over to the pool for her race.
- _____ **b.** Louise sees Hannah by the changing room.
- _____ **c.** Louise feels angry and annoyed at Hannah.
- _____ **d.** Hannah pulls Louise’s swimming cap over both of their heads.
- _____ **e.** Louise completes the race and looks behind her.
- _____ **f.** Debs gives Louise a nod.

B Choose the correct answer for each question about “Goldfish.”

1. How does Hannah feel before the race?
 - a.** protective
 - b.** nervous
2. How does Louise interpret Debs’s nod?
 - a.** as a greeting
 - b.** as support
3. Which is Louise’s fastest swim stroke?
 - a.** the breaststroke
 - b.** the crawl
4. Why does Louise think she’s winning in laps seven and eight?
 - a.** because the water is churned up
 - b.** because she can’t sense anyone near her

Apply the Skill: Analyze Dialogue and Inner Monologue

C Read Louise’s inner monologue immediately following the race. How do Louise’s thoughts guide your understanding of what is happening and your expectations about what will happen next?

Louise’s Thoughts After the Race	My Understanding and Expectations
Maybe I swam extra lengths by mistake? That must be it.	
Hilarious, of course that’s what happened. Dumb but understandable on a high-pressure day.	
Coach! Debs! Hello! No one is looking me in the eye. Did I die in that pool? Am I a ghost?	

Vocabulary: Interpret Verbal Irony

A Complete the statements with the words in the box. You will not use all of the words.

exaggerates explains insulting literal understatement

1. Verbal irony is when the _____ meaning of the words someone says is different from or opposite of what the person actually means.
2. In overstatement, the speaker _____ a situation.
3. In _____, the speaker implies that something is less important than it really is.
4. In sarcasm, the speaker makes an ironic statement with the intention of _____ or making fun of someone.

B Read the examples of verbal irony. Write *O* for Overstatement, *U* for Understatement, or *S* for Sarcasm.

- _____ 1. After dinner, Roxanne ate her dessert very quickly and even licked the plate clean. Then she said, "That was all right, but I've definitely had better."
- _____ 2. Our garden didn't do well this year. I picked one tomato and a few beans and then exclaimed, "Look at all these vegetables! We won't have to go to the store for a year!"
- _____ 3. After the race, one of the other swimmers said to Louise, "Great race! You swam so much faster than everyone else!"
- _____ 4. My aunt had a baby that was small but healthy. The first time my dad picked her up, he grunted and said, "She's huge! I can barely lift her!"
- _____ 5. My mom suggested we go out for ice cream, and my brothers and I cheered excitedly. My mom said, "I know, I know—you hate going out for ice cream."

C Read the examples of verbal irony. Write an explanation of why these are verbal irony and what the speaker means.

1. Our dog is very old and mostly likes to sleep. When people come to the house, he will look up, but he doesn't bark. Describing our dog, I say, "He's a great watchdog. We'll never have to worry about robbers with him around!"

2. Tomas had to play basketball in physical education class today, but he's not very good at it. After class, one of the other boys yelled, "Hey, Tomas! You should try out for the school basketball team! We'll win every game if you're on the team!" All the other kids laughed.

	Meaning and Use	Examples
<i>for</i>	<ul style="list-style-type: none"> We use <i>for</i> + an amount of time with the present perfect to show the duration of an event. We put <i>for</i> + an amount of time at the end of a clause. 	<p>Louise has been a swimmer for at least five years.</p> <p>Louise has known Hannah for almost ten years.</p> <p>Have they been friends for a long time?</p> <p>The swimmers haven't been in the pool for very long.</p>
<i>since</i>	<ul style="list-style-type: none"> We use <i>since</i> + a past time or period of time in the past with the present perfect to show when something started. We can use a clause to describe a period of time in the past. We put <i>since</i> + time or period of time at the end of a sentence. 	<p>The swimmers have been here since 7 a.m.</p> <p>Louise and Hannah have been best friends since they were six.</p> <p>Louise has loved swimming since the first time she tried it.</p> <p>She hasn't lost a race since she was ten.</p> <p>Have they been here since this morning?</p>

Notes:

- When we use a clause to describe a past time, we can use *since* or *ever since*.
*Louise has loved swimming **since** the first time she tried it.*
*Louise has loved swimming **ever since** the first time she tried it.*
- We can end a sentence with *ever since* to mean "from the point of time mentioned to now."
*She went swimming for the first time when she was very young, and she has loved it **ever since**.*
*They met when they were six, and they've been best friends **ever since**.*

A Complete each sentence with *for*, *since*, or *ever since*.

- Louise has wanted to go to High Performance Training Camp _____ a long time.
- She has dreamt about it _____ she was a little girl.
- Hannah started swimming when she was young, and her parents have pushed her to do well _____.
- Louise hasn't eaten anything _____ last night.
- She has been at the pool _____ a couple of hours.
- Debs has been her coach _____ many years.

B Complete each sentence with the present perfect form of the verb in parentheses and *for* or *since*.

- Ji Hoon _____ chess _____ he was four years old. (play)
- He _____ in chess tournaments _____ he was seven. (compete)

3. He _____ the champion of his region _____ three years. (be)
4. He _____ a day of practice _____ five years. (not miss)
5. Mina and Sandra _____ gymnasts _____ ten years. (be)
6. They _____ with a professional coach _____ they were five. (train)
7. Her gymnastics team _____ together _____ January. (compete)
8. _____ they _____ any competitions _____ they started competing? (win)

C Use the cues to write sentences. Use the present perfect, and add *for* or *since* to each sentence.

1. I / know / Johan / five years

2. We / be / friends / we were eight

3. Leo and Sadik / be / neighbors / a long time

4. They / be / best friends / Leo moved in

5. We / live / in this town / last November

6. We / not be / here / a very long time

D Write two sentences to answer each question. Use the present perfect and *for* or *since*.

1. How long have you lived in your town?

(for) _____

(since) _____

2. How long have you known your best friend?

(for) _____

(since) _____

3. What's your favorite sport or hobby? How long have you played it or done it?

(for) _____

(since) _____

Vocabulary Boost

A Use the information in the graphic in the Student Book to complete the chart with the words from the box.

amenity drone platform refreshment tower transparent

Word	Part of Speech	Definition
		a tall structure
		a feature that adds to people's comfort, convenience, and pleasure
		allowing light to pass through so images can be seen
		food and drink
		a flat, raised structure
		an aircraft with no pilot, guided by remote control or onboard computers

Examine the Graphic

B Complete the sentences with words from "The Stadium of Tomorrow" graphic.

- Small fields and courts open to the public are located within the _____.
- _____ deliver peanuts, hot dogs, and other snacks to your seat.
- Fans share their _____ through LED clothing or even experience what the players are feeling.
- _____ pods move along the rails within the stadium, allowing big-spending fans a view from any location they choose.
- Ticket holders watch the game from towers _____ the stadium.
- A see-through field over a(n) _____ viewing area allows fans to watch the game from below.

Reflect

C Take notes in the chart to plan your answer.

I would want to attend events in today's stadiums because ...	I would want to attend events in the Stadium of Tomorrow because ...

Key Vocabulary

A Complete the sentences with the correct form of the words from the box.

adrenaline collapse exhilaration grip hurtle throb

1. Aisha was exhausted, so when she finally made it home, she _____ onto the couch.
2. Diego didn't see the log in the path. He tripped and _____ through the air.
3. The spot where he hit his head is _____ with pain.
4. When Harry's rival challenged him to a race, he immediately felt a burst of _____.
5. You should _____ the tennis racket tightly so that you don't drop it.
6. I get a feeling of _____ after I win a race.

Vocabulary Boost

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

1. Although he is just an **amateur** baseball player, he's almost as good as some of the professionals.
2. The driver's education teacher **cautioned** me to not drive too fast around the curve.
3. The bicyclists went faster and faster as they **descended** the hill.
4. Most marathon runners keep a slow but steady **pace** in the beginning of the race.
5. There was a lot of **tension** in the room before the big test.
6. I was lying down but sat **upright** when I heard someone banging on the door.

Word	Part of Speech	Definition
		to go down
		a state of stress or nervousness
		the speed or tempo of an activity
		in a vertical position
		to warn someone about something
		doing sports or other activities for pleasure and without pay

C Write two ideas for each item.

1. reasons **amateur** runners compete: _____
2. when to **caution** yourself: _____
3. things people can **descend**: _____
4. things that result in **tension**: _____
5. items that can hold water when sitting **upright**: _____

Understand

A Put the events from “The Grand Slam” in order from 1 to 6.

- _____ **a.** Tatyana comes to the Queensboro Bridge.
- _____ **b.** Tatyana reaches the finish line.
- _____ **c.** Tatyana greets the other racers and wishes them luck.
- _____ **d.** Tatyana’s chair falls over as she makes a turn.
- _____ **e.** Tatyana turns into Central Park.
- _____ **f.** Tatyana hears the starting gun.

B Answer the questions.

1. Tatyana says, “No pressure here!” What language convention is it an example of? What does she mean? _____

2. About how many racers are in the marathon that day? _____
3. Which group starts before Tatyana’s group?

4. Why does she have to slow down at the bottom of the hill?

5. How do Tatyana’s arms feel during the second half of the race?

6. What street is Tatyana turning onto when she falls? _____

Apply the Strategy: Make Text-to-Self Connections

C Complete the chart to make connections with “The Grand Slam.” Copy sentences from the text, and relate them to yourself or what you know.

Text	Connections

Language Convention: Use Mood Consistently

A Read the sentences. Check (✓) C for Correct, IIS for Imperative-Indicative Shift, or CS for Conditional Shift.

	C	IIS	CS
1. If I win today's race, I'll be the first to win the Grand Slam two years in a row.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stay focused, and you will have fun!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If you come to the race, you would get to see me compete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If someone had helped me, I would have been disqualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Take my hand and don't let go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If he pushes a little harder, he would have gotten third place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Rewrite each of the incorrect sentences from Activity A. You can write some sentences in two ways.

Sentence # ____:

Sentence # ____:

Sentence # ____:

C Complete the sentences. Be careful to use mood consistently.

- If you enter the race this year, _____.
- Come over here and _____.
- _____ and rest.
- If she hadn't fallen, _____.
- _____, his parents will be very proud.

We can use **implied conditionals** to describe unreal situations.

Meaning and Use	Examples
<ul style="list-style-type: none"> In implied conditional statements, the <i>if</i> clause is implied and not stated directly. In this example, the conditional clause "If I stopped to see where the other racers are" is implied. 	<p>I don't stop to see where the other racers are. It would cost me valuable time.</p>
<ul style="list-style-type: none"> Treat these sentences like the main clauses of conditional sentences. For unreal conditions in the present or future, use <i>would</i> or <i>could</i> + the base form of a verb. For unreal conditions in the past, use <i>would</i> / <i>could</i> / <i>might</i> + <i>have</i> + past participle. 	<p>I don't turn to look behind me. I might hit a pothole.</p> <p>I don't want to go too fast around the turn. I could crash.</p> <p>The runner had a bad start of the race. He might have won the race.</p>

A Check (✓) the six implied conditional statements.

1. She could have hurt herself badly or broken her chair. ☐
2. There is a wall of hay at the 90-degree turn. ☐
3. She might not have won the race due to disqualification. ☐
4. Most racers would be thrilled to win a Grand Slam. ☐
5. People who win the London, New York City, Boston, and Chicago Marathons are Grand Slam winners. ☐
6. Some people might have decided not to run because it's easy to get injured on icy streets. ☐
7. She could have gotten a terrible head injury in the crash. ☐
8. She wouldn't have won her second Grand Slam. ☐

B Write the correct implied conditional statement from Activity A below each *if* clause.

1. if it had snowed on the day of the marathon

2. if she had let someone help her after her crash

3. if she hadn't won the New York City Marathon

4. if she had gone around the turn too quickly

5. if they had the opportunity

6. if she hadn't been wearing a helmet

C Complete each sentence with the correct form of the verb in parentheses.

1. You're so lucky that your class is going to the museum today.
I _____ to go to the museum. (love)
2. Why didn't you ask me for help with your homework? I _____ you! (help)
3. I wish Mohamed were here. He _____ how to solve this problem. (know)
4. Sarah probably forgot about today's game. She _____ here by now. (be)
5. I didn't want to stay up too late last night. I _____ able to get up on time for school this morning. (not / be)

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

1. I would liked to learn to play the guitar in the future.
2. Would you climbing a mountain?
3. We could have gone to the beach today.
4. We might not been late.
5. I would join the baseball team.
6. She wouldn't have call you.

☐☐☐☐☐☐

E Write answers to the questions. Use implied conditionals in your answers.

1. If you had the opportunity to go anywhere in the world, where would you go?

2. If you hadn't slept at all last night, how would you have felt this morning?

3. If your friend gave everyone a party invitation and didn't invite you, how would you feel?

Assignment: Include a Counterargument in an Argumentative Essay

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

- ____ 1. An argumentative essay makes a claim and supports it with evidence.
- ____ 2. A counterargument paragraph weakens an argumentative essay.
- ____ 3. A counterargument is the opinion of people who agree with your claim.
- ____ 4. A counterargument paragraph identifies a common counterargument and states how it is weak.
- ____ 5. The counterargument paragraph uses evidence and examples to discuss the strengths of the counterargument.

B Answer the questions about the model essay in the Student Book.

- 1. What age group is the model essay about?

- 2. What do you lose when you spend all your time practicing one song?

- 3. Why do the majority of contestants lose in competitions?

- 4. How many cello competitions did the writer's sister participate in? How did she do?

- 5. What other activities could offer the same benefits as competitions without all the downsides?

C List two ideas for activities or age groups that you could discuss in your essay. Brainstorm a claim and counterargument for each. Then choose one activity or age group to develop for your essay.

Activity / Age Group	Claim	Counterargument
1.		
2.		

Assignment: Participate in a Debate

A Complete the statements about participating in a debate with the words from the box.

anticipating audience developing rebuttal structured

1. A debate is a _____ argument between two teams about an assigned claim.
2. Both teams prepare for the debate by doing research and _____ arguments.
3. Part of the preparation is _____ the other team's counterarguments.
4. A _____ is a response to the other team's argument.
5. At the end, the _____ votes on which side made a stronger argument.

B Imagine you were participating in a debate about whether music education should include competitions. Complete the outline to prepare for the debate. Use the model essay "Competitions in Music Education Should Be Reconsidered" in the Student Book to help you.

Overall Argument:		
Reason 1:	Reason 2:	Reason 3:
Evidence:	Evidence:	Evidence:
Expected Counterargument:		
Rebuttal (Response to Counterargument):		
Closing Statement:		

C Using the debate outline in Activity B, present your argument to support your viewpoint, your rebuttal, and your closing statement. Try to make your arguments thorough and convincing. If you can, video yourself. Then watch and think about how you can improve your debate skills.



▲ An antique spiral clock keeps time.

UNIT LAUNCH

Academic Vocabulary

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

- ___ 1. It is **conceivable** that people will travel to Mars in the near future.
- ___ 2. Things that happen at a **global** level usually just affect people in one country.
- ___ 3. People usually make **predictions** about the past.
- ___ 4. If you want to **pursue** a career in medicine, you need to have excellent grades.
- ___ 5. Teachers and students have the same **roles** in the classroom.
- ___ 6. If something is **specific**, it just concerns one thing.

Key Vocabulary

A Write two examples for each item.

1. processes that have been **automated** by the travel industry: _____
2. things that cause **disruption** to people's lives: _____
3. types of **infrastructure** in a city: _____
4. synonyms of "**sufficient**": _____
5. current clothing **trends**: _____
6. cities that have **urban sprawl**: _____

Vocabulary Boost

B Read the definitions. Then circle the correct word to complete each sentence.

acquire (v.) to obtain; to get	eliminate (v.) to get rid of; to erase
extinct (adj.) no longer in existence; often a plant or animal	preservation (n.) the act of maintaining or keeping alive
simulation (n.) imitation of a situation or process	toxic (adj.) poisonous; deadly

1. Jose *acquired* / *eliminated* several sentences from his essay, and now it isn't over the word limit.
2. Night parrots were believed to be *extinct* / *toxic*, but after 100 years, people began sighting them again.
3. Last year, our local museum *acquired* / *eliminated* a large number of historic artifacts. I hope the museum will exhibit them soon.
4. Schools should conduct *preservations* / *simulations* of emergency situations to make sure students understand procedures.
5. The local historical society promotes the *preservation* / *simulation* of historic buildings in the area.
6. Bleach is *extinct* / *toxic* to humans, so keep bleach bottles out of reach of young children.

C Answer the questions.

1. What's an example of an **extinct** plant or animal? _____
2. What's something new you **acquired** recently? _____
3. What's an example of something **toxic** for people or animals? _____
4. What kinds of **simulations** do you think astronauts do? _____

Understand

A Write the years next to the events described in “Future Timeline.” Years can be used more than once.

2050 2100 2200 2210

- _____ 1. People in developed countries were employed for approximately 20 hours per week.
- _____ 2. A rewilding effort, which attempted to re-create extinct plants and animals, began.
- _____ 3. People in developed countries were employed for approximately 30 hours per week.
- _____ 4. People began transforming deserts back into lush landscapes.
- _____ 5. Food, energy, and clothing were free.
- _____ 6. The Amazon rainforest had become a desert.

B Choose the correct word or phrase to complete the statements about “Future Timeline.”

1. By 2200, people were spending most of their time in _____.
 a. an urban center b. a virtual reality c. digital libraries
2. A _____ toward automation began during the Industrial Revolution and continued for several centuries.
 a. preservation b. simulation c. trend
3. Human activity in the 19th through 22nd centuries led to _____ damage of the natural world.
 a. virtual b. catastrophic c. conceivable
4. By 2200, people were controlling Earth’s climate through an orbital _____.
 a. infrastructure b. prediction c. disruption

Apply the Strategy: Use Cohesive Devices to Connect Ideas

C Find the cohesive devices on the lines indicated in “Future Timeline.” Then complete the chart. A device can be used to give an example, make a comparison or contrast, or show time order.

Line	Cohesive Device	How It Connects the Author’s Ideas
79		
82		
100		
103		
106		

Language Convention: Identify Participles

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

- ____ 1. A participle is a form of a noun.
- ____ 2. Two types of participles are present participles and past participles.
- ____ 3. Only past participles can be used as adjectives to describe nouns.
- ____ 4. A present participle is a verb form that ends with *-ing*.
- ____ 5. A past participle is a verb form that usually ends with *-en*.
- ____ 6. *Flying* is the past participle of *fly*.

B Read the sentences. If there is a participle, underline it. Then write *PR* for Present Participle, *PA* for Past Participle, or *NP* for No Participle.

- ____ 1. It would require an international, concerted effort over a number of generations.
- ____ 2. Basic items such as food, energy, and clothing are now essentially free.
- ____ 3. This process of falling employment was, of course, by no means a smooth transition.
- ____ 4. Vast areas of abandoned wasteland became rich ecosystems full of life.
- ____ 5. An idea began to emerge that quickly gained momentum.
- ____ 6. This rewilding effort became the single largest environmental project in history.

C Identify the participle on the line indicated in "Future Timeline." Then complete the chart.

Line	Participle	Past or Present?
23		
24		
44		
63		
98		

We use the **future continuous** and the **future perfect** to talk about actions that will be in progress or completed in the future.

	Meaning and Use	Examples
Future Continuous with Will	<ul style="list-style-type: none"> We use the future continuous to describe future actions that will continue for an unknown period of time. You can use <i>will be</i> + <i>-ing</i> verb to form the future continuous. Use <i>will (not)</i> with all subjects. 	<p>In the future, people will be working much less.</p> <p>They won't be working 40 hours a week.</p> <p>Will people be living on other planets?</p>
Future Continuous with Be Going To	<ul style="list-style-type: none"> You can also use <i>be going to be</i> + <i>-ing</i> verb to form the future continuous. Use <i>am (not) going to</i> with the subject <i>I</i>. Use <i>is (not) going to be</i> with <i>he, she</i>, and singular subjects. Use <i>are (not) going to be</i> with <i>you, we, they</i>, and plural subjects. 	<p>Everyone is going to be spending most of their time in a virtual reality.</p> <p>People are not going to be meeting each other in person very often.</p> <p>We are going to be trying to bring back extinct species.</p> <p>Are people going to be making more art?</p>
Future Perfect	<ul style="list-style-type: none"> We use the future perfect to talk about future actions that will be finished before another point in the future. Use <i>will have</i> + past participle to form the future perfect. We often mention a specific time with <i>by</i> or <i>when</i>. 	<p>The world will have changed greatly <u>by</u> 2100.</p> <p>People won't have forgotten what the world used to be like.</p> <p>We will have found a way to provide basic items like food, energy, and clothing free to everyone <u>by</u> 2200.</p> <p>Will cities have stopped using humans as police officers <u>by</u> this time?</p> <p><u>When</u> your great-great-great-grandchildren are born, most animals will have become extinct.</p>

A Complete each sentence with the future continuous or future perfect form of the verb in parentheses.

- By 2100, working hours _____ to 20 hours per week. (fall)
- The face of the planet _____ over the next several decades. (change)
- The Amazon rainforest _____ mostly desert by 2100. (become)
- By the time governments realize what is happening, _____ the damage _____? (happen)
- In the 23rd century, scientists _____ to turn deserts back into lush landscapes. (work)

B Put the words in order to make statements and questions in the future continuous.

1. be / playing / 3:30 this / afternoon / I'll / baseball at / .

2. by dinnertime / gotten home / will / have / you / ?

3. the time / left by / won't / I get there / the bus / have / .

4. riding / to / be / his bicycle later / today / Bashir / is / going / .

5. presentation at 2:00 / going / to / be / Tina and Tran / giving a / are / ?

C Correct each sentence.

1. School will ended by 3:30.

2. Will you have gone to the soccer game today?

3. I have gotten all A's if I get an A on this quiz.

4. Hannah won't have arrive by 4:00.

D Complete sentences about your future.

Future continuous

1. Next year at this time, _____.
2. In ten years, _____.
3. In twenty years, _____.

Future perfect

4. By the end of this year, _____.
5. When I graduate from school, _____.
6. By 2040, _____.

Vocabulary Boost

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

ample astronomical capture derive dissipate incentive

1. We can _____ energy from many natural sources, such as the sun and wind.
2. The sun creates a(n) _____ supply of energy for Earth's needs.
3. Our technology is advanced enough to _____ the energy from renewable resources.
4. Some energy _____ as it travels through wires, so we are losing some energy just by transporting it.
5. Building a worldwide energy system would have a(n) _____ price tag.
6. We need _____ to encourage governments to spend resources and rethink our current energy system.

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

- _____ 1. Rainwater is **ample** in the desert throughout the whole year.
- _____ 2. The cost of a pack of gum is **astronomical**.
- _____ 3. The walls and ceiling of a room **capture** the heat inside.
- _____ 4. If a building has no insulation, the heat from inside will **dissipate** more quickly.
- _____ 5. Coconut oil is **derived** from olives.
- _____ 6. For many students, good grades are **incentives** to do their homework.

Share Your Perspective

C Write two reasons why you think it's realistic that we could use only renewable resources for power in the future and two reasons why you think it's unrealistic. Use words from Activity A when possible.

1. It's realistic because _____

2. It's unrealistic because _____

Key Vocabulary

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

- ____ 1. Your great-granddaughter is your **ancestor**.
- ____ 2. Scientists use research findings to **assure** people about the safety and effectiveness of a new treatment or medicine.
- ____ 3. Babies are usually **capable** of taking care of themselves.
- ____ 4. Most schoolchildren spend a lot of time **contemplating** political decisions and how they will impact the world in the future.
- ____ 5. Most parents are **fundamentally** interested in helping their children live good lives.
- ____ 6. There is **variation** in the types of plants that grow in different climates.

Vocabulary Boost

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

- 1. The audience roared with **applause** after the beautiful dance performance.
- 2. The orchestra members played their instruments in **harmony**.
- 3. I drew the **outline** of the landscape before I filled it in with color.
- 4. Indira knew she would have a lot of free time in the summer, so she **sought** a job.
- 5. The cake box was **upside-down** on the table, so all the decorations on top of the cake got ruined.

- | | |
|---------------------|--|
| ____ 1. applause | a. to attempt to find something (<i>v.</i>) |
| ____ 2. harmony | b. turned over, with the bottom part at the top (<i>adj.</i>) |
| ____ 3. outline | c. the combination of musical notes to produce a chord or pleasing sound (<i>n.</i>) |
| ____ 4. seek | d. the sound of hands clapping in approval (<i>n.</i>) |
| ____ 5. upside-down | e. the outer shape of something, often enclosed by a line (<i>n.</i>) |

C Complete the sentences.

- 1. I received **applause** when I _____.
- 2. I was **upside-down** when _____.
- 3. I heard beautiful **harmony** when _____.
- 4. Last year, I **sought** to achieve a goal of _____.

Understand

A Match the underlined phrases in the lines from “A House Called Tomorrow” to their meanings.

- | | |
|---|---|
| _____ 1. Everyone who has come before you, /
<u>All the yous that you have been, ...</u> | a. even if they cause many problems |
| _____ 2. The bad do not win—not finally, /
<u>No matter how loud they are.</u> | b. make your language your own |
| _____ 3. With this knowledge, <u>you never</u>
<u>march alone.</u> | c. a better future |
| _____ 4. And it's hard to <u>choose the words</u>
<u>that will be your own.</u> | d. your ancestors |
| _____ 5. That we can make <u>a house called</u>
<u>tomorrow.</u> | e. you should never feel alone or insecure |

B Read the statements about “Letter to Someone Living Fifty Years from Now.” Write *T* for True or *F* for False.

- _____ 1. The poet predicts that elephants and whales will be extinct in 50 years.
- _____ 2. The poet predicts that people in 50 years will appreciate the mercury and benzene we left for them.
- _____ 3. The poet predicts that people in 50 years will look at the stars the same as we have for countless generations.
- _____ 4. The poet predicts that there won't be any lakes in 50 years.
- _____ 5. The poet predicts that people in 50 years will think that the only thing people did in the past was pollute.
- _____ 6. The poet predicts that people in the future will ask a lot of philosophical questions.

Apply the Skill: Cite Text Evidence to Support Inferences

C Make inferences about the text from the poems. Cite text evidence to support your inferences.

Text	Inferences	Text Evidence
You are not fifteen, or twelve, or seventeen— / You are a hundred wild centuries		
We still had the night sky back then, ...		
Absolutely, there were some forests left!		

Vocabulary: Analyze Figurative Language

A Complete the statements about analyzing figurative language. Use the words and phrases from the box.

be comparisons *like or as* metaphors nonliteral writers

1. Figurative language is _____ language, or language that goes beyond the dictionary meaning of words and phrases.
2. _____ use figurative language to make their writing more interesting.
3. Similes and _____ are two types of figurative language.
4. A simile uses _____ to make a comparison.
5. Metaphors make direct _____ without using *like* or *as*.
6. Metaphors often use _____ verbs, such as *is*, *are*, *was*, or *were*.

B Read the description of a woman 50 years from now. Each sentence contains figurative language. Write *S* for Simile or *M* for Metaphor.

- ____ 1. Her body is a tiny seedling resisting a storm.
- ____ 2. Her hair is a faded old curtain.
- ____ 3. Her eyes are as red as the tomatoes in the memory of her grandmother's garden.
- ____ 4. Her clothes are like armor.
- ____ 5. Her mood is a cold and rainy Monday.
- ____ 6. Her smile is as frequent as a rainbow.

C Look at the figures of speech in Activity B again. Use your own words to restate the similes and metaphors in a literal way.

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

GRAMMAR BOOST: Degrees of Certainty

We can use adverbs of certainty to show how sure we are about something.

	Meaning and Use	Examples
Very Certain	<ul style="list-style-type: none"> Use these adverbs to show that you are very certain about something. 	Absolutely , there were some forests left. certainly surely definitely undoubtedly
Fairly Certain	<ul style="list-style-type: none"> Use these adverbs to show that you are fairly certain about something. 	You probably doubt that we were capable of joy. most likely presumably
Not Very Certain	<ul style="list-style-type: none"> Use these adverbs to show that you are not very certain about something. 	Matthew Olzman possibly had a specific person in mind when he wrote his poem. maybe perhaps
Position of Most Adverbs	<ul style="list-style-type: none"> Most of these adverbs go after the verb <i>be</i> but before other main verbs. When a sentence contains an auxiliary verb and a main verb, these adverbs go after the auxiliary verb. 	You probably doubt that we cared about anything. You <u>are</u> probably doubtful that we cared about anything. People in the future <u>will</u> most likely think we didn't care about animals. The world <u>is</u> definitely going to be different in 50 years.

Notes:

- Sometimes we put adverbs of certainty at the beginning of a sentence or clause.

Presumably things will be different.

- Perhaps* and *maybe* usually go at the beginning of a sentence or clause.

Perhaps the world won't be extremely different in 50 years.

In 100 years, **maybe** the world will be very different.

A Underline the adverbs of certainty. Then write *V* for Very Certain, *F* for Fairly Certain, or *N* for Not Very Certain.

- _____ 1. The way we live our lives undoubtedly has an effect on the planet.
- _____ 2. In the future, some of the animals that we know today will probably have gone extinct.
- _____ 3. People in the future will most likely be wondering what life was like in the past.
- _____ 4. Maybe Earth will be better in 200 years.
- _____ 5. We definitely have to take care of our planet.
- _____ 6. Taking care of the environment is surely necessary.

B Rewrite the sentences to include the adverbs in parentheses. Do not put an adverb at the beginning of a sentence or clause unless it is necessary.

1. Karim is the best student in my math class. (clearly)

2. He gets the best grades. (certainly)

3. I'm going to ask him for help with my homework. (definitely)

4. He's too busy to help me, though. (probably)

5. Nadia can help me if he can't. (maybe)

6. She is fantastic at math. (absolutely)

7. She has time to help me because she isn't playing any sports this year. (most likely)

C Answer the questions using adverbs of certainty.

1. Are you going to play a sport next year?

2. Are you going to learn to play a musical instrument next year?

3. Will your family move to a new city soon?

4. Do you want to hang out with your friends this weekend?

5. Can you get good grades in all your classes this year?

6. Are you a good friend?

7. Do you eat healthy foods?

8. Do you get enough exercise every day?

Vocabulary Boost

A Find the words from the box in the graphic “Cities of the Future.” Use context to determine their meanings, and then complete the chart.

contaminated emissions irrigation percolate revive thrive

Word	Part of Speech	Definition
		the watering of land or crops to help growth
		exhaust from a car or other forms of transportation
		to restore to life
		unclean; not pure
		to grow or develop well
		to filter gradually through a porous surface

Examine the Graphic

B Complete the sentences with words from the “Cities of the Future” graphic.

1. High-capacity _____ reduces emissions and speeds commute times.
2. Instead of being covered or buried, _____ sites and contaminated soil near cities are cleaned.
3. Based on a(n) _____ vision for the region, the city is compact and dense to limit impacts on the ecosystem.
4. Open and green spaces, community _____, and buildings with larger units foster happier and healthier families.
5. Remote-sensing and information technologies maximize irrigation _____ in city farms.
6. Protecting upland water systems and _____ collection and cleansing of stormwater improve water quality.

Reflect

C Write your questions in the chart.

Questions I Still Have about the Graphic	Questions I Have about Cities in the Future

Key Vocabulary

A Complete the sentences with the correct form of the words from the box.

colony destination device innovation practical speculation

1. Trying to fly a kite without any wind is not very _____.
2. I can make guesses about where I'll go to college in four years, but it's only _____.
3. In the past, teenagers used different _____ to play music, but today we mostly just stream it from our smartphones.
4. There is so much _____ in the technology field that it seems like new and exciting products come out every single day.
5. Scientists do not think humans will be able to build _____ on all the planets because the planets do not have the atmosphere needed to support human life.
6. Your suitcases will be waiting at your _____ when you arrive.

Vocabulary Boost

B Read the definitions. Then complete the sentences with the words from the chart.

accordance (<i>n.</i>) agreement	appliance (<i>n.</i>) a device or piece of equipment designed to perform a specific task, typically in the home
dedicated (<i>adj.</i>) given over to a particular purpose	density (<i>n.</i>) the degree of compactness
tedious (<i>adj.</i>) tiresome; monotonous; boring	

1. Oil floats on top of water because its _____ is less than that of water.
2. Grades will be given in _____ with the criteria outlined in the syllabus.
3. Preparing to send the 200 invitations is _____. You have to seal the envelope, and then put on the stamp, address label, and return address label.
4. Today's episode of the nature show was _____ to sea creatures.
5. A refrigerator is one _____ that I cannot live without.

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

- _____ 1. If you dress in **accordance** with the weather, you will likely be uncomfortable.
- _____ 2. A washing machine is a type of **appliance**.
- _____ 3. This unit in *Lift* is **dedicated** to thinking about life in the future.
- _____ 4. The **density** of water is different from the density of mud.
- _____ 5. Most people have a lot of fun doing **tedious** tasks.

Understand

A Check (✓) the statements that are true about “Visit to the World’s Fair of 2014.” For true statements, write the line numbers where you found the information.

- ☐ _____ 1. The World’s Fair of 1964 showed the advancement of electrical appliances in the early and mid-1900s.
- ☐ _____ 2. Asimov predicts that in 2014, kitchens will prepare “automeals” that were “ordered” in advance.
- ☐ _____ 3. Asimov predicts that in 2014, robots will be very common and do virtually everything for humans.
- ☐ _____ 4. Asimov predicts that appliances in 2014 will not need cords for electricity but will use batteries to run them.
- ☐ _____ 5. Asimov predicts that in 2014, communication will involve both sight and sound, so you can see the person you’re talking to.
- ☐ _____ 6. Asimov predicts that the world population in 2014 will be similar to 1964.

B Complete the sentences about “Visit to the World’s Fair of 2014.” Use the words from the box.

dedicated destinations penetration practical speculation tedious

- Gadgetry will continue to relieve mankind of _____ jobs.
- The 1964 fair had no robots, but it was _____ to computers, which were shown in all their amazing complexity.
- In the more crowded, but cloudy and smoggy areas, solar power will be less _____.
- Vehicles with “Robot-brains” will be set for particular _____ and will then proceed there independently.
- Population pressure will force increasing _____ of desert and polar areas.
- The most somber _____ I can make about 2014 is that the most glorious single word in the vocabulary will have become *work*!

Apply the Skill: Analyze Connections in a Text

C Read the paragraphs that begin on the lines indicated in “Visit to the World’s Fair of 2014.” Write the ideas presented in each paragraph. Then say how the ideas are connected.

Paragraph A Ideas (begins on line 129)	Paragraph B Ideas (begins on line 136)	Paragraph C Ideas (begins on line 141)	Connection

Vocabulary: Analyze Connotations

A Answer the questions about analyzing connotations.

1. What is a denotation?

2. What is a connotation?

3. What types of feelings can a word's connotation give?

4. How can understanding the connotations of words in a text help a reader?

B Read the sentences. Then check (✓) if the word in bold has a positive or neutral, or a negative, connotation.

	Positive or Neutral	Negative
1. The actors whirl through the three scenes in the play.	<input type="checkbox"/>	<input type="checkbox"/>
2. In 2014, people will continue to withdraw from nature and instead spend time indoors.	<input type="checkbox"/>	<input type="checkbox"/>
3. The windows give the building an archaic feel.	<input type="checkbox"/>	<input type="checkbox"/>
4. People in 2014 will store semi-prepared meals in the freezer until ready for processing.	<input type="checkbox"/>	<input type="checkbox"/>
5. Population pressure will force increasing penetration of desert and polar areas.	<input type="checkbox"/>	<input type="checkbox"/>
6. In 2014, the most routine jobs will be done by machines rather than humans.	<input type="checkbox"/>	<input type="checkbox"/>

C Rewrite the sentences in Activity B. Replace the word in bold with a word that has a different connotation (positive, neutral, or negative).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

GRAMMAR BOOST: *Will* or *Be Going To* for Future Predictions

We use *will* or *be going to* to make predictions about the future.

	Use	Examples
<i>will</i>	<ul style="list-style-type: none"> Use the base form of a verb after <i>will</i>. 	People will withdraw from nature. People won't have to work as much. What will life be like in the future?
<i>be going to</i>	<ul style="list-style-type: none"> Use the base form of a verb after <i>am / is / are going to</i>. 	Kitchen gadgets are going to prepare our meals. We aren't going to cook as much. Is the future going to be very different from today?

A Complete each sentence with *will* or *be going to* and the verb in parentheses.

will

- People _____ underground in the future. (live)
- They _____ worry about changes in the weather. (not have to)
- A homeowner _____ control the temperature of the home. (be able to)
- There _____ farms above the houses. (be)
- _____ people _____ living underground? (like)

be going to

- Robots _____ most household work, such as cleaning houses and gardening. (do)
- The robots _____ very good. (not be)
- _____ many people _____ robots in the future? (have)
- An appliance of the future _____ an electrical cord. (not need)
- _____ people _____ bored with no work to do? (get)

B Rewrite the sentences in Activity A. Use *be going to* for items 1 to 5. Use *will* for items 6 to 10.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

C Write statements and questions using the words below and *will* or *be going to*.

will

1. there / be / power stations / in space / ?

2. we / have / solar power stations / in desert areas / .

3. fusion power plants / give / us power / .

be going to

4. people / drive / flying cars / .

5. your car / drive / by itself / .

6. goods and materials / travel / through air tubes / ?

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

1. I going to have a great day!

☐

2. It's going to rain all week.

☐

3. We won't win the game.

☐

4. Will the bus going to be here soon?

☐

5. You're going love this book.

☐

E Make predictions about how things will be 100 years from now. Write sentences about the topics below with *will*.

1. cars: _____

2. planes: _____

3. houses: _____

4. clothing: _____

5. phones: _____

Assignment: Write a Poem

A Complete the sentences about writing a poem. Use the words from the box.

creative writing emphasize interesting play around punctuation stanzas

1. A poem is a form of _____ that may use rhyme, rhythm, and figurative language to express ideas.
2. Poets use line breaks to _____ particular words, phrases, or ideas.
3. _____, or groups of lines that are separated by spaces, often group related lines.
4. Poets can use unusual, extra, or incorrect _____—or sometimes none at all.
5. Poets can _____ with grammar, fonts, or syllables, or even use their lines to make shapes on the page.
6. Writing poetry is about expressing ideas in a(n) _____ way.

B Answer the questions about the “Floating Above” poem in the Student Book.

1. What does the poet compare the night sky to?

2. According to the poem, what color are the stars?

3. Where does the poet plan to be in 50 years?

4. What does the poet imagine we will do with lasers in 50 years?

5. How does the poet imagine getting to work in 50 years?

6. According to the poem, what will be on Earth in 50 years?

C List three ideas for topics that you could use in your poem about life in 50 years. Brainstorm a few details for each topic. Then choose one topic to develop for your poem.

Topic	Details
1.	
2.	
3.	

Assignment: Present a Poem with Multimedia

A Write the type of multimedia next to each example.

additional text audio image video

- _____ 1. Play a sound clip of race cars whizzing by.
- _____ 2. Project a photograph of large colored spotlights beaming up into the sky.
- _____ 3. Play a short film of the night sky.
- _____ 4. Project these words in an animated slide: "And then ... there was only ... Dirt." Leave the word "Dirt" flashing in large letters.

B Imagine you were presenting the model poem "Floating Above." Think about how you could best use multimedia to support the text of the poem. Use the ideas in Activity A or your own ideas to plan the multimedia presentation.

Multimedia Presentation Plan		
Which multimedia?	When? Which line(s)?	How?
	1st stanza:	
	2nd stanza:	
	3rd stanza:	
	4th stanza:	
	5th stanza:	

C If you can, video yourself. Then watch and think about how you can improve your presentation skills.

A

- abandon** (v.) to leave behind
- accordance** (n.) agreement
- accurately** (adv.) correctly; with no mistakes
- accustomed to** (adj. phrase) familiar with
- acquire** (v.) to obtain; to get
- adaptation** (n.) the process of changing or adjusting to improve survival
- afflict** (v.) to trouble; to distress or cause suffering
- aha moment** (n. phrase) the instant when something suddenly makes sense
- algorithm** (n.) a set of rules or instructions that a computer follows
- amateur** (adj.) doing sports or other activities for pleasure and without pay
- amenity** (n.) a feature that adds to people's comfort, convenience, and pleasure
- ample** (adj.) having enough or more than enough of something
- applause** (n.) the sound of hands clapping in approval
- appliance** (n.) a device or piece of equipment designed to perform a specific task, typically in the home
- astronomical** (adj.) very large in amount

B

- barrel** (v.) to drive or move quickly
- basis** (n.) a pattern or system of regularity
- battle** (v.) to fight or struggle with
- bend** (v.) to curve
- beyond** (adv.) at or to the farther side
- bully** (v.) to treat others meanly and oppressively

C

- capture** (v.) to catch; to get and hold something
- caution** (v.) to warn someone about something
- chaos** (n.) complete disorder and confusion
- chase** (v.) to run after something to catch it
- cheat** (v.) to do something dishonest for gain, especially in a game or test
- civil** (adj.) nonmilitary
- claim** (n.) a right to something
- climate** (n.) weather conditions or patterns over a long period

- collar** (n.) a band placed around the neck of an animal
- community** (n.) a group of people having the same interest
- comparison** (n.) an analysis of similarities and differences between things, ideas, or people
- competence** (n.) the ability to do something successfully
- concerned** (adj.) worried; anxious
- contaminated** (adj.) unclean; not pure
- continuous** (adj.) nonstop; ongoing
- coral** (n.) a structure found in the ocean made from the skeletons of small sea creatures
- courageous** (adj.) brave

D

- deadline** (n.) the time or date by which something must be finished
- debt** (n.) something, usually money, that is owed
- dedicated** (adj.) used for only one purpose
- define** (v.) to establish, identify, or explain
- density** (n.) the degree of compactness
- derive** (v.) to take, get, or receive from another source
- descend** (v.) to go down
- digestive** (adj.) relating to the body's process of breaking down and absorbing food
- dignity** (n.) the quality of being serious and in self-control
- dissipate** (v.) to break into parts and go away; to thin out and disappear
- distract** (v.) to divert attention; to take attention away
- divergent** (adj.) different; deviant
- donate** (v.) to give money, items, or time for no payment
- drone** (n.) an aircraft with no pilot onboard, guided by remote control or onboard computers
- dull** (adj.) boring; not interesting

E

- easel** (n.) a stand or frame for supporting something, such as an artist's work
- economist** (n.) an expert in the wealth and resources of a country or region, especially production and consumption of goods and services
- eliminate** (v.) to get rid of; to erase
- elite** (adj.) the best of a group

emissions (*n.*) exhaust from a car or other forms of transportation
emphasize (*v.*) to place importance on; to stress
endless (*adj.*) going on forever; never ending or stopping
enthusiasm (*n.*) eagerness; excitement; passion
environmentalist (*n.*) a person who is concerned with or advocates for the protection of Earth; conservationist; ecologist
equally (*adv.*) in the same manner or to the same extent; similarly
equivalent (*adj.*) equal; the same
evolution (*n.*) the gradual development of something
examine (*v.*) to look closely at
excess (*n.*) an amount of something that is more than necessary or desirable
exclude (*v.*) to reject or leave out
existence (*n.*) continued survival
expense (*n.*) cost; price
expectation (*n.*) a strong belief that something will happen in the future
extinct (*adj.*) no longer in existence (often a plant or animal)

F

fake (*adj.*) not real; false
fantasy (*n.*) an imaginary or make-believe situation
fate (*n.*) destiny; predicted end result
flap (*v.*) to beat or flutter like a bird's wings
flee (*v.*) to run away; to escape
forethought (*n.*) a plan made in advance
fortune (*n.*) money
frightened (*adj.*) afraid of; scared
from scratch (*prep. phrase*) homemade without any prepared ingredients
furiously (*adv.*) quickly and with intense focus; very energetically

G

gears (*n.*) parts in a machine, such as the wheels that control the speed of a bike
glide (*v.*) to move with a smooth continuous motion
glimpse (*n.*) a short look at something
glorious (*adj.*) having great beauty; delightful
graceful (*adj.*) with beauty of motion or style; elegant

groundbreaking (*adj.*) having new ideas; original and creative
guilt (*n.*) a feeling of shame, regret, or self-disgust for doing something wrong

H

hardcore (*adj.*) enthusiastic about and committed to something
harm (*v.*) to hurt or damage
harmony (*n.*) the combination of musical notes to produce a chord or pleasing sound
hazardous (*adj.*) dangerous; having risk
helmet (*n.*) a hard or padded hat worn for protection
helpless (*adj.*) unable to defend oneself
hibernate (*v.*) to sleep or rest for the winter
hilarious (*adj.*) extremely funny
hormone (*n.*) a chemical substance made by the body
hostile (*adj.*) hateful; angry; aggressive
humorous (*adj.*) funny; amusing
hypothesis (*n.*) an idea or theory that is unproven but can be tested through study or experimentation
hysterical (*adj.*) emotionally out of control; panicked

I

imaginative (*adj.*) creative
imitation (*n.*) a thing intended to copy or simulate something else
imperfect (*adj.*) flawed; not perfect
incentive (*n.*) something that motivates someone to do something
increasingly (*adv.*) more and more; progressively
incredibly (*adv.*) very; extremely
inferior (*adj.*) not as good
informal (*adj.*) casual and relaxed; unofficial
initially (*adv.*) at first; originally
instruct (*v.*) to direct; to tell someone what to do
intention (*n.*) goal; plan
interpret (*v.*) to explain or understand the meaning of something; to infer
invasion (*n.*) an entrance by force; an attack
irrigation (*n.*) the watering of land or crops to help growth

J

justified (*adj.*) done for a good reason; reasonable

L

- liberty** (*n.*) freedom
- lodge** (*v.*) to become wedged, jammed, or stuck in one place
- loneliness** (*n.*) a feeling of sadness because of not having friends or companions
- long-term** (*adj.*) occurring over a long period of time

M

- massive** (*adj.*) huge and heavy
- mimic** (*v.*) to copy or imitate something or someone
- minimize** (*v.*) to make something less impactful; to reduce
- misery** (*n.*) extreme sadness
- modest** (*adj.*) not showing or feeling a lot of pride
- modification** (*n.*) an alteration, adaptation, or change, often for improvement
- mold** (*v.*) to shape
- mumble** (*v.*) to speak unclearly in a low voice

N

- native** (*adj.*) coming from or belonging to a particular place
- navigation** (*n.*) the act of following a route or direction
- nod** (*v.*) to move the head up and down slightly to express agreement, approval, or greeting

O

- obesity** (*n.*) the condition of being extremely overweight
- observation** (*n.*) the act of viewing or watching
- official** (*adj.*) formal
- organic** (*adj.*) happening in a natural way
- outlet** (*n.*) a device on a wall that provides electricity when something is plugged into it
- outline** (*n.*) the outer shape of something, often enclosed by a line
- outlook** (*n.*) a person's point of view or attitude about life
- overanalyze** (*v.*) to think about something in too much detail

P

- pace** (*n.*) the speed or tempo of an activity
- palette** (*n.*) a board that is used by an artist to hold and mix paint

percolate (*v.*) to filter gradually through a porous surface

physiological (*adj.*) related to the body; physical

platform (*n.*) a flat, raised structure

plot (*n.*) story line

pollute (*v.*) to make something unclean

portable (*adj.*) able to be carried; movable

predator (*n.*) an animal that lives by killing and eating other animals

predetermined (*adj.*) established or decided in advance

preservation (*n.*) the act of maintaining or keeping alive

privilege (*n.*) an opportunity or special right that is given to some people but not other people

process (*n.*) a series of steps that work together to achieve a particular result

psychological (*adj.*) related to the mind; mental

punishment (*n.*) a penalty for doing something wrong

pursue (*v.*) to attempt; to try something out

puzzling over (*phrasal v.*) trying to figure out the answer to something confusing

R

random (*adj.*) by chance; unsystematic

rapidly (*adv.*) quickly; happening fast

reaction (*n.*) a response to a situation or event

reality (*n.*) the true situation

rebel (*n.*) someone who fights against a person or group in power

reef (*n.*) an area of sand, rocks, or coral found near the surface of the sea

reflection (*n.*) an image that shows what you see when looking at a shiny surface

refreshed (*adj.*) feeling strong and energetic again

refreshment (*n.*) food and drink

regret (*v.*) to feel sorry about something that you did or did not do

render (*v.*) to cause to become; to make

reproduce (*v.*) to make copies of; in biology, to have babies

resigned (*adj.*) having accepted an unpleasant or undesirable situation

respond (*v.*) to say or do something in reply

responsibility (*n.*) duty

resist (v.) to not do something you want to do
retrieve (v.) to get something; to find and bring back
revive (v.) to restore to life

S

satisfaction (n.) a happy or pleased feeling because of something you did
seek (v.) to attempt to find something
seize (v.) to grab; to capture
setback (n.) a problem; a difficulty
shatter (v.) to suddenly break into pieces
shiver (v.) to shake in the body
simulation (n.) imitation of a situation or process
single-use (adj.) designed to be used once and then thrown away
snorkel mask (n.) a mask worn over the face that lets divers see underwater
stable (adj.) not easily changed or moved; firmly fixed
stand up to (v. phrase) to defend yourself against a person or organization
stare (v.) to look at something for a long time without blinking
steadily (adv.) regularly and continuously
stimulus (n.) something that causes an action or response
strategy (n.) a plan designed to help you meet a goal
struggle (v.) to have a difficult time doing something
subconsciously (adv.) without thinking about; not being aware of
substitute (n.) replacement
sunlight (n.) light from the sun
surge (n.) a sudden increase of something
surroundings (n.) the things and conditions around a person or thing
susceptible (adj.) capable of being harmed by something
swerve (v.) to change direction suddenly and abruptly
synthetic (adj.) human-made; not natural

T

tedious (adj.) tiresome; monotonous; boring
tension (n.) a state of stress or nervousness

theory (n.) a likely explanation for something; a guess based on evidence
thrive (v.) to grow or develop well
toughness (n.) the quality of being strong or difficult
tower (n.) a tall structure
toxic (adj.) poisonous; deadly
tragedy (n.) disaster; misfortune
transparent (adj.) allowing light to pass through so images can be seen
tremble (v.) to shake; to shiver
trial (n.) a test; an experiment
trip (v.) to fall down or stumble
tropics (n.) the area of the world near the equator where it is hot and wet

U

ubiquitous (adj.) widespread; seeming to be everywhere at the same time
undermine (v.) to lessen the power of something; to weaken
understandable (adj.) reasonable; explainable
underwater (adj.) below the water's surface
unintentional (adj.) without meaning to; without being planned
unrelated (adj.) not connected
unsure (adj.) uncertain
unwanted (adj.) not desired
upright (adv.) in a vertical position
upside-down (adj.) turned over, with the bottom part at the top

V

vanish (v.) to disappear
versatility (n.) adaptability; the quality of having many uses
vertical (adj.) directly up and down; upright
vice versa (adv.) the other way around; in the reverse order
victim (n.) a person who is harmed in an accident or crime

W

widen (v.) to make or become wider; to broaden

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ISBN-13: 978-0-357-50123-8
90000

