

Lift

LANGUAGE COMPANION

CONTENT-BASED
ENGLISH

FUNDAMENTALS

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Lift

LANGUAGE COMPANION

PROGRAM ADVISOR

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Authors: Kate Adams, Sarah Worthington

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)

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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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USA

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1 Empathy

UNIT LAUNCH

Theme Vocabulary

A Complete each sentence with a theme word.

1. Smiling can have a positive _____ on someone's day.
2. Celina tried to _____ how her classmates felt.
3. Karim's mother sent him to his room because he behaved _____.
4. I have _____ for children who are shy. It was hard for me to make friends when I was a child.
5. I was rude to him before, but I will _____ him better from now on.

B Look at the photo. Complete the answers.

1. Can you **imagine** how the girl on the far left feels?
I imagine she feels _____.
2. How is each girl on the right showing **empathy**?
One is showing empathy by _____.
The other is showing empathy by _____.

Theme Vocabulary

badly (adverb)
empathy (noun)
imagine (verb)
impact (noun)
treat (verb)

▼ Two schoolgirls show empathy for a classmate.



Key Vocabulary

A Choose the correct word to complete each sentence.

alone artist awkward cool presentation volunteer

1. Geraldo felt _____ when he couldn't remember his new friend's name.
2. Wan Yu wants to _____ for a charity that helps the elderly.
3. I love spending time with my friends, but sometimes it's nice to be _____ for a while.
4. Angela is one of the _____ kids in our class—everyone wants to be her friend.
5. My dad is a talented _____ and is always drawing pictures of us.
6. Jakob was very nervous when he had to give a(n) _____ to his whole class.

Vocabulary Boost

B Read the sentences. Then match the words to their definitions.

1. When I got to the classroom, my friends were **already** there, waiting for me.
2. Mina joined the science **club** because she enjoyed doing experiments.
3. Itsuki wrote down his friend's birthday so he wouldn't **forget** it.
4. I found the **perfect** place to have our picnic—everyone will love it.
5. It was hard for my sister to **pick** a science project. She's interested in so many things.
6. Carmen is always **prepared** for class. She has her books and notebooks.

- | | |
|-------------------|---|
| _____ 1. already | a. a group of people who share an interest (noun) |
| _____ 2. club | b. ideal for a situation; having everything you need (adjective) |
| _____ 3. forget | c. ready for something (adjective) |
| _____ 4. perfect | d. to not remember (verb) |
| _____ 5. pick | e. before now; by this time (adverb) |
| _____ 6. prepared | f. to choose or decide on something (verb) |

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

1. My friends always _____ to bring sunscreen when we go to the beach, so I take extra.
2. Vidal and Ivan decided to each _____ a dish from the menu, and then they shared the food.
3. Merhan studied hard, so she was _____ for the test.
4. Amal _____ knew how to use the software, so he was able to teach his friends.
5. My parents gave me the _____ gift for my birthday. It was exactly what I wanted!
6. Mei Ling could only join one school _____, so she tried to find one that matched her interests.

Grammar: Simple Present Tense and Present Progressive

A Complete each sentence with the simple present form of a verb from the box.

be feel go present study volunteer

1. Every Friday, two students _____ their ideas to the class.
2. It _____ not easy to make friends at a new school.
3. I _____ math for an hour every evening.
4. Nasir _____ sad because his friend is going to move to a new city.
5. Alejandra and Josefina _____ for a charity that helps the elderly in their community.
6. Tessa _____ shopping every weekend.

B Complete each sentence with the present progressive form of a verb from the box.

attend look paint start talk work

1. The teacher _____ for a volunteer to help organize the bookshelves.
2. Maria _____ hard on her presentation.
3. Oscar _____ an after-school class to help improve his math scores.
4. We _____ a new unit in class today.
5. The people in the video _____ about sunspots. It's very interesting.
6. Fatemah _____ a portrait of her aunt.

C Correct the error in each sentence. Rewrite the sentence.

1. I am study for the test on Wednesday.

2. They are going to school five days a week.

3. I like the picture you paint.

4. This math problem is looking hard.

5. Juana and Isabella talk right now.

Understand

A Choose the correct answers to the questions about "That Sports Dude" from *Brave*.

1. How does Jensen feel about Jorge when they first meet?
 - a. He is happy to have a partner for the presentation.
 - b. He is scared of Jorge.
2. How does Jensen's opinion of Jorge change?
 - a. He realizes that Jorge is a good friend.
 - b. He realizes that Jorge is good at writing.
3. How does Jensen feel about the topic for the presentation?
 - a. He knows nothing about it.
 - b. He is excited about it.
4. What does Jorge think of Jensen's Art Club friends?
 - a. He thinks they treat him well.
 - b. He thinks they are bad friends.

B Match the characters to their behavior in the story.

Character

___ 1. Jensen

___ 2. Jorge

___ 3. Miss Lee

___ 4. Penelope

___ 5. Sean

Behavior

a. asks for a volunteer to join Jensen's group

b. does not like Yanic and Foster

c. worries that his friends will forget him

d. shows empathy when Jensen has to go to a tutoring group

e. shares Jensen's interest in art

C Look at the image from the Student Book. Complete the sentences.

Jensen is in the _____. He is studying with _____. Jorge says that Jensen's Art Club friends are _____. This part of the story is important because Jensen realizes that Jorge _____.



Analyze

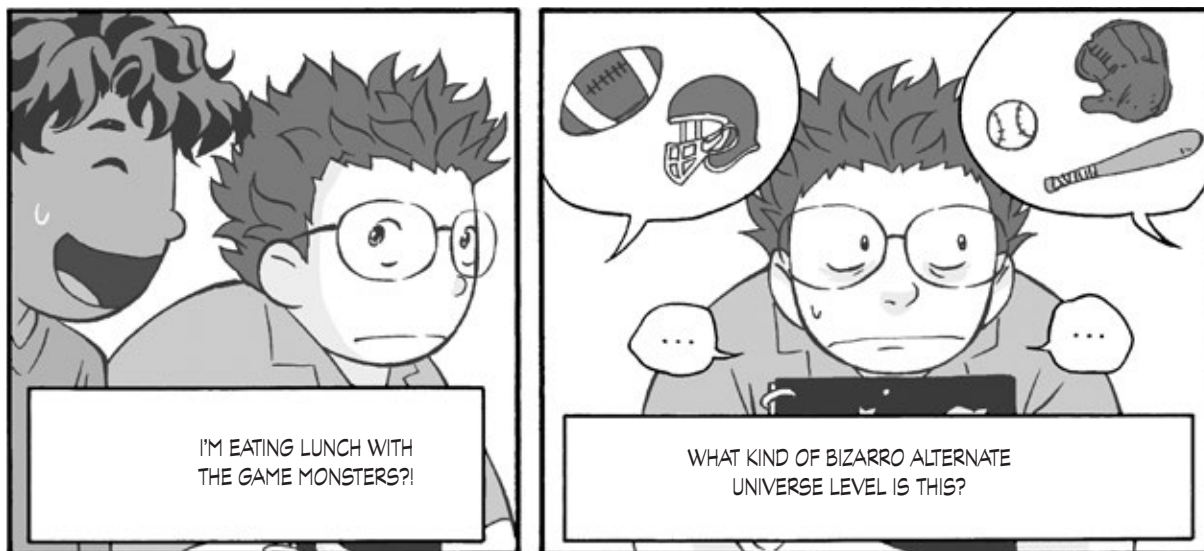
A Choose the best evidence in the text to answer each question.

- Which sentence best shows Jorge's idea of friendship?
 - "If they're friends, then they've got your back."
 - "Yo, Sean. Easy. Dial it back to civil."
- Which sentence best shows that Jensen does not have many friends at school?
 - "Okay, who's got room for Jensen?"
 - "I could ... just be my own group."
- Which sentence best shows Jensen's knowledge of baseball?
 - "Yus. I so got this."
 - "Help, Mrs. Pratt, I have to pretend I know baseball!"
- Which sentence best shows Jorge showing empathy to Jensen?
 - "Dude, did your dog die or something?"
 - "Ah. Bummer. Tutoring's good though."
- Which sentence best shows Jensen's opinion of Jorge changing?
 - "He volunteered to be in a group with me ... no one does that."
 - "Jorge is so cool."

Apply the Strategy: Monitor Understanding

B Look at the images from the Student Book. Circle a word or phrase you do not understand. Complete the sentences. Explain how you used strategies to monitor understanding.

I do not understand _____. I will _____
to help me. Another way to say this is _____.



Vocabulary Boost

A Read the sentences. Then write the words in bold next to their definitions.

1. Ali asked his friend to **hold** his bag for a moment.
2. Mia and Nicole always **raise** their hands when the teacher asks for volunteers.
3. I always **smile** when I meet someone, to show that I am friendly.
4. Zhang wears **sunglasses** when it is bright outside.
5. Ana and her friends play soccer **together** on weekends.

Word	Definition
	to curve the corners of your mouth upward, showing that you are happy (verb)
	to keep something in place or stop it from moving (verb)
	as a group, in the same place (adverb)
	dark glasses to protect eyes from the sun (noun)
	to lift up (verb)

Examine the Photo

B Look at the photo in the Student Book. Circle the correct word or phrase to complete each sentence.

1. In the photo, a group of people are *holding* / *raising* a little girl into the air.
2. We can tell that this is a happy scene because several people in the photo are *smiling* / *together*.
3. The girl is wearing *sunglasses* / *a dress* to protect her eyes.
4. Some people are *holding up* / *treating* the girl's arms.
5. The photo shows people coming *alone* / *together* to show empathy.

Reflect

C Answer the questions.

1. What was Anita's life like before her life changed? _____

2. Imagine that you knew Anita when she was blind. How could you be kind to her? _____

Key Vocabulary

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

bother miserable pay attention seem surprising unkind

1. You _____ unhappy. Has something bad happened?
2. I get a lot of phone calls late at night. They really _____ me.
3. It's difficult to _____ to the teacher when students are talking.
4. Alicia lost her favorite necklace, and she feels _____.
5. It was very _____ of Paulo to ignore someone who needed help.
6. Amed did very well in the test. It was _____ because he expected to fail.

Vocabulary Boost

B Read the sentences. Then match the words to their definitions.

1. I worked with a **classmate** on a presentation.
2. Starting at a new school can be a **frightening** experience.
3. My cousin is always very **gentle** with his baby brother and speaks softly to him.
4. Another student said some **nasty** things to me, so I felt upset.
5. The city mayor was very **powerful**—everyone did whatever she said.
6. I hope it will be sunny. Rain would **ruin** our picnic!

- | | |
|----------------------|--|
| _____ 1. classmate | a. causing fear (adjective) |
| _____ 2. frightening | b. kind; calm (adjective) |
| _____ 3. gentle | c. mean, cruel, or hurtful (adjective) |
| _____ 4. nasty | d. to damage or spoil (verb) |
| _____ 5. powerful | e. a member of the same class in school (noun) |
| _____ 6. ruin | f. strong; having great impact (adjective) |

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

1. The boys stood around him, shouting and calling him names. It was a _____ experience.
2. Be careful with that drink! If you spill it, you will _____ your dress.
3. Omar felt sad after his brother said some _____ things to him.
4. On Kim's first day, a _____ showed her around her new school.
5. Roberto is the most _____ player on the team. He's very strong.
6. The doctor was very _____ with the patient so she wouldn't hurt him.

Vocabulary: Use Context Clues to Understand Meaning

A Read the sentences from “People Are Unhappy, Not Mean.” Then use context clues to choose the correct definition for the word or phrase in **bold**.

1. It can be really upsetting and even frightening to be **made fun of**.
 - a. laughed at
 - b. funny
2. They might look strong and confident and very **pleased** with themselves.
 - a. proud
 - b. undecided
3. It's **pretty much always** because something else was bothering you, and you didn't know how to make it better.
 - a. every time
 - b. most of the time
4. Grown-ups think babies are very **sweet**.
 - a. thoughtful
 - b. cute
5. You might feel like people should be **paying** more attention to you.
 - a. giving
 - b. receiving

B Read the sentences. Which word from the sentence helps you understand the context of the word or phrase in bold?

- It bothers me that her comments were so nasty—I had no idea she could be so **spiteful**.
 - bothers
 - nasty
- I think he's frightening! He's a powerful person with a lot of **influence**.
 - powerful
 - frightening
- I'm miserable because the new director has made a **mess** of the play. I knew he would ruin everything!
 - miserable
 - ruin
- Maria seems really **out of sorts**. Something must be bothering her.
 - bothering
 - seems
- Our math teacher is a big man, so it's surprising how gentle he can be—it was a real **eye-opener!**
 - surprising
 - gentle
- I'm miserable because my cousin was so unkind to me. I feel very **distraught** about it.
 - unkind
 - miserable

Understand

A Complete the sentences about "People Are Unhappy, Not Mean" with words from the text.

1. People often treat others _____ at times when they feel bothered by something.
2. Children might pick on others if their _____ life is stressful; for example, if their parents are fighting.
3. Older children might be mean to others if there is a new _____ in the house.
4. Children who do not get enough _____ might be mean to others to show that they are _____, too.

B Check (✓) the sentences that are true about "People Are Unhappy, Not Mean." For true statements, write the text line numbers for the information.

- ☒ Lines 7-9 1. People are often mean to others because they feel unhappy.
- ☐ _____ 2. Strong and confident people do not want to make others feel miserable.
- ☐ _____ 3. If you are hurt, it can help to remember that you deserve to be treated well.
- ☐ _____ 4. Understanding why people hurt others solves the problem.

C Look at the photo. Complete the sentences with correct form of words from the text.

1. The girl at the front of the photo looks _____. The girls behind her are _____.
2. They are probably being mean because _____.
3. The girl at the front of the photo might feel better if she remembers that she does not deserve _____.



Analyze

A Choose the best evidence from the text to answer each question.

1. Which sentence best shows why someone would be mean?
 - a. "Most people are a bit mean to someone at some point. . . ."
 - b. "It's pretty much always because something else was bothering you, and you didn't know how to make it better."
2. Which sentence best shows the connection between how we feel and how we act?
 - a. "People who are hurt, hurt others."
 - b. "Maybe you want to show other people that you're also important."
3. Which sentence best explains why someone would make others feel bad?
 - a. "It makes you feel better to know that someone else is feeling bad like you do."
 - b. "They're too frightened to let anyone see how weak they really feel."
4. Which sentence best explains why an older child might be mean to a younger child?
 - a. "It is quite common for older children to get a bit nasty if there is a new baby in the family."
 - b. "You feel like people should be paying more attention to you."
5. Which sentence best describes how understanding why people are mean can help us?
 - a. "When you understand things, they often stop being so frightening."
 - b. "Understanding doesn't make everything suddenly perfect."

Apply the Strategy: Paraphrase

B Match each sentence from the text with the best paraphrase.

Sentence

- _____ 1. You wouldn't know by looking at them—they might look strong and confident and very pleased with themselves.
- _____ 2. Probably you'll never know the details, but you can imagine.
- _____ 3. Most people are a bit mean to someone at some point, or have wanted to be, even if they don't actually do or say anything.
- _____ 4. If you are a bit older and your parents have a new baby, it is not surprising if you get angry.
- _____ 5. Realizing why you might not be very nice to other people can help you see how someone else could be not very nice to you.

Paraphrase

- a. You can guess the reasons.
- b. Your own behavior can help you understand other people's.
- c. People are not always as strong and confident as they seem.
- d. It is normal to be angry if you get less attention than a new brother or sister.
- e. Even the nicest people think mean thoughts occasionally.

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. We decided to **combine** our ideas to make a new topic for our presentation.
2. A local **conservation** group is working to protect the town forest.
3. The Art Club wants to **foster** creativity in students.
4. Tomás joined a **movement** to improve bicycle safety in his community.
5. There was **strong** support for the new plan for the airport.
6. Local **wildlife** will suffer if the new road is built.

- | | |
|---------------------|---|
| ___ 1. combine | a. a group of people working together for a purpose (noun) |
| ___ 2. conservation | b. living things, especially animals (noun) |
| ___ 3. foster | c. to mix or add together (verb) |
| ___ 4. movement | d. believable; convincing (adjective) |
| ___ 5. strong | e. the protection of the natural world (noun) |
| ___ 6. wildlife | f. to help grow or develop something (verb) |

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

1. We have decided to _____ our two classes to make one larger one.
2. The neighbors are concerned about the _____ living in the area by the river.
3. The evidence in this essay is very _____. It is hard to argue against it.
4. Schools should _____ students' natural talents and encourage them to grow.
5. _____ of natural habitats is important if we want wild animals to survive.
6. This _____ wants to protect the lives of injured turtles.

Share Your Perspective

C Complete the chart to prepare for your discussion.

What are your two favorite animals? How can you build empathy for them?	

Review

A Circle the correct word or phrase to complete each sentence about the people and ideas from this unit.

1. Jorge is *kind* / *unkind* to Jensen and *shows empathy* / *pays attention* to him when he has to attend a tutoring class.
2. If someone is *awkward with* / *nasty to you*, it is usually because he or she is *miserable* / *cool*.
3. Communities can work *alone* / *together* to support each other. Empathy can have a big *impact* / *movement* on a community.
4. The Empathy Project *combines* / *picks* an interest in empathy and the protection of animals.

B How did the behavior of the people in this unit show empathy, or fail to show empathy? Write the letter(s) for the people or characters that match each description.

a. Jorge b. Jensen's Art Club friends c. Foster and Yanic d. people from Anita's village

1. **Volunteer** to help someone. a
2. **Treat** someone kindly.
3. **Bother** other people or **treat** them **badly**.
4. Make a positive **impact**.
5. Do something **surprising** or be different from how he or they **seem**.
6. Be **unkind** to other people or make them **miserable**.

Reflect

C How do you show empathy to others? Complete the sentences with information about yourself.

1. I can **treat** others kindly by _____
_____.
2. If someone is **miserable**, I can _____
_____.
3. If others **treat** me **badly**, I will remember _____
_____.
4. When I speak to other people, I will **imagine** _____
_____.
5. I want to make an **impact** by _____
_____.

Assignment: Write about a Job that Requires Empathy

A Check (✓) the ways in which veterinarians show empathy, according to the model in the Student Book.

- ☐ 1. They are **gentle** with the animals.
- ☐ 2. They can't **imagine** what it is like to be an animal.
- ☐ 3. They **pay attention** to animals that **seem** frightened.
- ☐ 4. They are quiet so they don't **bother** nervous pets.
- ☐ 5. They are kind when they give news that might make pet owners **miserable**.
- ☐ 6. They try to have a small **impact** on animals' lives.

B Complete the chart with details from the model that help readers form a picture in their minds.

Description in the Model	Detail(s)
1. How veterinarians speak to animals	
2. How animals behave when they are frightened	
3. How veterinarians speak to pet owners	

Editing Boost

Complete Sentences

1. A complete sentence needs at least one **subject** (a noun or pronoun) and one **verb**. Most sentences also have at least one **object** (a noun).

subject verb object
Carlos eats dinner.

2. If either the subject or the verb is missing, the sentence is incomplete.
3. A sentence may contain many nouns, verbs, and adjectives. When a sentence contains more than one clause, we use commas and/or conjunctions to separate them.

Carlos and Ahmed went shopping, ate pizza, and watched a video on Sunday.

It was a long book, but Xin Yi thought the story was very interesting.

4. When checking your writing, make sure every sentence has a subject and a verb. Also remember that a sentence always begins with a capital letter and ends with a period or exclamation point.

*Carlos eats a tasty dinner, goes shopping, **and** watches a movie with his friend Ahmed.*

C Label the sentences below with S (subject), V (verb), and O (object).

1. Veterinarians take care of sick animals.
2. Some of the animals are cats.
3. Veterinarians show empathy to pet owners.
4. Sometimes veterinarians do surgery.

D Edit the sentences. Add the missing comma in each sentence.

1. A dog sometimes needs surgery and the dog must rest after the surgery.
2. The cat seemed sick last night but it is better this morning.
3. Veterinarians must have a great deal of knowledge so they study for many years.
4. Some veterinarians work with farm animals and others work with pets.

E Read the paragraph from a veterinarian manual. Find and underline:

- 1 missing subject
- 1 missing verb
- 1 missing conjunction
- 1 error with missing punctuation
- 3 errors with incorrect capitalization

as a veterinarian, you must be gentle with all animals. animals can be frightened they can be nervous. It your job to make the animals feel comfortable you sometimes have to give bad news to pet owners. Might be unhappy or angry.

F Rewrite the paragraph. Correct the errors you found in Activity E.

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. Fahad and Ibrahim became **connected** when they worked together.
2. It is easier to understand historical events in the **context** of the time when they happened.
3. Amira looked through the book and found an **image** of the bird she had seen.
4. Silvia has a great **love** for books and is always reading.
5. Carlos was in a difficult **situation** after his two best friends had an argument.

- | | |
|------------------|--|
| ___ 1. connected | a. a strong feeling of liking or caring for someone or something (noun) |
| ___ 2. context | b. joined or linked together (adjective) |
| ___ 3. image | c. the place and time in which something happens that helps you to understand it (noun) |
| ___ 4. love | d. the setting or state of something (noun) |
| ___ 5. situation | e. a photo or picture (noun) |

Understand

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

1. Hannah Reyes Morales became interested in photography when her mother gave her some magazines. ☐

2. Manila was a quiet, peaceful place to grow up. ☐

3. Morales was a professional photojournalist when she was 20 years old. ☐

4. Morales enjoys telling stories using pictures. ☐

5. Morales prefers to know nothing about the people she photographs. ☐

6. Morales wants to make people think about other people's lives. ☐

Vocabulary Self-Assessment

A Check (✓) the words that you understand. Mark the words you can use in a sentence with a ✓+. Mark the words you aren't sure about with a question mark (?).

Nouns	Verbs	Adjectives	Adverbs
<input type="checkbox"/> artist	<input type="checkbox"/> bother	<input type="checkbox"/> alone	<input type="checkbox"/> already
<input type="checkbox"/> classmate	<input type="checkbox"/> forget	<input type="checkbox"/> awkward	<input type="checkbox"/> badly
<input type="checkbox"/> club	<input type="checkbox"/> imagine	<input type="checkbox"/> cool	
<input type="checkbox"/> empathy	<input type="checkbox"/> impact	<input type="checkbox"/> frightening	
<input type="checkbox"/> impact	<input type="checkbox"/> pay attention	<input type="checkbox"/> gentle	
<input type="checkbox"/> presentation	<input type="checkbox"/> pick	<input type="checkbox"/> miserable	
	<input type="checkbox"/> seem	<input type="checkbox"/> nasty	
	<input type="checkbox"/> treat	<input type="checkbox"/> perfect	
	<input type="checkbox"/> volunteer	<input type="checkbox"/> powerful	
		<input type="checkbox"/> prepared	
		<input type="checkbox"/> surprising	
		<input type="checkbox"/> unkind	

B The words that are the most useful to me are:

Reflect

C Complete the sentences with your opinions.

- My favorite text was _____ because _____.
- My favorite video was _____ because _____.
- In this unit, I learned that _____.

Empathy

"That Sports Dude" from *Brave*

"People Are Unhappy, Not Mean"

Uncover the Story: Brent Stirton

Video Connection: Advancing Conservation through Empathy for Wildlife

Take Action: Telling Stories with Photos

UNIT LAUNCH

Theme Vocabulary

A Complete each sentence with a theme word.

1. Gitanjali Rao wanted to help find a(n) _____ for the problem of lead in drinking water.
2. I sometimes _____ if young people will be the ones to stop global warming. Many young people think that older people are not doing enough.
3. Filmmakers are very _____ people. They are always thinking of new ways to tell stories.
4. The students have a great _____ for their group project. They are going to test water in the city's ponds and streams.
5. Louis Braille was able to _____ the problem of reading and writing for blind people.
6. It is clear that _____ are taking action to save the planet. Young people are the future.

B Look at the photo. Answer the questions.

1. What is the problem?

2. What is one possible **solution**?

Theme Vocabulary

creative (adjective)
idea (noun)
solution (noun)
solve (verb)
wonder (verb)
youth (noun)

▼ Traffic jam on a highway in Seoul, South Korea



Key Vocabulary

A Choose the correct word to complete each definition.

crowd figure out guess huge riddle weigh

1. When you want to _____ something, you try to solve it or understand it.
2. If something is _____, it is very big, or gigantic.
3. When you _____ something, you put it on a scale to learn how heavy it is.
4. A _____ is a large group of people together in one place.
5. When you _____, you make a decision or form an opinion without facts or evidence.
6. A _____ is a difficult or puzzling question to solve.

Vocabulary Boost

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

1. The class trip was **amazing**. The students saw many new things.
 a. causing surprise or wonder b. expensive
2. The suitcases were **heavy**, so we used a cart to carry them to our room.
 a. weighing very little b. weighing a lot
3. If we all get into the small boat at once, it will probably **sink**.
 a. to go under the water b. to be heavy
4. The bakers **slice** the apples and put them into pies.
 a. to cut in strips or pieces b. to rinse with water
5. My mom came up with some **clever** storage ideas for my small bedroom. She's a genius!
 a. funny b. skillful; intelligent
6. It was hard to **calculate** the total cost of the project, so the students wrote down all the possible expenses.
 a. to solve using math b. to buy supplies

C Identify the part of speech of the words in bold in Activity B.

Word	Part of Speech (verb, adjective)
amazing	
calculate	
clever	
heavy	
sink	
slice	

Grammar: Count and Noncount Nouns

A Complete the chart with the words from the box.

boy challenge cruelty elephant food idea intelligence problem water wisdom

Count Nouns	Noncount Nouns

B Circle the correct plural for each noun. If the noun has no plural, circle *NP*.

1. box *NP / boxs / boxes*
2. happiness *NP / happinesses / happines*
3. fish *NP / fishs*
4. information *NP / informations / informatines*
5. class *NP / class / classes*
6. salt *NP / salts*

C Correct the error in each sentence.

1. Smartphone are great tools that can help us communicate quickly.
2. Karina ate too much foods for lunch, and she's very sleepy right now.
3. Most school close for summer vacation in late June.
4. When Shen has too much homeworks, he has to stay up late at night.
5. The new books is thick and heavy. I wish I had an electronic version instead.
6. The school will give our class moneys for our trip to the science museum.
7. There was a lot of rains last month. It was very stormy.
8. Do you listen to much newses on the radio?
9. Tom's family enjoys fresh baked breads on Sundays.
10. Cheeses is made from milk.

Understand

A Put the events from *Cao Chong Weighs an Elephant* in order from 1 to 5.

- _____ a. The prime minister's son suggests using a boat and rocks to estimate the weight of the elephant.
- _____ b. The prime minister and his son, Cao Chong, are talking by the koi pond.
- _____ c. The prime minister's advisors try to guess the weight of the elephant.
- _____ d. The prime minister is happy that his clever son solved the riddle of the elephant's weight.
- _____ e. The emperor sends the prime minister a birthday present.

B Read the statements about *Cao Chong Weighs an Elephant*. Write *T* for True or *F* for False. Then correct the false statements.

- _____ 1. Cao Chong has a lot of questions that his father can't answer.
- _____ 2. The prime minister receives some fish as a present from the emperor.
- _____ 3. Min guesses that the elephant weighs 5,000 jin.
- _____ 4. Cao Chong whispers his idea into his father's ear.
- _____ 5. Shun thinks Cao Chong is playing games with the adults.
- _____ 6. Cao Chong calculates the exact weight of the rocks.

C Look at the image from the Student Book. Complete the sentences.

Cao Chong leads _____ onto the wooden boat. _____ carves a line on the outside of _____ to mark the water line. After they take the elephant off of the boat, the carved line _____ above the water line. They then load _____ onto the boat until the carved line _____ to meet the water line.



Analyze

A Choose the best text evidence to answer each question.

1. Which sentence best shows that Cao Chong is a curious and clever boy?
 - a. "You have more questions than I have answers."
 - b. "Can they hear us talking?"
2. Which evidence from the text suggests that the elephant is an unknown animal?
 - a. the questions Cao Chong asks in lines 5–6
 - b. the use of quotation marks around the word *elephant* in line 11
3. Which sentence best shows that the elephant is not dangerous?
 - a. "The playful elephant gently wrapped its long trunk around the small boy."
 - b. "Yes, for such a huge animal, it is a dainty eater."
4. Which sentence best shows that the prime minister trusts his son?
 - a. "We must show Ambassador Zhi the power and intelligence of our kingdom."
 - b. "That just may work!"
5. Which sentence shows that the people are pleased with the results?
 - a. "The crowd clapped and cheered."
 - b. "What game are you playing, little one?"

Apply the Skill: Analyze the Structure of a Drama

B Read the excerpt from *Cao Chong Weighs an Elephant*. Then answer the questions.

Cao Chong: Now I will add up the weight of all the stones. Father, I have calculated the elephant's exact weight. It is 9,398 jin!

Narrator 1: The crowd clapped and cheered. Even the elephant seemed pleased. It raised its trunk to blow water into the air.

Cao Cao: (hugging his son) Clever thinking, my son. You have solved the riddle of the elephant's weight and proven the intelligence of our kingdom to the whole world!

1. Who are the characters? _____
2. What information does the narrator give? _____

3. What is an example of dialogue? Write one of the sentences from the excerpt.

4. Whose dialogue has a stage direction? _____
5. What does the stage direction have the actor do? _____

Vocabulary Boost

A Read the sentences. Then write the words in bold next to their definitions.

1. The **economy** of a country grows when it increases its production of goods and services.
2. The goal of the city's new **zero waste** program is to use recycling to reduce the amount of waste and garbage.
3. We need to protect our natural **resources**, such as water, forests, and farmland.
4. An example of a **linear** process is buying a shirt, using it for a year, and throwing it away.
5. Cotton is a natural **material** that is used to make clothing.
6. The software designer introduced an exciting new **product**.

Word	Definition
	going straight from one point to the next, with a beginning and end (adjective)
	the way in which goods and services are made, sold, and used in a country, creating wealth (noun)
	useful things that can increase a country's wealth (noun)
	a thing grown or made in large quantity for sale (noun)
	cloth, fabric, or any physical substance, such as wood, glass, rock (noun)
	reducing the amount of material that cannot be reused or recycled (noun phrase)

Examine the Graphic

B Read the statements about the graphic in the Student Book. Then write *T* for True or *F* for False.

- ____ 1. One of the steps in a linear economy is recycling.
- ____ 2. Some fashion designers make new clothing from old clothes.
- ____ 3. One important aspect of a circular economy is that things are recycled.
- ____ 4. In a linear economy, there isn't much waste.
- ____ 5. In both a linear and a circular economy, we take resources, we make something, and we use it.

Reflect

C Read these situations. Then write *LE* if it is an example of a linear economy or *CE* if it is an example of a circular economy.

- ____ 1. My smartphone stops working, so I buy a new one.
- ____ 2. My jeans get ripped, and then I sew on a patch.
- ____ 3. My bicycle gets rusty, and then my dad helps me clean it up.
- ____ 4. I donate my gently worn clothes to people in need.
- ____ 5. I buy products that use a lot of plastic wrapping, and then I throw the wrapping in the trash.

able global improve information issue try

- ## Vocabulary Boost

- If you say that something needs to happen **immediately**, you expect it to happen _____.
 - now
 - soon
- When you **shake things up**, you _____.
 - move softly
 - make changes
- House **paint** comes in many different _____.
 - designs
 - colors
- A **shed** is a _____ used to store or protect something.
 - lightweight structure
 - large building
- A **solar** instrument is _____.
 - powered by the sun
 - powered by the moon
- If you are **afraid** of something, you feel _____.
 - regret
 - fear

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

Vocabulary: Understand Problem/Solution Signal Words

A Write the signal words in the chart. You can write one of the words twice.

because	but	cause	idea	improve	issue
problem	reason	so	solution	solve	try

	Problem	Solution
Nouns		
Verbs		
Conjunctions		

B Complete the sentences with words from the chart in Activity A.

- Sometimes it is cheaper to buy a new appliance. That is one _____ people don't repair appliances.
- Heavy rains _____ the rivers to overflow and flood the area every spring.
- In order to _____ the issue of global warming, all countries need to take action immediately.
- We can't avoid having some waste, _____ we can try to reduce the amount.
- My _____ is to create a software app to improve water conservation in our community.

C Use the sentences in Activity B to complete the chart with the problem and, when given, the solution.

Problem	Solution
1.	
2.	
3.	
4.	
5.	

Understand

A Check (✓) the sentences that are true about “Youthquake!” For true statements, write the line numbers for the information.

- ☐ _____ 1. The problem Richard Turere had involved lions and cows.
- ☐ _____ 2. Richard Turere came up with a solution one stormy day.
- ☐ _____ 3. The United Nations created an app so that youth can share their opinions.
- ☐ _____ 4. The U-Report app helped people get organized during an emergency in 2018.
- ☐ _____ 5. The young women in Singapore met with Richard Turere to talk about using technology to solve problems.

B Match the problems in “Youthquake!” to the solutions.

Problem

- _____ 1. Lions attacked Richard Turere’s family’s cows.
- _____ 2. Richard Turere didn’t know much about electronics.
- _____ 3. Young people didn’t have a way to communicate their ideas.
- _____ 4. Supercapacitors are difficult to bend.

Solution

- a. a free messaging app
- b. devices that can be painted onto surfaces
- c. taking things apart and reassembling them to learn how they work
- d. flashing lights

C Look at the photo from the Student Book. Complete the sentences.

1. The photo shows U-Reporter students from _____.
2. The students are probably discussing ideas about _____.
3. The shirt says “Voice Matters” because young people’s views and opinions are _____.



Analyze

A Choose the best option to answer each question.

1. Which sentence from the article best shows Richard Turere's method of inventing?
 - a. "He doesn't have an issue with lions in general."
 - b. "So Richard tried different ideas to protect their cows."
 - c. "Then he built a dark shed so that the lions couldn't see the cows."
2. Which sentence best explains that Richard's idea was creative?
 - a. He used parts from different devices to make the Lion Lights.
 - b. He bought the parts needed to make the Lion Lights.
 - c. He took his mother's radio apart and built the Lion Lights.
3. Which sentence from the article shows that Richard's idea helped a lot of people?
 - a. "Youth like Richard ... want to help their communities solve global problems."
 - b. "Thanks to Lion Lights, the lions were also in less danger of being killed by farmers."
 - c. "Lion Lights can now be found on more than 750 Maasai homesteads."
4. Which sentence best shows that Richard's and the young Singaporean girls' ideas are similar?
 - a. They used technology to solve their problems.
 - b. They used car parts and smart devices to build their inventions.
 - c. They based their inventions on electricity.
5. Which detail about the U-Report app would be very important to include in a description of the app?
 - a. It was created by the United Nations.
 - b. It is free.
 - c. People in 68 countries use it.

Apply the Strategy: Ask Questions

B Check (✓) the questions that you may have asked or wondered as you read "Youthquake!"

- ☐ 1. Why were the words *youth* and *quake* combined?
- ☐ 2. Where does Richard Turere live?
- ☐ 3. Why couldn't Richard Turere just buy the parts for the Lion Lights?
- ☐ 4. How did the United Nations know that young people want to help their communities?
- ☐ 5. Why did the United Nations call the app "U-Report"?
- ☐ 6. How did the girls become interested in supercapacitors?

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. After my grandfather's fall, there was a **change** in his behavior.
2. Many older people have **dementia**, which affects their memory and behavior.
3. The new electronic device can **detect** movement. It notices and records any changes.
4. There was only one **injury** during the game. A player twisted her ankle.
5. Teachers are responsible for the **safety** of young students. They make sure students don't get hurt.
6. Unfortunately the heat **sensor** didn't work, so the fire alarm didn't go off.

- | | |
|-----------------|---|
| ___ 1. change | a. the condition of not being in danger (noun) |
| ___ 2. dementia | b. an electronic tool that identifies light, sound, or movement (noun) |
| ___ 3. detect | c. a serious illness of the mind (noun) |
| ___ 4. injury | d. to notice something that is difficult to see or feel (verb) |
| ___ 5. safety | e. something different (noun) |
| ___ 6. sensor | f. a wound; damage (noun) |

B Complete the sentences with your ideas.

1. A **change** I would like to make in our classroom is _____.
2. **Dementia** is an illness that is common for _____.
3. A skilled doctor can **detect** _____ in a patient.
4. There are many **injuries** in the sport of _____.
5. A(n) _____ watches over the **safety** of a community.
6. A thermometer has a **sensor** that measures _____.

Share Your Perspective

C Think of two problems, one that you have and one that you know about. Complete the chart about each problem.

Problem	How could you solve it?	What is another way you could solve it?
A problem I have is ...		
A problem my friend/ my community has is ...		

Review

A Circle the correct word to complete each sentence about the young people from this unit.

1. Cao Chong's creative idea is to *weigh* / *measure* the elephant using a boat and some rocks instead of a huge scale.
2. A circular economy is mainly about eliminating *products* / *waste*. Young people can use this approach to create sustainable businesses in the future.
3. The youth in "Youthquake!" work hard to *improve* / *try* the lives of the people in their communities and around the world.
4. Kenneth Shinozuka's love for his grandfather inspired him to invent a *material* / *sensor* to keep the people who suffer from Alzheimer's safe.

B Which young people from this unit best match each description below? Write the letter(s) for the people or characters that match each description.

a. Cao Chong b. Richard Turere c. Singaporean students d. Kenneth Shinozuka

1. These young people want to **solve** a problem faced _____
by families.
2. These young people **wonder** how to **improve** an existing device. _____
3. These young people **figured out** a **solution** that benefits people _____
in their communities or across the world.
4. This young person's **creative idea** is an example of the _____
circular-economy approach to creating products.
5. These young people collected **information** and used _____
technology to come up with **solutions** that are sustainable.
6. These young people make a difference by **solving** problems. _____

Reflect

C Think about a problem you would like to solve. Complete the sentences with your ideas.

1. The problem is _____.
2. I **wonder** if _____.
3. I will gather **information** about _____.
4. My **idea** is to _____.
5. My **solution** is _____.

Assignment: Write an Expository Text

A Choose the correct answer to each question.

1. What is an expository text?
 - a. one that narrates a story
 - b. one that explains or gives information about a topic
 - c. one that includes dialogue
2. What should the title give?
 - a. a description of the problem or solution
 - b. a funny anecdote about the problem or solution
 - c. a clue about the problem or solution
3. Where should you write your introduction?
 - a. at the beginning of the text
 - b. in the middle of the text
 - c. at the end of the text
4. What is an important part of an expository text?
 - a. a photo or drawing of the person or the solution
 - b. a chart with a summary of the information
 - c. a photo of the family of the writer

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

1. What clue about the solution is given in the title of the text?

2. What information is included in the introduction?

3. What details about the solution are included in the text?

4. What is the impact or benefit of the solution?

Editing Boost

Plural Nouns

Plural nouns refer to more than one person or thing.

1. Add -s to make most count nouns plural.

elephant > elephants crane > cranes sensor > sensors

2. Add -es when the count noun ends in -s, -ch, -sh, -ss, -x, or consonant + -o.

virus > viruses watch > watches wish > wishes
grass > grasses box > boxes potato > potatoes

Note: Just add -s when the count noun ends in vowel + -o.

video > videos radio > radios

3. Change the -y to -ies when the count noun ends in consonant + -y.
facility > facilities community > communities

Note: We just add -s when the count noun ends in vowel + -y.

boy > boys birthday > birthdays

4. Change the -f or -fe to -ves when the count noun ends in -f or -fe.
life > lives knife > knives leaf > leaves

5. Some count nouns have irregular plurals.

one fish > many fish one person > many people
one woman > many women one foot > two feet

C Correct the errors.

1. There were a lot of bookes in the boxs we received.
2. The veterinarianes work at the facility five dayes a week.
3. Of all the person in the room, I only wanted to meet the young inventor.
4. My heros are the young woman working on the supercapacitor.
5. The lifes of so many child will be improved by the new device.

D Read the expository paragraph about Remya Jose. Find and underline:

- 3 errors with noncount nouns
- 2 errors with problem/solution signal words
- 2 errors with pronouns

In India, washing machines can be expensive to buy and run, because not a lot of people can afford to have one. Doing laundry by hand takes a long time. Remya Jose, a girl from India, wondered if there was an inexpensive way to do laundry in less times. Soon he came up with a problem. She invented a washing machine that does not use electricities. A person pedals a bicycle to supply power. Remya's creativities is amazing! Her solution not only saves people time and money, but they also helps them stay fit.

E Rewrite the paragraph. Correct the errors you found in Activity D.

Vocabulary Boost

A Use words from the chart to complete the sentences.

Word	Part of Speech	Definition
catch	verb	to capture; to trap
facility	noun	a place built for a specific purpose
return	verb	to take back to the original place
veterinarian	noun	a person trained to give medical attention to animals
wetlands	noun	areas of land covered in shallow water

1. The animals living in the _____ are in danger because of the drought—very little rain fell in the last year.
2. The young engineer invented a net to _____ the animals safely. The net traps the animals without injuring them.
3. The new medical _____ is equipped with the latest technology. The doctors are excited to be working there.
4. The team will _____ the seals to the ocean soon. The team can't take the seals back until the animals recover from their injuries.
5. The _____ at the animal hospital was able to save the sick turtle.

Understand

B Correct each statement about "Finding Solutions for the Grey Crowned Crane."

1. Olivier Nsengimana grew up in Kenya watching grey crowned cranes dance.
2. Nsengimana works as a doctor and a crane conservationist.
3. There are more than 500 cranes in the wild in Rwanda.
4. He is teaching others how to build the cranes' wetland habitat.
5. One of Nsengimana's jobs is to take cranes to hotels.
6. Cranes can't be immediately returned to the wild because they wouldn't know how to fly.

Vocabulary Self-Assessment

A Check (✓) the words that you understand. Mark the words you can use in a sentence with a (✓+). Mark the words you aren't sure about with a question mark (?).

Nouns	Verbs	Adjectives	Adverb
<input type="checkbox"/> crowd	<input type="checkbox"/> calculate	<input type="checkbox"/> able	<input type="checkbox"/> immediately
<input type="checkbox"/> idea	<input type="checkbox"/> figure out	<input type="checkbox"/> afraid	
<input type="checkbox"/> information	<input type="checkbox"/> guess	<input type="checkbox"/> amazing	
<input type="checkbox"/> issue	<input type="checkbox"/> improve	<input type="checkbox"/> clever	
<input type="checkbox"/> paint	<input type="checkbox"/> slice	<input type="checkbox"/> creative	
<input type="checkbox"/> riddle	<input type="checkbox"/> shake up	<input type="checkbox"/> global	
<input type="checkbox"/> shed	<input type="checkbox"/> sink	<input type="checkbox"/> heavy	
<input type="checkbox"/> solution	<input type="checkbox"/> solve	<input type="checkbox"/> huge	
<input type="checkbox"/> youth	<input type="checkbox"/> try	<input type="checkbox"/> solar	
	<input type="checkbox"/> weigh		
	<input type="checkbox"/> wonder		

B The words that are the most useful to me are:

Reflect

C Complete the sentences with your opinions.

- My favorite text was _____ because _____.
- My favorite video was _____ because _____.
- In this unit, I learned that _____.

Problem Solving

Cao Chong Weighs an Elephant

"Youthquake!"

Uncover the Story: Fixing Fashion

Video Connection: Teen Invents Sensor to Help Patients with Dementia

Take Action: Finding Solutions for the Grey Crowned Crane

UNIT LAUNCH

Theme Vocabulary

A Complete each sentence with a theme word.

1. The novelist Francis Burnett wants you to see the world _____.
2. You might _____, but the dandelions look like butterflies to me.
3. Swimming with dolphins is a(n) _____ Maya will never forget.
4. Ali and Karim made the _____ to join the debate club this year.
5. The _____ Nasir is practicing tennis three days a week is because he wants to join the team.
6. Carmen and Oscar each have a different _____ on the topic, so it's taking them longer to complete the project.

B Look at the cartoon. Answer the questions.

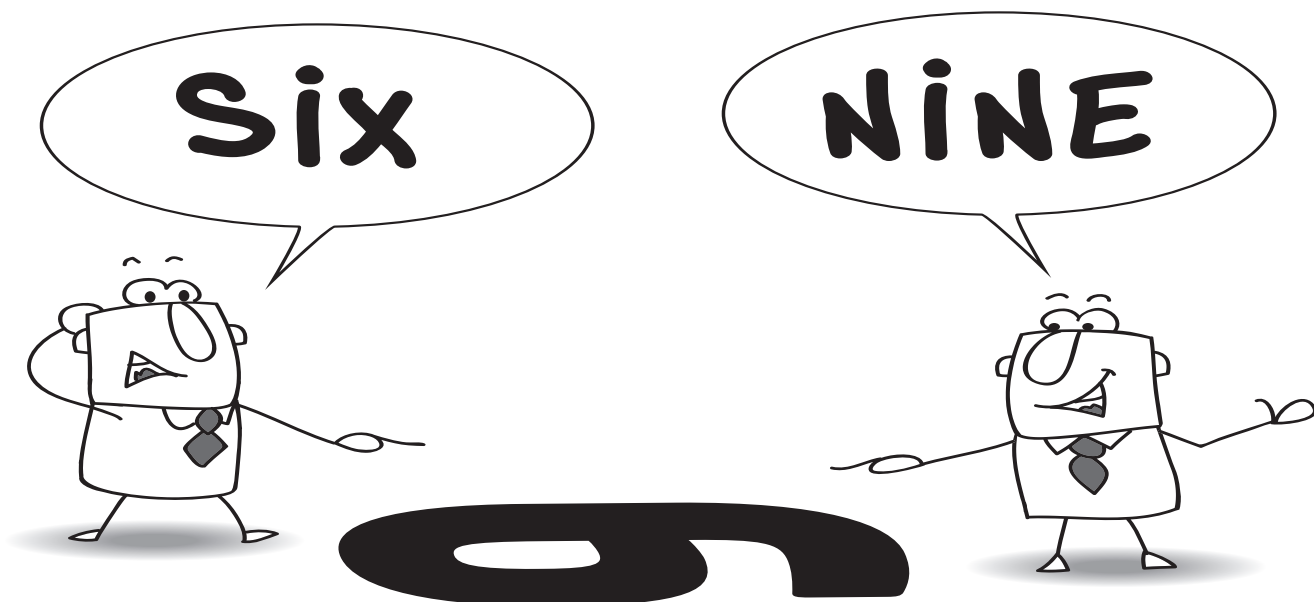
1. Are both **perspectives** correct? Why or why not?

2. How is this cartoon a good example of **perspective**?

Theme Vocabulary

decision (noun)
differently (adverb)
disagree (verb)
experience (noun)
perspective (noun)
reason (noun)

▼ A cartoon shows two different views.



Key Vocabulary

A Complete each sentence with a word from the box.

alive borrow dangerous dead net save

1. Celina had to _____ clothes from her sister because hers got wet during the storm.
2. Juan's phone battery was _____, so he couldn't call home.
3. To _____ the cheetah from extinction, we must take action now.
4. Ming knew it was _____ to go over the old bridge, but it was the only way across the river.
5. During the summer, we keep our vegetable plants _____ by watering them every day.
6. The student used a(n) _____ to catch the butterfly.

Vocabulary Boost

B Read the definitions. Then circle the correct word to complete each sentence.

Word	Part of Speech	Definition
awful	adjective	very bad; unpleasant
blink	verb	to close and open one's eyes quickly
dive	verb	to jump into the water headfirst
foolish	adjective	very silly; unreasonable
hopeless	adjective	having or offering no hope
slap	verb	to hit with something flat

1. If you *blink* / *dive* fast, you will get the dirt out of your eyes.
2. My brother Chun got the *foolish* / *hopeless* idea of hitting the bee's nest with a stick.
3. That race was such a(n) *awful* / *hopeless* experience. My shoes hurt during the entire race.
4. Itsuki's baby brother will *blink* / *slap* your knee and then laugh. He thinks it's funny.
5. It's too late now. We won't get to the train station on time. It's *awful* / *hopeless*.
6. Saeed was about to *dive* / *slap* into the lake, but he got scared and stopped.

C Write your own sentences. Use the part of speech given in Activity B.

1. awful: _____
2. blink: _____
3. dive: _____
4. foolish: _____
5. hopeless: _____
6. slap: _____

Grammar: Prepositions of Place and Direction

A Complete each sentence with a preposition from the box.

away from in into on out of toward

1. The violinist took the violin _____ its case and began to play in the subway station.
2. Busy workers walked _____ the violinist because they didn't care about the music.
3. The people _____ the train could not hear the violinist playing his music.
4. One man walked _____ the violinist so that he could hear the music better.
5. Some people left money _____ the violin case. It added up to almost 40 dollars.
6. When the concert was over, the violinist put his violin back _____ its case and left.

B Choose the correct preposition.

1. The boy rowed his boat ____ the whale. When he was near enough, he helped her.
a. away from b. out of c. toward
2. The boy dived ____ the water to save the whale.
a. into b. toward c. away from
3. After freeing the whale, the boy swam ____ the whale and got on the boat.
a. out of b. away from c. on
4. The whale jumped ____ the water and splashed to thank the boy for his help.
a. out of b. toward c. away from
5. The boy sat ____ the beach and waited for his father.
a. out of b. on c. in
6. The father and son sat ____ the boat and waited for the nets to fill with fish.
a. out of b. away from c. in

C Complete the sentences with your own ideas.

1. It's a good idea to walk **away from** _____.
2. When you are **in** a(n) _____, _____.
3. If you walk **into** the _____, _____.
4. The books **on** the _____ are _____.
5. When you pulled your cell phone **out of** _____, _____.
6. When I leave school, I walk **toward** the _____.

Understand

A Put the events from *The Boy and the Whale* in order from 1 to 5.

- ____ a. The father is upset but proud of his son.
- ____ b. The boy goes back on his own to free the whale.
- ____ c. The father and son find a whale tangled in their fishing net.
- ____ d. They dived into the water to examine the whale.
- ____ e. The father goes on his own to borrow his uncle's net.

B Complete the sentences about the story with words from the text.

1. The boy saw something _____ in the water. It was a whale.
2. The father did not think it was a good idea to try to _____ the whale.
3. The whale was tangled in a fishing net, but it was _____.
4. The boy remembers getting caught in a net and feeling _____.
5. The boy used a(n) _____ to cut the fishing net and free the whale.
6. The father thought the boy had done something _____ but brave.

C Look at the image from the Student Book. Then complete the sentences with the words from the box.

away from boy free net out of tired water

The boy dived into the _____ to try to save the whale. He used his fishing knife to cut the plastic _____. It was very hard work. The _____ had to go back to the surface often to breathe. He was starting to get _____. Luckily, the net got loose, and the boy pulled it _____ the whale. The whale was finally _____! Then the whale swam away and jumped _____ the water to thank the boy.



Apply the Strategy: Describe a Story's Plot

A Read the story. Then match each part of the story to the description.

Once upon a time, there were three little sheep in the woods. The first sheep was lazy, so he built his house of straw. He built it very quickly and then played and rested. The second sheep was also lazy, but he built his house of sticks. It took him longer, but he also had time to play and dance. The third sheep built his house of bricks. He worked hard all day for many days. He didn't have time to play. When he finished, his house was very strong.

A big, bad wolf saw the first sheep playing and chased him into his house. The wolf blew the straw house down in no time. The first sheep ran into the second sheep's house. The wolf blew that house down, too. The two sheep ran into the third sheep's house. The wolf tried to blow the brick house down, but he couldn't. He tried for many hours but failed. The wolf finally gave up. The two lazy sheep thanked their brother and built their own houses with bricks, too.

- | | |
|----------------------------|--|
| _____ 1. Exposition | a. A big, bad wolf sees the sheep and chases them. He blows the first two houses down. |
| _____ 2. Rising Action (1) | b. The two lazy sheep build their houses with bricks. |
| _____ 3. Rising Action (2) | c. The sheep build their houses of different materials. |
| _____ 4. Climax | d. The three sheep are in the brick house, and the wolf tries to blow it down. |
| _____ 5. Falling Action | e. Three little sheep live in the woods. |
| _____ 6. Resolution | f. The wolf fails and gives up. |

Analyze

B Choose the correct answer to each question about *The Boy and the Whale*.

- Which sentence from the story best shows that Abelardo is worried about the whale?
 - "But ... what about the whale?"
 - "The whale's alive!"
- Which sentence best shows that the father is worried about his family's well-being?
 - "It destroyed our net!"
 - "How will we live?"
- Which sentence best shows that the father does not agree with Abelardo's perspective?
 - "Don't do anything foolish."
 - "I'm going to see my uncle."
- Which sentence best shows how Abelardo understands the whale?
 - "I couldn't free it myself."
 - "I remembered being caught in the net, feeling helpless, and the awful fear."
- Which sentence best shows that it is hard for Abelardo to disobey his father?
 - "I couldn't free it myself. If I tried, Papa would be very angry."
 - "Then I jumped into the panga and headed for the whale."
- Which sentence best shows that the father is not angry at his son?
 - "It was incredibly foolish!"
 - "Now come, my uncle's net needs fixing."

Vocabulary Boost

A Read the sentences. Then choose the correct definition for each word in bold.

1. The painter used **dark** colors for the trunk and the branches.
 - a. having more black than white
 - b. expressing ideas without trying to create a realistic picture
2. The tree cast a long **shadow** on the ground in the afternoon.
 - a. the space between two points
 - b. a dark area created on a surface when light is blocked
3. Ai-Da's painting is **abstract** because it is not an exact copy of the tree.
 - a. not a realistic picture
 - b. pale; not deep in color
4. If you look at the tree from a **distance**, you will get a different perspective.
 - a. the space between two points
 - b. the outline or form of something
5. The **shape** of the tree is not that clear because it is an artistic representation.
 - a. a dark area created on a surface when light is blocked
 - b. the outline or form of something
6. The bottom right area of the painting has more **light** greens and yellow.
 - a. having more black than white
 - b. pale; not deep in color

Examine the Photo

B Look at the painting in the Student Book. Then write short answers to the questions.

1. Where would the artist be standing to get this perspective of the tree? _____
2. What would you see if you stood at a greater distance from the tree? _____
3. What is something different that you see in this abstract painting? _____

Reflect

C Read the statements about the painting and the artist. Then write *T* for True or *F* for False.

- ____ 1. Ai-Da's painting is a copy of someone else's work.
- ____ 2. Ai-Da's work sold for a lot of money, so it has value.
- ____ 3. The painting is interesting because Ai-Da is a robot.
- ____ 4. It's not surprising that Ai-Da could make this painting because any robot can do it.
- ____ 5. Some people will like Ai-Da's painting, and some will not because people have different perspectives in art.

Key Vocabulary

A Choose the correct word or phrase to complete the definition of the word in bold.

1. A **concert** is a ____ of music.
 - a. public performance
 - b. private lesson
2. A form of **entertainment** gives you _____.
 - a. pleasure and enjoyment
 - b. anxiety or fear
3. An **experiment** is a _____.
 - a. recipe
 - b. test or investigation
4. When you **notice** something, you _____ it.
 - a. paint or draw
 - b. see or spot
5. When you **recognize** something or someone, you _____ the thing or person.
 - a. identify
 - b. call
6. When you treat something or someone with **respect**, you show _____.
 - a. power or strength
 - b. kindness or consideration

Vocabulary Boost

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

Word	Definition
album	a collection of something, such as songs or photos (noun)
chat	to have an informal conversation (verb)
cough	to force air through your throat noisily (verb)
drawer	a box that slides in and out of a piece of furniture used for storing things (noun)
invisible	cannot be seen (adjective)
silence	no sound; quiet (noun)

1. Tessa felt _____ in her class when no one invited her to join their groups.
2. The teacher put the art supplies in the first _____ of the big cabinet in the classroom.
3. When there was _____ in the room, Alicia started to sing her solo.
4. Geraldo will be recording his first _____ next month. It will include eight original songs.
5. The teacher reminded the students to _____ into their elbows to avoid spreading germs.
6. I'm going to catch up with Nabi after school so we can _____ about our summer vacation.

Vocabulary: Prefixes That Mean *Not*

A Add a prefix from the box to each word. You will use each prefix more than once.

dis-	im-	in-	un-
------	-----	-----	-----

- | | |
|---------------------|------------------|
| 1. ____ agree | 6. ____ obey |
| 2. ____ possible | 7. ____ polite |
| 3. ____ correct | 8. ____ true |
| 4. ____ forgettable | 9. ____ like |
| 5. ____ usual | 10. ____ visible |

B Underline the prefixes. Then complete the sentences with your own ideas.

- I usually agree with my mother, but I usually disagree with my sister.
- It is possible to _____, but it is impossible to _____.
- I always obey _____, but I sometimes disobey _____.
- I like _____, but I dislike _____.
- It is true that _____, but it is untrue that _____.
- It is polite to _____, but it is impolite to _____.

C Draw lines to match the prefixes to the words.

- | | |
|---------|---------------|
| 1. dis- | a. happy |
| | b. complete |
| 2. im- | c. believable |
| | d. healthy |
| 3. in- | e. perfect |
| | f. expensive |
| 4. un- | g. appear |
| | h. practical |

Understand

A Check (✓) the sentences that are true about "The Subway Experiment."

- ☐ 1. Joshua Bell is a well-known musician.
- ☐ 2. Bell became a professional musician in his teenage years.
- ☐ 3. Bell planned an experiment.
- ☐ 4. Bell played his guitar for free in a subway station.
- ☐ 5. Almost no one recognized Joshua Bell as he played.

B Answer the questions about "The Subway Experiment."

- 1. Who is Joshua Bell? _____
- 2. Where does he usually play? _____
- 3. Where did he play during the experiment? _____
- 4. For how long did he play during the experiment? _____
- 5. How much money did he make in donations during the experiment? _____

C Look at the photo from the Student Book. Complete the sentences.

- 1. The photo shows _____.
- 2. The people in the photo are well dressed because _____.
- 3. You can notice passion in _____.



Apply the Skill: Identify the Central Idea of a Text

A Read the excerpt from “Youthquake!” from Unit 2. Then complete the sentences.

Youthquake!

by Judith Lipsett

In 2017, *youthquake* was Oxford Dictionary’s word of the year. As everyone knows, an earthquake shakes things up. A *youthquake* is defined as important change started by young people. That suggests that youth can also shake things up—but in a positive way! All around the world, young people are finding creative solutions to important global problems.

Take Richard Turere, for example. Richard is a young Maasai herder in Kenya, Africa. He doesn’t have an issue with lions in general. But he did have an issue with the lions killing his family’s cows at night. So Richard tried different ideas to protect their cows. First, he used a scarecrow. That didn’t solve the problem. Then he built a dark shed so that the lions couldn’t see the cows. That didn’t help either. One night, Richard patrolled outside with a flashlight. The light made the lions stay away. They were afraid of the moving light. This gave him the idea for Lion Lights.

1. The topic of the text is that _____.
2. Examples of text features in the excerpt are _____.
3. Some important words that are repeated in the excerpt are _____.
4. An important concept in the excerpt is that _____.
5. The central idea of the text is that _____.

Analyze

B Read the statements about “The Subway Experiment.” Then write *T* for True or *F* for False.

- ____ 1. Giving the result of the experiment at the beginning of the article is a way of getting the reader’s attention.
- ____ 2. Joshua Bell didn’t show any passion when he played in the subway station.
- ____ 3. Most people ignored Bell during a concert hall performance.
- ____ 4. Some children paid attention to Joshua during his subway station performance.

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. Before every performance, Han tricks his **brain** into thinking that the auditorium is empty so that he doesn't get nervous.
2. The principal took time to **explain** how the students had organized the concert.
3. The auditorium was **full** of chairs. The school was expecting many people for the concert.
4. Viewers sitting at **ground** level would have a different perspective from the viewers sitting on the top bleachers.
5. The school sent an invitation with the exact **location** of the auditorium.
6. You could never **mistake** Alicia for Juana because Juana performs with a lot of emotion.

- | | |
|-------------------|--|
| _____ 1. brain | a. holding as much or as many as possible (adjective) |
| _____ 2. explain | b. the part of the body that controls the nervous system (noun) |
| _____ 3. full | c. a position; a specific place (noun) |
| _____ 4. ground | d. the land surface (noun) |
| _____ 5. location | e. to identify someone incorrectly (verb) |
| _____ 6. mistake | f. to make something clear by giving details or examples (verb) |

B Look at the photo in the Student Book. Circle the correct word to complete each sentence.

1. The *location* / *brain* of the camels in the photo is a desert.
2. You usually see things from *location* / *ground* level, so it's hard to understand the shapes seen from the sky.
3. Your *ground* / *brain* tricks you into thinking that the actual camels are the ones in the shadows.
4. It's easy to *explain* / *mistake* the shadows for the actual camels, since the aerial perspective is unusual for the eye.
5. The video shows an image *full* / *invisible* of bumps.
6. To *explain* / *mistake* the phrase "mental rotation," the speaker used the words "3-D" and "angle."

Share Your Perspective

C Look at the photo in the Student Book. Then answer the questions.

1. Imagine you are standing behind the last camel in the row. What do you see?

2. Where would you be standing if you saw only camel fur? _____
3. What do you think of the perspective the photographer chose for this photo? _____

Review

A Choose the correct phrase to complete each sentence.

- | | |
|--|--|
| ____ 1. In <i>The Boy and the Whale</i> , Abelardo thinks it is important ____. | a. perspectives in art are different |
| ____ 2. Abelardo's father thinks it is important ____. | b. we change the angle of what we are seeing |
| ____ 3. The fact that not everyone will like Ai-Da's painting shows that ____. | c. to save the whale |
| ____ 4. "The Subway Experiment" helped the reporter prove that famous people are ____. | d. seen differently when they are in an unexpected place |
| ____ 5. In the video, we see how the points of view change when ____. | e. to find a new fishing net quickly |

B Which two sources from this unit best match each description below? Write two letters for each item.

- | | |
|--------------------------|--------------------------|
| a. The Boy and the Whale | c. The Subway Experiment |
| b. Art by Ai-Da | d. What Do You See? |

- ____ 1. An artist can show us something from a different **perspective**.
- ____ 2. People can see the exact same image but understand it **differently**.
- ____ 3. Our own **experiences** give us a unique point of view.
- ____ 4. Changing our **perspective** can help us **notice** things we hadn't **noticed** before.
- ____ 5. Our **brains** help us see things in many different ways.

Reflect

C Do you agree with these statements? If you don't, explain why.

1. It is important to analyze problems or ideas from different **perspectives**. _____
2. When people think **differently** from us, we must **explain** to them that there is only one right way. _____
3. When people learn about other people's **experiences**, it is harder to understand their point of view. _____

Assignment: Write an Argumentative Paragraph

A Put the parts of an argumentative paragraph in order from 1 to 5.

- _____ **a.** three to four pieces of evidence to support your argument
- _____ **b.** a counterargument, including reasons that show why you disagree with it
- _____ **c.** a title that shows your topic
- _____ **d.** a concluding sentence that summarizes your argument
- _____ **e.** an introductory sentence that states your argument

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

1. What is the topic of the argumentative paragraph? _____
2. Where is the argument stated? _____
3. What is one piece of evidence that supports the argument? _____

4. What is one reason that supports the counterargument? _____
5. How does the author summarize the argument? _____

Editing Boost

Subject-Verb Agreement

The subject of a sentence must agree with the verb in number (singular or plural). The subject can be a pronoun, a noun, or a combination of both.

If the subject is singular, the verb must be singular. For example:

S **V**
A vacation in the mountains is very relaxing.

S **V**
She is on vacation at the beach.

Noncount noun subjects use a singular verb. For example:

S **V**
Food gives us energy.

If the subject is plural, the verb must be plural. For example:

S **V**
The views from the top of the mountains are unbelievable.

S **V**
She and her sister are on vacation at the beach.

Irregular plural noun subjects use a plural verb. For example:

S **V**
People give the musicians money.

C Circle the subject in each sentence. Then correct the mistakes with subject-verb agreement.

1. The musician play his violin in a subway station.
2. Bell's parents signs him up for violin lessons.
3. Many people listens to Bell play at different concert halls.
4. Tickets costs two hundred dollars.
5. Bell and a reporter talks about setting up an experiment.

D Read the argumentative paragraph. Find and underline:

- 2 errors with prepositions
- 2 errors with prefixes that mean "not"
- 2 errors with *-ing* form of verb as noun
- 2 errors with subject-verb agreement

Team Dogs!

Dog are better pets than cats. Dogs are always happy to see you. As soon as you walk on the house, a dog wags its tail to greet you. Play ball games with dogs is the most fun you'll ever have. When you are sick, dogs are very good company. Some people thinks that cats are better pets than dogs. I inagree. Cats don't like to play with you. They usually prefer to be left alone. Pull a string away of them is the only trick cats might enjoy. In any case, cats are not better pets than dogs. In conclusion, dogs are better pets than cats because they show disconditional love.

E Rewrite the paragraph. Correct the errors you found in Activity D.

Vocabulary Boost

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

1. Tessa and Alicia **care** about the community, so they volunteer for every event they can.
2. The **cave** was dark and humid. It felt dangerous, and Sung-ho did not want to go in.
3. The view of the lake from the top of the mountain was **great**.
4. Nowadays, technology is very **interactive**, so the applications are easier to use.
5. When Celina finishes her science degree, she'd like to **specialize** in environmental engineering.
6. Faizal is a regular **viewer** of the evening news on TV, so you can ask him anything.

Word	Part of Speech (noun, verb, adjective)	Definition
		a person who looks at something
		to be worried or concerned
		better than good
		designed to respond to the commands of a user
		a large hole in the side of a hill or under the ground
		to become an expert in something

B Write questions using the words below. Use the part of speech from Activity A.

1. care: _____
2. cave: _____
3. great: _____
4. interactive: _____
5. specialize: _____
6. viewer: _____

Understand

C Complete the sentences about "Son Doong Cave" with information from the text.

1. Martin Edström is an _____ and a _____.
2. He specializes in creating _____ and _____.
3. He allows viewers to try on _____.
4. People who see his work can learn to care _____.
5. Son Doong cave is the _____.

Vocabulary Self-Assessment

- A** Check (✓) the words that you understand. Mark the words you can use in a sentence with a ✓+. Mark the words you aren't sure about with a question mark (?).

Nouns	Verbs	Adjectives	Adverb
<input type="checkbox"/> album	<input type="checkbox"/> blink	<input type="checkbox"/> alive	<input type="checkbox"/> differently
<input type="checkbox"/> concert	<input type="checkbox"/> borrow	<input type="checkbox"/> awful	
<input type="checkbox"/> decision	<input type="checkbox"/> chat	<input type="checkbox"/> dangerous	
<input type="checkbox"/> drawer	<input type="checkbox"/> cough	<input type="checkbox"/> dead	
<input type="checkbox"/> entertainment	<input type="checkbox"/> disagree	<input type="checkbox"/> foolish	
<input type="checkbox"/> experience	<input type="checkbox"/> dive	<input type="checkbox"/> hopeless	
<input type="checkbox"/> experiment	<input type="checkbox"/> notice	<input type="checkbox"/> invisible	
<input type="checkbox"/> net	<input type="checkbox"/> recognize		
<input type="checkbox"/> perspective	<input type="checkbox"/> save		
<input type="checkbox"/> reason	<input type="checkbox"/> slap		
<input type="checkbox"/> respect			
<input type="checkbox"/> silence			

- B** The words that are the most useful to me are:

Reflect

- C** Complete the sentences with your opinions.

- My favorite text was _____ because _____.
- My favorite video was _____ because _____.
- In this unit, I learned that _____.

Perspective

The Boy and the Whale
 "The Subway Experiment"
 Uncover the Story: The Art of Ai-Da
 Video Connection: What Do You See?
 Take Action: Son Doong Cave

4 Language

UNIT LAUNCH

Theme Vocabulary

A Circle the correct word to complete each sentence.

1. Rumi, a Persian poet, believes that languages have a(n) *effect* / *meaning* on the world.
2. Moving to another country can *communicate* / *cause* stress, but it can be a great experience.
3. Speaking more than one language is very useful. I can't think of anything *negative* / *positive* about it.
4. The *effect* / *meaning* of an unknown word is clearer if you use context clues.
5. If you want to *communicate* / *cause* with my sister, you need to use sign language.
6. Wei was happy to get a very *negative* / *positive* response to his article in the newsletter.

B Look at the photo. Complete the answers.

1. How do these teenagers **communicate**?

They communicate by _____.

2. What is one **positive effect** of this type of communication?

One positive effect is that they are able to _____.

Theme Vocabulary

cause (verb)
communicate (verb)
effect (noun)
meaning (noun)
negative (adjective)
positive (adjective)

▼ Two teenagers use sign language to communicate.



Key Vocabulary

A Complete each sentence with a word from the box.

collect familiar messenger print shout translate

1. Juana put paint on her hand and left a _____ on the page. You could see the shape of her fingers clearly.
2. Faizal could not understand a word in his teacher's note, so he used an app to _____ it.
3. The _____ was late and did not deliver the package on time.
4. Jakob had to _____ to get his mother's attention. He was so loud that he woke up his sister.
5. Wan Yu had not seen Itsuki in a long time, but she recognized his _____ face as soon as she saw him.
6. I _____ coins from around the world. I have so many that they don't fit in my jar anymore.

Vocabulary Boost

B Read the sentences. Then match the words to their definitions.

1. We will start the party as soon as my cousins **arrive**. They will get here soon.
2. That big fat **cloud** in the blue sky has the shape of a whale.
3. It's time to **feed** the horses. I'll get the hay and some grain.
4. The **land** next to this farm is a protected area. You can't build anything there.
5. Sometimes the **moon** is so bright that you don't need a flashlight when you go for a walk.
6. Amal thinks rock climbing is **scary**. She's afraid of heights.

- | | |
|-----------------|--|
| _____ 1. arrive | a. a country, a region, or an area (noun) |
| _____ 2. cloud | b. a mass of water drops that you can see in the sky (noun) |
| _____ 3. feed | c. a natural satellite of the earth (noun) |
| _____ 4. land | d. to give food to (verb) |
| _____ 5. moon | e. to get to a place (verb) |
| _____ 6. scary | f. frightening; alarming (adjective) |

C Write one or two ideas for each item.

1. places where you shouldn't **arrive** late: the airport
2. words to describe a **cloud**: _____
3. animals you would like to **feed** at a zoo: _____
4. characteristics of Earth's **moon**: _____
5. things you find **scary**: _____

Grammar: Relative Clauses

A Underline the relative pronoun. Then circle the noun that the relative clause refers to.

1. Pat Mora is the poet who wrote the poem "Collecting Words."
2. She wrote: "I collect words that make me smile."
3. Francisco Alarcón is a writer who grew up in Mexico.
4. He wrote: "words / are birds / that arrive / with books / and spring."
5. He also wrote: "some words / are messengers / that come / from far away"

B Combine the sentences to include a relative clause.

1. These are my friends. They live in Peru.

2. Soccer is a fun sport. It is also good for exercise.

3. Rong likes books. They have illustrations.

4. I'm looking for a poet. The poet writes about nature.

5. Tao speaks a language. It has many different sounds.

C Write a relative clause to complete each sentence.

1. Our city has a park _____.
2. Diego met with a friend _____.
3. This is the dog _____.
4. In class, we read letters _____.
5. Carmen wrote about a person _____.

Understand

A Read the statements about each poem. Then write *T* for True or *F* for False.

"Collecting Words"

- ____ 1. The poet collects words she likes.
 ____ 2. The poet gives the words qualities of people, animals, or things.
 ____ 3. The topic of the poem is that words are not interesting.

"Words Are Birds"

- ____ 4. The poet compares words to one type of bird.
 ____ 5. The poet explains that words sometimes seem to behave like birds.
 ____ 6. The topic of the poem is that words can grow, move, and die, just like birds.

B Check (✓) the words that appear in each poem.

"Collecting Words"

- ☐ 1. bumblebee
☐ 2. chrysanthemum
☐ 3. encyclopedia
☐ 4. hiccup
☐ 5. rambunctious

"Words Are Birds"

- ☐ 6. books
☐ 7. chicks
☐ 8. pigeons
☐ 9. stars
☐ 10. winter

C Look at the photo from the Student Book. Then complete the sentences with the words from the box.

arrive	communicate	difficult	familiar
languages	notes	print	words

Francisco X. Alarcón compares _____
 to birds. He describes how we _____
 using many different words in many different
 _____. Words _____ and
 leave in _____ and in dialogues.
 Sometimes words are _____ to us,
 but some are _____ to understand.
 But words always leave a(n) _____,
 so we must use them wisely.



Apply the Skill: Identify Theme

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

"Collecting Words"

1. The topic of "Collecting Words" is _____.
 - a. different types of words
 - b. the poet's different collections
2. A detail about the topic is that _____.
 - a. everyone collects words
 - b. the different words remind the poet of sounds or smells she likes
3. The poet shows her feelings or thoughts about the topic when she writes _____.
 - a. "I collect words that make me smile."
 - b. "What words will you collect today?"

"Words Are Birds"

4. The topic of "Words Are Birds" is _____.
 - a. different types of birds
 - b. words
5. A detail about the topic is that _____.
 - a. words can travel a long way
 - b. the different words remind the poet of how much he likes birds
6. The poet shows his feelings or thoughts about the topic in these lines: _____.
 - a. "the letters / on this page"
 - b. "some words / die / caged"

Analyze

B Choose the best answer for each question.

1. In "Collecting Words," which sentence shows that the poet wants to include the reader in the poem?
 - a. "I whisper, say, shout, / write, and sing my words."
 - b. "What words will you collect today?"
2. Which lines from "Collecting Words" show a pattern?
 - a. lines 1–3
 - b. lines 3–5
3. Which stanza from "Words Are Birds" shows repetition?
 - a. stanza 5
 - b. stanza 10

Vocabulary Boost

A Read the sentences. Then write the words in bold next to their definitions.

1. We **hope** to visit the aquarium before the end of the semester.
2. Matteo couldn't help but **scratch** his ankles after mosquitoes attacked him.
3. Maya got **angry** at Tarek when he didn't hand in his part of the group project.
4. When you visit a **foreign** country, it's a good idea to learn a few words of the language.
5. We couldn't **laugh** at Sonia's joke. It was so bad!
6. By not apologizing, Muhammad made his difficult relationship with Nasir **worse**.

Word	Definition
	less pleasant; more serious (adjective)
	of, located in, or coming from another place or country (adjective)
	to show happiness by making chuckling sounds (verb)
	feeling very upset (adjective)
	to rub your skin lightly with your fingernails or something sharp (verb)
	to want something to happen or to be true (verb)

Examine the Graphic

B Look at the graphic in the Student Book. Then write *T* for True or *F* for False.

- ___ 1. The graphic shows words from around the world.
- ___ 2. All of the words in the graphic mean the same thing in different languages.
- ___ 3. The words reflect something about the culture of the country.
- ___ 4. The German word expresses a feeling.
- ___ 5. The Russian word refers to a person.

Reflect

C Read the explanations of the words in the graphic. What effect does each one have on you? Write *P* for Positive, *N* for Negative, or *X* for Neutral.

- | | |
|--------------------------|--------------------|
| ___ 1. pana po'ó | ___ 5. pochemuchka |
| ___ 2. verschlimmbessern | ___ 6. chi ku |
| ___ 3. depaysement | ___ 7. tsundoku |
| ___ 4. ya'arburnee | ___ 8. jayus |

Key Vocabulary

A Complete each sentence with a word from the box.

clear confusing correct order rule switch

1. In primary school, we lined up in _____ of height, from the shortest to the tallest.
2. In our classroom, we _____ seats so that we all get a chance to sit by the window.
3. Geraldo's essay wasn't very _____, so the teacher asked him to revise it.
4. I couldn't understand how to solve the equation. It was very _____.
5. Kai always has the _____ answers in math class. He's the best!
6. The new _____ for the school uniform is that students must wear black shoes.

Vocabulary Boost

B Read the sentences. Then match the words to their definitions.

1. Kun counted the students in each classroom. Then she used **addition** to figure out how many chairs they needed for the school festival.
2. I don't understand how to do long division. It's so **complicated**!
3. As a class, our opinions **differ** a lot, but this makes the conversations very interesting.
4. The number 3,021 is an example of a multi-**digit** number.
5. Celina could not find the **error** in her math problem. She asked the teacher for help.
6. Paulo counted the total number of pizzas ordered and the number of pizzas left over. Then he used **subtraction** to find out how many pizzas the students ate at the festival.

- | | |
|----------------------|--|
| _____ 1. addition | a. hard to understand or explain; not easy (adjective) |
| _____ 2. complicated | b. in math, taking away a number from another number to find the difference (noun) |
| _____ 3. differ | c. a mistake; something that is not correct (noun) |
| _____ 4. digit | d. to be different or dissimilar (verb) |
| _____ 5. error | e. in math, putting two or more numbers together to find a total (noun) |
| _____ 6. subtraction | f. a number from 0 to 9 (noun) |

C Complete the sentences with your own ideas.

1. I use **addition** when I _____.
2. I use **subtraction** when I _____.
3. When I find an **error** in my work, I _____.
4. One way I **differ** from _____ is that I _____.

Vocabulary: Signal Words for Comparison and Contrast

A Write the signal words in the chart.

also although both different (from) equally however instead (of) same

	Comparison	Contrast
Adjectives		
Adverbs		
Conjunctions		

B Circle the signal word in each sentence. Then write *CM* for Comparison or *CT* for Contrast.

- ____ 1. Although I like math, I'm not very good at it.
- ____ 2. Diego speaks Spanish fluently. He also speaks English well.
- ____ 3. Learning online is different from learning in person. I prefer learning in person.
- ____ 4. Nabi and Li Wei couldn't finish the project on time. However, the teacher was happy with their progress.
- ____ 5. Both Han and Tessa were chosen for the math competition next week.

C Use the sentences in Activity B to complete the chart with the two ideas being compared or contrasted.

Idea 1	Idea 2
1. like math	
2.	
3.	
4.	
5.	

D Write sentences using your own ideas. Use signal words from Activity A.

1. My friend _____ and I _____.
2. English can be difficult. _____.
3. I like _____ and _____.
4. _____ I study hard, _____.

1. The Hindu-Arabic _____ system uses one or a combination of ten symbols to write numbers.
2. A multi-_____ number combines two or more symbols.
3. When you use the same _____ and symbols, it's easy to talk about numbers.
4. The numbers have different words in different _____.
5. Mandarin is a language with _____ and regular names for multi-digit numbers.
6. Some languages _____ the order of the multi-digit numbers.

1. Although we use different words for the numbers, we _____.
 - a. use the same symbols
 - b. use the same language
2. Why we say “fourteen” in English instead of “teenfour” is _____.
 - a. not clear
 - b. not easy
3. We can write any number with only ten symbols because of _____.
 - a. a math formula
 - b. the place-value rule
4. In Table 2, the only number that has the same translation in all four languages is _____.
 - a. twenty
 - b. one hundred
5. According to the text, languages with switched numbers are _____.
 - a. English, German, and Arabic
 - b. Japanese and Mandarin

1. The photo shows _____

2. The pharmacist probably uses the abacus

3. Although the abacus looks complicated, some
people can _____



Apply the Strategy: Interpret Charts and Tables

A Review Table 2 in the Student Book. Write *T* for True or *F* for False. Then correct the false statements.

- ____ 1. The title of the table is "Number words greater than 10 in different languages."
- ____ 2. The labels in the table are Mandarin, English, German, and Spanish.
- ____ 3. Some of the numbers in the table are greater than 10.
- ____ 4. The information in brackets shows what the number word means.
- ____ 5. The Mandarin number words are clear and regular.
- ____ 6. The longest number words are in Hindi.

Analyze

B Choose the best option to answer each question.

- 1. The author included an example of a multi-digit number in German in order to _____.
 - a. show why multi-digit number words are harder to learn in languages that switch order
 - b. teach how to read a multi-digit number in German
- 2. Japanese and Mandarin have _____.
 - a. clear number words
 - b. unclear number words
- 3. Unclear number words _____.
 - a. are easy to learn
 - b. cause more mistakes
- 4. Teen number words in English _____.
 - a. clearly communicate place value
 - b. are unclear
- 5. Some teen number words in English show _____.
 - a. the tens value first and the ones value second
 - b. the ones value first and the tens value second
- 6. In _____, only the numbers thirteen to nineteen are switched.
 - a. English
 - b. Japanese
- 7. Children who use switched number words _____.
 - a. often make mistakes when they write multi-digit numbers
 - b. have an easy time with multi-digit numbers

Vocabulary Boost

A Read the words and their definitions. Then complete each sentence with the correct bold word.

Word	Definition
enjoyable	entertaining or pleasing (adjective)
idiom	a phrase that expresses something different from the usual meaning of the individual words (noun)
influence	the power of a person or thing to cause changes (noun)
literal	involving the usual or ordinary meaning of a word (adjective)
phrase	a group of two or more words that express an idea (noun)
play	a piece of writing that tells a story and is performed on a stage (noun)

- The school theater group performed a(n) _____ by Shakespeare last fall.
- The teacher had a positive _____ on the students, and they all improved a lot.
- Your writing is more creative and interesting when you include a(n) _____ or two.
- Maya took the _____ sense of the words and actually walked on the thin ice!
- Classes are more _____ when we get to do projects.
- You can sometimes use an adjective _____ instead of a single word to describe a noun.

B Draw lines to match the phrases to make complete sentences.

- | | |
|------------------------|--|
| 1. William Shakespeare | a. and poems. |
| 2. He wrote plays | b. read Shakespeare's plays in schools today. |
| 3. His plays are | c. influenced the English language. |
| 4. Many students | d. was born in England in 1564. |
| 5. Shakespeare's work | e. very famous around the world. |

Share Your Perspective

C These words were added to dictionaries in the last ten years. Check (✓) the ones that you know. Then look them up in a dictionary.

☐ adorbz (adjective)

☐ influencer (noun)

☐ bestie (noun)

☐ selfie (noun)

☐ emoji (noun)

☐ vlog (noun)

D Write sentences using two of the words from Activity C. Use the same part of speech.

- _____
- _____

Review

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

- ____ 1. In "Collecting Words," the poet collects words that have an effect on her.
- ____ 2. In "Words Are Birds," the poet gives words life.
- ____ 3. Words or expressions have the same meaning in all languages.
- ____ 4. It is easier to learn math if the number words are clear and regular.
- ____ 5. The video shows how having variety in language has a negative effect.

B Which source from this unit *best* matches the statements below? Check (✓) as many boxes as you need to.

	"Collecting Words" and/or "Words Are Birds"	Uncover the Story: No Words	"Learning Math in Different Languages"	Video Connection: Shakespeare's Impact on English
1. Words can have a positive and/or a negative effect on people.				
2. The meaning of a word or expression is sometimes unique to a language.				
3. The right words help us learn and communicate better.				
4. Words can sometimes cause confusion or misunderstandings.				

Reflect

C How do you choose the right words in different situations? What do you say? What do you do? Write one or two sentences. Use key and theme vocabulary from the unit.

1. A new student in your class doesn't speak your language fluently.

2. You must write a poem about friendship.

Assignment: Write a Poem

A Complete the details about the model in the Student Book.

1. Title: _____
2. Number of stanzas: _____
3. An example of a word or phrase that causes a positive effect: _____
4. An example of a word or thing that has a human quality: _____

B Read the words and phrases from “Word Love.” What effect do they have on you?

Write *P* for Positive, *N* for Negative, and *X* for Neutral.

- | | |
|--------------------------|-------------------------|
| _____ 1. <i>sirimiri</i> | _____ 4. dance daintily |
| _____ 2. sheep | _____ 5. causing worry |
| _____ 3. colleague | _____ 6. feel safe |

Editing Boost

Adjectives

Adjectives are words that describe nouns. Two or more adjectives together can be used to describe the same noun. Two or more adjectives sometimes need a comma to separate them.

Adjectives usually go **before** the noun they describe. Here are some examples from the poems in the Student Book.

glowing words

short, hard words

I like **long, important** words.

Adjectives go **after** the verb *be* and other sense verbs, like *feel*, *look*, *seem*, or *sound*. Here’s an example from “Words Are Birds”:

some words / are **familiar**

Other examples:

The book looks **interesting**.

The house feels **safe**.

If more than two adjectives are used to describe a noun, they usually go in this order: opinion, size, age, shape, color, origin, and material. For example:

The interesting, long Tagalog expression in the book means “causing worry.”

opinion size origin

C Write one or two adjectives to describe the underlined noun in each sentence.

1. The _____ story made me sad.
2. The _____ student is talking with my best friend.
3. Tarek finally solved the _____ math problem.
4. Spanish is a(n) _____ language to learn.
5. The words in Yawen's poem are _____.

D Read the poem. Find and underline:

- 2 errors with a relative clause
- 2 errors with signal words for comparison
- 2 errors with signal words for contrast
- 2 errors with adjective order

Words Are Powerful

Words that heal make me smile.
Words who hurt make me cry.
Words that encourage make me happy.
Words that break make me angry.

I like same *love* and *thanks*.
Instead of, I don't like *fool* or *bully*.
Also I like people who speak words beautiful, kind,
I don't like people speak terrible, cruel words.

Powerful words are.
Choose words that sound instead of positive and pleasing.

E Rewrite the poem. Correct the errors you found in Activity D.

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. There are **dying** jobs in factories because robots and machines are doing the work now.
2. The panda is an **endangered** species. It might disappear soon if we don't protect it.
3. **Half** of the students are interested in the arts. The other half are interested in science.
4. As a **linguist**, Dr. Beller studies how languages keep communities together.
5. When these people die, we will **lose** their language forever.
6. Kai is a **member** of the Animal Conservation Society. His job is to raise money for the animals.

- | | |
|-------------------|---|
| ___ 1. dying | a. very likely to disappear in the near future (adjective) |
| ___ 2. endangered | b. a person who studies languages (noun) |
| ___ 3. half | c. becoming less important (adjective) |
| ___ 4. linguist | d. to suffer the loss of; to fail to keep (verb) |
| ___ 5. lose | e. someone who belongs to a group or organization (noun) |
| ___ 6. member | f. one of two equal parts (noun) |

B Choose three bold words from Activity A. Then write your own sentences.

1. _____
2. _____
3. _____

Understand

C Answer the questions about "Exploring Language."

1. What is David Harrison's job?

2. How many languages might disappear in the next 100 years?

3. What happens if the languages disappear?

4. Why do the Inuit have many words for sea ice?

Vocabulary Self-Assessment

A Check (✓) the words that you understand. Mark the words you can use in a sentence with a ✓+. Mark the words you aren't sure about with a question mark (?).

Nouns	Verbs	Adjectives
<input type="checkbox"/> addition	<input type="checkbox"/> arrive	<input type="checkbox"/> clear
<input type="checkbox"/> cloud	<input type="checkbox"/> cause	<input type="checkbox"/> confusing
<input type="checkbox"/> digit	<input type="checkbox"/> collect	<input type="checkbox"/> complicated
<input type="checkbox"/> effect	<input type="checkbox"/> communicate	<input type="checkbox"/> correct
<input type="checkbox"/> error	<input type="checkbox"/> differ	<input type="checkbox"/> familiar
<input type="checkbox"/> land	<input type="checkbox"/> feed	<input type="checkbox"/> negative
<input type="checkbox"/> meaning	<input type="checkbox"/> shout	<input type="checkbox"/> positive
<input type="checkbox"/> messenger	<input type="checkbox"/> switch	<input type="checkbox"/> scary
<input type="checkbox"/> moon	<input type="checkbox"/> translate	
<input type="checkbox"/> order		
<input type="checkbox"/> print		
<input type="checkbox"/> rule		
<input type="checkbox"/> subtraction		

B The words that are the most useful to me are:

Reflect

C Complete the sentences with your opinions.

- My favorite text was _____ because _____.
- My favorite video was _____ because _____.
- In this unit, I learned that _____.

Language

"Collecting Words"/
"Words Are Birds"

"Learning Math in
Different Languages"

Uncover the Story: No
Words

Video Connection:
Shakespeare's Impact on
English

Take Action: Exploring
Language

UNIT LAUNCH

Theme Vocabulary

A Complete each sentence with a theme word.

1. Wan Yu was _____ to finish the race, so she kept running.
2. After failing the first time, Faizal took the test again and was _____. He got a high score.
3. Carmen achieved her _____ of joining the high school golf team.
4. Itsuki enjoyed the flute and wanted to _____ playing.
5. The mountain was high, but Maryam didn't _____. She kept going until she reached the top.
6. Diego realized that fear was the biggest _____ to his success.

B Look at the photo. Complete the answers.

1. What is this girl's **goal**?
I think her goal is to _____.
2. Do you think she will be **successful**? Why or why not?
I think she _____ because she _____.

Theme Vocabulary

continue (verb)
determined (adjective)
give up (verb phrase)
goal (noun)
obstacle (noun)
successful (adjective)

▼ A girl climbs a wall in a gym.



Key Vocabulary

A Choose the correct word to complete each sentence.

audience cheer disaster excitement perform nerves

1. Maria couldn't hide her _____ at winning the contest.
2. Zhang liked acting, but he always fought to control his _____ before going on stage.
3. The students were asked to _____ the play in front of the school.
4. The _____ stood up and clapped as the play ended.
5. Our camping trip was a(n) _____ because the campsite flooded in the rain!
6. My classmates always _____ when our team wins a game.

Vocabulary Boost

B Read the sentences. Then match the words to their definitions.

1. I'll let you borrow this book if you **agree** to give it back next week.
2. Alicia was a **beginner** and could only speak a few words of the language.
3. Nasir carefully pulled the **bow** across the strings of the violin.
4. My brothers **complain** about having to do house chores, but they do them.
5. When Merhan got sick, she had to take **medicine**.
6. Many students plan to **sign up** to be in the school play.

- | | |
|-------------------|---|
| _____ 1. agree | a. a thin piece of wood with fibers attached, used to play a violin (noun) |
| _____ 2. beginner | b. to say that you are unhappy or in pain (verb) |
| _____ 3. bow | c. to join or register for something (verb phrase) |
| _____ 4. complain | d. to allow or accept something (verb) |
| _____ 5. medicine | e. someone starting something, or having little experience (noun) |
| _____ 6. sign up | f. something you take to treat an illness (noun) |

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

1. Juana's _____ moved quickly over the strings as she played.
2. Ivan didn't usually _____, but he was in a lot of pain.
3. Mei Ling decided to _____ for an after-school music club.
4. The doctor gave Amal some _____ to take, and he soon felt better.
5. Tessa's teacher said that she already played the piano well, even though she was only a(n) _____.
6. I hope my parents will _____ to let me join the soccer team.

Vocabulary: Understand Similes and Onomatopoeia

A Read the sentences from *Hana Hashimoto, Sixth Violin*. Then underline the simile in each sentence.

1. He could also make his violin chirp like the crickets Hana tried to find in the tall grasses.
2. From his study, the clear, bright notes would drift upstairs . . . to where Hana slept . . . , and coax her awake as gently as sunshine.
3. Hana squared her shoulders and took her violin and bow inside, leaving her brothers laughing like monkeys in the tree.
4. Hana swallowed her nerves like medicine and leaned toward the microphone.

B Read the sentences. Then choose the meanings that make the most sense for the examples of onomatopoeia in bold.

1. She pulled at the strings, letting them **twang**.
 - a. to make a strong ringing sound
 - b. to make a soft, playful sound
2. Hana always asked for a song about a crow **cawing** for her seven chicks.
 - a. to make a loud cry from the back of the throat
 - b. to make a high note
3. He could **pluck** the strings to mimic the sound of raindrops on the oil-paper umbrella Hana twirled under during summer storms.
 - a. to touch something with your fingers
 - b. to pull something with your fingers
4. With a **whoosh**, the roaring in her ears receded.
 - a. the sound of a sudden movement of air
 - b. the sound of something heavy landing on the ground
5. She placed the violin under her chin, held her bow in position, and played three raw, **squawky** notes.
 - a. beautiful, deep
 - b. loud, sharp
6. She dragged the bow across the strings, and the violin **yowled** in loud protest.
 - a. to make an excited shout
 - b. to make an unhappy cry

Understand

A Read the statements about *Hana Hashimoto, Sixth Violin*. Write *T* for True or *F* for False.

- ___ 1. Hana is determined to play violin in the talent show.
- ___ 2. Hana's brothers think she will do well in the talent show.
- ___ 3. Hana had never played violin before signing up for the talent show.
- ___ 4. Hana has good memories of visiting her grandfather.
- ___ 5. When Hana thinks of her grandfather, she feels stronger.
- ___ 6. At the end of the story, Hana is as good at playing violin as her grandfather.

B Choose the correct answers to the questions about *Hana Hashimoto, Sixth Violin*.

1. At the beginning of the story, how do Hana's brothers feel about Hana signing up for the talent show?
 - a. They are angry.
 - b. They are surprised.
2. What does Hana do when her brothers laugh at her?
 - a. She ignores them.
 - b. She asks for their help.
3. How often does Hana practice to prepare for the talent show?
 - a. every day
 - b. every time she has a violin lesson
4. How does Hana feel when she walks onto the stage at the talent show?
 - a. confident
 - b. nervous
5. How does Hana feel when she has finished playing at the talent show?
 - a. sad that she did not play well
 - b. happy that she did her best

C Look at the image from the Student Book. Complete the sentences.

Hana is _____ her violin. Her brothers are _____ because they _____ her playing. Even the dog _____ her playing, but Hana is _____ to keep practicing.



Analyze

A Choose the best text evidence to answer each question.

1. Which sentence best shows Hana's determination to play violin at the talent show?
 - a. "When Hana Hashimoto announced that she had signed up for the talent show and that she would be playing the violin, her brothers nearly fell out of a tree."
 - b. "Hana squared her shoulders and took her violin and bow inside, leaving her brothers laughing like monkeys in the tree."
2. Which sentence best shows that Hana has not been playing the violin for long?
 - a. "On their last day together, Hana told Ojii-chan that she wanted to learn to play the violin."
 - b. "The first time Hana held a real violin had been that summer, while visiting her grandfather in Japan."
3. Which sentence best shows Hana's love for her grandfather's violin playing?
 - a. "Whenever Ojii-chan played it, Hana would feel a shiver of happy-sadness ripple through her."
 - b. "He could pluck the strings to mimic the sound of raindrops on the oil-paper umbrella Hana twirled under during summer storms."
4. Which sentence best shows Ojii-chan's skill at playing violin?
 - a. "Hana practiced every day, just like Ojii-chan."
 - b. "Ojii-chan had been Second Violin and once played in front of the Imperial Family."
5. Which sentence best shows how Hana feels when she walks onto the stage?
 - a. "She wished she could turn into a grain of rice and disappear into a crack between the floorboards."
 - b. "She could hardly see with the spotlight in her eyes."

Apply the Skill: Analyze Character

B Answer the questions about *Hana Hashimoto, Sixth Violin*.

1. Why does Hana want to play violin?

2. How does Hana feel during the "one dizzy moment" at the talent show?

3. How does thinking of her grandfather help Hana at the talent show? _____

4. At the end of the story, is Hana still determined to learn how to play the violin? How do you know? _____

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. I had an **accident** on my way to work: I fell off my bike and hurt my leg.
2. There was a lot of smoke in the room, making it difficult to **breathe**.
3. Omar made a salad with **fresh**, tasty vegetables.
4. Celina wanted to be an **inventor** and spent all her time thinking of new devices.
5. We camped in a small **tent**, just big enough for two people.
6. The air went through a long **tube** and into the fish tank.

- | | |
|-----------------|---|
| ___ 1. accident | a. a person who creates new devices or ideas (noun) |
| ___ 2. breathe | b. a shelter made of fabric, usually held up by poles (noun) |
| ___ 3. fresh | c. a hollow pipe, for example, for air or water to go through (noun) |
| ___ 4. inventor | d. an unfortunate event in which someone is hurt (noun) |
| ___ 5. tent | e. to take air in and out of your body (verb) |
| ___ 6. tube | f. new or clean (adjective) |

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

1. The _____ made a new kind of rainproof material.
2. The diver used an oxygen tank to _____ underwater.
3. The diver's air supply came through a(n) _____.
4. The _____ happened when two cars crashed into each other.
5. Li Wei and Han slept outdoors in a(n) _____.
6. Alejandra enjoyed the _____ air in the countryside.

Share Your Perspective

C Complete the chart about Garrett Morgan's inventions. Then add your own idea for an invention.

Invention	What inspired this invention?	How does this invention save lives?
Traffic light		
Smoke hood		
My invention:		

Key Vocabulary

A Choose the correct word to complete each sentence.

believe frustrated impossible selfless task tease

1. People used to think going to space was _____, but now we know it can be done.
2. Getting to the top of the mountain was a harder _____ than the hikers thought.
3. My grandmother is a(n) _____ person and always has time to help others.
4. Tom felt _____ that his test scores had not improved.
5. You can do anything if you _____ in yourself.
6. Her younger brothers always _____ her because she is shorter than they are.

Vocabulary Boost

B Read the sentences. Then match the words to their definitions.

1. The boy was small enough to get through the **narrow** gap.
2. The teacher told the girls she would not **punish** them this time, but he told them not to be late again.
3. It was getting late, but Amos was enjoying his project and did not want to **quit** yet.
4. Fatima had to walk up a very **steep** hill and was usually tired when she got home.
5. The old building was made of **stone** and was very strong.
6. There is a regular bus **service** between the two towns.

- | | |
|------------------|---|
| _____ 1. narrow | a. to make someone suffer because he or she has done something wrong (verb) |
| _____ 2. punish | b. thin; having a small width (adjective) |
| _____ 3. quit | c. rising or falling sharply (adjective) |
| _____ 4. steep | d. work that an organization does that provides something useful to people (noun) |
| _____ 5. stone | e. to give up or stop doing something (verb) |
| _____ 6. service | f. a piece of rock (noun) |

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

1. When they started to climb, they realized the hill was not as _____ as it looked.
2. The fire department provides an important emergency _____.
3. There was a high wall made of _____ around the school.
4. The street was so _____ that two cars could not pass each other.
5. My aunt was sad to _____ her job after so many years working at the company.

Grammar: Simple Past Tense

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

agree believe tease travel walk work

1. Rong's brother _____ him when he was younger, but now they are good friends.
2. Isabella _____ around Europe by train.
3. I _____ to work today. Normally, I take the bus.
4. Jakob _____ at a factory for ten years.
5. The tennis player said she won the match because she _____ in herself.
6. The piano student _____ to practice every day.

B Complete each sentence with the simple past form of an irregular verb from the box.

go be fly leave take quit

1. Have you seen my phone? I think I _____ it on the table.
2. Maha's parents _____ the family on a trip.
3. Nura _____ eating so many sweets. They were bad for her health.
4. We _____ on a class trip to the museum yesterday.
5. Ali _____ determined to reach the top of the mountain.
6. Fatemah _____ to Paris on an airplane.

C Rewrite each sentence to correct the past tense error(s).

1. I go to school this morning.

2. Octavio tease Vidal when he got a new haircut.

3. I believe in monsters when I was young.

4. The government punish the people who stole money from the bank.

5. The bird fly up into the sky and then droped back down again.

Understand

A Choose the correct answers to the questions about "The Mountain Man of Gehlour."

1. Why did people travel from Gehlour to the larger town on the other side of the mountain?
 - a. to sell food at the market
 - b. to get to services like schools and hospitals
2. Why was the journey from Gehlour to the larger town over the mountain so risky?
 - a. because it took two days
 - b. because the path was narrow and rough
3. How did Dasrath support his family when he was a young man?
 - a. He raised goats and worked on farms.
 - b. He cut a road through the mountain.
4. How was Dasrath's wife hurt?
 - a. She fell while climbing the mountain.
 - b. Rocks fell on her when she was on the mountain road.
5. What did the villagers think when Dasrath began making his road?
 - a. They thought he was brave.
 - b. They thought he was foolish.
6. How is Dasrath remembered today?
 - a. as a hero
 - b. as a dreamer

B Complete the sentences about "The Mountain Man of Gehlour" with words from the text.

1. People from Gehlour often had to _____ 70 kilometers to reach _____ like doctors.
2. It was not _____ for the villagers to climb over the mountain.
3. As a young man, Dasrath worked hard, doing _____ work in the fields.
4. When he began his road, the villagers _____ Dasrath, but now he is remembered with _____.

C Look at the image from the Student Book. Complete the sentences with words from the text.

1. Dasrath worked to _____ through the mountain.
2. The villagers thought his _____ was foolish. They believed he was wasting _____.
3. Dasrath ignored them. He never _____.
4. Eventually, in 1982, the road _____.



Analyze

A Choose the best evidence from the text to answer each question.

1. Which sentence best shows why the journey over the mountain was dangerous?
 - a. "Why didn't the people of Gehlour just hike over the mountain rather than go around it?"
 - b. "People had been hurt or had died as they tried to cross."
2. Which sentence best shows Dasrath's determination to work hard to support his family?
 - a. "It was backbreaking work, but Dasrath was used to it."
 - b. "Sometimes he chopped down trees and sold the wood; other times he helped farmers tend their crops. ..."
3. Which sentence best describes the moment Dasrath decided to carve the road through the mountain?
 - a. "Frustrated and angry, he knew he had to do something."
 - b. "So began a task that seemed impossible."
4. Which sentence best describes what the villagers thought of Dasrath when he began carving the road?
 - a. "They saw that nothing would stop him, and they no longer teased him."
 - b. "They believed he was wasting his time and energy trying to punish the mountain for taking Falguni."
5. Which sentence best describes why Dasrath carved the road?
 - a. "I started this work out of love for my wife, but continued it for my people."
 - b. "If it took all my life now, I would carve us a road through the mountain."

Apply the Strategy: Visualize

B Match the sentences from the text with the best visualization.

Sentence(s)

- _____ 1. The village was one of the poorest in the country. It was located near a steep and rocky mountain.
- _____ 2. For a doctor and other services, villagers would travel 70 kilometers around the bottom of the mountain to a larger town on the other side.
- _____ 3. Hour after hour, day after day, he chipped through the stone, carting off the chunks of rock that fell.
- _____ 4. At last, the villagers of Gehlour were able to more quickly reach doctors, schools, and goods.

Visualization

- a. I see Dasrath chipping at the stone. I hear the sound of his tools hitting the rock.
- b. I see the huge mountain rising high above the small village. I smell food cooking in people's homes.
- c. I see people starting on the long journey. I hear people saying goodbye to friends and family members.
- d. I see the villagers walking along the new road. I hear people happily calling out to their friends.

Vocabulary Boost

A Read the sentences. Then write the words in bold next to their definitions.

1. Mia stood on the edge of the **cliff** and looked down at the ocean below.
2. There was a huge **crater** where the piece of space rock had crashed.
3. It was hot and dry in the **desert**, and there were no trees or water.
4. We could see clearly because there was a bright **full moon** in the sky.
5. Tariq's parent told him it was too **risky** to swim in the deep river.
6. The circus audience watched a woman walk across a **tightrope** high above them.

Word	Definition
	a phase of the moon when the complete circle of the moon can be seen (noun)
	a dry area of land where few or no plants can grow (noun)
	a very steep wall of rock (noun)
	a rope stretched above the ground for an acrobat to walk along (noun)
	a large hole in the ground made by something large or heavy (noun)
	hazardous, possibly putting you in danger (adjective)

Examine the Photo

B Look at the photo in the Student Book. Circle the correct word or phrase to complete each sentence.

1. In the photo, a person is walking across a *crater* / *tightrope*.
2. Behind the person we can see a *full moon* / *cliff*.
3. We can see several *craters* / *cliffs* on the surface of the moon.
4. The rope is stretched between two *deserts* / *cliffs*.
5. The place looks very dry and is probably a *crater* / *desert*.
6. This looks like a *risky* / *full moon* activity.

Reflect

C Answer the questions.

1. What was Renan Ozturk's goal? _____

2. What obstacles did Renan Ozturk face? _____
3. Why did Renan Ozturk continue trying, after failing several times? _____

Review

A Choose the correct words to complete each sentence about the people and ideas from this unit.

believe determined disasters goal inventor nerves obstacles selfless

1. Hana is _____ to play violin and is able to overcome her _____ at the talent show.
2. Dasrath undertakes a(n) _____ task to make a road, and after many years he finally achieves his _____.
3. Garrett Morgan was a(n) _____ who was inspired to make life-saving devices after witnessing _____.
4. Renan Ozturk continued to _____ that he would get the perfect photo, and he overcame several _____.

B How did the behavior of the people in this unit show determination? Write the correct letter(s) for each description.

a. Hana **b.** Dasrath **c.** Renan Ozturk **d.** Garrett Morgan

1. **continuing** to work to achieve a **goal** even when people **teased** them _____
2. being inspired by a **disaster** or accident to do good _____
3. being **determined** to achieve a creative **goal** _____
4. refusing to **give up** _____
5. overcoming physical **obstacles** to achieve a **goal** _____
6. being **successful** in the end _____

Reflect

C When are you determined? Complete the sentences with information about yourself.

1. I am **determined** when _____.
2. If I set a **goal**, I _____.
3. If others do not **believe** in me, I _____.
4. When there are **obstacles**, I _____.
5. If a **task** seems **impossible**, I _____.

Assignment: Write a Personal Narrative

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

1. What does the author do to describe the setting?

2. What is the author determined to do? Why does she want to do this?

3. What are the obstacles the author has to overcome?

4. Does the author achieve her goal? How do you know?

B Complete the chart with examples of how the author of the model describes her feelings during different parts of the story.

Parts of the Story	Description of the Author's Feelings
1. As the lesson begins	
2. While other students are reading	
3. When the author first tries to read	
4. When the author succeeds in reading	

Editing Boost

Irregular Simple Past Tense Verbs

Some of the most common verbs in English have irregular simple past tense forms. Here are some irregular verbs in their base and simple past tense forms.

Base	Past	Base	Past	Base	Past
break	broke	feel	felt	make	made
bring	brought	find	found	read	read
buy	bought	get	got	see	saw
come	came	give	gave	say	said
cut	cut	go	went	take	took
draw	drew	know	knew	tell	told
drive	drove	leave	left	think	thought

C Write the correct simple past forms for each of the irregular verbs below. Use a dictionary, if needed.

1. bring _____
2. put _____
3. keep _____
4. stand _____
5. lose _____
6. fall _____
7. build _____
8. hold _____
9. write _____
10. sit _____
11. keep _____
12. speak _____

D Read the personal narrative paragraph. Find and underline:

- 4 errors with irregular past tense forms
- 3 errors with regular past tense
- 1 error with *want to*

Last summer, I wanted join my older brothers on a three-day backpacking trip. When I telled them of my plans, they laugh and said I wasn't strong enough. But I was determined to get stronger. I startted to exercise. I run and lifted weights every day last June. Soon, my brothers noticed my progress. They begin to encourage me! By July, I was ready for the trip. The hiking was difficult, but I never give up. It was a great experience.

E Rewrite the paragraph. Correct the errors you found in Activity D.

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. We went to the museum to see the skeleton of a big **dinosaur** with a long neck.
2. While walking on the beach, I found a **fossil** of an animal that looked like a snail.
3. The **institute** wants to provide educational opportunities for older people.
4. A **paleontologist** gave a talk at school about animals that lived long ago.
5. When the museum opened a new exhibit, the news soon **spread** around town.
6. The city held a music festival to try to increase **tourism** in the area.

- | | |
|-------------------------|--|
| _____ 1. dinosaur | a. someone who studies the remains of animals and plants that lived a very long time ago (noun) |
| _____ 2. fossil | b. travel for leisure (noun) |
| _____ 3. institute | c. an organization with a goal, usually an educational one (noun) |
| _____ 4. paleontologist | d. a type of animal that existed millions of years ago (noun) |
| _____ 5. spread | e. the remains of an animal or plant that lived millions of years ago (noun) |
| _____ 6. tourism | f. to extend or expand (verb) |

B Answer the questions.

1. Where do **paleontologists** sometimes discover **fossils**?

2. Where can you see life-size models of **dinosaurs**?

3. What areas of your country are important for **tourism**?

Understand

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

- | | |
|---|--------------------------|
| 1. Many dinosaur species have been discovered in the Gobi Desert. | <input type="checkbox"/> |
| 2. Most discoveries were made by Mongolian paleontologists. | <input type="checkbox"/> |
| 3. Dr. Minjin wants to help other Mongolians become paleontologists. | <input type="checkbox"/> |
| 4. Dr. Minjin studied at the Institute for the Study of Mongolian Dinosaurs. | <input type="checkbox"/> |
| 5. The Institute wants to keep fossils discovered in Mongolia in the country. | <input type="checkbox"/> |
| 6. The Institute has a moveable museum on a bus. | <input type="checkbox"/> |

Vocabulary Self-Assessment

- A** Check (✓) the words that you understand. Mark the words you can use in a sentence with a ✓+. Mark the words you aren't sure about with a question mark (?).

Nouns	Verbs	Adjectives
<input type="checkbox"/> audience	<input type="checkbox"/> agree	<input type="checkbox"/> determined
<input type="checkbox"/> beginner	<input type="checkbox"/> believe	<input type="checkbox"/> frustrated
<input type="checkbox"/> bow	<input type="checkbox"/> cheer	<input type="checkbox"/> impossible
<input type="checkbox"/> disaster	<input type="checkbox"/> complain	<input type="checkbox"/> narrow
<input type="checkbox"/> excitement	<input type="checkbox"/> continue	<input type="checkbox"/> selfless
<input type="checkbox"/> goal	<input type="checkbox"/> give up	<input type="checkbox"/> steep
<input type="checkbox"/> medicine	<input type="checkbox"/> perform	<input type="checkbox"/> stone
<input type="checkbox"/> nerves	<input type="checkbox"/> punish	<input type="checkbox"/> successful
<input type="checkbox"/> obstacle	<input type="checkbox"/> quit	
<input type="checkbox"/> service	<input type="checkbox"/> sign up	
<input type="checkbox"/> task	<input type="checkbox"/> tease	

- B** The words that are the most useful to me are:

Reflect

- C** Complete the sentences with your opinions.

- My favorite text was _____ because _____.
- My favorite video or photo was _____ because _____.
- In this unit, I learned that _____.

Determination

Hana Hashimoto, Sixth Violin

"The Mountain Man of Gehlour"

Video Connection:
Garrett Morgan:
Determined to Save Lives

Uncover the Story:
Renan Ozturk

Take Action: Protecting
Mongolia's Fossil Heritage

6 Becoming Me

UNIT LAUNCH

Theme Vocabulary

A Complete each sentence with a theme word.

1. Ahmed can't _____ on his favorite sport. He likes playing them all.
2. Children get older. Children _____ and become adults.
3. My mom is my _____. She is a great doctor, and I hope to be one someday!
4. Luisa has a(n) _____ in science. She wants to learn more.
5. My brother is a(n) _____ artist. His drawings are beautiful.
6. I want to _____ a famous dancer. I practice many hours every day.

B Look at the photo. Complete the answers.

1. What **interests** do you think the boy has?

I think his interests are _____.

2. When he **grows up**, what do you think he'll **become**?

I think he will become a(n) _____.

Theme Vocabulary

become (verb)

decide (verb)

grow up (verb phrase)

inspiration (noun)

interest (noun)

talented (adjective)

▼ A boy examines pond water under a microscope.



Key Vocabulary

A Choose the correct word to complete each sentence.

chance discover invent require thoughtful training

1. My teachers _____ us to do homework every day.
2. I want to _____ a new program to help people learn languages.
3. My aunt is a nurse. She had four years of _____.
4. My uncle is a writer. He is _____ about the words he uses.
5. He wants the _____ to share his story with our class.
6. Scientists hope to _____ more dinosaur fossils.

Vocabulary Boost

B Read the sentences. Then match the words in bold to their definitions.

1. Claude Monet was a **painter**. He painted beautiful pictures of the land.
2. Monica was **amazed** to find a gold ring on the sidewalk.
3. Rong **earns** money by working at his family's restaurant.
4. Our car needs a **repair**. Something is wrong with it. It won't start.
5. My cousin started a **business**. She sells art and other crafts.
6. It was my **fault** that the glass broke. I dropped it.

- | | |
|-------------------|---|
| _____ 1. painter | a. a mistake or problem (noun) |
| _____ 2. amazed | b. an artist who paints pictures (noun) |
| _____ 3. earn | c. the act of fixing something (noun) |
| _____ 4. repair | d. to get money for work you have done (verb) |
| _____ 5. business | e. feeling or showing great surprise (adjective) |
| _____ 6. fault | f. a store or company that makes, buys, or sells goods for money (noun) |

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

1. Max kicked the ball through the window. It wasn't my _____!
2. I love art, drawing, and painting. I want to become a(n) _____.
3. Tessa makes and sells furniture. Her _____ is doing well.
4. The _____ to my bike took a long time, but now I can ride it again.
5. Tao was _____ to win the race! It was her first time in first place.
6. I need to _____ some money so I can buy a new video game.

Grammar: Possessive Nouns and Adjectives

A Underline the possessive noun. Circle the noun that belongs to it.

1. The children's drawings are on the wall.
2. Haroun's new markers are for art class.
3. I am using Iris's paintbrushes.
4. The teacher's desk is in the front of the classroom.
5. The students' uniforms are blue.
6. The class's performance is tomorrow.

B Underline the possessive adjective. Circle the noun that belongs to it.

1. My backpack is black.
2. Your photograph is beautiful.
3. Anne is painting her garage.
4. Our car is in the repair shop.
5. He manages workers at the restaurant. That is his job.
6. The new store had its first customer.

C Correct the error(s) in each sentence. Rewrite the sentence.

1. My dad travels for her job.

2. Chris' house is on the corner by the flower shop.

3. You can find many types of food in my city. It's restaurants are great!

4. My brother and I want to be teachers. There are a lot of teachers in are family.

5. Carlos bike is important to him. He uses it for her job.

6. Sara is a very thoughtful girl. Their parents expect that.

Understand

A Choose the correct answers to the questions about *Rickshaw Girl*.

1. What problem does Naima have?
 - a. Her family wants her to work.
 - b. She crashed the rickshaw.
2. What is Naima talented at?
 - a. driving
 - b. painting
3. Where does Naima want to work?
 - a. at the Rickshaw Repair Shop
 - b. at home with her mother
4. Who helps Naima?
 - a. the rickshaw shop owner
 - b. Naima's father

B Match the part of the story with the description.

- | | |
|----------------|---|
| 1. Lines 26–28 | a. The rickshaw is damaged. |
| 2. Lines 37–38 | b. Naima is excited to drive and earn money. |
| 3. Lines 68–70 | c. The repair shop owner is angry with Naima. |
| 4. Lines 76–78 | d. The owner decides to let Naima work. |
| 5. Lines 94–98 | e. Naima is upset about what happened. |

C Look at the image from the Student Book. Complete the sentences.

Naima is at the _____. She is talking to _____.

Naima is dressed as a _____. This part of the story is important because _____.



Analyze

A Choose the best text evidence to answer each question.

1. Which sentence best shows why Naima is driving the rickshaw?
 - a. "As she turned the pedals, Naima pictured Father's smile as she handed him the *taka* she had earned."
 - b. "She squeezed the hand brakes as hard as she could, but the rickshaw seemed to pick up speed instead of slowing down."
2. Which sentence best shows why Naima dressed like a boy?
 - a. "I can't earn money because I'm a girl, so I borrowed these clothes."
 - b. "I paint the best alpanas in my village."
3. Which sentence best shows who the repairperson is?
 - a. "Meanwhile the rickshaw woman was studying Naima's hands."
 - b. "This widow was the owner of a rickshaw repair shop?"
4. What sentence best shows the repair shop owner has determination?
 - a. "I could use some help—Ali won't give me more business if I don't finish by tomorrow..."
 - b. "Things are changing whether people around here like it or not."
5. Which sentence shows that Naima also is determined?
 - a. "I could help you," Naima said suddenly. "I paint the best alpanas in my village."
 - b. The story poured out of Naima like water from a pitcher. ... and it was all my fault, she ended.

Apply the Strategy: Make Text-to-Self Connections

B Read. Complete the sentences with your ideas.

The story poured out of Naima like water from a pitcher. "... and it was all my fault," she ended.

I remember a time when I felt like Naima. I felt like everything was my fault when _____

Vocabulary Boost

A Read the sentences. Then write the words in bold next to their definitions.

1. She is **blind** in one eye, but she can see out of her other eye.
2. The little boy cried when he fell and **hurt** his knee on the sidewalk.
3. Our school has a new grading **system**. The new rules are on our school website.
4. Every student must **attend** the school meeting. It's important to be there.
5. I am good at writing and **communication**, but I don't do well in math and science.
6. Yusef got an **infection** in the cut on his hand, and he had to go to the doctor.

Word	Definition
	to go to or be present at (an event, meeting) (verb)
	the act of becoming sick or getting a disease (noun)
	unable to see (adjective)
	the act or process of using words, sounds, and signs to express ideas to someone else (noun)
	to cause pain or injury to yourself, someone else, or a part of your body (verb)
	a way of managing and organizing something that follows a set of rules (noun)

Examine the Graphic

B Look at the graphic in the Student Book. Put the events in order from 1 to 7.

- _____ a. Braille learns a system for reading in the dark.
- _____ b. The Braille system becomes the standard communication system for blind people.
- _____ c. Braille pokes himself in the eye with his dad's tool.
- _____ d. Braille attends one of the first blind schools.
- _____ e. Braille becomes a teacher.
- _____ f. Braille becomes blind.
- _____ g. Braille creates a system of raised dots for reading and writing.

Reflect

C Answer the questions.

1. What events changed Braille's life? _____

2. What events in your life had a big effect on you? _____

Key Vocabulary

A Complete each sentence with a word from the box.

culture encourage expect form knowledge original

1. A doctor must have a great deal of _____ about the human body.
2. Teachers _____ students to arrive on time for class.
3. Some of the students in my class want to _____ a chess club.
4. The class will perform a(n) _____ play. The students wrote the play themselves.
5. My parents _____ me to do well in school. They talk about the importance of learning.
6. I am taking a French class. We are studying the language and _____ of France.

Vocabulary Boost

B Read the sentences. Then match the words to their definitions.

1. My birthday is on the first day of the year. I was **born** on January 1, 2008.
2. It's my **dream** to live in another country. I hope I can do it!
3. Lamar likes to read books about **history** and imagine the events in the past.
4. The ice cream shop is a **popular** place to go on a hot day.
5. I sat close to the **stage** so I could easily see the actors perform.
6. The singers sang some **traditional** songs from their country.

- | | |
|----------------------|---|
| _____ 1. born | a. a raised platform in a theater where actors perform (noun) |
| _____ 2. dream | b. liked or enjoyed by many people (adjective) |
| _____ 3. history | c. based on a way of doing something that has been used by people for a long time (adjective) |
| _____ 4. popular | d. something that you have wanted to do very much (noun) |
| _____ 5. stage | e. the study of past events (noun) |
| _____ 6. traditional | f. brought into life by the process of birth (adjective) |

C Answer the questions.

1. What is your **dream**? _____
2. What is an important event from **history**? _____
3. What is a **popular** place in your city? _____
4. What is performed on a **stage**? _____
5. What is a **traditional** food from your culture? _____
6. What year were you **born**? _____

A Read the dictionary entry. Choose the correct answers.

v./pri:'zent/ **1** to give something to someone in a formal way: *He presented the queen with a diamond necklace.* **2** to formally talk about something you have studied or written: *The scientist presented his report.* **3** to make something (a play, dance, or show) available to be seen by an audience: *The theater is presenting a Shakespeare play next month.* **4** to show something to someone: *He presented his passport to the security guard.*

- How do you say *present* when it is a verb?
 - PRE**-sent
 - pre-**SENT**
- Which part of speech is *present* in this sentence?

I found the perfect **present** for my mom. I got her new earrings.

 - noun
 - verb
- Which definition matches the meaning of *present* in this sentence?

The ballet **presented** many dances, but the audience loved the first one the best.

 - definition 1
 - definition 3
- Which definition matches the meaning of *present* in this sentence?

I have to **present** my research project to my class on Tuesday.

 - definition 2
 - definition 4
- Which definition matches the meaning of *present* in this sentence?

They are **presenting** the scientist with an award for his discovery.

 - definition 1
 - definition 2

1. The original, free-flowing **movements** seem to come from the dancers' **emotions**.

- a. movement _____
 - b. emotion _____
2. The rules for **modern** dance are less **strict** than for ballet.
- a. modern _____
 - b. strict _____

Understand

A Complete the sentences about “Amalia Hernández: A Dancer’s Dream” with words from the text.

1. Hernández’s family expected her to be a(n) _____, but she became a(n) _____.
2. She became a dance teacher and a(n) _____. She created new dances.
3. She performed her dances and formed the _____. It’s still popular today.

B Check (✓) the sentences that are true about “Amalia Hernández: A Dancer’s Dream.” For true statements, write the text line numbers for the information.

- _____ ☐ 1. Hernández loved ballet and modern dance.
- _____ ☐ 2. Hernández also studied the ancient people of Mexico for inspiration.
- _____ ☐ 3. Hernández choreographed dances combining ballet, modern dance, and the danzas.
- _____ ☐ 4. Hernández stopped dancing because she didn’t like to perform.

C Look at the photos from the Student Book. Complete the sentences with words from the story.

1. The left photo shows _____.
2. The right photo shows _____.
3. Some of Hernández’s costumes and dances were inspired by _____.



Apply the Skill: Analyze Events

A Match each event in the text to an effect.

Event

- ____ 1. As a girl, Hernández sees dancers.
- ____ 2. Hernández studies and practices ballet.
- ____ 3. She wants to create her own dances.
- ____ 4. Hernández creates beautiful dances for the stage.
- ____ 5. The dance company grows big and tours the world.

Effect

- a. She becomes a good ballerina.
- b. She decides to stop dancing and direct the company.
- c. The ballet company becomes famous.
- d. She wants to be a dancer.
- e. She becomes a choreographer and forms a dance company.

Analyze

B Cross out the one incorrect answer to each question about “Amalia Hernández: A Dancer’s Dream.”

1. What did Hernández learn from teachers?
 - a. ballet
 - b. modern dance
 - c. the history of Mexico
2. What was true about the Ballet Folklórico de México’s performances?
 - a. They used beautiful, flowing costumes.
 - b. They were performed to bring a good harvest.
 - c. They used dramatic lighting for the stage.
3. What ideas did Hernández use in her dances?
 - a. art from Aztec and Mayan people
 - b. traditional dances from the people of Mexico
 - c. history from the United States
4. What decisions did Hernández make in her life?
 - a. to make and sew costumes
 - b. to be a choreographer
 - c. to form a ballet company
5. Why do people enjoy the Ballet Folklórico de México?
 - a. It is a great stage performance.
 - b. It has original dances about the culture and history of Mexico.
 - c. It uses one simple, traditional dance from Mexico’s history.

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. My class had an amazing **adventure**. We hiked to the top of a mountain and went camping.
2. The **reality** of being a famous actor is harder than it looks. Actors often work long hours and are away from their family.
3. I enjoy traveling. There is always **magic** in seeing somewhere new.
4. A good **storyteller** can make any story sound exciting.
5. It was a **struggle** for my dad to pay for his college, but he worked hard and did it.
6. I **realize** that sleep is important, so I go to bed early.

- | | |
|---------------------|---|
| ____ 1. adventure | a. someone who tells or writes stories (noun) |
| ____ 2. reality | b. an exciting or dangerous experience or time (noun) |
| ____ 3. realize | c. a very pleasant or exciting quality (noun) |
| ____ 4. storyteller | d. something that is difficult or causes problems (noun) |
| ____ 5. struggle | e. the true situation (noun) |
| ____ 6. magic | f. to understand or become aware of something (verb) |

B Complete the sentences with your ideas.

1. I think the **reality** of school is that it is _____.
2. An **adventure** I want to have is _____.
3. I think there is **magic** in _____.
4. A **storyteller** that I like is _____.
5. A **struggle** most people have in life is _____.
6. Something that I **realize** is important is _____.

Share Your Perspective

C Think of three successful people. Complete the chart about each person.

Name of Successful Person	What percent of their success is from talent?	What percent of their success is from determination?

Review

A Circle the correct word to complete each sentence about the characters and people from this unit.

1. Naima wants the *chance* / *inspiration* to earn money and pay for the repair of her father's rickshaw.
2. Amalia Hernández's teachers gave her *training* / *culture* in dance. Later, she *formed* / *required* the ballet company the Ballet Folklórico de México.
3. Fitz Cahall got *inspiration* / *training* from reading *National Geographic* magazines. He wanted to tell stories about people's amazing adventures.
4. Louis Braille's parents *encouraged* / *decided* him to do things. They wanted him to have fun like other kids. He went to school and *invented* / *discovered* Braille.

B How do the people in this unit become who they wanted to be? Write the letter(s) for the people or characters that match each description.

a. Naima b. Amalia Hernández c. Louis Braille d. Fitz Cahall

1. They are **talented** at something. _____
2. They are **thoughtful** about their interests. _____
3. They get **training** for a job or skill. _____
4. They gain **knowledge** about their culture. _____
5. A special person in their life **encourages** them. _____
6. They get **inspiration** from other people. _____
7. They get the **chance** to do something exciting. _____

Reflect

C How do you become who you want to be? Complete the sentences with information about yourself.

1. I want the **chance** to _____
_____.
2. I want to learn more and gain **knowledge** about _____
_____.
3. I want to **invent** _____
_____.
4. Three adjectives that best describe me are _____
_____.
5. When I **grow up**, I hope to **become** a(n) _____
_____.

Assignment: Write a Biography

A Check (✓) the information that is included in the model in the Student Book.

☐ year of birth

☐ place of birth

☐ names of family members

☐ interests

☐ name of college

☐ important task or achievement

B Complete the chart. Give two details that describe Robert Goddard as a child and two details that describe him as an adult.

As a child, Goddard ...	As an adult, Goddard ...

Editing Boost

Capitalization of Proper Nouns

- Use capital letters for the names of people.

R **G**
~~r~~obert ~~g~~oddard was a scientist.

- Capitalize the names of cities, states, countries, continents, and planets.

M **U** **S** **M**
 He was born in ~~m~~assachusetts, in the ~~u~~nited ~~s~~tates. He dreamed of going to ~~m~~ars.

- Capitalize the names of days of the weeks and months of the year.

O
 On ~~e~~ctober 19, 1899, he climbed a tree and looked up at the sky.

- Capitalize nationalities and languages.

A **E**
 He was ~~a~~merican. He spoke ~~e~~nglish.

- Capitalize the names of awards, books, newspapers, and works of art.

B **U** **P** **B** **A**
 The book *Sal & Gabi* ~~b~~reak the ~~u~~niverse won the ~~p~~ura ~~b~~elpre ~~a~~ward.

C Correct the errors in capitalization.

1. Goddard died in 1945 in baltimore, maryland.
2. One of Goddard's favorite authors was H. G. wells.
3. Russian and german scientists were also interested in space travel.
4. The first rocket landed on the moon on july 20, 1969.
5. What do you think earth looks like from space?

D Read the paragraph about Wangari Maathai. Find and underline:

- 2 errors with possessive adjectives
- 6 errors with capitalization
- 1 error with a word to show effect

Wangari maathai was a famous Kenyan woman. She received university degrees in the United States and in Kenya. In 1977, she founded the Green belt Movement. His organization worked on planting trees, conservation, and economic issues. She later served in the government and wrote several books. Result of its work and her many contributions, she was awarded the 2004 nobel peace prize. She died in 2011. She was the first african woman and the first environmentalist to win the Peace Prize.

E Rewrite the paragraph. Correct the errors you found in Activity D. One sentence in the paragraph in Activity D is not in the correct order. Put it in the correct place.

F Imagine adding a paragraph to come before the paragraph in Activity D. Check (✓) the sentences to include in this new paragraph about Wangari Maathai.

- ☐ a. Her older brother encouraged her to attend elementary school.
- ☐ b. She studied biology at a university in Kansas.
- ☐ c. Wangari Maathai was born in Kenya in 1940.
- ☐ d. She had three children.
- ☐ e. She received many awards in her lifetime.
- ☐ f. By high school, she spoke English very well.

Vocabulary Boost

A Read the sentences. Then write the words in bold and their parts of speech next to their definitions.

1. Earth is the third **planet** from the sun.
2. I believe that every **human being** needs love and the chance for a good life.
3. Copernicus was an **astronomer**. After studying the sky, he discovered that Earth travels around the sun.
4. I **connect** with people my own age. It's easy to talk and be friends with them.
5. I have an interest in the **cosmos**. I want to know about all the stars in space.
6. He was happy with his job. It was **meaningful**. He felt good helping others.

Word	Part of Speech (noun, verb, or adjective)	Definition
		a person
		having real importance or value
		a large round object in space (such as Earth) that travels around a star (such as the sun)
		to have or share a feeling of caring and understanding
		the system of all of the stars and planets (all of space)
		a person who studies stars, planets, and other objects in space

Understand

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

1. ☐ Brendan Mullan's goal is to share his knowledge.

2. ☐ He thinks others will enjoy discovering space.

3. ☐ Mullan became interested in space while taking university classes.

4. ☐ He studied to become an astronaut and travel to space.

5. ☐ He teaches middle school students at a summer camp.

6. ☐ Teaching about the cosmos is meaningful to Mullan.

Vocabulary Self-Assessment

A Check (✓) the words that you understand. Mark the words you can use in a sentence with a ✓+. Mark the words you aren't sure about with a question mark (?).

Nouns	Verbs	Adjectives
<input type="checkbox"/> business	<input type="checkbox"/> become	<input type="checkbox"/> amazed
<input type="checkbox"/> chance	<input type="checkbox"/> decide	<input type="checkbox"/> born
<input type="checkbox"/> culture	<input type="checkbox"/> discover	<input type="checkbox"/> original
<input type="checkbox"/> dream	<input type="checkbox"/> earn	<input type="checkbox"/> popular
<input type="checkbox"/> fault	<input type="checkbox"/> encourage	<input type="checkbox"/> talented
<input type="checkbox"/> history	<input type="checkbox"/> expect	<input type="checkbox"/> thoughtful
<input type="checkbox"/> inspiration	<input type="checkbox"/> form	<input type="checkbox"/> traditional
<input type="checkbox"/> interest	<input type="checkbox"/> grow up	
<input type="checkbox"/> knowledge	<input type="checkbox"/> invent	
<input type="checkbox"/> painter	<input type="checkbox"/> require	
<input type="checkbox"/> repair		
<input type="checkbox"/> stage		
<input type="checkbox"/> training		

B The words that are the most useful to me are:

Reflect

C Complete the sentences with your opinions.

1. My favorite text was _____ because _____.

2. My favorite video was _____ because _____.

3. In this unit, I learned that _____.

Becoming Me

Rickshaw Girl

"Amalia Hernández:
A Dancer's Dream"

Video Connection:
Becoming an Adventure
Storyteller

Uncover the Story: Louis
Braille

Take Action: Inspiring
Young Astronomers

UNIT LAUNCH

Theme Vocabulary

A Complete each sentence with a theme word.

1. The teacher organized a walk in the park to help her students _____ their anxiety.
2. There's nothing like a walk on the beach when you want _____ and quiet.
3. Before class, we do some _____ exercises to feel more relaxed.
4. Karim practices yoga to reduce her _____.
5. We must stay active in order to take care of our mental and physical _____.
6. When it is hard for Zhang to _____, she closes her eyes and takes three deep breaths.

B Look at the photo. Complete the answers.

1. What nature can you enjoy in this place?

2. Would you go to this place to **reduce** your **stress**? Why or why not?
I would (not) go to this place because _____.

Theme Vocabulary

concentrate (verb)
health (noun)
mental (adjective)
peace (noun)
reduce (verb)
stress (noun)

▼ A pier on a lake at sunset



Key Vocabulary

A Read the sentences. Then match the words to their definitions.

1. I saw **despair** in her face after she heard the news about the car accident.
2. Whenever I feel **lonely**, I call my grandmother. She always knows how to cheer me up.
3. Kaylee was in a bad **mood** because her sister had ruined her favorite dress.
4. It gives my parents **pleasure** to hike with us in the woods. It's such a great family activity.
5. Pedro and John like to **wander** around town without thinking about time.
6. It can be dangerous to eat **wild** mushrooms. Some plants in the forest can make you ill.

- | | |
|-----------------|--|
| ___ 1. despair | a. sad from being alone (adjective) |
| ___ 2. lonely | b. a feeling of happiness or satisfaction (noun) |
| ___ 3. mood | c. to go to different places without a particular purpose (verb) |
| ___ 4. pleasure | d. living or growing in nature and not under human control (adjective) |
| ___ 5. wander | e. one's emotional state (noun) |
| ___ 6. wild | f. the feeling of not having hope (noun) |

Vocabulary Boost

B Read the definitions. Then complete the sentences with a word in bold.

Word	Part of Speech	Definition
bay	noun	a large body of water reaching into the land
breeze	noun	a light wind
fear	noun	an unpleasant feeling of worry or alarm
float	verb	to move lightly through the air or on the surface of water
rest	verb	to lie still
star	noun	an object in the sky made of burning gas

1. I love to watch the ducks _____ on the water. They look so peaceful and relaxed.
2. A soft _____ blew across the _____ when we were sailing.
3. I felt _____ when my brother got lost in the woods.
4. Last night, Celina and Maria lay on the grass and looked for the brightest _____.
5. You look very tired. Just _____ here for a while and have some water.

Vocabulary: Analyze Word Choice

- A** Read the first two stanzas of "I Wandered Lonely as a Cloud" by William Wordsworth. Underline the nouns in the first stanza and circle the verbs in the second stanza.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

- B** Read the two stanzas again. Choose the best answer.

1. What is the main idea of the stanzas?
 - a. The poet feels lonely, but a field of flowers catches his attention.
 - b. The poet feels lonely and takes a walk to look for some flowers.
2. What specific flower does the author mention instead of the general word *flowers*?
 - a. breeze
 - b. daffodils
3. What words does the author use to show movement?
 - a. fluttering, dancing, tossing
 - b. saw, shine, stretched
4. What is the general feeling in the first stanza?
 - a. happiness
 - b. loneliness, sadness
5. What is the general feeling in the second stanza?
 - a. hope, happiness
 - b. fear

Understand

A Read the statements about each poem. Then write *T* for True or *F* for False.

"The Peace of Wild Things"

- ____ 1. The poet feels stress and fear when he thinks about his past life.
- ____ 2. The poet enjoys the beauty of the wood drake, the heron, and the still water.
- ____ 3. The setting is a lake at sunset.
- ____ 4. Watching and enjoying nature gives the poet peace.

"I Wandered Lonely as a Cloud"

- ____ 5. The poet is walking all alone when he suddenly sees a field full of daffodils.
- ____ 6. The field of daffodils is at the bottom of a valley.
- ____ 7. When the poet sits alone on his couch, he sometimes thinks about the waves crashing in the sea.
- ____ 8. The poet changes the focus from loneliness to happiness.

B Look at the photo from the Student Book. Complete the sentences with the words from the box.

breeze daffodils dancing mood pleasure wanders waves

The poet _____ alone through the countryside when he suddenly sees a field of _____. The daffodils seem to flutter and dance in the _____. Watching the daffodils dance beside the _____ puts the poet in a very happy _____. Back at home, it gives the poet _____ to remember the field of _____ daffodils.



Apply the Skill: Analyze the Text Structure of a Poem

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

"The Peace of Wild Things"

- ____ 1. The poem is divided into 11 stanzas.
- ____ 2. Every line starts with a capital letter.
- ____ 3. The poet starts a new sentence in the middle of a line two times.

"I Wandered Lonely as a Cloud"

- ____ 4. The poem is divided into four stanzas of six lines each.
- ____ 5. Some of the lines in the poem rhyme.

Analyze

B Choose the correct answers about the poems.

"The Peace of Wild Things"

- 1. Which quote best shows the poet's mood at the beginning of the poem?
 - a. "... despair for the world grows in me ..."
 - b. "... I wake in the night at the least sound ..."
- 2. Which quote best shows the change of mood?
 - a. "... I go and lie down where the wood drake / rests in his beauty on the water, and the great heron feeds."
 - b. "I come into the peace of wild things ..."
- 3. Which quote best shows the poet's connection with nature?
 - a. "... I feel above me the day-blind stars ..."
 - b. "... I rest in the grace of the world ..."

"I Wandered Lonely as a Cloud"

- 4. Which quote best shows the poet's overall mood?
 - a. "... I lie / In vacant or in pensive mood ..."
 - b. "And then my heart with pleasure fills ..."
- 5. Which quote best shows that the poet is bringing back a memory?
 - a. "They flash upon that inward eye ..."
 - b. "I wandered lonely as a cloud ..."
- 6. Which quote best shows the poet's connection with nature?
 - a. "... little thought / What wealth the show to me brought:"
 - b. "I wandered lonely as a cloud ..."

Vocabulary Boost

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

1. The elephants in the photo make **paths** through the water and the reeds.
2. The water **flows** out of the main river into small streams.
3. These small streams create **channels** of water in the marsh.
4. The channels form **islands** where many animals live.
5. This wet marsh land is called a **delta**.
6. The actions of the elephants create many **advantages** for other wildlife.

- | | |
|------------------|--|
| ___ 1. advantage | a. a waterway (noun) |
| ___ 2. channel | b. a narrow way or trail (noun) |
| ___ 3. delta | c. land that is formed when a river divides into smaller streams (noun) |
| ___ 4. flow | d. to move smoothly (verb) |
| ___ 5. island | e. a good feature, a benefit (noun) |
| ___ 6. path | f. a piece of land that is completely surrounded by water (noun) |

Examine the Photo

B Look at the photo in the Student Book. Circle the correct word or phrase to complete each sentence.

1. The photo shows a group of elephants *making paths* / *playing* in the water.
2. The elephants step on the *animals* / *vegetation* around the river to create the channels.
3. More water around the delta means more *homes* / *food* for more wildlife.
4. Elephants change the *climate* / *habitats* of the areas they pass through.
5. Other ways elephants *affect* / *destroy* nature is by spreading seeds and digging water holes.

Reflect

C Read the statements about Beverly Joubert's job. Then write *T* for True or *F* for False.

- ___ 1. If you take photos of wildlife, you take photos of animals living in nature.
- ___ 2. Taking photos of wildlife is never dangerous.
- ___ 3. Wildlife photographers usually live close to the animals they photograph or travel for long periods of time to where the animals live.
- ___ 4. The job as a wildlife photographer has regular work hours.
- ___ 5. Wildlife photographers usually share these qualities: patience and passion.

Key Vocabulary

A Choose the best word to complete the definition of the word in bold.

- You feel **anxious** when you are ____ about something.
a. afraid or nervous b. excited and happy
- A **benefit** of something is a _____.
a. good or helpful result b. new way of doing it
- A **disease** is _____.
a. a scientific study b. an illness
- If something is described as **physical**, it is about _____.
a. the mind b. the body
- To do **research** means to _____.
a. study something carefully b. try something new
- If something **protects** you, it _____.
a. gives you power b. keeps you safe

Vocabulary Boost

B Read the sentences. Then write the words in bold next to their definitions.

- I'd say the **likely** cause of the forest fire was the illegal campfire. I'm almost positive.
- I love the **outdoors**. Walking around in nature and breathing fresh air can be very relaxing.
- When new highways are built, they often **destroy** habitats. The animals' homes may be lost forever.
- During the summer, we **spend** time collecting trash on the beaches. It is not a fun way to pass time, but it is important that we do it.
- Camping is an **activity** we really enjoy doing as a family. We love setting up the tent and cooking over the fire.
- We must protect **nature** so that we have a healthy planet for many more generations.

Word	Definition
	to damage something badly until it no longer exists (verb)
	to pass time in some place or in some way (verb)
	having a high chance of happening or being true (adjective)
	the open air; the natural world (noun)
	something that one does for pleasure or work (noun)
	things that exist in the world and are not made by humans (noun)

Grammar: Compound and Complex Sentences

A Circle the conjunction. Then label the sentences with C for Compound and CX for Complex.

- ____ 1. The photographer went to the river at dawn, but the elephants did not come for water that morning.
- ____ 2. We wanted to spend the afternoon outdoors, yet the rain did not cooperate with us.
- ____ 3. After a hot day at the beach, the breeze picked up.
- ____ 4. If you are anxious about the trip, do some research before you go.
- ____ 5. This is not the best indoor activity, nor is it the worst.
- ____ 6. When you watch the stars at night, you find peace in nature.

B Choose the correct option to complete each sentence.

- 1. _____, I went to talk to her after class.
 - a. Because I thought the teacher was not fair with my grade
 - b. I thought the teacher was not fair with my grade
- 2. Alicia will come for a sleepover tonight, _____.
 - a. I might go to her house
 - b. or I might go to her house
- 3. _____ we will have some free time at the end of the class.
 - a. If we finish the project early,
 - b. If we finish the project early
- 4. Octavio has to miss the basketball game _____.
 - a. when he visits family on the weekend
 - b. he visits family on the weekend
- 5. Hassan would like to have lunch at the school cafeteria, _____.
 - a. the food is not very tasty
 - b. but the food is not very tasty

C Write complex or compound sentences using the conjunctions given. Add commas when necessary.

- 1. because _____
- 2. or _____
- 3. when _____
- 4. and _____
- 5. after _____
- 6. but _____

Understand

A Complete the sentences about “Why We Need Nature” with words from the text.

1. The author thinks people are spending too much time _____ these days.
2. Miyazaki says that our bodies _____ when we are in contact with nature.
3. A _____ bath is simply spending time surrounded by nature.
4. There are not only mental but also _____ benefits to spending time in nature.
5. Students who learn in outdoor classrooms can _____ better.
6. After spending time in nature, people often feel and _____ better.

B Write the name of the area or country that best matches each statement from “Why We Need Nature.”

1. “Doctors treat their patients with healing ‘forest baths.’” _____
2. “Doctors noticed more and more children needing glasses.” _____
3. “Kids can spend up to 95 percent of their school day outside in nature.”

4. “High school is a full day with almost no physical activity!” _____
5. “Every building will have green roofs and walls.” _____

C Look at the photo from the Student Book. Complete the sentences.

1. The photo shows _____ using a magnifying glass to _____.
2. The photo is a good example of _____.



Apply the Skill: Identify Claims in an Argument

A Match each claim from “Why We Need Nature” to its evidence.

- | | |
|--|---|
| _____ 1. “... people are spending time indoors.” | a. “These children developed fewer vision problems than other students.” |
| _____ 2. “... some are rediscovering the benefits of the outdoors.” | b. “The rest of the world is studying ideas like these and finding that we need nature.” |
| _____ 3. “... connecting with nature is good for our mental health.” | c. “In other words, nature reduces stress.” |
| _____ 4. “... we can improve our physical health, too.” | d. “We are forming groups to protect local habitats.” |
| _____ 5. “We even learn better outside.” | e. “We have more homework, too.” |
| _____ 6. “... we humans protect what we love.” | f. “A 20-minute walk in the woods helped children with attention problems concentrate better.” |

Analyze

B Choose the best answer to complete each sentence.

- The statement “people are spending time indoors” shows a _____.
 - problem
 - solution
- The statement “Doctors treat their patients with healing ‘forest baths’” shows a _____.
 - problem
 - solution
- People who don’t live near nature can get its benefits by _____.
 - creating a green space in their homes
 - watching more TV
- A way to appreciate nature is by _____.
 - taking a “forest bath”
 - polluting a habitat
- A statement from the article that would be important to include in a summary of the article is “_____.”
 - We even learn better outside
 - We need to rediscover nature

Vocabulary Boost

A Read the sentences. Then write each word in bold and its part of speech next to its definition.

1. Earth's **atmosphere** has nitrogen, oxygen, and other gases.
2. The **climate** in Mexico is varied. It is mostly tropical in the south and mild in the north.
3. Weather **conditions** can change quickly if the temperature drops suddenly.
4. The area was so **dry** that the fire spread quickly. It had not rained in three months.
5. The beautiful **landscape** of the hills under the clear sky filled me with peace.
6. To **prevent** another wildfire in the area, people are not allowed to build campfires.

Word	Part of Speech (noun, verb, or adjective)	Definition
		the usual weather in a place
		a broad view of the land
		a specific type of weather that happens at a particular time
		having little or no rainfall
		to stop something from happening
		the gases surrounding a planet; the air

B Write your own sentences with the words given. Use the part of speech given in Activity A.

1. atmosphere: _____
2. climate: _____
3. conditions: _____
4. dry: _____
5. landscape: _____
6. prevent: _____

Share Your Perspective

C Think of a natural event or weather condition in your area. Then complete the chart.

Natural Event or Weather Condition: _____	
Positive Effects	Negative Effects

Review

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

- ____ 1. The poet in "The Peace of Wild Things" feels despair after being in nature.
- ____ 2. The speaker in the poem wrote "I Wandered Lonely as a Cloud" after a walk in nature.
- ____ 3. The actions of the elephants in the photo help themselves and other animals.
- ____ 4. In "Why We Need Nature," the author explains the benefits of not interacting with nature.
- ____ 5. The video shows how nature can destroy and improve life at the same time.

B Which source from this unit best matches the statements below? Check (✓) as many boxes as you need.

	"The Peace of Wild Things" / "I Wandered Lonely as a Cloud"	Uncover the Story: Beverly Joubert, Elephants of the Okavango	"Why We Need Nature"	Video: Wildfires—Nature's Inferno
1. Both our mental and our physical health can be affected by the way we interact with nature .				
2. Nature sometimes gets destroyed before we can see the benefits it brings.				
3. We must protect nature so that we can enjoy its benefits.				
4. Stress and despair can be changed to pleasure and peace when we interact with nature.				

Reflect

C How does nature affect you? Use the words given to write sentences about yourself. Use other key and theme vocabulary from the unit.

1. health: _____
2. mood: _____
3. wild: _____
4. benefit: _____
5. protect: _____

Assignment: Develop a Claim

A Check (✓) the items to include in your writing when developing a claim.

- ☐ 1. a title
- ☐ 2. a claim
- ☐ 3. two paragraphs to describe the setting
- ☐ 4. reasons and evidence to support the claim
- ☐ 5. one paragraph to introduce the characters
- ☐ 6. an idea on how to put your point of view into practice
- ☐ 7. a concluding statement to summarize your point of view

B Choose the correct answers to the questions about the model, "Take a Nature Break!"

1. What type of text is it?
 - a. an argument
 - b. a poem
2. What is an important element included in the model?
 - a. a photo
 - b. a title
3. What is the author's reason for showing pictures of nature in the classroom?
 - a. Students have the chance to be in nature.
 - b. The school does not have a park or green space.
4. Where does the author get evidence to support the claim?
 - a. from "Why We Need Nature"
 - b. from "Wildfires—Nature's Inferno!"
5. What is a benefit of the author's idea?
 - a. Students are encouraged to take their own pictures of nature.
 - b. Students will value photography more.

Editing Boost

Run-on Sentences and Sentence Fragments

Run-on sentences happen when two independent sentences are not connected properly.

Students have the chance to be in nature they get a break from stress.

Sentence 1

Sentence 2

To fix this, you can do any of the following:

1. Add a period to separate the two sentences. Use appropriate capitalization.

*Students have the chance to be in nature. **T**hey get a break from stress.*

2. Add a semicolon.

Students have the chance to be in nature; they get a break from stress.

3. Use a comma and a coordinating conjunction.

*Students have the chance to be in nature, **and** they get a break from stress.*

4. Use a subordinating conjunction. Add a comma if necessary.

***When** students have the chance to be in nature, they get a break from stress.*

Sentence fragments happen when an important part of the sentence is missing, so the sentence is incomplete. For example:

Gets the benefits of nature several times a day.

Who gets the benefits? It is not clear. To fix this, you must add a subject. For example:

***My daughter** gets the benefits of nature several times a day.*

C Label the sentences *RO* for Run-on or *F* for Fragment.

- ____ 1. We take a long walk after school every day it reduces stress.
- ____ 2. Was happy with the idea of including relaxing music in the classroom.
- ____ 3. We finish our classwork, we can watch videos of nature.
- ____ 4. Students their own drawings to share with the class.
- ____ 5. I closed my eyes and tried to visualize nature I couldn't.

D Read the argumentative paragraph. Find and underline:

- 3 errors with run-on sentences
- 2 errors with sentence fragments
- 2 errors with *should* to give advice

Students can't relax after school they get a lot of homework. After school, students are too tired to play sports or practice music they are too anxious. I think teachers may not assign any homework. Then will have time to do whatever makes them happy. Another idea is to have teachers homework only to students who do not finish their work on time. They do this, students might work harder in class. In my view, schools allow students to have more free time.

E Rewrite the paragraph. Correct the errors you found in Activity D.

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. The **community** got together to clean up the parks in the neighborhood. The youth made up the majority.
2. The animals in the rainforest are in **danger** because humans are chopping down the trees. Who is going to help the animals?
3. The photographer was hired to **document** the elephants making the paths in the delta. The photographs will help us understand why elephants do this.
4. After four years of studying, I got the **education** I needed to identify the plants and animals in the wetlands. I now know most of the species.
5. The **organization** was formed to protect the whales.
6. **Pollution** in the river is getting worse every month. We can't drink the water anymore.

- | | |
|---------------------|---|
| ___ 1. community | a. to create a record of something through writing, film, and so on (verb) |
| ___ 2. danger | b. a group of people or company formed for a particular reason (noun) |
| ___ 3. document | c. the process of making the air, water, and so on, not safe for use (noun) |
| ___ 4. education | d. the possibility that something or someone may be harmed or destroyed (noun) |
| ___ 5. organization | e. the knowledge you get from attending school (noun) |
| ___ 6. pollution | f. a group of people who live in the same area (noun) |

Understand

B Answer the questions about "Protecting the Rainforest in Ecuador."

1. What is Mónica González's job?

2. Where is the Mache-Chindul Ecological Reserve?

3. Why is the Chocó rainforest in danger?

4. How has the community helped to protect the habitat?

Vocabulary Self-Assessment

- A** Check (✓) the words that you understand. Mark the words you can use in a sentence with a ✓+. Mark the words you aren't sure about with a question mark (?).

Nouns	Nouns	Verbs	Adjectives
<input type="checkbox"/> activity	<input type="checkbox"/> mood	<input type="checkbox"/> concentrate	<input type="checkbox"/> anxious
<input type="checkbox"/> bay	<input type="checkbox"/> nature	<input type="checkbox"/> destroy	<input type="checkbox"/> likely
<input type="checkbox"/> benefit	<input type="checkbox"/> outdoors	<input type="checkbox"/> float	<input type="checkbox"/> lonely
<input type="checkbox"/> breeze	<input type="checkbox"/> peace	<input type="checkbox"/> protect	<input type="checkbox"/> mental
<input type="checkbox"/> despair	<input type="checkbox"/> pleasure	<input type="checkbox"/> reduce	<input type="checkbox"/> physical
<input type="checkbox"/> disease	<input type="checkbox"/> research	<input type="checkbox"/> rest	<input type="checkbox"/> wild
<input type="checkbox"/> fear	<input type="checkbox"/> star	<input type="checkbox"/> spend	
<input type="checkbox"/> health	<input type="checkbox"/> stress	<input type="checkbox"/> wander	

- B** The words that are the most useful to me are:

Reflect

- C** Complete the sentences with your opinions.

- My favorite text was _____ because _____.
- My favorite video was _____ because _____.
- In this unit, I learned that _____.

Nature

"The Peace of Wild Things" / "I Wandered Lonely as a Cloud"

"Why We Need Nature"

Video Connection: Wildfires—Nature's Inferno!

Uncover the Story: Beverly Joubert

Take Action: Protecting the Rainforest in Ecuador

UNIT LAUNCH

Theme Vocabulary

A Complete each sentence with a theme word.

1. I have a gold necklace with a heart. It's very simple and old, but it is _____.
2. Most of the homes in my neighborhood are old, but our home was built two years ago. It is _____.
3. You can change the temperature in this home with a program on your phone. This home has _____ technology.
4. I want a new _____, so I am looking at fashion magazine photos for inspiration.
5. Fatima likes to draw and design houses. She wants to become a(n) _____.
6. Chen works for the school newspaper. He likes to _____ the pages and choose the photos.

B Look at the photo. Answer the questions.

1. What is the **style** of the home? _____
2. Would you **design** a house like this? Why or why not? _____

Theme Vocabulary

architect (noun)
design (verb)
elegant (adjective)
modern (adjective)
smart (adjective)
style (noun)

▼ A house with a pool faces the water.



Key Vocabulary

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

adjust consider divide normal privacy suburbs

1. We are planning a vacation. We are _____ Costa Rica and Colombia. We will decide soon.
2. If the room is too warm, you can _____ the heat.
3. After a night with no sleep, it is _____ to feel tired.
4. My dad grew up in Mexico City, and now we live in the _____ outside the city.
5. Because I share my room with my sister, I don't have a lot of _____.
6. There were twelve people at the dinner, so we _____ the cake into twelve pieces.

Vocabulary Boost

B Read the sentences. Then match the words to their definitions.

1. I raced **downstairs** to answer the doorbell and almost fell.
2. This copy **machine** is easy to use. You just need to push this button.
3. I heard a cry, so I went to **check** on my baby brother.
4. When you camp in the wilderness, it sometimes isn't possible to use **electronic** devices.
5. The teacher told us to talk more quietly. She could hear our **voices** all the way down the hall.
6. The hotel has a beautiful **view** of the ocean.

- | | |
|---------------------|---|
| _____ 1. check | a. on or to a lower floor of a building (adverb) |
| _____ 2. downstairs | b. a piece of equipment with moving parts (noun) |
| _____ 3. electronic | c. the things that can be seen from a particular place (noun) |
| _____ 4. machine | d. the sounds that you make when speaking (noun) |
| _____ 5. view | e. operating through the use of many small electrical parts (adjective) |
| _____ 6. voice | f. to look at something carefully to find mistakes or problems (verb) |

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

1. Wow! Look at the _____ from the top of the mountain!
2. Put money in the _____. Then turn the handle, and you'll get a small toy.
3. From my bedroom on the second floor, I heard a noise _____.
4. Hassan and his brother have very loud _____. They should speak more quietly.
5. These _____ toys all play music and make sounds, but they need batteries to work.
6. The teacher left the classroom for a few minutes and then came back to _____ on us.

Vocabulary: Use a Thesaurus

A Use a thesaurus. Match each word in bold from “The Smart House” to its synonyms.

- | | |
|--|--|
| _____ 1. There was no cause for alarm . | a. morning; daylight |
| _____ 2. He was sure he had instructed the house to wake him with his favorite music. | b. fear; worry |
| _____ 3. He jumped the final steps and burst into the dining room. | c. to spread out; to flop |
| _____ 4. He was nearing the end of a dream cycle . | d. to appear or spring suddenly |
| _____ 5. As dawn approached, the birds in the lime tree began their singing. | e. to inform; to tell |
| _____ 6. Fleur’s younger brother was sprawled across the bed. | f. sequence; course |

B Read the sentences from “The Smart House.” Use a thesaurus to look up the words in bold. Complete the chart. List two synonyms.

Word	Definition	Part of Speech	Synonyms
1. Seconds later the house swept a sensor around the garden. . . .			
2. Satisfied that the blanket was gently rising and falling, the house turned its eye to the bedroom next door.			
3. Normal, concluded the house quickly, with barely a glance at him.			
4. Normal, concluded the house quickly, with barely a glance at him.			

C Look at the illustrations of the house in the Student Book. Write two adjectives to describe the house. Then use a thesaurus. List two synonyms for each adjective.

Adjective	Synonyms from a Thesaurus
1.	
2.	

Understand

A Check (✓) the things that the smart house does.

- ☐ 1. checks the area outside of the home
- ☐ 2. checks the weather outside the home
- ☐ 3. takes care of the vegetable garden
- ☐ 4. checks on the health of the family members
- ☐ 5. decides if the family members' actions are normal
- ☐ 6. adjusts the temperature inside the house
- ☐ 7. follows Gavin's directions for waking him up
- ☐ 8. listens and responds to questions

B Draw lines to match the characters to their descriptions.

Character

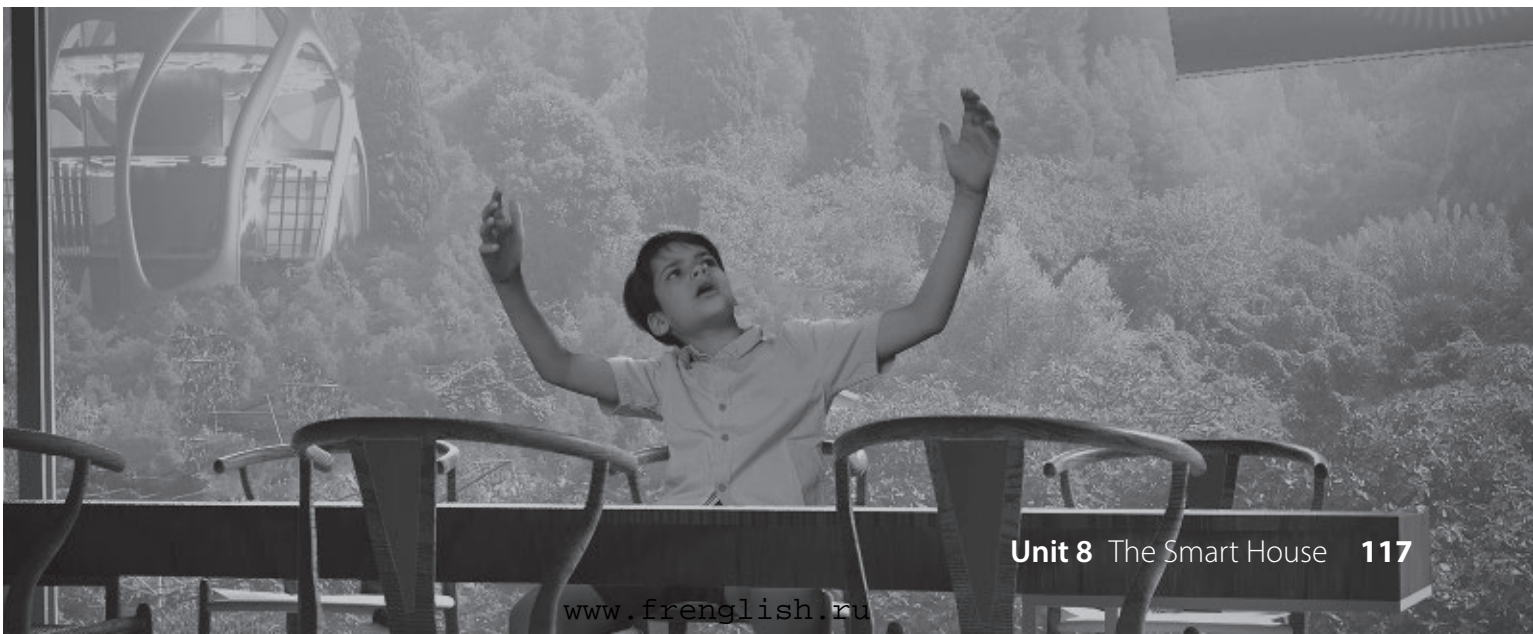
- 1. Fleur Bell
- 2. Gavin Bell
- 3. Charlotte Bell
- 4. Mr. Bell
- 5. Mrs. Bell
- 6. the house

Description

- a. takes care of the family
- b. shakes in her sleep
- c. is upset with the house
- d. is an architect
- e. is hidden in her covers
- f. is sleeping comfortably

C Look at the image from the Student Book. Complete the sentences.

Gavin is in the _____. He is talking to _____. He feels _____.
 This part of the story is important because it shows that the house doesn't follow _____,
 and it thinks it is not _____.



Analyze

A Choose the correct answers about "The Smart House."

1. What can you use to understand the setting of the story?
 - a. the illustrations and descriptions of the house
 - b. the description of the characters and the words they say
2. Which sentence best shows the information that the house knows?
 - a. "As dawn approached, the birds in the lime tree began their singing."
 - b. "A noise downstairs alerted the house that someone was up. It turned on its electronic eye..."
3. Which sentence best shows Gavin's feelings about the house?
 - a. "He hadn't had breakfast yet, and he had a nagging feeling that his mum and dad were going to have one of their Discussions."
 - b. "All right," snapped Gavin. "I didn't really expect an answer."
4. Which detail from the text best supports the idea that the house is not a machine?
 - a. The house says that it is not a machine.
 - b. The house uses sensors to check for intruders.
5. Which sentence best show the amount of privacy the Bells have?
 - a. The house stands alone on the road with a lime tree that covers one side of the building.
 - b. The house has a wide hallway with ground-floor rooms and a half-landing with an office, exercise room, and study area.

Apply the Skill: Explain Point of View

B Complete the sentences from "The Smart House" with the missing words to help identify the third-person point of view.

1. "A noise downstairs alerted _____ that someone was up. _____ turned on _____ electronic eye in the kitchen and saw that the cook was at work."
2. "Fleur's younger brother, _____, was sprawled across the bed, the covers thrown off as if _____ had been wrestling in _____ sleep."
3. "_____ hadn't had breakfast yet, and _____ had a nagging feeling that _____ mum and dad were going to have one of their Discussions."

Vocabulary Boost

A Read the sentences. Then write the words in bold next to their definitions.

1. At the **amusement park**, we rode all the rides and played all the games!
2. He had to **lift** his little sister out of the water.
3. It's a good idea to **reuse** plastic bags from the grocery store so that we reduce waste.
4. My favorite **ride** is the Ferris wheel, but roller coasters are fun, too.
5. I pushed my brother in the **swing** on the playground, and then he jumped out of it.
6. Big Ben is the name of the clock inside the tall **tower** in London's city center.

Word	Definition
	a tall, narrow building or structure (noun)
	a seat that hangs from ropes or chains and that moves back and forth (noun)
	to use something again (verb)
	a large machine at an amusement park or fair that people go on for fun (noun)
	to move something or someone to a higher position (verb)
	a place that has many games and rides (such as roller coasters and merry-go-rounds) for fun (noun)

Examine the Photo

B Look at the photo in the Student Book. Circle the correct word or phrase to complete each sentence.

1. The photo shows a ride at a(n) *amusement park* / *city center*.
2. Inside the tall *tower* / *swing*, there is a ride.
3. The ride *lifts* / *reuses* people high in the air.
4. The people are on *towers* / *swings*.
5. The tower was *reused* / *lifted*. What do you think it was before it was a ride?

Reflect

C Complete the chart with your ideas for how we could reuse old structures.

Old Structure	We could reuse the structure and turn it into a(n) ...
parking lot	
mall or shopping center	
factory	

Key Vocabulary

A Add your answer for each question.

Question	Example Answer	Your Answer
1. What can you create?	<u>a poem</u>	<u></u>
2. What jobs do artistic people have?	<u>architect</u>	<u></u>
3. What is complicated to do?	<u>a 5,000-piece puzzle</u>	<u></u>
4. What incredible place do you want to visit?	<u>Antarctica</u>	<u></u>
5. How do you feel when you have passion?	<u>determined</u>	<u></u>
6. When are you social?	<u>at school lunchtime</u>	<u></u>

Vocabulary Boost

B Read the sentences. Then match the words to their definitions.

1. My mom works in the big brick **building** on the corner.
2. I had to **describe** my stolen bike to the police. I said it was red with a black seat.
3. A good **leader** is smart, talented, and skilled at communicating.
4. We have a big **project** for science class. We have to do an experiment and write a report.
5. The town in the show looked **real**, but they created it just for the TV program.
6. The scientist was **respected** for his knowledge and research.

- | | |
|------------------|--|
| ___ 1. building | a. someone or something that guides others (noun) |
| ___ 2. describe | b. to tell someone about the appearance, sound, smell of something (verb) |
| ___ 3. leader | c. actually existing or happening; not imaginary (adjective) |
| ___ 4. project | d. admired (or looked up to) by many other people (adjective) |
| ___ 5. real | e. a planned piece of work that takes a lot of time (noun) |
| ___ 6. respected | f. a place with a roof and walls that is used as a place for people to live, work, or do activities (noun) |

C Write a word from Activity B that is a synonym for the word in bold.

1. The business is working on a big new **plan**. It's very busy. _____
2. She is **recognized** for her outstanding design skills. _____
3. That is the tallest **structure** in the city. _____
4. Is that an **actual** telephone? Or is it a toy? _____
5. He is the **decision-maker** at his company. Everyone listens to him. _____
6. Can you **tell** me about your new house? What does it look like? _____

Grammar: Comparative and Superlative Adjectives

A Complete each sentence with the comparative form of an adjective from the box.

bad easy famous meaningful tall talented

1. I didn't like the architect's second design. It was _____ than the first one.
2. Time with friends is _____ to me than gifts. I enjoy people.
3. The math lesson was _____ today. Yesterday, it was hard.
4. Most people believe that Hadid was _____ at designing buildings than creating paintings. Her buildings are incredible.
5. Hadid's architecture was _____ than her clothing designs. Not many people know that she designed clothes and shoes.
6. Although I am older than my brother, he is _____ than me. I am short.

B Complete each sentence with the superlative form of an adjective from the box.

amazed happy good new original popular

1. Many people visit the art museum. It is _____ place to visit in the city.
2. The magic show was great, but I was _____ by the last trick. It was incredible!
3. Wei created some of _____ paintings in the class. They were very creative.
4. My friend Haroun is _____ person I know. He is always smiling.
5. I go to a very good school. It is one of _____ in the city.
6. That tall building is _____ building in the city. It was just built this year.

C Complete each sentence with the correct comparative or superlative form of the adjective in parentheses.

1. She won many prizes. She was _____ architect in her country. (successful)
2. He was _____ to win the race than the other runners. (determined)
3. The world's _____ bridge is in China. It is 165 kilometers long. (long)
4. He is _____ than his sister. He is a good listener, too. (thoughtful)
5. I really don't like the new school building. It's _____ building in the city, in my opinion. (bad)
6. Today is _____ than yesterday. It's difficult to see. (foggy)

Understand

A Complete the sentences about “The Queen of the Curve” with words from the text.

1. Zaha Hadid knew since she was eleven that she wanted to be a(n) _____.
2. She was described as “the inventor of the _____.”
3. She taught at _____ and was the first woman to win the _____.
4. She thought an architect’s job was to make people _____.
5. Her buildings show her creativity and _____ talent.

B Write the name of the building that matches each description from “The Queen of the Curve.”

- | | |
|-------|--|
| _____ | 1. “a dream place made real” |
| _____ | 2. “with so many angles in steel and glass, it takes your breath away” |
| _____ | 3. “one of the most complicated bridges that has ever been built” |
| _____ | 4. “Z-shaped school won her a second Stirling Prize” |

C Look at the photo from the Student Book. Complete the sentences with words from the story.

1. This photo shows _____.
2. It is a good example of Zaha Hadid’s architecture because _____.



Apply the Skill: Use Text Evidence to Make Inferences

A Check (✓) the inferences that you can make for “The Queen of the Curve.” Then write the letter of the text evidence that supports each inference.

- ☐ 1. Zaha Hadid’s childhood travel had an impact on her future as an architect. ____
 - ☐ 2. She was talented at mathematics. ____
 - ☐ 3. Hadid designed artistic buildings. ____
 - ☐ 4. She focused on building homes for people. ____
 - ☐ 5. Hadid showed people her real self. ____
 - ☐ 6. She designed buildings that were easy to build. ____
- a. “... she wasn’t afraid to be funny, honest, and show her emotions.”
 - b. “She went to boarding schools in England and Switzerland, and we know that trips to ancient Sumerian cities left an impression on her.”
 - c. “Zaha studied mathematics at university—an important subject if you want to become an architect.”
 - d. “... she opened her own company, Zaha Hadid Architects (ZHA), introducing people to new forms of architecture: elegant, inspirational, and colorful.”

Analyze

B Read each question. Choose the lines from “The Queen of the Curve” that show text evidence to answer each question.

- 1. Which lines best show Zaha Hadid’s passion?
 - a. Lines 3–5
 - b. Lines 9–12
- 2. Which lines best show Hadid’s goals for architecture?
 - a. Lines 14–19
 - b. Lines 61–64
- 3. Which lines best show Hadid’s perseverance?
 - a. Lines 36–41
 - b. Lines 74–77
- 4. Which lines best show the meaning of “being on the edge”?
 - a. Lines 6–8
 - b. Lines 24–29
- 5. Which lines best describe Hadid’s projects?
 - a. Lines 30–33
 - b. Lines 42–43

Vocabulary Boost

A Read the sentences. Then write each word in bold and its part of speech next to its definition.

1. I let the balloon go and looked up to see it **rise**.
2. It was very warm, so we turned on the fan to **cool** the bedroom.
3. I put the window down in the car to get some **air**.
4. It's very hot in the summer at my house. We don't have **air conditioning**.
5. We turn the lights off at our house so we don't use a lot of **energy**.
6. I stood close to the fire so I could feel the **heat**.

Word	Part of Speech (noun, verb, or adjective)	Definition
		to make something less hot
		the gases that surround Earth that people and animals breathe
		to move upward
		usable power that comes from heat, electricity
		the energy that causes things to be warmer
		a system for cooling and drying the air in a building or room

B Write an example for each idea.

1. a place that needs **air conditioning**: _____
2. something that **rises**: _____
3. a time when the **air** is **cool**: _____
4. something with **heat**: _____
5. something that uses a lot of **energy**: _____

Share Your Perspective

C Write notes to prepare for your discussion.

1. a building I would like to design: _____
2. inspiration from nature: _____

3. ways to use less energy: _____

Review

A Unscramble the letters in parentheses and write the word to complete each sentence.

1. Mr. Bell designed the Bell's house. It's a(n) _____ home with smart technology. (oedmnr)
2. Zaha Hadid designed _____ buildings. Her designs were very artistic. (teagln)
3. The amusement park ride from the Uncover the Story photo is in an old tower. It's a(n) _____ photo that shows an idea for reusing old structures. (neebdiircl)
4. Mick Pearce was the _____ of the Eastgate Center. The building cools itself. (rtticeahc)

B How did the people in this unit design the world? Match each question to the correct answer.

- | | |
|--|---------------------------|
| _____ 1. What modern building is like a termite mound? | a. Mick Pearce |
| _____ 2. Who designed a house with smart technology? | b. Zaha Hadid |
| _____ 3. Which architect designed incredible buildings all over the world? | c. Sheikh Zayed |
| _____ 4. Who got inspiration from nature and insects? | d. Mr. Bell |
| _____ 5. What very complicated bridge did Zaha design? | e. Gavin Bell |
| _____ 6. Who was frustrated with the smart house? | f. Eastgate Center |

Reflect

C How should we design our world? Complete the sentences with your ideas.

1. A building I think is **incredible** is _____
_____.
2. Three words that describe the **style** of buildings that I like are _____
_____.
3. Three things that **architects** should **consider** when they **design** are _____
_____.
4. In the future, I think **architects** should **create** _____
_____.
5. I want to live in a world that is _____
_____.

Assignment: Write an Introduction to a Story

A Check (✓) the items to include in the introduction of your story for the Performance Task.

- ☐ 1. a title to interest your reader
- ☐ 2. a paragraph to introduce the main character(s) and the setting
- ☐ 3. two paragraphs to describe the setting
- ☐ 4. a paragraph to show the problem or conflict
- ☐ 5. first-person narrator to describe the point of view
- ☐ 6. third-person narrator to describe the characters' thoughts, feelings, and actions

B Draw lines to match the nouns with the words the writer used to describe them in the Student Book model.

- | | |
|------------------|------------------------|
| 1. view | a. curved |
| 2. trees | b. small, elegant |
| 3. glass circles | c. the most incredible |
| 4. house | d. the tallest |
| 5. air | e. cool |

Editing Boost

Apostrophes

1. Use an apostrophe with a noun to show possession.

Miriam's clock a river's winding path a kid's tree house people's homes

2. Use an apostrophe to show letters are missing.

It's a long way down. [It's = It is] That's when she realizes it. [That's = That is]

She's not alone. [She's = She is] He's looking around. [He's = He is]

They're in the trees. [They're = They are] We're here. [We're = We are]

She isn't in the suburbs. [isn't = is not] They aren't trees. [aren't = are not]

They don't go outside. [don't = do not] She doesn't leave. [doesn't = does not]

She can't remember. [can't = cannot]

C Correct the errors with apostrophes.

1. She ca'nt see inside the house.
2. Its like the house knew she was looking at it.
3. Thats' when she hears the noise.
4. She sees many birds, and the'yre singing sweetly.
5. She does'nt remember being there.

D Read the paragraph from an introduction to a story. Find and underline:

- 1 error with a comparative adjective
- 1 error with a superlative adjective
- 1 error with an apostrophe for a possessive noun
- 4 errors with apostrophes for missing letters

Marks Adventure

Mark feels his body rising, and his eyes fly open. It isnt a dream. Hes in the basket of a hot-air balloon. He slowly stands up. He takes a step and looks over the edge. There are more balloons than he can count. Hundreds of them, maybe thousands. The sky is filled with every color. Its' the beautifulest view. Then he looks up. It's more crazy than he can imagine. He cant see the sun. Instead, the sky is bright pink.

E Rewrite the title and the paragraph. Correct the errors you found in Activity D. Then underline the words that show the third-person point of view.

F Make the writing more descriptive so your reader can imagine the place. Write an adjective to describe each bold noun.

1. Mark's _____ **Adventure**
2. He's in a(n) _____ **hot-air balloon**.
3. He takes a(n) _____ **step** and looks over the edge.

G Write another sentence to describe the setting from the story. Use descriptive adjectives.

Vocabulary Boost

A Read the sentences. Then match the words to their definitions.

1. We bought some new **soil** to plant our flowers in.
2. I listen to the **local** news so I can hear about my city.
3. The bridge is strong. It's made from **concrete**.
4. We **replaced** the sofa with a new one that looks more modern.
5. The **roots** of trees grow deep underground to get water.
6. The cookies were made from **natural** ingredients.

- | | |
|-----------------|---|
| ___ 1. concrete | a. to be used instead of something (verb) |
| ___ 2. local | b. the part of a plant that grows underground and gets water from the ground (noun) |
| ___ 3. natural | c. the top layer of earth in which plants grow (noun) |
| ___ 4. replace | d. located or living nearby (adjective) |
| ___ 5. root | e. existing in nature and not made or caused by people (adjective) |
| ___ 6. soil | f. a hard, strong material that is used for building and made by mixing cement, sand, and broken rocks with water (noun) |

Understand

B Complete the sentences with words from the text.

1. Sanjeev Shankar uses _____ to design places that have a positive impact on the world.
2. To create bridges, people in the Meghalaya region of India use _____.
3. The bridges can be _____ long.
4. The bridges are home to _____; they also protect the _____ and improve the _____.
5. The bridges are being replaced with _____.
6. Shankar works with the local community to _____.

C Complete the sentences to make a new caption for the photo in the Student Book. Use words from Activity A.

The _____ people in the Meghalaya region of India use the _____ of the Indian rubber tree to create bridges. The bridges are good for the _____.

Vocabulary Self-Assessment

A Check (✓) the words that you understand. Mark the words you can use in a sentence with a ✓+. Mark the words you aren't sure about with a question mark (?).

Nouns	Verbs	Adjectives	Adverb
<input type="checkbox"/> architect	<input type="checkbox"/> adjust	<input type="checkbox"/> artistic	<input type="checkbox"/> downstairs
<input type="checkbox"/> building	<input type="checkbox"/> check	<input type="checkbox"/> complicated	
<input type="checkbox"/> leader	<input type="checkbox"/> consider	<input type="checkbox"/> elegant	
<input type="checkbox"/> machine	<input type="checkbox"/> create	<input type="checkbox"/> electronic	
<input type="checkbox"/> passion	<input type="checkbox"/> describe	<input type="checkbox"/> incredible	
<input type="checkbox"/> privacy	<input type="checkbox"/> design	<input type="checkbox"/> modern	
<input type="checkbox"/> project	<input type="checkbox"/> divide	<input type="checkbox"/> normal	
<input type="checkbox"/> style		<input type="checkbox"/> real	
<input type="checkbox"/> suburbs		<input type="checkbox"/> respected	
<input type="checkbox"/> view		<input type="checkbox"/> smart	
<input type="checkbox"/> voice		<input type="checkbox"/> social	

B The words that are the most useful to me are:

Reflect

C Complete the sentences with your opinions.

- My favorite text was _____ because _____.
- My favorite video was _____ because _____.
- In this unit, I learned that _____.

Designing Our World

"The Smart House"

"The Queen of the Curve"

Uncover the Story: Luca Locatelli

Video Connection: A Self-Cooling Building Inspired by Bugs

Take Action: Growing Living Bridges in India

A

- abstract** (*adj.*) not a realistic picture
- accident** (*n.*) an unfortunate event in which someone is hurt
- activity** (*n.*) something that one does for pleasure or work
- addition** (*n.*) in math, putting two or more numbers together to find a total
- advantage** (*n.*) a good feature, a benefit
- adventure** (*n.*) an exciting or dangerous experience or time
- afraid** (*adj.*) feeling fear
- agree** (*v.*) to allow or accept something
- air** (*n.*) the gases that surround Earth that people and animals breathe
- air conditioning** (*n.*) a system for cooling and drying the air in a building or room
- album** (*n.*) a collection of something, such as songs or photos
- already** (*adv.*) before now; by this time
- amazed** (*adj.*) feeling or showing great surprise
- amazing** (*adj.*) causing surprise or wonder
- amusement park** (*n.*) a place that has many games and rides (such as roller coasters and merry-go-rounds) for fun
- angry** (*adj.*) feeling very upset
- arrive** (*v.*) to get to a place
- astronomer** (*n.*) a person who studies stars, planets, and other objects in space
- atmosphere** (*n.*) the gases surrounding a planet; the air
- attend** (*v.*) to go to or be present at (an event, meeting)
- awful** (*adj.*) very bad; unpleasant

B

- bay** (*n.*) a large body of water reaching into the land
- beginner** (*n.*) someone starting something, or having little experience
- blind** (*adj.*) unable to see
- blink** (*v.*) to close and open one's eyes quickly
- born** (*adj.*) brought into life by the process of birth
- bow** (*n.*) a thin piece of wood with fibers attached, used to play a violin
- brain** (*n.*) the part of the body that controls the nervous system

- breathe** (*v.*) to take air in and out of your body
- breeze** (*n.*) a light wind
- building** (*n.*) a place with a roof and walls that is used as a place for people to live, work, or do activities
- business** (*n.*) a store or company that makes, buys, or sells goods for money

C

- calculate** (*v.*) to solve using math
- care** (*v.*) to be worried or concerned
- catch** (*v.*) to capture; to trap
- cave** (*n.*) a large hole in the side of a hill or under the ground
- change** (*n.*) something different
- channel** (*n.*) a waterway
- chat** (*v.*) to have an informal conversation
- check** (*v.*) to look at something carefully to find mistakes or problems
- classmate** (*n.*) a member of the same class in school
- clever** (*adj.*) skillful; intelligent
- cliff** (*n.*) a very steep wall of rock
- climate** (*n.*) the usual weather in a place
- cloud** (*n.*) a mass of water drops that you can see in the sky
- club** (*n.*) a group of people who share an interest
- combine** (*v.*) to mix or add together
- communication** (*n.*) the act or process of using words, sounds, and signs to express ideas to someone else
- community** (*n.*) a group of people who live in the same area
- complain** (*v.*) to say that you are unhappy or in pain
- complicated** (*adj.*) hard to understand or explain; not easy
- concrete** (*n.*) a hard, strong material that is used for building and made by mixing cement, sand, and broken rocks with water
- condition** (*n.*) a specific type of weather that happens at a particular time
- connect** (*v.*) to have or share a feeling of caring and understanding
- connected** (*adj.*) joined or linked together
- conservation** (*n.*) the protection of the natural world
- context** (*n.*) the place and time in which something happens that helps you to understand it
- cool** (*v.*) to make something less hot

cosmos (n.) the system of all of the stars and planets (all of space)

cough (v.) to force air through your throat noisily

crater (n.) a large hole in the ground made by something large or heavy

D

danger (n.) the possibility that something or someone may be harmed or destroyed

dark (adj.) having more black than white

delta (n.) land that is formed when a river divides into smaller streams

dementia (n.) a serious illness of the mind

describe (v.) to tell someone about the appearance, sound, or smell of something

desert (n.) a dry area of land where few or no plants can grow

destroy (v.) to damage something badly until it no longer exists

detect (v.) to notice something that is difficult to see or feel

differ (v.) to be different or dissimilar

digit (n.) a number from 0 to 9

dinosaur (n.) a type of animal that existed millions of years ago

distance (n.) the space between two points

dive (v.) to jump into the water headfirst

document (v.) to create a record of something through writing, film, and so on

downstairs (adv.) on or to a lower floor of a building

drawer (n.) a box that slides in and out of a piece of furniture used for storing things

dream (n.) something that you have wanted to do very much

dry (adj.) having little or no rainfall

dying (adj.) becoming less important

E

earn (v.) to get money for work you have done

economy (n.) the way in which goods and services are made, sold, and used in a country, creating wealth

education (n.) the knowledge you get from attending school

electronic (adj.) operating through the use of many small electrical parts

endangered (adj.) very likely to disappear in the near future

energy (n.) usable power that comes from heat, electricity

enjoyable (adj.) entertaining or pleasing

error (n.) a mistake; something that is not correct

explain (v.) to make something clear by giving details or examples

F

facility (n.) a place built for a specific purpose

fault (n.) a mistake or problem

fear (n.) an unpleasant feeling of worry or alarm

feed (v.) to give food to

float (v.) to move lightly through the air or on the surface of water

flow (v.) to move smoothly

foolish (adj.) very silly; unreasonable

foreign (adj.) of, located in, or coming from another place or country

forget (v.) to not remember

fossil (n.) the remains of an animal or plant that lived millions of years ago

foster (v.) to help grow or develop something

fresh (adj.) new or clean

frightening (adj.) causing fear

full (adj.) holding as much or as many as possible

full moon (n.) a phase of the moon when the complete circle of the moon can be seen

G

gentle (adj.) kind; calm

great (adj.) better than good

ground (n.) the land surface

H

half (n.) one of two equal parts

heat (n.) the energy that causes things to be warmer

heavy (adj.) weighing a lot

history (n.) the study of past events

hold (v.) to keep something in place or stop it from moving

hope (v.) to want something to happen or to be true

hopeless (adj.) having or offering no hope

human being (n.) a person

hurt (v.) to cause pain or injury to yourself, someone else, or a part of your body

I

- idiom** (*n.*) a phrase that expresses something different from the usual meaning of the individual words
- image** (*n.*) a photo or picture
- immediately** (*adv.*) right now; with no delay
- infection** (*n.*) the act of becoming sick or getting a disease
- influence** (*n.*) the power of a person or thing to cause changes
- injury** (*n.*) a wound; damage
- institute** (*n.*) an organization with a goal, usually an educational one
- interactive** (*adj.*) designed to respond to the commands of a user
- inventor** (*n.*) a person who creates new devices or ideas
- invisible** (*adj.*) cannot be seen
- island** (*n.*) a piece of land that is completely surrounded by water

L

- land** (*n.*) a country, a region, or an area
- landscape** (*n.*) a broad view of the land
- laugh** (*v.*) to show happiness by making chuckling sounds
- leader** (*n.*) someone or something that guides others
- lift** (*v.*) to move something or someone to a higher position
- light** (*adj.*) pale; not deep in color
- likely** (*adj.*) having a high chance of happening or being true
- linear** (*adj.*) going straight from one point to the next, with a beginning and end
- linguist** (*n.*) a person who studies languages
- literal** (*adj.*) involving the usual or ordinary meaning of a word
- local** (*adj.*) located or living nearby
- location** (*n.*) a position; a specific place
- lose** (*v.*) to suffer the loss of; to fail to keep
- love** (*n.*) a strong feeling of liking or caring for someone or something

M

- machine** (*n.*) a piece of equipment with moving parts
- magic** (*n.*) a very pleasant or exciting quality

- material** (*n.*) cloth, fabric, or any physical substance, such as wood, glass, rock
- meaningful** (*adj.*) having real importance or value
- medicine** (*n.*) something you take to treat an illness
- member** (*n.*) someone who belongs to a group or organization
- mistake** (*v.*) to identify someone incorrectly
- moon** (*n.*) a natural satellite of the earth
- movement** (*n.*) a group of people working together for a purpose

N

- narrow** (*adj.*) thin; having a small width
- nasty** (*adj.*) mean, cruel, or hurtful
- natural** (*adj.*) existing in nature and not made or caused by people
- nature** (*n.*) things that exist in the world and are not made by humans

O

- organization** (*n.*) a group of people or company formed for a particular reason
- outdoors** (*n.*) the open air; the natural world

P

- paint** (*n.*) a liquid that can be spread on a surface in a thin coat
- painter** (*n.*) an artist who paints pictures
- paleontologist** (*n.*) someone who studies the remains of animals and plants that lived a very long time ago
- path** (*n.*) a narrow way or trail
- perfect** (*adj.*) ideal for a situation; having everything you need
- phrase** (*n.*) a group of two or more words that express an idea
- pick** (*v.*) to choose or decide on something
- planet** (*n.*) a large round object in space (such as Earth) that travels around a star (such as the sun)
- play** (*n.*) a piece of writing that tells a story and is performed on a stage
- pollution** (*n.*) the process of making the air, water, and so on, not safe for use
- popular** (*adj.*) liked or enjoyed by many people
- powerful** (*adj.*) strong; having great impact
- prepared** (*adj.*) ready for something

prevent (v.) to stop something from happening
product (n.) a thing grown or made in large quantity for sale
project (n.) a planned piece of work that takes a lot of time
punish (v.) to make someone suffer because he or she has done something wrong

Q

quit (v.) to give up or stop doing something

R

raise (v.) to lift up
real (adj.) actually existing or happening; not imaginary
reality (n.) the true situation
realize (v.) to understand or become aware of something
repair (n.) the act of fixing something
replace (v.) to be used instead of something
resources (n.) useful things that can increase a country's wealth
respected (adj.) admired (or looked up to) by many other people
rest (v.) to lie still
return (v.) to take back to the original place
reuse (v.) to use something again
ride (n.) a large machine at an amusement park or fair that people go on for fun
rise (v.) to move upward
risky (adj.) hazardous, possibly putting you in danger
root (n.) the part of a plant that grows underground and gets water from the ground
ruin (v.) to damage or spoil

S

safety (n.) the condition of not being in danger
scary (adj.) frightening; alarming
scratch (v.) to rub your skin lightly with your fingernails or something sharp
sensor (n.) an electronic tool that identifies light, sound, or movement
service (n.) work that an organization does that provides something useful to people
shadow (n.) a dark area created on a surface when light is blocked

shake up (verb phrase) to make changes
shape (n.) the outline or form of something
shed (n.) a small building used for storage, for shelter, or as a workshop
sign up (verb phrase) to join or register for something
silence (n.) no sound; quiet
sink (v.) to go under the water
situation (n.) the setting or state of something
slap (v.) to hit with something flat
slice (v.) to cut in strips or pieces
smile (v.) to curve the corners of your mouth upward, showing that you are happy
soil (n.) the top layer of earth in which plants grow
solar (adj.) relating to the sun
specialize (v.) to become an expert in something
spend (v.) to pass time in some place or in some way
spread (v.) to extend or expand
stage (n.) a raised platform in a theater where actors perform
star (n.) an object in the sky made of burning gas
steep (adj.) rising or falling sharply
stone (n.) a piece of rock
storyteller (n.) someone who tells or writes stories
strong (adj.) believable; convincing
struggle (n.) something that is difficult or causes problems
subtraction (n.) in math, taking away a number from another number to find the difference
sunglasses (n.) dark glasses to protect eyes from the sun
swing (n.) a seat that hangs from ropes or chains and that moves back and forth
system (n.) a way of managing and organizing something that follows a set of rules

T

tent (n.) a shelter made of fabric, usually held up by poles
tightrope (n.) a rope stretched above the ground for an acrobat to walk along
together (adv.) as a group, in the same place
tourism (n.) travel for leisure
tower (n.) a tall, narrow building or structure
traditional (adj.) based on a way of doing something that has been used by people for a long time

tube (*n.*) a hollow pipe, for example, for air or water to go through

V

veterinarian (*n.*) a person trained to give medical attention to animals

view (*n.*) the things that can be seen from a particular place

viewer (*n.*) a person who looks at something

voice (*n.*) the sounds that you make when speaking

W

wetlands (*n.*) an area of land covered in shallow water

wildlife (*n.*) living things, especially animals

worse (*adj.*) less pleasant; more serious

Z

zero waste (*noun phrase*) reducing the amount of material that cannot be reused or recycled

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