



Oxford Discover

Workbook

6



Extended Grammar

Student's
Writing Resource

Oxford Discover

Workbook **6**

Kenna Bourke

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BIG QUESTION 1

Why do we build bridges and tunnels?

Think and write.

What do you know?

Handwriting practice lines for the 'What do you know?' section.

What do you want to know?

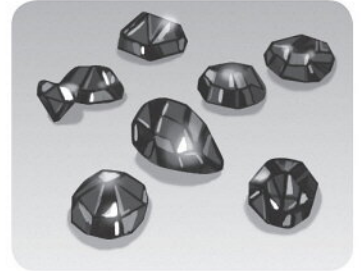
Handwriting practice lines for the 'What do you want to know?' section.

Words

A Match the words and pictures.

1 wriggle

a



2 sapphires

b



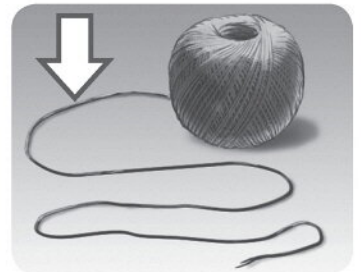
3 depart

c



4 strand

d



5 isolated

e



6 hazardous

f



B Circle the correct answer.

- 1 My friend felt _____ when he got a bad grade on the test.
a admired **c** discouraged
b exquisite d skeptical
- 2 I _____ on helping my grandmother with her heavy suitcase.
a insisted c discouraged
b labored d admired
- 3 The two men standing near the bank looked _____, so I called the police.
a isolated c exquisite
b suspicious d discouraged
- 4 Dad looked _____ when I told him I could run a kilometer in two minutes.
a isolated c exquisite
b skeptical d hazardous
- 5 Tania's meal was _____. Everything was delicious!
a suspicious c labored
b isolated d exquisite
- 6 The people of the village _____ for years to build a tunnel through the mountain.
a admired c labored
b wriggled d insisted

C Write the correct answer.

- 1 You might feel discouraged when something bad happens.
a encouraged b discouraged
- 2 If something is _____, it is away from other things.
a isolated b hazardous
- 3 I _____ people who do kind things.
a dislike b admire
- 4 Something that is _____ is dangerous.
a hazardous b isolated
- 5 To _____ means to leave.
a depart b arrive

D Write a sentence for each word in the box.

skeptical strand suspicious admire hazardous discouraged

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

A Read. What is an ecoduct?

B Read again. Think about the author's purpose for writing the article. Does the article entertain, inform, or persuade?



Ecoducts: The Safe Way to Cross the Road

How does an animal cross a road safely? The short answer is: It often doesn't! Every year around the world, thousands of animals are killed or injured by cars, trucks, and trains on our busy roads and railway systems.

About 60 years ago, France was the first country to build wildlife crossings to help animals get across roads safely. The French designed these structures to protect animals from the **hazardous** roads and traffic. Since then, many other countries have also built wildlife crossings. In fact, in the Netherlands there are over 600 special bridges and tunnels, called ecoducts.

Ecoducts, also called "green bridges," are structures that engineers build over big roads and highways. They allow many different types of animals to cross safely to the other side. Cars, vans, and trucks go under the ecoducts, through a tunnel, and the animals walk over the ecoduct, above the road or highway.

At Banff National Park, in Alberta, Canada, park employees have **labored** hard to make more than 40 ecoducts.

Although parts of the park might seem **isolated**, peaceful, and safe, there's a big danger in the park, too. It's the busy Trans-Canada Highway. Some of the ecoducts in Banff are bridges that cross over the highway. These are called overpasses because they

go over a road. Others are called underpasses.

These are tunnels that go under a road.

Most ecoducts have soil and plants on them, which provide a good environment for wildlife and encourage animals to use the structures. Some ecoducts, including many in Canada and in Florida, are made extremely big so that black bears, deer, and the Florida panther will use them.

But do animals really use these man-made bridges? Perhaps you're **skeptical** about this idea. You shouldn't be, because animals do use them! At first, animals can be a little **suspicious** of the crossings. Experts say that some bears can take as long as five years to start using them. But when animals realize that the ecoducts are safe, they use them a lot! So far, since Banff National Park began to make notes about the ecoducts in 1997, eleven different species of mammals have used the overpasses and underpasses more than 200,000 times! This includes black bears and grizzly bears, wolves, wild cats such as lynx, and large herbivores like elk, moose, and deer.

Ecoducts are a great way to protect wildlife from traffic. In the future, countries will be building many more of these structures around the world. But for now, thanks to ecoducts, even snakes can **wriggle** safely across a road!

Think

What is the author's purpose so far, and how do you know?

Think

What is the author's purpose now, and how do you know?

Understand

Comprehension

- A** Why did the author write “Ecoducts: The Safe Way to Cross the Road”? Number the author’s purposes in order of importance. Then write an example for each purpose.

<input type="checkbox"/> Entertain	<input type="checkbox"/> Inform	<input type="checkbox"/> Persuade
_____	_____	_____
_____	_____	_____
_____	_____	_____

- B** Circle True (T) or False (F).

- | | | | |
|---|---|------------------------------------|-------------------------|
| 1 | France was the first country to start building ecoducts. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 2 | Ecoducts protect animals from other animals. | <input type="radio"/> T | <input type="radio"/> F |
| 3 | Only small animals, like rabbits, use ecoducts. | <input type="radio"/> T | <input type="radio"/> F |
| 4 | Some animals, such as bears, can take up to ten years to start using the ecoducts. | <input type="radio"/> T | <input type="radio"/> F |
| 5 | So far, 40 different species of mammal have used the crossing in Banff National Park. | <input type="radio"/> T | <input type="radio"/> F |
| 6 | One of the reasons we build bridges and tunnels is to help wildlife. | <input type="radio"/> T | <input type="radio"/> F |

- C** The article talks about two types of ecoduct. Write two sentences to explain the difference between the two.

- 1 _____
- 2 _____

- D** **Words in Context** Complete each sentence with the correct word.

herds fade unseen ~~base~~ shone gratefully

- 1 At the base of the mountain, there was a small village.
- 2 If you wash that T-shirt a hundred times, the color will _____.
- 3 The old man smiled _____ at the girl who helped him across the road.
- 4 The inside of the tunnel had been _____ for years until the construction crew dug up the ground.
- 5 The sun _____ on the water in the river, making it sparkle.
- 6 The _____ of deer ran across the ecoduct.

Grammar in Use

A Study the grammar.



Learn Future Continuous

Affirmative	They'll be building a tunnel. They're going to be starting work soon.
Negative	They won't be building a tunnel. They aren't going to be starting work soon.
Questions	Will they be building a tunnel? Are they going to be starting work soon? Who is going to be managing this project?

B Check (✓) the sentences that use the future continuous with *will*.

- 1 The architect will be designing the tunnel.
- 2 First, he's going to be drawing up the plans.
- 3 His engineers won't be drawing plans.
- 4 They'll be inspecting the site instead.
- 5 The architect will be consulting the city councilors.
- 6 Are they going to be raising money for the project?
- 7 They aren't going to be raising money. They already have it.



C Unscramble the sentences.

- 1 they / any tunnels / to be building / aren't going
They aren't going to be building any tunnels.
- 2 be drawing / they / next week? / a map / will / of the site

- 3 the engineers / be digging / will / for three months

- 4 the bridge / trains / won't be crossing

- 5 cars and buses / the bridge / will be using

- 6 aren't going to / people / across / be walking / the bridge

D Rewrite each sentence to make it negative.

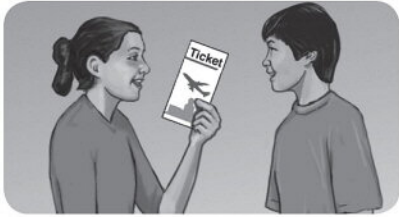
1



We'll be using the Mont Blanc tunnel on our trip.

We won't be using the Mont Blanc tunnel on our trip.

2



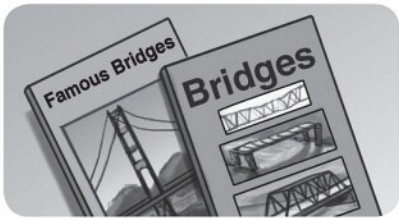
You're going to be traveling in June.

3



Sam is going to be researching ecoducts.

4



I'll be learning about bridges.

5



She'll be visiting the park next week.

E Read the answers and complete the questions.

1 What type of bridge will they be designing for the city?

They'll be designing an arch bridge for the city.

2 Who _____ the project?

An architect is going to be managing the project.

3 Where _____ the bridge supports?

They'll be putting the bridge supports on either side of the river.

4 When _____ work?

They're going to be starting work on May 2.

F Answer the questions in your own words. Use the future continuous.

1 What will you be doing next Sunday?

Next Sunday, _____.

2 Where will you be going next summer?

Next summer, _____.

Word Study

A Use *bi-* or *tri-* to complete the words.

1



__bi__sect

2



____color

3



____noculars

4



____cycle

5



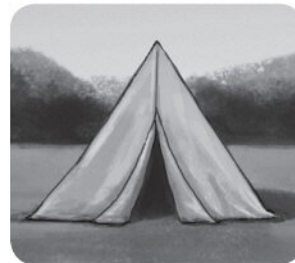
____lingual

6



____ceps

7



____angular

8



____plets

B Look at **A**. Write the words in the correct sentences.

- 1 Nick works out at the gym every day. He wants bigger _____ in his arms.
- 2 We used _____ to look at the birds in the trees.
- 3 The flags of Italy, France, and India are all _____.
- 4 Mina is _____. She speaks Mandarin Chinese and English fluently.
- 5 Some tents are square, but ours is _____.
- 6 If you cut something into two, you _____ it.
- 7 Our neighbor Karen had _____ this morning. They're all girls.
- 8 A _____ has three wheels, so it's very easy to ride.

C Write a sentence for each word in **A**.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Writing Study

A Read the text. Put a mark where a new paragraph should start.

When engineers are deciding how to overcome an obstacle, they need to consider what type of obstacle it is. For example, if it's a river, it might be easier to build a bridge over it than dig a tunnel underneath it. However, if the obstacle is large, like a mountain, a tunnel may be the only way to overcome the problem. Work has begun on a very long tunnel called the Gotthard Tunnel. This tunnel is being dug under the Alps mountain range. It's going to be about 57 kilometers long!

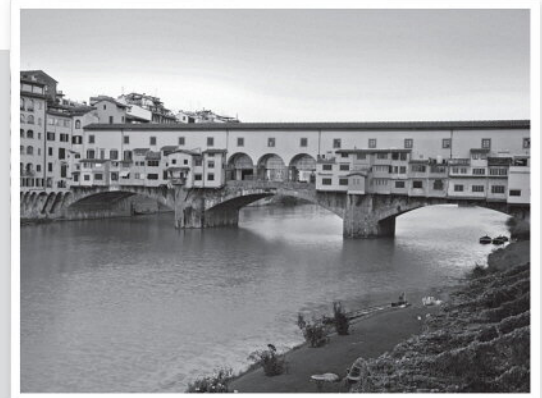
B Match the two halves of each sentence.

- | | | | |
|--------------------------------|-----------------------|-----------------------|---|
| 1 A paragraph is | <input type="radio"/> | <input type="radio"/> | a indent each new paragraph. |
| 2 Start a new paragraph to | <input type="radio"/> | <input type="radio"/> | b a group of sentences that describes one idea. |
| 3 Don't forget to | <input type="radio"/> | <input type="radio"/> | c clearer and give the reader time to understand what you're saying. |
| 4 Paragraphs make your writing | <input type="radio"/> | <input type="radio"/> | d move to a new idea. |

C Write two paragraphs about a bridge or a tunnel you like. Use the future continuous, and be sure to add paragraph breaks.

The Ponte Vecchio is a very old bridge. In fact, its name means "old bridge" in Italian. The Ponte Vecchio is in Florence, Italy. It's an arch bridge that crosses the River Arno. It dates from Roman times, and at first it was made of wood, but later the people of the city rebuilt it in stone.

Today, the bridge is a tourist attraction. Thousands of people walk across it every week. On either side of the bridge, there are shops. Most of these shops sell jewelry, leather, and souvenirs. I'm going to go there one day!



Words

A Complete each sentence with the correct word.

span waterway beam explosives cables obstacle

- 1 There is an _____ in the middle of the road.
- 2 Small boats often use this _____.
- 3 These types of _____ can destroy a whole building.
- 4 This bridge has a short _____.
- 5 The _____ are strong. They carry the bridge's weight.
- 6 This _____ is made of wood. Others are metal.



B Find these words in the puzzle.

~~varied~~ support suspended overcome situation problematic link

L	I	N	K	G	Z	C	O	S	R	Y	T	T	F
G	C	Z	P	A	I	Z	U	V	Z	S	I	R	O
M	H	S	M	V	E	S	M	Z	E	Y	W	O	P
E	B	S	D	Z	P	Q	A	C	S	A	S	P	R
B	M	C	J	E	H	M	P	Z	K	P	G	P	O
H	B	O	N	O	I	T	A	U	T	I	S	U	B
H	G	D	C	G	M	E	P	J	T	V	I	S	L
G	E	E	N	R	N	C	O	X	A	Z	W	D	E
D	D	C	T	D	E	G	L	S	M	T	E	O	M
A	T	G	D	E	Z	V	W	W	O	I	G	F	A
O	L	Y	G	G	H	C	O	Z	R	B	B	M	T
N	C	G	K	O	V	N	I	A	U	G	I	W	I
K	D	Q	K	V	X	L	V	T	P	N	H	N	C

C Look at the words in **A** and **B**. Complete each sentence with the correct word.

- 1 The builders of the bridge needed to _____ several problems, including the depth of the river.
- 2 The detective's case was very _____ because there weren't many clues at the scene of the crime.
- 3 I love traveling because the places you see are so _____. There are so many places, and they are all different.
- 4 Several highways _____ the two big cities.
- 5 The mayor was in a difficult _____. He needed to please everybody, and he wasn't sure how to do it!
- 6 A _____ is any body of water that a boat can travel along.
- 7 The main _____ of the Golden Gate Bridge is very long.
- 8 _____ on building sites can be very dangerous if they are not stored properly.

D Circle the correct answer.

- 1 What is another word for *problematic*?
a long **b** difficult **c** dangerous
- 2 What things can be obstacles?
a mountains **b** books **c** fruit
- 3 Which of these is a waterway?
a a road **b** a desert **c** a river
- 4 What do you need to tear down a building?
a cables **b** explosives **c** beams
- 5 Which of these things can you suspend over a river?
a a truck **b** a house **c** a bridge
- 6 What can you overcome?
a a problem **b** the weather **c** happiness



E Complete the sentences with your own words.

- 1 _____ is problematic for me.
- 2 I like to overcome _____.
- 3 _____ supports me at school.
- 4 _____ is a situation I enjoy being in.
- 5 _____ is an example of an obstacle.
- 6 _____ is a waterway.

A Read. Why do the children want to build a bridge?

B Read again. Make a mind map to show connections between the ideas in the story.



The Bridge to Breezy Island

Hakim, Iris, Alif, and Mia stood gazing out at the ocean. The hot sun was beating down on them, and they longed to splash around in the water.

“Let’s ask Umar to take us on the boat to Breezy Island!” shouted Hakim excitedly.

“Great idea!” said his friends, and off they ran to ask Umar.

“Yes, OK, of course I’ll take you,” said Umar.

Fifteen minutes later, the friends were splashing around in the clear blue water off Breezy Island. Iris got out of the ocean and stood on the sandy beach, looking back at their village.

“Wouldn’t it be wonderful if we could walk here?” she sighed.

“Maybe we could,” replied Alif, who was examining a shell at the water’s edge.

“But how?” asked Iris, puzzled. “It takes almost five minutes in Umar’s boat. The ocean is a big **obstacle** to **overcome**, don’t forget. It’s too far to swim, and there’s no road or bridge.”

“Nothing is so **problematic** that it can’t be solved,” Alif said.

At that moment, Mia came running up the beach. “What are you guys looking at?” she asked.

“The village ... and the bridge,” replied Alif.

“Bridge? What bridge?” asked Mia, confused.

“The bridge we’re going to build!” laughed Alif. “The bridge that will mean we can swim here all summer long and stop bothering Umar!”

Later on, back at the village, the four friends put their plan together. First, they each took a large sheet of paper and drew a bridge. Next, they voted for the

best design. Mia’s bridge needed **cables** to **suspend** it. Alif’s bridge needed huge **beams**. Hakim won. His bridge was brilliant in its simplicity. It was made of wood that they could find in the village and it was beautiful to look at.

“But who will help us?” asked Mia thoughtfully. “We can’t build a bridge ourselves!”

“That’s true,” said Alif, “but we know many people who can! Think about it. There’s Harith, the builder. And there’s Keisha, who owns the fishing store. She knows everybody. All we need to do now is persuade people to help us.”

“You’re right, Alif,” said Mia. “We need to give them a reason to build the bridge.”

The four children stared at each other for a minute. What reason could they give the adults?

“I know!” said Hakim. “Do you remember sitting in the shade of the coconut palms? On Breezy Island, there are hundreds of them. The adults could harvest them and sell them at the market more easily than they can now.”

“Yes!” said Iris. “And I’ll tell you something else. People could fish off Breezy Island. The water is clear and clean.”

“And another thing!” said Alif. “The water around the island is shallow. Parents can teach the young kids to swim in safety.”

The four friends looked at each other and smiled. “Let’s get started!” said Mia.

Think

What ideas can you add to your mind map?

Understand

Comprehension

- A** Write three things from the mind map that you made for “The Bridge to Breezy Island.” First, write your main idea, then an idea that is linked to the main idea, and finally, an idea linked to that.

Three overlapping ovals arranged horizontally. Each oval contains two horizontal lines for writing, intended for a mind map activity.

- B** Circle the correct answer.

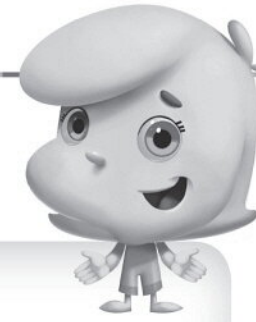
- Where does the story take place?
a in a city **c** in the mountains
b in a jungle **d** by the ocean
- How do the kids get to Breezy Island?
a in a boat **c** they swim
b they walk **d** over a bridge
- Why do the kids go to Breezy Island?
a to fish **c** to swim
b to find coconuts **d** to build bridges
- Who has the best design for the bridge?
a Mia **c** Iris
b Hakim **d** Alif
- What do the kids decide to do?
a bother Umar **c** buy a boat
b seek adult help **d** draw more bridges
- Who will benefit most from the bridge?
a swimmers **c** the whole village
b Mia **d** Umar

- C** The children in the story have a goal, and they find adults to help them. Have you ever tried to get an adult to help you with something? Write about what happened.

- D** **Words in Context** Write the letter for the second part of each sentence.

- There are many types of bridges, d
a next to the fireplace.
- Several factors influence the weather, ____
b bridges that carry water.
- Aqueducts are ____
c and wind direction is one of them.
- There were stacks of wood ____
d including arch and suspension bridges.
- These two arches are ____
e three spans on large bridges.
- There are commonly ____
f load-bearing parts of the bridge.

Grammar in Use



A Study the grammar.

Learn Continuous Tenses

Continuous Tenses	Examples
Present Continuous	I'm working now. I'm not working now.
Past Continuous	I was working yesterday. I wasn't working yesterday.
Present Perfect Continuous	I've been working all week. I haven't been working all week.
Future Continuous with <i>will</i>	I'll be working tomorrow. I won't be working tomorrow.
Future Continuous with <i>going to</i>	I'm going to be working all day. I'm not going to be working all day.

B Underline the correct answer in each sentence.

- Tomorrow, we are **going to go** / **have gone** to the movies.
- I'm not** / **I wasn't** studying last night.
- Next Saturday, **we'll be** / **we were** playing tennis with our friends.
- What **were** / **are** you doing at six o'clock yesterday?
- He's** / **He'll be** studying for a test at the moment.
- What **are** / **were** you laughing about? I don't understand.
- Have you been** / **Will you be** swimming? Your hair is wet.
- They **aren't going to be** / **aren't** watching TV right now.



C Complete the sentences with the correct continuous tense.

- What will you be doing (do) when I arrive tomorrow?
- I'm _____ (not / work) on my project. I'm reading a book.
- We _____ (live) in this apartment since 2011.
- Carla _____ (watch) a movie for an hour this afternoon.
- I _____ (not / eat). I'm drinking a soda.
- We _____ (not / take) the bus to school recently.
- Where _____ they _____ (play) soccer last Saturday?
- Why _____ you _____ (laugh)? Did you hear a joke?

D Answer the questions. Use the correct continuous tense.

- 1 What are you doing right now?

- 2 What were you doing three hours ago?

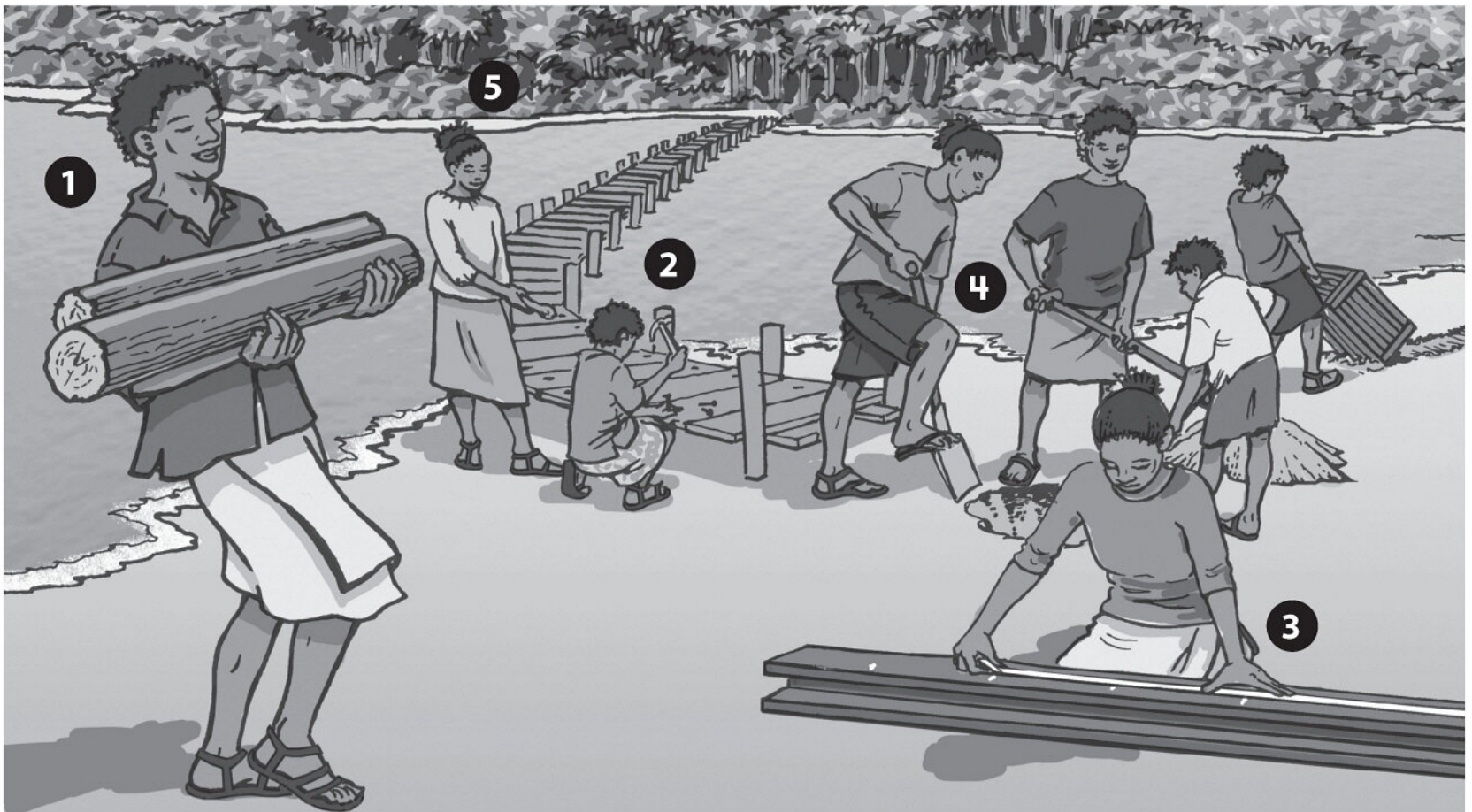
- 3 What books have you been reading in school recently?

- 4 What will you be doing tonight at eight o'clock?

- 5 What movies have you seen lately?

- 6 What won't you be doing in school tomorrow?

E Look at the picture. Write sentences about what the people are doing. Use continuous tenses and the words in parentheses.



- 1 (carry logs) **The man is carrying the logs.** _____
- 2 (build bridge) _____
- 3 (measure wood) _____
- 4 (dig hole) _____
- 5 (help boy) _____

Communicate

Word Study

A Complete each sentence with the correct word.

new lose site sight loose knew
desert except dessert accept

- 1 The builders examined the _____ before starting construction.
- 2 I'd like some more _____, please. It's very tasty.
- 3 Please _____ this gift. I bought it for you.
- 4 Is that a _____ pair of jeans you're wearing?
- 5 Mike doesn't like to _____ things. He lost his wallet yesterday.
- 6 Camels live in the _____. They like dry places.
- 7 Everyone was at the party _____ Joey.
- 8 I _____ you were coming! It's great to see you.
- 9 That sunset is a wonderful _____. It's so beautiful!
- 10 Be sure to wear a _____ T-shirt. It's going to be hot.

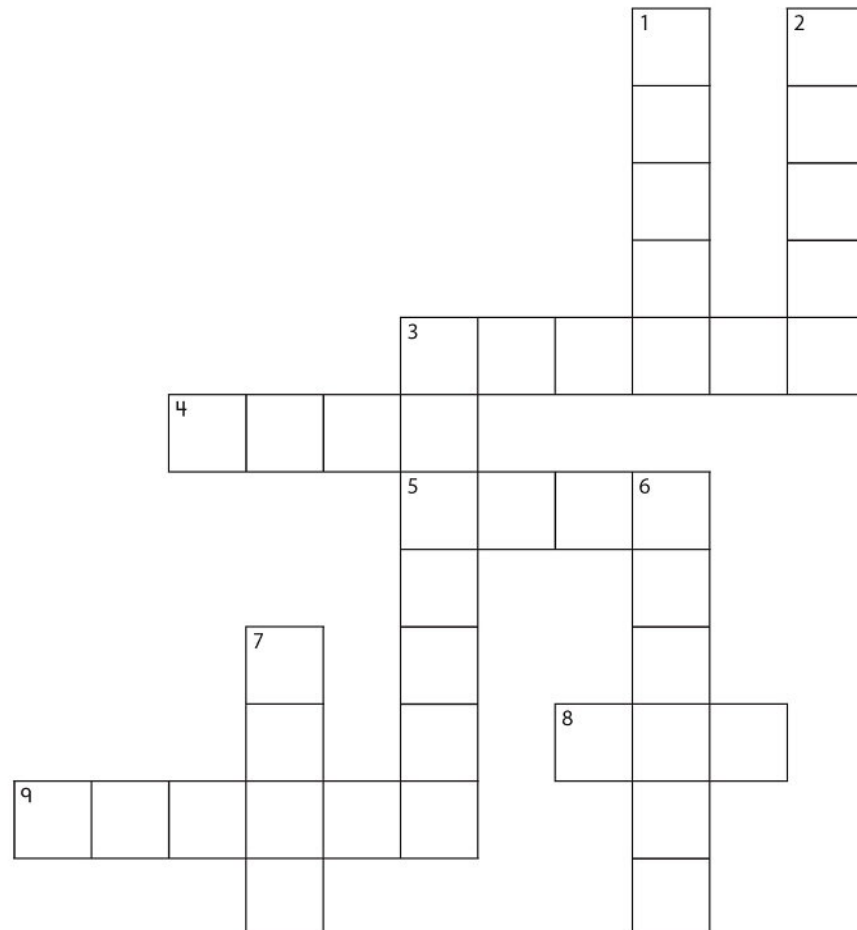
B Read the clues. Complete the crossword puzzle.

Across

- 3 a dry, hot place
- 4 the opposite of *find*
- 5 a place
- 8 not old
- 9 the opposite of *refuse*

Down

- 1 the opposite of *tight*
- 2 something your eyes give you
- 3 the last course in a meal
- 6 another word for *not including*
- 7 the past simple of *know*



Writing Study

A Rewrite these sentences using the connectors in parentheses.

1 I like tigers. I like all big cats. (in fact)

I like tigers. In fact, I like all big cats.

2 Many bridges are in need of repair. Many tunnels require repairs as they get older. (similarly)

3 Many animals are dangerous. Some caterpillars and jellyfish contain poison. (for example)

4 We learned about extinct animals. We learned about dodos. (in particular)

5 Cell phones are getting smaller. Computers are getting smaller. (likewise)

B Think about a time when you wanted to achieve something. How did you achieve it? Who did you ask to help you? Write a paragraph to describe what you did. Use continuous tenses and connectors correctly.

Once I was lying on my bed. It was nighttime, and I was reading a book. Suddenly, I decided that I wanted to write a book! In fact, I didn't just want to write a book, I wanted to write a best seller. In particular, I wanted to write a best seller for other children like me.

The next morning, I asked my mom what I should do. She had some good ideas. I went to the library, and I borrowed as many best sellers as I could. I took them home, and over the next few weeks, I read them all. I had to find out what was so good about them. My teachers helped me, too. They read everything I wrote and gave me new ideas. For example, they explained that I should write several drafts and ask people to read them.



Writing

A Read this persuasive letter. Label the parts of the letter.



recipient's
address

Mrs. Isabel Portillo
City Councilor
PO Box 57, City Hall
San Juan, Puerto Rico

June 11, 2015

Dear Mrs. Portillo,

I'm writing to you about the need for an ecoduct for animals in our town. Many animals are killed every year because they get run over by cars and trucks.

One of the main reasons we need an ecoduct is that there are a lot of wild animals, like black-tailed jackrabbits and several types of squirrels, that live in the neighborhood. These animals are essential to the ecosystem of our beautiful country. If many of these animals disappear, the ecosystem will suffer. An ecoduct will help them to find food and shelter safely.

Some people say that it's not important to build ecoducts. They feel that wild animals can learn to avoid highways and roads. My research shows that this is not true. Too many animals get killed because of roads.

One final point I would like to make is that ecoducts have been very successful in other parts of the country and, in fact, around the world. Many European countries, the Netherlands in particular, have several hundred ecoducts.

I hope that you will support my application at the City Council meeting next week.

Best regards,

Juan Morelos
Chief Engineer

B What should you do when you are writing a persuasive letter? Circle the correct answer.

- 1 You **shouldn't** / **should** start your letter with a clear statement.
- 2 It's a **good** / **bad** idea to include arguments for and against.
- 3 **Always** / **Never** include arguments for the points you want to make.
- 4 People will listen to you if your letter is **polite** / **angry**.
- 5 You **should** / **shouldn't** end your letter with an action statement.

Write a Persuasive Letter

- A** You're going to write a persuasive letter. Think about something you care about and plan your letter. Use the organizer to help you.

Who will I write to?	
What do I want to happen?	
Why is this important?	
How can I persuade the person I'm writing to?	

- B** Think about the statements you'll make in your letter. Outline your ideas here.

Why do I care about this?	
How can this situation improve in the future?	
What happens now? How do I know this?	

- C** Now write the first draft of your persuasive letter in your notebook.

D Your Writing Checklist

- | | | |
|-------------|--|---|
| Did you ... | <input type="checkbox"/> start and finish the letter correctly? | <input type="checkbox"/> give arguments against your topic? |
| | <input type="checkbox"/> make a purpose statement in your first paragraph? | <input type="checkbox"/> use tenses correctly? |
| | <input type="checkbox"/> give arguments for your topic? | <input type="checkbox"/> use any connectors? |
| | | <input type="checkbox"/> add paragraph breaks? |

- E** Now write the final draft of your persuasive letter in your notebook.

What have you learned?

Review

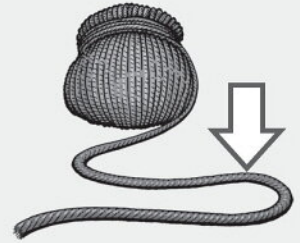
A Write the correct word for each picture.

obstacle span desert strand waterway
binoculars hazardous sapphire triplets suspended

1



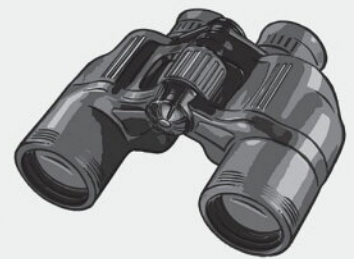
2



3



4



5



6



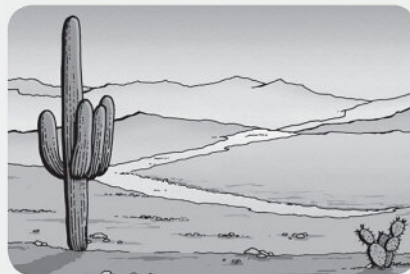
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8



9



10



BIG QUESTION 1

Why do we build bridges and tunnels?

B Complete each sentence with the correct word.

problematic bilingual isolated admire

- 1 The village where my aunt lives is _____. It's very far away from anywhere.
- 2 Building a tunnel can be _____. There are many obstacles.
- 3 If you can speak two languages fluently, you're _____.
- 4 Many people _____ sports personalities because they're so good at what they do.

C Check (✓) the correct tense.

- 1 You aren't listening to me!
 present continuous past continuous
- 2 They've been running for a couple of hours now.
 present continuous present perfect continuous
- 3 Tommy isn't going to be traveling with us.
 present continuous future continuous
- 4 Yesterday, we were learning about aqueducts.
 past continuous present perfect continuous

D Complete each sentence with the correct continuous tense.

- 1 What is your class _____ (learn) about next week?
- 2 What _____ (you / do) at six o'clock yesterday evening?
- 3 Joe got wet because it _____ (rain) all morning.
- 4 I _____ (not / work) today. I've been sleeping!
- 5 We _____ (study) yesterday, but today we're going to the beach.
- 6 Unfortunately, Rebecca _____ (not / come) to our party.

E Read. Mark where the paragraph break should be and circle the connectors.

Bridges have a very long history. In fact, the first bridges were made by nature. For example, a fallen tree can act as a bridge across a small river or stream. When humans began to build bridges, they were very simple structures, often made of wooden logs, stones, and dirt. Similarly, flat rocks were also used as a way of getting across a body of water. These were the first beam bridges. Later, the Romans began to build bridges in an organized way. The Romans had a vast empire, and so they needed bridges in many places. Roman bridges are famous because of their arch shape, which enabled them to span greater distances than beam bridges.



BIG QUESTION 2

What is the Earth made of?

Think and write.

What do you know?

What do you want to know?

UNIT 3

Get Ready

Words

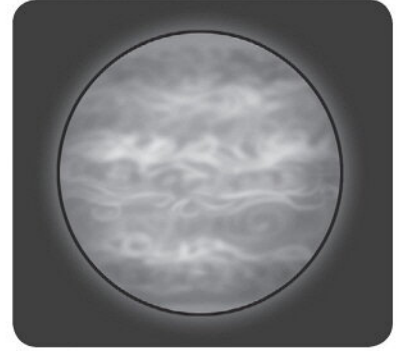
A Write the correct word for each picture.

sphere collide chamber geologist chunk
element pressure crust

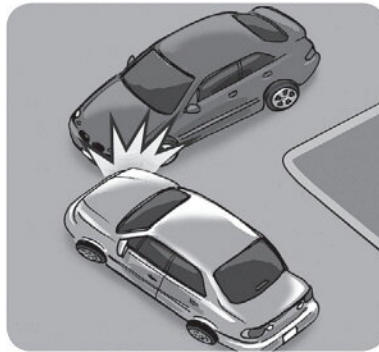
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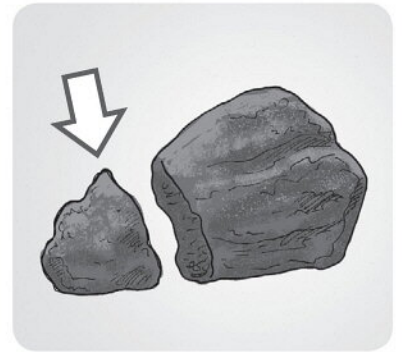
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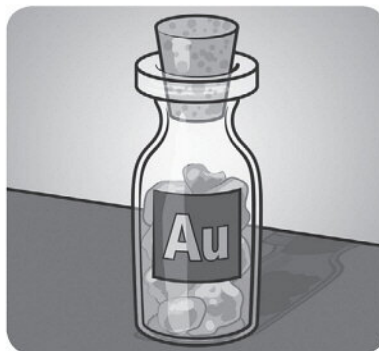
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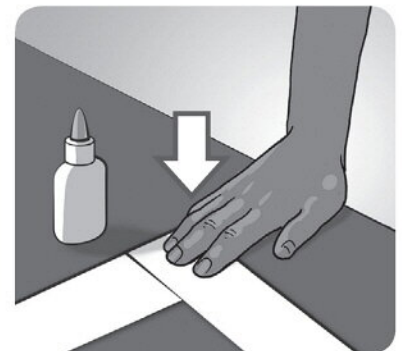
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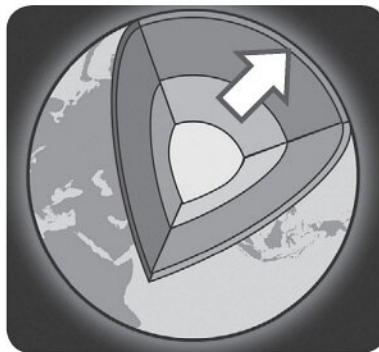
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6



7



8



B Circle the correct answer.

- 1 A ball is the shape of a _____.
a chunk **c** sphere
b chamber **d** crust
- 2 _____ builds up, causing volcanoes to erupt.
a Mass **c** Sphere
b Element **d** Pressure
- 3 The oceanic _____ carries water.
a chamber **c** sphere
b crust **d** mass
- 4 Copper and gold are both _____.
a elements **c** spheres
b chambers **d** chunks
- 5 When two different chemicals _____, there may be an explosion.
a erode **c** comprise
b collide **d** pressure
- 6 Magma collects in magma _____.
a chunks **c** spheres
b crusts **d** chambers

C Write each word in the correct column of the chart.

mass crust sphere comprise chamber chunk geologist collide
 pressure gradually element erode chemically

Nouns		Verbs		Adverbs	
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

D Write a sentence for each word.

- 1 crust _____
- 2 geologist _____
- 3 collide _____
- 4 gradually _____
- 5 element _____
- 6 erode _____

A Read. What comes out of a geyser?

B Read again. Evaluate what you're learning from the text. Are you enjoying it? Do you understand it? Does the way it's organized help you?

Hot Water ... But Not from the Faucet

Sometimes our planet surprises us with some unexpected sights. In a few places on Earth, there are geysers. What are geysers? They're natural pools of hot water. Geysers can send jets of hot water and steam erupting from beneath the surface of the Earth into the air. They're rare, and they only occur in places where there are also volcanoes.

What causes geysers?

Geologists have discovered that a geyser needs three key things in order to form. It needs to have a source of water, a source of heat, and **pressure**.

The water comes from rain and snow on the Earth's surface. The water **gradually** goes underground, a very long way into the Earth's **crust**. It gets there through cracks in the rock. These cracks develop in the **mass** of rock that makes up the layers of the Earth as rocks **erode** over time. The water and snow go underground through these cracks.

The source of heat for geysers is magma. Magma is the volcanic liquid that collects in magma **chambers** at extremely hot temperatures. These chambers are almost five kilometers below the Earth's surface. The heat in the magma chambers heats all the rock around the chambers, and that makes the water around the rock hot.

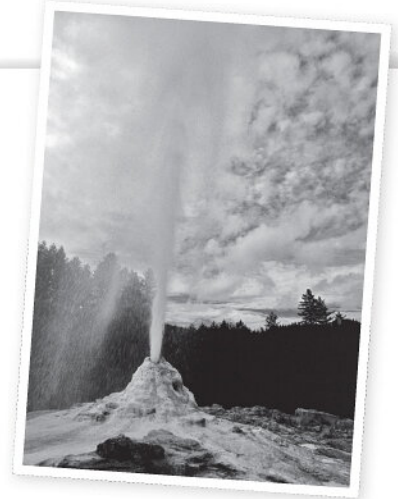
But where does the pressure come from? Imagine a geyser is a hole in the ground that goes a long way down into the Earth's crust. It's shaped like a tube, and it's full of water. The water at the bottom is very hot because it's being heated by magma. Slowly, it

starts to boil, and just like boiling water in a kettle, some of the water turns into steam. The steam has to go somewhere, so it's forced upward and rises in jets toward the surface of the Earth, followed by the water. The jets of steam and water continue until the temperature inside the geyser falls below 100 degrees Celsius. Afterward, water gradually goes back into the tube, or geyser, and the process can start all over again.

How many geysers are there, and where can we see them?

Worldwide, there are about a thousand geysers. Almost half of them are in one place in the United States, at Yellowstone National Park in the state of Wyoming. The most famous geyser in Yellowstone is named Old Faithful because it erupts almost every 91 minutes.

Another place where you can see a lot of geysers is in Iceland. Iceland is situated where the North Atlantic and Arctic oceans meet. It has many active volcanoes and approximately 200 geysers. Its most famous geyser, Strokkur, erupts every five to ten minutes! There are also geysers in other volcanic areas such as Japan, Chile, and Russia. So if you're lucky enough to travel, you might get to see a geyser one day!



Think

How did the headings above each section help you understand the article?

Understand

Comprehension

- A** How did you evaluate “Hot Water ... But Not from the Faucet”? Fill in the chart. Check (✓) Yes or No and then explain your answer.

	Yes	No	Explain
Did I enjoy it?	<input type="checkbox"/>	<input type="checkbox"/>	_____
Did I learn something?	<input type="checkbox"/>	<input type="checkbox"/>	_____
Did I understand it?	<input type="checkbox"/>	<input type="checkbox"/>	_____
Did the organization help me?	<input type="checkbox"/>	<input type="checkbox"/>	_____

- B** Circle True (T) or False (F).

- | | | | |
|---|---|----------|----------|
| 1 | There must be three things for a geyser to form: water, heat, and pressure. | T | F |
| 2 | Geysers aren't rare. They're extremely common. | T | F |
| 3 | Water on the Earth's surface comes from the ocean. | T | F |
| 4 | Cracks develop in rock because the rock erodes. | T | F |
| 5 | Magma collects in magma chambers. | T | F |
| 6 | A geyser is shaped like a mountain. | T | F |

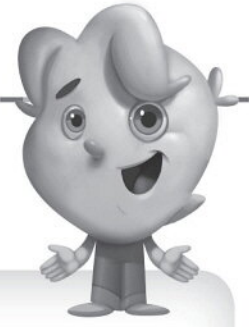
- C** What are the similarities and differences between geysers and volcanoes?

- D** **Words in Context** Complete each sentence with the correct word.

mantle sections intense continental enormous erupt

- The Empire State Building is _____. It's 443 meters tall!
- In the diagram, the Earth's crust is divided into _____.
- The heat from magma is so _____ that you can't get near it.
- Unlike the oceanic shelf, the _____ shelf carries land.
- Not all volcanoes _____. Some are inactive, or dormant.
- The _____ is the deepest section of the Earth.

Grammar in Use



A Study the grammar.

Learn Modals

Ability	Geologists can tell the date of some rocks.
Permission	Can I get closer to the geyser, please?
Request	Could you help me examine these rocks?
Necessity / obligation	Geysers need to have water, heat, and pressure.
Possibility	My friend may be wrong. It might be sedimentary rock.
Deduction	It must be a volcano. It can't be a mountain chain.

B Match the sentences to the situations. Write the letter.

- | | | |
|---|-------|---------------------------------|
| 1 The steam from that geyser must be hot. | _____ | a necessity / obligation |
| 2 You have to be careful near a geyser. They're dangerous. | _____ | b ability |
| 3 May I take a picture of the geyser? | _____ | c request |
| 4 I think that could be igneous rock. I'm not sure, though. | _____ | d possibility |
| 5 Could you explain how geysers work? | _____ | e deduction |
| 6 Can you tell how old these rocks are by looking at them? | _____ | f permission |

C Circle the correct answer.

- That **must** / **can** be a fossil. I can see the outline of bones.
- Mountain climbing is easier with two people. **Could** / **Must** you go with me?
- The experts **have to** / **weren't able to** predict exactly how strong the earthquake would be.
- That **had to** / **can't** be the geyser. It's time for an eruption, but there's no water!
- Can** / **Must** I see that fossil, please?
- The scientist thinks it **has to** / **might** be an extinct volcano.
- Could** / **Must** you help me find my hiking boots?
- I **need to** / **might** wear my glasses to see the volcano from here.



D Write sentences. Put the modal in the correct place.

1 geysers send jets of hot water into the air. (can)

Geysers can send jets of hot water into the air.

2 in the future, many of Iceland's volcanoes erupt. (could)

3 I help you find some information about Earth's mantle? (can)

4 that man be a geologist because he knows so much. (must)

5 people study geology without modern technology a hundred years ago. (had to)

6 geologists handle fossils with special care because fossils are so old. (need to)

E Complete the sentences with a suitable modal.

1 All students _____ study Earth Science for two years. Those are the school rules.

2 The tourists _____ wait long before the geyser erupted.

3 I _____ download the song I wanted last week, but I have it now.

4 Last year, I _____ run a kilometer in 5 minutes. Now I can do it in 4 minutes
30 seconds.

5 This _____ be a volcano. It's the wrong shape.

6 I'm not sure, but I think the continental shelf _____ carry land.

7 _____ you help me carry these books?

8 You may be right. It _____ be a fossil.

F Answer the questions.

1 What can you do that you couldn't do two years ago?

2 What three things do you have to do every day?

3 What do you ask your parents for permission to do?

Word Study

A Fill in the chart with homonyms.

match rock tie bow clear	1	_____	something to light a fire with
	2	_____	a weapon that goes with an arrow
	3	_____	sometimes a game will end in this
	4	_____	easy to understand
	5	_____	something you can tie using ribbon
	6	_____	a large stone
	7	_____	the sky is this on sunny days
	8	_____	you can wear one around your neck with a shirt
	9	_____	a type of music
	10	_____	a game you play against another team

B Complete the sentences with homonyms from **A**.

- I need a _____ to light this candle. Do you have one?
- My older sister loves listening to _____ music.
- The game was still a _____ with only two minutes to play.
- Let's put a _____ on this gift to make it look nicer.
- Dad always wears a suit and a _____ to go to his office.
- Great news! My team won the _____!
- On some nights, the sky is so _____ that you can see every star.
- In archery, players use a _____ and an arrow.
- Mom couldn't drive down the road because a large _____ was blocking the way.
- The article was easy to understand, and the visuals were _____.

C Use the homonyms from **A** to write five sentences of your own.

- _____
- _____
- _____
- _____
- _____

Writing Study

A Put parentheses around the extra information in each sentence.

- 1 Some jobs (such as being a surgeon) are difficult.
- 2 The water which takes a long time to reach the deepest part of the Earth rises to the surface as steam.
- 3 Many animals including tigers and pandas are severely endangered.
- 4 Old Faithful a geyser in Yellowstone National Park is famous all over the world.
- 5 Geologists like many other types of scientists are interesting people to talk to.
- 6 Brussels which is the capital of Belgium is known for having great food.
- 7 Certain vegetables including mushrooms and broccoli are called superfoods.
- 8 Some games like this one on my phone are free to download.



B Circle True (T) or False (F).

If you take out the extra information from the sentences in **A**, they are still complete sentences with a subject and a verb.

T

F

C Write a paragraph about an aspect of our planet that interests you. Use parentheses to enclose extra information. Use modals when appropriate.

I'm fascinated by geysers because my uncle is a geologist and he told me all about them. I can't go and see one, unfortunately, because there aren't any geysers near where I live (the nearest ones are probably in the United States). However, one day I think I'll be able to travel a lot. I'd like to be a scientist (like a geologist or a geophysicist). I'll have to work hard in college! Geologists travel to many places, so I'm sure there must be good opportunities to see or even study geysers. The ones I'm most interested in are in Japan.

Words

A Read the clues. Complete the crossword puzzle.

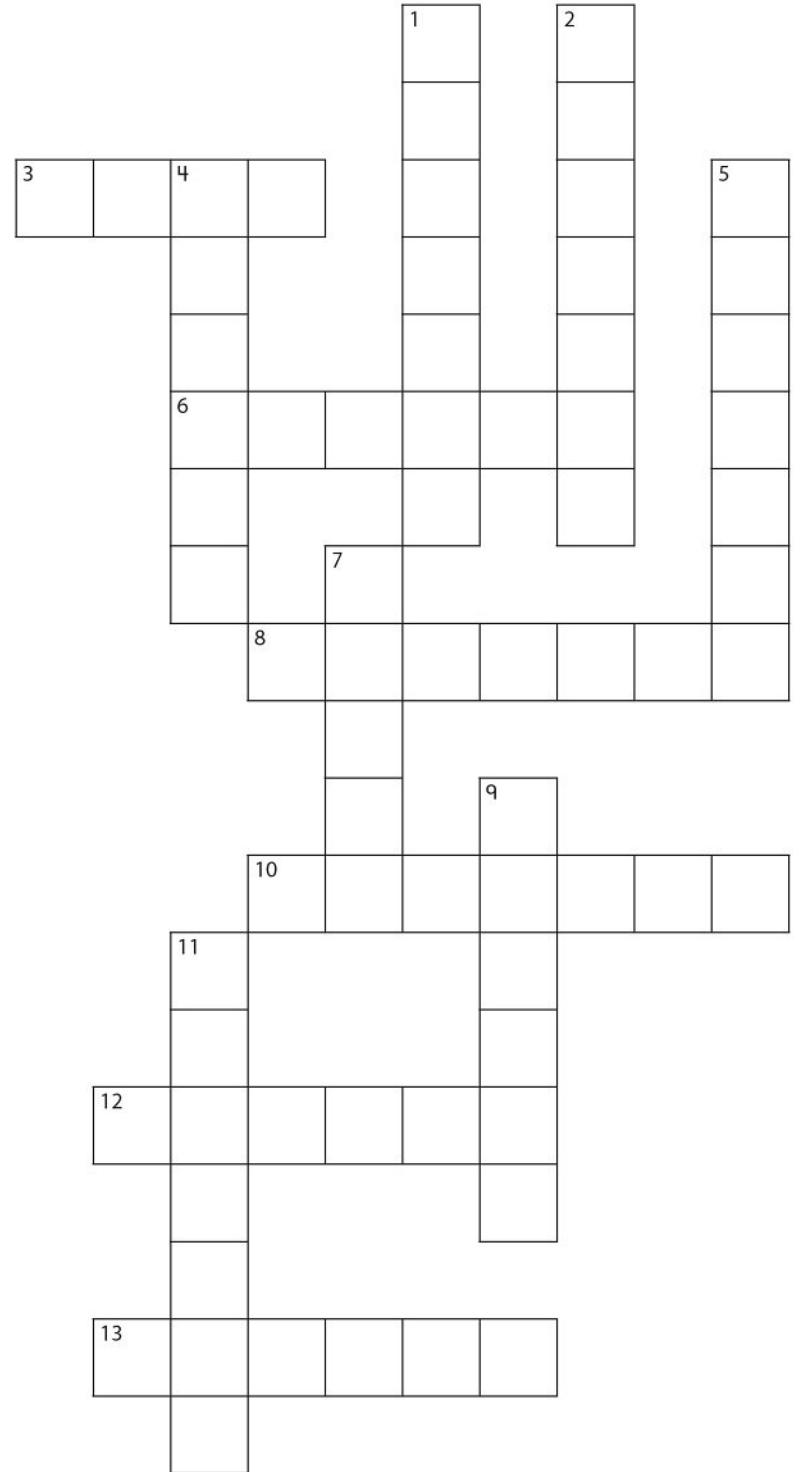
boulder gasp shower flutter boiling flaming charred
debris pumice cough wheeze gravel spatter

Across

- 3 People sometimes _____ when they're surprised.
- 6 When I get a chest infection, I _____ a lot.
- 8 Magma in the Earth's mantle is _____.
- 10 When the fire had gone out, all that was left was some _____ timber.
- 12 _____ is used to clean things with.
- 13 The storm washed up a lot of _____ onto the beach.

Down

- 1 Stand away from the stove. The hot oil might _____ and burn you.
- 2 We saw the flag _____ when the wind started.
- 4 We got caught in a _____ of rain.
- 5 We stood in front of the _____ fire to keep warm.
- 7 You should cover your mouth when you _____.
- 9 The _____ was making a crunching noise under our feet.
- 11 I wanted to go up the mountain path, but there was a large _____ in the way.



B Circle the correct answer.

- 1 A _____ is a very large rock.
a shower **b** boulder
- 2 There were _____ logs on the campfire.
a flaming **b** boiling
- 3 There's a shirt _____ on the washing line in the yard.
a gasping **b** fluttering
- 4 Gravel is a type of _____.
a stone **b** weather
- 5 Be careful of the _____ water. You could get hurt.
a boiling **b** wheezing
- 6 You often see _____ after a hurricane.
a debris **b** pumice
- 7 _____ is a type of volcanic rock.
a Pumice **b** Boulder
- 8 I was scared, and I _____ when the lights went out.
a coughed **b** gasped
- 9 If you're _____, you may have a cold.
a spattering **b** coughing
- 10 Something that is charred has been near _____.
a water **b** fire

C Write each word in the correct column of the chart.

boulder gasp flutter boiling flaming debris
 pumice cough wheeze gravel spatter

Things you can do	Things you can touch	Things you can watch happening
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

D Read and answer.

- 1 What can you boil? _____
- 2 Name something that can flutter. _____
- 3 What happens if you go out in a shower? _____
- 4 What sorts of things make people gasp? _____
- 5 When do people cough? _____
- 6 What is gravel used for? _____

A Read the title. What do you think the story will be about?

B Read the first paragraph. Can you predict what will happen in the rest of the story?

Fire Mountain

It was 2:02 a.m. when I was woken by the sound of the phone ringing in my house. My mom answered it. It was an order to get out of the house and go to a safe place. Fire Mountain had begun to erupt! Hurriedly, my mom, dad, sister, and I grabbed a few clothes and threw them into a bag. Dad drove us all to a farmhouse. The mayor had chosen it as a place where the people of the village could take shelter. As I looked through the car window, I saw the fields were already **spattered** with lumps of rock. Deep inside Fire Mountain, there would be **boiling** water and **flaming** rocks. I looked up at the glaciers nervously. I knew much worse things were still to come.

By morning, flooding had started. The ice from the glacier on the mountaintop had melted in the red-hot explosion from the volcano, and now water was rushing down the mountainside and into the village below. With it came **boulders**, **gravel**, and other **debris** as it ran faster and faster downhill. Next, through a break in the clouds, we saw the eruption cloud. It looked like an enormous mushroom! It was so huge that I began to feel very frightened. There was no sound, just a strange silence like I'd never heard before. Someone switched on the radio, hoping for news.

I knew from my geography class that the ash from the eruption would darken the sky. And, sure enough, in the days that followed, the ash started to



fall, thick and dark. The ash itself was fine, like gray powder. It coated everything and got into our eyes and noses. It made us all **cough** and **wheeze**, just as if we had bad colds. I remember the smell that accompanied the ash, too, a terrible smell of rotten eggs. That smell hung in the air like a blanket for weeks. It was everywhere. Even when I got into bed at night, it was there. I used to think it would never leave.

The eruption lasted twelve hours, but its effects lasted much longer. No planes could take off or land for two weeks. Experts feared that the ash might get caught in the engines and cause problems. Farmers lost animals; people lost their homes and possessions. When I look back, I realize that my family was fortunate. Within a week, we were allowed to return home to clean up the mess left by Fire Mountain. Now, as I look toward the mountain on the bus on my way to school, I think about what's happening deep inside it. How long will it be, I wonder, until this great giant explodes again?

Think

What do you predict will happen next? Give a reason for your answer.

Think

Was your prediction correct?

Understand

Comprehension

- A** Think about “Fire Mountain.” What did you predict would happen? Were you right? Fill in the organizer.

My prediction	What happened?
_____	_____
_____	_____
_____	_____
_____	_____

- B** Check (✓) the correct answer.

1 Why did the family leave their house?

- They were told to leave.
 They didn't like the house.

2 How did the girl feel when he saw the eruption cloud?

- She felt strange.
 She felt frightened.

3 Why did people cough and wheeze?

- They had bad colds.
 They breathed the gray powder.

4 Some things that the Earth is made of are part of this story. What are they?

- caves, oceans, rocks
 geysers, glaciers, ash

- C** The girl in the story feels fortunate compared to other people who were affected by the eruption. When have you felt fortunate?

- D** **Words in Context** Complete each sentence with the correct word.

deftly retreat observations shifted shore scribe

- 1 From the _____, we could see a large ship out at sea.
- 2 Before printing was invented, some people used a _____ to write for them.
- 3 The soccer player kicked the ball _____ into the goal.
- 4 The scientists set up a camp for _____ of wildlife on the mountain.
- 5 The chairs in the hall were uncomfortable. I _____ my position every ten minutes.
- 6 The rain was so heavy that people decided to _____ into their houses.

D Match the questions and answers. Write the letter.

- | | |
|--|---|
| 1 Had the girl learned about volcanoes? _____ | a No, it had just started. |
| 2 Had planes taken off and landed before the eruption? _____ | b Yes, they had. They stopped because of the ash. |
| 3 Had the eruption finished by the time the family got in the car? _____ | c Yes, she had. She had learned in her geography class. |

E Write a question for each answer.

- 1 Q Had you ever seen a volcano eruption before? _____
A No, I had never seen a volcanic eruption before.
- 2 Q _____
A Yes, the volcano had erupted before.
- 3 Q _____
A No, there hadn't been a warning.
- 4 Q _____
A Yes, we had packed a bag.
- 5 Q _____
A Yes, the mayor had told us where to go.
- 6 Q _____
A No, we hadn't seen our neighbors since the night before.

F Complete the sentences in your own words. Use the past perfect.

- 1 By the time I got home, _____ .
- 2 _____ before I arrived at school.
- 3 After I got on the bus I realized that _____ .
- 4 Before I finished my homework _____ .
- 5 _____ before I watched TV.
- 6 After I ate lunch, _____ .
- 7 By the time we got to the restaurant, _____ .
- 8 _____ before I went to sleep.



Word Study

A Complete the sentences. Choose *ie* or *ee*.

- 1 I don't bel____ve my eyes! The volcano is erupting!
- 2 My brother tore the sl____ve of his shirt when he was running.
- 3 My teacher says it's important to ach____ve your goals.
- 4 The ch____f of the tribe invited us to his home.
- 5 In spring, there's a sw____t smell of plants and flowers in the air.
- 6 We can agr____ to help each other.
- 7 You can get a college degr____ if you work hard.
- 8 Who is the captain of the fl____t?

B Find the words in the puzzle.

E	Y	E	L	N	F	L	F	C
T	V	Z	C	Y	E	E	E	H
E	I	E	Q	E	V	G	V	I
E	V	E	I	E	I	D	E	E
W	F	Q	E	L	Y	P	I	F
S	W	L	C	C	E	F	H	N
X	S	S	E	L	V	B	C	F
D	E	G	R	E	E	E	A	X
E	E	R	G	A	T	Z	J	D

sleeve believe fleet chief
agree degree achieve
piece sweet

C Write the words from **B** in the correct sentences.

- 1 Would you like a _____ of cheese?
- 2 We met the village _____ and exchanged gifts.
- 3 These cookies taste very _____. Are they chocolate flavored?
- 4 My sister and I _____ about almost everything.
- 5 They watched the _____ sail into the harbor.
- 6 You can _____ almost anything if you try!
- 7 Ben has a college _____ in physics.
- 8 I _____ you should always be nice to other people.
- 9 What's that on your _____? It looks like paint.

Writing Study

A Add the missing punctuation marks.

- 1 "Don't get too close to the geyser " the guide said.
- 2 "And " he added "make sure that you're wearing suitable clothing "
- 3 "Everyone must leave home immediately " announced the mayor.
- 4 "The volcano has started to erupt " he continued. "You will be safer in the shelter "
- 5 "Is it already erupting " asked my friend.
- 6 "Wow " said Katy "That's amazing "
- 7 "Hot water erupts from the geyser " he explained.
- 8 "Hurry up " yelled the officer "You must get to safety immediately "

B Rewrite each sentence by adding the missing punctuation.

- 1 "Please don't run in the corridors" said the teacher

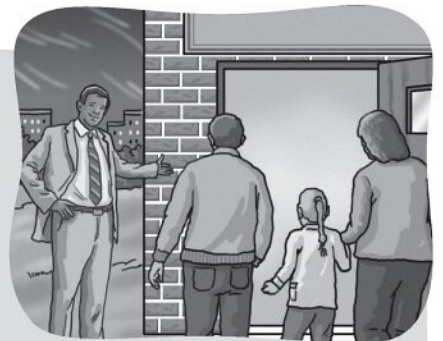
- 2 "What time does the movie start" asked Tom

- 3 "Watch out" yelled Mina "There's a car coming"

- 4 "Next" continued the guide "we'll learn about these fossils"

C Imagine you're the mayor of a town. A few years ago, a big storm arrived and you had to keep people safe. Write a paragraph describing what you did. Use the past perfect and correct punctuation.

It was a dark night, and I knew a hurricane was making its way toward us. I decided to make an announcement on the radio. "All villagers must go to Shelter A," I said. "Once you get there, give your name to one of the officers on duty." Within an hour, almost everyone had arrived at the shelter. The children were frightened, but I'd arranged for someone to show them some funny movies, so that kept them calm.



Writing

A Read this informational speech. Label the parts of the speech.

Fossil Hunting

This morning, I'm going to talk to you about fossils and how to find them.

Where do people find fossils? Fossils are on every continent in the world, but, strangely, they aren't very easy to find. Paleontologists (those are people who study fossils) say, "Fossils are where you find them!"

As you know, we find fossils most often in sedimentary rock, so anywhere where there's sedimentary rock there may be fossils. Look at this picture that I brought with me. This sedimentary rock contains a small fossil!

You're probably wondering when you can go fossil hunting. Experts say that the best times are winter and spring. That's because wind, rain, and rough seas can erode rocks, making it easier to see a fossil. In summer there's less erosion. At that time of year, you might need to split rocks into pieces to find a fossil.

Many people ask me how they should prepare for a fossil-hunting trip. First of all, if you decide to go looking for fossils, you need to remember to stay safe! Because fossils are found in rocky areas, it's a good idea to wear a hard hat to protect your head from any rocks that might fall. Also, if you're near the ocean, make sure you don't get too close to the water. Oceans are dangerous, and even strong swimmers can get into trouble.

So, as you see, there are a lot of opportunities for learning about fossils and even finding your own fossils. Just make sure you pick a good time of year and stay safe. Have fun!



B Match the questions with the answers. Write the letter.

- | | |
|--|---|
| <p>1 How does the speaker begin the speech? _____</p> <p>2 Apart from words, what other way does the presenter give information? _____</p> <p>3 How is the body of the speech organized? _____</p> <p>4 How does the speaker end the speech? _____</p> | <p>a The speaker concludes the speech by summing up and making a suggestion.</p> <p>b The speaker uses visuals.</p> <p>c The speaker begins the speech with the opening statements.</p> <p>d The speaker organizes the body of the speech into three parts: where, when, and how to find fossils.</p> |
|--|---|

Write a Speech

- A** You're going to write a speech. Choose what you want to talk about and brainstorm ideas for your speech. Use the organizer to help you.

```
graph TD; A[ ] --- B[ ]; A --- C[ ]; A --- D[ ]; B --- E[ ]; C --- E[ ]; D --- E[ ]
```

- B** Think about what you will say. Outline your ideas here.

Introduction	
Detail 1	
Detail 2	
Detail 3	
Conclusion	

- C** Now write the first draft of your speech in your notebook.

D Your Writing Checklist

Did you ...

- tell your audience what your speech was about?
- organize your main ideas and details?
- use any visuals or diagrams?
- use modals and the past perfect correctly?
- conclude your speech?

- E** Now write the final draft of your speech in your notebook.

What have you learned?

Review

A Complete each sentence with the correct word.

charred tie enormous sweet boiling match
geologist agree shore continental

1



A _____ is something you can light a fire with.

2



When something gets burned, it is often _____.

3



When water bubbles over a high heat, it's _____.

4



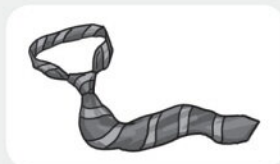
If something is _____, it's very, very big.

5



Two people who think the same _____ with each other.

6



A _____ is a piece of clothing that you wear round your neck.

7



Things that have a lot of sugar in them taste very _____.

8



If you go to the _____, you might find shells.

9



A _____ is someone who studies the structure of the Earth.

10



The Earth has two types of crust. One is oceanic, and the other is _____.

BIG QUESTION 2

What is the Earth made of?

B Circle the correct answer.

- 1 A _____ is a shape, like a pyramid or a cube.
a bow **b** sphere
- 2 I got wet because there was a _____ this afternoon.
a section **b** shower
- 3 If you're very surprised or frightened, you might _____.
a gasp **b** cough
- 4 When two things _____, they smash into each other.
a collide **b** erode
- 5 The heat at the center of the Earth is very _____.
a intense **b** enormous
- 6 The windshield was very _____ after I washed the car.
a charred **b** clear

C Match the sentences to the situations.

- 1 The geologists were able to find the fossils easily. **a** making a deduction
- 2 May I go fossil hunting next spring? **b** asking for permission
- 3 That can't be a fossil. It came from metamorphic rock. **c** describing ability
- 4 We have to finish the assignment by Friday. **d** making a request
- 5 Could you lend me a dictionary? **e** describing an obligation

D Complete the sentences with the past perfect of the verbs in parentheses.

- 1 By the time we _____ (research) our project, it was time to go home.
- 2 When I arrived at school, my friends _____ (not / start) working.
- 3 _____ the volcano _____ (erupt) before?
- 4 By five o'clock, we _____ (not / find) any fossils at all.
- 5 _____ the eruption _____ (throw) pumice and gravel down the mountainside?

E Put parentheses around any extra information. Add punctuation.

“Can you please explain what this piece of rock is ” asked Tommy.

“Yes, of course ” replied the teacher, Mr Santos.

Mr. Santos like many of Tommy's other teachers was a kind and patient man. He gently took the piece of rock from Tommy's hand

“This rock which is in fact a fossil is about 50,000 years old ” he said.

“That's very old ” exclaimed Tommy.



BIG QUESTION 3

Why do we wear masks?

Think and write.

What do you know?

What do you want to know?

Words

A Match the sentences to the pictures. Write the letter.

1 The leaves decay when they fall to the ground. _____

a



2 The flower withered without water. _____

b



3 I saw a spectacular sunset. _____

c



4 There was a frost this morning. _____

d



5 Let's check the bus schedule. _____

e



6 I don't like flies. They're very irritating. _____

f



7 Ben gets consistently good grades. _____

g



8 The ocean looked tempestuous. _____

h



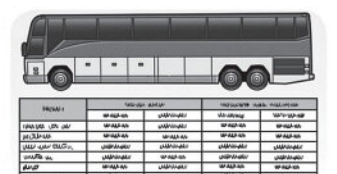
9 In my country, the weather is predictable. It's warm and sunny. _____

i



10 The girl was literally shaking with fear. _____

j



B Circle the correct answer.

- 1 The sunrise this morning was _____.
I've never seen anything so beautiful.
a predictable c irritating
b spectacular d tempestuous
- 2 The weather here is very _____.
It's always warm and sunny.
a frosty c predictable
b tempestuous d transitioning
- 3 I'm going to _____ these animals into
mammals and reptiles.
a predict c decay
b transition d categorize
- 4 Mosquitoes are very _____ insects
because they bite you.
a literal c irritating
b spectacular d predictable
- 5 There was a thin _____ on the grass this
morning after the cold night.
a schedule c eternity
b frost d tempest
- 6 Sammy was _____ shaking because she
was so scared. Her hands were shaking.
a literally c spectacularly
b consistently d irritatingly

C Complete each sentence with the correct word.

schedule consistently decay spectacular withers
tempestuous eternity transition

- 1 A banana can _____ if it sits too long.
- 2 A plant _____ when you don't water it.
- 3 Weather that is _____ is stormy.
- 4 _____ is an endless period of time.
- 5 Alice was _____ right. Her test scores were always perfect.
- 6 The _____ from day to night seems faster in the winter.
- 7 A train driver depends on a _____.
- 8 The view from the top of the mountain was _____.

D Look at the words in **C**. Write each word in the correct column of the chart.

Nouns	Verbs	Adverbs	Adjectives
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A Read. Does the masked man have good or bad intentions?

B Read again. Think about the conflicts that the main character faces. Are they internal conflicts (from the character) or external conflicts (from other characters or from the setting)?



The Masked Man

By night, Yoichi worked in a supermarket, doing a job he loved. Unlike his other job, it was **predictable**. He enjoyed the routine of **categorizing** things and putting them in the right places. By day, his job was very different and he loved it even more. No one called him Yoichi because no one knew who he really was. They called him the Masked Man.

The Masked Man was a familiar sight all over town. He would appear out of nowhere, always masked, always smiling, always helping people. He helped old ladies cross the road, put out fires, and caught thieves. But because of his mask no one knew his true identity, and he **consistently** disappeared so fast that no one had time to thank him. The truth was that Yoichi didn't want to be thanked. He loved helping people, and that was enough for him.

A journalist named McBride wanted to find out who the Masked Man was. "If I discover who he is, I'll be famous! I just need one picture of the face behind the mask. I'd get thousands of dollars for one little picture." McBride searched for the **schedule** of city events. "Let's see ...," he mumbled. "Ah-ha! There's a parade on Saturday! He'll be there to make sure everyone's safe from the traffic. That's my opportunity." McBride checked the route of the parade and selected his best camera. Next, he called his friend, McSweeny.

"I've waited an **eternity** to find out who the Masked Man is," McBride said. "Now's my chance. Be at 350 Main Street at 11:00 a.m. and pretend to watch the parade. At 11:15 exactly, holler for help.

The Masked Man will run to help you. Then you can easily pull off his mask, and I can take the picture! OK? Good."

On Saturday morning, McBride and McSweeny stood in the crowd as the parade passed through Main Street. There were hundreds of people wearing **spectacular** costumes, playing music, and having fun. McBride and McSweeny had been waiting for 15 minutes when the exact time arrived.

"Help!" yelled McSweeny at 11:15. "Help! Someone stole my wallet!"

The Masked Man ran toward McSweeny. McBride adjusted his camera. That very moment, there was another cry for help. A tiny girl had lost her parents in the crowd. She was **literally** shaking with fear.

The Masked Man stopped running toward McSweeny. He stood still, looking toward the girl.

"Who should I help, the man or the girl?" wondered the Masked Man. "The little girl is lost, but someone has stolen a

wallet." Then, quick as a flash, he turned, picked the little girl out of the crowd, returned her safely to her anxious parents, and vanished before anyone could say thank you. McBride shook his head, then shook his fist at McSweeny, and threw his shiny camera in a trash can. No one would ever get a picture of the Masked Man's face.

Think

What type of conflict is the Masked Man facing now?

Understand

Comprehension

A Think about “The Masked Man.” What types of conflict does the Masked Man face? Check (✓) the types of conflict. Then write a sentence for one type you checked.

- Conflict with self Conflict with characters Conflict with setting

The Masked Man faces conflict with _____

B Write the answers to the questions.

- 1 Where does Yoichi work by night? He works in a _____.
- 2 What is McBride’s job? He’s a _____.
- 3 What does McBride think he’ll get a lot of money for? He thinks he’ll get paid for _____.
- 4 Who does the Masked Man decide to help? He decides to help _____.
- 5 Why do you think the Masked Man wears a mask? I think he wears a mask because _____.

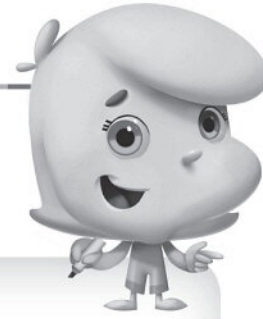
C In the story, Yoichi wears a mask. Have you ever worn a mask? Explain when and why.

D **Words in Context** Complete each sentence with the correct word.

control mood adapt accurately decent doubt

- 1 Leila says that the answer is “42,” but I’m not sure she’s correct.
I _____ that the answer is “42.”
- 2 My little sister smiles and laughs all the time. My little sister is always in a good _____.
- 3 If you travel in the desert, your body has to get used to the dryness and heat.
Your body needs to _____ to desert conditions.
- 4 The rider’s horse was galloping too fast, and he couldn’t easily stop it.
The rider struggled to keep his horse under _____.
- 5 This is a great watch. It’s always right and doesn’t run fast or slow.
My new watch tells the time very _____.
- 6 It’s been very cold and rainy recently. I’d like some good weather.
It’s about time we had some _____ weather.

Grammar in Use



A Study the grammar.

Learn Past Perfect Continuous

Affirmative	We'd been waiting for hours. We'd been waiting since ten o'clock.
Negative	We hadn't been waiting long when the parade began.
Question	How long had you been waiting ?

B Circle the correct answer.

- How long _____ when you stopped to watch TV?
a had you read **b** had you been reading
- The boys _____ long when their dad came home.
a hadn't been studying **b** haven't been studying
- We were tired! We _____ for twenty minutes.
a are running **b** had been running
- Where _____ when the police found him?
a is the man hiding **b** had the man been hiding
- The witnesses _____ questions since 2:30.
a answered **b** had been answering
- The audience _____ to the music, so the band stopped playing.
a hadn't been listening **b** doesn't listen

C Change the verbs in the affirmative to negative and the verbs in the negative to affirmative.







- Nico hadn't been studying hard.
However, his friend Sam _____ **had been studying** _____ for many hours.
- The twins had been swimming in the morning.
Jen and Sheila _____ . They'd been playing soccer.
- My English teacher had been correcting homework since ten o'clock.
My math teacher _____ homework. She'd been preparing her lesson.
- We hadn't been waiting long when the bus came.
We _____ since 10:30 when the bus came.

D Complete the sentences with the correct verb from the box. Use the past perfect continuous.

not / pay drive live learn not / wait ~~work~~

- 1 Mina started working at 9:00. I arrived at 11:00.
When I arrived, Mina had been working for two hours.
- 2 I got to the movie theater at 4:30. My friend got there at 4:31.
I _____ long at all.
- 3 We moved to our house in 2011. Our neighbors moved a year before.
When we moved in, they _____ in their house since 2010.
- 4 Satoshi started school a year ago. Her sister began English classes three years ago.
By the time Satoshi started school, her sister _____ English for two years.
- 5 Billy's dad went on a road trip. After an hour, his car ran out of gas.
He _____ for an hour when the car ran out of gas.
- 6 I was reading my book when my teacher asked a question.
I couldn't answer the question because I _____ attention.

E Choose the correct verbs and complete each sentence using the past perfect continuous and the simple past.

- | | | | |
|---|---|---------------------|---|
| 1 |  | work
be | I <u>was</u> tired because I <u>had been working</u> all morning. |
| 2 |  | not / study
fail | He _____ the test because he _____ . |
| 3 |  | feel
wait | Because she _____ a long time, she _____ bored. |
| 4 |  | come
exercise | She _____ first in the race because she _____ for many weeks. |
| 5 |  | buy
save | We _____ our money since March, so we _____ a video game. |
| 6 |  | not / play
start | They _____ tennis long before the rain _____. |

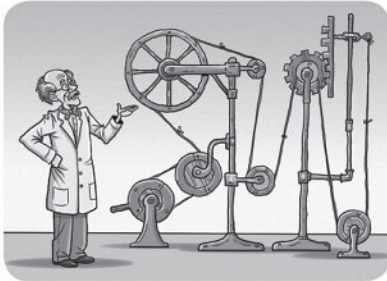
Word Study

A Change each word from a verb to a noun by adding the suffix *-er* or *-or*.

- | | |
|---------------|--------------|
| 1 plumb____ | 5 train____ |
| 2 act____ | 6 invent____ |
| 3 survey____ | 7 paint____ |
| 4 counsel____ | 8 build____ |

B Write the correct word from **A** for each picture.

1



2



3



4



5



6



7



8



C Change the verbs to nouns to complete the sentences.

- Our basketball team has a great _____ (train) who helps us keep fit and win games.
- A _____ (survey) is someone who measures land and makes maps.
- The faucet is leaking. We need a _____ (plumb).
- You can talk to a _____ (counsel) if you need some advice.
- Who was the _____ (invent) of the telescope?
- Picasso is an example of a famous _____ (paint).

Writing Study

A Read and check (✓) two correct answers.

It's important to have a good title for a story because _____.

- | | |
|---|--|
| <input type="checkbox"/> it catches the reader's attention | <input type="checkbox"/> it won't be a good story without a good title |
| <input type="checkbox"/> it makes the reader want to keep reading | <input type="checkbox"/> it makes the reader think about other things |

B Read the description of each story and circle the title you think is best. Which title makes you want to read the story?

1 A teenager goes on a hike and finds a gold ring. Just as he's about to put it away in a drawer, he realizes that it has the letters KZ on it. After investigating further, he learns that the ring dates from many centuries ago.

- a** The Mystery of King Zorg's Ring **b** A Hike

2 As they're walking along the beach, Sacha and Miro see footprints in the sand, but they are not ordinary footprints. They're huge, and each footprint has seven clawed toes. What creature can this be? And more importantly, where is it now?

- a** An Adventure Story **b** The Terrible Toes

C Read the story and give it a title. Then write your own story and give it a title. Be sure to use the past perfect continuous correctly.

Title: _____

On his way home from school, Mali passed a house that he'd never seen before. But how is it possible, he wondered, that I've never noticed this house? Mali had been taking that way home for years. The house had white walls, a red roof, and a strange-looking green plant growing up the front of it. Its front door was black, and all the windows had drapes drawn across them. Mali stood for a while staring at the house in disbelief. It looked as if it had been there for fifty years, at least. As he stood looking up at each window in turn, Mali suddenly spotted movement behind one of the drapes, and then a face appeared at the window. It was a sad but friendly face ...

My title is: _____

Words

A Read the clues. Complete the crossword puzzle.

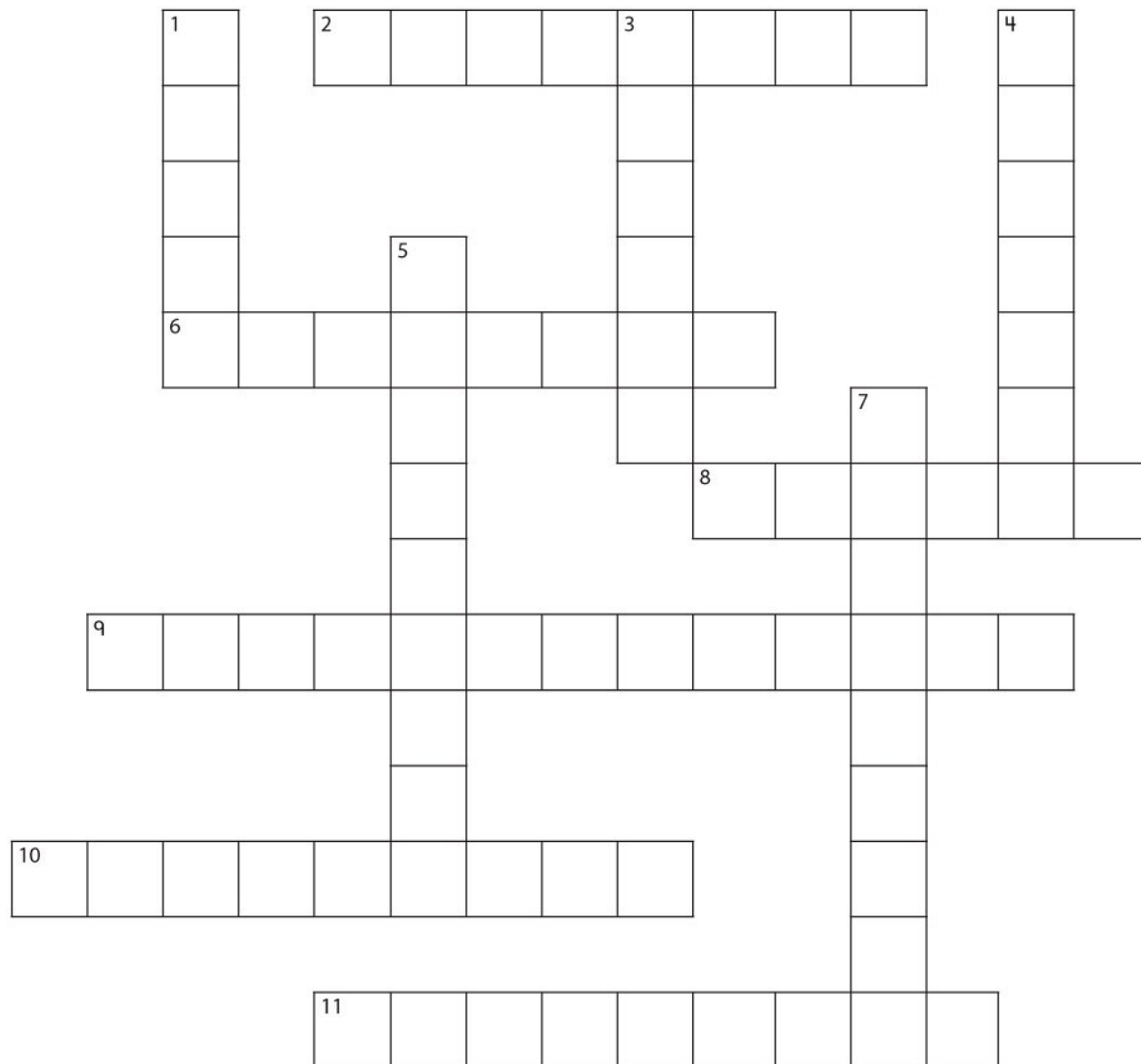
disguise basic performer entertainment urgent central shield
 safeguard covering elaborate lifesaver

Across

- 2** clothes or mask you use to hide your identity
- 6** something you can use to put over an object
- 8** block from view
- 9** something you do for fun, like going to a movie
- 10** complicated, not simple
- 11** to take care of

Down

- 1** simple and important, like food or water
- 3** something that needs to be done immediately
- 4** in the middle of
- 5** someone who entertains
- 7** something that can save your life



B Underline the correct answer.

- 1 If you find yourself in danger, it's **essential** / **elaborate** not to panic.
- 2 When the climber broke his leg, it was **elaborate** / **crucial** to get him to the hospital.
- 3 A mask is any kind of **covering** / **entertainment** for the face.
- 4 The surgeon performed an **entertaining** / **urgent** operation on the man to save his life.
- 5 Oxygen and water are two **basic** / **lifesaver** things people need in order to live.
- 6 The actor played the **covering** / **central** character in the play.
- 7 Wearing a lifejacket can be a **disguise** / **lifesaver** if you fall into the ocean.
- 8 Construction workers wear masks to **shield** / **disguise** their faces.

C Circle True (T) or False (F).



- | | | |
|--|----------|----------|
| 1 You can sleep for entertainment. | T | F |
| 2 Apples are crucial for life. | T | F |
| 3 A story can be elaborate. | T | F |
| 4 A doctor might safeguard a bank building. | T | F |
| 5 An oxygen mask can be a lifesaver. | T | F |
| 6 You can use a ball as a covering. | T | F |
| 7 A bank robber might wear a disguise. | T | F |
| 8 A police officer is an example of a performer. | T | F |

D Complete the sentences in your own words.

- 1 When I want entertainment, I _____.
- 2 _____ is my favorite performer.
- 3 When something is urgent, I _____.
- 4 I think _____ is essential.
- 5 _____ and _____ are examples of things that are crucial to our survival.
- 6 _____ is something I safeguard because it's important.

A Read. What is the main reason for wearing a mask?

B Read again. Try to identify what is a fact and what is an opinion.

Diving Masks: What Are They For and How Do They Work?



Many scuba divers dive simply for entertainment, but some people have important jobs as divers. Anyone who dives needs a diving mask, but why? We asked our correspondent, expert diver Katya Jonas, to explain.

Most people who enjoy diving know that a good diving mask is **essential** for comfort, but what do diving masks actually do? How do they work? In this article, we'll look at the reasons that diving masks can be so helpful underwater.



The main reason for wearing a diving mask is simple. Although it's possible to swim underwater without a mask, you can't see much. That's not fun! The human eye is normally in contact with air, not water. However, when your eyes are in contact with water, light goes into your eyes at a different angle and that means your eyes cannot focus the light. Without a mask, everything underwater looks very

strange. A mask solves this problem by putting an air space in front of the eyes. That air space **safeguards** the eyes from the water and allows them to focus normally, just as they would focus when the person is on land.

Another reason for wearing a mask is that it allows you to squeeze your nose shut. Why is this necessary? It might sound funny, but it's all to do with your ears! When you go underwater, you need to clear (or equalize) your ears and fill them with air from your lungs. If you've ever been on a plane, you'll know that your ears can "pop," and that isn't a nice feeling at all. By squeezing your nose shut, you can force air from your lungs into the air space in your ears. A mask can help you do this more effectively.

Finally, the most **crucial** use of a mask is that it allows you to breathe out through your nose. You couldn't do that underwater without a mask. When you breathe out through your nose into the mask, you're making the pressure inside the mask equal to the pressure of the water all around you. If you couldn't do that, you'd feel very uncomfortable, especially when you went deeper underwater. That would be horrible!

Think

Which of these statements are facts? What makes you think they're facts?

Think

What language tells you that the writer is offering an opinion?

Understand

Comprehension

- A** What facts and opinions did you identify in “Diving Masks”? Write one fact and one opinion.

Fact: _____

Opinion: _____

- B** Circle the correct answer.

- On land, the human eye is in contact with _____.
a air and water **c** water
b air **d** neither air nor water
- When your eyes are in contact with water, they _____.
a can focus light **c** hurt light
b can't focus **d** see different colors
- A mask puts _____ in front of the eyes.
a water **c** light
b equipment **d** air
- You need to squeeze your nose shut in order to _____.
a clear your ears **c** see
b breathe **d** focus light
- Masks allow divers to breathe out through their _____.
a ears **c** nose
b mouth **d** lungs
- Divers wear masks _____.
a to catch fish **c** to disguise themselves
b to see better **d** to look good

- C** The article gives several reasons why divers wear masks. How do people use masks in other sports? Write about what the mask is for.

- D** **Words in Context** Complete each sentence with the correct word.

operations ridiculous germs enthusiasm antiquity individual

- The TV show host was fun to watch because he had so much _____.
- Katy cut the cake into _____ slices so everyone had a piece.
- A mask can protect doctors and patients from _____.
- Carl looked _____ when he put on a big, floppy hat.
- Surgeons do _____ on people who are sick.
- In _____, people built many structures. The Colosseum in Rome is one of them.

Grammar in Use



A Study the grammar.

Learn Defining Relative Clauses for People

Affirmative

A diver is a person who / that swims underwater for fun.
noun relative clause

Negative

Jim is one boy who / that I don't want to know. He isn't polite!
noun relative clause

B Circle the noun and underline the relative clause in each sentence.

- 1 A fencer is an athlete who uses a mask and a sword.
- 2 On the Ivory Coast, there are people that use masks in ceremonial costumes.
- 3 Is that the girl who doesn't like hip-hop?
- 4 Welders are workers that join pieces of metal together.
- 5 Football players are athletes that wear masks to play football.
- 6 Captain Davies is the pilot that doesn't like flying!



C Use *who* or *that* to combine the two halves of each sentence.

Tom's teacher is the lady	who that	doesn't like movies.
Which man is the writer		lost her book bag.
Is there anyone		lives next door.
I don't know anyone		doesn't like chocolate?
What's the name of the singer		was on TV last night?
I felt bad for the girl		writes science fiction?

1 Tom's teacher is the lady who lives next door.

2 _____

3 _____

4 _____

5 _____

6 _____

D Complete the sentences. Use defining relative clauses and the words in parentheses.

1



(work / in a hospital)

A nurse is a person **who works in a hospital** _____.

2



(celebrate / the carnival in Venice)

These are the people _____.

3



(make / masks)

A mask maker is a professional person _____.

4



(not wear / a mask)

A baseball player is an athlete _____.

5



(teach / music)

Mr. Kamal is the man _____.

E Answer the quiz question for each pair of jobs. Use defining relative clauses.

What do these people have in common?		
1	a tennis player and a football player	They're both people that/who play sports.
2	a zookeeper and a naturalist	
3	a dentist and a doctor	
4	a firefighter and an ambulance worker	
5	a musician and a movie star	
6	a chef and a server	
7	a lawyer and a judge	
8	a fashion designer and a model	
9	a sculptor and a painter	
10	an astronaut and an astronomer	

Communicate

Word Study

A Use the suffix *-ness* to make new words.

1 happy happiness

2 tired _____

3 soft _____

4 ill _____

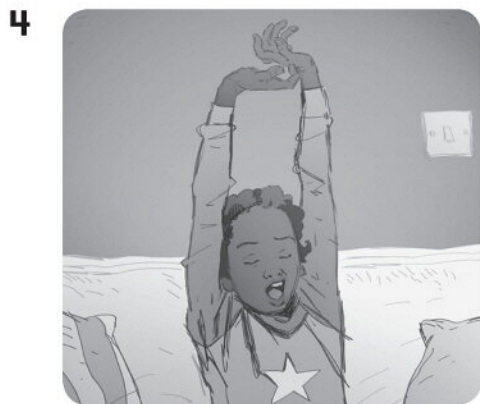
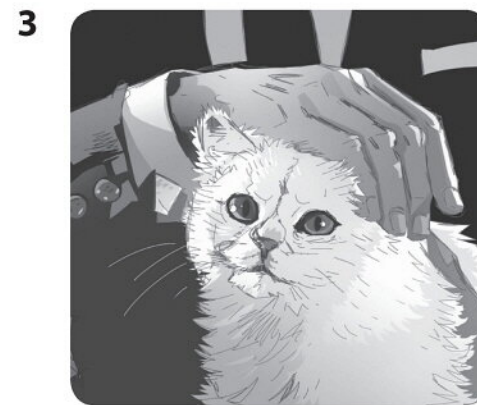
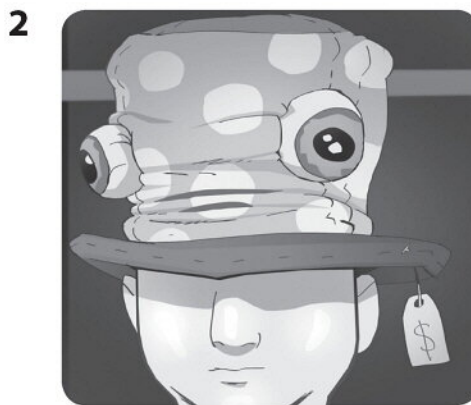
5 ugly _____

6 hopeful _____

7 lazy _____

8 weak _____

B Write *-ness* words from **A** under the correct pictures.



C Write the *-ness* words from **A** in the correct sentences.

1 For my cat, _____ is enough food and a comfortable place to sleep.

2 The boy had some _____ in his arm after he broke it.

3 Neglecting your health can lead to serious _____.

4 The opposite of *beauty* is _____.

5 Have you felt the _____ of this material? It's like silk.

6 An example of _____ is sitting and watching TV all day.

7 _____ in the morning is often the result of going to bed too late.

8 _____ is what you feel when you think everything is going to go well.

Writing Study

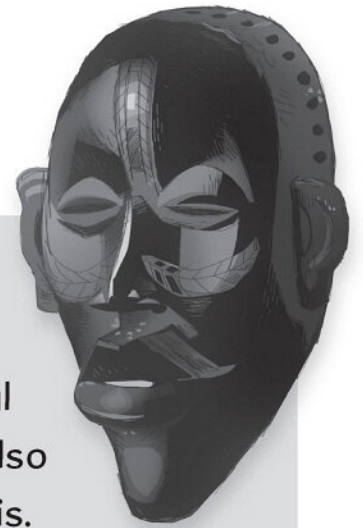
A Circle True (T) or False (F).

Headings are useful because they ...

- | | | |
|---|---|---|
| 1 ... break big topics into smaller ones. | T | F |
| 2 ... give examples. | T | F |
| 3 ... help organize your material. | T | F |
| 4 ... look nice on a page. | T | F |
| 5 ... replace the main topic. | T | F |
| 6 ... make it clearer for the reader to understand. | T | F |

B Read the article. Choose correct headings from the list. Then write your own short article with headings. Use relative clauses.

Masks for Entertainment Colorful Masks Practical Masks
Funny Masks Masks Around the World



Masks

All around the world, there are people who use ceremonial or traditional masks. For example, at Chinese New Year, people wear masks. People also wear masks at carnivals. The Venice carnival is a famous example of this.

People need to wear masks for practical reasons. Athletes wear masks in sports, and professional people use masks (for example, doctors and construction workers).

People often use masks in the theater. This helps actors who want to play a special role. This use of masks began in Italy.

Writing

A Read this personal narrative. Label the parts of the narrative.

It was the best day of my life! A few years ago, I was invited to go and watch a carnival parade with some friends. I'd never been to a carnival before, so I jumped at the chance.

It was perfect weather that day, I remember. We set off toward the city center early in the morning, hoping to get a good place to stand and watch the parade. We got lucky! We managed to find a place that was at the junction of two streets. We could see the parade coming, but we could also see it after it had passed. We took some snacks and water with us so we wouldn't need to leave our place.

We'd been waiting a little over an hour when we started to hear music in the distance. You could feel the excitement in the crowd as the sound got nearer and nearer. Then came the moment I'll never forget. The parade appeared from around the corner. Everyone in the parade was wearing an amazing costume! There were so many colors, it was like watching a rainbow approaching. The music was loud and fast, and the crowd was yelling and waving.

I saw people wearing disguises. Some were dressed as animals: lions, dragons, and bears. Others were dressed as clowns or other kinds of performers. Of course, everyone was wearing a mask. One mask in particular caught my attention. It was a mask that looked like a huge orange sun. It was beautiful. It had sunrays coming out of it, decorated in gold and silver.

From that day on, I loved carnivals. I researched the carnivals of the world in books and on the Internet. One day, I hope to perform in a carnival myself, maybe even in the Rio de Janeiro or Venice carnival. That would be so cool!



B Answer the questions.

1 How does the author start the narrative?

2 In which paragraph does the author start talking about the scene?

3 In which paragraph does the author give the details of the narrative?

4 How does the narrative end?

Write a Personal Narrative

- A** You're going to write a personal narrative. Choose what you want to write about and brainstorm ideas. Use the organizer to help you.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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- B** Think about what you'll say. Outline your ideas here.

Hook	<hr/> <hr/>	
Set the scene	<hr/> <hr/>	
Give Details		
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
Conclusion	<hr/> <hr/>	

- C** Now write the first draft of your narrative in your notebook.

D Your Writing Checklist

Did you ...

- use a hook to start your narrative?
- set the scene?
- give details?
- use the past perfect continuous?
- use relative clauses?

- E** Now write the final draft of your narrative in your notebook.

A Circle the correct answer.

- 1 You show _____ when you do something you like.
a enthusiasm **b** control
- 2 The _____ of a pillow can affect how you sleep.
a ugliness **b** softness
- 3 A lot of noise can be _____ .
a irritating **b** predictable
- 4 You might make an _____ call to a police officer.
a elaborate **b** urgent
- 5 If the weather is _____ , you might get cold and wet.
a tempestuous **b** decent
- 6 Construction workers _____ their faces for safety.
a shield **b** adapt
- 7 Day turning to night is a daily _____ .
a safeguard **b** transition
- 8 _____ is a time long ago.
a Eternity **b** Antiquity
- 9 You would call a _____ to fix a sink.
a trainer **b** plumber
- 10 Things that are _____ are important.
a essential **b** hazardous

B Write the correct word next to each definition.

accurately performer eternity germs
disguise elaborate

- 1 Something you wear to hide who you really are _____
- 2 Complicated; not simple _____
- 3 Very small things in your body that make you sick _____
- 4 Someone who entertains other people _____
- 5 Very precisely and correctly _____
- 6 A very, very long time; forever _____



BIG QUESTION 3

Why do we wear masks?

C Match the sentences to the pictures.

1 Leo is the artist who collected masks.

2 He had been running for several hours.

3 We hadn't been reading a map, so we got lost.

4 There's the thief that I saw!

5 Here's the man who makes masks.

a



b



c



d



e



D Complete the sentences with the past perfect continuous of the verbs in parentheses.

1 A soccer trainer _____ (train) the players.

2 The scientists _____ (categorize) things into different groups.

3 The actors _____ (provide) a lot of entertainment all evening.

4 The ambulance driver _____ (respond) to emergency calls.

5 A team of architects _____ (draw) elaborate pictures.

E Write *who* or *that* in the correct place in each sentence.

1 Fencers _____ are athletes _____ use a mask for their face.

2 A surgeon is a type of doctor _____ does _____ operations.

3 A pilot is _____ someone _____ needs to look at a schedule.

4 A chemist is someone _____ can mix _____ chemicals accurately.

5 Welders are _____ workers _____ need to shield their face with a mask.

F Make eight new nouns by adding the suffix *-or*, *-er*, or *-ness*.

1	tired		5	paint	
2	act		6	plumb	
3	happy		7	invent	
4	lazy		8	ill	



BIG QUESTION 4

Why do we like symmetry?

Think and write.

What do you know?

Handwriting lines for the 'What do you know?' section.

What do you want to know?

Handwriting lines for the 'What do you want to know?' section.

Words

A Match the sentences and pictures.

1 This is an equilateral triangle.



2 These two brothers are identical twins.



3 The pattern has an interlocking design.



4 This bottle is symmetrical.



5 Can you measure the dimensions of the table?



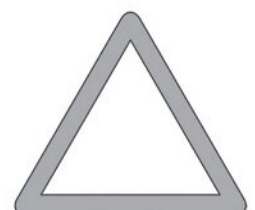
6 This printer can reproduce copies of your photos.



7 Space is infinite. It goes on forever.



8 Repetition is very important in music.



B Write the correct answer.

- 1 _____ features of the car include sparkling paint and a sunroof.
a Identical **c** Dimension
b Aesthetic **d** Repetition
- 2 I like the _____ of my new bedroom. Everything is in the right place.
a arrangement **c** interlocking
b dimension **d** internal
- 3 Every room in a house can have different _____.
a repetitions **c** equilaterals
b dimensions **d** interlockings
- 4 What is that _____?
Is it a house or an office building?
a structure **c** repetition
b arrangement **d** internal
- 5 This necklace is a chain of _____ rings.
a equilateral **c** aesthetic
b interlocking **d** reproducing
- 6 Wheels are an example of _____ objects.
a aesthetic **c** internal
b symmetrical **d** equilateral

C Circle the word that is the opposite of the word in the box.

- 1 extend shorten lengthen interlock
- 2 internal aesthetic external symmetrical
- 3 identical equilateral interlocking different
- 4 infinite limited repeated reproduced
- 5 interlocking extended separate internal

D Check (✓) the correct answer.

- 1 What sort of person might use the word *aesthetic*?
 a butcher an artist a plumber
- 2 Which of these three things is symmetrical?
 a butterfly a cloud a rock
- 3 When might you use repetition?
 when you're dreaming when you're learning when you're sleeping
- 4 What does *infinite* mean?
 endless short quiet
- 5 Who makes structures?
 doctors trainers builders

A Read. What event made Shah Jahan decide to build the Taj Mahal?

B Read again. Look for ideas that are similar to each other. Try to classify and categorize these ideas as you read.

The Taj Mahal

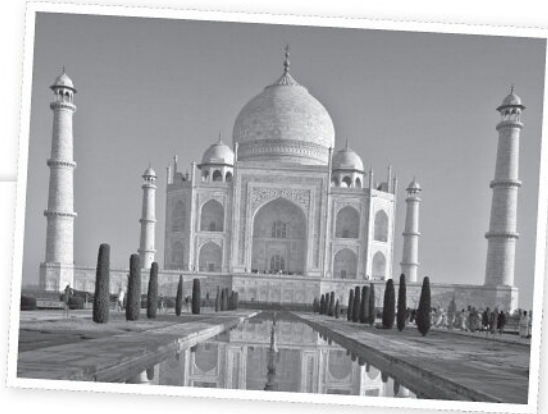
The Taj Mahal is one of the most famous buildings in the world. This amazing building is located in Agra, in northern India. It is made of white marble, a type of rock that people often use to make important buildings and sculptures. *Taj Mahal* means “crown of palaces,” which gives you an idea of just how beautiful it is. It took 22 years to build, and believe it or not, as many as 20,000 people worked on constructing this palace!

The Story of the Taj Mahal

Why is the Taj Mahal so famous? Well, it’s famous partly because of the story behind it. From 1628 to 1658, a man named Shah Jahan was the emperor, or ruler, of the Mughal Empire. That’s the country we now call India. Shah Jahan married a beautiful woman. He called her Mumtaz Mahal. Unfortunately, Mumtaz died in 1631, and Shah Jahan was heartbroken. He was so sad that he decided to build a beautiful building in honor of his beautiful wife. He wanted to build an **aesthetically** beautiful **structure** to remember her by. Construction on the Taj Mahal began in 1632, and although the building is now almost four hundred years old, you can still see it and visit it today. People call it one of the seven wonders of the modern world.

The Design of the Taj Mahal

Another reason the Taj Mahal is famous is that it is almost completely **symmetrical**. The Taj Mahal was designed according to two main principles. The first of these was symmetry. When you look at the Taj



Mahal, you see that the building is symmetrical. But then you see that its symmetry **extends** beyond the building itself. In front of the palace, there is a long pool of water. In the water, you can see a perfect reflection of the building. This is called reflection, or mirror, symmetry. There is also reflection symmetry in all the decorations on the walls and floors of the building.



Look at these patterns, for example. They’re **interlocking**, and they form an **arrangement** that is completely symmetrical.

The second principle behind the design of the Taj Mahal is **repetition**. If you repeat something, you make several copies of the same thing, and that’s what Shah Jahan wanted to do. The main building is cube-shaped, with four **identical** sides. On each side of the building there is an archway, which makes four archways. Then, there are four minarets (tall towers), one at each corner of the building. The garden around the Taj Mahal is also divided into four sections. This repetition makes the Taj Mahal look beautiful and adds to its symmetry.

Think

What things can you categorize about the Taj Mahal? Can you classify them by name?

Understand

Comprehension

- A** Think about the design of the Taj Mahal. Categorize examples from “The Taj Mahal” under the two classifications.

Symmetry	Repetition
_____	_____
_____	_____
_____	_____
_____	_____

- B** Circle the correct answer.

- How long did it take to build the Taj Mahal?
a 20,000 years **c** 22 years
b 12 years **d** 2 years
- Who did Shah Jahan want to honor when he built the Taj Mahal?
a tourists **c** builders
b his wife **d** other rulers
- Where can you see the symmetry of the Taj Mahal reflected?
a in a pool of water **c** in a mirror
b in the ocean **d** in the sky
- Why does the Taj Mahal attract so many visitors?
a It’s large. **c** It has a pool.
b It’s cube-shaped. **d** It’s beautiful.

- C** The article describes a famous building that people like to visit. What building would you like to visit? Describe it and explain why it’s important to you.

- D** **Words in Context** Complete each sentence with the correct word.

hesitate experiment approximately practical constituent employ

- You can _____ machinery to lift things that are heavy.
- It’s OK to _____ before answering a question. It shows you’re thinking carefully.
- An umbrella is a _____ thing to take to a rainy place.
- The city where I live is _____ 50 kilometers from the ocean.
- Hydrogen and oxygen are the _____ parts of water.
- We did a great _____ in science class today.



A Study the grammar.

Learn Defining Relative Clauses for Objects and Places

That or Which for Objects

The Taj Mahal is a building that / which is a perfect example of symmetry.
noun relative clause

Where for Places

Agra is the city where the Taj Mahal was built.
noun relative clause

Remember!

Who or That for People

Shah Jahan was the man who / that built the Taj Mahal.
noun relative clause

B Circle the noun and underline the relative clause in each sentence.

- 1 Marble is a rock that people used to build palaces.
- 2 The Taj Mahal is a palace that is famous all over the world.
- 3 Construction workers are people who build structures.
- 4 Vikram Singh is the man who wrote the travel guide.
- 5 This is the place where you can take great pictures of the Taj Mahal.
- 6 The Taj Café is a restaurant which is famous for making good meals.
- 7 This is a nice hotel where you can stay when you visit Agra.
- 8 The tile that is used in the Taj Mahal is completely symmetrical.

C Complete the sentences with *who, that, which, or where*.

- 1 Agra is a city _____ is in northern India.
- 2 An architect is someone _____ designs buildings.
- 3 Water and mirrors are both things _____ reflect images.
- 4 The site _____ Shah Jahan decided to build the palace is beautiful.
- 5 The Taj Mahal is a building _____ honors Mumtaz Mahal.
- 6 Symmetry is something _____ can be seen all around us.

D Unscramble the sentences.

1 look like minarets are that tall structures towers

2 is someone an emperor who is of a country the ruler

3 of buildings a principle is repetition which is used in the design

4 where live elephants is a country India

5 to visit Agra that people is a place like

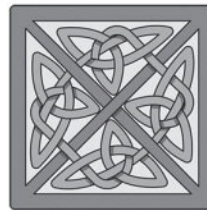
E Make relative clauses with the words in parentheses to complete the sentences.

1



A butterfly is an insect _____
that has mirror symmetry .
 (have / mirror symmetry)

2



This is a pattern _____
 _____ .
 (have / an interlocking design)

3



Mumtaz Mahal was the woman
 _____ .
 (marry / Shah Jahan)

4



A cloud is something _____
 _____ .
 (not be / symmetrical)

5



This is the pool of water _____
 _____ .
 (reflect / the Taj Mahal)

6



This is the entrance _____
 _____ .
 (tourists enter / the Taj Mahal)

7



In the 1600s, elephants were
 the animals _____
 _____ .
 (carry / building materials)

8



This is a drawing of a lighthouse
 _____ .
 (be / at Alexandria)

F Write one sentence with *that* and a relative clause, one with *which* and a relative clause, and one with *where* and a relative clause.

1 _____

2 _____

3 _____

Word Study

A Match the words to the definitions. Write the letter.

- | | | | | |
|---|---------------|-------|----------|---|
| 1 | transatlantic | _____ | a | to get involved in a situation that isn't your business |
| 2 | intersection | _____ | b | a text changed from one language into another language |
| 3 | transient | _____ | c | change from one language to another |
| 4 | interfere | _____ | d | the pause between parts of a play or a movie |
| 5 | intermission | _____ | e | a place where roads or lines cross each other |
| 6 | translate | _____ | f | passing by quickly |
| 7 | transport | _____ | g | to carry |
| 8 | interlocking | _____ | h | joined together by parts that fit into each other |
| 9 | translation | _____ | i | across the Atlantic Ocean |

B Write the words from **A** in the correct sentences.

- There was an _____ in the middle of the long play.
- Planes, cars, trains, and ships _____ things.
- Cross the large _____ and you'll see the post office in front of you.
- My teacher can _____ from English into French.
- It's not very polite to _____ in other people's business.
- The lightning was _____. It only lasted a few seconds.
- I'd like to be able to make a _____ from Chinese to English.
- A Rubik's Cube has _____ faces that you turn to solve the puzzle.
- The Queen Mary is a large _____ ship that sails between England and the United States.

C Choose three words with the prefix *trans-* and three words with the prefix *inter-*. Then write sentences of your own.

- _____
- _____
- _____
- _____
- _____
- _____

Writing Study

A Spell out the numbers in these sentences.

- 1 We listened to a 15-minute recording in class. fifteen
- 2 My grandparents moved to Istanbul 32 years ago. _____
- 3 We watched 16 videos on the Internet. _____
- 4 My great-grandmother lived to be 97. _____
- 5 A marathon is a 42-kilometer run. _____
- 6 5 years ago, I started to learn English. _____

B Spell out the numbers and use them in four sentences of your own.

a 3-minute song 10 insects 22 years ago 59 dollars

- 1 _____
- 2 _____
- 3 _____
- 4 _____

C Write a paragraph about an example of symmetry that you like. Use relative clauses and spell out numbers where appropriate.

I like circles because they are always symmetrical. A few years ago, when I was ten, I used to be very interested in pictures of the sun, which looks circular. The moon is another good example of something that is circular and symmetrical. If you stand in your yard or on the street, you can sometimes see a perfectly circular full moon. But circles don't have to be far away, like the sun and the moon. Look around you! Cars have four circular wheels; clocks are often circles; some buildings even have circular windows. Circles are used in many everyday objects.



Words

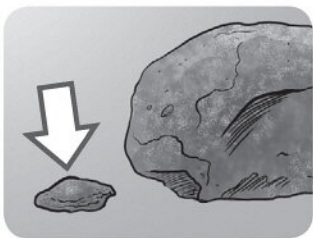
A Find these words in the puzzle.

image surpass stare laboratory copious examination minute fragment
triumphantly panic eyepiece astonishment dazzling

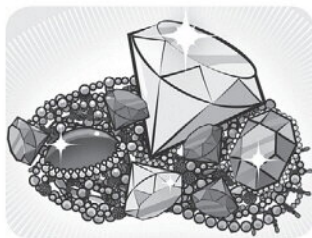
I	S	Y	W	F	W	P	E	Z	D	F	Q	T	X
M	U	T	M	A	A	E	T	H	M	W	K	N	N
A	P	X	A	N	G	M	U	J	S	T	R	E	F
G	R	S	I	R	Y	V	N	H	W	O	V	M	V
E	Q	C	G	C	E	M	I	B	S	K	R	H	I
R	M	J	Q	X	A	L	M	L	Q	O	S	S	E
N	O	I	T	A	N	I	M	A	X	E	Q	I	I
T	N	E	M	G	A	R	F	D	T	R	F	N	R
E	Y	E	P	I	E	C	E	V	G	K	V	O	K
L	A	B	O	R	A	T	O	R	Y	P	A	T	Q
Y	L	T	N	A	H	P	M	U	I	R	T	S	G
D	A	Z	Z	L	I	N	G	K	T	Q	M	A	A
S	U	R	P	A	S	S	S	U	O	I	P	O	C

B Look at the words in **A**. Write the correct word under each picture.

1



2



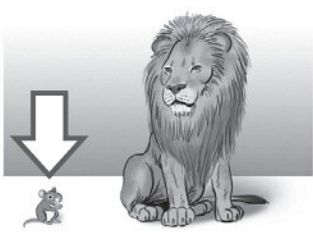
3



4



5



6



7

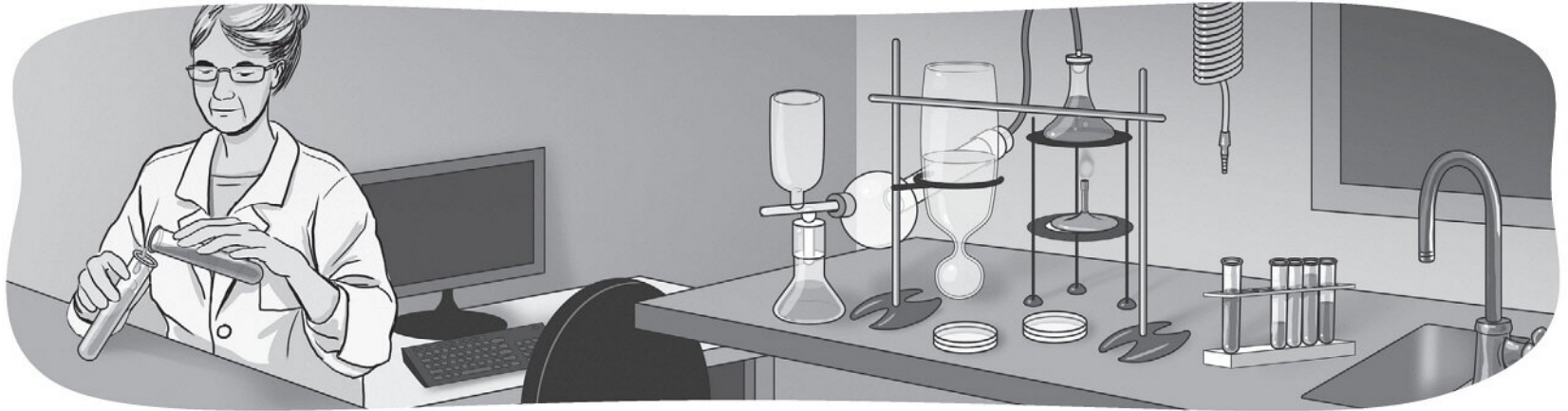


8



C Complete the sentences with the correct word.

panic image astonishment surpass triumphantly stare laboratory dazzling
copious examination minute eyepiece fragment



- 1 My mother was in a _____ because we were late.
- 2 "I've won the prize for best student," Joe said _____.
- 3 People feel _____ when something unusual happens.
- 4 The shiny gold coins at the museum were _____.
- 5 From the top of the building, the people in the street below looked _____.
They looked like ants.
- 6 The _____ was filled with scientific equipment and chemicals.
- 7 Look through the _____ of the microscope.
- 8 There was a small _____ of glass on the floor from the broken bottle.
- 9 This camera produces a close-up _____ if you press this button.
- 10 When we arrived at the party, there was a _____ amount of food. There was almost too much!
- 11 The scientist made an _____ of the insect. No one knew what it was.
- 12 Athletes try to _____ each other every time they compete.
- 13 It's not polite to _____ at someone.

D Look at the words in C. Write each word in the correct column of the chart.

Adjectives	Nouns		Verbs	Adverbs
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

A Read. What is different about the way Sebastian draws and paints?

B Read again. Make connections between the story and things you already know. Think about how you can paraphrase the story.



Sebastian and Symmetry

A wave of **panic** rushed over Sebastian. The following morning, he would have art class. It was his favorite class, in fact, but it scared him. Sebastian was an artist; he could draw and paint better than anyone else in the school, but there was a problem. Every time he painted a picture, his teachers and friends gasped in **astonishment**. Sebastian saw the world differently from everybody else, and the **images** he produced reflected that.

The next day, at eleven o'clock, the school bell rang and Sebastian ran out of the science **laboratory**, his heart pounding in his chest. What would the art teacher tell the class to paint today? A tree? A beach? In the last class, it was flowers in a vase. Sebastian's pictures always made the whole class **stare** at him. Why? Maybe it was because he never drew or painted anything that was symmetrical. When Sebastian drew, butterflies had different-sized wings, flowers had different-shaped petals, and buildings had wavy sides.

Nervously, Sebastian picked up a paintbrush and stared at the white sheet of paper in front of him.

"Good morning, class," beamed Mr. Stevenson, whose art class this was. "Today, we're going to paint ..."

Sebastian waited, wondering what the next word would be. Please, he thought, not a house. Not a building. Nothing that has straight lines.

"We're going to paint happiness!" said Mr. Stevenson with a smile.

"Yes!" said Sebastian **triumphantly**.

"Happiness?" squeaked Matilda from the other side of the classroom. "You can't paint happiness!"

"Sure, you can," replied Mr. Stevenson patiently. "Think about it, Matilda. What makes you happy?"

"Umm ... swimming, beaches, sunshine, and ... chocolate!" said Matilda.

"Playing soccer and picking apples!" said Jim.

"Yes! And riding a bike really fast downhill!" added Maria.

"Well, there you go. That's how you paint happiness. Start working!" said Mr. Stevenson.

Sebastian was already painting. He splashed **copious** amounts of paint all over the white sheet of paper: all colors in all sorts of shapes. Next, he painted wavy lines, curls, and **fragments** of things that looked like **minute** clouds around the edge of the paper.

"Three minutes to go," said Mr. Stevenson.

Sebastian added the finishing touches to his painting. It was beautiful! There were shapes that didn't exist in the real world and colors so **dazzling** that you almost wanted to half-close your eyes to look at them. The whole class clapped, and Mr. Stevenson looked proud.

From that day on, Sebastian was never nervous about art class. He knew that he could paint happiness, no matter what he painted.

Think

How would you paraphrase the end of the story?

Understand

Comprehension

- A** Find two sentences in “Sebastian and Symmetry” that are important to the story. Can you paraphrase them? Fill in the organizer.

	What the story says	In my own words
1	<hr/> <hr/>	<hr/> <hr/>
2	<hr/> <hr/>	<hr/> <hr/>

- B** Check (✓) the correct answer.

- How does Sebastian feel at the beginning of the story?
 he's happy and relaxed
 he's in a panic
- What does the teacher ask the class to paint?
 their idea of happiness
 flowers in a vase
- What does Sebastian do when he starts painting?
 He splashes paint all over the paper.
 He doesn't do anything.
- How does Sebastian's art teacher react to Sebastian's painting?
 He's confused.
 He's happy and proud.

- C** Why do you think so many artists use symmetry in their art?

- D** **Words in Context** Complete each sentence with the correct word.

piles flickered bothered forecast scrambled gust

- Tommy was unhappy because his sister _____ him when he was watching a movie.
- We love walking through _____ of leaves in the fall.
- Light from a flashlight _____ in the distance.
- Tomorrow's weather _____ is great. It'll be warm and sunny.
- A _____ of wind blew the old man's hat off his head.
- My brother _____ up the hill as fast as he could.

Grammar in Use



A Study the grammar.

Learn Defining Relative Clauses with *Whose*

Whose for Possession

Mr. Stevenson is the teacher whose class painted "happiness."
noun relative clause

Is that the artist whose paintings don't have symmetry?
noun relative clause

Remember!

Who or *That* for People

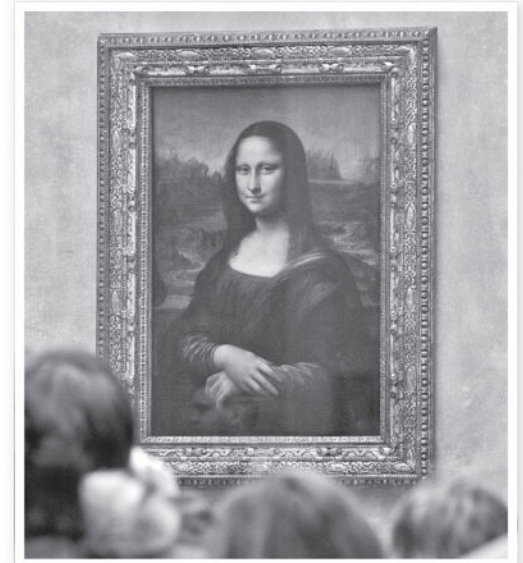
Sebastian is the boy who / that loves art.
noun relative clause

That or *Which* for Objects

Art is the subject that / which makes him nervous.
noun relative clause

B Circle the noun and underline the relative clause.

- 1 Dr. Baskerville is the doctor whose office is on the second floor.
- 2 There's the man whose son plays the drums.
- 3 Molly is the girl whose brother is in sixth grade.
- 4 That's the neighbor whose house has a blue roof.
- 5 Is that the girl whose mom is a doctor?
- 6 Which is the painter whose painting is the *Mona Lisa*?
- 7 That's the actor whose real name is Bill Smith.
- 8 My cousin, whose name is Sammy, is a great dancer.



C Unscramble the sentences.

- 1 plays Shakespeare whose are famous all over the world is the playwright

- 2 in the school band? whose sister is the boy plays which

- 3 the name what's whose of hair is red? the teacher

- 4 won where the man is whose daughter first prize?

D Combine the sentences using a relative clause with *whose*.

1 Mark is the friend. His dog performs tricks.

2 Mrs. Baggini is the woman. Her daughter won a prize.

3 That's the athlete. Her running speed broke all records.

4 Do you know the teacher? His car is bright red.

5 There's the man. His wallet was stolen.

6 That's the singer. His song went to number 1.

7 She's the author. Her books are famous.

8 Mr. Marielos is the man. His house is by the ocean.

9 That's the police officer. His car broke down.

10 You're the artist. Your paintings are in the art gallery.

E Complete the sentences with *who*, *that*, *which*, or *whose*.

1 There's the teacher _____ class I love!

2 Mrs. Singh is the woman _____ teaches us flute.

3 This is a piece of software _____ allows me to draw on the computer.

4 Which is the girl _____ dad is an airline pilot?

5 I hear there's a new gadget _____ you can use to download songs.

6 Is that the boy _____ invention won the school prize?

7 Elba is an island in Italy _____ I like very much.

8 Jill and Nick, _____ both play piano, are playing a concert in May.

9 That's the writer _____ books make me laugh.

10 I didn't like the question _____ required me to do long division.



Communicate

Word Study

A Fill in the chart with the present (*-ing* form) and past (*-ed* form) participles of the words.

	<i>-ing</i> form	<i>-ed</i> form		<i>-ing</i> form	<i>-ed</i> form
chill			pierce		
trouble			intrigue		

B Circle the correct answer.

- 1 That was a very **chilled** / **chilling** movie!
- 2 I found an **intriguing** / **intrigued** message on my phone.
- 3 The owl made a **pierced** / **piercing** noise.
- 4 My sister's ears are **pierced** / **piercing**.
- 5 You look **chilled** / **chilling**. Are you cold?
- 6 It's **troubling** / **troubled** to realize that many animals are becoming extinct.
- 7 The detective was **intrigued** / **intriguing** by the footprints on the steps.
- 8 I feel **troubling** / **troubled** when I upset someone.

C Look at the words in **A**. Complete each sentence with the correct word.

- 1 The dentist's drill makes a _____ sound.
- 2 The woman looked very _____ because she had lost her purse.
- 3 The detective was _____ when he found the footprint from a sneaker in the yard.
- 4 I found a lot of _____ clues in the mystery story I read.
- 5 Sometimes a scary story can be _____ !

D Write six sentences of your own using the present and past participles of these words.

pierce trouble intrigue

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

Writing Study

A Check (✓) the correct sentence in each pair.

- | | |
|---|--|
| 1 <input type="checkbox"/> We in the dining room ate lunch. | 4 <input type="checkbox"/> Sometimes we at school watch a video. |
| <input type="checkbox"/> We ate lunch in the dining room. | <input type="checkbox"/> Sometimes we watch a video at school. |
| 2 <input type="checkbox"/> Can you play volleyball on the lawn? | 5 <input type="checkbox"/> I bought some peaches at the market. |
| <input type="checkbox"/> Can you on the lawn play volleyball? | <input type="checkbox"/> I at the market bought some peaches. |
| 3 <input type="checkbox"/> I took my little sister to school. | 6 <input type="checkbox"/> They are building a gym downtown. |
| <input type="checkbox"/> I took to school my little sister. | <input type="checkbox"/> They downtown are building a gym. |

B Answer the questions.

1 Where do you eat lunch?

2 Where do you play sports?

3 What do you do at school?

C Imagine you're in a favorite part of your town. Write a paragraph to describe what you see. Use relative clauses and prepositional phrases of place correctly.

Every day, I take a walk along the street that my house is on. As I'm walking, I pass Michelle's house. She's the girl whose mom and dad have a beautiful garden filled with amazing flowers. Next, I turn left into Bedford Street, where there's an Italian bakery. Mr. Paciti is the baker whose bread smells so wonderful that all the kids in the neighborhood want to eat it.

Mr. Paciti also makes special Italian biscuits that he calls *cantucci*. They're delicious! If you walk a little farther down the road, you can see the park. I like watching people biking and skateboarding there.



Writing

A Read this personal response. Label the parts of the essay.



In the story, the main character, Sebastian, is a boy who is good at art. However, he's scared of art classes. That's because when he draws and paints, he likes to draw things that aren't symmetrical. In art class, the assignment is usually to draw something that has symmetry, like a flower for example.

When Sebastian's art class starts, he's wondering what the teacher will ask the class to draw. He's hoping it won't be a building because buildings have straight lines and he prefers drawing other things. I could relate to that part of the story because sometimes I hope that we'll get an assignment that I would really enjoy doing.

Sebastian is very happy because the teacher asks the class to paint happiness. Another kid in the class asks how you can paint happiness, but Sebastian already knows what to do. He starts painting right away. I do that sometimes, especially in sports. I like to start things quickly because I enjoy them.

I liked the way the story started because I like art, but I also liked it because sometimes I feel nervous before classes. I think that's normal.

I wasn't sure about the character named Matilda. I didn't like that part so much because she sounded a little silly.

Sebastian paints a beautiful painting and everyone likes it, including the teacher. Sebastian is very happy at the end of the story because he realizes that you're allowed to paint whatever makes you happy. I understand why he's happy. It's fun to use your imagination.

B Match the questions and answers. Write the letter.

- | | |
|--|---|
| <p>1 Does the writer use the author's words to paraphrase the story? _____</p> <p>2 What comparisons does the writer make? _____</p> <p>3 Does the writer say what's good and not so good about the story? _____</p> | <p>a The writer says he or she likes art, too, and that it's normal to feel nervous sometimes.</p> <p>b Yes, the writer liked the start of the story but didn't like Matilda.</p> <p>c The writer doesn't use the author's words. You paraphrase with your own words.</p> |
|--|---|

Write a Personal Response

- A** You're going to write a personal response to "Sebastian and Symmetry." Think about your own experience and how you feel about the story. Then brainstorm ideas.

Questions	Notes
Have I ever felt like Sebastian at the beginning of the story? When? Why? What happened?	<hr/> <hr/>
What did I like about the story?	<hr/> <hr/>
Was there anything I didn't like about the story?	<hr/> <hr/>

- B** Think about the story and decide how you will organize your response to it. Use the outline organizer to help you.

Summary of Story <hr/>
Body (Comparisons, Likes / Dislikes) <hr/>
Final Thoughts / Conclusion <hr/>

- C** Now write the first draft of your personal response in your notebook.

D Your Writing Checklist

- Did you ... use your own words and not the author's words? say what you liked or disliked about the story?
- make comparisons with your own life and experience? use relative clauses correctly?

- E** Now write the final draft of your personal response in your notebook.

What have you learned?

Review

A Unscramble the words to complete the sentences.

- 1 **betordul** Dad's expression looked _____ because of the bad news.
- 2 **raste** I love clouds. I could _____ at them for hours!
- 3 **ralaboryto** Does your school have a science _____?
- 4 **xendet** How far can you _____ your arms? More than a meter?
- 5 **lionattnsra** We read a _____ of a Greek play because we can't read Greek.
- 6 **sitheeat** The gymnast didn't _____. She jumped quickly and landed on her feet.
- 7 **mutein** Look at that tiny little insect! It's _____.
- 8 **catidenil** These two cats look the same. Maybe they're _____.

B Complete each sentence with the correct word.

dimensions interlocking triumphantly forecast
approximately repetition experiment

- 1 My sister won the race _____.
- 2 The _____ for tomorrow is hot with a chance of rain.
- 3 A motorcycle has many _____ parts.
- 4 What are the _____ of your yard? Is it big?
- 5 We learned some new words through _____.
- 6 The teacher showed us a science _____.
- 7 It's _____ five kilometers from my house to school.



BIG QUESTION 4

Why do we like symmetry?

C Circle the correct answer.

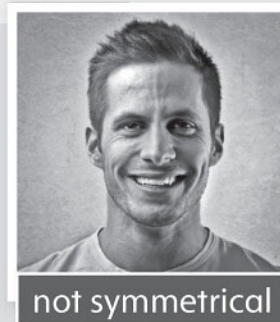
- 1 There's the lady **that** / **whose** poem won a prize.
- 2 The Taj Mahal is a building **who** / **which** is famous for its symmetry.
- 3 Where is the girl **whose** / **that** mom works at the gym?
- 4 This is the city **that** / **where** I grew up.
- 5 Rubik is the inventor **that** / **whose** Rubik's Cube sold millions.
- 6 This mystery novel contains a puzzle **whose** / **that** is hard to solve.
- 7 Look! That's the girl **who** / **which** wants to be a rock star.
- 8 This is a program **which** / **whose** lets you draw pictures.

D Complete the sentences. Use a relative clause with *that*, *which*, or *where*.

- 1 French is a language _____.
- 2 Cairo is the city _____.
- 3 Mount Everest is a mountain _____.
- 4 E-mails are messages _____.
- 5 This is an island _____.
- 6 A guitar is an instrument _____.

E Read the paragraph. Then paraphrase it in your own words.

As you know, most life forms on Earth are symmetrical. Humans have bilateral symmetry, meaning that our bodies can be divided into two identical halves. There are small differences in our faces, but we have two legs, two arms, two ears and eyes, and so on. A researcher who is



interested in the symmetry of the human face has made a website. On the website, you can upload a photograph of yourself. Once you've uploaded your photo, you can adjust it to see how you would look if you were completely symmetrical. It's quite surprising how different people look. It's even more surprising to see how many people are curious about the symmetry of their faces!



BIG QUESTION 5

How do we use language?

Think and write.

What do you know?

Handwriting practice lines for 'What do you know?' section.

What do you want to know?

Handwriting practice lines for 'What do you want to know?' section.

Words

A Match the sentences and pictures.

1 She gestured to me with a wave.

a



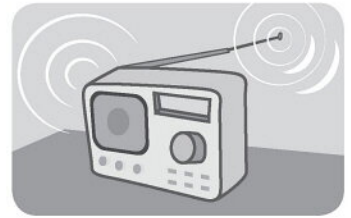
2 The teacher is beckoning the girl to come over.

b



3 He concealed the candy bar in his pocket.

c



4 Her refusal was very clear!

d



5 My dad showed his disapproval.

e



6 The radio transmits sound through waves.

f



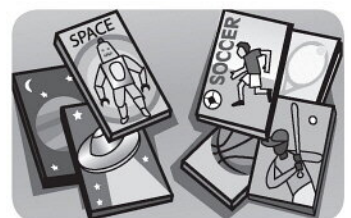
7 Let's group the games by type.

g



8 His raised arm got my attention.

h



B Complete the paragraph with the words from the box.

lack enable distress invaluable consists

Ships at sea use a signal to show _____¹ when a ship and its crew and passengers are in danger or in need of help. These signals are _____² because they _____³ other ships or rescue services to come to the rescue. There are different types of signals. One of them _____⁴ of orange smoke that goes into the air out of a can. If you _____⁵ the ability to call for help in the usual way (for example, by shouting), it's good to know that there are other ways to get the help you need.

C Circle the correct answer.

- 1 People who are shy **enable** / **lack** the confidence to speak in public.
- 2 When I forgot to do my homework, my mom showed her **disapproval** / **refusal**.
- 3 We couldn't see the gifts because they were **transmitted** / **concealed** behind a curtain.
- 4 The horse looked as if it were in **distress** / **disapproval** when it broke its leg.
- 5 As the play was about to start, the manager **raised** / **concealed** the curtain.
- 6 You can **transmit** / **group** messages all around the world via the Internet.

D Circle the word that doesn't belong.

- | | | | | |
|---|------------|-----------|-------------|-------------|
| 1 | send away | beckon | invite | call |
| 2 | distress | upset | comfort | unhappiness |
| 3 | show | cover | conceal | hide |
| 4 | group | assemble | categorize | separate |
| 5 | compliment | criticism | disapproval | blame |
| 6 | enable | allow | forbid | permit |
| 7 | priceless | cheap | invaluable | precious |
| 8 | lack | want | need | own |

E Complete the sentences in your own words.

- 1 _____ enables me to _____.
- 2 I disapprove of _____.
- 3 You can conceal a _____.
- 4 I don't like it when I lack _____.

A Read. What machine do we no longer use?

B Read again. Look for the main idea and the details that support it.

New Technology, New Language

Communication between humans is something we don't always think about. You don't even remember saying your first words because you were so young that you've forgotten. But imagine for a moment that you can't speak. You can understand everyone around you, but you can't respond except by **beckoning** with a **gesture**, a smile, or a nod of your head. You can't ask for a snack when you're hungry or a drink when you're thirsty. How would that feel?

Some people really are in that situation, and for them, everyday life is a challenge. For some, it's very **distressing**. Some people are born unable to speak; other people lose the power of speech later in life, perhaps because of an injury or an illness. But advances in modern technology have **enabled** those people to communicate again. They may not speak language in the usual way, but they are communicating in a way that they were not able to do before.

One early form of technology to help people speak was developed in the 1960s. A man named Reg Malin was at a hospital one day when he met a young man who had been badly injured in a waterskiing accident. The young man couldn't move or speak, so when he needed help, he blew on a whistle.

Suddenly, Reg Malin had an idea! He decided to help people who couldn't speak. After various experiments with TVs and lights, he decided to use

a typewriter. From a typewriter, he made a machine called a POSSUM, which is a Latin word meaning "I can." The POSSUM, which had a mouthpiece, allowed the person using it to suck or blow through the mouthpiece, a bit like you might blow or suck through a drinking straw, and that operated the typewriter. And so a new form of communication began for people who had difficulty communicating.

These days, computers are used instead of typewriters. Some computer programs can be downloaded straight to a cell phone. The ones designed for children often **consist** of pictograms: small pictures that represent a word, a feeling, or an idea.

How does it work? With some systems, the user taps the screen and the program speaks the word or idea for them. But what happens if a person is completely paralyzed and can't move at all? Programmers have thought about this possibility and invented some programs you can operate simply by looking at different parts of the screen. Using a camera, the computer tracks the movement of a part of your eye called the retina and can decode what you want to say. Have you ever heard the expression "talking with your eyes"? Thanks to modern technology, talking with your eyes is now literally possible.



Think

Which sentences tell you what the main idea is?

Think

What details support the writer's main idea?

Understand

Comprehension

- A** What was the main idea of “New Technology, New Language”? Fill in the organizer with the main idea and supporting details.

Main Idea		
Detail	Detail	Detail

- B** Check (✓) the correct answer.

- Most people can't remember the first words they said.
 It's easy to remember your first words.
- All humans can speak.
 Some people are born unable to speak.
- Illness or injury can take away a person's speech.
 Illnesses and injuries always affect speech.
- In the 1960s, everyone had a typewriter and a computer.
 In the 1960s, some people had typewriters but few people had computers.
- Reg Malin made a machine called a POSSUM that helped people communicate.
 Reg Malin invented the typewriter.

- C** We use language through our voices and gestures. How else do we use language?

- D** **Words in Context** Complete each sentence with the correct word.

widely estimate ingenious ancestors brand-new allies

- Zoe's sneakers are _____. She just got them yesterday.
- Our _____ were smaller and shorter than we are now.
- Pelagic birds are _____ known as seabirds. It's the more common name for them.
- I _____ that there are 30 people in this room, more or less.
- My main _____ on the team were Pete, Zak, and Sophie.
- Velcro is an _____ invention. It sticks a lot of things together.



A Study the grammar.

Learn Nondefining Relative Clauses

Who and Whose for People

Reg Malin, **who was English**, adapted a typewriter.

The boy, **whose brain had been injured in an accident**, couldn't speak.

Which and Whose for Objects

The POSSUM, **which had a mouthpiece**, allowed the person using it to suck or blow through the mouthpiece.

This program, **whose design won an award**, works extremely well.

B Underline the relative clause in each sentence.

- 1 Ulan Bator, which is the capital of Outer Mongolia, is a place I'd like to visit.
- 2 My teacher, whose name is Mrs. Anders, is extremely intelligent.
- 3 This machine, which someone invented a long time ago, looks old-fashioned.
- 4 A scanner, which copies documents, is useful to have.
- 5 Beethoven, whose compositions are beautiful, is famous worldwide.
- 6 Many people eat fast food, which isn't very healthy.
- 7 Woolly mammoths, whose close relatives are elephants, died out millions of years ago.
- 8 Astrophysics, which I know very little about, sounds very interesting.
- 9 That boy, whose name is Timothy, was my partner in gym class.
- 10 Baseball, which is a very popular sport, isn't one that I enjoy.

C Check (✓) the sentences that have nondefining relative clauses.

- 1 That boy, whose brother is my best friend, is a black belt in judo.
- 2 Mr. Sambuto is the man that teaches us computer science.
- 3 Horseshoe crabs, which are prehistoric creatures, lay their eggs on the sand.
- 4 Is this the video game that you gave to Emma?
- 5 My aunt, who lives in Sydney, Australia, is a teacher of English.
- 6 Matteo, who didn't make it to the party last Saturday, owes me some money.
- 7 This is a type of software that uses pictograms.
- 8 That's the man who robbed the bank!

D Rewrite the sentences. Use nondefining relative clauses to add the extra information.

1



My cousin loves e-mailing. Her pen pal lives in New York.

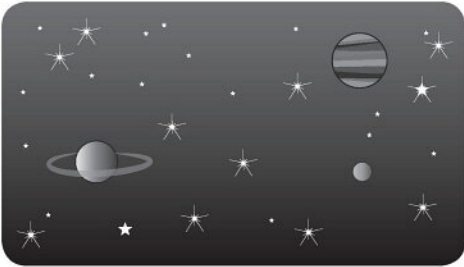
My cousin, whose pen pal lives in New York, loves e-mailing.

2



Cairo is a large, exciting place. It's the capital of Egypt.

3



Astronomy is the study of stars, planets, and the universe. I'm interested in it.

4



Chocolate originated in South America. Everyone in my class likes it.

5



Gray Catbirds often live near coasts and lakes. Their nests are built in woodlands.

6



A rainbow is multicolored. You can only see it when there's rain and sun.

E Complete the sentences so that they're true for you. Use non-defining relative clauses.

1 My city, _____, is _____.

2 My mom, _____, is _____.

3 My best friend, _____, is _____.

4 My teacher, _____, is _____.

5 My favorite book, _____, is _____.

Word Study

A Read the clues. Complete the crossword puzzle.

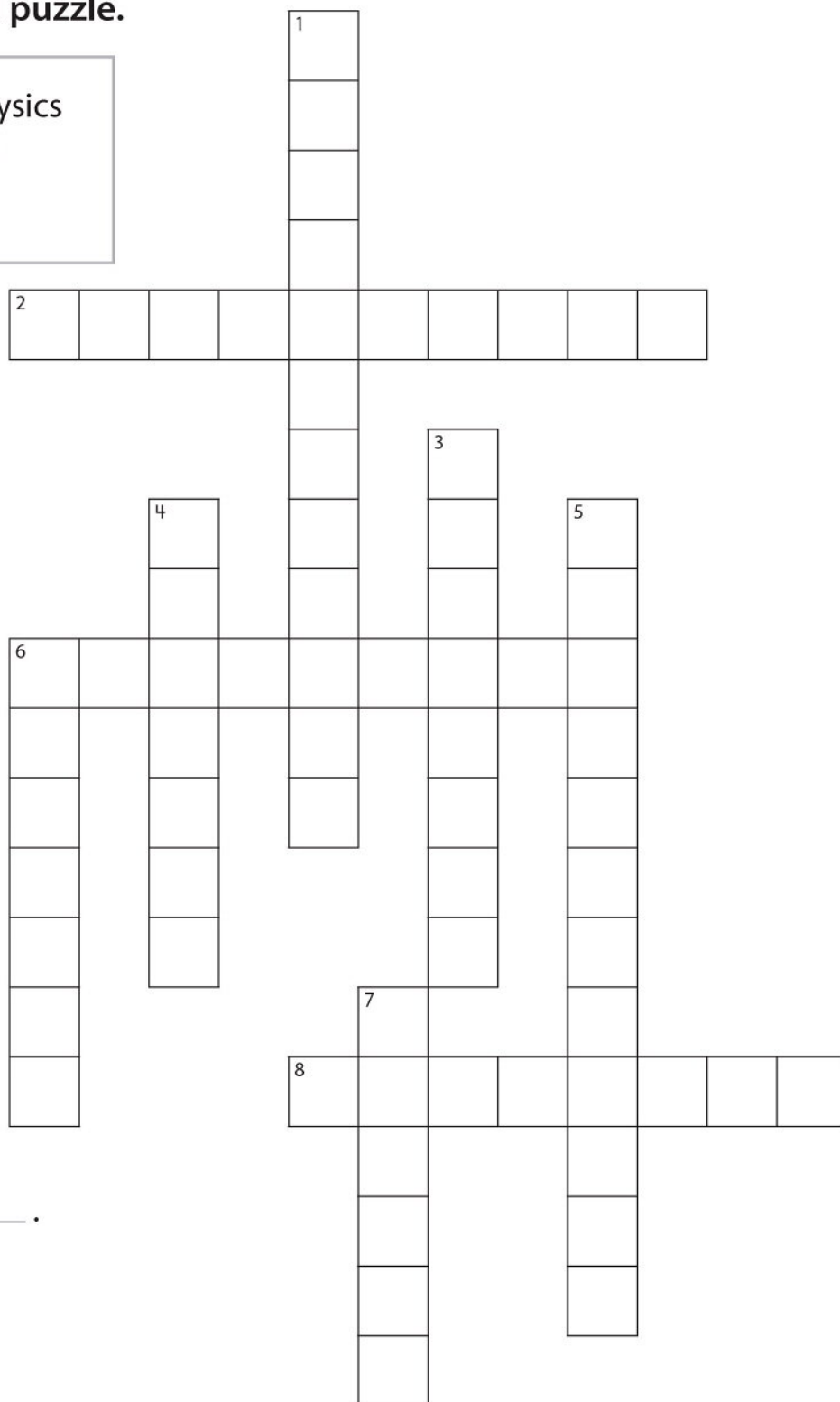
concept asterisk confident astrophysics
astrobiology concur astronomer
conclude connect

Across

- 2** scientist of the stars
6 not unsure
8 finalize or finish

Down

- 1** the study of the physics and chemistry of stars and planets
3 a symbol that looks like a star
4 another word for *join*
5 the study of the origin and future of life in the universe
6 another word for *idea*
7 to agree



B Circle the correct answer.

- 1** *Astro* or *aster* before a word means _____.
a star **b** cut in half
- 2** *Con* before a word means _____.
a with or together **b** against

C Look at the words in **A**. Complete the sentences.

- 1** Juan is interested in what stars are made of, so he's going to study _____.
- 2** You think the library should stay open on Sundays, and I _____.
- 3** I like movies that _____ with a very exciting car chase.
- 4** There's an _____ next to this word, so I'm going to look it up.
- 5** Eternity is a difficult _____. It's very hard to imagine.
- 6** I felt very _____ when I went on stage because I knew all the lines of the play.

Writing Study

A Check (✓) the sentences that include a connector that shows contrast. Then underline the connectors.

- I'm really good at sports. On the other hand, I'm pretty bad at music and art.
- Billy loves swimming and wins a lot of swimming matches.
- Some types of fat in food are bad for you. However, the fat in avocados and olive oil is good for you.
- Unlike my mom, my dad is very patient.
- Both my brother and sister are interested in music. I'm not.
- The weather was terrible today. On the other hand, we had a great time.
- Johnny and Frank wanted to go out yesterday.
- I don't really like carrots. However, I love peas!

B Write. Use the connector in parentheses to show contrast.

- Running can be good for you. You have to be careful of injury. (on the other hand)

- My friend Cristina loves singing. She's not very good at it! (however)

- Eagles are skilled flyers. Chickens aren't good at flying. (unlike eagles)

C Read the paragraph. Circle the connectors that show contrast. Then write a paragraph about something you are good at. Use nondefining relative clauses and connectors to show contrast.

My mom and dad, who are both teachers, are really good at science. Unlike them, I'm not very good at it because I find the concepts hard. However, I'm very skilled at learning languages. When I was very young, I learned Spanish and then Italian. I like to practice speaking languages with other people. Sometimes I make mistakes, but that's OK because you can learn from mistakes. On the other hand, you do need to be careful to correct the mistakes you make.

Words

A Unscramble the words and complete the sentences.

1



pysek

Get that _____
insect away from me!

2



cingpierly

The owl screeched
_____ through
the night sky.

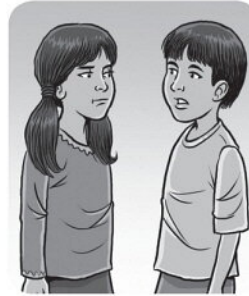
3



marycusto

Shaking hands to greet
someone is _____
in many countries.

4



tentinly

Why are you staring at me
so _____?

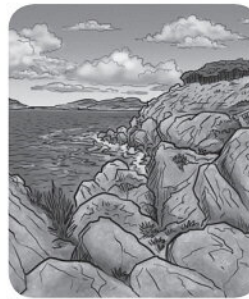
5



mmershi

Look at the ocean
_____ in the
sunshine.

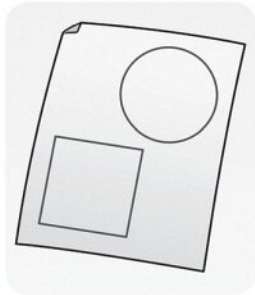
6



deggur

The island of Elba is
_____, with many
hills and steep drops to the sea.

7



lircucar

I drew a _____
shape, then a square.

8



visede

Can you _____
a solution to this problem?

B Write each word in the correct sentence.

- 1 shimmered / devised In class last week, we _____ a plan for our research.
The silvery water _____ in the morning sun.
- 2 intently / radiant I looked _____ at the shell, trying to figure out what it was.
My mom looked _____ in her new dress.
- 3 irritated / desperately We were both tired and _____ wanted to go to sleep.
"Don't do that!" he said, _____ by my actions.
- 4 customary / misty Sue loves it when it's _____ outside.
He waved at me with his _____ smile on his face.

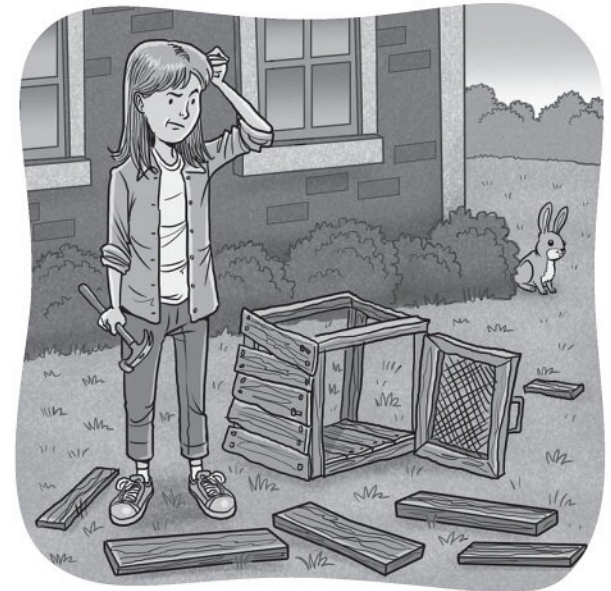
C Circle True (T) or False (F).

- 1 When the weather is misty, it's harder to see.
- 2 If a bird cries piercingly, it's difficult to hear it.
- 3 Everyone likes things that are pesky.
- 4 When you're irritated, you feel slightly annoyed.
- 5 A rugged mountain or landscape is smooth and even.
- 6 If something is customary, it happens a lot.
- 7 A ring is circular.
- 8 You might feel frustrated when you don't succeed at something.
- 9 Water can shimmer.
- 10 *Radiant* has a positive meaning.

T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F

D What can each word describe? Check (✓) the correct answer.

- | | | | |
|---|--|--------------------------------------|--------------------------------------|
| 1 | <input checked="" type="checkbox"/> circular | <input type="checkbox"/> a person | <input type="checkbox"/> an object |
| 2 | <input type="checkbox"/> radiant | <input type="checkbox"/> a bicycle | <input type="checkbox"/> a person |
| 3 | <input type="checkbox"/> irritated | <input type="checkbox"/> a person | <input type="checkbox"/> food |
| 4 | <input type="checkbox"/> misty | <input type="checkbox"/> sports | <input type="checkbox"/> the weather |
| 5 | <input type="checkbox"/> rugged | <input type="checkbox"/> mountains | <input type="checkbox"/> flowers |
| 6 | <input type="checkbox"/> pesky | <input type="checkbox"/> the weather | <input type="checkbox"/> an insect |
| 7 | <input type="checkbox"/> devise | <input type="checkbox"/> the sky | <input type="checkbox"/> a plan |
| 8 | <input type="checkbox"/> frustrated | <input type="checkbox"/> food | <input type="checkbox"/> a person |



E Write a sentence of your own for each word.

- 1 frustrated _____
- 2 pesky _____
- 3 irritated _____
- 4 devise _____
- 5 misty _____
- 6 desperately _____

A Read. What are Johnson and Hoskins looking for?

B Read again. Think about the settings of the story. How are they described?



The Hillbury Shield

Chief Detective Johnson opened the envelope that was sitting on his desk at the busy Hillbury Police Station in Scotland. He examined the African stamp and took a sheet of paper out of the envelope.

L zlvk wr uhwxuq wkh Klooexub Vklhog.

Sohdvh froohfw lw iurp 22 Pdndzl Vwuhhw, Ednhoh, Diulfd.

Johnson looked **intently** at the code. He recognized it as Caesar cipher, a code used by spies over half a century ago, so he sent the paper off for analysis.

Two days later, the phone rang. It was Johnson's colleague, Hoskins, from Scotland Yard.

"Sir, we've cracked the code, and the good news is that the Hillbury Shield has been found! I'll read you the message."

I wish to return the Hillbury Shield.

Please collect it from 22 Makawi Street, Bakele, Africa.

The Hillbury Shield was an important symbol of the town, but it had disappeared during the Battle of Hillbury, and no one believed it would be found.

"Interesting!" exclaimed Johnson. "Who has it, and why are they using such old code?"

"You'll need to get on a plane and go to Africa," replied Hoskins. "We don't know who has it, but we have an address!"

Two days later, Johnson stepped off the plane into the **shimmering** heat of Bakele in Kenya, Africa. A local police officer, Jim Banks, ran up to greet him.

"Ah, Banks, good to meet you! But let's not waste any time!" Johnson said, **irritated**. The sun was beating down and making him uncomfortable.

"Yes, sir!" replied Banks, brushing a **pesky** fly away from his face. "Follow me, sir."

The two men walked through the **misty** haze of the hot street. There were people riding bikes and herding cattle, carts carrying fruit, and women selling beautiful bundles of cloth. Above it all, a bell was striking midday **piercingly**.

At 22 Makawi Street, Johnson tapped at the door. An old man opened it. Without a word, he beckoned Johnson and Banks to step inside.

"We've come to ...,"

Johnson began to say, but then he looked at the man's face. It was Nick Cornelson, who had been a famous spy during the Battle of Hillbury.

"You're Cornelson!" cried Johnson. "But why did you write in code? And how did you get the shield?"

Cornelson began to tell Johnson and Banks his story. He'd been noticed during the battle and went to Africa to protect his identity, taking the precious shield with him. Next, he'd changed his name, worked quietly, and lived in the hope that no one would realize he'd been a spy. All these years, he'd been looking after the shield with the aim of returning it one day. Using Caesar code was the only way he knew to communicate safely with Scotland Yard.

Think
How does the writer describe the setting?

Understand

Comprehension

- A** What are the two settings of “The Hillbury Shield”? How is each one described? Fill in the organizer.

Story setting	How the setting is described
1 _____	_____
2 _____	_____

- B** Circle the correct answer.

- At the start of the story, where is Johnson?
a at Hillbury Police Station
b at Scotland Yard
- Could Johnson read the code on the paper?
a Yes, he understood it immediately.
b No, but he knew it was Caesar code.
- Which continent did Johnson travel to?
a Africa
b Australia
- Why was Johnson getting irritated?
a Banks was late.
b The sun was making him hot.
- Why did Cornelson run away to Africa?
a He wanted to live somewhere hot.
b He didn't want to be recognized.
- How can you communicate secretly?
a by using a code
b by running away

- C** In the story, Cornelson uses code instead of language to tell Scotland Yard where to find the shield. What are some other ways people can communicate without language?

- D** **Words in Context** Rewrite the sentences. Put the words in parentheses in the correct place in each sentence.

- Children have no brothers or sisters. (only)

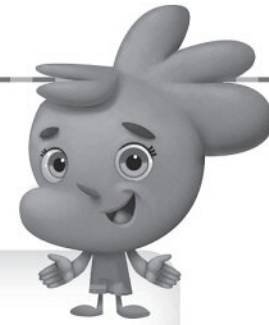
- The forest was too thick to hike through.
(impenetrable)

- Both grow in my country. (palms and ferns)

- At the end of the mystery story, the candle is an object. (insignificant)

- Please put each book back on its shelf.
(respective)

Grammar in Use



A Study the grammar.

Learn Passive Statements (Present Perfect)

Active	Passive
Someone has solved the case.	The case has been solved .
No one has solved the case.	The case hasn't been solved .

B Circle Active (A) or Passive (P).

1



The flights have been booked.

A P

2



The witness has been questioned.

A P

3



The crew has boarded the plane.

A P

4



The man has worked for the government.

A P

5



The code has been read.

A P

6



People have studied the map.

A P

7



Fingerprints have been seen.

A P

8



Papers have been stolen.

A P

9



Someone has taken the box.

A P

10



The detectives have been rewarded.

A P

C You can use the passive voice when it's obvious who does the action. Write who you think did the action in each sentence.

- The thief was arrested. _____
- Our homework has been corrected. _____
- The plane is being flown. _____

D Read the paragraph. Underline the passive verbs.

When the story begins, the main character has just left on a plane because some important papers have been stolen. The character thinks they've been taken to Mexico City, but he doesn't know why. He decides to investigate. Over the previous few weeks, a number of letters and messages have been received at the police station. These messages show pictures of an old building, but the detective doesn't see what the connection is at first. After the detective receives a map, he gets more curious. When all the preparations have been made and the tickets have been bought, the detective and his colleague board a plane to Mexico.

E Change the active sentences into passive sentences.

1 Someone's eaten my sandwich!

2 Someone has booked the train tickets.

3 Someone has investigated the case.

4 Someone has opened the door.

5 Has someone read the letter?

6 Someone has answered the phone.

F Write passive sentences. Use the noun and verb combinations.

1 books / stack The books have been stacked.

2 board / clean _____

3 window / shut _____

4 computer / restart _____

5 homework / correct _____

6 trash / empty _____

7 desks / straighten _____

8 floor / sweep _____

9 supplies / put away _____

10 lights / switch off _____

Communicate

Word Study

A Find the words in the puzzle.

fanatical slender thin youthful economical childish
enthusiastic skinny miserly attentive

E	C	O	N	O	M	I	C	A	L	U	W	M	F
Y	T	E	N	T	H	U	S	I	A	S	T	I	C
L	L	G	C	H	I	L	D	I	S	H	Q	D	O
R	E	S	I	Y	N	N	I	K	S	T	V	T	G
E	S	A	K	J	I	L	U	F	H	T	U	O	Y
S	K	C	F	A	N	A	T	I	C	A	L	I	L
I	R	C	E	I	L	P	N	E	V	E	N	Y	Q
M	P	E	V	I	T	N	E	T	T	A	J	L	J
H	D	W	C	C	R	E	D	N	E	L	S	M	M

B Write Positive (P) or Negative (NG) next to each word.

- skinny _____ slender _____
- childish _____ youthful _____
- enthusiastic _____ fanatical _____
- economical _____ miserly _____

C Choose a word from **A** to complete each sentence.

- I love talking to Philip. He's always so _____ about everything.
- Steven was told to leave for being _____. He needs to act his age more.
- My grandmother is very _____. She acts as if she's 30, not 60.
- Some people like sports so much that they become _____ about them.
- Delia is very _____. She doesn't like to spend money at all!
- The mother of the kittens is very _____. She looks after them very carefully.

Writing Study

A Label each word *water* or *wind*.


- 1 flap _____
 2 splash _____
 3 whisper _____

- 4 drip _____
 5 spray _____
 6 flutter _____


B Circle the correct answer.

- 1 The flag _____ lazily in the breeze.
 a fluttered b whispered
- 2 I saw a huge eagle, and then I heard the _____ of its wings.
 a drip b flap
- 3 A fine _____ of water was coming from the hose.
 a spray b flutter
- 4 The girl dived from the edge of the pool and _____ into the water.
 a dripped b splashed
- 5 The _____ of the faucet kept us awake all night.
 a drip b flap
- 6 The wind _____ through the mountain pass.
 a sprayed b whistled

C Read the poem. Underline any examples of onomatopoeia you can find. Then write a paragraph or a poem on a topic that you like. Use the present perfect passive and onomatopoeia.



Crunch an apple
 Munch on pizza
 Glug milk into a glass
 Listen to the fizz of soda water
 Sip, slurp ...
 That tastes good!



Flip-flops off
 Splash in the pool
 Flags flutter in the breeze
 A tennis ball has been bounced!
 Ha, ha, ha ...
 Life is cool!

Writing

A Read the poem. Label the parts of the poem.

Verbs creep; they run and they race,
Whistling, shouting,
All over the place.

Verbs chatter; they whisper and howl.
Some of them even growl.

Adjectives are shimmering, radiant things.
Beautiful, gorgeous,
They almost have wings.

Adjectives sketch; they draw and they paint.
None of them show restraint.

Nouns name; they're Joe and they're Jane.

Buildings, people ...

Their purpose is plain.

Nouns identify; they tell you who's who.

Some of them even know you.

Adverbs are helpful: quickly and fast,
Hopefully, joyfully ...

Their usefulness vast.

Adverbs live well; they're great little words;

Some of the best I've ever heard.

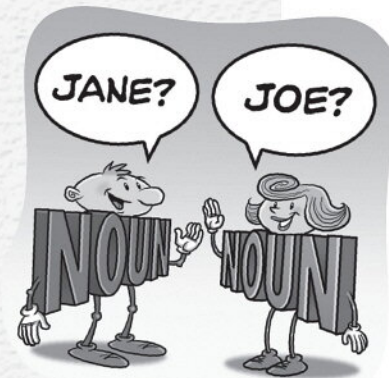
Languages change; they die and they grow,

Pushing and shoving

Like kids in the snow.

Language evolves; it rarely stays still

It hasn't yet and it never will.



B Circle the correct answer.

1 How does the poet organize the poem?

a in stanzas **b** in one piece

2 Does the poet always use full sentences?

a yes **b** no

3 Does the poet use rhyme?

a yes **b** no

4 Does the poet use onomatopoeia?

a yes **b** no

Write a Poem

- A** You're going to write a poem. Choose what you want to write about and brainstorm ideas. Use the organizer to help you.

Subject of My Poem

Stanzas? <input type="checkbox"/> Yes <input type="checkbox"/> No	One piece? <input type="checkbox"/> Yes <input type="checkbox"/> No	Rhyme? <input type="checkbox"/> Yes <input type="checkbox"/> No	Full sentences? <input type="checkbox"/> Yes <input type="checkbox"/> No	Onomatopoeia? <input type="checkbox"/> Yes <input type="checkbox"/> No
--	--	--	---	---

- B** Outline what you will include in your poem. Use a mind map or write some notes.

- C** Now write the first draft of your poem in your notebook.

D Your Writing Checklist

Did you ...

- decide how to organize your poem?
- use rhyme?
- use full sentences?
- use onomatopoeia?
- use any relative clauses or passives correctly?

- E** Now write the final draft of your poem in your notebook.

What have you learned?

Review

A Match the words to their definitions.

- | | | | |
|-----------------|-----------------------|-------------------------|------------------------------------|
| 1 irritated | <input type="radio"/> | <input type="radio"/> a | the opposite of very old |
| 2 insignificant | <input type="radio"/> | <input type="radio"/> b | to hide |
| 3 conceal | <input type="radio"/> | <input type="radio"/> c | to agree |
| 4 pesky | <input type="radio"/> | <input type="radio"/> d | annoyed or slightly angry |
| 5 concept | <input type="radio"/> | <input type="radio"/> e | the opposite of important |
| 6 concur | <input type="radio"/> | <input type="radio"/> f | an idea |
| 7 gesture | <input type="radio"/> | <input type="radio"/> g | make a movement with hands or arms |
| 8 brand-new | <input type="radio"/> | <input type="radio"/> h | irritating; annoying |

B Circle the correct answer.

- You can get _____ when something is challenging.
a frustrated b confident
- If something is _____, it is very precious.
a insignificant b invaluable
- Some people are _____ about sports.
a ingenious b fanatical
- If the weather is _____, you may not be able to see well.
a radiant b misty
- A dense jungle can be _____.
a impenetrable b respective
- _____ is the study of life in the universe.
a Astrophysics b Astrobiology
- The beach is our _____ destination every summer.
a miserly b customary
- My _____ probably came from Germany.
a ancestors b allies



BIG QUESTION 5

How do we use language?

C Complete the sentences with the present perfect passive.

1



The message

 (transmit) by e-mail.

2



The code

 (crack).

3



The thief

 (arrest).

4



The game

 (win).

5



The tire

 (change).

6



The house

 (build).

D Unscramble the sentences to make a sentence with a nondefining relative clause. Add commas where they're needed.

1 who was very clever Sherlock Holmes a famous fictional detective was

2 was invented which is still used today in the nineteenth century Morse Code

3 an island near Africa whistling language Silbo Gomero which is a comes from

4 which was adapted the POSSUM from a typewriter had a mouthpiece

5 Reg Malin was British who was interested in helping people

E Read the sentences. Circle the connectors and underline the onomatopoeia.

1 Unlike my sister, my brother does silly things.

2 We watched the flags fluttering.

3 The water whooshed down the mountainside.

4 I'm very artistic. On the other hand, I'm not at all musical.

5 The faucet dripped a slow, steady drip.

6 It's going to rain. However, we can still go out.



BIG QUESTION 6

Why do we record history?

Think and write.

What do you know?

Handwriting lines for the 'What do you know?' section.

What do you want to know?

Handwriting lines for the 'What do you want to know?' section.

Words

A Match the words and pictures.

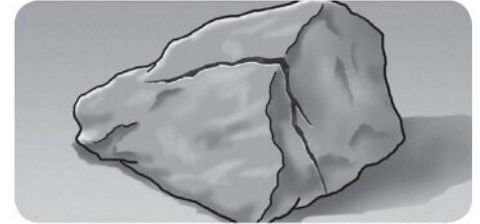
1 expedition

a



2 dome

b



3 ledge

c



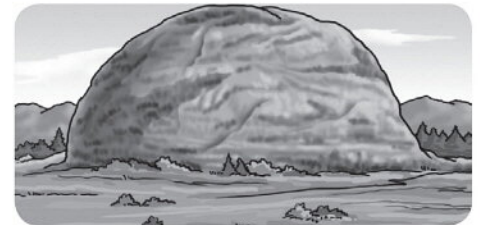
4 handhold

d



5 slim

e



6 summit

f



7 crack

g



8 plateau

h



B Write the correct answer.

- 1 As we drove in the woods, we saw dark clouds _____ overhead.
a clinging c cracking
b looming d laboring
- 2 I saw a koala bear _____ to a tree when I visited Australia.
a labor c loom
b crack d cling
- 3 The climb was hard. We climbed up the mountainside _____ for over an hour.
a slimly c awesomely
b laboriously d loomingly
- 4 The top of the mountain looked _____ in the reflected sunlight.
a awesome c laborious
b slack d slim
- 5 Can you take up the rope's _____ ? It's too loose.
a plateau c ledge
b dome d slack
- 6 If we put this flowerpot on the window _____ , the flowers will get some sun.
a dome c plateau
b ledge d handhold

C Check (✓) the correct answer.

- 1 The _____ of a mountain is at the top.
 plateau summit
- 2 Sights that are _____ are sights that you admire a lot.
 awesome slack
- 3 If you do something _____ , it is long and difficult.
 clingingly laboriously
- 4 Good _____ are essential to climbing.
 summits handholds
- 5 If you _____ , you hold on tight and don't let go.
 cling relax
- 6 A _____ is a flat area of land.
 dome plateau

D Write a sentence for each word.

- 1 crack _____
- 2 dome _____
- 3 awesome _____
- 4 expedition _____
- 5 ledge _____

A Read. Where is the writer of the primary source, and what is he doing?

B Read again. Compare the two accounts to see which details are corroborated. Which details are the same and which are different?

Climbing the Matterhorn

The Matterhorn is a mountain in the Alps, the mountain range between Switzerland and Italy. Albert Mummery, a famous British climber, made a successful ascent of the Zmutt ridge of the Matterhorn in 1879. He kept a diary of the expedition.

Primary Source

The night proved intensely cold. The clouds had prevented any sunshine reaching the **plateau**, and the small pools of water and patches of snow, even when we first reached it, were still hard-frozen from the previous night's frost. These icy rocks below and a keen north wind above seemed to freeze us to the very marrow, and we shivered with the pain of cold under our scanty rugs. We were all glad when it was time to be moving, and at the first hint of dawn (4:15 a.m.), we began to scramble up the rocks and along the ridge ... At 5:20 a.m., we reached its foot, and on a sheltered **ledge** found the debris of Penhall's camp. Here we halted for breakfast and deposited the blankets which, thinking it just possible we might have to spend another night on the mountain, we had brought with us to this point. After half an hour's halt, we put on the rope and began to ascend the snow ridge. Reaching the rocky teeth, which, when seen from Zermatt, stand out conspicuously against the sky, we scrambled over the rickety piles of frost-riven rock.

Think

What details do you notice in this account?

Secondary Source

After a terribly cold night, Mummery and his fellow climbers wake up

on the mountainside. There are a lot of clouds that morning, and the snow hasn't been thawed by the sun by the time Mummery reaches the plateau. Looking out over a ledge, Mummery gazes down at the icy rocks below him. Despite the fact that he's been shaking from the terrible cold, he can think only about reaching the **summit**. That **awesome** sight will soon be in view!

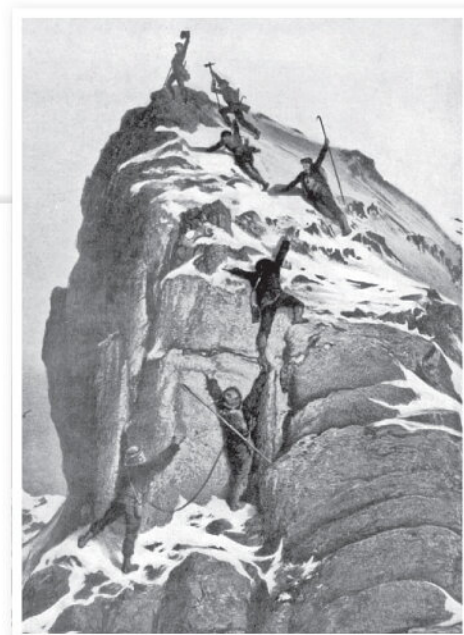
It's only just daylight when the **expedition** sets off again. Every step forward is a step closer to their goal, and walking helps to keep them warm!

They can see the snowy, pointed peak in the distance as they move **laboriously** along the ridge, **clinging** to the rocks and trying to avoid the big **cracks**.

About an hour later, they reach Penhall's camp and decide to stop for lunch. This is also the place where they leave the blankets that they've brought with them. The men stop for about half an hour and then, putting on their ropes, they start to climb up the snowy ridge. As they climb, they look out at the view and scramble again across piles of frozen rock.

Think

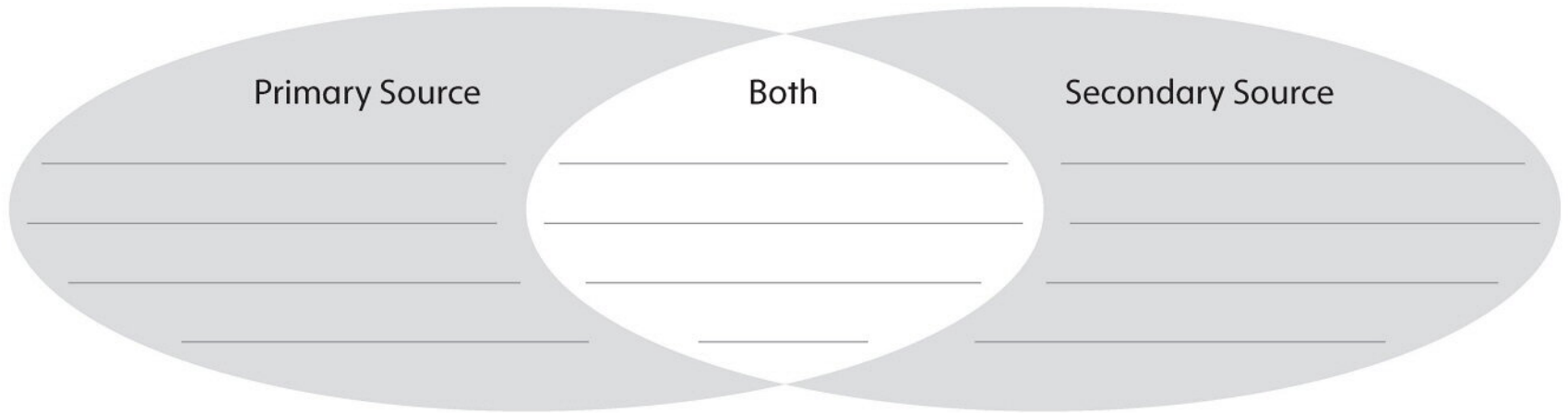
What details are the same as the first account? Are any different?



Understand

Comprehension

- A** Think about “Climbing the Matterhorn.” Write details from the two accounts in the organizer. If a detail appears in both accounts, write it in the middle.



- B** Circle True (T) or False (F).

- | | | | |
|---|--|---|---|
| 1 | Mummary wanted to reach the top of a mountain. | T | F |
| 2 | It was a very warm and sunny day. | T | F |
| 3 | A north wind made them feel cold. | T | F |
| 4 | They set off when it was dark. | T | F |
| 5 | After walking for five hours, they reached Penhall's camp. | T | F |
| 6 | They ate some food at Penhall's camp. | T | F |
| 7 | They decided to leave their blankets at the camp. | T | F |
| 8 | One reason that people record history is to tell other people about interesting experiences they have had. | T | F |

- C** If someone asked you to write about an interesting thing that you did or that happened to you, what would you write about?

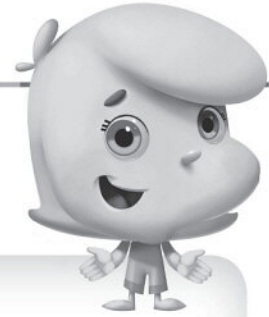
I would write about _____.

- D** **Words in Context** Complete each sentence with the correct word.

considerable perched panting exposed satisfaction disaster

- 1 The length of the Nile River is _____. It runs the length of Egypt.
- 2 The climbers were cold because they'd been _____ to ice and snow.
- 3 I smiled with _____ when I heard I'd passed my exams.
- 4 A hurricane or a tsunami can result in _____ for cities and people.
- 5 The dog was _____ in the hot sun.
- 6 The hawk was _____ on a ledge of exposed rock.

Grammar in Use



A Study the grammar.

Learn Passive Questions (Present Perfect)

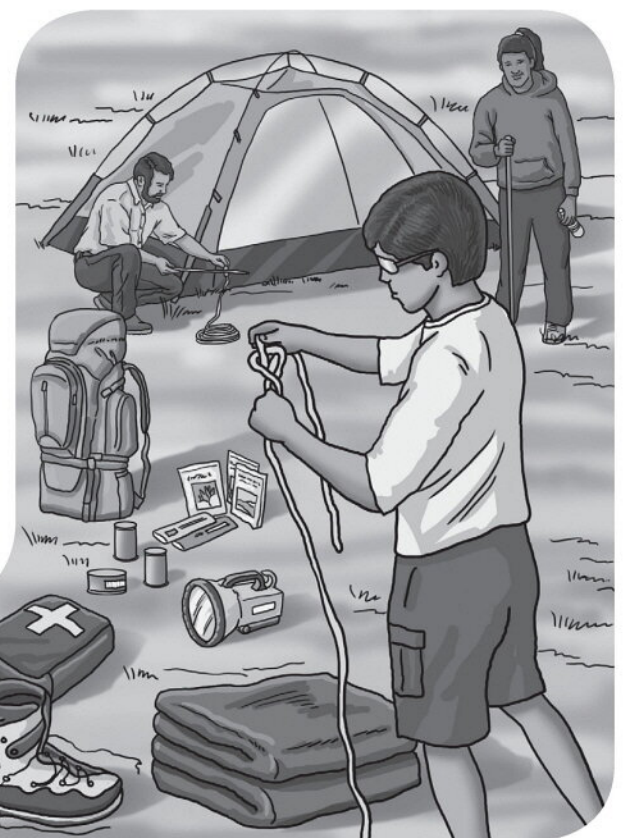
Active	Passive
What have they brought ?	What has been brought ?
They've brought blankets.	Blankets have been brought .
Why haven't they reached the summit?	Why hasn't the summit been reached ?

B Circle Active (A) or Passive (P).

- | | | |
|---|----------|----------|
| 1 The expedition leader has planned the route. | A | P |
| 2 Have the team leaders been trained? | A | P |
| 3 The tents haven't been packed yet. | A | P |
| 4 The guides have prepared food and water. | A | P |
| 5 Has the leader spoken to all the team members? | A | P |
| 6 No one has been up this mountain before. | A | P |
| 7 The mountain has never been climbed. | A | P |
| 8 Haven't the rescue services been informed about the expedition? | A | P |

C Complete the sentences with the present perfect passive form of the verbs in parentheses.

- Have the climbers been prepared (prepare) for the harsh conditions?
- a safety code (devise)?
- A route (not / select).
- the ropes (not / check)?
- Blankets (pack).
- The flashlights (found).
- a rest site (choose)?
- The expedition (plan) carefully.



D Change the active sentences into passive sentences.

1 We haven't booked our tickets yet.

Our tickets haven't been booked yet.

2 No one has packed the guidebook.

3 We haven't told our parents.

4 No one has informed the school.

5 Haven't they reserved rooms?

6 We have read the maps.

E Read the answers. Then use the present perfect passive to complete the questions.

1 What type of equipment has been chosen ?

The climbers have chosen professional climbing equipment.

2 Who _____ to lead the expedition?

They've selected Tom Mander to lead the expedition.

3 Where _____ the tents _____ ?

The tents have been put up at the base of the mountain.

4 What food _____ ?

They've prepared high-calorie, high-energy food.

5 Which route _____ ?

They've planned to take the shortest route up the mountain.

F Imagine you're about to act in a play with your friends. Write statements to say what hasn't happened yet. Use the present perfect passive and the words in the boxes.

1 theater / not clean

The theater hasn't been cleaned yet.

2 lines / not learn

3 stage / not decorate

4 costumes / not finish

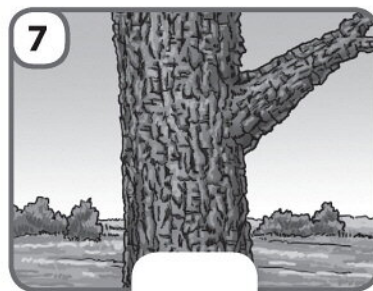
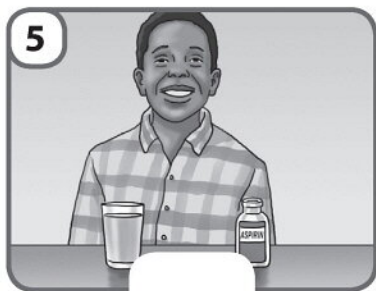
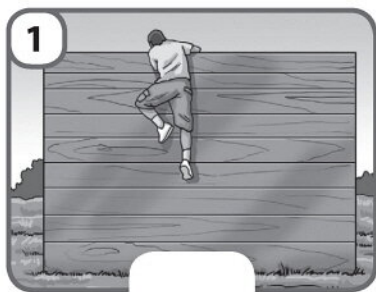
5 last tickets / not sell

Communicate

Word Study

A Read the sentences and label the pictures.

- a In spring, I like to wander along the beach looking for shells and driftwood.
- b The cold weather affects the birds. They need food.
- c The bark of the tree is rough and coarse.
- d What do you advise? Should I walk or take the bus?
- e I wonder what's in this closet?
- f The aspirin had a good effect on my headache.
- g The obstacle course was very challenging!
- h Please take my advice and get down from that ladder.



B Complete each sentence with the correct word.

wander affect wonder advise coarse advice effect course

- 1 Our teacher's _____ is to do some research.
- 2 What is the _____ of the sun on your skin?
- 3 Sometimes I _____ around the city looking at the interesting buildings.
- 4 Dad used some _____ sandpaper to make the wood smooth.

C Write sentences of your own using four words from **B**.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Writing Study

A Write the correct reflexive pronoun in the chart.

	Subject pronoun	Reflexive pronoun
1	I	
2	you (singular)	
3	he	
4	she	
5	it	
6	we	
7	you (plural)	
8	they	

B Complete the sentences with the correct subject pronouns and reflexive pronouns.

- 1 Be careful with that knife! _____ might cut _____.
- 2 We congratulated _____ for winning the match.
- 3 Serena is vain. _____ is always looking at _____ in the mirror.
- 4 Joey, Nick, and Sam, please get _____ a soda and a snack from the fridge.
- 5 Their parents were out, so _____ had to make lunch for _____.
- 6 I love painting! _____ painted this picture _____.

C Write a paragraph about keeping a diary. Use passive verbs and reflexive pronouns.

Diaries have been written for centuries. Writing a diary is one way of keeping a record about yourself: your experiences and your thoughts. When I first started to keep a diary, I promised myself that I would write something in it every day, even if it was just a short sentence. I write down whatever I want to remember about the day or what I was thinking and feeling. It'll be fun to read it all again in a few years' time.



Words

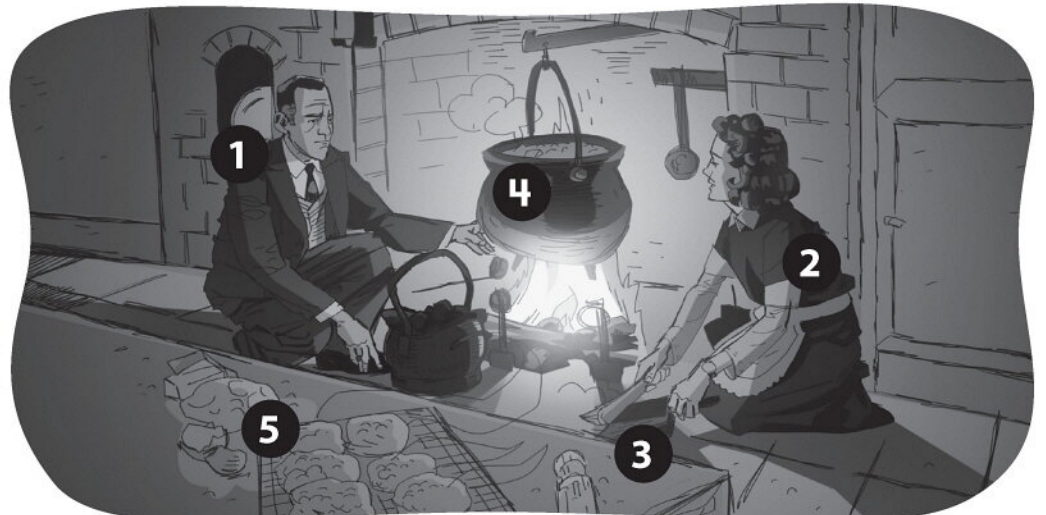
A Find the words in the puzzle.

typical legal butler housekeeper dustpan assign dismiss cauldron
gristly scone approve blame frantic

E	F	A	E	H	C	U	Z	K	O	F	O	C	K	K
F	M	A	Y	L	O	T	N	D	Z	F	G	A	L	L
U	B	A	E	L	Y	U	N	A	P	T	S	U	D	T
O	H	G	L	P	A	S	S	K	C	A	P	L	P	I
Y	A	F	I	B	S	W	S	E	K	N	H	D	K	V
L	I	C	Y	F	S	A	C	I	K	J	D	R	M	X
T	A	Q	B	A	I	C	B	T	M	E	N	O	C	S
L	H	S	D	S	G	Q	E	U	L	S	E	N	Z	I
Y	N	Q	Y	B	N	V	U	S	T	K	I	P	A	E
L	F	C	J	D	O	P	M	A	Z	L	R	D	E	M
T	O	F	X	R	K	F	A	L	G	L	E	D	V	R
S	B	L	P	F	R	A	N	T	I	C	A	R	P	Q
I	E	P	A	N	M	C	O	B	R	M	P	G	E	A
R	A	Z	G	E	R	F	I	W	Z	E	B	G	S	U
G	Z	O	R	I	M	W	T	N	W	F	L	N	U	S

B Look at the words in **A**. Write the correct word for each number.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



C Look at the words in **A**. Complete the sentences.



- 1 Our teachers usually _____ three subjects for us to research each semester.
- 2 Yuck! This piece of steak is so _____ that I can't eat it.
- 3 The manager may _____ any employee who arrives late.
- 4 In the old days, it wasn't unusual for children to work. In fact, it was _____.
- 5 There was a _____ rush to get out of the building after the fire alarm went off.
- 6 I can't _____ anyone but myself for my mistakes.

D Circle the correct answer.

- 1 What is another word for *dismiss*?
a hire **b** replace **c** fire
- 2 What can be gristly?
a vegetables **b** meat **c** fruit
- 3 Which of these is something you use to clean things?
a a dustpan **b** a scone **c** a cauldron
- 4 What does *frantic* mean?
a extremely lazy **b** chaotically busy **c** very tired
- 5 Which of these things can you eat?
a an assignment **b** a housekeeper **c** a scone
- 6 What can you blame?
a the weather **b** an idea **c** a dustpan

E Complete the sentences in your own words.

- 1 _____ is typical for me.
- 2 I approve of _____.
- 3 My teacher assigns _____.
- 4 _____ is not legal in my country.
- 5 _____ can be gristly.
- 6 A _____ can dismiss someone.

A Read. Why is Gilbert writing this letter?

B Read again. What are some of the causes and effects that Gilbert describes?

Letter from Istanbul

Dear Children,

I'm writing this letter for you to pass on to your children when they're grown up. I want to share with them my memories of living in beautiful Istanbul. In 1961, your grandfather (my dad) went to Istanbul for a job, and that's why I was born there. I was lucky!

As you know, Istanbul is half in Europe and half in Asia. The Bosphorus runs through it, connecting the Black Sea to the Sea of Marmara. I clearly remember riding the ferry across and watching the big, black cormorant birds drying their wings. Another memory is a sensory one: the delicious taste of Turkish delight, the **typical** sweet of Istanbul, made with sugar and sometimes with pistachio nuts. When my parents' friends came to visit, I used to take them to a store called Hacı Bekir, where they make fantastic Turkish delight. Sometimes you can't take food to other countries, but it's totally **legal** to take Turkish delight home with you!

For centuries, people have fished along the banks of the Bosphorus. When I was a boy, my friends and I used to watch the fishermen cooking their catch. We could smell the aroma of grilled fish as we came down the hill from Sultanahmet, and it always made us hungry. We could never resist handing over a few coins to enjoy a freshly made fish sandwich served on crusty white bread. I can

Think

What was the effect of smelling the grilled fish from the boats?



almost taste it, even now after all these years.

You probably already know that Istanbul was always a very significant city and that it was founded as early as 660 BC. It was built along the Silk Road and attracted people from all over Europe and Asia because of its importance as a trading route. But with these settlers came a very special culture, a culture that is central to my life. One of the things I get most enjoyment from is Turkish music and art. Do you remember the stunning tiles on Grandma's coffee table? They're Turkish, of course.

When I was about five, we had a **housekeeper** named Bahar. She was a lovely lady, so kind and generous. I remember she used to bake wonderful **scones** to remind my parents of England. I would sneak into the kitchen and stand sniffing the air, almost tasting the scones with my nose! My mom didn't **approve** of my eating the scones too often. Sometimes she would even come and check that they hadn't been eaten! Bahar would give me just a little bite now and again. These days, I bake my own scones and have them with a little cup of strong Turkish coffee.

So, that's a little snapshot of my life as a young boy in Istanbul. I hope one day you kids will experience the city for yourselves.

Your loving father,
Gilbert

Think

What was the reason Bahar only gave the writer a small bite of scone?

Understand

Comprehension

A Write the causes and effects that you read in “Letter from Istanbul.”

	Cause	Effect
1	Gilbert’s father moved to Istanbul for a job in 1961.	_____
2	_____	Gilbert and his friends felt hungry as they came down the hill.
3	Friends of Gilbert’s parents came to visit.	_____

B Circle the correct answer.

- Where did Gilbert live as a boy?
a in a desert c in a city
b on an island d on a mountaintop
- What separates the Black Sea from the Sea of Marmara?
a a highway c fishing boats
b the Bosphorus d the Silk Road
- What can you legally take out of Istanbul?
a scones c Turkish delight
b plants d animals
- Why does Gilbert decide to write the letter?
a to share a recipe c to find Bahar
b to record his life d to get a job

C How many reasons can you think of for writing a letter about life now for someone to read in the future?

D **Words in Context** Match the sentence halves.

- Please don’t touch the range ● ● a a chemical element.
- We’re not allowed to run ● ● b because she exercises a lot.
- Copper is ● ● c but she’s always fair.
- Our teacher is strict, ● ● d down the passageway.
- I confess that ● ● e I broke your favorite vase, Mom.
- My sister has a big appetite ● ● f because you might burn yourself.

Grammar in Use



A Study the grammar.

Learn Passive (Past Perfect)

Active	Passive
Someone had eaten the scones.	The scones had been eaten by someone.
No one had eaten the scones.	The scones hadn't been eaten .
Who had eaten the scones?	Who had the scones been eaten by?

B Circle the numbers of the sentences that are in the past perfect passive.

- 1 Is the movie being shown at eight?
- 2 The cookies hadn't been eaten by the time I got home.
- 3 A message has been sent to the doctor's office.
- 4 My prescription hadn't been ordered.
- 5 The flowers in the park had been dug up.
- 6 The symphony was composed two hundred years ago.
- 7 A rescue party is being sent up the mountain.
- 8 Our homework had already been corrected.
- 9 My cousin was very happy that she had been awarded a prize.
- 10 Where have the games been put?

C Check (✓) the correct answer.

- 1 Marcus was punished because he'd cheated. Who cheated?
 We don't know. Marcus
- 2 All the cake had been eaten when Nicky got to the party. Who ate it?
 Nicky We don't know.
- 3 Billy had lost Dad's tools. Who lost the tools?
 Billy We don't know.
- 4 Sally's class had been moved to a different classroom. Who moved it?
 We don't know. Sally
- 5 Rie had been chosen for the soccer team. Who chose her?
 We don't know. Rie
- 6 Danny was tired because he'd been running. Who ran?
 Danny We don't know.

D Circle the correct answer in each sentence to make past perfect passive sentences.

- 1 A movie **has been** / **had been** filmed.
- 2 The actors **hadn't been** / **weren't being** trained.
- 3 The scenes **had been** / **are being** rehearsed.
- 4 All of the crew **were** / **had been** hired.
- 5 The cameras **hadn't been** / **aren't** checked.
- 6 The lighting **has been** / **had been** installed.
- 7 The costumes **are** / **had been** fitted.
- 8 The lines **had been** / **are being** memorized.

E What happened when you got home? Write passive sentences.

1



No one had played my video game.

My video game hadn't been played.

2



No one had cleaned my bedroom.

3



No one had fed the dog.

4



No one had locked the front door.

5



No one had made my bed.

6



No one had made dinner.

F What had already happened when you arrived at school today? Write three past perfect passive sentences.

1

2

3

Communicate

Word Study

A Write the correct word under each picture.

pajamas garage waffle catastrophe tortilla piano bamboo almanac

1



2



3



4



5



6



7



8



B Look at the words in **A**. Complete each sentence with the correct word.

- 1 An _____ is a type of calendar.
- 2 _____ is one of the fastest-growing plants in the world.
- 3 We always park our car in the _____.
- 4 A _____ is a sweet thing you can eat for breakfast or dessert.
- 5 My sister has a pair of pink-and-white _____.
- 6 I can play the guitar, the violin, and the _____.
- 7 If there's a _____, try not to panic.
- 8 You make a Spanish _____ with eggs.

C Read and answer the questions.

- 1 What is a waffle?

- 2 When do you wear pajamas?

- 3 Which instrument can you play?

Writing Study

A Put the titles in the correct columns of the chart.

Dr. Prof. Mrs. Ms. Mr.	For a man _____ _____	For a woman _____ _____	For a man or woman _____ _____
------------------------------	------------------------------------	--------------------------------------	---

B Read the dialogues and circle the correct titles.

- Receptionist: Hello, this is **Mrs. / Dr.** Katz's office. How may I help you?
- Ginny: Oh, hello. This is **Mr. / Mrs.** Karras. I'd like to make an appointment for my husband, **Mr. / Ms.** John Karras.
- Receptionist: Certainly, **Dr. / Mrs.** Karras. Does your husband want to see **Prof. / Dr.** Katz or the nurse?
- Ginny: He'd like to see **Dr. / Mr.** Katz, please.
- Jack: Hi there. Could you put me through to **Mrs. / Prof.** Alberto Quinto, please?
- College secretary: Yes, of course. Who shall I say is calling?
- Jack: It's Jack. I'm in **Prof. / Mrs.** Quinto's math class.

C Think about a time when someone told you a story about the past. What was different compared to life today? Write a paragraph to describe what the person said. Use passive verbs and any titles correctly.

My grandfather was a college professor many years ago. His official title was Prof. Malcolm Smith, and he was admired by all his students. One day, late at night, when all the students' homework had been corrected, he sat down by the fire with me and told me what life was like 50 years ago. Grandfather's family didn't have a TV, so he and his friends played outside a lot. They didn't have a car because they couldn't afford one, so Grandfather walked five kilometers to school and back every day. Even the food he ate was different from what I eat now. Fast food didn't exist, and he had a very healthy diet.

Writing

A Read this memory. Label the parts of the memory.

My Fourteenth Birthday

I decided to write about this moment in my life that really sticks in my mind. As I get older, I don't want to forget the details.

My fourteenth birthday was approaching. Since I had a very generous family, I'd been given a lot of gifts on other birthdays. There was nothing I really wanted for my fourteenth birthday.

My dad came to me one evening and said, "I've been thinking about your birthday. Mom and I want to propose something to you. You can have a big party with a lot of food and music, and we can invite all your friends, or ... we have another idea!"

"Yes?" I asked eagerly. "What is it?"

"You can learn and see and experience something new! You can come with me, your mom, and your sister on the *Queen Elizabeth* and sail to England."

I was speechless. I'd never been outside New York, and England sounded far away. But after a second of thought, I gratefully accepted the offer to go.

The *Queen Elizabeth* was the biggest, grandest ship I'd ever seen! Dad, Mom, my sister, and I all ran, racing each other to get inside. Inside was even grander! It was like being in a huge floating castle. It had elevators, restaurants, places to play games, and a theater! I couldn't really believe that this multi-story ship was going to sail all the way across the Atlantic, but it did! The voyage lasted six nights, and every night the captain of the *Queen Elizabeth* put the ship's clocks forward one hour exactly. That way, no one noticed the five-hour time difference.

Day after day, I sat on the deck hoping to see a dolphin. After three days, I saw a whole school of dolphins! But maybe what I remember most about my fourteenth birthday is that my mom and dad gave me a gift that lasted for all my future birthdays. It was the gift of traveling.



B What should you do when you are writing a memory? Circle the correct answer.

- 1 You **shouldn't** / **should** state the reason for writing the memory.
- 2 You **can** / **can't** include dialogue if you feel like it.
- 3 If you decide to include dialogue, you **have to** / **don't have to** use the person's exact words.
- 4 It's a **good** / **bad** idea to conclude your memory with a final thought.

Write a Memory

- A** You're going to write a memory. Think about something that happened to you. Use the organizer to help you and brainstorm ideas.

What will I write about? _____ _____ _____	When did this happen? _____ _____ _____	Why is this important to me? _____ _____ _____
---	--	---

- B** Think about how you'll write your memory. Outline your ideas here.

What statement will I make to explain why I'm writing about this memory?	_____ _____
Will I include any dialogue? What will it be? Who said these things?	_____ _____
What thought will I conclude my memory with?	_____ _____

- C** Now write the first draft of your memory in your notebook.

D Your Writing Checklist

Did you ...

- include a reason for writing the memory?
- use any dialogue?
- use the person's exact words?
- bring the memory to life for the reader?
- use any passive verbs correctly?

- E** Now write the final draft of your memory in your notebook.

A Complete each sentence with the correct word.

catastrophe appetite tortillas confessed ledge
loom typical slim wonder legal

- 1 Our cat likes to sit on the window _____ and watch the traffic.
- 2 White houses are very _____ of this part of Greece.
- 3 It is not _____ to take something that isn't yours.
- 4 I'm not hungry because I don't feel well. I don't have much _____.
- 5 The hurricane was a _____ for the people living by the water.
- 6 My chance of winning the contest was very _____.
- 7 My uncle _____ that he had scratched Mom's car by accident.
- 8 The tall buildings _____ over the city.
- 9 I _____ if there are any cookies left.
- 10 Great! We can have _____ for lunch.



B Circle the word that doesn't belong.

- | | | |
|------------|--------------|----------|
| 1 waffles | tortillas | domes |
| 2 plateau | butler | summit |
| 3 wonder | dismiss | blame |
| 4 disaster | catastrophe | cauldron |
| 5 awesome | considerable | perched |



BIG QUESTION 6

Why do we record history?

C Make the sentences passive.

1 Has anyone organized the expedition?

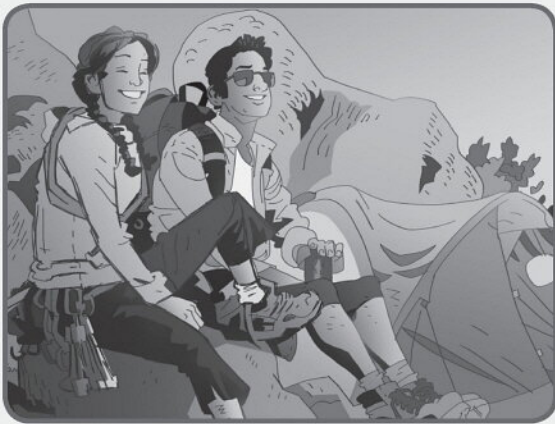
2 No one has packed the bags.

3 Has someone checked the map?

4 No one has climbed to the top of this mountain.

5 Has someone put up the tents?

D Complete the paragraph with the past perfect passive of the verbs in parentheses.



When we arrived at base camp, we _____ already _____ (instruct) by the team members which route to take. The guides _____ (unpack) our equipment and a fire _____ (light). Then we noticed that some food _____ (cook). Since we _____ (inform) about bad weather in the mountains, we decided to wait two days before setting off.

E Answer the questions.

1 What gives you satisfaction? _____

2 Who approves of things you do? _____

3 What might pant and why? _____

4 Who gives you advice? _____

5 What do you think is awesome? _____

F Circle the correct answer.

1 **Mrs.** / **Mr.** Lopez is leading our class trip. She's really nice.

2 You can make **myself** / **yourself** a snack when you feel hungry.

3 Pat was sick, so he went to see **Miss** / **Dr.** Satomi.

4 What do you think of this poem? I wrote it **myself** / **themselves**.

5 My aunt, **Prof.** / **Mr.** Lawson, is a teacher at the university.

6 There was no one to help us, so we had to solve the problem **yourself** / **ourselves**.



BIG QUESTION 7

What makes birds special?

Think and write.

What do you know?

What do you want to know?

UNIT 13

Get Ready

Words

A Look at the pictures. Number the words.

1



2



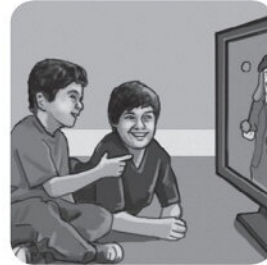
3



4



5



6



_____ clumsy

_____ amuse

_____ resemble

_____ lazily

_____ argue

_____ limp

B Circle the correct answer.

- 1 I felt **amused** / **awkward** because I didn't know the answer to the question.
- 2 "I don't really want to get up," she said **pitifully** / **lazily**.
- 3 It's not very polite to **limp** / **mock** other people.
- 4 My brother **resembles** / **amuses** me. We look very similar.
- 5 **Jeers** / **Keys** from the crowd greeted the unpopular baseball player.
- 6 My sister can't **mock** / **bear** the sound of fingernails scratching on a chalkboard.
- 7 We had **a minor** / **an awkward** problem with the project. It wasn't serious.
- 8 I didn't mean to spill the coffee. I'm a little **clumsy** / **amused**.
- 9 Pete was **amused** / **mocked** by the new comedy show on TV.

C Complete each sentence with the correct word.

bear clumsy resemble mocks argue amuse minor key lazily pitifully

- 1 Please don't _____ with me. I'm right and you're wrong.
- 2 Eileen made a _____ mistake on her homework, but she got everything else right.
- 3 Sometimes I _____ myself by memorizing the names of planets. Other times, I read a book.
- 4 "I don't feel like getting up," said the boy _____.
- 5 The comedian _____ famous people in his jokes.
- 6 This music is in the _____ of C major.
- 7 People think I _____ my brother, but I think I look more like my sister.
- 8 The dolphin got stuck in the harbor. It looked _____ helpless.
- 9 I can't _____ loud music. It gives me a headache.
- 10 Bobby was _____ and hurt his ankle.



D Read the sentences and categorize the underlined words.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Harry is a <u>clumsy</u> boy! 2 I feel <u>awkward</u> at dances. 3 You <u>resemble</u> your dad. 4 Some people <u>bear</u> bad news well. 5 I don't like it when people <u>argue</u>. 6 Why does Grandma <u>limp</u>? | <ol style="list-style-type: none"> 7 Some people treat animals <u>pitifully</u>. 8 <u>Jeers</u> came from the unhappy crowd. 9 Please don't <u>mock</u> me. 10 I can't sing in that <u>key</u>. 11 It's just a <u>minor</u> problem. 12 "Get me a snack, please," she said <u>lazily</u>. |
|--|---|

Verbs	Nouns	Adjectives	Adverbs
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A Read. How do swifts find their way back to their nests?

B Read again. Visualize the story. In your mind, what do the characters look like? What do swifts and their nests look like?



Bird's Nest Soup

Carl was feeling dreadfully bored, so he took a book from his parents' bookcase: *Birds of the World*. Turning the pages, he glanced at a picture of a turkey. "What an **awkward** bird!" he said out

loud. "How can they fly with those **clumsy** bodies?"

The next page revealed something more interesting, however, as it showed a picture of a bird called a swift. Carl was intrigued. Like most birds, the swift builds a nest to lay its eggs in, but this nest was no ordinary nest. Instead, it **resembled** cotton candy or thin transparent noodles. "But surely no bird makes a nest out of cotton candy or noodles!" thought Carl, and he continued to read.

The swift has two special skills. Like bats, swifts use echolocation to navigate around their habitat. They make a series of clicks, and the sound from these clicks bounces off the walls of the caves they inhabit. Listening to these clicks, the swifts are guided safely back to their nests.

The swift takes approximately 25 to 30 days to build its nest, but here's the really fascinating thing about these birds ...

"Carl!" yelled Carl's mom. "You haven't finished your homework, and there are dishes to wash."

Carl quickly realized that he shouldn't **argue**, so

he reluctantly ran off to help his mom. Skidding into the kitchen, he saw his sister **mocking** him.

"Hahaha! You're on dish duty!" she said.

"Doing the dishes **amuses** me," said Carl.

Carl's sister had no response to that.

The moment Carl finished, he ran back to the living room, picked up the book, and read further.

... here's the really fascinating thing about these birds. They don't make their nests the way other birds do. Instead, they use their saliva.

"Saliva?" gasped Carl. "What? The watery stuff in their mouths enables them to build a nest?"

These elaborate nests are made from the swifts' saliva. The strands of saliva harden once they've left the swifts' mouths, making them ideal for building a nest!

"Sally!" shouted Carl. "You'll never guess what!"

"What?" asked his sister, gazing up **lazily**.

"Swifts use their saliva for nest building!" said Carl. "I'll bet you didn't know that."

"I did," said Sally. "But I bet you didn't know that people eat the nests!"

"Don't be silly!" said Carl. "Are you sure?"

"Sure I'm sure," said Sally. "People eat them because they believe the nests are good for your health. They make them into a famous dish called bird's nest soup."

Carl stared at Sally in disbelief. "How do you know this?" he asked.

"Oh, I read a book once. It was called ... hmm. Oh, yes ... *Birds of the World*."

Think

Can you visualize the swift's nest?

Understand

Comprehension

- A** As you were reading “Bird’s Nest Soup,” how did you visualize Carl and his family? Write a description for each person.

Carl: _____

Sally: _____

Carl’s mom: _____

- B** Circle the correct answer.

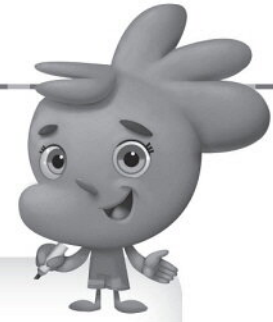
- | | |
|--|--|
| 1 At the story’s beginning, Carl is _____ .
a feeling bored c doing homework
b doing the dishes d sleeping | 4 Swifts live in _____ .
a houses c books
b caves d cotton candy |
| 2 The first page of Carl’s book is about _____ .
a swifts c soup
b bats d turkeys | 5 Swifts make their nests from _____ .
a noodles c cotton candy
b saliva d twigs |
| 3 Carl’s mom wants Carl to _____ .
a read books c do a chore
b watch his sister d make soup | 6 Swifts are special birds because of _____ .
a their bodies c their caves
b their taste d their nests |

- C** In the story, Carl learned something new. Write about a time when you learned something new and how it made you feel.

- D** **Words in Context** Match the words and definitions.

- | | | |
|------------|-----------------------|--|
| 1 silences | <input type="radio"/> | a not serious; funny |
| 2 partly | <input type="radio"/> | b things you use to row a boat |
| 3 beak | <input type="radio"/> | c makes something quiet |
| 4 dew | <input type="radio"/> | d drops of water that form on the ground |
| 5 oars | <input type="radio"/> | e to some extent; not completely |
| 6 comical | <input type="radio"/> | f the pointed part of a bird’s mouth |

Grammar in Use



A Study the grammar.

Learn Passive (Future)

Active	Passive
The sound will guide the swifts back to their nests.	The swifts will be guided back to their nests by the sound.
The sound won't guide the swifts back to their nests.	The swifts won't be guided back to their nests by the sound.
Will the sound guide the swifts back to their nests?	Will the swifts be guided back to their nests by the sound?

B Read the paragraph. Underline the future passive verbs.

Paul and Sam are going on a trip to a bird sanctuary in India. They will be picked up at their hotel at 6:00 a.m. They'll be taken by bus to a place called Bharatpur, where there are many different species of birds. On the journey to Bharatpur, they'll be told what types of birds they can expect to see. On arrival, they'll be introduced to their guide. Paul and Sam will be driven through the sanctuary in a rickshaw, which is a type of bicycle with space for passengers. They'll be asked to keep quiet because it's important not to frighten the birds. At the end of the day, Paul and Sam will be escorted back to their hotel in Fatehpur Sikri, where they'll be given a delicious Indian curry.



C Complete the sentences by changing the passive verbs in B to active verbs.

- 1 First, someone will pick up Paul and Sam at 6:00 a.m.
- 2 A bus _____ them to Bharatpur.
- 3 The bus driver _____ them about the birds they'll see.
- 4 Someone _____ them to their guide.
- 5 The guide _____ them in a rickshaw.
- 6 He _____ Paul and Sam to keep quiet.
- 7 Someone _____ them back to their hotel.
- 8 The chef at the hotel _____ Paul and Sam a delicious Indian curry.

D Look at the pictures. What will be done before Mr. and Mrs. Bridges go on vacation? Write sentences in the future passive.

suitcases / pack guidebooks / read tickets / buy
 refrigerator / empty windows / lock luggage tags / complete



The suitcases will be packed.











E Complete the sentences with the future passive form of the verbs in parentheses.

Next year, an inventors' conference _____¹ (hold) in New York. Over 1,000 people _____² (invite) to attend. The conference will start with a special lecture. It _____³ (give) by the winner of last year's Inventor of the Year award. On the first evening, a party _____⁴ (organize) for the conference participants. During the party, a list of new inventions _____⁵ (read). The following day, these inventions _____⁶ (show) on national television. Finally, the inventors _____⁷ (ask) to demonstrate their inventions. The winner of the Inventor of the Year _____⁸ (announce) at the end of the conference.

F Make the active sentences into passive sentences.

- 1 Will someone bake a cake?

- 2 Someone will put up decorations.

- 3 People will bring games.

Word Study

A Check (✓) the sentences that contain alliteration.

- 1 Look at the crow in the yard.
- 2 A creepy caterpillar crept across a crisp coconut.
- 3 The bower bird built a blue bower by the boat.
- 4 Albatrosses sail across vast stretches of the ocean.
- 5 Always agreeable, never nasty, often outrageous: That's my grandma!
- 6 What are you reading at the moment?
- 7 Phil felt funny fishing for flounder.
- 8 Have you heard of hungry Henry?

B Complete each sentence with the correct verb to make alliterative sentences.

grows chatter run bounce fight crash taste munch

- | | |
|-------------------------------|------------------------------|
| 1 Firefighters _____ fires. | 5 Grass _____ green. |
| 2 Computers _____ constantly. | 6 Children _____ cheerfully. |
| 3 Monkeys _____ messily. | 7 Rabbits _____ rapidly. |
| 4 Tomatoes _____ terrific. | 8 Balls _____ beautifully. |

C Read the sentences. Write your own alliterative sentences that start with the boxed letters.

- S** Slimy Sid slid sideways softly.
- M** Mucky Mike makes marvelous multicolored marshmallows.
- I** Interesting Iris is incredibly imaginative.
- L** Lovely Lulu lies laughing lazily.
- E** Elegant Eddie eats eggs excitedly.

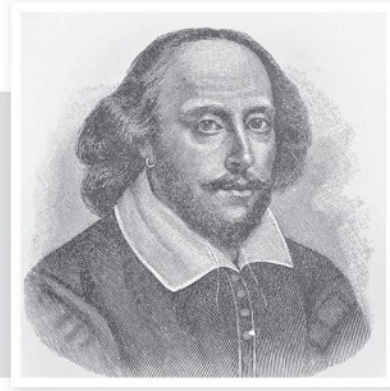


- P** 1 _____
- L** 2 _____
- E** 3 _____
- A** 4 _____
- S** 5 _____
- E** 6 _____

Writing Study

- A** Read this text adapted from William Shakespeare. Underline the two metaphors.

The world is a stage.
The men and women of the world are actors;
They come and go on stage
And in a lifetime they play many roles.



- B** Match the sentences to metaphors with the same meaning. Write the letter.

- | | | |
|--------------------------------|-------|-------------------------------|
| 1 Max is tall. | _____ | a It's raining cats and dogs. |
| 2 Your bedroom is messy. | _____ | b They're white swords. |
| 3 The weather is terrible. | _____ | c He's a giant. |
| 4 You're very important to me. | _____ | d You're my sunshine. |
| 5 Alligators' teeth are sharp. | _____ | e He's a rock. |
| 6 I depend on my dad. | _____ | f It's a disaster area! |

- C** Complete these sentences to make metaphors.

- 1 The sky is _____.
- 2 A boat is _____.
- 3 Happiness is _____.
- 4 An elephant is _____.

- D** Read the example. Then write a paragraph of your own about birds. Try to include a future passive and a metaphor.

Will a flying machine for individual humans ever be invented? Imagine if you could fly wherever you wanted! For centuries, people have wished they could fly just like birds can. We look at birds and think how wonderful it must be to fly high up in the sky. A bird is a flying machine made by nature! Birds are special to us because of their unique ability to fly. It seems so easy, and yet for humans, it's impossible.

Words

A Read the sentences and label the pictures.

- a We arranged the flowers artistically.
- b She's inspecting the object for safety.
- c They are praised for good behavior.
- d This is a phenomenal sight.
- e These creatures have sharp spines on their bodies.
- f The acrobat impressed them.
- g He's an ornithologist.
- h It's their annual migration.
- i Nelson mimics his brother all the time.
- j They encountered a wild animal on the hike.



B Write the correct word next to each definition.

inspect decorate technique encounter behavior imply mimic phenomenal

- 1 to make something look beautiful, for example, a house _____
- 2 to meet someone or something _____
- 3 to suggest something without saying it _____
- 4 to examine or look at something closely _____
- 5 the way a person or an animal acts _____
- 6 very surprising or great _____
- 7 a way of doing something using a special skill _____
- 8 to act like someone else acts _____

C Circle the correct answer.

- 1 The room was very _____ arranged.
Everything was beautiful.
a awkwardly **c** artistically
b phenomenally **d** clumsily
- 2 The birds' flight patterns have been studied
by an _____.
a astronomer **c** artist
b architect **d** ornithologist
- 3 I'm going to _____ my bedroom with
sports posters.
a mimic **c** imply
b decorate **d** encounter
- 4 Parrots are well known for being excellent
_____. Some can count and say colors.
a decorators **c** artists
b ornithologists **d** mimics
- 5 There is an _____ carnival in my city. It
happens every June.
a inspected **c** annual
b implied **d** impatient
- 6 My brother loves to _____ people with his
skateboarding tricks.
a inspect **c** impress
b imply **d** encounter

D Complete the sentences with the words from the box.

technique implied phenomenal inspect spines
mimic ornithologist decorated

- 1 A passport officer's job is to _____ passports.
- 2 A parrot can _____ sounds.
- 3 The baker _____ the cake.
- 4 _____ means the opposite of *ordinary*.
- 5 _____ are usually thin and sharp.
- 6 An _____ studies birds.
- 7 A successful artist has both style and good _____.
- 8 Tina didn't say it directly, but she _____ it.

E Complete the sentences in your own words.

- 1 _____ are people who use a technique.
- 2 I think _____ is a phenomenal building.
- 3 _____ inspect _____.
- 4 I have decorated a _____.
- 5 When I want to impress someone, I _____.
- 6 _____ is an annual event.

A Read. What type of pigeon is a carrier pigeon?

B Read again. What point is the author trying to make about pigeons? How does the author support this point? Analyze the information in the article and decide if it is logical and accurate.

Pigeons: Questions and Answers

How long have pigeons been around?

They've been around for literally thousands of years. They were first domesticated (or tamed) by the Sumerian people of Mesopotamia.

Does the word *pigeon* mean something?

It's from the Latin word *pipio*, which means "young chirping bird." The Latin word was adopted and changed by the French into *pigeon*, which gives us our English word.

Have pigeons really been used to carry messages?

Yes! There is evidence that, **impressed** by the pigeons' ability to return to where they'd come from, people in Persia used them as messengers as early as the fifth century BC. Many hundreds of years later, in the twelfth century AD, towns in Syria and Egypt were able to keep in contact using messages that were carried by pigeons. In 1896, Australians and New Zealanders set up a system that served as a pigeon airmail service between the two countries. In India, there was also a

What kind of pigeon is a carrier pigeon?

Although people have called birds that carry messages "carrier pigeons," no such bird actually exists. Carrier pigeons are rock pigeons that have been domesticated by humans.

Think

What information has been used so far to support the main point?

How are the pigeons trained to carry messages?

They are trained by placing food in one place and their homes in another.

How much can a pigeon carry?

About the most a pigeon can carry in flight is 75 grams. That's about the same weight as a medium-sized chocolate bar.

How do the pigeons know where to go?

Like many birds, pigeons have a natural navigating **technique**. They use the sun as a compass, as many birds do on their **annual** migrations, but the University of Oxford has discovered something even more amazing. These **phenomenal** birds have changed their **behavior** and adapted to use our highways as a map. Pigeons were flying up the highway from London to Oxford and even turning off at the correct exit!

Is there anything else pigeons can do?

Well, yes! Pigeons have been trained to save lives. In an experiment called Project Sea Hunt, pigeons were trained to recognize objects floating in the ocean. Something floating in the ocean could be a person in trouble. The pigeons were then trained to peck a special key on a keyboard to tell a helicopter pilot where the object was. And guess what? The pigeons got it right 93% of the time.



Understand

Comprehension

- A** What is the author’s opinion in “Pigeons: Questions and Answers”? Do you agree with it? Analyze the story and complete the chart.

ANALYZE	
What’s the topic?	_____
What was the main point?	_____
Is it logical and accurate?	_____
How do I feel about the topic now?	_____

- B** Write answers to the questions.

1 Which language does the word *pigeon* originally come from?

2 How do people train pigeons to go to one place and come back?

3 How can a pigeon be a lifesaver?

4 In your opinion, what makes pigeons special?

- C** Think of a bird or an animal that you think is special. What is it, and what makes it special?

- D** **Words in Context** Complete each sentence with the correct word.

reveals ability brainy harsh spear man-made

1 Pigeons aren’t _____, but they are smart enough to carry messages.

2 The rock formation was _____, not formed by nature.

3 Some fishermen _____ fish instead of using fishing poles.

4 _____ conditions in winter force birds to migrate.

5 Some birds have the _____ to save lives.

6 The article _____ some amazing facts about pigeons.

Grammar in Use



A Study the grammar.

Learn Passive Review

Present Perfect Passive	Has a poem been written by the poet? A poem has been written by the poet. A poem hasn't been written by the poet.
Past Perfect Passive	Had a poem been written by the poet? A poem had been written by the poet. A poem hadn't been written by the poet.
Future Passive	Will a poem be written by the poet? A poem will be written by the poet. A poem won't be written by the poet.

B Write Active (A) or Passive (P) next to each sentence.

- _____ The new teacher isn't coaching the swimming team.
- _____ The team had been written about in the newspaper.
- _____ Has anyone kept the score?
- _____ The game had been watched by a huge crowd of fans.
- _____ Snacks will be sold at intermission.
- _____ Nobody has been injured.
- _____ Last year, was Pete injured by a ball?
- _____ Two players have been sent off the field.

C Complete the sentences. Make passive sentences with *by* and the words in parentheses.

- This piece of music _____ .
(Mozart composed it)
- The compass _____ .
(the Chinese invented it)
- My homework _____ .
(my teacher hadn't corrected it)
- A pizza _____ .
(the chef will be making it)

D Look at the plan for rebuilding the bird sanctuary. Write what will be done by each person. Make passive sentences.

Sanji	draining the lake	Jan	testing the water quality
Milo	building an office	Siridej	cleaning the paths
Kamal	putting up fences	Maria	planting flowers
Tino	installing bird boxes	Katy	painting the gates
Boris	setting up feeding stations	Michel	printing information sheets

1 The lake will be drained by Sanji.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

E Complete the paragraph with active or passive forms. Write **by** when necessary.



The Statue of Liberty is a monument in New York City. It was given to the United States by the people of France. A sculptor named Bartholdi had been asked¹ (ask) to design the statue _____² the French government. The French and Americans _____³ (agree) that the base of the monument, known as the pedestal, should _____⁴ (build) in the United States, while the French _____⁵ (assemble) the statue itself. By 1886, the statue _____⁶ (complete). We can be sure that the Statue of Liberty _____⁷ (admire) _____⁸ visitors to New York City for many years to come.

Communicate

Word Study

A Write these words in the correct columns of the chart.

microphone anticipate phonics cacophony antidote
symphony antibacterial antipathy

	Root: <i>anti</i>		Root: <i>phon</i>
1		1	
2		2	
3		3	
4		4	

B Look at the words in **A**. Complete the sentences.

- 1 Beethoven composed his Sixth _____ in 1808.
- 2 Is there an _____ for this type of snake bite?
- 3 When the orchestra was tuning up the instruments, there was a _____ of sound!
- 4 We wash our hands with _____ soap to get rid of germs.
- 5 I _____ getting a very good grade on this assignment.
- 6 _____ is a system that teaches people to read by learning sounds and letters.
- 7 The speaker needed a _____ so that the audience could hear her.
- 8 _____ is a feeling that you don't like someone or something.

C Answer the questions.

- 1 Who might use a microphone?

- 2 What is a symphony?

- 3 Why do people use antibacterial soap?

- 4 When would you need an antidote?

- 5 Is *antipathy* a positive or a negative word?

- 6 Is a cacophony a nice or an unpleasant thing to hear?

Writing Study

A Check (✓) the sentences that contain similes.

- Like a helicopter, the hummingbird can hover in mid-air.
- The colors of the toucan's feathers are very bright.
- The bird song in the sanctuary was as loud as an orchestra!
- The bower bird, like an artist, selects objects of similar colors to decorate its nest.
- That baby bird looks hungry.
- Cactus finches use cactus spines as tools.
- The Chinese pheasant has orange feathers, which it spreads like a fan.
- This parrot sounds funny when it talks.

B Write Metaphor (M) or Simile (S) beside each sentence.

- My little brother looked at me and said, "I'm a comet!" _____
- Dario was making strange noises like a monkey. _____
- The sun is a huge orange ball of fire. _____
- I'm as happy as a dog with two tails. _____
- The lion is the king of the jungle. _____
- Fun is like delicious ice cream. You can never have enough! _____



C Write a paragraph describing how birds can be special. Use passive verbs, similes, and metaphors.

Recently, I wrote a poem about a penguin. Sometimes I ask myself: "Will my poem ever be published?" I've always loved birds, but the ones I love most are penguins. They can swim up to four meters per second and dive as deep as 180 meters! When I see penguins, I feel as happy as a kid in a candy store. When people ask me why I like penguins, I say, "Penguins are gentlemen on ice!" That's because their black and white bodies make them look like they're wearing fancy suits. Penguins make me feel good. They walk like old men, but they swim as fast as lightning. They can't fly, but they have feathers. They've been described as "the coolest members of the bird world."

Writing

A Read this action plan. Label the parts of the plan.

Save the Marvelous Spatuletail from Extinction!

What?

Marvelous Spatuletails are a type of very rare hummingbird with four tail feathers. We want to help this bird survive and even increase the population.

Why?

These fantastic birds are disappearing. Their habitats are being destroyed. They need trees and bushes to live in and feed from.

Where?

They live in the forests of Northern Peru.

Who?

Everyone! We think we should all play a part in saving these birds from extinction.

When?

Right away! We need to do something now before it's too late.

How?

Plants, bushes, and fruit trees can be planted to replace lost habitats and to give the birds more chances of getting food. These trees and bushes should be natural to Peru, where the birds live. Plants from different habitats aren't good for them. People can be educated about the birds. Videos can be shown and information sheets can be distributed. The Spatuletail population should be monitored.



B Read and answer the questions.

1 How has the author organized the action plan?

2 Which is the longest part of the action plan?

3 Why is it the longest part of the action plan?

Write an Action Plan

- A** You're going to write an action plan. Choose what you want to write about and brainstorm ideas. Use the organizer to help you.

A brainstorming organizer consisting of two rows of three rounded rectangular boxes. Each box has three horizontal lines for writing. The boxes in each row are connected by horizontal lines, and a vertical line connects the middle box of the top row to the middle box of the bottom row.

- B** Think about what you will say for each part of the plan. Outline your ideas here.

What?	_____
Where?	_____
Why?	_____
Who?	_____
When?	_____
How?	_____

- C** Now write the first draft of your action plan in your notebook.

D Your Writing Checklist

Did you ...

- use *what, where, why, who, when,* and *how* questions?
- explain what the problem is?
- focus on the "how" part of the plan?
- use passives correctly?

- E** Now write the final draft of your plan in your notebook.

What have you learned?

Review

- A** Complete the sentences. Use the words in the box. You may need to change the form of the word.

limp resemble mimic artistically ornithologist



- 1 The twins _____ each other.
- 2 There's a parrot. It's _____ another bird.
- 3 A woman is painting a picture very _____.
- 4 There's an _____. She's inspecting a bird.
- 5 The girl with a broken leg is _____.

- B** Circle the correct answer.

- 1 I can't _____ to see trash in the street.
a bear **b** encounter
- 2 We all got a reward for our good _____.
a antipathy **b** behavior
- 3 My brother is so _____. He knocked that vase over twice!
a clumsy **b** frantic
- 4 I went rowing in my little boat, but I lost the _____.
a spines **b** oars
- 5 Sue-jin _____ the outcome of the game.
a anticipated **b** resembled
- 6 The bird is making its _____ migration to Africa.
a minor **b** annual
- 7 The audience applauded the composer's _____.
a cacophony **b** symphony



BIG QUESTION 7

**What
makes birds
special?**

C Check (✓) the future passive sentences.

- 1 The sanctuary will be opened by the mayor.
- 2 We'll be attending the ceremony.
- 3 The play will be performed in Hall A.
- 4 The audience will be seated in rows.
- 5 Our school will be decorated for the party.
- 6 People will bring snacks and drinks.
- 7 The chemical will be tested.
- 8 A company will provide the scientists with the equipment.
- 9 The government will organize a space mission.
- 10 The astronauts will be trained for several years.

D Write Metaphor (M) or Alliteration (A) next to each sentence.

- 1 A cacophony is an assault on the ears. _____
- 2 Antibacterials attack accurately. _____
- 3 Antidotes are amazing against adder snake bites. _____
- 4 A microphone is a voice for a crowd. _____
- 5 Antipathy is an angry attitude towards all. _____
- 6 Songbirds sing sweetly. _____
- 7 Pigeons pass by people in the park. _____
- 8 Glasses are windows for the eyes. _____

E Change these active sentences into passive sentences.

- 1 People have raised a lot of money for charity.

- 2 The researchers found a cure for the disease.

- 3 People have made plans to sell the medicine.

- 4 Someone tells doctors about new medicines.

- 5 People will send the medicine all over the world.

- 6 Someone has discussed the charity on TV.



BIG QUESTION 8

What are we afraid of?

Think and write.

What do you know?

Handwriting lines for the 'What do you know?' section.

What do you want to know?

Handwriting lines for the 'What do you want to know?' section.

Words

A Match the words and pictures.

1 tame



a



2 distracted



b



3 reflex



c



4 interpret



d



5 frozen



e



6 store



f



B Circle the correct answer.

- 1 There was a _____ of an earthquake in the area.
a threat c reflex
b distraction d trigger
- 2 The medicine helped to _____ the pain of my injury.
a freeze c numb
b distract d rapid
- 3 The actors are _____ their lines for the play on Saturday.
a taming c freezing
b interpreting d rehearsing
- 4 People with important jobs, like airline pilots, need to be _____.
a alert c distracted
b frozen d numb
- 5 My uncle made a _____ recovery after he had surgery.
a frozen c rehearsed
b rapid d numb
- 6 The boy whistled at his friend, and the friend _____ by waving at him.
a interpreted c rehearsed
b responded d stored

C Complete each sentence with the correct word.

reflex threat respond triggered numbs store

- 1 A cat is a _____ to a mouse.
- 2 Sneezing can be _____ by dust or smoke.
- 3 You can _____ files on a computer.
- 4 When the dentist _____ your mouth, you don't feel pain.
- 5 Breathing is a _____.
- 6 If you _____ to someone, you are communicating with them.

D Write six sentences of your own using these words.

- 1 alert _____
- 2 tame _____
- 3 trigger _____
- 4 distracted _____
- 5 frozen _____
- 6 rapid _____

A Read. What is Jeff Corwin's job?

B Read again. This time, read intensively. Pay close attention to the text's key words, grammar, and structure.

Jeff Corwin: The Man Who Doesn't Know Fear!

Who Is Jeff Corwin?

Meet Jeff Corwin. He's the star of many TV shows. He's a traveler, an educator, a writer, a dad, and a funny man, but above all, he's a naturalist, someone who studies living things and their habitats. Most naturalists are also conservationists: They want to protect animals and prevent them from becoming endangered. Jeff Corwin also wants to educate people around the world, to teach them to respect and admire animals in the wild, not just the animals that we **tame**.

An Early Love of Animals

Jeff Corwin is well known for never appearing to be afraid. He says that he's never been scared of animals, even when he was a very young boy. In fact, one of the amazing things about him is that he picked up a huge snake when he was just six years old. It was hiding in a pile of logs in his grandmother's yard, so he took it to show his grandmother. She was scared, but Jeff wasn't! Who knows? If Jeff hadn't picked up that snake in the yard, maybe his love of animals wouldn't have begun.

If you ever see Jeff on TV, you'll probably laugh because he often plays tricks on his film crew, even when they're filming for real and not just **rehearsing**! He pretends to be very afraid, but really, he's just acting.

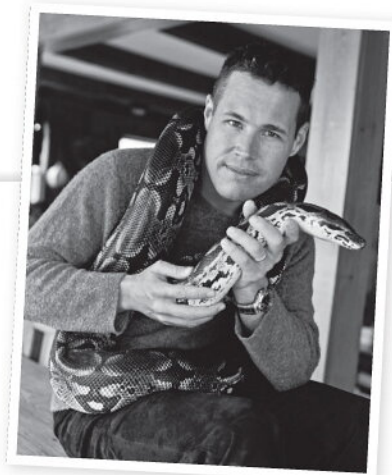
Think

What are the key words in this paragraph?

From College to Stardom

Jeff went to college to study animals. At first, he thought he might want to be a teacher, but then he got a job with a friend in Belize (a small country in Central America) studying animals in the rainforest. Jeff's friend, who had a job at a television station, showed some of Jeff's work on his TV show. That was the start of Jeff Corwin's dream to become a TV-show host. Since then, Jeff's rise has been a **rapid** one: He's the star of many different TV series, including *Corwin's Quest* and *Going Wild with Jeff Corwin*. Through these programs, Jeff can reach a very large audience and teach people about animals as varied as elephants and great white sharks.

While filming his TV shows, Jeff has had encounters with animals that didn't particularly like him! He was bitten by a bat in Australia and had to go to the doctor to get a shot to **numb** the pain and protect him against disease. He was bitten so badly by a poisonous coral snake that he almost died. An elephant that he was playing with once also hurt his arm. But is he afraid? No, he's not! Even if these things happen to him, Jeff keeps going. His love of animals seems to overcome any fears that he might have. One thing is certain: Jeff is a man who's **alert**, not **distracted**. He knows that wild animals can be dangerous, and he always treats them with respect.



Think

Where does one idea end and another start?

Understand

Comprehension

- A** Now that you have done an intensive reading of “Jeff Corwin: The Man Who Doesn’t Know Fear!”, fill in the chart.

	✓ or ✗	Example
Key vocabulary		
Grammar		
Text structure		
Pictures, diagrams, subtitles, captions		
Have I read the text again?		

- B** Circle True (T) or False (F).

- | | | |
|---|---|---|
| 1 Jeff Corwin is a naturalist. | T | F |
| 2 Jeff wants to be the star of a show about snakes. | T | F |
| 3 Jeff says he’s always been afraid of snakes. | T | F |
| 4 Jeff was six when he found a snake in a pile of logs. | T | F |
| 5 Jeff’s dream job started in Belize. | T | F |
| 6 Jeff has been on one TV show so far. | T | F |
| 7 Jeff has been bitten by bats and snakes, but he’s not scared of them. | T | F |
| 8 Everyone is afraid of wild animals. | T | F |

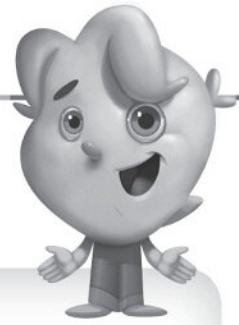
- C** Jeff Corwin is a man who has no fear of wild animals. What dangerous thing are you not afraid of? Why? Write your reasons.

- D** **Words in Context** Complete each sentence with the correct word.

obvious defensive adrenaline decisions instantly deliberate

- 1 When the sun shines, I _____ feel happier.
- 2 Animals that feel trapped usually become _____.
- 3 We had several big _____ to make when my parents moved to a new city.
- 4 I made a _____ decision to improve my running speed.
- 5 It was very _____ that the girl was scared. She was shaking.
- 6 _____ is a chemical in your body.

Grammar in Use



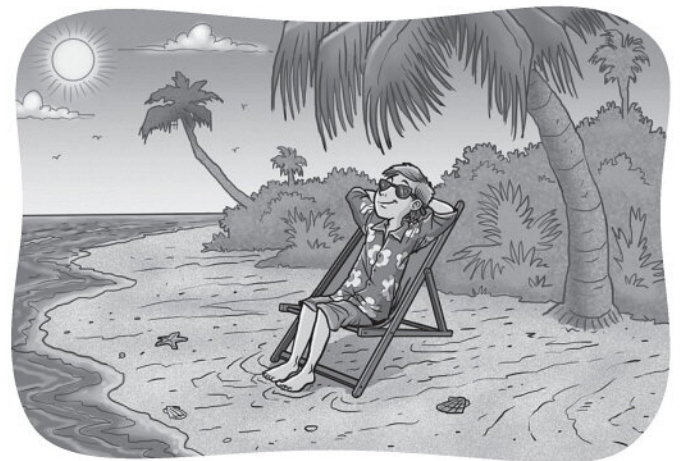
A Study the grammar.

Learn Past Unreal Conditional

Affirmative	If Jeff Corwin had been afraid, he would have run away. If Jeff Corwin had been afraid, he wouldn't have stayed.
Negative	If Jeff Corwin hadn't been afraid, he would have stayed. If Jeff Corwin hadn't been afraid, he wouldn't have run away.
Questions	What would Jeff Corwin have done if he'd been afraid?

B Check (✓) the sentences that use the past unreal conditional.

- If it rains, we'll stay home.
- If I'd eaten my lunch, I wouldn't have been hungry.
- If I were a famous movie star, I'd live on a tropical island.
- What would you have said if the teacher had asked you the question?
- We wouldn't have watched the movie if we'd realized it was so boring.
- If you heat ice, it melts.
- Where would you have gone on vacation if you'd been able to go anywhere you wanted?
- If Vic wasn't in such a hurry, he'd stay longer.



C Circle Yes (Y) or No (N).

- If the snake hadn't been poisonous, Jeff wouldn't have gotten sick. Did Jeff get sick?
- The elephant wouldn't have charged if it hadn't been afraid. Did the elephant charge?
- We would have gotten into the water if there hadn't been jellyfish. Did they get into the water?
- I would have run away if I'd seen a rhinoceros. Did I see a rhinoceros?
- If Jeff hadn't had a friend who worked in TV, he would never have become a TV-show host. Did Jeff become a TV show host?

Y

N

Y

N

Y

N

Y

N

Y

N

D Change the sentences. Use the past unreal conditional.

1 It wasn't hot and sunny. We didn't go to the beach.

If it had been hot and sunny, we would have gone to the beach. _____

2 Mom didn't have time. She didn't make homemade ice cream.

3 Dad's car ran out of gas. He didn't get to the meeting on time.

4 I forgot my friend's birthday. She got mad.

5 It was dark. We got lost.

6 I didn't study for the test. I didn't get a good grade.

E Complete the paragraph with the missing verbs.



On April 15, 1912, a very large passenger ship named *Titanic* sailed from England for the United States. There were 2,224 people on board, and it was *Titanic's* first voyage. If it

_____ **hadn't** _____ sailed, one of the greatest disasters in history

_____ have been avoided. In fact, if *Titanic* hadn't

_____ going to the United States, it _____

have been crossing the Atlantic Ocean; that's where it sailed

into an ice field. If it _____ sailed into an ice field, it

wouldn't _____ hit an iceberg. But unfortunately, it did. If it _____ hit the iceberg,

it wouldn't _____ sunk. And if it _____ sunk, fewer people _____ have

died in the cold waters of the ocean. To this day, the wreck of the *Titanic* lies on the seabed.

F Answer the question in your own words. Use the past unreal conditional.

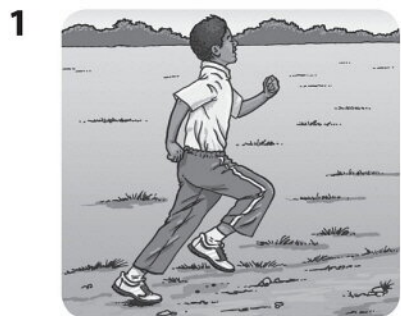
If you hadn't gone to school today, what other things would you have done?

Word Study

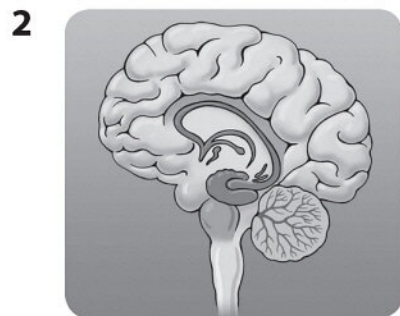
A Change the words in the chart to adjectives. Use *-ic*.

1	acid		5	energy	
2	cosmos		6	hero	
3	limbus		7	tragedy	
4	metal		8	allergy	

B Look at the pictures. Complete each sentence with the correct word from **A**.



Jules runs round the park every day. He's very _____.



The _____ system in the brain is where fear starts.



Romeo and Juliet are _____ characters. They have a sad ending.



My sister is _____ to the flowers. They make her sneeze.



Lemons are _____. Eating too many can upset your stomach.



Astronomers know that there are _____ explosions in space.



The firewoman was _____ when she saved the dog from the fire.



Silver and copper are _____ substances.

C Write a sentence for each word.

1 **allergic** _____

2 **energetic** _____

3 **heroic** _____

4 **acidic** _____

Writing Study

A Read the paragraph. Circle the connectors.

If you're out on a hike and you see a wild animal, you shouldn't approach it, unless you're an experienced naturalist! Animals in the wild aren't used to people and may react defensively, even if you don't intend to harm them. Our advice is to stay calm and walk quietly in a different direction so you don't risk being hurt. You should stay around only if you're absolutely sure the animal is harmless. We all have a "fight or flight" instinct. Either be ready to fight if the animal attacks you, or run away!

B Circle the correct answer.

- 1 Don't touch a snake **unless** / **if** you don't want to get bitten.
- 2 **Only if** / **Unless** you've studied animals, you really don't know how they'll react.
- 3 **Even if** / **Only if** you think the animal hasn't seen you, don't approach it.
- 4 **If** / **Only if** you want to take a picture, take it from a safe distance.
- 5 Stay calm on the outside, **if** / **even if** you don't feel that way on the inside.
- 6 **Unless** / **If** you are with a trainer, you should never walk toward a wild animal.

C Write a paragraph to give someone advice. Use one of the ideas below. Use the past unreal conditional and connectors.

fixing a computer walking in the woods going camping looking after a pet

A friend of mine named Tom once got a surprise. He was walking to school when someone called his name. He looked around and saw a person he didn't recognize, so he continued walking. That was a smart thing to do. If he'd been careless, he would have spoken to a complete stranger. You shouldn't talk to people unless you know them. If someone approaches you, you can politely turn away. You should stay only if you're sure that the person is a friend. If you're not sure, it's better to remain with the people you know. Even if you think the person is friendly, be careful.

Words

A Find these words in the puzzle.

sleepover outlandish creepy snuggle peculiar
apprehensively dynamic tiptoe metamorphose

D	S	E	N	P	B	R	A	X	J	E	B	K	L	T
I	E	S	O	H	P	R	O	M	A	T	E	M	V	N
B	D	R	S	N	U	G	G	L	E	S	X	L	T	M
F	C	I	M	A	N	Y	D	D	K	U	K	H	H	O
C	A	P	P	R	E	H	E	N	S	I	V	E	L	Y
R	P	T	I	P	T	O	E	E	G	D	S	C	D	I
E	Q	D	H	J	S	P	E	C	U	L	I	A	R	Z
E	G	N	U	V	P	W	X	W	N	A	T	Q	J	H
P	O	U	T	L	A	N	D	I	S	H	M	C	H	V
Y	F	R	E	V	O	P	E	E	L	S	Y	R	D	E

B Look at the pictures. Complete the sentences.

nocturnal uncontrollably upright twinkle

1



My friend was laughing _____.

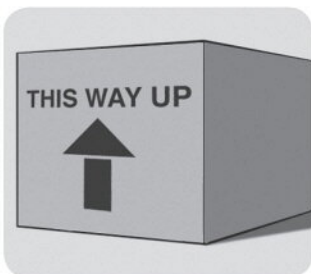
2



An owl is a _____

bird.

3



Please put the box _____.

4



The stars _____

in the night sky.

C Look at the words in **A** and **B**. Complete the sentences.

- 1 When it's cold and wet outside, I like to _____ under the covers on my bed.
- 2 "Is there going to be a hurricane?" asked the man _____.
- 3 Caterpillars are an example of a creature that can _____.
- 4 I have a _____ feeling in my stomach. I don't know what it is.
- 5 My uncle has a _____ personality. He causes excitement wherever he goes.
- 6 Let's _____ through the woods so we don't scare the animals.

D Circle the correct answer.

- 1 What is another word for *creepy*?
a funny
b noisy
c scary
- 2 What things can metamorphose?
a tadpoles
b computers
c fruit
- 3 Which of these animals is nocturnal?
a a sheep
b a horse
c an owl
- 4 Where do you go for a sleepover?
a to school
b to the dentist
c to a friend's house
- 5 Which of these things can be dynamic?
a a house
b a person
c a plate
- 6 What can twinkle?
a light
b wind
c rain

E Complete the sentences in your own words.

- 1 _____ are creepy.
- 2 I _____ sleepovers on a rainy night.
- 3 _____ is a nocturnal animal.
- 4 When something metamorphoses, _____.
- 5 I feel dynamic when _____.
- 6 I think _____ is peculiar.



A Read. What is the girl afraid of?

B Read again. Think about the main character. How does she feel? How does she act toward other people? What does she learn in the story?

Fear's Opposite

As Laura was walking to school one morning, a poster on the side of a building caught her eye.

COURAGE IS THE OPPOSITE OF FEAR.

For years, Laura had experienced a **peculiar** fear of elevators. But seeing this poster made her think she had to overcome her fear, once and for all. At school, she talked to two of her best friends, Omar and Siridej, and asked for their help.

"Of course we'll help you," Siridej said.

Later that day, Laura stood in front of the elevator at her dad's office, shaking **uncontrollably**.

Omar smiled kindly at her. "Don't worry, Laura," he said. "Remember. Courage is all you need." The three friends waited for the elevator.

It's just twelve storeys, Laura thought. How long can that take? Maybe a minute? No, probably just thirty seconds. I can survive thirty seconds. I know! I'll count backward from 30, and it'll all be over. Yes, that's what I'll do.

The light above the elevator lit up, and the doors slid open. *If only Dad worked on the first floor!* thought Laura.

"I can't do this," she said miserably. "I should have known I'd get too scared."

The elevator doors closed and Laura breathed a sigh of relief, but the relief soon turned to disappointment.

"I can do this!" she said loudly, as if trying to persuade herself.

"Yes, you can," agreed Omar.

"Let's try again!"

"OK," said

Laura, pressing the elevator button once more. A few moments later, the shiny doors slid open. Shutting her eyes, Laura stepped **apprehensively** into the elevator. Siridej and Omar smiled at her, and together they said, "You can do it!"

Laura started counting. "Thirty", twenty-nine, twenty-eight, twenty-seven ... "

"What are you doing?" squeaked a small woman wearing a large, **outlandish** hat. "Stop that counting at once! I'm trying to think!"

Laura put her back **upright** against the elevator wall and whispered to herself: "Twenty-six, twenty-five ... " Suddenly, the shiny, metallic doors slid open. Laura threw herself out of the elevators. "You did it!" shouted Siridej. Laura's father met her at the open doors. "Good job, Laura!" he beamed.

Laura smiled at her father, Siridej, and Omar. "I did it!" she said. Her fear had **metamorphosed** into courage after she rode the elevator. "And do you know what? I'm going to do it all over again, but with one big difference."

As she pushed the elevator call button, she said, "This time, I'm going to do it alone!"



Think

How does Laura feel? How do you know?

Understand

Comprehension

A Think about the character of Laura in “Fear’s Opposite.” Fill in the chart.

How does she feel?	_____
How does she act toward others?	_____
What does she learn?	_____

B Circle the correct answer.

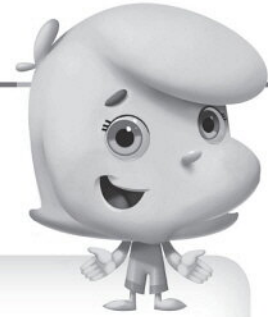
- What does Laura see on her way to school?
a a lady in a hat
b Omar
c her father
d a poster that inspires her
- What does Laura do in the elevator?
a She talks to the lady.
b She breathes deeply.
c She calls her dad.
d She counts backward.
- How do Omar and Siridej help Laura?
a by calling the elevator
b by telling her she can do it
c by showing her a poster
d by explaining elevators to her
- What does the lady tell Laura to do?
a shut her eyes
b hold on to the rail
c press the button
d stop counting
- When did Laura’s fear turn to courage?
a when Omar spoke to her
b when she saw her father
c after she rode in the elevator
d when she saw the lady’s outlandish hat
- Which statement is true?
a Everyone is a little bit scared of elevators.
b Only girls are scared of elevators.
c People cannot get over a fear they have.
d Sometimes you can overcome fear.

C What is something that you are afraid of, and how do you deal with it?

D **Words in Context** Match the two sentence halves. Write the letter.

- I really enjoy _____ **a** by fear when they saw the snake.
- Did you ever see a spider _____ **b** to me briefly.
- The waitresses are removing _____ **c** the plates from the table.
- The kids were gripped _____ **d** are responsible for looking after passengers.
- The staff on the plane _____ **e** weaving its web?
- My teacher wanted to talk _____ **f** chattering to my friends.

Grammar in Use



A Study the grammar.

Learn *If Only and I Wish*

<i>If only</i>	<i>I wish</i>
If only I'd saved some money, I would have bought that nice T-shirt.	I wish I'd saved some money. I would have bought that nice T-shirt.
If only it hadn't rained, we could have gone to the beach.	I wish it hadn't rained. We could have gone to the beach.

B Circle True (T) or False (F).

1



If only I had a pet, I'd be happier!

Kenji has a pet. **T** **F**

2



I wish I'd eaten lunch.

Steve ate lunch. **T** **F**

3



I wish I didn't have to study so hard.

Ali has to study hard. **T** **F**

4



If only we lived in a city, we could go to the movies.

Alex lives outside the city. **T** **F**

5



If only I could fly a plane, I'd have a great job.

Bethany can't fly a plane. **T** **F**

6



I wish I knew more about astronomy.

Sue-lin knows a lot about astronomy. **T** **F**

C Check (✓) the correct answer.

1 I wish I _____ have to do any chores.
 wouldn't didn't

2 If only those people _____ stop singing, I could sleep!
 would will

3 I wish we _____ go to Los Angeles.
 did could

4 If only you had _____ me, I'd have come with you.
 called call

5 I wish I _____ have blond hair.
 don't didn't

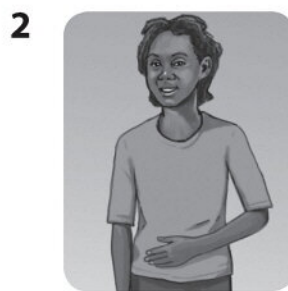
6 I wish it _____ snowed last night.
 hadn't wouldn't

D Write sentences. Use the words in parentheses.



I went to bed late, and now I'm tired. (I wish)

I wish I hadn't gone to bed so late. I wouldn't be tired.



I forgot to eat breakfast, so I'm hungry. (If only)

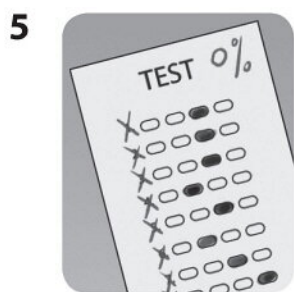
If only I hadn't forgotten to eat breakfast, I wouldn't be hungry.



I kicked a football and broke the neighbor's window. (I wish)



I was late, and I missed the start of the movie. (If only)



I didn't study for the test. I failed it. (I wish)



I went out in the rain without a jacket and got wet. (If only)



I didn't remember my grandfather's birthday. (I wish)



I didn't take care of my teeth, and now I have a cavity. (If only)



I put salt in the cake instead of sugar. It's disgusting! (I wish)



I recorded the wrong show on TV, so I missed my favorite program. (If only)

E Complete the sentences so they are true for you.

- 1 I wish _____.
- 2 If only _____.
- 3 I wish _____.
- 4 If only _____.
- 5 I wish _____.

Word Study

A Look at the words. Check (✓) the positive, negative, or neutral connotation for each word.

	Positive	Negative	Neutral
childish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
youthful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aroma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stench	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
odor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inactive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lazy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
arduous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

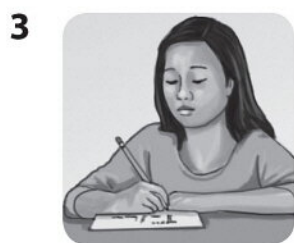
B Look at the words in **A**. Complete each sentence with the correct word.



The _____ of rotting fish was almost too strong to bear.



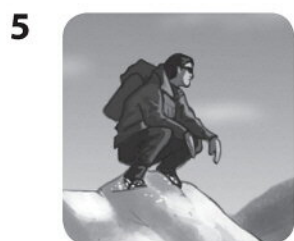
What a lovely _____ these flowers have!



This crossword is _____, but I'm determined to solve it!



It was a _____ climb up the hill.



The mountain climber completed an _____ ascent. He was exhausted by the effort.



There's an _____ in the refrigerator. I can't tell what it is.

Writing Study

A Cross out (X) the sentences that are too general.

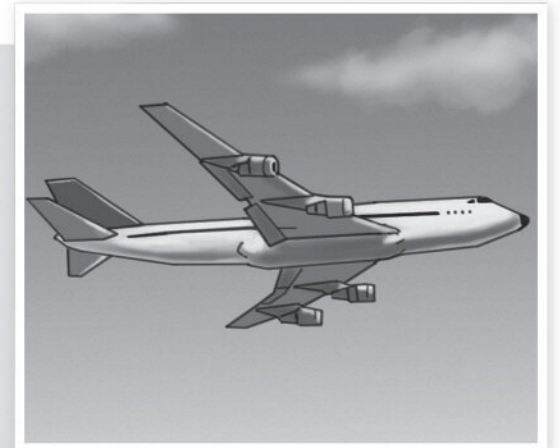
- 1 Everyone likes banana milkshakes.
- 2 Approximately two-thirds of the kids in my class take the bus to school.
- 3 All snakes are poisonous.
- 4 A few of the big cats, like tigers, are endangered.
- 5 No one believes a word I say.
- 6 Several of these apps are extremely useful.
- 7 Everyone knows what the capital of Ecuador is.
- 8 I'm sure no one likes spiders.

B Look at **A**. Rewrite three general sentences so that they are more specific.

- 1 _____
- 2 _____
- 3 _____

C Think about something that people are afraid of. Write a paragraph to describe it and explain why you think they have this fear. Use *if only* or *I wish*, and avoid generalizations.

Some people are afraid of flying. The reason is probably that they don't really understand how something as large as a plane can fly through the sky without falling. If only someone could explain to them that in the air, a plane behaves in a similar way to a ship on the sea. Air actually works the same way as water even though it looks completely different. Turbulence (that bumpy feeling you sometimes get on a plane) is another thing that can make people feel anxious. It can happen when fast-moving air encounters slower-moving air. Although it's uncomfortable, an airline pilot will tell you that it isn't dangerous.



Writing

A Read this instructional text. Label the parts of the text.

How to Overcome Your Fear of Spiders!

- _____
- 1 Think about why you're afraid of spiders. Did something happen when you were younger? Were you bitten by a spider? Did you read a scary story about a spider? Try to analyze where your fear comes from. Even if you can't remember, you may find that something can be less scary when you really start to think about it.
 - 2 Look at pictures of spiders in books and on the Internet. Instead of thinking about how scary they are, try to admire the way they look and move. Remember that a picture can't hurt you! Watch a video of a spider weaving its web. You might find that it's fascinating, not scary.
 - 3 The next time you see a spider, look at it close up (unless it's a poisonous one!). Remember how much bigger you are than the spider. Also remember that the spider doesn't want to hurt you. It's just going about its business and doesn't really care about you at all. Spiders like being alone. They don't usually go around in gangs!
 - 4 Talk to a friend about your fear of spiders. Don't be embarrassed. Most people are afraid of something. Sharing your fears with a friend often makes them seem less important.
 - 5 Think about the good things spiders do. They keep your home free of other pesky bugs! Maybe if you can remember that, you'll learn to appreciate these insects more.



B Answer the questions.

- 1 Does the author use a title? How does the title explain the content of the instructional text?

- 2 How does the author organize the tips for overcoming a fear of spiders?

- 3 Who is the author addressing?

Write an Instructional Text

- A** You're going to write an instructional text. Choose what you want to write about and brainstorm ideas. What do you know about the subject? Use the brainstorming organizer to help you.

Three overlapping circles, each containing three horizontal lines for brainstorming ideas.

- B** Think about the things you'll say in your text. Outline your ideas here.

What will my title be?

Point 1

Point 2

Point 3

Point 4

- C** Now write the first draft of your instructional text in your notebook.

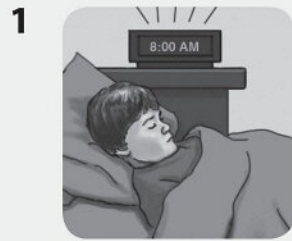
D Your Writing Checklist

Did you ...

- use a title that explains the content of your text?
- organize your points?
- number your instructions?
- address the reader correctly?
- use any past unreal conditionals?
- use any connectors that show condition?

- E** Now write the final draft of your instructional text in your notebook.

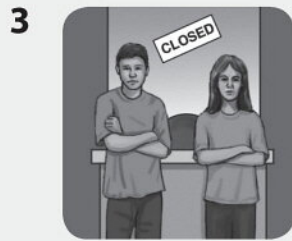
C Complete the sentences. Use the past unreal conditional.



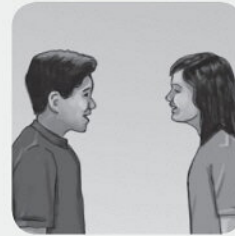
If I _____ (go) to bed earlier, I _____ (not / oversleep).



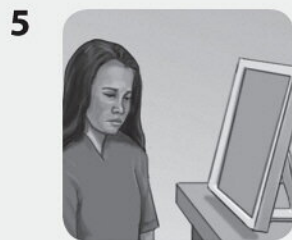
They _____ (not / go) to the beach if they _____ (see) the forecast.



We _____ (see) the movie if we _____ (not / be) so late.



I _____ (invite) you if I _____ (know) you were here.



Bill _____ (send) you an e-mail if he _____ (have) your e-mail address.



Jane _____ (not / buy) a notebook if she _____ (know) you had an extra one.

D Write two new sentences. Use *if only* and *I wish*.

1 I lost my backpack and got into trouble!

2 I missed the bus, and I was late.

3 I ate too much cake, and I felt sick.

4 I forgot my umbrella, and I got wet.

E Complete each sentence with the correct word.

even if only if unless if

1 _____ I weren't afraid of flying, I'd travel more.

2 Don't touch a wild animal _____ you're with an animal expert.

3 You should go on a hike _____ you know exactly where you're going.

4 _____ an animal looks harmless, it could be dangerous.



BIG QUESTION 9

Why are stories important?

Think and write.

What do you know?

Handwriting lines for the 'What do you know?' section.

What do you want to know?

Handwriting lines for the 'What do you want to know?' section.

Words

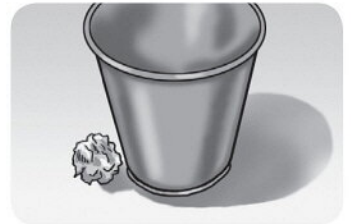
A Match the sentences to the pictures.

1 The snake is coiled like a rope.



a

2 The box jellyfish is highly poisonous.



b

3 Who crumpled that piece of paper?



c

4 Electricity can be lethal.



d

5 The mother has an instinct to protect her young.



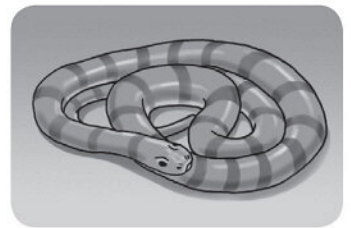
e

6 The naturalist approached the bear warily.



f

7 He entered the museum illicitly.



g

8 There was a hideous smell in the room.



h

B Circle the correct answer.

- | | |
|---|--|
| <p>1 I heard the _____ sound of a woodpecker this morning.
 a hideous c unmistakable
 b illicit d lethal</p> <p>2 Grandma's voice was _____ with sadness when she spoke.
 a soothed c poisoned
 b tinged d coiled</p> <p>3 "Don't worry," said Mark _____. "I'll help you sort out this problem."
 a soothingly c hideously
 b illicitly d unmistakably</p> | <p>4 I watched the cat _____ up behind the mouse.
 a tinge c crumple
 b coil d sidle</p> <p>5 Their escape from the burning boat was _____.
 a hideous c poisonous
 b miraculous d unmistakable</p> <p>6 Most humans have a very strong _____ to survive.
 a instinct c miracle
 b poison d tinge</p> |
|---|--|

C Complete each sentence with the correct word.

unmistakable soothingly instinct illicitly hideous coiled poisonous lethal

- 1 Finding food is every animal's _____.
- 2 Some plants can be _____.
- 3 The rope on the deck of the ship was _____.
- 4 _____ means the same as *very unpleasant*.
- 5 People who behave _____ are breaking the law.
- 6 If something is _____, it can kill you.
- 7 The smell of coffee is _____.
- 8 Someone who speaks _____ speaks very softly.

D Write each word in the correct column in the chart.

instinct coiled poisonous unmistakable lethal hideous crumpled
 illicitly tinged soothingly warily sidle miraculous

Nouns	Adjectives	Verbs	Adverbs
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

A Read. Which boy in the story likes to take risks?

B Read again. Think about the theme of the story. What moral, lesson, or view about life do you learn from the story? What do the characters do or say to make you think this?

Jorge, Filipe, and the Lonomia Caterpillar

About nine months ago, I was on a hike with my friend Filipe when something happened that I've never forgotten.

"Be careful," I said to my friend. "There are **poisonous** bugs and snakes here."

Filipe laughed. "Don't be ridiculous. We're going for a hike through the rainforest, that's all." With that, he hopped and jumped his way along the path. I felt irritated that he wasn't really listening to me.

"You should take this stuff seriously," I said.

Walking through the rainforest was hot and tiring. Humidity hung in the air like a thick, wet blanket. Exhausted, we stopped for a break.

"The sun's going to set soon, so we should think about heading home," I said.

"You worry too much," replied Filipe. "We have a lot of time before sunset."

My dad always said I had good **instincts** about respecting nature, but Filipe loves taking risks.

"OK," I said **warily**. "But don't say I didn't warn you."

A few moments later, Filipe stopped in a clearing. "Let's spend the night right here," he said to me.

"Are you crazy? We're in the rainforest! We have to get home. Besides, there's no stream nearby where we could find water to drink and wash in," I replied as I wandered off, shaking my head.

Just then, I heard a loud yelp that made me run back to see what was happening.

"Look at this!" shouted Filipe.

"What is it?" I asked.

Filipe wasn't listening because he was busy digging through his backpack. He pulled out a jar.

"What's that for?" I demanded.

"Look! It's a caterpillar that I'm going to catch in this jar and take home," said Filipe.

"Oh, no, you're not!" I said. "That's no ordinary caterpillar. Stand back. That caterpillar is **lethal**."

"What? It's just a caterpillar," said Filipe. "Look, it's cute. Its body is **tinged** with green and brown so it blends in perfectly with the trees and leaves."

"Filipe, that's a Lonomia caterpillar, one of the few poisonous caterpillars in the world."

"A poisonous caterpillar?" said Filipe, reaching toward the spiky creature. "Who ever heard of that? You hold the jar, and I'll grab it."

"Filipe! No!" I yelled.

Filipe leaped backward. "You're not kidding, are you?" he asked with a tremble in his voice.

"No," I replied. "It's a Lonomia caterpillar. They're deadly when they're caterpillars. Once they become moths, they're harmless," I added **soothingly**.

"Let's ... head home," said Filipe.



Think

What lesson can you learn from this story?

Understand

Comprehension

- A** How do the actions of the characters in “Jorge, Filipe, and the Lonomia Caterpillar” communicate the theme?

- B** Write the answers to the questions.

- 1 Where are Jorge and Filipe? They're in a _____ .
- 2 What was the weather like? It was _____ .
- 3 What does Jorge suggest the boys should do before the sun sets? He suggests they should _____ .
- 4 Which character is thoughtful and careful? _____ is thoughtful and careful.
- 5 How does Filipe describe the caterpillar? He says it's _____ .
- 6 Why does Jorge tell Filipe to stay away from the caterpillar? He tells him that because _____ .
- 7 What is the theme of the story? _____ .

- C** Why are stories that teach us lessons important? Write.

- D** **Words in Context** Read the first sentence in each pair. Then fill in the blank with a word that gives the second sentence the same meaning.

capable confided evilly lingering quivered tingle

- 1 I felt a sensation down my spine. I was scared and felt a _____ .
- 2 My friend is very skilled at a lot of things. My friend is very _____ .
- 3 The rabbit trembled with fear when it saw the fox. The rabbit _____ .
- 4 Susie told her friend a secret. Susie _____ in her friend.
- 5 “Ha-ha! I’ve caught you now,” said the villain in a nasty way. The villain spoke _____ .
- 6 Jason was hanging around the mall, not wanting to go home. Jason was _____ in the mall.

Grammar in Use



A Study the grammar.

Learn Review of Present and Past Tenses

Simple Present	We hike in the mountains every year.
Simple Past	We hiked in the Alps last year.
Present Continuous	We go hiking once a week.
Past Continuous	We went hiking every week.
Present Perfect	We've hiked for years.
Past Perfect	We'd been on a hike.

B Circle the correct answer.

- How _____ to school every morning?
a had you gotten **b** do you get
- The boy _____ a poisonous caterpillar before.
a hadn't seen **b** is seeing
- It was hot, so we _____ for twenty minutes.
a were stopping **b** stopped
- What _____ when I called you?
a were you doing **b** have you done
- The head teacher can't see you now. She _____ some parents.
a had met **b** is meeting
- My parents _____ in their house long before the neighbors moved in.
a hadn't lived **b** didn't live


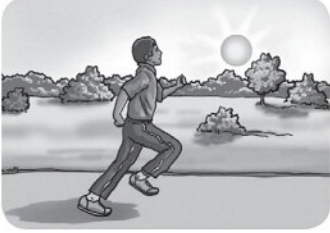




C Circle the correct tense.

- My cousin hasn't visited Mexico before.
a simple present **b** present perfect **c** past perfect
- I'm watching a movie at the moment.
a past continuous **b** present continuous **c** present perfect
- My dad was walking home when the storm started.
a past perfect **b** past continuous **c** present continuous
- We didn't forget your party.
a simple present **b** simple past **c** past perfect
- Bobby was waiting at the bus stop for an hour.
a simple present **b** past perfect **c** past continuous

D Complete the sentences with the correct tense of the verbs in parentheses.

- 1 When I got to school, class had started (start).
- 2 I usually _____ (get up) at seven, but on weekends, it's later.
- 3 When we _____ (research) our assignment, we discovered a lot of new facts.
- 4 I _____ (not / taste) Korean food, but I hear it's delicious.
- 5 What _____ you _____ (do) now? Can you play soccer with us?
- 6 My brother _____ (not / know) the answer, so he guessed.

E Choose the correct verbs and complete each sentence using the past perfect continuous and the simple past.

- 1  remember
watch I had been watching a movie when I remembered I was supposed to meet you.
- 2  go
want He _____ jogging every morning because he _____ to get in shape.
- 3  arrive
not / wait We _____ long before the train _____.
- 4  study
achieve Good job! You _____ good grades yesterday because you _____ hard for so long.
- 5  learn
live We _____ about the Vikings in class last week. They _____ a long time ago.
- 6  not / play
not / be They _____ soccer for long, so they _____ very good at it.

Communicate

Word Study

A Look at the pictures. Complete each sentence with the correct word.

hopeless weightless airless restless meaningless toothless helpless thoughtless

1



The room was stuffy and _____, so I opened the window.

2



In a space shuttle, you're _____.

3



What you've written is _____. I can't understand a word of it.

4



This little baby is _____ without its parents.

5



The poor old lion was _____.

6



Trying to climb that tree is _____. It's much too tall.

7



Today I felt very _____, so I went for a walk.

8



It was _____ of him to forget her birthday.

B Circle the correct answer.

- 1 Our basketball team is **hopeless** / **toothless**. We never win a game.
- 2 It was very **weightless** / **thoughtless** of you not to call me on my birthday.
- 3 The men had to get out of the cave because it was **airless** / **restless**.
- 4 I didn't like the play at all. The plot was **helpless** / **meaningless**.
- 5 Is air **helpless** / **weightless**? I'm never sure.
- 6 My brother is very **restless** / **hopeless**. He's always tapping his fingers.

C Choose three words from **A** and write your own sentences.

1 _____

2 _____

3 _____

Writing Study

A Read the sentences and underline the reporting verbs.

- 1 "Where on earth are you going now?" asked Bill.
"Up the mountain!" explained Peter.
- 2 "We should rest for a while," suggested Nadine.
"Yes, let's do that," agreed her friend.
- 3 "Don't forget to pack the first-aid kit," Al reminded Sanji.
"I already packed it," said Sanji.
- 4 "I'm not sure if I can make the climb," confided Patrick.
"Don't worry, I'll help you," offered Jilly.

B Complete each sentence with a suitable reporting verb.

- 1 "Yes!" Vanya _____ . "Let's go right now!"
- 2 "Let's eat lunch," _____ Jesse.
- 3 "You're completely wrong! It's three million," he _____ .
- 4 "I'm not sure what to do," _____ my friend in a soft voice.
- 5 "I can help you sail the boat," _____ Titus.

C Read the story. Replace the highlighted verbs with more interesting ones. Then, write a story of your own. Remember to use tenses correctly and use interesting reporting verbs.

Harry looked down at the dark underwater cave.

"I want to dive down there," he said.

"But you can't. It's too deep," **said** Justin. _____

"No, it isn't," said Harry. Lowering his voice, he **said**, "It might be a little dangerous, but I'm a good swimmer." _____

"Maybe we should both go in," **said** Justin. _____ "Shall I dive with you?" he **asked**. _____

"OK," **said** Harry. "Let's do it." _____



Words

A Read the clues. Complete the crossword puzzle.

Across

- 2 elaborate, not simple
- 4 another word for *simply*
- 7 tell a story again
- 9 someone who writes books of fiction
- 10 the act of telling stories
- 12 understand, get along with

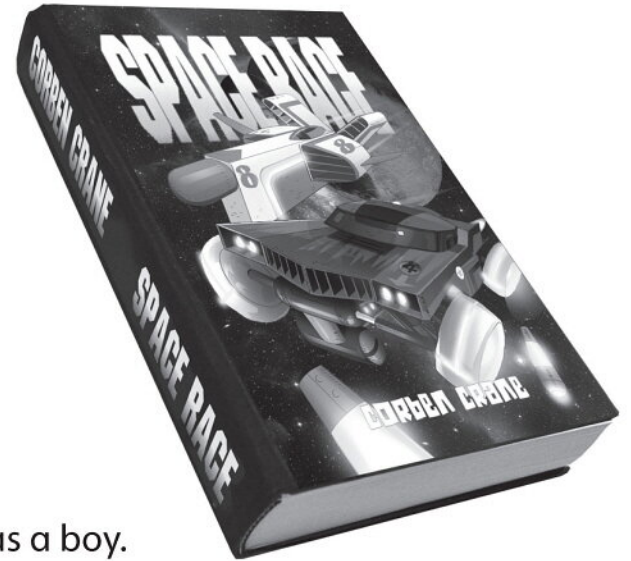
- storytelling
- impulse
- breakthrough
- dedicated
- publish
- futuristic
- imagination
- novelist
- recount
- relate
- reminisce
- intricate
- purely

Down

- 1 something that seems from a later time
- 2 the creative part of your brain
- 3 very hard-working and devoted to something
- 5 an achievement after a struggle
- 6 make creative work available by printing it or putting it on the Internet
- 8 think and talk about the past
- 11 a feeling you act on without thinking first

B Circle the correct answer.

- 1 You need a publisher if you want to **recount** / **publish** a book.
- 2 Scientists have made **a breakthrough** / **an impulse** in finding a cure for the disease.
- 3 The book, set in 2051, is very **dedicated** / **futuristic**.
- 4 It takes a lot of **imagination** / **impulse** to write a good story.
- 5 Most teachers are very **intricate** / **dedicated** people.
- 6 My grandfather loves to **publish** / **reminisce** about his life as a boy.
- 7 When June **reminisced** / **recounted** the story, some of the details had changed.
- 8 On **an impulse** / **a breakthrough**, I hugged my friend.



C Circle True (T) or False (F).

- | | | |
|--|----------|----------|
| 1 A novelist is a type of writer. | T | F |
| 2 An impulse is a feeling you need to think long and hard about. | T | F |
| 3 A story can be intricate. | T | F |
| 4 A storyteller might tell a story out loud. | T | F |
| 5 When you reminisce, you think about the future. | T | F |
| 6 Only some people have an imagination. | T | F |
| 7 A movie can't be futuristic. | T | F |
| 8 A firefighter is an example of someone who is dedicated. | T | F |

D Complete the sentences in your own words.

- 1 Sometimes, I have an impulse to _____.
- 2 _____ is my favorite novelist.
- 3 My _____ is someone who occasionally reminisces.
- 4 I use my imagination to _____.
- 5 _____ and _____ are examples of things that are intricate.
- 6 _____ is someone who I would describe as dedicated.
- 7 My favorite kind of storytelling is _____.
- 8 I made a breakthrough when I _____.

A Read. What was Agatha Christie's job?

B Read again. Think about how the author is trying to persuade you. Decide whether or not you agree.

Agatha Christie: Queen of Mystery!

Here is the story of a woman with a remarkable **imagination**: Agatha Christie. She never went to school, but her name is famous all over the world. Her **storytelling** abilities are unmatched by any other writer. During her life, she wrote 66 detective novels and created two of the best-loved characters in fiction: the Belgian detective Hercule Poirot, known for his funny moustache and brilliant brain, and Miss Marple, an elderly lady who solves the most **intricate** crimes.

Agatha Christie was born in 1890 and educated at home. She wrote her first book only because her sister Madge challenged her to. At first it was a struggle for Christie to get **published**, but in 1920, after five years of trying, she had a **breakthrough**. She persuaded a publishing company to publish *The Mysterious Affair at Styles*, and that was the beginning of her career.

If you look at *Guinness World Records*, you'll learn that Agatha Christie is the best-selling **novelist** of all time. Approximately 4 billion (yes, billion!) copies of her books have been sold. She's been translated into over 100 different languages, and her most famous book, *And Then There Was One*, is the world's best-selling mystery. But her accomplishments don't end there. Christie also wrote a play. It's called *The Mousetrap*, and it's broken all records. It's been on stage continuously for over 60 years! It opened at a theater in London in 1952, and people are still

Think

What is the writer trying to persuade you about? How do you know?

buying tickets to see it.

Christie considered herself an entertainer. By the time she had written several of the Hercule Poirot novels, she didn't like the character anymore. But Christie's readers loved him, so as a **dedicated** person, Christie continued to write Poirot novels. When Poirot finally "died" in Christie's book *Curtain: Poirot's Last Case*, the *New York Times* printed a death notice on August 6, 1975 on its front page. This was the first time a fictional character had ever made front-page news! This fact alone proves how immensely popular Agatha Christie was and how important her storytelling had become.

Christie also set another world record, this time for the book with the fattest spine. It's a collection of all the Miss Marple stories: 12 novels and 20 short stories totaling 4,032 pages! Christie was also the first writer to have 100,000 copies of ten of her novels all published on the same day.

Agatha Christie died on January 12, 1976, and that evening all the theaters in London dimmed their lights for one hour to show their respect. In 2000, she was named Mystery Writer of the Century at the World Mystery Convention. There is no doubt that she remains the best-loved mystery writer in history, and people will remember her for a long time to come.



Think

What facts and details does the writer use to persuade you?

Understand

Comprehension

- A** What was the author trying to persuade you to believe in “Agatha Christie: Queen of Mystery!”? What examples can you identify that support the author’s opinion? Fill in the chart.

Writer’s Opinion	Examples
_____	_____
_____	_____
_____	_____

- B** Circle the correct answer.

- Agatha Christie was _____.
a a detective c an actress
b a character d a mystery writer
- Christie’s first book was published in _____.
a 1952 c 1920
b 1890 d 1975
- _____ of Agatha Christie’s books have been sold.
a Hundreds c Thousands
b Millions d Billions
- The Mousetrap* is _____.
a a play c a short story
b a book d a movie
- London theaters dimmed their lights _____.
a to be mysterious c to save electricity
b to start a play d to honor Christie
- Christie’s writing was important to people because _____.
a it taught them c it entertained them
b it occupied them d it set records

- C** Agatha Christie’s books have been translated into over 100 different languages. Why do you think her stories are important to people all around the world?

- D** **Words in Context** Complete each sentence with the correct word.

attitudes available plot biography incidents autobiography

- There had been two previous _____, so a lot of police officers were there.
- Are you _____ on Saturday? I’m having a party.
- I heard that Mr. Jones is going to write an _____. He’s had an interesting life.
- The students are researching _____ toward conservation.
- I really enjoyed the book because it had an interesting _____.
- At the moment, I’m reading a _____ of the Roman emperor, Julius Caesar.

Grammar in Use



A Study the grammar.

Learn Review of Future Forms

Future with <i>will</i>	I'll choose a detective novel.
Future Continuous with <i>going to</i>	I'm going to buy a new book.
Present Continuous	I'm meeting a friend at the bookshop tomorrow afternoon.

B Check (✓) the verb form used in each sentence.


- No one in my class is going to study art next year.
 will present continuous going to
- That bag looks very heavy, so I'll carry it for you.
 will present continuous going to
- I'm seeing my doctor at eleven o'clock on Friday.
 will present continuous going to
- How old will you be next year?
 will present continuous going to

C Make predictions about the future. Use *going to* and the words in the box.


go on a picnic fall go on vacation be a hot day

1  I see my sister packing a suitcase.


She's _____.

2  It's early morning, and it's already warm outside!

It's _____.

3  My friend is making sandwiches and putting them in a basket.

He's _____.

4  Be careful! The branch of the tree is breaking.

You're _____.

D Read each problem. Write a sentence with *will* to offer help.

1 I don't know how to invent a character for my book!

I'll help you think of a character.

2 I don't have a good idea for a plot.

3 I can't get my book published.

4 My computer is broken.

5 I don't know how to set a scene for my novel.

6 I've lost my notes for my story.

E Look at the vacation schedule. Write sentences about the arrangements. Use the present continuous.

Mexican Vacation	
Sunday	leave for the airport
Monday	fly to Cancún
Tuesday	visit Mérida
Wednesday	snorkel in Cozumel
Thursday	explore the ancient city of Tulum
Friday	learn to cook Mexican food

1 They're leaving for the airport on Sunday.

2 _____

3 _____

4 _____

5 _____

6 _____

F Answer these questions in your own words.

1 What are you doing later today?

2 Are you going on vacation this year?

3 Where will you go next weekend?

4 What will you study at college next year?

Communicate

Word Study

A Write the words under the correct pictures. Use each word twice.

content dove object refuse



He _____ into the pool just like a fish.



What's this _____? Is it a can opener?



I'm very _____ just sitting here watching the waves.



We examined the _____ of the letter.



The piles of _____ were beginning to smell terrible.



They released a white _____.



I absolutely _____ to go out. It's raining too hard.



Why do you _____ when I ask you to clean your room?

B Write the words from **A** in the correct sentences.

- 1 My dog is perfectly _____ when he's playing with a ball.
- 2 I _____ to go to restaurants that only serve meat.
- 3 The girl hurt her stomach when she _____ into the water.
- 4 _____ is a problem for the planet. There is too much trash.
- 5 Can you explain to me what that _____ is for?
- 6 No! I _____ to go to bed. It's only nine o'clock.
- 7 This breakfast cereal has a very high sugar _____.
- 8 The collared _____ from India is a pretty bird with gray feathers.

Writing Study

A Circle the numerals in the sentences.

- | | |
|---|---|
| 1 My address is 57 Oakthorpe Road. | 5 Clare's birthday is February 22. |
| 2 The old man was born in 1922. | 6 My dad was born in 1987. |
| 3 Hurry! Our train leaves at 9:32 a.m. | 7 I'm sure Joe's 14, not 15. |
| 4 About 60 million people live on this relatively small island. | 8 The website was so popular that it received 1.5 million visitors in a week. |

B Rewrite the sentences using numerals.

- 1 Philip's birthday is the twelfth of August.

- 2 My mother was born in nineteen eighty-six.

- 3 Our school's address is one hundred sixty-two Main Street.

- 4 More than three million people visit the city every year.

- 5 The plane took off at eleven-fifteen. It's going to land at four-thirty.

C Read the paragraph. Then write a paragraph of your own about what you think stories will be like in the future. Include future forms and numerals.

Stories have always been important, and I believe they're going to be important in the future, too. Each year, over 1 million books are published. In the coming decades, fewer people will read paperback books and more people will read e-books. Although publishing is changing, people are still writing thousands of stories every day. These range from news stories that are published in online newspapers, to blogs that are written by people all over the world, to more traditional stories that you can download and read anywhere.

Writing

A Read the story. Label the parts of the story.



The Mystery of the Buried Ship

Sid and Nadia were on a mission to solve a mystery. A team of archaeologists had uncovered what appeared to be ancient sails from a ship buried deep in the desert. No one knew how they'd gotten there.

"Let's study the 1866 desert records," said Nadia, climbing up a ladder in the library. "That'll give us clues and help us solve this case."

Sid and Nadia hurriedly read long lists of all the objects that had been found in the desert over the past 150 years.

I wonder what this means? thought Nadia. "Listen to this, Sid: 1873, one golden ring; 1877, a statue; 1894, perfume and spices."

"Don't you recall reading about King Ozymandias? We saw an account of his travels across this desert. He had a gold ring and spices," said Sid.

"Yes, but he wasn't traveling by boat, was he?" asked Nadia. "I mean, come on! It's a desert, Sid!"

"I know that," replied Sid with a serious look on his face. "Read on."

"Let's see ... 1907, long length of rope; 1909, tall pole, made of teak wood ... "

"Stop! What did you say? A pole?" cried Sid.

"Yes, a pole and some old rope, so what?" asked Nadia.

"But don't you see? Those two things could be used on a ship. The rope is obvious. All ships have ropes," observed Sid.

"And the pole?" asked Nadia.

"It's a mast!" said Sid triumphantly.

"Oh!" gasped Nadia. "You're saying it's part of a ship that belonged to Ozymandias! And that would fit perfectly with the discovery of the sails!"

"Right! And as for what the ship is doing in the middle of the desert ... Ozymandias commanded his people to carry it across the desert and launch it from Aquapolis! That's the direction that all these things were going in!"

"Good job, Sid," said Nadia, beaming. "You've solved the case!"

B Answer the questions.

1 How does the author describe the setting?

2 How does the author introduce a problem to create conflict in the story?

Write a Story

- A** You're going to write a story. Choose what you want to write about and brainstorm ideas. Where will it be set? What characters will there be? Use the mind map to help you.

A mind map diagram consisting of three ovals. Two ovals are positioned at the top, one on the left and one on the right, connected by a horizontal line. A third oval is positioned below them, connected to both by diagonal lines. Each oval contains four horizontal lines for writing.

- B** Think about your story. Outline your ideas here.

Characters	<hr/> <hr/>
Setting the scene	<hr/> <hr/>
Conflicts	<hr/> <hr/>
Resolution and ending	<hr/> <hr/>

- C** Now write the first draft of your story in your notebook.

D Your Writing Checklist

Did you ...

- set the scene?
- include conflict?
- resolve the conflict?
- use tenses correctly?

- E** Now write the final draft of your story in your notebook.

What have you learned?

Review

A Circle the correct answer.

- The storyteller _____ an ancient fable.
a reminisced **b** recounted
- I _____ all my clothes. I'll have to iron them.
a intricate **b** crumpled
- My sister often _____ in me.
a confides **b** relates
- Fear is an _____.
a instinct **b** imagination
- The _____ is the action in a book.
a plot **b** impulse
- The writer wants to _____ his article.
a reminisce **b** publish
- The red-eyed character in the movie was _____.
a hideous **b** intricate
- The sun is setting, and the sky is _____ with red.
a sidled **b** tinged
- I'd like to write a _____ science-fiction story.
a coiled **b** futuristic
- The archeologists have finally made a _____.
a breakthrough **b** biography

B Write a sentence using each set of words.

1 poison / coiled / lethal

2 it / purely / an accident

3 storyteller / recount / futuristic

4 I / poisonous snake / warily

5 old man / speak / soothingly

6 old woman / reminisce / life



BIG QUESTION 9

Why are stories important?

C Complete each sentence with the correct word.




autobiography available meaningless refuse warily
miraculous capable restless

- 1 I couldn't get to sleep last night because I felt _____.
- 2 The zookeeper approached the escaped tiger _____.
- 3 My sister is a very _____ girl. She paints, sings, and is good at sports.
- 4 Are you _____ to help me for an hour?
- 5 The last minutes of the game were _____ since one team was so far ahead.
- 6 The man made a _____ escape from the jungle.
- 7 Do you think you'll ever write your _____?
- 8 Vegetarians _____ to eat meat.

D Circle the reporting verbs and the numerals.

- 1 "Don't forget your dentist appointment," Samir reminded his sister.
- 2 "I'm nervous," confided his sister.
- 3 "I was born on July 15th. How about you?" asked Bill.
- 4 "My birthday's on July 16th!" explained Duncan.

E Complete each paragraph with the correct form of the verbs in parentheses.

- 1  At the moment, I _____ (read) a great novel. It _____ (be) about a boy who is fascinated by dinosaurs. At the beginning of the novel, he _____ (travel) back in time and _____ (see) a brontosaurus.
- 2  About five years ago, when I _____ (be) in elementary school, I _____ (decide) to learn as much as I could about astronomy. It all _____ (start) one day purely by chance. It was dark, and I _____ (walk) along the path back to my house when suddenly I _____ (see) a comet: a shooting star!
- 3  _____ (have) you ever _____ (want) to go to China? I have! In fact, I _____ (dream) of going there for a year now. I _____ (not / travel) outside my country in my life, but I would love to, so I _____ (make) a decision to save as much money as I can.

Writing Process Steps

STEP 1: Brainstorm Ideas

- Think of what you want to write about. Write down all the ideas that come into your mind. You can use a graphic organizer, such as a Venn diagram or a mind map, to plan your ideas.
- Write as many ideas as you can. You don't have to use all of these ideas in your writing.

STEP 3: Write a Paragraph

- For each body paragraph, write your topic sentence first. The topic sentence tells the reader what a paragraph is about. Then write three or four sentences that support your topic sentence.
- Repeat this process for each body paragraph.
- Write an introduction paragraph. This should grab the reader's attention and introduce the topic that your body paragraphs are about.
- Write a conclusion paragraph. This should briefly summarize your main idea(s). It should also end with a strong, final thought.

STEP 2: Organize Your Ideas

- Put your ideas into groups. Each group will be a paragraph in the body of your writing. A paragraph is a group of sentences that are about one main idea. Remember, the main idea is usually the first sentence in a paragraph.
- Decide how many body paragraphs you will have.

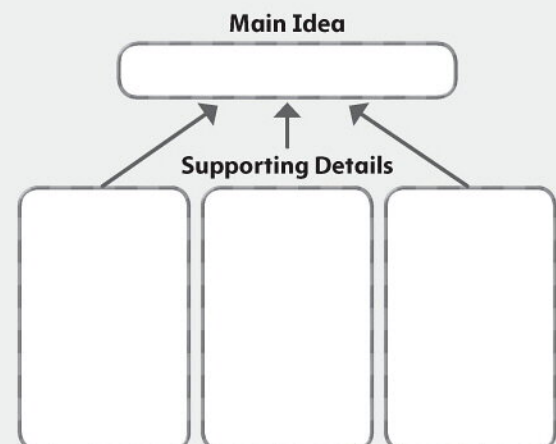
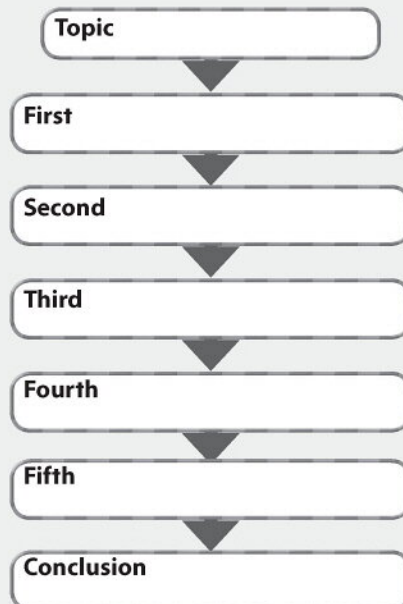
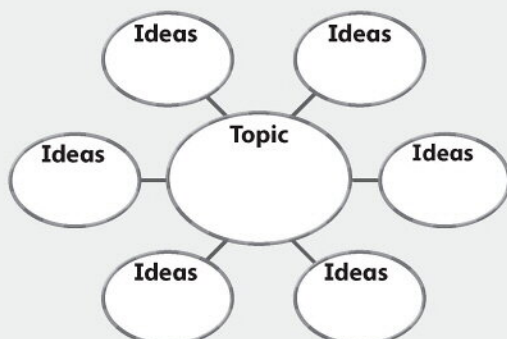
STEP 4: Revise Your Work

- After you write your introduction, body, and conclusion paragraphs, read them again.
- Ask yourself, *Are my topic sentences clear?*
- Ask yourself, *Are my supporting sentences strong and in the correct order?*
- Ask yourself, *Did I use correct grammar and spell all my words correctly?*
- Then rewrite or correct parts of your writing that need more work.

Brainstorming and Organizing

Use graphic organizers like these to organize your ideas before writing.

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?



Verb Tenses

Learn Present Tenses

Simple Present

We use the simple present tense to talk about things that happen regularly.

She **plays** basketball.
They **go** to Paris in the winter.

Present Continuous

We use the present continuous tense to talk about things that are happening right now or to talk about future plans.

I **am eating** lunch.
He **is playing** the violin.
They **are going** to Paris next year.

Present Perfect

We use the present perfect to talk about past experiences, past actions that continue to the present, or actions that happened at an unspecified time.

I **have thrown** a baseball.
She **has lived** here for a long time.
They **have never visited** a volcano.

Present Perfect Continuous

We use the present perfect continuous to talk about things that started in the past and are still happening now.

I **have been reading** this book for an hour.
He **has been painting** all day.
They **have been planning** this for a long time.

Learn Past Tenses

Simple Past

We use the simple past to talk about things that happened in the past, especially at a specific time.

I **ate** an orange for breakfast.
He **played** tennis yesterday.
They **went** to a concert last night.

Past Continuous

We use the past continuous tense to talk about what was going on during a time in the past.

I **was eating** breakfast.
She **was playing** in the park.
They **were going** to a festival.

Past Perfect

We use the past perfect to say something happened before another thing happened in the past.

I **had eaten** breakfast before I went running.
He took the test after he **had studied** for it.
They **had arrived** by the time I got there.

Past Perfect Continuous

We use the past perfect continuous to say that an action started in the past and continued until another time in the past.

I **had been waiting** for hours.
She **had been studying** since she woke up.
They **had been working** on it for a year.

Learn Future Tenses

Simple Future

We use the simple future tense when we talk about future facts, plans to do something, or predictions.

I will eat dinner at 6 p.m.
He will play soccer tomorrow.
They are going to win the game.

Future with Present Continuous

We use the present continuous to talk about future plans or arrangements.

I am meeting my friends **tomorrow**.
She is playing at the concert **tonight**.
They are leaving tomorrow **morning**.

Future Continuous

We use future continuous forms to talk about actions in progress at a future time.

I will be staying at Tom's house tonight.
He will be playing soccer in the afternoon.
They will be visiting a museum on their trip.

Conditionals

Learn Conditionals

Present Real conditional

We use the present real conditional to talk about something that happens and causes another thing to happen.

If I am hungry, I **eat** a snack.
When she is bored, she **plays** a game.
When they are tired, they **go** to the hotel.

Future Real Conditional

We use the future real conditional for future possibilities and what will happen as a result.

If I go to the store, I **will buy** some snacks.
If he visits the museum, he **will see** dinosaur skeletons.
If the weather is nice tomorrow, they **will play** outside.

Unreal Conditional

We use the future real conditional to talk about things that aren't possible now.

If I had a snack, I **would** eat it now.
If he could fly, he **would fly to** Turkey.
If they met Jane, they **would** like her.

Past Unreal Conditional

We use the past unreal conditional to talk about past situations that didn't happen.

If I had taken a map, I **wouldn't** be lost.
If she **hadn't lost** the book, she **would** have finished it.
If they had gone to the circus, they **would** have had fun.

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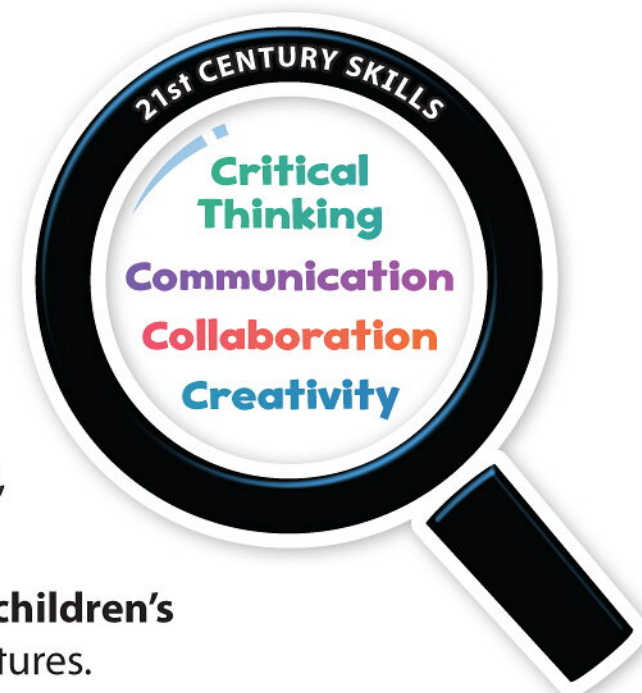
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Kenna Bourke

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