

Oxford DISCOVER

Student Book

6



Kenna Bourke

OXFORD

Oxford Discover

Student Book

6

Kenna Bourke



OXFORD
UNIVERSITY PRESS

Scope and Sequence

UNIT	READING	VOCABULARY	GRAMMAR
BIG QUESTION 1 Why do we build bridges and tunnels? Social Studies: Technology			
1 Page 6	The Earthworm and the Spider Fantasy (Fiction) Reading Strategy Author's Purpose	Reading Text Words <i>isolated, hazardous, wriggle, skeptical, insist, admire, labor, strand, discouraged, sapphire, suspicious, exquisite, depart</i> Words in Context <i>herds, fade, unseen, base, shone, gratefully</i> Word Study Prefixes <i>bi-</i> and <i>tri-</i>	Future Continuous Affirmative and negative statements, questions <i>By winter, the villagers will be finishing the tunnel.</i> <i>Next spring, I'm going to be walking through the mountain.</i>
2 Page 16	Overcoming Earth's Obstacles Explanatory Text (Nonfiction) Reading Strategy Mind Map	Reading Text Words <i>varied, beam, cable, support, suspended, obstacle, span, overcome, situation, problematic, waterway, link, explosive</i> Words in Context <i>factors, suspension, stacks, aqueducts, commonly, load bearing</i> Word Study Easily Confused Words	Continuous Tenses Affirmative and negative statements <i>The engineer is building a bridge.</i> <i>The engineer was building a bridge.</i> <i>The engineer has been building a bridge.</i> <i>The engineer will be building a bridge.</i>
BIG QUESTION 2 What is the Earth made of? Earth Science			
3 Page 26	Inside Our Planet Informational Text (Nonfiction) Reading Strategy Evaluate	Reading Text Words <i>mass, crust, sphere, comprise, chamber, chunk, geologist, collide, pressure, gradually, element, erode, chemically</i> Words in Context <i>mantle, intense, erupt, continental, sections, enormous</i> Word Study Homonyms	Modals Affirmative and negative statements, questions <i>Geologists can tell the date of some rocks.</i>
4 Page 36	The Secret of Vesuvius Historical Fiction Reading Strategy Prediction	Reading Text Words <i>wheeze, shower, gravel, flaming, pumice, charred, coughing, flutter, debris, boulder, spatter, boiling, gasp</i> Words in Context <i>scribe, observations, shifted, shore, deftly, retreat</i> Word Study Words with <i>ie</i> and <i>ee</i>	Past Perfect Simple past and past perfect statements, negative statements, questions <i>Pliny had studied philosophy before he became an admiral.</i>
BIG QUESTION 3 Why do we wear masks? Social Studies: Society			
5 Page 46	A Season of Discontent Play (Fiction) Reading Strategy Internal and External Conflict	Reading Text Words <i>eternity, transition, irritating, spectacular, categorize, frost, literally, wither, decay, tempestuous, schedule, consistently, predictable</i> Words in Context <i>control, mood, adapt, accurately, decent, doubt</i> Word Study Suffixes <i>-er</i> and <i>-or</i>	Past Perfect Continuous Past perfect and past perfect continuous statements, negative statements, questions <i>By the time it was my turn, I felt like I'd been living on a glacier!</i>
6 Page 56	Uncovering Masks Website (Nonfiction) Reading Strategy Identifying Facts and Opinions	Reading Text Words <i>covering, disguise, entertainment, essential, urgent, lifesaver, shield, safeguard, crucial, performer, elaborate, central, basic</i> Words in Context <i>enthusiasm, antiquity, ridiculous, operations, germs, individual</i> Word Study Suffix <i>-ness</i>	Defining Relative Clauses for People Affirmative and negative statements <i>Picasso was an artist who collected masks.</i> <i>Picasso was an artist that collected masks.</i>
BIG QUESTION 4 Why do we like symmetry? Science			
7 Page 68	Summing Up Symmetry Technical Article (Nonfiction) Reading Strategy Classify and Categorize	Reading Text Words <i>symmetrical, equilateral, identical, infinite, reproduce, repetition, extend, interlocking, dimensions, structure, internal, arrangement, aesthetic</i> Words in Context <i>experiment, hesitate, approximately, constituent, practical, employ</i> Word Study Latin Roots	Defining Relative Clauses for Objects and Places Affirmative statements <i>Scientists use lenses that allow telescopes to see deep into space.</i> <i>This is the building where the scientists work.</i>
8 Page 78	Snowflake Lia Narrative Fiction Reading Strategy Paraphrase	Reading Text Words <i>image, surpass, stare, laboratory, copious, examination, minute, fragment, triumphantly, panic, eyepiece, astonishment, dazzling</i> Words in Context <i>piles, bothered, forecast, flickered, gust, scrambled</i> Word Study Adjectives with <i>-ed</i> and <i>-ing</i>	Defining Relative Clauses with Whose Affirmative statements and questions <i>Lia was the girl whose snowflake pictures were the talk of the town.</i>

Finn**Sonya****Charlie****April****LISTENING****SPEAKING****WRITING****WRAP UP****New York City Transit**

People talk about how they use bridges and tunnels to get around

Listening Strategy

Listening for key words

Building a Bridge

A TV interview with a bridge engineer

Listening Strategy

Listening for sequence

Correcting Someone

That bridge is probably used for freight trains. Are you sure?

Describing Steps in a Project

The first step to making a greeting card is choosing some art supplies.

Paragraph Breaks

Soon they gathered around to study the plans Grandfather drew.

After that, the strongest men and women of Koi began to dig into the base of Eagle Mountain.

Writing Practice Write about a bridge or a tunnel you like (Workbook)

Connectors to Show Support

The arch itself is what gives the bridge its strength.

In fact, even today you can see arch bridges and aqueducts that were built by the ancient Romans.

Writing Practice Write about something you wanted to achieve and how you did it (Workbook)

• Writing


Write a persuasive letter (Workbook)

• Presentation

Share your letter with the class

• Review

Units 1 and 2 (Workbook)

Big Question 1 Review 

Exploring Lake Vostok

A phone call between a journalist and a scientist

Listening Strategy

Listening for numbers

Volcanoes

A student gives a report about different types of volcanoes

Listening Strategy

Listening for time periods

Conducting an Interview

What can you tell us about the new cave you discovered?

Offering Suggestions

We could make a collage for our presentation.

Parentheses

The temperature of the inner core (which comprises the metals nickel and iron) can be as high as 5,400 degrees centigrade.

Writing Practice Write about a feature of Earth that you think is interesting (WB)

Punctuation with Quotation Marks

Suddenly the lookout cried, "Shallow water and rocks ahead, Admiral!"

Writing Practice Write about how you would keep people safe in a big storm (WB)

• Writing


Write a speech (WB)

• Presentation

Share your speech with the class

• Review

Units 3 and 4 (WB)

Big Question 2 Review 

Masks in Theater

An actor describes the fun and challenge of acting with a mask

Listening Strategy

Listening for instructions

Fencing

An interview with an Olympic fencing champion

Listening Strategy

Listening for advice

Finding the Right Word

What is this thing called? It's used to play a role.

Discussing a Topic

I think surgeons should have to wear masks. Why do you think so?

Choosing a Good Title

Writing Practice Write a story and give it a title (WB)

Using Headings to Organize Your Writing

Masks for Entertainment

Masks for Health

Masks for Safety

Writing Practice Write an article with headings (WB)

• Writing


Write a personal narrative (WB)

• Presentation

Share your personal narrative with the class

• Review

Units 5 and 6 (WB)

Big Question 3 Review 

Testing Practice 1**How a Carpenter Uses Symmetry**

A conversation about the importance of symmetry in making furniture

Listening Strategy

Listening for reasons

Fractals

A lecture about fractals and symmetry of scale

Listening Strategy

Listening for gist

Asking for Clarification

Look! These pictures are identical.

I don't know the word "identical."

How do you spell it?

Describing Something You Like

My favorite example of symmetry is a race car.

Writing Numbers as Words

One side of this butterfly is identical to the other side.

Writing Practice Write about an example of symmetry that you like (WB)

Prepositional Phrases of Place

Lia set up her laboratory in the shed at the end of the yard.

Writing Practice Write about what you might see in your favorite part of town (WB)

• Writing


Write a personal response (WB)

• Presentation

Share your personal response with the class

• Review

Units 7 and 8 (WB)

Big Question 4 Review 

BIG QUESTION 5 How do we use language? Social Studies: Culture

9

Page 88

Talking About Language

Magazine Article (Nonfiction)

Reading Strategy

Main Idea and Details

Reading Text Words *gesture, beckon, refusal, disapproval, group, lack, raised, enable, invaluable, consist, distress, conceal, transmit***Words in Context** *widely, estimate, ancestor, brand new, ingenious, allies***Word Study** Latin Roots**Nondefining Relative Clauses**

Affirmative and negative statements

Another type of code, *which is called Morse code*, is used to communicate over long distances.

10

Page 98

The Whistlers

Descriptive Fiction

Reading Strategy

Setting

Reading Text Words *circular, radiant, shimmer, misty, rugged, pesky, devise, desperately, irritated, frustrated, piercingly, intently, customary***Words in Context** *only, palms, ferns, impenetrable, insignificant, respective***Word Study** Connotation**Passive Statements (Present Perfect)**

Active and passive statements, negative statements

My message *has been sent*.

BIG QUESTION 6 Why do we record history? Social Studies: History

11

Page 108

View From the Summit and Everest

Memoir and Historical Nonfiction (Nonfiction)

Reading Strategy

Corroborating

Reading Text Words *summit, loom, cling, crack, handhold, expedition, laboriously, plateau, dome, slack, ledge, slim, awesome***Words in Context** *considerable, panting, exposed, satisfaction, disaster, perched***Word Study** Easily Confused Words**Passive Questions (Present Perfect)**

Active and passive statements, negative statements, questions

Has the summit of Mount Everest ever been reached?

12

Page 118

A Housemaid's Diary

Diary Entry (Fiction)

Reading Strategy

Cause and Effect

Reading Text Words *typical, legal, butler, housekeeper, dustpan, assign, dismiss, cauldron, gristly, scone, approve, blame, frantic***Words in Context** *range, confess, copper, strict, appetite, passageway***Word Study** Loan Words**Passive (Past Perfect)**

Active and passive statements, negative statements, questions

June *had been assigned* the task of dusting the vases.

BIG QUESTION 7 What makes birds special? Life Science

13

Page 130

The Poetry of Birds

Poems (Fiction)

Reading Strategy

Visualize

Reading Text Words *argue, amuse, lazily, awkward, pitifully, clumsy, limp, resemble, mock, jeers, minor, bear, key***Words in Context** *dew, oars, comical, beak, partly, silences***Word Study** Alliteration**Passive (Future)**

Active and passive statements, negative statements, questions

The tree *will be cut*.

14

Page 140

Bird Brains

Magazine Article (Nonfiction)

Reading Strategy

Analyze

Reading Text Words *decorate, artistically, ornithologist, imply, spine, mimic, annual, encounter, phenomenal, impress, technique, inspect, behavior***Words in Context** *revealed, ability, spear, man-made, harsh, brainy***Word Study** Greek Roots**Passive Review**

Affirmative and negative statements, questions

The design *has been inspected* by a female bower bird.The design *had been inspected* by a female bower bird.The design *will be inspected* by a female bower bird.

BIG QUESTION 8 What are we afraid of? Life Science

15

Page 150

Fear on the Brain

Informational Text (Nonfiction)

Reading Strategy

Intensive Reading

Reading Text Words *rapid, alert, numb, interpret, store, respond, threat, frozen, reflex, trigger, tame, rehearse, distracted***Words in Context** *obvious, defensive, adrenaline, decisions, instantly, deliberate***Word Study** Suffix -ic**Past Unreal Conditional**

Affirmative and negative statements, questions

If the gazelle hadn't been afraid, it wouldn't have run away.

16

Page 160

Gripped by Fear

Suspense (Fiction)

Reading Strategy

Character Analysis

Reading Text Words *sleepover, outlandish, tiptoe, creepy, snuggle, uncontrollably, upright, nocturnal, peculiar, apprehensively, metamorphose, twinkle, dynamic***Words in Context** *briefly, chattering, gripped, removing, staff, weaving***Word Study** Connotation**If Only and I Wish**

Affirmative and negative statements

"If only I'd known that, I wouldn't have been afraid!" said Aroon.*"I wish we could play video games, instead,"* he said.

BIG QUESTION 9 Why are stories important? Social Studies: Culture

17

Page 170

The White Giraffe

Adventure (Fiction)

Reading Strategy

Theme

Reading Text Words *instinct, coiled, poisonous, unmistakable, lethal, hideous, crumpled, illicitly, tinged, soothingly, warily, sidle, miraculous***Words in Context** *evilly, tingle, capable, quivered, confided, lingering***Word Study** Suffix -less**Review of Present and Past Tenses**

Affirmative statements

We *hike* in the mountains every year.We *hiked* in the Alps last year.We *go hiking* once a week.

18

Page 180

Why Stories Matter

Opinion Article (Nonfiction)

Reading Strategy

Persuasion

Reading Text Words *storytelling, impulse, breakthrough, dedicated, publish, futuristic, imagination, novelist, recount, relate, reminisce, intricate, purely***Words in Context** *incidents, biography, autobiography, attitudes, available, plot***Word Study** Heteronyms**Review of Future Forms**

Affirmative statements, questions

I'm *going* to be a storyteller someday.

I think we'll always be storytellers.

A storyteller *is coming* to our class tomorrow afternoon.

LISTENING	SPEAKING	WRITING	WRAP UP
<p>Watching a Movie Two people express different emotions while watching a movie</p> <p>Listening Strategy Listening for gist</p>	<p>Expressing Emotions <i>Let's go to the museum this weekend!</i></p>	<p>Using Connectors to Show Contrast <i>When a language is no longer used, we say that it's "dead." However, even after people have stopped speaking a language, they sometimes continue to create new words from its roots.</i></p> <p>Writing Practice Write about something you're good at (WB)</p>	<ul style="list-style-type: none"> • Writing Write a poem (WB) • Presentation Perform your poem for the class • Review Units 9 and 10 (WB) Big Question 5 Review 
<p>Unusual Languages Descriptions of the Silbo Gomero and Hadza languages</p> <p>Listening Strategy Listening for similarities and differences</p>	<p>Expressing Preferences <i>Would you rather play soccer or go to the mall? I think I'd prefer to play soccer.</i></p>	<p>Onomatopoeia <i>The whistle streamed out of my lungs and shot across the valley.</i></p> <p>Writing Practice Write a paragraph or poem on a topic you like (WB)</p>	
<p>Recording Memories A son interviews his mom about her memories of growing up in New York</p> <p>Listening Strategy Listening for the main idea</p>	<p>Follow-Up Questions <i>I used to go to a school on Kensington Street. Oh, really? Where's Kensington Street?</i></p>	<p>Reflexive Pronouns <i>Tenzing dragged himself out beside me.</i></p> <p>Writing Practice Write about keeping a diary (WB)</p>	<ul style="list-style-type: none"> • Writing Write about a memory (WB) • Presentation Make a memory wall and retell a classmate's memory • Review Units 11 and 12 (WB) Big Question 6 Review 
<p>Story Booth A man records his memories of growing up in Italy</p> <p>Listening Strategy Listening for facts and opinions</p>	<p>Telling a Story About Yourself <i>My happiest memory is the time my friend and I went camping last summer.</i></p>	<p>Titles in Names <i>Mrs. Maggs said I could take some time off.</i></p> <p>Writing Practice Write about how life today is different from the past (WB)</p>	
<p>A Poem A poet reads a poem about birds and happiness</p> <p>Listening Strategy Listening for reasons</p> <p>Bird Song An ornithologist shows how some birds can imitate natural and artificial sounds</p> <p>Listening Strategy Listening for examples</p>	<p>Expressing Probability <i>What will you be doing in five years? I'll be in college. I can't wait!</i></p>	<p>Metaphor <i>The albatross is the king of the sky.</i></p> <p>Writing Practice Write a paragraph about birds (WB)</p>	<ul style="list-style-type: none"> • Writing Write an action plan (WB) • Presentation Share your action plan with the class • Review Units 13 and 14 (WB) Big Question 7 Review 
	<p>Talking About What You've Learned <i>I learned that birds can make tools.</i></p>	<p>Simile <i>Like an artist, the bower bird decorates its nest with bright objects in matching colors.</i></p> <p>Writing Practice Write about why you think birds are special (WB)</p>	
<p>Fears Three people describe things that frighten them</p> <p>Listening Strategy Listening for clues</p> <p>Bungee Jumping An interview with an extreme sportsman</p> <p>Listening Strategy Listening for reactions</p>	<p>Suggesting Solutions <i>I'm scared of flying. You should try taking a short flight.</i></p>	<p>Connectors to Show Condition <i>People who work in dangerous jobs learn to manage their fear so that they can act quickly and without thinking, even if they're really scared.</i></p> <p>Writing Practice Write a paragraph to give someone advice (WB)</p>	<ul style="list-style-type: none"> • Writing Write an instructional guide (WB) • Presentation Share your instructional guide with the class • Review Units 15 and 16 (WB) Big Question 8 Review 
	<p>Talking About Things That Are Scary <i>Have you ever ridden on a roller coaster? Yes! It was really scary but also very exciting!</i></p>	<p>Avoiding Generalizations <i>All Aroon could see was an ink-black sky and some tall, creepy objects swaying in the breeze.</i></p> <p>Writing Practice Write about something that people are afraid of (WB)</p>	
<p>The Boy Who Cried Lynx A folktale that teaches a lesson</p> <p>Listening Strategy Listening for the main idea</p>	<p>Clarifying What You've Said <i>That movie wasn't very good. Oh, you didn't like it? What I mean is, it was kind of boring.</i></p>	<p>Reporting Verbs <i>"I'm alone, too," Martine confided to the giraffe.</i></p> <p>Writing Practice Write a story of your own (WB)</p>	<ul style="list-style-type: none"> • Writing Write a story (WB) • Presentation Share your story with the class • Review Units 17 and 18 (WB) Big Question 9 Review 
<p>Telling Stories A professional storyteller speaks about her craft</p> <p>Listening Strategy Listening for gist</p>	<p>Talking About Opinions <i>Do you think people use smartphones too much? Not really. I think they're great. I use mine for everything.</i></p>	<p>Using Numerals <i>Dates: November 19, 1967 Times: 9:10 p.m. Addresses: 72 Barrow Street Large numbers: 3 million</i></p> <p>Writing Practice Write about what you think stories will be like in the future (WB)</p>	

Testing Practice 2

Testing Practice 3

In units
1 and **2**
you will:

WATCH
a video about
bridges and tunnels.

LEARN
about how people
overcome obstacles.

READ
about bridges, tunnels,
and a hidden valley.




WRITE
a persuasive
letter.

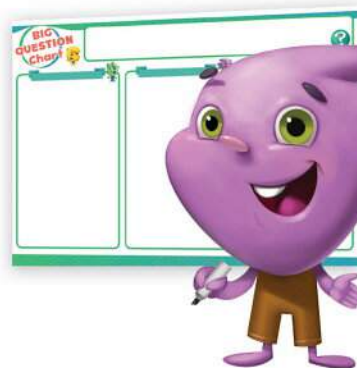
PRESENT
your letter to
the class.



BIG QUESTION 1

Why do we build bridges and tunnels?

- A** Watch the video. Then talk about it with your partner. 
- B** Look at the picture and discuss it with your class.
- 1 Why did people build this bridge?
 - 2 Where is the train going?
- C** Think and answer the questions.
- 1 What bridges and tunnels are near you?
 - 2 How do people use bridges and tunnels where you live?
 - 3 What are some differences between a bridge and a tunnel?
 - 4 Where do people build bridges and tunnels?
- D** Discuss this topic with your class. Fill out the **Big Question Chart**.



What do you know about bridges and tunnels? What do you want to know?

Words

A Listen and say the words. Then listen and read the sentences.  1-02

isolated

hazardous

wriggle

skeptical

insist

admire

labor

strand

discouraged

sapphire

suspicious

exquisite

depart

- 1 His house is very **isolated**. He lives 30 kilometers from the nearest town.
- 2 Activities like bungee jumping can be **hazardous**. Sometimes people get hurt.
- 3 The worm **wriggled** back into the ground.
- 4 The scientists were **skeptical** about the new invention. They doubted it would work.
- 5 I wanted to go outside, but my mom **insisted** I do my homework first.
- 6 Many people **admire** that soccer player for his talent.
- 7 We **labored** for days to put up a fence in the backyard.
- 8 You can knit **strands** of yarn together to make a sweater.
- 9 It's easy to feel **discouraged** if you fail a test, but don't give up!
- 10 The crown was made of **sapphires** and other precious jewels.
- 11 When I saw the two people wearing masks go inside the bank, I felt **suspicious**.
- 12 The food here is **exquisite**. It's always perfectly cooked.
- 13 Our plane will **depart** at 9:00 and arrive at 11:30.



B Circle the correct answer.

- 1 The bus ____ on time.
wriggled departed labored
- 2 You might describe a sapphire as ____.
exquisite isolated skeptical
- 3 I ____ that you join us for dinner.
admire depart insist

C Match the words to their opposites.

1 labor 2 hazardous 3 strand 4 admire 5 suspicious 6 discouraged



a whole b dislike c trusting d safe e relax f encouraged

Before You Read

Think What kinds of vehicles use bridges and tunnels?

D Learn Author's Purpose

Authors write for many reasons, but the main ones are to **inform** or teach us about something, to **persuade** us to believe something, or to **entertain** us. Sometimes, an author may have more than one purpose. As you read, think about what the author's purpose is and how you can see it in what he or she wrote.

Read the short story. Then answer the questions.

Sam and David followed the train tracks until they got to the Black Water River. They went there every day at noon to watch the train cross the long bridge that went over the river. The train was due in five minutes.

Sam tossed a rock into the water. "Do you think I could run across the bridge before the train comes?" he asked.

"You'd better not," replied David. "Look at that sign. It says no crossing the bridge on foot. And besides, it's too dangerous. Even if you make it, you might get in trouble."

"I'm not scared," said Sam. "Race you!" With that he was off, running across the bridge as fast as he could.

What is the author's purpose? How do you know?

E Words in Context Scan the story on pages 10–11 and circle these words. As you read, try to guess what the words mean.

herds fade unseen base shone gratefully

F Answer the questions before you read.

- 1 Is it better to be safe or take risks? Why?
- 2 What are some benefits of meeting new people?

The Earthworm and the Spider

In this *fantasy* story, you'll read about a village called Koi, which is cut off from the outside world. Fantasies are often set in imaginary places where unusual things happen. As you read, think about the author's purpose for writing this story.



Elizabeth Cody Kimmel is the author of over 30 children's books. She lives near New York City, along the Hudson River Valley.

The Earthworm and the Spider

For all his life, my grandfather has lived in the Valley of Koi. Our land begins at the foot of Eagle Mountain. It ends at the banks of the rushing river that bisects the valley, dividing it in two. The mountain and river keep our herds safe from wolves. The soil is so rich that our crops seem to grow by themselves, and even the precious fire flowers can be found by those who know where to look.

Although life in the valley was good, my grandfather feared for his people. The mountain and river kept danger out, but they also kept us in, isolated from the world. “We must find a way to reach out to other villages,” Grandfather said, “to trade, exchange stories, and make friendships. If we do not, Koi will one day fade away.”

“But it is too hazardous to journey over the mountain,” people said. “And the river is too wild to cross.” My grandfather knew that was true. He spent many hours walking through the valley, thinking. One day, he saw a pink earthworm wriggle out of the soil. Grandfather bent down to look more closely and saw a spider building a web between two blades of grass. Suddenly,

Grandfather knew what the people of Koi must do.

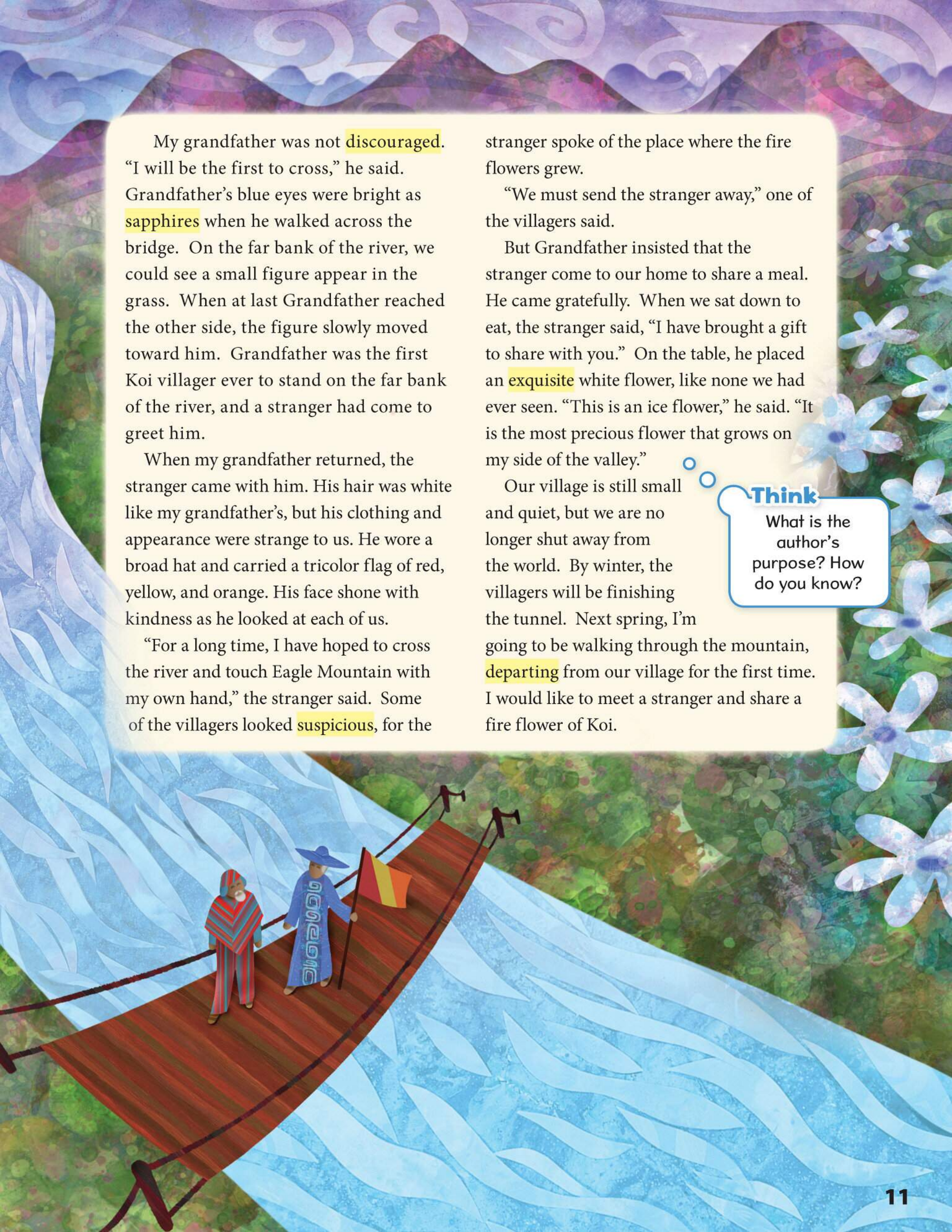
Many villagers were skeptical. “What comes easily to the earthworm and spider is not so simple for humans,” they insisted. “We cannot move under the earth or through the air. And what if strangers learned where the fire flowers grew?”

“If I were a fire flower, I would rather be picked from the earth and admired than left alone and unseen,” Grandfather said. Some of the villagers began to nod. Soon they gathered around to study the plans Grandfather drew.

After that, the strongest men and women of Koi began to dig into the base of Eagle Mountain. Each year they dug, the opening of the tunnel reached farther. Across the valley, other villagers labored at the river. It took many months just to fix one rope across the water. From that single strand, the people worked to make an arch of boards and rope. Finally, there was exciting news. The bridge was finished! Some of the villagers were frightened. “What if enemies come across the bridge?” they asked.

Think

Is the author trying to persuade you to believe something?



My grandfather was not discouraged. “I will be the first to cross,” he said. Grandfather’s blue eyes were bright as sapphires when he walked across the bridge. On the far bank of the river, we could see a small figure appear in the grass. When at last Grandfather reached the other side, the figure slowly moved toward him. Grandfather was the first Koi villager ever to stand on the far bank of the river, and a stranger had come to greet him.

When my grandfather returned, the stranger came with him. His hair was white like my grandfather’s, but his clothing and appearance were strange to us. He wore a broad hat and carried a tricolor flag of red, yellow, and orange. His face shone with kindness as he looked at each of us.

“For a long time, I have hoped to cross the river and touch Eagle Mountain with my own hand,” the stranger said. Some of the villagers looked suspicious, for the

stranger spoke of the place where the fire flowers grew.

“We must send the stranger away,” one of the villagers said.

But Grandfather insisted that the stranger come to our home to share a meal. He came gratefully. When we sat down to eat, the stranger said, “I have brought a gift to share with you.” On the table, he placed an exquisite white flower, like none we had ever seen. “This is an ice flower,” he said. “It is the most precious flower that grows on my side of the valley.”

Our village is still small and quiet, but we are no longer shut away from the world. By winter, the villagers will be finishing the tunnel. Next spring, I’m going to be walking through the mountain, departing from our village for the first time. I would like to meet a stranger and share a fire flower of Koi.

Think

What is the author’s purpose? How do you know?

Understand

Comprehension

Think Would you have trusted the stranger in “The Earthworm and the Spider”? Why or why not?



A The author of this story has two purposes. What do you think they are? Fill in the organizer below and discuss it with your partner.

Purpose 1: _____

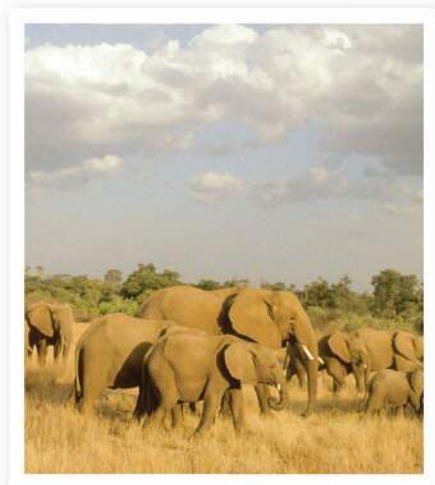
Purpose 2: _____

B Answer the questions.

- 1 Why was the grandfather afraid for his people?
- 2 What prevented the villagers from leaving Koi?
- 3 What gave the grandfather the idea to build a bridge and a tunnel?
- 4 Why were some of the villagers afraid?
- 5 What was the meaning of the stranger’s gift?
- 6 How did the narrator feel by the end of the story?

C **Words in Context** Look at the words you circled in the story. Then use them to complete the sentences.

- 1 We saw _____ of elephants crossing the savannah!
- 2 The moon _____ brightly in the night sky.
- 3 The girl responded _____ when I offered to help her.
- 4 If you keep washing those jeans, the color will _____.
- 5 The burglar crept _____ into the house.
- 6 I sat down and leaned against the _____ of a tree.



Grammar in Use

D Listen and read along. Then circle the correct answer.  1-04

April and Finn both have a test on Friday. Who do you think will pass it?

- a** April **b** Finn

E **Learn Grammar** **Future Continuous**

Use **future continuous** forms to talk about actions in progress at a future time.

By winter, the villagers **will be finishing** the tunnel.

Next spring, **I'm going to be walking** through the mountain.

Circle the future continuous to make each sentence correct.

- 1 This time next Saturday, I **visit** / **will be visiting** my grandmother.
- 2 Are you **going to be waiting** / **waiting** for me when the plane arrives?
- 3 We **took** / **will be taking** our test at four o'clock tomorrow.
- 4 Jessica **was coming** / **will be coming** to dinner next week.
- 5 Next month, the students **are going to be celebrating** / **celebrated** their graduation.

F Make a chart like this one. Then talk about it with your partner. Use future continuous forms.

Future Times	What I'll Be Doing
tomorrow	playing on the beach
next September	starting school
this afternoon	rehearsing for a play
in the spring	cleaning the house



Communicate

Listening

Think How are bridges and tunnels important in your daily life?



A Listen. Circle the correct answer. 1-05

- Does the first speaker use a bridge or a tunnel to get home?
bridge tunnel
- Does the second speaker use bridges or tunnels to get around in the summer?
bridges tunnels
- Does the third speaker take a bus through a tunnel or over a bridge?
bridge tunnel
- What do all three speakers use?
bridges tunnels

B Listen again. Circle True (T) or False (F). 1-06

- | | | |
|---|----------|----------|
| 1 In New York, bridges and tunnels help people get across rivers. | T | F |
| 2 The subway is fast because it goes over the traffic. | T | F |
| 3 All three speakers use bridges to get around. | T | F |
| 4 Two of the speakers use bridges or tunnels to get to work. | T | F |
| 5 The trains in New York use bridges and tunnels. | T | F |

Speaking 1-07

C **Learn** Correcting Someone

If you think someone has made a mistake, use polite expressions to correct him or her.

- Are you sure?
- Don't you mean ... ?
- Actually, I think ...
- Excuse me, but ...

Talk with your partner about one of these topics. Use polite expressions to correct each other.

- bridges
- tunnels



Word Study

D Learn Prefixes *bi-* and *tri-*

The prefix **bi-** means “two” and **tri-** means “three.”

The Rushing River **bisects** the valley, dividing it in two.

The man carried a **tricolor** flag of red, yellow, and orange.



Listen and write *bi* or *tri*. Then look up the words in the dictionary.

Write a sentence for each word. 1-08 page 192

- 1 _____oculars 2 _____lingual 3 _____angular 4 _____cycle
5 _____color 6 _____ceps 7 _____cycle 8 _____plets

Writing Study

E Learn Paragraph Breaks

A paragraph is a group of sentences about one idea. When you move on to a new idea, end or **break** the paragraph you're on and start a new one. Remember to indent your paragraphs. By organizing your writing in paragraphs, you tell readers when you're moving on to a new idea and allow them to think about what they've read.

Some of the villagers began to nod. Soon they gathered around to study the plans Grandfather drew.

After that, the strongest men and women of Koi began to dig into the base of Eagle Mountain. Each year they dug, the opening of the tunnel reached farther.

Write two short paragraphs about one of these topics.

- a famous bridge or tunnel in your country
- your first memory of a bridge or a tunnel
- a description of your favorite bridge or tunnel



Now practice writing in the **Workbook**. page 9

Vocabulary: Prefixes *bi-* and *tri-* • Writing: Paragraph Breaks

Unit 1 15

BIG QUESTION 1



Why do we build bridges and tunnels?



People build bridges and tunnels to reach new places.

Where have you gone by using a bridge or a tunnel?



Words

A Listen and say the words. Then listen and read the sentences.  1-09

varied

beam

cable

support

suspended

obstacle

span

overcome

situation

problematic

waterway

link

explosive

- 1 A **varied** diet includes fruit, vegetables, and a small amount of meat.
- 2 The workers constructed the building out of steel **beams**.
- 3 Strong **cables** carry the weight of the bridge.
- 4 The legs of a table **support** the top.
- 5 The fan was **suspended** from the ceiling.
- 6 When the tree fell across the road, it created an **obstacle** for cars.
- 7 The **span** of this bridge is over 300 meters.
- 8 If you try hard enough, you'll **overcome** the problem.
- 9 I was an hour late for class, which put me in a difficult **situation**.
- 10 In rural areas, it can be **problematic** to get around without a car.
- 11 The Nile River is a major **waterway**. Many boats travel on it.
- 12 I decided to **link** my computer to my friend's printer.
- 13 They used **explosives** to blow up the old building.



B Complete the sentences.

situation link suspended overcome support varied

- 1 We used a large beam to _____ the roof.
- 2 When I lost my keys, it was a problematic _____.
- 3 The land here is _____. There are fields, mountains, and rivers.
- 4 To be successful, you'll have to _____ many obstacles.
- 5 The cables were _____ from the towers along the bridge.
- 6 The new bridge will _____ our community to the rest of the city.

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

- | | | |
|---|----------|----------|
| 1 A wall in your path can be an <i>obstacle</i> . | T | F |
| 2 Many rivers near cities are busy <i>waterways</i> . | T | F |
| 3 <i>Explosives</i> are usually quiet. | T | F |
| 4 A <i>span</i> is the distance between two things. | T | F |

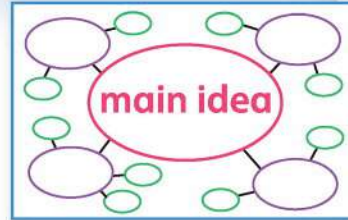
Before You Read

Think Answer the questions.

- 1 Who uses bridges and tunnels?
- 2 What kinds of obstacles do bridges and tunnels help us overcome?
- 3 Which famous bridges or tunnels can you name?

D Learn Mind Map

A **mind map** is like a picture or a map of the text. It can help you understand what you're reading and see how information is grouped.



- Write the main idea at the center of your map.
- Write related ideas around the main idea and use lines to connect them. Then write more ideas around each of those ideas.

Use a mind map to make creative connections between ideas.

Read the paragraph and make a mind map. Then answer the questions.

Bridges and tunnels allow us to use many types of transportation to get from place to place. There are advantages and disadvantages to each type. For instance, some kinds of transportation cost more than others. It costs a lot of money to operate a train, but it costs very little to walk or ride a bike. Cars cost a lot of money to run, too, because gas is so expensive. We also need to consider how many people can be transported at the same time. Buses and trains can carry more people than motorcycles or cars, so that makes them more efficient.

- 1 What did you put at the center of your mind map?
- 2 What groups of ideas did you connect to the main idea?
- 3 Did any of the connections you made surprise you? Why?

E Words in Context Scan the text on pages 18–19 and circle these words. As you read, try to guess what the words mean.

factors suspension stacks aqueducts commonly load bearing

F Look at the pictures on pages 18–19. Do you recognize any of the bridges? What are their names? Where are they, and what are they used for?

Overcoming Earth's Obstacles

In this *explanatory text*, you'll read about different types of bridges and why a tunnel is sometimes better than a bridge. Explanatory texts tell us why things happen and how they work. After you read, make a mind map of the ideas in the text.

Social Studies: Technology

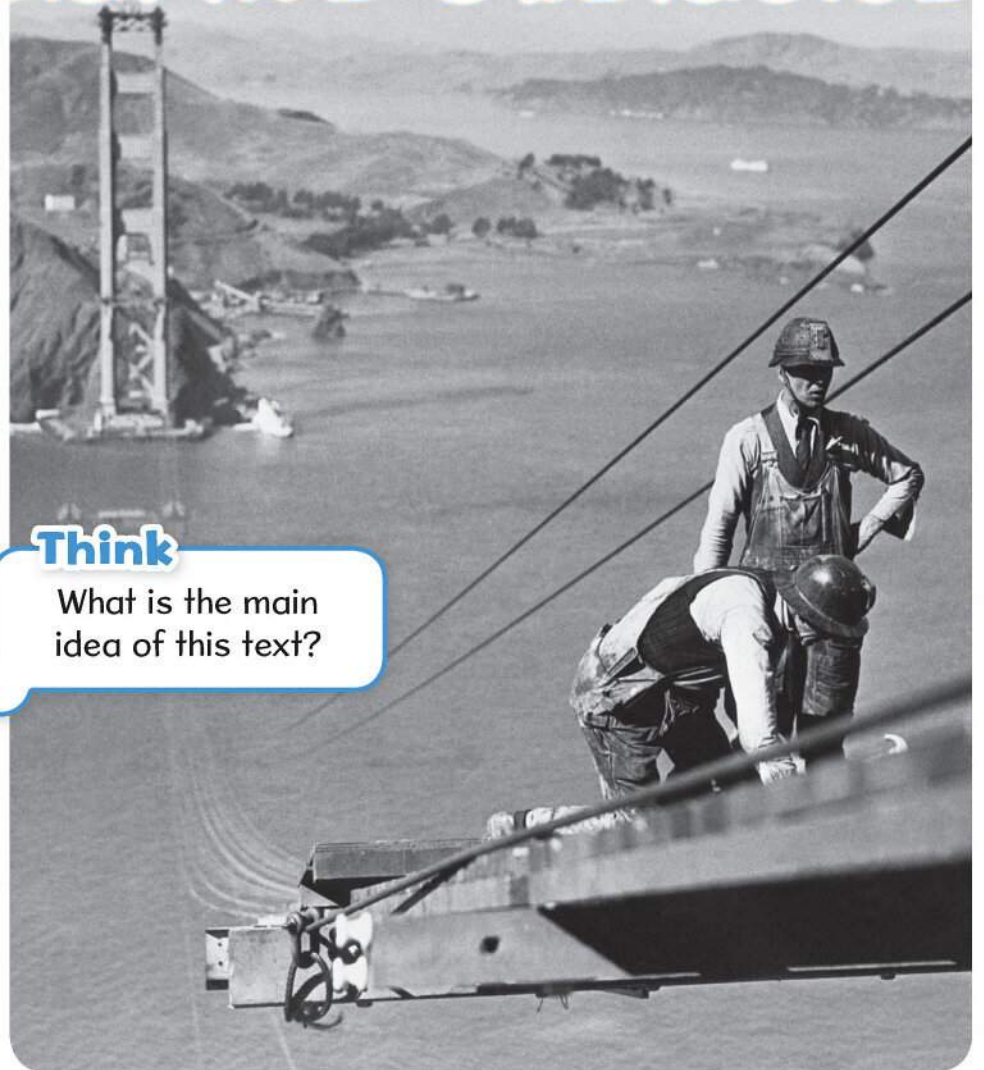


Overcoming Earth's Obstacles



We all know that the simplest way to get from point A to point B is a straight line, but Earth's varied geography often makes that problematic. There are rivers, mountains, gorges, and many other landforms that have to be overcome. For centuries, engineers have used bridges and tunnels to go over, under, or through these obstacles. Before they decide what type of bridge or tunnel to build, however, they consider such factors as the distance to be traversed, the composition of soil at the site, and what needs to be transported. Is it a person? That's fairly easy. Is it 10,000 tons of coal? That's not so easy!

Is a bridge always better than a tunnel? It depends on the situation. Bridges are usually cheaper and easier to build than tunnels, especially when they're needed to cross a waterway. On the other hand, tunnels are less vulnerable to weather and can carry more weight.



Think

What is the main idea of this text?

Types of Bridges

If engineers decide to build a bridge, the first problem they face is choosing which type to build. To decide this, they might ask themselves what the bridge needs to cross and what will travel across it. There are three main types of bridges: the beam bridge, the arch bridge, and the suspension bridge. Each type is constructed differently and is best suited to a different situation.

The simplest and most common type of bridge is the beam bridge, which is a horizontal surface with vertical supports at either end. Beam bridges are often used for short spans of distance, but there are some long beam bridges. The longest in the world, at 38 kilometers, is the Lake Pontchartrain Causeway in the United States.



You can build your own beam bridge by placing a ruler between two stacks of books. Try adding or removing supports beneath the ruler to see how it affects the strength of your bridge.



beam bridge



arch bridge



suspension bridge

Arch bridges, first built by the ancient Greeks, are often used in places where it's difficult to add extra supports. With an arch bridge, the weight of the arch is supported by structures known as abutments. The arch itself is what gives the bridge its strength. In fact, even today you can see arch bridges and aqueducts (bridges that carry water) that were built by the ancient Romans. They're a beautiful sight!

The suspension bridge is a more modern bridge design. In the past these bridges were often suspended by ropes, but today they commonly use strong steel cables. The load-bearing part of the bridge, which supports the weight of people, cars, or trains, is suspended from large vertical towers. Suspension bridges are lightweight and strong, and can be used to traverse long distances. The longest example of a suspension bridge is the Akashi-Kaikyō Bridge, or Pearl Bridge, in Japan.

Think

Where would the suspension bridge go on your mind map?

Tunnels



Bridges are great for getting across things like rivers, but sometimes you need to get under or through something, such as a mountain. Digging a tunnel can be the best way to do this. Tunnels are long, narrow passages that allow people, cars, trains, and even animals to cross safely from one side of an obstacle to the other. We build tunnels to carry water, dispose of waste, and protect cables used for power and communication. Tunnels are also used for subway trains or to create walkways under city streets.

Like bridges, tunnels must be constructed with careful planning. Engineers have to assess the kind of soil or rock they need to dig through. If the tunnel is near water, they'll have to pump the water out as they dig. In the past, engineers often used explosives to blast tunnels through rock. Today, they dig large tunnels with a digging machine, called a borer. When the Channel Tunnel was built, to link the United Kingdom and France, the French and English engineers were digging for months on either side, until they eventually met in the middle! Now this tunnel carries millions of people between the two countries.

To overcome Earth's many obstacles, engineers of the future will be constructing even larger and more advanced bridges and tunnels. These projects will not only bring us the goods and services we need, but will also help to bring us closer together.



a tunnel borer

Understand



Comprehension

Think What surprised you in “Overcoming Earth’s Obstacles”? Would you like to design bridges or tunnels? Why or why not?

A Make a mind map of the text and discuss it with your partner. Talk about the similarities and differences between your mind maps.

B Circle the correct answer.

- The easiest way to get from point A to B is ____.
 - a circle
 - under a river
 - over a mountain
 - a straight line
- Beam bridges are often used for ____.
 - long spans of distance
 - short spans of distance
 - crossing mountains
 - crossing lakes
- The supports of an arch bridge are called ____.
 - beams
 - arches
 - abutments
 - suspensions
- Bridges are usually ____ to build than tunnels.
 - quicker but more difficult
 - cheaper and easier
 - more difficult and more expensive
 - less easy but cheaper

C Work with your partner to answer the questions.

- What are three factors an engineer considers before building a bridge or a tunnel?
- An engineer wants to build a bridge for cars and trains across a wide bay. Which type of bridge should the engineer build?
- Engineers want to get traffic from one side of a river to the other, but they’re worried about weather and the weight of vehicles. Should they build a bridge or a tunnel?

D **Words in Context** Look at the words you circled in the text. Then use them to complete the sentences.

- That wall is _____. If you tear it down, the house will collapse.
- Many _____ lead to pollution, such as the use of fossil fuels.
- There are _____ of bricks at the construction site.
- A _____ bridge uses cables and towers to support its load.
- The Romans built _____ in many parts of Europe.
- Nocturnal animals are _____ seen at night.

Grammar in Use

E Listen and read along. Then circle the correct answer.  1-11

Has Charlie finished eating cookies? **Yes** **No**

F **Learn Grammar** Continuous Tenses

Remember: **Continuous tenses** show that something is, was, or will be in progress at a certain time.

Present Continuous	The engineer is building a bridge.
Past Continuous	The engineer was building a bridge.
Present Perfect Continuous	The engineer has been building a bridge.
Future Continuous	The engineer will be building a bridge. The engineer is going to be building a bridge.

Read and circle the best match.

- You run every day.
 - I'm running every day.
 - I'm going to be running every day.
- Next week, you plan to study for an exam.
 - I study for an exam.
 - I'll be studying for an exam.
- A storm started. You were asleep.
 - I was sleeping when the storm started.
 - I slept when the storm started.
- You're tired. You've been going to bed late.
 - I was tired because I went to bed late.
 - I'm tired because I've been going to bed late.

G Work with your partner. Ask and answer the questions.

- What book are you reading now?
- What were you doing at eight o'clock last night?
- What have you been studying in class lately?
- What will you be doing on your summer vacation?

What book are you reading now?

I'm reading a book about the most amazing tunnels on Earth.

Communicate



Listening

Think What's something that you know how to build?
What steps do you follow to build it?

A Listen. Number the steps in the correct order. 1-12

- | | |
|---|--|
| ___ Identify the correct place to build the bridge. | ___ Calculate the length of the bridge. |
| ___ Begin digging to place the supports. | ___ Build the bridge. |
| ___ Determine what kind of bridge is needed. | ___ Make a computer model of the bridge. |

B Listen again. Circle the correct answer. 1-13

- David King is _____.
a a computer programmer **b** a construction worker **c** an engineer
- He's building ____ bridge across Dolphin Bay.
a a beam **b** a suspension **c** an arch
- He chose this kind of bridge because of the ____ of the bay.
a depth **b** length **c** width
- The bridge will carry _____.
a traffic **b** people on foot **c** trains

Speaking 1-14

C Think of a project you've completed or choose one from the list below. What steps are involved in the project? Describe them to your partner.

- making a greeting card
- building a model
- designing a website
- writing a story



Word Study

D Learn Easily Confused Words

Some words look or sound similar but have different meanings.

Engineers consider the composition of the earth at the **site**.

The aqueducts, built by the ancient Romans, are a beautiful **sight**!



Look up the words in the dictionary. Then listen to the sentences and number the words. Work with your partner to write two sentences for each pair of words.  1-15  page 192

___ knew ___ desert ___ site ___ accept ___ loose
___ new ___ dessert ___ sight ___ except ___ lose

Writing Study

E Learn Connectors to Show Support

To show that one idea supports another, use connectors such as **for example**, **in particular**, **in fact**, **similarly**, and **likewise**.

The arch itself is what gives the bridge its strength. **In fact**, even today you can see arch bridges and aqueducts that were built by the ancient Romans.



Write these sentences using the connectors in parentheses ().

- 1 The Millau Viaduct, in France, is very tall. It's one of the tallest bridges in the world. (in fact)

- 2 Some tunnels are used by many people. The Channel Tunnel, between the UK and France, transports millions of people. (in particular)

- 3 Bridges can be expensive to build. Tunnels can also be very costly. (similarly)

- 4 Tunnels have many uses. They can be used for trains or cables, or to carry water. (for example)

- 5 People have used bridges throughout history. We've used tunnels since ancient times. (likewise)

 **Write** Now practice writing in the **Workbook**.  page 17

Writing

A Read this persuasive letter.

Recipient's address — Mr. Alfonso Ramiro
City Councilor
P.O. Box 10, City Hall
San Juan, Puerto Rico

Date — August 12, 2013

Salutation — Dear Mr. Ramiro,

Purpose statement — I'm writing to ask you to please build a new city park. This park will provide essential green space for all the residents of our beautiful city. Many residents stand with me in support of this idea.

Argument for — One of the main reasons a park is needed is that the population of our city is increasing. There aren't enough places for people to walk and children to play. I'm sure you'll agree that adding a new park will benefit everyone who lives here.

Argument against — Some people say that the land is too valuable to put a park on it. They want to build shopping malls instead, but I find this problematic. My research shows that our city already has three shopping malls but only one small park. Adding another park will give our increasing population the leisure facilities it needs.

Most citizens believe that a green park will encourage wildlife to remain in the city. There's also a lot of pollution from cars and buses in the city center. Planting trees in the park will make our air fresher and cleaner.

Action statement — I hope that you'll support my argument to build a new city park when you speak at the city council meeting next month.

Closing — Best regards,

Signature — Tom Van Dam



B Answer the questions.

- 1 How does the writer open and close the letter?
- 2 What kinds of statements does the writer include?
- 3 What kinds of arguments does the writer use to persuade the reader to agree with him?

C Learn Writing a Persuasive Letter

- Begin your letter with a salutation and end it with a closing.
- Be polite. It's a good way to get people to help you!
- In the first paragraph of your letter, clearly state your point of view or your purpose for writing.
- Include arguments that support your point of view. Use language that will persuade, or convince, the reader to agree with your arguments.
- Include at least one argument against your point of view. This shows the reader that you understand both sides of the issue.
- End your letter with an action statement that specifically states what you want the reader to do.



Now go to the **Workbook** to plan and write your own persuasive letter. page 19

D Practice reading your persuasive letter. Then present it to the class.

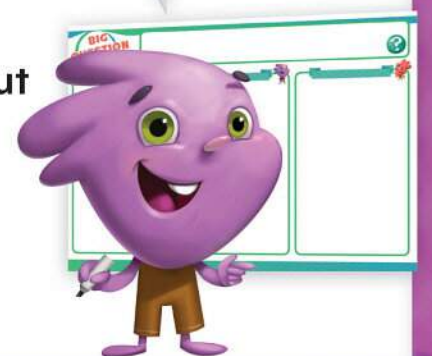
- 1 Practice reading your letter aloud. Remember to speak clearly.
- 2 Before you read your letter to the class, tell them what you chose to write about.
- 3 Begin reading your letter. Imagine that the person you're writing to is in the room.
- 4 Add gestures or pauses to make your reading more interesting.
- 5 Use a friendly tone of voice. Remember, you're trying to persuade someone to help you!
- 6 After you finish reading, invite the class to tell you how you did. Were they persuaded?



BIG QUESTION 1 Why do we build bridges and tunnels?

- A Watch the video. What kinds of bridges and tunnels do you see?
- B What are some answers to the Big Question? Talk about them with your partner.
- C Complete the **Big Question Chart**. Then discuss it with the class.

What have you learned about bridges and tunnels?



In units
3 and **4**
you will:

WATCH
a video about
the Earth.

LEARN
about the layers
of the Earth.

READ
about the Earth's interior
and a volcanic eruption.




WRITE
a speech.

PRESENT
your speech
to the class.



BIG QUESTION 2

What is the Earth made of?

- A** Watch the video. Then talk about it with your partner. 
- B** Look at the picture and discuss it with your class.
- 1 Where do you think this person is?
 - 2 What parts of the Earth can you see?
- C** Think and answer the questions.
- 1 What is the Earth like where you live?
 - 2 Why do people study the Earth?
 - 3 How do we know what's below the Earth's surface?
 - 4 What things can you name that are inside the Earth?
- D** Discuss this topic with your class.
Fill out the **Big Question Chart**.



What do you know about the Earth? What do you want to know?

Words

A Listen and say the words. Then listen and read the sentences.  1-16

mass

crust

sphere

comprise

chamber

chunk

geologist

collide

pressure

gradually

element

erode

chemically

- 1 The sculptor used both hands to shape the large **mass** of clay.
- 2 The **crust** of the bread was hard, but the inside was soft.
- 3 I looked up and saw the white **sphere** of the full moon.
- 4 Four pieces by different musicians will **comprise** today's concert.
- 5 We explored many **chambers** of the underground cave.
- 6 In the ancient city of Machu Picchu, the archaeologists found **chunks** of broken pottery.
- 7 The **geologist** studied the Earth to learn about its history.
- 8 When the two cars **collided**, it caused a lot of damage.
- 9 After you put glue on something, apply **pressure** to make it stick.
- 10 The snow **gradually** melted. After a week, it was all gone.
- 11 There are 117 **elements**, including oxygen, carbon, and gold.
- 12 The old building had been **eroded** by wind and rain.
- 13 These two rocks are **chemically** similar. They both contain iron.



B Circle the one that doesn't belong.

- | | | | | |
|---|-----------|-----------|------------|-----------|
| 1 | sphere | ball | plain | globe |
| 2 | bump | erode | collide | crash |
| 3 | whole | piece | chunk | crust |
| 4 | shelter | chamber | room | outdoors |
| 5 | geologist | biologist | chemically | scientist |
| 6 | speck | lump | pile | mass |

C Work with your partner to answer the questions.

- 1 What words do you know that end in *-ologist*?
- 2 How many elements can you name?
- 3 What are some things you do gradually?
- 4 How do artists use pressure?
- 5 What kinds of things comprise a school?
- 6 What are three things that are shaped like a sphere?

Before You Read

Think If you could explore any part of the Earth, which part would you choose? Why?

D Learn Evaluate

When you **evaluate** something you read, you form opinions about it. It's helpful to evaluate while you're reading and again after you've finished reading. To evaluate, ask yourself:

- Did I enjoy what I read?
- Did I understand it?
- Did I learn something new?
- Was it well organized?

Read the passage and answer the questions. Then compare your answers with your partner.

There are three main types of rock. Sedimentary rock is formed when small pieces of rock, plant life, and other matter are moved by water, ice, and wind. This matter builds up at the bottom of lakes and oceans, forming sedimentary rock. Igneous rock is formed when liquid rock, called magma, cools and becomes solid. There are over 700 different kinds of igneous rock. Metamorphic rock is formed by heat and pressure deep inside the Earth. Marble and slate are both examples of metamorphic rock.

1	Did I enjoy what I read?	
2	Did I understand it?	
3	Did I learn something new?	
4	Was it well organized?	

E Words in Context Scan the text on pages 30–31 and circle these words. As you read, try to guess what the words mean.

mantle intense erupt continental sections enormous

F Look at the pictures on pages 30–31. What do you think you're going to learn? What would you like to learn?

Inside Our Planet

In this *informational text*, you'll learn about the different layers of the Earth. Informational texts present facts about a subject. You can find them in books, magazines, and on the Internet. As you read, evaluate your enjoyment and understanding of the text. When you've finished reading, evaluate the text again.

Earth Science



Inside Our Planet

The Earth's Layers

Are you able to identify what's beneath your feet? Do you think it might just be dirt or rocks? Although the Earth might seem like one solid **mass**, it's actually made up of four very different layers. These layers are called the inner core, the outer core, the mantle, and the **crust**.

The inner core is at the center of the Earth. It's a solid **sphere** of hot metal, about 70 percent the size of our moon. The temperature of the inner core (which **comprises** the metals nickel and iron) can be as high as 5,400 degrees centigrade. It's the hottest part of the Earth, so you know that it can't be the layer you're standing on. It's just too hot!

Think

What have you learned so far?

The outer core, as you might expect, surrounds the inner core. Unlike the inner core, however, the outer core is liquid. It, too, is mostly made up of nickel and iron. It's almost as hot as the inner core, so you couldn't be standing there, either.

The next layer is the mantle. It surrounds the outer core and is about 2,900 kilometers thick, making it the Earth's deepest layer. The mantle is mostly composed of rock, but it also contains some magma. Magma is liquid rock that has melted under intense heat and **pressure**. It often collects in pockets, called **magma chambers**, and can eventually erupt from volcanoes. As you probably guessed, the mantle isn't the layer you're standing on.

Finally, there's the Earth's thin outer crust. There are two types of crust: the continental crust, which carries land, and the oceanic crust, which carries water. The thinnest parts of the crust are under the oceans, and the thickest parts are under the land. This, of course, is the layer you're standing on!

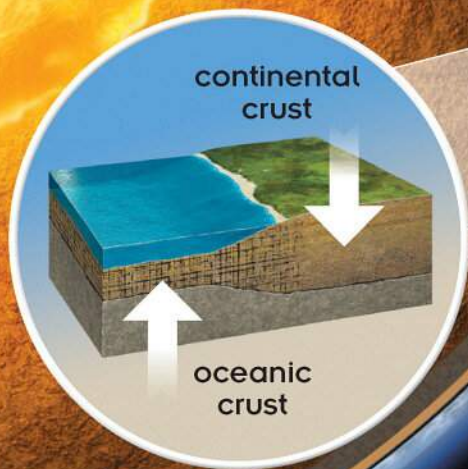


Plate Tectonics

The Earth's crust is divided into large sections, called plates. These are enormous **chunks** of rock that float over the mantle. The movement of these plates is known as plate tectonics. **Geologists** believe that the Earth's plates are constantly moving, which explains why they sometimes run into each other.

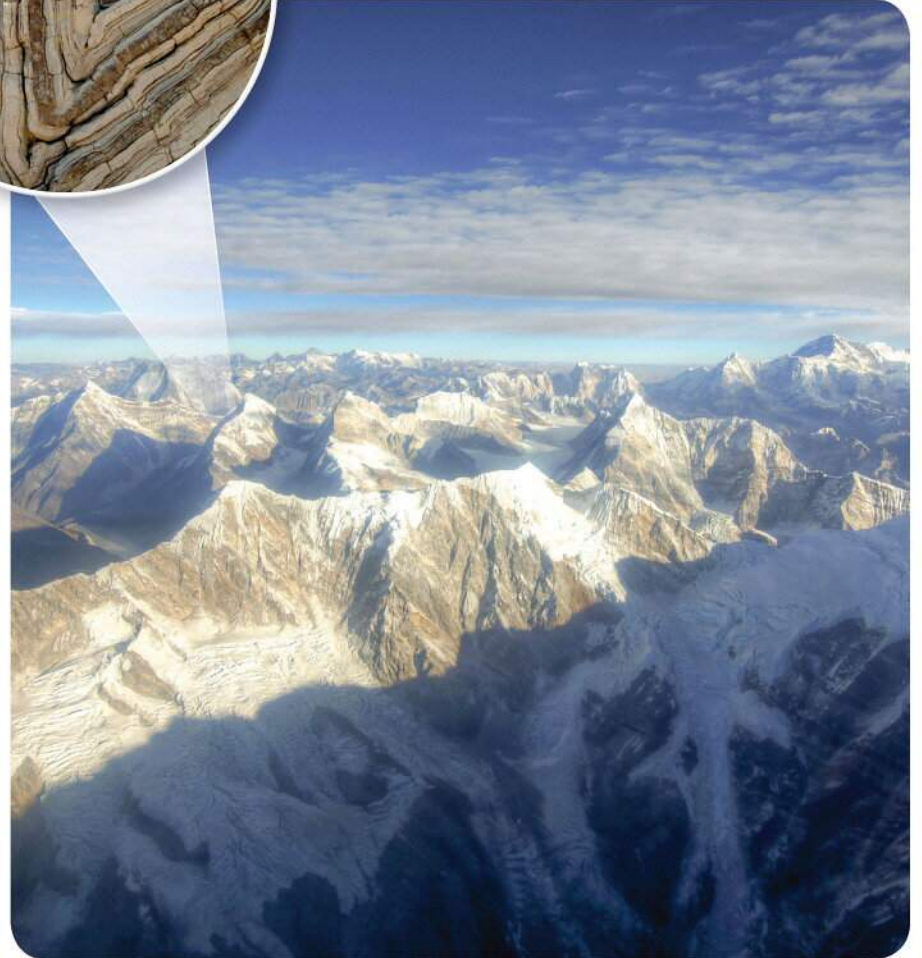
When two plates **collide**, several things can happen. If the plates slide past each other, they create a break, or fault, in the Earth's crust. If, on the other hand, one plate slides under another, in a process called subduction, volcanoes are created and magma is released. Finally, if two plates collide head-on then immense pressure is created, causing both plates to bend. This, in turn, pushes rock upward and forms a type of mountain called a fold mountain.

Think

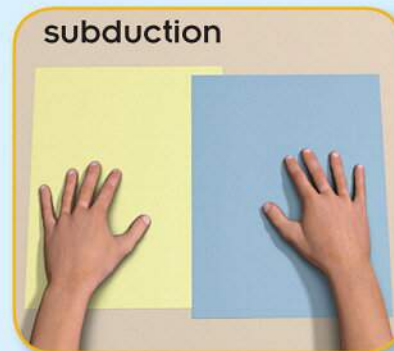
Did you understand this paragraph?
If you didn't, try reading it again.



The chain of fold mountains called the Himalayas was formed 25 million years ago when the Indian plate collided with the European plate.

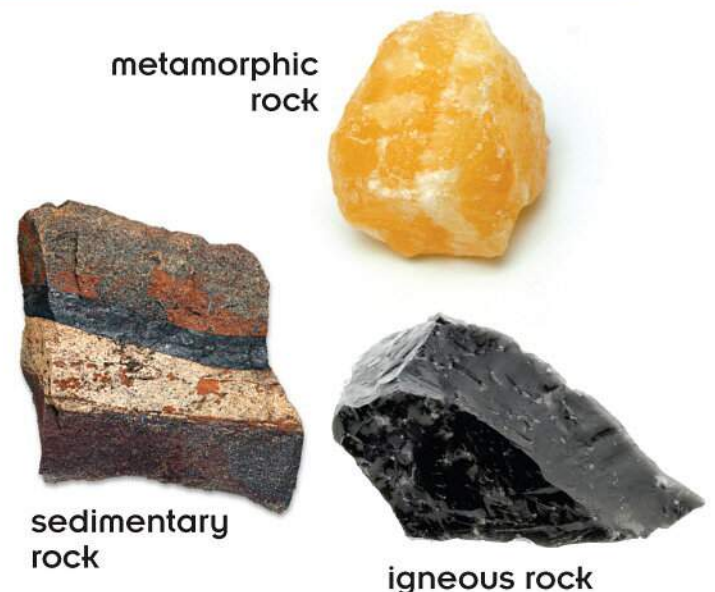


As an experiment, take two sheets of paper and place them flat on a table. Then push the two sheets toward each other. What happens? Either one sheet will slide under the other or the two sheets will push each other up, forming a shape like a mountain. That's similar to what happens when the Earth's plates collide.



The Earth's Crust and the Rock Cycle

So what is the Earth's crust actually made of? Unlike the inner and outer cores, the crust is made of a mixture of different **elements**. Some of these elements, such as iron, calcium, and sodium, form rocks. There are three main types of rock: sedimentary rock, igneous rock, and metamorphic rock. You might be surprised to learn that rocks don't stay the same forever. They're **eroded** by the weather, worn down by people and animals, and **chemically** changed by movements in the Earth. Over time, one kind of rock **gradually** turns into another, in a process called the rock cycle. So the rock you're standing on today is changing all the time!



metamorphic rock

sedimentary rock

igneous rock

Understand

Comprehension

Think What are three things you learned from "Inside Our Planet"? Which was the most interesting?



A Evaluate the text and fill in the organizer. Then discuss your opinions with your partner.

Did I enjoy what I read?

Did I understand it?

My Opinions

Did I learn something new?

Was it well organized?

B Answer the questions.

- 1 How many layers does the Earth have?
- 2 Which layer surrounds the inner core?
- 3 Where does magma collect?
- 4 Which part of the crust is the thickest?
- 5 How does plate tectonics cause mountains to form?
- 6 What causes the rock cycle?

C **Words in Context** Look at the words you circled in the text. Then match the sentence halves.

- | | | | |
|-------------------------------------|---|---|---|
| 1 Geologists believe that a volcano | • | • | a carries land, not water. |
| 2 The continental crust | • | • | b new stadium downtown. |
| 3 These sections of the theater | • | • | c layer and is mostly composed of rock. |
| 4 They're building an enormous | • | • | d could erupt at any time. |
| 5 The mantle is Earth's deepest | • | • | e caused a lot of damage. |
| 6 The intense heat from the fire | • | • | f can each hold 50 people. |

Grammar in Use

D Listen and read along. Then circle the correct answer.  1-18



Are Finn and Charlie sure they have the right answer? **Yes** **No**

E **Learn Grammar** **Modals**

Ability (saying what you are and aren't able to do)

can / can't, could / couldn't, was able to / will be able to

Permission (asking if you're allowed to do something)

can I, may I, could I

Request (asking someone to do something)

can you, could you, would you

Obligation (saying what's necessary)

must, have to / had to / will have to, need to

Possibility (saying what's possible)

may, might, could

Deduction (saying how sure you are about something)

must, can't

Complete each sentence. Then circle the correct answer.

- | | | |
|---|-------------|------------|
| 1 _____ you help me with my suitcase? It's heavy. | obligation | request |
| 2 That _____ be an elephant. It doesn't have a trunk! | ability | deduction |
| 3 _____ I sleep over at my friend's house, Dad? | possibility | permission |

F Make a chart like this one. Then talk about it with your partner.

Situation	Question
ability	How many languages can you speak?
permission	May I borrow that game?

How many languages can you speak?

I can speak three languages.

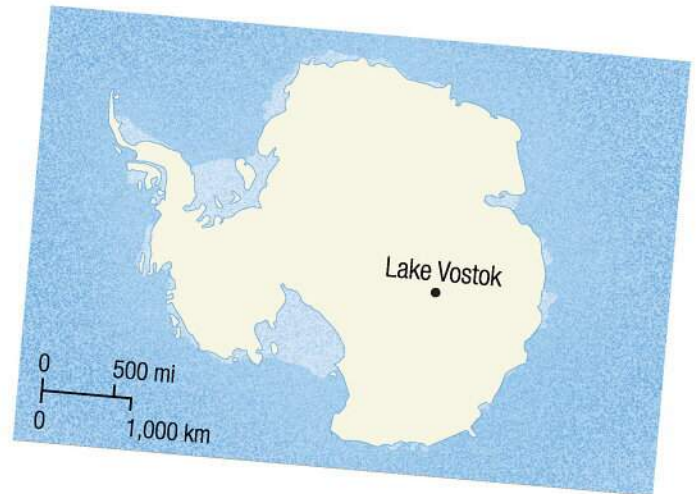
Communicate

Listening

Think Are there places on Earth that people have never explored? Should we explore them?

A Listen. Circle the correct answer.  1-19

- Where is Lake Vostok?
a the Arctic **b** Antarctica
- How long has the lake been hidden?
a 10 million years **b** 20 million years
- How many hidden lakes are there in Antarctica?
a about 400 **b** about 100
- How wide is Lake Vostok?
a 48 kilometers **b** 257 kilometers



B Listen again. Answer the questions.  1-20

- What are the scientists looking for in Lake Vostok?
- How are they removing water samples?
- What makes Lake Vostok different from other underground lakes in Antarctica?
- Why do you think the scientists would send a robot to explore the lake?

Speaking 1-21

C Conduct an interview with your partner about one of these topics. One of you is a reporter and the other is a geologist who has made an important discovery.

- a new element
- a large cave
- an active volcano
- a new energy source



What can you tell us about the new cave you discovered?

Well, it could be ...

I see. Do you think it might be ... ?

We can't be sure, but we think it must be ...

That's amazing! Would you mind telling us ... ?

Sure, I'd be ... !



Word Study

D Learn Homonyms

Homonyms are words that are spelled and pronounced the same way but have different meanings.

Magma is liquid **rock** that has melted.

My favorite kind of music is **rock** music.



Listen to the sentences. Write two meanings for each word.  1-22 

	Meaning 1	Meaning 2
1 match		
2 clear		
3 bow		
4 tie		

Writing Study



E Learn Parentheses

Use **parentheses** to add extra information to a sentence. This information shouldn't be necessary in order to understand the sentence. Don't use a capital letter or period to punctuate the information in parentheses.

The temperature of the inner core (which comprises the metals nickel and iron) can be as high as 5,400 degrees centigrade.

Add parentheses () around extra information in the sentences.

- 1 The mantle which is 2,900 kilometers thick is Earth's deepest layer.
- 2 Rocks are composed of different elements such as iron, calcium, and sodium and are constantly changing.
- 3 The movement of Earth's plates known as plate tectonics can cause mountains to form.

 Now practice writing in the **Workbook**.  page 29

Vocabulary: Homonyms • Writing: Parentheses Unit 3 35

BIG QUESTION 2



What is the Earth made of?



The Earth is made of four different layers.

Can you name them?



Words

A Listen and say the words. Then listen and read the sentences.  1-23

wheeze

shower

gravel

flaming

pumice

charred

coughing

flutter

debris

boulder

spatter

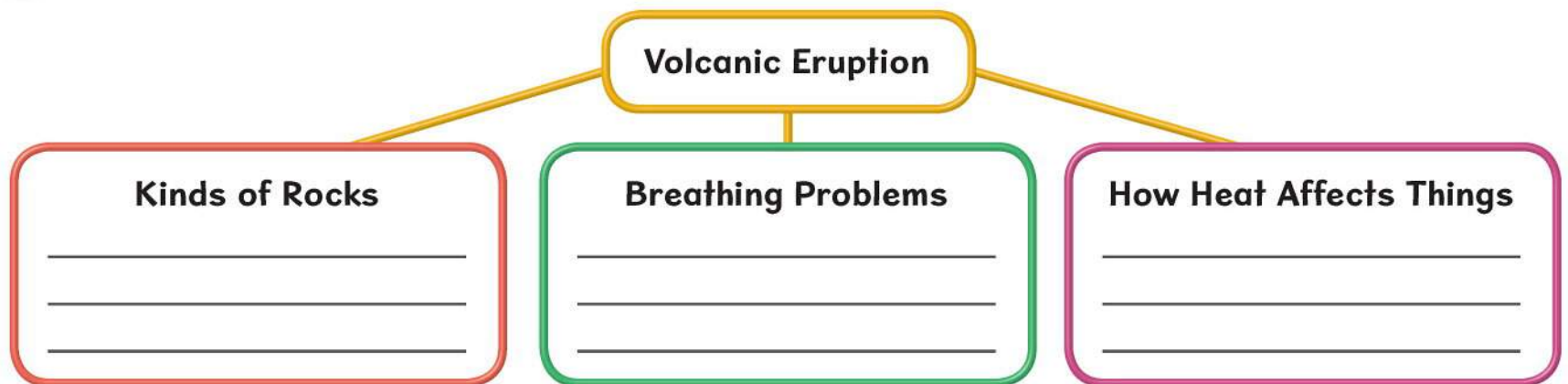
boiling

gasp

- 1 I had trouble breathing when I was sick, so I **wheezed** a lot.
- 2 The weather report says there will be snow **showers** later.
- 3 My footsteps made a crunching sound as I walked on the **gravel** path.
- 4 The Olympic athlete carried a **flaming** torch.
- 5 The volcanic **pumice** looked like a rock but was very light.
- 6 The wood from the fire was **charred** and black.
- 7 You should cover your mouth when sneezing or **coughing**.
- 8 We could see the flag **fluttering** in the breeze.
- 9 The workers left bricks, trash, and other **debris** at the site.
- 10 We moved most of the rocks, but that **boulder** was much too large.
- 11 My pen broke, and ink **spattered** all over my desk.
- 12 When the water is **boiling**, it'll start to bubble.
- 13 The swimmer **gasp**ed for air when he came to the surface.



B Look at how the words are used in **A**. Write three words in each correct category.



C Complete the sentences.

debris shower fluttered spattering

- 1 Outside, a _____ of hail was falling and _____ on the ground.
- 2 After the festival, there was a lot of _____ to clean up.
- 3 Some leaves fell off the tree and _____ in the breeze.

Before You Read

Think How can volcanoes help us understand what the Earth is made of?

D Learn Prediction

A **prediction** is something you think will happen. Before you start to read a text, look at any headings and pictures to predict what it might be about. While you're reading, use clues from the text and your own knowledge to predict what will happen next.

Were your predictions correct? If they weren't, think about how you could revise them.

Read the short story. Then answer the questions.

An Amazing Discovery

The archaeologists had been digging at the ancient village for months. On their last day, they arrived to find a terrible surprise. The ground had collapsed, destroying all of their work!

Carl, the youngest member of the team, threw down his tools. "I'm going home," he announced. A few of the others began to nod their heads. They were hot and tired, and they missed their families. Then Laura, the head of the team, stepped forward.

"Listen, everyone, I know you're upset, but we're doing important work here," she said. "Carl, I hope you'll stay." Laura picked up Carl's tools and offered them to him. Carl hesitated, but then he smiled.

- 1 What can you predict about this story based on the title?

- 2 What do you think will happen next? Why do you think so?

E Words in Context Scan the story on pages 38–39 and circle these words. As you read, try to guess what the words mean.

scribe observations shifted shore deftly retreat

F Read the first two paragraphs of the story on pages 38–39. What do you think has happened to Vulcan and Lupus?

The Secret of Vesuvius

In this *historical fiction* story, you'll read about the eruption of Mount Vesuvius. Historical fiction tells a story that is set in the past. The people and places are often real, but the author writes it as fiction. While you read, predict what you think will happen next.



Caroline Lawrence is the author of seventeen novels in The Roman Mysteries series. Her books have been published in many different languages.



The Secret of Vesuvius

This story is set near Pompeii, Italy, in AD 79, the year that a large volcano called Mount Vesuvius erupted. Pliny, an admiral in the Roman navy, is sailing his warships across the Bay of Naples to rescue his friend, Rectina, from the eruption. Pliny is fascinated by the eruption and wants his scribe, Phrixus, to write down every detail. When the story begins, two boys named Vulcan and Lupus have escaped from the volcano. Sailors aboard Pliny's ship have rescued the boys.

Pliny was a real person who had studied philosophy before he became an admiral. He also studied nature and is famous for having written the first encyclopedia.



Characters

Pliny – a Roman admiral

Rectina – Pliny's friend

Phrixus – Pliny's scribe

Helmsman – a sailor who steers the ship

Vulcan – a young blacksmith

Lupus – a mute boy

Lookout – a sailor who watches for danger

Lupus watched as Pliny's sailors lifted Vulcan out of the rowing boat into the warship and laid him in the cabin, on the admiral's couch.

"He looks dreadful!" wheezed Pliny.

The smith's burns and cuts had not been washed by salt water, as Lupus's had. His face and body were terrible to see. For a long moment the admiral stood looking down at Vulcan. Then he turned to Lupus.

"He rowed all this way from Rectina's villa? Impossible!"

Lupus shrugged.

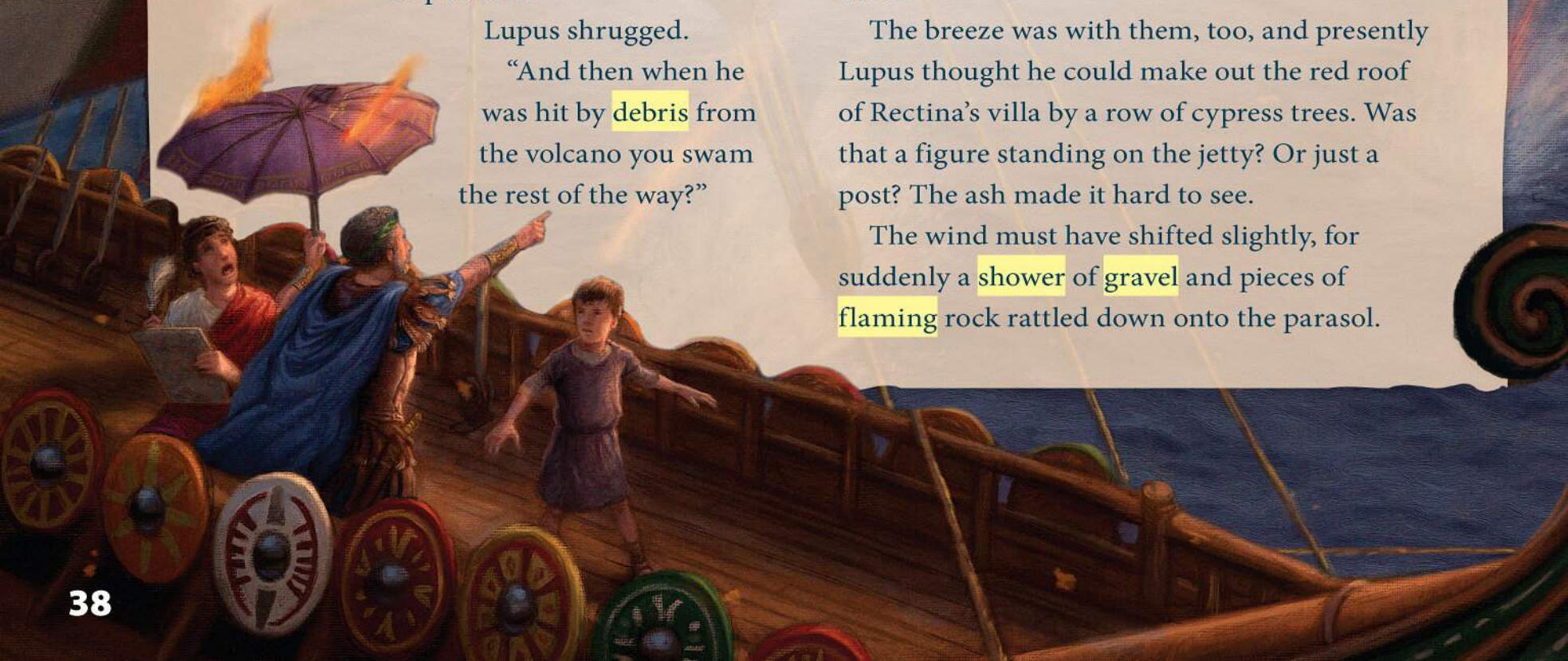
"And then when he was hit by debris from the volcano you swam the rest of the way?"

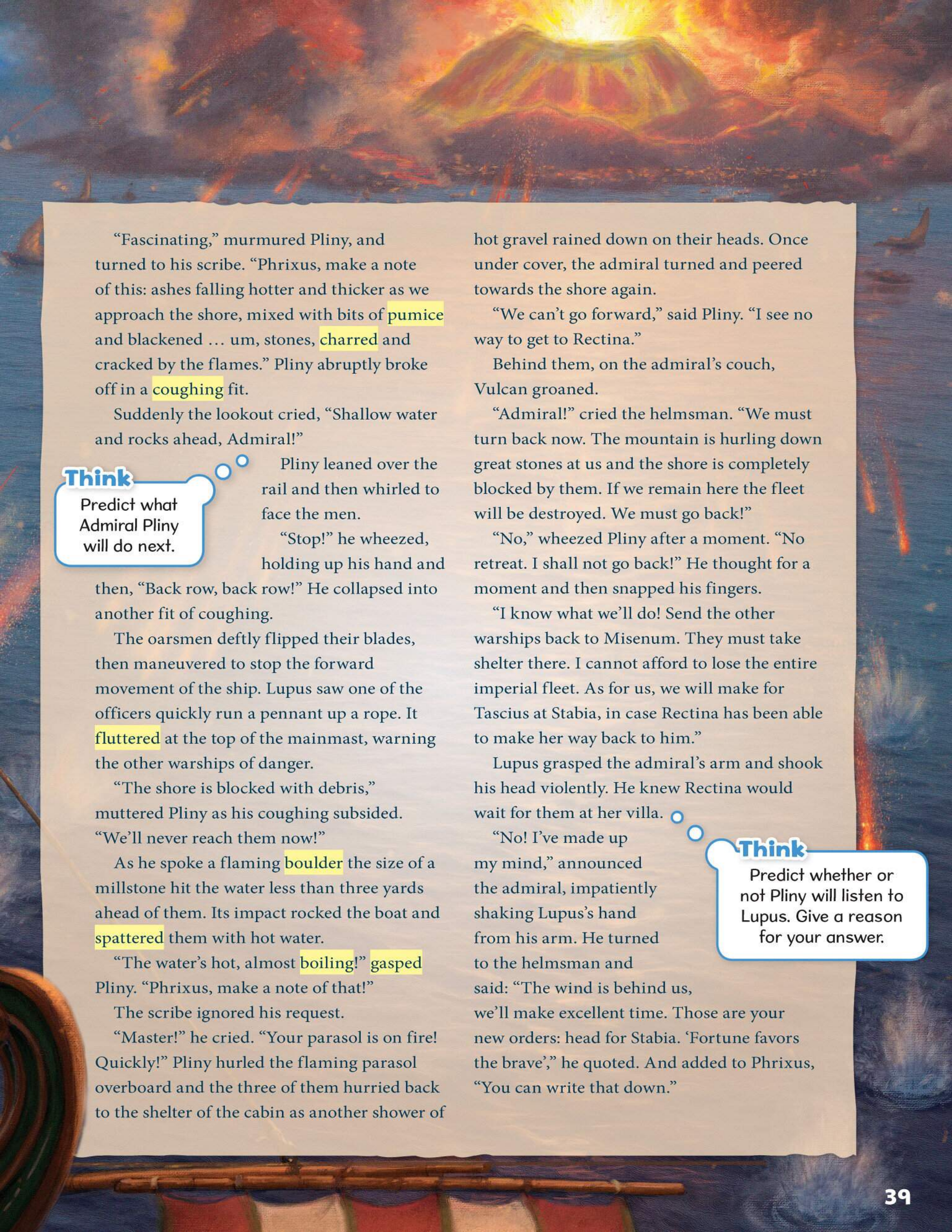
Lupus nodded and Pliny frowned. The admiral shook his head and opened his canvas parasol. "Come Lupus, if you're not too tired you can help us continue our observations."

Lupus was exhausted, but he followed the admiral and his scribe to the front of the boat. The three of them leaned over the bronze beak of the ship and gazed across the water towards the volcano. Behind them the oarsmen sang their fast chant and the oars rose and fell in time.

The breeze was with them, too, and presently Lupus thought he could make out the red roof of Rectina's villa by a row of cypress trees. Was that a figure standing on the jetty? Or just a post? The ash made it hard to see.

The wind must have shifted slightly, for suddenly a shower of gravel and pieces of flaming rock rattled down onto the parasol.





“Fascinating,” murmured Pliny, and turned to his scribe. “Phrixus, make a note of this: ashes falling hotter and thicker as we approach the shore, mixed with bits of pumice and blackened ... um, stones, charred and cracked by the flames.” Pliny abruptly broke off in a coughing fit.

Suddenly the lookout cried, “Shallow water and rocks ahead, Admiral!”

Think

Predict what Admiral Pliny will do next.

Pliny leaned over the rail and then whirled to face the men.

“Stop!” he wheezed, holding up his hand and

then, “Back row, back row!” He collapsed into another fit of coughing.

The oarsmen deftly flipped their blades, then maneuvered to stop the forward movement of the ship. Lupus saw one of the officers quickly run a pennant up a rope. It fluttered at the top of the mainmast, warning the other warships of danger.

“The shore is blocked with debris,” muttered Pliny as his coughing subsided. “We’ll never reach them now!”

As he spoke a flaming boulder the size of a millstone hit the water less than three yards ahead of them. Its impact rocked the boat and spattered them with hot water.

“The water’s hot, almost boiling!” gasped Pliny. “Phrixus, make a note of that!”

The scribe ignored his request.

“Master!” he cried. “Your parasol is on fire! Quickly!” Pliny hurled the flaming parasol overboard and the three of them hurried back to the shelter of the cabin as another shower of

hot gravel rained down on their heads. Once under cover, the admiral turned and peered towards the shore again.

“We can’t go forward,” said Pliny. “I see no way to get to Rectina.”

Behind them, on the admiral’s couch, Vulcan groaned.

“Admiral!” cried the helmsman. “We must turn back now. The mountain is hurling down great stones at us and the shore is completely blocked by them. If we remain here the fleet will be destroyed. We must go back!”

“No,” wheezed Pliny after a moment. “No retreat. I shall not go back!” He thought for a moment and then snapped his fingers.

“I know what we’ll do! Send the other warships back to Misenum. They must take shelter there. I cannot afford to lose the entire imperial fleet. As for us, we will make for Tascius at Stabia, in case Rectina has been able to make her way back to him.”

Lupus grasped the admiral’s arm and shook his head violently. He knew Rectina would wait for them at her villa.

“No! I’ve made up my mind,” announced the admiral, impatiently shaking Lupus’s hand from his arm. He turned to the helmsman and

said: “The wind is behind us, we’ll make excellent time. Those are your new orders: head for Stabia. ‘Fortune favors the brave,’” he quoted. And added to Phrixus, “You can write that down.”

Think

Predict whether or not Pliny will listen to Lupus. Give a reason for your answer.

Understand



Comprehension

Think Is Pliny brave or foolish for trying to rescue his friend while Mount Vesuvius is erupting? Why do you think so?

A Circle the best prediction.

- The smoke from the volcano is making Pliny wheeze and cough. What will happen next?
 - Pliny will get better.
 - The eruption will stop, and the air will clear.
 - Pliny will get sicker.
- Lupus knows that Rectina will stay at her villa. Pliny thinks he will find Rectina at a place called Stabia. What will happen next?
 - They'll find Rectina at her villa.
 - They won't find Rectina.
 - They'll find Rectina at Stabia.
- The city of Pompeii is only 8 kilometers from Mount Vesuvius. What will happen next?
 - Pompeii will be destroyed.
 - Nothing will change in Pompeii.
 - The volcano will stop erupting.
- Historians know that Pliny died during the eruption of Mount Vesuvius. What will happen next?
 - Phrixus will stop writing.
 - Phrixus will continue writing.
 - Phrixus will throw his writing away.

B Answer the questions.

- What's happening to Mount Vesuvius?
- Why is Pliny sailing across the Bay of Naples?
- Where are the rocks and debris around Pliny's ship coming from?
- Why does Pliny want his scribe to write things down?
- What kind of danger does the lookout see?
- How does Pliny feel about the eruption?

C Words in Context Look at the words you circled in the story. Then use them to complete the sentences.

- We felt relief at the lion's _____ into the woods.
- An astronomer makes _____ about the planets, stars, and galaxies.
- The star player _____ kicked the ball into the goal.
- I felt uncomfortable and _____ in my seat.
- The _____ wrote down what people said.
- We walked along the _____ of the ocean.



Grammar in Use

D Listen and read along. Then circle the correct answer.  1-25



Which thing happened first?

- a** April went to the store. **b** The store closed.

E **Learn Grammar** Past Perfect

Use the **past perfect** to say something happened before another thing happened in the past.

Pliny had studied philosophy before he became an admiral.

(First he studied philosophy. Then he was an admiral.)

Underline the action that happened first.

- 1 By the time I woke up, my brother had gone to school.
- 2 After I'd finished my homework, I went to my friend's house.
- 3 We went to a show after we'd eaten our dinner.
- 4 When the movie started, I realized I'd seen it before.
- 5 Lisa had chosen a recipe before she started cooking.
- 6 The train had just left when we arrived at the station.

F Make a chart like this one. Then talk about it with your partner. Use the past perfect.

Happened Before	Happened After
packed a lunch	went to basketball practice
finished my project	played a game

I'd packed a lunch before I went to basketball practice.









Communicate

Listening

Think The last time Mount Vesuvius erupted was in 1944. Would you feel safe living near it? Why or why not?

A Listen and match.  1-26

- | | |
|---|---|
| 1 Active volcanoes  |  a haven't erupted in over 10,000 years. |
| 2 Dormant volcanoes  |  b have erupted in the last 10,000 years. |
| 3 Extinct volcanoes  |  c haven't erupted in at least 10,000 years. |

B Listen again. Circle True (T) or False (F).  1-27

- | | | |
|--|----------|----------|
| 1 Pressure builds up in the Earth's crust, creating gas. | T | F |
| 2 Liquid rock is called magma. | T | F |
| 3 When magma is in the ground, it's called lava. | T | F |
| 4 A volcanic eruption can include rock, dust, and ash. | T | F |
| 5 We can be sure some volcanoes will never erupt. | T | F |



Speaking 1-28

C **Learn** Offering Suggestions

You can work with someone else to make a decision by offering suggestions. Use expressions like:

We could ...

How about we ... ?

What if we ... ?

Shouldn't we ... ?

We could make a collage for our presentation.

That sounds good, but ...

Oh, right. How about we ... ?

Well, what if we ... ?
That way ...

That's a great idea!
I've got some ...

This is going to ... !

You and your partner are planning a presentation. Offer suggestions to agree on one of these presentation types.

- poster
- model
- collage
- report



Word Study



D Learn Words with *ie* and *ee*

The vowel combinations **ie** and **ee** make the same sound and are easy to confuse. Be careful to use the correct letters when spelling words with this sound.

Pieces of flaming rock rattled down onto the parasol.

If we remain here, the **fleet** will be destroyed.



Listen to the sentences and number the words. Underline *ie* or *ee* in each word. Then work with your partner to write a sentence for each word.  1-29 

- ___ fleet ___ sleeve ___ degree ___ achieve
___ believe ___ agree ___ sweet ___ chief

Writing Study

E Learn Punctuation with Quotation Marks

When a sentence is interrupted by a quote, put a comma before the first quotation mark.

Always put punctuation that belongs with the quote inside the quotation marks.

Suddenly the lookout cried, "Shallow water and rocks ahead, Admiral!"

Add the missing punctuation marks.

- 1 "Is this an igneous rock " asked Sandra.
- 2 My teacher said "That's Mount Vesuvius "
- 3 "This is the core," Brenda said. "It's a solid sphere "
- 4 "What's hotter, the core or the crust " asked Mike.
- 5 Mr. Lewis read my paper on the rock cycle and said "Great work "
- 6 "Are these fold mountains " I asked.
- 7 "Is the crust made of one element," Joe asked "or many elements "
- 8 When Jennifer picked up the pumice stone, she exclaimed "It's so light "



 Now practice writing in the **Workbook**.  page 37

Writing

A Read this speech.



Visuals

Opening
statements

Fossils

How do we know what dinosaurs looked like? How do we learn about the Earth? What happened on Earth before humans got here?

Body

We can find the answers to all of these questions in rocks called fossils. Archaeologists find out a lot about the world by digging into the earth and uncovering rocks. The word *fossil* comes from a Latin word that means “dug up.” Archaeologists have dug up fossils on every continent on Earth. They find most fossils in sedimentary rock.

Fossils are what’s left of animals and plants that died a very long time ago. Here’s a fossilized plant called a fern.

Many fossils were made from animal bones. You might expect that the fossil of a bone would have bone in it, but it doesn’t! Look at this fossil of a bone.

Although a fossilized object, like a bone, has the same shape as the original object, it’s chemically more similar to rock.

When animals and plants are buried very fast, such as in an earthquake or a sandstorm, they can sometimes become fossilized. Over time, more and more sediment covers the remains of the animal or plant. The parts of the animal that don’t rot, such as its teeth and bones, are most likely to become fossils.

Conclusion

As you can see, there’s a lot we can learn from rocks. The next time you toss a rock into a lake, make sure you’re not throwing away a fossil!

B Answer the questions.

- 1 How does the writer start the speech?
- 2 Besides words, what other kind of information does the writer include in the speech?
- 3 How does the writer organize the speech?

C Learn Writing a Speech

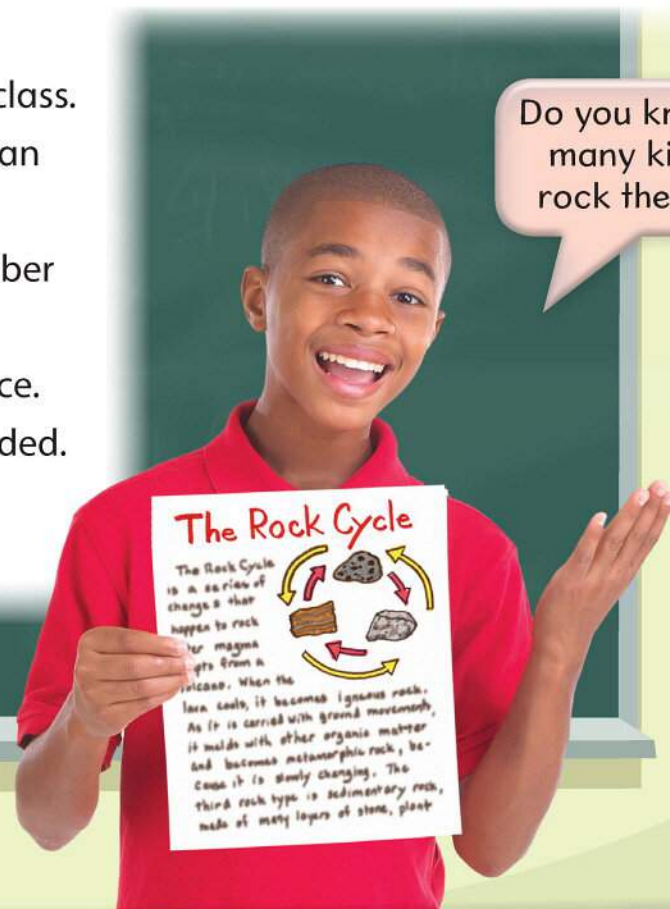
- Choose a topic that interests you. If you're interested, your audience will be too.
- Start your speech with a statement or a question that will get your audience to pay attention.
- Include some background information about the topic you've chosen.
- Use visuals, such as pictures or diagrams, to help your audience understand the topic.
- Organize your ideas so your speech is clear and easy to understand.



Now go to the **Workbook** to plan and write your own speech. page 39

D Present your speech to the class.

- 1 Practice your speech before you give it to the class.
- 2 Try to memorize parts of your speech so you can look away from your paper.
- 3 When you give your speech, smile and remember to speak clearly.
- 4 Be sure to make eye contact with your audience.
- 5 Remember to talk about any visuals you included.
- 6 Have fun and enjoy yourself!

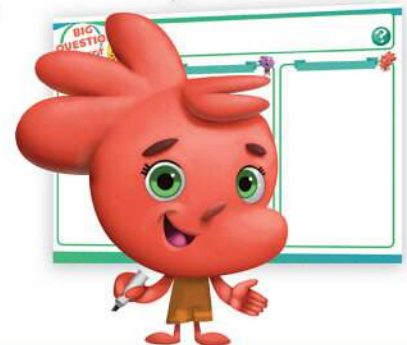


BIG QUESTION 2

What is the Earth made of?

- A** Watch the video. What parts of the Earth do you see?
- B** What are some answers to the Big Question? Talk about them with your partner.
- C** Complete the **Big Question Chart**. Then discuss it with the class.

What have you learned about the Earth?



In units
5 and **6**
you will:

WATCH
a video about
masks.

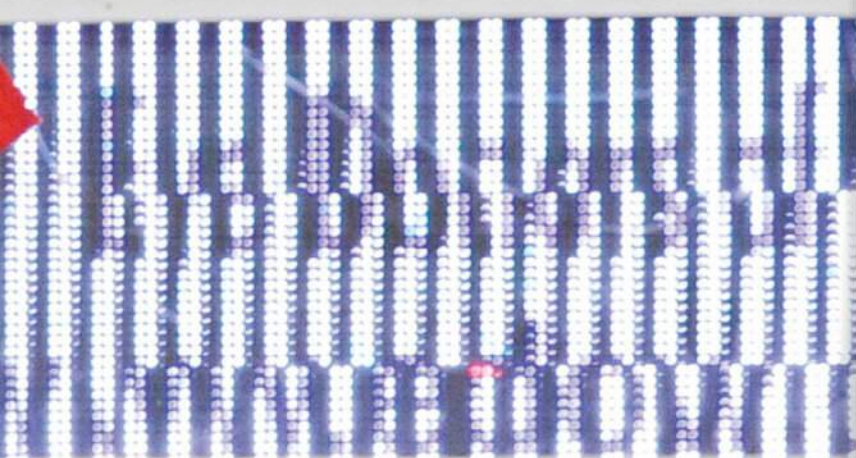
LEARN
about different uses
for masks.

READ
a play and a website
about masks.



WRITE
a personal
narrative.

PRESENT
your personal
narrative.



BIG QUESTION 3

Why do we wear masks?

- A** Watch the video. Then talk about it with your partner. 
- B** Look at the picture and discuss it with your class.
- 1 Why is the person in front wearing a bird mask?
 - 2 Why is the boy wearing a mask?
- C** Think and answer the questions.
- 1 What is a mask?
 - 2 Have you ever worn a mask? What was it for?
 - 3 What kinds of people wear masks?
 - 4 Where have you seen people wearing masks?
- D** Discuss this topic with your class. Fill out the **Big Question Chart**.



What do you know about masks? What do you want to know?

Words

A Listen and say the words. Then listen and read the sentences.  1-30

eternity

transition

irritating

spectacular

categorize

frost

literally

wither

decay

tempestuous

schedule

consistently

predictable

- 1 If something goes on for an **eternity**, it never ends.
- 2 Are you looking forward to the **transition** from middle school to high school?
- 3 Loud noises can be **irritating** when you have a headache.
- 4 Wow! What a **spectacular** sunset!
- 5 You can **categorize** plays into comedies and tragedies.
- 6 It froze overnight. In the morning, there was **frost** on the trees.
- 7 During the hurricane, the wind was so strong it **literally** blew me over.
- 8 If you don't water that plant, it'll start to **wither**.
- 9 After something dies, it begins to **decay**.
- 10 The **tempestuous** weather made it hard to sail the ship.
- 11 This **schedule** lists the times for all of my classes.
- 12 Her work was **consistently** good. She got an A on every paper.
- 13 The weather here is very **predictable**. We know it'll be sunny every day.



B Match the words to their synonyms.

1 frost 2 tempestuous 3 eternity 4 categorize 5 irritating 6 spectacular



a forever b annoying c stormy d ice e group f amazing

C Complete the sentences.

literally schedule predictable consistently decay withered transition

- 1 My interest in the computer _____ when I learned how expensive it was.
- 2 If you leave that food out, it'll start to _____.
- 3 Train arrivals are _____ because they follow a _____.
- 4 My favorite comedian is _____ funny. She always makes me laugh.
- 5 That was _____ the best experience of my life!
- 6 People wear different clothes to _____ from fall to winter.

Before You Read

Think Can a mask be important? Why or why not?

D Learn Internal and External Conflict

A good story always involves a problem or a conflict. Some conflicts take place inside a character's mind. These **internal conflicts** might be about something the character fears or a difficult decision. Other conflicts take place outside of the character. These **external conflicts** usually involve other characters or the setting of the story. As you read, look for examples of internal and external conflict.

Read the short story. Then fill in the organizer.

As she stared into the dark cave, Megan trembled with fear. Something large was coming toward her, grunting and growling. The smell of a wild animal hung in the air.

"Hello," she called out. "Who's there?" Megan wanted to run, but she felt too frightened. Just then, a huge shape rose up in the darkness. A black bear! Megan started running, faster than she'd ever run before. She ran from one chamber of the cave to the next, looking for a way out. Where was the exit?



E Words in Context Scan the play on pages 50–51 and circle these words. As you read, try to guess what the words mean.

control mood adapt accurately decent doubt

F Answer the questions before you read.

- 1 Which season is your favorite?
- 2 About how long is each season?

A Season of Discontent

In this *play*, you'll read about an argument between the seasons. A play is a kind of fiction that's performed by actors on a stage. It's usually written in dialogue. While you read, identify conflicts in the play and think about whether they're internal or external.



Elizabeth Cody Kimmel is the author of over 30 children's books. She lives near New York City. She enjoys reading and writing plays.



A Season of Discontent

(The lights come up. On stage are four actors, each wearing a mask that represents a season. The actor playing SPRING is standing at the center of the stage. WINTER, SUMMER, and FALL stand off to the side, arguing with each other. In front of SPRING, a CHILD is sitting in a lawn chair, wearing a pair of red rubber boots.)

SPRING: And here's another reason I am the most important season—the sun rises earlier when I come around! And plants begin to grow. I'm obviously very powerful, and therefore I'm sure you'll agree that I should be in charge of the weather.

WINTER: Spring, this speech is taking an **eternity!**

SUMMER: What about you, Winter? You once took control for two whole weeks. By the time it was my turn, I felt like I'd been living on a glacier!

FALL: Isn't anyone ready for a **transition?** I feel as though we could all use a nice change.

SPRING: All of you, stop talking while I'm talking. It's extremely **irritating.** You're supposed to be enjoying my **spectacular** weather.

(WINTER walks over and stands in front of SPRING. The CHILD takes off the red rubber boots and puts on a hat and scarf.)

WINTER: Well, guess what, Spring? I'm taking over, and I'm putting myself in charge! So who's in the mood for a blizzard?

(SPRING, FALL, and SUMMER stamp their feet to get warm as WINTER blows cold air.)

SUMMER: This is ridiculous. I hate being cold!

WINTER: Oh, you always say that, and I have to tell you it gets really tedious. Just relax! You'll adapt and get used to it.

(SUMMER walks over to WINTER and stands in front of WINTER. The CHILD takes off the hat and scarf and puts on a pair of sunglasses.)

SUMMER: Get out your sunblock and spend some time outside, everybody. It's finally your vacation time! Get ready for fun, because Summer is running the show now!

FALL (quietly): Nobody cares about me. I'm not warm enough for Spring and Summer, and I'm not cold enough for Winter. I'm impossible to **categorize** accurately.

(FALL taps SUMMER on the shoulder. SUMMER ignores FALL. FALL hesitates, then steps in front of SUMMER. The CHILD takes off the sunglasses and puts on a sweater.)

WINTER: Hey, you can't do that! I didn't even have enough time to make a decent **frost!** Listen, Fall, for the last time, you're not important! I can cover everything with ice and snow! I can **literally** stop traffic!

SUMMER: That's so typical of you, Winter. You never want anyone else to have an opportunity to shine.

WINTER: Look, it's Fall, the unexceptional season.

Think

Is Fall's conflict internal or external?

FALL: Unexceptional? Just because I'm the season that causes life to **wither** and **decay** doesn't mean I don't have feelings! I'm more powerful than any of you.

(SPRING jumps in front of FALL.)

SPRING: No you're not! I can be soft and warm, or I can be stormy and **tempestuous**! Without me, nothing would ever grow!

(The CHILD starts to put on the red rubber boots, but SUMMER jumps in front of SPRING. The CHILD starts to put on sunglasses but immediately takes them off when WINTER jumps in front of SUMMER. Soon, all four seasons are trying to be the one in front. The CHILD is now wearing the sweater, the sunglasses, the scarf and hat, and one of the rubber boots. The CHILD gets up and turns to face the seasons.)

CHILD: That's enough! Stop arguing!

(The four seasons stare at the CHILD.)

CHILD: Finally! Listen, all of you are powerful and important. And, like it or not, you all need each other. You just need a **schedule** you can follow **consistently**. Spring, you start. You get three months.

SPRING: Three entire months? Wow!

WINTER, FALL, and SUMMER:

That's not fair!

CHILD: You're all going to get three months. First Spring, then Summer. After that, it's Fall's turn, and last, Winter. Everybody gets exactly the same amount of time, and everybody works together. Haven't any of you ever heard of cooperation?

SPRING: Cooperation! What a great idea! We'll never have to argue again.

(The CHILD takes off the scarf, hat, sweater, and sunglasses, puts on the second red rubber boot, sits down on the lawn chair, and gives a big sigh.)

CHILD: I doubt that, but at least life will be more **predictable**!

(Lights out.)

Think

What kind of conflict is happening here? How do you know?



Understand



Comprehension

Think Which season in the play do you think is most powerful? Why?

A Work with your partner to answer the questions.

- 1 What are some external conflicts in *A Season of Discontent*?
- 2 Which season has an internal conflict? How do you know?
- 3 What kind of conflict does the child experience? Where does it come from?

B Circle the correct answer.

- 1 Which of the seasons thinks it's the least important?
 - a spring
 - b summer
 - c fall
 - d winter
- 2 What advice does the child give to the seasons?
 - a They need to argue more.
 - b They need to cooperate.
 - c They need to trade masks.
 - d They need to go away.
- 3 What do the seasons agree on?
 - a Winter is the best season.
 - b It should be summer all year long.
 - c The child needs to adapt.
 - d A schedule is the solution to their problem.
- 4 How do the actors show the season has changed?
 - a They yell the name of their season.
 - b They push each other out of the way.
 - c They stand in front of each other.
 - d They jump up and down.
- 5 Why does the child keep changing clothes?
 - a The child can't decide what to wear.
 - b The seasons keep changing.
 - c The theater changes from hot to cold.
 - d The child can make the seasons change by changing clothes.
- 6 How are masks important in this play?
 - a They help the actors play their parts.
 - b They help the actors breathe.
 - c They protect the actors from harm.
 - d They help the actors remember their lines.

C **Words in Context** Look at the words you circled in the play. Then use them to complete the sentences.

- 1 To perform well in a play, you must learn your lines _____.
- 2 When I moved to a new country, I had to _____ to the culture there.
- 3 I _____ that mask will fit me. It looks too big.
- 4 Don't worry. The pilot is in _____ of the plane.
- 5 This meal isn't great, but it's _____.
- 6 Wow! You're in a good _____ today!

Grammar in Use

D Listen and read along. Then circle the correct answer.  1-32

How long did Charlie wait for the bus?

- a** 12 minutes **b** 12 hours

E **Learn Grammar** Past Perfect Continuous

Remember: Use the **past perfect** to say something happened before another thing happened in the past.

When we reached the store, it had already closed.

Use the **past perfect continuous** to say that an action started in the past and continued until another time in the past.

By the time it was my turn, I felt like I'd been living on a glacier!

Circle the action that happened first.

- We'd been watching TV all morning when we decided to go outside.
 - We decided to go outside.
 - We were watching TV.
- Mario had been living in Mexico City before he moved to Puebla.
 - Mario was living in Mexico City.
 - Mario moved to Puebla.
- She'd been waiting for her friend when the movie started.
 - She was waiting for her friend.
 - The movie started.

How long had you been painting before you took an art class?

I'd been painting since I was ten.

F Make a list of questions for your partner. Then take turns asking and answering. Use the past perfect continuous.

How long had you been painting before you took an art class?

What had you been doing when you hurt your leg?



Communicate



Listening

Think How would acting with a mask be different from acting without one?

A Listen. Circle the correct answer. 1-33

- 1 Actors must **never** / **always** put the mask on while facing away from the audience.
- 2 Actors must never take the mask off while **facing** / **facing away from** the audience.
- 3 You need to make sure the mask is comfortable **before** / **after** you turn around.
- 4 You must **sometimes** / **never** touch the mask while you're wearing it.
- 5 Never act as **your character** / **yourself** while you're wearing the mask.

B Listen again. Circle the correct answer. 1-34

- 1 Mitch is ____ with the West City Theater Group. **a** an actor **b** a director
- 2 ____ of the main actors in the play wear masks. **a** Some **b** All
- 3 Mitch ____ the challenge of wearing a mask while acting. **a** likes **b** doesn't like

Speaking 1-35

C **Learn** Finding the Right Word

When you can't think of what something is called, describe it to someone else so they can help you. Use expressions like:

It's used to ...
It looks like ...
It's one of those things that ...
What do you call ... ?

Choose one of these objects and describe it to your partner. Ask him or her to help you name it in English.

- a mask
- an umbrella
- a calendar



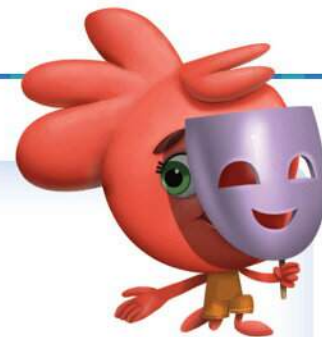
Word Study

D Learn Suffixes *-er* and *-or*

The suffixes **-er** and **-or** are used in many job titles. You can often use these suffixes to turn a verb into a noun.

When people **act** in this play, they wear masks.

Each **actor** wears a mask that represents a season.



Listen and say the words. Underline the verb in each word and circle the suffix.  1-36 

- | | | | |
|-----------|-------------|------------|-----------|
| 1 actor | 2 counselor | 3 builder | 4 painter |
| 5 plumber | 6 surveyor | 7 inventor | 8 trainer |

Writing Study

E Learn Choosing a Good Title

Whether you're writing a report, a story, or a poem, it's important to choose a **good title**. A good title will get your readers' attention and make them want to keep reading. It will also help them to remember what you wrote.

Read the story and give it a title. Then compare your title with your partner's.

A terrible noise woke Jake from his sleep. What had happened? Had the roof fallen in? He leaped out of bed and ran to the window. As he looked out into the darkness, he saw a strange, green light in the distance. Was it a plane crash? *Maybe it was an asteroid*, he thought. Just then, another massive crash rang out across the night, causing Jake to jump back into his bed and hide under the covers.



Now practice writing in the **Workbook**.  page 49

Vocabulary: Suffixes *-er* and *-or* • Writing: Choosing a Good Title **Unit 5 55**

BIG QUESTION 3



Why do we wear masks?



Some actors wear masks to play roles.

Have you ever seen masks in a play? What was it like?



Words

A Listen and say the words. Then listen and read the sentences.  2-02

covering

disguise

entertainment

essential

urgent

lifesaver

shield

safeguard

crucial

performer

elaborate

central

basic

- 1 Please put a **covering** over that dish before you put it away.
- 2 The man wore a **disguise** so that no one would know who he was.
- 3 We go to the theater for **entertainment**.
- 4 Fresh food and exercise are **essential** to your health.
- 5 I need to see the doctor right away. It's **urgent**!
- 6 When I fell off my bike, my helmet was a **lifesaver**.
- 7 Tom wore a cap to **shield** his head from the hot sun.
- 8 The bird **safeguarded** its babies by scaring away the snake.
- 9 It's **crucial** to study before you take a test.
- 10 A **performer** sang and danced for the crowd.
- 11 The **elaborate** painting was very detailed.
- 12 The clock tower is **central** to our town. Everyone gathers there.
- 13 Air, food, and water are **basic** human needs.



B Look at how the words are used in **A**. Then write them in the correct category.

essential safeguard covering elaborate shield disguise

Things Masks Do

Words to Describe Masks

Other Words for a Mask

C Circle the correct answer.

- 1 The words *essential*, *central*, *crucial*, *urgent*, and *basic* can all mean _____.
unimportant important
- 2 A movie is a form of _____.
disguise entertainment
- 3 If you're in danger, you might need a _____.
lifesaver performer

Before You Read

Think Answer the questions.

- 1 What kinds of masks have you seen people wear?
- 2 How are masks used for entertainment?
- 3 What are some other uses for masks?

D Learn Identifying Facts and Opinions

A **fact** is a statement you can prove is true. An **opinion** is a statement based on someone's feelings or beliefs and isn't necessarily true. As you read, try to identify what's a fact and what's an opinion. Being able to tell the difference will help you understand what's true and what is someone's belief.

Read the passage and discuss it with your partner. Then answer the questions.



Ludwig van Beethoven was born in Bonn, Germany, in 1770. He was the greatest composer who ever lived. Some of his best-known works are the *Moonlight Sonata*, the Fifth Symphony, and the Ninth Symphony. Beethoven composed all of these pieces after losing his hearing. Even though he died almost 200 years ago, he's still very famous today. He was truly a genius!

- 1 Which statements are facts? _____

- 2 Which statements are opinions? _____

E Words in Context Scan the website on pages 58–59 and circle these words. As you read, try to guess what the words mean.

enthusiasm antiquity ridiculous operations germs individual

F Answer the questions before you read.

- 1 What websites do you like? Why do you like them?
- 2 How do you use different kinds of websites?

Uncovering Masks

On this *website*, you'll learn about different types of masks and how masks are used around the world. A website is a collection of pages on the Internet, usually containing links to each other and sometimes to other websites. Many websites include a mix of facts and opinions. As you read, try to identify which statements are facts and which are the author's opinions.

Social Studies: Society



Uncovering Masks

Welcome to my website!

For years, I've been studying masks from all over the world. I like decorative masks, of course, like this one from the Chinese opera, but I also enjoy functional masks, like these used for hockey and scuba diving. Why masks? Well, to me, a great mask is like a work of art. It can be as beautiful as a painting, as expressive as a sculpture, and as useful as an everyday tool, all at the same time! A mask can also tell a story. By studying masks, I've learned so much about the countries they come from and how the people there live. Now I want to share my enthusiasm for masks with you!



What Is a Mask?

A mask is any kind of **covering** for the face. Masks have been used throughout human history for many different reasons. You can find them in hospitals and at sporting events, at parties or on stage at the theater. Have you ever worn a mask? Maybe you've used one for a **disguise** or to draw attention to yourself. Masks are worn by dancers, nurses, firefighters, and athletes. A mask could even save your life!

Masks for Entertainment

Have you ever seen masks used in movies or plays? People often wear masks to act out a role. Since antiquity, masks have been worn by actors, dancers, and storytellers. The ancient Greeks used masks that helped actors' voices carry over large outdoor theaters. Actors in mystery plays in the 12th and 13th centuries wore masks made of papier-mâché. In 15th-century Italy, actors wore masks to make their characters look ridiculous. Take a look at this one. I think it's hilarious!

Think

How many opinions have you read so far?



Masks for Health

Masks aren't just for **entertainment**. Think of the masks that surgeons wear when they're performing **urgent** operations. They're worn over the doctor's or nurse's mouth, not only to **safeguard** the wearer but also to prevent germs from being transferred to the patient. These masks are **essential** for health.



Masks for Safety

I think flying is scary, but it makes me feel better knowing that there are oxygen masks on board. Every airplane has an individual mask for each passenger. If there's a problem with the oxygen, a door above the passenger's head will open and a mask will drop down. On the rare occasions when they're needed, these masks can be **lifesavers!**

Construction workers also wear a kind of protective mask. These workers, called welders, use heat to join pieces of metal together. The machine they use emits a very bright light, so welders have to **shield** their eyes by wearing special masks.



Think

What are some facts about masks used for safety?

Masks for Sports

Can you think of a sport that uses masks? Perhaps the most obvious is the ancient sport of fencing. Fencing involves two players with swords, so wearing a mask to protect the face is **crucial**. It's a dangerous sport, if you ask me! Likewise, in baseball and American football, masks limit injuries. And, of course, deep-sea divers wear masks, too.



Masks Around the World

In China, the New Year is celebrated with the lion dance, which is believed to bring happiness, wealth, and long life. During the dance, **performers** wear lion masks. I saw a video of it online, and I think it's amazing!

Masks are also worn at carnival time. At the Venice Carnival in Italy, one of the world's oldest carnivals, **elaborate** masks are a **central** attraction. Up to three million visitors travel to Venice each year, to watch and participate in the carnival!



The people of Ivory Coast, in Africa, use masks as part of their ceremonial costumes. The Dan people, for example, celebrate many things with masks and ceremonies, including the weather and **basic** foods like rice. Did you know that famous artists have been inspired by masks? Picasso was one artist who collected masks and used them as inspiration for his paintings.



Here's an example of a mask made by a Dan sculptor.

I hope you've enjoyed my website and learned a few things about masks!

The next time you see a movie, play a sport, or pass by a construction site, look for people wearing masks. I think you'll be surprised at how many you see. You could even start your own website! In my opinion, it's a great hobby.



Understand

Comprehension

Think Can a mask be decorative and also have a function? Is one kind of mask more important than another? Why?



A What facts and opinions did you find in “Uncovering Masks”? Fill in the chart and discuss it with your partner.

Facts	Opinions

B Answer the questions.

- 1 What is a mask?
- 2 How did the ancient Greeks use masks?
- 3 When a doctor wears a mask, who does it protect?
- 4 Why do welders wear masks?
- 5 What are three sports that use masks?
- 6 How are masks used differently in different countries?
- 7 What are four different categories of masks?
- 8 What can a mask tell you about the person who wears it or the culture it comes from?

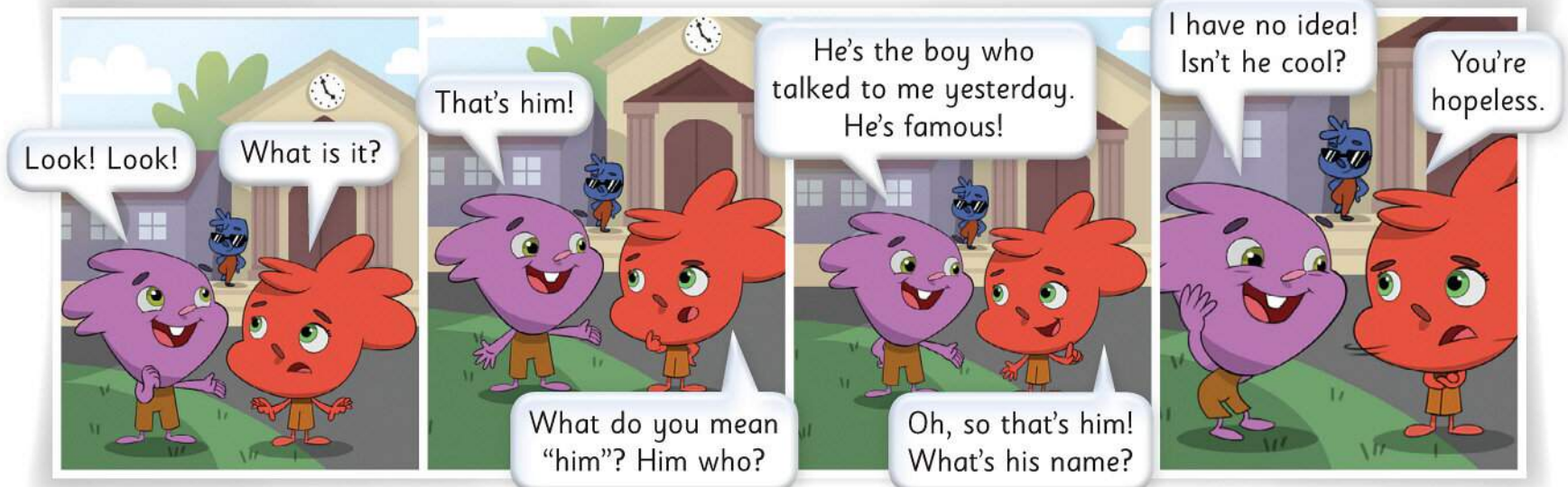
C **Words in Context** Look at the words you circled in the story. Then answer the questions.

- 1 When do you show enthusiasm?
- 2 What’s another word for *ridiculous*?
- 3 How can germs make you feel?
- 4 If you cut a cake into individual slices, what do you do?
- 5 Would something from antiquity be new or old?
- 6 What kinds of doctors perform operations?



Grammar in Use

D Listen and read along. Then circle the correct answer.  2:04



Which part of the sentence describes the boy?

- a** He's the boy **b** who talked to me yesterday.

E **Learn Grammar** Defining Relative Clauses for People

Use **defining relative clauses** to give important information about the noun in the sentence. For people, use the pronouns **who** or **that**. It's not important which you use. Both are correct.

Picasso was an artist **who collected masks.**

Picasso was an artist **that collected masks.**

Combine the sentences using *who* or *that*. Write them in your notebook.

- 1 She's the woman. She teaches me math.
- 2 Leon is the actor. He signed my program.
- 3 Mr. Vasquez is the man. He bought our house.
- 4 That's the girl. She joined our class this year.
- 5 Here's the man. He directed the play.
- 6 Megan is a student. She went to my school.

Shakespeare is the playwright who wrote *Hamlet*.

F Make a chart like this one. Then talk about it with your partner. Use defining relative clauses.

Person	Something That Describes Him or Her
Shakespeare	the playwright who wrote <i>Hamlet</i>
my sister	the player that scored the winning goal
Ms. Stewart	the teacher who helped me with math



Communicate

Listening

Think How many sports can you name that use masks?

A Listen. Write the answers.  2-05

mask feet training clothing reflexes

- 1 To be good at fencing takes a lot of _____.
- 2 You need to be quick on your _____ and have good _____.
- 3 Fencers have to wear protective _____ and a _____.

B Listen again. Circle the correct answer.  2-06

- 1 Tanya is ____ fencing champion.
a a seventh grade **b** an Olympic
- 2 ____ is crucial in fencing.
a Danger **b** Safety
- 3 The most common injuries are ____ and muscle strains.
a twisted ankles **b** good reflexes
- 4 The sword ____ when it touches you.
a bends **b** breaks



Speaking 2-07

C Choose one of these jobs. Have a discussion with your partner about whether people who do this job need to wear a mask.

- surgeon
- fencer
- welder
- carpenter

I think surgeons should have to wear masks.

Why do you think so?

Because a ... is someone who / that ...

I see your point, but I disagree. I think ...

Well, a mask is also important ...

Oh, that's true. I think ...

Word Study



D Learn Suffix *-ness*

The suffix **-ness** means “the state of something.” This suffix can turn many adjectives into nouns.

The Chinese New Year is a **happy** time for many families.

The lion dance is believed to bring **happiness**, wealth, and long life.



Listen and read. Write the adjective for each word. Then work with your partner to write a sentence for each noun and adjective.  2-08 

1 happiness

2 tiredness

3 softness

4 illness

5 ugliness

6 hopefulness

7 laziness

8 weakness

Writing Study

E Learn Using Headings to Organize Your Writing

Use **headings** to divide your writing into topics. This will help you to organize your ideas and make them easier for your readers to follow.

In the reading, the author organized the topic of masks into headings such as:

Masks for Entertainment

Masks for Health

Masks for Safety

Imagine you are going to write a report on each of these topics. What headings will you use? Write three headings for each topic.

1 World Travel

2 Fashion Today

3 Pop Music

4 Video Games

5 The Environment

6 The Internet



Now practice writing in the **Workbook**.  page 57

Writing

A Read this personal narrative.



My Costume Disaster

Hook

Last summer, I was invited to a surprise party. Unfortunately, it was also a costume party! For a week,

Setting the scene

I wondered what I should dress up as. Should I be a superhero? No. A famous actress? No. I'd been worrying that I might not think of anything when I saw a nature program on TV. Suddenly, I had my idea. I would dress up as a grizzly bear!

For days, I hid away in my bedroom, making my costume. My mom gave me some pieces of material that I could staple together. I made a mask out of construction paper. Then I painted the costume dark brown and stuck fake fur all over it. By the time I'd finished, it was a work of art. And it fitted me perfectly!

Details

On the day of the party, it took me an hour to dress up in my costume. I set off down the street, waving to Mom as I left. Then disaster struck! I began to feel something sticky running down my face. It was chocolate-brown paint. Brushing my face with my hand, I realized that my costume was melting in the sun. My grizzly bear fur, so carefully put together with glue, was now coming off in messy clumps, sticking to the sidewalk as it fell. I arrived at the party looking ridiculous.

"Who are you, and what have you come as?" laughed one of my friends.

Conclusion

I needed a lifesaver, fast! "Chocolate ice cream!" I replied with enthusiasm. I was so embarrassed, I didn't want anyone to know who I was. It's a good thing I was wearing a mask!

B Answer the questions.

- 1 How does the writer get the reader's attention?
- 2 How does the writer use information about *who*, *what*, *where*, *why*, and *how* to set the scene?
- 3 What details does the writer use to describe the costume?
- 4 How does the writer conclude the personal narrative?

C Learn Writing a Personal Narrative

- To choose a topic for your personal narrative, think about something interesting that happened to you.
- Start your narrative with a hook to get the reader's attention.
- Set the scene. When and where does your narrative take place? Who was there and what happened?
- Think about how these events made you feel. Describe your emotions for the reader.
- Include details to make your story more interesting.
- End your personal narrative with a conclusion.

Write Now go to the **Workbook** to plan and write your own personal narrative. page 59

D Present your personal narrative to the class.

- 1 Did you write about something happy or sad, funny or serious? Use your voice to express how you felt.
- 2 Remember to speak clearly and to emphasize the most important parts of your story.
- 3 After you've read, ask the class what they liked about your narrative.
- 4 Listen carefully while your classmates are reading their narratives, and be prepared to point out the things you liked best.

I slowly climbed the stairs, afraid to exhale.



BIG QUESTION 3

Why do we wear masks?

- A Watch the video. How do you see people using masks?
- B What are some answers to the Big Question? Talk about them with your partner.
- C Complete the **Big Question Chart**. Discuss this topic with the class.

What have you learned about masks?



Reading and Writing

A Complete the second sentence so that it means the same as the first. Write one word on each blank.

- Howard joined the Earth science club at his school three months ago.
Howard has been in the Earth science club _____ three months.
- The club is studying volcanoes. They began studying volcanoes in January.
The club has _____ studying volcanoes since January.
- Howard looks for fossils at a field near his school.
Howard's school is not very _____ from the field where he looks for fossils.
- Howard rides his bike to the field in twenty minutes.
It _____ Howard twenty minutes to ride his bike to the field.
- Howard will be traveling to a geology camp this summer.
Howard is _____ to be traveling to a geology camp this summer.

B Read this e-mail from your friend Reba.

From: Reba

Date: August 2

Hi! I can't wait for school to start again next month. I'm excited about the drama club. My job will be making masks and painting sets. I've been thinking about costume design all summer and practicing my painting. What have you been doing this summer? Are you looking forward to school? I hope you'll join the drama club with me. I think it will be really fun. What do you think? What club interests you the most? This school year is going to be great. I can't wait to hear from you.


See you soon!

Reba

Tip
Before you start writing, plan your ideas and decide on the best order for them.

Write an e-mail to Reba in your notebook. Answer her questions. Write 35–45 words.

Listening

C You will hear a man named Theo talking about his job. You will hear the recording twice. Choose the right answer (a, b, or c) for each question.  2:09

Tip
Check your answers during the second listening.

- 1 How does Theo spend most of his time with patients?
 - a feeling discouraged and unhappy
 - b listening and asking questions
 - c talking to people about their jobs

- 2 Why does Theo have a full schedule?
 - a because he insists that his patients come once a week
 - b because he's not satisfied with his job
 - c because this is normal for counselors

- 3 Theo believes that counseling can help people to
 - a learn to listen and ask questions.
 - b feel skeptical about talking.
 - c overcome obstacles and change situations.

- 4 Theo helps people understand their problems by
 - a having a busy schedule.
 - b talking about them.
 - c encouraging people to work more.

- 5 Theo says that young parents at home sometimes feel
 - a isolated and unhappy.
 - b pressure to find work.
 - c unhappy about counseling.

- 6 Theo says it's normal for people to
 - a enjoy their jobs.
 - b feel discouraged sometimes.
 - c work as counselors.



Speaking

Part 1 Talk with your partner. Tell your partner your name and what you study at school.

Part 2 Your teacher will ask you questions. Talk with your teacher.

In units
7 and **8**
you will:

WATCH
a video about
symmetry.

LEARN
how symmetry can be
beautiful and useful.

READ
about types of symmetry
and a girl who studies them.



WRITE

a response to a story.


PRESENT

your response to the class.



BIG QUESTION 4

Why do we like symmetry?

- A** Watch the video. Then talk about it with your partner. 
- B** Look at the picture and discuss it with your class.
- 1 Where can you see symmetry?
 - 2 Why do you think this building is symmetrical?
- C** Think and answer the questions.
- 1 What is symmetry?
 - 2 Where can you see symmetry?
 - 3 Do you like the way symmetrical things look? Why or why not?
 - 4 How is symmetry useful?
- D** Discuss this topic with your class. Fill out the **Big Question Chart**.



What do you know about symmetry? What do you want to know?

Words

A Listen and say the words. Then listen and read the sentences.  2-10

symmetrical

equilateral

identical

infinite

reproduce

repetition

extend

interlocking

dimensions

structure

internal

arrangement

aesthetic

- 1 The wings of a butterfly are **symmetrical**. They both have the same shape.
- 2 This triangle is **equilateral**. All of its sides are the same length.
- 3 Nick and Nate are **identical** twins. It's almost impossible to tell them apart.
- 4 The universe is **infinite**. It goes on and on forever.
- 5 Please use the copier to **reproduce** this letter.
- 6 Machines use **repetition** to do the same thing again and again.
- 7 I **extended** the ladder to make it longer.
- 8 This puzzle has 5,000 **interlocking** pieces!
- 9 We measured the room's **dimensions** to find out its size.
- 10 Building a **structure** like a skyscraper takes careful planning.
- 11 To see the **internal** parts of a watch, you have to open it.
- 12 Do you like the **arrangement** of this room, or should I move the table?
- 13 This painting has **aesthetic** appeal. I like the way it looks.



B Circle the one that doesn't belong.

- | | | | |
|----------------|-------------|------------|-----------|
| 1 identical | symmetrical | same | different |
| 2 lengthen | shorten | increase | extend |
| 3 aesthetic | ugly | beautiful | pretty |
| 4 never-ending | infinite | brief | always |
| 5 inside | internal | within | outside |
| 6 weight | length | dimensions | width |

C Complete the sentences.

equilateral arrangement reproduce interlocking structure

- 1 Repetition is used to _____ something over and over again.
- 2 The angles of an _____ triangle are all the same.
- 3 The pattern was made up of _____ shapes.
- 4 What is that _____ on the hill? It looks like some kind of building.
- 5 That's a beautiful _____ of flowers on your desk.

Before You Read

Think Where can you see symmetry in nature? What kinds of things do people make that are symmetrical?

D Learn **Classify and Categorize**

You can **categorize** things you read by grouping similar pieces of information together. **Classify** the information by giving each group a name. Remember to look for headings when you read. They can often give you clues about how information in the text is classified and categorized.

Read the short text. Then use the organizer to classify and categorize the information.

Symmetrical Life Forms



Birds, elephants, and many other living things are symmetrical. This means that they can be divided into two identical parts.

Asymmetrical Life Forms



If something doesn't have symmetry, we say it's *asymmetrical*. Sponges, flatfish, and other asymmetrical life forms can't be divided into identical parts.

Symmetrical Life Forms

birds

E Words in Context Scan the article on pages 72–73 and circle these words. As you read, try to guess what the words mean.

experiment hesitate approximately constituent practical employ

F Name three everyday objects that are symmetrical. Do they need to be symmetrical? Why or why not?

SUMMING UP SYMMETRY: BEAUTY THAT WORKS!

In this *technical article*, you'll read about different types of symmetry and how symmetry is useful in our everyday lives. Technical articles contain facts and use specific language to talk about a topic. As you read, pay attention to how information in the article is classified and categorized.

Science



István Hargittai is a professor of chemistry. He writes books about science.



SUMMING UP SYMMETRY: BEAUTY THAT WORKS!



How do you describe the mirror image of butterfly wings, the perfect striped pattern on a zebra's back, or the spiraling petals of a sunflower? How about, "Oh, what beautiful symmetry!"

Everybody knows what symmetry is, or at least they think they do. If you ask people around you (and I urge you to try this "experiment"), the most likely response will be to give some examples. Your face is **symmetrical**; cars are symmetrical, especially if they have two side mirrors; and so are many houses, flowers, and animals. If you ask your math teacher, she will probably add the square, the circle, and the **equilateral** triangle to the list. But if you press on and ask for a general description of symmetry, rather than examples of it, most people will hesitate. Let's take a look at symmetry's different forms before we try to define it.

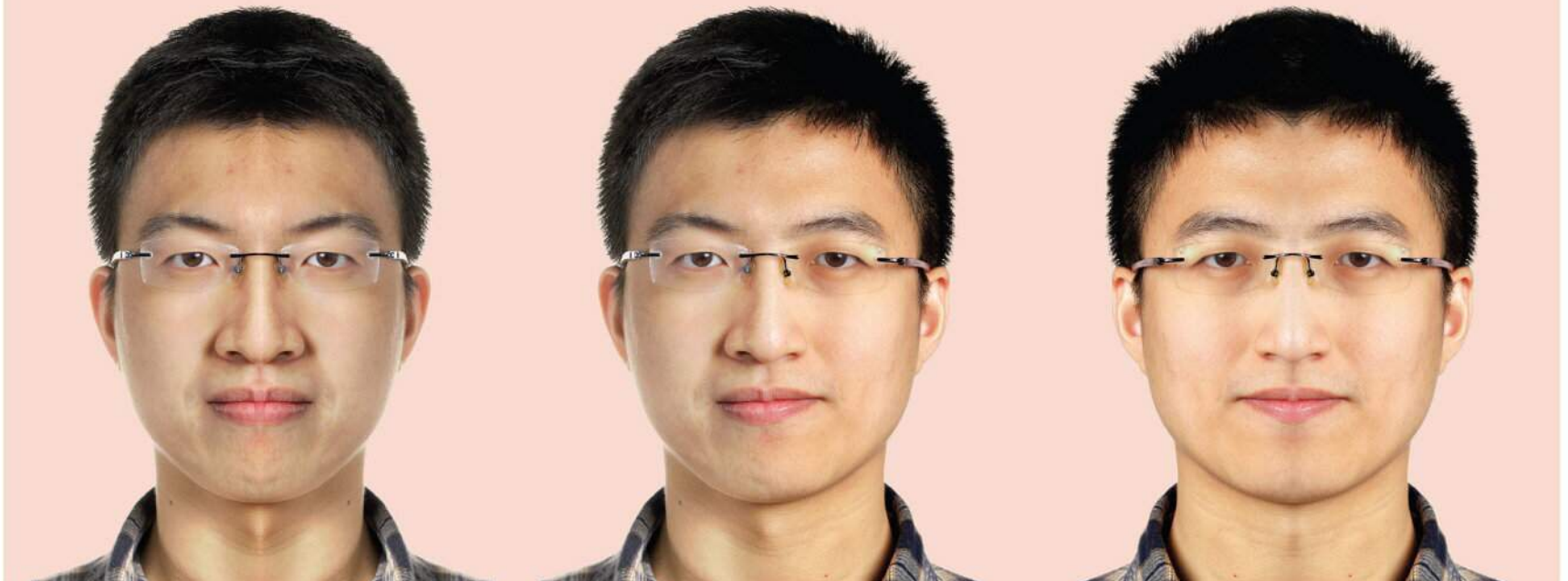
Think

What can the headings tell you about how information in the text is classified?

REFLECTIONAL SYMMETRY

The left and right sides of your face are similar, but they are not exactly the same. However, we still say that our faces are symmetrical. You can divide a square into **identical** left and right sides (and there is more than one way to do so). You also can take a circle and cut it into two identical

halves in an **infinite** number of ways. It's easy to check whether two halves of something are the same by positioning a mirror on the object's dividing line. If they are the same, we have reflectional or mirror symmetry. So your face has mirror symmetry, but only approximately.



Here's what this man's face would look like if it was perfectly symmetrical. Can you tell which one is the original?

ROTATIONAL SYMMETRY

A pinwheel does not have mirror symmetry, yet it is also symmetrical. Its symmetry is called rotational symmetry. You can “reproduce” a pinwheel from one of its four blades by rotating it in your imagination. Both a circle and a snowflake have rotational symmetry as well as mirror symmetry.

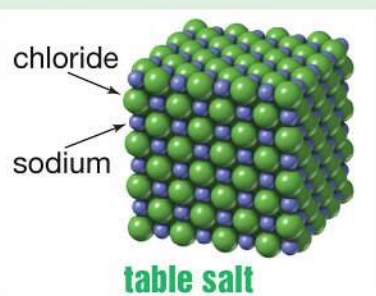


Think

Would you categorize a face and a pinwheel together? How would you classify them?

TRANSLATIONAL SYMMETRY

We can create extended patterns by simple repetition. Take a simple triangle, for example, and shift it along an imagined axis. This is called translational symmetry. The repetition in one direction can be extended easily in two directions to create patterns that cover a whole surface of a plane. Wallpaper decorations or a tiled floor show such patterns. The Dutch



graphic artist M.C. Escher is famous for his intriguing patterns of interlocking fish, birds, and reptiles.

Now let's imagine that the repetition is extended into the third dimension of space. Think of a huge office building in which identical offices divide every floor, and every floor is identical with the floor below and above. There are more such structures around us than you may think. Here's one that might not come to mind—tiny table salt crystals. Each crystal has such an internal arrangement of its constituent elements, sodium and chloride ions. In fact, so do sugar crystals.

THE VALUE OF SYMMETRY

There is no doubt symmetrical shapes and structures have an aesthetic appeal for us—we say they have “beautiful symmetry.” But the repetitious nature of symmetry makes it both beautiful and practical to scientists and in nature. In new materials design—from super synthetics used in skis for strength and speed, to the huge lightweight lenses that allow telescopes to see deep into space—scientists mimic the economy and high performance of symmetry in nature. Our tallest buildings and strongest bridges also employ symmetry. So look around you. It's a beautiful, functional, symmetrical world!



Understand

Comprehension

Think Which types of symmetry can you see around you?



- A** Add classifications from “Summing Up Symmetry” to the organizer. Then categorize the words.

circle pinwheel face wallpaper square snowflake tile floor

Reflectional Symmetry

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

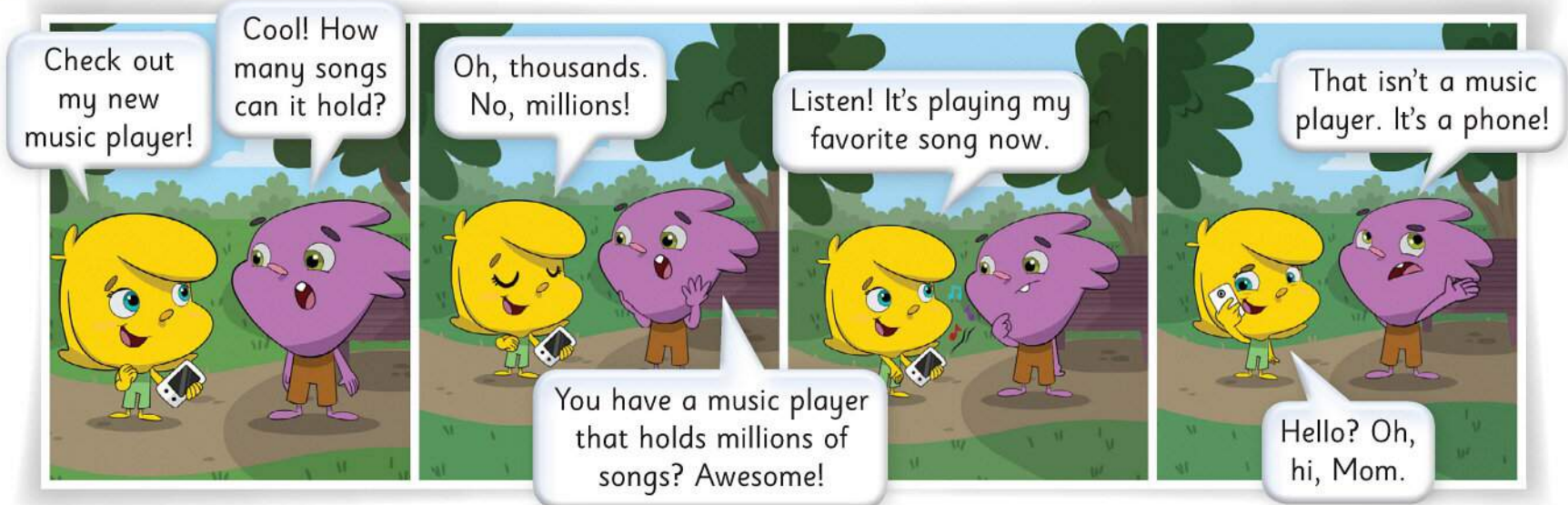
- | | | |
|--|----------|----------|
| 1 We can say that our faces are symmetrical. | T | F |
| 2 You can't use a mirror to check for symmetry. | T | F |
| 3 All triangles are symmetrical. | T | F |
| 4 A butterfly is an example of translational symmetry. | T | F |
| 5 Symmetry helps scientists design new materials. | T | F |
| 6 Symmetry is both beautiful and useful. | T | F |

- C** **Words in Context** Look at the words you circled in the article. Match each word to the sentence in which the underlined word has the same meaning.

- | | | | |
|-----------------|-----------------------|-----------------------|---|
| 1 practical | <input type="radio"/> | <input type="radio"/> | a Did he <u>pause</u> before answering your question? |
| 2 hesitate | <input type="radio"/> | <input type="radio"/> | b A <u>test</u> helped the scientist prove his idea. |
| 3 employ | <input type="radio"/> | <input type="radio"/> | c The museum is <u>about</u> a hundred years old. |
| 4 constituent | <input type="radio"/> | <input type="radio"/> | d You can <u>use</u> a broom to sweep the floor. |
| 5 experiment | <input type="radio"/> | <input type="radio"/> | e For a carpenter, a hammer is a very <u>useful</u> tool. |
| 6 approximately | <input type="radio"/> | <input type="radio"/> | f The <u>basic</u> parts of water are hydrogen and oxygen. |

Grammar in Use

D Listen and read along. Then circle True (T) or False (F).  2-12



Finn thought April's music player held millions of songs. **T** **F**

E **Learn Grammar** Defining Relative Clauses for Objects and Places

Remember: Use **defining relative clauses** to give important information about the noun in the sentence. For people, use the pronouns **who** or **that**.

To talk about objects, use the pronouns **that** or **which**. To talk about places, use the pronoun **where**.

Scientists use lenses **that** allow telescopes to see deep into space.

Scientists use lenses **which** allow telescopes to see deep into space.

This is the building **where** the scientists work.

Circle the correct answer.

- 1 A bottle opener is a tool **that** / **where** opens bottles.
- 2 This is the park **where** / **which** I met my best friend.
- 3 That's the building **where** / **that** caught on fire.
- 4 A dictionary is a book **which** / **where** lists words alphabetically.
- 5 We went to the store **that** / **where** my uncle works.

F Make a chart like this one. Then talk about it with your partner. Use defining relative clauses.

Object or Place	Information About It
theater	where I like to see plays
trumpet	that I play in the band

This is the theater where I like to see plays.



Communicate

Listening

Think How would the world be different if nothing was symmetrical?



A Listen and check (✓). 2-13

- 1 Has four legs
- 2 Things fall off it
- 3 Difficult to use
- 4 Has equal proportions
- 5 Doesn't look right

Symmetrical

Not Symmetrical

B Listen again. Write the answers. 2-14

- 1 Joey's uncle is a _____.
- 2 The wood he uses has to be good _____.
- 3 The most important thing about making furniture is for it to be _____.
- 4 Uncle George has been a carpenter for _____ years.

Speaking 2-15

C **Learn** Asking for Clarification

When you hear a word you don't know, ask the person who's speaking to explain, or **clarify**, what it means.

What kind of word is it?

How do you spell it?

Could you give me an example?

Have your partner use one of these words in a sentence. Then ask them for clarification.

- identical
- symmetrical
- arrangement
- interlocking



Look! These pictures are identical.

I don't know the word "...". How do you ... ?

Like this, ... It's an ...

Could you give me another example?

Sure. These pictures are ... They're ...

Oh, I understand now. Thanks!



Word Study

D Learn Latin Roots

The main part of a word is called the **root**. If you understand what the root means, it can help you understand the meaning of the word. In English, the roots of many words come from Latin and Ancient Greek.

Latin Root	Meaning	Example
inter	between	interlocking
trans	across	translate



Listen and write the roots. Then write a sentence for each word.  2-16



- 1 _____ lation 2 _____ ient 3 _____ section 4 _____ port
5 _____ mission 6 _____ late 7 _____ atlantic 8 _____ fere

Writing Study


E Learn Writing Numbers as Words

Write out numbers when you use them in these situations.

- To begin a sentence: **One** side of this butterfly is identical to the other side.
- When they can be written in one or two words (numbers with hyphens count as one word): **four**, **thirty**, **ninety-five**
- When they're used as compound adjectives: That **fifty**-story building is symmetrical.

Write the sentences correctly in your notebook.

- 1 It's only a 20-kilometer drive to the exhibit on symmetrical art.
- 2 4 out of these 5 shells are symmetrical.
- 3 I found 73 different examples of reflectional symmetry.
- 4 2 students in my class are writing papers about symmetry in nature.
- 5 By reading this article, I learned 11 new things about symmetry.

 **Write** Now practice writing in the **Workbook**.  page 69

Vocabulary: Latin Roots • Writing: Writing Numbers as Words **Unit 7 77**

BIG QUESTION 4



Why do we like symmetry?



Symmetry is beautiful and useful!

Can you name some ways that people use symmetry?



Words

A Listen and say the words. Then listen and read the sentences.  2•17

image

surpass

stare

laboratory

copious

examination

minute

fragment

triumphantly

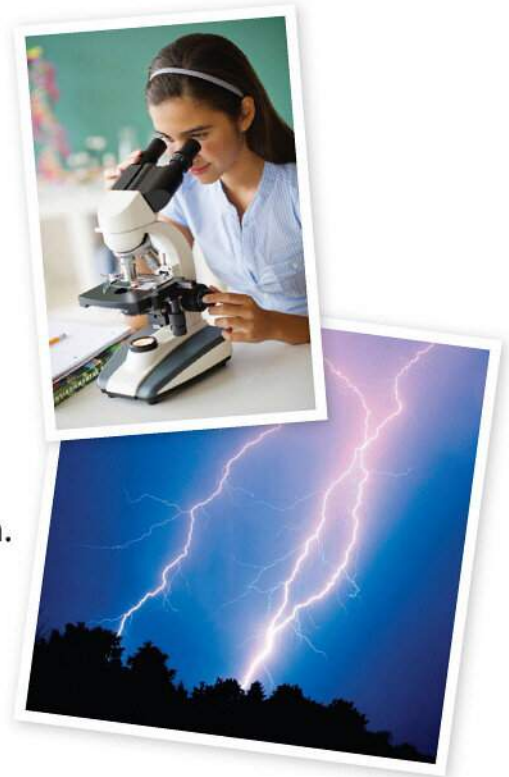
panic

eyepiece

astonishment

dazzling

- 1 As I read the story, I formed **images** of the action in my mind.
- 2 That runner has **surpassed** all the others. She's going to win the race!
- 3 The girl **stared** at me for a long time, which was rude.
- 4 The scientist worked in a **laboratory**.
- 5 There was a **copious** amount of food at the wedding.
- 6 To become a pilot, you have to pass a medical **examination**.
- 7 We tore the bread into **minute** pieces for the baby birds to eat.
- 8 Be careful. There are **fragments** of glass on the floor.
- 9 "I won!" yelled Bob **triumphantly**, as he crossed the finish line.
- 10 When I heard a strange noise in the dark, I felt **panic** and began to run.
- 11 We took turns looking into the **eyepiece** of the microscope.
- 12 The scientist felt **astonishment** when she discovered a new element.
- 13 The flashes of lightning were so bright, they were **dazzling**.



B Circle the correct answer.

- 1 If you're in a panic, you feel _____.
a happy **b** scared **c** sad
- 2 You might act triumphantly if you just ____ a race.
a won **b** lost **c** watched
- 3 You might feel astonishment if you're _____.
a amazed **b** asleep **c** bored
- 4 Sunshine and diamonds can both be _____.
a dark **b** dazzling **c** cold
- 5 To use a microscope, you should ____ into the eyepiece.
a sneeze **b** push **c** stare
- 6 If you surpass someone, you're ____ them.
a ahead of **b** behind **c** beside

C Replace the word in parentheses () with a word from **A**.

- 1 There was a _____ amount of dust in the old house. (large)
- 2 My doctor's _____ showed that I was well. (check)
- 3 The toy furniture was _____. (tiny)
- 4 The scientist performed experiments in his _____. (workshop)
- 5 I cut the _____ out of the magazine to use in my project. (picture)
- 6 We put the vase back together, but a _____ was missing. (piece)

Before You Read

Think Answer the questions.

- 1 Why is symmetry important to artists?
- 2 What are some things that are not symmetrical?
- 3 Which kinds of symmetry can you see around you?

D Learn Paraphrase

When you **paraphrase** something you've read, you put it into your own words. Paraphrasing can help you to:

- Remember new information.
- Make connections with things you already know.
- Understand what you've read more clearly.

After you paraphrase, check that what you've written has the same key information as what the author wrote.

Re-read the story on pages 38–39. Write important sentences from the story in the chart. Then paraphrase them in your own words.

"The Secret of Vesuvius"	
From the Story	In My Own Words

E Words in Context Scan the story on pages 80–81 and circle these words. As you read, try to guess what the words mean.

piles bothered forecast flickered gust scrambled

F Answer the questions before you read.


- 1 Are things that are symmetrical always beautiful?
- 2 What symmetrical things do you think are beautiful?
- 3 What makes some things more beautiful than others?

Snowflake Lia

In this *narrative fiction* story, you'll read about a girl's search for the most beautiful example of symmetry. Narrative fiction takes place over time and is told by a narrator. Like other fiction, it has a plot, setting, and characters. As you read the story, try to paraphrase sentences that contain important information.



Snowflake Lia



As Lia Bentley walked home from school on a crisp October afternoon, she saw **images** of symmetry all around her: in the faces of people and the clothes they wore, in the buildings she passed, and in the cars that went by. The birds in the sky were symmetrical, even the autumn leaves that covered the sidewalk and crunched beneath her feet. A butterfly landed on a branch above her, and Lia suddenly stopped. She held her breath and smiled, watching as it opened and closed its perfectly symmetrical wings.

All that month, Lia's class had been studying different forms of symmetry, and Lia was fascinated. They'd observed the mirror symmetry of spiders and violins and the rotational symmetry of starfish and pinwheels. They'd even studied the mysteries of fractals, with their symmetry of scale, by using a microscope to look at the veins of a leaf. Now Mr. Ferris, their science teacher, had given them their final assignment: to find the most beautiful example of symmetry and give a report to the class on it.

Lia **stared** at the assignment in her notebook. *The most beautiful example of symmetry*, she thought. *What on earth could that be?* Halfway through the school year, she'd been given a microscope for her birthday. Now she realized that she could use it to study symmetry on a **minute** scale. With her parents' permission, she set up what she called her "**laboratory**" in the shed. The microscope stood on a table, surrounded by piles of paper on which she'd made **copious** notes. She longed to find an example of symmetry that would **surpass** all the others. Lia spent hours on the **examination** of cells, **fragments** of rock, and drops of pond water that teemed with strange symmetrical life. Although she was amazed by what she saw, it bothered her that none of it seemed to fulfill the assignment. None of it was truly beautiful.

"What are you bringing to class?" Lia asked her friend Matt on the bus ride to school.

"A model airplane," replied Matt **triumphantly**. "And my brother Leo is bringing his guitar."

Those things are nice, thought Lia, *but there must be something more beautiful out there.*

That night, she stayed in the shed until her father called her inside. "Come on, Lia. It's getting chilly out. The weather forecast says it's going to snow."

Think

How would you paraphrase the first paragraph of the story?

Lia's heart sank. Snow meant winter was on its way. Winter in her part of Canada could be bitter. The cold weather would mean fewer things to peer at under the microscope. In Kitimat, where she lived, snow would often cover the area like a blanket, hiding everything from sight. A cold wind blew through the shed, and the lights flickered. Her assignment was due in just a few days. Lia began to feel panic.

"Come inside!" her father called again.

"Be there in a minute, Dad!" Lia called back.

Just then, the shed door was blown open by a strong gust of wind. *Wow, winter is coming!* thought Lia. As she turned her head against the wind, she caught sight of a single snowflake that had blown into the shed and onto the stage of her microscope. Lia scrambled to look through the eyepiece, and to her astonishment she saw the most dazzling and beautiful example of symmetry she could ever have imagined. "Of course!" she exclaimed. "A snowflake! Why didn't I think of that before?"

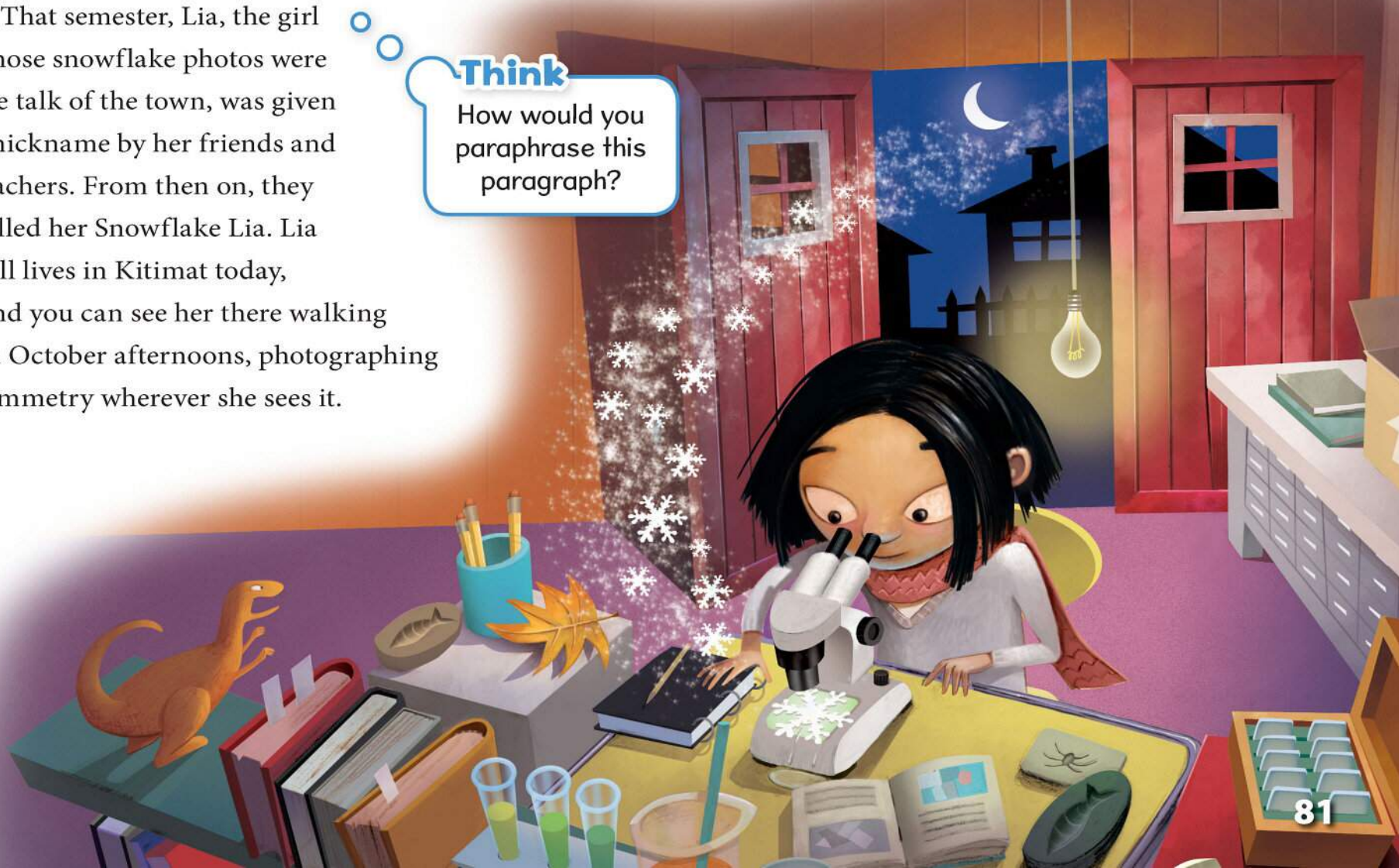
She peered through the eyepiece again, to take a closer look, and was startled to find that there was nothing there! The snowflake had vanished—melted, she realized—taking all of its beauty with it.

"No! Wait! Oh, no!" cried Lia. She had to take the snowflake to class, but how? It would melt before she could even get on the bus! Then she had an idea. Lia ran to the house and grabbed her camera. Within minutes, she'd managed to attach it to the microscope. She carefully placed another snowflake on the microscope's stage and took a series of gorgeous pictures. Each snowflake was different, symmetrical, and incredibly beautiful!

That semester, Lia, the girl whose snowflake photos were the talk of the town, was given a nickname by her friends and teachers. From then on, they called her Snowflake Lia. Lia still lives in Kitimat today, and you can see her there walking on October afternoons, photographing symmetry wherever she sees it.

Think

How would you paraphrase this paragraph?



Understand



Comprehension

Think If you had Lia's assignment, what would you choose as the most beautiful example of symmetry?

A Choose the paragraph in "Snowflake Lia" that you think is most important, and paraphrase it in your notebook. Discuss what you wrote with your partner.

B Circle the correct answer.

- Why did Lia hold her breath when she saw the butterfly?
 - It was ugly.
 - It was hurt.
 - It was symmetrical.
 - It wasn't symmetrical.
- Which kind of symmetry did Lia's class *not* study?
 - rotational symmetry
 - translational symmetry
 - mirror symmetry
 - symmetry of scale
- What was Lia's friend Matt bringing to class?
 - a microscope
 - a guitar
 - a model airplane
 - a snowflake
- What two devices did Lia use to finish her assignment?
 - a microscope and a violin
 - a guitar and a pinwheel
 - a bus and a camera
 - a camera and a microscope

C Answer the questions.


- Was the cold weather a good or a bad thing for Lia? Why?
- Why couldn't Lia take a snowflake to class?
- Did people like Lia's photos of snowflakes? How do you know?
- What do you think Lia will be interested in next?

D **Words in Context** Look at the words you circled in the story. Then use them to complete the sentences.

- A big _____ of wind turned my umbrella inside out!
- Could you please pick up those _____ of clothes on the floor?
- The _____ says it's going to be hot tomorrow.
- A campfire _____ in the distance.
- Were you _____ when you didn't win the competition?
- I _____ to catch the bus before it left.

Grammar in Use

E Listen and read along. Then circle True (T) or False (F).  2.19



Oh, look! That's the girl!

Which girl are you talking about?

It's the girl whose umbrella I borrowed yesterday! Can't you see?

How am I supposed to know which girl you mean?

She's the one who doesn't have an umbrella!

The umbrella that Sonya is holding belongs to the girl. **T** **F**

F **Learn Grammar** Defining Relative Clauses with *Whose*

Remember: Use **defining relative clauses** to give important information about the noun in a sentence.

Begin a relative clause with the pronoun **whose** to show possession.

Lia was the girl whose snowflake pictures were the talk of the town.
(The pictures belong to Lia.)

Combine the sentences using *whose*. Write them in your notebook.

- 1 Picasso is the artist. His paintings are famous.
- 2 That's the man. His car was stolen.
- 3 Do you know the girl? Her mother is a doctor.
- 4 That's the boy. His website won an award.
- 5 Mrs. Murray is the teacher. Her son goes to our school.
- 6 He's the writer. His book is popular.

Kevin is the student whose book I borrowed.



G Make a chart like this one. Then talk about it with your partner. Use defining relative clauses.

Person	Information About Him or Her
Kevin	whose book I borrowed
Beethoven	whose music I like
Ms. Williams	whose class I'm taking

Communicate

Listening

Think Where do you see shapes that repeat in nature?

A Listen. Write the answers.  2-20

far away symmetry scale close up

- 1 Fractals are an example of _____.
- 2 Fractal patterns look the same from _____ as they do from _____.
- 3 Fractals have a kind of symmetry called symmetry of _____.



B Listen again. Write the answers.  2-21

- 1 Does a fractal pattern ever end?

- 2 Where can fractals most easily be found?

- 3 What are three examples of fractals?

- 4 If you could magnify lightning, would it look the same close up as it does from far away?

Speaking 2-22

C Choose your favorite example of symmetry from the list or make up one of your own. Then discuss it with your partner.

- butterfly
- building
- seashell
- leaf
- race car
- tiger



My favorite example of symmetry is a race car.

Cool. What made you choose ... ?

I like it because ...

Do you like it because ... ?

Yes, and that also helps it ...

That's a great ... !



Word Study

D Learn Adjectives with *-ed* and *-ing*

You can use the past participle (verbs that end in **-ed**) and the present participle (verbs that end in **-ing**) as adjectives.

Lia was **fascinated** by symmetry.
Lia thought symmetry was **fascinating**.



Listen and circle the correct answer. Then work with your partner to write a sentence for each word.  2-23 

- 1 The horror movie was very **chilled** / **chilling**.
- 2 Erica took a **chilled** / **chilling** drink from the refrigerator.
- 3 I wasn't **troubled** / **troubling** at all when I heard the news.
- 4 He found the bad grade on his report very **troubled** / **troubling**.
- 5 The singer's voice was quite **pierced** / **piercing**.
- 6 Jessica got her ears **pierced** / **piercing** so she could wear earrings.
- 7 We were all **intrigued** / **intriguing** by the famous actor.
- 8 The photos my brother took on his trip were **intrigued** / **intriguing**.

Writing Study

E Learn Prepositional Phrases of Place

A **prepositional phrase of place** can go before a verb or after an object, but it shouldn't go between the verb and its object.

Lia set up her laboratory **in the shed at the end of the yard**.

Write the sentences correctly in your notebook.

- 1 I drew in art class a symmetrical shape.
- 2 Brian found at the library a book on symmetry.
- 3 Where should I draw in this picture the line of symmetry?
- 4 Julie wrote at her desk a paper on symmetry.
- 5 You can find in nature many examples of symmetry.
- 6 We saw near the park a symmetrical sculpture.
- 7 We're studying in our science class fractals.



 **Write** Now practice writing in the **Workbook**.  page 77

Writing

A Read this personal response to “Snowflake Lia.”

Lia and I

Story summary

In “Snowflake Lia,” Lia has a difficult school assignment. She needs to find an example of something that’s both symmetrical and beautiful. She solves her problem by taking pictures of snowflakes.



Comparisons

Lia seems to be very determined because she wants to find the best example of symmetry possible. I can relate to her because I’ve felt like that, too. For example, I really wanted to be on the school basketball team, so I practiced very hard for weeks before I thought I was good enough.

Likes

Lia gets a microscope as a birthday gift. This makes her happy because it offers her new ways of looking at symmetry. I enjoyed this part of the story because I also like getting birthday presents and because I like reading about new discoveries. Lia is a little like me. She wants to learn more about what she doesn’t know, and I relate to her in that way.

Dislikes

I didn’t like the story’s setting very much because it was hard for me to relate to. Lia lives in Canada and is surrounded by snow in the winter. Since I live in Colombia, I never see snow, so I found it hard to imagine what Lia’s life must be like. However, I enjoyed many other parts of the story, like when Lia sets up her own laboratory. I’d like to do that!

Final thoughts

Overall, there were many similarities between Lia’s experience and my life, so “Snowflake Lia” was fun to read. Lia showed determination and creativity when faced with a problem. In this way, I hope I can always be like her.

B Answer the questions.

- 1 How does the writer begin his or her personal response?
- 2 What kinds of comparisons does the writer make?
- 3 What kinds of personal opinions does the writer include?
- 4 How does the writer conclude his or her personal response?

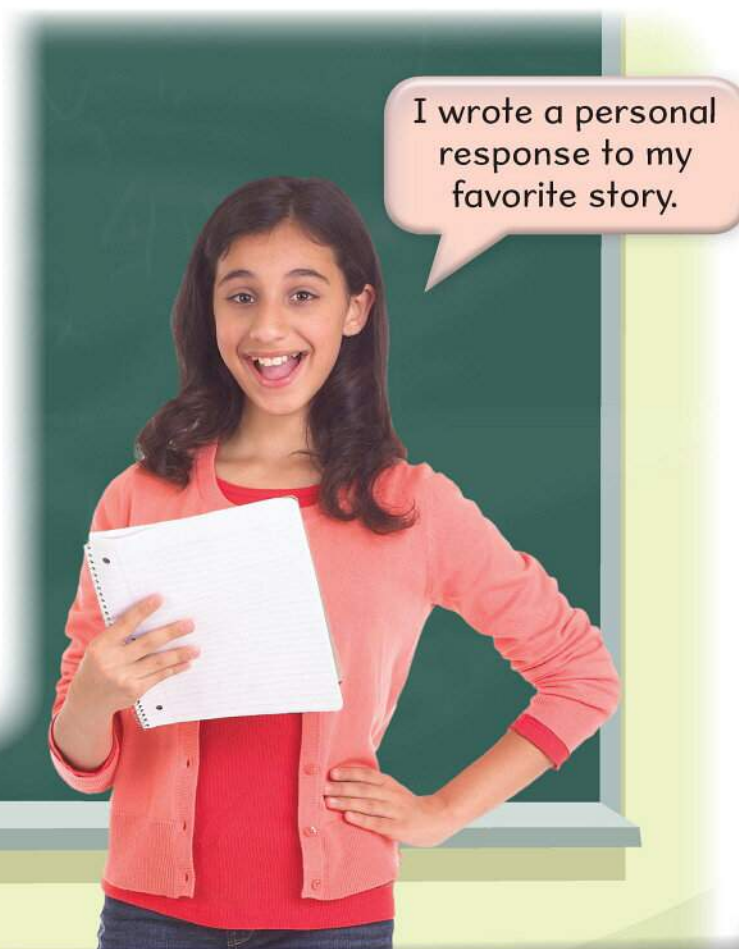
C Learn Writing a Personal Response

- Begin your personal response by summarizing the story you read.
- Make comparisons between the story's characters or events and your own life.
- Write what you liked and disliked about the story, and explain why you feel that way.
- End your personal response with your final thoughts about the story.

Write Now go to the **Workbook** to plan and write your own personal response. page 79

D Present your personal response to the class.

- 1 Practice reading your personal response aloud.
- 2 Before you share your writing, tell the class which story you chose to write about.
- 3 As you read your personal response to the class, relax and speak clearly. Make eye contact with your classmates.
- 4 Read the way you would speak. Show excitement, happiness, or sadness in your voice to match your personal response.
- 5 When you're finished, invite your classmates to ask questions.



BIG QUESTION 4

Why do we like symmetry?

- A Watch the video. What kinds of symmetry do you see?
- B What are some answers to the Big Question? Talk about them with your partner.
- C Complete the **Big Question Chart**. Then discuss it with the class.

What have you learned about symmetry?



In units
9 and **10**
you will:

WATCH
a video about
language.

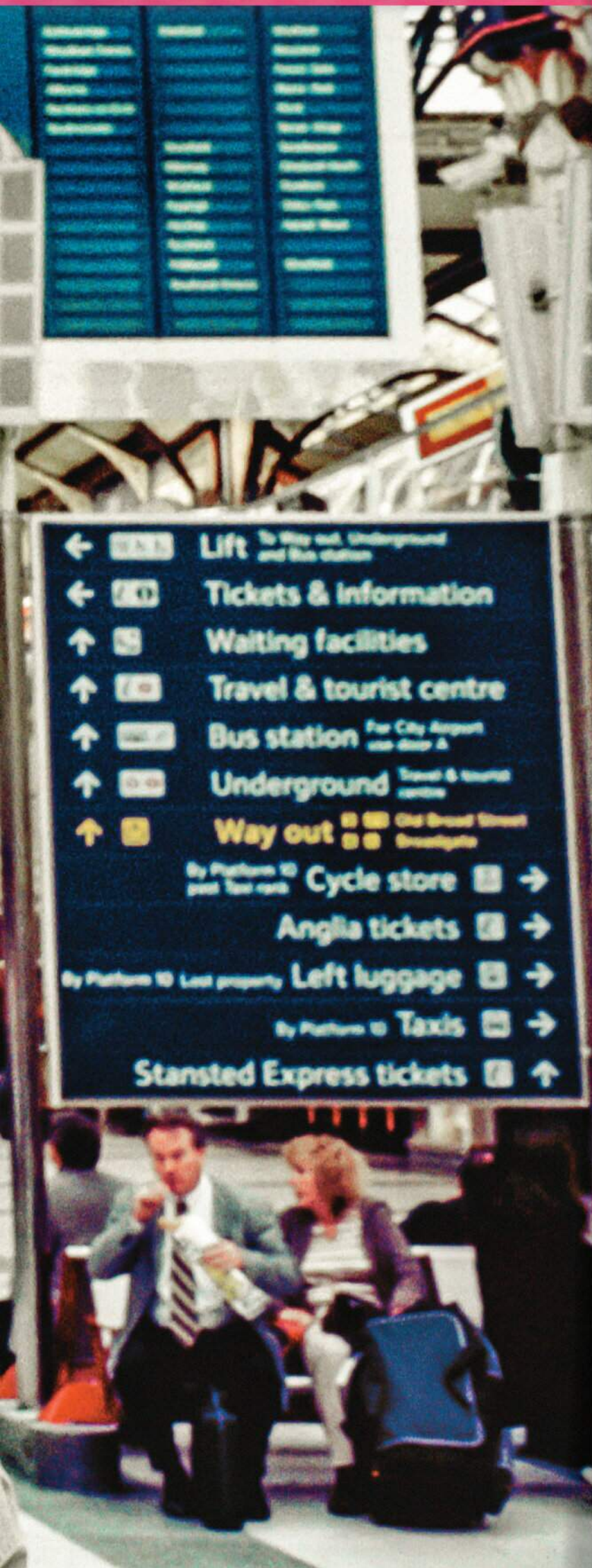
LEARN
about different
forms of language.

READ
about languages, codes, and
how two friends communicate.




WRITE
a poem using
sounds.

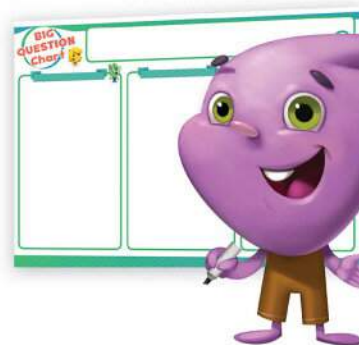
PERFORM
your poem for
the class.



BIG QUESTION 5

How do we use language?

- A** Watch the video. Then talk about it with your partner. 
- B** Look at the picture and discuss it with your class.
- 1 How do you think these people are using language?
 - 2 Why is language important in a train station?
- C** Think and answer the questions.
- 1 How do you use language?
 - 2 How many languages do you know?
 - 3 Besides speech, what are some other forms of language?
 - 4 Why do you think people use different languages in other countries?
- D** Discuss this topic with your class.
Fill out the **Big Question Chart**.



What do you know about language? What do you want to know?

Words

A Listen and say the words. Then listen and read the sentences.  2-24

gesture

beckon

refusal

disapproval

group

lack

raised

enable

invaluable

consist

distress

conceal

transmit

- 1 I asked the man where the library was, and he **gestured** toward a building.
- 2 When Maria saw her teacher **beckon**, she knew it was her turn and stepped forward.
- 3 Nick's **refusal** to help me hurt my feelings.
- 4 My dad frowned in **disapproval** when he saw the broken plate.
- 5 I **grouped** the clothing into small and large sizes.
- 6 The soup **lacked** salt, so I added some more.
- 7 When I'm cold, I get **raised** bumps on my skin.
- 8 A cane **enabled** the old man to walk more easily.
- 9 In my job, a computer is **invaluable**. I couldn't work without one.
- 10 Our band **consists** of a guitar player and a singer.
- 11 I felt **distress** when I heard that my brother was sick.
- 12 We couldn't see the house because it was **concealed** by some trees.
- 13 There are many ways to **transmit** a message, such as e-mail, text, or letter.



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

- | | | |
|--|----------|----------|
| 1 If someone is beckoning to you, they want you to go away. | T | F |
| 2 Something that's invaluable is very valuable. | T | F |
| 3 When you enable something, you stop it from happening. | T | F |
| 4 If a cake lacked sugar, it would taste great. | T | F |
| 5 When you conceal something, you hide it from view. | T | F |
| 6 A refusal is like an agreement. | T | F |
| 7 If something is raised, it's higher than what's around it. | T | F |

C Work with your partner to answer the questions.

- 1 If you grouped your classmates into girls and boys, who would the groups consist of?
- 2 Why would someone transmit a distress message?
- 3 Make a gesture showing disapproval.

Before You Read

Think Answer the questions.

- 1 Do you use language differently from your parents? How?
- 2 What's your favorite word in English?
- 3 How many languages can you name?

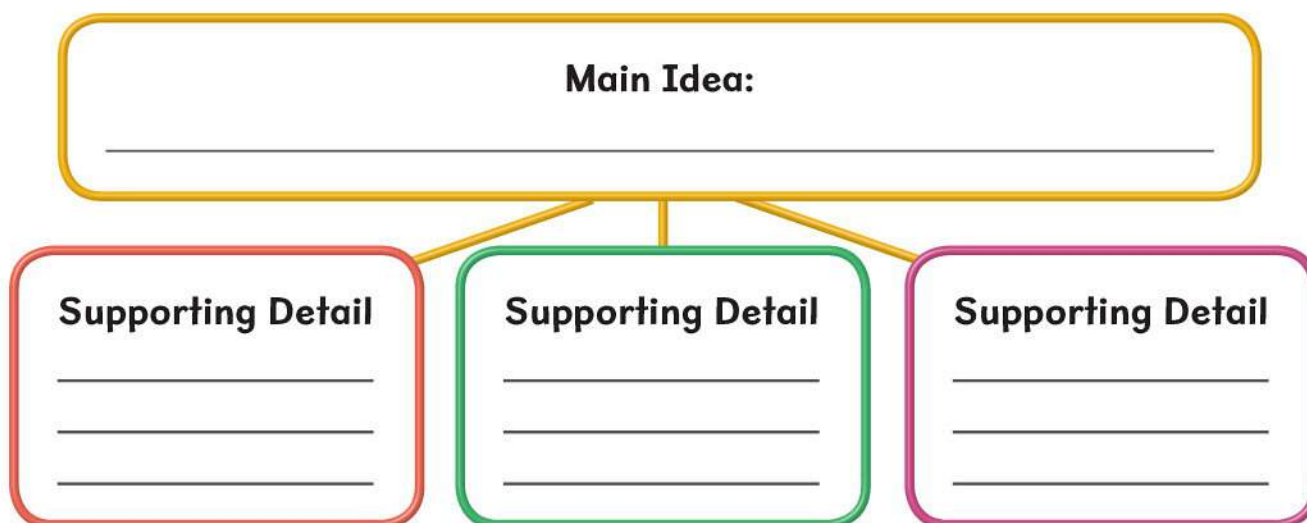
D Learn Main Idea and Details

The **main idea** of a text is the point the author is trying to make. It can be anywhere in a text but is usually found in the first paragraph. Each section of a text can also have its own main idea.

Details are additional facts or reasons that support the main idea and help to explain it. They're sometimes introduced with words like **for example**, **first**, and **finally**.

As you read, think about the main idea of each section. What are the details that help to support it? After you finish reading, think about the main idea of the entire text.

Reread the text on pages 18–19. Then work with your partner to fill in the organizer.



E Words in Context Scan the article on pages 92–93 and circle these words. As you read, try to guess what the words mean.

widely estimate ancestor brand new ingenious allies

F Answer the questions before you read.

- 1 Have you ever invented your own language? What was it like?
- 2 Why would someone want to use a secret language?

Talking About Language

In this *magazine article*, you'll learn about different types of languages, what language is, and how we use it. A magazine article is a piece of writing that appears in a magazine. It may contain facts and opinions. As you read, think about the main idea of each section and the details that support it. Then think about the main idea and details of the entire article.

Social Studies:
Culture



Talking About Language



What Is Language?

There are many possible answers to this question, but most people agree that language is a way to communicate ideas or feelings, using signs, **gestures**, or marks. Since the dawn of time, humans have needed to communicate with each other. We often do this through complex systems, such as speech and writing, but not always. Signs and gestures came before speech, and we still use them to communicate today.

Many gestures are understood and used by people of different cultures. These include **beckoning** with an arm or hand, as a sign to come closer, nodding the head, as a sign of acceptance, and a smile or hug, as a sign of welcome. Gestures of anger or **disapproval**, such as shaking the head to show **refusal**, are also widely recognized.

Think

What's the main idea of this section? What details support it?

Languages Around the World

Nobody knows exactly how many languages there are, but experts estimate that there are as many as 7,000. These languages are **grouped** into families. When languages have a common ancestor, they're part of the same language family. The Indo-European language family, for instance, includes Spanish, English, Hindi, and Russian. When a language is no longer used, such as Latin or Ancient Greek, we say that it's "dead." However, even after people have stopped speaking a language, they sometimes continue to create new words from its roots. The word *astronaut* is an example of this. There were no astronauts in Ancient Greece, of course, but modern people have combined the Ancient Greek word for "star" (*astron*) and "sailor" (*naut*) to form a brand-new word: *astronaut*!

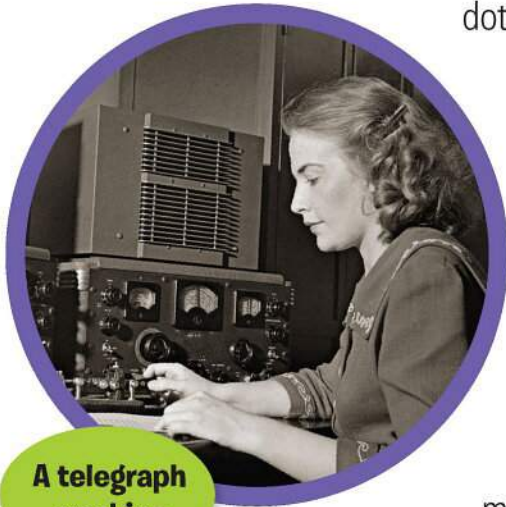




Louis Braille

Codes and Sign Language

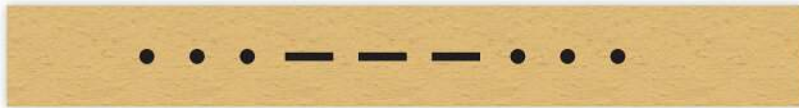
All over the world, people who lack the ability to see use a type of code called Braille. Braille was invented in 1824 by a Frenchman named Louis Braille, who lost his sight when he was young. This system of writing allows people to read words through touch. Raised dots on a surface enable them to feel each letter. Today, entire books are printed in Braille.



A telegraph machine

Another type of code, which is called Morse code, is used to communicate over long distances. When the telegraph was invented in 1832, a man named Samuel Morse created this code to send messages using electricity. This system

consisted of short signals, called dots, and long signals, called dashes. The code was tapped out, in a series of electrical pulses, and sent over telegraph wires. It was ingenious! The most famous example of Morse code is the distress signal used by sailors and pilots: SOS. In Morse code, it looks like this:



Unlike Braille and Morse code, sign language is a true language. In fact, there are many different sign languages used around the world, each with its own grammar and vocabulary. Sign language is invaluable to people who can't hear. It allows them to communicate by making signs with their hands.

What Do We Use Language For?

As you've seen, we use language for an important human need: to connect with each other. The message we communicate and the way we transmit it might be as simple as a smile to say, "I'm happy to see you," or as complex as a book on physics. It might even be a secret, like a message in code that's sent between allies. Each of these types of communication lets us tell another person what we know, how we think, or what we feel. Languages are fascinating. They evolve and change, they're born and they die, and we all use them.

Can You Crack the Code?

People also use codes to conceal, or hide, secret messages. Some examples of these codes include mirror writing, reverse alphabets, and grid codes. Here are two examples you can try out. Use the reverse alphabet to decode the question and the grid code to figure out the answer.

Question: DSZG PRMW LU HSLVH WL HKRVH DVZI?

Answer: 3D 3C 5A 1A 5B 5A 2D 3D!

Reverse Alphabet

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

Grid Code

	1	2	3	4	5
A	A	B	C	D	E
B	F	G	H	I	J
C	L	M	N	O	P
D	Q	R	S	T	U
E	V	W	X	Y	Z



Understand



Comprehension

Think What did you learn from “Talking About Language”?

- A** What is the main idea of the magazine article? What are the supporting details? Fill in the organizer.

Main Idea:

Supporting Detail

Supporting Detail

Supporting Detail

- B** Match the sentence halves.

- | | | | |
|--|---|---|---|
| 1 Languages with a common ancestor | ● | ● | a use a type of code called Braille. |
| 2 Signs and gestures came before speech, | ● | ● | b is the distress signal SOS. |
| 3 Sign language is invaluable | ● | ● | c and we still use them today. |
| 4 People who lack the ability to see | ● | ● | d to people who can't hear. |
| 5 An example of Morse code | ● | ● | e are part of the same language family. |

- C** **Words in Context** Look at the words you circled in the article. Then use them to complete the newspaper article.

Chief Detective Stevens, whose _____¹, Alfred Stevens, was a code breaker in the late 19th century, has discovered a _____² code that no one has ever seen before! The code involves an _____³ system of light pulses used by criminals to send signals. Detectives and their _____⁴ around the world now _____⁵ believe that understanding the code will help them solve many mysteries. Police _____⁶ that they will have the code completely cracked within the next five days.

Grammar in Use

D Listen and read along. Then circle the correct answer. 2•26



What extra information did Finn give about the lion?

- a** It's orange. **b** It's hungry.

E Learn Grammar Nondefining Relative Clauses

Nondefining relative clauses give you extra information about the subject of a sentence. They're more often used in writing than in speech.

Another type of code, **which is called Morse code**, is used to communicate over long distances.

Underline the extra information in each sentence.

- 1 That tree, which was struck by lightning, had to be cut down.
- 2 My brother, who moved to Japan, is coming home for a visit.
- 3 Our store, which we opened last year, has been very successful.
- 4 My friend, whose birthday was yesterday, just got a new bike.
- 5 I found my watch, which I thought was lost, underneath the sofa.
- 6 My grandmother, who is 77, goes hiking every weekend.
- 7 That player, whose team won the championship, is very talented.

F Make a list of short sentences. Then work with your partner to add extra information to them. Use nondefining relative clauses.

My next class is one of my favorites.

My friend is preparing for a race.

That new video game is amazing!

My next class, which is science, is one of my favorites.



Communicate

Listening

Think How does your voice change when you're excited? How do you sound when you express other emotions?



A Listen. What are the speakers doing? 2-27

B Listen again. Circle the correct answer. 2-28

- How does the man sound at the beginning of the conversation?
 - bored
 - happy
 - excited
- How does the woman sound when she sees her favorite actress?
 - angry
 - excited
 - sad
- How does the man feel about the bank robber?
 - happy
 - bored
 - angry
- How does the woman sound when she talks about the sick girl?
 - bored
 - sad
 - excited

Speaking 2-29

C Work with your partner to agree on plans for the weekend. Use your voice to express emotions such as boredom, happiness, anger, and excitement.



Word Study

D Learn Latin Roots

Remember: The main part of a word is called the **root**. If you understand what the root means, it can help you understand the meaning of the word. In English, the roots of many words come from Latin and Ancient Greek.



Latin Root	Meaning	Example
astro or aster	star	astronaut
con	with or together	connect

Listen and write the roots. Then work with your partner to write a sentence for each word.  2:30 

- 1 _____ biology 2 _____ fident 3 _____ cept 4 _____ isk
5 _____ clude 6 _____ cur 7 _____ nomer 8 _____ physics

Writing Study

E Learn Using Connectors to Show Contrast

Use connectors such as **however**, **unlike**, and **on the other hand** to show contrast between clauses or sentences that express different ideas.

When a language is no longer used, we say that it's "dead."
However, even after people have stopped speaking a language, they sometimes continue to create new words from its roots.

Rewrite one of the sentences in each pair using the connectors in parentheses ().

- French and Italian are from the same language family. Mandarin Chinese belongs to a different family. (on the other hand)
- I like studying languages. I don't like studying math. (however)
- Mirror writing is a kind of code. It's not a language. (unlike English)



Now practice writing in the **Workbook**.  page 89

Vocabulary: Latin Roots • Writing: Using Connectors to Show Contrast

Unit 9 97

BIG QUESTION 5



How do we use language?



People use language to express their feelings.

What kind of things do you express with language?



Words

A Listen and say the words. Then listen and read the sentences.  2:31

circular

radiant

shimmer

misty

rugged

pesky

devise

desperately

irritated

frustrated

piercingly

intently

customary

- 1 A clock and a wheel are both **circular**.
- 2 Her face was **radiant** when she smiled.
- 3 The water **shimmered** in the sunlight.
- 4 The valley was **misty** because it was full of clouds.
- 5 Rocks and stones covered the **rugged** landscape.
- 6 That **pesky** mouse keeps coming into our house!
- 7 My sister and I **devised** a plan to surprise our parents.
- 8 The mountain climber **desperately** held on to his rope.
- 9 I was **irritated** when my friend arrived late.
- 10 I felt **frustrated** that I couldn't solve the problem.
- 11 The noise from the ambulance was **piercingly** loud.
- 12 I looked at the puzzle **intently**, trying to figure it out.
- 13 When you're invited to a birthday party, it's **customary** to bring a gift.



B Look at how the words are used in **A**. Then write them in the correct category.

Adjectives	Verbs	Adverbs

C Work with your partner to answer the questions.

- 1 What irritates you the most?
- 2 When do you feel frustrated? Give two examples.
- 3 Name three objects that are circular.

Before You Read

Think How do you use language when you communicate with your friends? How is it different from your language in class?

D Learn Setting

The **setting** of a story is where it takes place. Writers usually describe the setting so that readers know where the characters are and what it's like there. In some stories, setting can be very important to the plot. As you read, think about the setting of the story. What words does the author use to describe it? Why is the setting important?

Read the short story. Then answer the questions.

Alice pushed aside the heavy vines that hung thickly from every tree. Mosquitoes clung to her face and arms, and the intense heat was making it difficult to breathe. She had fought her way through the jungle for five days, following a trail her father had made in his search for the hidden city.

It had been hours since Alice had last seen a freshwater stream, and her lips were dry. Thirst was beginning to make her feel strange. As she rounded a bend in the trail, she looked up. A mysterious tower loomed above her. On the ground in front of the tower, Alice recognized her father's backpack.

- 1 How is the setting described? _____

- 2 Why is the setting important? _____

E Words in Context Scan the story on pages 100–101 and circle these words. As you read, try to guess what the words mean.

only palms ferns impenetrable insignificant respective

F Look at the picture on pages 100–101. What kind of setting does the story have? How is it different from where you live?

The Whistlers

In this *descriptive fiction* story, you'll read about a boy who learns an unusual form of communication to make a new friend. Descriptive fiction uses colorful details to paint a picture in the reader's mind. As you read, think about how the author describes the setting and why it's important to the plot.



The Whistlers

My name is Francisco. I was born twelve years ago and am an only child. This is my story.

I live on a radiant, almost perfectly circular island off the coast of Africa. It was once a volcano and rises from the ocean, full of pride and power. From the hilltop where I live, I can see for many kilometers. To the east lies the warm blue sea, shimmering in the midday sun. To the west is the beach where I swim in summer and explore among the date palms that grow in the sand.

Think

How does the writer describe the setting of this story?

In the north is the cloud forest, misty and mysterious. The forest is full of endless trails that wind between the pine trees. It's easy to get lost there, but I know the trails well. Also in the north is the laurel forest, where the giant ferns grow. That part of the island is so dense it's almost impenetrable. The ferns there tower over me. As I walk beneath them, I feel insignificant like a tiny insect.

Finally, to the south, is the hilltop where my friend lives.

One evening, about a year ago, I was sitting on this very spot watching the sun go down. I felt lonely and longed for a brother or sister to talk to. My parents are farmers and our house is far from the nearest town, so I rarely see people my age. When a pesky mosquito bit me, I turned to brush it away and noticed a figure waving at me. It was another boy, standing on the hilltop to the south. Scrambling hastily to my feet, I waved back.

"Hello!" I shouted as loudly as I could. "I'm Francisco! What's your name?" But no reply came back. The distance separating us was too great for our voices to carry. We waved until the sun went down and we could no longer see each other.


The following evening, we waved again. We tried to signal with our arms, but it was too hard to see clearly across the valley. I ran inside my house and took a pot and a wooden spoon from my mother's kitchen.

Perhaps he would hear me if I banged loudly enough.

Maybe together we could devise a code! I banged that pot till my arms ached, but the other boy still couldn't hear me.

Think

How is setting important to the plot of this story?



Determined though I was, by Sunday I was out of ideas. I desperately wanted to communicate with the boy on the other hilltop, but nothing seemed to work. Irritated, frustrated, and lonelier than ever, I lay on my back watching the clouds float across the sky.

A sharp, crystal-clear sound traveled piercingly through the hot afternoon air. “U-pu-pu, u-pu-pu,” it seemed to say. It was the song of the hoopoe bird. I listened intently as it mixed with the tinkling of goat bells down in the valley below. It was then that I remembered the whistling! When I was a very young child, my grandfather told me that the inhabitants of our island used to whistle to each other to communicate across the rugged landscape. I leaped to my feet and ran to my grandfather’s house to find out exactly how the whistling language worked. He had known it once, and maybe he could teach me!

That evening, as the sun began to set, my friend and I took up our customary positions on our respective hilltops. I waved and he waved back. Then putting one finger to my mouth, as my grandfather had shown me, I whistled my first message: “Hello! What is your name?”

The whistle streamed out of my lungs and shot across the valley. I paused, waiting expectantly for a reply. Within seconds, my friend whistled back a message: “My name is Alejandro. Who are you?”

“I’m Francisco!” I whistled, overjoyed. For the next hour, even after the sun had gone down on the horizon, Alejandro and I practiced our new language.

Today, though Alejandro and I have never met, I’m never lonely. Just one quick whistle is all it takes to call my friend on the hilltop. Once my message has been sent, I know it’ll only be a matter of minutes until I hear an answer.

There really is an island off the coast of Africa, called La Gomera, where people use a whistling language. It’s been used there for centuries and is still taught in schools today.

Understand



Comprehension

Think Have you ever felt lonely? What did you do about it?

A What is the setting like in “The Whistlers”? Fill in the organizer.

Setting:	
How It's Described	Why It's Important

B Circle the correct answer.

- People on the island used whistling _____.
 - to communicate with hoopoe birds
 - to communicate over long distances
 - because they liked the way it sounded
 - because they couldn't hear well
- Francisco learned the whistling language from _____.
 - a hoopoe bird
 - his friend Alejandro
 - his grandfather
 - his grandmother
- Francisco didn't try ____ to communicate.
 - gesturing
 - making loud noises
 - shouting
 - sending a letter
- Francisco wanted to communicate with Alejandro because _____.
 - he was lonely
 - he was bored
 - he was lost
 - he wanted to practice whistling

C Words in Context Look at the words you circled in the story. Then use them to complete the sentences.

- The beach was hot, so we stood in the shade of some _____.
- After school, my friend and I went home to our _____ houses.
- Jungles can be almost _____ when there are a lot of trees and plants.
- I'm not an _____ child. I have a brother.
- When I look at all the stars in the sky, I sometimes feel small and _____.
- We saw _____ and other plants at the botanical garden.

Communicate

Listening

Think Are all languages related to each other? Discuss this question with your partner.



A Listen. Circle True (T) or False (F). 2-34

- 1 Children are still learning Silbo Gomero and Hadza.
- 2 Silbo Gomero and Hadza both use clicks and pops.
- 3 Both Silbo Gomero and Hadza are unusual forms of language.
- 4 Silbo Gomero and Hadza are both forms of Spanish.

T **F**
T **F**
T **F**
T **F**

B Listen again. Answer the questions. 2-35

- 1 Why did the people on La Gomera need to use a whistling language?
- 2 What other language is Silbo Gomero related to?
- 3 How many people speak Hadza?
- 4 How do people make the noises used in Hadza?

Speaking 2-36

C **Learn** Expressing Preferences

You can express a preference by telling someone what you would or wouldn't like to do. Use expressions like:

I'd rather ...

I'd prefer to ...

I'd really like to ...

Let's ...

Work with your partner. Choose one of these pairs of activities. Then decide what you're going to do by expressing preferences.

- play soccer / go to the mall
- go swimming / play a game
- watch TV / ride bikes

Would you rather play soccer or go to the mall?

I think I'd prefer to ...

All right. Do you want to ... ?

No, I'd rather ...

That's fine. I'd really like to ...

So would I! Let's ...

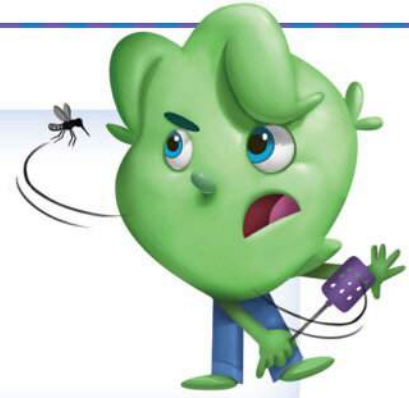
Word Study



D Learn Connotation

Some words have a similar meaning to each other but also have a positive or negative sense, called a **connotation**.

Positive: The helpful nurse was very **attentive**.

Negative: That **pesky** mosquito won't leave me alone.



Listen and write the words in the correct columns. Then work with your partner to write a sentence for each word.  2:37 

childish youthful slender skinny economical miserly fanatical enthusiastic

Positive	Negative

Writing Study

E Learn Onomatopoeia

Onomatopoeia is when a word sounds like the thing it's describing. Poets and other writers use onomatopoeia to make their writing more interesting.

The **whistle** streamed out of my lungs and shot across the valley.

Say the words. Which ones remind you of things in the wind, and which ones sound like water? Write them in the correct category.

splash flap whisper drip flutter spray

Wind

Water



Now practice writing in the **Workbook**.  page 97

Writing

A Read the poem.

A Bad Start

Stanza

Washing in the shower
Soap squirts into my eye
Stinging like a nettle
Until I start to cry.

Ugh! My socks are sopping wet
My boots are full of mud
I slip down on the sidewalk
With an awful thud!

**Incomplete
sentence**

Mom says I have to run
Or I'll be late for school
Raindrops drumming all the night

I say hello to teacher
She looks me in the eye
"You are very late," she says

**Complete
sentence**

The road looks like a pool.

"I don't think you try!"

Rhyme

Onomatopoeia

Splish splash in the puddles
On my way to class
Yuck! My boots are punctured
By a piece of glass.



B Answer the questions.

- 1 How does the poet organize the poem?
- 2 Where can you find a complete sentence? Where can you find an incomplete sentence? Why do you think the poet used both?
- 3 What parts of the poem rhyme? What parts don't rhyme?
- 4 Where can you find onomatopoeia in the poem? Why do you think the poet used it?

C Learn Writing a Poem

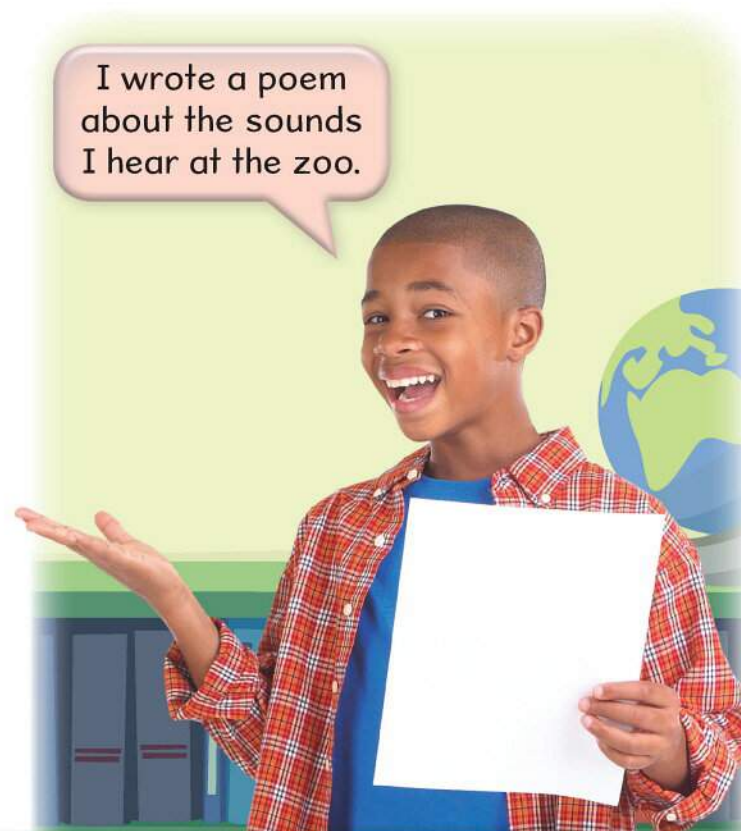
- Choose an interesting subject for your poem.
- Onomatopoeia can make your poem more fun to read. If you decide to use it, make sure your subject has sounds you can describe.
- Organize your poem in whatever way you want. Some poets use stanzas or rhyming to organize their poems.
- You don't have to use full sentences in your poem.
- Think about which words in your poem are important and which ones you don't need. You can improve your poem by taking out unimportant words.



Now go to the **Workbook** to plan and write your own poem. page 99

D Perform your poem for the class.

- 1 Practice reading your poem to yourself several times. You might want to practice with a friend, too.
- 2 Before you read your poem to the class, tell them what you chose to write about and why you chose that subject.
- 3 Begin reading your poem. Read clearly so that everyone can hear you.
- 4 While reading, pause where you have punctuation or a new stanza. Use gestures to add interest to your poem.
- 5 Emphasize any onomatopoeia you've used.
- 6 When you're finished, invite your classmates to tell you what they liked about your poem or ask you questions about it.

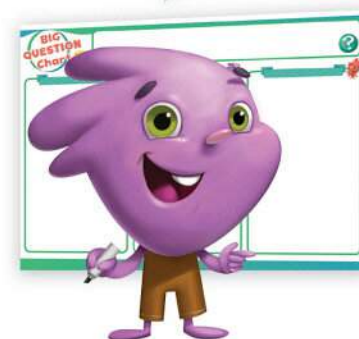


BIG QUESTION 5

How do we use language?

- A Watch the video. How do you see people using language?
- B What are some answers to the Big Question? Talk about them with your partner.
- C Complete the **Big Question Chart**. Then discuss it with the class.

What have you learned about language?

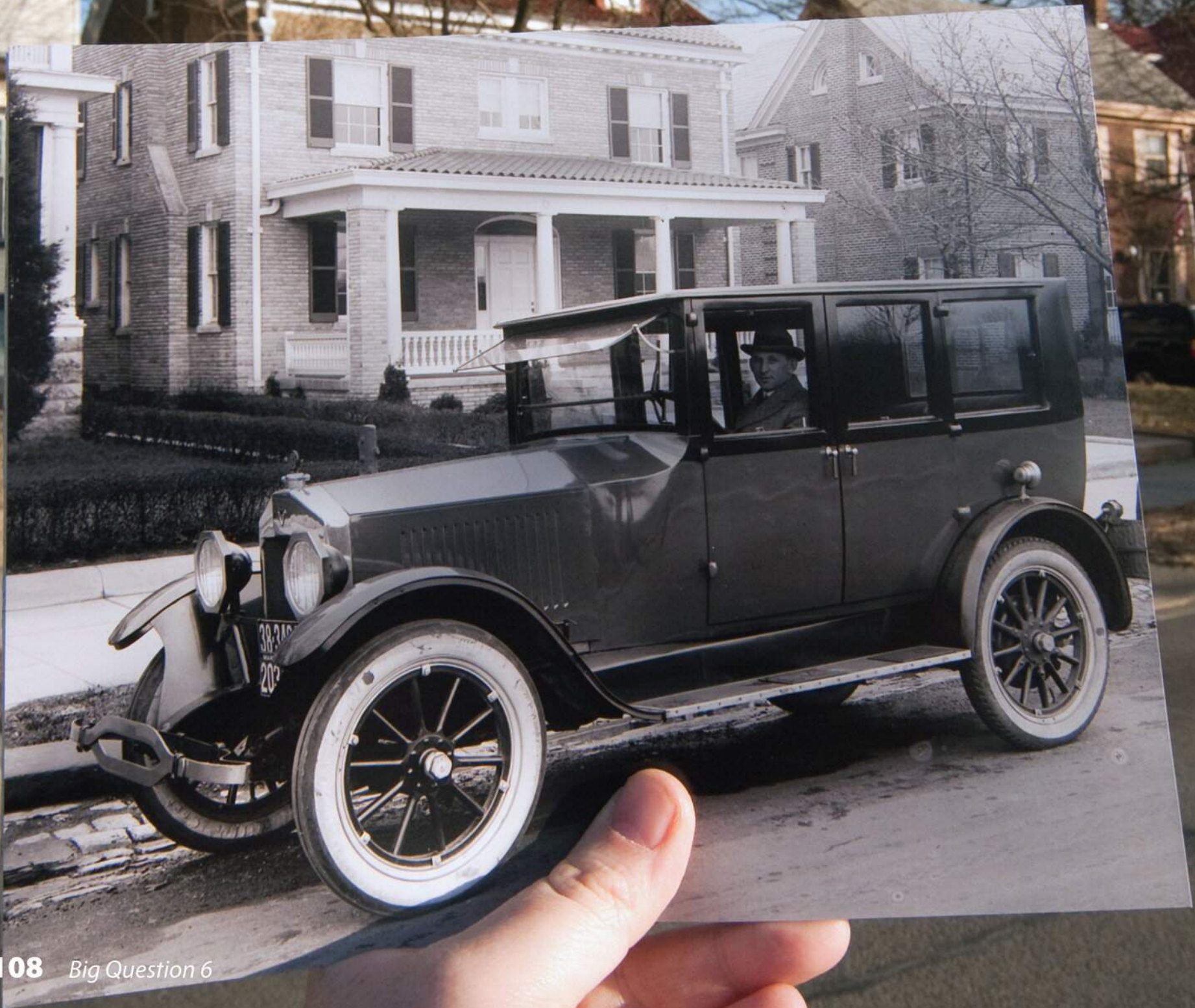


In units
11 and **12**
you will:

WATCH
a video about
history.

LEARN
why recording history
is important.

READ
about Mount Everest and
the life of a housemaid.



WRITE
about a
memory.

MAKE
a memory wall.



BIG QUESTION 6

Why do we record history?

- A** Watch the video. Then talk about it with your partner. 
- B** Look at the picture and discuss it with your class.
- 1 Why do you think someone took the old photo?
 - 2 What can these pictures tell us about the past and the present?
- C** Think and answer the questions.
- 1 What is history?
 - 2 How do people record history?
 - 3 What kinds of events do people record?
 - 4 Have you ever recorded your own history? How did you do it?
- D** Discuss this topic with your class. Fill out the **Big Question Chart**.



What do you know about recording history? What do you want to know?

Words

A Listen and say the words. Then listen and read the sentences.  3-02

summit

loom

cling

crack

handhold

expedition

laboriously

plateau

dome

slack

ledge

slim

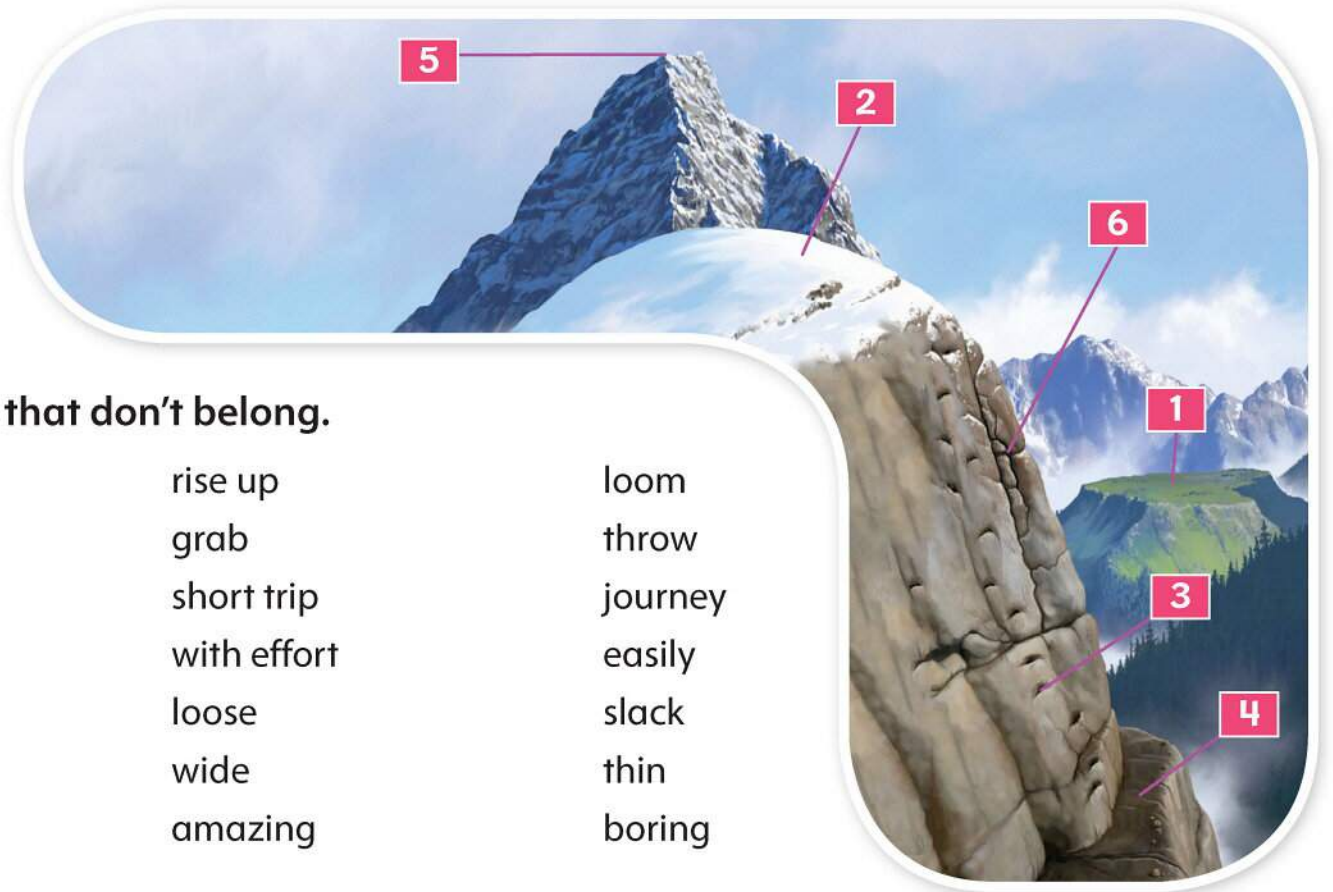
awesome

- 1 After days of climbing the mountain, we finally reached the **summit**.
- 2 We looked up and saw the cliff **looming** above us.
- 3 The climber was **clinging** to the rock face, hoping not to fall.
- 4 The earthquake made a long **crack** in the ground.
- 5 Use whatever **handholds** you can find to climb the wall.
- 6 We're going on an **expedition** to study rare birds in the Amazon.
- 7 For five hours, we climbed **laboriously** to the top of the steep hill.
- 8 The **plateau** you see ahead of you is an area of high, mostly flat land.
- 9 That building has a pointed roof, but this one has a rounded **dome**.
- 10 There was some **slack** in the rope, so I pulled it until it was tight.
- 11 I looked over the **ledge** of the building and saw the street below.
- 12 If you run, there's a **slim** chance you'll catch the train.
- 13 The sunrise from the top of the mountain is an **awesome** sight!



B Look at the picture and number the words.

- _____ plateau
- _____ ledge
- _____ crack
- _____ summit
- _____ dome
- _____ handhold



C Cross out the ones that don't belong.

- | | | |
|---------------|-------------|---------|
| 1 fall down | rise up | loom |
| 2 cling | grab | throw |
| 3 expedition | short trip | journey |
| 4 laboriously | with effort | easily |
| 5 tight | loose | slack |
| 6 slim | wide | thin |
| 7 awesome | amazing | boring |

Before You Read

Think Sometimes we read different things about how an event happened. Why would people record an event differently?

D Learn Corroborating

Corroborating means checking important details of an event in more than one text to see if the details are the same or not. Historians do this to find out what really happened in the past, since people often remember things differently. When you read more than one text about an event, pay careful attention to which details the texts share and which are different.

Read these texts that describe the same people and events from two different perspectives. Then answer the questions.

Hi, my name's Gary Wallace. My friend Jake and I were hiking in the mountains on Sunday when we suddenly heard a big crash. I looked up in the direction of the noise and saw two people. Both of them were waving like they were trying to get our attention. One was an older man, I would say, and the other was a teenage boy. The boy was wearing an orange jacket, and the man had on a hat. It was about 2:30 in the afternoon when we saw them.

Hello, I'm Denise Simmons. I often walk in the mountains on weekends. On Sunday afternoon, at about 2:35, I heard a noise. I guess I thought it was just snow falling. Then I looked down and saw a young boy and a tall man standing on a ledge. The boy was wearing jeans and a bright red jacket. Both of them seemed to be waving at someone farther down the mountain. At the time, I thought they were just being friendly, so I kept walking.

Which details are the same in both descriptions? Which details are different?

E Words in Context Scan the texts on pages 112–113 and circle these words. As you read, try to guess what the words mean.

considerable panting exposed satisfaction disaster perched

F Why do you think some people climb mountains?

In these texts, you'll read about a climb to reach the top of Mount Everest.

View from the Summit

This text is a *memoir*. A memoir is a true account of something, written by someone who was there.

Everest

This text is *historical nonfiction*. This kind of text is also a true account but isn't always written by someone who was there. While you read, think about which details are the same and which are different.

Social Studies: History

Sir Edmund Hillary was one of the first climbers to reach the top of Mount Everest.

Joy Masoff is a children's book author.



These two texts describe Edmund Hillary and Tenzing Norgay's historic climb to the top of Mount Everest on May 29, 1953.

Before that year, no one had reached Mount Everest's summit. The first text is from Edmund Hillary's memoir about the climb. It's considered a *primary source*, since Edmund Hillary was there.

View from the Summit:

The Remarkable Memoir by the First Person to Conquer Everest

By Sir Edmund Hillary

Ahead of me **loomed** the great rock step which we had observed from far below and which we knew might prove to be a major problem. I gazed up at the forty feet of rock with some concern. To climb it directly at nearly 29,000 feet would indeed be a considerable challenge. I looked to the right, there seemed a chance there. **Clinging** to the rock was a great ice cornice hanging over the mighty Kangshung Face. Under the effects of gravity, the ice had broken away from the rock and a narrow **crack** ran upward. Nervously, I wondered if the cornice might collapse under my pressure. There was only one way to find out!

Although it would be relatively useless, I got Tenzing to establish a **belay**¹; then I eased my way into the crack, facing the rock. I jammed my **crampons**² into the ice behind me and then wriggled my way upward using every little **handhold** I could find. Puffing for breath, I made steady

height—the ice was holding—and forty feet up I pulled myself out of the crack onto the top of the rock face. I had made it! For the first time on the whole **expedition**, I had a feeling of confidence that we were going to get to the top. I waved to Tenzing and brought in the rope as he, too, made his way **laboriously** up the crack and dragged himself out beside me, panting for breath.

We didn't waste any time. I started cutting steps again, seeking now rather anxiously for signs of the **summit**. We seemed to go on forever, tired now and moving rather slowly. In the distance I could see the barren **plateau**. I looked up to the right and there was a rounded snowy **dome**. It must be the summit! We drew closer together as Tenzing brought in the **slack** on the rope. I continued cutting a line of steps upward. Next moment I had moved onto a flattish exposed area of snow with nothing but space in every direction. Tenzing quickly joined me and we looked around in wonder. To our immense satisfaction, we realized we had reached the top of the world!



¹ **belay noun**
an anchor for a person or rope



² **crampon noun** a plate with spikes that attaches to shoes to prevent slipping on ice or snow

The second text is from a book about the climb, by author Joy Masoff. Since she didn't climb Mount Everest, her book is considered a *secondary source*. As you read, imagine the climbers' excitement. They're going where no person has ever gone. The summit of Mount Everest has never been reached!

Everest: Reaching for the Sky

By Joy Masoff

For the next few weeks, the team keeps moving higher up the mountain, setting up camp at greater altitudes. Finally, they reach Camp 8—the highest camp for the team. They are almost there!

John Hunt, the team leader, picks his two strongest climbers to try to reach the top of Everest first. Edmund Hillary and Tenzing Norgay are not chosen to go.

Then disaster strikes. The oxygen tanks don't work, and the first two climbers have to turn back. Hillary and Tenzing are told that they will have a chance to reach the summit after all!

Hillary and Tenzing feel excited, yet calm, as they begin their climb to the top. After spending the night perched on their little ledge, they are ready to make the final climb. It is minus 17°F (minus 27°C), and they have pulled on eight layers of clothing and three pairs of gloves. Their backpacks weigh 40 pounds (18 kilograms) each.

Think

What are some differences between this text and the first one?



The two men move slowly, carefully hacking steps into the ice with their axes. Parts of the climb are really scary—ridges that are only as wide as a diving board. There are places where the mountain falls off 2 miles (3 kilometers) straight down. One wrong step could mean death.

Still, up they go, higher and higher, until they come to a rocky wall—40 feet (12 meters) high. Now what?

Hillary sees a slim crack in the rock. He jams a foot into it and begins to wiggle up, grabbing at any handhold he can find. Tenzing follows. They haven't come this far only to give up!

It takes almost half an hour to inch up using the crack. They can barely catch their breath. What else can happen?

The two men keep going up. They move from rock to snow, and soon they can climb no more because there is no more mountain left.

They have summited—they have reached the top! Their tiredness quickly gives way to joy as they look out at the awesome sight all around them.

Think

What are some similarities between this text and the first one?



Understand

Comprehension

Think Which of the two texts felt more real to you? Why?

A Which important details do these texts share? Which details are different? Fill in the organizer and discuss it with your partner.



Text 1: View from the Summit

Text 2: Everest

Details That Are the Same

Details That Are Different

B Work with your partner to answer the questions.

- 1 Which text covers a longer period of time?
- 2 How do Edmund Hillary and Tenzing Norgay feel when they reach the top of Mount Everest?
- 3 If Tenzing Norgay had written about Mount Everest, would it be a primary or a secondary source?
- 4 If you wrote about Edmund Hillary and Tenzing Norgay's climb, which kind of source would it be?
- 5 Why do you think Edmund Hillary wrote about this climb?
- 6 Why do you think Joy Masoff wrote about this climb?

C Words in Context Look at the words you circled in the texts. Then use them to complete the short story.

Nancy and Mike had been following the trail all day and were _____¹ by the time they stopped. The top of the plateau, where they stood, was windy and _____². They looked down and saw the valley a _____³ distance below them. "Be careful, Mike," said Nancy. "It would be a _____⁴ if one of us fell." Then Nancy _____⁵ on a large rock so that Mike could take her picture. They felt _____⁶ at having reached the top, but it was getting dark, and they had a long walk ahead of them.

Grammar in Use

D Listen and read along. Then circle the correct answer.  3-04



Who has delayed the flight? **a** It's not important. **b** April

You can use the passive voice when it's not important who does the action.

E **Learn Grammar** **Passive Questions (Present Perfect)**

Remember: You can use the **passive** voice in the **present perfect** tense.

Active	Passive
Has anyone ever reached the summit of Mount Everest?	Has the summit of Mount Everest been reached ?

Check (✓) the passive sentence in each pair.

- | | |
|---|---|
| 1 <input type="checkbox"/> Has the janitor cleaned the classroom? | 3 <input type="checkbox"/> Has the book been written? |
| <input type="checkbox"/> Has the classroom been cleaned? | <input type="checkbox"/> Has the author written the book? |
| 2 <input type="checkbox"/> Has the meal been cooked? | 4 <input type="checkbox"/> Has your dad paid the bill? |
| <input type="checkbox"/> Has the chef cooked the meal? | <input type="checkbox"/> Has the bill been paid? |

F Make a chart like this one. Write your own active questions. Then work with your partner to turn them into passive questions.

Active	Passive
Have you started the project?	
Has Jason returned your game?	

Has the project been started?



Communicate

Listening

Think History can be recorded in a book. What are some other ways we record history?



A Listen. Check (✓) the main idea. 3-05

- In the 1920s, people from different countries came to America.
- There are more fast-food restaurants now.
- By recording someone, we can pass on their memories.

B Listen again. Circle True (T) or False (F). 3-06

- | | | |
|--|----------|----------|
| 1 Phil is interviewing Sylvia in order to pass on her story. | T | F |
| 2 In America, Sylvia's dad was an accountant. | T | F |
| 3 Sylvia took a lot of cab rides when she was a girl. | T | F |
| 4 Sylvia collected milk bottles to earn money. | T | F |
| 5 Sylvia still lives in New York City. | T | F |

Speaking 3-07

C **Learn** Follow-Up Questions

If you want to learn more about what someone is saying, use **follow-up questions** to ask for more information. Use expressions like:

Where's ... ?

How old were you ... ?

How far is it ... ?

Choose one of these topics and tell your partner something you remember about it. Use follow-up questions in your conversation.

- a school you went to
- a house you lived in
- a friend or relative
- a special day



Word Study



D Learn Easily Confused Words

Remember: Some words look or sound similar but have different meanings.

Nervously, I **wondered** if the ice might collapse under my pressure.

The lost climber **wandered** through the mountains.



Listen to the sentences and number the words. Then work with your partner to write a sentence for each word.  3-08 

___ wander ___ course ___ advice ___ affect
___ wonder ___ coarse ___ advise ___ effect

Writing Study

E Learn Reflexive Pronouns

Use **reflexive pronouns** instead of subject pronouns when the subject and object of a verb are the same person or thing. Reflexive pronouns include **myself, yourself, herself, himself, itself, ourselves, yourselves, and themselves**.

Tenzing dragged **himself** out beside me.

subject reflexive pronoun

(Not: Tenzing dragged **he** out beside me.)

Use reflexive pronouns to complete the sentences.

- 1 That's John's painting. He did it _____.
- 2 Sorry, I have to go! You'll have to make _____ a snack.
- 3 Did Katie write this poem _____? It's very good.
- 4 We were pleased with _____ when we won the match.
- 5 The boys hurt _____ when they tried to climb the tree.

 **Write** Now practice writing in the **Workbook**.  page 109

Vocabulary: Easily Confused Words • Writing: Reflexive Pronouns **Unit 11 117**

BIG QUESTION 6



Why do we record history?



People record history to remember their lives.

What memories have you recorded from your life?



Words

A Listen and say the words. Then listen and read the sentences.  3:09

typical

legal

butler

housekeeper

dustpan

assign

dismiss

cauldron

gristly

scone

approve

blame

frantic

- 1 It was a **typical** summer day, warm and sunny with a blue sky.
- 2 Stealing isn't **legal**. It's against the law.
- 3 The **butler** worked in a large house where he was in charge of the staff.
- 4 It was the **housekeeper's** job to keep the house clean.
- 5 Use a broom and **dustpan** to clean up the broken glass.
- 6 Joe's boss **assigned** him the job of cleaning up.
- 7 Tony was **dismissed** from his job and is looking for work.
- 8 A **cauldron** full of hot soup was bubbling over the fire.
- 9 This meat is so **gristly**, it's impossible to chew!
- 10 We made **scones** using flour, butter, and sugar.
- 11 The teacher **approved** our idea for the project, so we got started on it.
- 12 I broke the window, but my parents **blamed** my brother.
- 13 We were late for our flight and drove to the airport in a **frantic** rush.



B Write the words in the correct category.

dismiss blame butler dustpan assign housekeeper approve cauldron

People Who Work in a House	Things Used for Housework	Things a Butler Might Do

C Circle the one that doesn't belong.

- 1 allowed legal right wrong
- 2 steak cake scone bread
- 3 rushed hurried relaxed frantic
- 4 typical unusual normal average
- 5 tough gristly chewy soft

Before You Read

Think Why do people keep diaries? What do they write in them?

D Learn Cause and Effect

Things often happen because something makes them happen. The first thing to happen is the **cause**. The second thing is the **effect**. If a cause leads to many effects, we call it a **chain reaction**. Look for causes and effects as you read. They can help you understand how the events in a story are related.

Read the short story. Then answer the questions.

Mr. Marello had a very messy house. He never put his laundry away, so there were clothes everywhere. He also traveled a lot and always left his suitcases lying on the floor.

One day, his cousin Albert came to visit. As soon as Albert walked through the front door, he tripped over a suitcase and fell into a pile of clothes. Mr. Marello rushed over to see if his cousin was all right. There was a glove on Albert's head, a sock wrapped around one of his ears, and fuzzy pink slippers covering his hands. He was staring up angrily at Mr. Marello.

Unfortunately, Albert looked so ridiculous that Mr. Marello began to laugh. He laughed and laughed, and eventually Albert began to laugh, too. After that, Mr. Marello was much better about putting his things away!

- Two causes in the story lead to one effect. What are the causes and what is the effect?
- One cause in the story leads to two effects. What is the cause and what are the effects?

E Words in Context Scan the diary on pages 120–121 and circle these words. As you read, try to guess what the words mean.

range confess copper strict appetite passageway

F Read the introduction on page 120. What do you think Amelia's life was like? Would you enjoy being a servant in a big house? Why or why not?

A Housemaid's Diary

In this *diary entry*, you'll learn what life was like for an English housemaid over one hundred years ago. A diary is a record of someone's personal feelings, experiences, and observations. It's usually private. While you read, think about what causes and effects the writer describes and how they're related.



A Housemaid's Diary



Amelia Slater, age 13, worked in a country house in England at the beginning of the twentieth century. In this entry from her diary, she describes a typical day as a servant in the house of Lord and Lady Bosden. Life in the early 1900s was very different from the way it is today. It was legal for children as young as nine to go to work, and many children never went to school at all.

January 20, 1908

Dear Diary,

I had a fright today! That boy Micky Hill brought some logs for the fireplaces and made a silly face. It was so funny I laughed out loud, but just then His Lordship saw me! He looked furious, and I've been worrying about it ever since.

Diary, I'm so glad I can tell you these things. When I write down my problems, it makes them seem a little less dreadful. I'm sure that when I read this again, years from now, it's going to seem funny instead of frightening.



My day started at five-thirty this morning. I jumped out of bed and raced downstairs to see if Emma had lit the range and boiled water for tea. Our boss, Mrs. Maggs the housekeeper, likes her tea and toast at six o'clock, so that's the first thing I have to do. Lucky her! The rest of us have to wait until eight o'clock for breakfast. Next, I gathered the broom and dustpan, and began my cleaning duties.

After a while, I heard the other servants—Emma, Betty, Lily, and Hatty—getting ready for breakfast. I wanted to join them but I still had some dusting to do, and I couldn't hurry in case I broke something. A servant named June had once been assigned the task of dusting Her Ladyship's vases and she broke one. She told Mrs. Maggs that the vase had been broken but didn't confess that she'd done it. Mrs. Maggs found out, of course, and June was dismissed on the spot!



Think

What would happen to Amelia if she broke a vase?



After breakfast, Mrs. Maggs told me to help Hatty and Lily with the laundry. I love this task! The soap smells wonderful, and the steam from the big copper cauldrons full of boiling water keeps us warm. When the laundry was finished, we joined the other servants in the dining hall for lunch. It was beef stew again. The meat was gristly, but at least the carrots were fresh.

In the afternoon, Betty, who attends Lord and Lady Bosden's daughters, asked me to help her put out the ladies' riding clothes. They were going to ride their horses to the lake. It was then, while Betty and I were watching them ride away, that Micky Hill made that face and I laughed.

"And what are you laughing at?" I heard someone say behind me. I whirled around and there was His Lordship! He looked so fierce that I didn't know what to say. Then he walked off without even waiting for an answer.

When the ladies came back from riding, they went upstairs for tea in the drawing room. After they'd finished, the tea trays were brought down and some scones were left over. Rosy, the cook, gave one each to Hatty, Lily, and me! Rosy told us to eat them quickly, before Mrs. Maggs saw us. Mrs. Maggs wouldn't approve. She's very strict.



We had cabbage soup and bread for dinner. I usually love cabbage soup, but I'd lost my appetite from worrying about His Lordship. I know it's wrong, but I kept hoping he'd blame Micky instead of me.

At seven o'clock, the gong was struck. That meant the ladies were going to dress for dinner. I waited in the passageway outside their bedrooms. If one of the ladies needed something—a comb, a ribbon, or a pin—it was my job to find it!

Mrs. Maggs said I could take some time off while dinner was being served. The kitchen gets frantic during dinner, and it's a bad idea to get in the butler's way. At nine-thirty, Hatty, Lily, and I washed the kitchen floors, and then we went to bed at last!

Just as I was going upstairs, His Lordship appeared. My heart almost stopped, I felt so frightened, but he smiled kindly and said, "Good night, Amelia." I like His Lordship!

Dear Diary, now that I've written down everything that happened today, I know I'll never forget it. I hope that maybe one day I'll even read this to my own children. Won't they laugh at how silly I was!



Think

Why isn't Amelia hungry?

Understand

Comprehension

Think Did you enjoy "A Housemaid's Diary"? What did you learn about what life was like in the early twentieth century?



A Look for a chain reaction in the story. Then fill in the organizer and discuss it with your partner.

Cause	Effect 1	Effect 2	Effect 3	Effect 4
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

B Circle the correct answer.

- Amelia gets in trouble for laughing at _____.
 - Lord Bosden
 - Mrs. Maggs
 - the ladies
 - Micky Hill
- Writing in her diary helps Amelia to _____.
 - forget things
 - remember things
 - make up stories
 - plan her future
- When Ameila writes, her problems seem _____.
 - less serious
 - more serious
 - the same
 - unimportant
- Amelia wrote this diary entry _____.
 - on September 5, 1910
 - at the beginning of her work day
 - at the end of her work day
 - when she was an adult

C Words in Context Look at the words you circled in the diary. Then match the words to their meanings.

- | | | | |
|--------------|---|-----|-------------------------------------|
| 1 confess | ● | ● a | a feeling of hunger |
| 2 passageway | ● | ● b | something you cook on |
| 3 range | ● | ● c | careful about following rules |
| 4 copper | ● | ● d | to admit to something |
| 5 strict | ● | ● e | a type of metal |
| 6 appetite | ● | ● f | part of a building you pass through |

Grammar in Use

D Listen and read along. Then circle the correct answer.  3-11

Does Sonya want to say who stole the cake? **Yes** **No**

You can use the passive voice when you don't want to say who did the action.

E **Learn Grammar** **Passive (Past Perfect)**

You can use the **passive** voice in the **past perfect** tense.

Active	Passive
Mrs. Maggs had assigned June the task of dusting the vases.	June had been assigned the task of dusting the vases.

Circle *active* or *passive*. If the sentence is active, underline who did the action.

- | | | |
|---|--------|---------|
| 1 The window had been broken. | active | passive |
| 2 Lucy had forgotten to water the plants. | active | passive |
| 3 Jason had left the door unlocked. | active | passive |
| 4 A mistake had been made. | active | passive |
| 5 The teacher had forgotten our homework. | active | passive |
| 6 The wrong ingredients had been used. | active | passive |
| 7 All the pizza had been eaten. | active | passive |
| 8 Someone had stolen my friend's bike. | active | passive |

I know! Brandon used up all the supplies.



F You and your partner are detectives. Make a chart like this one and write your own passive sentences. Then take turns making active sentences to solve who did the action.

Passive	Active
All the supplies had been used up.	

Communicate

Listening

Think Why would someone use audio to record history instead of writing it down?

A Listen. Circle *fact* or *opinion*.  3-12

- 1 There are recording booths in locations around the United States.
- 2 It's always fun to hear a story.
- 3 Phillip was born 30 years ago in Rome, Italy.
- 4 Italians make the best ice cream.

fact

opinion

fact

opinion

fact

opinion

fact

opinion

B Listen again. Answer the questions.  3-13

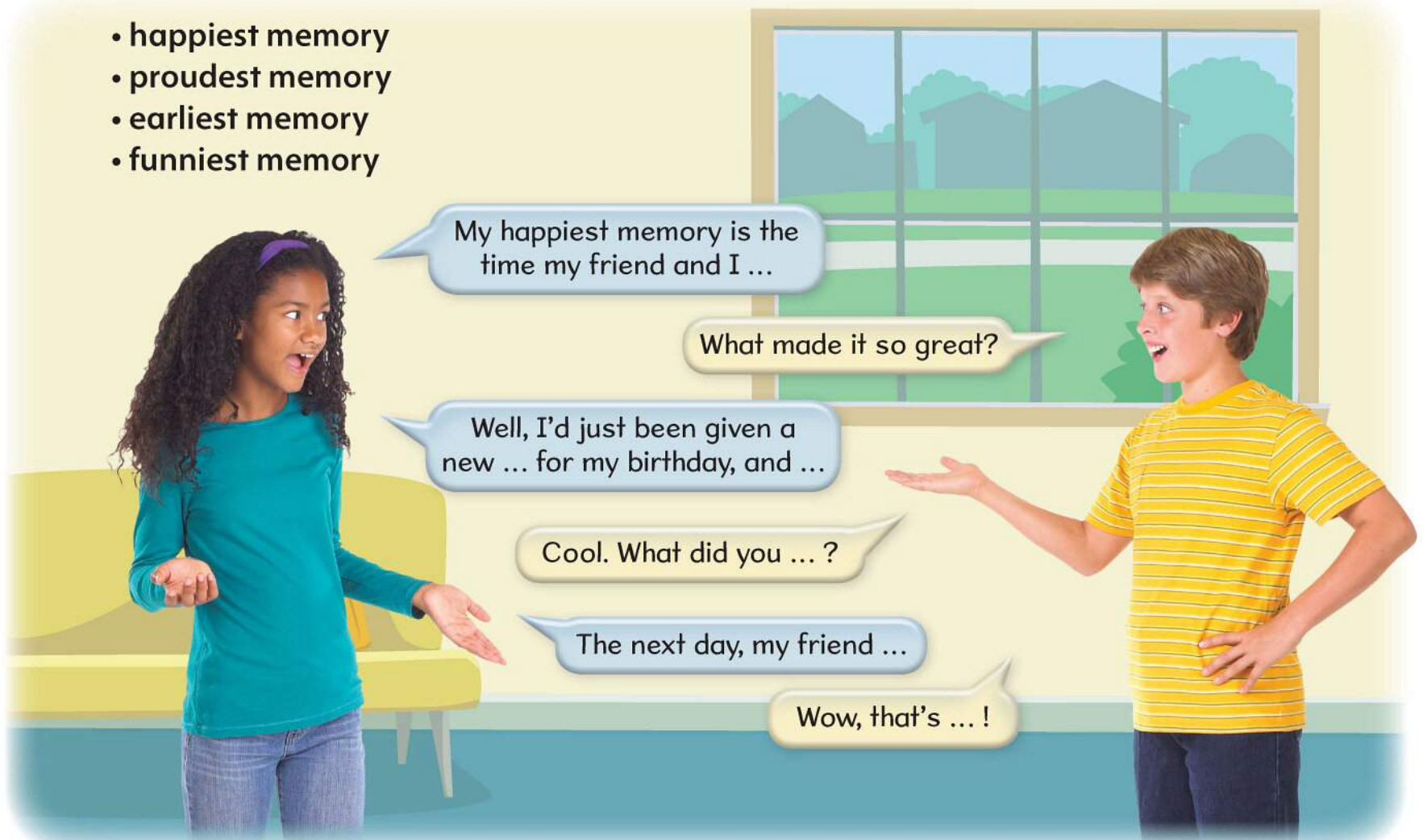
- 1 Why do people record their stories at recording booths?
- 2 How much does it cost to record a story?
- 3 What happens to a story after you record it?
- 4 How old was Phillip when he recorded his story?



Speaking 3-14

C Choose one of these memories and tell your partner about it.

- happiest memory
- proudest memory
- earliest memory
- funniest memory





Word Study

D Learn Loan Words

Some words in English come from other languages. The word *tea* is Chinese.

The ladies came back from riding and went upstairs for **tea** in the drawing room.



Listen and circle the correct answer. Then work with your partner to write a sentence for each word.  3-15 

- | | | |
|---------------|---------|---------|
| 1 pajamas | Hindi | Dutch |
| 2 garage | Malay | French |
| 3 waffle | Italian | Dutch |
| 4 catastrophe | Greek | Spanish |
| 5 tortilla | Arabic | Spanish |
| 6 piano | Italian | Hindi |
| 7 bamboo | Malay | Greek |
| 8 almanac | French | Arabic |



Writing Study

E Learn Titles in Names

We often write a **title** before someone's name to show respect for that person or to give more information about them. These titles are usually abbreviated. An abbreviated title is followed by a period. Some common titles include **Mr. (Mister)**, **Mrs. (Missus)**, **Ms. (Miss or Missus)**, **Prof. (Professor)**, and **Dr. (Doctor)**.

Mrs. Maggs said I could take some time off.

Underline the title and circle the full form of the abbreviated word.

- | | | |
|---|-----------|-----------|
| 1 Prof. Kirby wants us to keep a class journal. | Professor | Doctor |
| 2 Mr. Miller likes to read books about history. | President | Mister |
| 3 I talked to Dr. Hastings about my medical history. | Doctor | Professor |
| 4 Mrs. Andrews has kept a diary since she was a young girl. | Missus | Governor |

 **Write** Now practice writing in the **Workbook**.  page 117

Writing

A Read this memory.



A Day to Remember

Reason for writing

I wanted to write this memory down so I don't forget it. One of the happiest days of my life was a chilly day in November of last year. I was playing basketball with my friend Patrizio in the park. At some point during our game, we noticed an old man sitting alone on a bench. He looked very sad and was holding his head in his hands.

Dialogue

"I wonder what's wrong," said Patrizio. He was always ready to help anyone, so I knew what would happen next. He motioned for me to follow him, and we went over to the old man. Patrizio gently asked, "Why do you look so sad?"

The old man looked up at us and said that he had spent the day walking in the park, but he'd lost his wallet.

"It's not the money I'm worried about," he continued. "I had a beautiful picture of my wife in my wallet, and now I've lost that, too."

Patrizio grabbed my arm and told the old man to wait. We spent the next hour searching every centimeter of the park, under trees, in garbage cans, behind hedges, and in the deep grass until, at last, we found the wallet hiding in a bush.

Final thoughts

I will never forget the look the old man gave us when we handed his wallet back to him. Happiness shone from his eyes, and a huge smile broke out over his face as he gazed at the picture of his wife.

B Answer the questions.

- 1 Where can you find the writer's reason for writing? What is the reason?
- 2 Does the writer include dialogue? Do you think dialogue helps to tell a story? Why or why not?
- 3 What does the writer include at the end of the memory? Why does the writer include this?

C Learn Writing a Memory

- State the reason you're writing about this memory. It might be a happy memory, an early memory, or just something you don't want to forget.
- Dialogue can help your memory feel realistic, but you don't have to include it. If you decide to use dialogue, you don't have to use a person's exact words. You can paraphrase what they said.
- Conclude your memory with a strong final thought. It should give the reader a clue about why this memory is important to you.



Now go to the **Workbook** to plan and write your own memory. page 119

D Work with your classmates to make a memory wall.

- 1 Write or print out your memories. Try to include pictures, too.
- 2 Display the memories on your classroom wall.
- 3 Read your classmates' memories.
- 4 Choose one memory you especially like or find interesting.
- 5 Retell the memory you chose to the class.

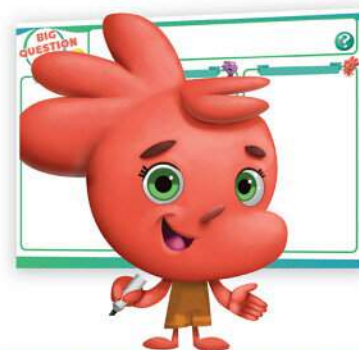


BIG QUESTION 6

Why do we record history?

- A** Watch the video. What historical things do you see?
- B** What are some answers to the Big Question? Talk about them with your partner.
- C** Complete the **Big Question Chart**. Then discuss it with the class.

What have you learned about why we record history?



Testing Practice 2

Reading and Writing

A Read this journal entry by Sara, a science teacher.

April 5
My students are going to make a sundial, which is a kind of sun clock. For homework tonight, they're researching sundials. Tomorrow we'll devise a plan for constructing one. I'll put the students in small groups that will have to find their own materials and build their own sundials. Sundials have both practical and aesthetic qualities, so the assignment will be a competition. Whose sundial will win? We won't find out until we have a sunny day, since clouds will interfere with our experiment.



Read Sara's journal entry again. Are sentences 1–5 True (T) or False (F)?

- | | | | |
|---|---|---|---|
| 1 | The students are going to build a sun clock in science class. | T | F |
| 2 | A misty day will enable Sara to decide whose sundial is the best. | T | F |
| 3 | Small groups will find their own materials for their sundials. | T | F |
| 4 | Sara believes that sundials cannot be practical or attractive. | T | F |
| 5 | The students are researching sundials for homework. | T | F |

B Read Oliver's paragraph. Then imagine an expedition that you would like to take. Write a paragraph about it.

You might include:

- | | |
|----------------------------|--------------------------------------|
| • where you would go | • what you would need to bring |
| • why you want to go there | • how long the expedition would take |
| • how you would prepare | • who would come with you |

Write the paragraph in your notebook.


Write about 100 words.

If I could, I'd go on an expedition to a far-away island. I love sailing. I'd like to go to an island that no one has ever seen and discover a new animal or plant. I'd go with my family. We'd get ready for the trip by taking extra sailing and swimming lessons. We'd buy lots of food, supplies, and water for our boat. We'd need to bring a lot of sunblock, and wear hats and long-sleeved shirts, too. When we get to the island, I'd take a lot of photos and draw pictures of the plants and animals we see. I'd need to bring my art supplies and a waterproof camera.
--

Tip

Try to use a range of vocabulary in your paragraph.

Listening

C You will hear two short conversations. You will hear each conversation twice. There are two questions for each conversation. Choose the correct picture, a, b, or c.  3•16

Tip

Think about each question separately. Decide what the different pictures show. Listen to the whole text before you choose an answer.

1 Where is the bird perched?

a



b



c



2 What does the man want to see?

a



b



c



Now listen to the second conversation.  3•17

1 Why was Kaya's mother frustrated?

a



b



c



2 Why does Kaya want to learn French?

a



b



c



Speaking

Part 1 Talk with your partner about your daily routines.

Part 2 Your teacher will show you a picture and describe a situation to you. Listen to your teacher's instructions and talk with your partner.

In units
13 and **14**
you will:

WATCH
a video
about birds.

LEARN
about the beauty and
intelligence of birds.

READ
poems and a magazine
article about birds.



WRITE
an action plan.

PRESENT
your action plan
to the class.



BIG QUESTION 7

What makes birds special?

- A** Watch the video. Then talk about it with your partner. 
- B** Look at the picture and discuss it with your class.
- 1 What do you think is special about these birds?
 - 2 How are these two types of birds different? How are they similar?
- C** Think and answer the questions.
- 1 What kinds of birds live in your area?
 - 2 How are birds different from other animals?
 - 3 Do you think birds are intelligent? Why?
 - 4 Why do you think so many countries have a national bird?
- D** Discuss this topic with your class. Fill out the **Big Question Chart**.



What do you know about birds?
What do you want to know?

Words

A Listen and say the words. Then listen and read the sentences.  3-18

argue

amuse

lazily

awkward

pitifully

clumsy

limp

resemble

mock

jeers

minor

bear

key

- 1 My sister and I **argue** all the time. We disagree about everything!
- 2 I like to **amuse** my friends by telling jokes.
- 3 Bill was lying on the sofa **lazily**, eating and watching TV.
- 4 It can be **awkward** to stand on one foot.
- 5 After the boy hurt himself, he cried **pitifully** for help.
- 6 I felt very **clumsy** after knocking over two glasses.
- 7 Clark was **limping** because he'd hurt his ankle.
- 8 That cloud in the sky **resembles** an elephant.
- 9 When I wore my new shoes, some girls at school **mocked** me.
They said my shoes were ugly.
- 10 **Jeers** came from the audience when the villain appeared on stage.
- 11 The dancer made one mistake, but it was so **minor** that no one noticed.
- 12 I can't **bear** to be outside today. It's much too hot.
- 13 This piece of music is in the **key** of C major.



B Write a word from **A** that has a similar meaning.

- 1 disagree _____
- 2 walk with difficulty _____
- 3 look like _____
- 4 unimportant _____
- 5 without energy _____
- 6 the tone of music _____
- 7 in a way that causes sadness _____

C Complete the sentences in your own words. Then compare answers with your partner.

- 1 I feel awkward or clumsy when _____.
- 2 Jeers or being mocked can make someone feel _____.
- 3 I amuse my friends and family by _____.
- 4 I can't bear it when _____.

Before You Read

Think What's your favorite kind of bird? Why?

D Learn Visualize

Poets choose their words carefully to make their poems come alive for readers. While you read, use the poet's descriptions to make a movie in your mind. Think about what the setting, the characters, and their actions would look like. Use all of your senses to **visualize** the poem. Visualizing makes reading more enjoyable and can help you remember what you read.

Read and visualize the poem. Then answer the questions and discuss them with your partner.

There Was an Old Man with a Beard

by Edward Lear

There was an old man with a beard,
Who said, "It is just as I feared!—
Two owls and a hen, four larks and a wren,
Have all built their nests in my beard."



- 1 What setting do you visualize for this poem? _____

- 2 How do you visualize the old man and the birds? _____

- 3 How do you visualize what's happening in the poem? _____

E Words in Context Scan the poems on pages 134–135 and circle these words. As you read, try to guess what the words mean.

dew oars comical beak partly silences

F Answer the questions before you read.

- 1 Why do you think poets have written so many poems about birds?
- 2 Do you think birds are poetic? Why or why not?
- 3 If you were going to write a poem about a bird, which bird would you choose?

The Poetry of Birds

These *poems* show some of the ways in which poets have been inspired by birds. Poetry is written in lines or verses and is often rhythmical, like music. For this reason, many people like to hear poetry read aloud. As you read these poems, try to visualize what the poets are describing. Remember to use all of your senses.



The Poetry of Birds

FOR CENTURIES, POETS HAVE BEEN INSPIRED BY BIRDS. They've written about how birds sing and fly, hunt and nest, and their sometimes strange behavior. Although the poems here were written in different countries, during different time periods, and in different styles, they all reflect our fascination with the beauty and mystery of birds.

Emily Dickinson was an American poet, born in 1830. She was thought of as a **minor** poet in her lifetime, but many people read her poetry today.

A Bird Came Down the Walk

by Emily Dickinson

A bird came down the walk—
 He did not know I saw—
 He bit an angleworm in halves
 And ate the fellow, raw,

 And then he drank a dew
 From a convenient grass—
 And then hopped sidewise to the wall
 To let a beetle pass—

 He glanced with rapid eyes
 That hurried all around—
 They looked like frightened beads, I thought—
 He stirred his velvet head

 Like one in danger, cautious,
 I offered him a crumb
 And he unrolled his feathers
 And rowed him softer home—

 Than oars divide the ocean,
 Too silver for a seam—
 Or butterflies, off banks of noon
 Leap, splashless as they swim

Masaoka Shiki, born in 1876, was a Japanese poet and author. He helped to develop modern haiku poetry.

On How to Sing

by Masaoka Shiki

On how to sing
 the frog school and the skylark school
 are **arguing**.

Du Fu is considered one of the greatest Chinese poets. He was born in 712.

A Pair of Yellow Warblers Sing in the Green Willow

by Du Fu

A pair of yellow warblers sing in the green willow,
 a file of white herons climb the blue sky.
 Framed in my window, the thousand autumn
 snows of the western peaks;
 tied by my gate, a boat to take me ten thousand
 miles east to Wu.

Think

What do you see, hear, and feel when you read this poem?



Charles Baudelaire was a French poet, born in Paris in 1821. His most famous collection of poetry is *The Flowers of Evil*.

The Albatross

by Charles Baudelaire

Often, just to amuse themselves, sailors
Catch albatrosses, those huge sea birds
That lazily follow the ship
As it glides over the salty depths.

The moment they've been put on deck
These kings of the sky, now awkward and ashamed,
Let their great white wings hang pitifully
Like oars beside them.

The winged traveler looks weak and clumsy!
He who was once so beautiful is now comical and ugly!
A sailor taps its beak with a pipe,
Another, limping, mimics the disabled flier.

The poet resembles this prince of the clouds,
Fearlessly riding storms and mocking arrows.
When he's on the ground, surrounded by jeers,
His giant wings prevent him from walking.

Think

How did the albatross look in the air. How does it look when it's on the ground?

A Song For All Seasons

by Anonymous

In the lonely early morning
Very still and hard to bear
Suddenly come tiny voices
Breaking through the summer air.

Singing faintly, singing sweetly
In a soft melodic key
Partly hidden by the woodland
Yet they're very close to me.

As the sun begins to warm me
I gaze up from where I lie
Watching while the skylarks circle
Up into the summer sky.

Sad to think that winter's coming
Silences the skylarks' song
Cold creeps in and days are shorter
While the icy nights are long.

Yet without the sun there's birdsong
Even when the north winds blow
Sparrows, wrens, and blackbirds twitter
Robins sing amid the snow!

Kobayashi Issa was a Japanese poet known for his haiku poems. He lived from 1763–1827. His writing name, Issa, means "cup of tea."

The Tree Will Be Cut

by Kobayashi Issa

The tree will be cut
Not knowing the bird
Makes a nest



Understand

Comprehension

Think Which of the poems did you like the most? Which did you like the least? Explain your reasons to your partner.



- A** How did you visualize the poems? Choose one and fill in the organizer. Then discuss it with your partner.

Title		
Setting	Characters	Actions

- B** Circle the correct answer.

- How would you describe the bird in "A Bird Came Down the Walk"?
a nervous
b relaxed
- Which poem talks about different birds at different times of the year?
a "A Pair of Yellow Warblers Sing in the Green Willow"
b "A Song for All Seasons"
- Which poem compares birds to poets?
a "The Albatross"
b "The Tree Will Be Cut"
- Which poem tells you more about how the birds in it look?
a "On How to Sing"
b "A Pair of Yellow Warblers Sing in the Green Willow"

- C** **Words in Context** Look at the words you circled in the poems. Then use them to complete the sentences.

- The bird used its _____ to catch and eat insects.
- The teacher _____ her students before the test begins.
- I didn't want to go out, _____ because I felt tired but also because I had to get up early the next day.
- The TV show host was _____. He made me laugh a lot.
- In the morning, the grass in the yard is always covered with _____.
- While I was rowing the boat, I accidentally dropped my _____ in the water!

Grammar in Use

D Listen and read along. Then circle the correct answer.  3•20

Does Finn say who will vacuum the floors?

Yes **No**

You can use the passive voice when you don't know who will do the action.

E **Learn Grammar** **Passive (Future)**

You can use the **passive** voice to talk about the **future**.

Active	Passive
Someone will cut the tree.	The tree will be cut .

Check (✓) the passive sentence in each pair.

- The shoes will be ordered for you.
 A salesperson will order the shoes for you.
- The judges will award a prize to the poet in June.
 A prize will be awarded to the poet in June.
- I'll park your car next to the garage.
 Your car will be parked next to the garage.

The school will be cleaned on Wednesday.

F Make a chart like this one. Work with your partner to make the active sentences passive.

Active	Passive
We'll clean the school on Wednesday.	
I'll write a poem this weekend.	



Communicate

Listening

Think What emotions do birds make you feel? Why?

A Listen. Circle the correct answer.  3-21

- 1 You have to believe in happiness or _____.
 - a believe in the grass in days of snow
 - b happiness never comes
- 2 What's the reason a bird can sing? _____.
 - a On his darkest day, he believes in spring.
 - b It isn't an outward thing.



B Listen again. Circle True (T) or False (F).  3-22

- 1 The poet says birds chirp even when they only find snow.
- 2 The poet says birds believe in spring.
- 3 This poem is about happiness and hope.
- 4 The poet is complaining in this poem.

T	F
T	F
T	F
T	F

Speaking 3-23

C **Learn** Expressing Probability

Use **expressions of probability** to talk about how likely you think something is.

I'll ...
I'll probably be ...
I might be ...
No way!

What will your life be like in five or ten years? Choose one of these questions or think of your own. Then discuss it with your partner.

- What university will you go to?
- What will you study?
- What kind of work will you do?
- Where will you live?



Word Study

D Learn Alliteration

Alliteration is when two or more words that are close to each other begin with the same letter or sound. Poets often use alliteration to make their writing more fun and easier to remember.

The **bird** was not to **blame**.



Listen and complete the sentences. Then read them aloud to your partner.  3-24 

always bower crow built albatross heard caterpillar have

- 1 The _____ was too slow to catch the _____.
- 2 _____ you ever _____ of a hummingbird?
- 3 The busy bird _____ a _____.
- 4 Albert the _____ was almost _____ alert.

Writing Study

E Learn Metaphor

A **metaphor** compares two things without using the words *like* or *as*. Poets and other writers use metaphors to make their writing more expressive.

The albatross is the **king of the sky**.

Write a metaphor about each of these topics.
Then share them with your partner.

- birds
- flight
- music
- happiness



 **Write** Now practice writing in the **Workbook**.  page 129

Vocabulary: Alliteration • Writing: Metaphor **Unit 13 139**

BIG QUESTION 7



What makes birds special?



Birds have inspired poets all over the world.

What kinds of things do poets say about birds?



Words

A Listen and say the words. Then listen and read the sentences.  3-25

decorate

artistically

ornithologist

imply

spine

mimic

annual

encounter

phenomenal

impress

technique

inspect

behavior

- 1 Before the party, we **decorated** the room with balloons and flowers.
- 2 The jewelry in the shop window was **artistically** displayed.
- 3 My uncle is an **ornithologist**. He studies birds for a living.
- 4 Her happy expression **implied** that she had heard the good news.
- 5 Porcupines and cactus plants both have sharp **spines**.
- 6 When Alice **mimics** people's voices, she sounds just like them.
- 7 The music festival is an **annual** event, held every year in October.
- 8 If you ever **encounter** a lion, watch out!
- 9 There's a **phenomenal** amount of information on the Internet.
- 10 I tried to **impress** my teacher by volunteering to give my report first.
- 11 If you use the proper **technique** to lift heavy things, you won't hurt your back.
- 12 We cleaned our lockers before the teacher **inspected** them.
- 13 Her **behavior** was excellent. She was polite and used good manners.



B Circle the correct answer.

- | | |
|--|--|
| 1 His behavior ____ that he was happy.
a encountered b implied c impressed | 3 The school play is ____ event. We do it every May.
a a monthly b a weekly c an annual |
| 2 I'm fascinated by birds. I'd like to be an ____.
a ornithologist b artist c archaeologist | 4 Some palm trees have sharp ____.
a techniques b spines c behaviors |

C Complete the sentences.

artistically decorate phenomenal mimic inspect

- 1 The athlete ran with _____ speed.
- 2 The plants in the garden were _____ arranged.
- 3 We need to _____ the car for damage.
- 4 We like to _____ our house for certain holidays.
- 5 Don't _____ your sister. She doesn't like it!

Before You Read

Think How are some species of birds different from other species?

D Learn Analyze

To **analyze** something you read, think about the point the author is trying to make.

- Is the author's point logical? In other words, does it make sense?
- Does the information in the text seem accurate?
- Do you agree with the author's opinions?

By analyzing a text, you can form your own opinions about a topic.

Read and analyze the text. Then answer the questions.

All birds have feathers and most can fly, but the world of birds is extremely diverse. One way that birds differ is in where they live. Although birds occupy a wide range of habitats, we can divide them all into land birds and sea birds.



Land birds include any of the various species that spend most of their time on or near land. Examples of these birds include eagles, sparrows, and parrots. Ornithologists know a lot about land birds because they're easy for people to study.

By contrast, sea birds spend most of their time out at sea. These birds can often be found hundreds or even thousands of miles from land. Sea birds include albatrosses, shearwaters, and the Arctic skua. These birds are more interesting than land birds because less is known about them.



- 1 What is the author's point? Is it logical?
- 2 What opinion does the author express? Do you agree with it? Why or why not?

E Words in Context Scan the article on pages 142–143 and circle these words. As you read, try to guess what the words mean.

revealed ability spear man-made harsh brainy

F What animals do you think are intelligent? Why?

Bird Brains

In this *magazine article*, you'll learn about the special abilities of birds. A magazine article is a piece of writing that appears in a magazine. It may contain facts and opinions. As you read, analyze the article.

Life Science





Bird Brains



Have you ever heard the expression “birdbrain”? It’s used to say that a person isn’t very smart and **implies** that birds aren’t smart, either. We all know that birds have remarkable gifts, from the peregrine falcon’s incredible speed to the peacock’s amazing display of plumage, but what about their intelligence? In fact, **ornithologists** have revealed that some birds are among the smartest creatures on Earth. Parrots can learn hundreds of words, pigeons use complex math, and scrub jays are great at remembering where to find things. Birds have also shown the ability to make tools, navigate huge distances, and construct elaborate nests. Maybe they’re not so “birdbrained” after all!

The finch uses this spine to spear insects and remove them from their hiding places. A different type of finch, called a cactus finch, has also learned this skill by watching and **mimicking** the woodpecker finch. How’s that for smart?

Occasionally, birds even use humans to help them. Carrion crows in Japan have been seen placing walnuts on busy highways. Why would they do this? These crows have figured out that it’s simpler to have a car smash a nut for them than to open it using their beaks. The crow first drops the nut on the highway and then flies to a safe place. Next, it patiently waits for a car to run over the nut. Once the nut is smashed, the crow watches for the traffic lights to change and the cars to stop. It then flies down to eat its freshly opened treat!

Tool-Making Birds

Tools have been essential in the development of human civilization. People used to think that only humans had the ability to make tools. Then scientists discovered that some apes, like chimpanzees, also make tools. And guess what? Some birds can make tools, too!

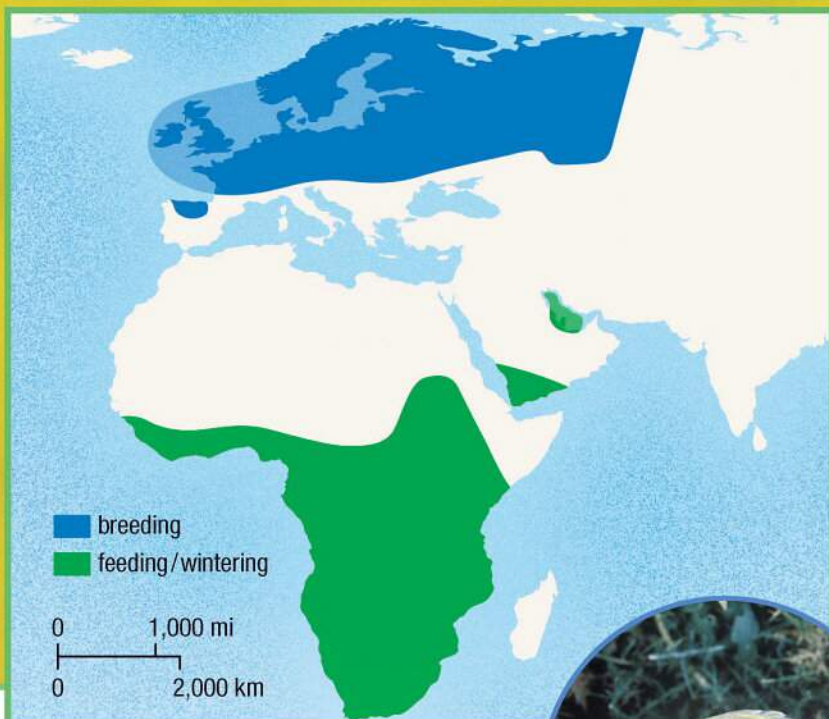
The woodpecker finch is a bird that’s native to the Galápagos Islands. It displays remarkable intelligence by using the **spine** from a cactus as a tool.

Think

What is the author’s point? Is it logical? Why or why not?



The woodpecker finch and carrion crow both use tools to get food.



Willow warblers migrate from Africa to Europe and back again.



This bowerbird has been decorating his nest.

Long-Distance Travelers

Birds like to be warm and have abundant supplies of food. They also need a place to breed. As the weather grows colder in one part of the world, many birds will fly vast distances to find new homes and sources of food. These **annual** journeys, called migrations, can be dangerous. The birds may **encounter** man-made hazards, like power lines and skyscrapers, or dangerous weather, such as high winds that can push them out to sea.

In the spring of every year, a tiny bird called the willow warbler flies from Africa to the UK. During this flight, it travels a **phenomenal** distance of several thousand kilometers, crossing deserts, mountains, and oceans. Then, in the fall, it returns to Africa to avoid the harsh winter and the absence of the insects it feeds on in Europe.

Show-offs!

Like us, birds occasionally want to **impress** each other. They do this in a variety of ways, including singing and showing off their colorful feathers. These displays are usually meant to attract a mate.

The bowerbird has an interesting **technique** for impressing others. It builds its nest, or bower, on the ground, not up in a tree like most other birds. The bower

itself is made of twigs, leaves, and a plant called moss. Like an artist, the bowerbird then **decorates** its nest with bright objects in matching colors! These might include feathers, shells, small stones, and even man-made objects, such as bottle caps, that the bowerbird collects and **artistically** arranges. After the bower is completed, the male bowerbird's design will be **inspected** by a female bowerbird.

Birds make and use tools, travel great distances, and decorate their homes like artists. Far from being "birdbrained," they're very brainy creatures indeed! As ornithologists continue to study and learn more about our feathered friends, they anticipate discovering even more amazing bird **behaviors**.

Think

What opinion does the author express? Do you agree with the author? Why or why not?



Some birds use colorful displays to attract a mate.

Understand



Comprehension

Think Did reading “Bird Brains” change your opinion of birds? How did you feel about birds before and how do you feel now?

A Analyze “Birds Brains” and answer the questions. Discuss your answers with your partner.

- 1 What is the author's point? Is it logical? Why or why not? _____

- 2 What are the author's opinions? Do you agree with them? Why or why not? _____

- 3 Does the text seem accurate? Give examples. _____

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

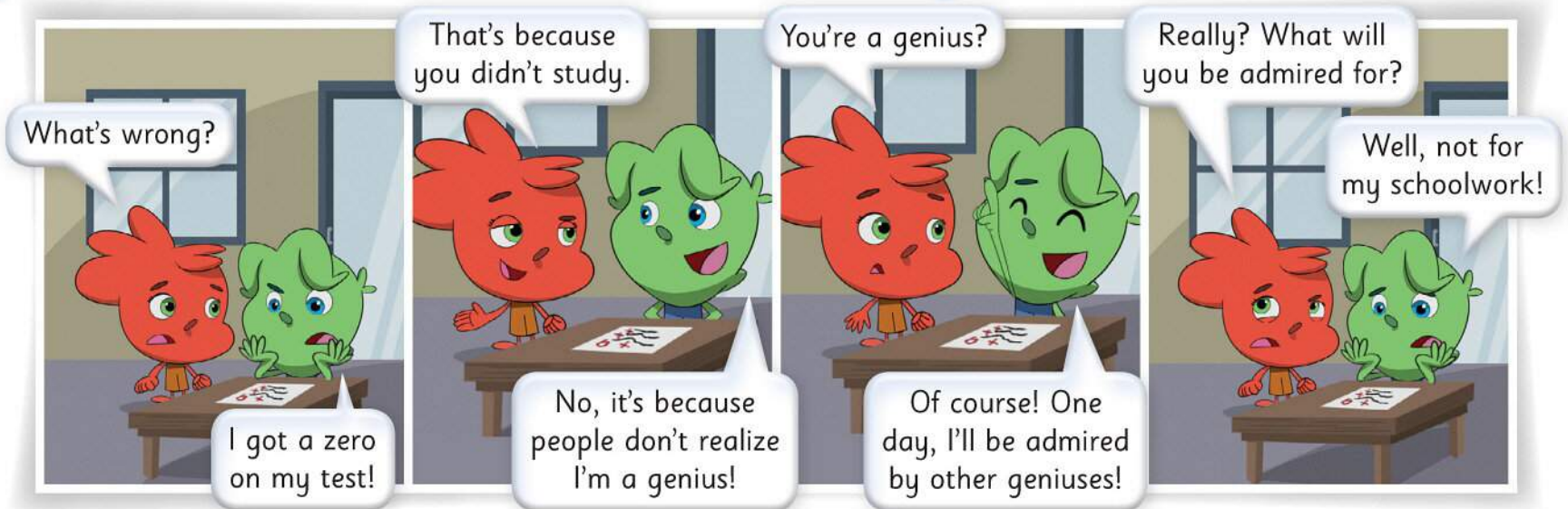
- | | | |
|--|----------|----------|
| 1 Calling someone a “birdbrain” implies that birds aren't smart. | T | F |
| 2 A peregrine falcon’s speed is an example of its intelligence. | T | F |
| 3 The cactus finch learned to use a tool by watching the woodpecker finch. | T | F |
| 4 Carrion crows use cars as tools. | T | F |
| 5 In the spring, the willow warbler migrates from the UK to Africa. | T | F |
| 6 The bowerbird decorates its nest to impress people. | T | F |

C **Words in Context** Look at the words you circled in the article. Then match the words to their meanings.

- | | | | |
|------------|-----------------------|-----------------------|---|
| 1 harsh | <input type="radio"/> | <input type="radio"/> | a made by humans |
| 2 spear | <input type="radio"/> | <input type="radio"/> | b showed something that was hidden |
| 3 brainy | <input type="radio"/> | <input type="radio"/> | c to strike and pierce something |
| 4 revealed | <input type="radio"/> | <input type="radio"/> | d showing intelligence |
| 5 ability | <input type="radio"/> | <input type="radio"/> | e irritating or uncomfortable |
| 6 man-made | <input type="radio"/> | <input type="radio"/> | f the power to do something |

Grammar in Use

D Listen and read along. Then circle the correct answer.  3•27



Who does Charlie think will admire him one day? **a** Sonya **b** other geniuses

E Learn Grammar Passive Review

Remember: You can use the **passive** voice in the **present perfect** tense, the **past perfect** tense, and the **future**.

Sometimes when you're using the passive voice, you want to say who does the action. In that case, you can use **by + person**.

Present Perfect	The design has been inspected by a female bowerbird.
Past Perfect	The design had been inspected by a female bowerbird.
Future	The design will be inspected by a female bowerbird.

Change the sentences from active to passive. Use *by + person*.

- The head teacher will give a prize.
- Coach Miller has chosen the players.
- Our class had designed the school newsletter.
- A famous composer will conduct the orchestra.

F Write a list of passive sentences with *by + person*. Use the present perfect, past perfect, and future. Then work with your partner to say each sentence in a different tense.

The comic will be drawn by my favorite artist.
My bike has been repaired by the mechanic.

The comic has been drawn by my favorite artist.



Communicate

Listening

Think What sounds can you imitate? Can only humans imitate sounds?



A Listen. Fill in the charts. 3-28

Natural Sounds
noises other animals make _____

Artificial Sounds

B Listen again. Circle True (T) or False (F). 3-29

- | | | |
|--|----------|----------|
| 1 The speaker is an ornithologist. | T | F |
| 2 Birds only imitate natural sounds. | T | F |
| 3 Birds imitate sounds to make their songs less diverse. | T | F |
| 4 The lyre bird can imitate a car alarm. | T | F |
| 5 Birdsong is a random collection of noises. | T | F |

Speaking 3-30

C What have you learned about birds so far? Choose one of these topics and discuss it with your partner.

- tool making
- migration
- nest building
- imitating sounds



Word Study

D Learn Greek Roots

Remember: The main part of a word is called the **root**. If you understand what the root means, it can help you understand the meaning of the word. In English, the roots of many words come from Latin and Ancient Greek.

Greek Root
phon
anti

Meaning
sound
against

Example
symphony
antidote



Listen and write the roots. Then work with your partner to write a sentence for each word.  3-31 

1 _____cipate

2 micro_____e

3 sym_____y

4 _____dote

5 _____ics

6 caco_____y

7 _____bacterial

8 _____pathy

Writing Study

E Learn Simile

A **simile** uses words such as **like** or **as** to compare two things. Poets and other writers use similes to make their writing more expressive.

Like an artist, the bowerbird decorates its nest with bright objects in matching colors.

Match the sentence halves.

- | | | | |
|----------------------------|-----------------------|-----------------------|-----------------------------|
| 1 The stars are like | <input type="radio"/> | <input type="radio"/> | a a cave in here! |
| 2 It's as dark as | <input type="radio"/> | <input type="radio"/> | b two yellow flames. |
| 3 Their house is like | <input type="radio"/> | <input type="radio"/> | c thunder. |
| 4 She ran as fast as | <input type="radio"/> | <input type="radio"/> | d jewels in the sky. |
| 5 The cat's eyes were like | <input type="radio"/> | <input type="radio"/> | e a castle. |
| 6 His voice was like | <input type="radio"/> | <input type="radio"/> | f the wind. |



 **Write** Now practice writing in the **Workbook**.  page 137

Writing

A Read this action plan.

Bird Conservation Plan

What?

We want to help bird populations survive and even increase by improving local bird habitats.

Why?

Birds' habitats are disappearing. Birds need places to nest and raise their young. They also need places to spend the winter and rest during their long migrations.

Who?

Adults and kids of all ages! We think everyone can play an important part in bird conservation.

How?

We'll put up birdhouses in our yards and make sure there's fresh water for birds all year round. In winter, birds will be provided with feeders and bird food to help them get through the cold weather. We'll also remember to turn off lights at night. Birds are attracted to the lights and are sometimes killed by flying into buildings. We plan to plant bushes and fruit trees to make it easier for birds to find food.

Where?

In our backyards and at school.

When?

Right away! It's cheap and easy to do something now.



Wh-
questions

Details
about
how

Wh-
questions

B Answer the questions.

- 1 What kinds of questions does the writer use to organize the action plan?
- 2 Which questions does the writer start and end with?
- 3 Which part of the plan is the most detailed?
- 4 Is the order of the questions important? Why?

C Learn Writing an Action Plan

- To choose a topic for your action plan, think about something you want to change or accomplish.
- Choose a clear title for your plan so people will know what it's about.
- Use your plan to answer the questions *who, what, when, where, why,* and *how.*
- Think carefully about the order of your questions. Start by answering the ones that will help people understand your plan. End by answering the ones that will tell them how to take action.
- Include details of how your plan will work. Spend more time thinking about the *how* question than the others.

Write Now go to the **Workbook** to plan and write your own action plan. page 139

D Present your action plan to the class.

- 1 Practice reading your plan aloud a few times.
- 2 Read your action plan to the class.
- 3 Remember to read carefully and loudly enough for everyone to hear.
- 4 Show enthusiasm for your plan. Remember, you want other people to care about it.
- 5 After you've read your action plan, ask the class if they have any questions. Make sure you have good answers!
- 6 Listen carefully while your classmates are reading their plans.
- 7 Take a vote on who has the best plan.



BIG QUESTION 7

What makes birds special?

A Watch the video. What do you see birds doing?

B What are some answers to the Big Question? Talk about them with your partner.

C Complete the **Big Question Chart**. Then discuss it with the class.

What have you learned about birds?



In units
15 and **16**
you will:

WATCH
a video about fear.

LEARN
what people
fear and why.

READ
about where fear comes from
and a boy's fear of the dark.




WRITE
an instructional
guide.

PRESENT
your guide
to the class.



BIG QUESTION 8

What are we afraid of?

- A** Watch the video. Then talk about it with your partner. 
- B** Look at the picture and discuss it with your class.
- 1 What do you think these people are afraid of?
 - 2 How are they reacting to fear?
- C** Think and answer the questions.
- 1 Do you have any fears? What are they?
 - 2 What were you afraid of when you were younger?
 - 3 What kinds of things are other people afraid of?
 - 4 Is fear a useful emotion? Why or why not?
- D** Discuss this topic with your class. Fill out the **Big Question Chart**.



What do you know about fear?
What do you want to know?

Words

A Listen and say the words. Then listen and read the sentences.  3-32

rapid

alert

numb

interpret

store

respond

threat

frozen

reflex

trigger

tame

rehearse

distracted

- 1 **Rapid** breathing can be a sign of fear.
- 2 The pilot was **alert** for any signs of trouble with his plane.
- 3 When I hurt my shoulder, I used some ice to **numb** the pain.
- 4 My friend doesn't speak English, so I have to **interpret** for him.
- 5 We **store** our dishes in the kitchen cabinet.
- 6 When the teacher asked me a question, I **responded** with the answer.
- 7 The deer saw the tiger as a **threat** and ran away.
- 8 I heard the sound of a rattlesnake and stood **frozen** in fear.
- 9 You don't have to remember to breathe or swallow. They're **reflexes**.
- 10 Dust and pollen **trigger** sneezing in some people.
- 11 Lions are wild animals. They're very hard to **tame**.
- 12 We're **rehearsing** for the school play. The performance is next week!
- 13 I couldn't think because I was **distracted** by the loud music.



B Circle the ones that don't belong.

- | | | | | |
|---|-----------|-----------|---------------|------------|
| 1 | thinking | focused | concentrating | distracted |
| 2 | asleep | alert | numb | frozen |
| 3 | respond | answer | react | ignore |
| 4 | stop | trigger | start | cause |
| 5 | practice | prepare | cancel | rehearse |
| 6 | slow | quick | fast | rapid |
| 7 | interpret | translate | confuse | explain |

C Answer the questions.

- 1 What can you store in a computer?
- 2 What are three animals that humans tame?
- 3 Do you think sneezing is a reflex? Why?
- 4 What sort of person needs to be alert to do his or her job?
- 5 What would be a threat to a tiger?
- 6 How do you rehearse for a speech?

Before You Read

Think How do you feel when something frightens you?

D Learn Intensive Reading

When you read **intensively**, you pay careful attention to the text.

Reading intensively involves:

- Identifying **key words**: Which words do you need to know to understand the text?
- Thinking about the **grammar**: Are you reading about present facts, past events, or future possibilities?
- Noticing the **structure** of the text: Where does one idea end and another begin?
- Using **text features**: What can the title, headings, captions, and pictures tell you about the text?

Do an intensive reading of the text. Then fill in the chart.

The Importance of Fear

To survive, an animal needs to have a sense of fear. When an animal is threatened, or thinks it's threatened, its brain sends out the fear emotion. A chemical called adrenaline spreads through its body, preparing it either to run away or to fight the danger.

Fear is useful. It comes naturally and automatically, so the animal doesn't need to waste precious seconds deciding what to do. At the moment it senses danger, its brain begins working on a course of action.

1 Key Words	
2 Grammar	
3 Text Structure	
4 Text Features	

E Words in Context Scan the text on pages 154–155 and circle these words. As you read, try to guess what the words mean.

obvious defensive adrenaline decisions instantly deliberate

F Where do you think fear comes from? Do you have control over whether you're afraid or not?

FEAR ON THE BRAIN

In this *informational text*, you'll learn what fear is and where it comes from. Informational texts present facts about a subject. You can find them in books, magazines, and on the Internet. Do an intensive reading of the text to improve your understanding.

Life Science

Author Charlene Brusso has worked as a physicist as well as a librarian and a baker. Her articles have appeared in many publications.



FEAR ON THE



Your heart is racing, your hands feel like ice, and your skin is clammy with sweat. Butterflies swarm in your stomach, and it's impossible to think straight. You're scared. That's obvious. But what makes your body react this way?

It's all your brain's fault. Fear is an emotion, and all emotions, including fear, are made in your brain. Fear is your brain's defensive response to danger. You might be thinking that sweaty hands and a stomachache are not helping much.

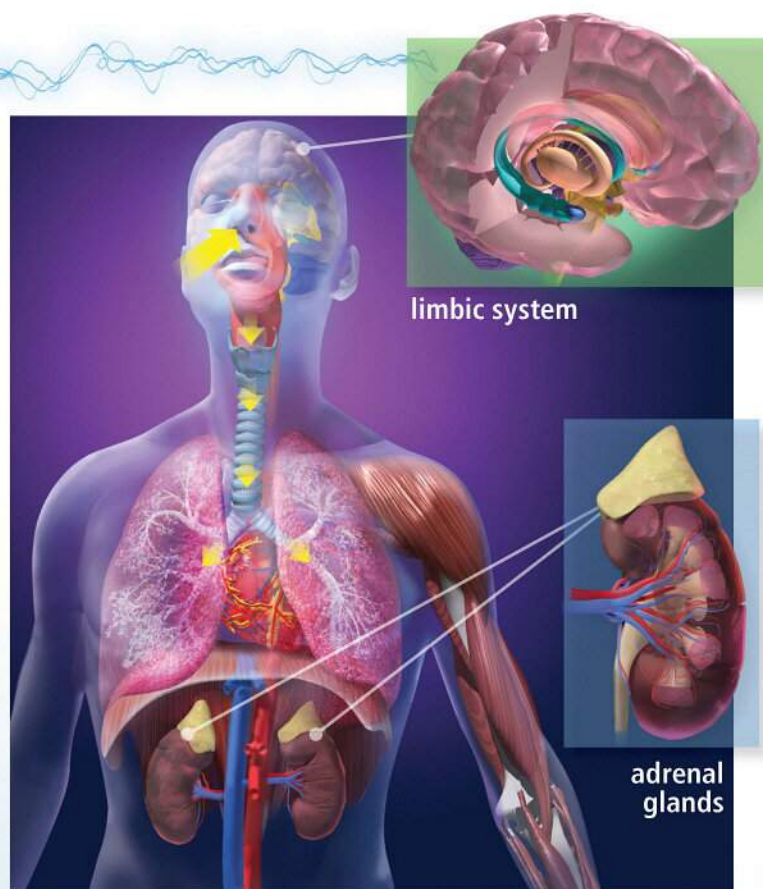
WHERE DOES FEAR COME FROM?

Fear starts in a very old part of the brain called the limbic system. Scientists think the limbic system first evolved in early animal brains about 220 million years ago. Even the dinosaurs probably had a limbic system pretty similar to ours. The limbic system does two things very well. First, it **interprets** information from your senses—the things you see, hear, and feel—and decides how you should react emotionally to that information. The limbic system also **stores** memories of danger and whether what you did (say, running away) helped or made things worse. These memories help the brain make very fast decisions about how to **respond** to threats.

Think

We usually use the present tense for facts. What does that tell you about this paragraph?

But these are all part of your brain getting your body ready for **rapid** action. You breathe faster to feed more oxygen to busy cells. Your racing heart pumps more blood around your body, so muscles are set for fast action. Down in your middle, your adrenal glands flood your body with adrenaline, a chemical that gives you a burst of strength and energy, makes you extra **alert**, and even **numbs** pain. Adrenaline also makes you sweat and can give you an upset stomach. And if you can't think clearly, it's because your brain wants to focus on only one thing: the danger in front of you.



Fear affects many parts of the body, including the heart, brain, and muscles.

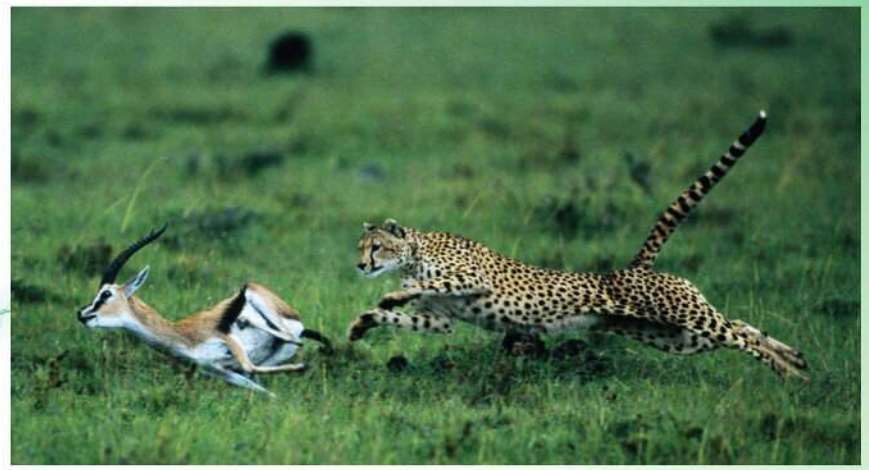


BRAIN

FIGHT OR FLIGHT

Fear is automatic and happens instantly when your brain sees trouble—you don't have to "decide" to be afraid. And the fear response is very similar in most animals, including humans. First, the animal freezes for a split second, focusing all of its attention on the threat. If it decides the threat is not serious, the animal calms down. If the danger is real, the animal might stay **frozen**, hoping to hide. Or it makes a quick choice to defend itself or run away, a **reflex** called "fight or flight."

You can't get rid of fear entirely—fear is built into your brain and is a basic part of human and animal nature. But you can learn to control what **triggers** fear, what your brain sees as dangerous. And understanding fear can help you choose to react in other ways besides running or fighting.



This gazelle chose **flight** instead of **fight**. If it hadn't been afraid, it wouldn't have run away.



Think

Which words do you need to know to understand these paragraphs? Use the dictionary to look up any you don't know.

GETTING FEAR UNDER CONTROL

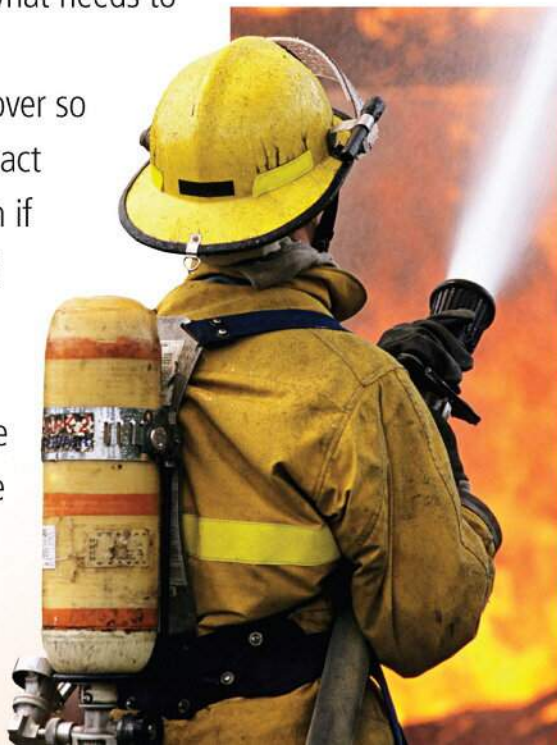
When fear strikes, it can be hard to think clearly and not panic. But with practice, you can **tame** fear.

No one is actually fearless. Brave people still feel fear like everyone else—the difference is in how they respond to it. People who work in dangerous jobs, like police officers, firefighters, and airplane pilots, learn to manage their fear by practicing for emergencies so they'll be prepared if the worst happens. They learn to focus on what needs to be done.

Then they practice it over and over so that in a real emergency they can act quickly and without thinking, even if they're really scared. Planning and **rehearsing** help them learn not to be **distracted** by fear. They also learn to balance their fear with the knowledge that they can solve the problem. Pilots sometimes call this skill "deliberate calm."

Practicing for scary situations can help even for less dangerous moments. If you are nervous about having to give a speech in front of a class or assembly, rehearsing can keep your fear in check and help you focus on doing a good job. Fear is an automatic reflex, thanks to the brain's limbic system—but the way we deal with it is not. It takes practice to learn to stay calm in scary situations, but it can be done.

After all, learning is what the brain does best.



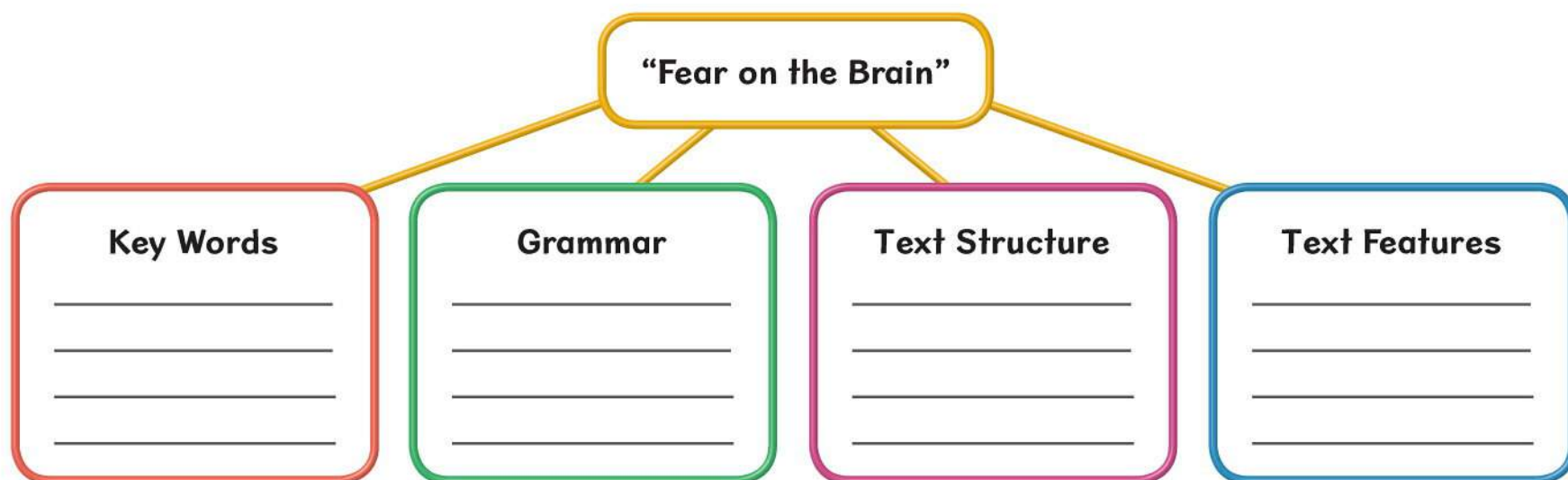
Understand

Comprehension

Think What was the most interesting thing you learned about fear from the informational text?



A What did you notice in your intensive reading of “Fear on the Brain”? Fill in the organizer and discuss it with your partner.



B Circle the correct answer.

- What part of the body does fear come from?
 - the stomach
 - the hands
 - the brain
- What does the limbic system store?
 - memories of danger
 - adrenaline
 - oxygen
- What does “fight or flight” mean?
 - take off or land
 - defend or run away
 - react or panic
- How can you control fear?
 - by practicing for scary situations
 - by fighting
 - by hiding

C Words in Context Look at the words you circled in the text. Then use them to complete the sentences.

- This job involves making a lot of hard _____.
- If you do something on purpose, it’s a _____ action.
- My friend looked upset, so it was _____ that something was wrong.
- When you get scared, _____ rushes through your body.
- The player stood in a _____ position, ready to protect the goal.
- If a rabbit senses danger, it _____ runs away.

Grammar in Use

D Listen and read along. Then circle the correct answer.  3•34



- 1 Did Charlie ask Finn to meet him yesterday? **Yes** **No**
- 2 Did Finn meet Charlie yesterday? **Yes** **No**

E **Learn Grammar** **Past Unreal Conditional**

Use the **past unreal conditional** to talk about past situations that didn't happen.

If the gazelle hadn't been afraid, it wouldn't have run away.

condition

result

(The gazelle was afraid and it did run away.)

Match the sentence halves.

- 1 If I hadn't eaten all the chocolate cake, **a** I would have felt sick.
- If I had eaten all the chocolate cake, **b** I wouldn't have felt sick.
- 2 If the bus had been on time, **a** we wouldn't have missed our appointment.
- If the bus hadn't been on time, **b** we would have missed our appointment.

If I hadn't studied for the test, I wouldn't have passed it.

F Make a chart like this one. Then talk about it with your partner. Use the past unreal conditional.

Condition	Result
hadn't studied for the test	wouldn't have passed it
hadn't eaten breakfast	would have been hungry



Communicate

Listening

Think Everyone has fears. What is it about the things you fear that makes them scary?



A Listen. Check (✓) the correct answer. 3-35

- | | | | | |
|---|--------------------------|---|-------------------------------------|-----------------------------------|
| 1 | What is Petra afraid of? | <input type="checkbox"/> the dark | <input type="checkbox"/> spiders | <input type="checkbox"/> monkeys |
| 2 | What is Dan afraid of? | <input type="checkbox"/> heights | <input type="checkbox"/> big cities | <input type="checkbox"/> spiders |
| 3 | What is Joe afraid of? | <input type="checkbox"/> going to sleep | <input type="checkbox"/> heights | <input type="checkbox"/> the dark |

B Listen again. Circle the correct answer. 3-36

- | | | | | |
|---|--|--------------------------|-----------------------------|---------------------------|
| 1 | Who does Petra ask to help her? | a her sister | b her brother | c her mom |
| 2 | Where did Dan go? | a New York City | b New Orleans | c Montreal |
| 3 | What did Joe feel when the lights were turned out? | a his mind racing | b his palms sweating | c his heart racing |

Speaking 3-37

C **Learn** Suggesting Solutions

You can help someone who has a problem by suggesting solutions. Use expressions like:

You should try ...
Have you tried ... ?
Another solution might be ...
You could ...

Tell your partner about something you're afraid of, or choose one of these things. Have your partner suggest solutions.

- flying
- speaking in public
- failing a test
- snakes



Word Study

D Learn Suffix -ic

The suffix **-ic** means “to be like.” You can see this in the word *limbic*, which comes from the Latin word *limbus*, meaning “edge.” The limbic part of your brain is on the edge of your brain, so *limbic* means “like the edge.”

Fear starts in a very old part of the brain called the **limbic** system.



Listen and number the words. Then work with your partner to write a sentence for each word.  3-38 

___ acidic ___ cosmic ___ limbic ___ metallic
___ energetic ___ heroic ___ tragic ___ allergic

Writing Study

E Learn Connectors to Show Condition

When one idea depends on another idea, use **connectors of condition** to show how they're related. These connectors include **if**, **only if**, **even if**, and **unless**.

People who work in dangerous jobs learn to manage their fear so that they can act quickly and without thinking, **even if** they're really scared.

Combine these sentences in your notebook using the connectors in parentheses ().

- 1 You should try to make friends. You're shy. (even if)
- 2 I'm not afraid of snakes. They're poisonous. (unless)
- 3 I don't want to see the movie. It's going to be scary. (if)
- 4 I'll fly in a plane. I don't have to sit by a window. (only if)
- 5 We should visit Taipei 101. You're scared of heights. (unless)
- 6 Roller coasters can be fun. You're not easily frightened. (if)

 **Write** Now practice writing in the **Workbook**  page 149

Vocabulary: Suffix -ic • Writing: Connectors to Show Condition **Unit 15 159**

BIG QUESTION 8



What are we afraid of?



Everyone is afraid of danger.

Have you ever been in a dangerous situation? How did you feel?



Words

A Listen and say the words. Then listen and read the sentences.  4:02

sleepover

outlandish

tiptoe

creepy

snuggle

uncontrollably

upright

nocturnal

peculiar

apprehensively

metamorphose

twinkle

dynamic

- 1 I invited my friends for a **sleepover**. They're going to spend the night.
- 2 My aunt was wearing an **outlandish** hat made of colorful feathers.
- 3 She **tiptoed** quietly down the hall in order not to wake anyone.
- 4 The old house was so **creepy** that no one would go inside.
- 5 The boy **snuggled** into his bed, pulling the blankets up around him.
- 6 Jane laughed **uncontrollably**. The joke was so funny, she couldn't stop.
- 7 When Bill stands **upright**, he's very tall.
- 8 **Nocturnal** birds, like owls, hunt at night because that's when they're awake.
- 9 The food had a **peculiar** taste. It wasn't like anything else I've eaten.
- 10 Peter opened the closet door **apprehensively**. He was scared of what might be inside.
- 11 A caterpillar will **metamorphose** into a butterfly.
- 12 At night, we can see the lights from another town **twinkling** in the distance.
- 13 Anne is a **dynamic** person. She's always busy and gets a lot done.



B Match the words to their meanings.

1 nocturnal

2 twinkle

3 apprehensively

4 creepy

5 upright



a nervously

b active at night

c vertical

d shine with light

e strange

C Circle the correct answer.

- 1 You might ____ uncontrollably.
a laugh b sleep c tiptoe
- 2 To metamorphose means to ____.
a change b die c stay the same
- 3 If something is outlandish or peculiar, it's ____.
a odd b boring c normal
- 4 If you snuggle, you make yourself ____.
a comfortable b afraid c cold
- 5 To be dynamic means to be ____.
a hungry b lazy c energetic
- 6 People have sleepovers during ____.
a the day b the night c class

Before You Read

Think What fears have you overcome?

D Learn Character Analysis

When you read a story, it's important to think about the **characters**.

- What do the characters say, and how do they feel?
- How do they act toward other people?
- What do they learn throughout the story?

Understanding the characters can help you follow the story's plot and learn more about its meaning.

Read the short story. Then answer the questions.

Mimosa Chappaquick was no ordinary girl. She had bright orange hair that flopped over her eyes, making it difficult for her to see. As a result, she often tripped and fell over. This made the other kids laugh, and Mimosa was frequently embarrassed. *I must be strange, she thought. No wonder no one likes me.*

Mimosa lived with an elderly aunt who enjoyed dressing her in long green gowns. Her aunt had once been a great dancer, and Mimosa loved to hear her tell stories. Mimosa wished she could dance, but she was afraid to try.

As Mimosa got older, she learned to braid her orange hair. Then she grew into her long green gowns and stopped tripping over things. She even became graceful and discovered that she did have a talent for dancing. People began to think of Mimosa as special instead of strange. Eventually, she realized they were right!

- 1 What are three things that Mimosa thinks or feels?
- 2 What do these things tell you about Mimosa?
- 3 What does Mimosa learn?

E Words in Context Scan the story on pages 162–163 and circle these words. As you read, try to guess what the words mean.

briefly chattering gripped removing staff weaving

F What kind of people are awake at night where you live?

Gripped by Fear

In this *suspense* story, you'll read about a boy who's afraid of the outdoors at night. Suspense fiction gives you a pleasant feeling of excitement or worry while you're waiting to find out what will happen next. As you read, analyze the main character.



Gripped by Fear

It was Friday afternoon, and Aroon had just gotten home from school. When the phone rang, he sprang up to answer it. It was his friend, Deepak.

“Don’t forget the **sleepover!**” said Deepak. “Bring a sleeping bag and a flashlight, OK?”

Aroon loved sleepovers. Maybe he, Deepak, and Deepak’s brother Salim would play video games or watch a movie! He briefly wondered why he might need a flashlight, but he was too excited to think about it for long. Aroon’s dad packed him a snack, and his mom helped him find the bus that would take him to Deepak and Salim’s house, far out in the country. He was excited to be taking such a long journey by himself and smiled the entire way.

When Aroon arrived, Deepak and Salim’s mom had prepared his favorite dinner of curry and chappatis. The boys ate happily, chattering about their upcoming vacation. Then Deepak and Salim’s dad came in from the yard.

“The tent’s up!” he said.

“The tent?” Aroon asked.

“Yes, we’re sleeping outdoors tonight,” replied Salim. “It’ll be great!”

“Oh,” said Aroon in a small voice. He was gripped by fear but didn’t want to show it. *I wish we could play video games, instead*, he thought. Where Aroon lived in the city, it never truly got dark, and people were always busy at night. Here in the countryside, the nights were black and

silent, except for the **outlandish** noises that wild animals made. Aroon had always been terrified of the outdoors at night.

When they went outside, there was no moon visible.

All Aroon could see, as he **tiptoed** into the darkness, was an ink-black sky and some tall, **creepy** objects swaying in the breeze. The

boys got into the tent, zipped up the door, and **snuggled** into their sleeping bags. “Turn out your flashlight, Aroon,” said Salim. “Then we can tell scary stories!”

At that moment, Aroon heard a noise. *Whuk, whuk, whuk*, it went. It seemed to be right outside the tent!

“What’s that?” he asked **apprehensively**, sitting **upright**, his hair standing on end.

“It’s a scops owl,” replied Salim. “They’re **nocturnal**.”

“Oh, right. An owl,” said Aroon.

Then a **peculiar** quacking noise made him jump. He crawled deeper into his sleeping bag and began to shake **uncontrollably**. “And what’s that?” he squeaked.

“It’s just a frog,” said Deepak.

“Really? That’s a frog?” asked Aroon. Salim pointed the flashlight at him.

“What’s up, Aroon? Are you afraid of the dark?”

Think

How does Aroon feel? Why does he feel this way?

“Outdoors ... yes!” replied Aroon. “Very!”

“No problem,” said Deepak. “Salim and I used to be afraid of the dark, but our dad taught us to see things differently.” Deepak and Salim’s dad was a biologist, and they often went on camping trips with him. Deepak unzipped the door of the tent, and they looked outside. “There are three things you need to do, Aroon,” said Salim. “See, listen, and imagine. Look around you. What can you see?”

Aroon’s eyes gradually adjusted to the darkness, and to his immense surprise, he discovered that he *could* see. The tall, creepy objects were trees! The ink-black sky had **metamorphosed** as the moon appeared from behind the clouds. Now there were millions of **twinkling** stars.

“Listen,” said Salim. “You heard the scops owl and the frog. What else do you hear?”

“A weird scratching noise,” said Aroon.

“Yes! That’s a porcupine looking for food,” said Deepak.

“If only I’d known that!” said Aroon. Suddenly, he didn’t feel so afraid. “What did your dad mean when he said you had to imagine?”

“Imagine the city at night,” said Deepak. “Imagine the thousands of people working, talking, laughing, drinking tea. There are

dustcarts removing the garbage and staff cleaning the offices. There are doctors and nurses in hospitals. Taxi drivers are moving people from place to place. Well, just like those people, animals are busy at night, too. There are bats catching insects and spiders weaving webs.”

“I get it!” Aroon interrupted. “There are owls flying and hyenas hunting.”

“Right!” said Salim. “So, you see, the dark in the countryside is nothing to be afraid of. Just like in the city, it’s as **dynamic** at night as it is by day!”

“Thanks!” said Aroon, smiling broadly. “If we hadn’t camped outside tonight, I wouldn’t have thought about any of that. Can I sleep over again tomorrow night? And can we sleep out here, where it’s fun?”

Think

What does Aroon learn?



Understand

Comprehension

Think Have you ever felt like Aroon? What were you afraid of and why? How did you try to overcome your fear?



A Analyze the main character in “Gripped by Fear.” Then fill in the organizer.

Character's Name _____		
What does the character say and feel? _____ _____ _____	How does the character relate to others? _____ _____ _____	What does the character learn? _____ _____ _____

B Answer the questions.

- 1 What did Aroon think the sleepover would be like?
- 2 How was the sleepover different from what Aroon expected?
- 3 What were a few things that frightened Aroon?
- 4 How did Aroon act when he was frightened?
- 5 Why was Aroon afraid of the dark in the countryside but not in the city?
- 6 What advice did Deepak and Salim give Aroon that helped him get over his fear?

C **Words in Context** Look again at the words you circled in the story. Write them in the correct sentences.

- 1 Tracey _____ the steering wheel tightly as she drove through the snowstorm.
- 2 I'd like to talk to you _____. It'll only take a couple of minutes.
- 3 The woman in the carpet store was _____ a colorful rug.
- 4 Please stop _____ all the clothes from the closet. You're making a mess.
- 5 After the school talent show, all the students were _____ about which act was the best.
- 6 The restaurant _____ washed the dishes and cleaned up at the end of the night.

Grammar in Use

D Listen and read along. Then circle the correct answer.  4-04

- 1 Who wants a baseball cap? **a** Sonya **b** April
- 2 Who wants new sneakers? **a** Sonya **b** April

E **Learn Grammar** *If Only and I Wish*

Use **if only** and **I wish** to say how you'd like things to be or how you would've liked things to have been different from the way they really are.

"If only I'd known that, I wouldn't have been afraid!" said Aroon.

"I wish we could play video games, instead," he said.

Circle the correct answer.

- 1 "I wish I hadn't eaten all the chocolate cake," Kevin said.
Did Kevin eat all the chocolate cake? **Yes** **No**
- 2 "If only the bus wasn't always late, I could get to school on time!" complained Jill.
Is the bus on time? **Yes** **No**
- 3 "If only it hadn't rained yesterday, we could've gone hiking," said Sue.
Was it sunny yesterday? **Yes** **No**
- 4 "I wish I wasn't taking a test," grumbled Jonathan.
Is Jonathan taking a test? **Yes** **No**

F Make a chart like this one. Then talk about it with your partner.

How I'd Like Things to Be
I packed a bigger lunch.



Communicate

Listening

Think What sports do you think are scary or possibly dangerous? Why?



A Listen. Match the statements to the reactions. 4-05

- | | | | |
|---|---|---|--|
| 1 I did my first jump when I was fourteen years old. | • | • | a Cool! How did it feel? |
| 2 I was going to jump off a very high bridge into a canyon. | • | • | b At that age, you must've been terrified. |
| 3 Finally, I persuaded myself to jump off the bridge. | • | • | c That sounds dangerous and very scary! |

B Listen again. Circle True (T) or False (F). 4-06

- | | | |
|---|---|---|
| 1 Fred's first bungee jump was frightening and fantastic. | T | F |
| 2 When it was Fred's turn to jump, his face went white with fear. | T | F |
| 3 To calm himself, Fred took a deep breath. | T | F |

Speaking 4-07

C Think of something scary but fun that you want to try, or choose one of these activities. Then talk about it with your partner.

- riding a roller coaster
- holding a snake
- watching a scary movie
- bungee jumping



Have you ever ridden on a roller coaster?

Yes! It was really scary but also ... !

It does look cool, but I think ...

You should try ... first.

That's a good idea. Next time ...

If you like it, then you can ...

Word Study

D Learn Connotation

Remember: Some words have a similar meaning to each other but also have a positive or negative sense, called a **connotation**. Words can have a neutral connotation, too.

Positive: My grandfather is **youthful**. He's very energetic.

Neutral: My brother is **young**. He's only 2 years old.

Negative: Don't be **childish**. You need to act your age.



Listen and write the words in the correct columns. 4:08

inactive lazy relaxed stench aroma odor challenging difficult arduous

Positive	Neutral	Negative

Writing Study

E Learn Avoiding Generalizations

Use expressions such as **all**, **no one**, and **every** only when you know they're accurate. To describe other amounts, or when you don't know the exact amount, use expressions such as **some**, **many**, **several**, **a number of**, or **a few**.

All Aroon could see was an ink-black sky and **some** tall, creepy objects swaying in the breeze.

Rewrite the sentences in your notebook using the expressions in parentheses ().

- 1 Everyone is afraid of flying. (some people)
- 2 No one in my family is afraid of thunder and lightning. (a few people)
- 3 All of the students are scared of the class bully. (several)
- 4 Everyone has a fear of spiders. (many people)
- 5 None of the children were afraid of heights. (a number)

Now practice writing in the **Workbook**

Writing

A Read this instructional guide.

Title

How to Overcome Your Fear of the Doctor's Office!



Numbered instructions

- 1 Think about why your fear first began. Maybe you had a bad experience at the doctor's office while getting a shot. Maybe you saw your brother or sister crying at the doctor's office. Think back to that time. Was it really as bad as you remember? Does it have to be that bad again? Probably not!
- 2 Find a doctor you're comfortable with, and tell him or her you're afraid. A good doctor will explain to you what they're going to do and why. Knowing what will happen can reduce your fear.
- 3 Talk to your friends. Often you'll find that other people have the same fears as you do. It's good to talk over your problems because it makes them seem less important and scary. Friends can give good advice, too. Ask your friends how they overcame their fears.
- 4 Practice managing your fear. Imagine yourself waiting in the doctor's office. Imagine the receptionist calling your name. Picture yourself talking to the doctor. When you visualize a situation, you can be more prepared to deal with it.
- 5 Remember, the doctor's job is to make you feel better, not worse. Think about all the people your doctor sees every day. They all survive the experience, so put a big smile on your face and tell yourself it's a good thing you're going to the doctor's office.

B Answer the questions.

- 1 What does the title tell you about this instructional guide?
- 2 How does the writer organize the instructions?
- 3 Who is the writer addressing?
- 4 What kind of information does the writer include?

C Learn Writing an Instructional Guide

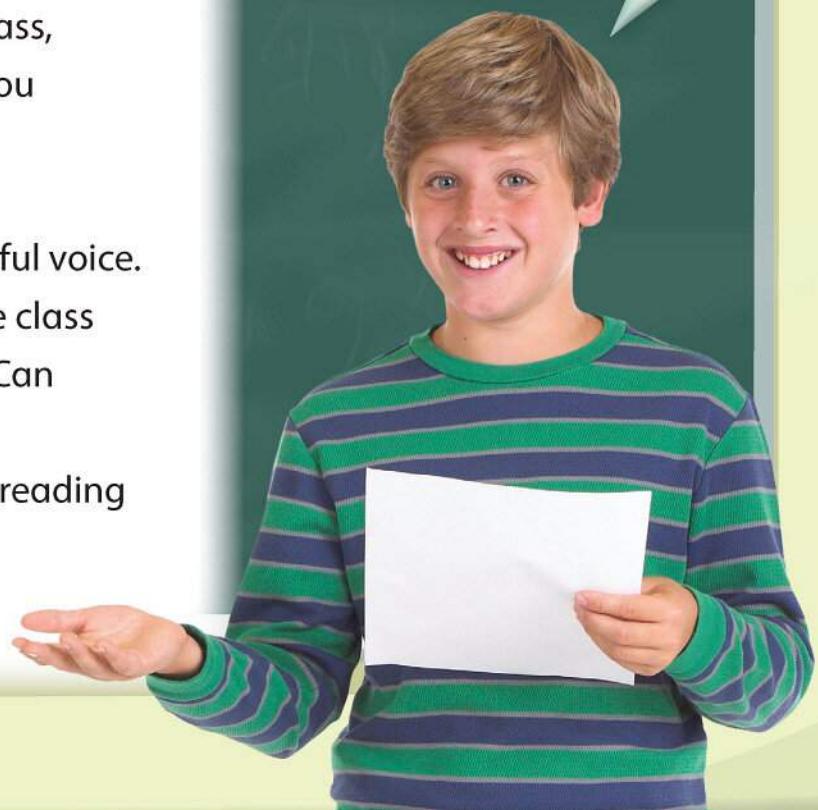
- Start your guide with a title that explains what the instructions are about. "How to ..." is often a good way to start.
- Organize your guide in numbered or lettered steps so it's easy to follow.
- Address your reader directly to make the instructions more personal. Use imperative verb forms.



Now go to the **Workbook** to plan and write your own instructional guide. page 159

D Present your instructional guide to the class.

- 1 Practice reading your instructions aloud a few times.
- 2 Before you read your instructions to the class, tell them what topic you chose and why you decided to write about it.
- 3 Read your instructions aloud to the class. Remember to speak in a friendly and helpful voice.
- 4 After you've read your instructions, ask the class for feedback on the steps you suggested. Can anyone think of any other ideas to help?
- 5 Listen carefully while your classmates are reading their guides. Give helpful feedback if you have other ideas.




One. Figure out where your fear comes from.



BIG QUESTION 8

What are we afraid of?

- A** Watch the video. What things do you see that people are afraid of? 
- B** What are some answers to the Big Question? Talk about them with your partner.
- C** Complete the **Big Question Chart**. Then discuss it with the class.

What have you learned about fear?



In units
17 and **18**
you will:

WATCH
a video about
stories.

LEARN
how we use stories to
inform and entertain.

READ
about different types of
stories and a girl's adventure.




WRITE
your own
story.

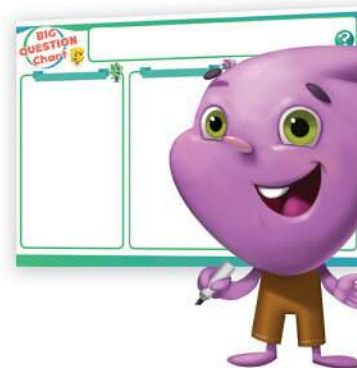
PRESENT
your story to
the class.



BIG QUESTION 9

Why are stories important?

- A** Watch the video. Then talk about it with your partner. 
- B** Look at the picture and discuss it with your class.
- 1 What are the girls doing?
 - 2 What kind of book do you think they're reading?
- C** Think and answer the questions.
- 1 What is a story?
 - 2 How do people share stories?
 - 3 What's your favorite story?
 - 4 How many types of stories can you think of?
- D** Discuss this topic with your class. Fill out the **Big Question Chart**.



What do you know about stories? What do you want to know?

Words

A Listen and say the words. Then listen and read the sentences.  4:09

instinct

coiled

poisonous

unmistakable

lethal

hideous

crumpled

illicitly

tinged

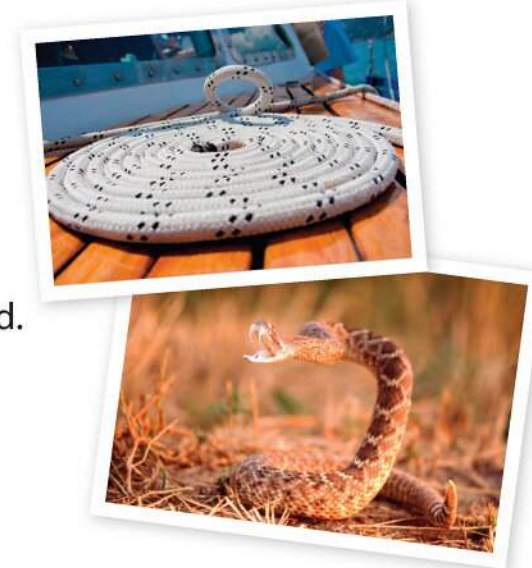
soothingly

warily

sidle

miraculous

- 1 **Instinct** made me run when I saw the bear.
- 2 The **coiled** rope lay in a circle on the ship's deck.
- 3 Many snakes are **poisonous** and can deliver a harmful bite.
- 4 The smell of a rose is **unmistakable**. There's nothing else like it.
- 5 Not many people survive a fall from that height. It's usually **lethal**.
- 6 The creature in the movie was so **hideous** that people were terrified.
- 7 He **crumpled** the sheet of paper in his fist and threw it away.
- 8 The burglar entered the building **illicitly**.
- 9 Katie looked unhappy. Her face was **tinged** with sadness.
- 10 The mother sang **soothingly** to the crying child.
- 11 She looked at the stranger **warily**, not knowing whether to trust him or not.
- 12 I **sidled** up to my friend so she wouldn't see me. I wanted to surprise her.
- 13 Our grandmother survived her illness and made a **miraculous** recovery.



B Replace the word in parentheses () with a word from **A**.

- 1 The man parked his car _____. (illegally)
- 2 She emptied the paper bag and _____ it into a ball. (crushed)
- 3 Peter answered the question _____. (cautiously)
- 4 Her escape from the lion was _____. (amazing)
- 5 I spoke _____ to the frightened boy. (gently)
- 6 The paper was _____ with ink. (stained)

C Answer the questions.

- 1 What are three poisonous animals that can be lethal if they bite or sting you?
- 2 You can coil a rope. Name a few other things you can coil.
- 3 What's another word for *hideous*?
- 4 If you saw a shark, what would instinct tell you to do?
- 5 What's something that's unmistakable to you?
- 6 How are sidling and walking different?

Before You Read

Think Answer the questions.

- 1 What makes a good story?
- 2 How can different kinds of stories make you feel?
- 3 What types of stories do you share with your friends?

D Learn Theme

A **theme** can be a moral, a lesson, or a view about life and how people behave. Themes aren't clearly stated. Instead, they're implied, meaning that the reader has to figure them out.

As you read, think about the big idea behind the story. How can you see this idea in what the characters say and do? What does it teach you about life? What lesson can you learn from it?

Re-read the story on pages 162–163. Then use the organizer to write about the story's theme.

Theme: _____

How can you see the theme in what the characters say and do?

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

What does the theme teach you about life?

E Words in Context Scan the story on pages 174–175 and circle these words. As you read, try to guess what the words mean.

evilly tingle capable quivered confided lingering

F Imagine living in another country. What things would be different from your home country? How would you feel?

THE WHITE GIRAFFE

In this *adventure* story, you'll read about an amazing encounter between a girl living in Africa and a very unusual giraffe. The characters in adventure stories usually experience exciting events and some kind of danger. As you read, think about the theme of the story and what you can learn from it.



Lauren St. John was born in Zimbabwe and now lives in England. Her book *The White Giraffe* won a children's book award.



THE WHITE GIRAFFE

SHEER **INSTINCT** WARNED MARTINE SOMETHING WAS BEHIND HER. The same sixth sense told her to turn around very, very slowly. A Cape cobra was **coiled** in the mud barely six feet away from her, hood spread wide, swaying in the yellow light. Martine recognized it immediately as one of the most **poisonous** snakes in Africa. Its golden coloring was **unmistakable**. So was the band around its throat.

The cobra's lips parted and its black tongue flickered out evilly. Martine dropped her flashlight in panic. It rolled behind a boulder and dimmed to a faint glow.

Then it went out.

In the split second before she was plunged into darkness, Martine saw the cobra draw back its head to strike. Helplessly, she waited for its **lethal** bite.

It never came. Instead, a pale blur exploded from the trees. There was a **hideous** hissing sound and the flash of flying hooves. The last thing Martine saw before she **crumpled** to the ground was the white giraffe.

Martine suddenly came to and realized where she was. She had **illicitly** entered a South African game reserve in the middle of the night, and something was sniffing at her and possibly preparing to eat her. Cautiously, she opened one eye. A pair of liquid-black eyes framed by impossibly long lashes stared down at her.

"You saved my life," she said.

The white giraffe drew back with a nervous snort. It gave a half rear, like a horse, and retreated to a safe distance. Martine climbed carefully to her feet. The white giraffe towered over her. The sky had cleared a little and in the dim light of the watery moon, Martine could see it was an immensely beautiful

creature. Its coat shimmered like sunlit snow and it was patterned all over with patches of silver **tinged** with cinnamon.

She reached out her hand to it and it wheeled around and made as if to flee before sliding to a halt, breathing hard and shaking. The wildlife book in her room had explained that although giraffes are basically very gentle creatures, they are quite capable of using their long front legs to kick with force if they feel threatened. But something told Martine that this particular giraffe would never hurt her.

She reached out her hand again and took a couple of steps toward it. "It's all right," she said **soothingly**. "It's all right. I only want to stroke you, not to harm you."

This time the giraffe stood still. When her fingers made contact with its skin, it quivered with fear, but didn't move away. Martine felt a tingle of electricity run up her arm. In that instant, she had a strange sense she knew exactly what the animal was thinking. She knew, for example, without having any idea why, that his name was Jeremiah—Jemmy for short. And she knew that Jemmy was lonely. Every bit as lonely as she was.

"I'm alone too," Martine confided to the giraffe. "Five weeks ago, I lost everything I loved in a fire in England. Now I live with my grandmother who doesn't want me, and go to a school where I don't fit in."

The white giraffe watched her **warily**. He didn't respond. Instead he **sidled** restlessly out of range so she could no longer touch him. Perhaps, thought Martine, he was waiting for a sign that he could trust her. And

Think

How does Martine feel she and the giraffe are alike?



who could blame him? If she wanted to get close to him, the first thing she was going to have to do was to prove to him that she was a friend. But how?

Then it came to her. In England, her mum and dad had had a poster in their bedroom of a dove being released into a sunset. On it was written: *If you love something, set it free. If it comes back to you, it's yours. If it doesn't, it never was.*

As **miraculous** as it was that she'd found the white giraffe, Martine knew she had to walk away from him. She took a last lingering look at him. Her heart

ached, as if she were losing a friend she'd only just made, but somehow she knew they'd meet again. For reasons she didn't fully understand, she felt as if their souls were already entwined.

"Thank you for saving my life, Jeremiah," she said, adding hopefully: "See you soon."

Think

Why does Martine decide to leave the giraffe? What does this tell you about the story's theme?

Understand



Comprehension

Think Have you ever felt the way Martine did in “The White Giraffe”?

A Use the organizer to write about the story’s theme.

Theme: _____

How can you see the theme in what the characters say and do?

What does the theme teach you about life?

B Circle the correct answer.

1 Why doesn’t the cobra bite Martine?

- a She runs away.
- b The giraffe saves her.

2 What does Martine already know about giraffes?

- a They can use their front legs to kick.
- b They’re similar to horses.

3 Why does Martine think the giraffe is waiting?

- a It wants a sign that it can trust her.
- b It wants something to eat.

4 Why does Martine think of the poster in her parents’ bedroom?

- a She sees a dove.
- b She realizes she needs to set the giraffe free.

C **Words in Context** Look at the words you circled in the story. Then match the words to their meanings.

- | | | | |
|-------------|---|---|--|
| 1 evilly | ● | ● | a in a way that is extremely bad |
| 2 tingle | ● | ● | b told someone something secret or private |
| 3 capable | ● | ● | c lasting for a long time |
| 4 quivered | ● | ● | d having the ability to do something |
| 5 confided | ● | ● | e a slight stinging feeling |
| 6 lingering | ● | ● | f shook |

Grammar in Use

D Listen and read along. Then circle the correct answer. 4•11



- 1 What does Charlie say? a The device will work. b The device is working.
- 2 What does April say? a The device has never worked. b The device will never work.

E **Learn Grammar** Review of Present and Past Tenses

Use the **simple present** to talk about routines, facts, habits, and schedules.

Use the **present continuous** to talk about things in progress and future arrangements.

Use the **simple past** to talk about finished events in the past.

Use the **past continuous** to talk about actions in progress in the past.

Use the **present perfect** to talk about things that have happened up to now.

Use the **past perfect** to talk about a past action that happened before another past action.

Circle the correct answer.

- 1 Susan had studied French before she moved to France.
a simple past b past perfect
- 2 I was studying when she called.
a past continuous b present perfect
- 3 They're watching TV.
a present continuous b simple present

F Work in groups of three. Follow the instructions.

Student A: Say a sentence.

Student B: Repeat **Student A** and add a sentence using a different tense.

Student C: Repeat **Student B** and add a sentence using a different tense.

I'm wearing sneakers. Yesterday I wore boots.

I'm wearing sneakers.

I'm wearing sneakers. Yesterday I wore boots. I wear shoes every day!

Communicate

Listening

Think What kind of lessons can stories teach us?



A Listen. Check (✓) the main idea. 4.12

- You should protect your goats or a lynx will eat them.
- People don't like liars.
- If you lie then no one will believe you, even when you tell the truth.

B Listen again. Answer the questions. 4.13

- 1 Where does Ahmed live?
- 2 What animal are people afraid of in the story?
- 3 What happens when Ahmed says "lynx, lynx"?
- 4 How do people react when they find out Ahmed has tricked them?
- 5 What does Ahmed's father tell him?
- 6 Why didn't anyone listen to Ahmed at the end of the story?

Speaking 4.14

C **Learn** Clarifying What You've Said

If someone doesn't understand what you've said, you can **clarify** it by saying it in a different way. Use expressions like:

What I mean is ...

In other words ...

To put it another way ...

Choose one of these topics or think of your own. Then discuss it with your partner. Clarify anything you've said that your partner doesn't understand.

- a movie you saw
- a trip you went on
- a book you read
- a game you played



Word Study

D Learn Suffix *-less*

The suffix **-less** means “without.” This suffix can turn many nouns into adjectives.

Martine needed **help** to escape from the cobra. (noun)

She felt **helpless** as she waited for its bite. (adjective)



Listen and write to make each noun an adjective. Then work with your partner to write a sentence for each adjective.  4-15 

- | | | | |
|---------------|-----------------|--------------|-----------------|
| 1 hope _____ | 2 weight _____ | 3 air _____ | 4 rest _____ |
| 5 tooth _____ | 6 meaning _____ | 7 help _____ | 8 thought _____ |

Writing Study

E Learn Reporting Verbs

Use **reporting verbs** other than *say* to report what someone said in a more interesting or accurate way. Some common reporting verbs include **agreed**, **explained**, **offered**, **reminded**, and **suggested**.

“I’m alone, too,” Martine **confided** to the giraffe.

Use the reporting verbs in the box to complete the sentences.

- 1 “Don’t forget to mail that letter,” Judy _____ her sister.
- 2 “I think you’re absolutely right,” Carl _____.
- 3 “Can I get you anything at the store?” she _____.
- 4 “You should try a different size,” _____ Linda.
- 5 “You’re pressing the wrong button,” Lewis _____. “Use this one, instead.”

 **Write** Now practice writing in the **Workbook**  page 169

Vocabulary: Suffix *-less* • Writing: Reporting Verbs **Unit 17 179**

BIG QUESTION 9



Why are stories important?



Stories can entertain us and teach lessons.

What are some other ways that stories are important?



Words

A Listen and say the words. Then listen and read the sentences.  4:16

storytelling

impulse

breakthrough

dedicated

publish

futuristic

imagination

novelist

recount

relate

reminisce

intricate

purely

- 1 **Storytelling** can involve writing or telling a story.
- 2 I didn't plan to buy the necklace. It was an **impulse**.
- 3 The invention of the telegraph was an amazing **breakthrough**.
- 4 The author was so **dedicated** that she wrote late into the night.
- 5 Once I **publish** my book, everyone will be able to read it.
- 6 The new plane looked **futuristic**, like it was from the year 2050.
- 7 To write a creative story, you have to use your **imagination**.
- 8 My friend Joann is a **novelist**. She writes books for a living.
- 9 When he came back from his travels, Pritam had lots of stories to **recount**.
- 10 I **relate** best to people who are my own age and share my interests.
- 11 My grandparents love to **reminisce** about what life was like when they were young.
- 12 The rug's **intricate** pattern contained many small details.
- 13 We took a vacation **purely** to relax. We didn't go for any other reason.



B Use the words in **A** to answer the questions.

- 1 How would you describe someone who works hard?
- 2 What's another word for *remember*?
- 3 What does a good novelist need?
- 4 How would you describe a flying car?
- 5 What's another word for a sudden decision?

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

- | | | |
|---|---|---|
| 1 A breakthrough is an important discovery. | T | F |
| 2 Intricate things are simple. | T | F |
| 3 When you publish something, you keep it a secret. | T | F |
| 4 People who relate to each other are probably alike in some way. | T | F |
| 5 Storytelling is never entertaining. | T | F |
| 6 You can recount an adventure you had. | T | F |
| 7 A cake is made purely of flour. | T | F |

Before You Read

Think Has a story ever changed the way you see the world? What story was it, and how did it make you see things differently?

D Learn Persuasion

Writers often try to **persuade** readers to agree with their opinions. To decide if you agree with a writer, ask yourself these questions:

- What reasons does the writer give for his or her opinion?
- What facts and examples does the writer use to support that opinion?
- What conclusion does the writer come to?

Read the text. Then answer the questions.

Writing poetry is an important skill that everyone should practice. First, it teaches people to think about the words they use. Poems are usually short, so every word in them has to be chosen carefully. Secondly, writing poetry can teach people how to describe things well. Poetry contains strong visual images that are designed to grab people's attention. Finally, everyone should practice writing poetry to become better at expressing themselves. Good poetry is all about expressing things in a powerful and memorable way. For these reasons and many others, learning to write poetry is a useful and rewarding skill.

- 1 What is the writer's main opinion?
- 2 What are three reasons the writer gives for his or her opinion?
- 3 What facts or examples does the writer use to support the opinion?
- 4 What is the writer's conclusion?

E Words in Context Scan the article on pages 182–183 and circle these words. As you read, try to guess what the words mean.

incidents biography autobiography attitudes available plot

F Answer the questions before you read.

- 1 Do you think people are natural storytellers? Why or why not?
- 2 What would the world be like without stories?

Why Stories Matter

In this *opinion article*, you'll learn about the different kinds of stories people tell and why stories are important to us. An opinion article gives the writer's personal opinion about a topic. It usually includes reasons, facts, and examples that support the writer's point of view. As you read, think about how the writer is trying to persuade you.

Social Studies: Culture



Why Stories Matter

Human beings are natural storytellers, and we tell our stories in many different ways. It's an **impulse** we find in every culture and throughout human history. **Storytelling** is older than writing. It's even older than language! The earliest storytellers probably used music, dance, and other art forms to tell their stories. With the invention of writing, people began to share stories all over the world. Over time, they developed different genres, such as fables, myths, and legends, to explain things they saw, teach lessons, pass down information, and, of course, to entertain each other. Today, the variety of different stories and the ways we have to share them can seem almost endless. Here are some of my favorite examples of the storytelling impulse.

Think

What opinion is the writer trying to persuade you to believe?



Novels

Walk into any bookshop or library and you'll see shelves packed with hundreds of novels. What's in all those books, and why did the authors write them? While many novels are pure fiction, a great many others contain experiences that happened in the **novelist's** own life. Authors often **recount** their own stories because they want to share their experiences. The incidents that happen in a novel can be good or bad, just like real life. As readers, we enjoy hearing about experiences we can **relate** to without necessarily having to experience them ourselves. Think of all the great novels you've read in your life. Whatever you learned was something that the novelist shared with you, the reader.

Biography and Autobiography

Like novels, biographies and autobiographies are ways of sharing experience. A biography is a book written by an author about another person's life. An autobiography is a long, true story written by someone about his or her own life. When you read a biography or an autobiography, you're reading a story that just happens to be true!



🔗 Blogs

Blogs are a great example of the storytelling impulse. There are millions of **dedicated** bloggers on the Internet. Many of them are young people from around the world who are constantly blogging about their lives, their friends, and where they live. Just a few years ago, there were 25 billion blog pages being viewed every month! By **publishing** their stories, these writers are helping others to learn about different cultures, attitudes, thoughts, and feelings.



💥 Comic Books

The world of comic books is a great place to explore. Comics are available all over the world and in many different languages. They give writers a chance to use their **imagination**s, creating amazing new worlds full of colorful characters. These writers are often inspired by the distant past or what they think is going to happen in the future. That's why so many comics are either historical or **futuristic**. Whichever type of comics you prefer, they're a fantastic way to escape into a fictional universe.



Think

What facts or opinions does the writer use to support the main opinion?

💬 Other Ways to Share Stories

A story doesn't have to be a full-length novel or even a comic book or blog post. It can be as simple or as **intricate** as you like. In fact, storytelling is so basic to our lives that we probably don't even realize how often we do it. When something important happens to us, we have a built-in need to tell other people about it. What do you do when you hear a funny joke, read an anecdote that sounds too amazing to be true, or see a movie with a fantastic plot? You rush off to tell your friends about it, of course!

We tell stories about the latest news, from sports to fashion to technological **breakthroughs**, and about our own everyday lives. Whether we're happy, sad, or just **reminiscing** about the past, stories give us a way to connect with each other. We tell them to share life lessons, to understand our world, and **purely** to entertain. Stories allow us to escape our own lives and to set our imaginations free. Personally, I'm never more content than when I'm telling or listening to a wonderful story! As humans, I believe that storytelling is part of our nature, and I'm confident that we'll always be storytellers.



Understand

Comprehension

Think What did you learn from “Why Stories Matter”? Which type of story from the article is your favorite?



A How did the writer try to persuade you? Fill in the organizer.

Writer's opinion: _____

Reason
to share experiences

Reason

Reason

Example
novels

Example

Example

Writer's conclusion: _____

B Answer the questions.

- 1 How do we think the earliest storytellers told their stories?
- 2 Why do authors recount their own stories?
- 3 How is a biography different from an autobiography?
- 4 Why do people write blogs?
- 5 What time periods inspire many comic book writers?
- 6 What does the author mean by saying that storytelling is an impulse?

C **Words in Context** Look again at the words you circled in the article. Write them next to the definitions.

- 1 _____ a true story a person writes about his or her own life
- 2 _____ the structure of a story
- 3 _____ ways of thinking or feeling
- 4 _____ a true story someone writes about another person's life
- 5 _____ able to be used or found
- 6 _____ things that happen

Grammar in Use

D Listen and read along. Then circle the correct answer.  4•18



Did Finn have a plan to go somewhere? **Yes** **No**

E **Learn Grammar** **Review of Future Forms**

Use **going to** to talk about future plans or to make predictions about things you see.

I'm going to be a storyteller someday.

Use **will** to talk about facts in the future or to make predictions about things you believe.

I think we'll always be storytellers.

Use the **present continuous** to talk about future arrangements.

A storyteller is coming to our class tomorrow afternoon.

Circle the correct answer.

- 1 I see / I'm seeing my friend next Sunday afternoon.
- 2 I think endangered species are being / will be better protected in the future.
- 3 Watch out! You're going to / You'll fall off the ladder.
- 4 We're both being / We'll both be fourteen next Tuesday.
- 5 The website says it will rain / is raining tomorrow.

F Use future forms to write a short story. Then share it with your partner.

An explorer is planning an amazing journey.
She's going to take a trip around the world.



Communicate

Listening

Think Why would someone act out a story?

A Listen. Answer the questions.  4-19

- 1 Who is Susan Wu?
- 2 Where is she speaking?
- 3 What is she there to talk about?



B Listen again. Circle True (T) or False (F).  4-20

- 1 Susan was a storyteller before she was an actress.
- 2 Telling stories out loud is an ancient tradition.
- 3 Susan thinks oral storytelling helps bring stories to life.
- 4 Susan believes that reading a story is more fun than listening to one.
- 5 Susan probably uses her talent for acting to tell stories.

T	F
T	F
T	F
T	F
T	F

Speaking 4-21

C Think of a topic you have opinions about or choose from the list. Then discuss your opinions with your partner.

- smartphones
- the environment
- eating healthy foods
- the best sports

Do you think people use smartphones too much?

Not really. I think they're ... I ...

I agree that they're ... It just seems like some people ...

Do you mean while they're ... ?

Yes, but also when they're ...

I see what you mean. I'm going to ...

Word Study

D Learn Heteronyms

Heteronyms are words that are spelled the same way but have different meanings and are pronounced differently.

Stories can make you feel **content** and happy.

The **content** of the book was very exciting!



Listen to the sentences. Write two meanings for each word.  4-22 

	Meaning 1	Meaning 2
1 content		
2 dove		
3 object		
4 refuse		

Writing Study

E Learn Using Numerals


Use **numerals** in these situations:

- Dates: November **19, 1967**; February **4, 2015**
- Times: **9:10** p.m.; **5:22** a.m.
- Addresses: **72** Barrow Street; **150** Ninth Avenue
- Large numbers: **3** million; **25** billion



Write the answers.

- 1 What's today's date? _____
- 2 What's the date of your birthday? _____
- 3 What time is it now? _____
- 4 What time do you get to school? _____
- 5 What's the address of your school? _____
- 6 What's another address you know? _____
- 7 What's 4 million divided by two? _____

 Now practice writing in the **Workbook**  page 177

Writing



A Read the story.

The Mystery of Ursus Arctos

Setting — As night fell once more over the frozen landscape,

Problem — Sid and Nadia began to despair. They were detectives on a mission to solve an ancient legend, but it was beginning to feel like a bad idea.

The legend claimed that long ago, King Olaf of Scandinavia had taken a journey through the north of his country. The brown bear, known as *ursus arctos*, was the sign of Olaf's kingdom, and he had worn a necklace with a golden pendant in the shape of a bear's tooth. Then King Olaf had disappeared, along with the pendant. Historians had been searching for it ever since, to prove that the legend was true.

Internal conflict — "Maybe we can't solve this mystery," said Nadia. "We've been hiking for days with no sign of a clue!"

"Of course we can!" replied her brother. "We know King Olaf came this way."

External conflict — The next morning, Sid and Nadia awoke to a snowstorm. As they continued their hike, struggling forward in the freezing wind, they came across a strange house. It was made entirely of ice! Nadia peered inside. "It doesn't look like anyone's been here for a long time," she said.

Resolution — Cautiously, they tiptoed into the house. It was dark inside but surprisingly warm. In one corner was a pile of reindeer skins, and near it a small table with two chairs. Sid and Nadia sat down, feeling disappointed. There was no sign of the pendant. Then Sid leaned back and noticed a hook on the wall above him. There was something bright and golden hanging from the hook.

"There it is!" he said excitedly. "We did it, Nadia! We found King Olaf's pendant!"

B Answer the questions.

- 1 How does the writer describe the setting?
- 2 How does the writer introduce a problem to create conflict in the story?
- 3 Does the problem lead to an internal or external conflict?
- 4 How does the writer resolve the conflict?

C Learn Writing a Story

- Describe the setting of your story. Think about whether the setting contributes to the problems your characters face.
- Think of a problem or a challenge for your characters. What do they want? Why? This is the conflict in your story.
- Consider whether the conflict should be internal (from inside the characters) or external (from someone else or from nature).
- Present a solution to your characters' problems or challenges. This is the resolution in your story.



Now go to the **Workbook** to plan and write your own story. page 179

D Present your story to the class.

- 1 Practice reading your story aloud.
- 2 Take note of places in your story where you can gesture, use different voices, or put more excitement into your voice.
- 3 Act out your story. Sit in a chair or stand at the front of the class. Use tone and gestures to bring your story to life.
- 4 After you've finished your story, ask the class what they think about it.
- 5 Listen carefully while your classmates are acting out their stories.

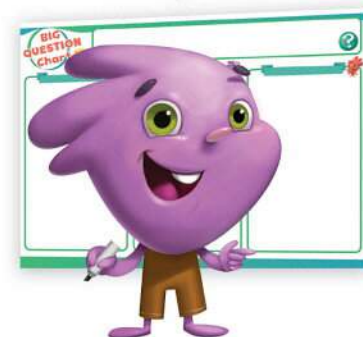


BIG QUESTION 9

Why are stories important?

- A** Watch the video. What kinds of stories do you see?
- B** What are some answers to the Big Question? Talk about them with your partner.
- C** Complete the **Big Question Chart**. Then discuss it with the class.

What have you learned about stories?



Testing Practice 3

Reading and Writing

A Read Harry's story. Then circle a, b, c, or d to complete each sentence.

Once I asked my friend Mark to tell me about his summer vacation. He got a peculiar look on his face. Then he said he had visited a city where people could metamorphose into nocturnal animals. The city was full of birds with metallic feathers. The birds used their feathers to keep the streets clean. At that point I started laughing, and Mark laughed, too. Mark confided that he loves outlandish stories and wants to be a fantasy novelist. I know he'll be a good one!



- 1 Mark said he visited a city full of people who could _____.
a listen c twinkle
b write d metamorphose
- 2 While talking to Harry, Mark had a _____ look on his face.
a peculiar c nocturnal
b hideous d metallic
- 3 In Mark's imaginary city, the _____ are cleaned by birds.
a people c streets
b animals d visitors
- 4 Mark told Harry that he loves _____ stories.
a creepy c futuristic
b intricate d outlandish
- 5 Harry thinks that Mark will be a good _____.
a actor c teacher
b novelist d cyclist

Tip

Before choosing your answers, check them against the text.

B Write a letter to your friend Irina. Irina is going to play the piano in a competition. She is nervous. In your letter, encourage her and suggest ways she might control her fears.


Write about 100 words.



Tip

After writing your letter, check your punctuation and spelling.

Listening

- C** You will hear an interview. Listen carefully. Then listen again and fill in the missing information. Write one word on each blank.  4-23

Wild Encounters

An Interview with Dr. Abby Lang, author of *Frog Hunt*



- 1 Dr. Lang almost _____ on a tomato frog.
- 2 A tomato frog puffs up when it feels _____.
- 3 When the frog puffs up, it looks just like a _____.
- 4 A herpetologist is a _____ who studies reptiles and amphibians.
- 5 An ornithologist studies _____.
- 6 Dr. Lang went to Madagascar with a group of _____.
- 7 The scientists were in Madagascar to find _____ birds and frogs.
- 8 Dr. Lang was _____ about walking in the forest at night by herself.

Speaking

- Part 1** Talk with your partner about things that you like and dislike.
- Part 2** Your teacher will give you a picture. Listen to your teacher's instructions. Then talk to your partner about the picture.

Tip

When you're speaking with your partner, remember to talk directly to him or her.

Definitions based on the *Oxford American Dictionary for Learners of English*.

A

ability *noun* the mental or physical power or skill that makes it possible to do something

accept *verb* [1] to agree to take something that someone offers you [2] to say "yes" to something, or to agree to something

accurately *adv.* in a careful and exact way

achieve *verb* [1] to gain something, usually by effort or skill [2] to get something done; to complete something

acidic *adj.* containing acid

actor *noun* a person whose job is to act in a play, movie, or television program

adapt *verb* to change your behavior because the situation you are in has changed

admire *verb* to respect or like someone or something very much; to look at someone or something with pleasure

adrenaline *noun* a substance that your body produces when you are excited, afraid, or angry and that makes your heart beat faster

advice *noun* an opinion that you give someone about what he/she should do

advise *verb* to tell someone what you think he/she should do

aesthetic *adj.* concerned with beauty or art and the understanding of beautiful things

affect *verb* to make someone or something change in a particular way; to influence someone or something

agree *verb* to have the same opinion as someone

airless *adj.* not having enough fresh air

albatross *noun* a very large white bird with long wings that lives in the Pacific and Southern Oceans

alert *adj.* watching, listening, etc. for something with all your attention

allergic *adj.* [1] having an allergy [2] caused by an allergy

allies *noun* [1] countries that have an agreement to support each other, especially in a war [2] people who help and support you, especially when other people are against you

almanac *noun* a book that is published every year giving information for that year about a particular subject or activity

always *adv.* at all times; regularly

amuse *verb* [1] to make someone laugh or smile; to seem funny to someone [2] to make time pass pleasantly for someone; to stop someone from getting bored

ancestor *noun* [1] a person in your family who lived a long time before you [2] an early form of something that later became more developed

annual *adj.* happening or done once a year or every year

antibacterial *adj.* that kills bacteria that can cause disease

anticipate *verb* to expect something to happen (and to prepare for it)

antidote *noun* a medical substance that is used to prevent a poison or a disease from having an effect

antipathy *noun* a strong feeling of not liking someone or something; dislike

antiquity *noun* a time hundreds of years ago, especially the time of the Egyptians, Greeks, or Romans

appetite *noun* the desire for food

apprehensively *adv.* in a way that shows you are worried or afraid

approve *verb* [1] to be pleased about something; to like someone or something [2] to agree to something or to accept something as correct

approximately *adv.* used to show that something is almost, but not completely, accurate or correct

aqueducts *noun* structures like bridges for carrying water across a valley or low ground

arduous *adj.* full of difficulties; needing a lot of effort over a period of time

argue *verb* to say things (often angrily) that show that you do not agree with someone about something

aroma *noun* a smell (usually one that is pleasant)

arrangement *noun* a group of things that have been placed in a particular pattern

artistically *adv.* in an artistic way

assign *verb* to give someone a particular job or type of work to do

asterisk *noun* the sign (*) that you use to make people notice something in a piece of writing

astonishment *noun* very great surprise

astrobiology *noun* the scientific study of the origin and future of life in the universe

astrophysics *noun* the scientific study of the physical and chemical structure of the stars, planets, etc.

attitudes *noun* the ways that people think, feel, or behave

autobiography *noun* the story of a person's life written by that person

available *adj.* that you can get, buy, use, etc.

awesome *adj.* impressive and sometimes frightening

awkward *adj.* embarrassed or embarrassing

B

bamboo *noun* a tall tropical plant of the grass family. Young bamboo plants (bamboo shoots) can be eaten, and the hard parts are used for making furniture, etc.

base noun [1] a starting point from which something develops or is made [2] a place used as a center from which activities are done or controlled

basic adj. [1] forming the part of something that is most necessary and from which other things develop [2] of the simplest kind or level; including only what is most necessary

beak noun the hard, pointed part of a bird's mouth

beam noun a long piece of wood, metal, etc. that is used to support weight, for example in the floor or ceiling of a building

bear verb to be able to accept and deal with something unpleasant

beckon verb to show someone (often with a movement of your finger or hand) that you want him/her to come closer

behavior noun the way that you act or behave

believe verb [1] to feel sure that something is true or that someone is telling the truth [2] to think that something is true or possible, although you are not certain

biceps noun the large muscles at the front of the top part of your arms

bilingual adj. [1] able to speak two languages equally well [2] having or using two languages

binoculars noun an instrument with two tubes that you look through in order to make objects that are far away seem nearer

biography noun the story of a person's life written by someone else

bisect verb to divide something into two equal parts

blame verb to think or say that a certain person or thing is responsible for something bad that has happened

boiling adj. very hot

bothered verb worried, disturbed, or annoyed

boulder noun a very large rock

bow noun [1] a knot with two parts shaped like a circle and two loose ends that you use when you are tying shoes, wrapping presents, etc. [2] a weapon for shooting arrows. A bow is a curved piece of wood or similar material that is held in shape by a tight string.

bower noun a special type of nest that is built by a particular bird (called the bowerbird)

brainy adj. very intelligent

brand new adj. completely new

breakthrough noun an important discovery or development

briefly adv. for a short time; quickly

builder noun a company or person that builds something, usually houses and other buildings

built verb made something by putting pieces, materials, etc. together

butler noun the most important male servant in a big house

C

cable noun [1] a set of wires covered with plastic, etc. for carrying electricity or signals [2] a very strong, thick rope or chain, etc.

cacophony noun a mixture of loud unpleasant sounds

capable adj. able to do something; having the power to do something

catastrophe noun a sudden event that causes great suffering or damage; a disaster

categorize verb to divide people or things into groups; to say that someone or something belongs to a particular group

caterpillar noun a creature with a long, thin body and many legs that changes into an insect that flies (a butterfly or moth)

cauldron noun a large deep pot for boiling liquids or cooking food over a fire

central adj. [1] in the center of something [2] most important; main

challenging adj. forcing you to make a lot of effort, but often also exciting and interesting

chamber noun a space under the ground that is almost completely closed on all sides

charred adj. black and partly burned by fire

chattering verb talking quickly or for a long time about something unimportant

chemically adv. in a way that changes the structure of a substance

chief noun the leader or ruler of a group of people

childish adj. [1] connected with or typical of a child [2] (used about an adult) behaving in a silly or stupid way

chilled adj. (used about food or drink) cooled in a refrigerator

chilling adj. frightening

chunk noun a large or thick piece of something

circular adj. round and flat; shaped like a circle

clear adj. [1] easy to see, hear, or understand [2] free from marks

cling verb to hold on tightly to someone or something

clumsy adj. (used about a person) careless or awkward and likely to drop things or do things badly

coarse adj. consisting of large, not fine pieces; rough, not smooth

coiled adj. wound into a round shape

collide verb to crash; to hit someone or something very hard while moving

comical adj. that makes you laugh

commonly adv. often; usually

comprise verb to consist of; to have as parts or members

conceal verb to hide something or someone; to prevent something or someone from being seen or discovered

concept noun an idea; a basic principle

conclude *verb* to end or to bring something to an end

concur *verb* to agree

confess *verb* to say that you have done something bad or wrong

confided *verb* told someone something that is secret

confident *adj.* feeling or showing that you are sure about your own abilities, opinions, etc.

connect *verb* [1] to be joined to something; to join something to something else [2] to have an association with someone or something else; to realize or show that someone or something is involved with someone or something else

considerable *adj.* great in amount or size

consist *verb* to be made up of something

consistently *adv.* in a way that does not change

constituent *adj.* forming or helping to make a whole

content *adj.* satisfied with what you have

content *noun* the main subject, ideas, etc. of a book, article, television program, etc.

continental *adj.* connected with the main part of a continent

control *noun* power over something; the ability to organize, direct, or guide someone or something

copious *adj.* in large amounts

copper *noun* a common red-brown metal

cosmic *adj.* of the whole universe

coughing *verb* sending air out of your throat and mouth with a sudden loud noise, especially when you have a cold, have something in your throat, etc.

counselor *noun* a person whose job is to give advice

course *noun* [1] a complete series of lessons [2] (sports) an area where a game is played or where certain types of races take place

covering *noun* something that covers the surface of something

crack *noun* [1] a line on the surface of something where it has broken, but not into separate pieces [2] a narrow opening

creepy *adj.* that makes you feel nervous and frightened

crow *noun* a large black bird that makes a loud noise

crucial *adj.* extremely important

crumpled *verb* folded or pressed in a messy way

crust *noun* [1] the hard part on the outside of certain foods, especially bread [2] a hard layer on the outside of something

customary *adj.* according to custom; usual

D

dazzling *adj.* [1] (used about a bright light) making someone unable to see for a short time [2] very impressive

debris *noun* pieces from something that has been destroyed, especially in an accident

decay *verb* to become bad or fall apart

decent *adj.* good enough; of an acceptable standard

decisions *noun* choices or judgments that you make after thinking about various possibilities

decorate *verb* to add something in order to make a thing more attractive to look at

dedicated *adj.* giving a lot of your energy, time, efforts, etc. to something that you believe to be important

defensive *adj.* that protects someone or something from attack

deftly *adv.* in a skillful and quick way

degree *noun* a qualification gained by successfully completing a program at a college or university

deliberate *adj.* done on purpose; planned

depart *verb* to leave a place, usually at the beginning of a trip

desert *noun* a large area of land, often covered with sand, that is hot and has very little water and very few plants

desperately *adv.* [1] in a way that shows you are ready to do anything to change the situation you are in because it is so terrible [2] in a way that shows you want or need something very much

dessert *noun* something sweet that is eaten after the main part of a meal

devise *verb* to invent a new way of doing something

dew *noun* small drops of water that form on plants, leaves, etc. during the night

dimensions *noun* the size of something including its length, width, and height

disapproval *noun* a feeling that something is bad or that someone is behaving badly

disaster *noun* an event that causes a lot of harm or damage

discouraged *adj.* having lost hope; not feeling confident about something

disguise *noun* a thing that you wear or use to change your appearance so that no one recognizes you

dismiss *verb* to order an employee to leave his/her job

distracted *adj.* unable to pay attention to someone or something because you are worried or thinking about something else

distress *noun* the state of being very upset or unhappy, or of suffering great pain

dome *noun* [1] a round roof with a circular base [2] a thing or a building shaped like a dome

doubt *verb* to think that something is unlikely or to feel uncertain (about something)

dove¹ *noun* a type of white or gray bird that is often used as a sign of peace

dove² *verb* jumped into water with your head first

dustpan *noun* a flat container with a handle into which you brush dust or dirt from the floor

dynamic *adj.* full of energy and ideas; active

E

economical *adj.* not costing much time, money, fuel, etc.; using something carefully

effect *noun* a change that is caused by something; a result

elaborate *adj.* very complicated; done or made very carefully

element *noun* one of the most basic chemical substances, for example iron, gold, etc.

employ *verb* to use someone or something

enable *verb* to make it possible for someone or something to do something

encounter *verb* to experience something (a danger, difficulty, etc.)

energetic *adj.* having or needing a lot of energy or enthusiasm

enormous *adj.* very large or very great

entertainment *noun* things to do that interest and amuse people

enthusiasm *noun* a strong feeling of excitement or interest in something

enthusiastic *adj.* full of excitement and interest in something

equilateral *adj.* having all its sides of the same length

erode *verb* (used about the ocean, the weather, etc.) to destroy something slowly

erupt *verb* (used about a volcano) to explode and throw out fire, smoke, and rock that has melted

essential *adj.* completely necessary; that you must have or do

estimate *verb* to calculate the size, cost, etc. of something approximately, before you have all the facts and figures

eternity *noun* a period of time that seems to last forever

evilly *adv.* in a very bad way that causes trouble or harm

examination *noun* the act of looking at something carefully

except *prep.* not including someone or something; apart from the fact that

expedition *noun* a long trip for a special purpose

experiment *noun* a scientific test that is done in order to prove something or to get new knowledge

explosive *noun* a substance that can explode

exposed *adj.* not covered or protected

exquisite *adj.* very beautiful and pleasing

extend *verb* [1] to make something longer or larger in space or time [2] (usually used about space, land, time, etc.) to continue or stretch

eyepiece *noun* the piece of glass (called a "lens") at the end of a telescope or microscope, which you look through

F

factors *noun* the things that influence a decision, situation, etc.

fade *verb* to disappear slowly (from sight, hearing, memory, etc.)

fanatical *adj.* feeling very strongly or being too enthusiastic about something

ferns *noun* green plants with no flowers and a lot of long thin leaves

flaming *adj.* burning brightly

fleet *noun* a group of ships or boats that are sailing together

flickered *verb* (used about a light or flame) burned or shined in a weak or unsteady way

flutter *verb* to move up and down or from side to side quickly and lightly; to make something move in this way

forecast *noun* a statement about what will happen in the future

fragment *noun* a small piece (that has broken off something bigger)

frantic *adj.* very busy or rushed; without organization

frost *noun* [1] the weather conditions when the temperature falls below the freezing point [2] a very thin layer of little pieces of ice that is formed on surfaces when the temperature is below the freezing point

frozen *adj.* unable to move, especially because you are afraid

frustrated *adj.* angry or impatient because you cannot do or achieve what you want

futuristic *adj.* extremely modern and unusual in appearance, as if belonging to a future time

G

garage *noun* a building or a part of a house where cars, etc. are kept

gasp *verb* [1] to breathe quickly and noisily (for example when you have been running fast) [2] to say something while you are finding it difficult to breathe

geologist *noun* a student or an expert in geology

germs *noun* very small living things that cause disease

gesture *noun* a movement of the hand, head, etc. that expresses something

gradually *adv.* happening slowly or over a long period of time; not suddenly

gratefully *adv.* in a way that shows thanks to someone

gravel *noun* very small stones that are used for making roads, paths, etc.

gripped *adj.* taken and kept hold of by something or someone firmly

gristly *adj.* (used about meat) containing a hard substance that is unpleasant to eat

group *verb* to form people or things into groups, or to form one or more groups

gust *noun* a sudden rush of wind

H

handhold *noun* something on the surface of a mountain, wall, etc. that you can hold when you are climbing up it

happiness *noun* the state of being happy

harsh *adj.* not pleasant to be in

have *verb* [1] to own or possess something [2] to show a quality or feature

hazardous *adj.* dangerous

heard *verb* was told or informed about something

helpless *adj.* needing help from other people

herds *noun* large numbers of animals that live and eat together

heroic *adj.* (used about people or their actions) very brave

hesitate *verb* to pause before you do something or before you make a decision, usually because you are uncertain or worried

hideous *adj.* very ugly or unpleasant

hopefulness *noun* the state of thinking that something that you want to happen will happen

hopeless *adj.* giving no hope that something will be successful or get better

housekeeper *noun* a person who is paid to clean someone else's house, and often to cook food, etc.

I

identical *adj.* exactly the same

illicitly *adv.* in a way that is not allowed by law or by the rules of society

illness *noun* [1] the state of being physically or mentally ill [2] a type or period of physical or mental ill health

image *noun* a mental picture or idea of someone or something

imagination *noun* [1] the ability to create mental pictures or new ideas [2] the part of the mind that uses this ability

impenetrable *adj.* impossible to enter or go through

imply *verb* to suggest something in an indirect way or without actually saying it

impress *verb* to make someone feel admiration and respect

impulse *noun* a sudden desire to do something without thinking about the results

inactive *adj.* doing nothing

incidents *noun* events (especially ones that involve violence, danger, something strange, etc.)

individual *adj.* [1] single or particular [2] for or from one person

infinite *adj.* without end or limits

ingenious *adj.* (used about a thing or an idea) that has been made or planned in an intelligent way, with new ideas

insignificant *adj.* of little value or importance

insist *verb* [1] to say or demand that you must have or do something or that someone else must do something [2] to say firmly that something is true (when someone does not believe you)

inspect *verb* to look at something closely or in great detail

instantly *adv.* without delay; immediately

instinct *noun* the natural force that causes a person or animal to behave in a particular way without thinking or learning about it

intense *adj.* very great, strong, or serious

intently *adv.* in a way that shows great attention

interfere *verb* to prevent something or slow down the progress that someone or something makes

interlocking *adj.* fitting or fastened firmly together

intermission *noun* a break during a play, concert, etc.

internal *adj.* of or on the inside (of a place, person, or object)

interpret *verb* [1] to explain or understand the meaning of something [2] to translate what someone is saying into another language as you hear it

intersection *noun* the place where two or more roads, lines, etc. meet and cross each other

intricate *adj.* having many small parts put together in a complicated way

intrigued *adj.* very interested or curious

intriguing *adj.* very interesting because it is unusual

invaluable *adj.* very useful or valuable

inventor *noun* a person who thinks of or makes things for the first time

irritated *adj.* angry or annoyed

irritating *adj.* annoying

isolated *adj.* alone or apart from other people or things

J

jeers *noun* rude remarks that someone shouts at someone else to show that they do not respect or like them

K

key *noun* a set of musical notes that is based on one particular note

knew *verb* had knowledge or information in your mind

L

labor *verb* to work hard, especially on something that is difficult

laboratory *noun* a room or building that is used for scientific work or for teaching about science

laboriously *adv.* in a way that requires a lot of effort

lack *verb* to have none or not enough of something

lazily *adv.* in a way that shows you do not want to work

laziness *noun* the state of being lazy

lazy *adj.* not wanting to work

ledge *noun* a narrow shelf under a window, or a narrow piece of rock that sticks out on the side of a mountain

legal *adj.* allowed by law

lethal *adj.* able to cause death or great damage

lifesaver *noun* a thing that helps someone in a difficult situation; something that saves someone's life

limbic *adj.* relating to the limbic system of the brain

limp *verb* to walk with difficulty, for example because you have hurt your leg or foot

lingering *adj.* slow to end or disappear

link *verb* to make or suggest a connection between two or more people or things

literally *adv.* according to the basic or original meaning of a word, etc.

load bearing *adj.* supporting most of the weight of parts of a building or other structure

loom *verb* to appear as a shape that is not clear and in a way that seems frightening

loose *adj.* [1] not tied up or shut in something [2] not firmly attached

M

man-made *adj.* made by people, not formed in a natural way; artificial

mantle *noun* the part of the Earth between the surface and the center

mass *noun* a large amount of a substance that does not have a definite shape or form

match *noun* [1] a small stick with a tip that catches fire when it is rubbed against another surface [2] an organized game or sports event

meaningless *adj.* without meaning, reason, or sense

metallic *adj.* looking like metal or making a noise like one piece of metal hitting another

metamorphose *verb* to change or make something or someone change into something completely different, especially over a period of time

microphone *noun* a piece of electrical equipment that is used for making sounds louder or for recording them

mimic *verb* to copy someone's behavior in an amusing way

minor *adj.* not very big, serious, or important (when compared with others)

minute *adj.* very small

miraculous *adj.* extremely lucky, but impossible to explain or understand

miserly *adj.* (used about a person) hating to spend money

misty *adj.* full of or covered with mist

mock *verb* to laugh at someone or something in an unkind way or to make other people laugh at him/her/it

mood *noun* the way that you feel at a particular time

N

nocturnal *adj.* (used about animals and birds) awake and active at night

novelist *noun* a person who writes novels

numb *verb* to make a part of your body unable to feel anything, for example because of cold

O

oars *noun* long poles that are flat at one end and that are used for moving a small boat through water

object *noun* a thing that can be seen and touched, but is not alive

object *verb* to not like or to be against someone or something

observations *noun* things that you say or write

obstacle *noun* something that makes it difficult for you to go somewhere or do something

obvious *adj.* easily seen or understood; clear

odor *noun* a smell (often a bad one)

only *adj.* [1] with no others existing or present [2] the most suitable or the best

operations *noun* acts of cutting open someone's body in order to remove or repair a part inside

ornithologist *noun* a person who studies birds

outlandish *adj.* very strange or unusual

overcome *verb* to manage to control or defeat someone or something

P

painter *noun* [1] a person whose job is to paint buildings, walls, etc. [2] a person who paints pictures

pajamas *noun* loose pants and a loose jacket or shirt that you wear in bed

palms *noun* types of trees that grow in hot regions. Palms have no branches and a mass of large leaves at the top

panic *noun* a sudden feeling of fear that makes you do things without thinking carefully about them

panting *verb* taking short quick breaths, for example after running or because the weather is very hot

partly *adv.* to some extent; not completely

passageway *noun* a long, narrow way through something, especially one in a building that leads to other rooms

peculiar *adj.* odd or strange

perched *adj.* [1] (especially used about a bird) sitting or resting on something [2] placed in a high and/or dangerous position

performer *noun* a person who performs in front of an audience

pesky *adj.* annoying and not going away

phenomenal *adj.* unusual because it is so good or so great

phonics *noun* a method of teaching people to read based on the sounds that letters represent

piano *noun* a large musical instrument that you play by pressing down black and white keys

pierced *adj.* (used about ears or other parts of the body) having a hole made by a sharp point

piercing *adj.* strong and unpleasant

piercingly *adv.* in a way that is strong and unpleasant

piles *noun* groups of things lying on top of one another, or amounts of something that are in large masses

pitifully *adv.* in a way that causes you to feel pity or sadness

plateau *noun* a large area of high, flat land

plot *noun* the events in a story, movie, etc. and how they develop

plumber *noun* a person whose job is to put in and repair water pipes, toilets, sinks, etc.

poisonous *adj.* (used about animals, etc.) producing and using poison to attack its enemies

practical *adj.* very suitable for a particular purpose; useful

predictable *adj.* that was or could be expected

pressure *noun* [1] the force that is produced when you press on or against something [2] the force that a gas or liquid has when it presses against something

problematic *adj.* causing a lot of problems, or full of problems

publish *verb* to prepare and print a book, magazine, etc. and make it available to the public

pumice *noun* a type of gray stone that comes from a mountain with a hole in the top (a volcano) and is very light in weight. It is used in powder form for cleaning and polishing, and in pieces for rubbing on the skin to make it softer

purely *adv.* only or completely



quivered *verb* shook



radiant *adj.* sending out light or heat

raised *adj.* higher than the area around

range *noun* a stove

rapid *adj.* happening very quickly or moving with great speed

recount *verb* to tell someone about something, especially something that you have experienced

reflex *noun* a sudden movement or action that you make automatically

refusal *noun* an act of saying or showing that you will not do or accept something

refuse *noun* things that you throw away

refuse *verb* to say or show that you do not want to do, give, accept, etc. something

rehearse *verb* to practice a play, dance, piece of music, etc. before you perform it for other people

relate *verb* to be able to understand and feel sympathy for someone or something

relaxed *adj.* calm or informal

reminisce *verb* to talk about (pleasant) things that happened in the past

removing *verb* taking someone or something off or away

repetition *noun* doing something again; something that you do or that happens again

reproduce *verb* to produce a copy of something

resemble *verb* to be or look like someone or something else

respective *adj.* belonging separately to each of the people who have been mentioned

respond *verb* to say or do something as an answer or reaction to something

restless *adj.* unable to relax or sit still because you are bored, nervous, or impatient

retreat *noun* the action of moving backward, away from a difficult or dangerous situation

revealed *verb* made something known that was secret or unknown before

ridiculous *adj.* very silly or unreasonable

rugged *adj.* (used about the landscape) not level or smooth and having rocks rather than plants or trees



safeguard *verb* to keep something safe; to protect

sapphire *noun* a bright blue stone that is very valuable

satisfaction *noun* the feeling of pleasure that you have when you have done, gotten, or achieved what you wanted

schedule *noun* a plan of things that will happen or of work that must be done

scone *noun* a small cake, sometimes with dried fruit in it

scrambled *verb* moved quickly, especially with difficulty, having used your hands to help you

scribe *noun* (in the past) a person who made copies of written documents before printing was invented

sections *noun* parts into which something can be or has been divided

shield *verb* to protect someone or something from danger or damage

shifted *verb* moved from one position or place to another

shimmer *verb* to shine with a soft light that seems to be moving

shone *verb* gave out or reflected light

shore *noun* the land along the edge of an ocean, a lake, or a sea

shower *noun* [1] a short period of rain or snow [2] a large number of things that arrive or fall together

sidle *verb* to move toward someone or something in a nervous way, as if you do not want anyone to notice you

sight *noun* something that you can see

silences *verb* makes someone or something be silent or quiet

site *noun* a piece of land that is used or will be used for building on or for another special purpose

situation *noun* the things that are happening in a particular place or at a particular time

skeptical *adj.* having doubts that a claim or statement is true or that something will happen

skinny *adj.* (used about a person) too thin

slack *noun* a part of a rope, etc. that is loose or not tightly stretched

sleepover *noun* a party for children or young people when a group of them spend the night at one house

sleeve *noun* one of the two parts of a piece of clothing that cover the arms or part of the arms

slender *adj.* (used about a person or part of someone's body) thin in an attractive way

slim *adj.* not as big as you would like

snuggle *verb* to get into a position that makes you feel safe, warm, and comfortable, usually next to another person

softness *noun* the quality of being smooth and pleasant to touch

soothingly *adv.* in a way that comforts someone

span *noun* the length of something from one end to the other

spatter *verb* to cover someone or something with drops of liquid, dirt, etc., especially by accident

spear *verb* to throw or push a spear or other pointed object through something or someone

spectacular *adj.* very impressive, interesting, or attractive

sphere *noun* any round object shaped like a ball

spine *noun* one of the sharp points on some plants and animals

stacks *noun* neat piles of things

staff *noun* the group of people who work for a particular organization

stare *verb* to look at someone or something for a long time because you are interested, surprised, etc.

stench *noun* a very bad smell

store *verb* to keep something or a supply of something for future use

storytelling *noun* the activity of telling stories

strand *noun* a single piece of cotton, wool, hair, etc.

strict *adj.* not allowing people to break rules or behave badly

structure *noun* a building or something that has been built or made from a number of parts

summit *noun* the top of a mountain

support *verb* [1] to carry the weight of someone or something [2] to help or encourage someone or something by saying or showing that you agree with them

surpass *verb* to do something better than someone or something else or better than expected

surveyor *noun* a person whose job is to examine and record the details of a piece of land

suspended *adj.* hanging from something

suspension *noun* (used about a bridge) a state of being hung from steel cables that are supported by towers at each end

suspicious *adj.* feeling that someone has done something wrong, dishonest, or illegal

sweet *adj.* tasting like sugar; not sour or salty

symmetrical *adj.* having two halves that are exactly the same in size and shape

symphony *noun* a long piece of music written for a large group of musicians who play together (an orchestra)

T

tame *verb* to bring something wild under your control; to make something tame

technique *noun* a particular way of doing something

tempestuous *adj.* [1] full of extreme emotions [2] caused by or affected by a violent storm

thoughtless *adj.* not thinking about what other people want or need, or what the result of your actions will be

threat *noun* a person or thing that may damage something or hurt someone; something that indicates future danger

tie *noun* [1] a long, thin piece of cloth that you wear around your neck with a shirt [2] a game or competition in which two or more teams or players get the same score

tinged *adj.* having a small amount of a color or a feeling

tingle *verb* to have a slight stinging feeling in the skin

tiptoe *verb* to walk using the front parts of your feet only, so that other people cannot hear you

tiredness *noun* the feeling that you need to rest or sleep

toothless *adj.* having no teeth

tortilla *noun* a type of very thin, round Mexican bread, usually eaten hot and filled with meat, cheese, etc.

tragic *adj.* that makes you very sad, especially because it involves death

trainer *noun* a person who trains animals or members of sports teams

transatlantic *adj.* to or from the other side of the Atlantic Ocean; across the Atlantic Ocean

transient *adj.* continuing for only a short time

transition *noun* a change from one condition or form to another

translate *verb* to change something from one language to another

translation *noun* a text or work that has been changed from one language into another

transmit *verb* to send or pass something from one person or place to another

transport *verb* to move someone or something from one place to another in a vehicle

triangular *adj.* shaped like a triangle

tricolor *adj.* having three colors

tricycle *noun* a small vehicle, like a bicycle, that has one wheel at the front and two at the back

trigger *verb* to cause something to start or happen

triplets *noun* three children or animals that are born to one mother at the same time

triumphantly *adv.* in a way that shows great happiness because you have won or succeeded at something

troubled *adj.* (used about a person) worried and anxious

troubling *adj.* causing problems or causing you to worry

twinkle *verb* to shine with a light that seems to be moving

typical *adj.* having or showing the usual qualities of a particular person, thing, or type

U

ugliness *noun* the quality of being unpleasant to look at

uncontrollably *adv.* in a way that you cannot control

unmistakable *adj.* clear and obvious; easy to recognize

unseen *adj.* that cannot be seen

upright *adv.* [1] with a straight back [2] in or into a vertical position

urgent *adj.* needing immediate attention

V

varied *adj.* having many different kinds of things or activities

W

waffle *noun* a small, crisp cake made of flour, eggs, and milk, that has a pattern of squares on it and is eaten with a sweet sauce (syrup)

wander *verb* to move slowly around a place or to go from place to place with no particular purpose

warily *adv.* carefully because you are uncertain or afraid of someone or something

waterway *noun* a river, etc. along which boats or ships can travel

weakness *noun* the state of being weak

weaving *verb* making cloth, etc. by passing threads under and over a set of threads that is attached to a frame (called a loom)

weightless *adj.* having no weight, especially when traveling in space

wheeze *verb* to make noises when you breathe, especially if you have an illness in your chest

widely *adv.* to a large degree; a lot

wither *verb* [1] (used about plants) to become dry and die; to make a plant do this [2] to become weaker, until it disappears

wonder *verb* to want to know something; to ask yourself questions about something

wriggle *verb* to move about, or to move a part of your body, with short, quick movements, especially from side to side

Y

youthful *adj.* having the qualities that are typical of young people

OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom
Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries
© Oxford University Press 2014

The moral rights of the author have been asserted

First published in 2014
2018 2017 2016 2015 2014

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction outside
the scope of the above should be sent to the ELT Rights Department, Oxford
University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

ISBN: 978-0-19-427892-8 Student Book

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

*The authors and publisher are grateful to all of the teachers whose opinions helped to inform this series
and, in particular, the following reviewers:*

Egypt Samar Magdy Abdelfatah, Pioneers Language School; Sohair Saad, Orman
Academy; **Korea** Seon-young Heo, Junggye Wonderland; Pan-Seob (Sean) Kim,
Sean English Academy; So Young Kim; Yoo-Mi Suh, YM English School; **Mexico**
Ana Cristina Alaluf Hernández, Colegio Teresiano, Mérida; Esperanza Medina Cruz,
Centro Universitario Francisco Larroyo; Gabriela Martínez, Escuela Tomas Alva Edison
Primaria; Laura Catalina Guevara Medina, Instituto Edinburgh; Pedro Olmos Medina,
Colegio Carlos Chavez; **Oman** Jane Moates, English Language Consultant; **Turkey**
Duygu Kiliç, Doğa Schools; Ozlem Şeftalioğlu, Bursa Final Schools; Sibel Ulukoy, ITU
Foundation Schools, Dr. Natuk Birkan Primary School; **UAE** Sandra Qazamel, Al Ma'arifa
International School

*Although every effort has been made to trace and contact copyright holders before publication, this
has not been possible in some cases. We apologize for any apparent infringement of copyright and
if notified, the publisher will be pleased to rectify any errors or omissions at the earliest possible
opportunity.*

*The authors and publisher are also grateful to those who have given permission to reproduce the
following extracts and adaptations of copyrighted material:*

pp. 38–39 Excerpt from “The Secrets of Vesuvius” by Caroline Lawrence, published by
Orion Children’s Books, an imprint of the Orion Publishing Group, London © Orion
Children’s Books 2001; pp. 72–73 “Summing Up Symmetry: Beauty That Works!” From
Odyssey issue: Science And Beauty, © 1999 Carus Publishing Company, published by
Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights
Reserved. Used by permission of the publisher. www.cobblestonepub.com; pg. 112 From
“View from the Summit” by Edmund Hillary, published by Doubleday. Reprinted by
permission of The Random House Group Limited; pg. 113 “Everest: Reaching for the Sky”
adapted from SCHOLASTIC HISTORY READERS: EVEREST REACHING FOR THE SKY by Joy
Masoff. Text copyright © 2002 by Joy Masoff. Reprinted by permission of Scholastic Inc.;
pg. 134 “On How to Sing” On How To Sing (Haiku) from INTRODUCTION TO HAIKU by
Harold Gould Henderson, copyright © 1958 by Harold G. Henderson. Used by permission
of Doubleday, an imprint of the Knopf Doubleday Publishing Group, a division of
Random House LLC. All rights reserved.; pg. 134 “A Pair of Yellow Warblers Sing in the
Green Willow” by Du Fu, from The Selected Poems of Du Fu by Burton Watson. Copyright
© 2002, Columbia University Press. Reprinted with permission of the publisher.; pp.
154–155 “Fear On The Brain” © The Nemours Foundation/KidsHealth. Reprinted with
permission; pp. 174–175 “The White Giraffe” by Lauren St John, published by Orion
Children’s Books, an imprint of the Orion Publishing Group, London © Orion Children’s
Books 2006

*The authors and publisher are also grateful to those who have given permission to reproduce
photographs:*

Cover Photos: (satellite) AdStock/Universal Images Group/Getty Images, (earth) NASA/
Science Photo Library

Additional Photography: Richard Hutchings Photography

pp. 6–7 Prisma Bildagentur AG/Alamy; pg. 8 (bungee) Chad Ehlers/Alamy, (knitting)
Patrick Robbins/Getty Images; pg. 9 Tr Hummer/Writer Pictures; pg. 12 Tips Images/
Tips Italia Srl a socio unico/Alamy; pg. 14 Transtock Inc./Alamy; pg. 16 (bridge) Matejaj/

Getty Images, (cables) 2012 McGyver/Getty Images; pp. 18–19 (blueprints) Finney and
Turnipseed, Consulting Engineers c/o Gary F. Scanlon, Sr., P. E.; pg. 18 (workers on
bridge) Bettmann/CORBIS, (beam bridge) Proehl Studios/Corbis, (hard hat) HotVector/
shutterstock; pg. 19 (arch bridge) Jolivillage/Getty Images, (suspension bridge) Nobuaki
Sumida/Getty Images, (tunnel borer) qaphotos.com/Alamy, (sign) Tribalium/shutterstock;
pg. 22 Hohenhaus/istockphoto; pg. 23 JACQUES Pierre/hemis.fr/Getty Images; pp. 26–27
William Storage/Getty Images; pg. 28 (sculptor) STOCKCONCEPTS/Alamy, (geologist)
Keith Douglas/Getty Images; pg. 31 (Himalayas) Mariusz Kluzniak/Getty Images, (folded
rock) DAVID PARKER/SCIENCE PHOTO LIBRARY, (sedimentary rock) DIRK WIERSMA/
SCIENCE PHOTO LIBRARY, (igneous rock) geoz/Alamy, (metamorphic rock) Christophe
Lehenaff/Getty Images; pg. 32 Tom Roche/shutterstock; pg. 36 (pot) Ryerson Clark/
Getty Images, (pumice) Loris Eichenberger/shutterstock; pg. 40 STOCK4B Creative/Getty
Images; pg. 42 Sebastián Crespo Photography/Getty Images; pg. 43 Driendl Group/Getty
Images; pg. 44 (fern) John Cancalosi/Getty Images, (bone) Colin Keates/Getty Images,
(screen) Nicemonkey/shutterstock; pp. 46–47 SMI/Newscom; pg. 48 (sunset) Ron and
Patty Thomas Photography/Getty Images, (trees) skhoward/Getty Images; pg. 49 Tr
Hummer/Writer Pictures; pg. 54 Elnur/shutterstock; pg. 56 (actors) Mark Wilkinson/
Alamy, (still life) DEA/A. DAGLI ORTI/Getty Images; pg. 57 De Agostini/A. Dagli Orti/Getty
Images; pg. 58 (Chinese opera mask) YaiSirichai/shutterstock, (goalie mask) Gvictoria/
shutterstock, (snorkeling mask) Senol Yaman/shutterstock, (Greek theater mask) Peter
Horree/Alamy, (surgeon) wavebreakmedia/shutterstock, (commedia mask) Angelafoto/
istockphoto; (Chinese lion dance) Disc Pictures/AsiaPix/Corbis; pg. 59 (fencer) isifa
Image Service s.r.o./Alamy, (welder) Getty Images, (Dan mask) Bowers Museum/Corbis,
(Carnival) RelaxFoto.de/Getty Images, (flight attendant) Ocean/Corbis, (catcher) Nicosan/
Alamy, (carnival mask) Kumar Sriskandan/Alamy; pg. 60 Monalyn Gracia/Corbis; pg. 62
Foto011/shutterstock; pg. 67 michaeljung/shutterstock; pp. 68–69 Ben Pipe Photography/
Getty Images; pg. 70 (butterfly) Sari Oneal/shutterstock, (puzzle) Svetlana Siletskaya/
shutterstock; pg. 71 (elephant) Karine Aigner/Getty Images, (sponge) Eco/UiG/Getty
Images; pp. 72–73 (background pattern) Bard Sandemose/shutterstock; pg. 72 (zebras)
blickwinkel/Alamy, (butterfly) Lightspring/shutterstock, (face) leungchopan/shutterstock;
pg. 73 (pinwheel) Tom Chance/Westend61/Corbis, (snowflake) Cavan Images/Getty
Images, (pattern) anfisa focusova/shutterstock, (Petronas Towers) Guy Vanderelst/Getty
Images; pg. 76 JGI/Jamie Grill/Getty Images; pg. 78 (microscope) Tetra Images/Getty
Images, (lightning) szpeti/shutterstock; pg. 84 (romanesco) Frank Bach/shutterstock,
(magnified romanesco) Peter Bros Nissen/Getty Images; pg. 85 Pavel Kryshchapovich/
shutterstock; pp. 88–89 Gianni Muratore/Alamy; pg. 90 KidStock/Getty Images; pg. 93
(Louis Braille) akg-images/Newscom, (telegraph) Library of Congress - edited version ©
Science Faction/Getty Images; pg. 94 chris_lemmens/Getty Images; pg. 96 Terraxplorer/
Getty Images; pg. 98 (water) Martin Wahlborg/Getty Images, (misty valley) Auscape/UiG/
Getty Images; pg. 106 (Roger McGough) NEIL SPENCE/Alamy, (kid) Dori Oconnell/Getty
Images; pp. 108–109 Jason E. Powell; pg. 110 (mountain top) Philip and Karen Smith/Getty
Images, (plateau) FB-Rose/imagebroker/Corbis; pp. 112–113 (Everest) Franck Guizio/
Hemis/Corbis, (Tenzing and Norgay) Xinhua/Photoshot/Newscom; pg. 118 (housekeeper)
Edward Frazer/Corbis, (scones) Nikki Bidgood/Getty Images; pg. 124 Louis Grandadam/
Getty Images; pg. 128 Ocean/Corbis; pg. 129 (hawk in tree) ZUMA Press, Inc./Alamy, (hawk
on fence) Avesography/Alamy, (hawk on ledge) Enrique R. Aguirre Aves/Alamy, (man
on mountain) michele Galli/Getty Images, (hawk in flight) All Canada Photos/Alamy,
(hikers on mountain) Rich Wheeler/Getty Images, (spilled milk) Brand New Images/Getty
Images, (girl) Leila Cutler/Alamy, (Eiffel tower) WDG Photo/shutterstock, (book) Kellis/
shutterstock, (plane) WDG Photo/shutterstock, (Seine) imagesef/shutterstock; pp. 130–
131 Elliott Neep/Getty Images; pg. 132 Iakov Filimonov/shutterstock; pg. 138 Andyworks/
istockphoto; pg. 140 (room) MAFord/shutterstock, (cactus) Teerasak/shutterstock; pg.
141 (parrot) Andrey_Kuzmin/shutterstock, (skua) Glen Bartley/Getty Images; pp. 142–143
(falcon over field) Gisela Delpho/Getty Images; pg. 142 (bird with glasses) ayelet-keshet/
shutterstock, (woodpecker finch) Tui De Roy/Minden Pictures; pg. 143 (peacock) Fionline/
Getty Images, (willow warbler) David Hosking/Alamy, (bower bird) Martin Willis/Minden
Pictures/Corbis; pg. 146 D. Parer & E. Parer-Cook/Minden Pictures; pg. 148 Gerard Soury/
Getty Images; pp. 150–151 Francisco Cruz/SuperStock; pg. 152 Aditya Singh/Getty Images;
pg. 154 (boy) sebra/shutterstock, (roller coaster) AJSH Photography/Alamy; pg. 155 (bears)
Steven Kazlowski/Getty Images, (gazelle and cheetah) Winfried Wisniewski/Getty Images,
(firefighter) Bill Stormont/Getty Images, (child) Hero Images/Corbis; pg. 158 William
Britten/Getty Images; pg. 160 (house) Jill Battaglia/shutterstock, (owl) Visuals Unlimited,
Inc./Garth McElroy/Getty Images; pg. 166 Michael Townsend/Getty Images; pg. 170–171
Christopher Robbins/Getty Images; pg. 172 (rope) Batareykin/shutterstock, (snake) Steve
Hamblin Alamy; pg. 173 Graham Jepson/Writer Pictures; pp. 174–175 GelatoPlus/Getty
Images; pp. 182–183 (background) Bernardo Galmarini/Alamy; pg. 182 (books) Lauren
Burke/Getty Images; pg. 183 (boy) ableimages/Alamy, (group) Comstock/Getty Images;
pg. 184 Maryna Pleshkun/shutterstock; pg. 186 Hill Street Studios/Getty Images; pg.
187 alexsl/istockphoto; pg. 190 (boys) UpperCut Images/Alamy, (girl) Ronald Sumners/
shutterstock; pg. 191 Number One/shutterstock.

The authors and publisher would like to acknowledge illustrations by:

Cover Illustration by: Francesca D'Ottavi

Interior Illustrations by: Steve Adams: 49, 50–51, 52; Scott Angle: 139, 147; Kenneth
Batelman: 24; Richard Carbajal: 112; Maria Cristina Costa: 79, 80–81, 82; Stephen Durke:
29, 30–31, 73; Lalena Fisher: 14, 22, 34 (bottom), 42, 45, 54, 62, 65, 76, 84, 96, 104, 116,
124, 127, 138, 146, 158, 166, 178 (bottom), 186, 189; Peter Francis: 126, 178 (top); Claudia
Hahn: 133 (right), 134–135, 136; Shelly Hehenberger: 9, 10–11, 12; Phillip Howe: 71, 113
(top right); Olga & Aleksey Ivanov: 168, 188; Jago: 99, 100–101, 102; Tim Jessell: 37, 38–39,
40; John Kaufmann: 110, 113 (map); Erwin Madrid: 161, 162–163, 164; Jeffrey Mangiat:
180; John Mantha: 181, 182; Katie McDee: 64, 106, 125; Karen Minot: 34 (map), 143; Linda
Nye: 154; Luispa Salmon (characters): 7, 13, 15, 21, 23, 25, 27, 33, 35, 41, 43, 45, 47, 53, 55,
61, 63, 65, 69, 75, 77, 83, 85, 87, 89, 95, 97, 103, 105, 107, 109, 115, 117, 123, 125, 127, 131,
137, 139, 145, 147, 149, 151, 157, 159, 165, 167, 169, 171, 177, 179, 185, 187, 189; Sean
Sims: 91, 92–93; Victor Tavares: 173, 174–175, 176; Lee Teng: 119, 120–121, 122; Christina
Wald: 133 (spots of birds); James Yamasaki: 183.

To Phil, with thanks for his unfailingly good humour, and to Steph, who encouraged me.
—Kenna Bourke

Creating young thinkers with great futures

What is the Earth made of? Why do we like symmetry? How do we use language?

Oxford Discover uses **Big Questions** like these to tap into children's **natural curiosity** and enable them to ask their own questions, find their own answers, and explore the world around them.

This approach to language learning and literacy, supported by a **controlled grammar and skills syllabus**, helps children achieve **near-native fluency** in English.

Oxford Discover gives teachers the tools to **develop children's 21st century skills**, creating young thinkers with great futures.



- Student Book
- Workbook
- Workbook with Online Practice
- Integrated Teaching Toolkit
 - Teacher's Book
 - Assessment for Learning CD-ROM
 - Big Question DVD
 - Online Practice
- Class Audio CDs
- Poster Pack
- Oxford iTools: Digital Classroom Resources
- Oxford Discover Writing and Spelling
- Oxford Discover Grammar
- Parent website
- Teacher website



Kenna Bourke

Recommended Readers

Oxford Read and Imagine
Oxford Read and Discover

