

# Unit 3

# Technology in Today's World

Technology has made life convenient and comfortable. It has created many challenges, too.

## Reading 1

Science



**Six Amazing  
Inventions**

## Reading 2

Literature



**A Robot's Smile**

## Reading 3

Social Studies



**Our Digital Lives**



How has technology made our lives easier?

### Listening and Speaking

You will talk about how technology keeps you connected to your friends. In the Listening and Speaking Workshop, you will give a speech.

### Writing

You will practice persuasive writing. In the Writing Workshop, you will write a persuasive essay.

### Quick Write

What do you know about everyday technology? Write down three ways technology has made life easier and more convenient.

### View and Respond



Talk about the poster for this unit. Then watch and listen to the video and answer the questions at [Pearson English Portal](#).

# Build Unit Vocabulary

## What do you know about technology?

### Words to Know



Listen and repeat. Use these words to talk about technology.



upload photos



download files



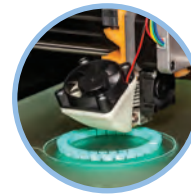
use a smartphone



create a password



use Bluetooth



use a 3D printer

### Practice

Write the number of the phrase next to the correct photo above.

- |                         |                                      |
|-------------------------|--------------------------------------|
| 1. connect wirelessly   | 4. create a 3-D object               |
| 2. sign up on a website | 5. text, go online, and call friends |
| 3. send pictures        | 6. open an attachment                |

### Write

Read the question. Write your response in your notebook.

What kinds of technology do you use at home or at school?



## Make Connections

Complete the sentences with the following words.

Use the correct form of the verb.



stay connected



take breaks



create challenges



be safe online

1. The internet helps us \_\_\_\_\_ to our friends and family.
2. I want to \_\_\_\_\_, so I obey my parents' rules for using technology.
3. When using a computer, it's important to \_\_\_\_\_ so that your eyes can rest.
4. Kids who spend too much time using technology \_\_\_\_\_ for their parents.

### What about you?

Talk with a partner. What rules do you have to follow when using technology? Why are rules for using technology important?



# Build Unit Background

## Kids' Stories from around the World



**Diego**

I live in Guadalajara, Mexico. A long time ago, people in Mexico could only watch TV shows in black-and-white. An inventor from my city changed that. My grandparents say it was very exciting when Guillermo González Camarena introduced color TV to Mexico.



**Emma**

Have you ever used a selfie stick to take a picture of yourself? Wayne Fromm, the inventor of the modern selfie stick, is from my city—Toronto, Canada. His selfie stick was the first one used with many types of cameras, and then with smartphones. Many people copied his invention.



Japan



Emiko

I am from Japan, and the inventor of the emoji is too—Shigetaka Kurita. In the 1990s, many people used cell phones, but smartphones weren't invented yet. People sent each other texts and pictures. People liked to use emojis to communicate their feelings instead of words. The word *emoji* comes from the Japanese words *e* ("picture") and *moji* ("letter").



Dylan

Today millions of people use Bluetooth technology to connect different devices: smartphones, computers, wireless speakers, and more. The inventor of Bluetooth is Dr. Jaap Haartsen, from the Netherlands—my country. The Bluetooth name comes from a Danish king from the 10th century—King Harald Blåtand. "Bluetooth" was his nickname.

### What about you?

1. Can you think of a famous invention from your country?
2. Do people today use this invention? Tell your classmates how this invention is useful.

# Reading 1

## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building: *Context, phonics*
- Reading strategy: *Make inferences*
- Text type: *Science (Informational text)*

#### Grammar

Necessity: *should, have to, must*

#### Writing

Write a review

These words will help you understand the reading.

### Key Words

**fuel**  
**flashlight**  
**device**  
**electricity**  
**software**

## Key Words

“Six Amazing Inventions” tells how six kids turned their great ideas into awesome inventions.

### Words in Context

**1** Gasoline is the type of **fuel** used in most cars.

**2** A **flashlight** uses batteries. It can help you find your way in a dark place.







3 Smartphones and tablets are popular **devices** that people use to connect with the internet. Batteries provide the **electricity** they need to work.

4 Computers use **software** to do things such as send messages, create images, and search the internet.



## Practice

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, write the meaning.

## Make Connections

What do you know about **devices** that people have invented over the last five years? Write your response in your notebook using the key words. Then discuss what you know with a partner.

These words will help you talk about the reading.

## Academic Words

### infer

form an opinion based on knowledge or facts you have

### initially

at the beginning

### construct

build something



# Academic Words

## Words in Context

After seeing the long line at the movie theater, Lynn could **infer** that the movie was popular.

**Initially**, the hikers walked fast, but after they walked two miles, they slowed down.

The city wants to **construct** a new bridge across the river.

## Practice

Complete each sentence with an academic word.

1. I didn't understand \_\_\_\_\_, but then I was able to figure it out.
2. Because of her accent, I could \_\_\_\_\_ that she was British.
3. The farmer needs help to \_\_\_\_\_ a barn behind the house.

## Apply

Ask and answer with a partner.

1. What might you **infer** from the fact that a musician won an important award?
2. Why might it be surprising to learn that an actor was **initially** very shy when he met new people?
3. What can you **construct** with blocks?

# Phonics

## R-Controlled Vowels: *ar, or, ore*

Listen. Then read each pair of words.

am	ton	toe
arm	torn	tore

Notice how the letter *r* changes the vowel sound. Here are more words with an *r* after a vowel. Read them aloud.

far	or
hard	for
dark	more



### Rule

The letters *ar* usually have the vowel sound in *arm*.

The letters *or* and *ore* usually have the vowel sound in *torn*.

### Practice

Work with a partner. Take turns.

- Sound out each pair of words.
- Say whether the words have the same vowel sound.

1. arm, park

3. car, rack

5. sure, super

2. more, form

4. care, plan

6. bore, floor



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## Reading 1

### Science

Informational Text

#### More About



Why do people invent things?



#### Listen to the Audio.

Listen for the general meaning. Think about each situation or context. Use this to help you understand the information.

### Reading Strategy

#### Make Inferences

When you make **inferences**, you use clues from the text and think inductively to understand something the author doesn't explain. As you read the text, ask yourself:

- How could the fuel made from plastic debris be used?
- Why might lions stay away from flashlights?

Listen as your teacher models the reading strategy.

# Six Amazing Inventions

Some people think inventors are always adults, but kids can be inventors, too. Did you know that kids invented snowboards, trampolines, and popsicles? You are going to read about six more inventions that can be added to that list.

### Azza Abdel Hamid Faiad, Egypt

There is a lot of plastic **debris** in the world's oceans. The debris comes from bottles and containers that people throw away. Scientists have looked for ways to **collect** the plastic and reduce water pollution.

Egyptian student Azza also thought about how to fix this problem. At 16 years old, she discovered a way to turn plastic into **fuel**. Azza found out that when special chemicals **break down** plastic, it releases gases. These gases can later be turned into fuel. Azza's discovery gives us an important use for recycled plastic.

**debris** pieces of waste material, trash, garbage

**collect** get things of the same type from different places and bring them together

**break down** change as a result of a chemical process

## Richard Turere, Kenya

Richard Turere of Kenya lives on a farm near Nairobi National Park. There are no **fences** around the park, so wild animals, like lions, walk out freely. This means that animals on the farms near the park aren't safe. Some of the farmers try to kill the lions to protect their farm animals.

Richard had a **solution** that protected the farm animals and the lions. He noticed that when he walked on the farm at night with a **flashlight**, the lions stayed away. He learned that lions are afraid of moving lights.

Richard built a lighting system that **imitates** someone walking with a flashlight, and it worked! When he used his invention, the lions left his family's farm alone. Richard called his invention *Lion Lights*.

Soon, other people in Kenya tried Lion Lights and were happy with the result. Not only were the farm animals safe, but the lions were safe, too.

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**fences** structures, usually made of wood or metal, that keep animals or people from entering or leaving an area

**solution** a way of solving a problem or dealing with a difficult situation

**imitates** copies the way someone behaves, speaks, moves, etc.



Richard was only 13 when he invented Lion Lights.

### Before You Go On

Why are Lion Lights good for lions?



Since Angelo invented his charging shoes, many others have created similar devices.

## Angelo Casimiro, Philippines

When Angelo Casimiro was 15 years old, he invented a **device** that allows people to **charge** a battery by walking. His charging shoes have two small disks inside, and when a person's feet press down on the disks, they create **electricity**. The shoes can connect to cell phones, flashlights, or radios—just **plug** the cord **into** the shoes.

Angelo thinks his invention can help people who don't have electricity where they live. Since he created his charging shoes, other people around the world have invented similar charging devices. Angelo uploaded the instructions for his charging shoes to the internet, and anyone can download and use them. He hopes that people will continue to make better charging devices in the future.

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**charge** fill a battery with electric power

**plug (into)** connect something to a source of electricity



## Anurudh Ganesan, USA (born in India)

Anurudh Ganesan needed a polio **vaccine** when he was a baby. His grandparents carried him over 16 kilometers to a **clinic** for a vaccine. When they arrived, they were told that the vaccine had gotten hot, so it wouldn't be **effective**. Anurudh was lucky. He didn't get sick.

Anurudh learned that many other children who live in remote places get sick because they can't get effective vaccines. He decided to invent a way to carry vaccines and keep them cold. He called his invention the Vaxxwagon. The Vaxxwagon is a small refrigerator that can be attached to a bicycle or an animal. It uses motion to create energy, so there is no need for ice or electricity.

**vaccine** a substance, often injected into people, that helps protect them from a disease

**clinic** a place where people get medical help

**effective** successful and working in the way that was intended



Doctors can vaccinate children in remote areas thanks to the Vaxxwagon.

### Before You Go On

Why was Anurudh lucky when he was a baby?

## Lalita Srisai, India

No matter where people live, they have to have clean drinking water to stay healthy. Unclean drinking water is a big problem in many parts of the world. When Lalita Srisai of India was 11 years old, she discovered a cheap way to clean dirty drinking water.

The idea initially came to Lalita while she was taking a walk. She saw lots of dried **corncobs** lying on the side of the road. Lalita **figured out** that corncobs could absorb oil, salt, and tiny pieces of metal often found in unclean water.

Lalita built a device that uses the corncobs to **filter** dirty water. She believes that her invention will help many people in her country. Lalita says it is a low-cost way for them to stay healthy.

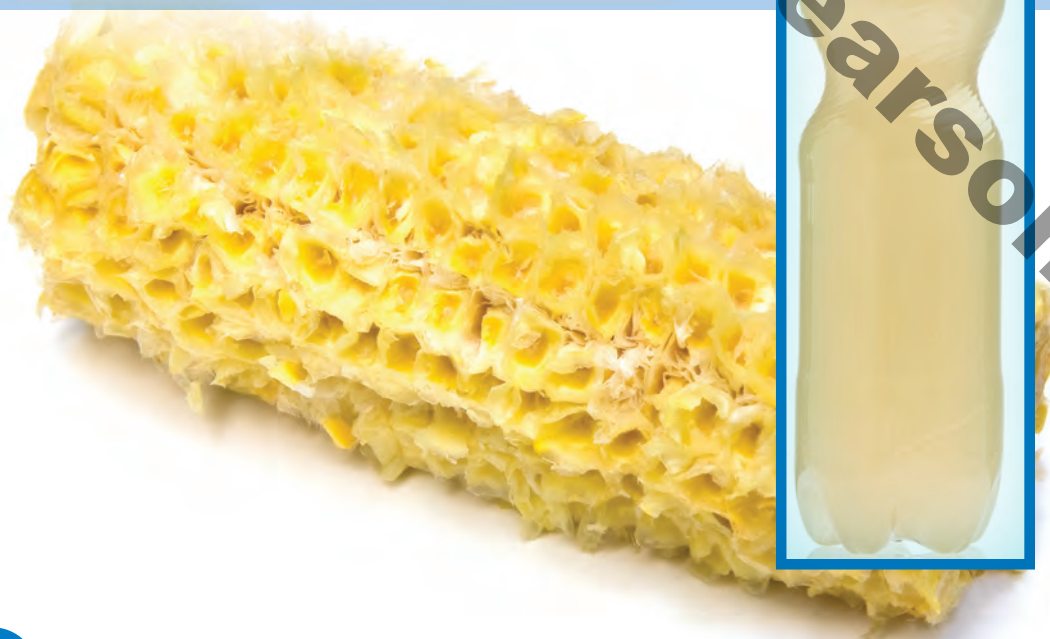
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**corncobs** the hard, center part of corn that the kernels grow on

**figured out** thought about a problem and found a solution or answer

**filter** pass something through an object to remove unwanted particles

Lalita won the Community Impact Award at the Google Science Fair in California, USA.



## Easton LaChappelle, USA

Easton LaChappelle built his first robotic arm when he was only 14 years old. He used simple objects, like LEGO® blocks and fishing wire, together with a few small motors. At a science fair, Easton met a girl with a **prosthetic** arm. He learned that her arm cost \$80,000. He wanted to make a prosthetic arm for less than \$1,000.

Easton studied how the body works and how the brain controls muscles. He also learned to use special **software** to build 3D models. After a few years, Easton invented a new robotic, prosthetic arm and hand using a 3D printer. His invention has many small parts and works with the brain to move like a real human arm and hand.

After Easton finished his work, he uploaded the instructions to the internet. Anyone can download them for free. He wants other people to use this information to make better prosthetic body parts and help people around the world.



Other companies are now using Easton's information to create 3D-printed arms and hands.

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**prosthetic** artificial, replacing a missing part of the body, like an arm or leg



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### Reading Strategy

#### Make Inferences

- Why did all six kids come up with their inventions?
- Why did some of the inventors share the information for making their inventions on the internet?

### Think It Over

1. **Recall** How did Easton create a prosthetic arm **initially**?
2. **Comprehend** What did Lalita use to **construct** her water-filtering device?
3. **Analyze** What can you **infer** about why Easton's invention is so much cheaper than other prosthetic arms?



# Learning Strategies

## Make Inferences

When you make inferences, you use clues from the text and think inductively to understand things the author does not directly tell you. Thinking about the people in the text, their situation, and what they say and do can help you make inferences about them. This will help you understand the informational text better.



### Practice

Tell what you can **infer** about the following people in the text.

1. Azza Abdel Hamid Faiad
2. Anurudh's grandparents
3. Lalita Srisai
4. Easton LaChappelle

## Use a 5 W Chart

You can ask the 5 W Questions to help you understand and remember a text better.

Who?    What?    Where?    When?    Why?

### Practice



Write a question for each of the 5 Ws. Have a partner answer your questions.

Who? Who were the inventors in the informational text?

What?

Where?

When?

Why?

### Apply

Close your book and retell the story of one of the young inventors to a partner. Use the key words.



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### Extension

With a group, come up with an idea for an invention that would help kids clean their bedrooms. Work cooperatively with your group and listen carefully to your classmates. Then present your invention to the class.

# Grammar

## Necessity: *should*, *have to*, *must*

Use *should* to say something is advisable. Use *have to* and *must* to say that something is an obligation or a necessity. *Have to* is more common in spoken language. *Must* is usually used in signs, notices, and forms. In spoken English, *must* is used when the person speaking is someone in authority, such as a teacher. *Should*, *have to*, and *must* are followed by the base form of the verb.

	Past	Present	Future
should		You <b>should</b> take the bus now.	You <b>should</b> take the bus tomorrow.
have to	You <b>had to</b> wear your uniform yesterday.	You <b>have to</b> wear your uniform now.	You <b>will have to</b> wear your uniform tomorrow.
must	(use <b>had to</b> )	You <b>must</b> show your school ID now.	You <b>must</b> show your school ID tomorrow.

In negative sentences, use *shouldn't*, *didn't/don't have to*, and *won't have to*.

	Past	Present	Future
should	You <b>shouldn't have</b> taken the bus yesterday.	You <b>shouldn't</b> take the bus today.	You <b>shouldn't</b> take the bus tomorrow.
have to	You <b>didn't have to</b> wear your uniform yesterday.	You <b>don't have to</b> wear your uniform today.	You <b>don't/won't have to</b> wear your uniform tomorrow.
must		Students <b>must not</b> be late on exam days.	

## Practice A

Complete the sentences with *should/shouldn't*, *have to/don't have to*, or *must/must not*.

1. Students must not use their cell phones during class.
2. You \_\_\_\_\_ attend the meeting if you're busy.
3. You \_\_\_\_\_ pack too many clothes for our weekend trip.
4. Drivers \_\_\_\_\_ stop at STOP signs.
5. You look tired. You \_\_\_\_\_ rest.
6. We \_\_\_\_\_ leave now or we'll be late.



## Practice B

Write sentences in your notebook.

1. Something you have to do after school
2. Something students must not do during school hours
3. Something your friend should do in order to sleep better

## Apply

Work with a partner. Make a list of five things that a new student should know about your school. Use *have to*, *must*, and *should*.

Example: 1. You have to eat lunch in the cafeteria.

### Grammar Check ✓

What's the difference between *should* and *have to*?



## Writing

### Write a Review

When you write a review, you should tell readers if you do or do not recommend the work. You should present reasons to support your opinion.

#### Writing Prompt

Write a review of a play or movie you have seen, or a book you have read. Explain why you did or did not like it, and whether you would recommend it. Use words that show necessity in your review.

#### ① Prewrite

Choose a play, book, or movie to review. List what you liked or didn't like about the work. Then list your reasons.

A student named Jianguo wrote about the movie *Into the Future*. He listed his ideas in a graphic organizer:

**What I Like/Dislike:** I liked finding out about what life might be like in the year 2050.  
**Why:** Life might be very different from today.



**What I Like/Dislike:** I liked learning about the Guzmans' apartment building and robots.  
**Why:** Today we have to do our own chores, but in the future, robots might do them for us.



**What I Like/Dislike:** I liked learning what people will wear in the future.  
**Why:** I can't imagine "spraying" my clothes on.

#### ② Draft

Use your graphic organizer to help you write a first draft.

### 3 Revise

Read over your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft.

### 4 Edit

Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to get feedback. Use the Peer Review Checklist on page 404.

### 5 Publish

Prepare a clean copy of your final draft. Share your paragraph with the class.

Here is Jianguo's review of *Into the Future*:

#### Writing Checklist

##### ✓ Ideas

I said if I recommended the book, play, or movie.  
I supported my opinion with reasons.

##### ✓ Conventions

I used *should*, *have to*, and *must* correctly.



Jianguo Liu

*Into the Future* is an interesting movie. It tells about the daily life of an ordinary family, the Guzmans. They live in a big city in the year 2050.

I liked seeing the Guzmans' home. Their apartment building is 50 kilometers high! When it's dinnertime at my house, we have to cook our meal, but the Guzmans don't have to. They have robots that do all the chores. And when they're bored, the robots will even play games with them.

I also liked learning about what the Guzmans wear. They don't have to go shopping for new clothes because they can just spray a special liquid fabric onto their bodies!

If you want to learn more about what the future might be like, you should see this movie!



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# Reading 2

## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building:  
*Context, phonics*
- Reading strategy:  
*Identify main idea and details*
- Text type:  
*Short story (literature)*

#### Grammar

Nouns

#### Writing

Write a persuasive article

These words will help you understand the reading.

### Key Words

sighed  
program  
emotions  
features  
adjustable  
residents

## Key Words

“A Robot’s Smile” is about a girl who finds friendship with a little help from a robot.

### Words in Context

1 Isabel **sighed** in relief when she got a good grade on the test.



2 We learned about three computer **programs** in our technology class last year.



3 The **emotions** I feel before a party are happiness and excitement.

4 Seat belts and airbags are important safety **features** in cars.



5 The seats on the plane are **adjustable**—you can sit up or lie back.

6 Many **residents** in the apartment building use the laundry room on the first floor.

## Practice

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, write the meaning.

## Make Connections

Have you ever visited a science museum? What was it like?  
How do you think life will be different in the year 2100?





These words will help you talk about the reading.

## Academic Words

### circumstances

conditions or situations

### capable

having the ability to do something

### function

what something can do



# Academic Words

## Words in Context

One **function** of a smartphone is to take pictures.

The article explained the **circumstances** that led to the accident.

I am **capable** of speaking more than one language.

## Practice

Complete each sentence with an academic word.

1. Rosa is a very \_\_\_\_\_ singer.
2. What is the \_\_\_\_\_ of a camera?
3. In some \_\_\_\_\_, such as a serious illness, children shouldn't go to school.

## Apply

Ask and answer with a partner.

1. What are some **functions** of a smartphone?
2. What **circumstances** make it hard to study?
3. What is something you don't feel **capable** of? What can you do to change that?



# Phonics

## Consonant Digraphs: ch, sh, and th

Listen as your teacher reads the words in the chart aloud.

Listen for the sounds of the letters. Then read the words aloud.

ch	sh	th
chase switches	share flash	than with

### Rule

The letters **ch** blend together to make one sound. So do the letters **sh** and the letters **th**. These digraphs can be at the beginning, in the middle, or at the end of a word.

### Practice

Read the sentences below with a partner.

- List each word with *ch*, *sh*, or *th*.
- List six other words spelled with *ch*, *sh*, or *th*.

### Facts about Robots

1. Some companies choose robots to do repeated actions in their factories.
2. The first robot was created more than two thousand years ago.
3. A robot can't think or make decisions like humans.
4. Robots come in different shapes and sizes.
5. Some robots do household chores such as vacuuming and making lunch.



## Reading 2

### Short Story

Literature

#### More About



How can robots help people in their daily lives?



#### Listen to the Audio.

Listen for the general meaning. Think about the situation or context. Use this to help you understand the story.

### Reading Strategy

#### Identify Main Idea and Details

The **main idea** is what a selection is about. The **details** give you more information about the main idea.

- What is this selection about?
- What details are important?

Listen as your teacher models the reading strategy.

# A Robot's Smile



"Hana can't be your best friend,"  
sighed Mom.

"Why not?" said Chimlin. "Hana plays games with me, listens when I'm sad, and even tells me my favorite stories."

"But Hana's a robot. The things it does are its functions. It's just following a **program**."

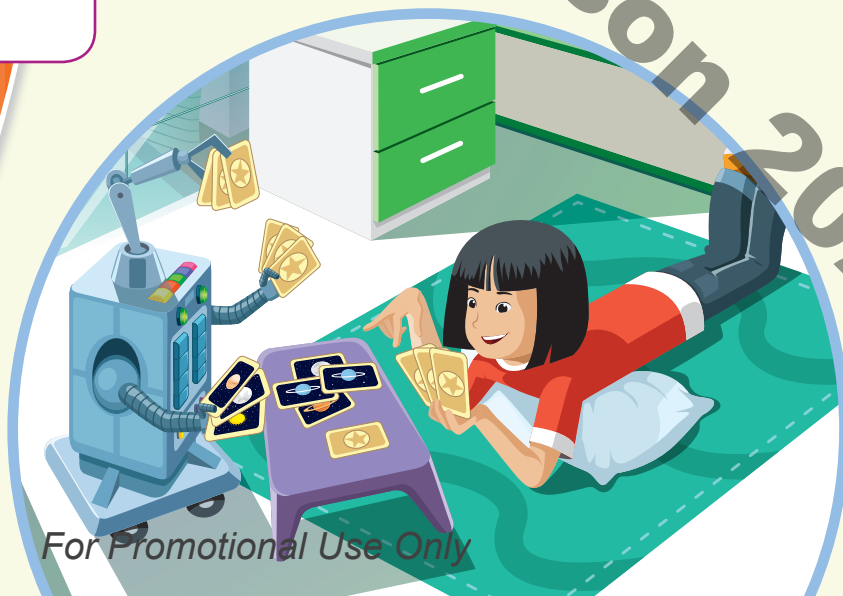
"I don't care," said Chimlin. She grabbed one of Hana's three **mechanical** hands and dragged the metal box into her room.

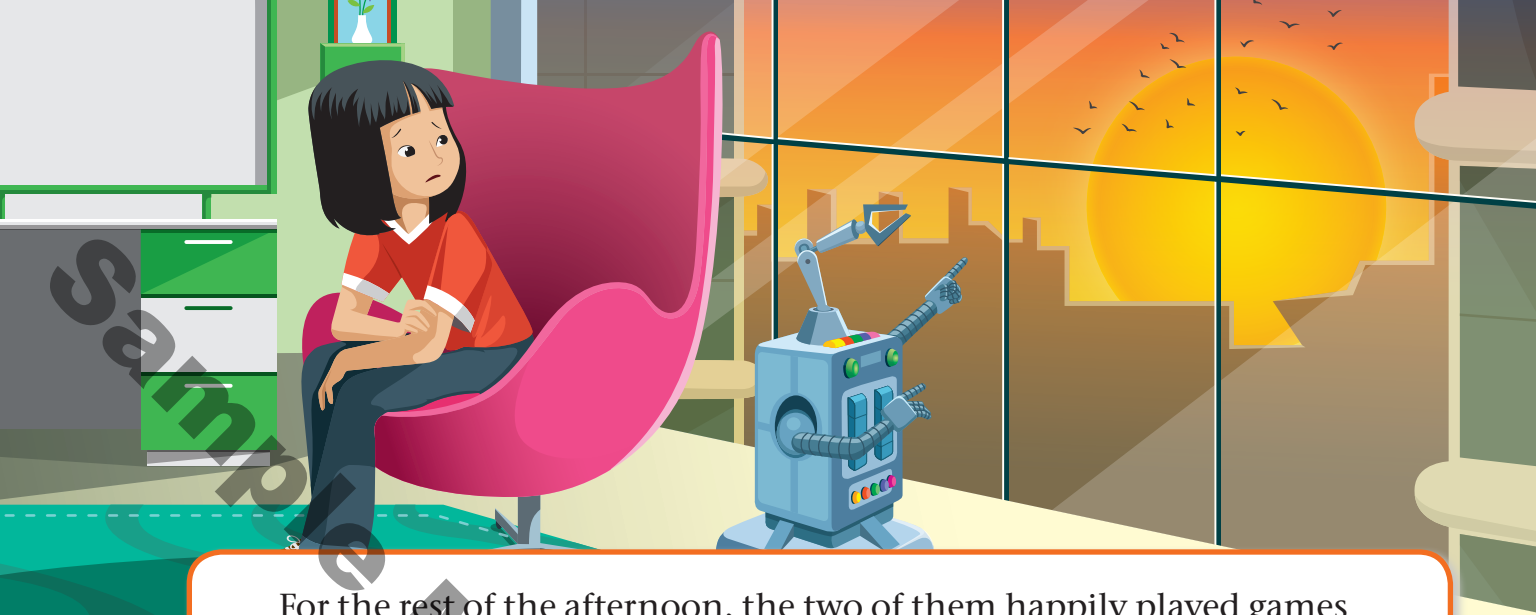
"Don't listen to Mom," said Chimlin once they were alone. She was patting Hana on what might have been a head if Hana had a head. Hana was a box with four wheels for feet and three metal arms. It had several lights and switches, but nothing that looked like a face.

"Let's play a game," suggested Hana.

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**mechanical** made with machine parts





For the rest of the afternoon, the two of them happily played games and chased each other around the apartment.

Ever since her family moved into Elephant Towers, Chimlin had spent most of her time with Hana. She didn't know anyone else in the building.

At dusk, Hana tugged on Chimlin's sleeve. Three metal hands pointed out the window to a beautiful bright orange sunset. A **flock** of graceful birds flew by. Chimlin started to get tears in her eyes.

"Why are you sad?" asked Hana, who had been programmed to **recognize** 27 different human emotions.

"It's so pretty," said Chimlin. "But it would be prettier if I could share it with someone. I mean, someone *real*. I mean, you're real, Hana, but—" Chimlin stopped talking and wiped her eyes. "Never mind. Thanks for showing me the sunset."

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**flock** group of birds

**recognize** see and understand

### Before You Go On

How many human emotions is Hana **capable** of recognizing?



Some green lights flashed where Hana's eyes might be if Hana had eyes. Suddenly, the floor started to move.

"What's happening?" shouted Chimlin. The whole city was spinning outside her window! The view moved to the left. It was like the whole building was turning. When it stopped, Chimlin was looking inside another apartment in Elephant Towers.

"Look!" said Chimlin. "There's a kid staring right at us."

Hana started to wave all three of its metal hands wildly in the air.

"What are you doing?" giggled Chimlin. Then she saw that the boy was waving back. He pointed to the hallway.

Chimlin **nodded** and pointed in the same direction. Then she turned to Hana. "You did this on purpose, didn't you?"

"I looked in the building **directory** and found a boy exactly your age. He lives on the same floor. So, I moved your room on the **adjustable** tracks. That's one of the awesome **features** of Elephant Towers. **Residents** can move their rooms at the touch of a button. They can change their view whenever they want."

---

**nodded** lowered and raised your head to show you agree

**directory** list of information, often about people



“That’s great, Hana, but I have to go,” said Chimlin. She hurried to meet the boy in the hallway.

The boy’s name turned out to be Akara. He had only lived in Elephant Towers for one month.

“Have you been to the roof park yet?” Akara asked Chimlin.

“No, why?” responded Chimlin.

“Are you serious?” he replied.

“This building is more than three kilometers high! The views up there are amazing. If we hurry, we’ll catch the end of the sunset.”

“Let’s go!” said Chimlin, running after Akara. But at the end of the hallway, she stopped and turned around.

“Hey, Hana!” she shouted. “Aren’t you coming? You’re still my best friend, you know.”

Hana rolled quickly after the two new friends. Hana wasn’t programmed to smile, but it didn’t matter. Chimlin knew that Hana was smiling.



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### Reading Strategy

#### Identify Main Idea and Details

- What is the main idea?
- What are some details?
- How did thinking about the main idea and details help you?

### Think It Over

1. **Recall** What **circumstances** caused Hana to look at the directory?
2. **Comprehend** What is the **function** of the adjustable tracks in Chimlin’s apartment?
3. **Analyze** What human actions do you think Hana isn’t **capable** of doing?

# Learning Strategies

## Main Idea and Details

Identifying the **main idea and details** can help you understand and summarize what you read. Ask yourself, “What was the reading about?” Your answer to the question is the main idea of the selection.

### Practice

Write a sentence based on the reading using each of the phrases below. Then state whether your sentence tells about a detail or the main idea of the selection.

1. three metal arms
2. sunset
3. awesome features
4. wiped her eyes
5. not programmed to smile



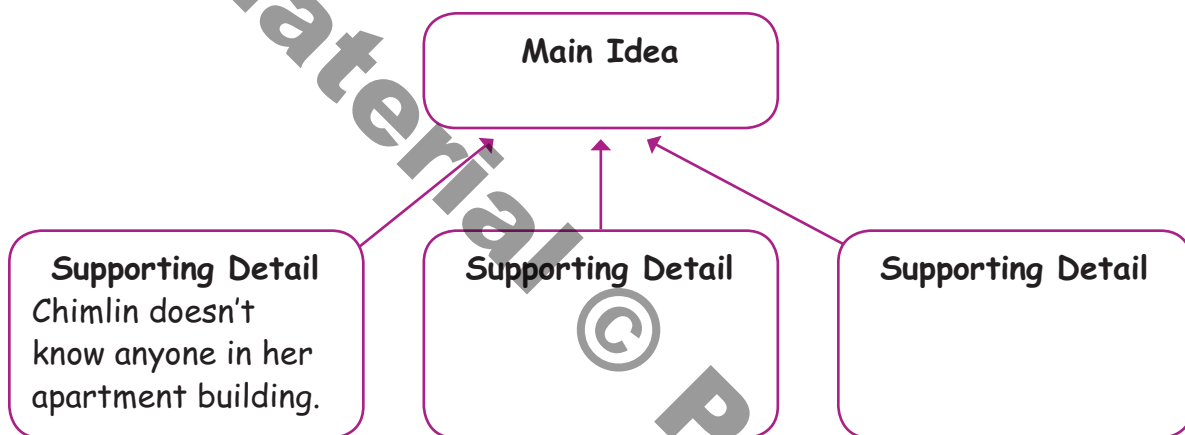
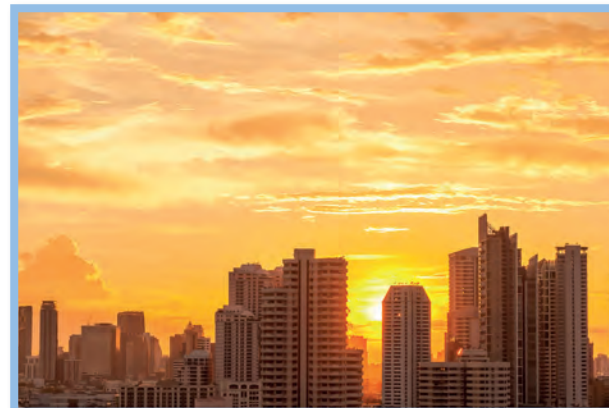
## Use a Main Idea and Details Chart

A Main Idea and Details Chart can help you understand and summarize what you read.

### Practice



Copy this Main Idea and Details Chart. Fill in the chart to show the main idea of the selection and some details that support it.



### Apply

Close your book and summarize the story for a partner. Use the key words.



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### Extension

Work with a group. Make a list of some other **functions** that would be useful for a robot to have. Share your list with another group. Discuss why these functions would be helpful.



# Grammar

## Nouns

A **singular noun** refers to one person, place, or thing. **Plural nouns** refer to *more than one* person, place, or thing. Review these rules for plural nouns.

Add an -s to most singular nouns.	robot → robots
Words ending in consonant + -y, change the -y to -i and add -es.	spy → spies
Words ending in ch, sh, ss, x, or consonant + -o (except foreign words), add -es.	brush → brushes tomato → tomatoes
Words ending in -f or -fe, change the -f or -fe to -v and add -s or -es.	wolf → wolves

**Irregular plural nouns** change in form.

man → men    foot → feet    person → people

Verbs must agree with the subjects, whether noun or pronoun.

Singular noun	The <b>child</b>	<b>visits</b> his aunt every day.
Plural noun	The <b>children</b>	<b>visit</b> the city each year.

A **collective noun** refers to a group considered as a unit, not as individual members. These are examples of collective nouns.

audience    flock    class    family    team

When the members of a collective noun act as one group, use a singular verb.

Chimlin's **family** **visits** her grandparents every month. (*the family as a single group*)

## Practice A

Circle the subject nouns. Then complete the sentences with the simple present form of the verbs in parentheses.

1. A big crowd comes every year. (come)
2. A herd of cattle \_\_\_\_\_ on grassland near my house. (graze)
3. A robot \_\_\_\_\_ at the factory. (work)
4. The classmates \_\_\_\_\_ at the joke. (laugh)
5. Every spring, the same flock of birds \_\_\_\_\_ to my backyard. (return)
6. Those women \_\_\_\_\_ French. (speak)



## Practice B

List three more examples of irregular nouns and three examples of collective nouns in your notebook.

## Apply

With a partner ask and answer about the collective noun for each definition below. Use the collective noun in a sentence.

Example: A: What do you call a large group of people?

B: A crowd. The crowd is very large.

- a group of people watching a movie
- a mother, father, and their children
- a group of people who play a sport together

### Grammar Check ✓

How are collective nouns different than plural nouns?

# Writing

## Write a Persuasive Article

When you write a persuasive article, you give an opinion. Then you try to show your opinion is correct by supporting it with reasons.

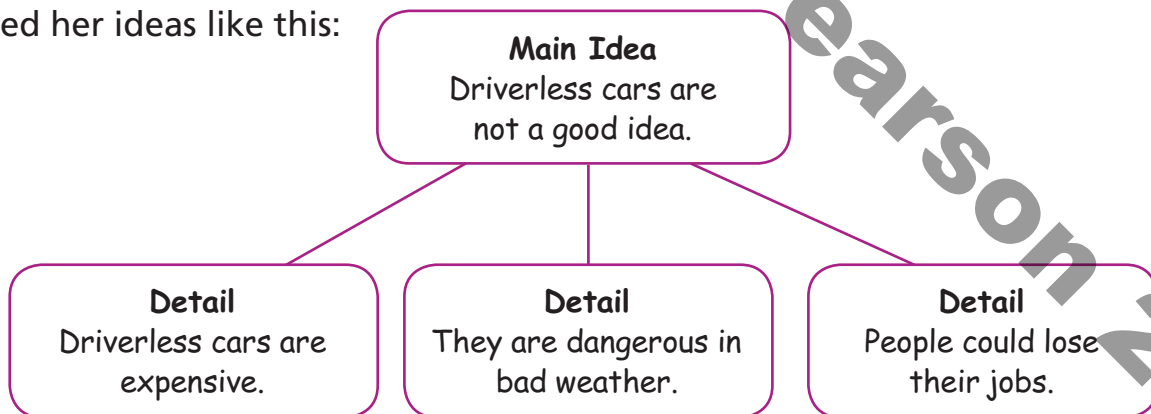
### Writing Prompt

Write an article in which you try to persuade people to consider the advantages or disadvantages of driverless cars. Get your readers' attention with a strong opening. Support your argument with reasons. Pay attention to your subject-verb agreement with plurals and collective nouns.

### ① Prewrite

Do research and find facts about driverless cars that you think are interesting. List advantages or disadvantages of driverless cars in a graphic organizer.

A student named Chuntao listed her ideas like this:



### ② Draft

Use your graphic organizer to help you write a first draft.

### ③ Revise

Read over your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft.

### ④ Edit

Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to get feedback. Use the Peer Review Checklist on page 404.

### ⑤ Publish

Prepare a clean copy of your final draft. Share your article with the class.

Here is Chuntao's article:

#### Writing Checklist



##### Organization

I wrote an attention-grabbing opening.



##### Sentence Fluency

I used sentences of different lengths to make my article interesting to read.



Chuntao Wang

It's hard to believe that when cars were first invented, they only had three wheels and no roof. Now, some companies are making cars that don't need drivers. Many people are excited by this idea, but driverless cars have a lot of disadvantages.

First, driverless cars are really expensive because they require up-to-date technology such as software, cameras, and sensors. They cost four times more than the average car! Driverless cars can also be dangerous in bad weather. Sensors and cameras don't always work in storms, and heavy rain can actually damage them.

If driverless cars become popular, a lot of people will lose their jobs. Truck drivers and taxi drivers will have to find new professions. That means they will have to learn new skills, which takes time and money. So, you see, driving a car isn't so bad after all.



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# Reading 3

## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building:  
*Context, word study*
- Reading strategy:  
*Use prior knowledge*
- Text type:  
*Informational text  
(social studies)*

#### Grammar

Compound sentences

#### Writing

Write a persuasive poster

These words will help you understand the reading.

### Key Words

pocket  
timeline  
bar graph  
headphones  
download  
coach

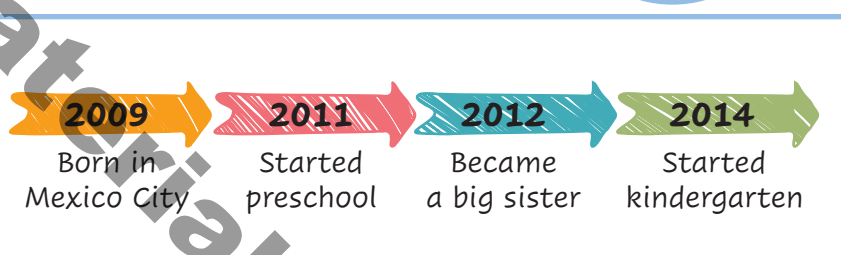
## Key Words

### Words in Context

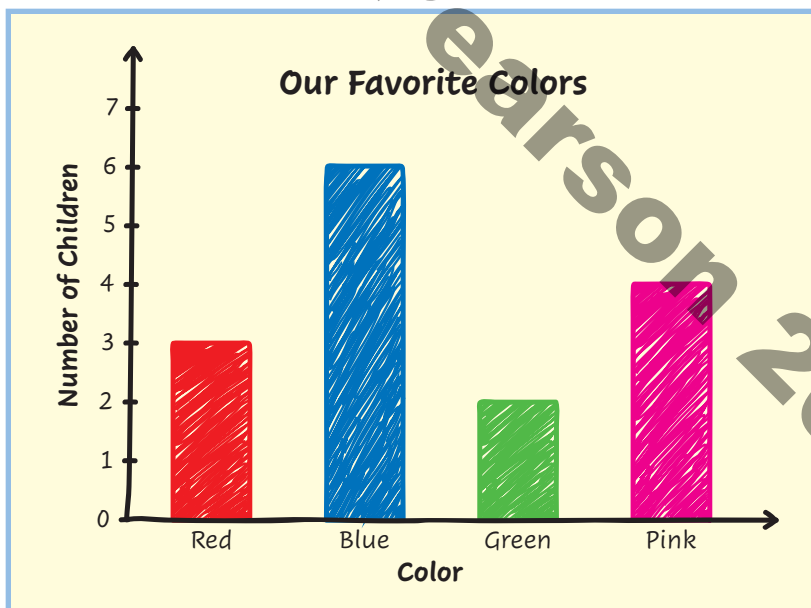


1 When Noah is nervous, he puts his hands in his **pockets**.

2 The first-grade students made a **timeline** of their lives.



3 The **bar graph** shows everyone's favorite color.





4 When I am listening to music with **headphones**, I can't hear my mother when she calls me to dinner.



5 Our teacher asked us to **download** the picture from the class website.



6 The soccer players always listen to their **coach**.

## Practice

Create a concept map for each new word.

- Write the key word in the center.
- Around it, write words that relate to it.
- Connect the words using lines.

## Make Connections

What is one responsibility that students have in their classroom?  
Why are responsibilities important? What would our classroom be like if we didn't have responsibilities?



These words will help you talk about the reading.

## Academic Words

### **element**

one individual part of something

### **issue**

an event or situation that people are talking about

### **contact**

communicate with someone

# Academic Words

## Words in Context

Paying attention in class is an important **element** of learning.

Climate change is an important **issue** in the world today.

My aunt and uncle live far away, but they always **contact** me on my birthday.

## Practice

Complete each sentence with an academic word.

1. We should vote on this \_\_\_\_\_.
2. If you are absent, the school will \_\_\_\_\_ your parents.
3. One \_\_\_\_\_ of being a good basketball player is eating healthy food.

## Apply

Ask and answer with a partner.

1. What are the most important **elements** of a school day?
2. What is the most important **issue** your family talks about at home?
3. How do kids today **contact** their friends?

# Word Study

## Synonyms and Antonyms

Read these sentences.

Asia is the **largest** continent. The second **biggest** continent is Africa. The **smallest** continent is Australia.

The words *largest* and *biggest* are synonyms. **Synonyms** are words that have the same or almost the same meaning. The words *largest* and *smallest* are antonyms. **Antonyms** are words that have the opposite or almost the opposite meaning.

Word	Synonym Same Meaning	Antonym Opposite Meaning
largest	biggest	smallest

### Practice

For each word below, find one synonym (S) and one antonym (A) from the box.

boring	few	interesting	loss
major	many	unimportant	win

- important S: \_\_\_\_\_ A: \_\_\_\_\_
- fascinating S: \_\_\_\_\_ A: \_\_\_\_\_
- numerous S: \_\_\_\_\_ A: \_\_\_\_\_
- victory S: \_\_\_\_\_ A: \_\_\_\_\_



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## Reading 3

### Social Studies

Informational Text

#### More About



How are our digital lives the same as our real lives? How are they different?



#### Listen to the Audio.

Listen for the general meaning. Think about the situation, or context. Use this to help you understand the selection.

### Reading Strategy

#### Identify Fact and Opinion

As you read, think about what you already know about being safe, responsible, and respectful online.

- What safety rules do you know for using the internet?
- How much time does the average kid spend online?

Complete the first two columns of the K-W-L Chart on page 178. Listen as your teacher models the reading strategy.

# Our Digital Lives

Today most people don't **think twice** when they reach into their **pocket**, pull out their smartphone, and use it to go online, take a photo, or send a text.

But cell phones weren't always so "smart." When cell phones were first invented, just a few people had them. Often these first cell-phone customers only used their mobile phones for emergencies. They couldn't text or take a photo, much less search the internet with their cell phones. The only thing these early users could do with their cell phones was talk. They couldn't even put them in their pocket or purse because they were too large.

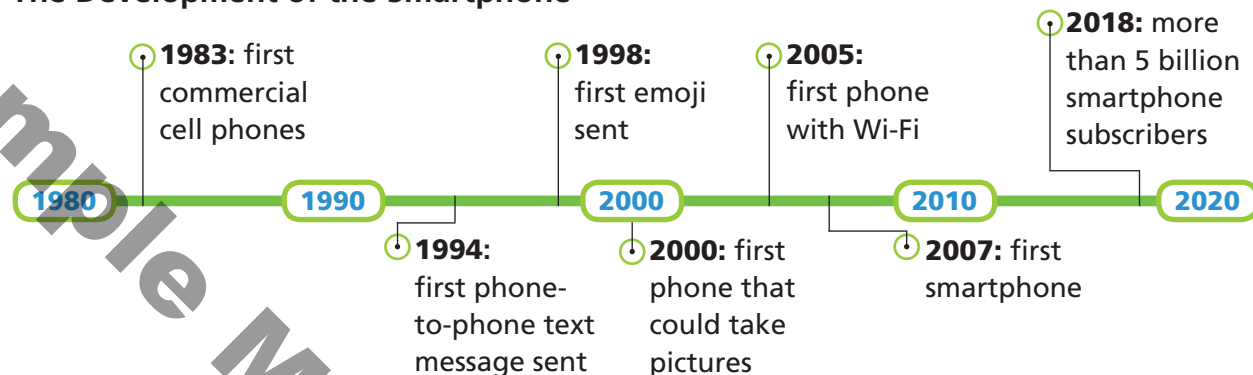
It took many years before the modern smartphone became part of everyday life.

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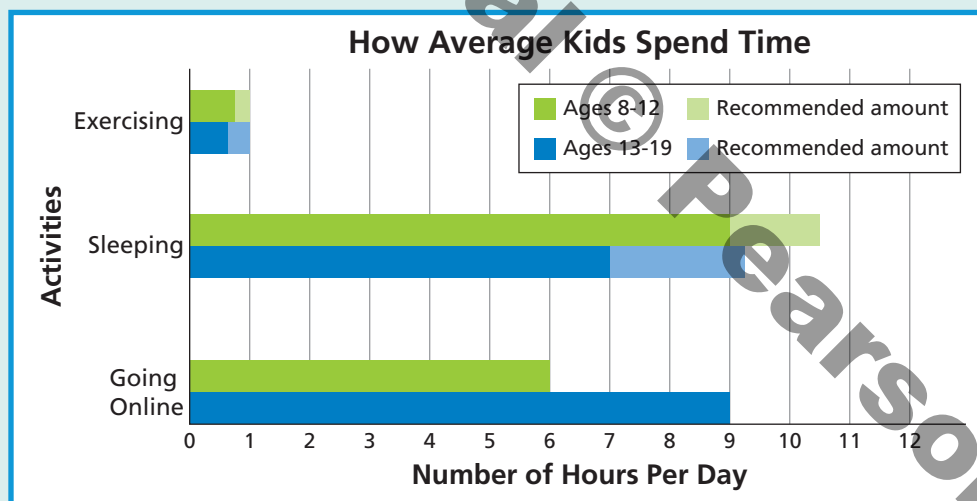
**think twice** think very carefully before deciding to do something because you know about the dangers or problems

This **timeline** shows how smartphones **developed**. What do you think will be next on the timeline?

### The Development of the Smartphone



Today technology, especially the smartphone, is a big part of kids' lives. This **bar graph** shows how much time kids spend on their smartphones, spent mostly online, compared to time spent on sleeping and exercising.



Look at the bar graph again. Are the findings true for you?

**developed** grew or changed into something bigger, stronger, or more advanced

**average** having qualities that are typical of most people or things

### Before You Go On

Think of what you do online. How can you protect yourself while you're online?

**Rule #1:**  
**BE SAFE.**

Cover page page 173. Then take this short quiz to test your online safety **knowledge**. Then check your answers on page 173.

1. You meet someone on social media who's interested in the same things you are. Is it OK to give your phone number? YES NO
2. You're on vacation with your family, and you want to post pictures to show your friends. Should you post them while you are gone? YES NO
3. Your classmate doesn't have an email account. She wants the password to your account so she can email her cousin. Is it OK to give it to her? YES NO
4. You get an email with the subject line "You just won \$5,000!" Is it a good idea to open it? YES NO
5. You're doing homework online when an ad for free **headphones** pops up on your screen. All you have to do is click the **download** button. Should you? YES NO
6. Your online "friend" invites you to his house in a nearby town. You have been "friends" for two years. Is it OK to hang out there? YES NO

---

**knowledge** the information, skills, and understanding that you have gained through learning or experience



### Answers

1. Never give any personal information such as your address or phone number to someone you meet online.
2. Wait until you get home. You don't know who will see your post.
3. Only you and your parents should know your passwords.
4. Never open an email from an address you don't know. It is probably a **scam**.
5. Don't download something from a site you didn't visit. It could contain a **computer virus** and damage your device.
6. You should only meet an online "friend" in a public place, and always with a parent.

*If you answered "No" to the questions, you know how to be safe online!*

---

**scam** dishonest trick

**computer virus** set of instructions secretly put into a computer, usually spread through emails, which can destroy information stored on the computer

### Before You Go On

Can you think of other rules to remember when you're online? If not, read on.



**Rule #2:**

**BE RESPONSIBLE.**

**LET AN ADULT KNOW IF YOU'RE BEING CYBERBULLIED**



**Before You Go On**

How do you feel when you spend more time online than doing things in the "real" world?

### Rule #3:

## BALANCE YOUR TIME.

Playing games online and chatting with your friends on social media are fun, but don't let your digital world take over your real world. Balance is the key to life.



### Before You Go On

Why is it important to balance the different **elements** in your life?

**Rule #4:**

**BE RESPECTFUL.**

Before you post anything online, always **THINK!**

Is it **True?**

(Make sure you trust your source of information.)

Is it **Helpful?**

(Gossip hurts everyone.)

Is it **Inspiring?**

(Take time to encourage others.)

Is it **Necessary?**

(It's better not to post anything if you don't have anything nice to say.)

Is it **Kind?**

(Never post something that could hurt someone's feelings.)

**THINK!**



**inspiring** giving people a feeling of excitement and a desire to do something great

## RESPECTFUL PEOPLE SAY...

"Respect is a two-way street. If you want to get it, you have to give it."

"Don't steal someone's ideas from the internet. Give **credit** where credit is due."

"If you wouldn't say something in person, don't say it online."

"Think before you click."

Can you add two more **quotations**?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_

**credit** to believe or admit that someone has a quality or has done something good

### Reading Strategy

#### Use Prior Knowledge

- How did your prior knowledge of the rules for online behavior help you understand the reading?
- What new information have you learned about being safe, responsible, and respectful online?



102-104

### Think It Over

1. **Recall** Can you remember two safety **issues** from the quiz?
2. **Comprehend** Thinking about the cartoon, who should you **contact** if you or one of your friends is cyberbullied?
3. **Analyze** What happens when people don't pay attention to the **elements** of safe, responsible, and respectful online behavior?



# Learning Strategies

## Use a K-W-L Chart

A K-W-L Chart can be used to activate **prior knowledge**. It provides a plan for recording three kinds of information.

1. What you know **about** a topic before reading
2. What you **want** to know or learn about the topic
3. What you actually **learned** about the topic



### Practice



You completed the first two columns before.  
Now complete the final column.

HOW TO BE SAFE, RESPONSIBLE, AND RESPECTFUL ONLINE		
WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED

1. What do you still want to learn about appropriate and inappropriate online behavior?
2. Where can you find more information?

## Use Prior Knowledge

When you activate **prior knowledge**, you use what you already know to learn more about something. For example, you can use what you now know about being safe, respectful, and responsible online to learn more about other ways to be a good digital citizen.

### Practice



Imagine that your next reading assignment is about digital commerce. Digital commerce is the buying and selling of goods online. Then, complete the chart.

1. List three things you already know about online safety based on what you learned in *Our Digital Lives*.
2. List three things you want to learn about digital commerce.

WHAT I KNOW	WHAT I WANT TO KNOW
1.	1.
2.	2.
3.	3.



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### Apply

Close your book and tell your partner what you remember about the selection. Use the Key Words on page 167.

### Extension

Think about what else you want to know about online shopping. Choose a topic and do research on it. Make a poster on the topic. Use both text and pictures on your poster. Share your poster with the class.

# Grammar

## Compound Sentences

Two simple sentences, each with a subject and a verb, can be joined to form a **compound sentence**.

### Simple Sentences

The birds were singing. The sun was shining.

### Compound Sentence

The birds were singing, **and** the sun was shining.

Note that a compound sentence consists of two **independent** clauses, each with a **subject** and a **verb**.

### Independent Clause

It was very late, **and**

### Independent Clause

I needed to get home.

To create a compound sentence, use the connecting words **and**, **but**, or **or**. Always use a **comma** before the connecting word. Use **and** to join two sentences with similar ideas.

He started playing the guitar when he was five, **and** he still practices daily.

Use **but** to join two sentences with contrasting ideas.

Tom forgot his umbrella, **but** Mia brought an extra umbrella.

Use **or** to show a choice between two different ideas.

We can make sandwiches, **or** we can heat up some soup.

## Practice A

Use the connecting words *and*, *but*, or *or* to combine the sentences.

1. Ben wanted the windows open. George wanted them closed.  
Ben wanted the windows open, but George wanted them closed.
2. We can tell our teacher about the website that made us uncomfortable. We can tell our parents about it.
3. You should get enough sleep every night. You should exercise one hour every day.
4. Maria wanted to open the email. She didn't think it was safe.
5. She didn't tell him her address. She told him her favorite color.

## Practice B

In your notebook, write one compound sentence for each connecting word: *and*, *but*, and *or*.

## Apply

Work with a partner. Use *and*, *but*, or *or* to make compound sentences. Use ideas from "Our Digital Lives."

Example: A: The first mobile phones were very big,  
B: and people couldn't put them in their pockets.

# Writing

## Write a Persuasive Poster

When you write a persuasive poster, you need to catch your reader's attention right away. People usually take only a few minutes to study a poster. You need good headings and only the most important information.

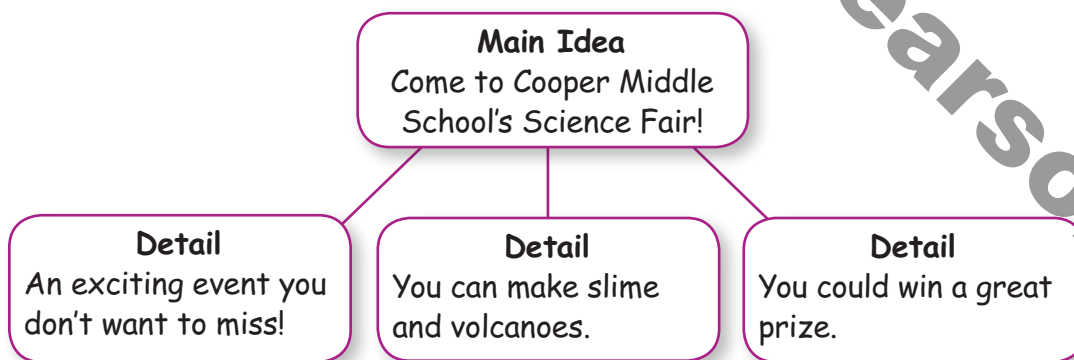
### Writing Prompt

Create a poster in which you try to persuade people to attend your school's science fair. Think of good reasons why people would want to come. Use compound sentences.

### 1 Prewrite

Choose facts about the science fair that you think will encourage people to attend the event. List them in a graphic organizer.

A student named Pat listed her ideas like this:



### 2 Draft

Use your graphic organizer to help you write a draft.



### 3 Revise

Read over your draft. Use the Writing Checklist to help you identify problems. Then revise your draft.

### 4 Edit

Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner. Use the Peer Review Checklist on page 404.

### 5 Publish

Prepare a clean copy of your final draft. Share your poster with the class.

Here is Pat's poster:

#### Writing Checklist

- ✓ **Organization**  
I used attention-grabbing headings.
- ✓ **Sentence Fluency**  
I used sentences of different lengths.
- ✓ **Conventions**  
I used compound sentences correctly.

## COOPER MIDDLE SCHOOL'S SCIENCE FAIR A NIGHT OF FUN AND ENTERTAINMENT

### COOL PROJECTS

Are you curious? Do you like to be "wowed"? Come see the surprising results of our amazing experiments!

### FUN ACTIVITIES

Stop by the activity booth, roll up your sleeves, and make slime and volcanoes. You'll have an awesome time!

### PRIZES

Put your name in a jar, and you just might win wireless headphones or a gift certificate to a restaurant of your choice!

COOPER MIDDLE SCHOOL'S  
SCIENCE FAIR HAS IT ALL!  
DON'T MISS IT!



107-108

# Apply and Extend

## Link the Readings

Read the words in the top row. For each text selection, put an X under words related to that reading.

	Informational text	Literature	How technology can help people	Rules to follow
<i>Six Amazing Inventions</i>				
<i>A Robot's Smile</i>				
<i>Our Digital Lives</i>				

## Discussion

1. What could happen if you don't follow the rules for online safety?
2. What difficult **elements** did some of the six inventors face?
3. Before the invention of the cell phone, how did people **contact** one another?

How has technology made our lives easier?




### Listening Skills

If you don't understand a word or phrase, you can ask "What does... mean?"



## Projects

Your teacher will help you choose one of these projects.

Written 	Oral 	Visual/Active 
<b>Biography</b> Research an inventor from your country. Write a short biography of his or her life.	<b>Skit</b> Write and perform a skit about a family in the year 2050.	<b>Collage</b> Use drawings, photos, and magazine clippings to create a collage that shows how you use technology in your daily life.
<b>Letter</b> Suppose you live in your city in the year 2150. Write a letter to a friend telling about a day in your life.	<b>Presentation</b> Work as a group. Create a presentation that explains one important element of digital citizenship.	<b>Brochure</b> Design a brochure that tells about using technology in the classroom. Include illustrations and captions.



109–110

# Listening and Speaking Workshop

## Give a Speech

You are going to give a speech about using technology to connect with your friends. You will listen as your classmates give their speeches.

### 1 Prepare

- A. Think about why you like using technology to connect with your friends. You will write and give a speech about it. Your classmates will ask you questions afterward.
- B. Think of the main reasons you like using technology. Think of details to support your main points. Now write your speech. Find effective visuals to use during your speech.

Example:

Technology Brings People Together

Diego Rivas

A lot of grown-ups think that kids today aren't very social because of technology. They think that when we are in front of screens, we are just playing games and watching videos. In fact, we're doing a lot more—we're learning how to be more social.

For shy kids, it's really hard to talk to new people, but, luckily, we have the internet and social media. Starting a conversation can be scary, but online, you can think about what you want to say without feeling nervous. This way, you can make more friends and get to know each other better.

So does technology make us more or less social? What do you think?

### Useful Language

 Listen and repeat.

Today I'm going to talk about ...

First of all, ...

People think that ...

I believe that ...

For example, ...

This is important because ...

Any questions?

## ② Practice

Practice your speech in front of your family or friends. If possible, record your speech. Then listen to it. How do you sound? Record it again and try to improve.

## ③ Present

**As you speak**, do the following:

- Speak clearly and loudly enough for everyone to hear.
- Make eye contact with your audience.
- Be careful not to hide behind your visuals.

**As you listen**, do the following:

- Picture in your mind what the speaker is describing.
- Take notes.
- Think of questions to ask the speaker after the presentation.

## ④ Evaluate

**After you speak**, answer these questions:

- ✓ Did you make eye contact with your audience and speak clearly?
- ✓ Did you express your ideas well?

**After you listen**, answer these questions:

- ✓ Did you understand the main points and details of the speech?
- ✓ Did you enjoy listening to the speech? Why or why not?

### Speaking Skills

Speeches use formal language. Remember to use correct grammar and complete sentences, and to avoid slang.

### Listening Skills

As you listen, use the visuals the speaker presents to help you enhance and confirm your understanding.





# Writing Workshop

## Write a Persuasive Essay

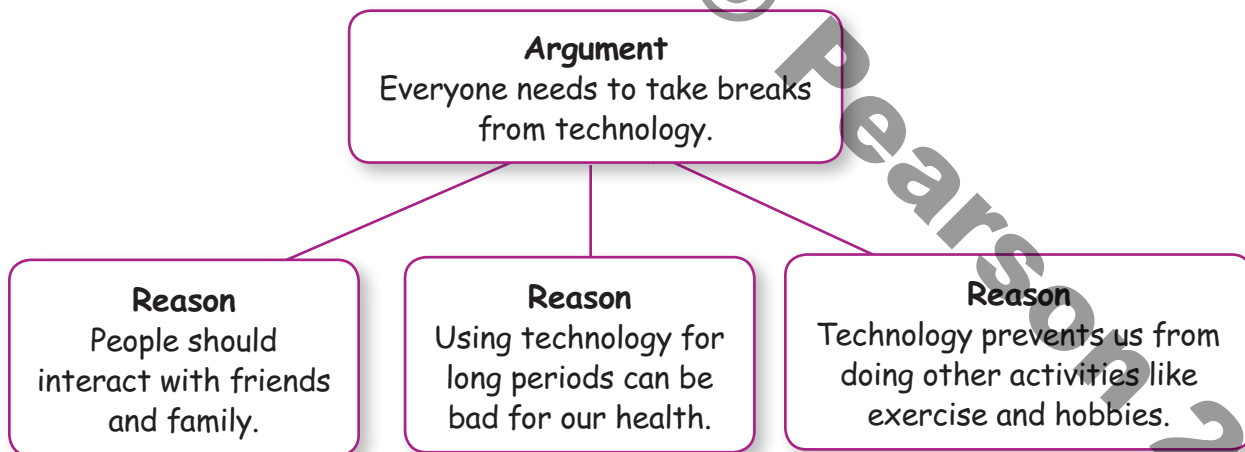
### Writing Prompt

Write an essay in which you express a clear, strong opinion and then try to convince the reader that your opinion is correct. Support your opinion with convincing reasons in a logical order. Include your opinion in the introduction and restate it in the conclusion.

### ① Prewrite

Review your previous work in this unit. Now choose a topic on which you have a strong opinion. Then think of reasons that support your opinion. List your ideas in a graphic organizer.

A student named David listed his ideas like this:



### ② Draft

Use your graphic organizer to write a draft. Make sure your opinion is supported with good reasons.

### 3 Revise

Read your draft. Use the Writing Checklist to help you. Then revise your draft.

Here is how David revised his essay:

#### Six Traits of Writing Checklist

- |  |  |
|--|--|
| ✓ <b>Ideas</b><br>Are my ideas in a logical order?                           | ✓ <b>Word Choice</b><br>Do I avoid repeating words and phrases?    |
| ✓ <b>Organization</b><br>Do my introduction and conclusion state my opinion? | ✓ <b>Sentence Fluency</b><br>Do I use compound sentences?          |
| ✓ <b>Voice</b><br>Does my writing show enthusiasm?                           | ✓ <b>Conventions</b><br>Do my pronouns, subjects, and verbs agree? |

Taking a Break from Technology

David Lee

These days, most people spend a lot of time using technology. Computers and smartphones are useful and fun. <sup>b</sup>But sometimes we need to take a break from them.

**Revised**  
to make a compound sentence.

People need to have face-to-face interaction with their friends and family. <sup>v</sup>We can't see the person's face, and we can't hear their voice. When we are text-messaging, we don't always know how the other person is feeling.

**Revised**  
to make sentences flow better.

Technology can be bad for our health. Looking at a screen all day can make it hard to fall asleep. It can also damage our eyes because we forget to blink. This can make our eyes dry and itchy, and it can cause head aches.

**Revised**  
to correct error in spelling.

Other kinds of activities are important for our well-being. Exercise helps us <sup>stay</sup>~~staying~~ in shape, but you can't play basketball while looking at your smartphone. Hobbies <sup>are</sup>~~is~~ good for your brain health, but you can't work a jigsaw puzzle while playing a video game.

**Revised**  
to correct error in grammar.

Please, everyone, take a break from technology. Then you can enjoy time with your family and friends, and stay healthy!

**Revised**  
to correct error in subject-verb agreement.

### 4 Edit

Check your work for errors. Trade papers with a partner. Use the Peer Review Checklist to give each other feedback. Edit your final draft in response to feedback from your partner and your teacher.

### 5 Publish

Make a clean copy of your final draft. Share your essay with the class.



111–112

### Peer Review Checklist

- ✓ The introduction states the author's opinion.
- ✓ The opinion is strong and clear.
- ✓ The supporting reasons are convincing.

### Spelling Tip

Homophones are words that sound alike but are spelled differently, such as **whole** and **hole**. It's important to be aware of homophones and make sure you use the correct spelling.



# Fluency

Listen to the sentences. Pay attention to the groups of words.

Read aloud.

1. Over the years, kids have had some amazing ideas.
2. In the future, robots will do many household chores.
3. Give credit where credit is due.

Work in pairs. Take turns reading the passage aloud for one minute.

Count the number of words you read.

"That's great, Hana, but I have to go," said Chimlin.	10
She hurried to meet the boy in the hallway.	19
The boy's name turned out to be Akara. He had only lived	31
in Elephant Towers for one month.	37
"Have you been to the roof park yet?" Akara asked Chimlin.	48
"No, why?" responded Chimlin.	52
"Are you serious?" he replied. "This building is more than	62
three kilometers high! The views up there are amazing. If we hurry,	74
we'll catch the end of the sunset."	81
"Let's go!" said Chimlin, running after Akara. But at the end	92
of the hallway, she stopped and turned around.	100
"Hey, Hana!" she shouted. "Aren't you coming? You're still	109
my best friend, you know."	114
Hana rolled quickly after the two new friends. Hana wasn't	124
programmed to smile, but it didn't matter. Chimlin knew that Hana was	136
smiling.	137



113–114

## Taking Tests

You will often take tests that help show what you know. Follow these tips to improve your test-taking skills.

### Coaching Corner

#### Answering Test Items That Have Cloze Passages

- Cloze items will ask you to fill in a blank.
- Sometimes you will be asked to complete a sentence. Other times you will be given a selection with some words left out.
- First, read the questions and answer choices. Sometimes there is no question, just a list of words.
- Read the whole selection carefully. Try to think of words that might fit as you read.
- If you don't know what a word means, use the words around it to help you.
- If there is a question, read it carefully. Look for words like *best*, *least*, *main*, *most*, *most likely*, *not*, and *probably*.
- In your head, read the sentence with each answer choice. Choose the answer that makes the most sense.



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## Practice

Read the selection. Then choose the correct words to fill in the blanks.

- 1 There was once an armadillo who loved the sound of 1. He decided he wanted to learn to sing. He asked the frogs, the crickets, and the birds in the forest if they would teach him to sing. They all said the same thing, “No, silly! Armadillos don’t sing.” The armadillo was very 2. Why didn’t the animals want to teach him to sing?
- 2 Then one day, an old man came walking in the 3. The armadillo asked the old man if he could teach him how to sing. The old man picked up a stick and tapped the armadillo on its 4. The shell-tapping made beautiful music! Soon all the animals in the forest came to listen to the old man and the armadillo make their beautiful songs.

- 1 A driving  
B singing  
C reading  
D fishing

- 2 A unhappy  
B joyful  
C athletic  
D musical

- 3 A forest  
B house  
C school  
D ocean

- 4 A foot  
B head  
C shell  
D door

### Tips

- ✓ Make sure you read the whole selection and all the answer choices.
- ✓ Pay attention to the words in context. Some answer choices may make sense in one sentence. But they don’t make sense when you read the whole selection.

# Unit 5

# Sounds and Music

Playing instruments, listening, singing, and dancing are all ways we can appreciate sounds and music.

## Reading 1

Social Studies



**Touching Sound  
with Evelyn Glennie**

## Reading 2

Social Studies



**The Tin Can  
Orchestra**

## Reading 3

Social Studies



**Hanoi's Music  
Scene**



# THE Big QUESTION

How do people  
make and use  
music?

## Listening and Speaking

You will talk about the different ways people make and use music. In the Listening and Speaking Workshop, you will roleplay an interview.

## Writing

You will practice expository writing. In the Writing Workshop, you will write a how-to essay.

## Quick Write

Write about your favorite kind of music.  
Why do you like it?

## View and Respond



Talk about the poster for this unit. Then watch and listen to the video and answer the questions at [Pearson English Portal](#).

# Build Unit Vocabulary

What do you know about sounds and music?

## Words to Know



Listen and repeat. Use these words to talk about music.



violin



drums



flute



guitar



trumpet



cello

## Practice

Work with a partner. Ask and answer questions about music.

rock bands

jazz bands

orchestras

school bands

A: What are some instruments that rock bands use?

B: Rock bands use guitars and drums.

## Write

Read the questions. Write your response in your notebook.

What's an instrument you play or would like to learn to play? Why?

## Make Connections

Complete the sentences with the following words.



strumming



striking



blowing



bowing

1. You play a guitar by \_\_\_\_\_ its strings with your fingers and a guitar pick.
2. You play the drums by \_\_\_\_\_ them with drumsticks.
3. You play a flute by \_\_\_\_\_ across a hole at one end called the mouthpiece.
4. You play a violin by \_\_\_\_\_ its strings with a bow.

### What about you?

Talk with a partner. Talk about your favorite instruments. Why do you like them? Do you have any favorite musicians?



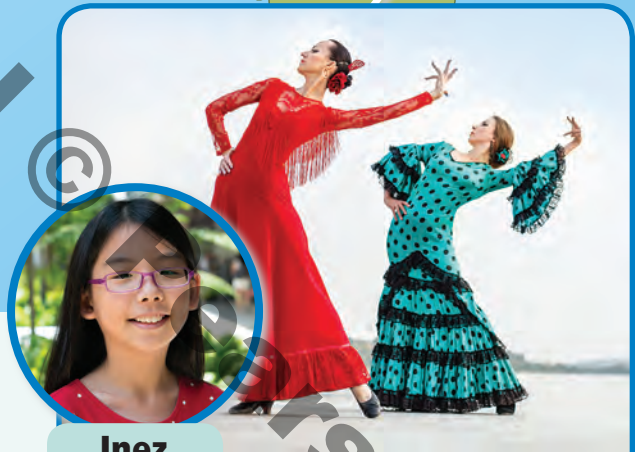
# Build Unit Background

## Kids' Stories from around the World 🎧



**Kory**

I live in Cochabamba, Bolivia. We play our flutes when we celebrate Carnival and other festivals. We carve the flutes carefully from wood. They make such beautiful sounds that people all over the world play them.



**Inez**

I live in Antequera, the heart of flamenco in Spain! I am going to school to be a flamenco singer. I am learning to dance. I am also learning to play the guitar and the *palillos*, or castanets. I want to share the rhythms of flamenco with the world.

Varanasi, India

Shanghai, China



Lihua

I live in Shanghai, China. My parents play in the Shanghai Symphony Orchestra. My father plays the *timpani*. It is a special drum and is very loud. My mother is the concertmaster. She is the leader of all the other violin players. She tells them what to do. Sometimes each of my parents has solo pieces. This means they play certain music by themselves during concerts. When I grow up, I hope to join the orchestra, too!



Janak

Varanasi, India, is famous for its beautiful music. I am learning to play the *tabla* at school. One drum of the tabla is called the *daya*. It makes high sounds. The *baya* makes low sounds. These drums make the most beautiful sounds in Indian music.



### What about you?

1. What kind of traditional music do people perform in the country you are from?
2. Do you have stories about traditional music where you are from? Share your story.

# Reading 1

## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building:  
*Context, phonics*
- Reading strategy:  
*Identify main idea and details*
- Text type:  
*Informational (social studies)*

#### Grammar

Subordinating conjunctions

#### Writing

Problem and solution

These words will help you understand the reading.

### Key Words

**instruments**  
**percussion**  
**vibrations**  
**notes**  
**composition**  
**award**

## Key Words

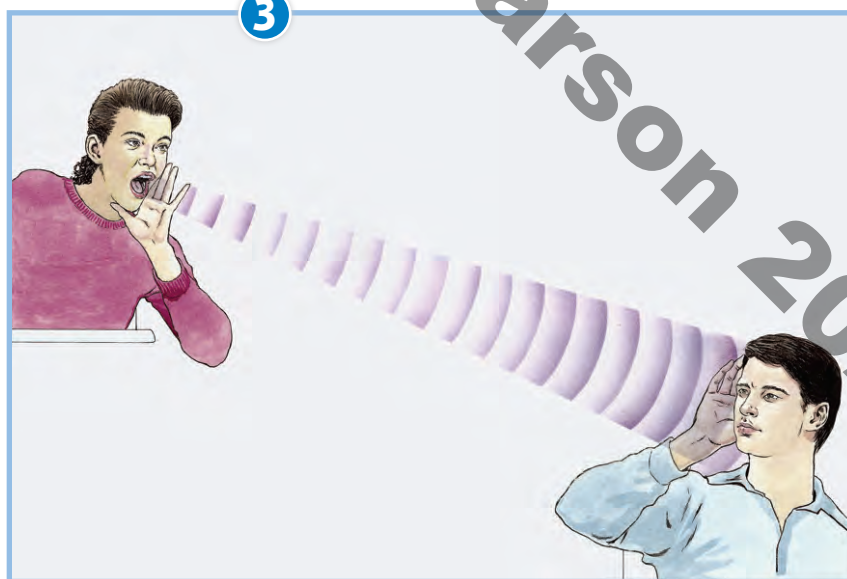
*Touching Sound with Evelyn Glennie* is about a world-famous musician.

### Words in Context

**1** Musicians play many different **instruments**.

**2** Drums are **percussion** instruments.

**3** Sounds travel as **vibrations** in the air. These vibrations enter the ear.





4 Songwriters write music with musical **notes**. Each note stands for a sound.

5 A song is one type of **composition**, or written musical piece.

6 Musicians sometimes receive an **award**, or prize, for their work.



## Practice

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, write a sentence, but leave a blank where the key word should be.

## Make Connections

Sit silently for one minute with your eyes closed. Then write a list of the different sounds you heard.

These words will help you understand the reading.

## Academic Words

### achievements

successful things a person does

### cease

stop doing something

### perceive

become aware of by using one's senses



# Academic Words

## Words in Context

Winning the game was one of my finest **achievements**.

I hope this rain will **cease** soon.

A dog can **perceive** sounds and smells that people cannot.

## Practice

Choose an academic word to complete each sentence.

1. Getting the highest grade on the test was a great \_\_\_\_\_.
2. Everyone needs to \_\_\_\_\_ talking before the presentation begins.
3. Although it was very dark, I could \_\_\_\_\_ a light in the distance.

## Apply

Ask and answer with a partner.

1. Which of your recent **achievements** are you most proud of?
2. Everyone has bad habits. What habit would you like to **cease**?
3. What senses do you use to **perceive** danger?



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# Phonics

## Past -ed ending: id, d, t

The ending -ed is often part of past tense verbs. Listen. Identify whether the final -ed is pronounced *id*, *d*, or *t*. Then read the sentences aloud.

Evelyn's performance was film**ed** for a documentary called**ed** *Touch the Sound*. The audience applauded**ed** when she finish**ed** playing.

### Rule

After words ending in *d* or *t*, the final -ed is pronounced *id*. It is pronounced *d* after consonants like *b*, *g*, *l*, *m*, *n*, *r*, or *v*. It is pronounced *t* after consonants like *f*, *k*, *p*, *s*, or sounds like *sh* or *ch*.

### Practice

Work with a partner.

Take turns.

- Write five other words with the ending -ed.
- Ask your partner to read each word and tell whether the -ed is pronounced *id*, *d*, or *t*.



## Reading 1

Informational Text  
Social Studies

### More About



How can you hear without using your ears?



### Listen to the Audio.

Listen for the main points and important details.

### Reading Strategy

#### Identify Main Idea and Details

As you read, ask yourself:

- What is the selection about?
- What is the most important idea?
- What details help support the main idea?

Listen as your teacher models the reading strategy.

# Touching Sound with Evelyn Glennie

by Trish Marx

People walking through Grand Central Station in New York City often hear musicians performing. Musicians like to play there because of the large crowds.

One day, people gathered in Grand Central to hear Evelyn Glennie play her snare drum. She is the first percussionist in the world who made a career of performing as a **soloist**. Evelyn's performance was filmed for a **documentary** called *Touch the Sound*. The audience applauded when she finished playing.

Many people watching Evelyn did not know she couldn't hear the music she played. She is almost completely **deaf**.

**soloist** musician who performs alone

**documentary** movie about real people and events

**deaf** unable to hear

The marimbas are one of many instruments Evelyn Glennie plays.



Evelyn grew up on a farm in Scotland. There was a piano in her home. As a young child, she asked her parents to let her take piano lessons. They let her take lessons when she was eight years old. Evelyn soon found out she had what musicians call “perfect pitch.” She could hear the **notes** perfectly in her mind. This was good because she was slowly losing her hearing.

Evelyn found that **hearing aids** kept her from being able to **perceive** sounds with the rest of her body. She stopped wearing them when she was 12 years old. Evelyn knew she could hear the correct music notes in her mind. She also used her body to feel the **vibrations** the **instruments** made. She learned to play many **percussion** instruments. This surprised her teachers, who thought Evelyn would not be able to play music once she lost her hearing.

---

**hearing aids** small devices worn in the ear to make sounds louder



### Before You Go On

How does Evelyn **perceive** sounds?



Evelyn loved the way music made her feel—sometimes happy, sometimes sad, but always alive.

She studied at the Royal Academy of Music after high school. She has had a successful **career** as a musician ever since.

On her Web site, Evelyn says, “Hearing is a special form of touch. Deafness does not mean that you can’t hear. It only means that there is something wrong with the ears.”


Evelyn uses her whole body to feel sounds. She often performs barefoot.

“Anything you can pick can create a sound,” says Evelyn.

Evelyn plays well-known percussion instruments such as the snare, kettle, and bass drums. She also plays marimbas, xylophones, gongs, and the water drums, pictured below. She has been filmed creating music using common objects, such as plates, pots and pans, bottles, pipes, and glasses filled with water.

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**career** job or profession

A close-up photograph of a person's hands playing water drums. The person is wearing a light-colored shirt and dark suspenders. They are holding two wooden drumsticks and striking two circular metal drums that are partially filled with water. The background is dark, and the water in the drums is splashing, creating a misty effect. A speech bubble in the upper right corner of the image contains the text "These are water drums." data-bbox="645 568 769 604">

These are  
water drums.

Evelyn performs in more than 100 concerts each year. She has won many **awards** for her music, including several Grammy Awards. These awards recognize high **achievement** in making and recording music. Evelyn has performed with some of the world's most famous musicians and orchestras. She writes and produces her own music. Many musicians have written **compositions** for her to play.

When she is not performing or writing music, Evelyn works hard to improve music education in schools in the United Kingdom. She also enjoys riding her motorcycle and making jewelry.

If you are **inspired** by Evelyn's life and music, learn more about your favorite instrument and make your own music.

Evelyn performs in more than 100 concerts each year.



**inspired** given energy to do something



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### Reading Strategy

#### Identify Main Idea and Details

- What is the main idea of the selection?
- What details told you about the main idea?
- How did finding the main idea and details help you understand the selection?

### Think It Over

1. **Recall** What instruments does Evelyn play?
2. **Comprehend** Why did she **cease** wearing hearing aids?
3. **Analyze** What are some of Evelyn's major **achievements**?



# Learning Strategies

## Main Idea and Details

The **main idea** is the most important idea in a selection.

**Details** give information about the main idea. The details support the main idea by telling important facts.

### Practice

Read the sentences below.

- Evelyn says hearing is a special form of touch.
- Evelyn could feel the vibrations the instruments made.
- Musicians play in Grand Central Station because of the large crowds.
- Evelyn Glennie's story proves that people can overcome challenges.

1. Which sentence tells the main idea?
2. Which two sentences tell important details to support the main idea?



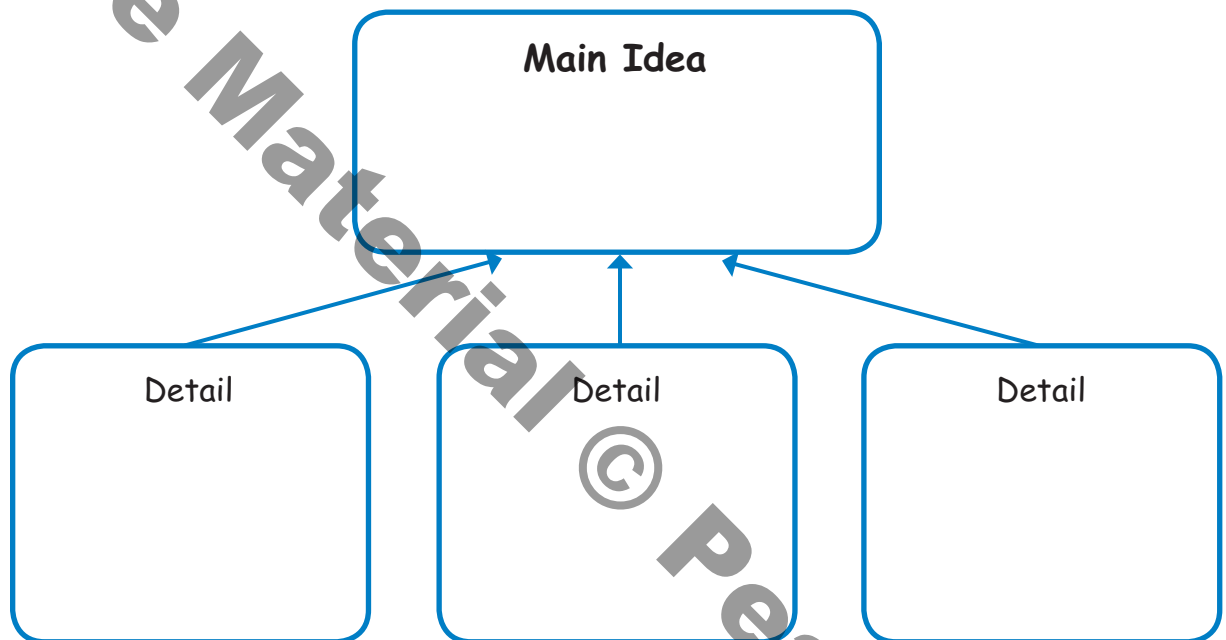
## Use a Main Idea and Details Chart

Writers use details to help explain the main idea. A Main Idea and Details Chart can help you see a writer's plan.

### Practice



Add the main idea from the previous page. Then reread the selection and add three new details.



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### Apply

Close your book and retell the selection to a partner. Use the key and academic words.

### Extension

Make a brochure of different percussion instruments from around the world. Use pictures, photos, and text to describe the instruments. Share your brochure with the class.

# Grammar

## Subordinating Conjunctions

A **subordinate conjunction** connects a **subordinate**, or dependent, clause with a **main clause**. These are some subordinating conjunctions.

after	because	once	until
although	before	since	when
as	if	though	while

A **main clause** can stand on its own as a **complete thought**, but a **subordinate**, or dependent, clause **cannot stand on its own**. It depends on the main clause for its meaning.

### Subordinate Clause

**Although** they were fresh, →

### Main Clause

no one bought the cupcakes.

The subordinate clause can come at the beginning or end of a sentence. When it is at the **beginning** of the sentence, it is followed by a **comma**.

### Subordinate Clause

**While** she was swimming, →

### Main Clause

she saw a shark.

Do not use a comma when the subordinate clause comes at the end of a sentence.

### Main Clause

He never walks anywhere →

### Subordinate Clause

**because** he has a bike.

## Practice A

Complete the sentences. Use the words from the box.

after	because	when
although	once	until



1. After they hired a new producer, the band won several **awards**.
2. \_\_\_\_\_ Ed is a beginner, he plays the drums well.
3. The band sounds better \_\_\_\_\_ they got new **instruments**.
4. \_\_\_\_\_ we're outdoors, we perceive sounds differently.
5. \_\_\_\_\_ the train went by, I felt the **vibrations**.
6. Maria doesn't practice the piano \_\_\_\_\_ she finishes her homework.

## Practice B

Read the sentences in Practice A again. Notice the sentences with commas and those without. Discuss the reason why with a partner.

## Apply

Work with a partner. Talk about things you like and dislike. Use sentences with subordinating conjunctions when you can.

Example: Although I enjoy baseball, I like soccer better.

## Grammar Check ✓

What is the difference between a subordinate and a main clause?

# Writing

## Problem and Solution

In expository text, writers often organize information by presenting a problem and offering solutions.

### Writing Prompt

Write a paragraph in which you present a problem and one or more possible solutions. Remember to use subordinating conjunctions, such as *because*, *although*, *while*, and *when*, correctly.

#### ① Prewrite

Choose a problem to write about. List the problem and solutions in a graphic organizer.

A student named Ricky listed his ideas in the graphic organizer.

#### ② Draft

Use your graphic organizer to write a draft. Keep in mind your purpose for writing—to present a problem and the steps needed to solve it. Use transitional words so that the ideas in your sentences flow smoothly.

##### PROBLEM

Sand is washing away on many beaches.

##### SOLUTION

People might put branches on the beach.

##### SOLUTION

People might plant trees on the beach.



### 3 Revise

Read over your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft.

### 4 Edit

Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to get feedback. Use the Peer Review Checklist on page 404.

### 5 Publish

Prepare a clean copy of your final draft. Share your paragraph with the class. Save your work for the Writing Workshop.

Here is Ricky's essay:

#### Writing Checklist

- ✓ **Organization**  
I clearly explained the problem and solutions.
- ✓ **Sentence fluency**  
I used transitional words to make the ideas in my sentences flow smoothly.
- ✓ **Conventions**  
I used subordinating conjunctions correctly.

Ricky Escobar

Sand is washing away on many beaches. After years of crashing waves and wind, some beaches are in danger of disappearing. What can we do to save these beaches?

One idea is to place large tree branches on the sand to keep the sand from blowing or washing away. However, the branches might be washed out to sea when there are strong winds and storms.

Another, maybe better, solution is to plant trees along the beach. The roots would hold the sand in place, and the branches would help stop it from blowing away.



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# Reading 2

## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building:  
*Context, word study*
- Reading strategy:  
*Summarize*
- Text type:  
*Informational text  
(social studies)*

#### Grammar

Prepositions and prepositional phrases

#### Writing

Write a response to literature

These words will help you understand the reading.

### Key Words

trash  
decorate  
recycle  
landfill  
carpenter  
joy

## Key Words

*The Tin Can Orchestra* is about making musical instruments from trash.

### Words in Context

1 He put the cup in the **trash** because he was finished with it.

2 They **decorated** the room for the party.

3 We **recycle** plastic, bottles, and cans so they don't go in the trash.



4 Trash is taken from homes to a landfill.

4



5 The carpenter made a table from wood.

5



6 The gift he received gave him so much joy.

6



## Practice

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, draw a picture that will help you remember the meaning.

## Make Connections

Think of something that gives you joy. Draw a picture.



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These words will help you talk about the reading.

## Academic Words

### **instruct**

show or tell someone how to do a thing

### **specific**

precise; exact

### **symbols**

things that stand for or suggest something else

# Academic Words

## Words in Context

The teacher will **instruct** us on how to complete the assignment.

Set a **specific** time to do your homework.

The award was a **symbol** of her hard work.

## Practice

Choose an academic word to complete each sentence.

1. We should decide on a \_\_\_\_\_ place to meet.
2. The Statue of Liberty is a \_\_\_\_\_ of freedom.
3. I will ask my mother to \_\_\_\_\_ me on how to bake brownies.

## Apply

Ask and answer with a partner.

1. What **specific** things do you do to prepare for a test?
2. What are two **symbols** found on road signs?
3. How would you **instruct** someone on the best way to learn vocabulary?





# Word Study

## Figurative Language

Figurative language helps you see in your mind what the author is describing.

The Tin Can Orchestra

In the title, “Tin Can” is a symbol for the musical instruments made from garbage. This could be rewritten as:

*Musical Instruments Made from Garbage*

Figurative language does not mean exactly what it says. It paints a word picture.

### Practice

Work with a partner. Read each pair of sentences. Tell which sentence creates a better word picture.

1. a. The leaves danced in the wind.  
b. The wind blew the leaves around.
2. a. At night, there are stars in the sky.  
b. The night sky wears a necklace of diamonds.
3. a. The sun creates light for Earth.  
b. The sun lights the world with its fire.



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## Reading 2

Informational Text  
Social Studies

### More About



How can we make music from trash?



### Listen to the Audio.

Listen for the main points and important details.

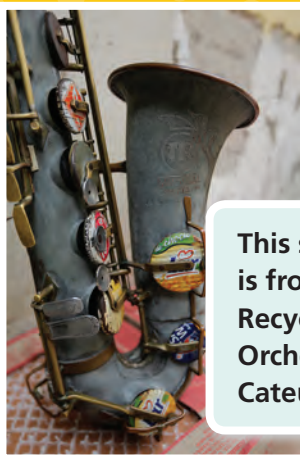
### Reading Strategy

#### Summarize

Summarizing a selection or a song can help you understand it.

- As you read this selection, think about what each section is mainly about.

Listen as your teacher models the reading strategy.



This saxophone is from The Recycled Orchestra of Cateura.

# The Tin Can Orchestra

First, take a tin can from the **trash**. Then, find an old balloon and place it over the opening. Next, get some **used** paint and **decorate** the tin can. Now, grab two pencils. Can you guess what you've made?

A musical instrument! The tin can is a drum, and the pencils are drumsticks. Now you are ready to play with the orchestra!

When we picture an orchestra, we don't think of tin cans, balloons, and pencils from the trash. We imagine musicians wearing nice clothes and playing shiny new musical instruments.

Did you know that musical instruments can be made from almost anything, even trash? The young members of The **Recycled** Orchestra of Cateura, Paraguay, understand this. All of their instruments are made of things people have thrown away.

"Yes. I was very surprised because I had thought that trash was useless. But thanks to the orchestra, I now realize that there are so many different things that can be done with the stuff," says Ada Rios, the orchestra's first violin player.

**used** has already had an owner



Noelia is proud of her violin.

Sixteen-year-old Noelia Rios, Ada's sister, plays the violin, too. Her instrument is made out of tin cans, spoons, and forks. Tobias Armoa, 15, plays a saxophone made from tin cans, pipes, coins, and bottle caps. And cellos—they're made from empty oil barrels.

There is a reason why all of their instruments are made from trash. Cateura is a community that sits on a **landfill**. Their homes are surrounded by mountains of trash, and more than one million kilograms of new trash arrives every day.

The families in Cateura work as trash pickers. Trash pickers look through trash to find things that they can sell. On a good day, a trash picker can **earn** five cents for half of a kilogram of plastic. Everyone works hard to support their families.

---

**earn** get money from work you do




When Favio Chávez, a local musician, saw so many children working in the **landfill**, he decided to do something good. He wanted to give the kids of Cateura something other than trash. His gift was to teach them to play music.

Favio believes that musicians are respected, strong, and responsible. He also thinks that music can make the world a better place. So he started a music school.

The school used free musical instruments until the classes became too large. So Favio then went to Nicolas Gomez, a local **carpenter**, and asked him to make more instruments—out of trash from the **landfill**. Nicolas learned how to make instruments that belong in an orchestra: violas, cellos, violins, harps, trombones, and timpani, just to name a few.

In time, people outside of Cateura learned about the music school. They came to hear the instruments made from trash. They also saw the **joy** on the students' faces when they played.



Favio Chávez founded the music school.

### Before You Go On

What did Flavio Chávez **instruct** the children of Cateura to do?

The Recycled Orchestra members have gained **respect**. Now more kids want to play musical instruments with the orchestra. Ten-year-old Cinthia Servin says that she respects the older girls in the orchestra and wants to have the same experiences.

Miriam Rios, a Cateura parent, agrees that there is a lot more respect, including from outside their community. “Before, people just called us *trash pickers*. Today, they call us the *recyclers*,” she says.

Nowadays, students give concerts. Whenever they perform in public, they are known as *The Recycled Orchestra*, and many people around the world now know about them. Some of the members of the orchestra have been able to travel to other countries

to play music on their recycled instruments. They have even played with well-known music artists like Stevie Wonder and famous bands like Megadeth and Metallica. With the money they make, the students help their community by building better homes. Favio believes that if the children of Cateura feel respected and **admired** by people outside their community, they will be able to work harder to get a good education and have a better life.

The Recycled Orchestra performs.



**respect** admiration because of skill

**admired** well-liked



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### Reading Strategy

#### Summarize

- Summarize the reading selection.
- Did summarizing help you understand what you read? How?

### Think It Over

1. **Recall** Who is Ada Rios?
2. **Comprehend** What are some **specific** instruments made for the orchestra?
3. **Analyze** What is this story a **symbol** of?

# Learning Strategies

## Make Inferences

We can make an inference about a situation, even when we're not directly told about it, by thinking beyond it. For example, we learn that the people of Cateura live with trash. We can infer that this is neither a healthy nor a positive setting to live in.

### Practice

Write the letter of the inference that can be made from each statement.

1. Cateura gets about three million pounds of trash a day. \_\_\_\_\_
  2. People have to work long hours. \_\_\_\_\_
  3. Favio Chávez decided to do something good. \_\_\_\_\_
- a. The people of Cateura are tired.
  - b. A person in the community cares.
  - c. A lot of trash comes from other cities.





# Use an Inference Chart

An Inference Chart can help you use what you know to make inferences.

## Practice



We often make inferences based on what we hear. Describe two sounds you hear frequently. Tell what you know about each sound and what you infer.

Sound	What I Know	Inference
A song is playing over a microphone.	An ice cream truck plays that song.	The ice cream truck is coming.

## Apply

Close your book and summarize the selection to a partner.



**Extension**

You want to form a band, but you don't have instruments or money to buy instruments. List some things you can do to make your dream band a reality.

# Grammar

## Prepositions and Prepositional Phrases

A **prepositional phrase** adds information by modifying another word in a sentence. It always starts with a **preposition**, such as **on**, **at**, or **in**. A **noun** or **noun phrase** comes after the preposition.

Some prepositional phrases are used to show **location**.

<b>on</b> the table	<b>between</b> two hills
<b>in</b> the drawer	<b>inside</b> the house
<b>above</b> the door	<b>by</b> the driveway
<b>under</b> the desk	<b>next to</b> the shop
<b>in front of</b> the wall	<b>on</b> the left

Some prepositional phrases are used to show **time**.

<b>at</b> six o'clock	<b>in</b> 2009
<b>on</b> Monday	<b>until</b> the summer
<b>in</b> December	<b>by</b> January first

Some prepositional phrases are used to show **direction**.

<b>to</b> the store	<b>along</b> the road
<b>into</b> the building	<b>toward</b> the school

Some prepositional phrases are used to give **details**.

<b>by</b> J.K. Rowling	<b>without</b> a coat
<b>of</b> gold	<b>except</b> the red one

## Practice A

Complete the sentences. Use the prepositions from the box.

along      between      ~~from~~  
at          except        on

1. The bird can escape from the cage.
2. Their house is \_\_\_\_\_ two apartment buildings.
3. She was born \_\_\_\_\_ midnight.
4. We walked \_\_\_\_\_ the road.
5. Everyone was there \_\_\_\_\_ Maya.
6. Put the book \_\_\_\_\_ the desk.

## Practice B

Circle the prepositional phrases in Practice A.

## Apply

Work with a partner. Play a guessing game. Take turns giving clues that describe the location of an object in the classroom.

Example: A: It's near the board.

B: Is it the teacher's desk?

A: No. It's on the teacher's desk.

B: Is it the stapler?

A: Yes, that's right.



## Grammar Check

Name four types of prepositions and give an example of each.

# Writing

## Write a Response to Literature

When you write a response to literature, you introduce the plot, characters, and setting, and you tell what you thought and felt about the book or story.

### Writing Prompt

Write a response to a book you have read. Tell whether you recommend it or not. Then give a brief introduction to the plot, characters, and setting. Tell why you did or didn't like the book. Be sure to use prepositional phrases correctly.

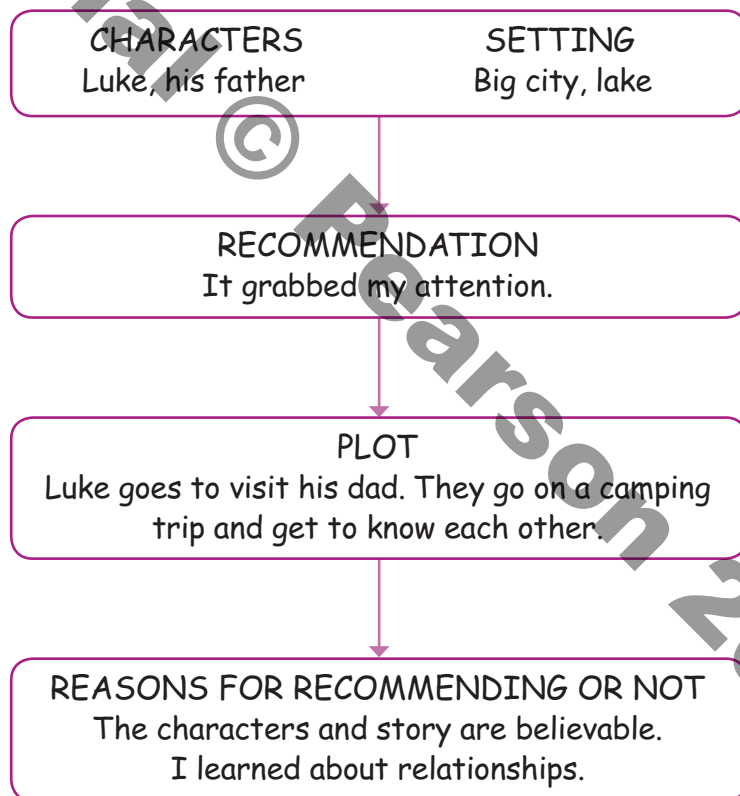
#### 1 Prewrite

Choose a book to write about. Think about whether or not you liked it, and why. Then list your response in a graphic organizer.

Look at how a student named Amanda listed her ideas in the graphic organizer.

#### 2 Draft

Use your graphic organizer to write a draft. Give reasons to support your opinion.



### ③ Revise

Read over your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft.

### ④ Edit

Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to get feedback. Use the Peer Review Checklist on page 404.

### ⑤ Publish

Prepare a clean copy of your final draft. Share your paragraph with the class.

Here is Amanda's response to *The Lost Lake* by Allen Say:

#### Writing Checklist



##### Ideas

I introduced the plot, characters, and setting.  
I gave reasons for my opinion.



##### Conventions

I used prepositional phrases correctly.



Amanda Hong

The Lost Lake, by Allen Say, grabbed my attention and did not let go. It tells the story of Luke and his father. Luke goes to visit his father in the city, but his father is very busy. Then one day, he takes Luke on a hike. On the hike, they build a strong relationship.

I think the author has created characters that act as real fathers and sons do. It is a very believable story. It reminded me of going camping with my father last summer. At that time, we got to know each other better. That's what happens to Luke and his father.

I learned about how relationships can change after reading this book. In fact, it helped me to understand my father a little better.



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# Reading 3

## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building:  
*Context, phonics*
- Reading strategy:  
*Identify author's purpose*
- Text type:  
*Informational text*

#### Grammar

Present perfect

#### Writing

Write an article

These words will help you understand the reading.

### Key Words

audience  
band  
emotions  
singer  
festival  
stage

## Key Words

### Words in Context

1 The **audience** enjoyed listening to the music.



2 The **band** played one of their new songs.



3 People often show their **emotions**, or feelings, by the expressions on their faces.



4 A lead **singer** is the person who sings most of the songs in a band.

5 **Festivals** are held throughout the world to celebrate the coming of spring.

6 When the band came out on the **stage**, the audience cheered and clapped.



## Practice

Create a concept map of each key word.

- Write the key word in the center.
- Around it, write words that relate to it.
- Connect the words using lines.

## Make Connections

What is your favorite type of music? What kinds of **emotions** do you feel when you listen to your favorite music? Why do you think people like different types of music?



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These words will help you talk about the reading.

## Academic Words

### achieved

worked to get a good result

### enormous

very large

### status

respect and importance given to someone



# Academic Words

## Words in Context

At the end of each week, it's good idea to stop and think about what you have **achieved**.

Music is of **enormous** importance to me.

Many actors have reached superstar **status**.

## Practice

Choose an academic word to complete each sentence.

1. An Olympic athlete often has a very high \_\_\_\_\_ around the world.
2. I set goals, but I haven't \_\_\_\_\_ all of them.
3. Our class should be proud. It took an \_\_\_\_\_ amount of energy to put on the class play.

## Apply

Ask and answer with a partner.

1. What has your favorite athlete **achieved** in his or her career?
2. What is something you have done that took **enormous** effort to complete?
3. Who is someone you know of who has a very high **status**?

*For Promotional Use Only*

# Phonics

## Words with **ow**, **ou**

Listen. Pay attention to the vowel sounds.  
Then read each word aloud.

**h**ow      **l**ow      **l**ow

Which words have the same letters?  
Which words have the same vowel sound?

### Rule

The diphthong /ou/ can be spelled as either **ow** or **ou**.  
The long /ō/ sound is sometimes spelled with **ow**.

Each word in the chart has the letters **ou** or **ow**. Read the words. If one sound doesn't make sense, try the other.

ab <b>ou</b> t	<b>h</b> ow	<b>ow</b> ner
am <b>ou</b> nt	kn <b>ow</b>	p <b>ow</b> erful
ar <b>ou</b> nd	kn <b>ow</b> n	p <b>ow</b> l

### Practice

Work with a partner. Use the words from the chart.

1. List the words in which **ow** has the long /ō/ sound.
2. List the words in which **ow** or **ou** has the vowel sound in **how**.
3. Add three more words to each list.



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## Reading 3

Informational Text  
Social Studies

### More About



How does music reflect people's feelings and their way of life?



### Listen to the Audio.

Listen for the main points and important details.

### Reading Strategy

#### Identify Author's Purpose

Authors have a reason or purpose for writing. Ask these questions:

- Did the author write the text to entertain you?
- Did the author write the text to explain information (for example, about a science or social studies topic)?
- Did the author write the text to persuade? Is the author trying to make you think or do something?

Listen as your teacher models the reading strategy.

# Hanoi's Music Scene

## Welcome to Hanoi

Welcome to Hanoi—a city that has been around for more than 1,000 years. This makes it one of the world's oldest **capitals**. With a population of nearly eight million, Hanoi is Vietnam's second largest city. It has more cultural and historical sites than anywhere else in the country. Beautiful Hanoi sits on the banks of the Red River, one of the biggest on the East Asia coast. It has an interesting mixture of Eastern and Western culture. There are many **ancient** structures, modern skyscrapers, and French-style buildings, like the Hanoi Opera House, that decorate the city.

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**capital** city where the central government is  
**ancient** from long ago; very old



Tourists come here from all over the world. As many as 23 million visited in 2017. In part, they are attracted to the great climate.

Hanoi is known for having three gentle seasons—a fresh spring, a warm summer, and a cool fall. Other than the weather, visitors are interested in the natural scenery. Thanks to a green countryside full of lakes, valleys, and mountains, there are many places for people to relax and enjoy nature.

Hanoi has the **reputation** of being Vietnam’s creative heart. This is certainly true of the music scene. The capital is considered to be a music lover’s paradise. For most tourists looking for a **venue**, the most difficult thing is deciding where to go. Walking around the city, tourists realize there are just too many choices to count. One easy option is live street music. The people of Hanoi love live performances. On the weekends, from 8 p.m. to 11 p.m., Hanoi blocks off a series of roads to make a spot for live street music performances.

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**reputation** the opinion people have of someone or something

**venue** a place where concerts, plays, meetings, etc., are held

Musicians perform in the streets of Hanoi.



### Before You Go On

What attracts tourists to Hanoi?



These shows are completely free. Both local residents and foreign tourists can enjoy different **bands** and **singers**. They can also listen to many kinds of music, which include traditional Vietnamese, classical, and modern. For some reason though, the traditional Vietnamese music seems to attract more tourists. Another interesting thing about live street music is that there is little space between the performers and the audience. This stirs people's **emotions**. The people in the audience feel closer to the artist and make many song requests.

Traditional Vietnamese music is known for expressing deep feelings.





Musicians give performances at music festivals in and around Hanoi.

## Asia's New Music Capital

Today Hanoi **competes** with Tokyo, Singapore, and Seoul for the title of Asian Music Capital. Not only does Hanoi's musical culture influence the rest of the Vietnam, but it has an **impact** beyond the country's borders. We can see this impact with the large number of international music **festivals** that take place here every year. There are the Hanoi International Music Festival, the Vietnam Connection Music Festival, the Monsoon Music Festival, and Quest Festival, to name a few. Each festival attracts thousands of people from everywhere. One reason is because tickets are cheap. Another is that transportation to Hanoi from other places in the world is easy. Yet another is that the festivals are **unique**.

**compete** try to be better than someone else

**impact** effect of a situation or event

**unique** one of a kind, special

### Before You Go On

What **status** has Hanoi **achieved**?



The Quest Festival, for example, is more like a camping, music, and nature celebration than a regular **concert**. It takes place every fall in an unforgettable location northeast of Hanoi. It is completely surrounded by beautiful mountains and jungle, which are natural landmarks of Vietnam. There is yoga, swimming, and 40 hours of nonstop music on five different **stages**. The **audience** can expect new artists and lots of underground performers. Underground performers are those who experiment with music in order to give listeners a more original sound.

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**concert** a performance by singers or musicians

Fans enjoy the nature and music at the Quest Festival.



Jeremy Wellard and a handful of others started Quest back in 2013 with only 250 guests. This number grew to 5,000 by 2017. “We were lucky to be around at a time when Hanoi really started to open up to the outside world and the **tastes** of Vietnamese were opening up,” he says. Jeremy goes on to explain that as Vietnam’s economy keeps growing and things change, we are going to see Hanoi become more important on the music scene.

Nana Nguyen, a Vietnamese woman who has **attended** Quest since its beginning, believes the success is because people are hungry for new musical experiences. “I think now the music scene in Hanoi is changing and improving, but people are looking for more—whether it’s live music or more festivals. Everything is welcome here,” says Nguyen.

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**taste** the types of things someone likes

**attend** go to an event, such as a concert

### Reading Strategy

#### Identify Author's Purpose

- Was the author’s purpose in each reading to entertain, explain, or persuade?
- What information and words helped you understand the author’s purpose?

### Think It Over

1. **Recall** Why do some roads in Hanoi get blocked off on the weekends?
2. **Comprehend** Why did Quest gain such **enormous** success in just four years?
3. **Analyze** Why do you think Hanoi is the music capital of Vietnam?



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# Learning Strategies

## Author's Purpose

Authors often write to inform, or give information to, their readers. Authors also write to entertain. Sometimes, authors write to persuade, or change the reader's mind.

### Practice

Look back at the readings in Units 3 and 4. Identify the author's purpose for each selection.

Selection	To Entertain	To Inform	To Persuade
Six Amazing Inventions			
A Robot's Smile			
Our Digital Lives			
Biomes All Over the World			
Marine Food Web			
Save the Sea Turtles			



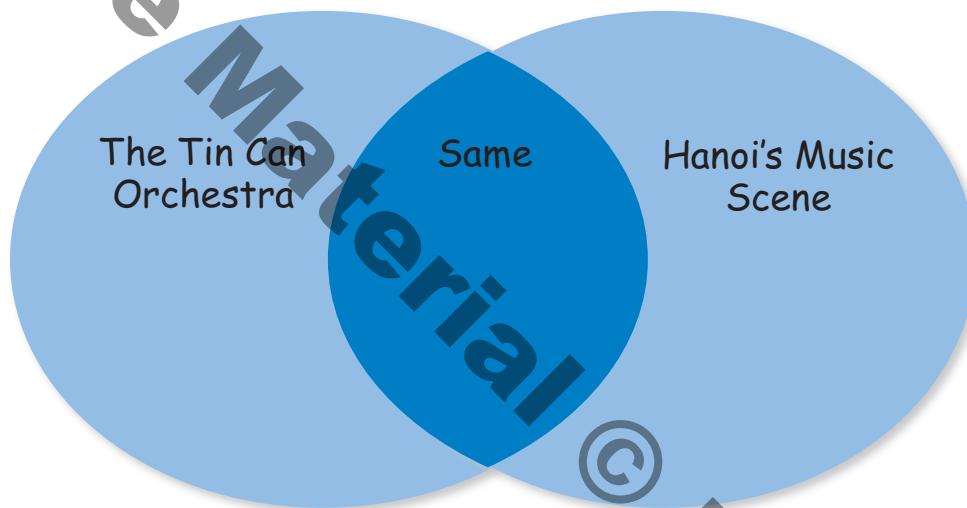
## Use a Venn Diagram

You can compare and contrast with a Venn diagram by listing how two things are similar and how are they different.

### Practice



Complete the Venn diagram. Compare and contrast the two readings.



### Apply

Close your book and retell the selection to a partner.



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### Extension

Imagine your class is going on a two-day field trip to Hanoi. Research things to see and do in Hanoi. Choose several activities you think your class would enjoy. Create a brief presentation using visual aids. Share your ideas with the class.

# Grammar

## Present Perfect

Use the **present perfect** to talk about things that happened at an unspecified time in the past. Use it with time phrases, such as **once**, **ever**, **never**, **before**, and **a few times**. Form the present perfect with **have** or **has** and the **past participle**.

### Experiences or accomplishments

I **have performed** in plays **before**.

### Changes over time

You **have grown** taller since the **last time** I saw you.

### Unfinished actions that are expected to happen

He **hasn't finished** writing his report **yet**.

### Multiple events that can happen again

We **have won** six soccer matches **so far**.

Most **past participles** are formed with **-ed**. Others are irregular.

be	→	<b>been</b>	grow	→	<b>grown</b>
do	→	<b>done</b>	hear	→	<b>heard</b>
give	→	<b>given</b>	see	→	<b>seen</b>
got	→	<b>gotten</b>	take	→	<b>taken</b>

To talk about specific past events, use the **simple past**.

I **have been** to Hanoi.

I **went** there last year. I **liked** it.

## Practice A

Complete each sentence with the present perfect form of the verb in parentheses.

1. I have heard traditional Vietnamese music before. (hear)
2. Quest \_\_\_\_\_ very popular in recent years. (grow)
3. We \_\_\_\_\_ the **band** perform a few times. (see)
4. The orchestra \_\_\_\_\_ several free concerts so far. (give)

## Practice B

Complete the sentences with the present perfect or the simple past form of the verbs in parentheses.

1. I \_\_\_\_\_ my sister several times this week. I also \_\_\_\_\_ her last week. (call)
2. My teacher \_\_\_\_\_ met my parents already.  
He \_\_\_\_\_ them at the concert last night. (meet)
3. She \_\_\_\_\_ sick yesterday. She \_\_\_\_\_ sick for a week now. (be)

## Apply

Read the prompts below. Come up with a present perfect tense statement about yourself for each one. Then discuss your answers with a partner.

- A performance you have given
- How you have changed
- Something that has happened several times

**Example:** A: I have been to a few music festivals.

B: Really? I haven't. When did you go?

### Grammar Check

How do you form the present perfect?



# Writing

## Write an Article about a Musician

When you write an article about a person, it's important to do research and give details about what makes the person special.

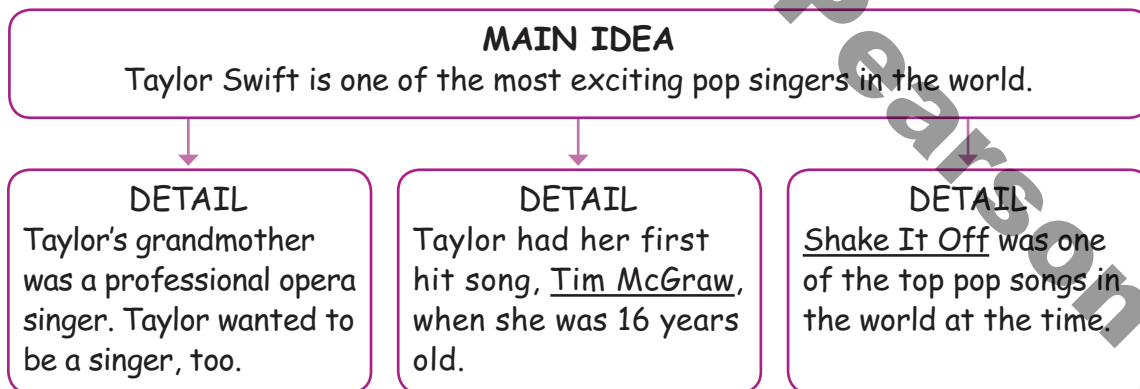
### Writing Prompt

Write an article about a favorite musician for a newspaper or magazine. Include interesting facts about the person and his or her career. Include a strong introduction and conclusion. Remember to use the present perfect correctly when you write.

### 1 Prewrite

Choose a musician to write about. List details about the person in a graphic organizer.

A student named Desi listed his ideas like this:



### 2 Draft

Use your graphic organizer to help you write a first draft. Include a strong introduction and conclusion.

### 3 Revise

Read over your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft.

### 4 Edit

Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to get feedback. Use the Peer Review Checklist on page 404.

### 5 Publish

Prepare a clean copy of your final draft. Share your paragraph with the class.

Here is Desi's article:

#### Writing Checklist

- ✓ **Ideas**  
I included interesting facts.
- ✓ **Sentence Fluency**  
I used a variety of sentence patterns.
- ✓ **Conventions**  
I used the present perfect correctly.



Desi Alvarado

Taylor Swift has already had more success than people twice her age. She is one of the most exciting pop singers in the world. Taylor began singing when she was very young. Her grandmother, Marjorie Finlay, was a professional opera singer. Taylor wanted to be a singer, too. When she was ten years old, Taylor was already singing at local concerts and events.

Taylor had her first hit, Tim McGraw, in 2006 when she was 16. In 2008, she sold more albums than anyone else that year. She won many awards for singing and songwriting, too.

When Taylor released her pop song Shake It Off, she became even more famous. The song went to #1 in the United States and was one of the top 10 pop songs in the world.

Today, Taylor Swift is known as an international music star!



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# Apply and Extend

## Link the Readings

Read the words in the top row. For each text selection, put an X under the words related to that reading.

	Informational text	Literature	Careers and achievements	History
<i>Touching Sound with Evelyn Glennie</i>				
<i>The Tin Can Orchestra</i>				
<i>Hanoi's Music Scene</i>				

## Discussion

1. How has music been important in Evelyn Glennie's life?
2. How has The Recycled Orchestra changed the lives of the people of Cateura?
3. How has music contributed to Hanoi's **status**?  
How does it shape the lifestyle of the people living there?

How do people make and use music?






### Listening Skills

If you don't understand something a speaker said, you can ask, "Could you explain that, please?"

# Projects

Your teacher will help you choose one of these projects.

Written 	Oral 	Visual/Active 
<b>Slogans</b> Imagine you're starting a campaign to get people more interested in music. Write five interesting, snappy slogans that tell what is good about music.	<b>Presentation</b> Play a song from the country you are from. Explain who wrote and performed it, and what instruments are used. Summarize what it's about and tell why you like it.	<b>Mural</b> Work with a group. Create a mural that shows other types of music not covered in this unit.
<b>Report</b> Research and write a report about the life, career, and music of a singer, musician, or group you like.	<b>Song</b> Choose a song from your country and sing it in class (or sing as a class or group).	<b>Catalog</b> Make a catalog that shows drawings and descriptions of some interesting musical instruments.



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# Listening and Speaking Workshop

## Roleplay an Interview

You are going to plan, write, and roleplay an interview with a celebrity. You will listen as your classmates roleplay their interviews.

### ① Prepare

- A. Work with a partner. Choose a favorite celebrity, such as a singer, a sports star, or a TV or movie star. Decide which role you will play.
- B. Discuss what questions the interviewer will ask. Research the answers and take notes. Work cooperatively and share information and ideas. Write your questions and answers on note cards. Find props and costumes to use.

Q: Choi Siwan, you are one of the most famous pop singers in Korea today. How old were you when you started?

A: Sixteen. I was waiting for friends in front of my school and someone from a talent agency saw me. They asked me if I wanted to be a singer. I said yes, of course, but I didn't tell my parents. I only told them after I passed all the tests. After that, I became a member of the pop boy band *Super Junior*.

### Useful Language



Listen and repeat.

What was your favorite [match/song/book]?

When did you first start [singing/playing soccer]?

How did you become a [singer/sports star/TV star]?

Is it fun being a celebrity?

### ② Practice

Practice your interview with your props and costumes. Practice in front of your family or friends. If possible, record your interview. Then listen to it. How do you sound? Record it again and try to improve.

### ③ Present

**As you speak,** do the following:

- Speak loudly enough for your audience to hear.
- Maintain eye contact with your partner.
- Act naturally. Speak with feeling and expression.

**As you listen,** do the following:

- Think about what you already know about the celebrity.
- Take notes on important details.
- Pay close attention. Your teacher will ask you questions after the roleplay.

### ④ Evaluate

**After you speak,** answer these questions:

- ✓ Did you speak loudly enough for the audience to hear?
- ✓ Did you act naturally with feeling and expression?

**After you listen,** answer these questions:

- ✓ Did you understand all the questions and answers?
- ✓ Did the speakers use formal or informal language?
- ✓ Did you take good notes?

#### Speaking Skills

A celebrity interview can be a formal or informal situation. Use formal or informal language based on the situation you choose.

#### Listening Skills

Listen carefully for the main points and details. Use this to infer information that isn't stated directly.



# Writing Workshop

## Write a How-to Essay

### Writing Prompt

Write a how-to essay in which you explain how to do or make something. Include time-order connecting words such as *first*, *next*, and *then* to explain the order of the steps. You may also want to include tips on possible problems and how to solve them. Be sure to include an introduction and conclusion.

### ① Prewrite



Review your previous work in this unit. Now choose a topic. Think about something you know how to do and wish to explain to someone. List the steps of the process in a graphic organizer.

A student named Sonel listed his ideas in this graphic organizer:

### ② Draft

Use your graphic organizer to help you write a draft. Keep in mind your purpose for writing—to explain how to make or do something. Use time order words to explain each step clearly.

**INTRODUCTION:** Hurricanes are very dangerous. It's important to prepare.



**STEP 1:** Make sure you have gas. Listen to radio reports.



**STEP 2:** Check that you have supplies for your trip.



**STEP 3:** Put boards on your windows.



**CONCLUSION:** Prepare and you will protect yourself.

### 3 Revise

Read over your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft.

#### Six Traits of Writing Checklist

- |   |  |
|---|--|
| ✓ <b>Ideas</b><br>Did I explain my ideas clearly?               | ✓ <b>Word Choice</b><br>Did I use time-order connecting words?         |
| ✓ <b>Organization</b><br>Did I explain the steps in time order? | ✓ <b>Sentence Fluency</b><br>Did I use a variety of sentence patterns? |
| ✓ <b>Voice</b><br>Did I show how I felt?                        | ✓ <b>Conventions</b><br>Did I use contractions correctly?              |

Here is how Sonel revised his essay:

Sonel Duval

#### Preparing for Hurricanes

It's very important to plan ahead when you hear a hurricane is coming. With winds of up to 150 miles per hour hurricanes can be dangerous killers. Here are some steps you can take to help you stay safe.

**Revised**  
to correct error in mechanics.

First, make sure <sup>your</sup> ~~you're~~ car is full of fuel. You must be ready to drive 20 to 50 miles to locate a safe place away from the storm. Listen to radio reports <sup>to</sup> ~~learn~~ what routes are safe to take out of town.

**Revised**  
to correct error in spelling.

After that, check that you have supplies for your trip. These include cash, a flashlight, a first aid kit and food and fresh water.

**Revised**  
to create a longer sentence.

Finally, if you have time, put boards on your windows. This will help protect your windows. It will <sup>also</sup> ~~prevent~~ broken glass and flying objects from entering your house if the winds are strong.

**Revised**  
to correct error in mechanics.

Hurricanes are very dangerous storms. By preparing, you can protect yourself and your property.

**Revised**  
to make ideas flow more smoothly.



### Peer Review Checklist

- ✓ The steps are clear.
- ✓ The steps are in a logical order.
- ✓ All the information is related to the topic.

### 4 Edit

Check your work for errors. Trade papers with a partner. Use the Peer Review Checklist to give each other feedback. Edit your final draft in response to feedback from your partner and your teacher.

### 5 Publish

Make a clean copy of your final draft. Share your essay with the class.



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### Spelling Tip

Double-check your work for words that are commonly confused, such as *you're* and *your*, *there* and *their*, and *its* and *it's*.



# Fluency

Listen to the sentences. Pay attention to the groups of words. Read aloud.

1. Award-winning musician Evelyn Glennie believes that hearing is a form of touch.
2. The Recycled Orchestra has given new hope to the trash pickers.
3. Hanoi has become one of the major music centers in Asia.

**Work in pairs. Take turns reading aloud for one minute. Count the number of words you read.**

Evelyn loved the way music made her feel—sometimes happy, sometimes sad, but always alive.	10 15
She studied at the Royal Academy of Music after high school. She has had a successful career as a musician ever since.	26 37
On her Web site, Evelyn says, “Hearing is a special form of touch. Deafness does not mean that you can’t hear. It only means that there is something wrong with the ears.”	49 60 69
Evelyn uses her whole body to feel sounds. She often performs barefoot.	79 81
“Anything you can pick can create a sound,” says Evelyn.	91
Evelyn plays well-known percussion instruments such as the snare, kettle, and bass drums. She also plays marimbas, xylophones, gongs, and water drums.	99 109 114
She has been filmed creating music with common objects such as pots and pans, bottles, pipes, and glasses filled with water.	123 135
Evelyn performs in more than 100 concerts each year. She has won many awards for achievement in making and recording music.	145 154 156



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## Taking Tests

You will often take tests that help show what you know. Follow these tips to improve your test-taking skills.

### Coaching Corner

#### Answering Questions about a Selection

- Many test questions ask you to answer questions about a selection. Some selections will be short. Some will be long.
- The selection can be fiction or nonfiction.
- Before you read the selection, preview the questions and answer choices. Knowing what the questions are will help you focus as you read.
- After reading the selection, try to answer each question in your head. When you read the choices, look for the one that is closest in meaning to the answer in your head.
- After you choose an answer, check the selection again. Make sure you can point to details in the selection that support your choice.



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## Practice

Read the selection. Then answer the questions.

1 The Austin City Limits Music Festival is a three-day event in Austin, Texas, in the U.S.A. It takes place every October. People from all over the world come to play their music at the festival. People can hear all kinds of music, including country and western, bluegrass, jazz, and reggae. This is a time when many bands can celebrate their musical achievements.

2 You can bring your own water, chairs, and umbrellas to the festival. You cannot bring your own food. You can buy food and drinks there. Make sure you don't put your chair too close to the stage. Tell your parents they cannot park near the festival. It might be easier to park downtown and take a bus to the shows.

1 Why can't you bring your own food to the music festival?

- A There is food available there.
- B It is a distraction to the musicians.
- C There is no eating during performances.
- D It will cause a littering problem.

2 In paragraph 1, achievements means—

- A accomplishments
- B punishments
- C celebrations
- D compositions

### Tips

- ✓ You can review the selection to figure out the answer.
- ✓ Be careful. In Question 1, you are looking for something that you *can't* do.