

SELF-ASSESS Consider the language and skills you learned in this unit.

How well can you ...?	Very well	Pretty well	I need improvement
use the key vocabulary from this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reflect on ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify supporting ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
add ideas using connecting words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
write a paragraph and a topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A VOCABULARY Do you remember the meanings of these words and phrases? Look back at the unit and review the ones you don't know.

attitude <small>AW</small>	attractive	avoid	control	customer
enter	habit	instead of	item <small>AW</small>	limit
message	natural	notice	percent <small>AW</small>	persuade
probably	product	sign	store	strategy <small>AW</small>

B VOCABULARY EXTENSION Complete these tasks with a partner.

1. Choose a word or phrase from the box below and make a sentence with *control*. Take turns.

out of	under	give	lose	take
--------	-------	------	------	------

2. What phrases with *natural* do you remember? Take turns making sentences with them.

C READING SKILLS Work with a partner. Exchange your paragraphs from Exercise G on page 59. Identify the supporting ideas.

D LANGUAGE FOR WRITING Work with a partner. Complete the sentences using connecting words.

Supermarkets control the way we shop. _____ they put cheaper products near the floor. _____ they put milk at the back of the store.

SELF-ASSESS Look back at the chart above. Did you assess your skills correctly? What skills or language do you still need help with?

GREEN LIVING4



Patrick Kitete, an artist in the Democratic Republic of Congo, dressed as "Flip-Flop Man"

IN THIS UNIT, YOU WILL:

- Read an article about the first Earth Day
- Watch a video about a "green" building
- Read an article about an environmental artist
- Write about an amazing experience in nature

THINK AND DISCUSS:

1. Look at the photo above and read the caption. The costume is made from old shoes people no longer want. Why do you think the artist made Flip-Flop Man?
2. What do people do with trash in your community?



EXPLORE THE THEME

Read the information on these pages and answer the questions with a partner.

1. What are people doing to help the world? Find people in the picture doing the actions listed on page 63 (1–8).
2. How does each action help the planet?
3. Which of these things do you do? Tell your partner.

What Can You Do for Your World?

We can all help make the world a better place to live. Here are some actions that will improve your home and neighborhood—and the world.

1. **Ride a bike** to school or work.
2. **Carry a reusable¹ bag** instead of using disposable² plastic bags.
3. **Plan your meals** to reduce food waste.
4. **Recycle** glass bottles and cans.
5. **Hang your clothes to dry** instead of using a clothes dryer.

6. **Plant trees** in your community.
7. **Plant flowers** for insects.
8. **Go to neighborhood meetings** to hear more about “green living.”

¹ If something is reusable, it can be used again.
² If something is disposable, it is easy to throw away.

Reading 1

PREPARING TO READ

A BUILD VOCABULARY The words in **blue** are used in the reading passage. Read the paragraph. Then complete the sentences with the correct forms of the words.

Fresh fruit and vegetables often travel hundreds of kilometers to get to your local supermarket. In fact, the **average** travel time from farm to store is three days. Moving fresh food long distances by truck uses a lot of gasoline, which **pollutes** the air. When the produce finally arrives at the stores, it is not always in great **condition**—fruit and vegetables start losing their vitamins and minerals after they are picked.

Experts suggest we buy locally grown produce instead. Transporting it is less harmful to the **environment**. Also, the food is fresher and has more of the vitamins and minerals that you need to stay **healthy**.

1. Many young people are worried about protecting the _____.
2. This desert receives a(n) _____ of less than five centimeters of rain a year.
3. Although it is 100 years old, the house is in excellent _____.
4. Exercise, fresh food, and enough sleep are all important if you want to stay _____.
5. In many cities, cars seriously _____ the air.

B BUILD VOCABULARY The words and phrases in **blue** are used in the reading passage. Match each word or phrase to its definition. Use a dictionary to help you.

- | | |
|---------------------------|---|
| 1. _____ deal with | a. (n) the direction of a change in a situation |
| 2. _____ experts | b. (n) people who have special skills or knowledge about a topic |
| 3. _____ improve | c. (v) to get better at something |
| 4. _____ increase | d. (v) to do what is necessary to solve a problem or handle a situation |
| 5. _____ trend | e. (v) to make something larger in number or amount |

C USE VOCABULARY Discuss these questions with a partner.

1. What do you do to stay **healthy**?
2. Is **pollution** a problem where you live? Explain.
3. What can people do to **improve** your city?

D SKIM Skim the reading passage. What two time periods does the passage compare?


a. 1970 and now	b. 1950 and 1970	c. 1970 and 2000
-----------------	------------------	------------------

Review this
Reading Skill
in Unit 1.

A Better Earth?

Little Island Park, in New York, used to be a ruin. Today, the park contains over 350 plant species, 66,000 flowers, and 114 trees, as well as great views, outdoor theaters, and snack stores.



A  On April 22, 1970, millions of people paraded through American cities to support the **environment**. It was the first Earth Day. Journalist and author Charles Mann, who was there, remembers that the crowd had mixed feelings. People were happy because they were celebrating the Earth together. But they were sad because the Earth was in trouble. Could they change it for the better?

B On that day in 1970, many speakers told the crowds that the world was in terrible **condition**. Firstly, about one out of four people did not have enough food. In some parts of the world, people did not live past the age of 45. The environment was also in bad shape. The world's great rivers—such as the Tiber and the Mississippi—were full of trash, and the water was undrinkable. Big cities were covered in smog,¹ and leaded gasoline² **polluted** the air. The speakers thought that these problems would only get worse.

c Happily, many of these problems did not get as bad as **experts** feared. In fact, according to Mann, there has been “a huge surge³ in human well-being” in the last 50 years. Most people around the world are enjoying better health and more nutritious⁴ food. Even though there are three billion more people than in 1970, 90 percent of us have enough food today—up from about 75 percent in 1970. In addition, **average** life expectancy has **increased** by more than 13 years.

¹ Smog is dirty air that looks like smoke mixed with fog.

² Leaded gasoline is dangerous because it contains lead, which harms our health.

³ A surge is a sudden increase in something.

⁴ If food is nutritious, it is good for our health.

- D Some of the worst environmental problems have **improved** as well. Water pollution has decreased since 1970. Smog is less of a problem in many cities. And no country in the world makes leaded gasoline anymore.
- E These improvements have not helped everyone, however. Millions still live in poverty.⁵ Millions more live in places that are becoming more polluted, not less. According to Mann, though, “The factory worker in Pennsylvania and the farmer in Pakistan may be struggling⁶... yet they are, by the standards of the past, wealthy and **healthy**.” Billions of people’s lives are better.
- F The first Earth Day started a **trend** toward helping the Earth. Why? Mann believes it showed us that we can **deal with** environmental challenges. Today, we face a different set of problems than we did 50 years ago—such as climate change. Perhaps we can solve these problems, too. Today, over a billion people celebrate Earth Day. Imagine how much better the world could be in 50 years.

⁵ Poverty is the state of being very poor and not having enough money.
⁶ If someone is **struggling**, they are having a difficult time.

Global Gains

These three charts show how life has improved for many people since the first Earth Day in 1970.

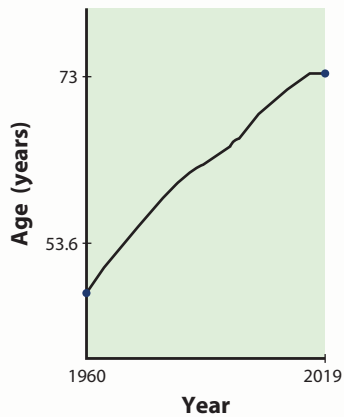


Figure 1: We’re Living Longer

Today, more people have good food, clean living conditions, and medical care. Vaccines and antibiotics also help keep us healthy.

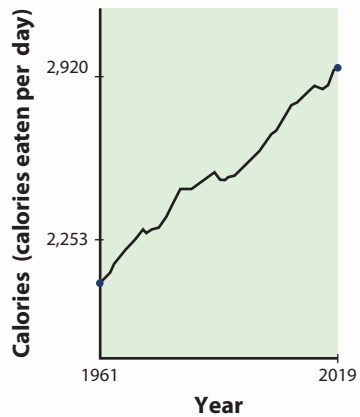


Figure 2: People Have More Food to Eat

Farmers have better access to water and good fertilizers.⁷ In addition, today’s seeds can produce more crops.

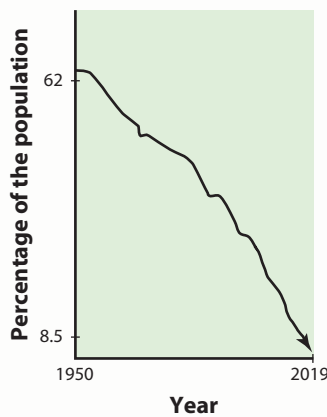


Figure 3: People Are Less Poor

Fewer people are living on less than \$2 a day.

⁷ Fertilizers are chemicals put on the ground to help plants grow.

UNDERSTANDING THE READING

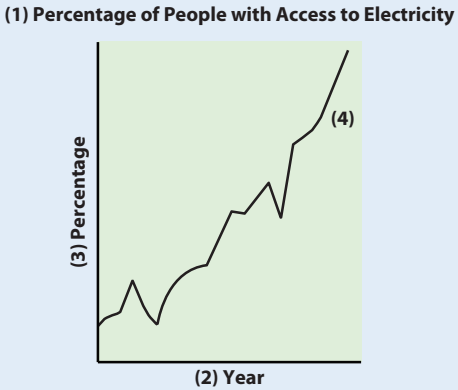
- A **UNDERSTAND MAIN IDEAS** What is the main idea of the reading passage? Choose the best option.
- a. The world is better today in many ways than it was on the first Earth Day.
 - b. We have the same problems today that we had on the first Earth Day.
 - c. The world has more problems today than it did on the first Earth Day.
- B **UNDERSTAND DETAILS** Read the sentences. Choose **T** for true, **F** for false, or **NG** for not given.
- | | | | |
|---|---|---|----|
| 1. The first Earth Day was held in Chicago, U.S.A. | T | F | NG |
| 2. The air quality in many big cities was not good in 1970. | T | F | NG |
| 3. Today, water pollution is more of a problem than in 1970. | T | F | NG |
| 4. A few countries make leaded gasoline today. | T | F | NG |
| 5. Climate change is more of a problem today than 50 years ago. | T | F | NG |
- C **INFER MEANING** What does the phrase “mixed feelings” mean in Paragraph A? Use the context to choose the best meaning.
- a. having the same feelings about something that the people around you have
 - b. having two very different opinions about something at the same time
 - c. feeling confused about something because you don’t understand it

Review this Critical Thinking Skill in Unit 1.

CRITICAL THINKING Analyzing Graphs

Graphs can show a lot of information in a small amount of space.

- The title (1) tells you what the graph is about.
- The labels on the x-axis (2) and the y-axis (3) tell you what is measured.
- The line across the graph (4) tells you the changes (or trend).



- D **ANALYZE GRAPHS** Look at the items below. Which graph(s) on page 66 does each one describe? Choose the correct figure number(s).
- | | | | |
|--|----------|----------|----------|
| 1. Shows percentages on the y-axis | Figure 1 | Figure 2 | Figure 3 |
| 2. Shows years on the x-axis | Figure 1 | Figure 2 | Figure 3 |
| 3. Shows an increase over time | Figure 1 | Figure 2 | Figure 3 |
| 4. Shows poverty is declining | Figure 1 | Figure 2 | Figure 3 |
| 5. Shows average age went up by 20 years | Figure 1 | Figure 2 | Figure 3 |

- E **APPLY** In the reading passage, the writer says, “Imagine how much better the world could be in 50 years.” Do you think the world will be better in 50 years? Discuss with a partner.

Critical Thinking

DEVELOPING READING SKILLS

READING SKILL Scanning for Details

Scanning helps you find important details quickly. When you scan, you move your eyes quickly over a reading passage and look for specific things. For example, you can **scan for numbers** to find times, dates, and amounts (e.g., 12:30, 2021, \$45). Or you can **scan for capitalized words** to find names of people and places (e.g., Charles Mann, Pakistan).

A SCAN FOR DETAILS Read the questions below. Write the type of information (a–d) you need to scan for. Some types of information can be used more than once.

- a. capitalized word (person)
- c. number (date)
- b. capitalized word (place)
- d. number (amount)

1. ____ Who discovered the North Pacific garbage island?
2. ____ When did he discover the island?
3. ____ Where was he sailing to when he found it?
4. ____ When did he use drones to research the island?
5. ____ How many pieces of plastic did the island contain in 2018?

B SCAN FOR DETAILS Scan the paragraph below to find answers to the questions in exercise A.

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

Recent Earth Days have focused on the issue of plastic pollution in our oceans. Many pieces of plastic end up in the ocean, where they can form giant “garbage islands.” The biggest of these is in the North Pacific. Charles Moore, a sailor, discovered the garbage island in 1997. He was sailing from Hawaii to California when he noticed many pieces of plastic around his boat. As an oceanographer, Moore decided to study the island. In 2014, he used drones to measure the amount of trash in the garbage island. He found that there was 100 times more plastic than previously measured. As of 2018, the island contained 1.8 trillion pieces of plastic.



C SCAN FOR DETAILS Scan the reading passage on pages 65–66 to find the information to answer the questions below.

1. What was the date of the first Earth Day? _____
2. What are two rivers that were polluted in 1970? _____
3. What percentage of people have enough food to eat today? _____



Video

The EcoArk

The EcoArk is an exhibition hall¹—and an unusual structure.² Its walls, for example, don’t use traditional materials, such as wood, stone, or concrete. Instead, they are made from recycled plastic bottles. These bottles are made into interlocking³ bricks.

A PREVIEW Look at the photo and read the caption. What is unusual about the EcoArk? Why do you think it uses this approach? Discuss your ideas with a partner.

Critical Thinking

B MAIN IDEAS Watch the video. Choose the correct options to complete the sentences.

1. Arthur Huang’s main aim is to show people that _____.
a. trash can be turned into buildings b. cities are too polluted
2. Huang believes his recycled bricks are ____ traditional building materials.
a. not quite as good as b. just as good as
3. Huang hopes the EcoArk will inspire people to _____.
a. stop throwing away plastic b. be excited about the future

C DETAILS Watch the video again. Read the sentences. Choose **T** for true or **F** for false.

1. The EcoArk uses glue to hold the bricks together. **T F**
2. The EcoArk’s walls are made from 1.5 million plastic bricks. **T F**
3. The EcoArk uses ideas from Chinese woodworking. **T F**

D EVALUATE Do you think we can use Huang’s plastic bricks for all new buildings in the future? What might be some disadvantages of this kind of building? Explain your reasons to a partner.

Critical Thinking

¹ An **exhibition hall** is a large building in which art or other items are displayed.

² A **structure** is any kind of building, such as a house.

³ If two things **interlock**, they fit together very well.

Reading 2

PREPARING TO READ

A BUILD VOCABULARY The words and phrases in **blue** are used in the reading passage. Read the paragraph. Then write the correct form of each word or phrase next to its definition.

One way to help the environment is to reuse old furniture instead of **throwing** it **out**. If you **damage** a piece of furniture, don't put it in the trash: Repair it or turn it into something new. For example, some people **recycle** old furniture as a hobby. They buy old furniture at yard sales or stores that sell used items. Then they paint it or change it in some way to **create** something new. Reusing or "upcycling" furniture in this way can protect the environment—we don't have to cut down trees to get **wood** for new tables and chairs.

- 1. _____ : (v) to make something new, particularly for the first time
- 2. _____ : (v) to harm something
- 3. _____ : (n) a material that comes from trees
- 4. _____ : (v) to use something again
- 5. _____ : (v) to get rid of something because you don't want or need it

B BUILD VOCABULARY The words in **blue** are used in the reading passage. Match each word to its definition. Use a dictionary to help you.

- | | |
|--------------------------|---|
| 1. _____ annoying | a. (adj) related to now or recent times |
| 2. _____ hidden | b. (n) a goal |
| 3. _____ modern | c. (adj) causing someone to feel a little angry |
| 4. _____ purpose | d. (v) to feel nervous or upset |
| 5. _____ worry | e. (adj) difficult to find |

C USE VOCABULARY Discuss these questions with a partner.

- 1. What do you **worry** about?
- 2. What do you do when someone writes **annoying** comments on social media?
- 3. What do you do with your old clothes? Do you **throw** them **out**? Or do you **recycle** them?

Critical Thinking | **D BRAINSTORM** What are some different kinds of art? What materials do artists often use to make art? Note your ideas. Then share them with a partner.

Critical Thinking | **E PREDICT** Look at the photos and read the title of the reading passage. How do you think these trolls help the environment? Discuss with a partner.

Two children play with Gro, one of Thomas Dambo's trolls in the Coastal Maine Botanical Gardens, Maine, U.S.A.



A Seventeen heads sit on shelves at a warehouse in Copenhagen, Denmark. The heads are over one meter tall and are waiting to be attached to bodies. They are the work of Danish sculptor Thomas Dambo. Dambo **creates** huge trolls from "trash **wood**"—wood that he finds on the ground or that people don't want anymore.

B When they are completed, Dambo puts the trolls outside in green spaces. One project—The Great Troll Folk Fest—featured five- to seven-meter-tall trolls placed in parks around Denmark. If you can't get to Denmark to find a

troll, don't **worry**. Since 2014, Dambo has put trolls in other green spaces around the world—such as South Korea, China, Puerto Rico, France, and the United States.

C Dambo uses trash wood he finds in each country to make the trolls. For a project in Culebra, Puerto Rico, Dambo **recycled** plywood that had covered windows during a hurricane. In Maine, U.S.A., he used old pallets¹ from a local hardware store. To make the troll's hair for The Great Troll Folk Fest in Denmark, he used fallen branches and twigs from local forests.

¹ Pallets are flat frames made of wood used for carrying heavy items.

D Dambo’s work has a **purpose**: He wants the trolls to connect us to nature. Because they are often **hidden** in parks, you have to walk among the trees to see them. During The Great Troll Folk Fest, Dambo gave clues² about each troll’s location on social media. “It’s kind of a treasure hunt³ for families,” Dambo says. Once you find a troll, you can interact with it. For example, one troll has an open mouth for you to climb through.

E Using trash wood to connect people with nature sends a message. Dambo hopes that people think twice about doing things that **damage** the environment. He hopes that people see that trash can be turned into something beautiful. If we “**throw** the world **out**,” says Dambo, “then we’ll have a world with no mountains, no woods.” And no places where we might find trolls.



Artist Thomas Dambo in front of one of his trolls

Trolls Through Time

Stories about trolls have been around for hundreds of years. They first appeared in Scandinavian stories in the 12th century. In some stories, trolls help people find treasure. Mostly, however, trolls are unpleasant creatures. Trolls appear in **modern** fiction, too—such as *The Lord of the Rings*. Today, we sometimes use the term *trolls* for people who write **annoying** comments online.



UNDERSTANDING THE READING

A UNDERSTAND MAIN IDEAS Choose the best alternate title for the reading passage.

- a. Finding Trash to Clean the Forests
- b. Recycling Used Wood to Make Art
- c. Making Art About the History of Trolls

B UNDERSTAND MAIN IDEAS OF PARAGRAPHS Look back at the reading passage. Match each main idea below to one of these paragraphs from the passage: **B, C, D, E**.

- 1. ____ Thomas Dambo’s goal is to bring people together with nature.
- 2. ____ Every troll is built using wood from that country.
- 3. ____ Dambo hopes the trolls make people look after the Earth.
- 4. ____ Dambo puts the trolls in natural places around the world.

C UNDERSTAND DETAILS Complete the sentences. Use two words from the reading passage for each sentence.

- 1. Thomas Dambo’s troll sculptures are made from “_____”—recycled or found wood.
- 2. He put trolls from The Great Troll Folk Fest project in green spaces _____.
- 3. Dambo sometimes puts information on _____ to help people find his trolls.
- 4. One troll is so big that people can go through its _____.
- 5. Today, we often use *troll* to refer to people who write _____ on social media.

D SCAN FOR DETAILS Scan the reading passage and write a short answer to each question.

- 1. Where is Thomas Dambo’s warehouse? _____
- 2. How tall is the tallest of Dambo’s Great Troll Folk Fest trolls? _____
- 3. When did Dambo start building his trolls in countries outside of Denmark? _____
- 4. Where did Dambo use plywood to build his trolls? _____
- 5. When did stories about trolls first appear? _____

E ANALYZE Do you think Dambo’s work can help the environment? Discuss your reasons with a partner.

Critical Thinking

F APPLY If Dambo wanted to put his trolls in your city, where should he put them? Note your ideas below. Then share your ideas with a partner.

Critical Thinking

I think _____ because _____.

VOCABULARY EXTENSION

WORD LINK *re-*

The prefix *re-* means “again” or “back.” It is added to some verbs to show that the action is being done again, as in *replay*.

A Complete the paragraph with the words below. One word is extra.

- recycled remove replay rethink reuse

We throw out over 1.3 billion tons of trash every year. So, how can we start throwing out less? Environmentalists say that we need to ¹_____ our definition of trash. For example, most paper packaging isn’t trash. Old paper can easily be ²_____ into new paper products. Also, instead of throwing something out, we could keep it and ³_____ it. For example, we could keep a glass soda bottle and use it as a vase for flowers. Hopefully, more and more people will ⁴_____ items from their trash so there is less of it.

WORD PARTNERS **Antonyms**

Antonyms are words that are opposite in meaning. For example, the words *tall* and *short* are antonyms.

B Match each word or phrase to its antonym. Use a dictionary to help you.

1. ____ create a. clean up
2. ____ take b. increase
3. ____ decrease c. sick
4. ____ pollute d. give
5. ____ healthy e. destroy
6. ____ throw out f. keep

C Choose four of the words in Exercise B and write a sentence using each one.

EXPLORING WRITTEN ENGLISH

A NOTICE Read the sentences below. Circle the simple past tense verbs.

1. Millions of people paraded through the city.
2. It was the first Earth Day.
3. The crowd had mixed feelings.
4. Some people spoke to the crowds.
5. Many people did not have enough food.

LANGUAGE FOR WRITING **Using the Simple Past Tense**

We use the simple past tense to talk about events that began and ended in the past.

For affirmative statements with *be*, use *was* or *were*.

*The Earth **was** in trouble.*

*Some rivers **were** polluted.*

We add *-ed* to most verbs to form affirmative statements in the simple past tense.

*Smog **covered** many big cities.*

Some verbs have irregular past tense forms in affirmative statements. We do not add *-ed* to them.

<i>buy—bought</i>	<i>find—found</i>	<i>have—had</i>	<i>take—took</i>
<i>do—did</i>	<i>go—went</i>	<i>make—made</i>	<i>tell—told</i>

For negative statements with *be*, use *was not* / *wasn’t* or *were not* / *weren’t*. For negative statements with other verbs, use *did not* / *didn’t* with the base form of the verb.

*Rivers **were not** safe to swim in.*

*Many of the problems **did not get** worse.*

Go to page 205 for the Grammar Reference.



A button from the first Earth Day in 1970

B APPLY Complete each sentence with the affirmative simple past form of a verb from the box below. More than one answer may be possible.

attend be go happen have learn think

1. The first Earth Day _____ in 1970.
2. On that Earth Day, many experts _____ the world was doomed.
3. The environment _____ badly polluted.
4. Fortunately, a lot of the experts _____ wrong.
5. Millions of people _____ Earth Day events last year.
6. My friends and I _____ to a big celebration at the park by my house.
7. It _____ a really fun event.
8. Thousands of people _____ there.
9. I _____ a lot of useful things about how to protect the environment.
10. We _____ a great time.

C APPLY Complete the sentences. Use affirmative or negative simple past forms of the verbs in parentheses.

My friend buys old furniture and recycles it. I ¹ _____ (want) to learn how to do that, so I ² _____ (ask) her to teach me. We ³ _____ (go) to three yard sales last weekend, but we ⁴ _____ (not find) anything. We ⁵ _____ (try) again this weekend, and we ⁶ _____ (buy) a table and four chairs. Two of the chairs ⁷ _____ (be) broken. My friend ⁸ _____ (show) me how to fix them. At first, I ⁹ _____ (not do) a very good job, but my friend ¹⁰ _____ (help) me. Now I have a beautiful table and four chairs in my kitchen!

D REFLECT Use the simple past tense to complete the sentences about yourself.

1. Last weekend, I _____
2. This morning, I _____
3. Yesterday, I didn't _____
4. On Friday night, I _____
5. Last month, I didn't _____
6. Last vacation, I _____

WRITING SKILL Supporting the Topic Sentence

As you saw in Unit 3, a paragraph usually has a topic sentence that states the main idea. The other sentences in the paragraph support the main idea. There are two types of supporting sentences: **supporting ideas** and **details**.

Supporting ideas give the important points about the main idea. For example, supporting ideas can give reasons, describe events, or tell the steps in a process.

Details give more information about the supporting ideas. Details include facts, statistics, examples, or explanations.

You can link supporting sentences with the connecting and ordering words from Units 2 and 3.

E Underline the three supporting ideas in this paragraph.

When I'm really stressed, I spend time in nature to feel more relaxed. One way I like to relax is by going hiking. For example, I went hiking in the mountains last week. The sun was warm, and the air was so clean. I also relax in the park near my school. I listen to the birds and insects near the beautiful flowers. Another way I relax is to go to the beach on weekends. Last weekend, my friends and I met at the beach and swam in the water. The water was so refreshing.

F Read the topic sentence below. Then check (✓) three supporting ideas for the topic sentence.

Topic sentence: People in my city don't recycle very much, but there are a few ways we could get them to recycle more.

- ☐ 1. Some people use trash to create art.
- ☐ 2. Schools can teach students how to separate their trash for recycling.
- ☐ 3. San Francisco has a very successful recycling program.
- ☐ 4. We can have more recycling bins to make it easier for people.
- ☐ 5. The city can give people rewards for recycling their trash.

G Now write a detail for each supporting idea in Exercise F. Then share your sentences with a partner.

1. _____

2. _____

3. _____

WRITING TASK

GOAL You are going to write a **paragraph** on the following topic:
Describe an amazing time you had in nature.

A BRAINSTORM List two places that you went to in nature. Note down three amazing experiences that happened in each place.

Places	Experiences (What did you do or see there?)
	1. 2. 3.
	1. 2. 3.

B GIVE DETAILS Choose one of the places from Exercise A. Note down adjectives that describe your experiences (e.g., exciting, beautiful, delicious).

Experience 1: _____

Experience 2: _____

Experience 3: _____

C PLAN Use the information above to complete an outline for your paragraph.

OUTLINE

Topic: An Amazing Time in Nature

Topic Sentence: I had an amazing experience in _____

Supporting Idea (Experience 1): _____

Details: _____

Supporting Idea (Experience 2): _____

Details: _____

Supporting Idea (Experience 3): _____

Details: _____

D FIRST DRAFT Use the information in your outline to write a first draft of your paragraph. Use the simple past tense. Refer to the writing model below to help you.

WRITING MODEL

I had an amazing experience in Alaska two years ago. We took a boat ride into the Pacific Ocean. The boat was small but very fast and the wind blew my hair all over the place. The next day we hiked up a mountain. Even though it was warm, the mountains had snow on the top. We heard bald eagles calling to each other. We also had some interesting meals. I ate reindeer hot dogs that were very spicy.

E REVISED DRAFT Now use the questions below to revise your paragraph.

- ☐ 1. Are all your sentences about your time in nature?
- ☐ 2. Did you include three supporting ideas?
- ☐ 3. Did you include at least one detail for each experience?
- ☐ 4. Did you use the simple past correctly?

F FINAL DRAFT Follow these steps to write a final draft.

- 1. Check your revised draft for mistakes with simple past verb forms.
- 2. Now use the checklist on page 203 to write a final draft. Make any other necessary changes.
- 3. Work in pairs and read your partner’s final draft. Give feedback on each other’s paragraphs.



SELF-ASSESS Consider the language and skills you learned in this unit.

How well can you . . . ?	Very well	Pretty well	I need improvement
use the key vocabulary from this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
analyze graphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
scan for details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the simple past tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
support the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A VOCABULARY Do you remember the meanings of these words and phrases? Look back at the unit and review the ones you don't know.

annoying	average	condition	create <small>AW</small>	damage
deal with	environment <small>AW</small>	expert <small>AW</small>	healthy	hidden
improve	increase	modern	pollute	purpose
recycle	throw out	trend <small>AW</small>	wood	worry

B VOCABULARY EXTENSION Complete these tasks with a partner.

1. Choose the verbs that you can add the prefix re- to.

cycle eat improve move play sleep think use

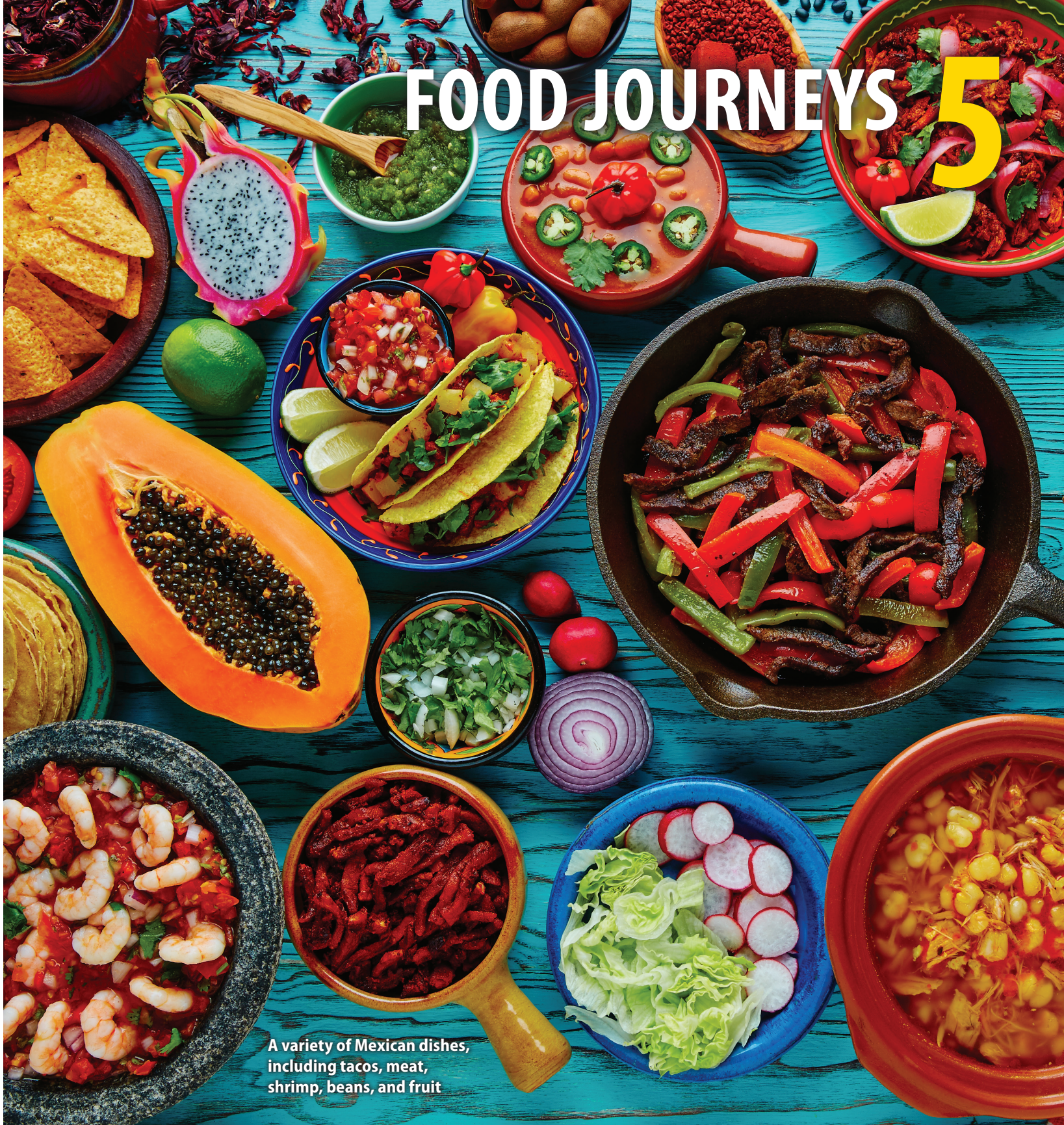
2. Write an antonym for each word below.

increase: _____ throw out: _____ give: _____ clean up: _____

C READING SKILLS Work with a partner. Turn to a reading passage in another unit in this book. Scan it for names and dates.

D LANGUAGE FOR WRITING Work with a partner. Tell your partner three of the most exciting things that happened to you last week. Use simple past tense statements.

SELF-ASSESS Look back at the chart above. Did you assess your skills correctly? What skills or language do you still need help with?



A variety of Mexican dishes, including tacos, meat, shrimp, beans, and fruit

IN THIS UNIT, YOU WILL:

- Read an article about a global food journey
- Watch a video about the diet of people in Greenland
- Read an article about food blogs
- Write about why people share pictures of food online

THINK AND DISCUSS:

1. Look at the photo above and read the caption. What do you see in the photo? Do people eat this kind of food in your country?
2. Skim through the unit. What types of food do you see?