

Lift

TEACHER'S BOOK

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Nonie K. Lesaux

National Geographic Learning,
a Cengage Company

Lift Level 3 Student's Book

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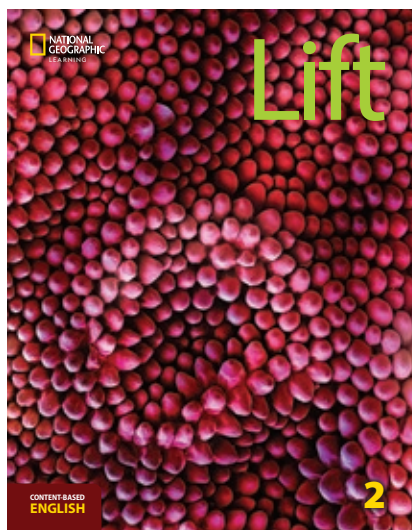
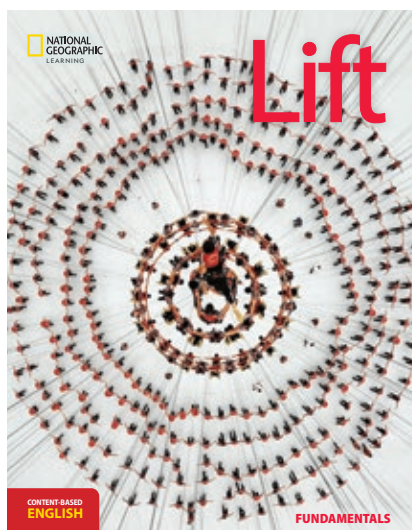
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PROGRAM OVERVIEW AND FEATURES

Lift prepares multilingual teenagers with the academic language and literacy skills they need to study cross-curricular subjects and literature from around the world, participate in academic discussions, and apply themselves in and out of the classroom.



- Guided explorations of literature and nonfiction, supported by stories told by photography and video, help learners make connections across disciplines.
- A structured approach to skill building, including textual analysis, close reading, and research, trains students for continued academic success in English.
- Academic speaking and writing practice in every lesson prepares learners to make valuable contributions in the classroom.
- Service-learning projects, inspired by the work of National Geographic Explorers, encourage learners to make a difference in their schools, their communities, and the world.
- Digital teaching and learning tools hosted on the Online Practice platform help teachers plan, prepare, teach, and assess their classes.

Lift supports Common Core State Standards for English Language Arts & Literacy and other global standards and frameworks.

PROGRAM ADVISOR: NONIE K. LESAUX



NONIE K. LESAUX

Harvard Graduate School of Education

Nonie K. Lesaux began her collaboration with National Geographic Learning more than ten years ago as an advisor for Reach, an English language and literacy program for elementary school students. She currently serves as the program advisor for Lift, National Geographic Learning's new Content-based English series for multilingual teenagers.

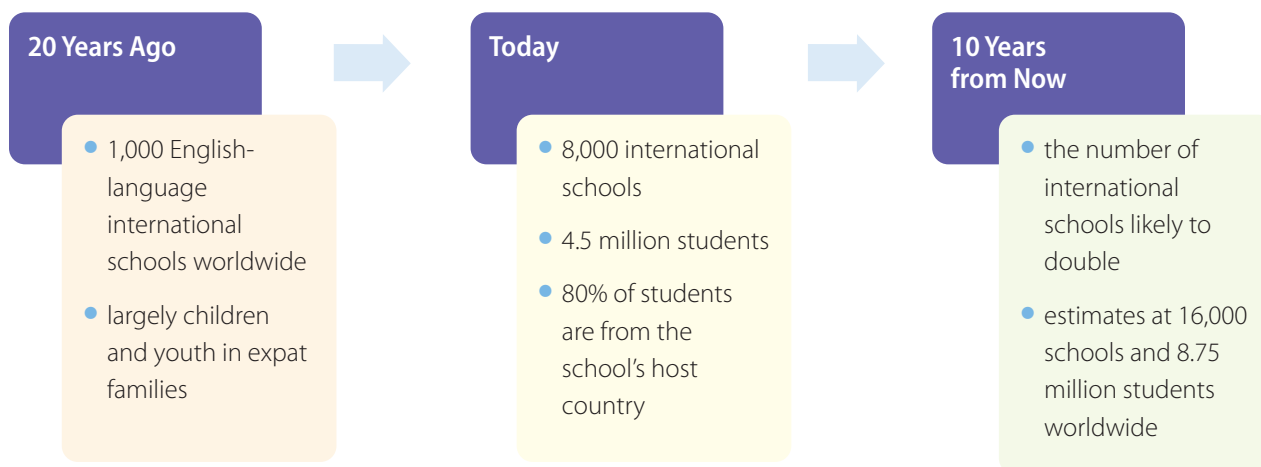
THE SHIFTING LANDSCAPE OF GLOBAL LEARNERS

Nonie K. Lesaux's research into global language and literacy learning has led to a deeper understanding of what is needed to meet the needs of today's adolescent learners worldwide. She says: "The model for English-Medium Instruction* hasn't kept pace with population growth and changes, coupled with rapid social and economic development, over the last two decades. The landscape of what it means to be educated and what constitutes being literate has changed. The next generation needs advanced literacy and communication skills, critical thinking and problem-solving skills, awareness of global issues, and an understanding of diverse cultures. Where 20 years ago, there were only 1,000 international schools around the world, largely serving children and youth of expat families, today there are 8,000 international schools serving 4.5 million students—80% of whom are from the school's host country. By the way, these numbers are estimated to double in the next decade."

This tremendous growth in the population, and growth in diversity of the population, is coupled with dramatic shifts in the skills our students need to thrive today.

* English-Medium Instruction is designed for multilingual learners who live in non-English-speaking countries and are developing social and academic English skills.

A Large, Diverse, and Growing Population



ISC Research, The Atlantic, 2018

Why Key Shifts in English-Medium Instruction?

1

Millions of students around the world share the goal of attaining academic success in English.

This growing population is characterized by vast diversity—of backgrounds and experiences.

2

Globalization and economic and social development demand new skills.

Today's youth need advanced literacy and communication skills, critical thinking and problem-solving skills, and global and cultural knowledge and competencies.

3

The model for English-Medium Instruction has not kept pace with these rapid changes.

There is a pressing need to rethink the approach in order to meet learners' needs and the demands of today's global context.

KEY SHIFTS IN CURRICULUM DESIGN

Through her research, Lesaux recognized that globalization and social and economic development demand new skills of the next generation, and that key shifts in curriculum design are needed in order to develop these competencies, which include:

- advanced literacy and communication skills
- critical thinking and problem-solving skills
- the ability to work with new information to solve problems and influence others
- the ability to work in fluid, team-based settings
- global and cultural knowledge and competencies.

Lesaux says this about the key shift in curriculum design: "My research was clear that if we were going to improve learning outcomes for our growing and diverse population of learners, we needed a 'knowledge-building approach' to language and literacy instruction—an approach that places rich content and engaging text sets at its core and focuses on what I think of as three design principles: 1) go for depth of learning; 2) focus on the learning process; 3) make learning interactive."

THE RESULT OF COLLABORATION AND RESEARCH

Lesaux says that she was attracted to the project because the curriculum designers were looking closely at the latest research, were open to thinking differently about building students' language and literacy skills, and were guided by National Geographic Learning's mission: to "bring the world to the classroom and the classroom to life."

After years of planning, the result of Lesaux's latest collaboration with National Geographic Learning is *Lift*. *Lift* fulfills the needs of the next generation of global learners by engaging students with rich content and materials that are relevant to their everyday lives and challenges. Content is built around thought-provoking unit themes that build depth of knowledge and offer regular opportunities for inquiry, discussion, and collaboration with peers. This approach taps adolescents' innate social nature and harnesses the benefits of interactive learning.

Lift is an innovative curriculum that not only builds the language and thinking skills necessary for discourse and success—it also helps students become globally-minded citizens who are ready for the challenges of tomorrow.

AUTHENTIC CONTENT WITH A GLOBAL PERSPECTIVE

READING SELECTIONS

In *Lift*, learners develop literacy and language skills through authentic content with a global perspective. Learners are guided through explorations of literature, nonfiction texts, videos, and infographics to inspire learning and help them make connections across disciplines.

Representative literature

allows students to see reflections of their own lives, as well as the experiences of others from around the world.

Classic and contemporary authors and poets, from

Leo Tolstoy and Robert Frost to Cao Wenxuan, Naomi Shihab-Nye, and Pablo Neruda, introduce students to the very best that literature has to offer.

Read and answer the questions: **Why are Bronze and Sunflower at the reed marsh? What triggers their fear?** As you read, underline any parts of the text you have questions about or find confusing.

from
Bronze and Sunflower
by Cao Wenxuan



140 Unit 3 Overcoming Fear

"Bronze and Sunflower" is an excerpt from Cao Wenxuan's novel of the same name. Sunflower is the name of the young girl from the story, and Bronze is her friend. When Sunflower's father dies, she goes to live with Bronze's family, and he becomes a brother to her. As this excerpt begins, insects have eaten the plants and crops where they live. Sunflower and Bronze set off to find food for the family.

FOCUS

1 One day, Bronze and Sunflower set out with the buffalo toward the reeds. Bronze walked along, leading the buffalo and balancing a spade¹ across his shoulder.

2 On the buffalo with a basket on her back.

3 go into the reeds and dig up a basket of roots. Bronze knew that the deeper they went, the sweeter the roots would be. In the sun already grown new leaves; it was hard to tell if locusts² had swept through and stripped weeks before.

4 From the buffalo's back, Sunflower saw rising and falling like waves on the sea and pools of water shimmering silver in the sun pools, she saw birds in the sky: wild ducks, she couldn't name.

5 She was hungry.

6 "Are we nearly there?" she asked Bronze.

7 He nodded. He was hungry, too. He'd been long time, so hungry that his head felt heavy.

8 light, and the images before his eyes kept slipping to keep going. He wanted her to taste the berries that oozed sweet juice the moment you Sunflower looked around. Their village already disappearing into the distance. They were by reeds. She felt scared.

FOCUS

¹ spade: a tool with a flat blade
² locust: a kind of insect
³ plagues of locusts: huge swarms of grasshopper-like insects that destroy crops

Bronze



About the Author:
Cao Wenxuan
(b. 1954)

Cao Wenxuan is one of China's most famous authors. In his stories, he explores what it means to be human.

Read and answer the question: **How is water harvested from fog?** As you read, underline any parts of the text you have questions about or find confusing.

Bringing Water to the Driest Desert on Earth
by Nick Lavars
from New Atlas



1 "It's easy for people in the cities... They turn on the tap, and they have water with which to wash and drink. Here, it is a much more complicated issue." Agricultural expert Daniel Rojas was referring to Ivria Blanca, Chile. The remote community is located on the edge of the Atacama Desert, the driest non-polar desert on Earth. Rain is incredibly scarce in the north of Chile. The country has suffered a severe drought¹ for years. Geographers fear that the desert will permanently expand south and destroy historically fertile farming land.

2 There are few inexpensive, efficient ways to get water. The 400,000 people in the mining city of Antofagasta rely on desalinated² water from the ocean, while smaller towns often have it delivered by trucks. The smaller the community, the harder it is to get a reliable source of water.

3 This is evident in the tiny fishing communities along Chile's coastline, where the desert meets the sea. The country's coasts survive on around eight centimeters of rain each day. But because of how little water there is, Chile's scientists are exploring a pipeline to provide tap water to the Driest Desert on Earth.

Read and answer the question: **According to the presentation, what two factors affect our happiness?** As you read, underline any parts of the text you have questions about or find confusing.

Happiness Might Be GENETIC
by Professor Meike Bartels



1 I am a scientist on a mission. My mission as a scientist is to provide you with evidence, to give you numbers, and to help you use these numbers to change the world. So, I'm going to talk about the biology of well-being. But first, we have to realize that we are all different. Some people are happy, other people are less happy, and it's important to know why. I'm going to introduce you to the connection between the human genome and its exposure to the environment, and what that means for human well-being.

2 When we consider the population of a country, a portion of people don't feel happy. But the majority of people do feel happy. So we need to know why some people develop negative feelings and others are happy. Most research has compared the well-being of different groups—for example, people in different countries, or people with children compared to people without children, or people that are married compared to people that are not married, or people that have a high income compared to people that have a low income. Studies compared the average person in one of these groups to the average person in another. And surprisingly, the results are mixed. We often forget that we are all different. Some people with children are more or less happy than people without children.

3 In studying the differences between people, my group focused on the human genome. Are there places on the human genome

192 Unit 4 Happiness

Content-based nonfiction

articles investigate timely topics like artificial intelligence, threats to our ecosystems, the dangers of climate change, and access to water.

Essays, interviews, articles, biographies, memoirs, and more explore subjects ranging from ancient civilizations to contemporary scientific research.

STORIES TOLD THROUGH PHOTOGRAPHY AND VIDEO

UNCOVER THE STORY

THE ANATOMY OF SPEED

The cheetah is the fastest land animal. Cheetahs can accelerate to more than 60 miles (96 km) per hour in three seconds—faster than a race car! Every part of a cheetah's body is built for speed.

Propulsive power
A strong and very flexible spine helps a running cheetah reach strides of more than 25 feet (7.5 meters). For half that length, the cat is in the air.

LUNGS

HEART

AIRWAY

Maximum air intake
Large nasal passages allow cheetahs to take in a lot of air.

Oxygen delivery
Oversized lungs and a large heart distribute the enormous amounts of oxygen that cheetahs need to run at top speed.

Front legs
Upper leg muscles attach to shoulder blades in a way that lengthens the cheetah's stride. A cheetah's claws never completely retract, and this lets the claws dig into the ground for traction. The claws act like a human sprinter's shoes.

Balance and steering
The design of a cheetah's tail allows the cheetah to change direction quickly. This helps the cheetah catch its prey.

Back and front legs
Long, slender bones increase the cheetah's stride. The way muscles connects to bone helps the cheetah to accelerate rapidly.

Examine the Graphic

Use details from the graphic to respond to the questions. Discuss your responses with a partner.

1. What is something the graphic makes you wonder?

2. What is something you find surprising?

3. What are some of the benefits of the cheetah's anatomy?

4. How do a cheetah's claws and tail contribute to its speed?

5. Look at the cheetah's head. Where is the cheetah looking? How do you think its head position benefits the cheetah?

Make Connections

Discuss your responses with a partner.

1. Would you rather have the speed of a cheetah or the communication skills of an elephant? Why?

2. Cheetahs are the fastest land animals, but they only catch their prey about 50 percent of the time. What does this tell you about the animals they hunt?

Reflect

Use ideas from the graphic and your discussions to answer the question: What lessons from the cheetah could help you to run faster? List three.

1.

2.

3.

UNCOVER THE STORY helps students build visual literacy by “uncovering the story” behind a National Geographic photograph, infographic, or a work of fine art.

VIDEO CONNECTION

What are the qualities of a good friend?

Players and spectators enjoy a game of volleyball in Afghanistan.

First Thoughts

What do you think are the three most important qualities of a friend? Discuss your ideas with a small group.

Viewing Skill: Use Visuals to Understand Key Ideas

Speakers often use visuals to help their audience understand and remember their most important ideas. Visuals can be literal. For example, a speaker describing a place might show a picture of that place. However, visuals can also be figurative. For example, a speaker describing emotions might show the sun to represent “happiness.” Watch closely for both types of visuals.

Apply the Skill

▶ Watch “Friendship Basics.” Match each visual with the idea it represents.

Visual	Idea
1. hiking shoes	a. loyalty
2. smiley face balloons	b. empathy
3. east/west flags	c. reciprocity
4. an alarm clock	d. shared interests
5. a volleyball	e. respect

▶ Watch again. Write a definition for each word or phrase below.

shared interests empathy respect loyalty forgiveness reciprocity

Understand and Analyze

▶ Watch again. Answer the questions. Support your responses with evidence from the video.

1. Explain

How are the questions of how to keep a friend and what makes a good friend related?

2. Infer

Who is Chad, and why does the speaker mention him?

3. Infer

How do the east/west flags represent a key idea?

4. Analyze

Why is volleyball a useful visual? How does it help you understand a key idea?

Share Your Perspective

1. Consider a time when you were a good friend. Which friendship basics did you display?

2. Consider a time when you were not a good friend. Which of the friendship basics did you not display?

3. Which friendship basics are most important to you? Rank them from 1 (most important) to 6 (least important). Explain your reasoning.

Discussion Frames

Recall a time when ...
I consider/don't consider ... important because ...
My reasoning is that ...
Can you explain why ...?

TAKE ACTION

Invention Tips for Young People

EXPLORER IN ACTION

David Moinina Sengh is a researcher and scientist.

Artificial limbs can improve the lives of people who have lost an arm or a leg, but they can also be painful to wear. National Geographic Explorer David Moinina Sengh used data and technology to solve this problem during his five years at the MIT Media Lab. The prosthetics he designed are made with a 3D printer and greatly improve the fit of the limb, decreasing pain for the wearer. His solution has had a global impact and has positively affected the lives of amputees in his home country of Sierra Leone.

Sengh believes being smart doesn't mean much unless you use your intelligence to improve people's lives. He thinks sharing ideas, asking for help, and combining new ideas with old ones are some of the key ways young people can solve real-world problems.

▶ Watch the video to learn more.

1. Sengh says he is a problem-solver, but he's not sure if he's an inventor. Do you think the two are the same or different?

2. Sengh thinks that asking for help can solve world problems. What do you think he means?

David Sengh holds an artificial limb.

How Will You Take Action?

Choose one or more of these actions to do.

Personal

Research experts' thoughts on intelligence.

1. Search online for quotes about intelligence. Choose a quote that inspires you.

2. Summarize the meaning of the quote in a few sentences.

3. Make a poster. Illustrate the quote and the summary with art or photos. Share your poster with your family or friends.

Local

Conduct research on brain variation.

1. Form small groups and assign one neurodiverse condition to each: ADHD, autism, dyslexia, dyspraxia, and dyscalculia.

2. Assign one person in each group to research and summarize one aspect of the condition: characteristics, challenges, or strengths.

3. Based on your research, make a plan for how your group can learn more about and reach out to neurodiverse people in your community.

Global

Explore how artificial intelligence may solve global problems.

1. In a small group, brainstorm several global problems you would like to see solved.

2. Search online to find out whether artificial intelligence is being used to solve these problems. Share your research with your classmates.

3. Based on your research, make a plan for how your group can learn more about and reach out to neurodiverse people in your community.

School

Develop a class brain bank.

1. Write 3–5 ways that you are intelligent. If you can't think of enough ideas, ask your friends or family for their ideas about you.

Example
I am at broken things.

2. Make a class list of everyone's expertise. Offer to help when students need your expertise. Ask for help when you need it.

Reflect

1. Reflect on your Take Action projects. What was successful? What do you wish you had done differently? Why?

2. Reread your response to the Essential Question What is intelligence? in Connect Across Texts. How did your Take Action projects change or add to your response?

3. What will you do differently in your life because of what you learned in this unit?

TAKE ACTION includes a video and features a National Geographic Explorer to inspire students to make a difference in their schools, their communities, and the world through their own service-learning projects.

FM9

www.frenglish.ru

LITERACY SKILL BUILDING & ENGLISH LANGUAGE DEVELOPMENT

Lift combines a structured approach to academic skill building with an interactive classroom environment. Multilingual learners acquire, expand, and practice language, which leads to continued academic success.

LITERACY SKILLS

UNIT LAUNCH

ESSENTIAL QUESTION
What impact can clean water have on the world?

Explore the Essential Question
Think: Write your ideas about the Essential Question in the Unit Concept Map.

Respond Write one or two sentences to respond to the Essential Question.
Discuss Your Ideas Use your Unit Concept Map and your response to share your ideas with the class.

Discussion Frames
Clean water is important because...
Another reason is...
For example, we need clean water to...
Why do you believe that...?

58 Unit 2: Clean Water for the World

An **ESSENTIAL QUESTION** in every unit sparks critical thinking, generates debate, and encourages curiosity.

Discussion Frames

Clean water is important because ...
Another reason is ...
For example, we need clean water to ...
Why do you believe that ...?

DISCUSSION FRAMES provide support for academic discussions and presentations.

Students **SHARE OPINIONS** and focus on the deeper analysis and reflection that comes after rereading.

Reading Skill: Describe a Story's Plot **W.4.2**
At the center of every story is a conflict. The writer reveals the conflict through the **plot**, which is the sequence of events in the story. To describe a plot, identify the following elements:

- Exposition:** The exposition introduces the main characters and the setting of the story.
- Rising action:** These events develop the main character and introduce the conflict.
- Climax:** The climax is the most exciting and important event in the story.
- Falling action:** These events lead to the conclusion of the story. The climax ends, and the reader can fully predict the ending.
- Resolution:** The resolution provides details that show how the conflict is solved.

Skill in Action
Study the plot map that shows the events in the fable "The Dappled Boy and the Wolf." How does the first event begin the action and lead to the climax?

A Long Walk—Naya's Story 61

READING SKILL and **STRATEGY** instruction helps students to develop the language and thinking needed to support strategic reading and demonstrate their understanding.

SHARE OPINIONS

Read Again
Read "What Animals Think and Feel" again. As you read, circle details from the text that help you respond to this question:
How do elephants show that they think and feel?

Reflect and Respond
Choose three details you circled in the text to complete the idea web.

Use your idea web to respond to the question: How do elephants show that they think and feel?

Discuss Your Response
Share your ideas with the class. Write one new idea you hear.

Respond to the Guiding Question
Write a response to the question:
What do animals think and feel?
Use evidence from the text, your discussion, and your life. Use the Discussion Frame to help you. Use the rubric to check your response.

Discussion Frames
In my opinion...
We reason for this...
One detail that supports my opinion is...
Another point of view is...
I agree/disagree with that opinion because...

Response Rubric
A good response will:
✓ state your opinion
✓ provide support for your opinion from the reading, the discussion, and your life
✓ use academic vocabulary to share ideas

Research W.4.4.4
Choose one of these topics. Research the topic to learn more about it.
• Examples of communication in one species of social animals (such as dolphins, monkeys, wolves, bees, or penguins)
• Characteristics of animals that live in groups

Follow these steps:
1. Make notes about what you already know about the topic.
2. Write three questions you have about the topic.
3. Research the topic to find answers to your questions.
4. Write your answers to the questions.
5. Present what you learned to a small group.

What Animals Think and Feel 225

PERFORMANCE TASK: WRITING

Assignment: Write a Fictional Narrative **W.4.3**
When you write a fictional narrative, you use your imagination to tell a story. A narrative can focus on a single event or a series of related events.

Your fictional narrative should include:
• an introduction that describes the main character and the setting
• body paragraphs that provide descriptive details about the character and events
• transition words and phrases that indicate the sequence of events
• a conclusion that provides a logical ending to the story

Explore the Model
Read the fictional narrative. Notice how the transition words and details help to tell the story. Identify the details and transitions. Think about how they help tell the story.

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PERFORMANCE TASK: SPEAKING

Assignment: Read Your Narrative Aloud **W.4.3**
For this assignment, you will read your fictional narrative aloud in front of the class and/or record it for other students to hear. As you read aloud, use these strategies to get your audience interested and help them to understand your narrative:
• Vary your speaking tone, pace (speed), and volume.
• Use gestures.

Plan
Read your narrative again. Identify sections where you can change your voice to reflect the feelings, actions, and mood of the narrative.

Feeling/Action/Mood	Section of Narrative (Introduction, Body, Conclusion)	Voice Change (loudly, soft, quickly, slowly, sadly, excitedly, angrily, etc.)
When the character feels...		
When the character experiences...		
When the mood is...		
Words I need to practice pronouncing:		

Practice
Read the checklist below. Then practice reading aloud with a partner. Your partner should complete the checklist for you and use it to give you feedback before you read aloud in front of the class.

☐ Did the reader make eye contact?	Feedback Frames The best part of your presentation was... I really liked your description of... What you did best was... One suggestion for improvement is...
☐ Did the reader pronounce the words in the narrative correctly?	
☐ Did the reader vary his or her volume during the reading?	
☐ Did the reader vary his or her pace during the reading?	
☐ Did the reader vary his or her tone during the reading?	
☐ Did the reader use gestures and change expressions to reflect the feelings, actions, and mood of the narrative?	

Present
Read your narrative aloud in front of the class.
• Wait until your audience is quiet and ready. If you are recording, be sure to start recording before you begin telling the story.
• State your name and the title of your fictional narrative.
• As you are reading, make eye contact and speak clearly and loudly enough to be heard.
• Thank your audience for their attention.

Reflect
Discuss the questions with a small group.
1. Was it easy for you to identify a situation to write about? Why or why not?
2. Is any part of your narrative based on real people or events?
3. Which part of the narrative was most difficult to write?
4. Which part of the narrative did you most enjoy reading about?

52 Unit 1: Intelligence

Performance Task 53

PERFORMANCE TASKS provide opportunities to engage with the unit's theme in interpretive and expressive ways.

LANGUAGE SUPPORT

PREPARE TO READ: Fear on the Brain



How can understanding fear help us respond to it?

First Thoughts
Think about these questions and make notes about your responses. Then share your ideas with a partner.

- How do you know you're scared?
- What does fear feel like in your body?
- Why do you think that your body's reactions to fear are automatic?

Discussion Frames

I know I'm scared because ...
Additionally, ...
I think these responses happen because ...
How do you feel when ...?
How do you know that ...?

Key Vocabulary
PRACTICE Use context to determine the meaning of each word in bold. Then match the word to its definition.

Can you remember the last time you woke up from a nightmare? What was the first **emotion** you felt? Did you **panic**? The **experience** of dreaming about being in danger leaves most people upset. It can be difficult to calm down when scary events seem so real. In fact, some people kick, hit, or take another **defensive** action while dreaming. It's a human **reflex** to defend ourselves from an attack. If you find yourself awakened from a nightmare, there are **deliberate** actions you can take to relax. Simply repeating the phrase "I'm okay" can bring calm. Breathing in for four to six seconds and then slowly breathing out can also help calm a racing heart.

1. defensive
2. deliberate
3. emotion
4. experience
5. panic
6. reflex

- a. a feeling, such as love, hate, happiness, sorrow (n.)
- b. an event; something that happens (n.)
- c. a quick reaction (n.)
- d. to respond with uncontrolled fear to possible danger (v.)
- e. done in a planned way (adj.)
- f. good for protection or keeping something safe (adj.)

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KEY VOCABULARY and ACADEMIC VOCABULARY

lessons introduce terms that students need to know in order to read the text, discuss it, and write about it.

Academic Vocabulary
Use these words to express your ideas throughout the unit.

PRACTICE 1 Use context to determine the meaning of each word in blue. Then match the word to its definition.

- Students achieve more when their **perception** is that they are in control of their learning.
- In some cultures, believing their children can succeed plays a **significant** role in parenting.
- The **consequence** for not completing an assignment is a note home to your parents.
- To encourage independence, parents should **reinforce** the idea that children can do things for themselves.
- Significant brain development **occurs** in the preteen years.
- A **mature** person takes responsibility for his/her actions.

Word	Definition
significant	large or meaningful enough to be noticed
	grown to full size; having the qualities of an adult
	to encourage or give support to an idea or opinion
	the result of a particular action or set of conditions
	the way you think about or understand something
	to happen

PRACTICE 2 Work with a partner. Take turns giving clues about a vocabulary word and guessing the word.

Example
Student 1: A synonym for this word is take place.
Student 2: Is the word reinforce?
Student 1: No. The definition of this word is "to happen."
Student 2: Is the word occur?
Student 1: Yes!

Unit Launch 163

FOCUS ON LANGUAGE

Language Convention: Punctuate Nonrestrictive Clauses 443A

A **nonrestrictive clause** adds information to a sentence, but it is not essential to the meaning of the sentence. It can be removed without changing the sentence's meaning. A nonrestrictive clause is separated from the rest of the sentence by commas. If the clause is in the middle of the sentence, a comma is used at the beginning and at the end of the clause.

Example

The central idea of the sentence is that mature trees have extensive root systems that make it easy for them to take in carbon.

"Mature trees have extensive root systems **some roots measuring two to three meters** that make them very efficient at absorbing and capturing carbon," Al Mansoori said.

The nonrestrictive clause gives additional, but not essential, information about the root system.

The nonrestrictive clause is set off by commas.

PRACTICE Underline the nonrestrictive clause in each of the following sentences. Then write the central idea of each sentence.

- According to Amna Al Mansoori, who is a marine habitats scientist at EAQ, mangroves trap carbon dioxide from the atmosphere into their root systems and sediments.
- Protection of mangrove forests couldn't keep up with development in the United Arab Emirates, which skyrocketed in the 1970s and 1980s.
- A study, which was released recently, says that restoration of forests could be the most cost-efficient way of fighting climate change.
- Trees, which capture carbon, are the best first-line defense against climate change.
- Images, pictures taken by satellites, show that mangrove forests in Abu Dhabi are regenerating.

Mangroves and the Fight Against Climate Change 401

The introduction introduces the main character, Lorena, and describes her situation.

Key details provide important information.

Transition phrases indicate the sequence of events.

Key details provide important information.

The conclusion provides a logical and happy ending to the story.

English class was hard for Lorena. She didn't do well on vocabulary tests. After a while she stopped talking in class, too. She felt like she was always making mistakes, and she didn't want to embarrass herself.

One Monday her English teacher, Ms. Price, announced there would be a vocabulary quiz on Friday. That night, Lorena wrote the vocabulary on little cards with the English word on one side and the Spanish word on the other. She practiced everywhere. She practiced on the bus, and at lunch, and after school. When Friday came, she stared at her quiz. She only knew about half the words.

The next Monday, Ms. Price handed back their quizzes. Lorena got a bad score. She was really upset. For some reason the words she studied just weren't staying in her mind. She knew Ms. Price had used the words every day in class that week, and Lorena had studied every day, too.

On Tuesday, Ms. Price assigned some new grammar homework. That night, it took Lorena only half an hour to complete. Her friend Olivia tested that she needed help. Lorena explained the verb tense to Olivia using some funny emojis. Olivia tested back, "You are so funny. Emojis are the best way to learn English!" Lorena laughed when she read Olivia's test. But it gave Lorena an idea. Lorena reviewed her next vocabulary list on her phone. For each word or phrase, she added emojis to help her remember the term. The phrase "apple of my eye" was easy. She added an apple and eye emoji next to the phrase. "Embarrassed" was easy, too. She used the emoji with red cheeks. Other words were hard, but she found emojis for all of them. When she took her next quiz, she thought of the emoji she had selected and wrote the English word. When Ms. Price returned her quiz, Lorena had gotten all the words right! And Ms. Price had drawn a big smiley face on her quiz, just like a smiley emoji!

Performance Task 49

Practice
Read the checklist below. Then practice reading aloud with a partner. Your partner should complete the checklist for you and use it to give you feedback before you read aloud in front of the class.

☐	Did the reader make eye contact?
☐	Did the reader pronounce the words in the narrative correctly?
☐	Did the reader vary his or her volume during the reading?
☐	Did the reader vary his or her pace during the reading?
☐	Did the reader vary his or her tone during the reading?
☐	Did the reader use gestures and change expressions to reflect the feelings, actions, and mood of the narrative?

Feedback Frames

The best part of your presentation was ...
I really liked your description of ...
What you did best was ...
One suggestion for improvement is ...

CHECKLISTS and MODELS

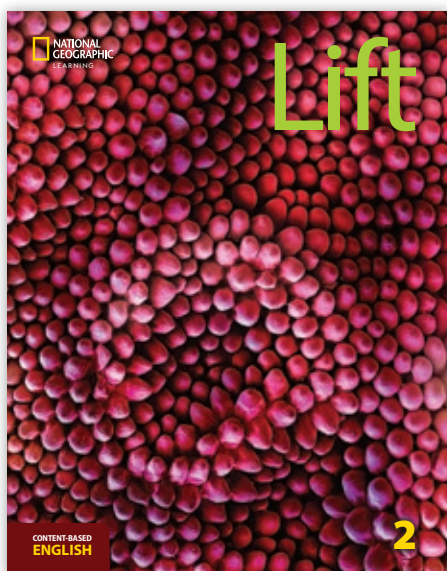
support learner success.

VOCABULARY or LANGUAGE CONVENTION lessons deepen understanding of the English language.

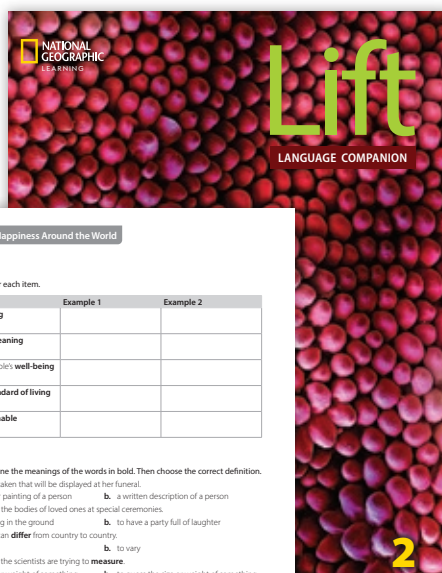
Additional vocabulary and grammar practice are available in the **LANGUAGE COMPANION** and **ONLINE PRACTICE**.

OVERVIEW OF COMPONENTS

STUDENT RESOURCES



STUDENT'S BOOK teaches the academic language and literacy skills that multilingual learners need for continued academic success in English.



LANGUAGE COMPANION provides English language scaffolding, practice, and extension opportunities to help learners access content from the Student's Book and make valuable contributions in the classroom.

UNCOVER THE STORY

Vocabulary Boost
A Complete each sentence with the correct form of a word from the box. Use a dictionary, if needed.

cardboard crown lace migrate tundra

- Many wedding dresses are made of a material called _____.
- Many birds _____ to a warmer climate for the winter.
- In the Arctic region of Europe and North America, much of the land is made up of _____.
- When we moved to a new city, we packed most of our things in _____ boxes.
- In the old days, a king always wore a _____ in order to show that he was in charge.

Examine the Photo
B Answer the questions below about the Uncover the Story photo in the Student Book. Use your own words or the words in the box.

boots cardboard crown curtain dress grass princess sleds tent tundra

- What is in the background of the photo?
- How old do you think the girl is?
- Describe the place where the girl is.
- What is the girl wearing?
- What is the girl doing?

Reflect
C Take notes in the chart to plan your journal entry.

Things I did ...	How I felt ...
In the morning	
In the afternoon	
In the evening	

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PREPARE TO READ: Happiness Around the World

Key Vocabulary
A Write two examples for each item.

	Example 1	Example 2
Things that are fleeting		
Things that give life meaning		
Factors that affect people's well-being		
Places with a high standard of living		
Things that are sustainable		

Vocabulary Boost
B Use context to determine the meanings of the words in bold. Then choose the correct definition.

- She had a **portrait** taken that will be displayed at her funeral.
a. a photograph or painting of a person b. a written description of a person
- Many cultures **bury** the bodies of loved ones at special ceremonies.
a. to put something in the ground b. to have a party full of laughter
- Ideas of happiness can **differ** from country to country.
a. to disagree b. to vary
- It's hard to tell what the scientists are trying to **measure**.
a. to find the size or weight of something b. to guess the size or weight of something
- A wedding is a big **event** in a person's life.
a. an important thing that happens b. a strange thing that happens

C Complete each sentence with the correct form of a word in bold from Activity B.

- The sailors _____ the treasure on a small island where no one would find it.
- The twins looked exactly the same, but _____ from each other in personality.
- A _____ of my grandmother hangs in our living room.
- The spring talent show is the biggest _____ of the whole school year.
- The mother _____ her son's head so she could buy the correct size of bicycle helmet.

Unit 4 Happiness Around the World 69

ONLINE PRACTICE AND STUDENT'S EBOOK

include a digital version of the Student's Book, plus additional interactive, auto-graded activities to reinforce and consolidate classroom lessons.

Unit 4 | Uncover t...

Watch. Choose the correct answers.

The photo was taken in _____.

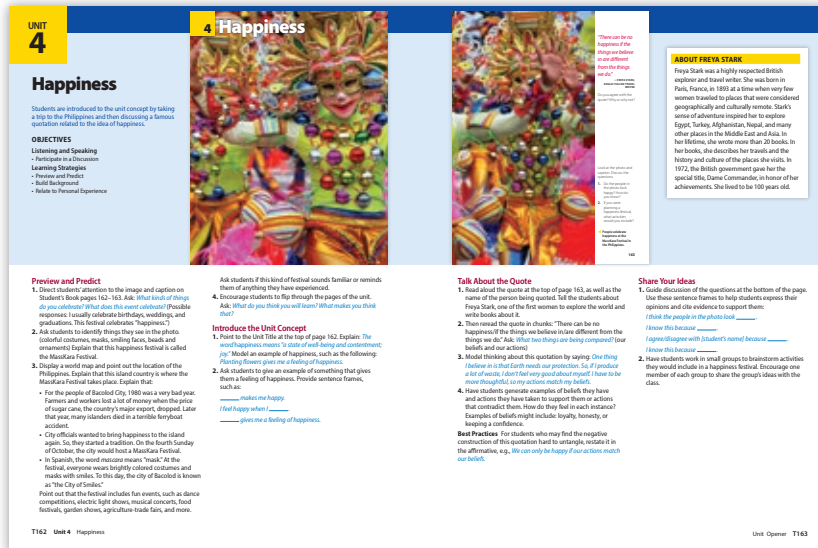
Cristina and her family follow reindeer all year. The photographer uses the word _____ to describe their _____.

Unit 4 | Reading 3 | Grammar Boost: "Be Going to" for the Future

Put the words in the correct order.

- To take going she is a survey
- To record are going we the answers
- Is the teacher to going discuss the survey results
- Are going in class tomorrow to you be
- Explain the scientist the evidence to is going
- Going to to China my brother travel is
- His trip he going to is enjoy
- A new job going my sister get to is

TEACHER RESOURCES

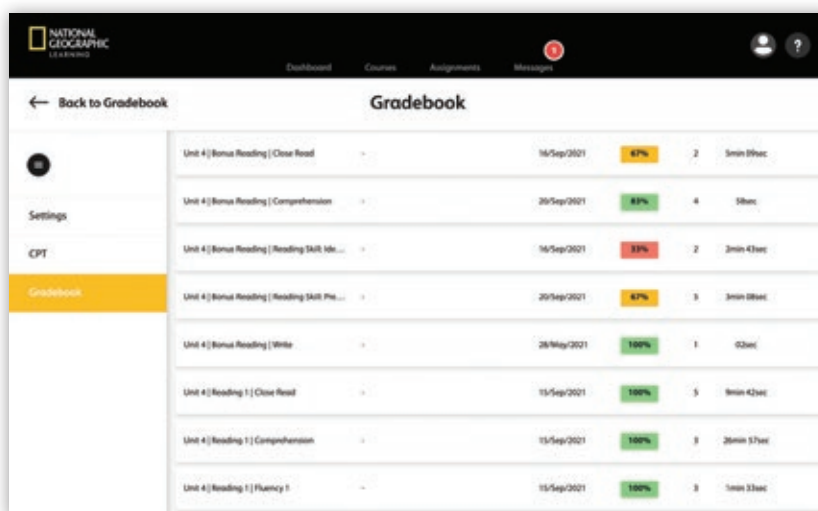


TEACHER'S BOOK supplies robust instruction, multi-level strategies for differentiation, and guided teacher scripting to maximize the content provided in the Student's Book.



CLASSROOM PRESENTATION TOOL

brings together digital versions of all core instructional materials, including the Student's Book, Language Companion, audio, video, and answer key.



LEARNING MANAGEMENT SYSTEM FOR

ONLINE PRACTICE allows teachers to assign interactive Online Practice activities, track student progress, and access the Classroom Presentation Tool. learn.ELTNGL.com

ASSESSMENT RESOURCES monitor students' progress and inform instructional decisions.

INSTRUCTOR COMPANION SITE

includes additional teacher resources, such as rubrics, routines, and a downloadable version of the Teacher's Book. ELTNGL.com/lifresources

STUDENT'S BOOK WALK-THROUGH

UNIT OPENER uses a high-interest photograph to introduce the age-appropriate and engaging theme.

1. QUOTE from a well-known writer, philosopher, scientist, or explorer spurs discussion related to the unit theme.

2. QUESTIONS build visual literacy and guide students to make connections with what they already know.

3. CAPTION provides rich background information about the photograph.

4 Happiness



1 "There can be no happiness if the things we believe in are different from the things we do."
—FREYA STARK,
ANGLO-ITALIAN TRAVEL
WRITER

Do you agree with the quote? Why or why not?

2 Look at the photo and caption. Discuss the questions.

1. Do the people in the photo look happy? How do you know?
2. If you were planning a happiness festival, what activities would you include?

3 People celebrate happiness at the MassKara Festival in the Philippines.

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UNIT LAUNCH introduces the unit's Essential Question and the Academic Vocabulary that will be used throughout the unit.

1. ESSENTIAL QUESTION sparks critical thinking, inspires debate, and invites curiosity.

2. DISCUSSION FRAMES provide support for academic discussions and presentations.

3. ACADEMIC VOCABULARY introduces unit-specific, high-utility words and provides varied practice opportunities.

UNIT LAUNCH

1 **ESSENTIAL QUESTION**

How can we achieve happiness?

Explore the Essential Question

Think Write your ideas about the Essential Question in the Unit Concept Map.

Happiness

What is happiness?

How can we find happiness?

Respond Write one or two sentences to respond to the Essential Question.

Discuss Your Ideas Use your Unit Concept Map and your response to share your ideas with the class.

Discussion Frames

- I think ...
- In my opinion, ...
- It seems to me that ...
- How do you think we can ...?

2

3 **Academic Vocabulary**

Use these words to express your ideas throughout the unit.

PRACTICE 1 Use context to determine the meaning of each word in blue. Then match the word to its definition.

Happiness is a **concept** that everyone talks about, but people do not always agree on its definition. **Surveys** of people around the world have shown that ideas about happiness **vary** from person to person and even from country to country. A **factor** that is important to one person's happiness may not **affect** someone else's happiness. Scientists have recently discovered that happiness is partly genetic. They claim that about 50% of our happiness is genetic, and the other 50% comes from our **environment**.

Word	Definition
vary	to be different from something else
	to change someone or something
	the conditions that surround a person
	a general idea
	a set of questions designed to measure the opinions of a group of people
	something that contributes to a result or outcome

PRACTICE 2 Work with a partner. Take turns being the reader and the listener.

Reader: Read the paragraph above. Read one sentence at a time. Don't say the blue word. Instead, say "beep."

Listener: Listen to your partner read the sentence. Say the blue word.

Example

Reader: Happiness is a "beep" that everyone talks about, but people do not always agree on its definition.

Listener: Concept?

Reader: Yes!

Unit Launch 165

PREPARE TO READ provides the groundwork for the critical thinking, vocabulary, and reading skills and strategies students will apply to a selection.

1. GUIDING QUESTION

focuses students' thinking on a text-specific aspect of the Essential Question.

2. KEY VOCABULARY

introduces selection vocabulary that students need in order to read the text, discuss it, and write about it.

3. READING SKILL/ STRATEGY helps students develop the language and thinking needed to support strategic reading. An annotated model shows students the skill or strategy in action.

PREPARE TO READ: The King and the Shirt



What contributes to people's happiness?

1

First Thoughts
How much do these factors affect your happiness? Rate them from 1 (least) to 6 (most). Then discuss your ideas with a partner.

Factor	Rank
Free time	
Friends	
Family	
Sleep	
Money	
Exercise	

Key Vocabulary
PRACTICE Use context to determine the meaning of each word in bold. Then match the word to its definition.

- She **possessed** many cars, but she hardly ever drove them.
- There are some **concoctions**, like honey, ginger, and mint, that may make you feel better when you are sick.
- Although her **advisors** warned against doing the interview, the prime minister decided to do it.
- My boss **summoned** me to his office yesterday afternoon.
- Although her job requires very long hours, she is paid **handsomely**.
- Fresh fruits and vegetables will **nourish** your body.

1. possess	a. to a large degree (adv.)
2. concoction	b. to call or send for (v.)
3. advisor	c. to provide with food or cause to grow (v.)
4. summon	d. a mixture of various ingredients (n.)
5. handsomely	e. someone who gives advice on what to do (n.)
6. nourish	f. to own or have (v.)

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Discussion Frames

The most important factor to me is ...

... isn't a very important factor because ...

In your opinion, what is ...?

2

Reading Skill: Analyze an Allegory RL.7.2

An **allegory** is a story with a message. Usually, the message is not stated directly. The author uses symbols to help the reader figure it out. The symbols can be characters, events, or other details in the story. To analyze an allegory:

- Determine the subject of the allegory, or what the story is about.
- Identify symbols. A symbol is a character, event, or detail in the story that represents something else. To figure out if something is a symbol, pay attention to how it is described and what happens in the story, including what the characters do and say. Consider what the symbol may mean.
- Use the symbols you have identified to determine the author's message. Ask yourself: What is the author trying to say?

Skill in Action

Study the model. Discuss the analysis with a partner. Do you think the author's message is correct? If not, what do you think the message is?

This detail tells me that the story is about a race.

The tortoise is slow, but he keeps going. I think the tortoise symbolizes a slow and steady approach.

The hare is fast but too confident. He stops to take a nap. I think the hare symbolizes a fast and careless approach.

I think the author's message is that it's better to take your time and keep going rather than to be fast but overconfident.

The Tortoise and the Hare

There once was a hare who bragged about how fast he was. Tired of his bragging, a tortoise challenged the hare to a race. The hare gladly accepted the challenge. A slow tortoise could never win a race against a fast hare. On the day of the race, all the animals in the forest gathered to watch. The hare ran as fast as he could for a bit. He stopped to look back at the tortoise and cried out, "How do you expect to win when you are moving so slowly?" Tired of running so fast, the hare stopped to take a nap. Meanwhile, the tortoise moved slowly and steadily toward the finish line. By the time the hare woke up from his nap, the tortoise had crossed the finish line.

The King and the Shirt 167

READING SELECTIONS in each unit include one fiction and two nonfiction texts, representing a variety of genres. Each selection focuses on an aspect of the unit theme.

1. FIRST READ FOCUS

sets a purpose for reading and guides students to annotate the text as the first step of the close reading process.

2. VOCABULARY SUPPORT

includes Key Vocabulary used in context and on-page glosses.

3. ABOUT THE AUTHOR

provides information about the classic or well-known authors in the program.

1

Read and answer the questions: What is the king's problem? How do his advisors try to solve it? As you read, underline any parts of the text you have questions about or find confusing.

The King and the Shirt

by Leo Tolstoy

1 Many years ago, in a land very far away, a mighty king suddenly became weak with illness. He could not command the royal army from his golden throne. He could not ride his graceful black stallion.¹ He could barely even raise his head from his purple and satin pillow.

5 The royal physician tried every medicine he **possessed**—potions, pills, and poultices²—but the king's health did not improve. The royal magician tried every cure he could conjure up—charms, chants, and

10 **concoctions**—but the king did not get well. The royal **advisors** whispered among themselves at the king's bedside. "What's to be done? We must have a cure for the

¹stallion an adult male horse
²poultices soft, moist materials held to the body with a cloth to help reduce pain



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king!" they said. Then, for a long time, they stood and thought in silence.

15 Finally, the youngest of the advisors—the short one whose wispy golden curls escaped from under his tall advisor's hat—stepped forward. He spoke in a strong, bold voice that echoed off the marble walls of the king's bedchamber.³ "We must find a happy man, take his shirt, and put it on the king. Then the king will be well again."

20 His royal highness⁴ slowly turned his aching head in the direction of the young man's voice. With eyes fogged from fever, he struggled to see who had spoken the promise of a cure. "So be it," he whispered. Then he fell into a restless sleep.

25 The king's most trusted advisor—the gray-bearded one whose wide belly struggled to stay inside his long scarlet robe—**summoned** the royal messengers. "Search the kingdom for a happy man," he ordered. "When you find one, take his shirt and bring it back to the royal castle. Tell the happy man that he will be **handsomely** rewarded for his trouble."

30 The royal messengers traveled far; they traveled wide. They traveled throughout the kingdom from one end to the other, from side to side. But try as they might, they could not find a truly happy man. No one was ever completely satisfied with his lot in life. If he was rich, he argued with his wife. If his marriage was joyful, his children caused him no end of worry.

35 It was one thing, or it was another. No one was without complaint. Over many days, the king's health did not change. Concerned for his father, the royal son—the one who had been running the kingdom during his father's illness—decided to join in the search. He hadn't traveled far from the castle when he passed by a tiny hut.

40 From inside the house of sticks, he heard a clear voice say, "I am truly blessed. I have completed my work. I have **nourished** my body. Now I can relax and enjoy the quiet at the end of the day. What more could anyone ever require?"

45 Excited, the royal son thought, "I must go inside and take this man's shirt for the king!" As he prepared to knock at the door of the humble cottage, he fingered the sack of gold pieces at his side. For his generous gift, this happy man would be richly rewarded.

50 As the door opened, the king's son could only stand and stare. This happy man—the only happy man in the entire kingdom—had almost nothing he could call his own. Not even a shirt.

2

³bedchamber bedroom (This is an old word that we don't often use anymore)
⁴his royal highness king

The King and the Shirt 169

About the Author:
Leo Tolstoy
(1828–1910)
Leo Tolstoy was a Russian author who is considered one of the greatest writers of all time. Tolstoy wrote realistic novels about Russian society. He also wrote short stories, essays, and plays.



STUDENT'S BOOK WALK-THROUGH, continued

FOCUS ON UNDERSTANDING provides a comprehension review for the reading selection.
FOCUS ON LANGUAGE introduces a vocabulary strategy or language convention.

- 1. **APPLY THE SKILL/ STRATEGY** allows students to demonstrate understanding of the reading skill or strategy.
- 2. **SHARE YOUR PERSPECTIVE** encourages students to make personal connections to the selection.
- 3. **VOCABULARY or LANGUAGE CONVENTION** introduces a strategy or skill and provides a model and practice.

FOCUS ON UNDERSTANDING

Close Read
Work with a partner.
1. Determine the meanings of your underlined words and phrases.
2. Discuss the questions:
What is the king's problem?
How do his advisors try to solve it?

Understand and Analyze
Respond to the questions. Support your responses with evidence from the text.
1. **Comprehend** Reread lines 1–5. What does it mean that the king becomes “weak with illness”?
2. **Comprehend** Reread lines 32–35. What does the text mean when it says, “No one was ever completely satisfied with his lot in life”?
3. **Analyze** Reread lines 40–43. What does the man mean when he says, “I am truly blessed”?
4. **Draw conclusions** Why does the youngest advisor think wearing the shirt will cure the king?
5. **Interpret** Why is the king's son surprised that the man does not have a shirt?

Apply the Skill: Analyze an Allegory
Complete the chart for “The King and the Shirt.”

Symbol	What happens with this symbol in the allegory?	Symbolic meaning (the bigger meaning behind the simple thing)
the king	The king is sick. His advisors search for a cure.	feeling unhappy in life but wanting to feel better
the search for a happy man's shirt		
the man without a shirt		
(your idea)		

Message:

Share Your Perspective
Discuss these questions in a small group.
1. Do you agree with the central idea of “The King and the Shirt”? Why or why not?
2. Who is the happiest person you know? What factors do you think affect that person's happiness?

Discussion Frames
I believe that the most important factors are ...
One reason is ...
Another reason is ...
Would you agree that ...?

FOCUS ON LANGUAGE

Vocabulary: Identify Multiple-Meaning Words L.7.4.A, L.7.5.C
When you see a familiar word that doesn't make sense in a sentence, that word may have more than one meaning. Use context to figure out the correct meaning for **multiple-meaning words**. The context is the words and sentences near where the word appears. To figure out a word's meaning:
1. Read the sentence where the word appears. If you are still unsure of the word's meaning, read the whole paragraph.
2. Think about how the word is used in the sentence. Is the word a noun, verb, or an adjective?
3. Use a dictionary if necessary. Read each definition of the word and decide which definition makes the most sense in the sentence.

Example

When you cause trouble, you cause problems. Why would someone get a reward for that? Maybe “trouble” has another meaning.

The king's most trusted advisor—the gray-bearded one whose wide belly struggled to stay inside his long scarlet robe—summoned the royal messengers. “Search the kingdom for a happy man,” he ordered. “When you find one, take his shirt and bring it back to the royal castle. Tell the happy man that he will be handsomely rewarded for his trouble.”

When I reread this sentence, I see that the man will have to give away his shirt. Maybe “trouble” here means “a thing you would rather not do.”

Apply the Strategy
Look at the story again. Use context clues to help you choose the correct definition for each word.
1. In line 4, what does the word **raise** mean?
a. an increase in the amount of your pay
b. to lift up
2. In line 18, what does the word **bold** mean?
a. having a strong or bright appearance
b. showing bravery or confidence
3. In line 27, what does the word **ordered** mean?
a. commanded something to be done
b. requested something to be supplied
4. In line 40, what does the word **clear** mean?
a. easy to perceive or understand
b. easily seen through

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The King and the Shirt 171

SHARE OPINIONS focuses on the deeper analysis and reflection that comes after rereading.

- 1. **REFLECT AND RESPOND** helps students organize text evidence that will support their academic discussion.
- 2. **RESPOND TO THE GUIDING QUESTION** asks students to apply their in-depth analysis to a written response.
- 3. **CREATE AND PRESENT** or **RESEARCH** provides a theme-centered culminating activity.

SHARE OPINIONS

Read Again
Read “The King and the Shirt” again. As you read, circle details from the text that help you respond to this question:
What contributes to the shirtless man's happiness?

Reflect and Respond
Choose three details you circled in the story to complete the idea web.

What contributes to the shirtless man's happiness?

Use your idea web to respond to the question: What contributes to the shirtless man's happiness?

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Discuss Your Response
Share your ideas with the class. Write one new idea you hear.

Respond to the Guiding Question
Write a response to the question:
What contributes to people's happiness?
Use evidence from the text, your discussion, and your life. Use the Discussion Frames to help you. Use the rubric to check your response.

Create and Present: A Story Ending
Imagine what happens next in “The King and the Shirt.” Then do one of these activities:
OPTION 1: Write an Ending
Write your imagined ending to the story. Then read it to your classmates.
OPTION 2: Perform a Skit
Work with a partner. Write a short skit about your imagined ending.
Here's an example of the first few lines of a skit:
HAPPY MAN: Hello. How can I help you?
KING'S SON: Are you truly a happy man?
HAPPY MAN: Well, I ...

Practice your skit, and then perform it for the class. If there are more than two characters, ask other students to perform with you.

Discussion Frames
In my opinion, ...
My reason for this is ...
One detail that supports my opinion is ...
Another point of view is ...
I agree/disagree with that opinion because ...

Response Rubric
A good response will
✓ state your opinion
✓ provide support for your opinion from the reading, the discussion, and your life
✓ use academic vocabulary to share ideas



Classmates practice a skit.

The King and the Shirt 173

UNCOVER THE STORY builds visual literacy skills through powerful National Geographic photographs, detailed infographics, and classic and contemporary fine art.

1. EXAMINE THE PHOTO/ GRAPHIC/PAINTING

challenges students to study, describe, and ask questions about a high-impact image.

2. FIND OUT

guides students to watch a video and listen to a photographer or artist reveal the inspiration for their work.

3. REFLECT

provides an opportunity for students to connect to what they've learned and relate it to the unit theme.



UNCOVER THE STORY

Examine the Photo

1. Look at the photo. Describe what you see.
2. Do you think the girl is happy? Give evidence to support your opinion.
3. Write 3-5 questions about the photo. Discuss your questions with a small group.

Find Out ▶▶▶

Watch photographer Evgenia Arbugaeva talk about her photo.

1. Did she answer any of your questions? Which ones?
2. According to Arbugaeva, is the girl happy? Why or why not?
3. What important ideas does she share about the girl's community?
4. What do these ideas help you understand about the girl in the photo?

Reflect

Imagine you are the girl in the photo. Write a journal entry for the day this photo was taken. Tell what you did and how you felt.

Share Your Story

Take or find a photo that shows your idea of happiness. Tell your classmates the story about the photo.

ABOUT THE PHOTOGRAPHER



Evgenia Arbugaeva loves to take photographs of her Arctic homeland and the people who live there.

Uncover the Story 175

VIDEO CONNECTION provides an opportunity for students to hone their viewing skills while watching and analyzing a theme-related video.

1. VIEWING SKILL

helps students perfect their media literacy skills.

2. APPLY THE SKILL

encourages students to use the skill as they watch the video.

3. SHARE YOUR PERSPECTIVE

allows students to offer opinions about the topic and make connections.



VIDEO CONNECTION

How can being thankful make you happy?

First Thoughts

Complete the chart with people, places, and things you're grateful for. Write at least two or more ideas for each category. Share your responses with a small group. Did you list any of the same ideas as your classmates?

People	Places	Things

Viewing Skill: Take Notes

When you watch an informational presentation, it's a good idea to take notes. Taking notes helps you remember what you see and hear. When you take notes, just write words and phrases; you don't need to write complete sentences.

Apply the Skill

▶▶▶ Watch the video "The Amazing Effects of Gratitude." Take notes below.

Definition of gratitude: the quality or condition of _____		
Three basic emotions:	Mental benefits of a gratitude journal:	Physical benefits of a gratitude journal:
1. _____	after 1 month: _____% happier	1. _____
2. _____	after 6 months: _____% happier	2. _____
3. _____		3. _____

Understand and Analyze

▶▶▶ Watch again. Answer the questions. Support your responses with evidence from the video.

1. **Compare** What do people who are hardwired to feel more gratitude have in their bodies that other people do not have?
2. **Explain** What things can people do to get the benefits of feeling grateful?
3. **Summarize** Explain the second scientific study. How did it work? What were the results?
4. **Evaluate** Why is it important for scientists to study gratitude?

Share Your Perspective

1. Do you think keeping a gratitude journal is a good idea? Why or why not?

2. Do you ever express gratitude? How and in what situations?

Discussion Frames

In my opinion, ...

The way I feel, ...

What are your thoughts about ...?

Video Connection 189

STUDENT'S BOOK WALK-THROUGH, continued

PERFORMANCE TASK: WRITING provides an opportunity to expand and strengthen writing skills through a thematic assignment.

1. ASSIGNMENT defines the kind of writing students will produce and describes key elements to include in the writing.

2. STUDENT MODEL provides an inductive approach to learning as students read and annotate the on-level model of the writing form they will follow.

3. CALLOUTS highlight key features in the model that students will use in their writing.

PERFORMANCE TASK: WRITING

1 Assignment: Write an Informational Report **W.2.2**
An informational report summarizes key information from an interview, a survey, or a scientific study. For this assignment, you will write a report to summarize your happiness interview.
Your report should be five paragraphs and include:

- an introductory paragraph that introduces the person you interviewed and why you chose that person
- three paragraphs that summarize important ideas from the interview, supported by quotations. Quotations should restate the person's words exactly. Remember to use quotation marks at the beginning and end of a quote.
- a concluding paragraph that explains what you learned from the interview

Explore the Model
Carlos interviewed his grandmother about happiness. Read his report. Underline each quotation and circle its beginning and end punctuation.

Monarch butterflies feeding from flowers

2 The introductory paragraph introduces the person that was interviewed and why he/she was chosen.

My grandmother, Yolanda, has always been an important person in my life. Yolanda is 82 years old and is still very active. She has three children and has lived her whole life in Chiapas, Mexico. I interviewed my grandmother because she has lived a long and happy life.

3 These three paragraphs summarize important ideas from the interview, supported by quotations.

My grandmother's happiest memory is a simple one about an afternoon she spent with her mother. "I remember one day when I was about your age. My mother packed a picnic lunch, and we ate outside in our garden. The sun was shining, and there were no clouds in the sky. I remember feeling happy, peaceful, and safe. Maybe that is why working in my garden makes me so happy today."

Many of the things that made my grandmother happy when she was younger are the same things that make her happy now. She said, "When I was younger, I was happy when I was with my friends and family. That still makes me happy." She thinks that a key to a happy life is surrounding yourself with people you care about.

My grandmother has learned a lot about being happy in her 82 years. For example, she believes it's important to notice the little things in life and to find joy in each day. She says that everyone should smell a beautiful flower or smile at a neighbor. "Life goes quickly, and we should try to appreciate the time we have." That is something that my grandmother thinks about every day.

My grandmother has taught me that our happiest moments are not always the biggest or most important events in life. Sometimes our happiest moments are the quiet days we spend with loved ones, laughing with friends, or doing an activity we enjoy. I think that the key to happiness is appreciating what you have.

Quotation marks should be placed at the beginning and end of a quote.

The concluding paragraph explains what the interviewer learned from the interview.

202 Unit 4 Happiness Performance Task 203

4. PLAN provides a graphic organizer to help students structure their writing.

5. WRITE AND REVISE through **PUBLISH** guide students through the steps of the writing process.

6. REFLECT encourages students to think about their writing process and how effectively it worked.

PERFORMANCE TASK: WRITING

4 Plan Your Report
Listen to your interview again. As you listen, pause to take notes about important ideas you want to include in your report. Add quotations from your interview to support these ideas. Make sure to write down the exact words the person said. Complete the outline below.

OUTLINE

Introduction
Information about the person I interviewed:

Why I chose this person:

Body
Important idea from question 1:

Quotation:

Important idea from question 2:

Quotation:

Important idea from question 3:

Quotation:

Conclusion
What I learned from the interview:

5 Write and Revise
Write Use your outline to write a first draft of your report. Use formal language to express your ideas. Use a variety of transitional words and phrases to connect sentences and paragraphs in your report.

- To begin,
- For example,
- Therefore,
- Also,
- In other words,
- Finally,
- In conclusion,

Revise Exchange reports with a partner. Use the checklist to review your partner's work and give feedback. Refer to your partner's feedback as you revise your draft.

Feedback Frames
I really enjoyed ... about your interview report. I suggest you add more details about ... You could improve the report by ...

Proofread Check the grammar, spelling, punctuation, and capitalization in your report. Make edits to correct any errors.

Publish
Share your report according to your teacher's instructions. Read at least two of your classmates' reports.

6 Reflect
Discuss the questions with a small group.

1. What surprised you about the interview you conducted?
2. What was your biggest challenge in writing the report?
3. How was your partner's feedback helpful?
4. What was something you learned from one of your classmates' reports?

204 Unit 4 Happiness Performance Task 205

PERFORMANCE TASK: SPEAKING builds speaking and listening skills through an authentic theme-based task.

- 1. ASSIGNMENT** offers an overview of the assignment.
- 2. PLAN** guides students in organizing and preparing for their Performance Tasks.
- 3. PRACTICE** guides students to rehearse with a partner or group and incorporate peer feedback.
- 4. PRESENT** provides tips for delivering a focused and dynamic presentation.

PERFORMANCE TASK: SPEAKING

1 Assignment: Conduct a Personal Interview SL.7.1, SL.7.4, SL.7.5

When you interview someone, you ask them questions about a specific topic. Conduct an interview with someone about what makes them happy. Record your interview to share with the class.

- Pick someone to interview who you think will have an interesting story to tell or useful knowledge to share.
- Prepare questions that are open ended. The person should not be able to answer with a simple yes or no. Use words such as *who, what, when, where, why, and how*.
- Ask follow-up questions to find out more about what the speaker is telling you. For example, you can ask questions to clarify a confusing answer or to learn more about something you find interesting.

2 Plan Your Interview

Brainstorm a list of questions and follow-up questions. Then choose three of the questions to ask during your interview. Use the examples to get started.

Interview Plan

The person I will interview: _____

Why I chose this person to interview: _____

Questions:

What is your happiest memory?

When are you the happiest?

Follow-up Questions:

Why is it your happiest memory?

200 Unit 4 Happiness

3 Practice Your Interview

Read the checklist below. Then practice your interview with a partner. Your partner should complete the checklist for you and use it to give you feedback before you conduct your interview.

☐ Did the interviewer say what the interview would be about?

☐ Did the interviewer stay focused on the topic?

☐ Did the interviewer ask follow-up questions?

☐ Did the interviewer speak clearly and loudly enough?

☐ Did the interviewer make eye contact and look up from his/her notes?

☐ Did the interviewer use open-ended questions?

☐ Did the interviewer thank you?

Feedback Frames

I really enjoyed ...

I suggest you ...

You could improve the interview by ...

Conduct Your Interview

Interview the person you chose.

- You can conduct your interview in person or virtually.
- The interview should be 3–5 minutes long.
- Be sure to start recording your interview before you begin.

4 Present Your Interview

Share the information from your interview with your classmates.

- Give a brief introduction. Say who you interviewed and explain why you chose that person.
- Share the person's most interesting ideas about happiness.
- Share one new idea you learned from the interview and explain how that idea affected your own ideas about happiness.
- Invite your classmates to ask questions.

Performance Task 201

TAKE ACTION profiles a National Geographic Explorer who has taken action to improve the world. Explorers' stories serve as inspiration for students' own theme-related service-learning projects.

- 1. EXPLORER IN ACTION** invites students to read and watch a video about a National Geographic Explorer who is making a difference in the world.
- 2. HOW WILL YOU TAKE ACTION?** challenges students to take action in their own lives, schools, local communities, or in the world.
- 3. REFLECT** ends the unit with a self-assessment on students' learning, including the Take Action Projects, the Essential Question, and how they will use what they have learned.

TAKE ACTION

Creating the First National Park City 7.5.4.4

1

EXPLORER IN ACTION

Daniel Raven-Ellison is a geographer, filmmaker, and educator.

Research has shown that frequent contact with nature can improve people's well-being. However, because about 55% of the world's population lives in cities, many people don't have opportunities to connect with nature in their everyday lives. National Geographic Explorer Daniel Raven-Ellison decided to help solve that problem. Raven-Ellison had a dream of making his home city, London, into the world's first "National Park City." "People across London want to live in a city that is greener, healthier, and wilder, and where more of us spend more time enjoying our city's great outdoors," said Raven-Ellison. "We want more birds' songs, more children playing in London's parks and streets, more clean air... more outdoor art, and more learning about nature in schools." With the help of 200 organizations, Raven-Ellison worked for six years to reach his goal. In 2019, his dream became a reality. London's status as a National Park City is now inspiring people to continue making the city greener and to interact with nature.

▶ Watch the video to learn more.

- What problem did Raven-Ellison want to solve? Was he successful?
- Raven-Ellison believes that nature improves people's well-being. Do you agree? Why or why not?

206 Unit 4 Happiness

2 How Will You Take Action?

Choose one or more of these actions to do.

Personal

Keep a gratitude journal.

- Every night for a week, write three things you experienced that day for which you're grateful.

Examples

My mother cooked my favorite meal for dinner.

I played soccer with my friends.

- After a week, ask yourself, "Do I feel happier?" If your answer is "yes," maybe your journal is the reason!

School

Conduct a happiness survey at your school.

- Work in a small group. Make a list of questions about what makes your classmates feel happy. Then ask the questions to other students.
- Write a report about your findings.
- Think of three ideas for helping students feel happier. Choose your favorite idea, and then take action!

Local

Improve the well-being of people in your city by helping them connect to nature.

- Go to the "London National Park City" website. Read about actions that are helping people in London connect to nature.
- With your classmates, choose one of those actions to do in your city.
- Make a plan, and then take action!

Global

Propose an idea to make people around the world happier.

- Think of an action that can increase the happiness of people around the world.
- The Global Happiness Council is a group of experts that encourage actions to increase happiness and well-being. Write a letter to a member of the Council to propose your idea.

3 Reflect

- Reflect on your Take Action project(s). What was successful? What do you wish you had done differently? Why?
- Reread your response to the Essential Question **How can we achieve happiness?** in Connect Across Texts. How did your Take Action project(s) change or add to your response?
- What will you do differently in your life because of what you learned in this unit?

Take Action 207

LANGUAGE COMPANION

The **LANGUAGE COMPANION** offers extra practice of the Student's Book content. It also expands on instruction through a focus on vocabulary and grammar designed to boost the abilities of students who need additional support.

A variety of engaging activities reinforce the skills, strategies, and language from the Student's Book.

FOCUS ON UNDERSTANDING

Close Read
Work with a partner.

- Determine the meanings of your underlined words and phrases.
- Discuss the questions:
What is the king's problem?
How do his advisors try to solve it?

Understand and Analyze
Respond to the questions. Support your responses with evidence from the text.

- Comprehend** Reread lines 1–5. What does it mean that the king becomes "weak with illness?"
- Comprehend** Reread lines 32–35. What does the text mean when it says, "No one was ever completely satisfied with his lot in life?"
- Analyze** Reread lines 40–43. What does the man mean when he says, "I am truly blessed?"
- Draw conclusions** Why does the youngest advisor think wearing the shirt will cure the king?
- Interpret** Why is the king's son surprised that the man does not have a shirt?

Apply the Skill: Analyze an Allegory
Complete the chart for "The King and the Shirt."

Symbol	What happens with this symbol in the allegory?	Symbolic meaning (the bigger meaning behind the simple thing)
the king	The king is sick. His advisors search for a cure.	Feeling unhappy in life but wanting to feel better.
the search for a happy man's shirt		
the man without a shirt (your idea)		

Message:

Share Your Perspective
Discuss these questions in a small group.

- Do you agree with the central idea of "The King and the Shirt"? Why or why not?
- Who is the happiest person you know? What factors do you think affect that person's happiness?

170 Unit 4 Happiness

FOCUS ON UNDERSTANDING

Understand

A Put the events from the story in order from 1 to 5.

- The royal messengers travel around the kingdom.
- The search for a happy man begins.
- The king becomes ill.
- The physician tries to cure the king.
- The king's son searches for a happy man.

B Read the statements about "The King and the Shirt." Write T for True or F for False.

- The king's doctor is the person who suggests looking for a cure.
- The advisors suggest that a happy man's shirt can cure the king.
- The king does not agree to the advisors' plan.
- The rich men in the kingdom are the happiest.
- The king's son plans to reward the happy man with gold.
- It was easy for the messengers to find a happy man in the kingdom.

Apply the Skill: Analyze an Allegory

C Complete the chart for "The King and the Shirt."

Symbol	What happens with this symbol in the allegory?	Symbolic meaning (the bigger meaning behind the simple thing)
The royal physician and the royal magician		
The sack of gold pieces		

D Look back at the message you identified in the Student Book. How do the two symbols above support the message?

64 Unit 4 The King and the Shirt

Language Companion

Student's Book

VOCABULARY BOOST activities present and practice additional words that appear in the Student's Book readings, videos, photographs, fine art, and infographics.

UNCOVER THE STORY

174 Unit 4 Happiness

Examine the Photo

- Look at the photo. What do you see?
- Do you think the woman is happy? Why or why not?
- Write 3–5 sentences about the photo.

Find Out
Watch photos and talk about them.

- Did she ask any questions?
- According to the photo, what is she doing?
- What is she wearing?
- What do you think the photo was taken for?

Reflect
Imagine you are the woman in the photo. Write a journal entry about how you felt.

Share Your Perspective
Take or find a photo that shows your idea of happiness. Tell your classmates the story about the photo.

ABOUT THE PHOTOGRAPHER

Eugenia Arshagava loves to take photographs of her Arctic homeland and the people who live there.

Uncover the Story 175

UNCOVER THE STORY

Vocabulary Boost

A Complete each sentence with the correct form of a word from the box. Use a dictionary, if needed.

cardboard crown lace migrate tundra

- Many wedding dresses are made of a material called _____.
- Many birds _____ to a warmer climate for the winter.
- In the Arctic region of Europe and North America, much of the land is made up of _____.
- When we moved to a new city, we packed most of our things in _____ boxes.
- In the old days, a king always wore a _____ in order to show that he was in charge.

Examine the Photo

B Answer the questions below about the Uncover the Story photo in the Student Book. Use your own words or the words in the box.

boots cardboard crown curtain dress grass princess sleds tent tundra

- What is in the background of the photo? _____
- How old do you think the girl is? _____
- Describe the place where the girl is. _____
- What is the girl wearing? _____
- What is the girl doing? _____

Reflect

C Take notes in the chart to plan your journal entry.

Things I did ...	How I felt ...
In the morning	
In the afternoon	
In the evening	

68 Unit 4 Uncover the Story

Language Companion

Student's Book