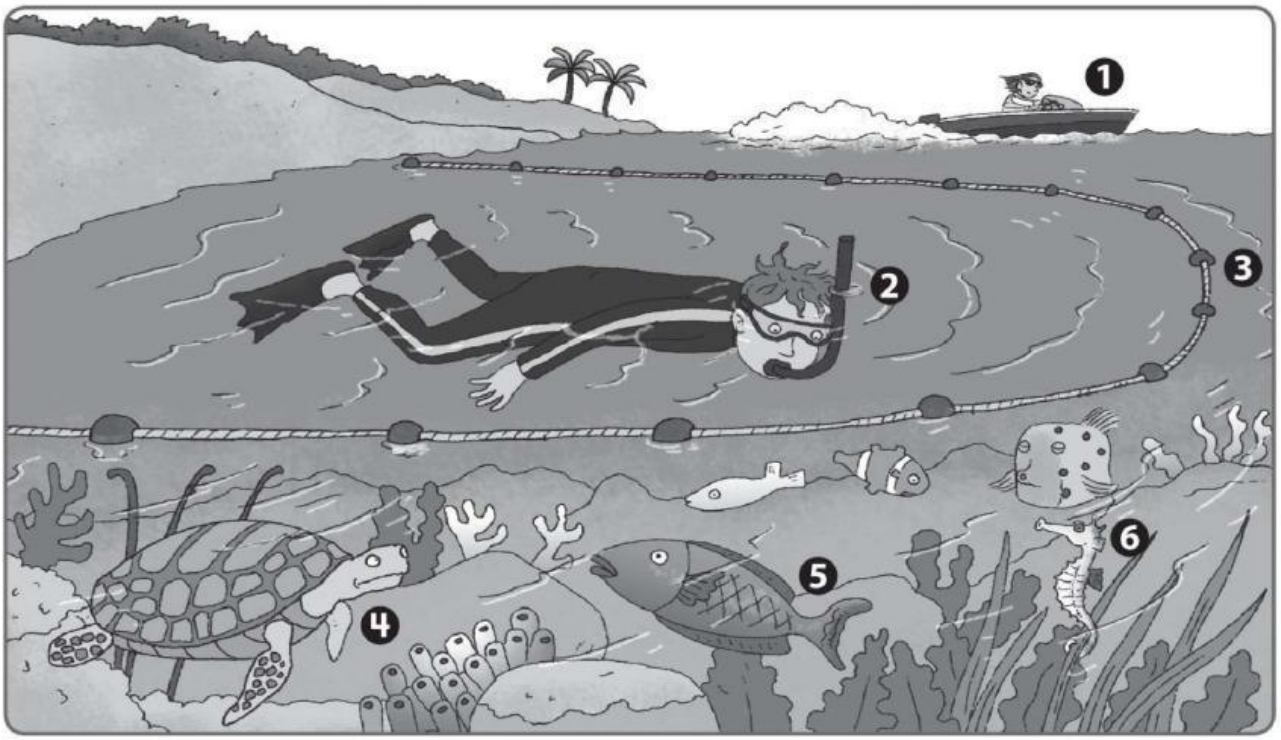
UNIT 18

Get Ready

Words

petition	seahorse	astonish	border	marine park
parrot fish	speedboat	law	sea turtle	snorkel

A **Read and write.**



1 _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

B **Write. Change the verb tense if necessary.**

Too many speedboats were coming near the _____ (1). Many people signed a _____ (2), asking the government to keep the boats far away. The number of signatures _____ (3) the people in the government. They passed a new _____ (4) that kept the speedboats far away from the marine park.

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LIVEWORKSHEETS

C Circle the correct word. Then match.

1 The **manta ray** / **seahorse** gets its name from an animal that people ride.

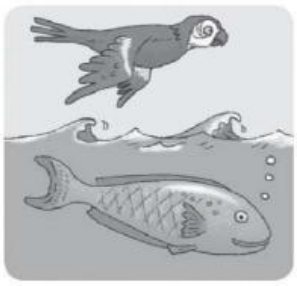
2 The **parrot fish** / **sea turtle** is named after a colorful bird that lives in tropical areas.

3 People often **snorkel** / **astonish** together to see the beautiful coral and fish.

4 Rivers are natural **marine parks** / **borders** that often separate countries.

5 People can sign a **law** / **petition** to save the sea turtles if they want to.

6 As they snorkeled, they could hear the **speedboat** / **seahorse** in the water.



D Complete the sentences with the word pairs in the box.

law–border	snorkeled–astonished	marine park–parrot fish
sea turtle–seahorse	manta ray–speedboat	

1 An adult _____ is much bigger than a _____.

2 As we _____, the colors of the coral and fish nearby _____ us.

3 The _____ swam away as it heard the noisy _____ coming near.

4 The _____ has so many colorful _____ swimming around in it.

5 A new _____ has moved the eastern _____ of this marine park ten kilometers farther from the coast.

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LIVEWORKSHEETS

Read

A **Read. How do people harm forests?**

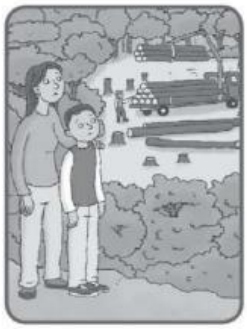
B **Read again. As you read, ask yourself open-ended questions to understand the story better.**

Bruno's Dream

Bruno Serrano was a nine-year-old boy from São Paulo, Brazil. His mother, Beatriz, was a high school teacher. She taught Bruno to **snorkel** when he was six years old. A year later, she took him on a **speedboat** to see the beautiful Iguazu Falls of Brazil and Argentina.

São Paulo is in an area called the Atlantic Forest. This area stretches from the eastern tip of Brazil to Paraguay and Argentina. Bruno loved hiking in the forest more than anything. The different plants and animals **astonished** him, and he enjoyed spending time deep in the forest. However, Bruno's mother told him that about eighty percent of the original forest was gone. People removed many of the trees and sold them. They turned the forest into farms. Every year more of the forest disappeared. The forest was shrinking quickly.

One day Bruno was hiking with his mother in the forest when they saw large machines cutting down trees. He watched as a beautiful, enormous, old tree fell to the ground with a loud boom.



"Oh, no! They're destroying the forest!" shouted Bruno. "How can they do that?"

"They're outside of the park **border**," his mother explained. "Unfortunately, we can't do anything to stop them."

> **Think**
> Ask yourself an open-ended question about forests.

"I have to do something," said Bruno. "We've hiked here since I was little."

Back in São Paulo, Bruno started a **petition** at his school. It asked the government to help save the Atlantic Forest. Students from other schools heard about Bruno's petition. Hundreds of children signed it. Bruno then sent it to the city council of São Paulo. Soon a new **law** kept more of the forest safe around the city.

"It's my dream to protect all of the Atlantic Forest someday," said Bruno.

> **Think**
> Ask yourself an open-ended question about petitions.

"Don't give up, and your dream will come true," said his mother.

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LIVEWORKSHEETS

Understand

Comprehension

A **Match each open-ended question to two possible answers.**

1 How did Bruno's mother help Bruno to care about nature? •

2 Why did the government pass the new law in São Paulo? •

- **a** She explained to Bruno how the forest was quickly disappearing.
- **b** The city council knew that healthy forests are important for the world.
- **c** She took Bruno out to see Brazil's beautiful nature up close.
- **d** The city council knew that the children of São Paulo wanted to protect the forest.

B **Answer the questions.**

1 What two countries share the Iguazu Falls?

_____

2 How did Bruno help save the Atlantic Forest?

_____

3 What is Bruno's dream?

_____

C **Words in Context** Read and write.

managed	invited	signed	difference

1 The city council _____ Bruno to City Hall.

2 Bruno made a _____ by starting a petition.

3 Bruno's teachers _____ his petition, too.

4 The park staff _____ part of the Atlantic Forest.

D **About You** **Is there anything you would like to start a petition about? If so, what?**

_____

_____

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LIVEWORKSHEETS

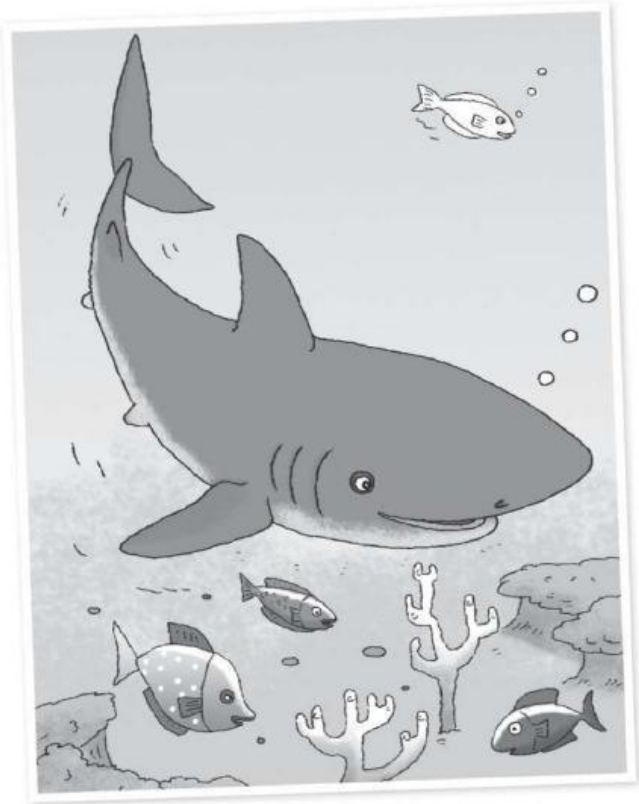
Grammar in Use

A Study the grammar.

Learn Grammar Present Perfect and Simple Past

Present Perfect	Simple Past
We **have studied** biomes before.	We **studied** biomes last week.
I **haven't hiked** in a long time.	I **didn't hike** this morning.
Have you **seen** a rainforest yet?	**Did** you **see** a rainforest last year?

B Circle the best tense for each sentence below.



1 **Did you study** / **Have you studied** the rainforest last year?

Yes, I **have** / **did**. I **studied** / **have studied** it last December.

2 I **never saw** / **have never seen** a real shark in the ocean.

I'm glad I **haven't** / **didn't**!

3 Sue **has already snorkeled** / **already snorkeled** in the coral reef.

She **has done it** / **did it** this morning.

4 Michael **hasn't signed** / **didn't sign** the petition yet.

He thought he **has signed** / **signed** it yesterday.

5 **Have** / **Did** scientists ever **find** / **found** new kinds of fish in this marine park?

Of course! In fact, they **have found** / **found** three new kinds last month.

6 Tim **worked** / **has worked** at the marine park since April.

He **has never worked** / **never worked** at a zoo.

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LIVEWORKSHEETS

C Match.

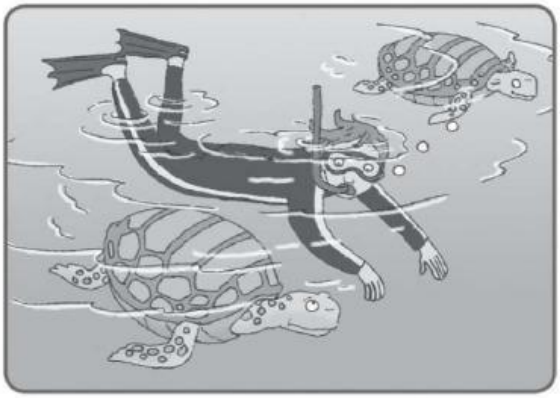
1 I snorkeled at Glover's Reef • • a since last summer.
2 I haven't snorkeled at all • • b last summer.

3 Sea turtles haven't ever • • c laid eggs on this beach.
4 Sea turtles didn't • • d lay eggs on this beach last May.

5 This marine park protected • • e its coral reefs well.
6 This marine park hasn't protected • • f its coral reefs well last year.

D Complete the sentences with *did*, *have*, or *has*, and the verb in parentheses. Change the tense of the verb if necessary.

1 Has Fred seen (see) any sea turtles in the ocean yet?
2 I _____ just _____ (swim) with two sea turtles! It was amazing!
3 _____ Maria _____ (ride) on the speedboat last night?
4 _____ they ever _____ (change) the borders of this marine park?



E Use the prompts to change each sentence from present perfect to simple past.

1 The seahorses haven't come to this area yet. (last year)
The seahorses didn't come to this area last year.

2 The speedboat has already left the area. (five minutes ago)
_____

3 The members of the city council haven't received the petition. (this morning)
_____

4 Have they snorkeled around the marine park yet? (yesterday)
_____

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LIVEWORKSHEETS

Communicate

Word Study

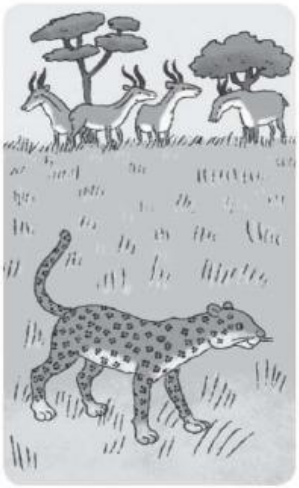
independent	independence	absent	absence	intelligent	intelligence

A **Complete each word with the suffix *-ent* or *-ence*. Then number.**

1 Elephants, dolphins, and chimpanzees are some of the most intellig_____ animals in the world. Their intellig_____ has astonished scientists.

2 A leopard shows a lot of independ_____. For example, you will usually see it hunting alone. Leopards are very independ_____ compared to other big cats.

3 When the rainforest hike was over, Jerome was abs_____ from the group. His abs_____ worried the guides. However, they found him taking pictures of a sloth.



B **Complete the sentences with the words from the box above.**

1 The _____ of speedboats in this area is wonderful. We can snorkel in peace and quiet. It's too bad that Jen is _____ from our group today.

2 The Portia Labiata Jumping Spider shows great _____. It is called the smartest bug in the world. I wonder if other spiders are that _____?

3 Sea turtles are quite _____. They usually swim alone. This _____ makes it difficult for people to see them easily.

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LIVEWORKSHEETS

Writing Study

A **Combine the sentences using *since* or *because*. Use pronouns if possible.**

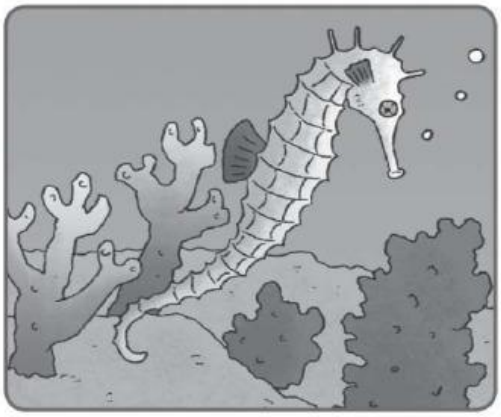
1 The Atlantic Forest is disappearing. People are cutting down the trees.

The Atlantic Forest is disappearing because people are cutting down the trees.

2 Biomes are important. Biomes keep our planet healthy.

3 Speedboats scare fish away. Speedboats are bad for coral reefs.

4 This fish is called a seahorse. A seahorse looks like a tiny horse.



5 Some people hurt biomes. We need laws to protect biomes.

B **Write a paragraph about why we need to protect biomes.**

Read the example below. Write at least one sentence in the simple past and one in the present perfect. Write at least one sentence that combines two actions with **since** or **because**.

> Yesterday, I **snorkeled** in the ocean. I saw beautiful fish swimming around the coral. Coral reefs **have been** endangered for a long time. We need to protect them **since** so many important plants and animals live there. Coral reefs keep oceans healthy.

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LIVEWORKSHEETS

Wrap Up

Writing

A **Read this fictional story about a girl who visits her grandfather in the taiga of Finland. Label the parts of the story.**

The Last Picture

Sini woke up to the sound of birds in the trees. She was spending a week with her grandfather in the taiga of Finland.

"Good morning!" her grandfather said. "After breakfast, we'll hike through the forest. Don't forget your camera." Sini wanted to take a picture of a moose before she returned home.

While they were hiking, Sini heard a splash behind her. She turned to see a brown bear on the other side of a small lake. She quickly took its picture.

For six days Sini fished and hiked with her grandfather. She took many pictures. However, no moose appeared.

On her final day, Sini and her grandfather went fishing for the last time. Her grandfather fell asleep, but he woke up to Sini's voice.

"Be very quiet, Grandpa," she said. She pointed the camera toward him and took a picture.

"I'm sorry you haven't seen a moose," her grandfather said.

Sini pointed proudly to her camera. There in the picture, far behind her grandfather, was a large moose. Sini's last picture in the taiga was the best of all!

B **Plan your fictional story. Use the chart to organize your ideas.**

Setting (biome)	Characters	Conflict	Resolution

C **Now go to your notebook to write your own story about someone living in a biome.**

My writing checklist:

- ☐ I wrote a title for the story.
- ☐ I let the reader know the setting of the story.
- ☐ I created interesting characters with natural dialogue.
- ☐ I added a conflict to the plot. I resolved this conflict by the end of the story.
- ☐ I used descriptive language to create a strong image in the reader's mind.

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LIVEWORKSHEETS

BIG QUESTION 9

Why are biomes important?

Look back through Units 17 and 18:

How do people hurt biomes?

_____

_____

How can people help biomes?

_____

_____

Do you think people could live on Earth without its biomes? Why? / Why not?

_____

_____

Review

Arctic	grassland	marine parks	sea turtles	temperate forest	desert
difference	parrot fish	tropical rainforest	freshwater	laws	tundra

A **Read and write.**

Biomes

Biomes are natural communities of plants and animals. One kind of biome is the ocean. The colorful _____ (1) lives there. There are also _____ (2), but they breathe air. The world has other biomes, too. There is the _____ (3) biome, which has almost no salt in the water. There is the _____ (4), where polar bears and seals live. This biome is in the _____ (5) region. There is the _____ (6), with its snakes and cactuses. Elephants live in the African _____ (7). In the _____ (8), you may see a sloth in a tree. The _____ (9) is another forest biome with rabbits, bears, and deer. Fortunately, many countries have created _____ (10) that protect biomes. Land parks and _____ (11) are places where animals and plants are safe. When people protect biomes, they make an important _____ (12) in our world.

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LIVEWORKSHEETS

B **Complete each sentence using *for* or *since*. Then change the sentence from present perfect to simple past.**

1 People in the tundra have eaten seal meat ___for___ centuries. (in the 20th century)

People in the tundra ate seal meat in the 20th century.

2 People haven't hunted elephants in this grassland _____ 1973. (in 1974)

_____

3 Sea turtles have laid eggs on this beach _____ fifty years. (last year)

_____

_____

4 The sloth hasn't moved in the tree _____ last night. (this morning)

_____

_____

C **Read. Then combine the two sentences using the word *until*. Use pronouns if possible.**

1 The students continued to sign petitions. The government passed the law.

_____

2 The parrot fish swam away. Ken took pictures of the parrot fish.

_____

3 The speedboat moved quickly. The speedboat reached the border of the marine park.

_____

D **Combine the sentences. Write *since* or *because* in front of the reason. Use pronouns if possible.**

1 The government managed the taiga. People were cutting down too many trees.

_____

2 The baby's back itched. The mother sloth scratched the baby's back.

_____

3 Biomes keep our planet healthy. People need biomes.

_____

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LIVEWORKSHEETS