UNIT 2 Get Ready

Words

A **Complete each sentence with the correct word.**

span	waterway	beam	explosives	cables	obstacle

1 There is an _____ in the middle of the road.
2 Small boats often use this _____ .
3 These types of _____ can destroy a whole building.
4 This bridge has a short _____ .
5 The _____ are strong. They carry the bridge's weight.
6 This _____ is made of wood. Others are metal.



B **Find these words in the puzzle.**

~~varied~~	support	suspended	overcome	situation	problematic	link

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

LIVEWORKSHEETS

C Look at the words in A and B. Complete each sentence with the correct word.

1 The builders of the bridge needed to _____ several problems, including the depth of the river.

2 The detective's case was very _____ because there weren't many clues at the scene of the crime.

3 I love traveling because the places you see are so _____. There are so many places, and they are all different.

4 Several highways _____ the two big cities.

5 The mayor was in a difficult _____. He needed to please everybody, and he wasn't sure how to do it!

6 A _____ is any body of water that a boat can travel along.

7 The main _____ of the Golden Gate Bridge is very long.

8 _____ on building sites can be very dangerous if they are not stored properly.

D Circle the correct answer.



1 What is another word for *problematic*?
a long **b** difficult **c** dangerous

2 What things can be obstacles?
a mountains **b** books **c** fruit

3 Which of these is a waterway?
a a road **b** a desert **c** a river

4 What do you need to tear down a building?
a cables **b** explosives **c** beams

5 Which of these things can you suspend over a river?
a a truck **b** a house **c** a bridge

6 What can you overcome?
a a problem **b** the weather **c** happiness

E Complete the sentences with your own words.

1 _____ is problematic for me.

2 I like to overcome _____.

3 _____ supports me at school.

4 _____ is a situation I enjoy being in.

5 _____ is an example of an obstacle.

6 _____ is a waterway.

LIVEWORKSHEETS

Read

A Read. Why do the children want to build a bridge?

B Read again. Make a mind map to show connections between the ideas in the story.



The Bridge to Breezy Island

Hakim, Iris, Alif, and Mia stood gazing out at the ocean. The hot sun was beating down on them, and they longed to splash around in the water.

"Let's ask Umar to take us on the boat to Breezy Island!" shouted Hakim excitedly.

"Great idea!" said his friends, and off they ran to ask Umar.

"Yes, OK, of course I'll take you," said Umar.

Fifteen minutes later, the friends were splashing around in the clear blue water off Breezy Island. Iris got out of the ocean and stood on the sandy beach, looking back at their village.

"Wouldn't it be wonderful if we could walk here?" she sighed.

"Maybe we could," replied Alif, who was examining a shell at the water's edge.

"But how?" asked Iris, puzzled. "It takes almost five minutes in Umar's boat. The ocean is a big **obstacle** to **overcome**, don't forget. It's too far to swim, and there's no road or bridge."

"Nothing is so **problematic** that it can't be solved," Alif said.

At that moment, Mia came running up the beach. "What are you guys looking at?" she asked.

"The village … and the bridge," replied Alif.

"Bridge? What bridge?" asked Mia, confused.

"The bridge we're going to build!" laughed Alif. "The bridge that will mean we can swim here all summer long and stop bothering Umar!"

Later on, back at the village, the four friends put their plan together. First, they each took a large sheet of paper and drew a bridge. Next, they voted for the best design. Mia's bridge needed **cables** to **suspend** it. Alif's bridge needed huge **beams**. Hakim won. His bridge was brilliant in its simplicity. It was made of wood that they could find in the village and it was beautiful to look at.

"But who will help us?" asked Mia thoughtfully. "We can't build a bridge ourselves!"

"That's true," said Alif, "but we know many people who can! Think about it. There's Harith, the builder. And there's Keisha, who owns the fishing store. She knows everybody. All we need to do now is persuade people to help us."

"You're right, Alif," said Mia. "We need to give them a reason to build the bridge."

The four children stared at each other for a minute. What reason could they give the adults?

"I know!" said Hakim. "Do you remember sitting in the shade of the coconut palms? On Breezy Island, there are hundreds of them. The adults could harvest them and sell them at the market more easily than they can now."

"Yes!" said Iris. "And I'll tell you something else. People could fish off Breezy Island. The water is clear and clean."

"And another thing!" said Alif. "The water around the island is shallow. Parents can teach the young kids to swim in safety."

Think
What ideas can you add to your mind map?

The four friends looked at each other and smiled. "Let's get started!" said Mia.

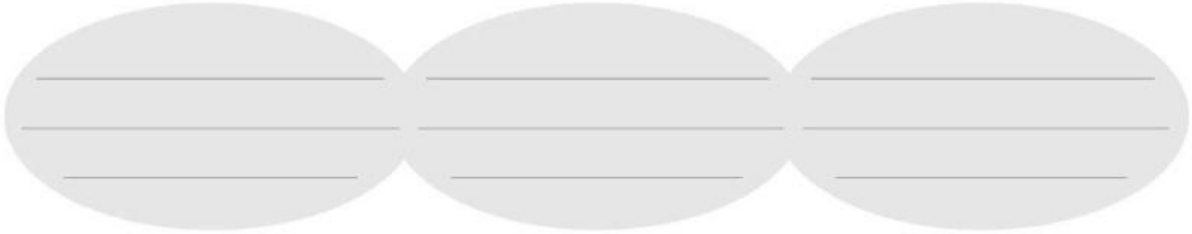
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LIVEWORKSHEETS

Understand

Comprehension

A **Write three things from the mind map that you made for "The Bridge to Breezy Island." First, write your main idea, then an idea that is linked to the main idea, and finally, an idea linked to that.**



B **Circle the correct answer.**

1 Where does the story take place?
- **a** in a city
- **b** in a jungle
- **c** in the mountains
- **d** by the ocean

2 How do the kids get to Breezy Island?
- **a** in a boat
- **b** they walk
- **c** they swim
- **d** over a bridge

3 Why do the kids go to Breezy Island?
- **a** to fish
- **b** to find coconuts
- **c** to swim
- **d** to build bridges

4 Who has the best design for the bridge?
- **a** Mia
- **b** Hakim
- **c** Iris
- **d** Alif

5 What do the kids decide to do?
- **a** bother Umar
- **b** seek adult help
- **c** buy a boat
- **d** draw more bridges

6 Who will benefit most from the bridge?
- **a** swimmers
- **b** Mia
- **c** the whole village
- **d** Umar

C **The children in the story have a goal, and they find adults to help them. Have you ever tried to get an adult to help you with something? Write about what happened.**

D **Words in Context** **Write the letter for the second part of each sentence.**

1 There are many types of bridges, d
2 Several factors influence the weather, ___
3 Aqueducts are ___
4 There were stacks of wood ___
5 These two arches are ___
6 There are commonly ___

- **a** next to the fireplace.
- **b** bridges that carry water.
- **c** and wind direction is one of them.
- **d** including arch and suspension bridges.
- **e** three spans on large bridges.
- **f** load-bearing parts of the bridge.

LIVEWORKSHEETS

Grammar in Use



A Study the grammar.

Learn Continuous Tenses

Continuous Tenses	Examples
Present Continuous	I'**m working** now. I'**m not working** now.
Past Continuous	I **was working** yesterday. I **wasn't working** yesterday.
Present Perfect Continuous	I'**ve been working** all week. I **haven't been working** all week.
Future Continuous with *will*	I'**ll be working** tomorrow. I **won't be working** tomorrow.
Future Continuous with *going to*	I'**m going to be working** all day. I'**m not going to be working** all day.

B Underline the correct answer in each sentence.

1 Tomorrow, we are **going to go** / **have gone** to the movies.
2 **I'm not** / **I wasn't** studying last night.
3 Next Saturday, **we'll be** / **we were** playing tennis with our friends.
4 What **were** / **are** you doing at six o'clock yesterday?
5 **He's** / **He'll be** studying for a test at the moment.
6 What **are** / **were** you laughing about? I don't understand.
7 **Have you been** / **Will you be** swimming? Your hair is wet.
8 They **aren't going to be** / **aren't** watching TV right now.



C Complete the sentences with the correct continuous tense.

1 What ___will___ you ___be doing___ (do) when I arrive tomorrow?
2 I'm _____ (not / work) on my project. I'm reading a book.
3 We _____ (live) in this apartment since 2011.
4 Carla _____ (watch) a movie for an hour this afternoon.
5 I _____ (not / eat). I'm drinking a soda.
6 We _____ (not / take) the bus to school recently.
7 Where _____ they _____ (play) soccer last Saturday?
8 Why _____ you _____ (laugh)? Did you hear a joke?

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LIVEWORKSHEETS

D **Answer the questions. Use the correct continuous tense.**

1 What are you doing right now?

2 What were you doing three hours ago?

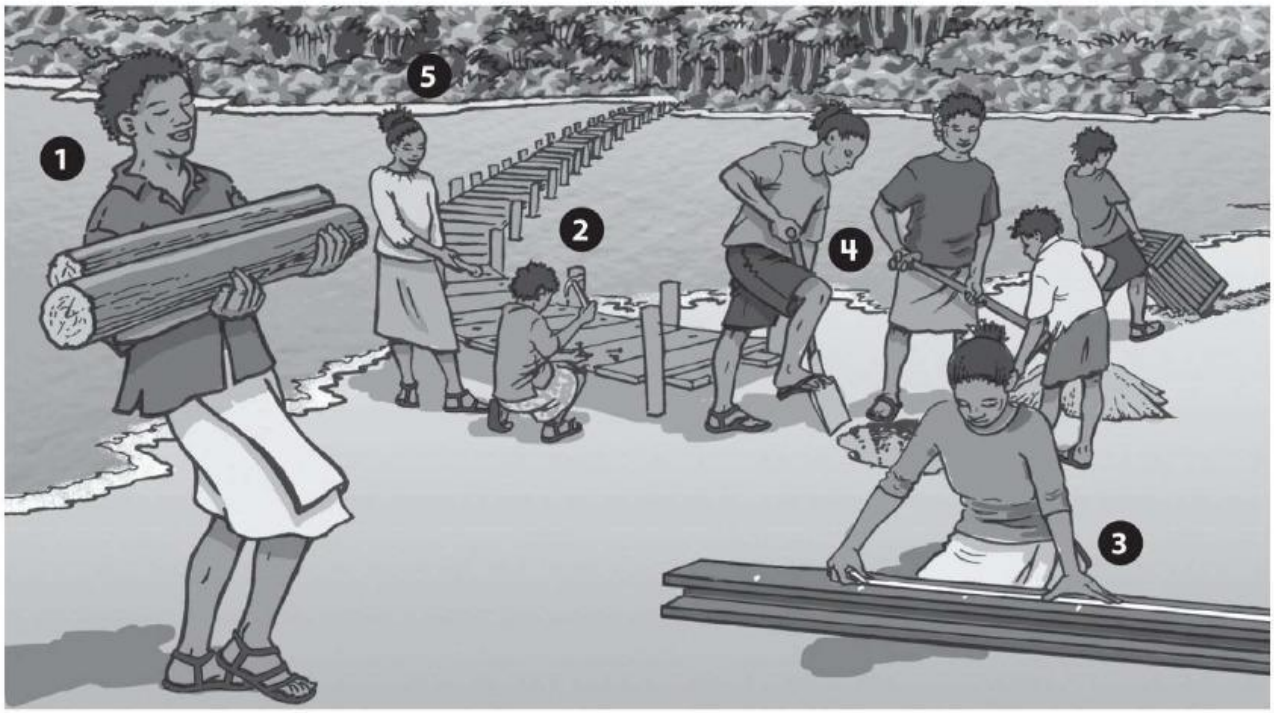
3 What books have you been reading in school recently?

4 What will you be doing tonight at eight o'clock?

5 What movies have you seen lately?

6 What won't you be doing in school tomorrow?

E **Look at the picture. Write sentences about what the people are doing. Use continuous tenses and the words in parentheses.**



1 (carry logs) **The man is carrying the logs.**

2 (build bridge) _____

3 (measure wood) _____

4 (dig hole) _____

5 (help boy) _____

LIVEWORKSHEETS

Communicate

Word Study

A **Complete each sentence with the correct word.**

new	lose	site	sight	loose	knew
desert	except	dessert	accept		

1 The builders examined the _____ before starting construction.
2 I'd like some more _____, please. It's very tasty.
3 Please _____ this gift. I bought it for you.
4 Is that a _____ pair of jeans you're wearing?
5 Mike doesn't like to _____ things. He lost his wallet yesterday.
6 Camels live in the _____. They like dry places.
7 Everyone was at the party _____ Joey.
8 I _____ you were coming! It's great to see you.
9 That sunset is a wonderful _____. It's so beautiful!
10 Be sure to wear a _____ T-shirt. It's going to be hot.

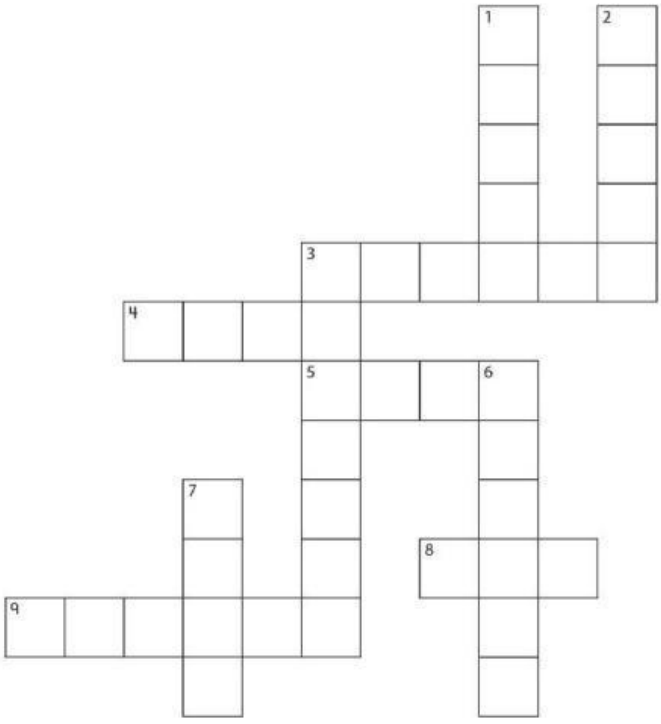
B **Read the clues. Complete the crossword puzzle.**

Across

3 a dry, hot place
4 the opposite of *find*
5 a place
8 not old
9 the opposite of *refuse*

Down

1 the opposite of *tight*
2 something your eyes give you
3 the last course in a meal
6 another word for *not including*
7 the past simple of *know*



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LIVEWORKSHEETS

Writing Study

A **Rewrite these sentences using the connectors in parentheses.**

1 I like tigers. I like all big cats. (in fact)

I like tigers. In fact, I like all big cats.

2 Many bridges are in need of repair. Many tunnels require repairs as they get older. (similarly)

3 Many animals are dangerous. Some caterpillars and jellyfish contain poison. (for example)

4 We learned about extinct animals. We learned about dodos. (in particular)

5 Cell phones are getting smaller. Computers are getting smaller. (likewise)

B **Think about a time when you wanted to achieve something. How did you achieve it? Who did you ask to help you? Write a paragraph to describe what you did. Use continuous tenses and connectors correctly.**



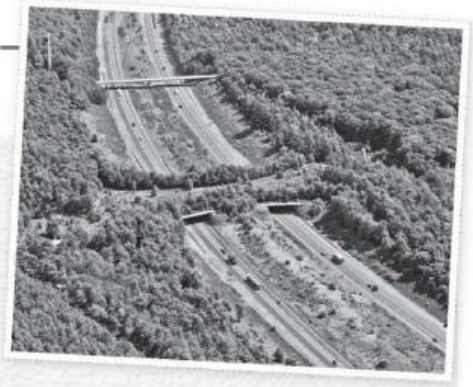
Once I was lying on my bed. It was nighttime, and I was reading a book. Suddenly, I decided that I wanted to write a book! In fact, I didn't just want to write a book, I wanted to write a best seller. In particular, I wanted to write a best seller for other children like me.

The next morning, I asked my mom what I should do. She had some good ideas. I went to the library, and I borrowed as many best sellers as I could. I took them home, and over the next few weeks, I read them all. I had to find out what was so good about them. My teachers helped me, too. They read everything I wrote and gave me new ideas. For example, they explained that I should write several drafts and ask people to read them.

LIVEWORKSHEETS

Wrap Up

Writing



A Read this persuasive letter. Label the parts of the letter.

recipient's address

Mrs. Isabel Portillo
City Councilor
PO Box 57, City Hall
San Juan, Puerto Rico

June 11, 2015

Dear Mrs. Portillo,

I'm writing to you about the need for an ecoduct for animals in our town. Many animals are killed every year because they get run over by cars and trucks.

One of the main reasons we need an ecoduct is that there are a lot of wild animals, like black-tailed jackrabbits and several types of squirrels, that live in the neighborhood. These animals are essential to the ecosystem of our beautiful country. If many of these animals disappear, the ecosystem will suffer. An ecoduct will help them to find food and shelter safely.

Some people say that it's not important to build ecoducts. They feel that wild animals can learn to avoid highways and roads. My research shows that this is not true. Too many animals get killed because of roads.

One final point I would like to make is that ecoducts have been very successful in other parts of the country and, in fact, around the world. Many European countries, the Netherlands in particular, have several hundred ecoducts.

I hope that you will support my application at the City Council meeting next week.

Best regards,

Juan Morelos
Chief Engineer

B What should you do when you are writing a persuasive letter? Circle the correct answer.

1 You **shouldn't** / **should** start your letter with a clear statement.
2 It's a **good** / **bad** idea to include arguments for and against.
3 **Always** / **Never** include arguments for the points you want to make.
4 People will listen to you if your letter is **polite** / **angry**.
5 You **should** / **shouldn't** end your letter with an action statement.

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LIVEWORKSHEETS

Write a Persuasive Letter

A You're going to write a persuasive letter. Think about something you care about and plan your letter. Use the organizer to help you.

Who will I write to?	
What do I want to happen?	
Why is this important?	
How can I persuade the person I'm writing to?	

B Think about the statements you'll make in your letter. Outline your ideas here.

Why do I care about this?	
How can this situation improve in the future?	
What happens now? How do I know this?	

C Now write the first draft of your persuasive letter in your notebook.

D Your Writing Checklist

Did you …

- ☐ start and finish the letter correctly?
- ☐ make a purpose statement in your first paragraph?
- ☐ give arguments for your topic?
- ☐ give arguments against your topic?
- ☐ use tenses correctly?
- ☐ use any connectors?
- ☐ add paragraph breaks?

E Now write the final draft of your persuasive letter in your notebook.

LIVEWORKSHEETS

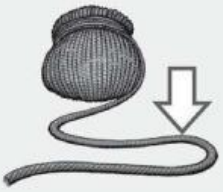
What have you learned?

Review

A Write the correct word for each picture.

obstacle	span	desert	strand	waterway
binoculars	hazardous	sapphire	triplets	suspended

1 

2 

3 

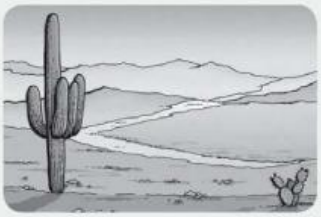
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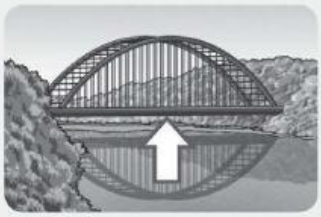
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9 

10 

BIG QUESTION 1

Why do we build bridges and tunnels?

LIVEWORKSHEETS

B Complete each sentence with the correct word.

problematic	bilingual	isolated	admire

1 The village where my aunt lives is _____. It's very far away from anywhere.
2 Building a tunnel can be _____. There are many obstacles.
3 If you can speak two languages fluently, you're _____.
4 Many people _____ sports personalities because they're so good at what they do.

C Check (✓) the correct tense.

1 You aren't listening to me!
☐ present continuous ☐ past continuous

2 They've been running for a couple of hours now.
☐ present continuous ☐ present perfect continuous

3 Tommy isn't going to be traveling with us.
☐ present continuous ☐ future continuous

4 Yesterday, we were learning about aqueducts.
☐ past continuous ☐ present perfect continuous

D Complete each sentence with the correct continuous tense.

1 What is your class _____ (learn) about next week?
2 What _____ (you / do) at six o'clock yesterday evening?
3 Joe got wet because it _____ (rain) all morning.
4 I _____ (not / work) today. I've been sleeping!
5 We _____ (study) yesterday, but today we're going to the beach.
6 Unfortunately, Rebecca _____ (not / come) to our party.

E Read. Mark where the paragraph break should be and circle the connectors.

Bridges have a very long history. In fact, the first bridges were made by nature. For example, a fallen tree can act as a bridge across a small river or stream. When humans began to build bridges, they were very simple structures, often made of wooden logs, stones, and dirt. Similarly, flat rocks were also used as a way of getting across a body of water. These were the first beam bridges. Later, the Romans began to build bridges in an organized way. The Romans had a vast empire, and so they needed bridges in many places. Roman bridges are famous because of their arch shape, which enabled them to span greater distances than beam bridges.

LIVEWORKSHEETS