UNIT 18

Get Ready

Words

A Find and circle.

k	r	s	a	i	s	p	l	a	r	o	c	m	e
a	e	m	p	d	o	l	p	h	i	n	e	r	s
q	u	l	e	n	c	x	i	k	h	s	o	v	q
u	n	h	p	k	t	o	z	c	i	w	y	p	u
g	t	v	l	n	o	t	t	e	r	o	j	r	i
o	y	j	i	h	p	r	i	o	l	m	x	o	d
g	i	r	d	o	u	b	x	e	q	u	e	n	j
g	k	s	x	w	s	m	e	j	r	n	b	k	a
l	e	a	f	y	s	e	a	d	r	a	g	o	n
e	l	a	h	w	k	c	a	b	p	m	u	h	i
s	n	i	u	g	n	e	p	h	t	j	o	e	k

humpback whale
octopus
coral
penguin
goggles
otter
kelp
dolphin
leafy sea dragon
squid

B Match the words to the pictures.

1 goggles •
2 kelp •
3 penguin •
4 squid •
5 otter •
6 coral •
7 humpback whale •
8 dolphin •
9 leafy sea dragon •
10 octopus •

• **a** 
• **b** 
• **c** 
• **d** 
• **e** 
• **f** 
• **g** 
• **h** 
• **i** 
• **j** 

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LIVEWORKSHEETS

C Look and write.

octopus	dolphin	squid	otter	penguin	leafy sea dragon

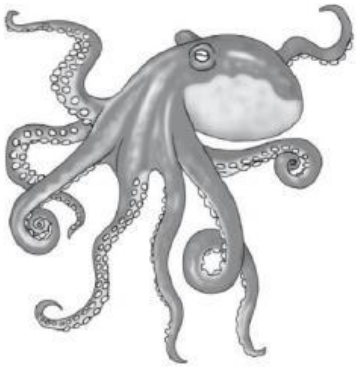
1 

2 

3 

4 

5 

6 

D Circle *True* or *False*.

1	You wear goggles to protect your ears in the swimming pool.	True	False
2	An octopus has a soft, round body and eight arms.	True	False
3	Kelp is a type of seaweed.	True	False
4	A penguin is a fish, but it can fly.	True	False
5	Coral is very colorful and can be found on land.	True	False
6	A humpback whale has four legs and a trunk.	True	False
7	An otter is a kind of bird.	True	False
8	A squid can live on land.	True	False

LIVEWORKSHEETS

Read

A Read the photo essay. What four creatures is the essay about?

_____

B Read the photo essay again. How do dolphins find food? Remember, as you read, stop and ask yourself: What isn't clear? Use a dictionary to look up words you don't understand.

Sea Creatures

Emperor Penguins



Live: in Antarctica

Eat: small fish, shrimp

Size: average length of 115 centimeters

Emperor penguins are the largest of all penguins. They are birds, but they cannot fly. They stand together in large groups to keep warm. The penguins on the outside of the circle need to move to the inside of the circle to get warm again.

A female penguin lays one egg. She puts it on the father's feet. The father keeps the egg warm for almost 65 days. Then the mother comes back with food for the baby, and the father goes to look for food.

Bottlenose Dolphins



Live: in tropical oceans and other warm waters

Eat: fish, **squid**, shrimp

Size: weigh up to 450 kilograms

Bottlenose dolphins are very intelligent. They communicate by making sounds. They send signals to find their prey. They can swim as fast as 30 kilometers an hour.

Humpback Whales



Live: near the coast; they need to move from the poles to the equator

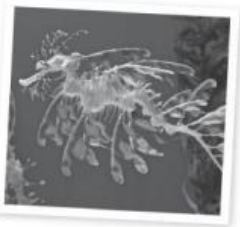
Eat: tiny shrimp, small fish

Size: weigh up to 36 tonnes

Humpback whales sing songs. The sounds travel through the ocean. Humpbacks are powerful swimmers. They can propel themselves through the water and out of it.

Think Look up the word *propel* in the dictionary. How does it help you to understand how humpback whales move?

Leafy Sea Dragons



Live: in the waters off southern and eastern Australia

Eat: sea lice

Size: average length of 35 centimeters

Leafy sea dragons are usually brown and yellow. They look like **kelp**, so they can hide in seaweed. Like the emperor penguin, the male sea dragons need to keep the eggs warm for 4 to 6 weeks, until the babies are born.

Think Look up the words *prey* and *signals*. How do they help you to understand how dolphins hunt?

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LIVEWORKSHEETS

Comprehension

A What types of creatures can we find when we explore the oceans?

_____

B Answer the questions.

1 What happens after the female emperor penguin lays an egg?

_____

_____

2 Which of these sea creatures is the largest? Which is the smallest?

_____

_____

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

tethered	diver	hose	freezing

1 The penguins of Antarctica live in a _____ climate.

2 We _____ the boat to the dock.

3 Jacques Cousteau was a famous deep-sea _____ .

4 Divers use an air _____ to get oxygen.

a 

b 

c 

d 

D **About You** Answer the questions.

1 What place would you like to explore? Why?

_____

2 What animals do you think you would see there?

_____

LIVEWORKSHEETS

Grammar in Use

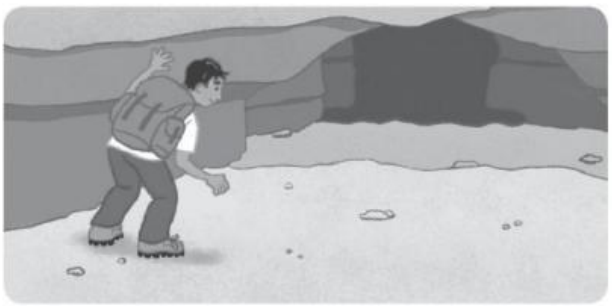


A Study the grammar.

Learn Grammar *Want to, Need to, Have to*

Need to / Have to	*Want to*
We **need to** drink water to stay alive.	I **don't want to** explore the cave.
They **had to** be on time.	He **wanted to** explore the world.
Do I **have to** wear a helmet? Yes, you **do**. No, you **don't**.	**Did** she **want to** go to school? Yes, she **did**. No, she **didn't**.
What **do** I **need to** wear? You **need to** wear boots.	What **did** they **want to** eat? They **wanted to** eat ice cream.

B Circle *True* or *False*.



1 He wanted to explore the ocean.

True **False**



2 She needs to wear a raincoat.

True **False**



3 What did they want to do? They wanted to eat ice cream.

True **False**



4 What does he have to bring? He has to bring a sled.

True **False**

LIVEWORKSHEETS

C Circle *need to, have to,* or *want to.*

1 I **need to** / **want to** breathe oxygen to stay alive.

2 I **have to** / **want to** explore the Himalayas.

3 I **need to** / **want to** go diving in the ocean.

4 I **have to** / **want to** wear a helmet when I ride my bicycle.

D Look, read, and check (✓).

1 What do you need to do?



☐ **a** I need to drink water.

☐ **b** I need to eat an orange.

2 Did they want to explore the forest?



☐ **a** Yes, they did.

☐ **b** No, they didn't.

3 What does she want to do?



☐ **a** She wants to go sledding.

☐ **b** She wants to ride her bicycle.

4 Does he have to wear sneakers?



☐ **a** Yes, he does.

☐ **b** No, he doesn't.

E Write two sentences about what you need to or have to do, and two sentences about what you want to do. Use the ideas to help you.

be on time	play soccer	go to school	drink water to live
eat ice cream	learn	~~wear boots in the snow~~	

I need to wear boots in the snow.

LIVEWORKSHEETS

Communicate

Word Study

shipwreck sandcastle clownfish seagull swordfish seafloor

A **Match and write.**

1 clown + fish •
2 sea + gull •
3 sword + fish •
4 sea + floor •
5 sand + castle •
6 ship + wreck •

• a



_____

• b



_____

• c



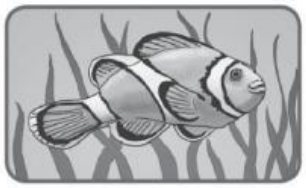
_____

• d



_____

• e



_____

• f



_____

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

1 A _____ flies over the ocean.
2 A _____ has a bill like a sword, and it swims in the ocean.
3 We like to build a _____ on the beach.
4 Did you see the coral reef on the _____?
5 _____ are colorful fish that swim in warm water near coral reefs.
6 A storm with high winds caused the _____.

LIVEWORKSHEETS

Writing Study

A **Combine the two sentences using the word *although*.**

1 It was snowy. I didn't wear my boots.

Although it was snowy, I didn't wear my boots.

2 The waves were high. I went swimming in the ocean.

3 They didn't know the route. They sailed west to reach India.

4 We saw birds. We didn't find land.

B **Write about what explorers need to do.**

Read the example. Use **although** in your writing. Use **want to** and **need to** or **have to**.

> Before Columbus left Spain, he **needed to** get the ships ready. **Although** he didn't know the route, he planned to sail west to reach India. He **needed to** have maps and sailing tools. He **wanted to** bring a large crew. On August 3, 1492, Columbus set sail with three ships and 90 men.

LIVEWORKSHEETS

Wrap Up

Writing

A Read Emma's fictional interview with the 19th century explorer Freya Stark. Label the parts of the interview.



Choose an _____

Include _____

Ask _____ _____ _____

An Interview with Freya Stark

Emma: Ms. Stark, what part of the world did you explore?

Freya: I explored the Middle East. I traveled alone with a guide.

Emma: Why did you travel alone?

Freya: I wanted to be able to move around freely. And I wanted people to accept me. I was the first European woman to visit many of these places.

Emma: Tell me about one of your journeys. Where did you go and when?

Freya: In 1931, I traveled to Luristan. It was an unexplored part of western Persia (now Iran).

Emma: What did you discover there?

Freya: I met the Lurs. I learned about how they live. And I uncovered ancient objects.

Emma: Why did you want to go to Luristan?

Freya: I wanted to explore it and draw maps of the region. No one from the West had ever been there before, and there were no maps. England's Royal Geographical Society published my maps of Luristan in Persia.

B Prepare to write your own fictional interview with an explorer.

Choose an explorer who interests you, or look up other explorers on the Internet. Take notes on the details of the explorer's journey.

Who	
What	
When	
Where	
Why	

C Now go to your notebook to write your own interview. Then read and revise it.

My writing checklist:

- ☐ I included *who*, *what*, *when*, *where*, and *why* questions.
- ☐ I wrote the explorer's answers.
- ☐ I read and revised my interview.

LIVEWORKSHEETS

BIG QUESTION 9

Why do we explore?

Look back through Units 17 and 18:
Which reading text did you enjoy more? Why?

Write three things that you learned about exploration.

Why do you think it is important for people to explore different places?

Review

A Look and write.

sandcastle diver goggles sail

1 

2 

3 

4 

B Two of the three words are correct. Cross out (X) the wrong answer.

1 These are birds.	**a** seagulls	**b** penguins	**c** dolphins
2 This is a living thing.	**a** coral	**b** cloud	**c** kelp
3 People often look after them.	**a** teachers	**b** children	**c** pets
4 You often see this during a bad storm.	**a** hail	**b** waterfall	**c** lightning
5 This is an area of water.	**a** strait	**b** island	**c** river
6 This has a soft body and lots of long legs.	**a** squid	**b** otter	**c** octopus

LIVEWORKSHEETS

C Complete the sentences with the prepositions of movement in the box.

away from	back to	around	through	across	along



1 The boy walked _____ the house.

2 He walked _____ a pond.

3 He walked _____ a forest.

4 He went _____ a road.

5 Then he walked _____ the street.

6 Finally, he went _____ the house.

D Combine the two sentences using the word in parentheses.

1 They boarded the ship. They left Spain. (before)

_____

2 Columbus left men on Hispaniola. He didn't find them there. (although)

_____

_____

3 They sailed along the coast of Hispaniola. They sailed to Cuba and Jamaica. (after)

_____

_____

4 Many men got sick. Many men stayed healthy. (although)

_____

E Read the story. Complete the sentences with *need to*, *have to*, or *want to*.

I _____ (1) go on a trip. First, I _____ (2) choose a destination.

Then I _____ (3) buy a train ticket. I _____ (4) go to Montreal.

I _____ (5) visit the Old City. I'll walk a lot, so I _____ (6) bring comfortable shoes.

LIVEWORKSHEETS

Student's Writing Resource

Writing Process

1 BRAINSTORM IDEAS

- Write all the ideas that come into your mind.
- Don't stop to think about what you write. Just keep writing.

2 ORGANIZE YOUR IDEAS

- Put your ideas into groups. Each group will be a paragraph.
- A paragraph is a group of sentences that are about one main idea. Remember, the main idea is usually the first sentence in a paragraph.
- Decide what you want to say first, next, and last.

3 WRITE A PARAGRAPH

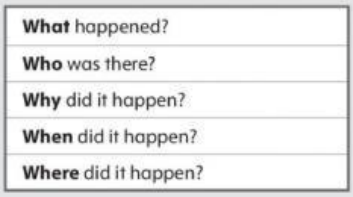
- Remember to organize your ideas before you write your paragraph.
- Write your topic sentence first. This tells the reader what your paragraph is about.
- Then write three or four sentences that support your topic sentence.

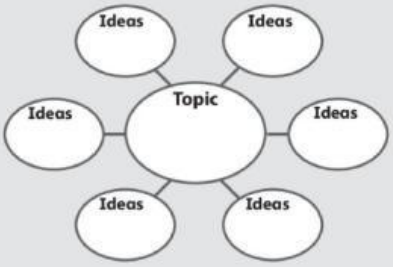
4 REVISE YOUR WORK

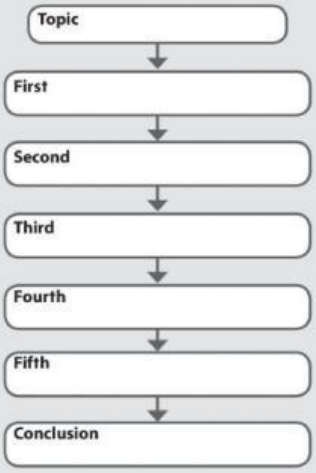
- After you write your paragraphs, read them again.
- Are your topic sentences clear?
- Are your supporting sentences strong and in the correct order?
- Are your grammar and spelling correct?

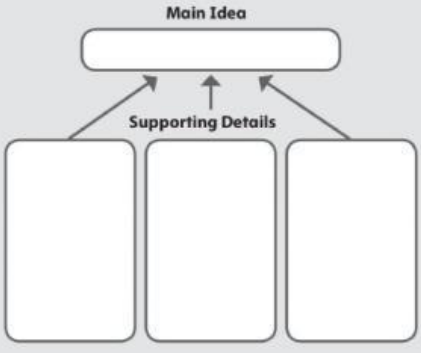
Brainstorming and Organizing

Make charts like these to organize your ideas before writing.









LIVEWORKSHEETS