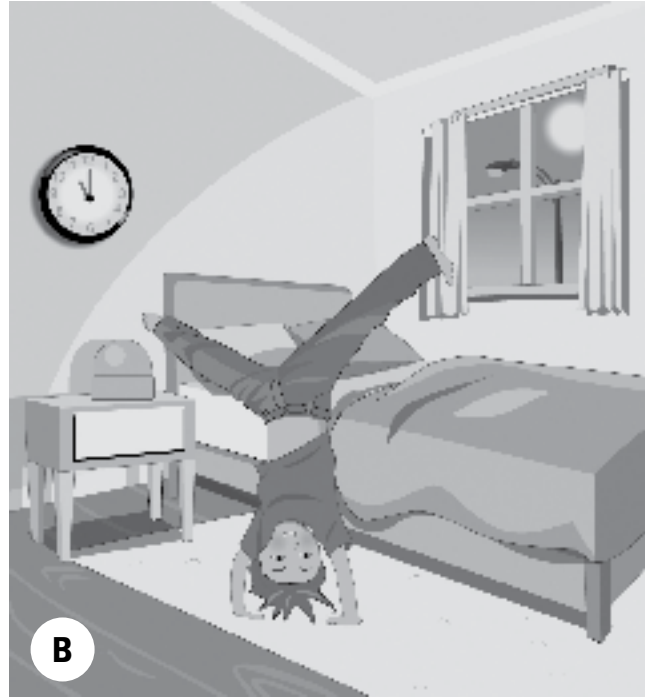
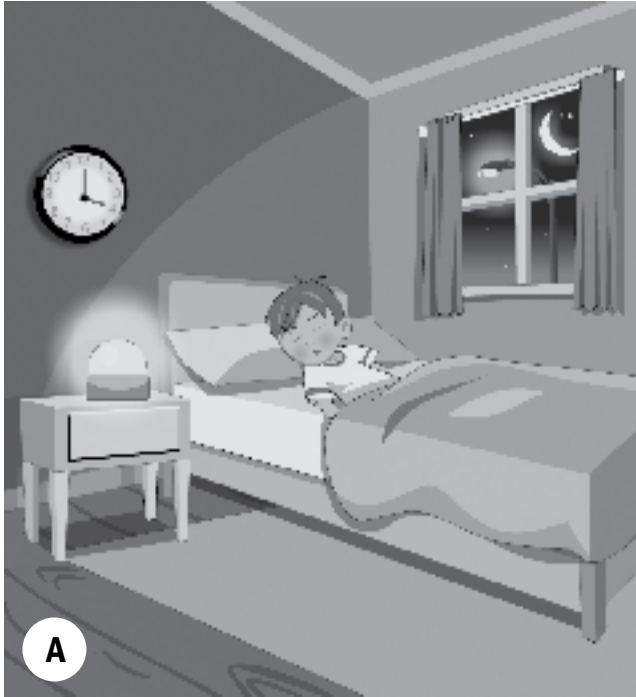


Unit 3

Secrets of the Dark

1 Read. Decide whether each sentence describes picture A or B. Write A or B.



___ 1. The boy is very active.

___ 2. The boy is going to sleep.

___ 3. It's after sunset.

___ 4. It's daylight.

___ 5. The street light is lit up.

___ 6. The street light isn't lit up.

___ 7. It's dark outside.

___ 8. It's after sunrise.

2 Listen. Then circle the best answers. **TR: 13**

1. Ella walks to school in **darkness** / **daylight**.

2. The students see the **sunrise** / **sunset**.

3. The playground is **lit up** / **not lit up**.

4. When Ella walks home from school, cars drive with **headlights on** / **headlights off**.

5. People in Stockholm **go to sleep** / **are active** when it's dark early.

3 Read. Then match the sentence halves about daylight hours in Stockholm.

Write the letters.

In Stockholm, Sweden, there are 18 hours of daylight during the month of June. However, in December, there are only 5 hours. This causes some health problems. People need the sun's vitamin D for healthy bones and skin. So the residents add extra vitamin D to their winter diet by eating more yogurt and drinking extra milk. Also, they usually take two vacations a year to enjoy the sun.

There are other problems, too. People feel sad, lose energy, and go out to festivals less often. In the downtown area, tall buildings block the sunlight from reaching the sidewalks, so sometimes offices and homes get less than 5 hours of light a day. However, when it snows, the city looks brighter because streetlights and cars' headlights light up the snow.

- | | |
|---|--|
| _____ 1. In the downtown area, tall buildings | a. helps people be healthy in the winter months. |
| _____ 2. Eating more milk products | b. it has fewer hours of darkness in the summer. |
| _____ 3. Some people feel unhappy | c. the city appears lighter because of the streetlights shining on the snow. |
| _____ 4. Although Stockholm has very few hours of sunlight in the winter, | d. when they don't have enough daylight. |
| _____ 5. One good thing is that when it snows | e. block the sun, so it's dark. |

4 Write. Look at the picture and write sentences. Use vocabulary words from the word box.

active darkness streetlights sunset



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

GRAMMAR

Present progressive: Saying what is happening now

Non-action verbs	Action verbs
We understand your idea.	She's wearing snow boots.
She doesn't think it's expensive.	I'm ice-skating on the lake.
They stay at their grandmother's house in the summer.	You're learning about time zones.
You look healthy.	They're making a green glowing light.

Some verbs describe actions: *learn, skate, sing, grow, climb*. We can use the *be + -ing* form with these verbs. Now we **are learning**. **I'm skating**. **They're singing**.

Other verbs don't describe actions. We use them to describe situations, feelings, and ideas: *be, live, believe, understand, have, hear, want*. We don't often use the *be + -ing* form with these verbs.

Some non-action verbs can become action verbs with a change in meaning; for example: *think, have*. **I think** this sunset is beautiful. **I am thinking** of the sunset I saw yesterday.

5 Choose the correct verb to complete each sentence. Think about if the action is happening now (*action verb*) or always true (*non-action verb*).

1. She **is wearing** / **wears** a hat and gloves when it is cold at night.
2. He **believes** / **is believing** there's life on Mars.
3. Animals that glow in the dark **include** / **is including** fireflies and jellyfish.
4. David Gruber often **surfs** / **is surfing** when he goes on vacation.
5. Scientists **are learning** / **learn** that more underwater creatures glow in the dark.
6. Kids **love** / **are loving** unusual animals.
7. I'm busy right now. I **am working** / **work** on my report.




6 Listen. Circle **A** for *Action* and **NA** for *Non-action*. **TR: 13**

- | | | | | |
|---------|---------|---------|---------|----------|
| 1. A NA | 3. A NA | 5. A NA | 7. A NA | 9. A NA |
| 2. A NA | 4. A NA | 6. A NA | 8. A NA | 10. A NA |

7 Write. Put each word under **Day** (sun) or **Night** (moon). Add more words using your own ideas. Then write five sentences using the words from the chart.

awake car headlights dark darkness daylight go to sleep streetlight sunset

Day ☀	Night 🌙
	

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

8 Finish these sentences. Use vocabulary from this unit. Don't forget to use negatives.

1. During the day a DJ goes to sleep because he works at night .
2. We use streetlights, so _____ .
3. In Stockholm, people _____ .
4. At sunset tonight, they _____ .
5. People in many countries use fireworks when _____ .
6. Today, we _____ .

- 9 **Listen and read.** As you read, underline the words in bold type from pages 44–45 of your student book. The first word is done for you. **TR: 15**

Festival of Lights

Diwali, the Hindu festival of lights, is a fascinating tradition in India. It celebrates the victory of light over darkness, and right over wrong. There are some differences in how people observe this festival around the country. In the north, people celebrate the story of a great king's return to his kingdom. In the south, people celebrate it as the day that they fought a great battle. In the west of India, the festival remembers that light returns to Earth, and in the east, people pray for strength. During the festival, there are glowing lights everywhere. People light traditional oil lamps and fireworks.

There are five days of *Diwali*. On the first day, people clean their homes and go shopping for clothes, gold, and kitchen utensils. On the second day, people take a bath before sunrise and then decorate their homes with clay lamps. They also create patterns on the floor using colorful powder or sand. The third day is the most important day of the festival. On that day, families share amazing meals and watch fireworks all night, until dawn the next day. The fourth day is the first day of the Hindu New Year. On that day, friends and relatives visit with gifts and best wishes. On the last day, brothers visit their married sisters, who welcome them with a tasty meal.



- 10 **Read.** Check **T** for *True* or **F** for *False*.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. <i>Diwali</i> is a festival of lights. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Different parts of India celebrate for different reasons. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. People light fireworks. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <i>Diwali</i> celebrations go on for four days. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. People create patterns on the walls of their homes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. During the celebration, people visit each other. | <input type="checkbox"/> | <input type="checkbox"/> |

11 Write. List the activities for the five days of *Diwali* and the reasons people celebrate it in different parts of India.

Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

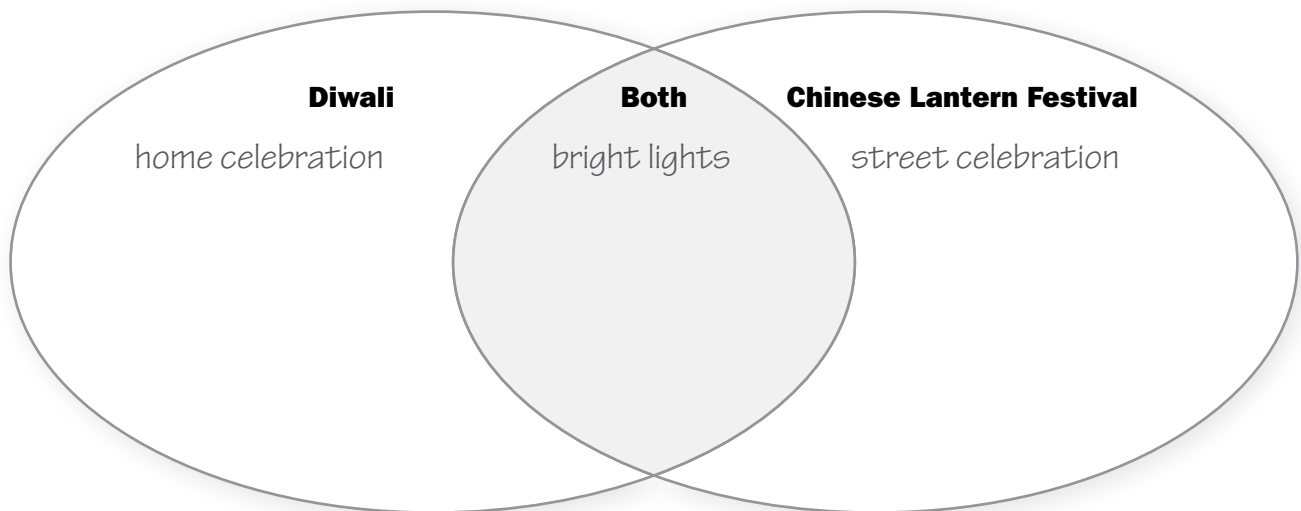
North: _____

East: _____

South: _____

West: _____

12 Write. How are *Diwali*, the festival of lights, and the Chinese Lantern Festival similar? Different? Fill in the Venn diagram.



13 Write. Imagine you are a writer for your school website blog. Write a few sentences about a local festival you went to.

GRAMMAR

At, on, and in: Saying when things happen

Our New Year starts on January 1st.	There's no school on Thursday. It's a holiday!
Stockholm has only 5 hours of daylight in November.	In the evenings, my brother is less active.
During the <i>Diwali</i> festival, people take a bath at dawn.	The sun rises at 9:30 in the morning.

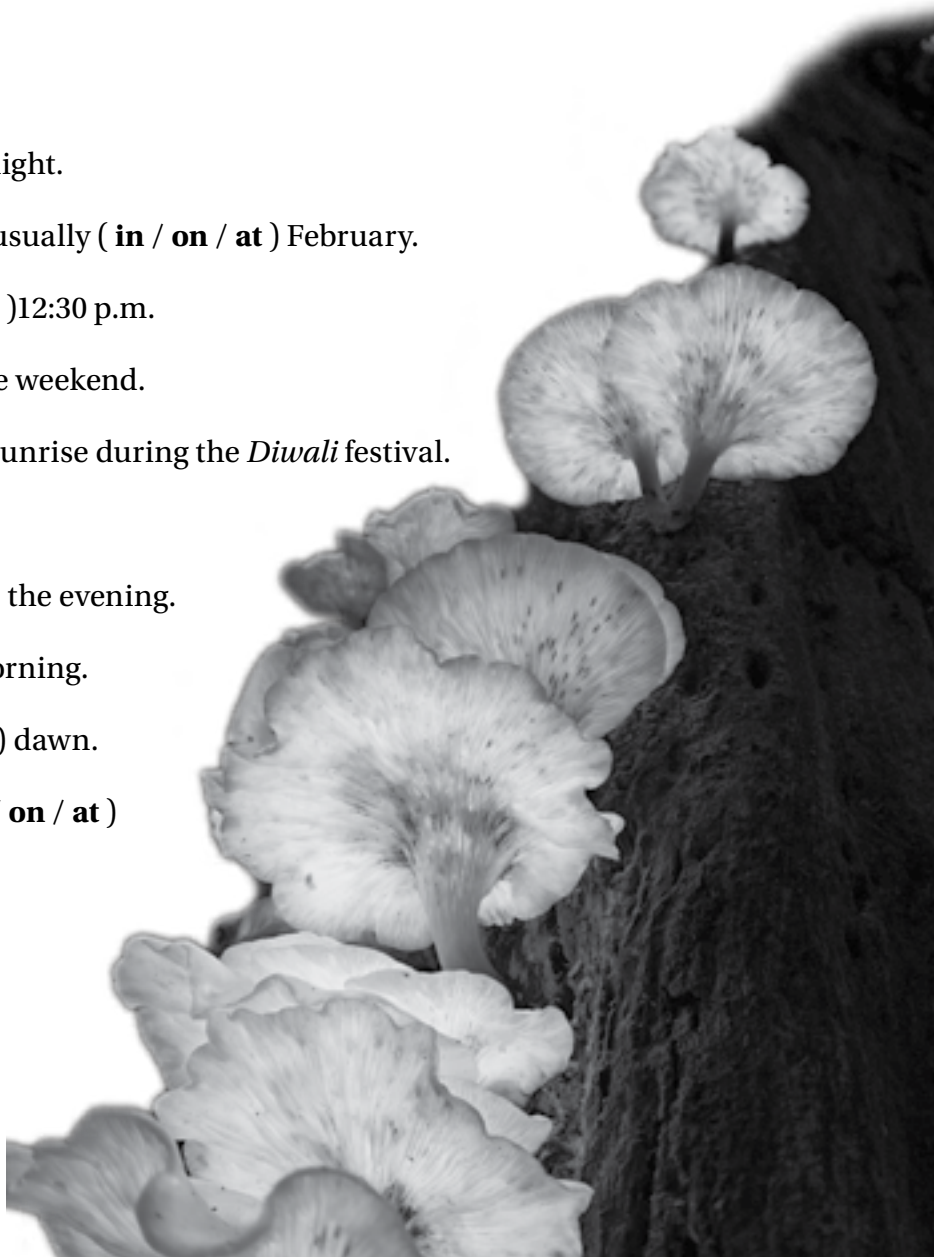
We use *on* for weekdays and for specific dates: **on** *Tuesday (morning)*, **on** *June 6th*.

We use *in* with months, years, seasons, and periods of time: **in** *February*, **in** *2017*, **in** *(the) winter*, **in** *the morning*, **in** *a minute*.

We use *at* with exact times and certain expressions: **at** *sunset*, **at** *lunchtime*, **at** *3:45 p.m.*

14 Listen. Circle *in*, *on*, or *at*. **TR: 16**

1. Many plants grow (**in** / **on** / **at**) night.
2. The Chinese New Year festival is usually (**in** / **on** / **at**) February.
3. My parents eat lunch (**in** / **on** / **at**) 12:30 p.m.
4. DJs usually work (**in** / **on** / **at**) the weekend.
5. People take a bath (**in** / **on** / **at**) sunrise during the *Diwali* festival.
6. I was born (**in** / **on** / **at**) 2004.
7. These festivals start (**in** / **on** / **at**) the evening.
8. See you (**in** / **on** / **at**) Tuesday morning.
9. Birds are very active (**in** / **on** / **at**) dawn.
10. Don't forget his birthday! It's (**in** / **on** / **at**) April 1st, too!



15 Read Carlos's blog. Then answer the questions using *at*, *on*, or *in*.

Day 1: Iceland's unique landscape, with its snowy mountains and frozen lakes, is a perfect place for photographers like me. It's mid-winter and I hear that all over the country you can see the famous Northern Lights, or Aurora Borealis. I'm looking forward to seeing the night sky lit up with green, red, yellow, and purple light. The best view is around midnight, they say. So, here I am! I checked into my hotel. My camera battery is charging, and I'm waiting for the sunset! See you tomorrow!



Gallery

1. What time of year are the Northern Lights visible?

2. What time of day or night is the best view of the Northern Lights?

3. When is the photographer going outdoors to take a photograph?

16 Read Carlos's blog from Day 2. Complete the sentences with *at*, *on*, or *in*.

Incredible! I can't believe how beautiful the sky was last night. I left my hotel (1) at 3:30 (2) ___ the afternoon. The sunset was soon after that, (3) ___ around 4:00. The weather here is freezing. It's 23 degrees Fahrenheit (-5 C) (4) ___ sunset. I don't like standing around outside (5) ___ winter, so I decided to go back into the hotel.

(6) ___ about 8:00 (7) ___ the evening, I put on my hat and went outside again. Perfect timing! An amazing green light glowed in the sky in front of me, with lines of purple and red. Wow! More people were outside by now, watching in silence. Click on the gallery link to see my photos. More tomorrow! Flying home (8) ___ Tuesday.

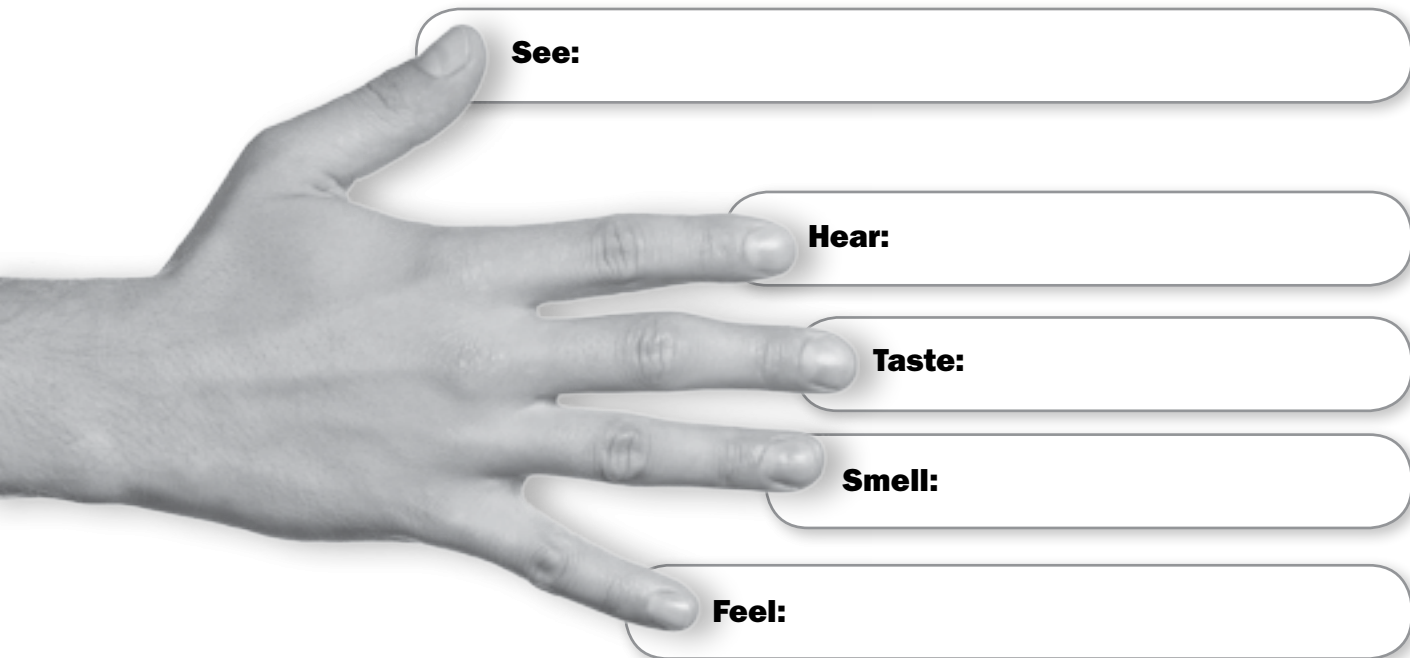
WRITING

We can talk about an event using the five senses as we describe what we see, hear, taste, smell, and feel. With describing words, our readers imagine that they are there at the event.

17 Organize

1. Your topic is to describe a colorful event, for example, a festival, fireworks, a sunset, or watching a wood fire.
2. Plan your writing. Your paragraph should start with an introductory sentence that describes the colorful event. Use the hand below to write three or more sensory words to describe what you see, hear, taste, smell, and feel. If needed, use a dictionary to help.

Write your introductory sentence here:



See:

Hear:

Taste:

Smell:

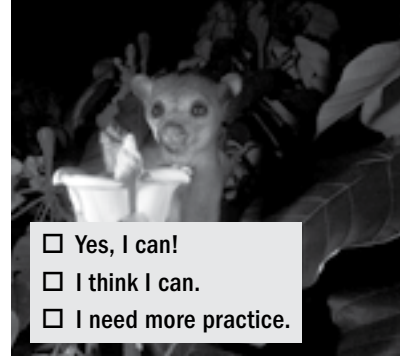
Feel:

3. In your paragraph, use the sensory words you listed to help you describe the colorful event. Finish your paragraph with a brief statement of why this event is special and how you feel about it.

18 Write

1. Go to p. 55 in your book. Reread the model and writing prompt.
2. Write your first draft. Check for organization, content, punctuation, capitalization, and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I Can . . .



talk about night, darkness, and nocturnal activities.

Choose a nocturnal animal and a light festival. Write two sentences about each.

- Yes, I can!
- I think I can.
- I need more practice.

1. _____

2. _____

use non-action and action verbs.

Write two sentences using action verbs and two sentences using non-action verbs.

- Yes, I can!
- I think I can.
- I need more practice.

believe feel glow shine understand watch

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

use *at*, *on*, and *in* to say when things happen.

Write sentences using the following information.

- Yes, I can!
- I think I can.
- I need more practice.

1. morning / watch / sunrise _____
2. weekend/ ride a bike / park _____
3. observe / animal / night _____

write a description of an event using adjectives and the five senses.

Use sensory words to describe your experience at a fireworks show.

- Yes, I can!
- I think I can.
- I need more practice.

Choose an activity. Go to p. 92.