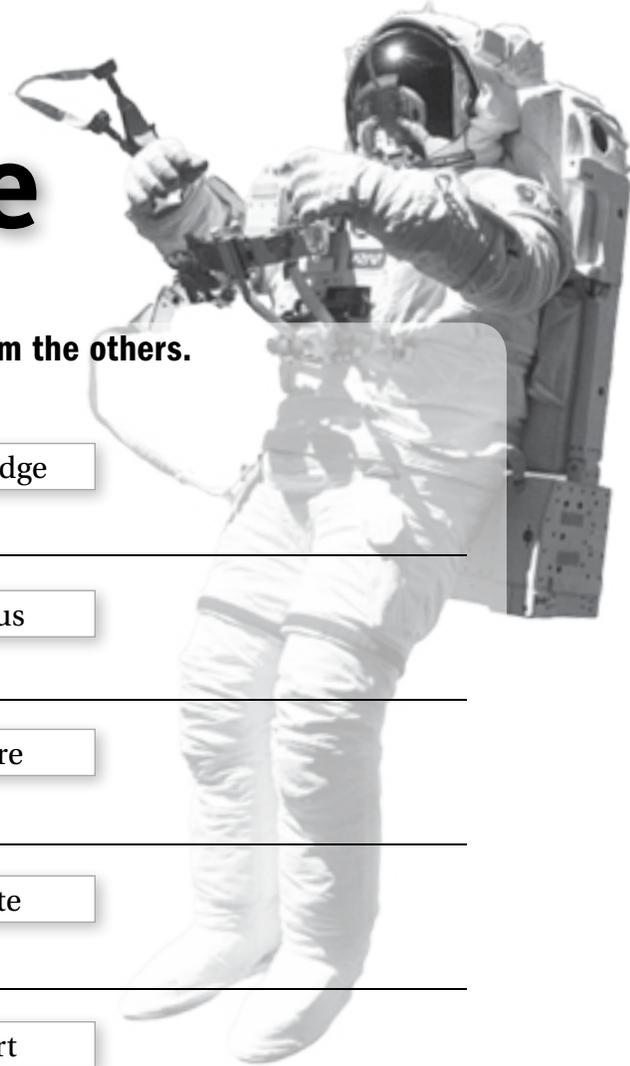


Unit 5

Why We Explore



1 Circle the word that is a different part of speech from the others.

Then use that word in a sentence.

1.

Explorers use many high-tech tools.

2.

3.

4.

5.

2 Use a word from Activity 1 to replace each underlined word or phrase. Make changes to the word where necessary.

1. I am interested to see the views from the hilltop. curious
2. The village is too far away. It will take days to reach. _____
3. I want to be the first person who travels beyond Mars! _____
4. She is a skillful researcher. _____
5. His camera has very sophisticated and modern technology. _____
6. I want to go and find out what's in that cave. _____

3 Listen. Check **T** for *True* or **F** for *False*. Rewrite any false statements as true. **TR: 20**

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Sylvia has explored deep and remote parts of the ocean. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Research into the behavior of tropical fish has been her only achievement. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The purpose of building underwater vehicles was to allow scientists to travel easily between Pacific islands. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. High-tech equipment can help stop illegal fishing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. She feels that the oceans require our immediate attention. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Listen again and write three of Sylvia Earle's achievements. Then answer the question about yourself. **TR: 21**

1. _____
2. _____
3. _____

What has been your greatest achievement so far?

My greatest achievement so far: _____

GRAMMAR

Narrative tenses: Telling a story



***I had been thinking** (1) of becoming a pilot for a long time. I **had even done** (2) research about flight schools. Then one day **I was talking** (3) to my cousin and he **told** (4) me I could install flight simulator software on my tablet! And that's how I **learned** (5) to fly without leaving my house!*

We can use four tenses when narrating stories:

- the simple past (4, 5) for narrating events in chronological order.
- the past perfect (2) for describing an event that happened before another event in the past.
- the past perfect progressive (1) and the past progressive (3) to describe actions in progress or actions that are repeated over a longer period.

5 Read. Fill in the blanks with the correct tense for each verb. The numbers refer to the timeline shown above.

1. Lee Berger _____ (1, dig) for fossils for 17 years when he _____ (4, realize) he was looking in the wrong place.
2. In 2008, he _____ (4, go) back to South Africa and _____ (4, take) a new route to a place 17 km (10 miles) away from where he _____ (1, dig) originally.
3. As he _____ (3, walk) around, looking for clues, with his nine-year-old son, he _____ (4, discover) an area with 125 new cave sites and 14 fossil caves.
4. During the following year, he _____ (5, find) 700 more caves.



6 Listen. Fill in the blanks with a synonym from the word bank. **TR: 22**

drive	encounter	engaged in	exciting
globe	remote	route	set a record

Tracey Curtis-Taylor had been dreaming about flying since she was a young girl. Her (1) drive for adventure started then, too. She had had her first (2) _____ with flying at the age of 16. When she was living in South Africa, and had been working there for many months, she realized that she wanted to follow her dream of flying. In 2013, she flew for about 16,000 km (10,000 miles) in an old airplane over (3) _____ parts of Africa by herself. In 2015, she began another solo flight, following the (4) _____ of pioneer Amy Johnson, who in 1930 (5) _____ for being the first female to fly solo between London and Sidney. The route took Tracey half way around the (6) _____ and it was her most (7) _____ flight as a pilot so far.



7 Fill in the chart. Write the underlined verbs from Activity 6 in the correct columns below.

Simple Past	Past Progressive	Past Perfect	Past Perfect Progressive

8 Write. You and a friend had been shipwrecked on a remote island. Answer the questions to explain how you were rescued. In your answers, use at least one of the words in parentheses.

1. What had you been doing while you waited to be rescued? (investigate, look into, curious)

2. What had you done the morning of your rescue that was different from other mornings? (encourage, encountered, set a record)

3. What were you doing when you saw the rescue plane? (research, knowledge, route)

4. What did you do after the pilot landed the plane? (achievement, globe)

Will We Ever Stop Exploring?

Humphry Davy (1778–1829), a famous English chemist, was a pioneer in the field of electrochemistry. He believed that people should never stop exploring. He once said that it would be dangerous for the human mind to think that it knew everything about science and nature, and that there were no new worlds to conquer.

Some people think we spend too much time and money on exploration and that we know enough about the universe we live in. But if we didn't keep exploring, we wouldn't find cures for diseases or be able to manage our ocean resources. We wouldn't have knowledge about our past or the reasons for climate change. Without exploration, we wouldn't have the technology we have today, and we wouldn't be looking into the significance of water and life on other planets and moons.

Of course, any exploration involves risks. Even as children, curiosity and the excitement of something being a little dangerous encourages us to look over a neighbor's fence or wonder what would happen if we pressed a button on a machine.

Scientists have been investigating the biological factors that make us explore. They've found that our curiosity and motivation to find and learn new things is driven by a chemical found in our brain. In some people, a high amount of this chemical can increase their level of curiosity.

Fortunately, or unfortunately, not everybody has the same amount of this chemical, which explains why we all aren't ready to zoom into space.

Whether it's curiosity, chemicals, or special genes in our DNA passed down from our ancestors—the original risk takers—there are many reasons that encourage us to keep on exploring.



10 Read the article again. Then circle the correct answers.

1. Humphry Davy believed that ____.

a. there is nothing left to explore

b. we would be wrong to think there is nothing left to explore

2. Some people think that ____.

a. we know enough about the universe

b. exploration is only about going into space

3. The chemical in our brain is ____.

a. only associated with children

b. a chemical we all have

4. Curiosity and motivation ____.

a. encourage us to explore

b. weren't traits our ancestors had

11 Why do people explore? Complete the idea web with reasons you found in your book. Write one idea in each circle. For each reason, think of, or search the Internet for, an example from real life. Write your examples on the lines.



GRAMMAR

Geographic use of *the*

The Nile River runs through **the Sahara Desert** to **the Mediterranean Sea**.

Christopher Columbus was born in **the Republic of Genoa**, Italy. He sailed past **the Canary Islands** and across **the Atlantic Ocean** four times.

The European Union has over 500 million people.

I'm from South America. That's in **the southern hemisphere**.

We use *the* with names of mountain groups, rivers, oceans, seas, deserts, island groups, points on the globe (*the South Pole*), and general areas (*the South, the southern hemisphere*).

We don't use *the* with most countries, cities, streets, individual mountains (*Mount Everest*), islands, and continents. Exceptions are place names that contain words such as *republic, state, or union* (*the Dominican Republic, the United States*). We also say *the Netherlands* and *The Hague*.

12 Write *the* or *X* for *no article*. Then listen to the geography quiz. Circle the correct answer (a or b) to each question. Listen again and check your answers. **TR: 24 and 25**

- 
- a. ____ Himalayas b. ____ Alps
 - a. ____ Atacama Desert b. ____ Gobi Desert
 - a. ____ Mt. Fuji b. ____ Mt. Kilimanjaro
 - a. ____ Britain b. ____ United Kingdom
 - a. ____ Caribbean Sea b. ____ Red Sea
 - a. ____ Yangtze b. ____ Amazon

13 Read and write. Answer the questions.

1. What continents, seas and/or oceans would you need to cross from your home to visit London?

2. If you had a ticket to visit anywhere in the world, where would you go? Why?

14 **Read the postcards.** Write *the* or *X* for *no article*. Imagine you have just visited a place you always wanted to explore. Write your own postcard. Name at least four geographical places.

Dear Kiko,

Our cruise on _____ Mediterranean Sea is going very well. It's so peaceful and calm. So far we've visited _____ Barcelona and _____ Balearic Islands. Tomorrow, we will stop at _____ Naples. We hope to see _____ Mt. Vesuvius. We've never seen a volcano in real life before! Will send you some photos.

See you soon,

Mom and Dad



Hi Mom and Dad,

How are you? Can't believe I finally made it to the top of Machu Picchu, in _____ Peru. The view over _____ Andes Mountains was spectacular! At the end of the week, we are going to travel around _____ Lake Titicaca. We will fly back from _____ Chile, but not before camping in _____ Atacama Desert and walking on the beaches of _____ Pacific Ocean. This is my dream come true! Sending love from _____ South America.

Francisco



WRITING

Use the following phrases to compare and contrast how people, things, places, or ideas are similar or different.

Compare

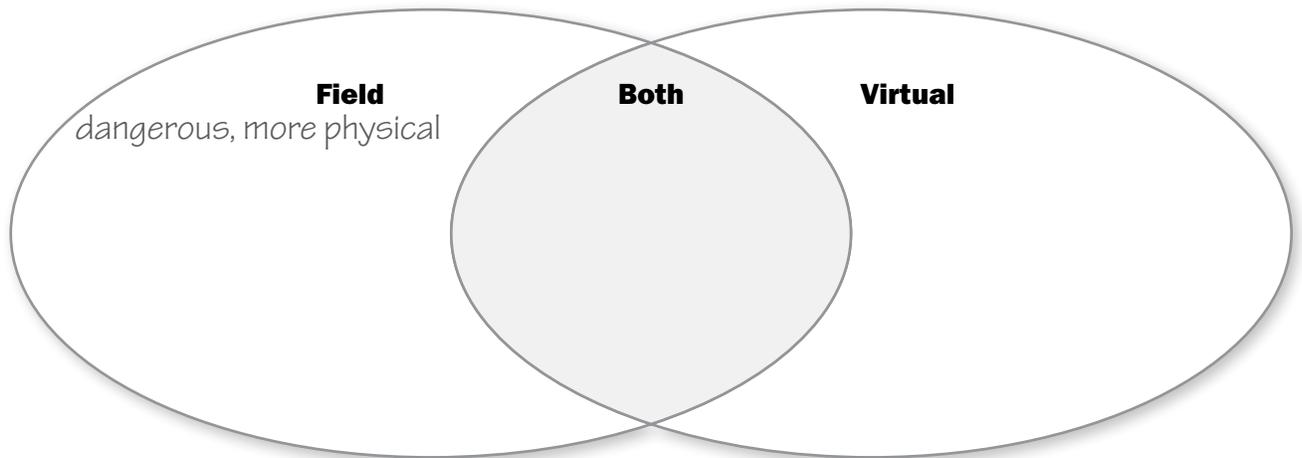
- in the same way
- likewise
- similarly
- the same as

Contrast

- by comparison
- in contrast
- on the one hand
- on the other hand
- whereas

Organize

1. Your topic is to *compare and contrast exploring in the field with exploring virtually*. Look through Unit 5 in your textbook and use your own ideas about the two ways of exploring. Make notes on the Venn diagram.



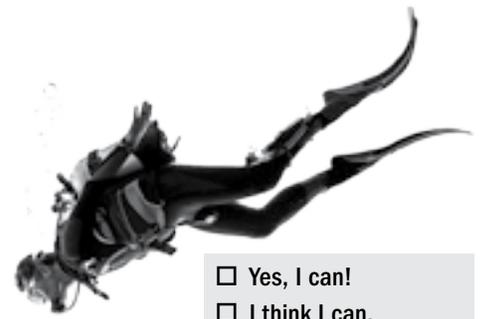
2. Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence will introduce the two things you are going to compare and contrast. Write your topic sentence here:

3. You'll need two to three body paragraphs. Write one paragraph describing how the two forms of exploration are similar and one paragraph describing how they are different.
4. Finally, you'll need a concluding paragraph. It will summarize your main idea and opinion on which type of exploration is best and why.

16 Write

1. Go to p. 89 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 why it's important to explore.

How can space and ocean exploration benefit us? Write a sentence about each.

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

use narrative tenses to tell a story.

Describe a time (real or imaginary) when you discovered something. Use the four narrative tenses.

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

use *the* correctly when talking about geographical places.

Write *the* or *X* for *no article*.

1. ___ Danube starts in ___ Germany and flows into ___ Black Sea.
4. ___ Russian Federation isn't part of ___ European Union.

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

write an essay that compares and contrasts exploring in the field and exploring virtually.

Would you rather work virtually or out in the field when exploring different weather conditions? Write three or four sentences and use the phrases you learned.

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

Choose an activity. Go to p. 94.