

Unit 5

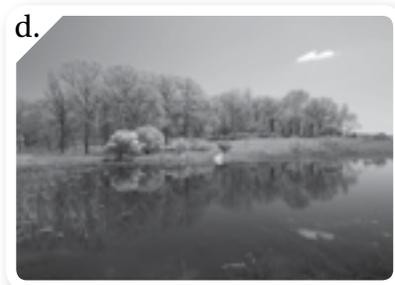
Water

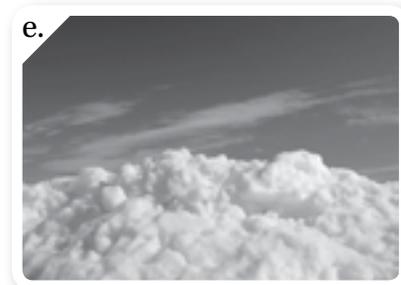
- 1 Label each form of water.** Then decide which is salt water and which is freshwater. Write **S** for *salt water* or **F** for *freshwater*. More than one answer is possible.









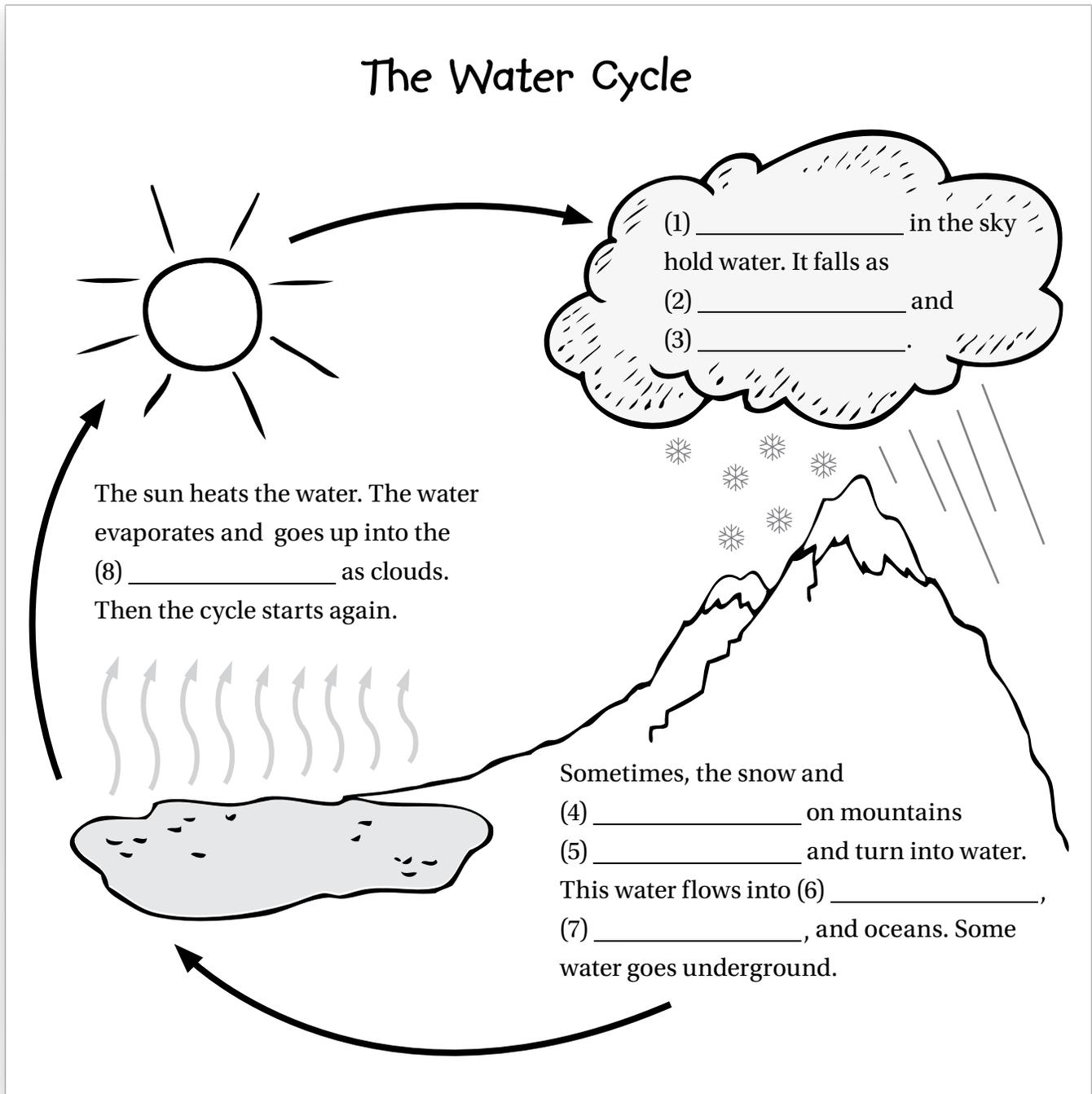


- 2 Read.** Complete the sentences with words from the box.

cloud ground ocean rain river sky underground

1. Be careful where you walk! The _____ is very icy.
2. Hungry bears can find fish in a _____.
3. Sharks, whales, and dolphins live in the _____.
4. Take your umbrella. There will be _____ today.
5. The sun is high in the _____ in the afternoon.
6. It's a beautiful day. There isn't a _____ in the sky!

3 Complete the diagram with the correct words. Then listen and check. **TR: 34**



4 Use the diagram in Activity 3 to complete the sentences.

1. The three forms of water the speaker mentions are _____.
2. When ice melts and turns into water, _____.
3. When the sun heats up water, _____ and forms clouds.

GRAMMAR

Present progressive

Talking about what is happening now	Talking about things that always happen
I'm watering the yard with rainwater.	I'm always trying to save water.
You aren't listening to me!	You're always taking long baths.
Shhh! Mrs. Davis is talking .	Why is Sonia always talking in class?
We aren't using plastic water bottles.	We're always looking for ways to save water.
What are they doing ?	They're always playing with the hose.

We use the present progressive (**be** + verb + *ing*) to say what is happening now, at the moment of speaking. To form the negative, use *not* or *n't*: *I'm **not** playing.* *She **isn't** playing.*

Notice the difference between the simple present and the present progressive:

I eat lunch. = *I eat lunch every day.*

I am eating lunch. = *I am eating my lunch right now.*

We can also use the present progressive to talk about things that regularly happen. We often use the word *always* with this:

*Sonia is **always** talking in class.* = *Sonia regularly talks in class.*



5 Complete the sentences using the present progressive of the verbs in parentheses.

1. He _____ (not travel) in Asia.
He's in the Middle East now.
2. Make sure you _____ (carry)
plenty of water.
3. The faucet in the bathroom _____ (drip).
4. The ice caps _____ (melt).
5. We _____ (not eat) dinner now. We're watching TV!
6. They _____ (help) to save water at home.
7. I _____ (always try) to take shorter showers.
8. It seems like it _____ (always rain) in Seattle!

6 Reread the text on p. 100 in your book. Then complete the text.

We're on day ten of our Water-Saving Plan. Even my brother, Bai, (1) _____
(help)! He (2) _____ (not play) with the hose in the yard anymore. His
friends (3) _____ (not waste) water in the kitchen either.
We (4) _____ (always collect) rainwater in containers outside, and
we (5) _____ (water) the vegetables. Now we (6) _____
(save) water, and we (7) _____ (grow) our own vegetables!

7 Listen. Check the actions you hear. Then write sentences. **TR: 35**

How we're saving water

1. Use reusable water bottles.
2. Water the yard with bath water.
3. Take shorter showers.
4. Reuse water from cooking.
5. Collect rainwater to water the plants.
6. Turn off the faucet when brushing teeth.

1. *They're using reusable water bottles.* _____
2. _____
3. _____
4. _____
5. _____
6. _____

8 Look at Activity 7. Write sentences to say what you're doing to save water.

1. _____
2. _____
3. _____

- 9 **Listen and read.** As you read, underline the name of a mountain range. Think about why the author mentions this. **TR: 36**



The Atacama Desert in northern Chile is one of the driest places on Earth. In some areas of the desert, rain never falls. Some of the mountains there are 6,000 m (about 19,700 ft.) high—that’s as high as some of the mountains in the Himalayas. There is no snow or ice on these mountains, but people in the Atacama are collecting water. So, how are they doing it?

Meet the fog collectors. *Fog* is a type of cloud. But instead of being high up in the sky, it forms near the ground. Fog collectors use big pieces of mesh (cloth with holes) to collect water. In the desert, there isn’t any water on the ground, but there’s a lot of water in the air. When the wind blows, the mesh collects this water. Then, the water runs down into plastic storage tanks.

The local people are using this clean water for drinking and agriculture. In one village, farmers are using the water to grow aloe vera—a plant used in health and beauty products. Aloe vera can help with sunburns and stomachaches. Many people want aloe vera. People in the Atacama are growing and selling a lot of it. This helps their economy.

For now, collecting fog works well for small communities. Researchers are hoping to improve the system so they can turn more air into water.



Aloe vera farm

10 Match the sentences. Write the letter on the line.

- | | |
|---|--|
| _____ 1. There isn't any snow at the top of the mountain. | a. A lot of people use it in health and beauty products. |
| _____ 2. The water is reused for agriculture. | b. This is because the environment is so dry. |
| _____ 3. Aloe vera is very popular. | c. They want to develop a system to collect more fog. |
| _____ 4. Researchers hope to turn air into water. | d. Farmers can use it for their animals and crops. |

11 Answer the questions.

1. Which desert is the reading about?

2. Why does the author mention the Himalayas?

3. What's unusual about the mountains in the Atacama Desert?

4. Where does fog form?

5. Name two ways people use the freshwater that is collected.

6. How does collecting fog help the local economy?

12 Reread *Catching Fog*. How does the author make these words easier to understand? Complete the chart with the examples or explanations from the reading.

1.	the Atacama Desert	<i>one of the driest places on Earth</i>
2.	fog	
3.	mesh	
4.	aloe vera	

GRAMMAR

There was / There were: Expressing existence in the past

Then	Now
In 1980, there was more dirty water.	Today, there isn't as much pollution in the water.
There were plastic bottles, too.	There's a new type of fish in the river.
There weren't any clean-up projects.	There are a lot of new plants in the area.
There wasn't much interest in cleaning the rivers.	There aren't any plastic bottles in the water.

We use *There was / There were* to talk about something that happened in the past.

Was is the past tense of **is**. It's used in the singular: *There **was** a swing in the park.*

It is also used with noncount nouns: *There **was** a lot of rain yesterday.*

Were is the past tense of **are**. It's used in the plural: *There **were** a lot of flowers in the park.*

13 Complete the sentences using *There was / wasn't* or *There were / There weren't*.

- _____ six people in the park. ✓
- _____ a lot of pollution in the river. ✗
- _____ a problem with the food. ✓
- _____ a lot of tourists last year. ✓
- _____ a building on that land. ✗
- _____ any projects to talk about. ✗
- _____ rain in the desert. ✗
- _____ a lot of people at the beach. ✓

14 Think about last week. Write sentences. Use *there was / wasn't*, *there were / weren't*, and the words in the box.

difficult tests free time good TV shows homework interesting projects rain

- _____
- _____
- _____
- _____
- _____
- _____

15 Listen. Complete the chart for each place. **TR: 37**

	Then	Now
Badda, Ethiopia	<i>There wasn't</i> a place to wash clothes.	_____ showers and washing stations.
North Sea	_____ many fish in the sea.	_____ lots of fish in the sea.
Kaliabali, India	_____ water faucets in the village.	_____ water faucets in every home.
Murray River, Australia	_____ many plastic bottles in the water.	_____ any plastic bottles in the water.

16 Make sentences with the words. Then listen again and check. **TR: 38**

1. In Kaliabali, India, / faucets / in the village

In Kaliabali, India, there weren't any faucets in the village.

2. Now, / faucets / in every home

3. In Pila Pata, Bolivia / clean water

4. Now, / water source

5. In Badda, Ethiopia, / many deaths / due to unclean conditions

6. Now, / showers and washing stations for clothes

WRITING

When we write a piece of persuasive writing, we're trying to get the reader to act. You might just want them to think differently about something, or you might want them to actually do something, like join a beach cleanup or use less plastic. Whatever it is you want your reader to do, persuade them with strong phrases of advice, such as:

It's really important to . . .

You should . . .

It's a good idea to . . .

You shouldn't . . .

17 Organize.

1. Write a paragraph to persuade your family to save water. Look back at the ideas on saving water in your book. Think about who uses water at home and what they use it for. Think about ways they can reduce their use of water. Make a list of your ideas in the chart.

What we should do	What we shouldn't do
take shorter showers	

2. Plan your writing. Remember to include a good introductory sentence telling your readers why it's important to save water. Write your introductory sentence here.

Next, you'll need to persuade your readers to start saving water. Give them examples of what they can do. Remember to use strong phrases of advice.

18 Write.

1. Go to p. 107 in your book. Reread the model text.
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 water.

Read the questions. Write the answer.

1. What's one of the top ten killers in the world? _____
2. Which type of water is in the earth's oceans? _____

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

• talk about what is happening now.

You want your family to save water. Write three things that you're doing now. Use the words from the box to help.

have recycle reduce use waste

1. _____
2. _____
3. _____

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

• use *There was* and *There were*.

Complete these sentences in the past tense with *There was/were* or *There wasn't/weren't*.

1. Last year, _____ hundreds of millions of people in India without clean water.
2. Before the cleanup, _____ any wildlife near the river.
3. _____ many tourists because of the pollution.
4. _____ a campaign to ban microbeads.

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

• write a piece of persuasive writing.

Your friend uses toothpaste and shampoo with microbeads. Persuade your friend to stop using these products.

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