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.

a.

ice S/F

b.

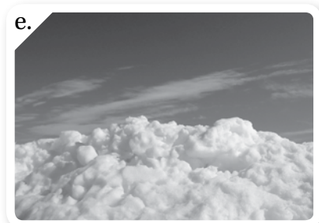
ocean S

c.

river F

d.

lake S/F

e.


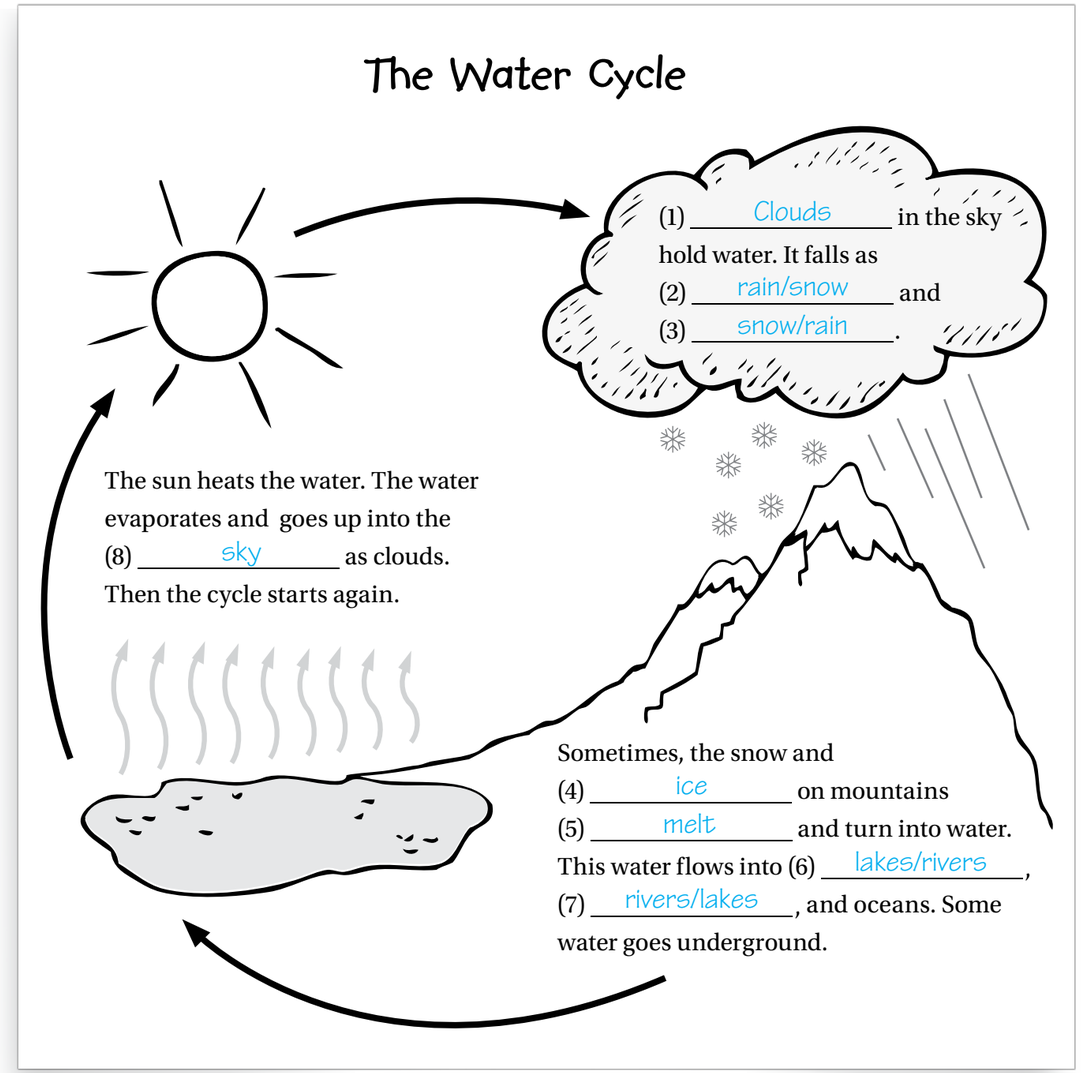
snow F

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

cloud	ground	ocean	rain	river	sky	underground

1. Be careful where you walk! The ground is very icy.
2. Hungry bears can find fish in a river.
3. Sharks, whales, and dolphins live in the ocean.
4. Take your umbrella. There will be rain today.
5. The sun is high in the sky in the afternoon.
6. It's a beautiful day. There isn't a cloud 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 ice, snow, and rain.
2. When ice melts and turns into water, it flows into lakes, rivers, and oceans.
3. When the sun heats up water, it evaporates 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 is**n'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 isn't / is not traveling (not travel) in Asia. He's in the Middle East now.
2. Make sure you 're / are carrying (carry) plenty of water.
3. The faucet in the bathroom is dripping (drip).
4. The ice caps are melting (melt).
5. We aren't / are not eating (not eat) dinner now. We're watching TV!
6. They 're / are helping (help) to save water at home.
7. I 'm / am always trying (always try) to take shorter showers.
8. It seems like it 's / is always raining (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) is helping (help)! He (2) isn't / is not playing (not play) with the hose in the yard anymore. His friends (3) aren't / are not wasting (not waste) water in the kitchen either. We (4) 're / are always collecting (always collect) rainwater in containers outside, and we (5) 're / are watering (water) the vegetables. Now we (6) 're / are saving (save) water, and we (7) 're / are growing (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. They're watering the yard with bath water.
3. They're taking shorter showers.
4. They're not reusing water from cooking.
5. They're collecting rainwater to water the plants.
6. They're turning off the faucet when brushing their teeth.

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

1. Answers will vary.
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**

Catching Fog

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.

b 1. There isn't any snow at the top of the mountain.	a. A lot of people use it in health and beauty products.
d 2. The water is reused for agriculture.	b. This is because the environment is so dry.
a 3. Aloe vera is very popular.	c. They want to develop a system to collect more fog.
c 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?
the Atacama Desert

2. Why does the author mention the Himalayas?
to give an idea of how high the mountains are in the Atacama Desert

3. What's unusual about the mountains in the Atacama Desert?
There isn't any snow or ice on these mountains.

4. Where does fog form?
near the ground

5. Name two ways people use the freshwater that is collected.
for drinking and agriculture

6. How does collecting fog help the local economy?
Farmers can grow plants/aloe vera to sell.

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**	one of the driest places on Earth
2.	**fog**	a type of cloud
3.	**mesh**	cloth with holes
4.	**aloe vera**	a plant used in health and beauty products

GRAMMAR

***There was / There were*: Expressing existence in the past**

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

1. There were six people in the park. ✓
2. There wasn't a lot of pollution in the river. ✕
3. There was a problem with the food. ✓
4. There were a lot of tourists last year. ✓
5. There wasn't a building on that land. ✕
6. There weren't any projects to talk about. ✕
7. There wasn't rain in the desert. ✕
8. There were 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**

1. Answers will vary.
2. _____
3. _____
4. _____
5. _____
6. _____

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

	Then	Now
Badda, Ethiopia	There wasn't **a place to wash clothes.**	There are **showers and washing stations.**
North Sea	There weren't **many fish in the sea.**	There are **lots of fish in the sea.**
Kaliabali, India	There weren't **water faucets in the village.**	There are **water faucets in every home.**
Murray River, Australia	There were **many plastic bottles in the water.**	There aren't **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
Now, there are faucets in every home.

3. In Pila Pata, Bolivia / clean water
In Pila Pata, Bolivia, there wasn't any clean water.

4. Now, / water source
Now, there's a water source.

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

6. Now, / showers and washing stations for clothes
Now, there are 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	
Answers will vary.	

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.

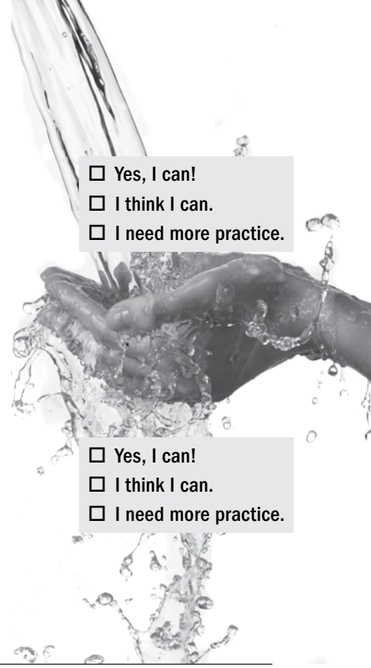
Answers will vary.

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.

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

Read the questions. Write the answer.

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

· talk about what is happening now.

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

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. Answers will vary.
2. _____
3. _____

· use *There was* and *There were*.

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

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

1. Last year, there were hundreds of millions of people in India without clean water.
2. Before the cleanup, there wasn't / was not any wildlife near the river.
3. There weren't / were not many tourists because of the pollution.
4. There was a campaign to ban microbeads.

· write a piece of persuasive writing.

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

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

Answers will vary.

Choose an activity. Go to p. 108.