UNIT 3

OUR BODIES

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THINK ABOUT THIS

How would you complete this sentence?

Check ✓ your answer(s).

The human body is _____.

- ☐ strange
- ☐ beautiful
- ☐ surprising
- ☐ expensive
- ☐ difficult to understand
- ☐ one of the most interesting things in the world
- ☐ other: _____

CHAPTER 9

Your Sense of Taste

Mmm, this tastes good!

LEARNING OUTCOME

› Learn about your sense of taste

GETTING READY TO READ

Before you read, talk about these questions with a partner.

1. a. What tastes good to you? On a piece of paper, write a list of your favorite things to eat and drink. (Write fast! You have one minute.)
   b. Show your list to your partner. On your lists, circle the things you both like.
2. a. What do you **not** like to eat or drink? Write another list. (Write fast! You have 30 seconds.)
   b. Show your list to your partner. Circle any food or drink that is on both your lists.
3. What did you learn about your partner's likes and dislikes?
4. Do you like and eat the same foods you did as a child, or do you eat differently now?

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READING

Read to Find Out: What can change your sense of taste?

Look at the words, definitions, and pictures next to the reading. Then read without stopping. Don't worry about new words. Don't stop to use a dictionary. Just keep reading!

Your Sense of Taste

1 **Taste** is one of our five **senses**. The other four are hearing, **sight**, smell, and **touch**. We hear with our ears, we see with our eyes, we smell with our nose, and we feel things with our whole body. Our sense of taste **depends on** our tongue[1] most of all, but our nose helps too.

2 On the tongue, there are groups of tiny taste buds. Taste buds send information about the foods we eat to the **brain**. We have a lot of taste buds, maybe even 10,000. People do not all have the same number of them. Babies have more taste buds than you or I do, and women often have more than men. Everyone's taste buds are replaced about every two weeks—**that is**, we grow new ones—but as we get older, we lose some. Then the taste of food is not as strong.

3 Because of our taste buds, foods like ice cream and bananas taste **sweet**. Many kinds of cheese taste **salty**, as does ocean water. Lemons have a sour[2] taste. Chocolate without sugar is bitter,[3] and some vegetables are, too. Most people know about these four main tastes—sweet, salty, sour, and bitter—but we now know about a fifth taste, umami. *Umami* is a Japanese word. A Japanese scientist named this taste in 1908. Umami can be found in meat, fish, cheese, tomatoes, and mushrooms.[4] It is hard to describe because you usually find it together with other, stronger tastes. Most people do not know it when they taste it, but at the Umami Information Center in Tokyo, people can learn to know it when they taste it.

4 Let's not forget about the nose. There's a close relationship between our sense of taste and our sense of smell. Each sense **affects** the other. Your nose, like your tongue, sends messages to the brain when you eat. If you have a cold and cannot breathe **through** your nose, then different foods may all taste the same.

5 The temperature of food also affects its taste. Tastes are not as strong in very hot or very cold foods. For example, very cold, hard ice cream is not as sweet as not-so-cold, soft ice cream. Also, sometimes a food tastes good only at the right temperature. **Consider** your favorite cold drink. Does it still taste good when it's *not* cold? Many people love cold soda but **cannot stand** it warm.

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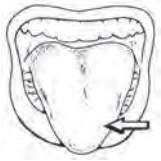
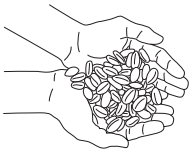


[1] *a tongue*

[2] *Lemons are sour.*



[3] *Chocolate is made from bitter cacao beans.*

[4] *mushrooms*

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6 Why does a sense of taste **matter**? For one thing, it helps us make **decisions** about what is and is not safe to eat. A bitter taste may mean that something is poisonous—that is, the thing is dangerous to eat. Another reason is that a sense of taste makes life more fun. Thanks to[5] your sense of taste (and your sense of smell), you can enjoy everything on your list of favorite things to eat and drink.

[5] *thanks to* = because of

Quick Comprehension Check

A. Read these sentences about the reading. Circle T (true) or F (false). On the line, write the number of the paragraph with the answer.

1. People have five senses: taste, hearing, sight, smell, and touch. T F ____
2. There are only four main tastes: sweet, salty, sour, and bitter. T F ____
3. A sense of taste helps keep people safe. T F ____
4. Taste buds send information about food to your stomach. T F ____
5. The temperature of food can be important to how it tastes. T F ____
6. Our sense of taste stays the same all through life. T F ____

B. Work with your class. Share your answers from part A. Go back to the reading to find the reason why a sentence is true or false. Correct the false sentences.

EXPLORING VOCABULARY

Thinking about the Target Vocabulary

A. Find the target words and phrases in **bold** in "Your Sense of Taste" on pages 83 and 84. Add them to the list in alphabetical order.

1. affects	6. _____	11. _____
2. brain	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____

B. Which words and phrases are new to you? Circle them in the list. Then find them in the reading. Look at the context. Can you guess the meaning?

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Using the Target Vocabulary

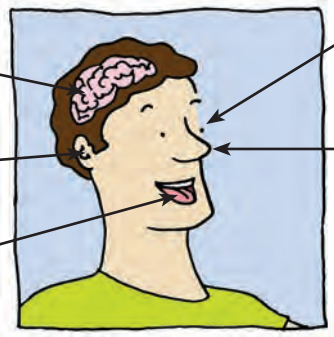
A. Complete these sentences. Use the nouns *brain*, *ears*, *eyes*, *nose*, *senses*, *sight*, and *touch*. Use the verbs *taste* and *smell*.

1. Tom has five _____: hearing, touch, smell, taste, and _____.

2. This is Tom's _____.

3. Tom uses his _____ to hear things.

4. He uses his tongue to _____ things.



5. He uses his _____ to see things.

6. He uses his _____ to _____ things.

7. Tom's sense of _____ tells him what something feels like—for example, when he puts a hand on it.

B. These sentences are **about the reading**. Complete them with the target words and phrases in the box.

affects	consider	depends on	salty	that is
cannot stand	decisions	matter	sweet	through

1. You need your tongue to taste things. Your sense of taste _____ your tongue.
2. About every two weeks, your taste buds are replaced. _____, you get new ones.
3. Foods that have sugar in them, like ice cream and bananas, taste _____.
4. Many kinds of cheese have a _____ taste. Ocean water does, too.
5. Your sense of smell _____, or changes, the way that food tastes.

Reading Tip: The phrase *that is*, or *in other words*, introduces more information or another way to say the same thing. The second way is often simpler and can help you understand the first statement.

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6. When you breathe, air goes in and out _____ your nose and sometimes your mouth.
7. When you _____ something, you think about it carefully, especially before you decide what to do.
8. Many people like soda when it's cold. But do they still like it when it's warm? No! They _____ it!
9. Why does our sense of taste _____? It's important for several reasons.
10. People have to decide what is and is not safe to eat. The sense of taste helps people make those _____.

C. These sentences use the target words and phrases **in new contexts**. Complete them with the words and phrases in the box.

affects	consider	depends on	salty	that is
cannot stand	decision	matter	sweet	through

1. After dinner, I like to eat something _____, like ice cream, cake, or candy.
2. They might not play the baseball game today. It _____ the weather. They won't play if it rains.
3. I need something to drink. This pizza is very _____.
4. The weather often _____ the work on a farm. For example, some jobs cannot be done in the rain.
5. He didn't have his house key, so he climbed in _____ an open window.
6. We can go down Main Street or take Park Avenue. It doesn't _____. It's the same distance both ways.
7. His work is dangerous. He should _____ getting a new job.
8. Should we paint the kitchen yellow or blue? Let's make a _____.

Vocabulary Tip: Many verbs are used with prepositions, like *depend* + ***on***. Other examples are *belong* ***to*** (someone), *find out* ***about*** (something) and *wait* ***for*** (someone or something).

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9. Jack and his parents don't like the same kinds of music. He _____ the music they like. He especially hates listening to it when they are driving somewhere.

10. The tortoises of the Galápagos Islands belong to endangered species—_____, kinds of animals that soon might all be gone—and so the tortoises need to be protected.

Reading Tip:
You can sometimes find the definition of a word or phrase inside dashes—like these—after the word or phrase. Look at the examples in paragraph 2 of the reading and here in sentence 10.

Building on the Vocabulary

Word Grammar: *Taste*

There is more than one way to use the word *taste*. *Taste* can be:

a noun — *Smoking affects a person's sense of **taste**.*
*He doesn't like the **taste** of broccoli.*

a verb — *The pizza **tastes** great!*
*Come and **taste** the soup. Does it need more salt?*

Write two sentences with *taste*. Use it as both a noun and a verb.

1. _____

_____

2. _____

_____

DEVELOPING YOUR READING SKILLS

The Topic and the Main Idea

Read "Your Sense of Taste" again. Then answer the questions.

Critical Thinking Tip:
Remember: A reading has both a topic and a main idea. The topic is what the reading is about. The main idea is the writer's basic idea about that topic.

1. What is the topic of the reading? Check (✓) your answer.
   - ☐ a. the five senses
   - ☐ b. how people's sense of taste works
   - ☐ c. why people like different foods
2. What is the main idea of the reading? Check (✓) your answer.
   - ☐ a. You need a sense of taste to protect you from eating dangerous things.
   - ☐ b. The five basic tastes are sweet, salty, sour, bitter, and umami.
   - ☐ c. You have a sense of taste thanks to both your tongue and your nose.

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Topics of Paragraphs

Look at the list of paragraph topics from "Your Sense of Taste." Find the paragraph on each topic in the reading. Write the paragraph number (1–6).

a. the five basic tastes of food — Paragraph ____

b. our five senses — Paragraph ____

c. why a sense of taste matters — Paragraph ____

d. tastes and temperatures — Paragraph ____

e. our taste buds — Paragraph ____

f. the relationship between the senses of taste and smell — Paragraph ____

Summarizing

A. These six sentences form a summary of the reading. Number the sentences in order.

____ a. The others are hearing, touch, sight, and smell.

____ b. The taste buds on it send information to your brain.

__1__ c. Taste is one of our five senses.

____ d. Your sense of taste depends most of all on your tongue.

____ e. For example, your sense of smell and the temperature of the food can do this.

____ f. Several things can affect the taste of food.

Critical Thinking Tip: Summarizing a reading makes you think about which ideas are most important. It helps you understand and remember what you read.

B. Write the sentences in part A as a paragraph that summarizes the reading.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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CRITICAL THINKING

Discussion

Talk about these questions in a small group.

1. The reading says "our nose helps too." Look at paragraph 4. What does the nose help do? How does it help?
2. In paragraph 2, the reading says that everyone does not have the same number of taste buds. Who has more? How does having more taste buds affect a person's sense of taste?
3. Complete the chart. Use examples from the reading and examples of your own where you can.

The 5 main tastes	1. sweet	2.	3.	4.	5.
Examples of foods	sugar candy				

4. In paragraph 6, the writer says that "a sense of taste makes life more fun." Is this a fact or an opinion? Do you agree? Tell why or why not.
5. Which of the five senses is most important to you? Write the number 1 next to it in the chart. Which one is least important? Write the number 5 next to it. Number the other senses in order of importance to you.

   Ask two or three classmates for their opinions and add them to the chart.

The Five Senses	You	_____ (name)	_____ (name)	_____ (name)
The sense of hearing	_____	_____	_____	_____
The sense of sight	_____	_____	_____	_____
The sense of smell	_____	_____	_____	_____
The sense of taste	_____	_____	_____	_____
The sense of touch	_____	_____	_____	_____

WRITING

A. Use the Target Vocabulary: Choose five target words or phrases from the list on page 84. On a piece of paper, use each word or phrase in a sentence. Then find a partner and read each other's sentences.

B. Practice Writing: Sometimes the taste or smell of something makes us remember a place or a person. Write a paragraph about a taste or smell like that. Write four or more sentences. You can begin:

The (smell/taste) of _____ *makes me think of . . .*

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CHAPTER 10

Our Bones

The human skeleton

LEARNING OUTCOME

› Learn facts about the human skeleton

GETTING READY TO READ

Before you read, talk with a partner.

1. On a piece of paper, make a list of names for parts of the body (*head*, *legs*, *eyes*, . . .). Write fast! You have one minute.
2. Look at your list. Which parts of the body have bones in them? Circle them.
3. How many bones and joints[1] do you think there are in your body?
4. When do you think your bones stop growing?

[1] *A joint is where two bones come together.*

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READING

Read to Find Out: How many bones and joints are there in the human body?

Look at the words, definitions, and picture next to the reading. Then read without stopping.

Our Bones

1 Imagine your body with no **bones**. It's not a pretty picture,[1] is it?

2 We need our bones for several reasons. First of all, they **support** our bodies so we can stand. They also protect soft parts inside us. For example, the skull[2] protects the brain, and the ribs[3] protect the **heart**. Our bones also help us move. To do that, they work together with our joints and other body parts. Our bones help make our **blood**, too. That happens inside some of our long bones. These are just four of the jobs that bones do for the **human** body.

3 The bones together **make up** the skeleton.[4] The skeleton has bones of different sizes and shapes. The longest bones are in our legs, and the smallest are the very tiny bones of the ear, in the part of the ear inside the head. The human skeleton has 206 bones in all. In just our hands and wrists,[5] we have 54.

4 In many places, two bones come together. We need joints at these places. For example, our **knees** are the joints **in the middle of** our legs, and our **elbows** are the joints in the middle of our arms. We need joints to move our arms, legs, neck, and back. Each of us has more than 70 of them.

5 Joints don't all work in the same way. Your elbow and your **shoulder** are examples of two different **types** of joints. Your elbow lets your arm **bend**, but it lets it bend in just one way. At the shoulder, however, your arm can move freely up, down, left, right, and all around. There are other types of joints, too, such as the joints a baby has between the eight bones that make up his or her skull. Soon these bones grow together, so in older children and **adults**, the joints do not move.

6 All through our lives, our bones are changing and being renewed.[6] They finish growing when a person is about 25 years old, but at any age, a broken bone can still grow and **fix** itself. Try *not* to break any, however! It takes time for a broken bone to heal,[7] so it's best to keep your skeleton in good health. Are you **taking care of** yours?

[1] *not a pretty picture* = not nice to look at or think about

[4] *a human skeleton*

[5] *wrists* = the joints between your hands and arms

[6] *renewed* = made new again

[7] *heal* = to return to good health after being hurt

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Quick Comprehension Check

A. Read these sentences about the reading. Circle T (true) or F (false). On the line, write the number of the paragraph with the answer.

1. There are about 100 bones in the human body. T F ____
2. Bones hold up our bodies so we can stand and move. T F ____
3. Knees and elbows are joints. T F ____
4. We have joints to protect the soft parts inside our bodies. T F ____
5. There are different kinds of joints that work in different ways. T F ____
6. After age 25, bones do not change. T F ____

B. Work with your class. Share your answers from part A. Go back to the reading to find the reason why a sentence is true or false. Correct the false sentences.

EXPLORING VOCABULARY

Thinking about the Target Vocabulary

A. Find the words and phrases in **bold** in "Our Bones" on page 91. Add them to the list in alphabetical order.

1. adults
2. bend
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

Vocabulary Tip:
Write the phrase *in the middle of* after *human* because *i* comes after *h* in the alphabet. However, in your dictionary, look for this phrase under *m* for *middle* because *middle* is the first important word in the phrase.

B. Which words and phrases are new to you? Circle them in the list. Then find them in the reading. Look at the context. Can you guess the meaning?

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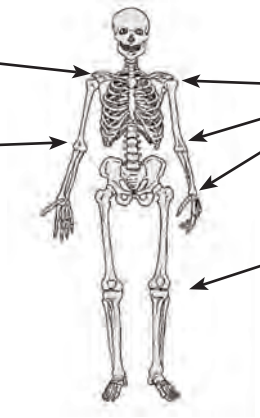
Using the Target Vocabulary

A. Complete the sentence. Then label the picture. Write *bones*, *elbow*, *human*, *joints*, *knee*, or *shoulder*.

1. The _____ body has 206 _____.



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

B. These sentences are **about the reading**. Complete them with the target words and phrases in the box.

adults	blood	heart	make up	taking care of
bend	fix	in the middle of	support	types

1. We depend on our bones to _____ our bodies. Our bones hold us up.
2. The _____ is a very important part of the human body. If it stops, the person usually dies.
3. Your bones help make your _____ (the red liquid that travels all through your body).
4. The bones in a person's body _____ his or her skeleton. Together, they are the skeleton.
5. Your elbows are the joints _____ your arms. They are at the center, or the halfway point, in your arms.
6. There are several different kinds of joints. Your elbows and shoulders are two different _____ of joints.

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7. Your elbows let you _____ your arms.

8. Babies have joints between the bones of their skulls. The skulls of babies are different from the skulls of _____.

9. People sometimes break bones. When that happens, it is a good thing that bones can grow and _____ themselves.

10. Are you _____ your bones? What are you doing to protect them?

Vocabulary Tip: You can use some verbs in two ways, with an object or alone. The verb *bend* is one example. Use *bend* + a noun or pronoun *(I can **bend my arm**)* or use *bend* alone *(My arm can **bend**)*.

C. These sentences use the target words and phrases **in new contexts**. Complete them with the words and phrases in the box.

adult	blood	heart	makes up	takes care of
bend	fixes	in the middle of	support	type

1. Sometimes I don't sleep well. I wake up _____ the night.
2. At what age does a young person become an _____?
3. The walls of a house _____ the roof.
4. What _____ of exercise do you like best?
5. Water _____ two-thirds (2/3) of the human body.
6. Sometimes Eva and Don are both at work. Then, a babysitter _____ their children.
7. Ed is an automobile mechanic. He works at a garage and he _____ cars.
8. If you get a cut—on your hand, for example—you will probably see some _____.
9. You have to _____ your legs to sit down.
10. Running makes your _____ work harder.

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Building on the Vocabulary

Word Grammar: Nouns, Verbs, and Adjectives

Nouns, verbs, and adjectives are three of the parts of speech, or categories of words. Each part of speech has a different use.

- **Nouns** are words for people, places, things, and ideas: *student, school, book, education.*
- **Verbs** are words for actions or states: *go, study, have, like, be.*
- **Adjectives** describe nouns: *a new student, a good education.*

A. Label each list of words. Write: *Adjectives*, *Verbs*, or *Nouns*.

1. _____	2. _____	3. _____
artist	affect	best
beach	count	cool
brain	depend	human
decision	paint	lucky
shoulder	receive	salty
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Add these words to the chart in part A: *adult*, *consider*, *dangerous*, *emergency*, *fix*, *unusual*. Then add two or more words of your own to each category.

DEVELOPING YOUR READING SKILLS

Scanning

Read these questions about "Our Bones." Scan the reading, and write short answers.

1. How many bones are in your hands and wrists? _____
2. Where in the body can you find tiny bones? _____
3. Where are your longest bones? _____
4. What does the skull do? _____

_____

_____

Reading Tip: When you read, only your eyes should move. Keep your head still. If it moves, you will miss words and read more slowly.

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5. What is one difference between babies' and adults' bodies? _____

_____

6. What happens around age 25? _____

_____

Topics of Paragraphs

Look at the list of paragraph topics from "Our Bones." Find the paragraph on each topic in the reading. Write the paragraph number (1–6).

a. care of bones and joints Paragraph ____

b. why we need our bones Paragraph ____

c. your body without bones Paragraph ____

d. joints in the human body Paragraph ____

e. types of joints Paragraph ____

f. the human skeleton Paragraph ____

Fact or Opinion?

Read the sentences from "Our Bones." Look back at the reading for the context. Are these facts or opinions? Check (✓) your answers.

	Fact	Opinion
1. Paragraph 1: "It's not a pretty picture, is it?"	☐	☐
2. Paragraph 3: "The bones together make up the skeleton."	☐	☐
3. Paragraph 4: "We need joints to move our arms, legs, neck, and back."	☐	☐
4. Paragraph 5: "Joints do not all work in the same way."	☐	☐
5. Paragraph 6: "So it's best to keep your skeleton in good health."	☐	☐

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CRITICAL THINKING

Discussion

Talk about these questions with your class.

1. How many jobs do bones do for the human body? Circle your answer.
   a. Two.
   b. Four.
   c. Five or more.

   Where in the reading did you find the answer? Underline the words. What are the jobs that the reading describes?
2. How many types of joints does the human body have? Circle your answer.
   a. Two.
   b. Three.
   c. Four or more.

   Where in the reading did you find the answer? Underline the words. What does the reading say is the job of our joints?
3. In paragraph 5, you read, "Your arm can bend at the elbow, but it can bend in just one way. At the shoulder, however, your arm can move freely up, down, left, right, and all around." Why are these two sentences in paragraph 5? What is the purpose of these sentences?
4. Imagine that the writer wants to change the title of this reading from "Our Bones" to something else. Which of these titles would be best? Circle your answer.
   a. Surprising Facts about the Human Body
   b. Taking Care of Your Skeleton
   c. Why Your Bones Matter

   Discuss the title you chose. Why did you choose it instead of the other titles?
5. In paragraph 6, the writer asks if you are taking care of your skeleton. The questions below might help you answer that question. Check (✓) your answers. Then talk about them with the class.

Critical Thinking Tip: The **purpose** of a sentence, or a paragraph, is the reason why it is in a reading. Is it there to give the writer's opinion? Is it a fact the writer uses to show that something is true? Is it an example to help the reader understand something?

Taking Care of Your Bones			
	Yes	No	I don't know
1. Do you usually eat well?	☐	☐	☐
2. Do you eat enough foods with calcium (from milk, cheese, yogurt, ice cream) for strong bones?	☐	☐	☐
3. Do you get enough vitamin D (from milk or sunlight)?	☐	☐	☐
4. Do you get enough exercise?	☐	☐	☐

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WRITING

A. Use the Target Vocabulary: On a piece of paper, write sentences to answer these questions. Use the **boldfaced** words in your sentences. Then find a partner and read each other's sentences.

1. Can you name five **types** of (fruit / animals)?
2. (Who / What) do you **take care of**?
3. Do you ever fall asleep **in the middle of** a (movie / class)?
4. When does a (girl / boy) become an **adult**?

B. Practice Writing: Do you think it is hard to eat well? Are you happy with your diet? Is there anything you would like to change? Write a paragraph about eating well. You can begin:

My diet these days is (good / OK / bad).

Writing Tip: After you write your paragraph, take a break. Look at it again an hour later—or better still, the next day. That will help you see ways to make it better.

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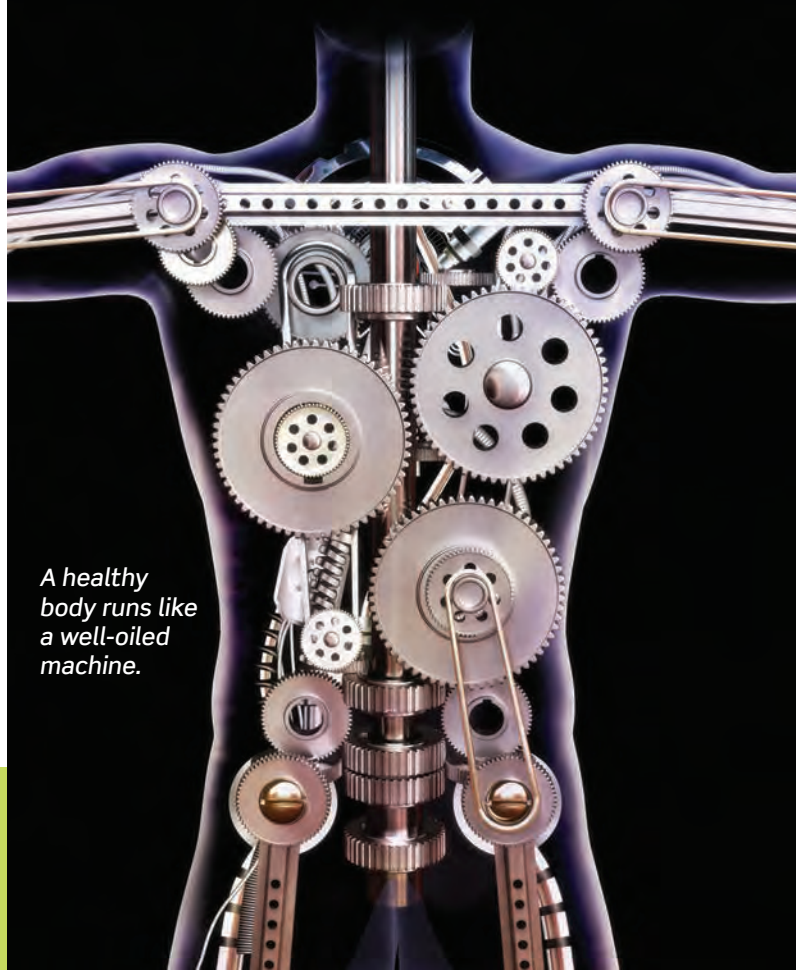
CHAPTER 11

The Oil in Our Engines



A healthy body runs like a well-oiled machine.

LEARNING OUTCOME

› Learn facts about the body and about some special volunteers

GETTING READY TO READ

Before you read, talk about these questions with your class.

1. There are many ways to learn facts about the human body. How have you learned about it?

   Check (✓) your answers.

   ☐ from family ☐ from school

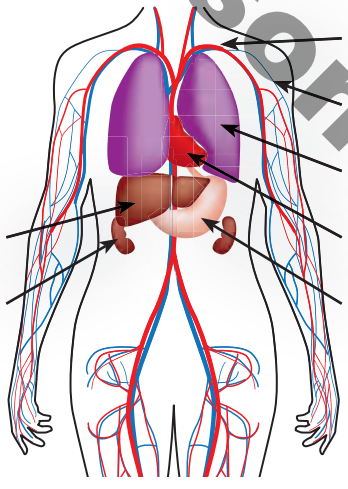
   ☐ from doctors ☐ Other: _____

2. Look at the picture. It shows some parts of the human body. Write these words where they belong: *heart*, *artery*, *vein*, *lung*, *liver*, *stomach*, and *kidney*.

   Next to each one, put a checkmark (✓) or a question mark (?).

   ✓ = I know a lot about this.

   ? = I don't know much about this.



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READING

Read to Find Out: How are some people saving lives?

Look at the words, picture, and definitions next to the reading. Then read without stopping.

The Oil in Our Engines

1 The human body is an **amazing** thing. When you think about all its many parts, and how they all work together, it seems very mysterious.[1] But by studying the body, we can learn many of its **secrets**.

2 Knowing about the body helps us take care of ourselves and the people who depend on us. That's one reason it's good to know something about your blood. You can think of it like the oil that travels through the engine[2] of a car. It helps the car run well and keeps the engine clean. Our blood is a little like that but even better.

3 Blood is made up of four parts: plasma, red cells, white cells, and platelets. Each part does something important for you:

- Plasma gives you **energy** and helps your body grow.
- Red blood cells carry oxygen[3] all through your body.
- White blood cells clean the blood and fight to keep you **healthy**.
- Platelets help your blood clot. That is, if you cut yourself, the blood clots so it stops running.

4 If you cut yourself, you usually see blood. Some people cannot stand the sight of blood. They hate to see their own blood, and they do not want to look at anyone else's **either**!

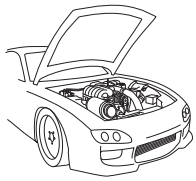
5 Liz Kim does not mind the sight of blood. She is **used to** it. Liz is a **nurse**, and she sees it every day. She works in a hospital with blood donors—people who volunteer to give blood.

6 "Hospitals need to have blood ready for **emergencies**," says Liz. "People may need blood for a lot of reasons. For example, someone might get hurt in a car **accident**. Or a doctor might have to give a **patient** a blood transfusion[4] during surgery.[5] Nobody can make that blood. People have to give it."

7 When doctors give a patient a transfusion, they must be sure the blood is a good **match** for the patient's own blood. There are about 30 blood groups but only four main blood types: A, B, AB, and O.

- People with type A can give blood to other people with type A or to people with type AB.
- People with type B can give it to people with B or AB.

[1] *mysterious* = very strange and hard to understand



[2] *the engine of a car*

[3] *oxygen* = a gas in the air we breathe that all living things need

[4] a *blood transfusion* = the act of putting new blood into someone's body

[5] *surgery* = the act of cutting into someone's body to fix something

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- People with type AB can give it only to other people with AB. However, they can **receive** type A, B, AB, or O blood. That makes them **lucky**.
- Type O blood is **special** because it can be given to anyone. But people with type O can **accept** blood only from other people with type O.

8 In the United States, about fifty percent of adults *could* be blood donors. (Some people cannot give blood for health reasons.) Of the people who could give blood, very few actually do. Most blood donors know this, so when they give blood, they feel special. They *are* special. They're doing something amazing: they're saving lives.

Quick Comprehension Check

A. Read these sentences about the reading. Circle T (true) or F (false). On the line, write the number of the paragraph with the answer.

1. It is hard for Liz Kim to look at blood. T F ____
2. Blood is made up of four parts. T F ____
3. There are four main types of blood. T F ____
4. Blood donors are people who need blood transfusions. T F ____
5. Anyone can give blood to anyone else. T F ____
6. Most adults in the United States give blood. T F ____

B. Work with your class. Share your answers from part A. Go back to the reading to find the reason why a sentence is true or false. Correct the false sentences.

EXPLORING VOCABULARY

Thinking about the Target Vocabulary

A. Find the target words and phrases **in bold** in "The Oil in Our Engines" on pages 100 and 101. Add them to the list in alphabetical order.

1. accept	6. _____	11. _____
2. accident	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____

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B. Which words and phrases are new to you? Circle them in the list. Then find them in the reading. Look at the context. Can you guess the meaning?

Using the Target Vocabulary

A. These sentences are **about the reading**. Complete them with the target words and phrase in the box.

amazing	emergency	match	receive	special
either	lucky	nurse	secrets	used to

1. The human body is really _____. When you stop and think about how it works, it is very surprising (in a very good way).
2. We still need to learn many things about the human body and how it works. We can call the things we do not know "the body's _____."
3. Some people can't stand the sight of their own blood. They don't want to see anyone else's blood _____.
4. Liz Kim sees blood all the time. Liz is _____ seeing blood. It's not new or strange to her.
5. The job of a _____ is taking care of sick or hurt people.
6. Sometimes a person is hurt and loses a lot of blood. He or she needs to get to a hospital fast. This is an example of an _____.
7. Any new blood has to go together well with a person's own blood. It has to be a good _____ for their own blood.
8. Blood donors give blood to hospitals. Hospitals _____ blood from donors.
9. People with type AB blood can receive type A, B, AB, or O. When they need blood, it's easier to find, so they're _____.
10. People with type O blood can give it to anyone. In this way, type O is different from the other types of blood. Type O is _____.

Vocabulary Tip: Use the verb *get* or *be* + *used to* + a noun or a verb ending in *-ing*. For example, *I'**m used to life** in the city* or *I'**m used to living** in the city.*

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B. These sentences use the target words and phrase **in new contexts**. Complete them with the words and phrase in the box.

amazing	emergency	match	received	special
either	lucky	nurse	secret	used to

1. He is such a good soccer player. He's _____ to watch!
2. Ralph's orange tie is not a good _____ for his green shirt. The colors don't look good together.
3. On her birthday, Nancy _____ cards and presents from her friends.
4. Susan has a bad cut on her hand. We have to take her to the _____ room at the hospital.
5. I don't want to do the same old thing tonight. Let's go somewhere and do something _____.
6. That fish soup doesn't look good, and it doesn't smell good _____.
7. My parents don't often travel and are nervous about flying, but my brothers and I often travel by plane. We are _____ it.
8. Students can get health information from the school _____.
9. Alan was in a car accident, but he wasn't hurt. He was _____.
10. We're planning a surprise party for Carlo. Don't tell him! We want to keep it a _____.

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C. Read these sentences. Match the **boldfaced** target words with their definitions.

a. I tried to give the driver some money, but he wouldn't **accept** it.
b. Even careful drivers sometimes have car **accidents**.
c. The doctor's waiting room is full of **patients**.
d. It takes a lot of **energy** to dance for hours like he does!
e. Eating and sleeping well will help you stay **healthy**.

Target Words	**Definitions**
1. _____	= agree to do or take something
2. _____	= strong and well, not sick
3. _____	= the ability to do a lot without getting tired
4. _____	= people who get care from a doctor or nurse
5. _____	= things that go wrong, bad things that happen by mistake

Building on the Vocabulary

Word Grammar: *Too* vs. *Either*

Too can mean "also." For example:

My elbow hurts, and my shoulder hurts too.
Doctors help patients, and nurses do too.

Use *either*, not *too*, in negative sentences. For example:

Jack's not here, and Sam isn't either.
My knees don't hurt, and my feet don't either.

Complete these sentences. Use *too* or *either*.

1. A cold can affect your breathing and your sense of smell _____.
2. He's not nervous, and she isn't _____.
3. I can't buy a new car or a used one _____.
4. I like the style of that car and the color _____.
5. I can't climb that mountain, and you can't _____.
6. He's taking history courses, and he's studying foreign languages _____.

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7. His brother can fix cars and motorcycles _____.

8. That girl doesn't eat well, and her friends don't _____.

DEVELOPING YOUR READING SKILLS

Understanding Sentences with *Because*

Read "The Oil in Our Engines" again. Then choose the best way to complete each sentence below. Write the letters.

____ 1. Liz Kim doesn't mind the sight of blood

____ 2. She sees blood every day

____ 3. Hospitals must have blood ready

____ 4. You can't receive just anyone's blood

____ 5. Type O blood is special

____ 6. People with type AB are lucky

a. because new blood must match your own.

b. because people with any blood type can accept it.

c. because she works with blood donors.

d. because she's used to seeing it.

e. because they can accept type A, B, AB, or O.

f. because patients may need it.

Summarizing

A. These eight sentences make up a summary of the reading. Number the sentences in order.

____ a. Knowing some of those secrets helps us take care of ourselves.

____ b. Our blood does several important jobs for our body.

__1__ c. By studying the body, we can get to know its secrets.

____ d. So it is a good idea to know something about our blood.

____ e. So if someone loses a lot of blood, they need a transfusion.

____ f. The match depends on the person's blood type: A, B, AB, or O.

__8__ g. It is an amazing thing to give or receive blood because it can save lives.

____ h. The new blood has to be a good match for the person's own blood.

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B. Write the sentences in part A as a paragraph.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

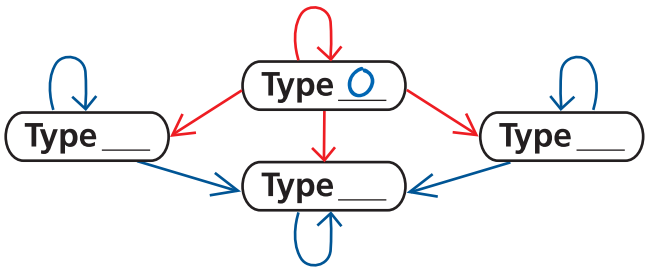
Reading a Diagram

A. Complete the sentences from the reading. Write *A*, *B*, *AB*, or *O*.

1. "People with type A can give blood to other people with type ____ or to people with type ____."
2. "People with type B can give it to people with type ____ or ____."
3. "People with type AB can give it only to other people with AB. However, they can receive type ____, ____, ____, or ____ blood."
4. "Type ____ blood is special because it can be given to anyone. But people with type ____ can accept blood only from other people with type ____."

B. Answer the questions using the information from part A.

1. How do you complete this diagram? Write *A*, *B*, *AB*, and *O*.



Critical Thinking Tip: Studying a diagram—or drawing one yourself—can help you better understand the information in a reading.

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2. What do the red arrows tell you?

_____

C. Which of these titles would be the best one for this diagram?

a. The Four Main Types of Blood People Have
b. How Blood Can Be Given and Received
c. What Hospitals Do with Donated Blood

CRITICAL THINKING

Discussion

Talk about these questions with your class.

1. Paragraph 1 begins, "The human body is an amazing thing." Is this a fact or an opinion? What reason does the writer give for calling the body "amazing?"
2. In paragraph 2, the writer compares two things. What are the two things? Why does the writer compare them?
3. In paragraph 3, do you find facts or opinions? What is the main idea of this paragraph?
   a. Human blood is made up of four parts.
   b. Blood gives people energy and helps them stay healthy.
   c. Each part of our blood does an important job for the body.
4. In which paragraph in the reading do you find quotations? Whose words are they? The speaker gives two examples. Underline them. What are they examples of?
5. Find the writer's opinion of blood donors in paragraph 8. What reason does the writer give to support this opinion? What do you think about giving blood? Has reading "The Oil in Our Engines" changed your thinking in any way?

Critical Thinking Tip: When a writer **compares** one thing to another, think about the writer's purpose. Is it to show how the two things are the same? Or how they are different? Or both?

Critical Thinking Tip: A **quotation** means the words someone said or wrote, with quotation marks (" ") before and after them. Writers often quote someone because the person knows a lot about the topic.

Reading Tip: In paragraph 8, you see "They *are* special." The word *are* is in **italics**. The italics stress something important: The writer wants readers to understand that blood donors don't just *feel* special, they *really are* special.

WRITING

A. Use the Target Vocabulary: Work with a partner. Take turns asking the questions below. Then write one or more sentences telling something interesting you learned about your partner. Use at least one of the target words from this chapter.

1. Who would you call in different types of **emergencies**?
2. What kind of presents do you like to **receive**?

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3. What's new in your life that is hard for you to **get used to**?
4. Who is a **special** person in your life? Tell me about the person.

B. Practice Writing: Write a paragraph about nurses and their work. You can begin: *Nurses have* _____ *jobs.* Choose an adjective that gives your opinion, such as *great*, *hard*, or *interesting*. Give the reasons for your opinion.

Writing Tip: When you write a paragraph with a list of reasons, try using words like *first of all*, *also*, and *too* or *either* to help make the list clear to your readers.

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CHAPTER 12

Can You Give Me a Hand?

LEARNING OUTCOME

› Learn idioms that mention a part of the body

GETTING READY TO READ

An **idiom** is a group of words with a special meaning. This meaning of the idiom is not the same as the usual meanings of each word in the group.

A. Which four sentences below do you think have idioms? Check (✓) them. Circle the part of the body in each one.

- ☐ 1. He wants a shoulder to cry on.
- ☐ 2. He'll give you a hand.
- ☐ 3. He needs to wash his hands.
- ☐ 4. The teacher has eyes in the back of his head.
- ☐ 5. The teacher is keeping an eye on the students.

B. Match the idioms in part A with their meanings. Write the numbers.

- ____ a. He sees everything that happens in class.
- ____ b. He wants someone to listen to his problems.
- ____ c. He will help you.
- ____ d. He's watching the students.

C. Check your answers with the rest of the class.

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READING

Read to Find Out: What parts of the body are often mentioned in idioms?

Look at the words, definitions, and picture next to the reading. Then read without stopping.

Can You Give Me a Hand?

1 An **idiom** is a group of words that have a special meaning. The words in the idiom don't have their **usual** meanings. Together, the words mean something else **instead**. You know some idioms **already**, and you'll need to learn more because English is full of idioms.

2 Many idioms **mention** parts of the body: the head, the hands, the heart, **and so on**. For example, someone could say, "My sister Lisa is getting a big head." Lisa's head isn't actually growing. *A big head* is an idiom. A person with a big head thinks that he or she is important and special. Lisa's brother or sister is saying, "Lisa is starting to think she's better than the rest of us."

[1] *a mouth*

3 A friend could say, "Be careful. Bill has a big mouth."[1] Your friend is not saying that Bill's mouth is large. *Have a big mouth* is an idiom. Your friend means that Bill says too much, that he tells other people's secrets. Your friend is giving you some **advice**: You shouldn't tell Bill any information you want to keep **private**. He might **promise** not to tell anyone, but you cannot **trust** him to keep quiet.[2]

[2] *keep quiet* = keep information secret

4 Take a guess at the meanings of these four sentences. Each sentence has an idiom. Each idiom mentions the heart, but they have nothing to do with[3] that part of the body.

[3] *have nothing to do with* = have no relationship to

1. She knows the words to that song by heart.
2. My heart was in my mouth.
3. He has a heart of **gold**.
4. It broke my heart.

Did you **figure out** the meanings of the sentences? Here they are:

1. She can remember the words to that song very well.
2. I was very afraid.
3. He is especially **kind** to other people.
4. It made me very, very sad.

5 There are idioms in every language. Some idioms in your first language may be the same in English. If so, you will **be able to** see their meaning in English easily. For example, for some Spanish speakers, the English idiom *a heart of gold* is the same in Spanish: *un corazón de oro.*

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6 The meaning of an idiom is not always easy to guess, so **perhaps** you'll want to buy a dictionary of idioms. That might be a good idea. Just do not pay an arm and a leg for it.

Quick Comprehension Check

A. Read these sentences about the reading. Circle T (true) or F (false). On the line, write the number of the paragraph with the answer.

1. An idiom is a group of words with a special meaning. T F ____
2. Sometimes an idiom is the same in two languages. T F ____
3. There are only a few idioms in English. T F ____
4. A person with a heart of gold is very rich. T F ____
5. The idiom *have a big mouth* means "eat a lot." T F ____
6. You cannot find idioms in a dictionary. T F ____

B. Work with your class. Share your answers from part A. Go back to the reading to find the reason why a sentence is true or false. Correct the false sentences.

EXPLORING VOCABULARY

Thinking about the Target Vocabulary

A. Find the target words and phrases **in bold** in "Can You Give Me a Hand?" on pages 110 and 111. Add them to the list in alphabetical order.

1. advice	6. _____	11. _____
2. already	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____

B. Which words and phrases are new to you? Circle them in the list. Then find them in the reading. Look at the context. Can you guess the meaning?

Vocabulary Tip: We usually need to see and hear a new word many times before we remember it. Make time every day to look at, say, and think about the new words you are trying to learn.

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Using the Target Vocabulary

A. These sentences are **about the reading**. Complete them with the target words and phrases in the box.

advice	be able to	gold	mention	trust
already	figure out	idiom	private	usual

1. Sometimes a group of words has a special meaning. For example, *have a sweet tooth* isn't about teeth. It means "like to eat sweet foods." It's an _____.
2. The words in an idiom do not have their _____ meanings. As a group, they have a special meaning.
3. You have learned some idioms—you learned them at some time in the past—so you _____ know some idioms.
4. Many English idioms _____ parts of the body, such as the eyes or hands. That is, the idioms say something about a part of the body.
5. When a friend gives you _____, he or she says what you should do.
6. Sometimes we have secrets. We don't want to tell these things to other people. We want to keep the information _____.
7. You should tell secrets only to people you _____. Those are people you believe are good and honest, who will not do anything to hurt you.
8. If someone is very good to other people, you could say the person "has a heart of _____." (This is a soft, yellow metal that is worth a lot of money.)
9. Take time to think about something, and maybe then you can understand it. Sometimes, however, you just can't _____ the meaning of an idiom.

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10. Sometimes you will _____ understand an idiom from the context. When you cannot understand it, look it up in your dictionary.

B. These sentences use the target words and phrase **in new contexts**. Complete them with the words and phrase in the box.

able to	already	gold	mention	trust
advice	figure out	idiom	private	usual

1. The runner who wins a race at the Olympics receives a _____ medal to wear around his or her neck.
2. My math homework is very difficult. I'll need time to _____ the problems.
3. When you see the word "_____" on the door to an office, you should not go in.
4. There's a story in the newspaper about a boy's accident, but I don't know the boy's name. The story doesn't _____ it.
5. Why do you need a new computer? You _____ have a good one.
6. The patient got better quickly, so he was _____ leave the hospital the next day.
7. Don't believe anything he says. You can't _____ him.
8. Tomorrow's class will not begin at the _____ time. We'll start fifteen minutes late.
9. Here's my _____: Don't do it! It's a crazy idea!
10. My guess is that *put your foot in your mouth* is an _____, but what does it actually mean?

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C. Read these sentences. Match the **boldfaced** target words and phrase with their definitions.

a. Who does the cooking, cleaning, **and so on** in your family?
b. I **promise** I'll call you later. I won't forget.
c. He won't listen to me, but **perhaps** he'll take your advice.
d. Thanks for your help. It was very **kind** of you.
e. I don't have a pen, so can I use a pencil **instead**?

Vocabulary Tip: Synonyms are words that have the same meaning. *Maybe* is a synonym for *perhaps*.

Target Words and Phrases	Definitions
1. _____	= maybe
2. _____	= nice, friendly, and helpful
3. _____	= in place of something or someone else
4. _____	= and other things of the same kind
5. _____	= tell someone that you will do something

Building on the Vocabulary

Word Grammar: Phrasal Verbs

Figure out is a **phrasal verb**. Phrasal verbs have two parts: a verb (such as *go, give, make,* or *turn*) and a particle (such as *on, up, out,* or *off*). The meaning of the phrasal verb is different from the meanings of its parts.

For example, *Please go on reading* does not mean you should go anywhere. *Go on* means "continue." *Don't give up* does not mean you shouldn't give something to someone. It means "don't stop trying."

A. Complete each sentence with a phrasal verb you have studied. Use *figure out, find out, give up, go on, look up,* or *make up.*

1. You can _____ words in a dictionary.
2. Foreign students _____ 15 percent of the Class of 2018.
3. I hope the party upstairs doesn't _____ all night!
4. I tried and tried, but I can't fix it. I'm sorry, but I _____.
5. What's happening across the street? Let's go and _____.
6. His writing is not clear. I can't _____ what his note says.

Vocabulary Tip: You will usually find a phrasal verb in the dictionary at the end of the entry for the verb. For example, in the entry for *go,* after all the meanings of *go,* you may see *go about, go along,* and many other phrasal verbs.

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B. Write your own sentences with the phrasal verbs in part A.

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

DEVELOPING YOUR READING SKILLS

Scanning

Read these questions about "Can You Give Me a Hand?" Scan the reading, and write short answers.

Reading Tip: When you read—and especially when you scan—don't say the words in your mind or move your lips. That will slow you down.

1. What's an idiom? _____
2. What do many English idioms mention? _____
3. What does the idiom *have a heart of gold* mean? _____

   _____

4. Complete these idioms and their definitions:
   a. know something _____ = _____ something well
   b. have your heart in your _____ = be _____
   c. _____ someone's heart = make someone feel _____

Sentences with *Because*

Complete the sentences. Use information from the reading.

1. Learners of English need to know about idioms because _____

   _____.

2. If someone has a big mouth, you shouldn't tell him or her anything private

   because _____.

3. It might be a good idea to get a dictionary of idioms because _____

   _____.

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Main Idea

What is the main idea of "Can You Give Me a Hand?"? Check (✓) the correct answer.

☐ 1. There are idioms in every language.
☐ 2. English has many idioms that mention parts of the body.
☐ 3. It can be fun to try to guess the meaning of an idiom.

CRITICAL THINKING

Discussion

Talk about these questions with the class.

1. In paragraph 2, the writer mentions the idiom *a big head*. Is "getting a big head" a good thing or a bad thing? How do you know? Underline the information in the paragraph that supports your answer. What about "a big mouth"? Where do you find the answer? Why do you need to be careful about using these two idioms?
2. In paragraph 4, you see a list of idioms that have the word *heart*. Here is another: *have a heart of stone*. What do you think it means? What about *have a soft heart?* Why do you think there are so many idioms that mention the heart?
3. Are any of the idioms mentioned in this chapter also used in your first language?
4. Look for an idiom in paragraph 6 that means "spend a lot of money to get something." Underline it. What advice is the writer giving?
5. Does your dictionary give you any help with idioms? Look up the word *heart* in your dictionary. Does it mention any idioms with *heart?*

WRITING

A. Use the Target Vocabulary: Choose five target words and phrases from the list on page 111. On a piece of paper, use each word or phrase in a sentence. Then find a partner, and read each other's sentences.

B. Practice Writing: Write a paragraph about a person you know who has a soft heart or a heart of gold. Begin your paragraph:

I think _____ has . . .
(name)

Then give your reasons for saying this about the person.

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UNIT 3

Checkpoint

LEARNING OUTCOME

› Review and expand on the content of Unit 3

LOOK BACK

A. Think About This

Look back at your answers to the *Think About This* question on page 81:
How would you complete this sentence? The human body is _____.

Do you want to change any of your answers? Do you want to add anything new?

B. Remember the Readings

What do you think you will remember most from the readings in Unit 3? For each chapter, write one sentence about the topic of the reading.

Chapter 9: Your Sense of Taste

_____

Chapter 10: Our Bones

_____

Chapter 11: The Oil in Our Engines

_____

Chapter 12: Can You Give Me a Hand?

_____

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REVIEWING VOCABULARY

A. Write these words in the chart below: *adult, brain, elbow, heart, knee, nurse, patient, shoulder, sight, taste,* and *touch.*

Parts of the Body	
People	
Senses	

B. Complete these sentences. Use the phrases in the box. NOTE: There is one extra phrase.

and so on	can't stand	figure out	made up	that is
be able to	doesn't matter	in the middle of	take care of	used to

1. I love to sleep in, but my new job will start at 7:00 in the morning, so I'll have to get _____ getting up early.
2. I _____ green vegetables. No green beans or broccoli or spinach for me!
3. My father sometimes falls asleep _____ a movie. We wake him up at the end.
4. I feel the same way she does—_____, we both think you're amazing.
5. There was a bad car accident. The police are trying to _____ why it happened.
6. I have a cold, but I'll be better soon, and then I'll _____ smell and taste my food again.
7. Do you want to go to the 7:00 or the 9:00 movie? You choose. It _____ to me.
8. The soccer team is _____ of twenty-four players.
9. Should I get all the usual things at the supermarket? Bread, milk, bananas, _____?

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C. Match the words with their definitions. NOTE: There are two extra words.

consider	energy	human	perhaps	secret	support
emergency	fix	mention	receive	special	trust

1. _____ = a plan or idea you don't tell other people about
2. _____ = make something that's broken work again
3. _____ = hold something up so it doesn't fall
4. _____ = get something that someone gives to you
5. _____ = think about something (before you decide)
6. _____ = belonging to or relating to people
7. _____ = better or more important than the usual
8. _____ = believe that someone is honest and will not hurt you
9. _____ = the power of body and mind that lets someone move and do things
10. _____ = speak or write about someone or something just in a few words

EXPANDING VOCABULARY

Prefixes

A **prefix** added to the beginning of a word changes its meaning. For example, the prefix *un-* means "not." So *unhappy* means "not happy."

Add the prefix *un-* to each of the adjectives in the box. Complete the sentences with the new words.

clear	healthy	✓important	kind	lucky	usual

1. Don't worry about the distance. It doesn't matter. It's completely

   unimportant.

2. There are some _____ types of animals in the Galápagos.

   They're very special.

3. She looks _____. Is she eating well? Does she get enough sleep?

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4. That was not a nice thing to say to her. Don't be so _____!

5. The number 13 makes some people nervous. They think it's _____.

6. I don't understand his plan. It's _____ what he's going to do.

A PUZZLE

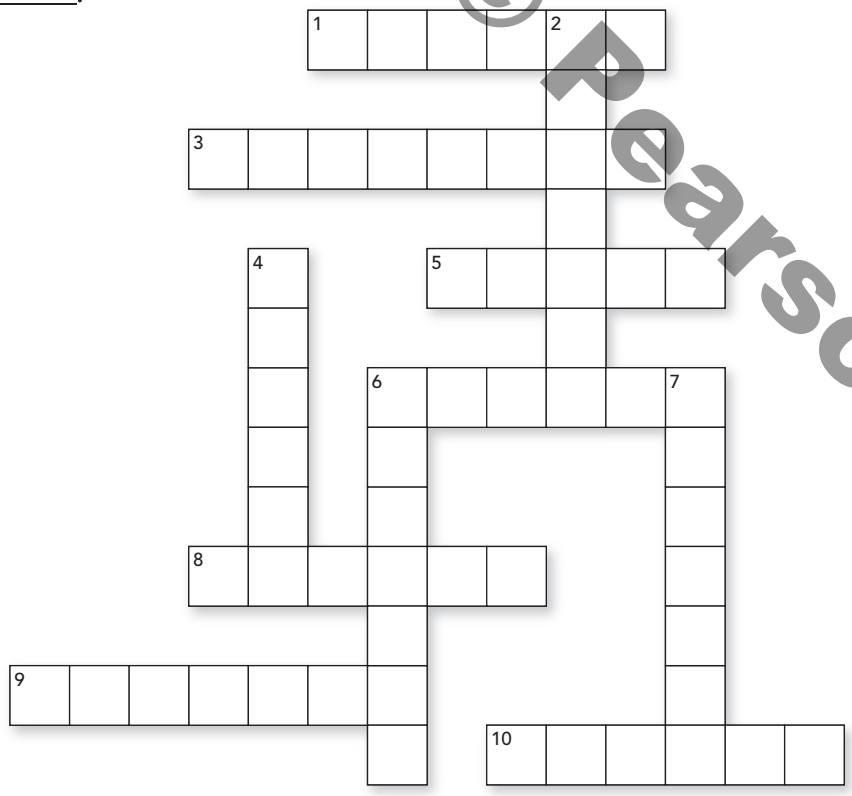
Complete the sentences with words you studied in Chapters 9–12. Write the words in the puzzle.

ACROSS

1. The teacher will not a_____ papers written in pencil.
3. Should she accept the new job? It's a difficult d_____.
5. It's raining now. Do you s_____ want to go out?
6. The dry weather will a_____ the farmers in a bad way.
8. Children d_____ on their parents.
9. There's no coffee. Will you have tea i_____?
10. It's not too difficult, but it's not simple, e_____.

DOWN

2. Do you p_____ not to tell anyone my secret?
4. He needs some a_____ about what classes to take.
6. It's early, but the students are a_____ in class.
7. You can't see well t_____ a dirty window.



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BUILDING DICTIONARY SKILLS

A. Look at the two dictionary entries. Do you see patient[1] and patient[2]? The small, raised numbers are **superscripts**. They tell you that the two words are different parts of speech and have different meanings.

> **pa•tient[1]** /ˈpeɪʃənt/ *adj* able to deal with a problem or wait for something without getting angry or upset: *Try to be patient* ***with*** *the children*. > > opposite IMPATIENT
>
> **pa•tient[2]** *n* someone who is getting care from a doctor, nurse, etc.: *There are 150 patients in the hospital*.

Read the dictionary entries and complete the sentences below.

1. The word *patient* can be __an adjective__. It means

   _____.

2. The word *patient* can also be _____. It means

   _____.

B. Sometimes there is no superscript, but there is more than one meaning for a word. The meanings are numbered. Look at the dictionary entries below.

> **heart** /hɑrt/ *n* **1** the part of your body in your chest that pumps blood around your body **2** the part of you that feels strong emotions: *I know in my heart that I love her.* **3** a shape like a heart representing love

> **sight** /saɪt/ *n* **1** [U] the ability to see: *My grandmother is losing her sight*. **2** [U] when you see something: *I can't stand the sight of blood*. **3** something that is interesting to see because it is beautiful, large, unusual etc.: *The Space Needle is one of the most famous sights in Seattle*.

1. Circle *heart* in each sentence, and find its definition. Write the number of the meaning.
   a. __3__ She spells her name *K-e-l-l-i*, and writes it with a little heart above the *i*.
   b. ____ I'm afraid she's going to break his heart.
   c. ____ What kinds of exercise are best for your heart?
2. Circle *sight* in each sentence, and find its definition. Write the number of the meaning.
   a. ____ I want to visit London and see all the sights.
   b. ____ *Sight* and *eyesight* have the same meaning.
   c. ____ He smiled at the sight of his children playing in the snow.

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