

UNIT 4

Physiology

READING
VOCABULARY
WRITING
GRAMMAR

▶ identifying the topic sentence in a paragraph
▶ parts of speech
▶ writing a topic sentence
▶ sentences with *when*



UNIT QUESTION

What makes you laugh?



A Discuss these questions with your classmates.

1. When was the last time you laughed? Why did you laugh?
2. Why is it important to laugh?
3. Look at the photos. Why do you think these people are laughing?





Read the articles. Gather information and ideas to write a paragraph about what makes you or someone you know laugh.



B Listen to *The Q Classroom* online. Then match the ideas in the box to the students below.

- | | | |
|-------------------|----------------------|-----------|
| a. funny TV shows | b. comedians | c. family |
| d. silly things | e. unexpected things | |

What makes them laugh?

Sophy	a. funny TV shows	
Yuna		
Felix		
Marcus	b. comedians	



C Go to the Online Discussion Board to discuss the Unit Question with your classmates.





D Look at the photos below. What is happening in each photo? Why is each person laughing? Write your idea for each photo. Then discuss your ideas in a group.



1.



2.



3.



4.

E Discuss these questions in a group.

1. Do you laugh for the same reasons as the people in the pictures?
2. Tell the group about a time you laughed a lot. Why did you laugh?



READING

READING 1 | What Is Laughter?



You are going to read an online article about the different reasons people laugh. Use the article to gather information and ideas for your Unit Assignment.

Tip for Success

Many adjectives have the same form as verbs in the simple past, for example, *surprised* and *embarrassed*.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.


1. I think laughter is natural, just like eating and sleeping.
2. I don't really like parties, but I pretend to have fun.
3. I know it is true because Mary told me. She is an honest person.
4. I always feel nervous when my brother drives. He's not a good driver.
5. I don't like to speak in front of the class. I feel embarrassed.
6. The news didn't surprise Jim. Someone told him about it earlier.
7. Wear sunglasses to protect your eyes from the sun.

- a. (*verb*) to keep someone or something safe
- b. (*verb*) to try to make someone believe something that is not true
- c. (*verb*) to do something that someone does not expect
- d. (*adjective*) not made or caused by people
- e. (*adjective*) shy or worried about what other people think of you
- f. (*adjective*) saying what is true
- g. (*adjective*) worried or afraid about what may happen



B. Go online for more practice with the vocabulary.



-  **C. PREVIEW** Read the article’s headings. What three questions does the article ask about laughter?


Question 1:

Question 2:

Question 3:

- D. QUICK WRITE** Read the questions from the article’s headings again. What do you think? Write a response to each question before you read the article. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

-  **A.** Read the magazine article and gather information about what makes people laugh.

What Is Laughter?

- 1 Laughter is **natural** for people. We start to laugh at about four months of age. We start to laugh even before we start to speak!
- 2 Laughter connects us with other people. We laugh more when we are with other people. Studies find that we are 30 times more likely to laugh with other people than alone. Laughter is also contagious¹. When one person laughs, other people begin to laugh, too.
- 3 It is difficult to **pretend** to laugh. Laughter is **honest**. Try to laugh right now. It’s difficult, isn’t it? When people pretend to laugh, most people know it’s not real. Studies show that people don’t like the sound of fake² laughter.

When do people laugh?

- 4 Only 10 to 20 percent of laughter is about something funny. Most laughter is about being friendly with other people. Most laughter says, “I don’t want to compete with you. I want to be friendly with you.” This kind of laughter brings people together.
- 5 We often laugh when we feel **nervous**. At the beginning of meetings someone often tells a joke when everyone feels nervous. It is usually a small joke, but we laugh a lot. Our laughter helps us relax.
- 6 Sometimes we laugh because we think we are better than other people. When we laugh at another

¹ **contagious**: passing from one person to another person very quickly

² **fake**: not real

person, we are saying, “I am better than you.” This kind of laughter makes others feel bad. Sometimes we laugh because we feel **embarrassed**.

What is funny?

- 7 Some things are funny because we don't expect them. When a joke begins, we already have an idea about the end. We think we know the end, but then the joke ends in a different way. The end of the joke **surprises** us. It makes us laugh.
- 8 Silly³ things are sometimes funny. We laugh at jokes about people and their mistakes because we know something they don't know. We think we are better than they are.

Why doesn't everyone laugh at the same joke?

- 9 Not everyone has the same sense of humor⁴. Some people think a joke is funny, but other

people don't think so. People have different ideas about what is funny.

- 10 Our idea of what is funny changes with time. For young children, the world is new. Many things surprise them, so they laugh a lot.

Teenagers often worry about what others think of them. They laugh to **protect** themselves. Adults laugh at themselves and other people with similar problems. They laugh at things that give them stress. Our reasons for laughter change over time.



Laughter is natural for people.

³ silly: not serious; stupid

⁴ sense of humor: ability to feel or understand what is funny

B. Circle the best answer according to Reading 1.

- Why do we laugh?
 - because our parents teach us to laugh
 - because it is a natural thing to do
- When do people laugh most often?
 - when they are alone
 - when they are with other people
- What is funny?
 - something we know very well
 - something surprising or silly
- Why doesn't everyone laugh at the same joke?
 - Different things make different people laugh.
 - Most people don't laugh in front of others.



C. Read the statements. Write *T* (true) or *F* (false). Then correct the false statements. In what paragraph is the information found?

T 1. People sometimes laugh when they are surprised. 7

2. People like it when others pretend to laugh.

3. Young children often laugh because the world surprises them.

4. A small joke at the beginning of a meeting makes us relax.

D. Complete the sentences with the correct word from the box.

contagious	friendly	social
embarrassed	honest	

1. Most people laugh as a way to show they are .

2. We laugh more when we are with other people because laughter is

3. If I am laughing, you are likely to start laughing because laughter is

4. People do not like the sound of fake laughter because laughter is

5. Some people laugh when they feel nervous or .

E. Write the number of the paragraph where each reason for laughter appears. Then write information from the article that supports each reason.

1. 2 We laugh to connect with others.

Support: We laugh more when we are with other people.

2. We laugh to show we are friendly.

Support:

3. We laugh to protect ourselves from others.

Support:

4. We laugh because someone tells a funny joke.

Support:

5. We laugh at our own problems.

Support:



WRITE WHAT YOU THINK

A. Ask and answer the questions with a partner. Check (✓) “never,” “sometimes,” or “often.” Add one more question to the chart.

Do you laugh ...	Never	Sometimes	Often
1. ... when you are nervous?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ... when you hear a joke?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ... when you hear other people laugh?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ... when you are embarrassed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ... when something surprises you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ... when <input type="text"/> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Choose one of the questions and write a response in a complete sentence. Look back at your Quick Write on **page 76** as you think about what you learned.

Question:

My response: _____




The **topic sentence** explains the main idea of a paragraph. Other sentences in a paragraph support the topic sentence. Often, the topic sentence is the first sentence of a paragraph, but sometimes it is the second sentence or the last sentence. Finding the topic sentence helps you quickly understand what the paragraph is about.

Laughter is natural. We start to laugh at about four months of age. We start to laugh even before we start to speak!

Laughter is social. We laugh more when we are with other people. Studies find that we are 30 times more likely to laugh with other people than alone. Laughter is also contagious. When one person laughs, other people begin to laugh, too. People connect to each other with laughter.

It is difficult to pretend to laugh. **Laughter is honest.** Try to laugh right now. It's difficult, isn't it? When people pretend to laugh, most people know it's not real. Studies show that people don't like the sound of fake laughter.

-  **A. Go back to Reading 1 on pages 76–77. Circle the topic sentence in each paragraph and write *TS* next to it.**
- B. Read the paragraphs below. Circle the topic sentence in each paragraph and write *TS* next to it.**

1. Robert Provine studied people and laughter. He discovered that people laugh when they want to be friendly. He watched people in the city walking and shopping. He found that 80 to 90 percent of laughter came after sentences like “I know” or “I’ll see you later.” People didn’t laugh because someone said something funny. People laughed because they wanted to be friendly with each other.
2. Laughter happens at certain times in a conversation. People laugh more when they speak than when they listen. Pay attention to conversations around you. You will discover that the speaker in a conversation laughs more often. Also, laughter almost always comes at the end of a sentence or a thought. For example, a person might say, “He went to the wrong store! Ha! Ha! Ha!” The person does not say, “He went—Ha! Ha! Ha!—to the wrong store!”



- C. Go online for more practice identifying the topic sentence.**

READING 2 | Laugh More and Stress Less

UNIT
OBJECTIVE



You are going to read an online article about laughter's effect on the brain. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

Vocabulary Skill Review

In Unit 3, you learned about modifying nouns. Look at sentence 7 in Activity A. Circle the modifying noun.

A. VOCABULARY Here are some words from Reading 2. Read the sentences. Then write each underlined word next to the correct definition.

1. Breathe deeply. It helps you relax.
2. I read at a slow rate. I read only a few words per minute.
3. She needs quiet to concentrate on her homework.
4. Laughter has a good effect on your body and your health.
5. Eating healthy food and getting exercise can prevent many illnesses.
6. I want more laughter in my life. I want to increase how much I laugh.
7. Turn your phone off so you are not distracted during class time.
 - a. (*verb*) to take in and let out air through your nose and mouth
 - b. (*verb*) to cause the amount, level, or number of something to go up
 - c. (*verb*) to give all your attention to something
 - d. (*verb*) to stop someone from doing something; to stop something from happening
 - e. (*noun*) a change that happens because of something
 - f. (*noun*) the speed of something or how often something happens
 - g. (*adjective*) not paying attention to something because you are thinking about something else



B. Go online for more practice with the vocabulary.



Tip for Success

When you skim a text, remember to read the title, headings, and first and last sentence of each paragraph.

C. PREVIEW Skim the article and then read the question below. Circle **Yes** or **No**.

Does laughing make you a better student?

Yes

No

D. QUICK WRITE Think about the last time you laughed out loud. Write a few sentences about how you felt. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the article and gather information about what makes you laugh.



The screenshot shows a web browser window with a search bar at the top. The article title is "Laugh More and Stress Less". The content includes three numbered sections: "Meet Martin", "Stress and Your Body", and "Concentration". A photograph of a young man with glasses sitting at a desk with a laptop and a cup of coffee is on the right side of the page.

Laugh More and Stress Less

Meet Martin

1 Martin is a university student. He is studying for a big exam. He has been studying many hours. He is worried about the exam. Martin cannot **concentrate**. He is looking at his book, but he is thinking about other things. He is **distracted**. He can't remember the information he has studied. What can Martin do to get ready for the exam? He can go out with a friend and laugh a little. Seriously! Laughter quickly reduces the **effects** of stress on your brain.

Stress and Your Body

2 Stress has many effects on your body and brain. Your brain needs oxygen¹ to think. Stress reduces oxygen in your body. When you laugh, you **breathe** deeply. When you laugh, your heart **rate** goes up. More oxygen goes to your brain. The oxygen helps you think better.

Concentration

3 Stress reduces your ability to concentrate. When you feel stress, your brain thinks something bad will happen. Your brain is looking around for possible problems. Your brain is looking for danger. You are distracted, and you cannot concentrate.

¹ oxygen: air

- 4 Laughter immediately reduces stress. Laughter sends a message to your brain. “I’m OK. I’m safe.” Then your brain stops looking for danger. After you laugh, your brain relaxes, and you can concentrate on your studies.

Memory

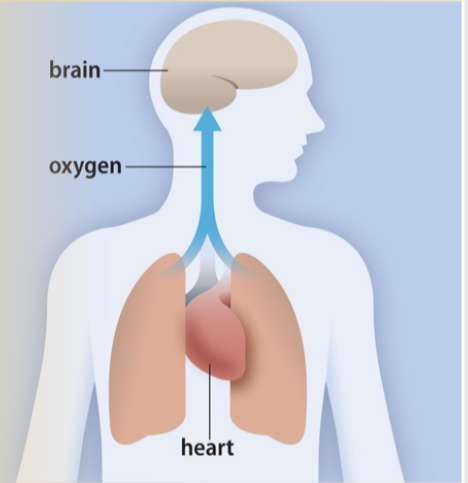
- 5 Stress reduces your memory and ability to learn. Stress reduces your ability to concentrate. Without concentration, you cannot learn new information. With stress, you can forget things you learned before. Stress makes it harder for your brain to find information. Laughter helps you relax, and when you relax, you can remember the information you learned.

Feelings

- 6 Studying for a test can make you feel lonely. You may worry you are not learning as fast as others. Laughter is a fast way to connect with other people. When you laugh with others, you feel close to them. Laughter breaks your feeling of loneliness and worry. It makes you feel stronger.
- 7 When you have too much stress from your studies, you can feel angry or sad. When you laugh, you let go of the bad feelings. You forget your anger and sadness. You immediately feel a little bit better.

Laughter Lasts

- 8 The more often you laugh, the better. When you laugh often, stress has less effect on you and your brain. Laughter **prevents** stress.
- 9 So next time you have a big test, take some time to find what’s funny in life! It’s good for you, and it **increases** your brain power!



B. Check (✓) the main idea of the article.

- 1. Stress is bad for your health.
- 2. You feel less stress when you laugh often.
- 3. Laughter helps you do well in your studies.
- 4. Stress helps you concentrate.

C. What are the effects of stress on the body? What are the effects of laughter on the body? Write the sentences in the correct column.

You are distracted.	You forget what you studied.
You concentrate.	You have less oxygen in the brain.
You feel angry or sad.	You increase oxygen in the brain.
You feel close to others.	You relax.
You feel lonely.	You remember information.

Effects of Stress	Effects of Laughter

D. Match the beginning of each sentence with the correct ending.

- 1. When you breathe deeply, a. you expect bad things to happen.
- 2. When you cannot concentrate, b. you do not learn new information.
- 3. When you laugh often, c. you feel safe and OK.
- 4. When you feel stress, d. stress has less effect on your brain.
- 5. When you laugh, e. oxygen goes to the brain.

- E. The article says you should stop and have a good laugh before you take a test. Why? Write three reasons from the article.
- F. Look back at your Quick Write on **page 82**. Revise and add information to your answers based on what you learned from the reading.



G. Go online to read *My Funny Friend* and check your comprehension.



WRITE WHAT YOU THINK

A. Discuss the questions in a group. Look back at your Quick Write on **page 82** as you think about what you learned.

1. Martin feels stress from his studies. Do you feel stress from your studies? What happens to you when you feel stress?
2. What do you do to reduce stress?
3. Can laughter be a way to reduce the stress you feel? Why? Why not?



B. Go online to watch the video about laughter clubs. Then check your comprehension.

club (*n.*) a group of people who do an activity together or who are interested in the same thing

local (*adj.*) of a place near you

VIDEO VOCABULARY

Writing Tip

Remember to use specific details, such as examples and explanations, to support your topic sentence.

C. Think about the unit video, Reading 1, and Reading 2 as you discuss the questions. Then choose one question and write a response.

1. Do you want to laugh more? Why? Why not?
2. How can laughter improve our lives?

Question:

My response: _____



Vocabulary Skill Parts of speech

When you see a word you don't know in a text, it helps to **identify the part of speech** of the word. Nouns, verbs, adjectives, and adverbs are examples of parts of speech. Knowing the part of speech helps you better understand the meaning and use of the word. If you aren't sure, you can find the part of speech for the vocabulary words in this book on the last page of each unit (in *Track Your Success*). You can also find the part of speech in a dictionary.

noun (*n.*) a person, place, object, or idea *He tells funny jokes at **dinner**.*

verb (*v.*) an action *He **tells** funny jokes at dinner.*

adjective (*adj.*) describes a noun *He tells **funny** jokes at dinner.*

adverb (*adv.*) describes an action *We all laugh **loudly** at his jokes.*

When you know the part of speech, you can use the word correctly in a sentence.

Correct: *She laughs at my jokes.*

Incorrect: *She laughter at my jokes.*

Tip for Success

Write new vocabulary in a list. Include the part of speech and a definition for each word. Review the vocabulary list every day.

A. Read each sentence in the chart below. Write the part of speech of the underlined word. Then check your answers in a dictionary.

	Part of Speech
1. I feel <u>embarrassed</u> when I meet new people.	
2. Laughter stops <u>anger</u> .	
3. Laughter <u>protects</u> you from some illnesses.	
4. We <u>breathe</u> differently when we laugh.	
5. Laughter has many healthy <u>effects</u> on the body.	
6. I <u>laugh</u> a lot with my friends.	
7. The <u>whole</u> group laughs together in a laughing exercise.	
8. Laughter makes you breathe <u>quickly</u> .	

B. The underlined words are the incorrect part of speech. Rewrite each word using the correct part of speech. Use a dictionary to help you.

1. They are laughing because they are embarrassment.
2. I want to introduction you to my friend John.
3. Laughter is a gift from natural.
4. Try to breath deeply.
5. Laughter exercises can prevention some illnesses.
6. Her angry goes away when she laughs.



C. Go online for more practice with parts of speech.





WRITING

UNIT
OBJECTIVE



At the end of this unit, you will write a paragraph about what makes you laugh. Your paragraph will include specific information from the readings and your own ideas.

Writing Skill

Writing a topic sentence

The topic sentence introduces the main idea of the paragraph. It tells what the paragraph is about.

There are different kinds of laughter. Some laughter is short and light. It comes from the throat. Other laughter comes from the stomach. This laughter is deep and loud. In addition, each person's laughter is different. No two laughs are exactly the same.

Writing a good topic sentence will make your writing clearer to readers.



A. Go back to Reading 2 on pages 82 and 83. Underline the topic sentences of paragraphs 2–8. Write TS next to the sentence.

B. WRITING MODEL Match each model topic sentence with the correct paragraph. Write the topic sentence on the line.

~~When Bob is nervous, he laughs.~~
Mark relaxes when he laughs.
Paula laughs when she hears something funny.
Sam laughs to be friendly.
When Jenny is with people, she laughs.

1. When Bob is nervous, he laughs.
For example, he laughs when he gets in trouble. He also laughs when he speaks in front of the class. In new situations, he makes jokes. Generally, my friend laughs when he is nervous.
2.
For example, he laughs when he meets new people. He also laughs when he is with good friends. He always laughs. It's clear that he laughs to make people feel good.



3.
When he laughs, his blood pressure goes down, and his bad feelings go away. He lets go of stress when he laughs. Laughter helps him stop feeling worried about things.

4.
She laughs when she watches funny TV shows. When her friends tell jokes, she laughs. She also laughs when she reads funny books. She has a great sense of humor and likes to laugh at comedy and at life.

5.
She likes to hear her friends make jokes. When her friends start to laugh, she laughs, too. She believes that laughter is contagious.

C. WRITING MODEL Read the model paragraphs. Then write a topic sentence for each one.

1.
She goes there once a month and does laughing exercises in her group. After she practices laughing for two hours, She feels great. Lea laughs a lot at the laughing club.

2.
Laughter makes you breathe quickly. It increases your heart rate. It turns your face red. Ten to fifteen minutes of laughing burns 50 calories! Laughter exercises your whole body.

3.
Feelings like fear, anger, and frustration can cause stress. These bad feelings can bring you down. Laughter helps you let go of bad feelings.



4.

In one laughter exercise, we stand in a circle. We put our hands on our face or stomach. Then we make “ha ha” or “hee hee” sounds. Everyone in the circle starts laughing. That is how we practice laughing in our club.

5.

Some people go to laughter clubs to learn how to laugh more so they feel less pain. Some people have health problems that cause a lot of pain. Laughter reduces the pain that a person feels.

D. Read these paragraphs from the reading “The World in a City,” from Unit 2. Circle each topic sentence.

1. Do you plan to visit London? There are many English sights to see, but there are many international sights, sounds, and foods too. London is a city with many different groups of people. In a visit to London, you see the world.
2. There is food from more than 55 different countries in London’s restaurants. There is even food from countries such as Tanzania, Peru, and Mongolia. At food markets, you can buy vegetables and fruits from all over the world.
3. London has many festivals with food, music, art, and dance from different countries. In winter, you can celebrate Chinese New Year. In early spring, you can celebrate the Russian end of winter. In the summer, you can go to the largest Caribbean festival in the world. In the fall, you can enjoy the Indian festival of lights.



E. Go online for more practice with writing a topic sentence.

You can combine two sentences with *when*.

- There is a comma if the sentence begins with *when*. There is no comma if *when* is in the middle of the sentence.
- When the subject in both sentences is the same, use a pronoun in the second part of the sentence.

They are nervous. → They laugh.

When they are nervous, they laugh.

They laugh **when** they are nervous.

Bob laughs. → He feels less stress.

When Bob laughs, he feels less stress.

Bob feels less stress **when** he laughs.

A. Write two sentences with *when*.

1. I go out with my friends. → I laugh a lot.

a. When I go out with my friends, I laugh a lot.

b. I laugh a lot when I go out with my friends.

2. You laugh. → Your heart rate increases.

a.

b.

3. He sees something funny. → He laughs.

a.

b.

4. You laugh. → You use calories.

a.

b.

5. We hear a good joke. → We laugh.

a.

b.



6. She is nervous. → She laughs.

a.

b.

B. Go back to the sentences in Activity E on **pages 78 and 79**. Combine the sentences with *when*. For example: *When we are with other people, we laugh. We laugh when we are with other people.*

C. Complete each sentence with your own idea. Then read your sentences to a partner.

1. I laugh a lot when

2. I never laugh when

3. When I see someone fall,

4. When I am in class,

5. When I am nervous,

6. When I laugh,

7. When I am with my family,



D. Go online for more practice with sentences with *when*.

E. Go online for the grammar expansion.

Unit Assignment

Write a paragraph about what makes people laugh

UNIT OBJECTIVE



In this assignment, you are going to write a paragraph about what makes you or someone you know laugh. As you prepare your paragraph, think about the Unit Question, “What makes you laugh?” Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on [page 94](#).



Go to the Online Writing Tutor for a writing model and alternate Unit Assignments.

PLAN AND WRITE

- A. BRAINSTORM** Think of what makes you laugh. Look at the questions below and answer them in the chart. Then ask a partner the same questions, and complete the chart with your partner’s answers.

	Who are you with when you laugh?	Where are you when you laugh?	What are you doing when you laugh?
You			
Your Partner			

Critical Thinking Tip

Step 2 asks you to **outline** your paragraph. **Outlining** helps you to see the different parts of your writing. It is a very good way to organize your ideas.

- B. PLAN** Follow these steps to plan your paragraph.

1. Write a topic sentence for your paragraph. For example:

I laugh when something makes me nervous.

I laugh when I watch funny videos on my computer.

I laugh more when I am with my friends.

Your topic sentence:



2. Go online to complete the outline for your paragraph.





C. **WRITE** Use your **PLAN** notes to write your paragraph. Go to *iQ Online* to use the Online Writing Tutor.

1. Make sure the topic sentence introduces the main idea of the paragraph.
2. Look at the Self-Assessment checklist to guide your writing.

REVISE AND EDIT



A. **PEER REVIEW** Read your partner's paragraph. Then go online and use the Peer Review worksheet. Discuss the review with your partner.

B. **REWRITE** Based on your partner's review, revise and rewrite your paragraph.

C. **EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does your topic sentence present your main idea clearly?
<input type="checkbox"/>	<input type="checkbox"/>	Do all your sentences support your topic sentence?
<input type="checkbox"/>	<input type="checkbox"/>	Do you use <i>when</i> to explain what makes people laugh?
<input type="checkbox"/>	<input type="checkbox"/>	Did you use the correct part of speech for each noun, verb, adjective, and adverb in your paragraph?
<input type="checkbox"/>	<input type="checkbox"/>	Does your paragraph include vocabulary from this unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you use a comma in sentences beginning with <i>When</i> ?
<input type="checkbox"/>	<input type="checkbox"/>	Is your spelling correct? Check a dictionary if you are not sure.
<input type="checkbox"/>	<input type="checkbox"/>	Is the first line of the paragraph indented?
<input type="checkbox"/>	<input type="checkbox"/>	Does every sentence begin with a capital letter and end with final punctuation?



D. **REFLECT** Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What makes you laugh? Is your answer different now than when you started the unit? If yes, how is it different? Why?



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

effect
rate

Verbs

breathe
concentrate **AWL**
increase
pretend
prevent
protect
surprise

Adjectives

distracted
embarrassed
honest
natural
nervous

Oxford 2000 keywords

AWL Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING	<input type="checkbox"/>	I can identify the topic sentence in a paragraph. (p. 80)
VOCABULARY	<input type="checkbox"/>	I can identify parts of speech. (p. 86)
WRITING	<input type="checkbox"/>	I can write a topic sentence. (p. 88)
GRAMMAR	<input type="checkbox"/>	I can use sentences with <i>when</i> . (p. 91)
UNIT OBJECTIVE	<input type="checkbox"/>	I can gather information and ideas to write a paragraph that explains what makes me or someone I know laugh.



- READING ► identifying supporting sentences and details
- VOCABULARY ► the prefix *un-*
- WRITING ► writing supporting sentences and details
- GRAMMAR ► prepositions of location

UNIT QUESTION

Q How do sports make you feel?



A Discuss these questions with your classmates.

1. What sports do you like to play?
2. What sports do you like to watch?
3. Look at the photo. How do you think these people feel? Why?





Read the articles and gather information and ideas to write a paragraph about a sport you like and how it makes you feel.

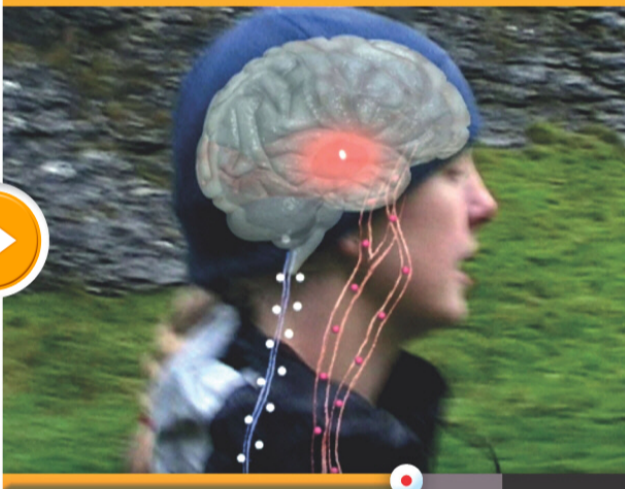


B Listen to *The Q Classroom* online. Then answer these questions.

1. Who plays sports?
2. Who watches sports?
3. Who does both?



C Watch the video about running. Then check your comprehension.



pain (*n.*) the feeling when something hurts

muscles (*n.*) the parts of your body that make you move

natural high (*n.*) feeling very good without using drugs, often after exercising

VIDEO VOCABULARY



D Go to the Online Discussion Board to discuss the Unit Question with your classmates.





E Work in a group. Write three adjectives to describe each sport.



1 soccer*



2 swimming



3 golf



4 hockey

F Check (✓) the sports that you do and the places you play. Then discuss the questions with a group.

Sports

<input type="checkbox"/> basketball	<input type="checkbox"/> soccer	<input type="checkbox"/> baseball
<input type="checkbox"/> swimming	<input type="checkbox"/> golf	<input type="checkbox"/> tennis
<input type="checkbox"/> volleyball	<input type="checkbox"/> cricket	<input type="checkbox"/> running

Places

<input type="checkbox"/> street	<input type="checkbox"/> stadium	<input type="checkbox"/> park
<input type="checkbox"/> pool	<input type="checkbox"/> track	<input type="checkbox"/> golf course
<input type="checkbox"/> field	<input type="checkbox"/> beach	<input type="checkbox"/> court
<input type="checkbox"/> gym		

1. What kind of sports do people play in each place you checked? Talk about the sports above and other sports you know.
2. In which of the places can you play more than one sport?
3. Are there other places where you can play sports? Where?

* soccer: In the United States this sport is called soccer. In the rest of the world it is called football.



READING

READING 1 | A Super Soccer Fan



You are going to read an article by a soccer fan from Brazil. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

Vocabulary Skill Review

In Unit 4, you learned about parts of speech. Remember to pay attention to the part of speech of each vocabulary word. This helps you to use the word correctly.

A. VOCABULARY Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.

1. Many people like soccer. It is a popular sport.
2. World Cup soccer games are exciting.
3. According to my friend, the team's new soccer player is really good.
4. Please turn down the volume on the TV. It's too loud.
5. I don't notice what color most teams wear.
6. That man looks familiar. I remember him from somewhere.
7. This shirt doesn't fit. Do you have a bigger one?
8. I am a fan of basketball. I watch all the games.
 - a. (*verb*) to be the right size, shape, or type for someone or something
 - b. (*verb*) to see or pay attention to someone or something
 - c. (*noun*) a person who is very enthusiastic about a sport
 - d. (*noun*) the amount of sound that something makes
 - e. (*adjective*) causing you to have strong feelings of happiness and interest
 - f. (*adjective*) liked by many people
 - g. (*adjective*) that you know well
 - h. (*preposition*) as someone or something says

B. Go online for more practice with the vocabulary.



C. PREVIEW Skim the web post. Answer the questions.

1. What is the title of the post?
2. Who is the author of the post?
3. What is the post about?
4. What is the name of the team in the photos?

D. QUICK WRITE What do sports fans do to show support for their favorite team? Write a list. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the article and gather information on how sports make you feel.

A Super Soccer Fan

- 1 I'm a huge soccer **fan**. I love my team, the Corinthians Football Club in São Paulo, Brazil. In fact, I'm crazy about them! And I'm not alone. **According to** statistics, the Corinthians are the favorite team of 15 percent of the Brazilian population. That's about 25 million people! The Corinthians are the second most **popular** team in Brazil. The most popular team, the Flamengo Football Club of Rio de Janeiro, has over 35 million fans.
- 2 I go to lots of Corinthians games because they're fun and **exciting**. Before the game, fans meet in the parking lot. They talk about the game and have something to eat. During the game, it's very noisy. There's lots of cheering¹ and shouting. Some people chant² and jump around.
- 3 I always dress in special clothes for the games. I wear a black and white Corinthians shirt. Sometimes I wear red, too, because that's

another Corinthians team color. When I go to important games, I wear my special hat. It's big and funny, and black and white, of course. People really **notice** me when I wear it!



- 4 I sometimes buy official Corinthians shirts at the team store. They're beautiful. They have large black numbers and the names of players on the back. Some customers complain that the official shirts are expensive. Some cost a hundred dollars. That's a lot of money for a shirt!

¹ cheering: shouting to show you like a team

² chant: to sing or shout a word or phrase many times

- 5 When I was a boy, I was a Corinthians fan, too. I went to lots of games with my father and my brother. We always took snacks and juice, and we had lots of fun. I have some of my old Corinthians clothes. They don't **fit** me now, but my son likes them.
- 6 My son sometimes goes to games with me, and we also watch games on TV. When we watch games on TV, we turn the **volume**



up really loud, and we pretend we're at the game. My wife usually turns the volume down so she can read her book.

- 7 Maybe you're not **familiar** with the Corinthians Football Club, but you're probably familiar with the teams in your city and country. You may not be a big soccer fan, but you probably know lots of soccer fans!

Fernando Mendes

 **B. Circle the answer that best completes each statement.**

- Fernando started going to Corinthian games with his _____.
 a. father b. son c. wife
- Fernando takes his _____ to games now.
 a. father b. son c. wife
- Fernando likes the games because they are _____.
 a. fun and exciting
 b. important and popular
 c. familiar and traditional



-  **C. What do you know about Fernando Mendes? Where is the information in the reading? Check the statements you know to be true and write the paragraph number.**

What do you know?

Where did you find the information?

- | | |
|--|----------------------|
| <input checked="" type="checkbox"/> 1. Fernando is a fan of the Corinthians. | <u>Paragraph #1</u> |
| <input type="checkbox"/> 2. He has a brother. | <input type="text"/> |
| <input type="checkbox"/> 3. He plays soccer. | <input type="text"/> |
| <input type="checkbox"/> 4. He likes the noise of a soccer game. | <input type="text"/> |
| <input type="checkbox"/> 5. He has a son. | <input type="text"/> |
| <input type="checkbox"/> 6. He has a sister. | <input type="text"/> |
| <input type="checkbox"/> 7. His wife doesn't like soccer. | <input type="text"/> |
| <input type="checkbox"/> 8. His father was a Corinthians fan. | <input type="text"/> |
| <input type="checkbox"/> 9. Fernando likes to have fun. | <input type="text"/> |
| <input type="checkbox"/> 10. He buys Corinthian shirts at the team store. | <input type="text"/> |

- D. The following statements are not true. Change one word in each statement to make it true.**

1. The Flamingo Club is less popular than the Corinthians. _____
2. After the game, Corinthian fans eat together and talk about the game in the parking lot. _____
3. The Corinthian colors are blue, white, and black. _____
4. Fernando was a Corinthian fan when he was a baby. _____
5. The official team shirts cost ten dollars. _____

- E.** Look back at your Quick Write on **page 100**. What do soccer fans do? Add any new information you learned from the article.
- F.** Circle the answer that best completes the statement. Then answer the question.
1. People in Brazil like soccer _____ they do in my country.
a. more than b. less than c. the same amount
 2. List details from the article and from experiences in your country to explain your answer.
- G.** What do you think—why does Fernando like the Corinthians so much? How does watching soccer make him feel?



WRITE WHAT YOU THINK

A. Discuss the questions in a group.

1. Are you a big sports fan? Why or why not?
2. Why do you think people like to be fans of one team?
3. What is a popular team in your city? What do fans of this team do? What do they wear?

B. Choose one of the questions in Activity A and write a response. Look back at your Quick Write on **page 100** as you think about what you learned.

Question:

My response: _____



When you read a paragraph, it's important to understand how the writer supports the main idea. Good readers learn to look for the **supporting sentences** and **details**.

Supporting sentences

After you find the main idea or topic sentence in a paragraph, look for the supporting sentences. These sentences explain more about the topic sentence. The bold sentences below support the idea expressed in the topic sentence.

I go to lots of Corinthians games because they're fun and exciting. **Before the game, fans meet in the parking lot.** They talk about the game and have something to eat. **During the game, it's very noisy.** There's lots of cheering and shouting. Some people chant and jump around.

Details

One or more details often follow a supporting sentence. The details give additional information about the supporting sentence. Each detail in the example paragraph explains what happens at the game.

I go to lots of Corinthians games because they're fun and exciting. Before the game, fans meet in the parking lot. **They talk about the game and have something to eat.** During the game, it's very noisy. **There's lots of cheering and shouting.** Some people chant and jump around.

Tip for Success

When you read, underline the topic sentence of a paragraph and put a check (✓) next to each supporting sentence. That way you can see how the paragraph is organized.

A. Read these sentences from Paragraph 3 of Reading 1. Write the type of sentences for each.

TS = Topic Sentence

SS = Supporting Sentence

D = Detail

1. I always dress in special clothes for the games.	TS
2. I wear a black and white Corinthians shirt.	SS
3. Sometimes I wear red, too, because that's another Corinthians team color.	
4. When I go to important games, I wear my special hat.	
5. It's big and funny, and black and white, of course.	

Critical Thinking Tip

In Activities A and B, you have to **differentiate** between the topic sentence and the supporting sentences in a paragraph. **Differentiate** means to tell the difference between the two things. It can help you understand ideas better.

B. Read these sentences from Paragraphs 4 and 5 of Reading 1. Write each type of sentence in the margin. Note: The sentences are NOT in order.

TS = Topic Sentence

SS = Supporting sentence

D = Detail

Paragraph 4	
1. That's a lot of money for a shirt!	
2. They're beautiful.	
3. Some customers complain that the official shirts are expensive.	
4. I sometimes buy official Corinthians shirts at the team store.	
5. They have large black numbers and the names of players on the back.	
Paragraph 5	
6. I have some of my old Corinthians clothes.	
7. We always took snacks and juice, and we had lots of fun.	
8. When I was a boy, I was a Corinthians fan, too.	
9. They don't fit me now, but my son likes them.	
10. I went to lots of games with my father and my brother.	



C. Go online for more practice identifying supporting sentences and details.



READING 2 | The History of Soccer



You are going to read an article about the history of soccer. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

Vocabulary Skill Review

In Unit 4, you learned about using the dictionary to identify the part of speech of a word. Look at these words from this unit and words that are related to them. Use a dictionary to find the part of speech for each related word.

association (*noun*)

associate _____

invent (*verb*)

invention _____

A. **VOCABULARY** Here are some words from Reading 2. Read their definitions. Then complete each sentence.

association (*noun*) a group of people who join together for a special reason

disorganized (*adjective*) not planned well

form (*verb*) to start a group or organization

history (*noun*) things that happened in the past

invent (*verb*) to make or think of something for the first time

kick (*verb*) to hit a ball with your feet

similar (*adjective*) the same in some ways but not all ways

tie (*noun*) when two teams have the same score in a game

1. My son and his friends want to a new game, but they can't agree on the rules.
2. The score was 2–2. The game ended in a .
3. I am trying to a volleyball team at my school. A few students are already interested in joining.
4. My friends are part of a big that buys sporting equipment for poor children.
5. He's very interested in the of the Olympic Games. He knows a lot about Olympic sports from many years ago.
6. In soccer, you can't use your hands. You can only the ball.
7. Baseball and cricket are games.
8. Our practices are usually very . Our coach doesn't spend much time planning them.

B. Go online for more practice with the vocabulary.

C. **PREVIEW** Look at the headings and captions in the article. How does the article describe soccer?

- creative
- international
- new
- natural
- old
- popular

D. **QUICK WRITE** What do you know about the history of soccer? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the article and gather information on how sports make you feel.

The History of Soccer

1 Without a doubt, soccer is the most popular sport in the world. Around 250 million people from more than 200 countries regularly play the game. About 3.5 billion fans watch the sport. During important international competitions, soccer has the highest television audience in the world.

A Long History

2 Soccer is not a new sport. Historians aren't sure exactly where or when the sport was **invented**. People all over the world played versions of the game long ago. For example, in China nearly 2,000 years ago, soldiers **kicked** a ball as part of their exercise. Five hundred years ago in Europe, large **disorganized** games in the street were common. Sometimes people were hurt or killed playing these games.



Soccer is the most popular sport in the world.

The First Soccer Association

3 Soccer became popular in England in the 1800's. Different schools, clubs, and groups played with different rules. In 1863, these English groups had meetings.



They organized the different games into one game with **similar** rules. Soon, they **formed** the Football **Association**.

- 4 Not everyone agreed with the new rules. Some groups wanted to hold the ball with their hands. These groups **formed** rugby clubs. Groups in the United States also wanted to use their hands in the sport. They formed “football” clubs. Americans who didn’t want to use their hands called the game “soccer.” *Soccer* is a short form of the word *association*.

An International Sport

- 5 From England, soccer began to grow. The first official **international** game of soccer was played between Scotland and England in 1872. The game ended in a 0–0 **tie**. By the 1880s, there were professional soccer teams in several parts of Europe. English players also introduced soccer to Africa, South America, and New Zealand.
- 6 Soccer soon became very popular all around the world. The international football federation, FIFA met for the first time in 1904. Seven countries came to the meeting. The

first World Cup was in Uruguay in 1930. Only 13 countries played in the Uruguayan World Cup. That year, Uruguay won against Argentina, 4–2, in the final game.

- 7 The World Cup is now the most popular sporting event in the world. Many countries want to participate in the World Cup, but only 32 countries can compete. Over 720 million people around the world watch the final game of the World Cup.
- 8 Next time you’re playing soccer with your friends, remember that you’re part of a long **history** of a fun and exciting sport.



The first World Cup was in Uruguay South America in 1904.

-  **B. Write TS next to the topic sentences and SS next to the supporting sentences.**

Paragraph 1

- a. About 3.5 billion fans watch the sport.
- b. Soccer is the most popular sport in the world.

Paragraph 4

- a. Some people wanted to play with their hands, so they formed rugby clubs.
- b. Not everyone agreed with the new soccer rules.

 Paragraph 5

- a. From England, soccer began to grow.
- b. By the 1880s, there were professional soccer teams in several parts of Europe.

Paragraph 6

- a. Soccer soon became very popular all around the world.
- b. The first World Cup was in Uruguay in 1930.

Paragraph 7

- a. Over 720 million people around the world watch the final game of the World Cup.
- b. The World Cup is now the biggest sports event in the world.

C. Read the sentences. Then number the events from 1–5.

- a. The first World Cup was played in Uruguay.
- b. Large disorganized games in the streets were common in Europe.
- c. Scotland and England played the first international soccer game.
- d. Groups in England formed the Football Association.
- e. The FIFA had its first meeting.

D. Answer the questions. Use complete sentences.

1. Why did the English schools and clubs form the Football Association in 1862?

2. What two sports are similar to soccer?

3. Why do Americans call the sport *soccer*, not *football*?

4. How many countries played in the first World Cup?

5. How many countries play in the World Cup now?



E. Go online to read *The King of Football* and check your comprehension.



WRITE WHAT YOU THINK

A. Discuss the questions in a group. Look back at your Quick Write on page 107 as you think about what you learned.

1. Why are rules important in sports? What happens if there are no rules?
2. What is your favorite sport? What do you know about the history of the sport?

B. Think about the unit video, Reading 1, and Reading 2 as you discuss these questions. Then choose one question and write a response.

1. What's the difference between sports and exercise?
2. Do you like playing sports with other people, or do you prefer sports that you can do alone, like running?
3. Do you belong to any sports clubs or groups? What do you do with your club?

Question:

My response: _____



Vocabulary Skill The prefix *un-*

A **prefix** is a letter or group of letters at the beginning of a word. A prefix changes the meaning of a word. You can build your vocabulary by using prefixes. The prefix *un-* means “not.” It gives an adjective the opposite meaning.

☐ familiar → **unfamiliar** (not familiar)

Only some adjectives can use the prefix *un-*:

☐ ✓ unlucky
☐ ✗ unfast

If you are unsure, check a dictionary before adding *un-* to an adjective.

A. Only some of these words can use *un-*. Look in the dictionary and find the words that use *un-*. Write the word with its prefix on the line. Write *not* + word for the other words.

- | | | | |
|--------------|----------------------|--------------|----------------------|
| 1. bored | <u>not bored</u> | 6. natural | <input type="text"/> |
| 2. friendly | <u>unfriendly</u> | 7. quiet | <input type="text"/> |
| 3. happy | <input type="text"/> | 8. popular | <input type="text"/> |
| 4. important | <input type="text"/> | 9. similar | <input type="text"/> |
| 5. exciting | <input type="text"/> | 10. familiar | <input type="text"/> |

B. Write five sentences. Use adjectives from Activity A. Then read your sentences aloud to a partner.

-
-
-
-
-



C. Go online for more practice with the prefix *un-*.



WRITING

UNIT OBJECTIVE

At the end of this unit, you will write a paragraph about a favorite sport and its history. Your paragraph will include specific information from the readings and your own ideas.

Writing Skill

Writing supporting sentences and details

Supporting sentences explain the topic sentence in more detail. When you write an academic paper (for school), it is important to include two or three supporting sentences. It is also important to include **details**. Details give more information about each supporting sentence. Details include *examples, reasons, facts, dates, and numbers*.

[**SS** marks the beginning of **supporting sentences**. **D** marks the beginning of each **detail**.]

*Basketball comes from the United States. **SS** In the winter of 1891, Dr. James Naismith invented the sport. **D** He was a physical education teacher in Massachusetts, MA. **SS** It was cold, so students could not exercise outside. **D** Dr. Naismith put a fruit basket high up in the gym and told students to throw a ball into the basket. His students loved the new game.*

It is good to write a list of every detail you can think of and then choose only the ones that support the paragraph topic.

A. Write *TS* at the beginning of the topic sentence. Write *SS* at the beginning of each supporting sentence. Write *D* at the beginning of each detail sentence.

- I like many different sports. My favorite sport is volleyball.
 I play it every Saturday in the park with my friends. I also like swimming. I swim two times a week in the school pool. I also like to watch cricket. I watch it on TV with my family on Sunday afternoons. Of all these sports, my favorite is volleyball.

2. My favorite sport is running. I like to run outdoors. I usually run in the park or on the school track. I go running about three times a week. I like running in the early morning when everything is fresh. I usually like to run by myself. It's a good time to think and clear my head. And I love how good I feel after I run!
3. I enjoy playing table tennis. Table tennis is a great sport because it's easy to learn. All you need is a friend to play with and a tennis table. I play table tennis at a sports club in my neighborhood. The club is very close to our school. I meet my friends at the sports club after school three times a week. We play for an hour to relax before we do our studies. Table tennis is a great way to relax, move, and be with friends.
4. Baseball is a great sport to play and watch. It is a team sport. There are nine players on each team. Baseball is an outdoor sport, so baseball is played in the warm months of spring and summer. The game has no time limits, so games can go for a very long time. In 1981 one game lasted 8 hours and 25 minutes! Many people enjoy sitting outdoors for hours to watch baseball games in the summer.

B. Read the supporting sentences (SS) and the details (D). Cross out the detail that does not belong.

1. SS: Golf started in Scotland about 800 years ago.
D: Scottish Kings and queens played golf in the 1500s.
D: The word golf means "stick."
D: One king banned golf because people played it too much.



2. SS: In the 1800's the English brought golf to Japan.
 D: The first Japanese golf club was formed in 1903.
 D: In 2016 golf will be a sport in the Olympics.
 D: Today Japan has 2,400 golf courses.
3. SS: Tennis is not a team sport.
 D: Tennis is popular with both men and women.
 D: There are only two players in a singles game.
 D: There are four players in a doubles game.
4. SS: Tennis is a quiet game.
 D: Fans do not chant or cheer at games.
 D: In 2010 a game in Wimbledon was 11 hours long!
 D: Sometimes you can hear the players breathing!

C. Read each topic sentence. Then choose the best supporting sentences from the box below. Write them on the lines. Do not write details yet.

1. Sports are very popular today.

Supporting sentence:

Detail:

Supporting sentence:

Detail:

2. Many people don't know the history of their favorite sports.

Supporting sentence:

Detail:

Supporting sentence:

Detail:

Supporting sentences

- Some sports are new.
- Some people like to play sports in their free time.
- Other people prefer to watch sports on TV.
- Other sports have existed for a long time.

D. Choose the best detail from the box for each supporting sentence in Activity B. Write the details on the lines in Activity B.

Details

It's easy to play sports anywhere—in the park, on the street, or at school. Skateboarding, for example, only started in the 1950s.

They can watch sports at home, at restaurants, or even on their phones. People have played different forms of soccer for at least 2,000 years.



E. Go online for more practice writing supporting sentences and details.

Grammar Prepositions of location

The prepositions *on*, *in*, and *at* are **prepositions of location**. They describe where something or someone is.

- Use *in* with large areas such as continents and countries.

in Europe **in** China **in** Australia

- Use *in* with the meaning of inside.

in a store **in** a box **in** a car

- Use *at* with these places.

at work **at** home **at** school

- Use *at* when talking about activities at places or businesses with names.

We went to a game **at** the new stadium.
 Let's play tennis **at** the Royal Racket Club.

- Use *on* with roads.

on the street **on** the highway **on** Main Street

- Use *on* with most large forms of transportation.

on a plane **on** a ship **on** a train **on** a bus



A. Complete each sentence with the preposition *in, at, or on*.

1. Most people don't listen to live sports while they're work.
2. He plays soccer with his friends at the park Rose Street.
3. Many children play sports school during their break time.
4. A lot of people play soccer the street.
5. Jeff is taking a two-week vacation Africa.
6. Coming home from work, my father listens to soccer the car.
7. I watch sports on TV all the time home.
8. We went to a rugby match the Twickenham Rugby Stadium.

B. Complete each sentence with a place where you do or don't like to watch or listen to sporting events.

1. I like to listen to sporting events .
2. I like to watch sporting events .
3. I don't like to listen to sporting events .
4. I don't like to watch sporting events .



C. Go online for more practice using prepositions of location.

D. Go online for the grammar expansion.

Unit Assignment

Write a paragraph about your favorite sport and how it makes you feel

UNIT
OBJECTIVE



In this assignment, you are going to write a paragraph about your favorite sport and how it makes you feel. As you prepare to write, think about the Unit Question, “How do sports make you feel?” Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on [page 118](#).



Go to the Online Writing Tutor for a writing model and alternate Unit Assignments.

Writing Tip

Introduce the topic early in your paragraph and only give information that supports the topic.

PLAN AND WRITE

A. BRAINSTORM Answer these questions.

1. Think about your favorite sport.

What is my favorite sport?

Why do I like it?

2. Talk about your favorite sport with a classmate. Ask and answer detailed questions, such as: When and where do you play or watch the sport? Do you have a favorite team or player? Where did you learn about the sport? How do you feel when you play or watch?

B. PLAN Write a topic sentence, supporting sentences, and details about how your favorite sport makes you feel. Use vocabulary words from the unit when you can.

Topic sentence: Sports make me feel .

Supporting sentence: .

Detail: .

Supporting sentence: .

Detail: .

Supporting sentence: .

Detail: .

Concluding sentence: .





C. **WRITE** Use your **PLAN** notes to write your paragraph. Go to *iQ Online* to use the Online Writing Tutor.

1. Write your paragraph. Remember to indent the first line.
2. Look at the Self-Assessment checklist to guide your writing.

REVISE AND EDIT



A. **PEER REVIEW** Read your partner's paragraph. Then go online and use the Peer Review worksheet. Discuss the review with your partner.

B. **REWRITE** Based on your partner's review, revise and rewrite your paragraph.

C. **EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph have supporting sentences to explain the topic sentence?
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph have details such as examples, reasons, facts, dates, and numbers?
<input type="checkbox"/>	<input type="checkbox"/>	Do you use the prepositions of location <i>in</i> , <i>on</i> , and <i>at</i> correctly to describe where people do the sport?
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Does every sentence begin with a capital letter and end with final punctuation?
<input type="checkbox"/>	<input type="checkbox"/>	Is the spelling correct? Check a dictionary if you are unsure.



D. **REFLECT** Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How do sports make you feel? Is your answer different now than when you started the unit? If yes, how is it different? Why?



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

association
fan
history
tie
volume **AWL**

Verbs

fit
form
invent
kick
notice

Adjectives

disorganized
exciting
familiar
popular
similar **AWL**

Preposition

according to

Oxford 2000 keywords

AWL Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING I can identify supporting sentences and details. (p. 104)

VOCABULARY I can recognize and use the prefix *un-*. (p. 111)

WRITING I can write supporting sentences and details. (p. 112)

GRAMMAR I can recognize and use prepositions of location. (p. 115)

UNIT OBJECTIVE

I can gather information and ideas to write a paragraph about a sport that I like and how it makes me feel.

