



READING	Summarizing Identifying reasons
VOCABULARY	Finding the correct definition of a word
WRITING	Using transitions to sequence events
GRAMMAR	The simple past tense

Discussion point

Discuss these questions with a partner.

- 1 What do you feel are the most important things in life?

I feel the most important things in life are ...

- 2 What do you want to achieve in your life?

In my life, I want to achieve ...

- 3 Read these stages in life. Which do you think is the best to be in? Why?

I think the best stage in life is ... because ...

infancy (birth–18 months)

early childhood (18 months–5 years)

middle childhood (6–8 years)

pre-teen years (9–12 years)

teen years (13–18 years)

early adulthood (19–30 years)

middle adulthood (31–55 years)

late adulthood (56+ years)

Vocabulary preview

Complete these sentences. Use the words in the box.

adolescent capability discard familiar
resistant sustain technical transition

- At what age does an _____ become an adult?
- I am not _____ with that folktale. Can you explain it?
- _____ old cell phones and other electronics safely.
- The _____ help that the engineer provided was very useful.
- This machine has the _____ to be ten times faster than humans.
- My father is _____ to my idea of studying abroad next year.
- The _____ from middle school to high school is hard.
- Rod could not _____ his expensive lifestyle after he lost his job.

READING 1 Coming of age

Before you read

- Which of the rites of passage in the box on the right are important in your culture? Which are not? Discuss with a partner.
... is/isn't important in my culture.
- Look at page 89. Predict what age group the text will be about.



rites of passage

first birthday	first job
first haircut	marriage
21 st birthday	first child
graduation	retirement

Global reading

Skim *Coming of age*. Check your prediction.

Close reading

SUMMARIZING

When we summarize a text, we reduce it to its key points. Writing a summary helps you determine essential ideas and understand important details. Highlighting and annotating (unit 3) and taking notes (unit 5) all make summarizing easier. Study these tips for writing effective summaries:

- Identify the main ideas and key details. Ignore irrelevant information.
- Use your own words. Do not copy or just change a couple of words.
- Try to keep the same order as the original information.
- Write only enough to convey the gist (main meaning) of the text.



Highlight and annotate *Coming of age*, or take notes. Then complete the summary.

The formal transition to becoming an (1) _____ exists in every culture. The coming-of-age rite of (2) _____ can start with a separation from what is usual. There is then some instruction or (3) _____ by an older person, followed by a stage where the young person is (4) _____ as an adult. For example, in Brazil people become adults when they get a (5) _____. In Japan, there is an official (6) _____ for 20-year-olds. In Vanuatu, men show their manhood by land (7) _____. There are different ways of celebrating an adolescent's coming of age, but they all represent the recognition of becoming an adult and what that (8) _____ means.

Coming of AGE

¹ The formal passage from childhood into adulthood is universal, with all cultures having traditions, rites, and ceremonies that recognize this familiar transition. This rite of passage is known as “coming of age.” In general, cultures share similarities in this passage. For many, there is some sort of separation from normality, followed by instruction or preparation from an elder. A transitional stage, which sometimes includes a test, is then followed by the person being recognized as an adult. Let’s take a look at three such passages around the world.

² In Brazil, getting a driver’s license is a major step toward becoming an adult. It provides a sense of freedom and individuality. The legal age to obtain a license is 18. People need to take classes and pass technical and practical tests before they get a license. Driving in Brazil, like in any country, can be dangerous. The younger people who take the required courses have proven to be very good drivers and sustain lower accident rates than older drivers.

³ Coming of Age Day is a national holiday in Japan. It takes place the second Monday in January. All young adults who turned or will turn 20 years old between April 1 of the previous year and March 31 of the current year can attend an official

ceremony held at local government offices. Men and women dress up in traditional clothes, which include kimono for the women. Officials give speeches and present small gifts. After the ceremony, the “new” adults get together with friends to celebrate. They now have the capability to go out into society as adults with the responsibilities and knowledge they have acquired.

⁴ In the South Pacific nation of Vanuatu, young boys and adolescent men participate in a daring land-diving ceremony. They climb up a 25-meter wooden tower. Once they have tied vines to their feet, they dive off headfirst. It is believed that when the land diver touches the earth with his head, it will bring a good harvest for the year. A diver’s mother may hold a diver’s favorite possession from his childhood during the jump. When the young man completes his first dive, this item is then discarded as a symbol of him reaching manhood. Any mistake in measuring the vine length or tower height can result in serious injury.

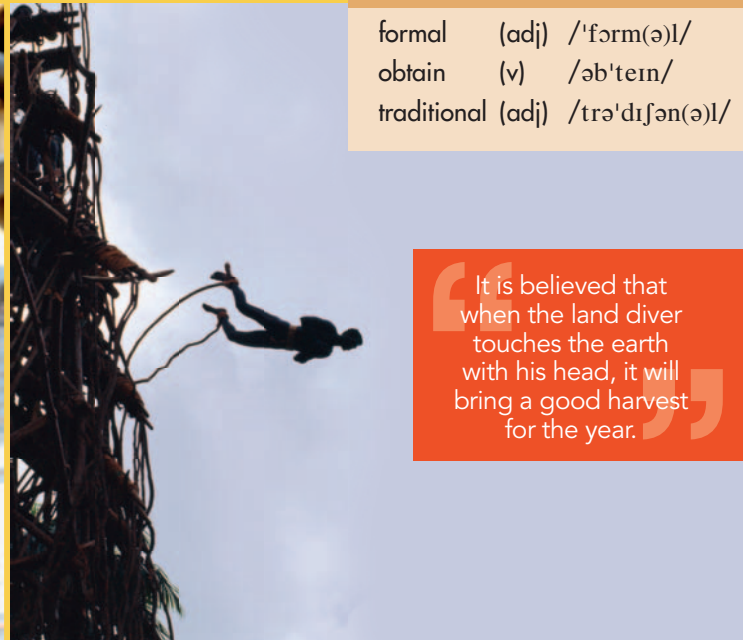
⁵ Coming-of-age ceremonies and other rites of passage are ways of marking the passing of time. Children become adolescents and adolescents become adults. Cultures develop ways of putting meaning to these transitions. We have all come through such passages. You might be resistant to the idea of jumping off a wooden tower with vines tied to your feet, but you have certainly listened to the people who have come before you and taken some of their advice. You have the responsibility to pass on your knowledge to those who follow you.

ACADEMIC KEYWORDS

formal	(adj)	/ˈfɔrm(ə)l/
obtain	(v)	/əbˈteɪn/
traditional	(adj)	/trəˈdɪʃən(ə)l/



The “new” adults get together with friends to celebrate.



It is believed that when the land diver touches the earth with his head, it will bring a good harvest for the year.

Developing critical thinking

Discuss these questions in a group.

- When are people considered an adult in your culture?
I think people are considered an adult in my culture when they are ...
- When did you feel you were no longer a child? Why?
I felt I was no longer a child when I was ... years old, because ...
- When do you think people should do the things in the box on the right? Why?
I think people should ... when they are about ... years old, because ...

LIFE EVENTS

buy a home	go to college
get a job	have children
get married	

READING 2 Gardening 380 kilometers above Earth

Before you read

Some astronauts grow plants in space. Why do you think they do this? How do you think plants in space might differ from plants on Earth? What could be some of the challenges of growing plants in space? Discuss with a partner.

*I think astronauts grow plants in space because ...
Plants in space might be more ... or less ... than plants on Earth.
The challenges of growing plants in space could be ...*

Global reading

Skim *Gardening 380 kilometers above Earth*. Check (✓) the best sub-title.

- 1 How to make the moon green
- 2 Why space plants taste better
- 3 Growing plants in space

Close reading

- 1 Highlight and annotate *Gardening 380 kilometers above Earth*, or take notes. Then write a summary.

IDENTIFYING REASONS

A text may contain one or more reasons why a particular event or action occurs. Identifying *why* things happen helps you to understand the text.
Words that signal reasons: *because, due to, since, as*

- 2 Write the answers to these questions.
 - 1 Why did early explorers take seeds and plants with them?
 - 2 Why is it impractical to take all the food needed for long space journeys?
 - 3 Why can plants help improve air quality on long space journeys?
 - 4 Why does the oxygen that plants produce in space stay around the plants?
 - 5 Why are special gels used to sustain plant growth in space?
- 3 Read these sentences from *Gardening 380 kilometers above Earth*. Write the words the pronouns in bold refer to.
 - 1 Since early explorers wanted familiar foods to ease their transition to foreign lands, **they** often took seeds and plants with **them**.
 a they = _____ b them = _____
 - 2 Due to the lack of gravity in space, the oxygen that the plants produce stays around the plants. **This** can actually kill **them**.
 a this = _____ b them = _____
 - 3 As soil is too heavy to send to space, special gels are used to sustain plant growth. **These** retain water and deliver it to the plants.
 a these = _____ b it = _____



GARDENING
380
KILOMETERS
ABOVE
EARTH



Astronauts also go through training in how to care for plants.

¹ Astronauts go through physical, psychological, and technical training, but there is one kind of training many people do not know about. Astronauts also go through training in how to care for plants. These “astronaut gardeners” are growing vegetables and other plants in space. Humans aren’t the only life forms on the International Space Station. They share their work and living space with plants.

² Taking plants along on a trip isn’t a new idea. Since early explorers wanted familiar foods to ease their transition to foreign lands, they often took seeds and plants with them. Space travelers do much the same thing. In fact, as space trips become longer it will be necessary to grow food in space. A nine-month trip to Mars, each way, would require huge amounts of food and water. The cost of taking anything into space is about \$22,000 per kilogram. Because of this, it’s not practical to send everything needed for such a long journey, only to be used once and discarded. Everything used in space must have several uses.

³ This is why growing plants in space will be so important. Plants can serve many uses on a long space journey. They are a renewable food source. Astronauts will welcome the addition of fresh fruits and vegetables to their diet of dry foods. Also, because plants use carbon dioxide and produce oxygen, they can help improve air quality. Currently all oxygen is taken aboard in tanks and then caught again so it can be reused. Plants can help extend the capabilities of the air inside the spacecraft—the only air that the astronauts can breathe.

⁴ However, there are challenges with growing plants in space. Due to the lack of gravity in space, the oxygen that the plants produce stays around the plants. This can actually kill them, so fans are needed to circulate the air. Without gravity, roots don’t “know” to grow down, leaves don’t know to grow up, and water doesn’t easily travel up the roots to the leaves. Specialized containers are being developed to help the plants grow correctly. There are challenges with soil as well. As soil is too heavy to send to space, special liquid gels are used to sustain plant growth. These retain water and deliver it to the plants.

⁵ Scientists are also working on the plants themselves. They are trying to breed plants to grow more efficiently and to grow with less water and light. They are also looking for ways to make plants more resistant to disease. Moreover, such innovations in plant breeding could result in improvements back here on Earth. Imagine growing plants in places where light, water, and weather are less than ideal. Deserts may one day provide lots of fresh food for local people, saving transportation costs. Similarly, many diseases now harm or kill plants. Plants that are resistant to disease could provide an important new food source. With the world’s population now at seven billion people, our astronaut gardeners may help discover ways to feed those billions.

ACADEMIC KEYWORDS

necessary	(adj)	/'nesə,seri/
quality	(n)	/'kwələti/
result	(v)	/rɪ'zʌlt/

PERSONALITY TRAITS

adaptable	flexible
decisive	independent
determined	patient

Developing critical thinking

1 Discuss these questions in a group.

1 Which of the personality traits in the box on the right would someone need to be an astronaut? Why?

I think an astronaut would need to be very ... because ...

2 What kinds of things do you think astronauts miss most?

Astronauts probably miss ... most because ...

2 Think about the ideas from *Coming of age* and *Gardening 380 kilometers above Earth* and discuss these questions in a group.

- 1 What achievements do you hope the next generation accomplishes? Think about the areas in the box on the right.

I hope the next generation accomplishes ... because ...

- 2 Do you think it is likely the next generation will accomplish the things you discussed in question 1? Why or why not?

I think it's likely / unlikely that the next generation will accomplish ... because ...

THINK ABOUT:

education	health
environment	space travel
food	technology

Vocabulary skill

FINDING THE CORRECT DEFINITION OF A WORD

When you look up a word in a dictionary, there is usually more than one definition. It is necessary to find the definition you need. First, determine what part of speech the word is. Then look at the other words in the sentence to help you choose the right definition. Note which definition number goes with each sentence below.

- 1 Astronauts are looking for ways to make plants more resistant to disease.
 2 At first he was resistant to the idea of his son becoming an astronaut.

resistant /rɪ'zɪst(ə)nt/ (adj)

- 1 not harmed or affected by something
 2 opposed to something

1 Read the dictionary entry for the word *source* on the right. Write the numbers of the definitions next to these sentences.

- a His son was a constant **source** of worry to him. _____
 b For centuries, the **source** of the Nile was a mystery. _____
 c His garden was the **source** for all this fresh food. _____

2 Read the dictionary entry for the word *respect* on the right. Write the numbers of the definitions next to these sentences.

- a The coming-of-age ceremony gave him **respect** for his culture. _____
 b Coming-of-age ceremonies differ in some **respects**. _____
 c Doctors need to **respect** the wishes of their patients. _____
 d It is important to show your **respect** to your elders. _____
 e I **respect** people who put others before themselves. _____

source /sɔrs/
 NOUN [C]

- a person, place, or thing that provides something that you need or want
- the cause of a problem, or the place where it began
- the beginning of a river or stream

respect /rɪ'spekt/
 NOUN [U]

- the attitude that someone is important and should be admired, and that you should treat them politely
- respect for sth** a feeling that something is important and deserves serious attention
- an aspect of something

respect /rɪ'spekt/
 VERB [T]

- to treat someone in a way that shows that you think they are important and should be admired
- to understand the importance of something

WRITING Describing a memorable day

You are going to learn about using transitions to sequence events, and using the simple past tense. You are then going to use these to describe a memorable day.

Writing skill

USING TRANSITIONS TO SEQUENCE EVENTS

In addition to adding and emphasizing information (unit 8), transitions can be used to show whether two events happened at different times or at the same time. This helps the reader follow a series of events. Ideas and events are often, but not always, presented in the order they occur.

Transitions for showing ...

- two events happened at different times: *first, before, then, later, once, second, after, afterward, when, as soon as*
*People take formal classes **before** they can receive a driver's license.*
***After** the ceremony the "new" adults get together with their friends.*
- two events happened at the same time: *during, while, meanwhile, in the meantime, at the same time*
*Astronauts grow food. **At the same time** they take some food with them.*
*People show off their traditional clothes **while** officials give speeches.*

1 Read these sentences about coming of age. Circle the correct transition words in bold.

- "I'm currently doing volunteer work overseas and I feel like the experience is changing me. I don't know what I'll do **after** / **while** I go home. **During** / **Meanwhile**, back home, my parents would like me to come back soon and get a job, but I'm not sure I'm ready. I can do that **later** / **at the same time**." *Emiko, 22, Japan*
- "**When** / **During** I was 14 I got my first cell phone. **Before** / **In the meantime** that my parents wouldn't allow it, so that was a big deal for me! I was able to talk to my friends and family anytime and, **first** / **at the same time**, I suddenly felt very grown up." *Leila, 17, Egypt*
- "I'll never forget my 16th birthday. There were two things I did that day. **First** / **While**, I got my driver's license. I did that in the morning. **When** / **Second**, I bought an old car. My parents gave me the money. **After that** / **Before** I wasn't able to drive anywhere." *Rory, 20, U.S.A.*
- "I felt like an adult **once** / **first** I moved out of my parents' home. **While** / **Then** I was in school my parents treated me like a typical teenager. But **before** / **as soon as** I got my own place I felt more independent." *Alberto, 25, Brazil*



2 Complete these sentences with your own ideas.

- 1 After I get home tonight, I want to _____.
- 2 Before I go to bed I like to _____.
- 3 I do not like to _____ during class.
- 4 Once I finish this class I plan to _____.
- 5 I am doing this exercise. Meanwhile, the teacher is _____.
- 6 As soon as I finish this exercise, I hope to _____.

Grammar

THE SIMPLE PAST TENSE

Use the simple past tense in these situations ...

- 1 A specific, completed past action: *I cleaned my room last night.*
- 2 A series of completed past actions: *I went home. Then I had dinner.*
- 3 Past actions over a period of time: *I lived in Spain for a year.*
- 4 Habits or repeated past actions: *I usually went to class.*

Study the forms:

Form	Example
Regular verbs not ending in -e, -y, or vowel + consonant <i>verb + -ed</i>	work → worked
Verbs ending in -e <i>verb + -d</i>	taste → tasted
Verbs ending in -y <i>(verb -y) + -ied</i> <i>(verb -y) + -ed</i>	try → tried play → played
Verbs ending in vowel + consonant <i>verb + double consonant + -ed</i>	jog → jogged
You must memorize irregular verbs	take → took, go → went
Negative <i>did not + base form</i>	did not work

1 Complete these sentences. Use the simple past form of the verbs in parentheses.

- 1 I _____ (get) married three years ago. We just _____ (have) our first child.
- 2 I _____ (not go) to my graduation ceremony. I _____ (break) my leg two days before so I was in the hospital.
- 3 I _____ (buy) my first laptop last month. Before that I _____ (share) one with my sister.
- 4 My father _____ (retire) last year. He _____ (work) for the same company for 45 years.
- 5 My mother _____ (tell) me that I _____ (not lose) my first tooth until I _____ (turn) seven.

2 Complete this paragraph. Use the simple past tense of the verbs in the box.

feel get hold not find scream stand study take

I (1) _____ really nervous when I (2) _____ my driver's license test. I (3) _____ in line for 15 minutes before I finally (4) _____ my test paper. I (5) _____ the test very difficult because I (6) _____ a lot for it. As soon as I (7) _____ my driver's license in my hand I (8) _____ ! I was really happy that day.



WRITING TASK

Read this paragraph. Underline the verbs in the simple past tense. Circle the transition words that indicate sequence.

I remember my high school graduation very well. Besides my immediate family, a lot of my aunts, uncles, and cousins came to the ceremony. I put on my graduation gown and cap and we all drove to the ceremony. It didn't last very long. Some people gave speeches and then they presented awards. We all just sat there quietly during all that. Next, they handed us our diplomas. While we stood in line to receive them, my mother took a lot of photos and my brother tried to make me laugh. I think my mom cried a little. Once I got my diploma, I felt really fantastic. After everyone had their diplomas, we all threw our graduation caps up in the air. That's a fun tradition. Later, at home, my friends and family gave me cards and presents. I had a great day.



BRAINSTORM

Read the occasions in the box. Choose one and complete the table about a memorable day you have had. Write the main events of the day in order.

a memorable celebration a time I got good news a time I won something
a trip to remember my first day of school the day I graduated

Occasion
First
Next
Next
Next
Next
Last

PLAN

Plan a paragraph describing your memorable day. Look back at your brainstorm and write a topic sentence. Think about additional details you could add.

WRITE

Write your paragraph. Pay attention to your use of the simple past tense. Use a variety of transitions to sequence your paragraph.

SHARE

Exchange paragraphs with a partner. Look at the checklist on page 109 and provide feedback to your partner. Use a dictionary to look up any words you do not know.

REWRITE AND EDIT

Consider your partner's comments and rewrite your paragraph.

STUDY SKILLS Making the most of your dictionary

Getting started

Discuss these questions with a partner.

- 1 How many dictionaries do you own?
- 2 What kinds of dictionaries have you used?
- 3 What is the main thing you use a dictionary for? How often do you use one?

Scenario

Read this scenario. Think about what Kwame is doing right and what he is doing wrong.

Consider it

Read these six tips for how to make the most of a dictionary. Discuss each one with a partner. Which ones do you do?

- 1 **Choose carefully** Not all dictionaries are the same. Decide which type would best serve your needs. For example, do you want a bilingual or English-only dictionary? There are specialist dictionaries to consider as well, such as learner's dictionaries, academic vocabulary dictionaries, and idioms dictionaries.
- 2 **Get familiar with your dictionary** The best way to familiarize yourself with a dictionary is to read the introduction. This explains how entries are arranged. It also contains useful information on the key abbreviations and pronunciation symbols used in the dictionary.
- 3 **Be efficient** Try to look up words quickly. Be familiar with alphabetical order and use the guidewords at the top of the page to save time. If you cannot find a word, do not give up. You may need to check other possible spellings of the word.
- 4 **Locate the correct definition** When you look up a new word, think about how the entries relate to the word. Look for the correct part of speech for the word and decide which definition is correct. The most common meaning is usually placed first.
- 5 **Study the entry in detail** Besides one or more definitions, a word's entry may include the pronunciation, example sentences, synonyms and antonyms, and other words derived from the same word.
- 6 **Use the dictionary for other things** You may also find photos and illustrations, maps, lists of famous people, lists of countries and their capitals, flags of countries, and weights and measurements tables.

Over to you

Discuss these questions with a partner.

- 1 Which of the tips do you follow?
- 2 How else can you find the meaning of new words?
- 3 What is one advantage and one disadvantage of electronic dictionaries?

Dictionary /'dɪkʃə,neri/

NOUN [C]

a book that gives an alphabetical list of words with their meanings or their translations

Kwame has been studying English for two years. He uses a bilingual dictionary when he does his homework. He only uses a dictionary to look up words he does not understand. When he looks up a word, he uses the guidewords at the top of the pages to help him find the word quickly. He reads every definition until he finds the correct one. He does not usually check the pronunciation because he is not familiar with the symbols his dictionary uses. He likes to check the example sentences to make sure the definition he chose is the right one. Kwame keeps his dictionary in his study space, but he also keeps a smaller pocket dictionary in his book bag.

