

OXFORD

KENNA BOURKE

Blue Dot



5

Student Book

with Online Practice

OXFORD
UNIVERSITY PRESS

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Scope and Sequence

UNIT	READING	VIDEO	LISTENING
MODULE 1 INTELLIGENCE			
1 Page 8 How do people demonstrate intelligence?	What Exactly Is Intelligence? Magazine Article Strategy Re-reading Vocabulary ability, advantage, capable, contribution, develop, emotional, engage with, linguistic, logic, multiple, naturalistic, social skill WORD STUDY Synonyms	My Dream Job Explainer Strategy Giving a Personal Response Vocabulary athletic, calculation, dance routine, from scratch, handle, shape, workshop, visualize	Be a Smart Friend Podcast Strategy Listening for Gist Vocabulary be aware of, behavior, body language, clue, empathy, upset
2 Page 18 When do animals use intelligence?	Wilson, Trouble, and the Berries Wildlife Story Strategy Visualizing Vocabulary balance, bury, figure out, hang, mischievous, pile, pole, ripe, sweep, trouble, warmth, yell WORD STUDY Suffix -ous	Brainy Octopuses! Documentary Strategy Using a KWL Chart Vocabulary build a den, escape, gap, independently, located, resourceful, texture, tank	Brilliant Birds! News Report Strategy Making Predictions Vocabulary break open, entrance, fake, fluffy, pedestrian, report
3 Page 28 What impact can artificial intelligence have on our lives?	AI: Your Awesomely Intelligent Guide to Artificial Intelligence Website Article Strategy The Five Ws and How Vocabulary artificial, calculate, code, data, device, drone, instantly, interact, navigate, recognize, stream, time-consuming WORD STUDY Suffix -ion	Look! No Driver! Documentary Strategy Watching with Subtitles Vocabulary accident, decision, fascinating, obstacle, program, responsible, sensor, traffic congestion	Robots to the Rescue! Discussion Strategy Listening for Details Vocabulary bright, bumpy, covered, crater, mission, surround
MODULE 2 PERSPECTIVE			
4 Page 42 What happens when we change our perspective?	Where in the World Am I? Magazine Article Strategy Using Visuals Vocabulary accomplish, abandoned, apparently, attach, enemy, fresh, location, point of view, protection, snorkel, statue, up close WORD STUDY Extreme Adjectives	Meet the Artist! Documentary Strategy Rewatching for New Information Vocabulary angle, canvas, outline, scale, shade, three-dimensional, transform, trick	The Blue Dot Interview Strategy Main Idea and Details Vocabulary bright, bumpy, covered, crater, mission, surround
5 Page 52 Why do we think differently about the same situation?	School-to-School Chat Online Chat Strategy Compare and Contrast Vocabulary common, entertain, flood, forever, formation, go trampoline, look forward to, low, relaxing, scare, stuck, terrifying WORD STUDY Compound Nouns	Stranded! Animation Strategy Making a Character Map Vocabulary oar, overboard, rescue, run out of, seasick, solid, stranded, yacht	Who's Next? Conversation Strategy Listening for Inference Vocabulary annual, cavity, checkup, chip, filling, waiting room
6 Page 62 Why is it important to consider other people's perspectives?	The Tower of Pietranova Historical Fiction Strategy Analyzing Setting Vocabulary appointment, chime, complain, concerned, consider, crowd, fancy, gather, nod, resident, thought, vote WORD STUDY Suffix -less	Goldilocks on Trial! Animation Strategy Activating Prior Knowledge Vocabulary accuse, apologize, crime, fine, guilty, jail, permission, punishment	A Fundraiser for Nature! Discussion Strategy Listening for Reactions Vocabulary allergy, involve, nature reserve, participate, raise funds, sponsor
MODULE 3 BEAUTY			
7 Page 76 Where do we find beauty?	Astonishing Art Art Webpage Strategy Monitor and Clarify Vocabulary appreciate, astonishing, capture, delicate, inspiration, lens, masterpiece, reflection, sophisticated, stunning, symmetry, wash away WORD STUDY Adding -ed and -ing to Verbs	National Parks of the World Explainer Strategy Identifying Descriptive Words Vocabulary amount, cute, graceful, landscape, legally, rare, scenery, spectacular	A Window on the World Vox Pops Strategy Note-taking Vocabulary dramatic, frozen, lightning, massive, pale, thunder
8 Page 86 In what forms can we experience beauty?	Francisco's Food Blog Travel Blog Strategy Describing Sensory Details Vocabulary earn, evaporate, fountain, gaze, generous, gorgeous, juicy, magnificent, mouth-watering, pleasure, repair, tasty WORD STUDY Prefix re-	Let Me Make Your Ears Smile! Explainer Strategy Categorizing and Classifying Vocabulary expressive, familiar, heartbeat, last, repetitive, rhythmic, steady, tune	A Reason to Smile Interview Strategy Listening for Specific Information Vocabulary attached, attractive, elegant, kindness, lamppost, laughter
9 Page 96 Why does beauty matter?	Silence in the City Fantasy Story Strategy Analyzing Characters' Feelings Vocabulary confused, cheerful, crate, dirt, due, dusty, nightmare, plain, ruined, silence, stare, weed WORD STUDY Prefixes im-, in-, and un-	Past to Present: Inspiring People Explainer Strategy Identifying Cause and Effect Vocabulary analyze, crowded, illness, infection, medication, recover, statistic, ward	Changing Rooms Presentation Strategy Visualizing Vocabulary collaborate, comfortable, energetic, focused, select, zone

GRAMMAR		SPEAKING	WRITING	REVIEW
				Take Action pp. 38–39
PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS Affirmative and negative statements <i>In the last 250 years, there have been many theories about what intelligence is.</i> <i>He's been worrying about the grade on his science test all weekend.</i>		Showing Concern <i>Hey, Marisol. You look ... Are you OK?</i> <i>Not really. I'm worried about ...</i> <i>I'm sorry you feel that way. Do you want to talk?</i>	WRITING STUDY Commas and Semicolons <i>I demonstrate my linguistic intelligence when I read, but I'm also good at math puzzles.</i> <i>Santiago was upset in class yesterday; he's OK this morning.</i> Practice using commas and semicolons. (Workbook page 9)	Connect Connect Poster 1 and page 17 Review Workbook page 10
REVIEW OF TENSES Has and have statements, negative statements <i>Every year, Wilson's Warbler flies back to Belize.</i> <i>Look! A squirrel is burying nuts in the yard.</i> <i>Trouble leaped on to the clothes line.</i> <i>Luis was waiting patiently.</i> <i>The birds have flown from Belize to Alaska.</i> <i>Luis has been watching the bird and the squirrel for hours.</i>		Giving Opinions <i>If you ask me, elephants are the most intelligent animals because ... What do you think?</i> <i>Well, in my opinion, ...</i>	WRITING STUDY Irregular Past Verbs <i>The crows had nuts in their beaks.</i> <i>I thought birds weren't very smart.</i> <i>We did a really interesting project about intelligent birds.</i> Practice using irregular past verbs. (Workbook page 18)	Connect Connect Poster 2 and page 27 Review Workbook page 19
MODALS OF ABILITY Past, present, and future statements, negative statements <i>Virtual assistants can answer questions. AI-powered devices can't have empathy. I could write code when I was eight. We couldn't be sure who was ringing the bell. We will be able to deliver packages quickly. Robots won't be able to show empathy.</i>			WRITING Magazine Article Plan and write a magazine article. (Workbook pages 27–28)	Connect Connect Poster 3 and page 37 Review Workbook page 28
				Take Action pp. 72–73
MODALS OF CERTAINTY AND POSSIBILITY Affirmative and negative statements <i>This one must be a spider.</i> <i>It has to be the most unusual place I've visited.</i> <i>The rock can't be hard.</i> <i>It might be a hole in the ground that an animal made.</i>		Comparing Places and Objects <i>Which country would you like to visit?</i> <i>I'd like to visit ... It's (smaller) than ...</i> <i>How about you?</i> <i>I'd like to go to ... I think it's (more interesting) than ...</i>	WRITING STUDY Order of Adjectives <i>opinion → size → age → shape → color</i> <i>origin → material → purpose → noun</i> Practice using adjectives in the correct order. (Workbook page 36)	Connect Connect Poster 4 and page 51 Review Workbook page 38
WILL AND GOING TO Affirmative and negative statements <i>Shuruq will be twelve next June.</i> <i>I won't be able to go trampolining.</i> <i>We're going to try to save rainwater in containers.</i> <i>There are big, black clouds. It's going to rain.</i>		Asking for Clarification <i>Sorry, what do you mean? I'm not sure I understand.</i> <i>I mean we ...</i> <i>So, are you saying that ... ?</i>	WRITING STUDY Similes <i>My hands feel as cold as ice!</i> <i>I looked as silly as a squirrel.</i> <i>The drill sounds like an angry bee.</i> <i>Your sister is like a cheetah. She runs so fast!</i> Practice using similes. (Workbook page 46)	Connect Connect Poster 5 and page 61 Review Workbook page 47
FUTURE WITH PRESENT CONTINUOUS Affirmative and negative statements <i>We're meeting at eleven o'clock in the piazza.</i> <i>The sun will set at 7:29 p.m. tonight.</i> <i>The mayor is going to make his decision.</i> <i>Look at the sun. It's going to be hot today.</i>			WRITING Opinion Essay Plan and write an opinion essay. (Workbook pages 55–56)	Connect Connect Poster 6 and page 71 Review Workbook page 57
				Take Action pp. 106–107
REPORTED SPEECH WITH SAID THAT Affirmative and negative statements <i>Monet said that his finest masterpiece was his garden.</i> <i>The artists said that they could photograph tiny spider webs.</i>		Asking for and Giving Reasons <i>If you ask me, spider webs are really beautiful.</i> <i>Why do you say that?</i> <i>Well, in my experience, they're very delicate.</i>	WRITING STUDY Quantifiers <i>I live in an apartment in the city and most days I see blue sky and clouds.</i> <i>Many of our teachers make our lessons really fun.</i> <i>Last Friday was a very warm evening and I saw several fireflies.</i> Practice using quantifiers. (Workbook page 65)	Connect Connect Poster 7 and page 85 Review Workbook page 66
REPORTED SPEECH WITH TOLD AND ASKED Affirmative statements <i>Mrs. Öztürk told me that the roses reopened their petals as soon as it was light.</i> <i>I asked the Öztürks what they could tell me about the roses.</i>		Taking Turns <i>I think ... What do you think, Clara?</i> <i>I agree. For me, ... Do you want to say something, Jamie?</i> <i>Yes, I feel ... How about you?</i>	WRITING STUDY Parallel Structures with -ing <i>My friends enjoy dancing, singing, and acting.</i> <i>I like polar bears, dolphins, and seals.</i> Practice using parallel structures. (Workbook page 74)	Connect Connect Poster 8 and page 95 Review Workbook page 75
ASKING QUESTIONS Questions <i>Who saw Emilia? Señora Luz saw Emilia.</i> <i>Who did Emilia see? Emilia saw Señora Luz.</i>			WRITING Travel Guide Plan and write a travel guide. (Workbook pages 83–84)	Connect Connect Poster 9 and page 105 Review Workbook page 85



UNIT	READING	VIDEO	LISTENING
MODULE 4 KNOWLEDGE			
10 Page 110 What can we do to acquire knowledge?	Zara Martin – Skateboard Champion Magazine Interview Strategy Sequencing Events Vocabulary <i>basic, bend, copy, feedback, give up, join in, move, review, safety, trick, tip, well known</i> WORDSTUDY Phrasal Verbs	The World's Stinkiest Fruit! Documentary Strategy Identifying Sensory Details Vocabulary <i>announce, ban, dare, edible, mix, savory, spike, stink</i>	The Coldest Place on Earth Fiction Extract Strategy Listening for Numbers Vocabulary <i>dried, figure, greenhouse, in charge of, reliable, up-to-date</i>
11 Page 120 How can our prior knowledge help us?	The Hoard of Nimes Adventure Story Strategy Asking Questions Vocabulary <i>cabinet, curator, disbelief, dozen, emperor, exhibition, hoard, priceless, reward, scrape, squeeze, stumble</i> WORDSTUDY Look + Adjective and Look + Like	Where's Zacky? Explainer Strategy Pausing to Analyze Visual Details Vocabulary <i>cloth, cricket, definitely, gigantic, purse, recall, skyscraper, wax</i>	Someone to Talk to Conversation Strategy Making Connections Vocabulary <i>anxious, homesick, miss (someone), sleepover, understandable, ziplining</i>
12 Page 130 What can sharing knowledge allow us to do?	Message from Tersus Science-Fiction Story Strategy Identifying Author's Purpose Vocabulary <i>compost, deliver, fragment, frustration, guidance, junk, project, spherical, toxic, type, urgently, whisper</i> WORDSTUDY Compound Adjectives Starting with Numbers	The Hopeful Scientist Documentary Strategy Recalling Information Vocabulary <i>botany, found, footprint, run (a business), specialize, sustainably, wetlands, voyage</i>	How Can We Help? Radio Show Strategy Listening for Facts and Opinions Vocabulary <i>appliance, available, avoid, biodegradable, labor, under-nourished</i>
MODULE 5 ADAPTATION			
13 Page 144 Why do living things adapt?	From "Teddy Bears" to "Stinkers" – The Surprising Life of Plants! Science Text Strategy Analyzing Text Structure Vocabulary <i>absorb, access, characteristic, dehydration, extract, germinate, horizontal, host, overcome, quantity, slippery, sunburn</i> WORDSTUDY Easily Confused Words	Extraordinary Animals Explainer Strategy Understanding Setting Vocabulary <i>condition, extraordinary, grip, heat-resistant, huddle, hump, paw, pitch, webbed</i>	Extreme Environment! Talk Strategy Listening for Speaker's Purpose Vocabulary <i>altitude, average, efficiently, maintain, raise, shiver</i>
14 Page 154 Why do people adapt to the things around them?	A Short History of Food Feature Article Strategy Summarizing Vocabulary <i>agriculture, ancestor, breed, contaminated, convenience, digest, edible, manufacture, preserve, remain, spices, variety</i> WORDSTUDY Verb + Preposition	An Island Through Time Explainer Strategy Predicting Vocabulary <i>colonize, entertainment, flatten, harbor, increase, settler, trade, wander</i>	Tomorrow's World Radio Call-in Show Strategy Listening for Speakers Vocabulary <i>convenient, demand, fashionable, monitor, ray, tracker</i>
15 Page 164 How does being adaptable in our thinking help us?	Dear Diary ... Diary Strategy Understanding Character Vocabulary <i>appear, attitude, bum, caravan, challenge, dawn, expect, fear, measurement, quit, squash, trapeze</i> WORDSTUDY Greek and Latin Roots	Let's Rewind! Animation Strategy Identifying Feelings Vocabulary <i>disappointed, frustrated, in the back, on time, reaction, rearrange, roadblock, uncomfortable</i>	Bugs and Germs Podcast Strategy Identifying Reasons Vocabulary <i>government, innovative, keep in touch, pandemic, realize, strange</i>
MODULE 6 IMAGINATION			
16 Page 178 What can imagination inspire us to do?	Aleja's Poetry Pages Poetry Blog Strategy Making Connections Vocabulary <i>anger, antonym, daydream, gulp, joke, pride, relaxed, rhyme, simmer, thrive, trigger, tumble</i> WORDSTUDY Homophones	The Explorers Animation Strategy Watching Without Sound Vocabulary <i>chest, compose, fortress, janitor, keyboard, plot, prop, script</i>	Let's Celebrate! Conversation Listening Listening for Key Words Vocabulary <i>exit, imaginative, impressed, donation, secret, scene</i>
17 Page 188 How does exercising our imagination help us?	Join the Club! Reviews Strategy Skimming and Scanning Vocabulary <i>ambition, artistic, cabin, embarrassed, engineering, experiment, explanation, fit, inventive, pose, shy, session</i> WORDSTUDY Suffix -ive	Train Your Brain! Explainer Strategy Stopping and Clarifying Vocabulary <i>aid, chunk, memorable, occasionally, place, separate, tricky, unable</i>	Going for Gold Story Strategy Retelling Vocabulary <i>competitive, immediately, motivation, pressure, set a goal, weakness</i>
18 Page 198 How can we solve problems using our imagination?	Impact Minus One Second! Heroic Fiction Strategy Drawing Conclusions Vocabulary <i>asteroid, confirm, explode, fed up, grin, junior, ordinary, principle, punch, reality, senior, successful</i> WORDSTUDY Noun and Verb Words	British Bear Station Documentary Strategy Identifying Adjectives Vocabulary <i>accessible, achievement, harvest, kill, pleasant, steep, transparent, update</i>	What If ... ? Radio Show Strategy Listening for Advice Vocabulary <i>confuse, echolocation, glow, issue, law, suffer</i>

GRAMMAR	SPEAKING	WRITING	REVIEW
Take Action pp. 140–141			
SHORT ANSWERS Affirmative and negative answers <i>Did that method work for you?</i> <i>Yes, it did. / No, it didn't.</i> <i>You can do all sorts of tricks now, can't you?</i> <i>Yes, I can. / No, I can't.</i> <i>Do you think you'll ever quite skateboarding?</i> <i>Yes, I will. / No, I won't.</i>	Asking for Help <i>I could use some help with my project.</i> <i>Would you be able to help me out?</i> <i>Yes, of course. What do you need?</i> <i>I'm not sure where to find information about climate. Could you show me?</i>	WRITING STUDY Giving Examples <i>You can get information from many places, for example, books and websites.</i> <i>I found out some interesting things, for instance, the size and location of Antarctica.</i> <i>We learned new things today, such as how many species of penguin there are.</i> Practice using giving examples. (Workbook page 93)	Connect Connect Poster 10 and page 119 Review Workbook page 94
PASSIVE Affirmative statements and questions <i>Roman treasure is exhibited in this museum.</i> <i>Our names are displayed beside the coins.</i>	Offering and Responding to Reassurance <i>I'm a little anxious about playing in the concert.</i> <i>Try not to worry. You'll be fine.</i> <i>Thanks. I appreciate your support. But ...</i> <i>You can do it. ... It'll be OK.</i>	WRITING STUDY Colons <i>I took a lot of equipment to camp: a tent, a flashlight, my blood sugar meter, a water bottle, and a compass.</i> Practice using colons. (Workbook page 102)	Connect Connect Poster 11 and page 129 Review Workbook page 103
PAST PASSIVE Present and past tense statements <i>The spherical object was kicked between the two posts.</i> <i>The junk was left in space by humans.</i>		WRITING A Persuasive Email Plan and write a persuasive email. (Workbook pages 111–112)	Connect Connect Poster 12 and page 139 Review Workbook page 113
Take Action pp. 174–175			
ADVERBS Affirmative statements <i>The cactus's roots capture water more easily.</i> <i>The sun in the desert is incredibly hot, but the Arctic is extremely cold.</i> <i>In these deserts, it doesn't rain often.</i>	Asking Questions to Keep a Conversation Going <i>How was your weekend?</i> <i>It was fine.</i> <i>What did you do?</i> <i>I ...</i> <i>Awesome! Who did you go with?</i>	WRITING STUDY Adverbs of Degree <i>Some humans can survive very efficiently at high altitude.</i> <i>It is unbelievably hot right now.</i> Practice using adverbs of degree. (Workbook page 121)	Connect Connect Poster 13 and page 153 Review Workbook page 122
SECOND CONDITIONAL Affirmative statements <i>If our ancestors saw what we eat, they would be very surprised.</i> <i>If I weren't so busy tomorrow, I would bake a cake for you.</i>	Agreeing and Disagreeing <i>I think soccer is the greatest sport in the world!</i> <i>I'm afraid I don't agree. Soccer is fun, but ...</i> <i>I see what you mean, but ...</i> <i>I totally agree with you on that. However, ...</i>	WRITING STUDY Verb + Infinitive <i>We agreed to meet at the park next Saturday.</i> <i>I really hope to drive an electric car one day.</i> <i>Have you decided to go to Zoe's party?</i> Practice using verbs + infinitives. (Workbook page 130)	Connect Connect Poster 14 and page 163 Review Workbook page 131
SENSE VERB + ADJECTIVE Affirmative statements <i>The audience look happy.</i> <i>The clapping sounded loud.</i>		WRITING A Memory Plan and write a memory. (Workbook pages 139–140)	Connect Connect Poster 15 and page 173 Review Workbook page 141
Take Action pp. 208–209			
INFINITIVES AND GERUNDS WITH ADJECTIVES Present and past tense statements, negative statements <i>It's easy to daydream.</i> <i>It isn't difficult to get ideas.</i> <i>Daydreaming is easy.</i> <i>Getting ideas isn't difficult.</i>	Telling a Story <i>Many years ago, an enormous ship was sailing across the Pacific Ocean.</i> <i>Suddenly, ...</i> <i>What happened next?</i> <i>Well, next, ...</i>	WRITING STUDY Pronoun Agreement <i>She enjoys it.</i> <i>They are having fun.</i> <i>Everybody is imaginative.</i> Practice using pronoun agreements. (Workbook page 149)	Connect Connect Poster 16 and page 187 Review Workbook page 150
A, AN, THE, AND NO ARTICLE Affirmative statements <i>We did a drama activity. The activity went like this.</i> <i>I designed a model of a pyramid.</i> <i>I cut out an origami paper pattern.</i> <i>At the club last month, we made a model.</i> <i>I visited South Africa last year.</i>	Encouraging and Praising Someone <i>What do you think of my model? I'm not sure it's right yet.</i> <i>You're doing really well. What do you think ... ?</i> <i>I think that looks really good. Do you think ... ?</i> <i>You've got this. Just add ...</i>	WRITING STUDY Sentence Fragments <i>No cars in the parking lot.</i> <i>There were no cars in the parking lot.</i> <i>Opened her laptop.</i> <i>My cousin Alice opened her laptop.</i> Practice using sentence fragments. (Workbook page 158)	Connect Connect Poster 17 and page 197 Review Workbook page 159
REVIEW OF TENSES AND FUTURE FORMS Affirmative statements and questions <i>Chaiya switched on the TV. His favorite team was playing.</i> <i>Asteroids travel at high speed. We aren't being imaginative enough.</i> <i>No plants will grow. Is their plan going to work?</i>		WRITING Story Plan and write a science-fiction story. (Workbook pages 167–168)	Connect Connect Poster 18 and page 207 Review Workbook page 169

Units 1-3

INTELLIGENCE





- A** Watch the video.
 - B** Look at the pictures. See-Think-Wonder
 - C** What are your ideas about intelligence?
 - D** CPT Time Explore: Intelligence
- Concept Portfolio Reflect

1

How do people demonstrate intelligence?



Investigation 1

- A** >>> CPT Time Strategy: Re-reading • Vocabulary 1
- B** Think and discuss! Do you know anyone who is intelligent? Who? Why are they intelligent?
- C** Look at the pictures and title below. > See-Think-Wonder <
- D** 🔊 1 Read the magazine article. How many types of intelligence does it talk about?

WHAT EXACTLY IS INTELLIGENCE?

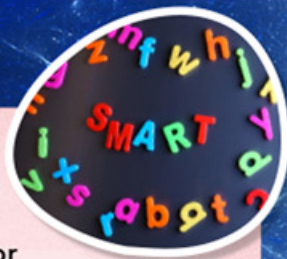
Science has made a big **contribution** to our understanding of human intelligence. In the last 250 years, there have been many theories about what intelligence really is. One theory says that there are **multiple** ways people are smart. Many scientists also agree that people are **capable** of **developing** their intelligence – in other words, we can get smarter and smarter.

Let's take a closer look at this theory and the various types of human intelligence some scientists think we have.



WORD SMART

When people **engage with** words in order to read, write, speak, or listen, they're using their **linguistic** intelligence. There are **advantages** to developing our linguistic intelligence – for example, learning new languages means we can make friends with people around the world! So how can we develop our linguistic intelligence? We can read more books, practice writing, or listen to stories and poems. We can also listen to other languages on TV or the Internet.



BODY SMART

Many people demonstrate physical intelligence. That means they're good at using their body to do sports or crafts. They enjoy building and making objects, moving around, and acting things out. We show physical intelligence when we ride a bike, scooter, or skateboard.



Do you understand the text so far? Underline any sentences you're not sure about. Re-read them.

LOGIC SMART

Over half a century ago, the Rubik's Cube became an international hit because it tested people's logic in clever ways. There are millions of solutions to a Rubik's Cube! Logical intelligence helps people solve puzzles, codes, and mathematical problems. People who are logic smart usually enjoy numbers and like to follow clear steps.



PICTURE SMART

It's visual-spatial intelligence that helps us understand graphics, read maps, and do puzzles. It can also help us find our way through mazes or around cities. When people paint and draw, they're demonstrating visual-spatial intelligence.

MUSIC SMART

Musical intelligence is another fantastic aspect of our general intelligence. When people sing songs, bang on a drum in time to the beat, or play other instruments, they're showing musical intelligence. Musical intelligence helps us identify sounds and rhythms.



NATURE SMART

Did you know that people are demonstrating intelligence when they grow vegetables or take care of animals? Perhaps you like looking at snowflakes, dirt, or bugs under a microscope? You might also enjoy recognizing patterns in nature. To develop naturalistic intelligence, we can observe the weather, plant flowers, or take care of an animal.



PEOPLE SMART

Many people have social skills that help them form great friendships and be good team members. Imagine a friend looks a little quiet and sad. Has he been worrying about something? Emotional intelligence gives us the ability to imagine how others feel. Understanding ourselves is another way of being emotionally intelligent. For example, you know you feel grumpy when you get hungry, so make sure you have a snack!



Re-read any sentences you underlined. Can you explain the idea in your own words now?

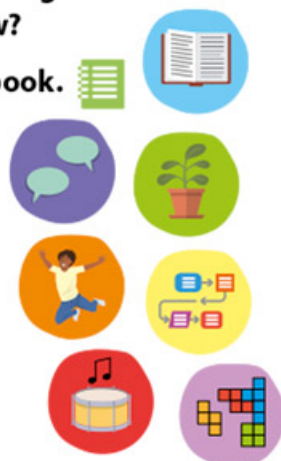
So, this theory suggests some of us are especially "people smart," others are especially "nature smart." We can also be "logic smart," "music smart," and "body smart" all at the same time. What's important is that everybody is intelligent in different ways, and by working at it, we can get even smarter as we grow up!



A Which parts of the magazine article did you re-read? Explain the parts you didn't understand to a partner. What new details do you understand now?

B Read the magazine article again and answer the questions in your notebook.

- 1 Name three different ways people can demonstrate intelligence.
- 2 What's the difference between linguistic and logical intelligence?
- 3 When you ride a bicycle, what kind of intelligence are you demonstrating?
- 4 What type of intelligence helps people find their way around a city?
- 5 What activities might someone with naturalistic intelligence enjoy?
- 6 The article gives ideas about how to develop two types of intelligence. Which ones? How can people develop these types?



C Think about what you learned from the magazine article. Then read Roshan and Zola's speech bubbles. How have they demonstrated intelligence today? Tell your partner.

1



Roshan

I took care of my little sister today because she has a cold. We practiced playing piano for a short time, and we listened to a story podcast. In the afternoon, I went skateboarding in the park. I've been doing math homework for an hour. I hope I can finish soon!

2



Zola

This morning, I ate a big breakfast, and then I fed my pet fish, Coral. I went to swim practice to prepare for a swim meet that we're doing next week. My swim club has never won, but maybe this time we will! In the afternoon, I walked around the park with my friend, Keiko. We drew pictures of the tall trees. Then we played a video game at home.

Dictionary pages 210–215 2

ability (*n*) advantage (*n*) capable (*adj.*) contribution (*n*) develop (*v*) emotional (*adj.*)
engage with (*v*) linguistic (*adj.*) logic (*n*) multiple (*adj.*) naturalistic (*adj.*) social skill (*n*)

D How has your opinion of your own intelligence changed after reading the text?

Same and Different

E >>> **CPTTime** Expand

F 🎧 **3 Listen. Discuss.** >> Connect Poster

How do we demonstrate intelligence in daily life?

When Roshan took care of his sister, he demonstrated emotional intelligence.



I demonstrate emotional intelligence when I ...



Word Study: Synonyms

Synonyms are words that mean almost the same thing. Synonyms add variety to writing because they can help us describe the same thing with different words.

Everybody is **intelligent** in different ways.

There are multiple ways we can be **smart**.

The Rubik's Cube tests people's logic in **clever** ways.

G 🎧 **4 Match the synonyms. Listen, check, and repeat. Then write a sentence for each synonym with a partner.** >> Dictionary pages 210–216

- | | |
|----------------|-------------|
| 1 fast • | • a brave |
| 2 funny • | • b great |
| 3 courageous • | • c amusing |
| 4 fantastic • | • d quick |

H >>> **CPT Time** Grammar

Grammar: Present Perfect and Present Perfect Continuous

Use the **present perfect** to describe things that have happened up to now.

In the last 250 years, there **have been** many theories about what intelligence is.

Use the **present perfect continuous** to say that something started in the past and is still happening now.

He's **been worrying** about the grade on his science test all weekend.





My Dream Job



A >>> **CPT Time** Strategy: Giving a Personal Response • Vocabulary 2

B Think and discuss! Do all jobs require the same amount of intelligence?

C Look at the picture and title above. > See-Think-Wonder <

D > Watch the video. Do both children think their dream job demonstrates intelligence?

E > Watch the video again. Check (✓) the things you saw.

a ballroom dancer ☐ a workshop ☐ break dancers ☐ folk dancing ☐
 someone drawing plans ☐ a house made of wood ☐

F > Answer the questions. Tell a partner.

- 1 What information did the video present that was interesting or new?
- 2 What do you have in common with the people in the video?
- 3 How are you different from the people in the video?

G > Watch again. Match 1–6 with a–f to complete the sentences.

- | | |
|-------------------------------|---|
| 1 Anton enjoys • | • a different tools. |
| 2 Break dancers sometimes • | • b use their heads to perform a dance! |
| 3 To learn a dance you can • | • c and move in time to the music. |
| 4 Dancers remember routines • | • d visualizing ideas. |
| 5 Afiya is good at • | • e learning dance routines. |
| 6 Carpenters handle • | • f count the beats of the music. |

> **Dictionary** pages 210–216 > 5

athletic (*adj.*) calculation (*n*) dance routine (*n*) from scratch (*adv.*) handle (*v*)
 shape (*v*) visualize (*v*) workshop (*n*)

H Complete the notes.

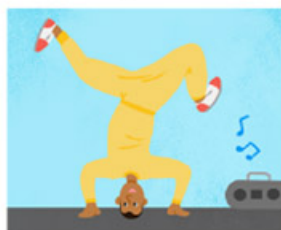
beats draw strength carefully bodies respect team
calculations athletic routine create wood nature

Dancers

- 1 _____ beautiful shapes with their _____
- 2 learn and remember a _____
- 3 are _____
- 4 count _____
- 5 _____ each other
- 6 work as a _____


Carpenters

- a visualize how to use a piece of _____
- b _____ their ideas
- c measure _____ to get the result they want
- d do complicated _____
- e use their physical _____
- f respect _____


I Think about the different types of intelligence you read about on pages 8 and 9. Which types of intelligence can you identify in H?

Dancers
musical
Carpenters

J What surprises you about the things dancers and carpenters are good at? What did you know before? What new information did you learn? > Connect-Extend-Challenge <
K >>> CPT Time Expand
L >>> 6 Listen. Discuss. >>> Connect Poster

How do people demonstrate intelligence in their jobs?

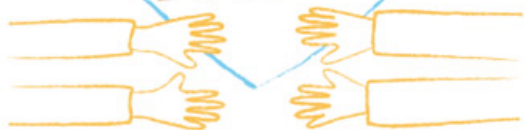
Dancers demonstrate intelligence when they create beautiful shapes using their whole body.



I think musicians demonstrate intelligence when they ...



Be a Smart Friend



A >>> **CPT Time** Strategy: Listening for Gist • Vocabulary 3

B Think and discuss! How do you know if a friend has a problem?

C Look at the picture and title above. > See-Think-Wonder <

D >>> Listen to the podcast. Who did Leila and Robbie help?

E >>> Listen again. Circle *True* or *False*.

- | | | |
|---|------|-------|
| 1 Having empathy is knowing how you feel. | True | False |
| 2 Leila noticed a girl who was embarrassed. | True | False |
| 3 Leila introduced the girl to her friends. | True | False |
| 4 Robbie didn't notice his friend's behavior in class. | True | False |
| 5 Santiago couldn't play baseball because he'd injured his ankle. | True | False |
| 6 Robbie talked a lot to Santiago. | True | False |

F >>> Listen again and correct the false sentences in your notebook. >>>

G Think about the podcast. Check (✓) the correct person. Sometimes it may be both.



- | | | |
|---|--------------------------|--------------------------|
| 1 Who made someone feel better? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who made someone new feel welcome? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who showed they cared? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who helped someone talk about their feelings? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who was a good friend? | <input type="checkbox"/> | <input type="checkbox"/> |

>>> **Dictionary** pages 210–216 >>>

be aware of (*phr. v*) behavior (*n*) body language (*n*) clue (*n*) empathy (*n*) upset (*adj.*)

H How can we show empathy? Check (✓) the correct answers.



We can ...

1 notice people's feelings.

☐

2 ignore people we don't know.

☐

3 try to understand how someone might feel.

☐

4 pay attention to people's faces.

☐

5 pay attention to people's behavior or body language.

☐

6 ask if someone wants to talk.

☐

7 talk more than we listen.

☐

8 listen more than we talk.

☐

I What tells us more about how a person feels: what they say, their face, or their body language? **Think-Pair-Share**

J **CPT Time** Expand

K **Listen. Discuss.** **Connect Poster**

How can we demonstrate emotional intelligence?



Robbie demonstrated emotional intelligence when he listened to his friend.



I demonstrated emotional intelligence when I ...



A >> CPT Time Speaking



Speaking: Showing Concern 10

To check that someone is OK, you ask questions and use phrases to show you care.



B Practice showing concern with a partner. Use these situations.

- 1 Your friend's soccer team lost the game on Saturday.
- 2 Your sister lost her favorite backpack.
- 3 Your grandmother is sad because her best friend is moving away.
- 4 A classmate fell over in the schoolyard and hurt him/herself.

Writing Study: Commas and Semicolons

There are two ways of joining two independent clauses. You can use a **comma** (,) and a **conjunction** (*and, but, so*).

I demonstrate my linguistic intelligence when I read, **but** I'm also good at math puzzles.

Alternatively, you can use a **semicolon** (;). Then you don't need a conjunction.

Santiago was upset in class yesterday; he's OK this morning.

C Rewrite the sentences. Join them in two different ways in your notebook.

- 1 Many of my friends are good at showing concern. Other kids aren't so good at it.
- 2 People get upset about things. It's good to give them time to talk.
- 3 My friend is usually cheerful. Today she's sad.
- 4 I can run very fast. I can jump high.

**Investigation 1****Investigation 2****Investigation 3****Big Idea**

Now that I know this, ...

More ideas? >> **Concept Portfolio**

>> **CPT Time Reflect**





Investigation 1

A >>> CPT Time Strategy: Visualizing • Vocabulary 1

B Think and discuss! Are some animals more intelligent than others? Which ones? Why do you think this is true?

C Look at the pictures and title below. >See-Think-Wonder<

D 🎧 11 Read the story. What did the animals in the story need?

Wilson, Trouble, and the Berries

It has to arrive soon, thought Luis happily. Luis loved birds. Every year, a yellow bird called a Wilson's Warbler flew back from cold Alaska to enjoy the **warmth** of Luis's hometown of San Ignacio, in Belize. How does it get here without a map? wondered Luis. He was waiting patiently to see the warbler again. He called it "Wilson."



As Luis looked through the window, he saw something unusual – a squirrel! Luis observed him collecting and **burying** the nuts that fell each year from the trees. The squirrel studied each nut before deciding what to do with it. If it was small or ready to eat, the squirrel pushed the nut into his mouth. If the nut was large, but it wasn't **ripe**, he buried it. If he saw another animal nearby, he even pretended to bury the nut! In fact, he hid the nut in his mouth and buried it somewhere else. *I guess he'll dig up the nuts in winter when he's hungry*, Luis thought. *I wonder how he remembers where he's buried hundreds of nuts.*

Suddenly, a flash of yellow flew past Luis's window. "Wilson, you've come back!" Luis cheered, running into the yard. He **swept** some berries that were lying on the ground into a **pile** for the bird to eat and went inside to watch. Minutes later, he saw the squirrel. It was eating the tasty berries! Luis ran back outside as fast as he could. "Hey!" he **yelled** at the squirrel. "Those are for Wilson. Go and dig up the nuts you buried, you greedy squirrel!" Luis raced to the garage and found a small net to put a handful of berries in. He climbed up the old mango tree and hung the net from a tall branch.



Make pictures in your mind. Imagine Wilson on his journey from cold Alaska to warm Belize.

The next morning, Luis woke up, looked out of his window, and saw the squirrel. He was at the bottom of the mango tree, staring up into the branches. It looked as if he was **figuring out** a way to reach the berries! Next, he ran straight up the tree trunk and onto the tall branch. Then, he **hung** upside down to reach for the net! Luis felt furious as he watched the squirrel snacking on Wilson's food. *You're nothing but trouble*, thought Luis. *From now on, I'm calling you "Trouble"*

Luis went outside and looked for another place to put Wilson's berries. He noticed a metal **pole** supporting the clothesline. *I'm going to fix this!* he thought. *Trouble can't climb metal poles.*

Later, when Luis arrived home from school, he went to look for Wilson. There was Trouble again, climbing up the mango tree. From the tall branch, he leaped onto the clothesline! Using his tail to **balance**, he walked along the clothesline to the net of berries. Next, Trouble hit the net hard with his paw, causing several berries to fall to the ground. Wilson flew down from a nearby tree and, together, Trouble and Wilson shared the berries.

Trouble, you're a smart squirrel! smiled Luis, and for the first time, he really admired him. From that day on, Luis looked forward to visits from both adventurous Wilson and **mischievous** Trouble.



How do you imagine Luis looks when Trouble snacks on Wilson's food?

A **Talk with a partner. Were the pictures you each visualized the same or different?**

B Circle the correct answer.

- What did Luis want to see at the beginning of the story?
a a squirrel b a bird
- Where did Wilson, the bird, travel from?
a cold Alaska b warm Belize
- What did the squirrel bury every year?
a berries b nuts
- Who wanted to eat the berries?
a the bird and the squirrel b only the squirrel
- How many different places did Luis put the berries?
a two b three
- How does Luis feel about Trouble at the end of the story?
a He admires him. b He's upset with him.



C Complete Trouble's problems. Then match the problems to the solutions.

- 1 Some nuts are _____ and ready to eat, some nuts aren't.
 - 2 Trouble needs _____ to eat.
 - 3 Other _____ want Trouble's nuts.
 - 4 The _____ are hanging from a tall branch.
 - 5 Luis moves the berries to the _____.
- a Trouble hangs upside down to get them.
 - b Trouble pretends to bury them, then hides them elsewhere.
 - c Trouble finds and buries hundreds of nuts.
 - d Trouble decides which nuts to bury and which nuts to eat immediately.
 - e Trouble leaps from the tree and hits the net.

D Do you think Trouble's actions were intelligent? Why? How did they help him?

E Could any animal do the same intelligent things Trouble did?

Think-Pair-Share

Dictionary pages 210–216 12

balance (v) bury (v) figure out (v) hang (v) mischievous (adj.) pile (n)
pole (n) ripe (adj.) sweep (v) trouble (n) warmth (n) yell (v)