



## Environmental Science

|                          |                                 |
|--------------------------|---------------------------------|
| <b>READING</b>           | identifying claims and support  |
| <b>VOCABULARY</b>        | phrasal verbs                   |
| <b>WRITING</b>           | using sentence variety          |
| <b>GRAMMAR</b>           | simple past and past continuous |
| <b>CRITICAL THINKING</b> | analyzing and evaluating ideas  |



## UNIT QUESTION

# Do cities need nature?

**A** Discuss these questions with your classmates.

1. Nature includes everything in our world that is not made by humans, such as plants and animals. What nature can you find in your city or town? For example, are there parks, lakes, rivers, or gardens? Are there wild animals? Make a list.
2. Look at the photo. Do you think that cities need nature? Why or why not?



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

1. What examples of nature in a city did the students give?
2. Did the students agree about the importance of nature in the city? Explain.
3. Do you think nature is important in a city? Why or why not?

**iQ PRACTICE** Go to the online discussion board to discuss the Unit Question with your classmates. *Practice* > *Unit 7* > *Activity 1*

## UNIT OBJECTIVE

Read the articles. Gather information and ideas to write an opinion paragraph about nature in a city.

## READING 1

## Take a Nature Break

### OBJECTIVE ▶

You are going to read an article about how nature affects people in a city. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

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

1. I can count on my friends for emotional support when I'm sad or upset.
2. Students who study all night are often unable to concentrate the next day.
3. After my discussion with my professor, I have a better understanding of the assignment.
4. Omar has a very positive attitude. He is always cheerful and pleasant.
5. The first experience of visiting a different country is usually unforgettable.
6. The researchers will divide the participants into three groups for the experiment.
7. Scientists found that teenagers who get an average of eight hours of sleep are less stressed.
8. Ana is very generous with her time. If you are having trouble with your homework, she will offer to help.
9. I like to relax after dinner. Usually I read or watch TV.
10. Students benefit from working on projects together.
  - a. \_\_\_\_\_ (verb phrase) to separate into different parts
  - b. \_\_\_\_\_ (adjective) connected with people's feelings
  - c. \_\_\_\_\_ (verb) the way you think, feel, or behave
  - d. \_\_\_\_\_ (verb phrase) discovered that something is true after trying it or testing it
  - e. \_\_\_\_\_ (verb phrase) to be in a better position because of something
  - f. \_\_\_\_\_ (verb) to spend time not doing very much
  - g. \_\_\_\_\_ (noun) something that has happened to you
  - h. \_\_\_\_\_ (adjective) willing to give more money, help, etc., than is usual
  - i. \_\_\_\_\_ (adjective) not able to do something
  - j. \_\_\_\_\_ (noun phrase) an improved state of knowing or realizing something

### ACADEMIC LANGUAGE

The corpus shows that **found that** is often used in academic writing to describe the results of research or a study.

*The researchers found that. . .*

*The engineer has found that the. . .*

**iQ PRACTICE** Go online for more practice with the vocabulary.  
Practice > Unit 7 > Activities 2–3

- B. PREVIEW** Read the title of the article. Look at the photos. How are people relaxing in this city park?
- C. QUICK WRITE** Where is your favorite place to enjoy nature? Describe the place and how you feel when you are there. Write for five minutes. Be sure to use this section for your Unit Assignment.

## WORK WITH THE READING

-  **A. INVESTIGATE** Read the article and gather information about the positive effects of nature in cities.

# TAKE A NATURE BREAK



- 1 Imagine that you live in a large city. You've had a stressful day. You need to **relax** and clear your mind<sup>1</sup>. Which of these would you choose?
- Go out for dinner with friends.
  - Take a walk in a city park.
  - Play video games.
  - Work out at an indoor gym.
- 2 All of these are popular ways to relax and clear your mind, but only one will really help: Take a walk in a city park. Why is that? According to experts, it is
- because when we are in nature, our emotions are more positive and our thinking is clearer.
- 3 Researchers at Stanford University in California did an experiment to find out how nature influences people (Bratman, et al, 2015). They **divided** 60 people **into** two groups. One group spent 50 minutes walking in a busy city. The other group spent 50 minutes walking in a natural area with trees and grass. They tested the people before and after their walks. The scientists **found that** after walking, the nature walkers showed different brain activity. Their brains showed less activity for negative

<sup>1</sup>clear your mind: become free of thoughts that worry or confuse you



emotions and less stress. In addition, those people did better on memory tests than the city walkers. It was clear that walking in nature made a difference.

- 4 Having a **better understanding of** the relationship between being in nature and mental health is important because more and more people live and work in large cities. Today, over 50% of the world's population lives in a city, and it will soon be 70%. Studies show that people living in cities have more mental health problems. City residents have more depression<sup>2</sup>, anxiety<sup>3</sup>, and stress than residents of small towns. Scientists believe it may be because city residents have less time in nature.
- 5 Nature influences city residents in other ways as well. According to studies at the University of Rochester, when people were in nature, they became more **generous** with their money and more interested in community. In other words, being in nature changed their behavior and **attitudes**. At the University of Pennsylvania, scientists

found that creating green grassy areas made people feel safer and decreased crime. In addition, neighborhood parks encourage more physical activity and more social connections. Nature affects behavior of city residents in good ways. More nature in cities can result in stronger community connections, safer communities, and more physical activity.

- 6 Scientists want to know what kind of nature **experience** makes a difference. Researchers have found that you don't need to go to a large park to **benefit from** nature. City residents can benefit from small parks, streets with trees, and small green spaces. Even a short time in nature can give you a mental and **emotional** rest that will help you throughout the day. Noticing nature around you lets your mind rest.
- 7 So, the next time you feel tired, stressed, or **unable** to concentrate, take a short nature break. Take a walk or sit in a park, and notice the trees and sky. You may be surprised to find that a little nature makes a big difference.

<sup>2</sup>**depression**: a medical condition in which a person feels very sad and anxious

<sup>3</sup>**anxiety**: the state of feeling nervous or worried that something bad is going to happen

#### Reference

Bratman, G.N., Daily, G. C., Levy, B.J., & Gross, J.J. (2015, June) The benefits of nature experience: Improved affect and cognition. *Landscape and Urban Planning*, 138, 41–50. doi: <https://doi.org/10.1016/j.landurbplan.2015.02.005>

**B. IDENTIFY** Refer back to the reading as you answer these questions. Write the paragraph number where you found your answers. Then discuss your answers with a partner.

1. What are two things that researchers at Stanford University found out?

Paragraph: \_\_\_\_\_

2. Why is it important to understand how nature affects city residents?

Paragraph: \_\_\_\_\_

3. How did being in nature change people's behavior, according to researchers at the University of Rochester?

Paragraph: \_\_\_\_\_

4. Do parks improve social connections between people?

Paragraph: \_\_\_\_\_

5. Do you need to go to a large park to benefit from nature? Explain.

Paragraph: \_\_\_\_\_

**C. APPLY** Complete the main idea statement. Use some of the words from the box and your own words.

city residents

in positive ways

parks

divides

influences

pollution

experience

notices

stressful

The main idea of this article is that nature \_\_\_\_\_.



## READING SKILL Identifying claims and support

A fact is something that people generally agree is true. A reader will accept some facts based on general knowledge. A claim is a statement presented as a fact. However, people may not agree with or believe a claim without support.

Cities have more pollution than most small towns. (This fact is general knowledge. People will generally agree it is true.)

City residents have more mental health problems. (This is a claim, and it is not supported. This statement needs to be supported by research or other facts.)

According to numerous studies, city residents have more mental health problems. (This claim is supported.)

When reading, it is important to identify the writer's claims and see if they are supported by facts or research.

**iQ RESOURCES** Go online to watch the Reading Skill Video.

*Resources > Video > Unit 7 > Reading Skill Video*

**A. IDENTIFY** Match each claim with the support given in the article. Write the paragraph number for the support.

\_\_\_ 1. Being in nature makes people more generous with their money.

\_\_\_ 2. More and more people are living in cities.

\_\_\_ 3. Walking 50 minutes in nature decreases stress and improves memory.

\_\_\_ 4. City residents have more mental health problems.

\_\_\_ 5. People felt safer when more grassy areas were added to their neighborhood.

a. This research was done at Stanford University.

Paragraph \_\_\_

b. Fact: over 50% of the world's population lives in a city, and soon it will be 70%.

Paragraph \_\_\_

c. This is supported by numerous studies.

Paragraph \_\_\_

d. This experiment was done at the University of Pennsylvania.

Paragraph \_\_\_

e. This is according to research done at the University of Rochester.

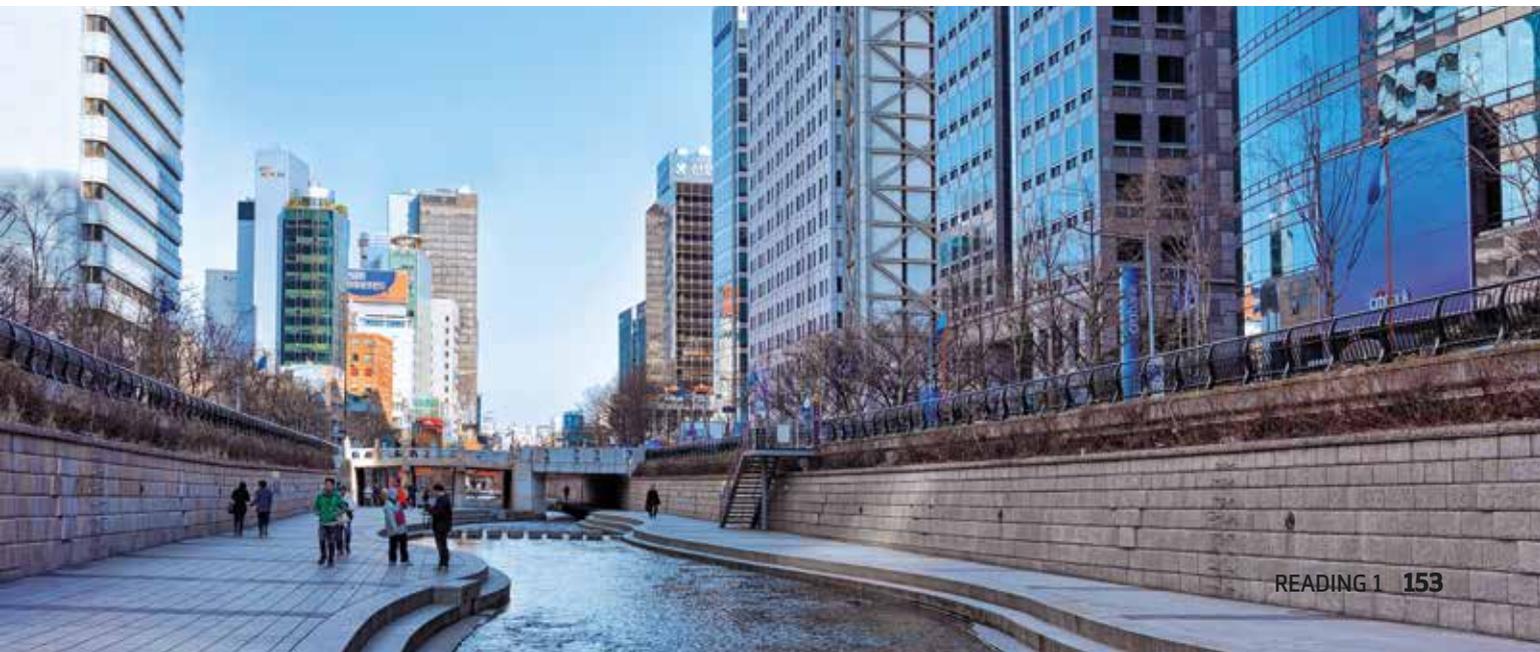
Paragraph \_\_\_

**B. IDENTIFY** Read the paragraph and answer the questions.

Freeways are important for transportation in large cities, but sometimes, they bring too much traffic, noise, and pollution. This was true of the Cheonggye Freeway in Seoul, South Korea. Built in 1968, the freeway covered Cheonggye Creek. By the 1990s, the Cheonggye Freeway was a major urban problem. In the early 2000s, the city removed the freeway and started a new, fast bus service. Now a beautiful artificial creek flows through the city. It has helped the environment. It has also improved the tourist economy. Removing this major freeway has improved the quality of life for Seoul residents.

1. Underline the three claims that need support. Remember, a claim is a statement presented as a fact, which some people may not believe.
2. Read the facts below. Mark in the paragraph where you would insert each fact to support a claim.
  - a. In fact, changes resulted in a 3.3 degree-Celsius drop in the average summer temperatures in the area near the creek, according to Congress for New Urbanism.
  - b. It had the highest levels of noise and traffic in the city.
  - c. About half a million people visit the creek each week, many of them tourists.
3. The final sentence of the paragraph does not need support. Why is that?
  - a. The concluding sentence is summarizing ideas.
  - b. It is a fact that will be generally accepted by the readers.
  - c. There is no way to prove that quality of life has improved.

**iQ PRACTICE** Go online for more practice with identifying claims and support.  
*Practice > Unit 7 > Activity 4*



**C. EXTEND** Answer the questions. Think about your own experience.

1. Do you think you would feel differently after walking for 50 minutes in nature compared with walking for 50 minutes in a busy city? Explain your answer.

---

2. What is the most surprising or interesting point in the article? Why?

---

3. In your opinion, does your city have enough places to experience nature? Explain your answer.

---

**iQ PRACTICE** Go online for additional reading and comprehension.  
*Practice > Unit 7 > Activity 5*



## WRITE WHAT YOU THINK

**A. DISCUSS** Discuss the questions in a group.

1. What is your personal experience of being in nature? Give an example of a time when you were in nature. Describe how you felt during and after that time.
2. Do you think it as important for cities to have nature for residents as it is to have places for people to play sports such as soccer or baseball? What about playgrounds for children? What percentage of available space should be given to nature, sports, and playgrounds? Give reasons to support your answers.

**B. SYNTHESIZE** Choose one of the questions from Activity A and write a multiple-sentence response. Look back at your Quick Write on page 149 as you think about what you learned.

Question: \_\_\_\_\_

My response: \_\_\_\_\_

---

---

---



## READING 2

# Naturally Urban

### OBJECTIVE ▶

You are going to read an article about three cities. Use the article to gather information and ideas for your Unit Assignment.

## PREVIEW THE READING

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

**ancient** (*adjective*) 📖 very old

**as a result** (*prepositional phrase*) **OPAL** something that happens because of something else

**connected** (*adjective*) having a link between two things

**government** (*noun*) 📖 **OPAL** the group of people who rule or control a country or state

**plant** (*verb*) 📖 to put plants, seeds, etc., in the ground to grow

**remarkable** (*adjective*) 📖 unusual and surprising in a way that people notice

**surround** (*verb*) 📖 to be all around something or somebody

**wildlife** (*noun*) 📖 wild birds, plants, animals, etc.

📖 Oxford 3000™ words

**OPAL** Oxford Phrasal Academic Lexicon

1. In this city, there are birds, but there isn't much other \_\_\_\_\_.
2. It is \_\_\_\_\_ that such an old city has such large, beautiful parks.
3. Because my cousin and I are the same age, we feel very \_\_\_\_\_.
4. The city has excellent public transportation. \_\_\_\_\_, many people can travel by train, subway, or bus.
5. The \_\_\_\_\_ requires all new stores to plant trees in front of their buildings.
6. After the new highway is finished, the state will \_\_\_\_\_ trees and bushes along it.
7. Mountains \_\_\_\_\_ the city. You can see them from anywhere in the city.
8. The \_\_\_\_\_ bridge needs many repairs. It's not safe to cross it.

**iQ PRACTICE** Go online for more practice with the vocabulary.

**Practice** ▶ Unit 7 ▶ Activities 6–7

### TIP FOR SUCCESS

Before you read an article, think about what you already know about the topic. Using prior knowledge will help you deepen your understanding of the text. What do you know about Singapore, Cairo, and Vancouver?



- B. PREVIEW** Look at photos and read the captions. What do the cities mentioned in the article have in common?
- C. QUICK WRITE** Describe what you see in one of the photos. How is nature part of this city? Write at least five sentences.

## WORK WITH THE READING

- A. INVESTIGATE** Read the article and gather information about nature in these three cities.



◀ This huge garden is over 250 acres. It has over 100 different types of birds and 500,000 types of plants.

# NATURALLY URBAN

- 1 Singapore, Cairo, and Vancouver: three very different cities that have added more nature for their residents in unique ways. Can every city become a green city? Read and decide for yourself.

### SINGAPORE

- 2 Singapore is a small island nation. All of its people live in an urban area. With a population of over 5.6 million people, it is hard to believe that the city is the greenest, most environmentally friendly city in Asia. Because it is an island, the city cannot grow out. It can only grow up. Therefore, Singapore is a city of tall skyscrapers. However, the **government** requires all new buildings to have some plants. **As a result**, new buildings are often **connected** with other buildings by gardens or walking tracks. Rooftop gardens are very popular, and gardens often go up the sides of tall buildings.

- 3 City planners have used park areas and water areas to give the city a feeling of space. One of the most **remarkable** parks is the Gardens by the Bay. In addition to plants and flowers, huge artificial “supertrees” have plants in them and collect solar energy. The Gardens by the Bay have had over 40 million visitors. Although Singapore is crowded, its many gardens make it a wonderful city to live in.

### CAIRO

- 4 Being green is a big challenge in the **ancient** city of Cairo, Egypt. With a population of 12 million people, the city is **surrounded** by desert and salt water. When Aga Khan IV visited Cairo in 1984, he saw a busy city that had no large park for residents to enjoy. He wanted to help build a park in the

middle of the city. Finding a location in this ancient city was a major challenge. Finally, they found a place: a 500-year-old trash dump in a poor neighborhood. The Aga Khan gave \$30 million (25.5 million euros) to create the park. After removing 80,000 truckloads of dirt and trash, Al-Azhar Park was finished in 2004.

5 Today this park is a sea of green. It has over 650,000 plants, fountains, pools, a lake, open-air theaters, cafes, and restaurants. There are beautiful views of Cairo's historic Old City, with its many famous, ancient mosques. Residents of the Old City are very proud of their neighborhood's history and the park. On the weekends, it is crowded with residents and tourists relaxing and playing in the park.

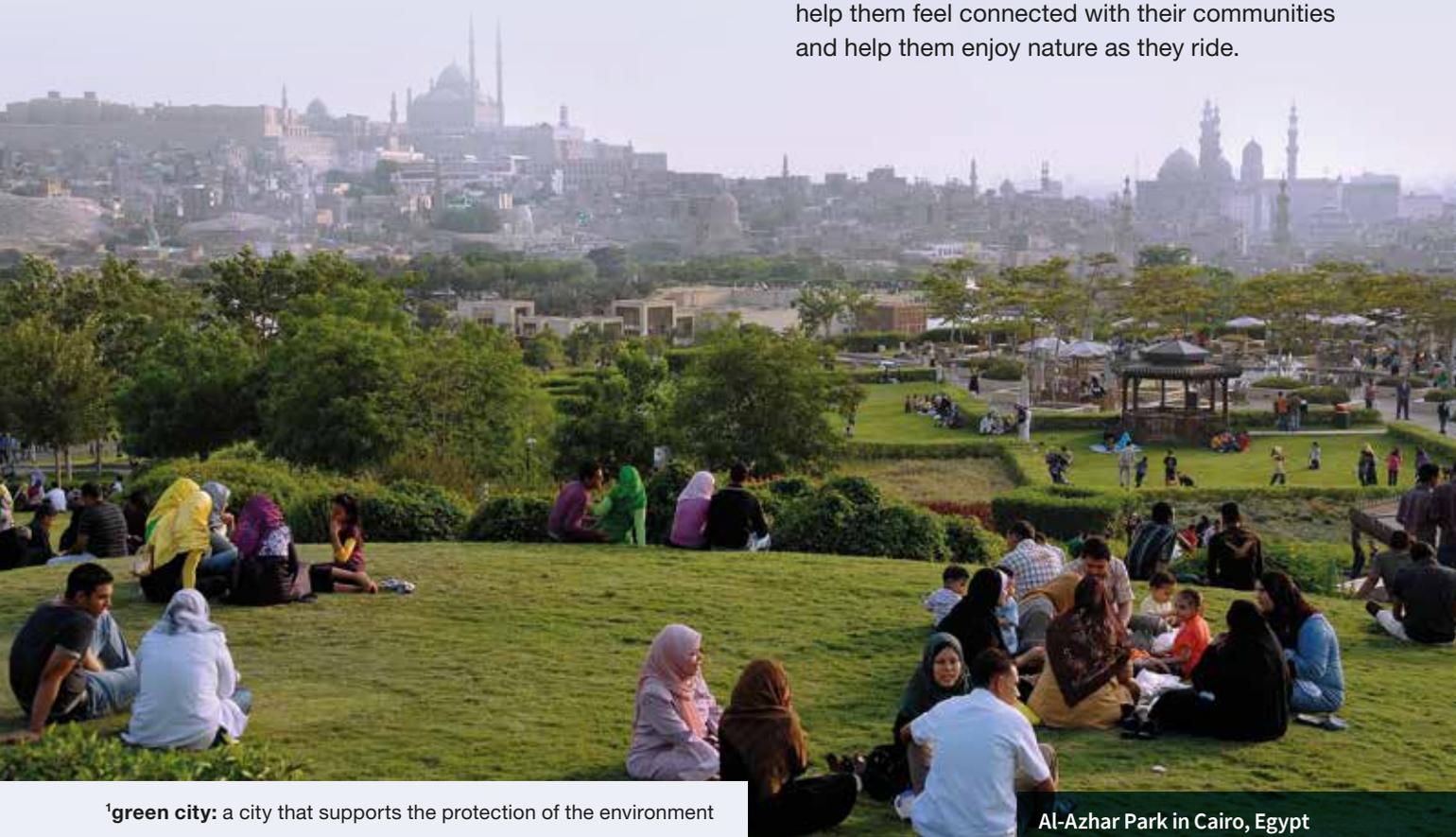
## VANCOUVER

6 The busy seaside city of Vancouver is one of Canada's most densely populated cities. It has a population of over 630,000 and about 2.5 million people in the greater metropolitan area. Although Vancouver is not a huge city, it has big dreams. It is

planning on becoming the world's greenest city. In 2011, the city approved a Greenest City Action Plan. One of the goals is to make changes so that all Vancouver residents live within five minutes of a park, greenway, or other green space.

7 One way that Vancouver is adding more nature is by adding trees. Its goal is to **plant** 150,000 trees in ten years. By the end of 2017, it had already planted 102,000 trees. The trees clean the air, give **wildlife** a place to live, and give residents a bit of nature. In addition, there is a program to "rewild" areas of the city. The idea is to return some park areas such as ponds and streams to their wild, natural condition. "Rewilded" areas also educate people about the wildlife that lives there.

8 Perhaps the biggest change over the past ten years has been the increase in bicyclists. There are now over 800 miles of bike lanes in the city. People feel safe riding in the city. As a result, more and more people are bicycling to work and school. Bicyclists say that their daily rides help them feel connected with their communities and help them enjoy nature as they ride.



**green city:** a city that supports the protection of the environment

Al-Azhar Park in Cairo, Egypt

**B. IDENTIFY** What is the main purpose of this article?

- 1. To give tourist information about three different cities
- 2. To compare how well three cities have used nature
- 3. To explain how three cities have increased nature
- 4. To show how city residents can enjoy nature around the world

**C. RESTATE** Complete the chart with notes from the reading. Then compare your notes with a partner.

| City             | Notes  |
|------------------|--|
| 1. Singapore     |  |
| Population       | <i>over 5.7 million people</i>                             |
| Unique features  | <i>an island nation; 100% of people live in urban area</i> |
| Nature added     | <i>huge garden with plants and trees</i>                   |
| Interesting fact | <i>over 40 million visitors</i>                            |
| 2. Cairo         |  |
| Population       |  |
| Unique features  |  |
| Nature added     |  |
| Interesting fact |  |
| 3. Vancouver     |  |
| Population       |  |
| Unique features  |  |
| Nature added     |  |
| Interesting fact |  |

**D. IDENTIFY** Find and underline each word in the reading. Read the sentences around the word. Then use the context to guess the correct meaning. Compare your answers with a partner.

1. Paragraph 3: artificial “supertrees”
  - a. large trees that are not real
  - b. trees that fly
  - c. naturally tall trees
2. Paragraph 4: trash
  - a. dead plants
  - b. recycled bottles
  - c. garbage
3. Paragraph 6: densely populated
  - a. a large population
  - b. people living close together
  - c. people from many cultures
4. Paragraph 6: greenway
  - a. golf courses
  - b. pathways in green areas
  - c. sidewalks next to streets
5. Paragraph 7: ponds and streams
  - a. large areas of water
  - b. small areas of water
  - c. very small lakes and small rivers

**E. DISCUSS** Discuss the questions in a group.

1. How did the government of Singapore help the city become more green?
2. What did the government of Vancouver do in 2011? Why is it important for a city to have a plan for the future?
3. How long was it between when Aga Khan IV visited Cairo and when the Al-Azhar Park opened? Why do you think it took so long to build the park?
4. What city would you be most interested in visiting? Why?
5. How could your city become greener? Which approach from the article might work in your city?

## WORK WITH THE VIDEO



### VIDEO VOCABULARY

**road trip (phr.)** a trip made in a car over a long distance

**lot (n.)** an area of land used for a particular purpose

**food desert (idiom)** a city area where it is difficult to buy fresh food

**organic (adj.)** produced by or using natural materials, not chemicals

### A. PREVIEW Discuss the questions with a partner.

1. Do people in your area have gardens? What do they grow?
2. What is your favorite vegetable? Where does it grow?



**iQ RESOURCES** Go online to watch the video about Growing Cities.

*Resources > Unit 7 > Unit Video*

### B. CATEGORIZE Watch the video two or three times. Then write the phrases in the correct category in the chart.

Dan and Andrew are from here  
first city in the road trip  
many empty lots  
not much empty space

people don't have enough fresh food  
people used to grow their own food  
second city in the road trip  
space for gardens on rooftops

| Omaha, Nebraska | Detroit, Michigan | New York City, New York |
|-----------------|-------------------|-------------------------|
|                 |                   |                         |

### C. DISCUSS Discuss the questions in a group.

1. What ideas from the video would work in your city or town?
2. In a city, most food is shipped in from farms far away. Why is it good to have vegetable gardens in a city?



## WRITE WHAT YOU THINK

**SYNTHESIZE** Think about Reading 1, Reading 2, and the unit video as you discuss the question. Then write a response.

Do you think adding vegetable gardens to parks would be good for your city? Why?

### VOCABULARY SKILL Phrasal Verbs

A phrasal verb is a *verb* + a *particle*. Some examples of particles are *in*, *out*, *up*, *over*, *by*, *down*, and *away*. When a particle is added to a verb, it often creates a new meaning.

- I want to **watch** the game on TV tonight. (watch = look at)
- **Watch out** for ice on the stairs! (watch out = be careful)

Many phrasal verbs have more than one meaning.

- He **picked up** the book and started to read. (lifted)
- Abdullah **picked up** his friend in his new red car. (gave a ride to)
- The wind **picked up** in the afternoon. (increased)

Some phrasal verbs are separable. They can be separated by objects.

- He **picked up** the book.                      Yolanda **threw away** her old shoes.
- He **picked** the book **up**.                      Yolanda **threw** her old shoes **away**.

Some phrasal verbs are inseparable. They cannot be separated by an object.

- ✓ The passengers got on the train.                      ✓ Eva stopped by my house yesterday.
- ✗ The passengers got the train on.                      ✗ Eva stopped my house by yesterday.

**A. APPLY** Read the sentences. Then circle the answer that best matches the meaning of each bold phrasal verb.

1. We are hoping to **get away** to the mountains in the summer.
  - a. return
  - b. take a vacation
2. The printer was very cheap, so it wasn't surprising that it **fell apart**.
  - a. broke into pieces
  - b. got old
3. The city **ran out of** money before they finished the new highway.
  - a. get more of
  - b. finish a supply of

4. Paulo **wore out** his favorite jeans, so he had to buy another pair.
  - a. repaired
  - b. used too much
5. The students like to **get together** in the plaza between classes.
  - a. meet socially
  - b. have lunch

**B. APPLY** Rewrite the sentences putting the object between the verb and the particle.

1. The parents picked up the children from school.

*The parents picked the children up from school.*

---

2. Please throw away your trash. Don't leave it on the desk.
- 

3. Put on your hat. It's very cold outside!
- 

4. I usually clean up the kitchen after dinner.
- 

5. I walk a lot, so I wear out my shoes quickly.
- 

**iQ PRACTICE** Go online for more practice with phrasal verbs.  
*Practice > Unit 7 > Activity 8*



## OBJECTIVE ▶

At the end of this unit, you will write a paragraph about nature in your town or city. Your paragraph will include specific information from the readings and your own ideas.

### GRAMMAR Simple past and past continuous

Use the **simple past** to describe a single completed action or a series of completed actions in the past.

- I **bought** the new novel by my favorite author yesterday.
- Mark  home, **unloaded** his car, and **made** a cup of coffee.

Also use the simple past to describe a habitual or repeated action in the past.

- Last summer, I **went** to the park every weekend.
- I **sent** Leila three emails, but she never **replied**.

Use the **past continuous** to emphasize the duration of an action in the past.

- I **was talking** on the phone for hours last night.
- My brother **was acting** strangely yesterday.

If a past event was interrupted by another event or series of events, use *while* or *when* with the past continuous for the interrupted event. Use the simple past for the event or events that interrupted it.

- Sultan **left** the room while the teacher **was still talking**.
- When I **was studying** in South Korea, I **met** many interesting people.

#### A. IDENTIFY Read the sentences. Check (✓) the function of the simple past (in bold) in the sentence.

|  | single<br>action         | series of<br>actions     | repeated<br>action       |
|--|--------------------------|--------------------------|--------------------------|
| 1. I <b>left</b> the restaurant at 6:00 p.m. last night.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. When the president <b>came</b> into the room,<br>everyone <b>stood up</b> and <b>clapped</b> .              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Eric <b>rewrote</b> his story five times.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. My friend <b>visited</b> me every day while<br>I <b>was</b> sick.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Someone <b>stole</b> my bike last week.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Jessica <b>finished</b> her letter, <b>put</b> it in an<br>envelope, and <b>took</b> it to the post office. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**B. IDENTIFY** Read the sentences. Check (✓) the function of the past continuous (in bold) in the sentence.

- |  | duration                 | interrupted action       |
|--|--------------------------|--------------------------|
| 1. Jim broke his leg while he <b>was playing</b> soccer.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I <b>was watching</b> TV all weekend.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. When Natalia <b>was working</b> in the science lab, she discovered a mistake. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You <b>were complaining</b> the whole time at the restaurant last night.      | <input type="checkbox"/> | <input type="checkbox"/> |

**iQ PRACTICE** Go online for more practice with simple past and past continuous. *Practice > Unit 7 > Activities 9–10*

## WRITING SKILL Using sentence variety

Using different types of sentences will make your writing more interesting. Here are some ways to improve your sentence variety.

1. Use both long and short sentences.
2. If you have too many short sentences, combine two sentences into one compound sentence with a coordinating conjunction (*and*, *but*, or *so*).  
The city wanted to plant more trees. They approved a ten-year plan.  
The city wanted to plant more trees, so they approved a ten-year plan.
3. Use questions and imperatives.

Look at these examples from Reading 2.

People feel safe riding in the city. As a result, more and more people are bicycling to work and school.

Rooftop gardens are very popular, and gardens often go up the sides of tall buildings.

Can every city become a green city? Read and decide for yourself.



**A. IDENTIFY** Read the paragraph. Then answer the questions. Compare your answers with a partner.

<sup>1</sup> Was New York City's Central Park always as beautiful as it is today?  
<sup>2</sup> Unfortunately, it was not. <sup>3</sup> Today it is a peaceful park, but it was not always a clean or safe place. <sup>4</sup> When it was first created in 1857, it became one of the first large public parks in the United States. <sup>5</sup> In the 1900s, there wasn't money to repair the park, so no one took care of the trees and buildings. <sup>6</sup> By the 1970s, no one wanted to visit the park. <sup>7</sup> It was too unsafe. <sup>8</sup> In the late 1970s, a new management company came in, and slowly the park was repaired. <sup>9</sup> Central Park became a beautiful and safe place again, so people could once again enjoy the park. <sup>10</sup> Nowadays, the park is enjoyed by residents and tourists, and it offers people a bit of peace in the middle of New York City. <sup>11</sup> Be sure to visit Central Park.

1. What sentences are short? \_\_\_\_\_
2. What sentences have coordinating conjunctions? Underline the conjunctions.  
\_\_\_\_\_
3. What sentence is a question? \_\_\_\_\_
4. What sentence is an imperative? \_\_\_\_\_

**B. RESTATE** Combine the two short sentences into one sentence. Use *and*, *but*, or *so*.

1. Istanbul, Turkey, has over 15 million residents. Istanbul is the country's largest city.  
\_\_\_\_\_
2. Istanbul has many ancient historic sites. Tourists enjoy modern attractions as well.  
\_\_\_\_\_
3. Turkey is between Europe and Asia. Turkey shares features of many cultures.  
\_\_\_\_\_
4. Istanbul is the largest city. Ankara is the capital.  
\_\_\_\_\_
5. Turkey has 40 national parks. It has 189 nature parks.  
\_\_\_\_\_

**C. CREATE** Finish each sentence in your own words.

1. Our city park is \_\_\_\_\_, so \_\_\_\_\_.
2. People who ride bicycles in a city \_\_\_\_\_, and they \_\_\_\_\_.
3. In my opinion, trees in a city \_\_\_\_\_.
4. Why should \_\_\_\_\_?
5. Don't \_\_\_\_\_.

**iQ PRACTICE** Go online for more practice with using sentence variety. *Practice > Unit 7 > Activity 11*

**UNIT ASSIGNMENT** Write an opinion paragraph

**OBJECTIVE** ▶

In this assignment, you will write an opinion paragraph about nature in your town or city. As you prepare to write, think about the Unit Question, “Do cities need nature?” 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 168.

**iQ PRACTICE** Go online to the Writing Tutor to read a model opinion paragraph. *Practice > Unit 7 > Activity 13*

**PLAN AND WRITE**



**CRITICAL THINKING STRATEGY**

**Analyzing and evaluating ideas**

One way to **analyze and evaluate** your ideas before you write is to ask yourself questions. For example, if you are going to write an opinion paragraph, write your opinion or main idea at the top of your paper. Then ask yourself questions to analyze and evaluate your opinion. For example:

Is my opinion important to discuss? Why?

Is my opinion a statement that I can support with reasons? Do I have at least three reasons for support?

Do I have facts and examples to support each reason?

Will my reasons convince the reader to agree with my opinion?

Read the student notes for an opinion paragraph.



Opinion: We don't need more trees along our city streets. (This is important to discuss because the city is preparing to spend thousands of dollars to plant new trees along certain city streets.)

Reason 1: We already have many trees, especially along downtown streets. (Give the approximate number of trees.)

Reason 2: Old trees can fall and injure people. (Include stories about several injuries last year.)

Reason 3: Trees are more important in parks. (Describe a park that needs more trees, and explain why they are important.)

**iQ PRACTICE** Go online to watch the Critical Thinking Video and check your comprehension. *Practice* > *Unit 7* > *Activity 12*

**A. DISCUSS** What is your opinion about nature in your city? Is there enough nature? Should there be more nature? Is there too much nature? Discuss these questions with a partner.

**B. PLAN** Decide on the opinion you will write about. Ask yourself the following questions to analyze and evaluate your ideas. Then complete the rough outline for your paragraph.

Is my opinion important to discuss? Why?

Is my opinion a statement that I can support with reasons? Do I have at least three reasons for support?

Do I have facts and examples to support each reason?

Will my reasons convince the reader to agree with my opinion?

Opinion: \_\_\_\_\_

This is important because: \_\_\_\_\_

\_\_\_\_\_

Reason 1: \_\_\_\_\_

Facts or examples: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Facts or examples: \_\_\_\_\_

Reason 3: \_\_\_\_\_

Facts or examples: \_\_\_\_\_

**iQ RESOURCES** Go online to download and complete the outline for your opinion paragraph. *Resources* > *Writing Tools* > *Unit 7* > *Outline*

**C. WRITE** Use your rough outline from Activity B to write your paragraph.

1. Write a clear topic sentence and use reasons and details to support your opinion. Make sure to use a variety of sentences. Be sure you have a concluding sentence. Try to use some expressions for giving opinions, some phrasal verbs, and the simple past or past continuous.
2. Look at the Self-Assessment checklist below to guide your writing.

**iQ PRACTICE** Go online to the Writing Tutor to write your assignment.  
*Practice > Unit 7 > Activity 14*

## REVISE AND EDIT

**iQ RESOURCES** Go online to download the peer review worksheet.  
*Resource > Unit 7 > Peer Review*

- A. PEER REVIEW** Read your partner's paragraph. Then 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                       |
|---|--------------------------|--------------------------|
| Do you make claims? Are they supported by facts?                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you use simple past and past continuous correctly?               | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have a variety of sentences?                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| Does your paragraph include vocabulary from the unit?               | <input type="checkbox"/> | <input type="checkbox"/> |
| Did you check the paragraph for punctuation, spelling, and grammar? | <input type="checkbox"/> | <input type="checkbox"/> |

**D. REFLECT** Discuss these questions with a partner or group.

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

**iQ PRACTICE** Go to the online discussion board to discuss the questions.  
*Practice > Unit 7 > Activity 15*



## TRACK YOUR SUCCESS

**iQ PRACTICE** Go online to check the words and phrases you have learned in this unit. *Practice > Unit 7 > Activity 16*

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

- READING**  I can identify claims and support. (p. 152)
  - VOCABULARY**  I can use phrasal verbs. (p. 161)
  - GRAMMAR**  I can use the simple past and past continuous. (p. 163)
  - WRITING**  I can use a variety of sentences. (p. 164)
  - CRITICAL THINKING**  I can analyze and evaluate ideas. (p. 166)
- 
- OBJECTIVE** ▶  I can gather information and ideas to write an opinion paragraph about nature in a city.
-