

NATIONAL
GEOGRAPHIC
LEARNING

CENGAGE
Learning

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WORKBOOK

2

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WORKBOOK

2

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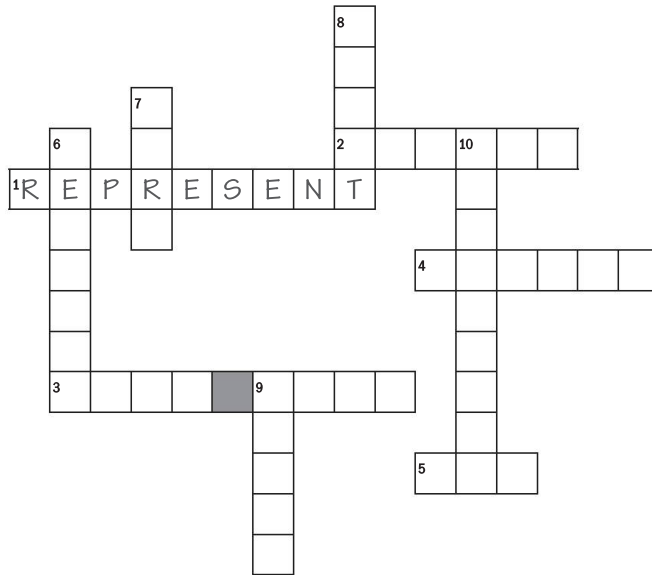
Unit 1

Color Matters

1 Complete the sentences. Then fill in the puzzle.

Across

1. Many businesses use the color blue to represent them.
2. The color green often symbolizes _____.
3. In many countries, people think the color red is _____.
4. _____ colors often make us feel happy.
5. Blue jeans are colored with indigo _____.



Down

6. In some countries, _____ dresses are red.
7. Red and yellow are used to _____ people of danger.
8. When we _____ someone, we often feel safe with them.
9. Violet is a _____ purple color.
10. _____ vehicles are often red.

2 Match the word to its definition. Write the letter on the line.

- ___ 1. warn a. to give information or a warning
- ___ 2. signal b. to believe in someone or something
- ___ 3. good luck c. to tell that danger is coming
- ___ 4. trust d. something that makes good things happen

3 Listen. Circle **T** for *True* or **F** for *False*. **TR: 2**

- 1. T F 4. T F
- 2. T F 5. T F
- 3. T F 6. T F

4 Listen again. Correct the false statements. **TR: 3**

5 Look at the photos. Choose two and write a sentence about them. Use a word from the box in each sentence.

signal represent danger flag luxury color-blind warn



A car like this is a luxury.

GRAMMAR

Comparatives and superlatives: Comparing two or more things

Adjective	Comparative	Superlative
Green is a common color.	Red is more common than purple.	Blue is the most common color.
Fuchsia is a bright pink color.	Hot pink is brighter than fuchsia.	Magenta is the brightest color.
Fish that live deep in the sea have bad eyesight.	Bats have worse eyesight than deep-sea fish do.	Moles have the worst eyesight.

We use comparatives to compare two things. Use **more** before adjectives that have two or more syllables. Add **-er** to adjectives that have just one syllable. With two-syllable adjectives that end in *y*, both options are possible (tastier or more tasty). Remember to change *y* to *i*.

With a group of three or more things, we use superlatives to compare one thing in the group to the rest. Superlatives always take **the**. Use **most** before adjectives that have two or more syllables. Add **-est** to adjectives that have just one syllable. With two-syllable adjectives that end in *y*, both options are possible (*the tastiest* or *most tasty*). Remember to change *y* to *i*.

Some adjectives are irregular: **good/better/best** and **bad/worse/worst**.

- 6 Listen.** Write the letter C when you hear a comparative and the letter S when you hear a superlative. **TR: 4**

1. C
2.
3.
4.
5.
6.

- 7 Listen again.** Rewrite the comparatives as superlatives, and the superlatives as comparatives. **TR: 5**

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

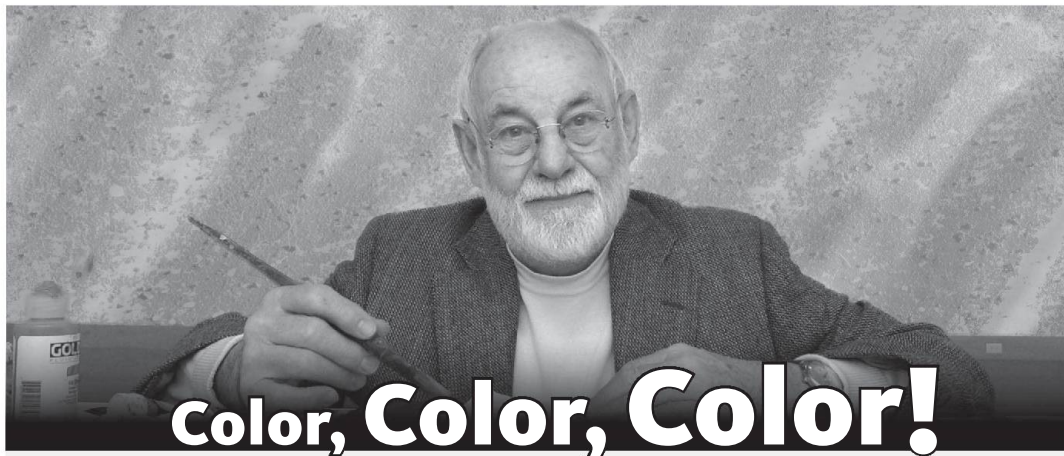
8 **Fill in the blanks.** Use the adjective, the comparative, or the superlative form of the words from the box.

bright	common	depressed	light
nervous	ordinary	relaxed	strong

1. Brighter colors often get _____ reactions than lighter ones.
2. Light colors make us feel _____ dark colors.
3. That's why pale yellow and pink are _____ black in schools and hospitals.
4. Dark colors tend to make people feel _____.
5. The color that makes people _____ is red.
6. Orange is one of the _____ colors.
7. Pink is a color that is _____ red.
8. A room without color looks very _____.



9 **Write.** Choose at least two colors you really like. Write four sentences comparing the colors and how you feel about them. Use either a comparative or superlative in each sentence.



“Color, color, color!” are the words of artist and illustrator, Eric Carle. Eric is like royalty in the world of children’s books. He has written over 70 children’s books. His most famous book, *The Very Hungry Caterpillar*, is common on children’s bookshelves all over the world. What most people don’t know is that Eric makes art for adults, too. A lot of people do not know about Eric’s “ArtArt.” “ArtArt” is what Eric’s work for adults is called. People didn’t know about it, because he didn’t show it to the public until he was 84 years old!

Like Eric’s children’s books, his “ArtArt” is full of bright, vibrant colors. He says that he loves color so much because he missed it during the war in Germany. Eric was born in Syracuse, New York, in 1929, but moved to Germany with his family when he was six. When he was 10, World War II began. He noticed that all the houses and buildings in his town were painted gray, brown, or dark green. It was a sad time, and it seemed like there was no color anywhere.

At the end of the war, “when color came back,” Eric explains, “I just loved it so much. I keep saying that I wish our eyes could see more color. Color is a very important part of my work.”

Anyone who has seen Eric’s books can see how important color is to the artist. He paints bright colors on paper, cuts out shapes, and then glues them onto another piece of paper. This is no ordinary method—it is called *collage*. In fact, this method is what led Eric to his “ArtArt.” He never planned on making art for adults. But when he saw all the extra pieces of colorful paper he had from cutting out shapes, he decided to make something out of them.

Eric’s “ArtArt” includes large collages as well as paintings, sculptures, photographs, and even costumes. In all these works, he uses a rainbow of colors—everything from purple to light green to orange. Now that’s a lot of color!



11 Read. Then check **T** for *True* or **F** for *False*. Correct the false statements.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Eric has created many books for adults. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Most people know Eric's "ArtArt." | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <i>Collage</i> is a method of gluing colored pieces of paper together. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The colors used during the war represent sadness for Eric. | <input type="checkbox"/> | <input type="checkbox"/> |
-

12 Read "**Color, Color, Color!**" again. Use the events below to fill in the order of events and when they happened.

moved to Germany	showed "ArtArt" to public	born
"color came back"	World War II began	

Event	When It Happened
born	1929
moved to Germany	age 6

13 Write. You have read about the history of purple and the artist Eric Carle. What is similar about William Perkin's and Eric Carle's experiences while doing their work?

GRAMMAR

The: Identifying general and specific things

My friend started a new company.

The company is called *Color Works*.

The human eye can see over 10 million colors.

The moon is glowing orange tonight.

Can you pass me **the** green crayon?

We use the definite article *the* to refer to a specific noun. The noun is specific because

- it was mentioned before or it is known.
- there is only one.
- we're referring to it in general.
- we're providing information that makes it specific.

Use the indefinite article *a/an* to refer to something for the first time (*I bought a bright pink pen.*) or to refer to something that is not specific. (*Do you have a colorful dress for the party?*) You can't use *a/an* with plural nouns.

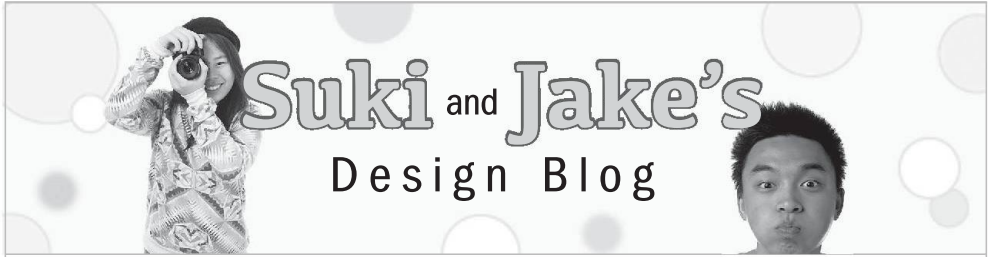
14 Read. Circle the correct word.

1. **The** / **A** back wall of this art room is neon pink.
2. What's **the** / **a** name of this dark blue color?
3. Our classroom has **a** / **the** colorful work station.
4. **The** / **A** moon is very bright in the night sky.
5. I bought **a** / **the** new pair of shoes. **The** / **A** color of these shoes is light green.
6. Lucy wore **an** / **the** orange and green scarf. I never saw it before today.
7. In some countries, seeing **the** / **a** black cat is good luck.

15 Fill in the blank. Use *the* or *a/an*.

1. The sign said to slow down, but Juan did not notice _____ warning.
2. Walking on green grass is _____ luxury for Linda because she lives in the desert.
3. Andi wants to start _____ online company that sells fabric dyes.
4. _____ wedding will be next Saturday afternoon. Ana is so nervous!
5. Have you ever seen violet clouds in _____ sky?
6. _____ French flag on the capitol building is very large.

- 16** Read Suki and Jake's blog. Write your comments and advice. Be sure to use *the* and *a/an* in your response.



Welcome to our blog! Some of you may have noticed that we want to repaint the school's art room. Mr. Lee says he trusts us and gives the students full control. Jake and I started a committee. As leaders of the committee, we are nervous. We will make the final decision, but want to hear from the whole student body.

So far, some of the students say they like the room as it is. They like the bright colors and the fun photographs. But many others say we need a new look.

A common idea among several students is to paint a mural. Everyone can help. The question is "What will the mural be?" Another suggestion is that students enter design ideas into a contest. The winner will design the large side wall. And the runner-up will decorate the smaller front and back walls.

So, what will we do? Leave the art room as it is? Paint a mural? Create a contest in which the winners design the walls? Or something else?



Sam

I like the mural idea. It could be of the school flag!



Lucy

I agree that the art room needs a new look. I think the contest is a good idea.

WRITING

A topic sentence introduces the main idea of a paragraph. It tells what the paragraph is going to be about. It also makes readers want to know more. The topic sentence is usually the first sentence of the paragraph, but it does not always have to be. It explains:

- what you want to say
- why you are writing

Look at these examples of topic sentences:

In this article, I'm going to discuss the history of the color orange.

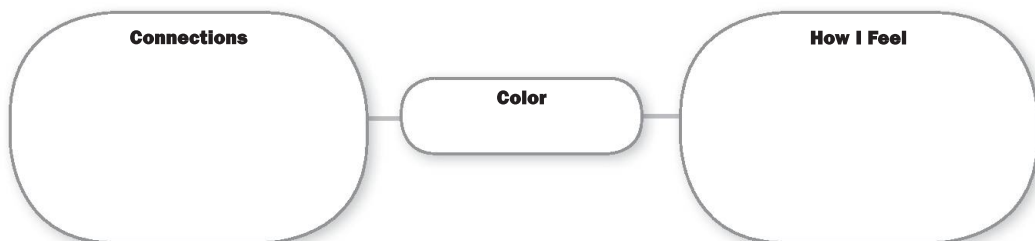
When taking a photograph, it's important to think about light and color.

Each of the colors and shapes of the South Korean flag represents something specific.

Many people who are color-blind cannot tell the difference between red and green.

17 Organize

1. Your topic is *Color Matters*. Look through Unit 1 in your book to get some ideas about what colors you like, what connections you have to them, and how they make you feel.
2. Now fill in the idea map about the color you chose to write about. Include the color, your connection to it, and how it makes you feel.



2. Plan your writing. You'll need to begin with a topic sentence. It should state your main idea, why you are writing, and what you want to say. Write your topic sentence here.

Then, you will write a few sentences about your connection to the color. Finally, you will write a sentence or two about how the color makes you feel.

18 Write

1. Go to p. 21 in your book. Reread the model and writing prompt.
2. Write your first draft. Check for organization, content, punctuation, capitalization, and spelling.
3. Check your final draft. Share it with your teacher and classmates.

Now I Can . . .

talk about colors and why they are important.

Give an example of a color and what people usually associate it with.

Write a sentence that describes how color can make you feel.

- Yes, I can!
- I think I can.
- I need more practice.



use comparatives and superlatives to compare two or more things.

Write a sentence with a comparative comparing two colors or things.

Write a sentence with a superlative about how one color or thing is *the most*, *the best*, and so on.

- Yes, I can!
- I think I can.
- I need more practice.

use *the* to identify general and specific things.

Fill in the blanks with *the* and *a/an*.

Sara bought _____ interesting painting. My favorite part of _____ painting is _____ sun.

The artist used _____ color orange instead of yellow. It creates _____ happy feeling.

- Yes, I can!
- I think I can.
- I need more practice.

write a paragraph about my favorite color.

Write a topic sentence about another color you like. The topic sentence should include why you are writing and what you want to say.

- Yes, I can!
- I think I can.
- I need more practice.

Choose an activity. Go to page 90.

Unit 2

Feeling Good?

1 Unscramble the words. Then write the letters in the circles to answer the question below.

ISRVSEU

DAINVE

ABATERIC

LECL

MIENMU MESTYS

SINNOFECTI

RATET

TPOTECR

GISETD

ROES

TOCANITIBIS

MYPSTSOM

How can you protect yourself from viruses?

2 Match the word to its definition. Write the letter on the line.

_____ 1. bacteria

_____ 2. viruses

_____ 3. antibiotic

_____ 4. immune system

_____ 5. symptoms

a. medicine that treats sicknesses

b. one-cell organisms that can be good for the body

c. the body's defense against sickness

d. signs of sickness

e. tiny organisms that need a host to survive

3 Fill in the blank. Complete each sentence with a word from the box.

antibiotics	bacteria	digest	disease	emotions
positive	survive	vaccinations	viruses	

1. When people feel sick and weak, they may be fighting a _____.
2. Illnesses are caused by _____ and _____.
3. One way to protect against viruses is to get _____.
4. Viruses cannot be treated with _____.
5. Bacteria are cells that can _____ inside and outside of the body.
6. Bacteria help us _____ food and feel our _____.
7. It's important to stay _____ when we are sick.

4 Listen. Circle the vocabulary word you hear being described. **TR: 7**

vaccinations	sore	symptoms
cells	invade	emotions
viruses	protect	bacteria
immune system	infections	illnesses
antibiotics	treat	positive

5 Listen. Answer each question. You may look at the words from the lists above to help you.

TR: 8

1. *Some symptoms of a cold are a sore throat and sneezing.* _____
2. _____
3. _____
4. _____

GRAMMAR

Adverbs: Saying how and how often you do something

Max often goes to bed after midnight.	Often , Max goes to bed after midnight.
He is always tired.	
Kara sometimes wakes up before 7:00.	Sometimes , Kara wakes up before 7:00.
She sleeps well .	
Caroline occasionally goes to bed by 9:00.	Occasionally , Caroline goes to bed by 9:00.
She always likes to be rested because she handles problems better .	

Some adverbs answer the questions “How often?” They usually go in front of the verb. (*He always sleeps late.*) Note that these adverbs follow the verb *to be*. (*He is always at home.*) Some adverbs answer the question *How?* They usually go after the verb. (*She sleeps well.*)

- 6 Listen.** Write the adverb you hear. Then check whether it describes “How?” or “How often?” You will hear each sentence two times. **TR: 9**

Adverb	How	How Often
well	✓	