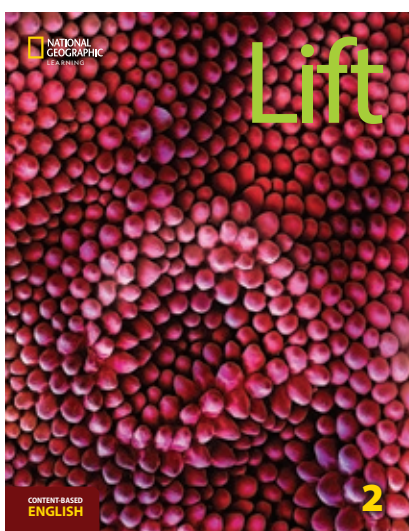


# PROGRAM OVERVIEW AND FEATURES

*Lift* prepares multilingual teenagers with the academic language and literacy skills they need to study cross-curricular subjects and literature from around the world, participate in academic discussions, and apply themselves in and out of the classroom.



- Guided explorations of literature and nonfiction, supported by stories told by photography and video, help learners make connections across disciplines.
- A structured approach to skill building, including textual analysis, close reading, and research, trains students for continued academic success in English.
- Academic speaking and writing practice in every lesson prepares learners to make valuable contributions in the classroom.
- Service-learning projects, inspired by the work of National Geographic Explorers, encourage learners to make a difference in their schools, their communities, and the world.
- Digital teaching and learning tools hosted on the Online Practice platform help teachers plan, prepare, teach, and assess their classes.

*Lift* supports Common Core State Standards for English Language Arts & Literacy and other global standards and frameworks.



**NONIE K. LESAUX**  
Harvard Graduate School of Education

Nonie K. Lesaux began her collaboration with National Geographic Learning more than ten years ago as an advisor for Reach, an English language and literacy program for elementary school students. She currently serves as the program advisor for Lift, National Geographic Learning's new Content-based English series for multilingual teenagers.

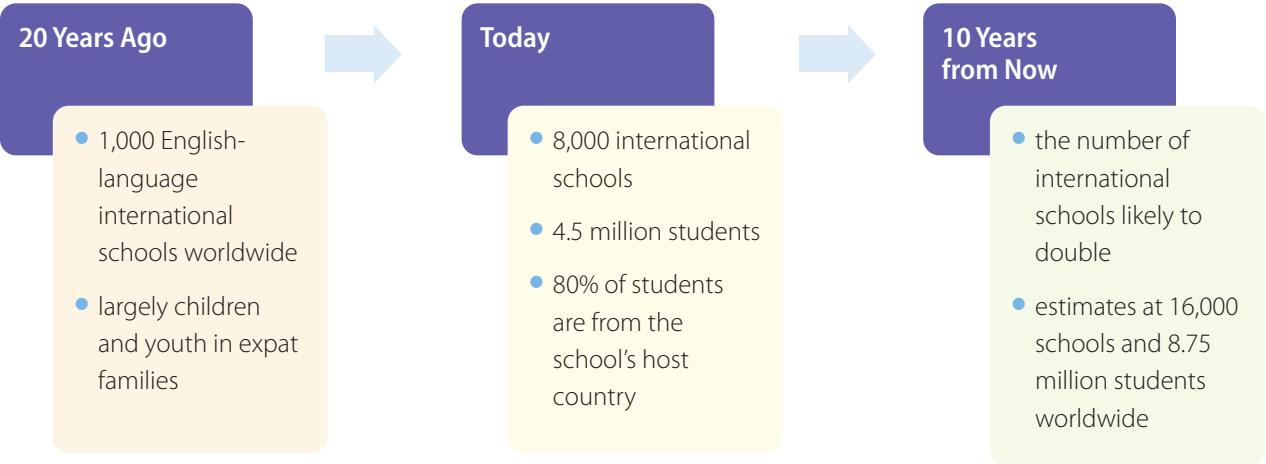
THE SHIFTING LANDSCAPE OF GLOBAL LEARNERS

Nonie K. Lesaux’s research into global language and literacy learning has led to a deeper understanding of what is needed to meet the needs of today’s adolescent learners worldwide. She says: “The model for English-Medium Instruction\* hasn’t kept pace with population growth and changes, coupled with rapid social and economic development, over the last two decades. The landscape of what it means to be educated and what constitutes being literate has changed. The next generation needs advanced literacy and communication skills, critical thinking and problem-solving skills, awareness of global issues, and an understanding of diverse cultures. Where 20 years ago, there were only 1,000 international schools around the world, largely serving children and youth of expat families, today there are 8,000 international schools serving 4.5 million students—80% of whom are from the school’s host country. By the way, these numbers are estimated to double in the next decade.”

This tremendous growth in the population, and growth in diversity of the population, is coupled with dramatic shifts in the skills our students need to thrive today.

\* English-Medium Instruction is designed for multilingual learners who live in non-English-speaking countries and are developing social and academic English skills.

A Large, Diverse, and Growing Population



Why Key Shifts in English-Medium Instruction?

1

Millions of students around the world share the goal of attaining academic success in English.  
  
This growing population is characterized by vast diversity—of backgrounds and experiences.

2

Globalization and economic and social development demand new skills.  
  
Today’s youth need advanced literacy and communication skills, critical thinking and problem-solving skills, and global and cultural knowledge and competencies.

3

The model for English-Medium Instruction has not kept pace with these rapid changes.  
  
There is a pressing need to rethink the approach in order to meet learners’ needs and the demands of today’s global context.

KEY SHIFTS IN CURRICULUM DESIGN

Through her research, Lesaux recognized that globalization and social and economic development demand new skills of the next generation, and that key shifts in curriculum design are needed in order to develop these competencies, which include:

- advanced literacy and communication skills
- critical thinking and problem-solving skills
- the ability to work with new information to solve problems and influence others
- the ability to work in fluid, team-based settings
- global and cultural knowledge and competencies.

Lesaux says this about the key shift in curriculum design: “My research was clear that if we were going to improve learning outcomes for our growing and diverse population of learners, we needed a ‘knowledge-building approach’ to language and literacy instruction—an approach that places rich content and engaging text sets at its core and focuses on what I think of as three design principles: 1) go for depth of learning; 2) focus on the learning process; 3) make learning interactive.”

THE RESULT OF COLLABORATION AND RESEARCH

Lesaux says that she was attracted to the project because the curriculum designers were looking closely at the latest research, were open to thinking differently about building students’ language and literacy skills, and were guided by National Geographic Learning’s mission: to “bring the world to the classroom and the classroom to life.”

After years of planning, the result of Lesaux’s latest collaboration with National Geographic Learning is *Lift*. *Lift* fulfills the needs of the next generation of global learners by engaging students with rich content and materials that are relevant to their everyday lives and challenges. Content is built around thought-provoking unit themes that build depth of knowledge and offer regular opportunities for inquiry, discussion, and collaboration with peers. This approach taps adolescents’ innate social nature and harnesses the benefits of interactive learning.

*Lift* is an innovative curriculum that not only builds the language and thinking skills necessary for discourse and success—it also helps students become globally-minded citizens who are ready for the challenges of tomorrow.



AUTHENTIC CONTENT WITH A GLOBAL PERSPECTIVE

READING SELECTIONS

In *Lift*, learners develop literacy and language skills through authentic content with a global perspective. Learners are guided through explorations of literature, nonfiction texts, videos, and infographics to inspire learning and help them make connections across disciplines.

Representative literature

allows students to see reflections of their own lives, as well as the experiences of others from around the world.

Classic and contemporary authors and poets, from

Leo Tolstoy and Robert Frost to Cao Wenxuan, Naomi Shihab-Nye, and Pablo Neruda, introduce students to the very best that literature has to offer.

Read and answer the questions: **Why are Bronze and Sunflower at the reed marsh? What triggers their fear?** As you read, underline any parts of the text you have questions about or find confusing.

from  
**Bronze and Sunflower**  
by Cao Wenxuan



140 Unit 3: Overcoming Fear

"Bronze and Sunflower" is an excerpt from Cao Wenxuan's novel of the same name. Sunflower is the name of the young girl from the story, and Bronze is her friend. When Sunflower's father dies, she goes to live with Bronze's family, and he becomes a brother to her. As this excerpt begins, insects have eaten the plants and crops where they live. Sunflower and Bronze set off to find food for the family.

**TEXT**

One day, Bronze and Sunflower set out with the buffalo toward the reeds.<sup>1</sup> Bronze walked along, leading the buffalo and balancing a spade<sup>2</sup> across his shoulder.

on the buffalo with a basket on her back.<sup>3</sup> go into the reeds and dig up a basket of roots. Bronze knew that the deeper they went, the sweeter the roots would be. In the sat already grown new leaves; it was hard to find locusts<sup>4</sup> had swept through and stripped weeks before.

From the buffalo's back, Sunflower saw rising and falling like waves on the sea and pools of water shimmering silver in the wet pools, she saw birds in the sky: wild ducks.

she couldn't name.

She was hungry.

"Are we nearly there?" she asked Bronze.

He nodded. He was hungry, too. He'd been long time, so hungry that his head felt hot and light, and the images before his eyes kept sliding to keep going. He wanted her to taste the locusts that tasted sweet just the moment in Sunflower looked around. Their village already disappearing into the distance. This by reeds. She felt scared.

**Notes and questions**

<sup>1</sup>spade: a shovel

<sup>2</sup>locusts: a kind of insect

<sup>3</sup>spade: a shovel

<sup>4</sup>locusts: a kind of insect

**About the Author:**  
**Cao Wenxuan**  
(b. 1954)

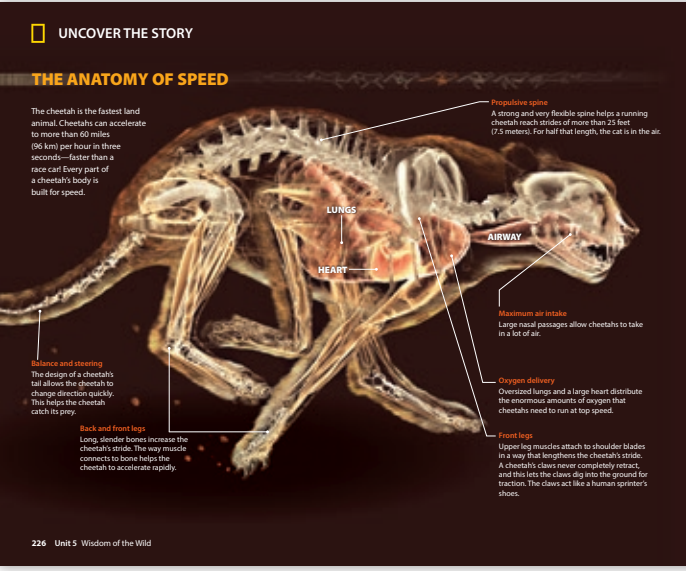
Cao Wenxuan is one of China's most famous authors. In his stories, he explores what it means to be human.



STORIES TOLD THROUGH PHOTOGRAPHY AND VIDEO

**UNCOVER THE STORY**

**THE ANATOMY OF SPEED**



The cheetah is the fastest land animal. Cheetahs can accelerate to more than 60 miles (96 km) per hour in three seconds—faster than a race car! Every part of a cheetah's body is built for speed.

**Propulsion spine**  
A strong and very flexible spine helps a running cheetah reach a stride of more than 22 feet (7.5 meters). For half that length, the cat is in the air.

**LUNGS**

**HEART**

**AIRWAY**

**Maximum air intake**  
Large nasal passages allow cheetahs to take in a lot of air.

**Oxygen delivery**  
Oversized lungs and a large heart distribute the enormous amounts of oxygen that cheetahs need to run at top speed.

**Back and front legs**  
Long, slender bones increase the cheetah's stride. The very muscle connects to bone helps the cheetah to accelerate rapidly.

**Front legs**  
Upper leg muscles attach to shoulder blades in a way that lengthens the cheetah's stride. A cheetah's claws never completely retract, and this lets the claws dig into the ground for traction. The claws act like a human sprinter's shoes.

226 Unit 5: Wisdom of the Wild

**Examine the Graphic**

Use details from the graphic to respond to the questions. Discuss your responses with a partner.

1. What is something the graphic makes you wonder?
2. What is something you find surprising?
3. What are some of the benefits of the cheetah's anatomy?
4. How do a cheetah's claws and tail contribute to its speed?
5. Look at the cheetah's head. Where is the cheetah looking? How do you think its head position benefits the cheetah?

**Make Connections**

Discuss your responses with a partner.

1. Would you rather have the speed of a cheetah or the communication skills of an elephant? Why?
2. Cheetahs are the fastest land animals, but they only catch their prey about 50 percent of the time. What does this tell you about the animals they hunt?

**Reflect**

Use ideas from the graphic and your discussions to answer the questions: What lessons from the cheetah could help you to run faster? List three.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Uncover the Story 227

UNCOVER THE STORY helps

students build visual literacy by “uncovering the story” behind a National Geographic photograph, infographic, or a work of fine art.



Geysers release steam in the Atacama Desert, Chile, one of the driest places on Earth.

Read and answer the question: **How is water harvested from fog?** As you read, underline any parts of the text you have questions about or find confusing.

**Bringing Water to the Driest Desert on Earth**

by Nick Lawars  
from New Atlas

**TEXT**


It's easy for people in the cities. ... They turn on the tap, and they have water with which to wash and drink. Here, it is a much more complicated issue." Agricultural expert Daniel Rojas was referring to Peña Blanca, Chile. The remote community is located on the edge of the Atacama Desert, the driest non-polar desert on Earth. Rain is incredibly scarce in the north of Chile. The country has suffered a severe drought for years. Geographers fear that the desert will permanently expand south and destroy historically fertile farming land. There are few inexpensive, efficient ways to get water. The 400,000 people in the mining city of Antofagasta rely on desalinated water from the ocean, while smaller towns often have it delivered by truck. The smaller the community, the harder it is to get a reliable source of water. This is evident in the tiny fishing communities along Chile's coastline, where the desert meets the sea. The geysers survive on around eight inches of rain each day. But because of how a pipeline to provide tap water to Chile's scientists are exploring for a solution to Chile's water crisis.

to the Driest Desert on Earth 79

Content-based nonfiction

articles investigate timely topics like artificial intelligence, threats to our ecosystems, the dangers of climate change, and access to water.

Essays, interviews, articles, biographies, memoirs, and more explore subjects ranging from ancient civilizations to contemporary scientific research.



The four letters of the genetic code—A, C, G, and T—are projected onto a Nigerian man.

192 Unit 4: Happiness

Read and answer the question: **According to the presentation, what two factors affect our happiness?** As you read, underline any parts of the text you have questions about or find confusing.

**Happiness Might Be GENETIC**

Why are some people happier than others? Professor Meike Bartels is one of the researchers trying to answer this question. At the World Government Summit in Dubai, Professor Bartels gave this presentation about her research on what influences our happiness, and suggested how we can increase it for everyone.

**by Professor Meike Bartels**

**TEXT**

I am a scientist on a mission. My mission as a scientist is to provide you with evidence, to give you numbers, and to help you use these numbers to change the world. So, I'm going to talk about the biology of well-being. But first, we have to realize that we are all different. Some people are happy, other people are less happy, and it's important to know why. I'm going to introduce you to the connection between the human genome and its exposure to the environment, and what that means for human well-being.

When we consider the population of a country, a portion of people don't feel happy. But the majority of people do feel happy. So we need to know why some people develop negative feelings and others are happy. Most research has compared the well-being of different groups—for example, people in different countries, or people with children compared to people without children, or people that are married compared to people that are not married, or people that have a high income compared to people that have a low income. Studies compared the average person in one of these groups to the average person in another. And surprisingly, the results are mixed. We often forget that we are all different. Some people with children are more or less happy than people without children.

In studying the difference between people, my group focused on the human genome. Are there places on the human genome

Happiness Might Be Genetic 193

VIDEO CONNECTION grabs

students' attention and provides opportunities to practice and build media literacy skills.

**TAKE ACTION**

**Invention Tips for Young People**

**David Montina Singh** is a researcher and scientist.

Artificial limbs can improve the lives of people who have lost an arm or a leg, but they can also be painful to wear. National Geographic Explorer David Montina Singh used data and technology to solve this problem during his five years at the MIT Media Lab. The prosthetics he designed are made with a 3D printer and greatly improve the fit of the limb, decreasing pain for the wearer. His solution has had a global impact and has positively affected the lives of amputees in his home country of Sierra Leone. Singh believes being smart doesn't mean much unless you use your intelligence to improve people's lives. He thinks sharing ideas, asking for help, and combining new ideas with old ones are some of the key ways young people can solve real-world problems.

**TEXT**

Watch the video to learn more.

1. Singh says he is a problem-solver, but he's not sure if he's an inventor. Do you think the two are the same or different?
2. Singh thinks that asking for help can solve world problems. What do you think he means?

**Local**

Conduct research on brain variation.

1. Form small groups and assign one neurodiverse condition to each: ADHD, autism, dyslexia, dyspraxia, and dyscalculia.
2. Assign one person in each group to research and summarize one aspect of the condition: characteristics, challenges, or strengths.
3. Based on your research, make a plan for how your group can learn more about and reach out to neurodiverse people in your community.

**Global**

Explore how artificial intelligence may solve global problems.

1. In a small group, brainstorm several global problems you would like to see solved.
2. Search online to find out whether artificial intelligence is being used to solve these problems. Share your research with your classmates.
3. Choose a global issue that affects your community. Propose and plan a solution that uses artificial intelligence.

**Reflect**


1. Reflect on your Take Action project(s). What was successful? What do you wish you had done differently? Why?
2. Respond to your response to the Essential Question: **What is intelligence?** In Connect Action Tools, How did your Take Action project(s) change or add to your response?
3. What will you do differently in your life because of what you learned in this unit?

54 Unit 1: Intelligence

Take Action 55

**VIDEO CONNECTION**

What are the qualities of a good friend?



32 Unit 1: Friendship

TAKE ACTION includes a video

and features a National Geographic Explorer to inspire students to make a difference in their schools, their communities, and the world through their own service-learning projects.



LITERACY SKILL BUILDING & ENGLISH LANGUAGE DEVELOPMENT

Lift combines a structured approach to academic skill building with an interactive classroom environment. Multilingual learners acquire, expand, and practice language, which leads to continued academic success.

LITERACY SKILLS

UNIT LAUNCHES

**ESSENTIAL QUESTION**  
What impact can clean water have on the world?

Explore the Essential Question  
Think Write your ideas about the Essential Question in the Unit Concept Map.

Respond Write one or two sentences to respond to the Essential Question.

Discuss Your Ideas Use your Unit Concept Map and your response to share your ideas with the class.

58 Unit 2 Clean Water for the World

An **ESSENTIAL QUESTION** in every unit sparks critical thinking, generates debate, and encourages curiosity.

Discussion Frames

Clean water is important because ...  
Another reason is ...  
For example, we need clean water to ...  
Why do you believe that ...?

DISCUSSION FRAMES

provide support for academic discussions and presentations.

Students **SHARE OPINIONS** and focus on the deeper analysis and reflection that comes after rereading.

SHARE OPINIONS

Read Again Read "What Animals Think and Feel" again. If you need, circle details from the text that help you respond to this question.

How do elephants show that they think and feel?

Respond to the Guiding Question Write a response to the question: What do animals think and feel? Use evidence from the text, your discussion, and your life. Use the Discussion Frames to help you. Use the rubric to check your response.

Research Write a paragraph about one of these topics. Research the topic to learn more about it.

What Animals Think and Feel 223

READING SKILL

Read Skill Describe a Story's Plot **4.1.1**  
As the action of every story is carried, the writer reveals the conflict through the plot, which is the sequence of events in the story. To describe a plot, identify the following elements:

1. **Exposition:** The exposition introduces the main characters and the setting of the story.  
2. **Rising action:** These events develop the main character and introduce the conflict.  
3. **Climax:** The climax is the most exciting and important event in the story.  
4. **Falling action:** These events lead to the conclusion of the story. The climax event, and the reader can fully predict the ending.  
5. **Resolution:** The resolution provides details that show how the conflict is solved.

Skill in Action

Look at the plot map that shows the events in the story "The Shipwreck Boy and the Girl" you read. How does the plot map help you understand the story?

A Long Walk—Ryan's Story 41

**READING SKILL** instruction helps students to develop the language and thinking needed to support strategic reading and demonstrate their understanding.

PERFORMANCE TASK: WRITING

Assignment: Write a Fictional Narrative **4.1.1**  
When you write a fictional narrative, you use your imagination to tell a story. A narrative can focus on a single event or a series of related events.

Explore the Model

Read the fictional narrative. Notice how the transition words and details help to tell the girl's story. Identify the details and transitions. Think about how they help tell the story.

46 Unit 1 Intelligence

PERFORMANCE TASK: SPEAKING

Assignment: Read Your Narrative Aloud **4.1.1**  
For this assignment, you will read your fictional narrative aloud in front of the class. Your partner should complete the checklist for you and use it to give you feedback before you read aloud in front of the class.

Practice

Read the checklist below. Then practice reading aloud with a partner. Your partner should complete the checklist for you and use it to give you feedback before you read aloud in front of the class.

Feedback Frames

Plan

Read your narrative again. Identify sections where you can change your voice to reflect the feelings, actions, and mood of the narrative.

Present

Read your narrative aloud in front of the class.

Reflect

Discuss the questions with a small group.

1. Was it easy for you to identify a situation to write about? Why or why not?  
2. Was any part of your narrative based on real people or events?  
3. Which part of the narrative was most difficult to write?  
4. Which part of the narrative did you most enjoy reading about?

52 Unit 1 Intelligence

PERFORMANCE TASKS

provide opportunities to engage with the unit's theme in interpretive and expressive ways.

LANGUAGE SUPPORT

PREPARE TO READ: Fear on the Brain

How can understanding fear help us respond to it?

First Thoughts  
Think about these questions and make notes about your responses. Then share your ideas with a partner.

1. How do you know you're scared?  
2. What does fear feel like in your body?  
3. Why do you think that your body's reactions to fear are automatic?

Discussion Frames

Know I'm scared because ...  
Additionally, ...  
I think these responses happen because ...  
How do you feel when ...?  
How do you know that ...?

Key Vocabulary  
**PRACTICE** Use context to determine the meaning of each word in bold.

1. defensive  
2. deliberate  
3. emotion  
4. experience  
5. panic  
6. reflex

a. a feeling, such as love, hate, happiness, sorrow (n.)  
b. an event, something that happens (n.)  
c. a quick reaction (n.)  
d. to respond with uncontrolled fear to possible danger (v.)  
e. done in a planned way (adj.)  
f. good for protection or keeping something safe (adj.)

112 Unit 3 Overcoming Fear

KEY VOCABULARY and ACADEMIC VOCABULARY

lessons introduce terms that students need to know in order to read the text, discuss it, and write about it.

Academic Vocabulary

Use these words to express your ideas throughout the unit.

**PRACTICE 1** Use context to determine the meaning of each word in blue. Then match the word to its definition.

1. Students achieve more when their **perception** is that they are in control of their learning.  
2. In some cultures, believing their children can succeed plays a **significant** role in parenting.  
3. The **consequence** for not completing an assignment is a note home to your parents.  
4. To encourage independence, parents should **reinforce** the idea that children can do things for themselves.  
5. Significant brain development occurs in the **preteen** years.  
6. A **mature** person takes responsibility for his/her actions.

Word Definition

**significant** large or meaningful enough to be noticed

**reinforce** grown to full size; having the qualities of an adult

**consequence** to encourage or give support to an idea or opinion

**perception** the result of a particular action or set of conditions

**significant** the way you think about or understand something to happen

**PRACTICE 2** Work with a partner. Take turns giving clues about a vocabulary word and guessing the word.

Example

Student 1: A synonym for this word's take place.  
Student 2: Is the word reinforce?  
Student 1: No. The definition of this word is "to happen."  
Student 2: Is it the word occur?  
Student 1: Yes!

Unit Launch 163

FOCUS ON LANGUAGE

Language Convention: Punctuate Nonrestrictive Clauses **4.2.1**  
A **nonrestrictive clause** adds information to a sentence, but it is not essential to the meaning of the sentence. It can be removed without changing the sentence's meaning. A nonrestrictive clause is separated from the rest of the sentence by commas. If the clause is in the middle of the sentence, a comma is used at the beginning and at the end of the clause.

Example

The central idea of the sentence is that mature trees have extensive root systems that make it easy for them to take in carbon.

"Mature trees have extensive root systems some roots measuring two to three meters that make them very efficient at absorbing and capturing carbon," Al Mansouri said.

The nonrestrictive clause is set off by commas.

**PRACTICE** Underline the nonrestrictive clause in each of the following sentences. Then write the central idea of each sentence.

1. According to Anna Al Mansouri, who is a marine biologist scientist at EAD, mangroves trap carbon dioxide from the atmosphere into their root systems and sediments.

2. Protection of mangrove forests couldn't keep up with development in the United Arab Emirates, which skyrocketed in the 1970s and 1980s.

3. A study, which was released recently, says that restoration of forests could be the most cost-efficient way of fighting climate change.

4. Trees, which capture carbon, are the best first-line defense against climate change.

5. Images, pictures taken by satellites, show that mangrove forests in Abu Dhabi are regenerating.

Mangroves and the Fight Against Climate Change 401

VOCABULARY or LANGUAGE

**CONVENTION** lessons deepen understanding of the English language.

Practice

Read the checklist below. Then practice reading aloud with a partner. Your partner should complete the checklist for you and use it to give you feedback before you read aloud in front of the class.

Did the reader make eye contact?  
Did the reader pronounce the words in the narrative correctly?  
Did the reader vary his or her volume during the reading?  
Did the reader vary his or her pace during the reading?  
Did the reader vary his or her tone during the reading?  
Did the reader use gestures and change expressions to reflect the feelings, actions, and mood of the narrative?

Feedback Frames

The best part of your presentation was ...  
I really liked your description of ...  
What you did best was ...  
One suggestion for improvement is ...

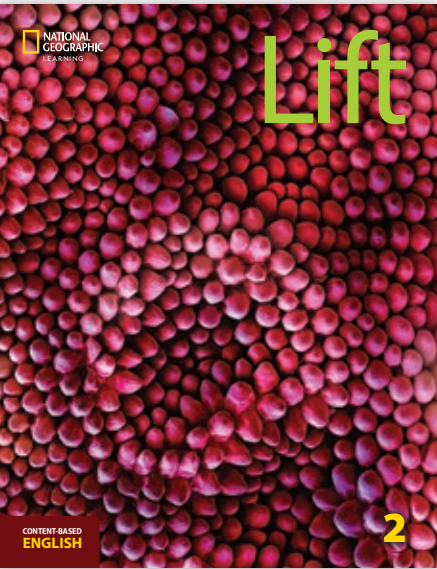
CHECKLISTS and MODELS

support learner success.

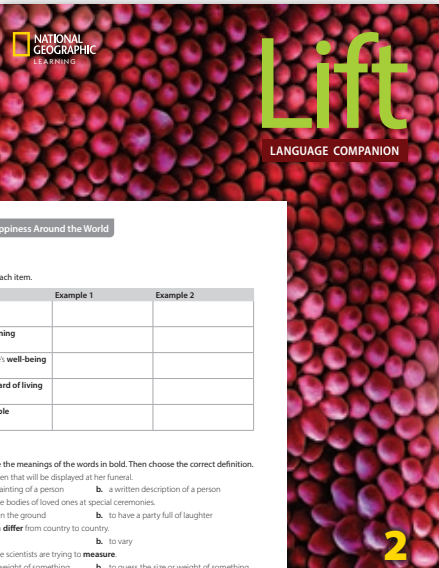
Additional vocabulary and grammar practice are available in the **LANGUAGE COMPANION** and **ONLINE PRACTICE**.

OVERVIEW OF COMPONENTS

STUDENT RESOURCES

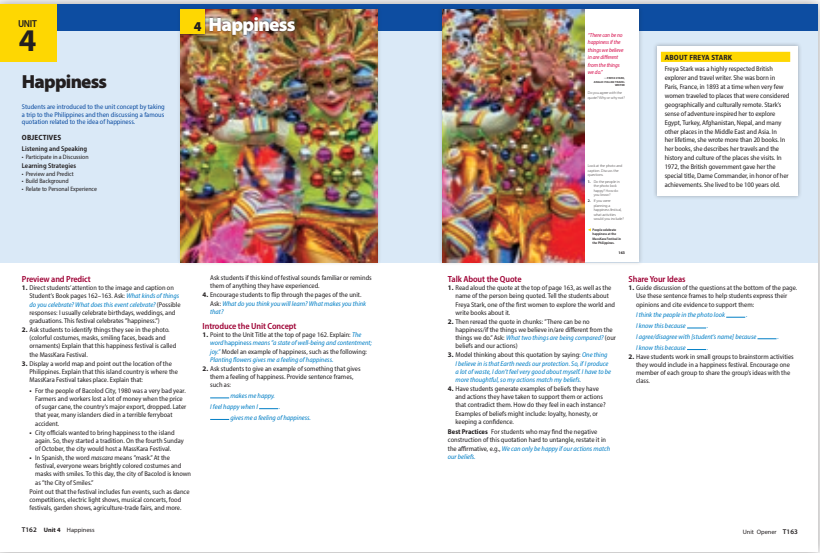


**STUDENT’S BOOK** teaches the academic language and literacy skills that multilingual learners need for continued academic success in English.

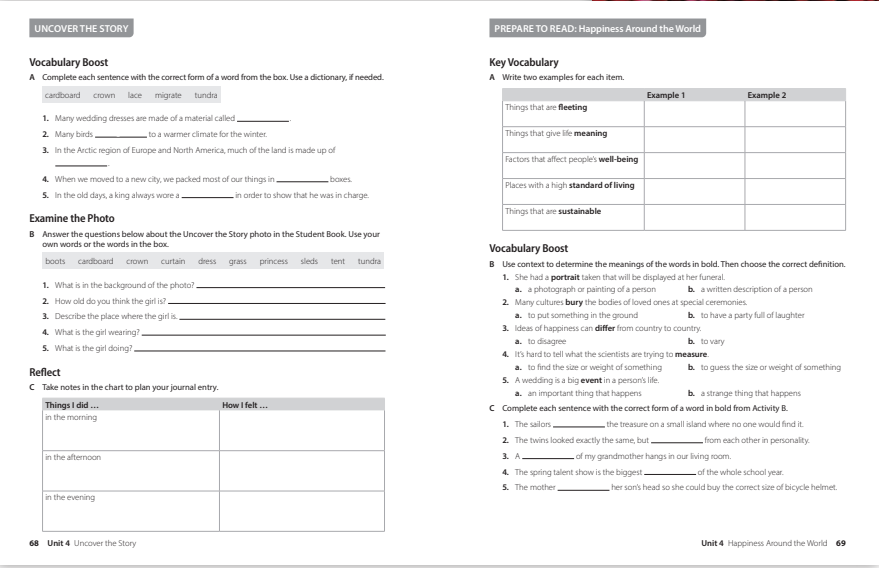


**LANGUAGE COMPANION** provides English language scaffolding, practice, and extension opportunities to help learners access content from the Student’s Book and make valuable contributions in the classroom.

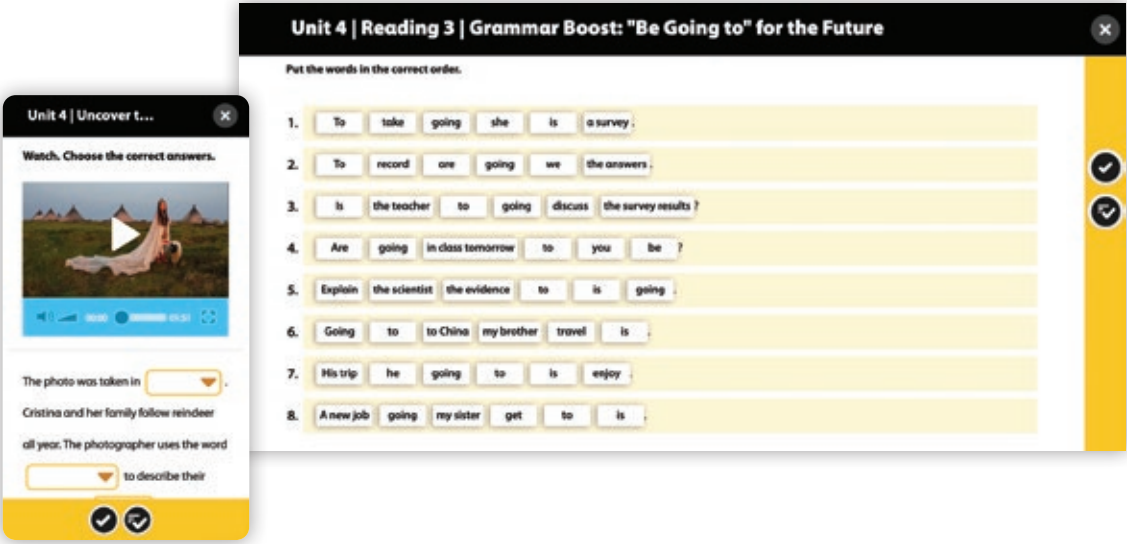
TEACHER RESOURCES



**TEACHER’S BOOK** supplies robust instruction, multi-level strategies for differentiation, and guided teacher scripting to maximize the content provided in the Student’s Book.



**ONLINE PRACTICE AND STUDENT’S EBOOK** include a digital version of the Student’s Book, plus additional interactive, auto-graded activities to reinforce and consolidate classroom lessons.



**CLASSROOM PRESENTATION TOOL** brings together digital versions of all core instructional materials, including the Student’s Book, Language Companion, audio, video, and answer key.

**LEARNING MANAGEMENT SYSTEM FOR ONLINE PRACTICE** allows teachers to assign interactive Online Practice activities, track student progress, and access the Classroom Presentation Tool. [learn.ELTNGL.com](https://learn.ELTNGL.com)

**ASSESSMENT RESOURCES** monitor students’ progress and inform instructional decisions.

**INSTRUCTOR COMPANION SITE** includes additional teacher resources, such as rubrics, routines, and a downloadable version of the Teacher’s Book. [ELTNGL.com/liftresources](https://ELTNGL.com/liftresources)



STUDENT’S BOOK WALK-THROUGH

UNIT OPENER uses a high-interest photograph to introduce the age-appropriate and engaging theme.

- 1. QUOTE from a well-known writer, philosopher, scientist, or explorer spurs discussion related to the unit theme.
- 2. QUESTIONS build visual literacy and guide students to make connections with what they already know.
- 3. CAPTION provides rich background information about the photograph.

### 4 Happiness



*"There can be no happiness if the things we believe in are different from the things we do."*

—FREYA STARR, ANGLO-ITALIAN TRAVEL WRITER

Do you agree with the quote? Why or why not?

Look at the photo and caption. Discuss the questions.

- Do the people in the photo look happy? How do you know?
- If you were planning a happiness festival, what activities would you include?

People celebrate happiness at the Masikara Festival in the Philippines.

UNIT LAUNCH introduces the unit’s Essential Question and the Academic Vocabulary that will be used throughout the unit.

- 1. ESSENTIAL QUESTION sparks critical thinking, inspires debate, and invites curiosity.
- 2. DISCUSSION FRAMES provide support for academic discussions and presentations.
- 3. ACADEMIC VOCABULARY introduces unit-specific, high-utility words and provides varied practice opportunities.

### UNIT LAUNCH

#### ESSENTIAL QUESTION

## How can we achieve happiness?

Explore the Essential Question

Think Write your ideas about the Essential Question in the Unit Concept Map.

What is happiness?

How can we find happiness?

Respond Write one or two sentences to respond to the Essential Question.

Discussion Frames

I think, ...  
In my opinion, ...  
It seems to me that ...  
How do you think we can ...?

#### Academic Vocabulary

Use these words to express your ideas throughout the unit.

PRACTICE 1 Use context to determine the meaning of each word in blue. Then match the word to its definition.

Happiness is a **concept** that everyone talks about, but people do not always agree on its definition. **Surveys** of people around the world have shown that ideas about happiness **vary** from person to person and even from country to country. A **factor** that is important to one person's happiness may not **affect** someone else's happiness. Scientists have recently discovered that happiness is partly genetic. They claim that about 50% of our happiness is genetic, and the other 50% comes from our **environment**.

Word	Definition
<b>vary</b>	to be different from something else
	to change someone or something
	the conditions that surround a person
	a general idea
	a set of questions designed to measure the opinions of a group of people
	something that contributes to a result or outcome

PRACTICE 2 Work with a partner. Take turns being the reader and the listener.

Reader: Read the paragraph above. Read one sentence at a time. Don't say the blue word. Instead, say "beep."

Listener: Listen to your partner read the sentence. Say the blue word.

Example

Reader: Happiness is a "beep" that everyone talks about, but people do not always agree on its definition.


Listener: Concept?

Reader: Yes!

PREPARE TO READ provides the groundwork for the critical thinking, vocabulary, and reading skills and strategies students will apply to a selection.

- 1. GUIDING QUESTION focuses students’ thinking on a text-specific aspect of the Essential Question.
- 2. KEY VOCABULARY introduces selection vocabulary that students need in order to read the text, discuss it, and write about it.
- 3. READING SKILL/ STRATEGY helps students develop the language and thinking needed to support strategic reading. An annotated model shows students the skill or strategy in action.

### PREPARE TO READ: The King and the Shirt



## What contributes to people's happiness?

First Thoughts

How much do these factors affect your happiness? Rate them from 1 (least) to 6 (most). Then discuss your ideas with a partner.

Factor	Rank
Free time	
Friends	
Family	
Sleep	
Money	
Exercise	

Key Vocabulary

PRACTICE Use context to determine the meaning of each word in bold. Then match the word to its definition.

- She **possessed** many cars, but she hardly ever drove them.
- There are some **concoctions**, like honey, ginger, and mint, that may make you feel better when you are sick.
- Although her **advisors** warned against doing the interview, the prime minister decided to do it.
- My boss **summoned** me to his office yesterday afternoon.
- Although her job requires very long hours, she is paid **handsomely**.
- Fresh fruits and vegetables will **nourish** your body.

1. possess a. to a large degree (adv.)

2. concoction b. to call or send for (v.)

3. advisor c. to provide with food or cause to grow (v.)

4. summon d. a mixture of various ingredients (n.)

5. handsomely e. someone who gives advice on what to do (n.)

6. nourish f. to own or have (v.)

Reading Skill: Analyze an Allegory

An **allegory** is a story with a message. Usually, the message is not stated directly. The author uses symbols to help the reader figure it out. The symbols can be characters, events, or other details in the story. To analyze an allegory:

- Determine the subject of the allegory, or what the story is about.
- Identify symbols. A symbol is a character, event, or detail in the story that represents something else. To figure out if something is a symbol, pay attention to how it is described and what happens in the story, including what the characters do and say. Consider what the symbol may mean.
- Use the symbols you have identified to determine the author's message. Ask yourself: What is the author trying to say?

Skill in Action

Study the model. Discuss the analysis with a partner. Do you think the author's message is correct? If not, what do you think the message is?

This detail tells me that the story is about a race.

The Tortoise and the Hare

There once was a hare who bragged about how fast he was. Tired of his bragging, a tortoise challenged the hare to a race. The hare gladly accepted the challenge. A slow tortoise could never win a race against a fast hare. On the day of the race, all the animals in the forest gathered to watch. The hare ran as fast as he could for a bit. He stopped to look back at the tortoise and cried out, "How do you expect to win when you are moving so slowly?" Tired of running so fast, the hare stopped to take a nap. Meanwhile, the tortoise moved slowly and steadily toward the finish line. By the time the hare woke up from his nap, the tortoise had crossed the finish line.

The hare is fast but too confident. He stops to take a nap. I think the hare symbolizes a fast and careless approach.

I think the author's message is that it's better to take your time and keep going rather than to be fast but overconfident.

READING SELECTIONS in each unit include one fiction and two nonfiction texts, representing a variety of genres. Each selection focuses on an aspect of the unit theme.

- 1. FIRST READ FOCUS sets a purpose for reading and guides students to annotate the text as the first step of the close reading process.
- 2. VOCABULARY SUPPORT includes Key Vocabulary used in context and on-page glosses.
- 3. ABOUT THE AUTHOR provides information about the classic or well-known authors in the program.

### 1

Read and answer the questions: What is the king's problem? How do his advisors try to solve it? As you read, underline any parts of the text you have questions about or find confusing.

## The King and the Shirt

by Leo Tolstoy

Many years ago, in a land very far away, a mighty king suddenly became weak with illness. He could not command the royal army from his golden throne. He could not ride his graceful black stallion. He could barely even raise his head from his purple and satin pillow.

The royal physician tried every medicine he **possessed**—potions, pills, and poultices—but the king's health did not improve. The royal magician tried every cure he could conjure up—charms, chants, and **concoctions**—but the king did not get well.

The royal **advisors** whispered among themselves at the king's bedside. "What's to be done? We must have a cure for the king!"

**advisors** an official made horse  
**poultices** soft, moist materials held to the body with a cloth to help reduce pain

king!" they said. Then, for a long time, they stood and thought in silence.

Finally, the youngest of the advisors—the short one whose wispy golden curls escaped from under his tall advisor's hat—stepped forward. He spoke in a strong, bold voice that echoed off the marble walls of the king's bedchamber. "We must find a happy man, take his shirt, and put it on the king. Then the king will be well again."

His royal highness' slowly turned his aching head in the direction of the young man's voice. With eyes fogged from fever, he struggled to see who had spoken the promise of a cure. "So be it," he whispered. Then he fell into a restless sleep.

The king's most trusted advisor—the gray-bearded one whose wide belly struggled to stay inside his long scarlet robe—**summoned** the royal messengers. "Search the kingdom for a happy man," he ordered. "When you find one, take his shirt and bring it back to the royal castle. Tell the happy man that he will be **handsomely** rewarded for his trouble."

The royal messengers traveled far; they traveled wide. They traveled throughout the kingdom from one end to the other, from side to side. But try as they might, they could not find a truly happy man. No one was ever completely satisfied with his lot in life. If he was rich, he argued with his wife. If his marriage was joyful, his children caused him no end of worry. It was one thing, or it was another. No one was without complaint.

Over many days, the king's health did not change. Concerned for his father, the royal son—the one who had been running the kingdom during his father's illness—decided to join in the search. He hadn't traveled far from the castle when he passed by a tiny hut. From inside the house of sticks, he heard a clear voice say, "I am truly blessed. I have completed my work. I have **nourished** my body. Now I can relax and enjoy the quiet at the end of the day. What more could anyone ever require?"

Excited, the royal son thought, "I must go inside and take this man's shirt for the king!" As he prepared to knock at the door of the humble cottage, he fingered the sack of gold pieces at his side. For his generous gift, this happy man would be richly rewarded.

As the door opened, the king's son could only stand and stare. This happy man—the only happy man in the entire kingdom—had almost nothing he could call his own. Not even a shirt.

**bedchamber** bedroom (This is an old word that we don't often use anymore.)  
**his royal highness** king



STUDENT’S BOOK WALK-THROUGH, continued

**FOCUS ON UNDERSTANDING** provides a comprehension review for the reading selection. **FOCUS ON LANGUAGE** introduces a vocabulary strategy or language convention.

- 1. **APPLY THE SKILL/ STRATEGY** allows students to demonstrate understanding of the reading skill or strategy.
- 2. **SHARE YOUR PERSPECTIVE** encourages students to make personal connections to the selection.
- 3. **VOCABULARY or LANGUAGE CONVENTION** introduces a strategy or skill and provides a model and practice.

**FOCUS ON UNDERSTANDING**

**Close Read**  
Work with a partner.  
1. Determine the meanings of your underlined words and phrases.  
2. Discuss the questions.  
**What is the king's problem?**  
**How do his advisors try to solve it?**

**Understand and Analyze**  
Respond to the questions. Support your responses with evidence from the text.  
1. **Comprehend** Reread lines 1–5. What does it mean that the king becomes "weak with illness"?  
2. **Comprehend** Reread lines 32–35. What does the text mean when it says, "No one was ever completely satisfied with his lot in life"?  
3. **Analyze** Reread lines 40–43. What does the man mean when he says, "I am truly blessed"?  
4. **Draw conclusions** Why does the youngest advisor think wearing the shirt will cure the king?  
5. **Interpret** Why is the king's son surprised that the man does not have a shirt?

**Apply the Skill: Analyze an Allegory**  
Complete the chart for "The King and the Shirt."

Symbol	What happens with this symbol in the allegory?	Symbolic meaning (the bigger meaning behind the simple thing)
the king	The king is sick. His advisors search for a cure.	feeling unhappy in life but wanting to feel better
the search for a happy man's shirt		
the man without a shirt		
(your idea)		

**Message:**

**Share Your Perspective**  
Discuss these questions in a small group.  
1. Do you agree with the central idea of "The King and the Shirt"? Why or why not?  
2. Who is the happiest person you know? What factors do you think affect that person's happiness?

**Discussion Frames**  
I believe that the most important factors are ...  
One reason is ...  
Another reason is ...  
Would you agree that ...?

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**FOCUS ON LANGUAGE**

**Vocabulary: Identify Multiple-Meaning Words** L.7.4A.L.7.5.C  
When you see a familiar word that doesn't make sense in a sentence, that word may have more than one meaning. Use context to figure out the correct meaning for **multiple-meaning words**. The context is the words and sentences near where the word appears. To figure out a word's meaning:  
1. Read the sentence where the word appears. If you are still unsure of the word's meaning, read the whole paragraph.  
2. Think about how the word is used in the sentence. Is the word a noun, verb, or an adjective?  
3. Use a dictionary if necessary. Read each definition of the word and decide which definition makes the most sense in the sentence.

**Example**

When you cause trouble you cause problems. Why would someone get a reward for that? Maybe "trouble" has another meaning.

The king's most trusted advisor—the gray-bearded one whose wide belly struggled to stay inside his long scarlet robe—summoned the royal messengers. "Search the kingdom for a happy man," he ordered. "When you find one, take his shirt and bring it back to the royal castle. Tell the happy man that he will be handsomely rewarded for his **troubled**."

When I read this sentence, I see that the man will have to give away his shirt. Maybe "trouble" here means "a thing you would rather not do."

**Apply the Strategy**  
Look at the story again. Use context clues to help you choose the correct definition for each word.  
1. In line 4, what does the word **arise** mean?  
a. an increase in the amount of your pay  
b. to lift up  
2. In line 18, what does the word **bold** mean?  
a. having a strong or bright appearance  
b. showing bravery or confidence  
3. In line 27, what does the word **ordered** mean?  
a. commanded something to be done  
b. requested something to be supplied  
4. In line 40, what does the word **clear** mean?  
a. easy to perceive or understand  
b. easily seen through

The King and the Shirt 171

**SHARE OPINIONS** focuses on the deeper analysis and reflection that comes after rereading.

- 1. **REFLECT AND RESPOND** helps students organize text evidence that will support their academic discussion.
- 2. **RESPOND TO THE GUIDING QUESTION** asks students to apply their in-depth analysis to a written response.
- 3. **CREATE AND PRESENT** or **RESEARCH** provides a theme-centered culminating activity.

**SHARE OPINIONS**

**Read Again**  
Read "The King and the Shirt" again. As you read, circle details from the text that help you respond to this question:  
**What contributes to the shirtless man's happiness?**

**Reflect and Respond**  
Choose three details you circled in the story to complete the idea web.

What contributes to the shirtless man's happiness?

Use your idea web to respond to the question: What contributes to the shirtless man's happiness?

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**Discuss Your Response**  
Share your ideas with the class. Write one new idea you hear.

**Respond to the Guiding Question**  
Write a response to the question:  
**What contributes to people's happiness?**  
Use evidence from the text, your discussion, and your life. Use the Discussion Frames to help you. Use the rubric to check your response.

**Create and Present: A Story Ending**  
Imagine what happens next in "The King and the Shirt." Then do one of these activities:  
**OPTION 1: Write an Ending**  
Write your imagined ending to the story. Then read it to your classmates.  
**OPTION 2: Perform a Skit**  
Work with a partner. Write a short skit about your imagined ending.  
Here's an example of the first few lines of a skit:  
HAPPY MAN: Hello. How can I help you?  
KING'S SON: Are you truly a happy man?  
HAPPY MAN: Well, I ...  
Practice your skit, and then perform it for the class. If there are more than two characters, ask other students to perform with you.

**Discussion Frames**  
In my opinion, ...  
My reason for this is ...  
One detail that supports my opinion is ...  
Another point of view is ...  
I agree/disagree with that opinion because ...

**Response Rubric**  
A good response will  
✓ state your opinion  
✓ provide support for your opinion from the reading, the discussion, and your life  
✓ use academic vocabulary to share ideas

**Classmates practice a skit.**

The King and the Shirt 173

**UNCOVER THE STORY** builds visual literacy skills through powerful National Geographic photographs, detailed infographics, and classic and contemporary fine art.

- 1. **EXAMINE THE PHOTO/ GRAPHIC/PAINTING** challenges students to study, describe, and ask questions about a high-impact image.
- 2. **FIND OUT** guides students to watch a video and listen to a photographer or artist reveal the inspiration for their work.
- 3. **REFLECT** provides an opportunity for students to connect to what they've learned and relate it to the unit theme.

**UNCOVER THE STORY**

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**Examine the Photo**  
1. Look at the photo. Describe what you see.  
2. Do you think the girl is happy? Give evidence to support your opinion.  
3. Write 3–5 questions about the photo. Discuss your questions with a small group.

**Find Out** L.4.3  
Watch photographer Evgenia Arbugaeva talk about her photo.  
1. Did she answer any of your questions? Which ones?  
2. According to Arbugaeva, is the girl happy? Why or why not?  
3. What important ideas does she share about the girl's community?  
4. What do these ideas help you understand about the girl in the photo?

**Reflect**  
Imagine you are the girl in the photo. Write a journal entry for the day this photo was taken. Tell what you did and how you felt.

**Share Your Story**  
Take or find a photo that shows your idea of happiness. Tell your classmates the story about the photo.

**ABOUT THE PHOTOGRAPHER**  
Evgenia Arbugaeva loves to take photographs of her Arctic homeland and the people who live there.

Uncover the Story 175

**VIDEO CONNECTION** provides an opportunity for students to hone their viewing skills while watching and analyzing a theme-related video.

- 1. **VIEWING SKILL** helps students perfect their media literacy skills.
- 2. **APPLY THE SKILL** encourages students to use the skill as they watch the video.
- 3. **SHARE YOUR PERSPECTIVE** allows students to offer opinions about the topic and make connections.

**VIDEO CONNECTION**

How can being thankful make you happy?

A medical professional interacts with a patient in Costa Rica.

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**First Thoughts**  
Complete the chart with people, places, and things you're grateful for. Write at least two or more ideas for each category. Share your responses with a small group. Did you list any of the same ideas as your classmates?

People	Places	Things

**Viewing Skill: Take Notes**  
When you watch an informational presentation, it's a good idea to take notes. Taking notes helps you remember what you see and hear. When you take notes, just write words and phrases; you don't need to write complete sentences.

**Apply the Skill**  
Watch the video "The Amazing Effects of Gratitude." Take notes below.

Definition of gratitude: the quality or condition of \_\_\_\_\_

Three basic emotions:	Mental benefits of a gratitude journal:	Physical benefits of a gratitude journal:
1. _____	after 1 month: _____%	1. _____
2. _____	after 6 months: _____%	2. _____
3. _____		3. _____

**Understand and Analyze**  
Watch again. Answer the questions. Support your responses with evidence from the video.  
1. **Compare** What do people who are hardwired to feel more gratitude have in their bodies that other people do not have?  
2. **Explain** What things can people do to get the benefits of feeling grateful?  
3. **Summarize** Explain the second scientific study. How did it work?  
4. **Evaluate** Why is it important for scientists to study gratitude?

**Share Your Perspective**  
1. Do you think keeping a gratitude journal is a good idea? Why or why not?  
2. Do you ever express gratitude? How and in what situations?

**Discussion Frames**  
In my opinion, ...  
The way I see it, ...  
What are your thoughts about ...?

Video Connection 189

STUDENT’S BOOK WALK-THROUGH, continued

PERFORMANCE TASK: WRITING provides an opportunity to expand and strengthen writing skills through a thematic assignment.

- 1. **ASSIGNMENT** defines the kind of writing students will produce and describes key elements to include in the writing.
- 2. **STUDENT MODEL** provides an inductive approach to learning as students read and annotate the on-level model of the writing form they will follow.
- 3. **CALLOUTS** highlight key features in the model that students will use in their writing.

PERFORMANCE TASK: WRITING

1

**Assignment: Write an Informational Report** W.2.2  
An informational report summarizes key information from an interview, a survey, or a scientific study. For this assignment, you will write a report to summarize your happiness interview.  
Your report should be five paragraphs and include:

- an introductory paragraph that introduces the person you interviewed and why you chose that person
- three paragraphs that summarize important ideas from the interview, supported by quotations. Quotations should restate the person's words exactly. Remember to use quotation marks at the beginning and end of a quote
- a concluding paragraph that explains what you learned from the interview

2

**Explore the Model**  
Carlos interviewed his grandmother about happiness. Read his report. Underline each quotation and circle its beginning and end punctuation.

3

**Monarch butterflies feeding from flowers** ▶

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Unit 4 Happiness

Performance Task

203

2

My grandmother, Yolanda, has always been an important person in my life. Yolanda is 82 years old and is still very active. She has three children and has lived her whole life in Chiapas, Mexico. I interviewed my grandmother because she has lived a long and happy life.

3

These three paragraphs summarize important ideas from the interview, supported by quotations.

4

Quotation marks should be placed at the beginning and end of a quote.

5

The concluding paragraph explains what the interviewer learned from the interview.

6

My grandmother's happiest memory is a simple one about an afternoon she spent with her mother. "I remember one day when I was about your age. My mother packed a picnic lunch, and we ate outside in our garden. The sun was shining, and there were no clouds in the sky. I remember feeling happy, peaceful, and safe. Maybe that is why working in my garden makes me so happy today."

7

Many of the things that made my grandmother happy when she was younger are the same things that make her happy now. She said, "When I was younger, I was happy when I was with my friends and family. That still makes me happy." She thinks that a key to a happy life is surrounding yourself with people you care about.

8

My grandmother has learned a lot about being happy in her 82 years. For example, she believes it's important to notice the little things in life and to find joy in each day. She says that everyone should smell a beautiful flower or smile at a neighbor. "Life goes quickly, and we should try to appreciate the time we have." That is something that my grandmother thinks about every day.

9

My grandmother has taught me that our happiest moments are not always the biggest or most important events in life. Sometimes our happiest moments are the quiet days we spend with loved ones, laughing with friends, or doing an activity we enjoy. I think that the key to happiness is appreciating what you have.

- 4. **PLAN** provides a graphic organizer to help students structure their writing.
- 5. **WRITE AND REVISE** through **PUBLISH** guide students through the steps of the writing process.
- 6. **REFLECT** encourages students to think about their writing process and how effectively it worked.

PERFORMANCE TASK: WRITING

4

**Plan Your Report**  
Listen to your interview again. As you listen, pause to take notes about important ideas you want to include in your report. Add quotations from your interview to support these ideas. Make sure to write down the exact words the person said. Complete the outline below.

5

**Write and Revise**  
**Write** Use your outline to write a first draft of your report. Use formal language to express your ideas. Use a variety of transitional words and phrases to connect sentences and paragraphs in your report.

- To begin,
- For example,
- Therefore,
- Also,
- In other words,
- Finally,
- In conclusion,

**Revise** Exchange reports with a partner. Use the checklist to review your partner's work and give feedback. Refer to your partner's feedback as you revise your draft.

6

**Reflect**  
Discuss the questions with a small group.

- What surprised you about the interview you conducted?
- What was your biggest challenge in writing the report?
- How was your partner's feedback helpful?
- What was something you learned from one of your classmate's reports?

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Unit 4 Happiness

Performance Task

205

1

Does the report include an introductory paragraph that tells about the person and why the writer chose him or her?

2

Is the information presented clearly throughout the report?

3

Are ideas developed using quotations?

4

Are quotation marks used correctly?

5

Does the concluding paragraph summarize what the writer learned?

6

Feedback Frames  
I really enjoyed ... about your interview report.  
I suggest you add more details about ....  
You could improve the report by ...

7

Proofread your writing several times, focusing on one type of error each time. For example, first proofread only for capitalization errors. Then proofread again and look for spelling mistakes.

8

**Publish**  
Share your report according to your teacher's instructions. Read at least two of your classmates' reports.

PERFORMANCE TASK: SPEAKING builds speaking and listening skills through an authentic theme-based task.

- 1. **ASSIGNMENT** offers an overview of the assignment.
- 2. **PLAN** guides students in organizing and preparing for their Performance Tasks.
- 3. **PRACTICE** guides students to rehearse with a partner or group and incorporate peer feedback.
- 4. **PRESENT** provides tips for delivering a focused and dynamic presentation.

PERFORMANCE TASK: SPEAKING

1

**Assignment: Conduct a Personal Interview** SL.2.1, SL.2.4, SL.2.5  
When you interview someone, you ask them questions about a specific topic. Conduct an interview with someone about what makes them happy. Record your interview to share with the class.

- Pick someone to interview who you think will have an interesting story to tell or useful knowledge to share.
- Prepare questions that are open ended. The person should not be able to answer with a simple yes or no. Use words such as who, what, when, where, why, and how.
- Ask follow-up questions to find out more about what the speaker is telling you. For example, you can ask questions to clarify a confusing answer or to learn more about something you find interesting.

2

**Plan Your Interview**  
Brainstorm a list of questions and follow-up questions. Then choose three of the questions to ask during your interview. Use the examples to get started.

3

**Practice Your Interview**  
Read the checklist below. Then practice your interview with a partner. Your partner should complete the checklist for you and use it to give you feedback before you conduct your interview.

4

**Present Your Interview**  
Share the information from your interview with your classmates.

- Give a brief introduction. Say who you interviewed and explain why you chose that person.
- Share the person's most interesting ideas about happiness.
- Share one new idea you learned from the interview and explain how that idea affected your own ideas about happiness.
- Invite your classmates to ask questions.

200

Unit 4 Happiness

Performance Task

201

1

Did the interviewer say what the interview would be about?

2

Did the interviewer stay focused on the topic?

3

Did the interviewer ask follow-up questions?

4

Did the interviewer speak clearly and loudly enough?

5

Did the interviewer make eye contact and look up from his/her notes?

6

Did the interviewer use open-ended questions?

7

Did the interviewer thank you?

8

Feedback Frames  
I really enjoyed ...  
I suggest you ...  
You could improve the interview by ...

TAKE ACTION profiles a National Geographic Explorer who has taken action to improve the world. Explorers' stories serve as inspiration for students' own theme-related service-learning projects.

- 1. **EXPLORER IN ACTION** invites students to read and watch a video about a National Geographic Explorer who is making a difference in the world.
- 2. **HOW WILL YOU TAKE ACTION?** challenges students to take action in their own lives, schools, local communities, or in the world.
- 3. **REFLECT** ends the unit with a self-assessment on students' learning, including the Take Action Projects, the Essential Question, and how they will use what they have learned.

TAKE ACTION

1

**Creating the First National Park City** 7.8.4  
Research has shown that frequent contact with nature can improve people's well-being. However, because about 55% of the world's population lives in cities, many people don't have opportunities to connect with nature in their everyday lives. National Geographic Explorer Daniel Raven-Elisson decided to help solve that problem. Raven-Elisson had a dream of making his home city, London, into the world's first "National Park City." "People across London want to live in a city that is greener, healthier, and wilder, and where more of us spend more time enjoying our city's great outdoors," said Raven-Elisson. "We want more birds' songs, more children playing in London's parks and streets, more clean air... more outdoor art, and more learning about nature in schools." With the help of 200 organizations, Raven-Elisson worked for six years to reach his goal. In 2019, his dream became a reality. London's status as a National Park City is now inspiring people to continue making the city greener and to interact with nature.  
▶▶ Watch the video to learn more.

- What problem did Raven-Elisson want to solve? Was he successful?
- Raven-Elisson believes that nature improves people's well-being. Do you agree? Why or why not?

2

**How Will You Take Action?**  
Choose one or more of these actions to do.

3

**Reflect**

- Reflect on your Take Action project(s). What was successful? What do you wish you had done differently? Why?
- Reward your response to the Essential Question **How can we achieve happiness?** in Connect Across Tests. How did your Take Action project(s) change or add to your response?
- What will you do differently in your life because of what you learned in this unit?

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Unit 4 Happiness

Take Action

207

Personal

Keep a gratitude journal.  
1. Every night for a week, write three things you experienced that day for which you're grateful.  
**Examples**  
*My mother cooked my favorite meal for dinner.*  
*I played soccer with my friends.*  
2. After a week, ask yourself, "Do I feel happier?" If your answer is "yes," maybe your journal is the reason!

School

Conduct a happiness survey at your school.  
1. Work in a small group. Make a list of questions about what makes your classmates feel happy. Then ask the questions to other students.  
2. Write a report about your findings.  
3. Think of three ideas for helping students feel happier. Choose your favorite idea, and then take action!

Local

Improve the well-being of people in your city by helping them connect to nature.  
1. Go to the "London National Park City" website. Read about actions that are helping people in London connect to nature.  
2. With your classmates, choose one of those actions to do in your city.  
3. Make a plan, and then take action!

Global

Propose an idea to make people around the world happier.  
1. Think of an action that can increase the happiness of people around the world.  
2. The Global Happiness Council is a group of experts that encourage actions to increase happiness and well-being. Write a letter to a member of the Council to propose your idea.



LANGUAGE COMPANION

The **LANGUAGE COMPANION** offers extra practice of the Student’s Book content. It also expands on instruction through a focus on vocabulary and grammar designed to boost the abilities of students who need additional support.

FOCUS ON UNDERSTANDING

Close Read

Work with a partner.

1. Determine the meanings of your underlined words and phrases.

2. Discuss the questions:

What is the king's problem?

How do his advisors try to solve it?

Understand and Analyze

Respond to the questions. Support your responses with evidence from the text.

1. **Comprehend** Reread lines 1–5. What does it mean that the king becomes "weak with illness?"

2. **Comprehend** Reread lines 32–35. What does the text mean when it says, "No one was ever completely satisfied with his lot in life?"

3. **Analyze** Reread lines 40–43. What does the man mean when he says, "I am truly blessed?"

4. **Draw conclusions** Why does the youngest advisor think wearing the shirt will cure the king?

5. **Interpret** Why is the king's son surprised that the man does not have a shirt?

Apply the Skill: Analyze an Allegory

Complete the chart for "The King and the Shirt."

Subject:		
Symbol	What happens with this symbol in the allegory?	Symbolic meaning (the bigger meaning behind the simple thing)
the king	The king is sick. His advisors search for a cure.	feeling unhappy in life but; wants to feel better
the search for a happy man's shirt		
the man without a shirt (your idea)		

Message:

Share Your Perspective

Discuss these questions in a small group.

1. Do you agree with the central idea of "The King and the Shirt"? Why or why not?

2. Who is the happiest person you know? What factors do you think affect that person's happiness?

Discussion Frame

I believe that the important factor is \_\_\_\_\_.

One reason is \_\_\_\_\_.

Another reason is \_\_\_\_\_.

Would you agree?

170 Unit 4 Happiness

FOCUS ON UNDERSTANDING

Understand

A Put the events from the story in order from 1 to 5.

\_\_\_ a. The royal messengers travel around the kingdom.

\_\_\_ b. The search for a happy man begins.

\_\_\_ c. The king becomes ill.

\_\_\_ d. The physician tries to cure the king.

\_\_\_ e. The king's son searches for a happy man.

B Read the statements about "The King and the Shirt." Write T for True or F for False.

\_\_\_ 1. The king's doctor is the person who suggests looking for a cure.

\_\_\_ 2. The advisors suggest that a happy man's shirt can cure the king.

\_\_\_ 3. The king does not agree to the advisors' plan.

\_\_\_ 4. The rich men in the kingdom are the happiest.

\_\_\_ 5. The king's son plans to reward the happy man with gold.

\_\_\_ 6. It was easy for the messengers to find a happy man in the kingdom.

Apply the Skill: Analyze an Allegory

C Complete the chart for "The King and the Shirt."

Symbol	What happens with this symbol in the allegory?	Symbolic meaning (the bigger meaning behind the simple thing)
The royal physician and the royal magician		
The sack of gold pieces		

D Look back at the message you identified in the Student Book. How do the two symbols above support the message?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

64 Unit 4 The King and the Shirt

Language Companion

A variety of engaging

activities reinforce the skills, strategies, and language from the Student’s Book.

GRAMMAR BOOST lessons

support students’ language development through presentation and practice of essential grammar points drawn from the Student’s Book readings.

GRAMMAR BOOST: Be Going to for the Future

Be going to is usually used to talk about the future. It refers to an unspecified time in the near future. Statements with be going to are formed with **subject + be + going + infinitive**.  
I am going to talk about the biology of well-being.  
Questions with be going to are formed with **be + subject + going + infinitive**.  
Is the professor going to talk about happiness today?

Common Uses	Examples
Intentions and plans	I'm going to introduce you to the connection between the human genome and its exposure to the environment. Aren't the scientists going to repeat that study with more participants?
Predictions	Denmark is going to be number one on the happiness survey. There are a lot of happy people there. Is China going to report higher happiness levels than Canada?

A Check (✓) whether each sentence is describing an intention or a prediction.

Intention

Prediction

1. I am going to ask to retake the quiz.

2. We are going to practice our presentation tonight.

3. There's going to be more snow this year than last year.

4. I'm going to do badly in the game because I didn't sleep enough.

5. The new book is going to be a best seller.

6. All is going to study economics at the university.

B Circle the subject in each sentence. Highlight the verb to be. Underline the infinitive.

1. He is going to speak to his boss about a promotion.

2. The teacher is going to give an extra English exam next week.

3. The researchers are not going to reveal the results of their experiments until next year.

4. My friend is going to visit her cousin in Vietnam next summer.

5. Are you going to come to the birthday party?

6. When are they going to give the presentation?

78 Unit 4 Happiness Might Be Genetic

C Put the words in order to make statements and questions with be going to.

1. he / going / take / the exam / not / is / to / .

2. are / be / an / teacher / excellent / you / going / to / .

3. to / going / present / they / are / in / class / tomorrow / ?

4. isn't / she / to / going / the / champion / be / .

5. return / pencil / you / going / aren't / to / my / ?

6. biology / study / to / your / going / son / is / ?

D Circle the correct words to complete each sentence.

1. My family and I are / is going to Tokyo for vacation next spring.

2. Aren't / Isn't your brother going to go to college to be a nurse?

3. Is going to buy Jamie / Jamie going to buy a new scooter this year?

4. You are / is going to be / been hungry since you didn't eat breakfast.

5. Are / Is the mayor going to made / make a speech this afternoon?

6. This new science experiment is / are going to be challenging.

E Complete the sentences with be going to and the verb in parentheses.

1. The sky is very dark. I think it \_\_\_\_\_ (rain)

2. He's been training so hard that he \_\_\_\_\_ the swimming competition. (win)

3. Scientists \_\_\_\_\_ a cure for the virus this year. (not discover)

4. In this presentation, I \_\_\_\_\_ you to the concept of time travel. (introduce)

5. We just missed the train. We \_\_\_\_\_ home in time for dinner. (not be)

6. I haven't studied at all. I \_\_\_\_\_ the exam. (not pass)

Unit 4 Happiness Might Be Genetic 79

Language Companion

Student’s Book

**VOCABULARY BOOST** activities present and practice additional words that appear in the Student’s Book readings, videos, photographs, fine art, and infographics.

UNCOVER THE STORY

Examine the Photo

1. Look at the photo.

2. Do you think the person in the photo is happy?

3. Write 3–5 sentences about the photo.

4. What do you think the person is doing?

Find Out

Watch the video.

1. Did she have a good time?

2. According to the video, what was the most important thing she learned?

3. What did she learn about the people who live there?

4. What do you think the person is doing?

Reflect

Imagine you are the person in the photo. Write a journal entry about how you feel.

Share Your Perspective

Take or find a photo that shows your idea of happiness. Tell your classmate the story about the photo.

ABOUT THE PHOTOGRAPHER

Eugenia Aulopova loves to take photographs of the Arctic landscape and the people who live there.

Uncover the Story 175

Language Companion

**A review of words, phrases, sentences, ideas, and organizational tips** reinforces students’ speaking and writing skills.

PERFORMANCE TASK: WRITING

Assignment: Write an Informational Report

An informational report summarizes key information from an interview, a survey, or a scientific study. For this assignment, you will write a report to summarize your happiness interview.

Your report should be five paragraphs and include:

- an introductory paragraph that introduces the person you interviewed and why you chose that person
- three paragraphs that summarize important ideas from the interview, supported by quotations. Quotations should restate the person's words exactly. Remember to use quotation marks at the beginning and end of a quote.
- a concluding paragraph that explains what you learned from the interview

Explore the Model

Carlos interviewed his grandmother about happiness. Read his report. Underline each quotation and circle its beginning and end punctuation.

Monarch butterflies feeding from flowers

1. What is in the background of the photo?

2. How old do you think the girl is?

3. Describe the place where the girl is.

4. What is the girl wearing?

5. What is the girl doing?

Reflect

C Take notes in the chart to plan your journal entry.

Things I did ...	How I felt ...
in the morning	
in the afternoon	
in the evening	

68 Unit 4 Uncover the Story

PERFORMANCE TASK: WRITING

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in the afternoon	
in the evening	

68 Unit 4 Uncover the Story

Student’s Book

PERFORMANCE TASK: Writing

Assignment: Write an Informational Report

Answer the questions about the writing model in the Student Book.

1. What sentence is used to introduce Yolanda?

2. What details are included about Yolanda?

age height weight hair color

interests education occupation where she is from

how many children she had how she is related to the author

3. What is the main idea of paragraph 2?

4. What is the main idea of paragraph 3?

5. What is the main idea of paragraph 4?

6. How does the informational report end?

B Write one label from the box for each sentence.

examples explanation topic sentence quotation

1. Yolanda has learned a lot about being happy in her 82 years.

2. She believes it's important to notice the little things in life and to find joy in each day.

3. She says that everyone should smell a beautiful flower or smile at a neighbor.

4. "Life goes quickly, and we should try to appreciate the time we have."

C Match each topic sentence with a quotation that supports it.

1. My grandmother's happiest memory is a simple one.

2. Many of the things that made my grandmother happy when she was younger make her happy now.

3. Yolanda has learned a lot about being happy in her 82 years.

a. "My mother packed a picnic lunch, and we ate outside in our garden."

b. "Life goes quickly, and we should try to appreciate the time we have."

c. "When I was younger, I was happy when I was with my friends and family. That still makes me happy."

Unit 4 Performance Task: Writing 81

Language Companion

FM20

FM21



STUDENT’S EBOOK & ONLINE PRACTICE

The **STUDENT’S EBOOK** and **ONLINE PRACTICE** offer additional practice for the Student’s Book and the Language Companion, as well as all-new content, such as fluency-building activities, vocabulary flashcards and puzzles, and practice for the unit videos.

STUDENT’S EBOOK



The **STUDENT’S EBOOK** includes embedded audio and video at point-of-use and helps learners be active participants in any classroom.

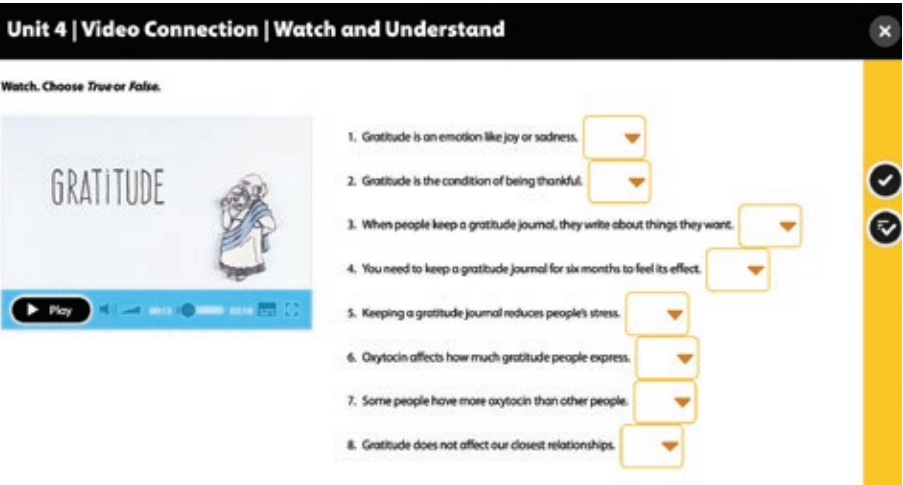
ONLINE PRACTICE



**SELF-ASSESS** allows students to consider their knowledge of the unit’s content and theme.



**COMPREHENSION** activities provide independent practice as students review and expand on activities presented in the Student’s Book and Language Companion.



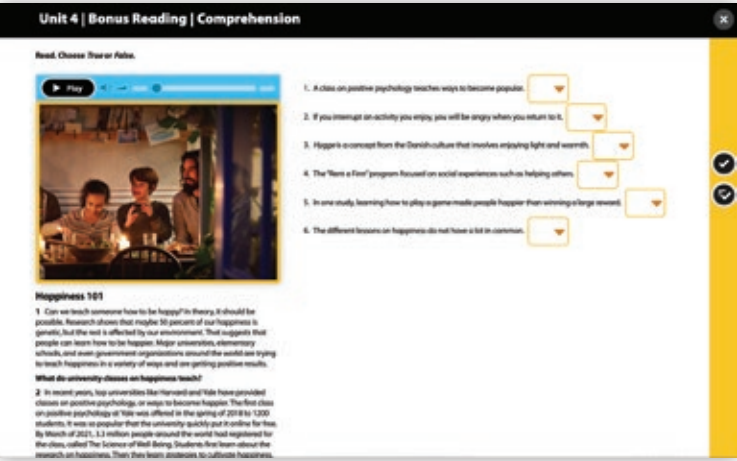
**VIDEOS** accompany each unit. Added comprehension and vocabulary activities allow students to watch at their own pace and build media fluency.

**READING FLUENCY** activities allow students to listen to fluent reading models and then record themselves reading. Rubrics help students focus on targeted skills: expression, intonation, and phrasing.



**BOOST ACTIVITIES** provide added practice of the vocabulary and grammar from the Language Companion.

**BONUS READINGS** in each unit offer students the opportunity to apply skills in preparation for the Unit Assessment.





INSTRUCTIONAL SUPPORT

The **LEARNING MANAGEMENT SYSTEM** for Online Practice allows teachers to assign interactive activities, track student progress, and access the Classroom Presentation Tool.

learn.ELTNGL.com

NATIONAL GEOGRAPHIC LEARNING

Dashboard

Courses

Assignments

Messages

Back to Gradebook

Gradebook

Settings

CPT

Gradebook

Unit 4   Bonus Reading   Close Read	16/Sep/2021	67%	2	5min 09sec
Unit 4   Bonus Reading   Comprehension	20/Sep/2021	83%	4	58sec
Unit 4   Bonus Reading   Reading Skill: Ide...	16/Sep/2021	33%	2	2min 43sec
Unit 4   Bonus Reading   Reading Skill: Pre...	20/Sep/2021	67%	5	3min 08sec
Unit 4   Bonus Reading   Write	28/May/2021	100%	1	02sec
Unit 4   Reading 1   Close Read	15/Sep/2021	100%	5	9min 42sec
Unit 4   Reading 1   Comprehension	15/Sep/2021	100%	3	26min 57sec
Unit 4   Reading 1   Fluency 1	15/Sep/2021	100%	3	1min 33sec

The **CLASSROOM PRESENTATION TOOL** brings together digital versions of all core instructional materials, including the Student’s Book, Language Companion, audio, video, and answer key.

Clickable hot spots link to videos, audio recordings, and more.

FM24

**TEACHER'S BOOK** supplies robust instruction, multi-level strategies for differentiation, and guided teacher scripting to maximize the content provided in the embedded Student’s Book.

4

PERFORMANCE TASK: WRITING

Student's Book, pp. 202–203

Students write an informational report based on their interview, work through the stages of the writing process, and then share copies of their reports in small groups.

OBJECTIVES

Writing

- Analyze a Student Model: Informational Report
- Trait: Evaluate for Organization
- Use a Rubric to Analyze Writing

RESOURCES

- Language Companion, p. 81
- Writing Performance Assessment Rubric

PERFORMANCE TASK: WRITING

Assignment: Write an Informational Report

As an informational report summarizes key information from an interview, a survey, or a scientific study. For this assignment, you will write a report to summarize your happiness interview. Your report should be five paragraphs and include:

- an introductory paragraph that introduces the person you interviewed and why you chose that person
- three paragraphs that contain important ideas from the interview, supported by quotations. Quotations should include the person's words. Remember to use quotation marks at the beginning and end of a quote.
- a concluding paragraph that explains what you learned from the interview.

Explore the Model

Carlos interviewed his grandmother about happiness. Read his report. Underline each quotation and circle its beginning and end punctuation.

Answer Key: Carlos's Happiness

3

FORMATIVE ASSESSMENT

Punctuating Direct Quotations

If students have trouble identifying and punctuating direct quotations, **Then**:

- Read aloud the second paragraph as students silently read the text along with you. Change the pitch of your voice when reading the direct quotation and have students circle the beginning and ending quotation marks.
- Then read aloud the third paragraph and follow the same procedure. Point out that some direct quotations are signaled by the words "he said" or "she said" while others are not. Have students underline the words "She said" and the comma that separates the direct quotation.
- Finally, ask students to rewrite and correctly punctuate the direct quotation in the fourth paragraph using the words "She says" to signal the quotation.
- Work with students to generate alternatives to the word "said" such as "remarked," "mentioned," and "told me."

1

Introduce the Assignment

1. Display the four elements of a RAFT (Role: Audience: Form: Topic). Have students copy the RAFT. Then model filling out the first three sections and have students write the responses. Complete the Topic section together.  
Role: Reporter  
Audience: Classmates and teacher  
Form: Informational report  
Topic: What was my interviewee's happiest memory?  
2. Direct students' attention to the description of the five paragraphs that are needed to create an informational report. Read aloud the list of what each paragraph must include.  
3. Remind students about the paragraph structure required to summarize important ideas from the interview:  
**THINK ALOUD** I know that a well-organized paragraph must include a topic sentence and supporting details. A detail may be an example that illustrates the central idea, an explanation, or a quotation that uses someone's exact words to support the central idea.  
4. As you Explore the Model together, help students identify the central idea and the kinds of details used in the model.

2

Teach the Trait

1. Ask, *If something is well organized, what is it like?* (Everything is grouped in a way that makes sense.)  
2. Tell students that they will be summarizing notes from their interview and writing them as an informational report. Say: *When you adapt an interview into a written report, you need to create a structure that makes sense of the information you have gathered. You need to organize your information in a logical order so ideas flow smoothly from one to the next. This order might be chronological order if the interviewee told you about an important event from their life. However, you might also organize your report by the type of information that you learned or by the most important ideas.*  
3. Explain that this student model follows the five-paragraph structure set forth in the writing prompt.

Explore the Model

1. Read aloud the instructions on Student's Book page 202. Then have students read the model silently. Circulate around the room to ensure that students are annotating each quotation correctly.  
2. Encourage students to pay attention to the overall structure and organization of the report, by placing it on a shared screen and labeling each paragraph as you read. Pause after reading each paragraph aloud to point out how the ideas connect or flow from paragraph to paragraph.  
**Paragraph 1/Introduction.** Say: *This provides information about the person being interviewed. Carlos establishes his topic when he says, "... she has lived a long and happy life."*  
**Paragraph 2/Notes from Question 1.** Say: *What do you think Carlos asked Yolanda here?* (Carlos probably asked Yolanda about her happiest memory.) *Notice how sharing her happiest memory connects to the previous idea about "how to achieve happiness." This is an example.*

**Paragraph 3/Notes from Question 2.** Say: *What did Carlos ask here?* (Carlos probably asked Yolanda about the things that make her happy.) *This continues the thread of sharing how to achieve happiness. She describes what made her happy when she was younger. Identify and discuss three kinds of details in this paragraph: quotation, example, explanation. Note that they might overlap.*  
**Paragraph 4/Notes from Question 3.** Say: *Carlos probably asked Yolanda what she's learned about happiness in her 82 years. Ask: How does this relate to the previous paragraph?*  
**Paragraph 5/Conclusion.** Say: *Carlos draws his own conclusions about happiness based on what he learned from Yolanda. Ask: Who can restate what Carlos has learned?*  
3. Have partners discuss the lesson Carlos learned from his grandmother and tell why they agree or disagree.

T202 Unit 4 Happiness

Performance Task: Writing T203

1. VOCABULARY, READING, AND WRITING ROUTINES appear at point-of-use; downloadable routines are also cited.

2. THINK ALOUDS model a variety of skills from how to fill in a graphic organizer to how to apply a reading or writing skill or strategy.

3. FORMATIVE ASSESSMENT provides reteaching opportunities for students who need extra practice with a skill.

MULTI-LEVEL STRATEGIES

As students prepare their drafts, provide differentiated support according to the level of their ability.

Beginning

Allow beginners to dictate their first draft to you. Write their reports as dictated, and then go over the draft together, prompting the student to help you correct any errors in syntax, verb tense, or grammar. Have the student create a clean copy.

Intermediate

When intermediates have finished their first draft, pair them with more advanced students. Ask the advanced students to give their partners feedback, especially regarding paragraph development.

Advanced

Invite advanced students to read their drafts aloud. You might also display several exemplary reports on the wall. These can serve as a sample for other students in the class to follow.

**MULTI-LEVEL STRATEGIES** differentiate instruction for Beginning, Intermediate, and Advanced English learners. They appear at least six times in every unit.

An **INSTRUCTOR COMPANION SITE** includes additional resources for teachers, including routines and a downloadable version of the Teacher’s Book.

**ELTNGL.com/lifresources**

FM25



THE *LIFT* ASSESSMENT STORY

*Lift* prepares learners to reach real-world outcomes in English. Because each student’s destination will vary, we provide a range of assessment options to support every English-learning journey.

ASSESSMENT FOR LEARNING

Throughout *Lift*, teachers are encouraged to use formative assessment to evaluate the students’ current stage of development and make ongoing instructional decisions. Reflection and peer support raise students’ awareness of their own learning as they develop the skills they need to become lifelong, independent learners.



Teacher-Led

**OBJECTIVES**  
Vocabulary  
• Use Key Vocabulary  
• Use Academic Vocabulary  
Reading Strategies  
• Preview  
• Plan: Set a Purpose  
Reading Skill  
• Identify the Central Ideas and Supporting Details

Teachers provide clear **OBJECTIVES**, so learners know the focus of the lesson.

**Key Details** Read for details to support the central idea.  
1. *What have most happiness studies compared in the past?* (Previous studies have compared groups of people, and whether or not they are happy; people from different countries; people who are married and not married; people with children and without children; people who are wealthy and not wealthy.)  
2. Reread lines 21–27. *How is Bartels’ study different from previous studies?* (Previous studies looked at either the genome or the environment. She wants to look at the connection between the two.)  
3. *What important detail do most studies forget?* (We are all different. Each of us is born with our own particular set of genes.)

Lessons include **PROGRESS MONITORING** questions to support students’ skill development.

**FORMATIVE ASSESSMENT**  
Using Details to Support the Central Idea  
If students have difficulty distinguishing between a detail that is an explanation and a detail that is an example, then remind students of the following:  
• An example illustrates, or gives an exact idea about, the central idea. Examples include specific actions, events, and other real things that you can point to.  
• An explanation uses words to tell, or explain, more about the central idea.  
Have students tell you whether each of the following is an example of happiness or an explanation about happiness:  
• Playing with a puppy makes people happy. (example)  
• Happiness is a feeling of well-being. (explanation)  
• Different things make different people feel happy. (explanation)  
• Walking in nature gives people a feeling of well-being. (example)

Teachers can use **FORMATIVE ASSESSMENT** to measure progress on the lesson objectives and provide additional learning support, in the moment.

EXPRESSION RUBRIC	
On the Way	The reader does not express feeling. The reader’s voice does not match the mood or content of the text.
Making Progress	The reader is expressing some feeling. Sometimes, the reader’s voice matches the mood or content of the text.
Ready to Go	The reader is using proper expression. The reader’s voice always matches the mood or content of the text.

**FLUENCY RUBRICS** help teachers monitor students’ oral reading skill progress.

ASSESSMENT OF LEARNING

*Lift* provides multiple measures of assessment that summarize students’ learning throughout the year. These tests illustrate students’ continued progress in their Content-based English skills.



Beginning, middle, and end-of-year **BENCHMARK TESTS** assess students’ reading and writing skills progress throughout the year.

**UNIT ASSESSMENTS**, available as print outs and through the online *Lift* Assessment Suite, cover unit reading, language, vocabulary, and writing skills.



Student-Led

**Feedback Frames**  
I really enjoyed ...  
I suggest you ...  
You could improve the interview by ...

Students provide thoughtful peer **FEEDBACK** about one another’s work.

**Reflect**  
1. Reflect on your Take Action project(s). What was successful? What do you wish you had done differently? Why?  
2. Reread your response to the Essential Question **How can we achieve happiness?** in Connect Across Texts. How did your Take Action project(s) change or add to your response?  
3. What will you do differently in your life because of what you learned in this unit?

Students **REFLECT** on what they have learned and how they will apply it to their lives.

Writing Performance Assessment Rubric RUBRIC FOR T205	
Level	Writing Proficiency Indicators
Beginning	Reports written by students at this level show little awareness of how sentences are grouped into paragraphs. Their writing may consist of illustrations combined with speech balloons or simple captions. Sentences might be attempted but with frequent errors in spelling, syntax, and grammar.
Intermediate	Reports written by students at this level meet basic requirements. Their reports consist of five paragraphs, though each of those paragraphs may be made up of only two or three sentences. Ability to form effective topic sentences is inconsistent.
Advanced	Students at this level are able to write reports made up of fully developed paragraphs, with topic sentences and supporting details. Embedded stories and short interactions are adequately summarized

**PERFORMANCE ASSESSMENT RUBRICS** provide criteria for students’ end-of-unit speaking and writing performance tasks.