











ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>1 HAPPINESS page 1 ACADEMIC TRACK: Health Science / Sociology</p>	<p>Reading 1 Is There a Recipe for Happiness? VIDEO Longevity Leaders</p> <p>Reading 2 Four Keys to Happiness</p>	<p>Focus Identifying the Main Idea Predicting, Understanding the Main Idea and Details, Identifying Main Ideas</p>	<p>Focus Inferring Meaning from Context Justifying Your Opinion, Synthesizing, Reflecting</p>	<p>Skill Focus Writing a Strong Topic Sentence</p> <p>Language for Writing Review of the Simple Present Tense</p> <p>Writing Goal Writing an opinion paragraph about whether people in your community are happy</p>	<p>Word Partners Expressions with <i>living</i></p> <p>Word Forms Words as Nouns and Verbs</p>
 <p>2 INVENTIVE SOLUTIONS page 21 ACADEMIC TRACK: Technology</p>	<p>Reading 1 The Power of Creativity VIDEO Solar Solutions</p> <p>Reading 2 Big Ideas, Little Packages</p>	<p>Focus Identifying Details Predicting, Understanding the Main Idea(s) and Details, Identifying Details</p>	<p>Focus Analyzing Problems and Solutions Analyzing, Synthesizing, Evaluating</p>	<p>Skill Focus Supporting the Main Idea and Giving Details</p> <p>Language for Writing Review of the Simple Past Tense</p> <p>Writing Goal Writing a problem/solution paragraph about an invention and how it changed people's lives</p>	<p>Word Partners adjective + <i>power</i> <i>power</i> + noun</p> <p>Word Link <i>-able</i> and <i>-ible</i></p>
 <p>3 CONNECTED LIVES page 41 ACADEMIC TRACK: Communications / Sociology</p>	<p>Reading 1 The Power of Crowds VIDEO Citizen Scientists</p> <p>Reading 2 Internet Island</p>	<p>Focus Taking Notes (Part 1) Predicting, Understanding the Main Idea(s), Identifying Details, Sequencing</p>	<p>Focus Making Inferences Reflecting, Analyzing</p>	<p>Skill Focus Writing a Concluding Sentence</p> <p>Language for Writing Using the Present Perfect Tense</p> <p>Writing Goal Writing a descriptive paragraph about a crowdsourcing project</p>	<p>Word Partners adjective + <i>contribution</i></p> <p>Word Link <i>-al</i></p>
 <p>4 SAVING OUR SEAS page 61 ACADEMIC TRACK: Environmental Science</p>	<p>Reading 1 Where Have All the Fish Gone? VIDEO Saving Bluefin Tuna</p> <p>Reading 2 What We Eat Makes a Difference</p>	<p>Focus Interpreting Visual Information Predicting, Understanding the Main Idea(s), Understanding a Process, Identifying Problems and Solutions, Identifying Opinions</p>	<p>Focus Evaluating an Argument Synthesizing, Reflecting</p>	<p>Skill Focus Explaining a Chart or Graph</p> <p>Language for Writing Describing Charts and Graphs</p> <p>Writing Goal Writing a paragraph explaining the information presented in a graph</p>	<p>Word Forms Changing Nouns into Adjectives</p> <p>Word Partners verb + <i>on</i></p>
 <p>5 MEMORY AND LEARNING page 81 ACADEMIC TRACK: Psychology / Biology</p>	<p>Reading 1 The Art of Memory VIDEO House of Cards</p> <p>Reading 2 Sleep and Memory</p>	<p>Focus Identifying Cause and Effect Predicting, Understanding the Main Idea(s) and Details, Classifying, Understanding a Process</p>	<p>Focus Applying a Method for Internalization Reflecting, Synthesizing</p>	<p>Skill Focus Using an Outline</p> <p>Language for Writing Using <i>By</i> + Gerund</p> <p>Writing Goal Writing a paragraph about how to improve your memory</p>	<p>Word Forms Changing Nouns and Adjectives into Verbs</p> <p>Word Partners Expressions with <i>state</i></p>

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 <p>6 ANIMALS AND MEDICINE page 101 ACADEMIC TRACK: Health and Medicine</p>	<p>Reading 1 The Snake Chaser</p> <p>VIDEO The Frog Licker</p> <p>Reading 2 A Haven for Chimps</p>	<p>Focus Identifying Pros and Cons</p> <p>Predicting, Understanding the Main Idea(s) and Details, Understanding Pronoun References</p>	<p>Focus Understanding Metaphors and Similes</p> <p>Reflecting, Evaluating, Inferring Meaning, Synthesizing</p>	<p>Skill Focus Writing an Argumentative Paragraph</p> <p>Language for Writing Making Concessions</p> <p>Writing Goal Writing a paragraph about whether scientists should use animals for medical research</p>	<p>Word Link en-</p> <p>Word Web Adjectives for Emotion</p>
 <p>7 NATURE'S FURY page 121 ACADEMIC TRACK: Earth Science</p>	<p>Reading 1 When Tornadoes Strike</p> <p>VIDEO Lightning</p> <p>Reading 2 Wildfires!</p>	<p>Focus Identifying Sequence</p> <p>Predicting, Understanding Main Ideas and Details, Understanding Cause and Effect, Interpreting Maps, Understanding a Process</p>	<p>Focus Evaluating Sources for Credibility</p> <p>Synthesizing</p>	<p>Skill Focus Organizing a Process Paragraph</p> <p>Language for Writing Describing a Process</p> <p>Writing Goal Writing an explanatory paragraph about a natural or biological process</p>	<p>Word Link ex-</p> <p>Word Forms Changing Adjectives into Adverbs</p>
 <p>8 BUILDING WONDERS page 141 ACADEMIC TRACK: Architecture / Archaeology</p>	<p>Reading 1 Unfinished Masterpiece</p> <p>VIDEO A Daring Design</p> <p>Reading 2 Amazing Structures</p>	<p>Focus Identifying Relevant Information</p> <p>Predicting, Understanding the Main Idea(s) and Details, Identifying Evidence</p>	<p>Focus Interpreting Quotes</p> <p>Reflecting, Synthesizing, Evaluating an Argument</p>	<p>Skill Focus Writing a Comparison Paragraph</p> <p>Language for Writing Using Comparative Adjectives</p> <p>Writing Goal Writing a paragraph comparing two different structures</p>	<p>Word Partners adjective + <i>style</i></p> <p>Word Link trans-</p>
 <p>9 FORM AND FUNCTION page 163 ACADEMIC TRACK: Life Science</p>	<p>Reading 1 What Are Feathers For?</p> <p>VIDEO Flying Reptiles</p> <p>Reading 2 Design by Nature</p>	<p>Focus Identifying Theories</p> <p>Predicting, Understanding the Main Idea, Identifying Details</p>	<p>Focus Evaluating Evidence</p> <p>Inferring Meaning, Applying, Synthesizing</p>	<p>Skill Focus Writing a Summary Paragraph</p> <p>Language for Writing Using Synonyms</p> <p>Writing Goal Writing a paragraph summarizing a section of the reading passage "Design by Nature"</p>	<p>Word Partners adjective + <i>advantage</i></p> <p>Word Link pro-</p>
 <p>10 SMART ADVICE page 183 ACADEMIC TRACK: Business</p>	<p>Reading 1 Turning Ideas into Reality</p> <p>VIDEO The Community Builder</p> <p>Reading 2 Lessons in Business</p>	<p>Focus Taking Notes (Part 2)</p> <p>Predicting, Understanding the Main Idea and Details, Identifying Sequence, Identifying Opinions</p>	<p>Focus Applying an Idea to a New Context</p> <p>Inferring, Synthesizing, Inferring Meaning</p>	<p>Skill Focus Giving Details that Support Advice</p> <p>Language for Writing Using the Zero Conditional to Give Advice</p> <p>Writing Goal Writing a paragraph giving advice about preparing to go to college</p>	<p>Word Partners Expressions with <i>challenge</i></p> <p>Word Partners Expressions with <i>quality</i></p>

CONNECTED LIVES 3



Participants attend an online gaming festival in Leipzig, Germany.

ACADEMIC SKILLS

READING Taking notes

WRITING Writing a concluding sentence

GRAMMAR The present perfect tense

CRITICAL THINKING Making inferences

THINK AND DISCUSS

- 1 What do you usually do on the Internet?
- 2 Do you think our lives have been improved by the Internet? If so, in what way(s)? If not, why not?

EXPLORE THE THEME

A Look at the information on these pages and answer the questions.

1. According to Alexa.com, what are the most visited websites in the world? Which are more popular: social media sites or search engines?
2. Which of these websites do you visit regularly? Can you think of other popular websites that aren't on the list?

B Match the correct form of the words and phrases in blue to their definitions.

- _____ (n) the act of looking carefully for something
- _____ (v) to start or put into operation
- _____ (v) to connect to a computer system by typing a particular set of letters or numbers

People in Hong Kong connect with their neighbors and city while playing Pokémon Go.

THE WORLD'S TOP 10 WEBSITES

How often do you **log in** to Facebook? Is there a website that you check every day? Alexa.com tracks millions of Internet users and compiles lists of the most visited websites. Here are its 2017 rankings of the top 10 websites worldwide.

Unsurprisingly, the world's most popular website is Google. This indicates that the majority of Internet use is driven by the **search** for information. YouTube and Facebook are the next most popular, followed by Baidu (in 4th place). **Launched** in 2000, Baidu is the leading Chinese-language search engine. The Indian version of Google also makes the list (in 8th place).

	Time spent ¹	Pages viewed ²	Linked sites ³
1 Google.com	8:34	8.30	2,670,033
2 Youtube.com	9:10	5.30	2,097,022
3 Facebook.com	11:50	4.52	6,442,560
4 Baidu.com	7:56	6.54	96,538
5 Wikipedia.org	4:22	3.30	1,131,376
6 Yahoo.com	4:23	3.80	457,873
7 Reddit.com	15:51	10.38	371,615
8 Google.co.in	8:10	7.05	20,426
9 Qq.com	4:58	4.39	177,323
10 Twitter.com	6:27	3.46	4,494,842

¹ Daily time spent on site (in minutes) per visitor

² Daily page views per visitor

³ Total number of sites that link to this site

Reading 1

PREPARING TO READ

BUILDING
VOCABULARY

A The words in **blue** below are used in the reading passage on pages 45–46. Complete each sentence with the correct word.

collaborate **potential** **feature** **contribution**
investigate **participant** **accurate**

1. A(n) _____ is a person who takes part in something.
2. When you _____ something, you try to find out what happened or what is the truth.
3. _____ information and statistics are correct to a very detailed level.
4. To _____ means to work together on an activity or project to achieve a common goal.
5. If you make a(n) _____ to something, you help make it successful.
6. Something with _____ has the necessary abilities or qualities to become successful in the future.
7. A(n) _____ of something is an important aspect of it.

USING
VOCABULARY

B Discuss these questions with a partner.

1. How often do you **log in** to social media sites? Which is your favorite one?
2. What **contributions** has the Internet made to society? Can you think of any specific examples?

BRAINSTORMING

C Brainstorm a list of reasons you or people you know have used the Internet to collaborate. Discuss with a partner and note your ideas.

PREDICTING

D Look at the title and the subheads of the reading passage on pages 45–46. Then skim the first paragraph. What do you think the reading passage is mainly about? Then check your answer as you read.

- a. the different ways archaeologists can collaborate with each other over the Internet
- b. how the Internet is changing the field of archaeology
- c. how the Internet contributed to a major archaeological discovery



5

Every day, people use the Internet to **collaborate** and share information. Today, scientists and archaeologists¹ are using the power of the Internet to **investigate** the past in a new, exciting way. The approach is known as crowdsourcing, and it involves asking the public for help with a project. Crowdsourcing has the **potential** to completely change modern archaeology.

SOLVING A MYSTERY

Scientists in the United States and Mongolia used the Internet to try to solve an 800-year-old mystery: the location of Genghis Khan's tomb. Genghis Khan was the founder of the Mongol Empire, one of the largest empires in history. When he died in 1227, he was buried in an unmarked grave.

Experts believe that Genghis Khan's final resting place is somewhere near the Burkhan Khaldun, a sacred² Mongolian mountain. It's a difficult place to get to and covers a huge area, so the scientists had to rely on satellite³ images. However, there were over 85,000 images to study, so they needed a lot of help.

¹An **archaeologist** is a person who studies human history by digging up items buried underground.
²Something that is **sacred** is believed to have a special religious purpose or meaning.
³A **satellite** is a device that is sent into space to collect information, capture images, or to be part of a communications system.

▲ **Scientist Albert Lin** uses 3-D imaging technology to search for a lost tomb.

More than 10,000 volunteers or “citizen scientists” joined the **search**. They **logged in** to a website and labeled landmarks⁴ on very detailed satellite images of the area. The landmarks could be roads, rivers, modern structures, or ancient structures. **Participants** also labeled anything else that looked unusual.

According to project leader Albert Lin, humans can often do this kind of work better than computers. “What a computer can’t do is look for ‘weird things,’” he says. Lin’s team used the information from the volunteers to decide on the best places to visit and study. The project has identified more than 50 sites that might be related to Genghis Khan’s tomb. The exact location is still unknown, but Lin believes that we are getting closer to finding out this great secret.

PROTECTING TREASURES

Crowdsourcing is also being used by National Geographic Explorer and archaeologist Dr. Sarah Parcak. In 2017, Parcak **launched** GlobalXplorer, a citizen science project that aims to find and protect important archaeological sites using satellite images. In particular, it protects sites from looters—people who steal ancient objects and sell them. “If we don’t go and find these sites,” says Parcak, “looters will.” Looting pits are easy to spot in satellite images, so participants can look

for signs of looting and illegal construction. The project launched in Peru, which has large numbers of historical sites from many different cultures.

GlobalXplorer is designed like a game. Participants first watch online videos that teach them how to identify certain **features** on satellite images. Then, they study and flag⁵ satellite images on their own. They look at more than 250,000 square kilometers of land, broken into 100 × 100 meter “tiles.” Since the participants don’t have professional experience, a certain number of them have to agree on the results before the data is considered useful. Once enough volunteers say that they see the same thing, Parcak and her team will check for themselves before passing the information along to archaeologists on the ground. The “players” receive a score based on how **accurate** they are.

“Most people don’t get to make scientific **contributions** or discoveries in their everyday lives,” Parcak says. “But we’re all born explorers ... We want to find out more about other people, and about ourselves and our past.” Now, thanks to crowdsourcing projects like GlobalXplorer, anyone with a computer and an Internet connection can be part of a new age of discovery.

⁴A **landmark** is a building or other place (e.g., a large tree or a statue) that is easily noticed and recognized.

⁵When you **flag** something, you mark it for attention.

UNDERSTANDING THE READING

- A** According to the reading passage, the Internet is enabling collaboration through crowdsourcing. How does this work?
- A small group of people connected to the Internet work together on a project.
 - A large group of people connected to the Internet contribute toward a shared goal.

UNDERSTANDING
MAIN IDEAS

- B** Complete the chart below using information from the reading passage.

UNDERSTANDING
DETAILS

Lin’s Project	Parcak’s Project
Studies an area in the country of 1 _____	Studies sites in the country of 4 _____
Aims to find the tomb of 2 _____	Aims to protect sites from 5 _____
Participants look at satellite images and label landmarks and other 3 _____ features.	Participants look at satellite images and flag any signs of looting and 6 _____.

CRITICAL THINKING You make inferences when you make logical guesses about things a writer does not say directly. This is also called “reading between the lines.”

- C** Work with a partner. What can you infer from each statement from the reading passage? Circle the best inference.

CRITICAL THINKING:
MAKING INFERENCES

- More than 10,000 volunteers or “citizen scientists” joined the search.*
 - A lot of people don’t know much about Genghis Khan.
 - A lot of people are interested in finding Genghis Khan’s tomb.
- [GlobalXplorer] protects sites from looters—people who steal ancient objects and sell them.*
 - Many people don’t appreciate the true value of ancient objects.
 - Ancient objects are worth a lot of money.
- The project launched in Peru, which has large numbers of historical sites from many different cultures.*
 - Because of its rich history, Peru is an ideal place to start the project.
 - Peruvians are very proud of their country’s rich and diverse history.

- D** Would you prefer to join Lin’s project or Parcak’s project? Discuss with a partner and give reasons for your choice.

CRITICAL THINKING:
REFLECTING



Archaeologist Sarah Parcak examines a satellite image.

DEVELOPING READING SKILLS

READING SKILL Taking Notes

Taking notes on a reading passage has two main benefits. First, it helps you understand the information better. It also helps you organize important information for writing assignments and for tests.

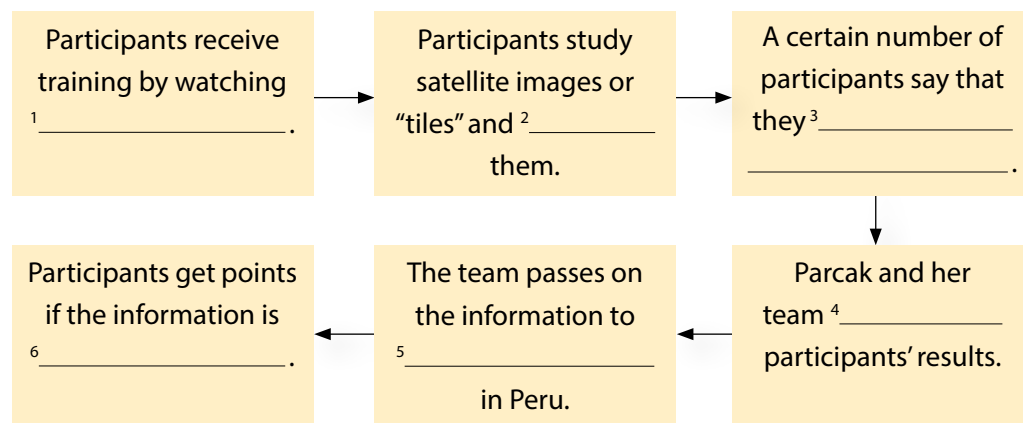
It is often helpful to use some kind of graphic organizer when you take notes. Use graphic organizers that best match the type of passage you are reading. Many reading passages are a mixture of text types, so you may want to use more than one graphic organizer:

- **T-chart:** problem-solution, cause-effect, pros-cons, two facets of a topic (see page 47)
- **mind map** (or **concept map** or **word web**): description, classification (see page 11)
- **Venn diagram:** comparison of similarities and differences (see page 7)
- **traditional outline:** any type (see page 18)
- **timeline** or **flow chart:** process or events over time

- ANALYZING **A** Read the information about how GlobalXplorer works. As you read, underline the different steps in the process.

GlobalXplorer is designed like a game. Participants first watch online videos that teach them how to identify certain features on satellite images. Then, they study and flag satellite images on their own. They look at more than 250,000 square kilometers of land, broken into 100 × 100 meter “tiles.” Since the participants don’t have professional experience, a certain number of them have to agree on the results before the data is considered useful. Once enough volunteers say that they see the same thing, Parcak and her team will check for themselves before passing the information along to archaeologists on the ground. The “players” receive a score based on how accurate they are.

- TAKING NOTES **B** Complete the flow chart using the information above. Share your answers with a partner.



Video



Albert Lin rides out to explore a site in Mongolia.

CITIZEN SCIENTISTS

BEFORE VIEWING

- A** Why do you think people are interested in finding Genghis Khan’s tomb? Discuss your ideas with a partner. BRAINSTORMING

- B** Read the information about Genghis Khan. Then answer the questions. LEARNING ABOUT THE TOPIC

Genghis Khan was one of the most feared leaders of all time. Born around 1160, he was originally named “Temujin.” At the age of 20, he began building a large army to bring all the tribes of Mongolia under his rule. As leader of the Mongol Empire, he introduced a new alphabet and a new type of money. He also devised a system of laws and regulations, and allowed freedom of religion—long before that idea spread to other parts of the world. At the same time, however, he launched violent military campaigns against his enemies. After his death, the Mongol Empire grew to become one of the biggest of all time. It stretched east to west from the Sea of Japan to Eastern Europe, and north to south from Siberia to Southeast Asia.

1. Why is Genghis Khan one of the most feared leaders of all time?

2. List two ways Genghis Khan’s empire set a model for modern society.

3. How far south did the Mongol Empire reach?

VOCABULARY IN
CONTEXT

C Below are some quotes from the video. Match the correct form of each **bold** word or phrase to its definition.

"Citizen scientists around the world scan the images and **tag** anything that looks unusual."

"These are the most recent tags that have been **uploaded** onto the data pads."

"We're going to scan every single one of the human computation sites that have been picked out on that mountain and try to **figure out** what people saw."

- _____ (v) to mark or attach a label to
- _____ (v) to investigate or think something through in order to understand it
- _____ (v) to transfer data from one computer to a central computer or the Internet

WHILE VIEWING

UNDERSTANDING
MAIN IDEAS

A Watch the video. Choose the best alternative title for it.

- How Crowdsourcing Led Us to an Ancient Tomb
- Journeying on Horseback Across the Burkhan Khaldun
- Lessons from a Crowdsourcing Failure

UNDERSTANDING
DETAILS

B Watch the video again and answer the questions below.

- What is a good indicator that something is man-made?

- How does the team know that this is not Genghis Khan's tomb?

- Why is the team encouraged by the discovery of this tomb?

AFTER VIEWING

REACTING TO
THE VIDEO

A Work with a partner. If you were able to interview Albert Lin, what questions would you ask?

CRITICAL THINKING:
ANALYZING

B Below is an excerpt from the reading passage on pages 45–46:

According to project leader Albert Lin, humans can often do this kind of work better than computers. "What a computer can't do is look for 'weird things,'" he says.

What do you think Lin means by this? Include examples from the video to support your answer.

Reading 2

PREPARING TO READ

A The words in **blue** below are used in the reading passage on pages 52–53. Read their definitions and then complete each sentence with the correct word.

BUILDING
VOCABULARY

A **tribe** is a group of people who live in the same place and share a common culture.

Voting is the activity of choosing someone or something in an election.

If something exists in the **virtual** world, it exists only on computers or on the Internet.

Remote areas are far away from cities and places where most people live.

An **environmentally** responsible person is concerned with the protection of the natural world of land, sea, air, plants, and animals.

When you **advertise** a product, you provide information about it in the hope of getting people to buy it.

A **tool** can refer to anything you use for a particular task or purpose.

If something is **global**, it affects all parts of the world.

- A lot of companies _____ their products on TV and online.
- Many companies these days are trying to be more _____ friendly. For example, some automobile companies are producing more electric cars.
- The Internet is a useful _____ for communication.
- Some online games have _____ cities. These places aren't real; they only exist online.
- In most democracies, people choose their leaders by _____ for them.
- There are still some _____ areas in the developing world that don't have Internet access.
- Most social media sites are _____—people from all over the world can use them.
- In traditional Fijian society, each _____ has its own chief or leader.

B Discuss these questions with a partner.

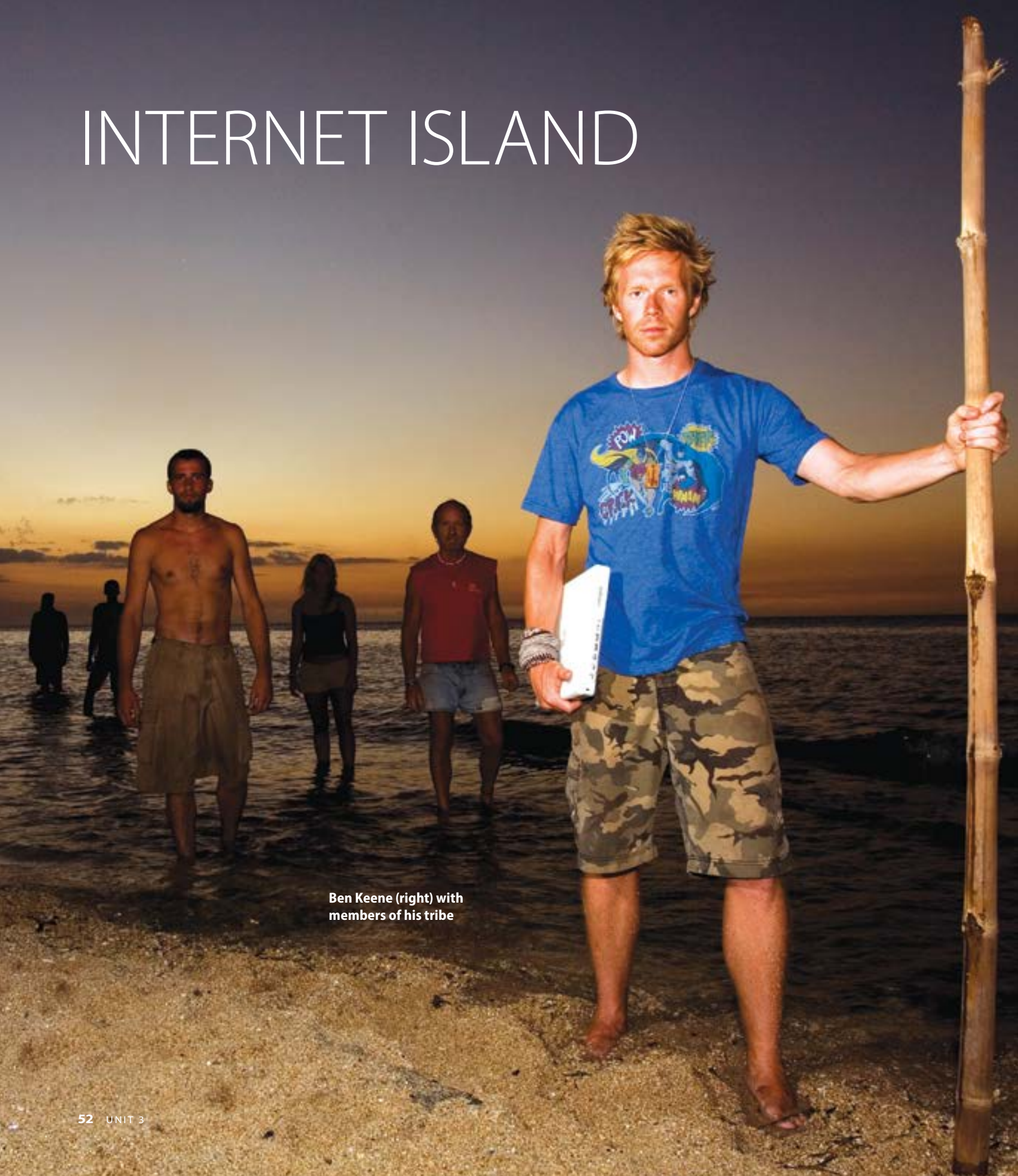
USING
VOCABULARY

- What are some things you can do to be more **environmentally** responsible?
- What is the most **remote** place you have been to? Did you like it there?

C Skim the reading passage on pages 52–53. Why do you think it is titled "Internet Island"? Check your ideas as you read the passage.

PREDICTING

INTERNET ISLAND



Ben Keene (right) with members of his tribe

6

THE IDEA

On January 14, 2006, Ben Keene received an email that changed his life. It was from his friend, Mark James. The subject line read: “A **TRIBE** IS WANTED.” Keene and James, both 26, had wanted to create an Internet start-up.¹ Here was James’s new idea: We will create an online community and call it a tribe. We will make decisions about rules through discussions and online **voting**. Then we will do something that no one has ever done—our **virtual** tribe will become a real one. We will travel to a **remote** island and form a partnership with a local tribe. We will build an **environmentally** friendly community and share it with the world.

James got this idea from social networking websites. He noticed that people spent a lot of time on these sites, but they spent most of their time posting messages and sharing music. In James’s view, these sites could be used for so much more.

THE ISLAND

Keene liked the idea, and he and James named their website Tribewanted.com. Then they began looking for an island for their tribe. Around the same time, Tui Mali—the chief of a tribe in Fiji—wanted to find someone to develop his small island called Vorovoro. Although the main islands of Fiji were becoming very modern, Vorovoro was not. A few people on Vorovoro had cell phones or worked on one of the main islands, but most lived in very small, simple homes with no electricity or running water.

Tui Mali **advertised** his island on the Internet, and a few weeks later, Keene and James contacted him. They agreed to pay \$53,000 for a three-year lease² of the island and \$26,500 in donations³ to the community. They also promised jobs for the local tribe members. “We are all excited about Tribewanted,” Tui Mali told a local newspaper reporter. “It will provide us with

work for the next three years.” Tui Mali was happy to have the money, but he also trusted that Keene and James would respect his culture.

THE NEW TRIBE

The Internet tribe attracted people quickly. In a few months, it had 920 members from 25 countries. In September of 2006, Keene and 13 of his tribe members, aged 17 to 59, traveled to the island for the first time; James, meanwhile, stayed at home to manage the website. When Keene’s group arrived, the local tribe and Tui Mali were there to greet them.

For several weeks after the newcomers arrived, they worked with the local tribe members. They built buildings, planted crops behind the village, set up clean sources of energy such as solar power, and ate fresh fish from the ocean. As the new and old tribes worked together, they became friends. Eventually they became one tribe.

Tribewanted brought together groups of people from very different cultures—both on the island and online. Keene and Tui Mali believe the new tribal connections will help Vorovoro develop in a positive way. They hope the island will become more modern without losing its traditional culture.

THE TRIBE KEEPS GROWING

Today, Tribewanted continues to use social networking as a **tool** to connect in a real environment. Anyone can go to the website to join the online tribe, donate money, or plan a visit. Since Vorovoro, Keene and James have created other tribes in Sierra Leone, Papua New Guinea, Bali, and Italy. They hope to create more communities around the world, bringing people and cultures together in a **global** Internet tribe.

¹ An **Internet start-up** is a newly created online business.

² A **lease** is a contract allowing the use of a building or piece of land.

³ **Donations** are sums of money or items that someone gives to an organization.

UNDERSTANDING THE READING

UNDERSTANDING
MAIN IDEAS

- A** Below is an introductory sentence for a brief summary of the reading passage. Complete the summary by choosing three sentences (a–e) that best express the main ideas of the reading passage.

Ben Keene and Mark James created Tribewanted.com, a virtual community that became a real community.

- They contacted Tui Mali, the leader of a tribe in Fiji who wanted to modernize his island.
- Members of the website traveled to the island to help develop it, forming new tribal connections with the local community.
- James did not go to the island; he had to stay at home to manage the website.
- Each month, one member of Tribewanted was elected co-chief of the island and served alongside Tui Mali.
- Keene and James have created new tribes in other places around the world, and hope to form a global Internet community.

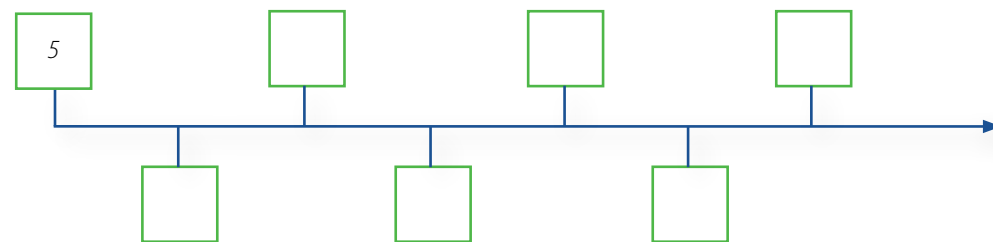
UNDERSTANDING
DETAILS

- B** Find supporting details in the reading passage to complete each sentence. The sentences are in random order.

- James and Keene found a small island for their tribe called _____.
- In September _____, Keene went to the island with 13 other people.
- James and Keene paid Tui Mali _____ to lease the island for three years.
- James and Keene named their website _____.
- Mark James sent a(n) _____ to his friend, Ben Keene, about starting a tribe.
- James and Keene started tribes in other places like _____ in Indonesia.
- The newcomers worked with the _____ people to develop the island. In the end, both groups became one tribe.

SEQUENCING

- C** Complete the timeline using the sentences in exercise B.



CRITICAL THINKING:
MAKING
INFERENCES

- D** Discuss these questions with a partner.

- What kind of people do you think join Tribewanted?
- How do you think Tribewanted has changed Tui Mali and his tribe members?

Writing

EXPLORING WRITTEN ENGLISH

- A** Read the sentences. Then answer the question below.

NOTICING

- The project has identified over 50 sites that might be related to Genghis Khan's tomb.
- Since Vorovoro, Keene and James have created new tribes in other countries.
- Lin and Parcak have used citizen scientists to help them find important sites.
- Parcak's work has helped to protect sites from looters.
- Thousands of people have joined Tribewanted in the past few years.

Which of the following statements is true about the actions described by the underlined verbs?

- The action started and ended in the past.
- The action started in the past and continues in the present.

LANGUAGE FOR WRITING The Present Perfect Tense

We use the present perfect tense:

- for something that began in the past and continues to the present.
- for something that happened at an unspecified time in the past.
- when the time in the past is not important.

To form the present perfect tense, use *have* or *has* and the past participle of a main verb.

*Tui Mali **has lived** in Fiji all his life.*

*We **have advertised** the product on several different social media sites recently.*

*I think the Internet **has improved** our lives in many ways.*

We often use a clause with *since* to show when something started in the past.

*She **has posted** over 100 photos on Instagram since last month.*



An aerial view
of Vorovoro

B Complete the sentences using the present perfect tense of the verbs in parentheses.

1. Facebook _____ (make) it easier for me to keep in touch with my former classmates.
2. Social media sites _____ (change) a lot since they first became popular.
3. I _____ (meet) a lot of great people through social networking sites.
4. Citizen scientists _____ (contribute) to many important research projects in the past few years.
5. GlobalXplorer _____ (form) a partnership with the Sustainable Preservation Initiative (SPI).
6. Since the success of Vorovoro, Tribewanted _____ (expand) into Africa and Europe.

C Write three sentences using the present perfect tense. Write about the impact that the Internet has had on your life, and ways that you have used the Internet.

1. _____

2. _____

3. _____

WRITING SKILL Writing a Concluding Sentence

Formal paragraphs often have concluding sentences. A concluding sentence is the last sentence of a paragraph. It ties the paragraph together.

Concluding sentences can state an opinion (either the author's, or a person mentioned in the paragraph), make a prediction, or ask a question for the reader to think about. They can also restate—or summarize—the main idea of a long or complex paragraph. Here are some examples:

I believe that one of the most important skills we can learn is collaboration.
[states an opinion]

GlobalXplorer will help prevent looting of archaeological sites in Peru.
[makes a prediction]

Which crowdsourcing project would you prefer to join?
[asks a question]

In short, the Internet has transformed the field of archaeology.
[restates the main idea]

D Find and underline these concluding sentences in the reading passages in this unit. What does each sentence do? Write **P** (makes a prediction), **O** (gives an opinion), or **R** (restates the main idea).

- _____ 1. Now, thanks to crowdsourcing projects like GlobalXplorer, anyone with a computer and an Internet connection can be part of a new age of discovery.
- _____ 2. We will build an environmentally friendly community and share it with the world.
- _____ 3. In James's view, these sites could be used for so much more.

E Write a concluding sentence for each paragraph below.

Everywhere you look these days, people are on their phones, tablets, or computers. Some are talking, some are texting, and some are surfing the Web. It seems like people communicate with each other on social networks and by email more than they do in person. According to Tom Rath and Jim Harter, authors of *Wellbeing: The Five Essential Elements*, people should spend up to six hours a day socializing with friends and family in order to increase happiness. Socializing online probably doesn't have the same effect that socializing in person does.

1. [Write a prediction.] _____

In my opinion, reading the news online is better than reading a newspaper or watching the news on TV. One reason for this is that readers can comment on articles that they read online. They can have conversations with other readers, and sometimes even with the writer. Also, online articles provide links to additional information. For example, if an article mentions a name, the name is often linked to another article with more information about that person. Finally, online news articles can be updated if something changes during the day. For example, an online news site might post an article about a dangerous storm in the morning. If more information about the storm becomes available later that day, it can be added to the article.

2. [Restate the main idea.] _____

WRITING TASK

GOAL You are going to write a paragraph on the following topic:

Describe a crowdsourcing project that you know well. Do some research if necessary. Choose one of the following or your own idea:

EyeWire Galaxy Zoo Wild Me iNaturalist WildScan

TAKING NOTES

- A** Look up the crowdsourcing projects above—or other crowdsourcing projects you know about—online. Choose one project and write notes about it.

PLANNING

- B** Follow these steps to make notes for your paragraph.

Step 1 Write a topic sentence in the outline below to introduce the crowdsourcing project you chose.

Step 2 Complete the outline with supporting details for each question. Don't worry about grammar or spelling. Don't write complete sentences.

Step 3 Write a concluding sentence for your paragraph.

OUTLINE

Topic: What is one way that people have collaborated on the Internet?

Topic sentence: _____

What is the purpose of the project? _____

How does it work? _____

What has it accomplished so far? _____

Concluding sentence: _____

FIRST DRAFT

- C** Use the information in your outline to write a first draft of your paragraph.

REVISING PRACTICE

The drafts below are similar to the one you are writing. They are on the topic of Tribewanted.

What did the writer do in Draft 2 to improve the paragraph? Match the changes (a–d) to the highlighted parts.

- a. deleted unrelated information b. corrected a verb form
c. added a concluding sentence d. added details to explain an idea

Draft 1

Members of Tribewanted.com has collaborated to create virtual and real-life communities all over the world. The founders of the website are Ben Keene and Mark James. They have been friends for a long time. In 2006, James came up with the idea to launch a website to get members to meet and work together to help a community in need. Keene and James learned about a project to help develop an island in Fiji. By this time, many people had signed up online to join the website. Keene and a few members went to the island and worked with the local people there. Together, they accomplished a lot. Tribewanted has since expanded into other areas like Sierra Leone and Papua New Guinea.

Draft 2

Members of Tribewanted.com **have collaborated** to create virtual and real-life communities all over the world. The founders of the website are Ben Keene and **Mark James. In 2006,** James came up with the idea to launch a website to get members to meet and work together to help a community in need. Keene and James learned about a project to help develop an island in Fiji. By this time, many people had signed up online to join the website. Keene and a few members went to the island and worked with the local people there. Together, they accomplished a lot. **For example, they planted crops and set up environmentally friendly power sources on the island.** Tribewanted has since expanded into other areas like Sierra Leone and Papua New Guinea. **The website has successfully brought together people from very different cultures to form a real-world tribe.**



- D** Now use the questions below to revise your paragraph.

- Does a strong topic sentence introduce the main idea?
 Does the paragraph include enough details for each supporting idea?
 Are all verb forms correct?
 Is there any information that doesn't belong?
 Does the paragraph have a concluding sentence or question?

REVISED DRAFT

EDITING PRACTICE

Read the information below.

In sentences using the present perfect tense, remember to:

- use the correct form of *have*.
- use the correct form of the past participle of the main verb. (Be careful with irregular past participles, such as *be—been*, *do—done*, *have—had*, *see—seen*, *take—taken*.)

Find and correct one present perfect mistake in each sentence below.

1. The Internet been in existence for several decades now, but we are still discovering creative ways to use it.
2. Now that it's so easy to share videos, millions of people has posted videos online.
3. Even though I have saw that video a few times, I still find it very funny.
4. Social networks like Facebook and Twitter has changed the way we get our news.
5. The Internet has allow people to share information and collaborate on projects.
6. Sarah Parcak has spend the last several years using satellite images to identify important archaeological sites.
7. Galaxy Zoo has enabling hundreds of thousands of citizen scientists to classify galaxies (star systems) in our universe.

FINAL DRAFT **E** Follow the steps to write a final draft.

1. Check your revised draft for mistakes with the present perfect tense.
2. Now use the checklist on page 218 to write a final draft. Make any other necessary changes.

UNIT REVIEW

Answer the following questions.

1. Which crowdsourcing project mentioned in this unit do you find most interesting? Why?

2. What are two things a concluding sentence can do?

3. Do you remember the meanings of these words? Check (✓) the ones you know. Look back at the unit and review the ones you don't know.

Reading 1:

- | | | |
|-----------------------------------|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> accurate | <input type="checkbox"/> collaborate | <input type="checkbox"/> contribution |
| <input type="checkbox"/> feature | <input type="checkbox"/> investigate | <input type="checkbox"/> launch |
| <input type="checkbox"/> log in | <input type="checkbox"/> participant | <input type="checkbox"/> potential |
| <input type="checkbox"/> search | | |

Reading 2:

- | | | |
|------------------------------------|--|---------------------------------|
| <input type="checkbox"/> advertise | <input type="checkbox"/> environmentally | <input type="checkbox"/> global |
| <input type="checkbox"/> remote | <input type="checkbox"/> tool | <input type="checkbox"/> tribe |
| <input type="checkbox"/> virtual | <input type="checkbox"/> voting | |