

حل كتاب التمارين 2026م



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

موقع المناهج ↔ مناهج مملكة البحرين ↔ الصف السابع ↔ لغة إنجليزية ↔ الفصل الثاني ↔ ملفات متنوعة ↔ الملف

تاريخ إضافة الملف على موقع المناهج: 14-02-2026 12:38:55

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات احلول | عروض بوربوينت | أوراق عمل
منهج إنجليزي | ملخصات وتقديرات | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة إنجليزية:

التواصل الاجتماعي بحسب الصف السابع



الرياضيات



اللغة الانجليزية



اللغة العربية



ال التربية الاسلامية



المواد على تلغرام

صفحة مناهج مملكة
البحرين على
فيسبوك

المزيد من الملفات بحسب الصف السابع والمادة لغة إنجليزية في الفصل الثاني

كتاب التمارين الشامل

1

كتاب الأنشطة التفاعلية 1 Impact

2

نموذج إجابة أسئلة امتحان نهاية الفصل الثاني للعام 2017

3

نموذج أسئلة امتحان نهاية الفصل الثاني للعام 2017

4

نموذج أسئلة امتحان نهاية الفصل الثاني للعام 2016

5

Unit 1

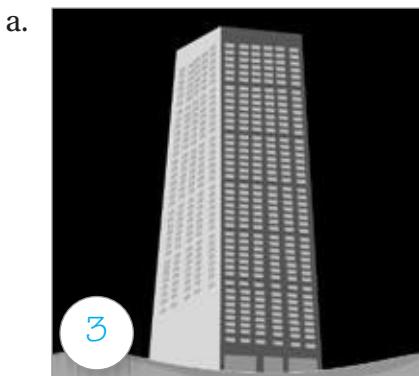
Life in the City

1 Find ten vocabulary words. Then write the correct words to complete each sentence.

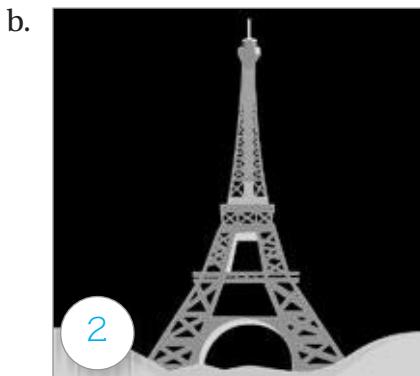


1. People often talk about the differences between rural / urban life and urban / rural life. My friend is unusual because she lives for six months in the city and six months in the countryside.
2. I have another friend who has a very special window in his bedroom. The window is in the roof and is the shape of a star. It's like sleeping under the stars! The design is unique because he made it himself – nobody else has one like it!
3. Living in a capital city is exciting. When I get a job, I plan to live in Paris or Ottawa or Rome.
4. Is there a city in the world that doesn't have tall buildings or skyscrapers? Maybe, but every airport must have a communications tower to help planes.

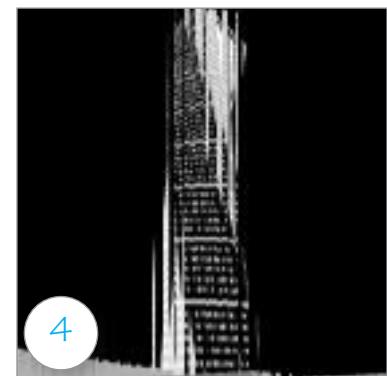
2 Listen. Write the number of the sentence that goes with each picture. **002**



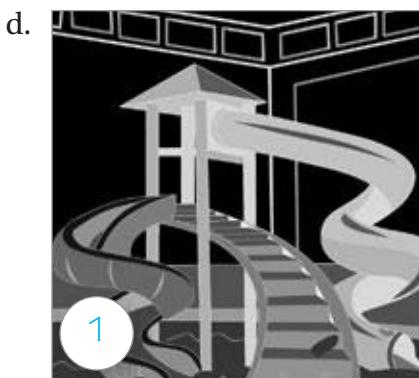
3



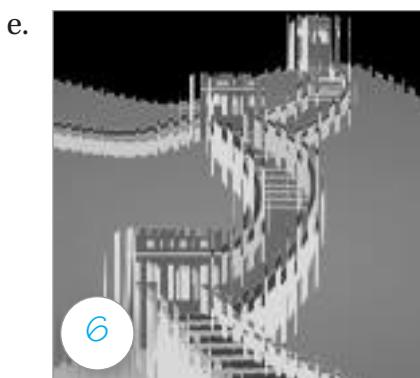
2



4



1



6



5

3 Listen. Then read and tick **T** for *True* or **F** for *False*. Rewrite the false statements to make them true. **003**

1. Renato is an architect.

T	F
<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. He designs skyscrapers.

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

3. Renato's design for a city has areas only for people.

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

4. In Renato's city, cars travel above residents' heads.

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

5. Renato's design is only for older people.

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

6. Renato's city design is safe for the residents.

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

7. The bicycle tracks are high up with the cars.

<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------

8. Renato's city is expensive to build.

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

GRAMMAR

Present simple: General statements

Architects design new buildings for cities.	She studies the plans for the new capital.
The city's design includes a lot of green spaces.	The road goes next to an indoor park.
This tall tower doesn't look new.	The skyscraper has a garden inside.

To form the present simple, use the infinitive without *to*. *I/You/We/They design* unusual buildings. Note that with *he/she/it*, we add **-s** to the verb: *He/She designs* a new skyscraper. *It looks* amazing. To make a negative sentence, use *don't* or *doesn't*.

The spelling of some verbs changes after adding **-s** or **-es**. Add **-es** to verbs such as *glass* → **glasses**, *wash* → **washes**, *watch* → **watches**. For verbs that end in *y*, drop the *y* and add **-ies**: *study* → **studies**.

Some verbs are irregular: *go* → **goes**, *do* → **does**, *have* → **has**.

1 Read. Circle the correct verb. Listen to check your answers. ▶004

1. Capital cities **has** / **have** large public areas.
2. Children often **play** / **plays** in city parks.
3. An architect **teach** / **teaches** how to design buildings.
4. People **doesn't** / **don't** walk on this pavement.
5. Huge mountains **surround** / **surrounds** the capital city.
6. In winter the city park **closes** / **close** early.
7. She **study** / **studies** unusual architecture in Denmark.
8. The bridge **doesn't** / **don't** go to the sports centre.

2 **Write.** Fill in the blanks with the correct present simple form.

1. In Bogotá, people sometimes ride (ride)
their bikes on the motorway.



2. Residents like (like) to relax
by the stream.

3. Architects don't design (not design)
skyscrapers for rural areas.

4. A new bridge crosses (cross)
the motorway.

5. People need (need) green spaces in capital cities.

6. Sometimes architects plan (plan) buildings with parks on the roof.

7. In urban areas, people don't enjoy (not enjoy) crowded pavements.

8. My village has (have) a water tower.

9. A major motorway connects (connect) two big cities.

10. The stream doesn't go (not go) through the city.

3 **Write about a city you know.** Use some of the words in the box.

Things:	architecture	bridge	motorway	shape	pavement	skyscraper	tower
Descriptive words:	concrete	indoor	outdoor	rural	unique	unusual	urban
Verbs:	be	construct	cross	design	have	need	plan

Answers will vary.

4 **Draw a plan of your city.** Use a separate piece of paper. Practise talking about the details of your plan with your classmates or teacher.

1 Listen and read. As you read, notice the separate paragraphs. Why does the writer start new paragraphs? 005



Desire* Paths

*desire *v.* to want something
n. the feeling of wanting something

¹ Everybody has seen one, most people have walked on one, and perhaps you started a new one. We may not know the name, but these paths are called 'desire paths'. These are paths, tracks or pavements made by people or animals walking on the grass to move quickly from one concrete pavement to another. For example, we see these paths in urban spaces where people don't use the pavements, but take a shortcut through green land, parks and gardens.

² So why do people decide to walk on the green grass and not on the pavements? Sometimes the architect's plan for urban spaces isn't the best. Residents, people like you and me, who use the outdoor areas every day, know the best and quickest way to walk from one place to another.

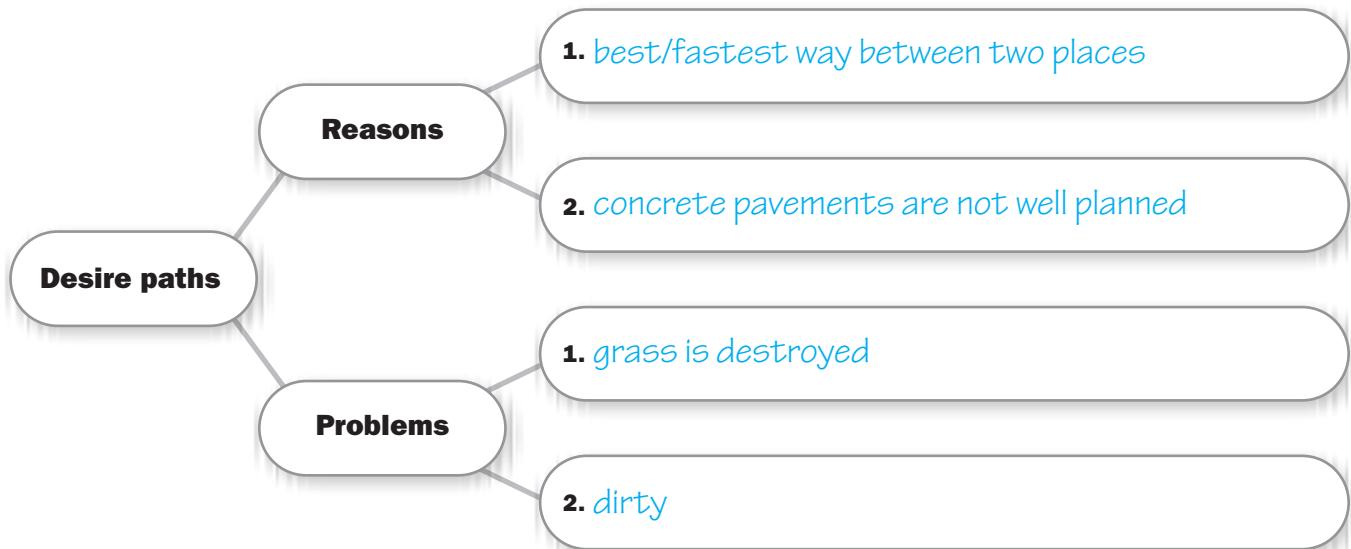
³ The problem is that we destroy the grass when we make a desire path. Also, these new tracks get wet and dirty easily. Concrete is cleaner. We know that we need to protect our green spaces, but we also need to move from place to place quickly.

⁴ Perhaps we need better designers and architects to plan our pavements and urban green spaces. They should ask local people and pay attention to what residents want.

2 Answer the questions. Write the number of the paragraph on the line.

- 1 1. Which paragraph gives us a definition of desire paths?
- 3 2. Which paragraph tells us about problems with desire paths?
- 2 3. Which paragraph describes the reasons for desire paths?
- 4 4. Which paragraph discusses possible solutions to the problems?

3 Complete the diagram. Read the text again and make notes in the boxes.



4 Think about the information from the texts in this unit. You've read about desire paths and a plan to make London into a new type of national park. Read the sentences. Do you agree with these ideas? Tick (✓) the boxes if you agree. Write a question mark (?) if you're not sure. Write (X) if you don't agree. *Answers will vary.*

1. There's a lot of green space where I live.
2. We need to protect green spaces in cities.
3. I use desire paths.
4. Concrete pavements are important.
5. I feel happier when I spend time outdoors.
6. The walk to my nearest park is too long.
7. Architects should ask city residents about their ideas for green spaces.
8. People haven't got enough information about nature in urban areas.

GRAMMAR

In and on: Expressing location

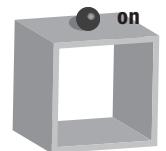
People walk on the grass and make new paths.	There aren't enough trees in cities.
There's a restaurant on top of the skyscraper.	We need more green spaces in urban areas.
I walk on the pavement.	I like to relax in the park.

We use *in* and *on* to say where something is. Use *in* to give the idea that things are inside something or in an area; for example, in buildings, cities and countries.

*People live **in** skyscrapers. There are many beaches **in** Rio de Janeiro. Rio de Janeiro is **in** Brazil. Brazil is a country **in** South America.*



Use *on* to say that something is on the surface or on top of something else. We also use *on* with streets and roads. *They live **on** an island. Their house is **on** Broad Street. They often walk **on** the beach.*



1 Circle the correct preposition.

1. Cars don't go **on** / **in** pavements.
2. There are a lot of skyscrapers **in** / **on** big cities.
3. The Statue of Liberty is **on** / **in** an island.
4. You can find lot of green areas **in** / **on** the countryside.
5. Moscow is **in** / **on** Russia.
6. The Taj Mahal is **on** / **in** India.
7. The most popular Internet café is **on** / **in** Main Street.
8. The architect lives **in** / **on** Los Angeles.
9. Many residents of Rio de Janeiro like to relax **on** / **in** the beach.
10. There's a new restaurant **on** / **in** top of the building.

2 Listen. Complete the sentences with **in** or **on** according to the sentence you hear. ▶006

1. They've got a house in a forest.
2. She lives on Newtown Street.
3. We put our books on the kitchen table.
4. I keep my pencils in my desk drawer.
5. Is that a map of the city in your hand?

3 Write. Marta is in her first year at college. This is an email to her younger brother. Read and fill in the blanks with *in* or *on*.

Hi Seba,

How are you? I'm fine now after two days (1) in my new room at college. It's really cool here. Everybody can find me easily because my name is (2) on the door!

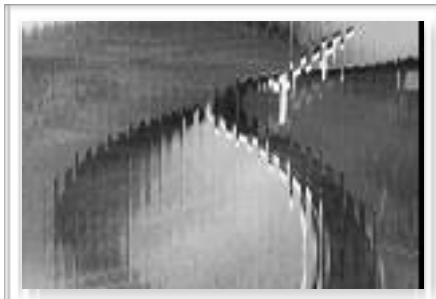
I don't know the town very well yet, but my building is (3) on Main Street, so everything is close. I see that there's a new park near my building. Guess what? It has a skateboard track (4) in the middle! So bring your skateboard when you come. I think you can fit it (5) in your bag, can't you? Here's a photo of the park.

I'm thinking of joining a club that does something called 'Parkour'. Have you heard of it? They also call it 'urban free running' – running (6) in cities. Look it up on the Internet. There are some amazing videos!

Say hi to Mum and Dad, and see if you can visit me soon.

Bye for now!

Marta



4 Think about the design of the neighbourhood where you live. Write at least six sentences using *in* and *on* and the words from the box. Practise talking about your neighbourhood with your classmates or teacher. *Answers will vary.*

bridge motorway park river shopping centre pavement skyscraper

I live in a skyscraper in Hong Kong.

WRITING

When we want to tell someone about a person, a place or a thing, we often use descriptive words. Words such as *dirty*, *busy* and *wet* are adjectives that go with nouns to paint a better picture in our mind. Notice how these descriptive words create different pictures in our mind.

- *Alexis skates on the **dirty** pavement.*
- *Alexis skates on the **busy** pavement.*
- *Alexis skates on the **wet** pavement.*

1 Organise.

1. Your topic is a place that needs changing. Think of a place you know that has a problem. Maybe it's very small, too dry or wet, or maybe there's a lot of rubbish there.

In the first column, list three things you don't like about the place. Then, in the second column, think of how you can change each thing. Use descriptive words.

A place I don't like	My changes
school playground – broken bench	new, wooden bench

Read your two lists and add more descriptive adjectives. Use a dictionary to help.

2. Plan your writing. You need an **opening statement** that describes the place and what the problem is. This will be your **topic sentence**. It helps the readers understand your idea. Write your topic sentence here:

Next, you'll need a **paragraph** describing what the problem is, and a **paragraph** about what the place looks like after the change. Remember to use descriptive words to create a picture in your readers' minds.

2 Write.

1. Go to page 21 in your book. Re-read the model text and the descriptive words.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...



1 talk about cities and different types of life in the city.

Write two sentences about urban life.

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

Write two sentences about green spaces in cities.

2 use the present simple to talk about general statements.

Write four sentences using the present simple form of any of the verbs from the box.

Two of your sentences should be negative.

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

construct **design** **explore** **find** **grow** **live** **need** **pay** **plan** **use** **walk**

3 use *in* and *on* to express location.

Write four sentences about a place you know. Use *in* and *on*.

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

4 write an article describing a place in my neighbourhood.

Use four or more descriptive words to write about a real place

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

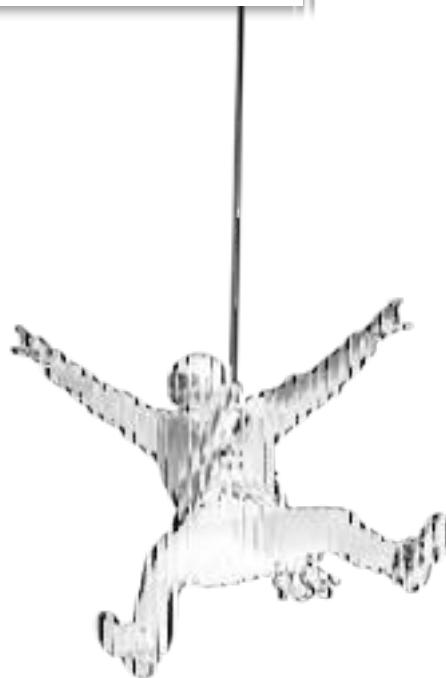
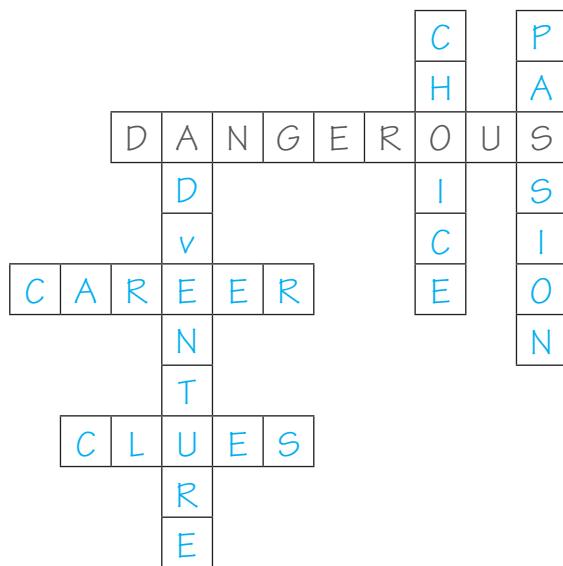
YOU DECIDE Choose an activity. Go to page 46.

Unit 2

Amazing Jobs

1 Write. Put words into the correct place in the puzzle.

adventure career choice clues dangerous passion



2 Write. Complete the sentences with the words from Activity 1.

1. She loves to cook something new every day. She has a passion for cooking.
2. Guillermo has been an underwater archaeologist for many years. That's his career.
3. Would you like to work in an office or in an underwater cave?
For me that's an easy choice!
4. We had an amazing adventure in India! Every day we did something different. What a great place!
5. Divers take risks in difficult places. Their job can be dangerous.
6. We had no clues to help us find the ancient city ruins.

3 Write. Read each sentence and write the profession it describes.

archaeologist researcher

1. This person usually **works** in an **office**. researcher
2. This person usually doesn't **work** outdoors. researcher
3. This worker **considers** what is true or false and writes a report. researcher
4. This person **studies** history and sometimes finds lost objects. archaeologist
5. This worker **trains** with a team for many weeks. archaeologist
6. This person **works** alone at a computer most of the time. researcher
7. Sometimes, this person's **profession** can be **dangerous**. archaeologist

4 Listen. Match each speaker to a job from the box. Write the job on the line.  007

archaeologist diver office worker researcher ROV operator

1. researcher
2. diver
3. ROV operator
4. office worker
5. archaeologist

Write. Which profession in Activity 4 is your favourite? Least favourite? Complete the sentences with your own ideas. *Sample answers:*

1. A/an archaeologist is my favourite of these jobs because

he / she studies history / explores old cities.

2. A/an diver is my least favourite of these jobs because

he / she takes risks in deep water / explores dangerous places.

3. I'm not sure about the job of researcher because

he / she considers a lot of information / works in an office.

GRAMMAR

Present simple questions and answers: Talking about routines

Does a water slide tester travel to different countries?	Yes, he does . / No, he doesn't .
Do water slide testers get any money?	Yes, they do . / No, they don't .
Do you know when a water slide isn't good?	Yes, I do . Sometimes the water doesn't go on some parts of the slide, or the design is not perfect, so I stop in the middle.
Where do water slide testers work ?	We work in places such as hotels, theme parks and cruise ships.

To form questions in the present simple, use **do/does** and the verb (infinitive without to). A short answer to these questions starts with **Yes** or **No**, and we repeat **do/does** or **doesn't/don't** but not the verb. **Does** an underwater explorer **have** a dangerous job? **Yes, he does**. Sometimes, we give additional information. **Do** you **like** your office? **No, I don't**. It's too small.

When we look for specific information, we start the questions with question words (*where, what, when, why* and so on). **Where do** researchers **work**? They **work** in an office.

1 Read and match the questions with the answers.

Write the letter on the line.



- b 1. Does this man like his job?
- d 2. Do people really do this job?
- a 3. How much money does he earn?
- e 4. Why do designers need to test slides?
- c 5. Does he need special physical training?
- a. about \$30,000 a year
- b. Yes, he does! He enjoys it a lot.
- c. No, he doesn't. He just needs to be fit.
- d. Yes, they do!
- e. because water slides have to be safe and fun

2 Listen. Then complete the short answers. **008**

1. Yes, I do.
2. Yes, he does.
3. No, she doesn't.
4. Yes, we do.
5. No, they don't.
6. Yes, it does.

3 Write. Use the words to ask questions.

1. he / speak / many languages

Does he speak many languages?

2. you / have / accidents

Do you have accidents?

3. when / you / usually / work

When do you usually work?

4. he / need / interview

Does he need an interview?

5. where / you / apply for / job

Where do you apply for the job?

6. what / he / like / about his job

What does he like about his job?

4 Write. Think about these unusual jobs. Imagine the answers to the questions.

1. What does a pet food tester do?

Sample answers:

He tests the flavour of new cat food.

She smells the food.

2. What does a professional sleeper do?

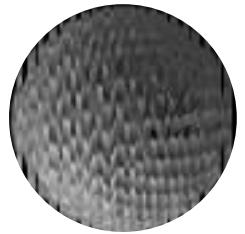
He tests mattresses and pillows. / She helps with medical studies. /

He sleeps in hotels to test how comfortable they are.

3. What does a golf ball diver do?

She waits for a golf ball to go in the water. / He looks for the lost ball. /

She dives in the water.



5 Choose one unusual job from this unit. Imagine you have an interview for that career.

Ask and answer two questions. Sample answers:

Question: What do underwater archaeologists do?

Answer: They study objects and places from the past, underwater!

Question 1: Do I have to wear a uniform?

Answer: Yes, you do.

Question 2: What hours do I have to work?

Answer: You work from 11 a.m. until 7 p.m.

1 Listen and read. As you read, think what each paragraph is about. **009**

Unlucky Days at Work

¹ When you choose an unusual career, like I did, you don't expect everything to be easy. I'm an underwater archaeologist, and things can go wrong. That's normal. Sometimes an advisor says that we might find bones in a cave, for example, but we arrive and it's empty. That tells me nobody lived there. So now we ask – why didn't anybody live in that cave? In this way we create new research and change a bad situation into something positive.

² When we explore an underwater cave, we work hard. We get up early, check our equipment, and drive for many hours. Then we get out and walk, carrying our heavy ropes and diving equipment. Like most people, we have to follow a schedule carefully. We can't spend too many hours diving.

³ One time we got our measurements wrong. I went down into a cave on a 50-metre rope to check the cave. When I got near the bottom, the rope wasn't long enough. And then I saw that there was almost no water in the cave! I looked very funny with all my expensive diving equipment in a cave with no water! Anyway, underwater archaeology is my passion, and it's better than commuting to an office.

1. Give an example from paragraph 1 of a problem that the author had.

He expected to find bones in a cave but there were none.

2. How are underwater archaeologists like many people? Give two examples.

They have to follow a schedule. Things sometimes don't go to plan.

3. What is one problem the author describes in paragraph 3?

Incorrect measurements can cause problems.

2 **Read the text again.** Complete the table for paragraph 1.

Paragraph 1	
Topic Sentence	
Supporting Details	
Concluding Sentence	

3 **Think about the information in this unit.** You've read about a photographer, a space scientist and an underwater archaeologist. If you agree, tick (✓) the sentence. If you don't agree, change the sentence so that it's true for you. *Answers will vary.*

1. I want to be a professional photographer who works in the Himalayas.

I don't want to be a professional photographer in the Himalayas. OR

I want to be a professional photographer in the Caribbean.

2. Space science costs too much money. We don't need to learn about other planets.

3. Diving in a cave is probably the coolest job in the world.

4. Taking risks for your career is a bad idea.

5. Learning about the past helps us plan our future.

6. Explorers are important because we need to know more about our planet.

GRAMMAR

Possessives: Showing ownership

The camera's lens is broken.	My camera isn't working.
Thomas's dad is a photographer.	Is his mum a photographer, too?
NASA's new space telescope takes great pictures.	Its name is Hubble.
The children's / boys' password is new.	Their new password is 'adventure'.

To show that something belongs to a person or thing, we use these words: *my, your, his, her, its, our, their*.

We can also show possession by adding '**s**' to a singular noun or to plural nouns that don't end in **s**: *The diver's job is interesting. Women's passion for diving isn't unusual.*

Add only an apostrophe (') to plural nouns that end in **s**: *photographers' cameras*. Add '**s**' to words that end in **s**: *Mr Dickens's house*.

1 Listen for the possessives. Circle the word you hear. 010

1. **Jupiter's** / **Jupiter** moon might have water.
2. The **doctors'** **doctor** plane is like a flying hospital.
3. Are these **your** / **yours** oxygen tanks?
4. The **photographer's** / **photographer** camera is expensive.
5. All three **researcher** / **researchers'** data needs to be in one report.
6. The bicycle has lost **its** / **his** wheel.
7. Please order three **children** / **children's** meals.

2 Write the possessive form for each noun.

1. researcher researcher's
2. women women's
3. bicycle bicycle's
4. advisors advisors'

5. office office's
6. Dickens Dickens's
7. puppies puppies'
8. house house's

3 Complete the sentences. Use the correct words from the box.

my your his her its our their

1. Would you like to borrow my dictionary?
2. Oh no, our flight is late. We'll miss the connection in Madrid.
3. Excuse me, you dropped your ticket.
4. The divers carry their oxygen tanks.
5. Dr Emily Park has to change her schedule this week.
6. His laptop isn't working now, so he has to recharge its battery.
7. Tony loves his work. He's an underwater photographer.

4 Listen. Then read and tick **T** for *True* and **F** for *False*. Rewrite any false sentences to make them true. **011**

T	F
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

1. Judy's job is to explore mountains.
2. Judy finds cool places in Dublin where animals also live.
3. Street art can change an ugly urban space into a more positive environment.
4. Animals need green spaces in cities.
5. A lot of young people in Dublin go to parks.
6. Judy wants young people to have fun and also experience nature.

1. Judy's job is to explore cities.

5. Young Dubliners stay indoors a lot and don't often visit parks.

WRITING

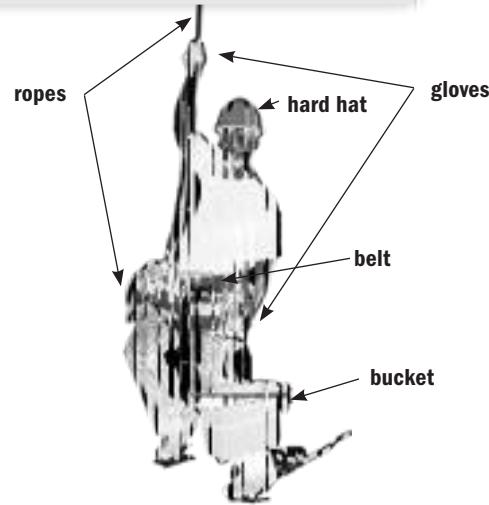
When we write good descriptive articles, we want our readers to understand our ideas clearly. So, each paragraph needs a topic sentence, some details, and a concluding sentence.

steeplejack –n. a person who climbs tall buildings to clean, paint or repair them

1 Organise.

1. Your task is to write a description of someone's daily routine for an unusual profession. Look through the unit for ideas on unusual jobs or do some research on the Internet. For example, you can write about the steeplejack in the photo.
2. Plan your writing. Your article needs a title and should start with a topic sentence that describes the unusual job. Then, write a few sentences about the daily routine of the person who has this unusual job. Finally, you will need a concluding sentence.

Use the table to help you plan and list the important details of your article. Think about details such as where the person works, what kind of equipment he or she needs to do the job, and what he or she does from day to day.



Title	
Topic Sentence	
Supporting Details	
Concluding Sentence	

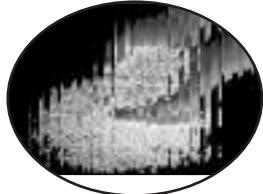
2 Write.

1. Go to page 37 in your book. Re-read the model text and the writing prompt.
2. Write your first draft. Check for organisation, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

Now I can ...

1 talk about unusual careers.

Describe one of these unusual careers.



pet food tester

golf ball diver



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

2 use the present simple to ask and answer questions about routines.

Complete the questions and answers with *do* or *does*, and a verb.

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

My uncle is a video game tester.

Does he work every day? Yes, he does . / No, he doesn't .

Do you get games from him? Yes, I do . / No, I don't .

Where does he work (work)? He works at home.



3 use possessives to show ownership.

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

Change the nouns to possessives.

1. (Kenji) Kenji's advisor is a scientist. His advisor is a scientist.

2. (the baby) The baby's food is very tasty. Its food is very tasty.

3. (the men) The men's restaurant is underwater. Their restaurant is underwater.

4 write a report describing someone's daily routine.

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

Title: _____

Topic sentence: _____

Details: _____

Conclusion: _____

YOU DECIDE Choose an activity. Go to page 47.

Units 1–2 Review



1 Read. Choose the word that best completes the sentences.

1. Tammy's brothers and sisters don't like snakes, but she does.

Her mother says that she's ____ in her family.

a. unique

b. similar

c. normal

2. Tim goes to bed at 6 a.m. and wakes up at lunchtime. He works most nights.

He's ____ because most people work during the day.

a. unusual

b. common

c. normal

3. Ivan asks the photographer some questions. He's ____ her for his blog.

a. researching

b. interviewing

c. considering

4. There are lots of parks and outdoor spaces in my city. I like living in

a(n) ____ area.

a. rural

b. urban

c. countryside

5. I love history, so I know what profession I want to study in college. I want to

be an ____.

a. architect

b. animal researcher

c. archaeologist

6. Katerina climbs towers and skyscrapers in her work. She ____ every day.

a. takes risks

b. applies for

c. constructs

2 Listen. Match each teenager to a career he or she might like. Write the number on the line. 012

5 a. Steeplejack – travel the country; clean, repair tall buildings

4 b. Animal carer – outdoor spaces and parks; give medicine to sick animals

1 c. Personal trainer – sports centre; help people keep fit, learn sports

3 d. Underwater photographer – seas around the world; taking photos

2 e. Researcher – home; collect information, interview, write reports

3 **Read.** Decide which answer (a, b, c, or d) best fits each blank space.

A Twenty-first Century Place to Live

My home is in Yangon, the old capital of Myanmar. Yangon (1) a city centre is changing fast; (2) d old buildings are being replaced by new skyscrapers. People walk on new concrete pavements. The city (3) c modern architecture is amazing. There are three new motorways and tall bridges over the river.

Many years ago (4) a family bought an apartment on Strand Road, next to the river. We could see boats from every room. Now (5) a kitchen only has a view of a new skyscraper. When we sit in our living room, we can see (6) c favourite cinema.

1. a. a. 's	b. s'	c. its	d. his
2. a. his	b. 's	c. their	d. its
3. a. his	b. its	c. 's	d. s'
4. a. my	b. his	c. 's	d. her
5. a. our	b. their	c. its	d. s'
6. a. your	b. s'	c. our	d. its

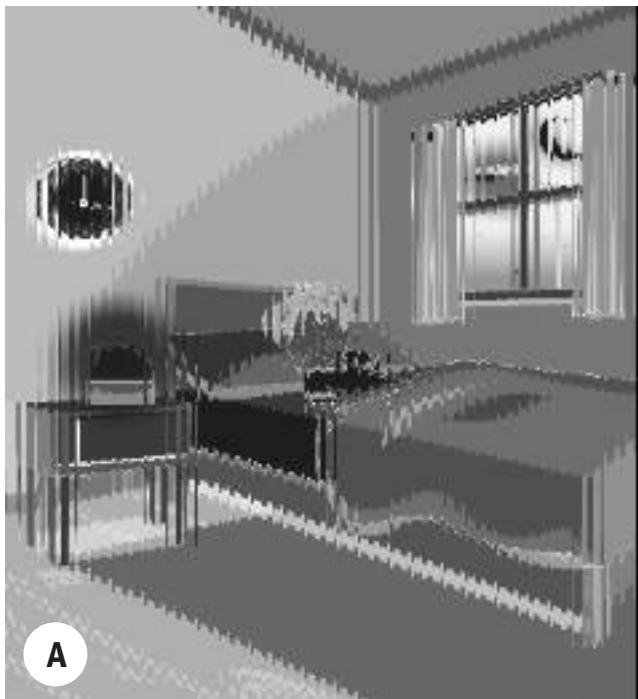
4 **Read the sentences.** Circle the correct word.

1. The motorway **don't** / **doesn't** cross the river.
2. **Do** / **Does** children play in the park?
3. Why **don't** / **doesn't** you like working in an office?
4. Maya and her daughter **plans** / **plan** a visit to the water tower.
5. **Does** / **Do** we have any clues about the unusual symbols on that wall?
6. Before Coco can go to live **in** / **on** the jungle, she must learn how to climb.
7. Commuting to the city centre is more tiring **in** / **on** a bicycle.
8. My cousin's profession is unusual. She tests pet food **in** / **on** a scientist's laboratory!
9. Architects design our pavements but they don't think about the people who walk **in** / **on** them.
10. Her brother's friend works **in** / **on** Saudi Arabia as a photographer.

Unit 3

Secrets of the Dark

1 **Read.** Decide whether each sentence describes picture A or B. Write *A* or *B*.



A



B

B 1. The boy is very active.

A 2. The boy is going to sleep.

A 3. It's after sunset.

B 4. It's daylight.

A 5. The streetlight is lit up.

B 6. The streetlight isn't lit up.

A 7. It's dark outside.

B 8. It's after sunrise.

2 **Listen.** Then circle the best answers. **013**

1. Ella walks to school in **darkness** / **daylight**.

2. The students see the **sunrise** / **sunset**.

3. The playground is **lit up** / **not lit up**.

4. When Ella walks home from school, cars drive with **headlights on** / **headlights off**.

5. People in Stockholm **go to sleep** / **are active** when it's dark early.

3 Read. Then match the sentence halves about daylight hours in Stockholm.

Write the letters.

In Stockholm, Sweden, there are 18 hours of daylight during the month of June. However, in December, there are only five hours. This causes some health problems. People need the sun's vitamin D for healthy bones and skin. So the residents add extra vitamin D to their winter diet by eating more yoghurt and drinking extra milk. Also, they usually take two holidays a year to enjoy the sun.

There are other problems, too. People feel sad, lose energy, and go out to festivals less often. In the city centre, tall buildings block the sunlight from reaching the pavements, so sometimes offices and homes get less than 5 hours of light a day. However, when it snows, the city looks brighter because streetlights and cars' headlights light up the snow.

- e 1. In the city centre, tall buildings
- a 2. Eating more milk products
- d 3. Some people feel unhappy
- b 4. Although Stockholm has very few hours of sunlight in the winter,
- c 5. One good thing is that when it snows

- a. helps people be healthy in the winter months.
- b. it has fewer hours of darkness in the summer.
- c. the city appears lighter because of the streetlights shining on the snow.
- d. when they don't have enough daylight.
- e. block the sun, so it's dark.

4 Write. Look at the picture and write sentences.

Use vocabulary words from the word box.

active darkness streetlights sunset



Sample answers:

1. People are walking in the darkness.

2. The streetlights are lit up.

3. It's after sunset.

4. It's dark, but people are still active.

GRAMMAR

Present continuous: Saying what is happening now

Non-action verbs	Action verbs
We understand your idea.	She's wearing snow boots.
She doesn't think it's expensive.	I'm ice-skating on the lake.
They stay at their grandmother's house in the summer.	You're learning about time zones.
You look healthy.	They're making a green glowing light.

Some verbs describe actions: *learn, skate, sing, grow, climb*. We can use the *be + -ing* form with these verbs. *Now we are learning. I'm skating. They're singing.*

Other verbs don't describe actions. We use them to describe situations, feelings and ideas: *be, live, believe, understand, have, hear, want*. We don't often use the *be + -ing* form with these verbs.

Some non-action verbs can become action verbs with a change in meaning; for example: *think, have*. *I think this sunset is beautiful. I am thinking of the sunset I saw yesterday.*

1 Choose the correct verb to complete each sentence. Think about if the sentence describes something happening now (action verb) or something that is always true (non-action verb).

1. She **is wearing** / **wears** a hat and gloves when it is cold at night.
2. He **believes** / **is believing** there's life on Mars.
3. Animals that glow in the dark **include** / **are including** fireflies and jellyfish.
4. David Gruber often **surfs** / **is surfing** when he goes on holiday.
5. Scientists **are learning** / **learn** that more underwater creatures glow in the dark.
6. Kids **love** / **are loving** unusual animals.
7. I'm busy right now. I **am working** / **work** on my report.

2 Listen. Circle **A** for Action and **NA** for Non-action. **014**

1. A **NA**
2. **A** NA

3. A **NA**
4. **A** NA

5. A **NA**
6. **A** NA

7. A **NA**
8. **A** NA

9. A **NA**
10. **A** NA

3 Write. Put each word under **Day** (sun) or **Night** (moon). Add more words using your own ideas. Then write five sentences using the words from the lists.

awake car headlights dark darkness daylight go to sleep streetlight sunset

Day ☀	Night ☾
awake sunrise daylight lunchtime school sports	asleep sunset darkness midnight streetlight dark car headlights go to sleep

1. Answers will vary.
2. _____
3. _____
4. _____
5. _____

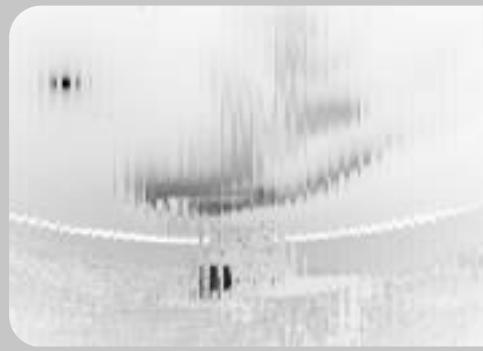
4 Finish these sentences. Use vocabulary from this unit. Don't forget to use negatives.

1. During the day, a night security guard goes to sleep because he works at night.
2. We use streetlights so we can see in the dark.
3. In Stockholm, people don't go to sleep at sunset.
4. At sunset tonight, they plan/are planning to take pictures of the sky.
5. People in many countries use fireworks when they celebrate light festivals.
6. Today, we are learning about time zones.

1 Listen and read. As you read, underline the words in bold type from pages 44–45 of your Student's Book. The first word is done for you. 015

The Inuvik Sunrise Festival

Canada's north is a fascinating place. In Inuvik, a town in the Northwest Territories, the sun goes down for a whole month in December and it doesn't rise above the horizon until January. It's cold and dark during that time. The moon glows softly and lights up the snow. Most days you just want to go to sleep for 24 hours or you need your headlights on all the time when you're driving. In January, when the sun finally comes back and the darkness fades, the people of Inuvik welcome the sun back with a huge annual party called the Inuvik Sunrise Festival. This features the Inuvik drummers and dancers accompanied by songs in the Inuvialuktun language. The songs tell popular legends, stories and traditions, and the moves in every dance tell a story. There is no written language, so the dances and songs are important to keep the local culture alive. During the festival, you can watch a snow carving competition, or walk around the ice village with its amazing igloos and sculptures. If you're feeling cold, you can even warm up inside an igloo or ice tipi, and if you're hungry, you can try local food such as reindeer or beluga whale! There is also a big bonfire and a fireworks display. When the sun finally rises, the locals go to the highest point in town for a wonderful view of the sunrise.



2 Read. Tick **T** for *True* or **F** for *False*.

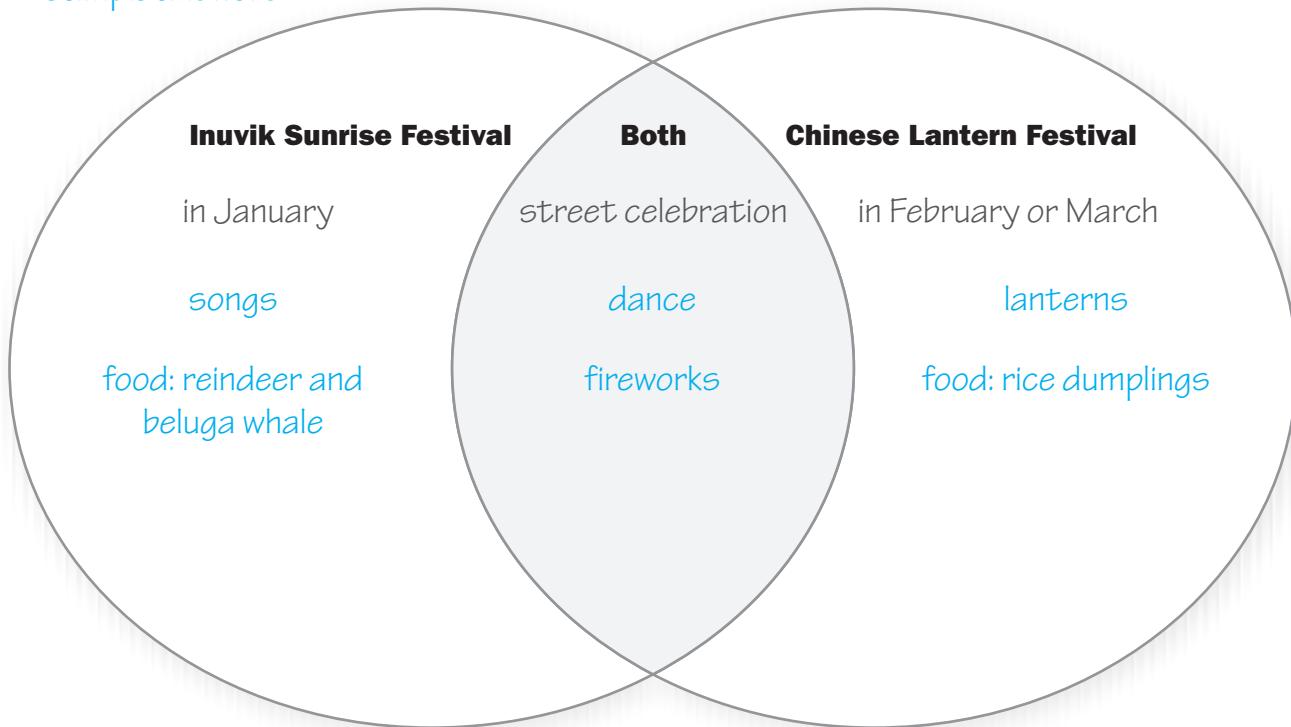
	T	F
1. There is no light in Inuvik for one month.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. People don't wake up.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Sunrise Festival takes place every year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The Inuvik read traditional stories during the festival.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. People make igloos out of ice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. People watch the sunrise.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3 Write. What can you do at the Sunrise Festival if:

1. you want to eat? have local food
2. you want to know about local traditions? watch the drummers and dancers
3. you are cold? go inside an igloo or tipi
4. want to see the sun come up? go to the highest point in town
5. you like art? watch the snow carving competition or walk around the ice village

4 Write. How are the Inuvik Sunrise Festival and the Chinese Lantern Festival similar? Different? Fill in the Venn diagram.

Sample answers



5 Write. Imagine you are a writer for your school website blog. Write a few sentences about a local festival you went to.

Answers will vary.

GRAMMAR

At, on and in: Saying when things happen

Our New Year starts on 1 st January.	There's no school on Thursday. It's a holiday!
Stockholm has only five hours of daylight in November.	In the evenings, my brother is less active.
During the Inuvik Sunrise Festival, people go to the highest point in town at sunrise.	The sun rises at 9.30 in the morning.

We use **on** for days of the week and for specific dates: **on** Tuesday (morning), **on** 6th June.

We use *in* with months, years, seasons and periods of time: ***in*** February, ***in*** 2017, ***in*** (the) winter, ***in*** the morning, ***in*** a minute.

We use **at** with exact times and certain expressions: **at sunset**, **at lunchtime**, **at 3.45 p.m.**

1 Listen. Circle *in*, *on* or *at*.  016

1. Many plants grow (**in** / **on** / **at**) night.
2. The Chinese New Year festival is usually (**in** / **on** / **at**) February.
3. My parents eat lunch (**in** / **on** / **at**) 12.30 p.m.
4. Chefs usually work (**in** / **on** / **at**) the weekend.
5. In Inuvik, the sun goes down for a whole month (**in** / **on** / **at**) December.
6. I was born (**in** / **on** / **at**) 2004.
7. These festivals start (**in** / **on** / **at**) the evening.
8. See you (**in** / **on** / **at**) Tuesday morning.
9. Birds are very active (**in** / **on** / **at**) dawn.
10. Don't forget his birthday! It's (**in** / **on** / **at**)
1st April, too!

2 **Read Carlos's blog.** Then answer the questions using *at*, *on* or *in*.

Day 1: Iceland's unique landscape, with its snowy mountains and frozen lakes, is a perfect place for photographers like me. It's mid-winter, and I hear that all over the country you can see the famous Northern Lights, or *Aurora Borealis*. I'm looking forward to seeing the night sky lit up with green, red, yellow and purple light. The best view is around midnight, they say. So, here I am! I checked into my hotel. My camera battery is charging, and I'm waiting for the sunset! See you tomorrow!



Gallery

1. What time of year are the Northern Lights visible?

They're visible in mid-winter.

2. What time of day or night gives the best view of the Northern Lights?

The best view is at midnight.

3. When is the photographer going outdoors to take a photograph?

He's going out at sunset.

3 **Read Carlos's blog from Day 2.** Complete the sentences with *at*, *on* or *in*.

Incredible! I can't believe how beautiful the sky was last night. I left my hotel (1) at 3.30 (2) in the afternoon. The sunset was soon after that, (3) at around 4.00. The weather here is freezing. It's 23 degrees Fahrenheit (-5 C) (4) at sunset. I don't like standing around outside (5) in winter, so I decided to go back into the hotel.

(6) At about 8.00 (7) in the evening, I put on my hat and went outside again. Perfect timing! An amazing green light glowed in the sky in front of me, with lines of purple and red. Wow! More people were outside by now, watching in silence. Click on the gallery link to see my photos. More tomorrow! Flying home (8) on Tuesday.

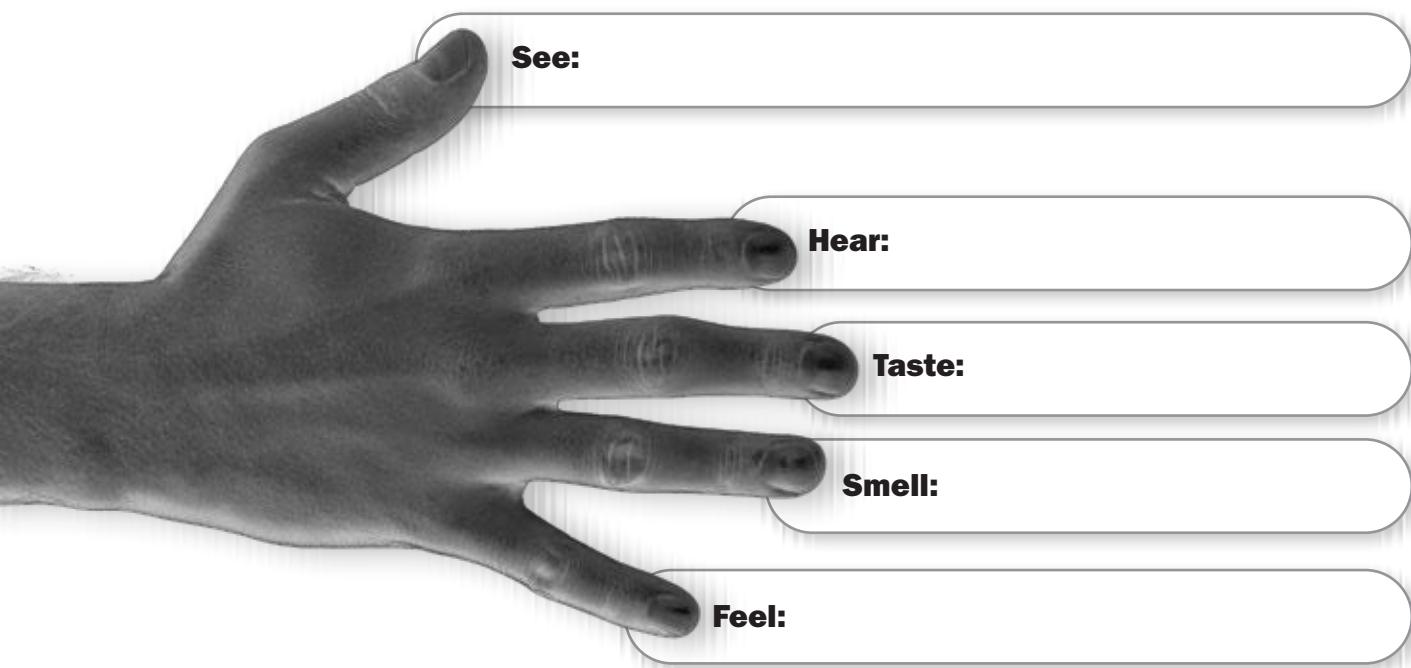
WRITING

We can talk about an event using the five senses as we describe what we see, hear, taste, smell and feel. With sensory words, our readers imagine that they are there at the event.

1 Organise.

1. Your task is to describe a colourful event, for example, a festival, fireworks, a sunset or watching a wood fire.
2. Plan your writing. Your email should start with an introductory sentence that describes the colourful event. Use the hand below to write three or more sensory words to describe what you see, hear, taste, smell and feel. If needed, use a dictionary to help.

Write your introductory sentence here:



3. In your email, use the sensory words you listed to help you describe the colourful event. Finish your email with a brief statement of why this event is special and how you feel about it.

2 Write.

1. Go to page 55 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...

1 talk about night, darkness and nocturnal activities.

Choose a nocturnal animal and a light festival. Write two sentences about each.

Sample answers:

1. Sharks live 500 m. (1640 feet) under the sea.

Sharks glow in the dark.

2. During the Chinese New Year festival, people use expensive fireworks.

At night, people dance in the streets.

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

2 use non-action and action verbs.

Write two sentences using action verbs and two sentences using non-action verbs.

believe feel glow shine understand watch

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

1. The sun is glowing on the horizon.

2. They are watching a wildlife programme.

3. You understand time zones.

4. The photographer feels cold at sunset.

3 use *at*, *on* and *in* to say when things happen.

Write sentences using the following information.

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

1. morning / watch / sunrise In the morning, we watch the sunrise.

2. weekend / ride a bike / park At weekends, I ride a bike to the park.

3. observe / animal / night He observes animals at night.

4 write an email to describe an event using adjectives and the five senses.

Use sensory words to describe your experience at a fireworks show.

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

Answers will vary.

YOU DECIDE Choose an activity. Go to page 48.

Unit 4

Living Together

1 Read the clues. Then complete the words.

1. w i l d l i f e

Animals that live in their natural setting

2. c o n f l i c t s

Fights, disagreements

3. d i s a p p e a r

To go away so we can't see something

4. m i s t r e a t

To injure, hurt or be unkind to someone or something

5. a c c e s s

A way in

6. h a b i t a t

Animals' natural homes

2 Read. Complete each sentence with a word from Activity 1.

1. At sunset, wild animals come close to the tent, and then they disappear.
2. People who don't take care of their pets mistreat them.
3. Amy Dickman studies conflicts between wild animals and humans.
4. We had access to the mountain area to observe the wild cats.
5. The snow leopard's habitat is in cold, mountainous areas.
6. There's a special relationship between people and wildlife.

3 Listen. Then tick **T** for *True* or **F** for *False*. Rewrite the false sentences to make them true. **017**



	T	F
1. The programme was about animals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. He thinks that dogs are wild.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. She thinks that Siamese crocodiles aren't very clever.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. The crocodiles' habitat doesn't have any water.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. We can't live without water.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Little animals catch crocodiles.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3. She thinks that Siamese crocodiles are clever.

4. Crocodiles live in wet, muddy places.

6. Crocodiles hunt little animals.

4 Read. Number the sentences in order.

5 We want to educate the villagers so that they can learn safe ways to live with the wildcats.

3 To help them, we need to find \$2,000 to spend on saving the wildcats in my grandfather's village.

2 It's called 'Save the Wildcats' because we want to help the survival of these animals in Peru.

1 Good morning, everyone. I want to explain our project to you.

6 Please give money or your time to help Peru's amazing wildlife live together with local people. Thank you for listening!

4 People living in the mountains frighten the wildcats away when they use the land for their farms.



Peruvian wildcat

5 Write. Complete the notes about the project in Activity 4.

1. In Peru, some villagers are afraid of the wildcats.
2. The busy farms frighten the cats away.
3. At the moment, people don't want to help the cats because they are afraid of them.
4. This project can help people learn how to live together with wildcats.
5. I think I should give some money / time to help this project.

GRAMMAR

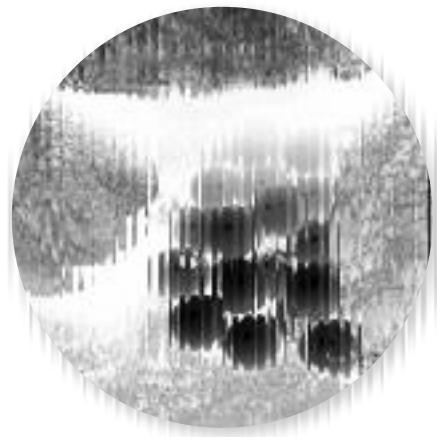
Modals: Describing obligation and advice

Necessary	We must help endangered animals survive. We have to allow sea turtles to lay their eggs on our beaches. A conservationist has to work in difficult places.
Not necessary	An animal conservationist doesn't have to be male. They can be male or female.
Recommended (should/shouldn't)	We should learn more about the behaviour of unpopular animals, such as rats. People shouldn't be afraid of Antiguan racer snakes.

To say that something is necessary, we use the words **have to** and **must**. They have almost the same meaning, but **must** is stronger; there is no other choice. In negative statements, **don't have to** shows that something isn't necessary. To give advice, we use **should**. Use **should** to say it's a good idea, and **shouldn't** to say it's not a good idea.

1 **Write.** Use *must*, *have/has to*, *don't/doesn't have to*, or *should/shouldn't* according to the clues given in brackets.

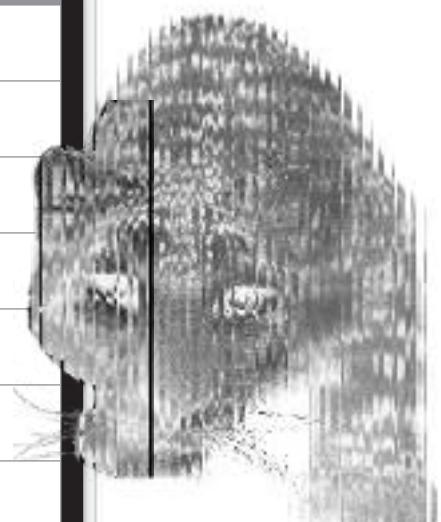
1. Sea turtles are endangered. We must / have to protect them. (necessary)
2. People shouldn't have picnics on beaches where there are sea turtle eggs. (not a good idea)
3. We don't have to use plastic bags when we go shopping. (not necessary)
4. We must / have to recycle paper. (necessary)
5. People should be very careful around mother cats who defend their kittens. (a good idea)
6. You don't have to use the car every day. (not necessary)
7. You shouldn't interact with injured animals. (not a good idea)
8. Animals and people must / have to drink water to survive. (necessary)



2 Listen. Is the idea necessary, not necessary, or recommended?

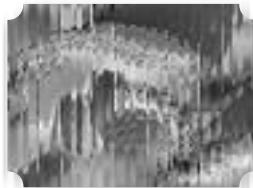
Tick the correct answer. **018**

	Necessary	Not necessary	Recommended
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



3 Write. Look at the pictures. Use the clues and *must*, *has/have to*, *doesn't/don't have to*, or *should/shouldn't* in your sentences.

Sample answers



1. snake handler / gloves

A snake handler must wear gloves.



2. lion / circus

We shouldn't use lions or other wild animals in a circus.



3. bird of prey / fish

A bird of prey doesn't have to eat fish.



4. turtle / plastic bags

We shouldn't throw plastic bags into the sea. / We must protect turtles from plastic bags.

1 Listen and read. While you read, notice the problems (causes) and the big result (effect).

019

Stop the boat party – Lamma Island's sea turtles are in danger!

When you think of Hong Kong, you probably don't think of **wildlife**, do you? But one of Hong Kong's islands, Lamma Island, is also home to endangered green sea turtles. Between June and October, they come to the island's Sham Wan beach to lay their eggs.

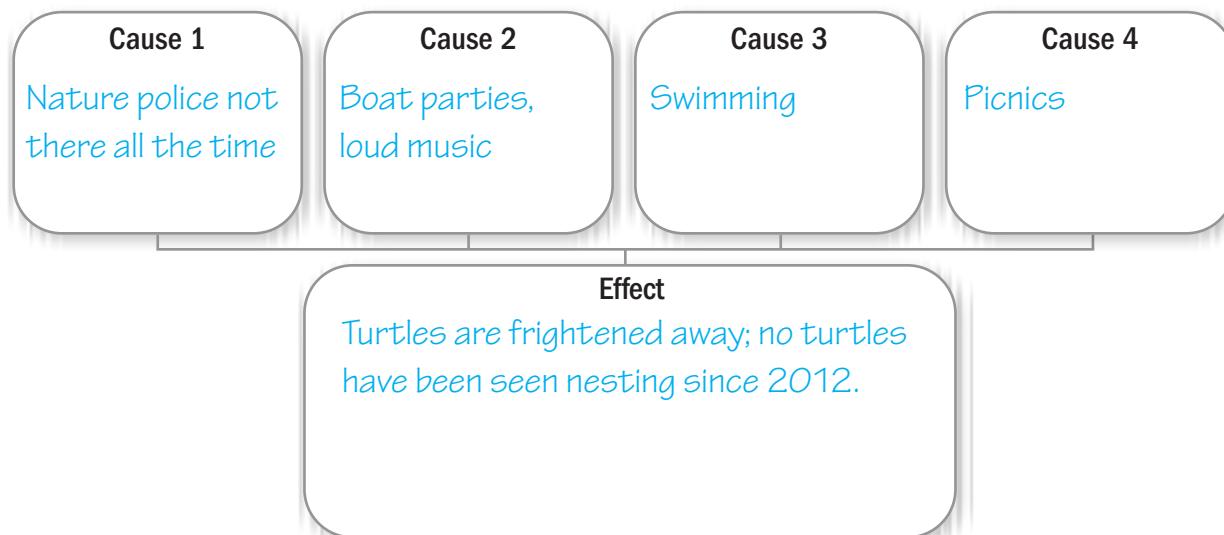
Special nature police must keep people away from the turtles. At nesting time, you shouldn't go near the beach. If the police see you, you have to pay a fine, which can be a lot of money. However, the police aren't always there to protect the area. The biggest problem is human **behaviour**. Boat parties play loud music, and tourists go swimming and have picnics, which **frightens** the turtles away. Scientists and conservationist groups say we **need** a bigger restricted* area to help the turtles **survive**.

Experts agree that green sea turtles in Hong Kong are in danger. The turtles are **disappearing**. One scientist said, 'When a turtle is **afraid of** going onto the beach, it has to lay its eggs underwater, where they die.' In 2006, there were 14 records of nesting turtles in Sham Wan beach but only two after that, and not a single turtle has been seen since 2012. Another expert said that the number of turtles should increase in the future because now people are working on creating a better **relationship** with the turtles.

***restricted** adj. with limits, closed-off



2 **Read the text again.** Find four problems (causes) that contribute to a result (effect) for the green sea turtles.



3 **Summarise the text.** Tell someone about the Hong Kong green sea turtles. Write sentences about the problems, the results and a possible solution.

1. One problem for the turtles is that people have parties on the beach.
2. Another problem for the turtles is that people swim in the sea.
3. A third problem for the turtles is that nature police are not there all the time.
4. Conservationists think that turtles need a bigger area protected from people.
5. One solution is to have more nature police.

4 **Write.** Think about the information from the texts in this unit. You have read about different problems between humans and animals. Complete the list of advice.

At home: We shouldn't leave food around for wild animals.

At the beach: People shouldn't go to beaches when turtles lay eggs.

In the mountains: Villagers should follow the experts' advice.

GRAMMAR

Modals: Describing ability in present and past

Crocodiles can sleep with one eye open.	At that time, turtles could lay their eggs on the beaches.
Most domestic animals can't survive in the wild.	Conservation groups couldn't rescue all the birds.
Why can't we interact with wildlife easily in a city?	The injured deer couldn't avoid the predators.

We use *can/can't* to talk about ability in the present. We use *could/couldn't* to talk about ability in the past.

1 Listen. Circle the word you hear. ▶020

1. The baby panda **can** / **can't** see people.
2. They **could** / **couldn't** understand animals before.
3. Trained dogs **can** / **can't** sniff for chemicals.
4. They **can** / **can't** drive to the injured snow leopard.
5. They **could** / **couldn't** save all the birds.
6. We **can** / **can't** avoid using plastic bags.
7. The turtles **could** / **couldn't** lay their eggs.

2 **Read.** Underline the phrases with *can*, *can't*, *could* or *couldn't*. Then circle the correct word to complete the sentence.

The Survival of the Antiguan Racer Snake

The Antiguan racer is probably the world's least known snake. It's not dangerous and it can't kill you. However, these snakes are slowly disappearing from Bird Island, a small island off the coast of Antigua. How can we save these racers?



Conservationist Jenny Daltry studies the snakes, so we can now understand the Antiguan racers' habitat and behaviour. During her five-year project, they have removed the racers' biggest predators, black rats, from the island. Now the rats can't prey on the snakes' eggs. However, the snakes can still die because of hurricanes or bad weather conditions, other predators and tourists.

Sadly, there's also another problem. Bird Island is so small that only about 100 racer snakes could survive there. Jenny's team hopes that they can introduce racers to other nearby islands. They have already saved the Antiguan racer; we can be sure that, without this project, this snake would disappear.

You can read about Jenny's project in an article on the Internet.

Because of this project, more racer snakes can / can't survive on Bird Island.

3 **Read the article again.** Complete these sentences using *can*, *can't*, *could* or *couldn't*.

1. The Antiguan racer snakes could die / couldn't survive.
2. Black rats could kill the snakes / can't prey on the snakes.
3. Jenny and her team can introduce the snakes to other islands / can help the snakes find new habitats.
4. The five-year project can / could save / rescue the snakes.
5. Hurricanes, predators and tourists can kill the snakes.
6. Researchers hope that the snakes can survive on other islands, too.
7. This project means that now people can interact with / find the rare snakes.
8. You can read about the project on the Internet.

WRITING

After you write, you need to read your work and check it. Ask yourself some questions: Is my writing organised? Are the ideas clear? Circle any spelling and grammar mistakes. Finally, rewrite your work and proofread it for any last changes.



1 Organise.

1. Your topic is how to take care of an animal. Think of animals you know about, have read about, or seen in a film. What advice would you give to someone about how to take care of this animal? Make a list of your ideas in the table.

Animal	Advice

2. Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence will state what type of animal you are writing about. Write your topic sentence here:

Next, you'll need a paragraph to give advice on how to take care of the animal. Explain the situation with a few details.

Remember to finish your email with a brief statement of why it's important to take care of this animal.

2 Write.

1. Go to page 37 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...



1 talk about interactions between animals and humans.

Describe the relationship of the man and the baby elephant.

Write two or three sentences.

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

The relationship is very friendly. The man is happy because he helps the elephant.

The baby elephant is playful.

2 use modals to describe obligation and advice.

Complete the sentences according to the clues. Use *must*, *has/have to*, *doesn't/don't have to* or *should/shouldn't*.

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

1. I must help this injured animal, so it can survive.
(very necessary)
2. Animals have feelings, too. You shouldn't mistreat them. (advice)
3. We have to keep the seas free of plastic bags. (necessary)

3 use modals to describe ability in the present and past.

Complete the sentences with *can/could* or *can't/couldn't*.

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

1. A mountain lion can climb over a 12-foot wall.
2. When it was born, the baby panda's eyes were closed. It couldn't see.
3. Yesterday, they could rescue some sea turtles.

4 write an advice email about how to take care of an animal.

Describe a situation in which a human takes care of an animal.

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

Answers will vary.

YOU DECIDE Choose an activity. Go to page 49.

Units 3–4 Review

1 Read. Then choose the correct words.

A

Please don't call me today. I'm not feeling very well and (1) **I'm staying** / **I stay** in bed. Call me (2) **on** / **at** about 10.00 tomorrow morning. I (3) **want** / **am wanting** to check our science project before class (4) **on** / **at** Monday.

B

After our meeting today, I had another idea. I can't (1) **go to sleep** / **asleep** without telling you. I think we can ask teachers to talk to students about how important it is to (2) **interact** / **rescue** with wildlife and learn about the animals' behaviour and habitat. We can write a letter (3) **in** / **at** the morning to local schools. What do you think?

C

Are you (1) **observe** / **observing** wildlife? Don't forget to take photographs of the birds, mice, rabbits and insects around your home (2) **at** / **in** the weekend! Get up early both days, (3) **on** / **at** sunrise. Bring your photos to Monday's club meeting (4) **at** **on** 1 p.m.

2 Listen. Then choose the best answer. 021

1. Cars **b**.

- a. stop to rescue salamanders
- b. kill salamanders in the darkness
- c. with headlights help salamanders

2. The speakers agree that **b**.

- a. salamanders are very clever
- b. salamanders are afraid of cars
- c. salamanders should move faster

3. Snakes **a**.

- a. hunt salamanders
- b. don't hunt salamanders
- c. eat insects



3 Read. Choose the best answer for each blank.

A conservation magazine reports that we must try to (1) a the destruction of our planet. When people cut down trees to construct new buildings, they are destroying animals' (2) c. Forests are homes to thousands of (3) b animals. Now these animals (4) a find new places to live. Some animals go into towns and villages because they can't (5) c for food in the forests. It (6) a dangerous in North Canada, for example. While people are (7) a, wild bears have easy access to waste food in rubbish bins. Our relationship with animals (8) c change if we want to share our planet.

1. a. avoid	b. keep	c. not
2. a. horizon	b. time zones	c. habitats
3. a. tame	b. wild	c. clever
4. a. have to	b. need	c. should
5. a. observe	b. defend	c. hunt
6. a. is becoming	b. are becoming	c. should becoming
7. a. asleep	b. awake	c. injured
8. a. couldn't	b. shouldn't	c. must

4 Read the sentences. Use the words in the box to complete the second sentence so that the meaning is the same as the first sentence. Use no more than one word for each blank.

at couldn't mistreat observe predator relationship sunrise sunset

1. While people are asleep, wild bears hunt for food in North Canada. Wild bears sniff around the rubbish bins in North Canada at night.
2. When it's early morning in Europe, it's 12.30 p.m. in India. When I see the sunrise here in Spain, my friend in India is finishing her lunch!
3. I think the sky is more beautiful when the sun goes down. I believe sunset is more beautiful.
4. The world of insects fascinates me. I love to observe ants, spiders and tiny animals.
5. People interact with domestic animals. Pets are easy to have a relationship with.
6. Snakes eat mice and salamanders. Salamanders and mice have the same predator – snakes.
7. Reports say that aquatic parks treat dolphins and whales very well. I hope that aquatic parks don't mistreat their sea creatures.
8. Yesterday the rats were not able to sniff any of the landmines. The rats couldn't find any landmines yesterday.

Unit 5

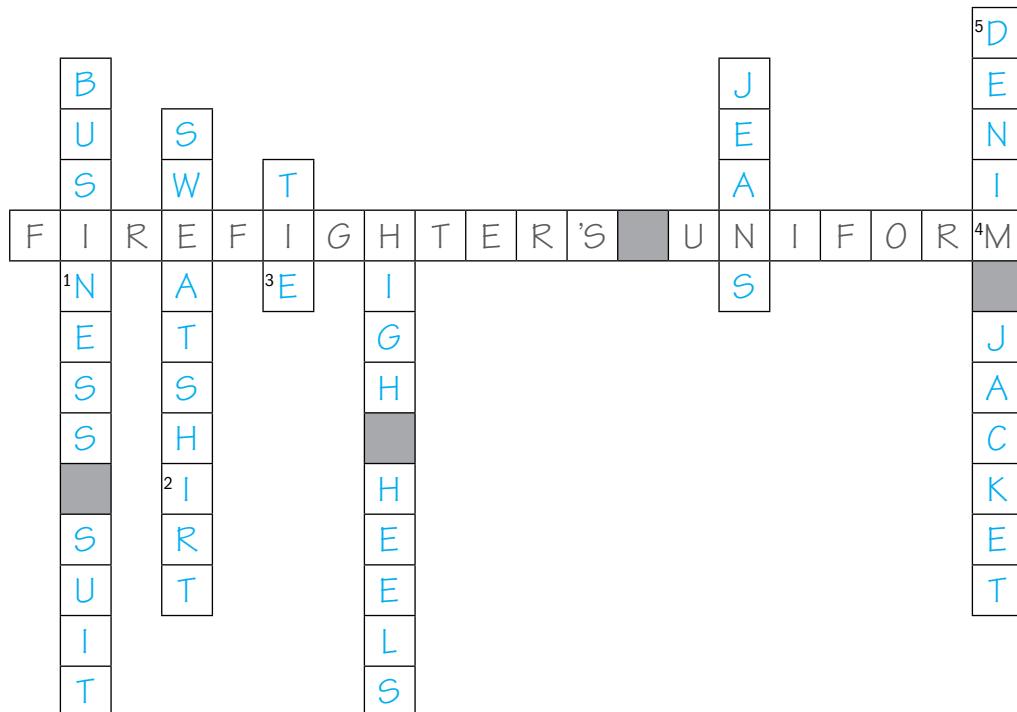
What We Wear

1 **Organise the clothes.** Decide if the clothes are practical, formal or casual.
Write P, F or C.



2 **Write.** Put words that describe the images in Activity 1 into the puzzle. Then answer the question.

business suit	denim jacket	firefighter's uniform	high heels	jeans
shirt	sweatshirt	tie	trainers	trousers



Write the letters from the numbered boxes. Then unscramble the letters to find which 19th-century practical fabric is now a 21st-century fashion fabric.

1 **N** 2 **I** 3 **E** 4 **M** 5 **D**

DENIM

3 Listen. Complete the student's survey. Then write your answers in the last row. **022**

Interviewees	What are you wearing today?	What do you wear at the weekend?
Martin	sweatshirt, white denim jeans	different jeans and sweatshirt
Mrs Gardener	suit	casual shirt and trousers or skirt
Fiona	tights, high-heel trainers, shorts and sweatshirt	dress and jacket
You	Answers will vary.	



4 Draw. Draw the clothes from Activity 3 in your notebook.
Talk about them in class.

5 Write. Survey your friends and classmates. Use words from this unit and your own questions.

Example questions: Do you like to dress up for a party? Which formal clothes do you wear?

casual	denim	dress up	formal	heels	jeans
practical	suit	sweatshirt	tie	tights	uniform

Interviewees	Answers will vary.	

GRAMMAR

Past simple: Saying what happened

Ami **photographed** people in Kenya and India.
They **dressed** up for the wedding party.
He **didn't dress up** for school.
They **didn't wear** high heels.

Questions:

Did the women paint their hands?
Why **did** they tattoo their faces?



Verbs change when we talk about past events. Most verbs add -ed (protect → **protected**)
Be careful with spelling! Verbs ending in e add -d (love → **loved**)
Some verbs double the final letter, then add -ed (stop → **stopped**)

1 **Read.** These facts are about the tattoos of Maoris from New Zealand and the Chin people from Myanmar. Are the facts the same (**S**) or different (**D**)? Write **S** or **D**. Then complete the sentences about the Maori and Chin people.

S 1. Maori men and women decorated their faces with tattoos. Chin women painted tattoos on their faces.

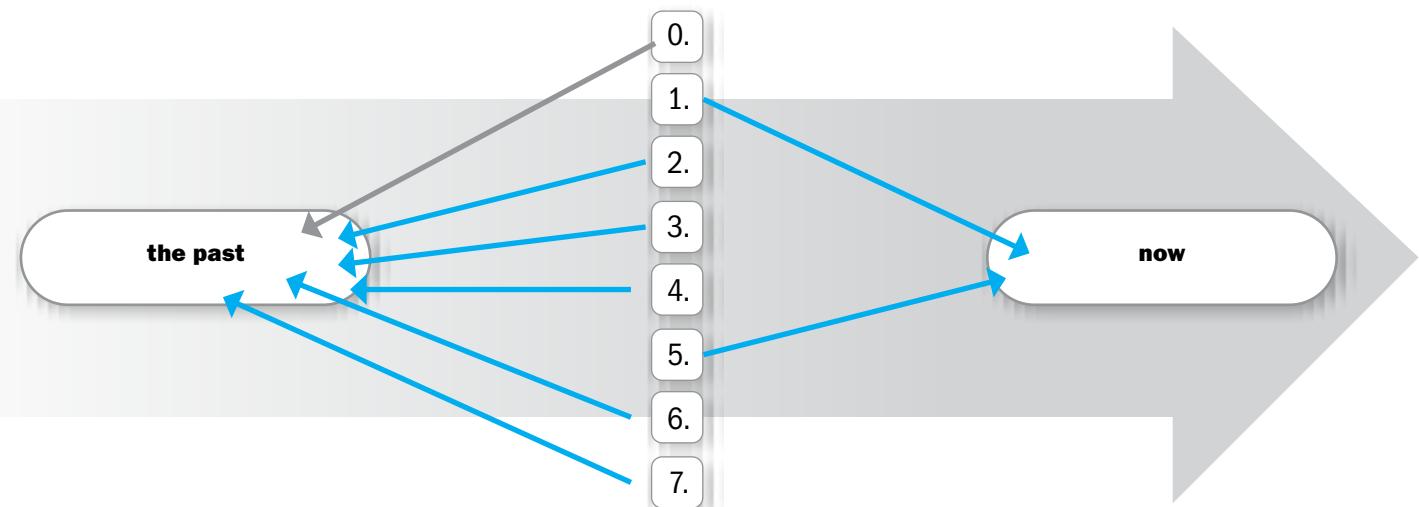
S 2. Maoris used tattoos to show people from other villages or tribes where they lived. Chin women's tattoos showed their village group or tribe.

D 3. The government stopped the Chin people putting tattoos on their faces. Maori people didn't stop using tattoos because of the government.



1. In the past, Chin and Maori people both had tattoos on their faces.
2. Before, Chin women used tattoos to identify their villages.
3. The New Zealand government still allows face tattoos.

2 Listen. Draw an arrow. Is the action now or in the past? **023**



3 Write. Change the verbs into the past tense to complete the sentences.

1. In the past, Indian mothers (decorate) decorated their daughters' hands and feet.
2. Most Indian brides (pierce) pierced their noses with expensive jewellery.
3. Five thousand years ago, brides (dress up) dressed up in bright colours on their wedding days, and this continues today.
4. In the past, many Indian women (collect) collected over 50 bracelets on one arm, but now they don't wear so many.
5. In the past, Indian men (save) saved jewellery, but now they save money in the bank.



4 Write. Use the words below to write sentences about what people liked to wear in the past. Change the verbs; include some negative verbs. Write one sentence below. Then write four more in your notebooks.

gold jewellery	hair
hazmat suit	high heels
jade bracelets	patterns
	tattoos

believe	collect	decorate
like	protect	pull
save	tattoo	use

Many centuries ago, men in India didn't save money in banks. However, they collected gold jewellery.

Sample answer: Some women tattooed their faces in the past.

1 Listen and read. While you read the article, notice the events in the past and the events in the present. Answer the questions. **024**

the Story of Jeans

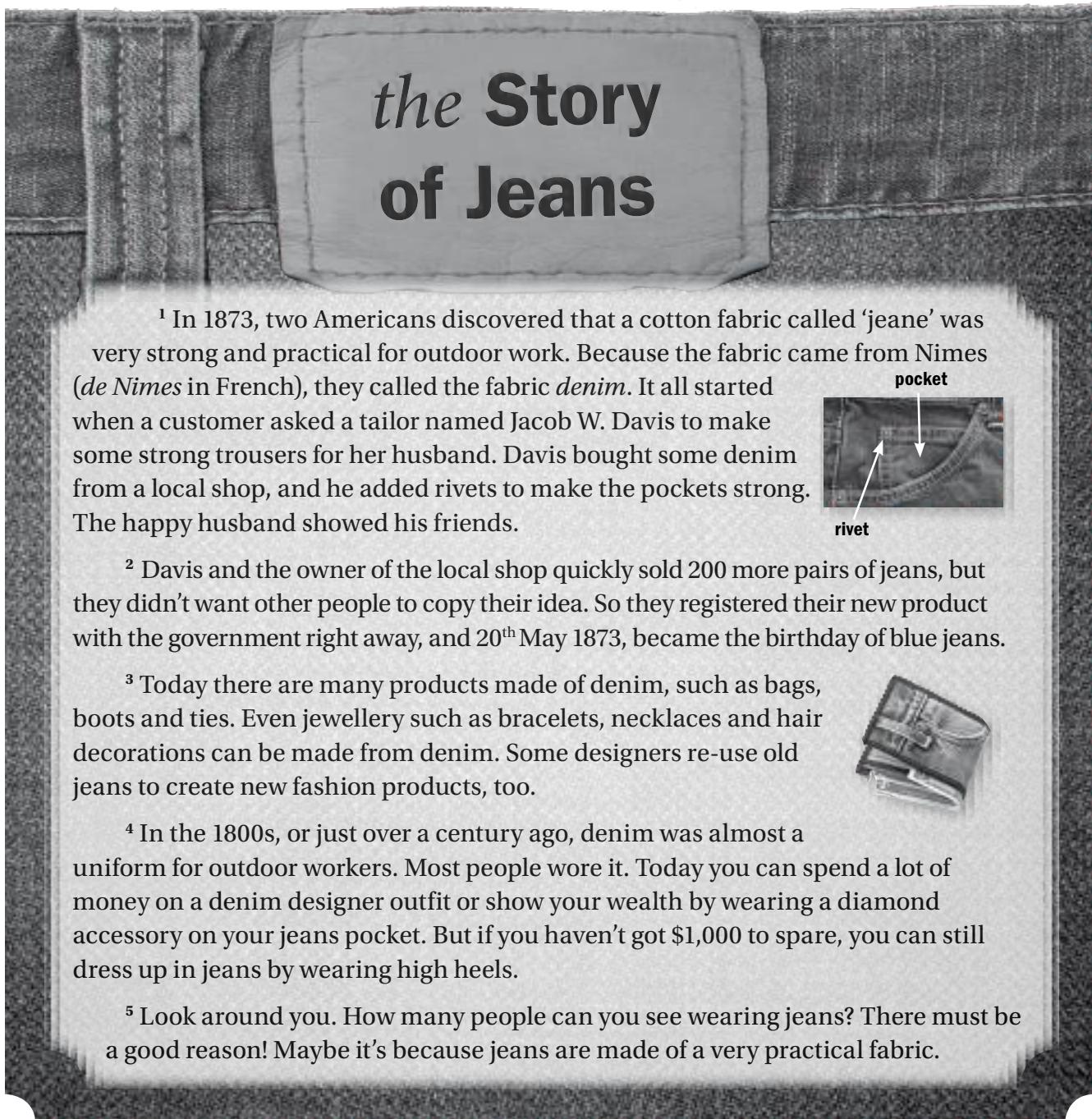
¹ In 1873, two Americans discovered that a cotton fabric called 'jeane' was very strong and practical for outdoor work. Because the fabric came from Nimes (de Nimes in French), they called the fabric *denim*. It all started when a customer asked a tailor named Jacob W. Davis to make some strong trousers for her husband. Davis bought some denim from a local shop, and he added rivets to make the pockets strong. The happy husband showed his friends.

² Davis and the owner of the local shop quickly sold 200 more pairs of jeans, but they didn't want other people to copy their idea. So they registered their new product with the government right away, and 20th May 1873, became the birthday of blue jeans.

³ Today there are many products made of denim, such as bags, boots and ties. Even jewellery such as bracelets, necklaces and hair decorations can be made from denim. Some designers re-use old jeans to create new fashion products, too.

⁴ In the 1800s, or just over a century ago, denim was almost a uniform for outdoor workers. Most people wore it. Today you can spend a lot of money on a denim designer outfit or show your wealth by wearing a diamond accessory on your jeans pocket. But if you haven't got \$1,000 to spare, you can still dress up in jeans by wearing high heels.

⁵ Look around you. How many people can you see wearing jeans? There must be a good reason! Maybe it's because jeans are made of a very practical fabric.



1. What did the customer ask the tailor Jacob W. Davis to make? strong trousers for her husband
2. How many pairs of trousers did Davis and the shop owner sell quickly? 200
3. Name three products made of denim. bags, boots, hair decorations
4. What accessory can you wear on the pocket of your jeans? diamond accessory
5. What does the writer believe is the reason for the success of jeans?
They're practical.

2 **Read again.** Find verbs in the past simple tense. Write the events they describe under **In the past**. Write present-day actions in the **Now** column.

In the past	Now
<p>Two Americans discovered jeans.</p> <p>A customer asked the tailor, Jacob Davis, to make strong trousers for her husband.</p> <p>Davis bought denim from a local shop.</p> <p>He made the trousers and added rivets.</p> <p>They quickly sold 200 pairs of jeans.</p> <p>They registered the product in 1873.</p> <p>Denim was almost a uniform for workers because most workers wore them.</p>	<p>We have accessories made of denim.</p> <p>Designers re-use jeans and make new products.</p> <p>You can spend a lot of money on designer denim outfits.</p> <p>You can buy jeans with a diamond accessory on the pocket.</p> <p>We can dress up in jeans.</p> <p>Jeans are practical and many people wear them.</p>

3 **Read the summary.** Write the words from the box in the blanks. Practise telling a classmate or teacher about the history of jeans.

added denim fabric jeans practical wanted

‘Jeane’ was a strong, cotton (1) fabric sold in America 200 years ago.

A woman (2) wanted new trousers for her husband.

Jacob Davis bought some (3) denim from a local shop.

He (4) added rivets to make the pockets strong.

Many workers liked the jeans because they were (5) practical.

Davis and the shop owner registered their new trousers in 1873 so that nobody could copy their (6) jeans.

4 **Read again.** You have read about the history of football uniforms and jeans. Make new sentences about how your clothes have changed over time. Use verbs in the past simple.

Answers will vary.

GRAMMAR

Past simple: Describing what happened

You **were** in the clothes shop.

I **was** in the shoe shop.

He **had** a denim jacket in his hand.

They **put** their mobile phones in their pockets.

I **began** jewellery classes last year.

She **kept** extra tights in her bag.

We **left** our jackets at the door.

He **got** a tie as a birthday present.

Shops **sold** thousands of pairs of jeans.

I **brought** your sweatshirt for you.

Questions

To form questions with be:

Were you in the clothes shop this morning? **Was** she in the shoe shop?

All other verbs begin with did/didn't:

Didn't you **see** the fashion show? **Did** they **do** exercises to keep healthy?

Some verbs in the past simple do not add -ed. They are irregular verbs: *be, begin, bring, buy, do, eat, get, give, have, keep, leave, make, mean, put, see, sell, think, wear*. These past-tense verbs are used often. We must memorise them!

These verbs don't change forms in the past simple: *I (you/he/she/it/we/you/they) **wore** new shoes.*

The verb *be* changes when used in the past simple: *I **was** (you **were**, he/she/it **was**, we/you/they **were**) in the shoe shop.*



1 **Write.** Look at the photos. Write the verbs in the middle column to complete the sentences.

became **bought** **meant** **sold** **was** **were** **wore**

Ski fashion	was	different in the past.
The clothes	were	thick and loose.
People	wore	wool and cotton trousers and jackets.
In the 1970s new fabric	became	available.
Shops	sold	lightweight jackets.
Advanced technology	meant	that fabric changed.
Skiers	bought	colourful all-in-one suits.

2 Listen. Circle the correct past simple verb. **025**

1. **thought** / **bought**

4. **got** / **put**

2. **was** / **had**

5. **sold** / **got**

3. **was** / **were**

6. **gave** / **had**

3 Read the interview. Write similar questions to interview an older person you know.
Show your survey questions in class. If possible, ask your interview questions.



Interviewer: *Good morning, Mr Daniels. Thank you for speaking to us today.*

Mr Daniels: *No problem. How can I help?*

Interviewer: *Could you tell us about how school clothes were different when you were a boy?*

Mr Daniels: *Oh, well, in my school the uniform was very formal. We wore short, heavy wool trousers. I had a hat and tie, too.*

Question When did you buy your first pair of jeans?

Answer Answers will vary.

Sample questions:

Question Were your clothes formal or casual?

Answer

Question Did your parents buy your clothes for you?

Answer

Question How did you choose your clothes?

Answer

Question Did you wear a sports kit?

Answer

WRITING

The last stage in writing is publishing. When you publish your work, you let other people read it. But first, you need to make sure it is as good as it can be. You know how to write, review and proofread your work. Do one last check before you show a classmate or teacher.

1 Organise.

1. Your task is to write an essay about a uniform that has changed over time. Think about different types of uniforms, how they are used now, and how they were used in the past. Decide on one type of uniform to research. List changes in clothes, styles, materials and decorations.
2. Plan your ideas. Decide who your readers are. Decide where to publish your essay.

Uniform	
The past	
Now	
My readers	
Place for publishing	
Topic sentence	
Concluding sentence	

2 Write.

1. Go to page 89 in your book. Re-read the history of football uniforms.
2. In your notebook, write the first draft of your essay about how a uniform has changed over time. Proofread your work. Check your past simple verbs.
3. Write your final draft. Check it one last time, and publish it for your readers.

Now I can ...

1 talk about fashion changes through history.

Write about how some clothes have changed over time. Write four sentences.

Sample answers:

1. In the past, some European men wore high heels.

2. Now, many men wear trainers or formal shoes.

3. In the past, ski suits were heavy.

4. Now, ski suits are light.

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

2 use regular past simple verbs.

Write sentences using the past tense of some of these words.

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

attach colour decorate dress up look mix pierce prefer protect use

1. Women in ancient Greece coloured their hair with henna.

2. Some people pierced their babies' ears.

3. Artists decorated the bride's hands and feet.

3 use irregular past simple verbs.

Choose words from the box to write sentences using the past tense.

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

begin bring buy eat get give keep leave put see sell think

1. Doctors thought the special suits gave them protection from the plague.

2. After 1870 football players began to wear uniforms.

3. Men gave their wives jewellery made of metal rings.

4 write and share my description of clothes that changed over time.

Write two sentences about your personal fashion changes. Share your description with a classmate or teacher.

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

Answers will vary.

Unit 6

Mix and Mash

1 **Find the new vocabulary words.** Look again at pages 94–95 in your book. Read the definitions and find a word that begins with each letter.

C – very popular, especially with young people: cool

E – to change a piece of music or writing: edit

F – someone who follows a famous person or sports team: fan

I – to make something part of something else: include

M – to put different elements together: mix

O – a person's view: opinion

P – to act or sing for people: perform

R – to film or capture the sound or a performance: record

T – not modern, from the past: traditional

2 **Write.** Cross out the word that doesn't connect to the picture. Then choose from the remaining words to complete the sentences. Circle the letter – is it picture A, B or C?



A

traditional, edit, instrument

B

record, edit, cool

C

mix, perform, fans

1. There were many fans at the concert. **A** **B** **C**

2. An oud is a(n) instrument that looks like a guitar. **A** **B** **C**

3. Singers and musicians usually record their songs in a studio. **A** **B** **C**

3 Listen. Answer the questions. **026**

1. What type of radio show is it? a traditional music show
2. The radio announcer asks three questions. Put them in order. Write 1, 2 and 3.
 - a. Do you ever perform in traditional dances? 3
 - b. Are you a fan of any particular type of traditional music? 1
 - c. What's your opinion of Khaliji singers who edit folk music and mix it with modern music? 2
3. Who does the announcer interview? two listeners
4. Why does he interview them? to answer the questions
5. What's Mahmoud's opinion? He thinks the new style of Khaliji music is really cool.
6. Do you like Fijiri music? Why or why not? Answers will vary.

4 Draw and write. Complete the storyboard for a video. Look at the beginning and then draw your ideas for the middle and the end. Use words from the word bank. Tell a classmate about your video.

cool	edit	fan	include
instrument	mix	newer	opinion
perform	record	traditional	



This image is on the poster
of my favourite music band.

They mix traditional and
modern music.

Answers will vary.

GRAMMAR

Adjectives: Comparing two or more things

European football is older than American football.	It's more difficult to play tennis than squash.
Watching basketball on TV isn't as exciting as watching it on the court.	Playing golf is less tiring than running.
The fans in the stadium are noisier tonight than last week!	In my opinion, hockey is better than netball.
American baseball uses a bigger bat than cricket.	My brother is worse than me at sports.

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

Some adjectives have irregular comparative forms: *good* → **better**; *bad* → **worse**

We use *as ... as ...* to describe how things are similar or the same.

1 Complete the conversation. Think of the opposites of the words in bold and compare the two things.

Gustav: These new hybrid sports are not **bad**. What do you think? I know you can't play many sports, so which one is (1) better for you?

Katia: Disc golf isn't **difficult**, is it? I think it's a little (2) easier than traditional golf. Do you agree?

Gustav: Sure. It uses **soft** plastic discs, not balls. Those plastic discs are not as (3) hard as golf balls when you make a mistake!

Katia: Also, there aren't any **heavy** golf clubs. Discs are (4) lighter.

Gustav: That's true. And disc golf is **cheap**. My parents say that their golf membership is (5) more expensive every year!

Katia: But isn't golf **boring**? Let's try something (6) more exciting! What do you think of volcano boarding?

2 **Read.** Find the differences in the notes about two sports. Change the words in the box to finish the sentences.

Bossaball

Easy to play inside or outside
Started in 2005
Fans play loud music.
Players jump and run quickly.
You don't need a lot of money to play.

Golf

Difficult to play inside
Started in the 15th century
Fans watch in silence.
Players move slowly.
You need expensive equipment and clothes.

cheap easy fast new quiet

1. It's easier to play bossaball inside than golf.
2. Bossaball is newer than golf.
3. Golf fans are quieter than bossaball fans.
4. Bossaball players move faster than golf players.
5. It's cheaper to play bossaball than golf.

3 **Listen.** Which picture is the speaker describing, in your opinion? Circle A or B. Then complete the sentences. **027**

A



B



1. I love these hybrid lamps! Lamp A / B is (cool) cooler than lamp A / B because _____.
2. I think lamp A / B is (useful) more useful than lamp A / B because _____.
3. Which version is good? Lamp A / B is (good/bad) better than lamp A / B because _____.
4. Lamp A / B is (bright) brighter than lamp A / B because _____.

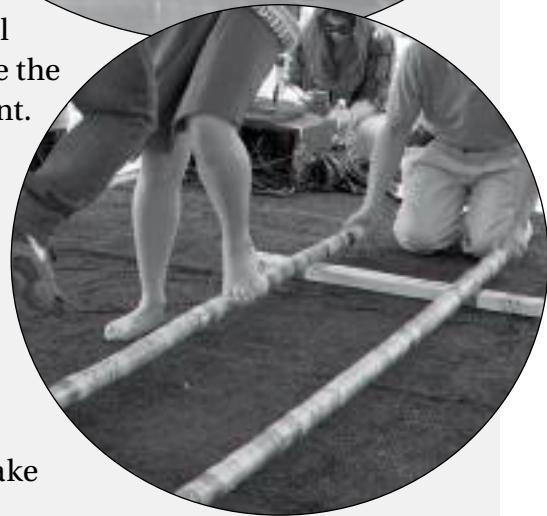
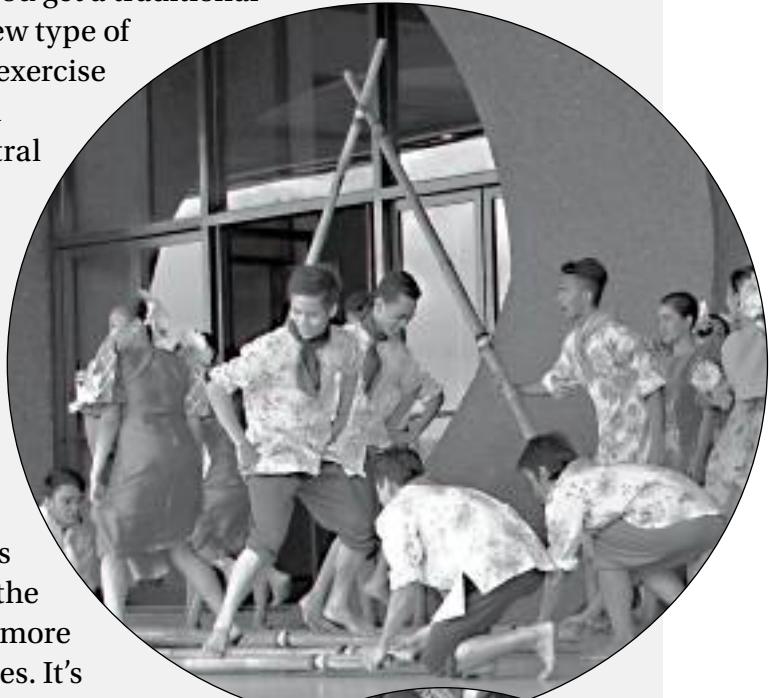
1 Listen and read. While you read, notice the differences between the traditional and the modern activities. **028**

Skipping Filipino Style

¹ Mix the past with the present and you get a traditional dance from the Philippines plus a cool new type of sports activity! Tinikling is a fun form of exercise that combines rhythm with fast foot- and legwork. The original sport began in central Philippines and imitates the tikling bird walking carefully through grass and bamboo. Tinikling improves awareness of space and includes skills similar to skipping. Every year young people perform it in school shows all over the Philippines, and audiences love it!

² Tinikling is a type of dance that involves two people hitting bamboo poles together and on the ground. This makes the beat or rhythm. At the same time, one or more dancers step over and in between the poles. It's not easy, especially for girls who wear long traditional dresses! In the traditional dance, bamboo poles make the beat along with music from a type of string instrument. Today's 21st-century version uses simpler, four-beat electronic dance music.

³ There are many tinikling products available now, such as tinikling songs on CDs and audio downloads, dance-step instruction videos, and tinikling sticks made of bamboo or plastic. For the traditional version, you must find thick bamboo poles, but be careful – just imagine the pain if you make a mistake!



2 **Read the article again.** Answer the questions.

1. What activity is tinikling similar to?

skipping

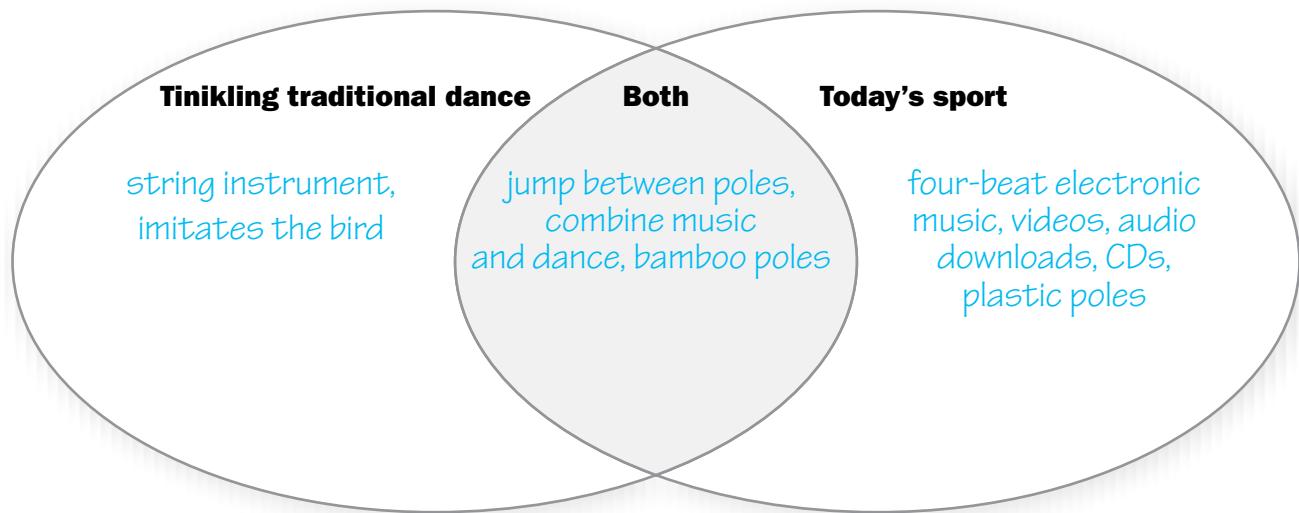
2. What are the dancers and the bamboo poles imitating?

tikling bird walking through grass and bamboo

3. What modern-day products can we buy for tinikling?

video, CDs, audio downloads, tinikling sticks made of plastic

3 **Re-read the article.** Compare the differences and similarities between the traditional dance and the sport of today. Practise telling a classmate or your teacher about tinikling.



4 **Write.** Read the text again. Write two new sentences about changes in this traditional dance.

Example: The traditional music for the dance was more complex than today's four-beat rhythm.

GRAMMAR

Countable and uncountable nouns: Talking about amounts

Countable nouns	Uncountable nouns
Many / Some / A lot of / A few cultures have a traditional dance. They perform a few traditional songs. She saw a couple of shows last month.	Some / A little / A lot of / modern dance mixes words, too. He likes a little sugar in his tea. There is too much information on fan websites.
Questions	Questions
How many downloads were there? Were there many fans outside the door?	How much money do we need? Did they make much noise?

Countable nouns are nouns we can count (*one song, two songs*). Uncountable nouns are nouns we can't count (*information, time*). They don't have a plural form. We can't use *a/an* or numbers before uncountable nouns. Use *a few/many* to talk about countable nouns and *a little/much* to talk about uncountable nouns.

1 Read. Look at the nouns in **bold** and circle **UC** (uncountable nouns) or **C** (countable nouns).

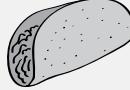
1. Hiro is planning his birthday meal, so he's checking how much **food** he has ready. (UC / C)
2. Is there enough **juice**? (UC / C)
3. Hiro needs to buy two or three more **bottles** of juice. (UC / C)
4. He wants to share a birthday **pizza**.
A sushi-pizza! (UC / C)
5. Eight people need some **pizza**. (UC / C)
6. Everyone will probably eat at least one **piece** of sushi-pizza. (UC / C)
7. Hiro only bought two **boxes** of sushi-pizza. (UC / C)
8. His friends all love sushi-pizza.
Hiro has to buy more **pizza**. (UC / C)



2 Write. Look at this menu. Sort the food in **bold** into countable and uncountable nouns.



Viva Tacos! Traditional Mexican flour and corn tortillas



Original Classic tacos	Salad
Shrimp taco: Two fresh, grilled shrimps with sauce and lime juice in a soft tortilla	Black rice salad, green salad, tomato salad, green tomato salad
Chicken tacos: Two medium, soft, corn tortillas , wrapped around slices of chicken	Salsa
Beef taco: Minced beef in a thick tomato sauce, wrapped in a soft tortilla made of corn	Cheese sauce , spicy tomato sauce, lemon mayonnaise , spicy green sauce
Vegetarian dishes	American fast-food style
Black bean or roast vegetable tacos	Fried tortillas: Replace the soft tortilla with a USA crispy version.
	Nachos: Fried corn chips with your choice of salsa

Countable nouns	Uncountable nouns
tacos, shrimps, tortillas, slices, dishes, chips	juice, beef, corn, salad, rice, sauce, mayonnaise

3 Listen. What do the friends choose to eat? **029**

Choice 1: Chicken tacos

Choice 2: Green tomato salad, spicy green sauce, shrimp tacos

Choice 3: Original Mexican beef taco, American-style nachos

4 Write. Read the menu again. Write questions about some of the food in the box.

black rice

chicken slices

corn tortillas

lemon mayonnaise

roast vegetable tacos

spicy tomato sauce

How many: How many chicken slices are there?

How much: How much black rice is in the salad?

Are there: Are there a lot of tomatoes in the spicy tomato sauce?

Is there: Is there much lemon in the lemon mayonnaise?

WRITING

A good paragraph of exemplification introduces your idea and uses examples to support that idea. We use *for example*, *another example* and *such as* to introduce these supporting sentences.

1 Organise.

1. Your task is to write an article about your own upcycling idea. Think about how you can use rubbish in a new way. You can use more than one thing and combine it with something else. Draw your new item in your notebook. Write examples of what your item is made from and how you can use it.
2. Plan your ideas in the table. Think about the waste materials you can use, what other materials you need and the appearance of your new item. If possible, create a photo of your upcycling idea to go with your article.

Waste material(s)	
Original use	
New use	
Other materials	
Appearance	

2 Write.

1. Go to page 105 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...



1 talk about how two things combine to make something new.

Write three sentences about how artists combine ideas.

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

1. Answers will vary.
2. _____
3. _____

2 compare two or more things.

Complete the sentences using the given words.

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

1. Tinikling is cooler (cool) than skipping.
2. Bossaball is more difficult (difficult) to play than many people think.
3. I think cooking fried rice is easier (easy) than baking cakes.

3 use countable and uncountable nouns.

Write sentences using these words.

food meat songs videos

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



1. Answers will vary.
2. _____
3. _____
4. _____

4 write a paragraph of exemplification.

Write about your idea for a new mix of art, sports or food. Support your idea with examples. Plan and check your paragraph. Present it to your classmates and teacher.

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

Answers will vary.

Units 5–6 Review

1 Read. Choose the correct word to complete the sentences.

1. Wei doesn't like formal clothes.

He takes off his school ____ as soon as he gets home.

a. uniform b. jeans c. tights

2. The musician preferred the second version of the song.

He thought the newer version was ____ than the first one.

a. worse b. better c. noisier

3. I like to include stars in all my paintings.

I ____ stars into all my art work.

a. mix b. perform c. record

4. What type of ____ was the bride wearing on her arms and wrists?

a. necklace b. tie c. bracelet

5. My mother works in a laboratory.

She has to wear a special suit, for ____ reasons.

a. practical b. formal c. casual

6. Video game designers have to be more creative every year.

They have to ____ cool, new ideas that nobody has tried.

a. combine b. imitate c. imagine

2 Listen. Decide if the sentences are *True* (T) or *False* (F). **030**

1. The original book was from the 1980s. T

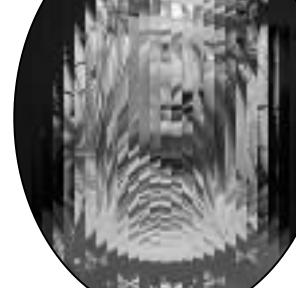
2. He doesn't like formal clothes. T

3. She thinks her friend looks good. T

4. The girl asks for her mother's opinion about her hair. F

5. The boy prefers traditional sports. F

3 **Read.** Choose the best answer to the questions.



1. The wimple was a popular head covering for women in Europe from the 12th to the 15th century. Wimples were usually made of cotton or silk. They provided protection from the weather, and they were a way to dress up for formal occasions. Sometimes the wimple covered the top of the head and shoulders, and went around the neck, finishing up at the chin.
2. Wealthy women sometimes used the wimple to display their jewellery. They decorated the cloth before placing it on their head. Sometimes a circle of fabric or metal, like a queen's crown, was placed on the head to hold the wimple in place.
3. Head covering is an ancient fashion for both women and men. Many centuries ago, men and women in Ancient Greece, Rome and China covered their heads for a variety of reasons. Today people from countries around the Mediterranean still wear similar coverings to protect them from the strong sun and to dress up on formal occasions.

1. What was the wimple made from?

a. wool b. denim c. cotton

2. For how many centuries was the wimple in fashion in Europe?

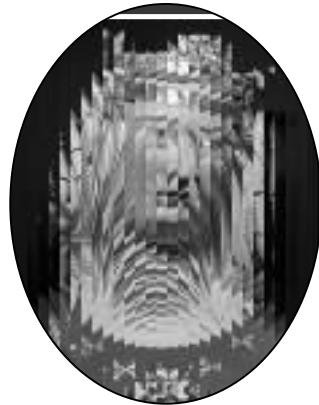
a. six b. four c. one

3. Which part of the body did the wimple not cover?

a. shoulders b. hands c. neck

4. What did some women add to their wimple to show their wealth?

a. jewellery b. paint c. flowers



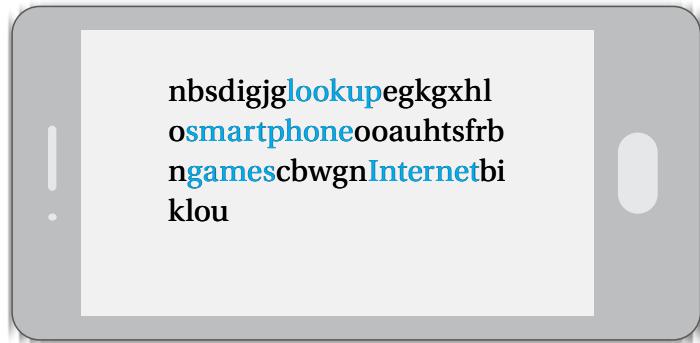
4 **Read the sentences.** Circle the correct word.

1. My sweatshirt looks cleaner than yours because I **wash** / **washed** it last week.
2. **Some** / **Much** brides in Morocco still **paint** / **painted** their hands, and in this way they keep the tradition alive.
3. **A little** / **A few** of the Khaliji singers record their songs in a local dialect.
4. In **some** / **much** cultures today, people **pierce** / **pierced** female babies' ears.
5. When she was a teenager, my mum **loves** / **loved** hybrid songs.
6. Last year my neighbour **hates** / **hated** football, but now he **loves** / **loved** it!

Unit 7

Cool Apps and Gadgets

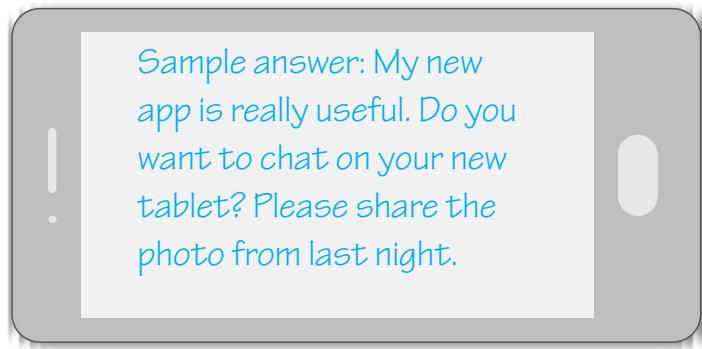
1 **Write.** Find four vocabulary words or phrases from this unit on the screen. Then use them to complete the text message.



Can you please look up some smartphone games on the Internet?

2 **Write.** Use words from the word bank to send a message. Write on the smartphone.

apps	chat	connect	incredible	mobile	possible	search
send	share	tablet	text	useful	Wi-Fi	



3 **Read.** Match the words with the definitions. Write the letter on the line.

<u>e</u>	1. chat	a. to allow another person to use something too
<u>a</u>	2. share	b. able to move from place to place
<u>b</u>	3. mobile	c. to join two things together
<u>c</u>	4. connect	d. about computer technology
<u>d</u>	5. digital	e. to talk

4 Listen. Match each speaker to his or her words. Write the name on the line. **031**

1. Vijaya or V

I love using mobile apps to chat with my friends.

2. Rose

It's easier to send a text than to walk upstairs to my room, says my mum!

3. Pablo

Sorry, I need help with my photo-sharing app.

4. Tom

Share my gadget webpage!

5 Complete the responses. Use words from the box and your own ideas.

gadgets Internet look up share smartphone useful

Sample answers:

1. I'll send everybody the coolest photo from my birthday party – this is my favourite!

Please don't share the photo of me eating biscuits in the corner!

2. I'll send a text when I get on the train. It's the easiest way to talk to you.

Did you look up the best train on the Internet?

3. My brother's going to ask for a tablet as a birthday present. He needs to search the Internet and wants to play games, but a basic version is OK.

Lucky him! For my next birthday, I'm going to ask for a smartphone.

4. Are you going to finish your electricity project before Friday? I'm not! Can you please send me some useful images?

We need to search for images of useful gadgets that use electricity and a battery.

GRAMMAR

Superlatives: Talking about extremes

The **scariest** part of the film is at the beginning.

This dictionary app is **the most useful** one I have.

This game scores **the highest** in this year's reviews, but it's my least favourite.

That café on the corner has **the worst** Wi-Fi connection in town.

We use superlatives to compare one thing in a group to the rest of the group. Superlatives always take *the*.

Use *most* before adjectives that have two or more syllables:

It's the most difficult computer game.

Add *-est* to adjectives that have just one syllable:

This is the loudest setting on my mobile phone.

With two-syllable adjectives that end in *y*, both options are possible: *the scariest* or *the most scary*. (Remember to change *y* to *i*.)

Use *least* with any adjective: *the least difficult*, *the least scary*, *the least loud*.

Some adjectives have their own superlative form: *good/bad* → **the best/the worst**.

1 Read. Circle the correct words. Complete the reviews.

1. This **keyboard** / **camera** / **battery** is for French speakers.

It's (+/unusual) the most unusual one I've ever seen.



2. When we watch videos on our smartphones, we use a lot of **battery** / **camera** / **keyboard** life. (+/good) The best one lasts one whole day.

3. The **microphone** / **camera** / **keyboard** on this video camera is not (+/powerful) the most powerful, but it's built-in, so it's easier to transport and you never forget it.

4. We all know that the **keyboard** / **screen** / **battery** on a smartphone is easy to break. Today I dropped (+/ expensive) the most expensive phone I've ever had and broke it!

2 Listen. While you listen, read the questions. Listen again and circle the letters. 032

1. Which camera is the least expensive? A B C D

2. Which camera has the smallest screen? A B C D

3. Which product has the worst zoom? A B C D

4. Which is the heaviest? A B C D

5. Which is the most expensive to buy? A B C D

3 **Write.** Match the opposites. Then change the pairs to their superlatives. Choose one superlative to complete the statements.

easy good high loud

bad difficult low quiet

easiest

best

highest

loudest

most difficult

worst

lowest

most quiet OR quietest

1. I finished in two minutes! This computer game puzzle is the easiest we have tried this term.
2. You're amazing! Your score is the highest OR best ever!
the best OR highest /
3. Which smartphone has the worst OR lowest volume control?
4. My old phone had the worst screen quality! I couldn't see any texts at night!
5. That free download app is the most difficult I have ever tried - I can't get past level one!

4 **Read the email.** Write a reply.

Hi!

I'm doing a survey about computer games, websites and apps.
Can you please take a moment to answer these questions?

What are the best / worst / funniest / most useful / least exciting computer games, websites and apps that you know? Please explain why.
Thank you!

JJ

Answers will vary.

Mobile Magic!

¹What connects government offices in Nigeria, doctors in Malawi and farmers in El Salvador? The answer is ... useful mobile phone software invented by Ken Banks. In Africa, Ken noticed that people in rural areas travelled for hours to share information. Because people there are not connected to the Internet, he decided mobile phones could help.

²All you need is a laptop computer and a mobile phone. It doesn't have to be the newest smartphone. An old or recycled phone is fine. 'After downloading the free software, you never need the Internet again,' Ken explains. Attach your phone to the laptop, type your message on the computer keyboard, select the people you want to contact, and hit 'Send'. The message goes to mobile phones as a text!

³So what do people send messages about? One good example is in Malawi. Ken sent a hundred recycled phones and

a laptop with his software downloaded. After training for two weeks, doctors in the city can communicate with rural villages to decide which medical supplies to bring on their visits. These texts save time and thousands of dollars in travel costs. Even more importantly, a group of doctors in Malawi can now help the highest number of patients ever.

⁴Ken tells us, 'We need to help people recognise that you can do useful things without lots of money or expensive technology.'



2 Read. Answer the questions.

1. Which continent gave Ken the idea to design mobile phone software?

Africa

2. How many times do you need to connect to the Internet to access this service?

only once

3. Give two examples of how Ken's invention can help people in Africa.

saving time, money; helping more patients

3 **Write.** Choose the main idea for each paragraph, and write it in the table. Then complete the table with the details A–F. Write the letters in the spaces.

How it works Introduction Ken's message One example

- A. Type a message on the laptop.
- B. Africans travel for hours to share information.
- C. Thousands of hours and travel costs are saved, and many more patients are helped.
- D. They are not connected to the Internet, but phones might help.
- E. Click 'Send' and the message goes to mobile phones in a text.
- F. Doctors send messages to mobile phones in rural villages.

	Main idea	Details
Paragraph 1	Introduction	1. Nigeria, Malawi, El Salvador use Ken's text software. 2. <u>B</u> 3. <u>D</u>
Paragraph 2	How it works	1. Connect phone to laptop. 2. <u>A</u> 3. <u>E</u>
Paragraph 3	One example	1. Malawi doctors received 100 phones, 1 laptop and training. 2. <u>F</u> 3. <u>C</u>
Concluding sentence	Ken's message	We don't need a lot of money or technology to be useful.

4 **Think about the information from the reading text.** You've read about a useful text message service. Tick (✓) the sentences that are true.

- Only two or three countries can use the text service.
- Someone needs to type a message on a laptop.
- It saves people a lot of travelling time.
- It's only useful for doctors.
- Mobile phones can receive text messages.

GRAMMAR

Will and going to: Talking about the future

Schools will have chat rooms where students can ask questions online to teachers.	Wi-Fi is going to speed up in developing countries.
Smartphones won't cost so much money.	The Internet isn't going to replace teachers.
Will there be more female computer game designers? Yes , I think there will be .	Are our screens going to affect our eyesight? We're going to need better eye tests.

To make predictions about the future, we use *will* or *going to*.

Will + verb: *will be*, *will go*, *will cost*

present form of *be* + *going to* + verb: *am/is/are going to have*

will not = *won't*

will = 'll

1 Listen. Circle the form of the verb that you hear. **034**

1. South Korea **is going to be** / **will be** a world leader in digital technology.
2. India **is going to build** / **will build** many new Wi-Fi towers.
3. Estonia **will continue to be** / **is going to be** very involved in the digital age.
4. Some experts say that many more countries **will enter** / **are going to enter** the race for the best designs in mobile technology.
5. Village farmers **are going to pay for** / **will pay for** services with their smartphones.
6. More people **are going to use** / **will use** taxis because it's easier to order one through the Internet.

2 Listen. Tick the pictures that match the descriptions you hear. **035**

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

3 Read the blog. Circle the correct answers.

¹ Learning from our own mistakes is useful, but learning from another country's mistakes is going to be the fastest way to develop, I say.

² India has been developing its technology for many years. Other countries may have started before us, but today they often still have old technology – for example, unmodernised telephone systems. We can learn from this. First, we need to look at the original technology. We'll look at the problems but keep the best designs. But then we'll search for the latest ideas, and create something similar but better. Countries like India are catching up. But there's competition! Some experts say that Estonia is going to be the most creative country for gadgets, and India will jump ahead with mobile phone technology.

³ How will India jump in front? For example, now most people in India go shopping in street markets and small, local shops. There aren't any large supermarkets in rural areas, so people have to travel to buy more expensive products. But soon we'll start to buy things using the Internet on our smartphones. We're still going to use our small shops and markets, but we'll 'jump' over the need for supermarkets. Get ready – change will come fast!



1. What does the writer think is going to be the best way to improve her country?
a. Learning from another country's mistakes b. Making mistakes
c. Copying old technology
2. How will countries like India design new gadgets and technology?
a. They will keep the same old technology.
b. They will copy and improve on existing technology.
c. They won't spend any time on new ideas.
3. According to the blog, which country is going to design the most creative gadgets?
a. Estonia b. India c. Britain
4. How will India 'jump in front' of more developed countries?
a. India will spend more money on travel.
b. Indians won't use the Internet.
c. Indians will use technology to develop smart solutions to everyday problems.

4 Write. Read the text in Activity 3 again. Write about some of the ideas in the text in your own words, using *will* and *going to*.

Sample answers: Estonia will be the most creative country for gadgets.

India will have more digital shopping.

Indian villagers are not going to need supermarkets.

WRITING

To write a good review of a product, we need descriptive words. We want our readers to imagine the product clearly. Details are important, so remember to list good and bad things about the product, and give examples of each.

1 Organise.

1. Your task is to write a review of a product that you have used. Look through the unit for product ideas, or do some research on the Internet, then think of similar products you have used.
2. Plan your writing. Your review needs examples of good and bad points. Finish with your opinion and the reasons that support it.



Use the table to help you plan. List the examples you will use in your review.

Product	
Good points	
Bad points	
Your opinion and reasons	

2 Write.

1. Go to page 123 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...

1 talk about cool apps and gadgets.

Write two sentences about apps and gadgets. Give examples of what they can do.

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

Sample answer: My smartphone came with a cool weather app that shows the temperature every hour. There's a great device for cycling now. You can connect to the Internet to show your friends your route and your average speed.

2 use superlatives to talk about extremes.

Complete the conversation with the superlatives.

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

Example: Your music app is (+/cool) the coolest I have seen!

Pietro: Have you heard (+/new) the newest download from this band?

Camilla: No! Do you think it's their (+/good) best version?

Pietro: Well, we could look up a review to see (+/high) the highest rated downloads.

Camilla: OK, but that band is my (-/favourite) least favourite. Can we look up this other band as well?

3 talk about the future using *will* and *going to*.

Write about the photo using *will* and *going to*.

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



Sample answer: He is going to clean up plastic pollution. His invention will collect plastic from the ocean. Future missions won't fail.

4 write a review.

Write about a product. Include examples of its good and bad points, as well as your opinion about the product.

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

Answers will vary.

Unit 8

Into the Past

1 **Write.** Combine the words in the bones to make a question. Write the question on the first line. Answer the question using two of the words from the word bank. Write your answer on the second line.

believe discover site thousands

1.  discover

 where did archaeologists

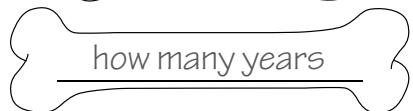
 adult skulls and skeletons

Where did archaeologists discover adult skulls and skeletons?

Archaeologists discovered adult skulls and skeletons at the site.

2.  do the sites

 go back in time

 how many years

How many years do the sites go back in time?

Archaeologists believe the sites go back thousands of years.

2 **Write.** Match the words and phrases with similar meanings. Then use the words or phrases to complete the sentences.

1. bones		a. ancestors
2. continue to think		b. skeletons
3. origins		c. still believe

Archaeologists found adult (1) skeletons and some babies' (2) bones.

Some scientists (3) continue to think / still believe that the (4) ancestors / origins of American people are Asian, but others (5) still believe / continue to think a different story about their (6) ancestors / origins.

3 Listen. Complete the summary using the words in the box. **036**

adult

advanced

ancestors

believe

bones

discovered

skeleton

skull

Scientists believe that they have discovered the origins of the American people.

The answer came from a nearly complete skeleton and bones found in the sea near Mexico. It belonged to a young woman, almost an adult. Scientists used advanced computers to make a model head from the skull bones and now think that the common ancestors of the first Americans may have come from Asia.



4 Write. Use the words from Activity 3 and the box below to make sentences.

has/have + discover/believe

there + be

Sample answers:

They have discovered a human skull.

There was a skeleton at the bottom of the sea.

GRAMMAR

Present perfect: Describing a past action that still continues

Chess **has been** popular for hundreds of years.

I **have played** chess for five years.

My brother **hasn't played** board games since he started playing video games.

Have you always **liked** video games? Yes, I **have**.

How long **have** you **played** video games?

We use the present perfect to talk about actions that began in the past but continue in the present.

To form the present perfect, use *have* or *has* and a past participle of the verb. Most verbs form the past participle by adding *-ed*, but some verbs are irregular. (*be* → *been*, *go* → *gone*)

We use *for* with the present perfect to talk about how long it has been from the moment an action or situation began until the present moment.

For + period of time: **for** two years, **for** five days, **for** a very long time

We use *since* with the present perfect to talk about when an action or situation began.

Since + a point in time: **since** last week, **since** 2015, **since** I arrived

1 Complete the sentences. Write the correct form of the verb in brackets and select *for* or *since*.

1. My father has played (play) chess for (for / since) 40 years.

2. My two brothers have played (play) chess since (for / since) they were little, too.

3. I have played (play) chess for (for / since) just one year, but it has become (become) my favourite game!

4. My father has never liked (like) video games, but my mother has always loved (love) them.

5. I've never liked video games, but that has changed (change) since (for / since) last week. I have discovered (discover) a really cool video game about ancient Rome.

6. I only started to play a week ago, but I have completed (complete) all levels!

2 Listen. Circle the sentence with the present perfect form. **037**

1.



a. They discovered bones in a cave.

b. They've drawn a map showing the bones in the cave.

c. They show the map of the cave to the newspapers.

2.



a. Scientists have studied early civilisations similar to our ancestors'.

b. Scientists believe that modern humans are less healthy.

c. Our ancestors slept better than us.

3.



a. Rajiv moved his queen three squares closer to Amena's king.

b. Amena hasn't forgotten that the queen is a powerful chess piece.

c. Amena blocks Rajiv's queen with another piece.

3 Write. Complete the sentences with the present perfect form of the verb.

1. First, they found bones in the cave. Next, they drew a map of the cave to show the newspapers. The journalists (see) have seen the map now.

2. Our ancestors slept very well. Modern humans don't sleep very well. Scientists (find) have found that early civilisations can help us understand our sleep problems.

3. Rajiv moved his queen closer to Amena's king. Amena knows that the queen is a powerful chess piece. Rajiv (not win) hasn't won the chess game yet.

4 Write. Use the words to make sentences using the present perfect.

1. Experts are looking for descendants of the last King of India. They / find / some descendants / in Myanmar and Pakistan / but / most / live / India all their lives. They have found some descendants in Myanmar and Pakistan, but most have lived in India all their lives.

2. Archaeologists in Russia / discover / unusually long skulls / site named Arkaim. Archaeologists in Russia have discovered unusually long skulls at the site named Arkaim.

1 Listen and read. As you read, think about what scientists have learnt about ancient civilisations. **038**

My History Page



Wait – change the history books! Which is the oldest civilisation in Southeast Asia?

¹ For many years, scientists have thought that the oldest human civilisation in Southeast Asia was from India, because humans have lived there for at least 10,000 years. Scientists believed that those early people moved east, and that their descendants populated other countries, such as my country, Sri Lanka. So this is what our education system has always taught teenagers like me.

² But new technology shows that there has been civilisation in ancient Sri Lanka for much longer, dating back 30,000 years. Since the 1980s, archaeologists have studied skeletons that show cultures have survived almost three times longer than we previously believed. Finger bones and skulls discovered in archaeological sites in dry caves show that the ancestors of modern Sri Lankans were advanced enough to make their homes in caves 30,000 years ago. That's 20,000 years before people in Europe did this!

³ So Sri Lankans now have new information about our origins. We have learnt that our ancestors were almost the first humans to use tools to cut stone and hunt animals. I say 'almost the first' because Sri Lankans are not the oldest civilisation in the world. That prize goes to South Africa, where people have lived for an amazing 50,000 years! As technology improves, scientists must keep looking to see if they really have discovered the oldest sites in your country, too.

2 Read again. Answer the questions.

1. Which country did experts think had the oldest human civilisation in Southeast Asia?

India

2. How many years have civilisations lived in Sri Lanka? 30,000

3. What were the ancient Sri Lankans doing 20,000 years before the Europeans?

living in caves, using stone tools, hunting

4. Which country has the oldest civilisation in the world? South Africa

3 **Read.** Match the cause with the effect. Write the number on the line.

Cause

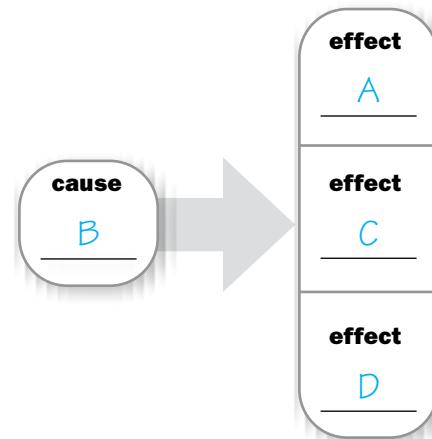
1. Experts thought that India was the oldest civilisation in Southeast Asia.
2. Scientists discovered bones from 30,000 years ago in Sri Lanka.
3. Scientists used modern technology to find the age of the bones.

Effect

- 3 Now, there are plans to search for older sites in other countries, too.
- 1 So, schools taught that Sri Lankans were descendants of Indians.
- 2 So, now we know there have been Sri Lankan civilisations for much longer.

4 **Write.** Read the text again. Write the cause and three possible effects in the graphic organiser. Write the letters in the spaces.

- A. Archaeologists might search for older sites in other countries, too.
- B. Scientists discovered 30,000-year-old bones in Sri Lanka.
- C. Sri Lankan school books may need rewriting!
- D. Europeans have learnt that their ancestors are younger than Sri Lankans' ancestors.



5 **Write.** In this unit, you have read about the origins of civilisations and the changing lives of young people. Write possible effects for these causes.

1. Cause: Archaeologists don't always use the most modern technology in every country.

Effect: Sample answers: Some countries don't know how old their cultures are.

2. Cause: Many centuries ago, most adults could not read or write.

Effect: Most children didn't learn to read or write from their parents. / Parents taught their children practical skills.

3. Cause: Some poor teenagers worked in factories in England in the 1800s.

Effect: Some teenagers had no free time to meet their friends.

GRAMMAR

There + to be: Expressing existence at different points of time

There was going to be a talk about teenage art and culture tonight.	But unfortunately, there isn't anybody available to speak at the moment.
In any teenager's life there are always good times and bad times.	Were there difficult times for you, too? Yes, there've been many!
At the camp there'll be jobs for us to do every day.	There's been a tradition that the teachers all cook breakfast for us.

To show that something exists in our world we use *there + be*: *there is/was, there are/were, there has/have been, there will be, there is/are going to be*, etc.

There can be followed by a singular or plural form of the verb *be*. The choice of singular or plural depends on the noun that comes after the verb.

For questions, the form of *be* is placed before *there*.

1 Listen. Circle the correct form of *be*. ▶039

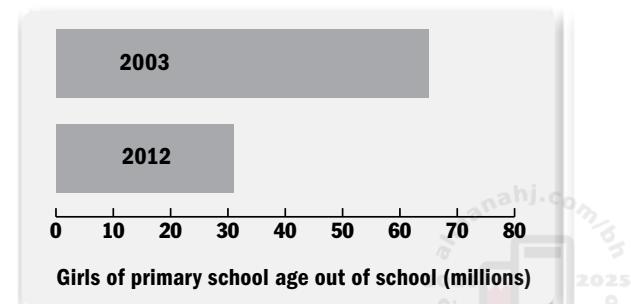
1. There **is** / **are** / **were** a lot of missing pieces in this chess set.
2. There **were** / **will be** / **are** too many people at the festival.
3. Did you say there **will be** / **was** / **is** a traditional dance?
4. In next year's exhibition, there **will be** / **are going to be** / **have been** some bones from 2,000 years ago.
5. There **have been** / **are** / **will be** giant stones here for ages!
6. Someone has moved my pieces. There **was** / **is** / **were** an empty space here before!
7. You said there **aren't** / **won't be** / **weren't** any pieces for this game, but I've found some!
8. The king's descendants are still alive. There **were** / **is** / **are** six grandchildren in India.

2 Read. Match the graph to the sentence. Write A, B or C.

A. There was very little education for girls one hundred years ago.

B. There has been an increase in primary-school-aged girls in school.

C. In the future we hope that there will be more girls in schools.



3 Write. Read the conversations and write *there* + the correct form of *be* in the spaces.

1. Is there a spinner for this game?

Yes, there's a special spinner with pictures instead of numbers.

2. Are there any ancient sites here?

No, unfortunately there aren't any ancient sites to visit.

3. Has there been any interest from the newspapers about this new site?

There have been /

There's been a little. are / were a few questions from a local magazine, but we haven't contacted all of the newspapers yet.

4 Read and listen. Tick **T** for *True* or **F** for *False*. **040**

Carrom: An ancient game

The board Carrom is a game that's played on a smooth, flat, wooden board. In each corner there's a circular hole about 2 in. (5 cm.) in diameter, and underneath each hole there's a net pocket to catch the pieces.



The pieces Each player has a 'striker' piece about 2 in. in diameter. There are also nine dark pieces and nine light pieces, plus a red piece called the 'Queen'. People often have their own strikers, which are sometimes made of bone and so are heavier than the wooden pieces.

Preparation The Queen is placed in the centre of the board. Six pieces form a circle around the Queen. The remaining 12 pieces go around the first circle of six pieces.

Objective Players choose their colour and then take turns pushing their striker piece against the other pieces. The goal is to get your pieces into the corner pockets. The winner is the player who has put all his or her pieces in the pockets first. However, it's not just a simple race. Neither player wins until one player has put the Queen in a pocket, too.

	T	F
1. On a Carrom board there are round holes in each corner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. There are 20 pieces, including two strikers and the Queen.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The heaviest piece in Carrom is the striker.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Players use their strikers to push their pieces into the holes at the corners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The game ends when there are no pieces on the board but the Queen.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

5 Write. Re-read the description of Carrom. Then write a short paragraph describing a board game you know and enjoy playing.

WRITING

When you write a classification paragraph – one on festivals, for example – it's a good idea to separate it into parts, such as: *festival music, food, origins*. Start with a topic sentence to introduce your paragraph. Describe each part using different details and examples. When you finish, write a concluding sentence to connect the separate parts back to the first topic sentence.

1 Organise.

1. Your task is to write an account of a festival or celebration from your culture. Decide on your topic. Decide how to divide your topic into two or three parts.
2. Plan your writing. Research the topic. You'll need an introductory topic sentence. Your topic sentence will describe the festival or celebration. Write your topic sentence here:

Next, you'll need to add details for each part of your paragraph. Make a list of details for each part.

Remember to finish your paragraph with a conclusion. Write your concluding sentence here:

2 Write.

1. Go to page 139 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I can ...



1 talk about events in the past.

Describe something that happened last month or last year.

Write two or three sentences.

Answers will vary.

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

2 describe actions that started in the past and continue into the present.

Complete the sentences using verbs in the present perfect form.

1. Many people from Kenya (continue) have continued winning prizes in international sports competitions.
2. One researcher (discover) has discovered that teaching chess is helpful in many areas of education.
3. Surprisingly, when observing less advanced civilisations, we (learn) have learnt more about our own culture.

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

3 express existence at different points of time using *there + to be*.

Complete the sentences with *there + to be*.

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

1. We saw that there were bones from adult skeletons at the site.
2. I have a question: will there be / are there going to be any jobs to do at the education camp next week?
3. I don't think there is a black queen piece in this old chess set.

4 write a classification paragraph.

Describe a game.

Answers will vary.

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

YOU DECIDE Choose an activity. Go to page 92.

Units 7–8 Review

1 **Read.** Choose the correct word to complete the sentences.

2 Listen. Number the pictures in the order you hear them described in the radio show. Then listen again and answer the questions. ▶ 041



2



3



1

1. What is another name for the Chinese New Year festival?

the Spring Festival

2. Which digital Chinese New Year apps have people downloaded?

zodiac animal information, greetings cards, screen photos, calendars

3. What have been traditional New Year gifts in the past?

clothes, jewellery

3 **Read.** Decide which answer (a, b or c) is not true. Circle the letter.

Dear Barbara,

There's going to be a sports competition in our village next summer! Will you be free to visit? I've joined the event's group of organisers, so it'll be more exciting for teenagers. Before, only adults decided on the sports, and there weren't any games. I've started to search the Internet for the most interesting team sports and games. Last year, there was football. It was fun, but only the adults got to play. This year, the sports and games are going to be even better – we're going to have bossaball trampolines for everyone to try! Please send any helpful advice you have, and any suggestions for team sports and games that people of all ages can play!

Check your calendar – it's going to be incredible!

Hope to see you soon.

Mary

1. Mary asks her friend Barbara
 - a. to visit her village next summer.
 - b. to be an organiser at the competition.**
 - c. to help her choose sports.
2. Last year
 - a. there weren't any games.
 - b. the adults chose the sports.
 - c. there were games for children.**
3. Mary thinks that
 - a. the football game was the worst thing last year.**
 - b. this year's event will be more exciting for everyone.
 - c. the festival will be better than last summer.
4. Barbara
 - a. was asked to send ideas about the sports.
 - b. was asked to give advice to Mary.
 - c. is going to be in the event's planning group.**

4 **Write.** Re-read Mary's email in Activity 3 and write a reply. Ask questions about the sports last year and the sports and games planned for this year. Use the present perfect, *will* and *going to* questions.

Sample answer: Hi Mary, What date is the sports competition going to be? Will the organisers play the games, too? Are the bossaball trampolines going to be safe? What other sports were there last year? Have you tried playing 'Capture the Flag'?

1 Complete the quiz about fashion. Then write two more questions for your classmates.

1. Which fabric is strong, practical and blue?
denim

2. When a jacket and trousers are made from the same fabric, we call it a suit.

3. Many people wear these at school or work.
uniforms

4. What can people wear to make them look taller?
high heels

2 Change the regular verbs in the box to the past simple. Then use the past simple verbs to describe fashion through history.

decorate	dress up	look
paint	pierce	protect
replace	use	

3 Change the irregular verbs in the box to the past simple. Then use the past simple verbs to describe fashion through history. Explain why people did those things.

have	put	think	wear
------	-----	-------	------

Example: *People wore headscarves because they wanted to be formal and protect their heads from the sun.*

4 **Work in pairs.** Take turns talking about clothes. Think of a piece of clothing. Describe it, but don't say its name. Can your partner guess?

Example: *It's casual. We wear it on our heads. It's good for playing sports. It's colourful. It might have the name of a sports team on it.*
Answer: *baseball cap*

Repeat the activity in class, or make a video on your phone or tablet.

5 **Write.** Choose some clothes you like. Describe them.

- To plan your writing, follow the steps on page 54 in your Workbook.
- Illustrate and display your work for your classmates to read.

6 Your teacher asks you to design clothes for a drama project.

Dramatic Clothing

- Think about a film character or a character from history, for example, Superman or Queen Elizabeth I.
- Describe his or her clothes. Remember to describe head gear, shoes, jewellery and accessories.

Describe your ideas for your character's clothes. Write at least 100 words.

1 Talk about 21st-century art. Use words from the list.

combine	create	edit
hybrid	imagine	imitate
mix	modern	opinion
original	version	weird

2 Compare the pairs.

modern music / traditional music

a live performance / an audio recording

CDs / downloads

original recording / cover version (copy)

Example: *I prefer original songs, not copies of the original. Original songs are simpler.*

3 Grandma calls you from the supermarket. Answer her questions about the shopping list. Use countable and uncountable nouns.

Hello dear!
Sorry, I forgot my shopping list. Please help. Is there some tomato sauce in the fridge? How much is there? Are there any biscuits in the cupboard? Do I need butter? Coffee? Bread? Sugar?

4 Work in pairs. You want to make something completely new. Discuss ideas with a partner. Role-play the dialogue.

- Choose two things to mix together.
- Think about sports and games, food, art or fashion. Make a mash-up! What did you mash up? What is your new invention called?
- Practise the dialogue.
- Act out the dialogue in class, or use a phone or tablet to make a video.

5 Write. Use examples and details to describe a mash-up sport, food, type of fashion or art.

- To plan your writing, follow the steps on page 64 of your Workbook.
- Show your writing to your teacher and classmates.

6 Write. Your teacher asks you to write about an example of a mash-up. This is the title you will use:

**1 + 1 = 3?
My mash-up!**

Write at least 100 words.

1 Work in pairs. Put the words in the box in order from 1 to 5. (1 = the coolest and 5 = the least cool.) Explain your choices to a partner.

a computer game a music app a smartphone
a sports gadget a tablet

Now put the things in order of practicality, from the most to the least practical. Explain your thinking.

2 List several activities you plan to do next week. Are you going to do anything practical or interesting? Or maybe something incredible?

practical	interesting	incredible

3 Write. Choose a product that has positive and negative points. Describe its good and bad points, and then give your opinion.

- To plan your writing, follow the steps on page 86 in your Workbook.
- Share your writing with your teacher and classmates.

4 Write. Below is part of a letter from an English-speaking friend.

When I come to visit you, I want to buy something from your country. Maybe you can help me think of an idea. I want something interesting and unusual. It doesn't have to be perfect! If you think of anything, please tell me about the good and bad points. Then I can choose the best thing to buy.

Respond to the letter. Write at least 100 words.

1 How have archaeologists helped us learn about our world? Use words from the list. Make sentences using present perfect verbs.

Example: *They have discovered bones under the sea.*

advanced ancestors bones civilisation
descendant origins site skeleton skull

2 Work in pairs. Choose a word from Activity 1. Have a conversation about it using *there + be*. Repeat the activity in class, or make a video on a phone or tablet.

3 Write. Choose a game that you enjoy playing. Describe it in detail. Classify the different parts of the game.

- To plan your writing, follow the steps on page 86 in your Workbook.
- Share your writing with your teacher and classmates.

4 Below is part of an email you received from an Australian friend.

Hello,

I'm writing a blog about internet games for teenagers. Do you know any cool games? I'm thinking about games related to education or culture. I'm also interested in games that help with maths, or maybe language learning. I DON'T want to write about games that involve racing or fighting. Can you please help me by explaining your favourite educational internet game?

Write a reply. Write at least 100 words.