

كتاب الأنشطة التفاعلية 1 Impact



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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

نموذج إجابة أسئلة امتحان نهاية الفصل الثاني للعام 2017

1

نموذج أسئلة امتحان نهاية الفصل الثاني للعام 2017

2

نموذج أسئلة امتحان نهاية الفصل الثاني للعام 2016

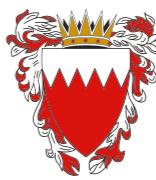
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إجابة أسئلة امتحان نهاية الفصل الثاني للعام الدراسي 2019

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إجابة أسئلة امتحان نهاية الفصل الثاني للعام الدراسي 2023

5



impact

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The *Impact* Workbook & Grammar Book contains activities that reinforce and consolidate the content of the Student's Book, and includes listening, reading, writing, grammar and vocabulary practice.

The *Impact* Workbook & Grammar Book includes:

- 14 pages of language practice, activities and an additional reading for each unit
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- Additional student-choice activities, providing opportunities for targeted skills practice
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Impact Workbook audio is available for download at www.eltngl.com/bahrainmoers.

BRITISH ENGLISH

A1	A2	B1	B2
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CEFR correlation

The exit level for *Impact* 1 is A2+.



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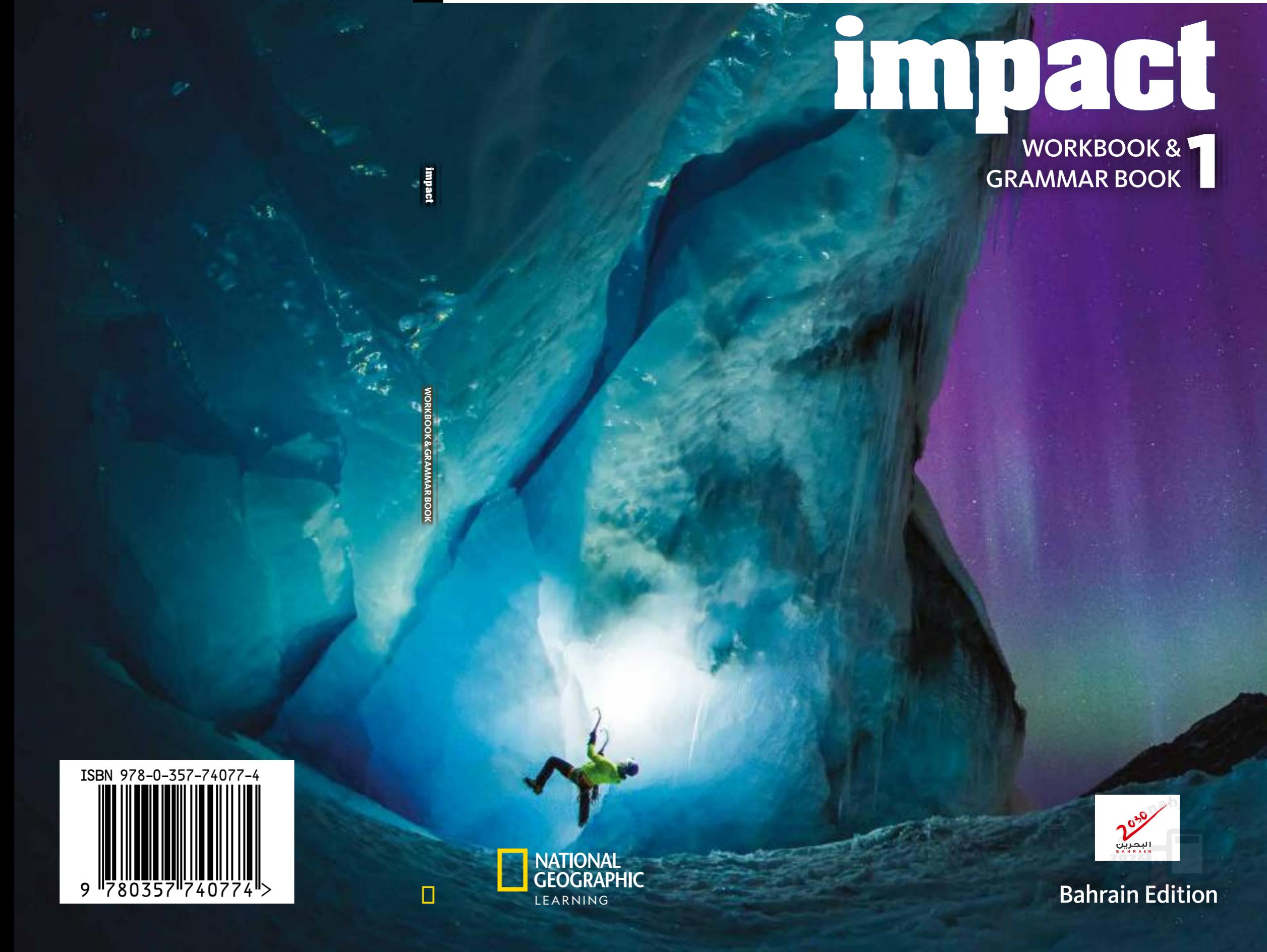
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1



Bahrain Edition

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ON THE COVER

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Athabasca Glacier in Jasper National Park,
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impact

WORKBOOK

1

SERIES EDITORS

JoAnn (Jodi) Crandall
Joan Kang Shin

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Bahrain Edition

Unit 1

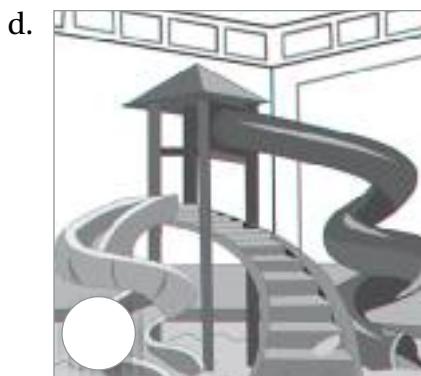
Life in the City

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

A curved banner with a dashed line pattern containing the text 'opankskyscrapersnubckbuniquenvkvufkvkfvunusualkbebfbcapitaluffjfilujf urbanmbdhwfulitruralubsjjshapeyeplangubbodesigninbotrtowernosid'.

1. People often talk about the differences between _____ life and _____ life. My friend is _____ 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 _____ of a star. It's like sleeping under the stars! The _____ is _____ because he made it himself – nobody else has one like it!
3. Living in a _____ city is exciting. When I get a job, I _____ to live in Paris or Ottawa or Rome.
4. Is there a city in the world that doesn't have tall buildings or _____? Maybe, but every airport must have a communications _____ to help planes.

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



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.
2. He designs skyscrapers.
3. Renato's design for a city has areas only for people.
4. In Renato's city, cars travel above residents' heads.
5. Renato's design is only for older people.
6. Renato's city design is safe for the residents.
7. The bicycle tracks are high up with the cars.
8. Renato's city is expensive to build.

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) their bikes on the motorway.
2. Residents _____ (like) to relax by the stream.
3. Architects _____ (not design) skyscrapers for rural areas.
4. A new bridge _____ (cross) the motorway.
5. People _____ (need) green spaces in capital cities.
6. Sometimes architects _____ (plan) buildings with parks on the roof.
7. In urban areas, people _____ (not enjoy) crowded pavements.
8. My village _____ (have) a water tower.
9. A major motorway _____ (connect) two big cities.
10. The stream _____ (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

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

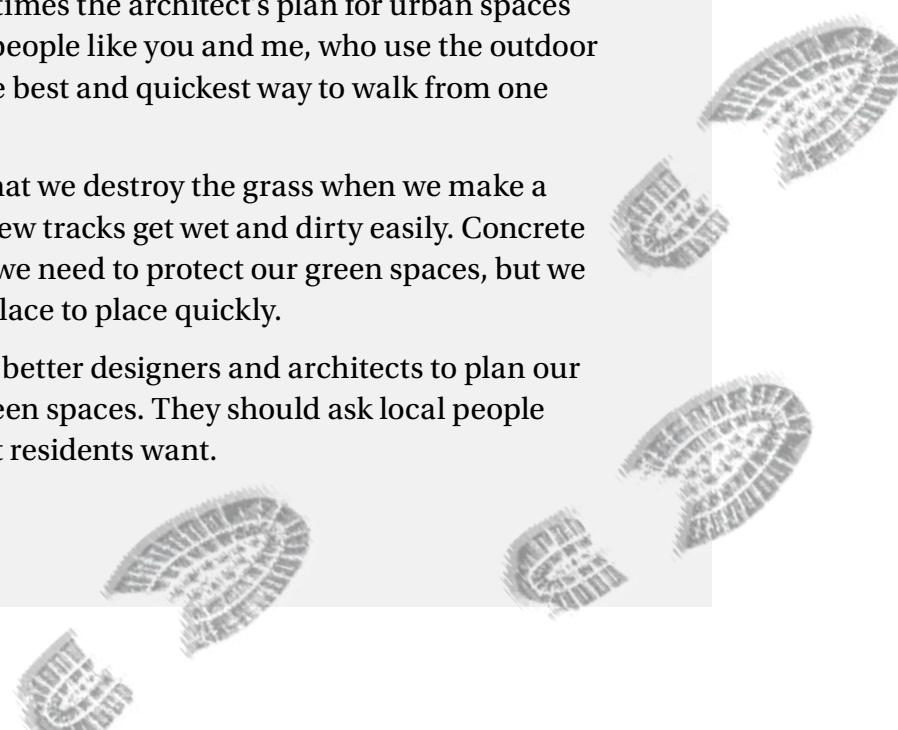
***desire** *v.* to want something
n. the feeling of wanting something

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.

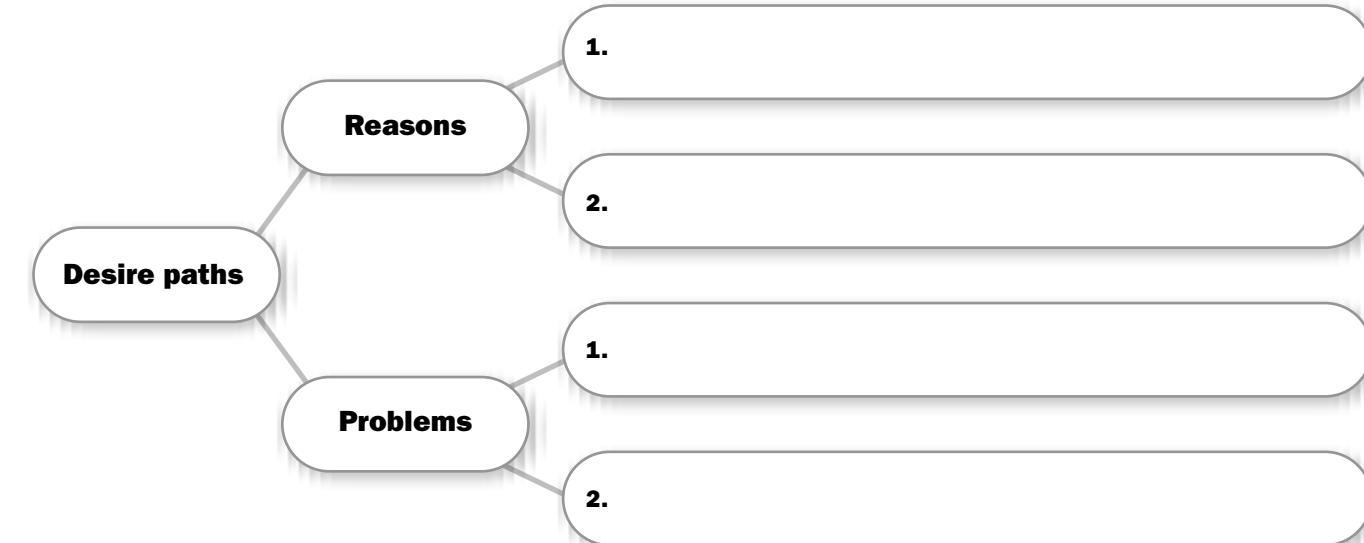
⁴ Perhaps we need better designers and architects to plan our pavements and urban green spaces. They should ask local people and pay attention to what residents want.



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

1. Which paragraph gives us a definition of desire paths?
2. Which paragraph tells us about problems with desire paths?
3. Which paragraph describes the reasons for desire paths?
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.

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

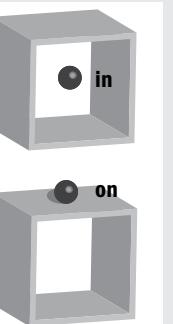
In and on: Expressing location

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 a forest.
2. She lives Newtown Street.
3. We put our books the kitchen table.
4. I keep my pencils my desk drawer.
5. Is that a map of the city 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) my new room at college. It's really cool here. Everybody can find me easily because my name is (2) the door!

I don't know the town very well yet, but my building is (3) 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) the middle! So bring your skateboard when you come. I think you can fit it (5) 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) 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.

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 23 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.

construct design explore find grow live need pay plan use walk

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

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 90.

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.

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

3 Write.

Read each sentence and write the profession it describes.

archaeologist researcher

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

4 Listen.

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

archaeologist diver office worker researcher ROV operator

- _____
- _____
- _____
- _____
- _____

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

- A/an _____ is my favourite of these jobs because _____.
- A/an _____ is my least favourite of these jobs because _____.
- I'm not sure about the job of _____ because _____.

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.

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

2 Listen. Then complete the short answers. 008

1. Yes, <u>I do</u> .	3. No, <u> </u> .	5. No, <u> </u> .
2. Yes, <u> </u> .	4. Yes, <u> </u> .	6. Yes, <u> </u> .

3 Write. Use the words to ask questions.

1. he / speak / many languages _____
2. you / have / accidents _____
3. when / you / usually / work _____
4. he / need / interview _____
5. where / you / apply for / job _____
6. what / 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?

2. What does a professional sleeper do?

3. What does a golf ball diver do?



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

Ask and answer two questions.

Question: What do underwater archaeologists do?

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

Question 1: _____

Answer: _____

Question 2: _____

Answer: _____

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



Unlucky Days at Work

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.

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.

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.

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

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

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.

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*.

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 his ticket.
4. The divers carry their oxygen tanks.
5. Dr Emily Park has to change our 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**

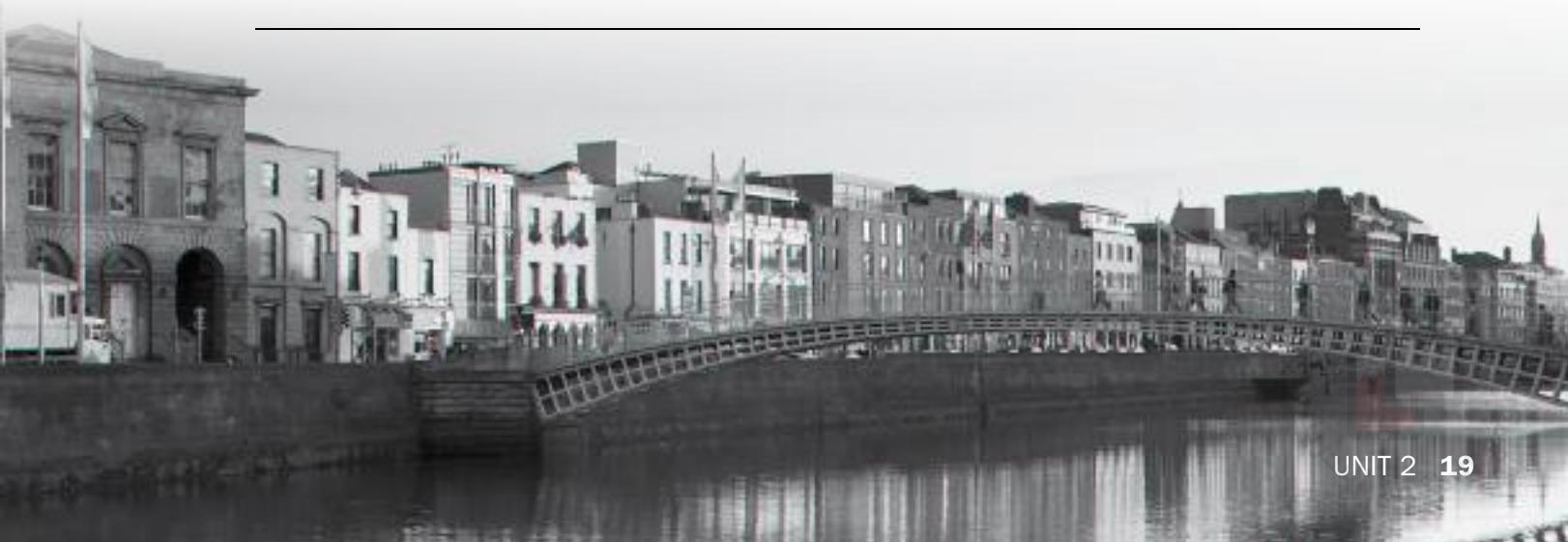
T **F**

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.

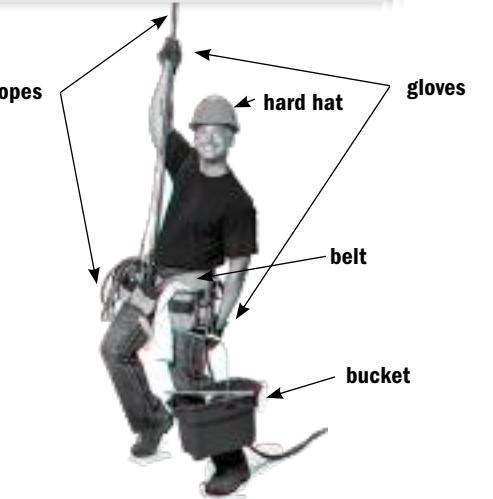
1. researcher researcher's
2. women women's
3. bicycle bicycle's
4. advisors advisors'
5. office office's
6. Dickens Dickens's
7. puppies puppies'
8. house house's



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 39 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.

My uncle is a video game tester.

_____ he work every day? Yes, he _____. / No, he _____.

_____ you get games from him? Yes, I _____. / No, I _____.

Where _____ he _____ (work)? He _____ at home.



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

3 use possessives to show ownership.

Change the nouns to possessives.

1. (Kenji) _____ advisor is a scientist. _____ His _____ advisor is a scientist.
2. (the baby) _____ food is very tasty. _____ food is very tasty.
3. (the men) _____ restaurant is underwater. _____ restaurant is underwater.

4 write an article 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 91.

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**

____ a. Steeplejack – travel the country; clean, repair tall buildings
____ b. Animal carer – outdoor spaces and parks; give medicine to sick animals
____ c. Personal trainer – sports centre; help people keep fit, learn sports
____ d. Underwater photographer – seas around the world; taking photos
____ 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) ____ city centre is changing fast; (2) ____ old buildings are being replaced by new skyscrapers. People walk on new concrete pavements. The city (3) ____ modern architecture is amazing. There are three new motorways and tall bridges over the river.

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

1. 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.

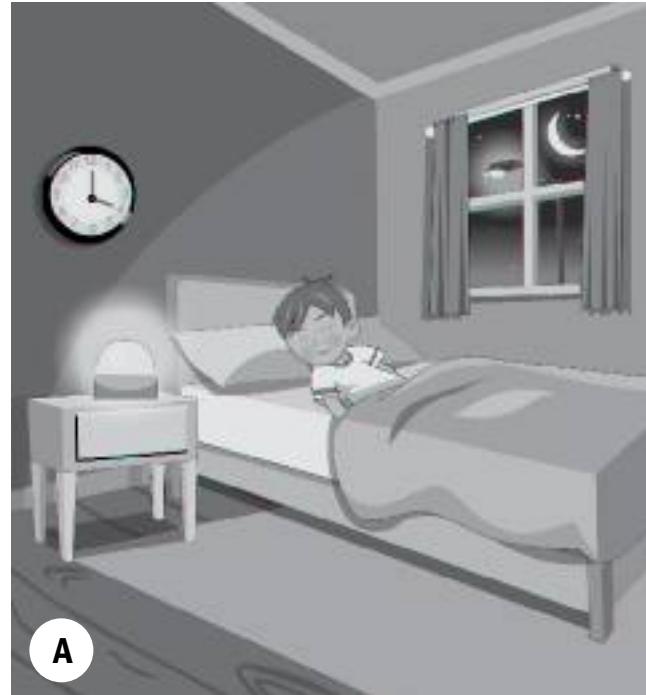
8. My cousin's profession is unusual. She tests pet food **in** / **on** a scientist's laboratory!

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.

Secrets of the Dark

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



A



B

- ___ 1. The boy is very active.
- ___ 2. The boy is going to sleep.
- ___ 3. It's after sunset.
- ___ 4. It's daylight.
- ___ 5. The streetlight is lit up.
- ___ 6. The streetlight isn't lit up.
- ___ 7. It's dark outside.
- ___ 8. It's after sunrise.

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

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.

- ___ 1. In the city centre, tall buildings a. helps people be healthy in the winter months.
- ___ 2. Eating more milk products b. it has fewer hours of darkness in the summer.
- ___ 3. Some people feel unhappy c. the city appears lighter because of the streetlights shining on the snow.
- ___ 4. Although Stockholm has very few hours of sunlight in the winter, d. when they don't have enough daylight.
- ___ 5. One good thing is that when it snows 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



1. _____
2. _____
3. _____
4. _____

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	3. A NA	5. A NA	7. A NA	9. A NA
2. A NA	4. A NA	6. A NA	8. 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



1. _____
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 _____.
3. In Stockholm, people _____.
4. At sunset tonight, they _____.
5. People in many countries use fireworks when _____.
6. Today, we _____.

1 Listen and read. As you read, underline the words in bold type from pages 46–47 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*.

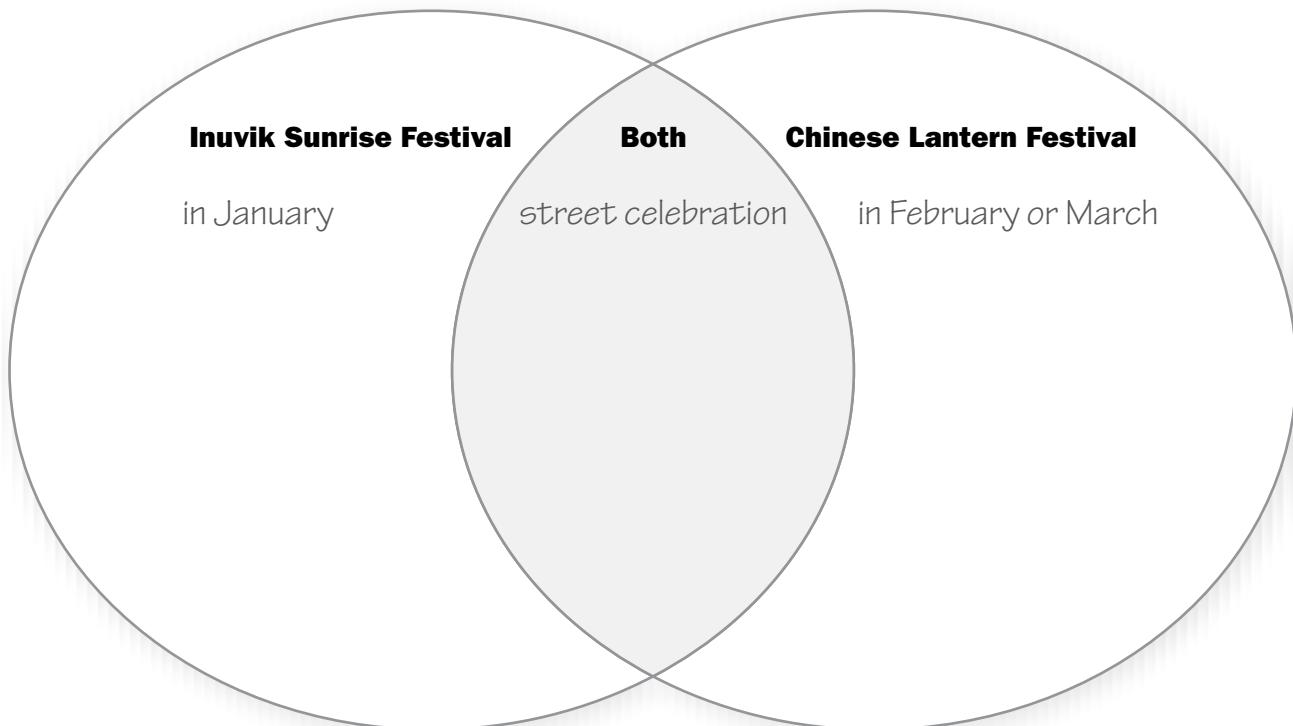
1. There is no light in Inuvik for one month.
2. People don't wake up.
3. The Sunrise Festival takes place every year.
4. The Inuvik read traditional stories during the festival.
5. People make igloos out of ice.
6. People watch the sunrise.

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

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

1. you want to eat? _____
2. you want to know about local traditions? _____
3. you are cold? _____
4. want to see the sun come up? _____
5. you like art? _____

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



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

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.

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

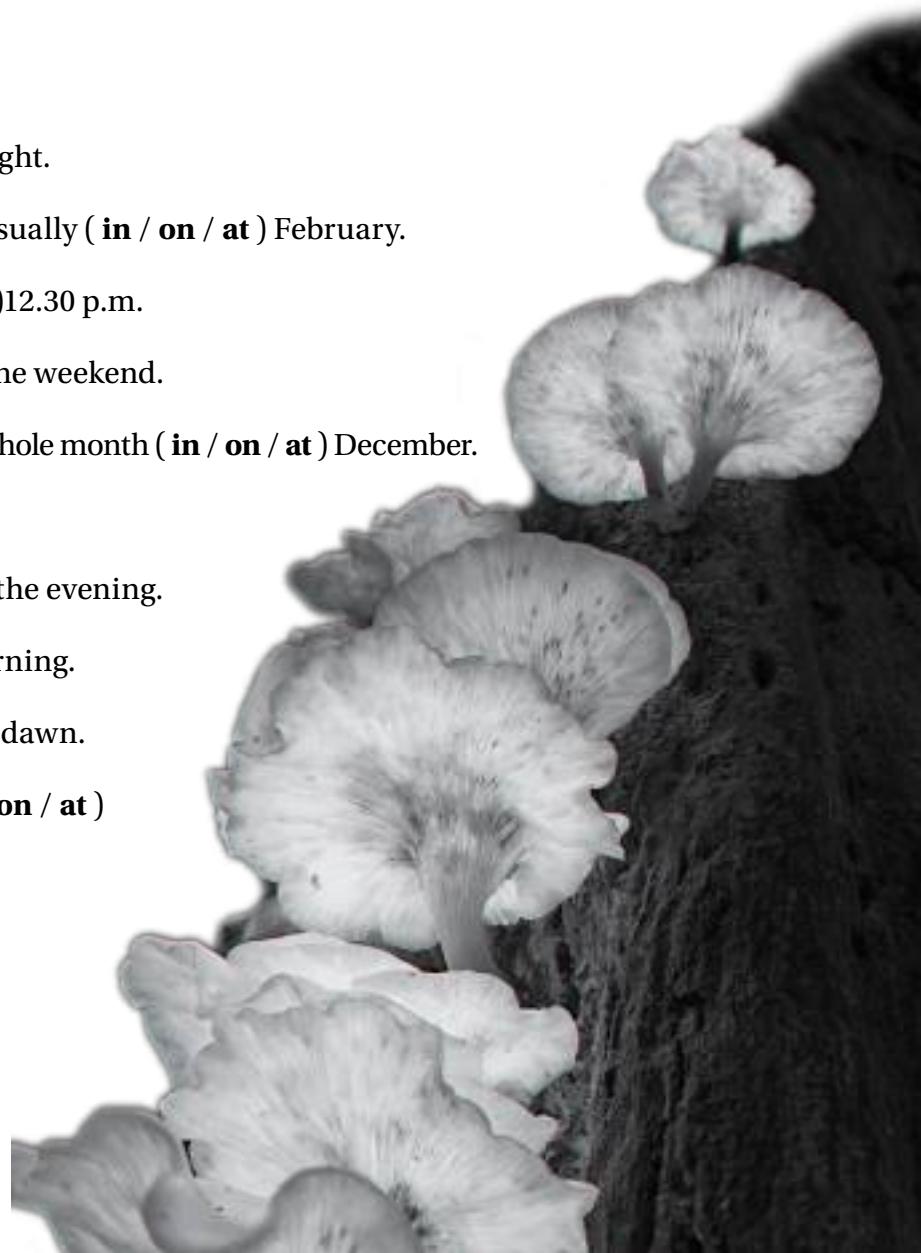
1. What time of year are the Northern Lights visible?

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

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

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

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



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) **in** 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.

Living Together

1 Read the clues. Then complete the words.

1. i l l l l l

Animals that live in their natural setting

2. f f f t

Fights, disagreements

3. a a a r

To go away so we can't see something

4. m r

To injure, hurt or be unkind to someone or something

5. c e

A way in

6. 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 _____.

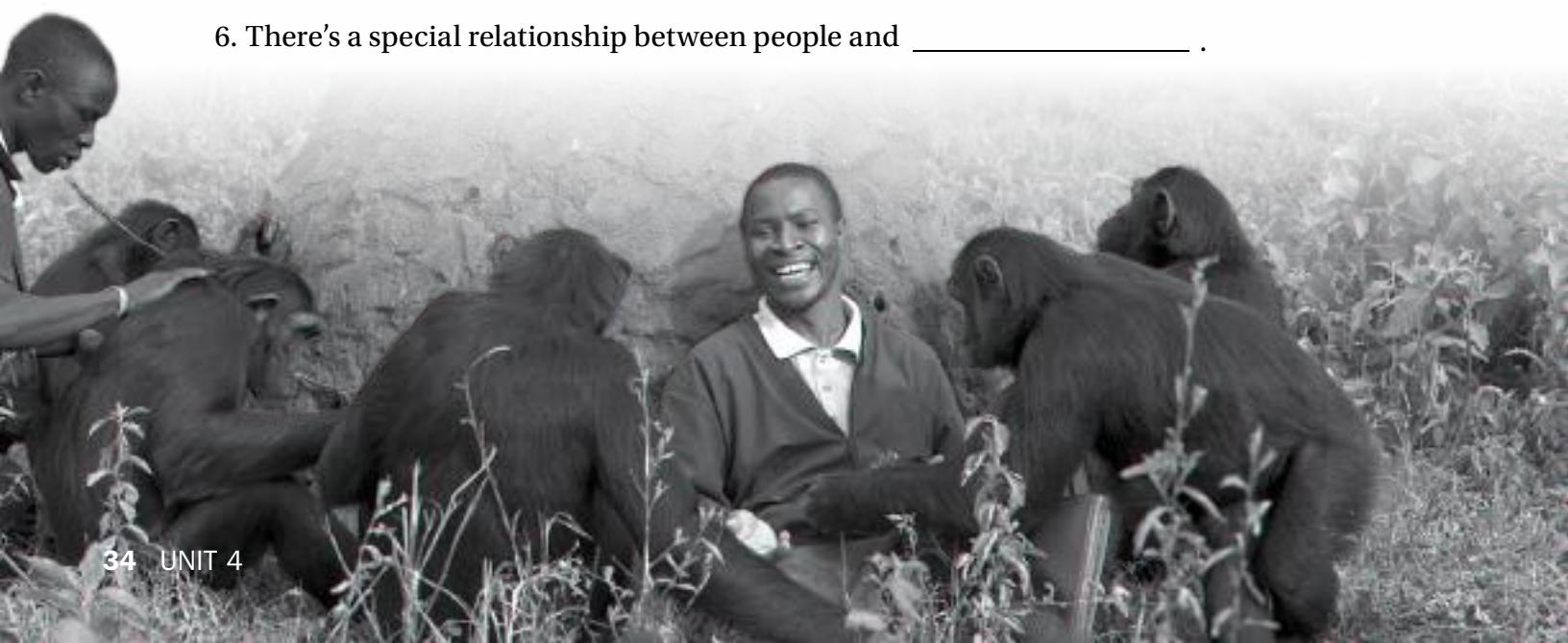
2. People who don't take care of their pets _____ them.

3. Amy Dickman studies _____ between wild animals and humans.

4. We had _____ to the mountain area to observe the wild cats.

5. The snow leopard's _____ is in cold, mountainous areas.

6. There's a special relationship between people and _____.



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



1. The programme was about animals.

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

2. He thinks that dogs are wild.

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

3. She thinks that Siamese crocodiles aren't very clever.

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

4. The crocodiles' habitat doesn't have any water.

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

5. We can't live without water.

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

6. Little animals catch crocodiles.

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

4 Read. Number the sentences in order.

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

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

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

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

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

____ 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 _____.

_____.

2. The busy farms _____.

_____.

3. At the moment, people don't want to help the cats because _____.

_____.

4. This project can help people _____.

_____.

5. I think I should _____.

_____.

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

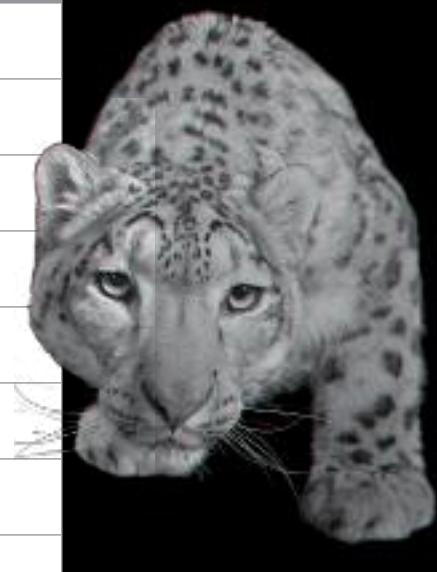


2 Listen.

Is the idea **necessary**, **not necessary**, or **recommended**?

Tick the correct answer. **Q018**

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



1. snake handler / gloves



2. lion / circus



3. bird of prey / fish



4. turtle / plastic bags

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

019

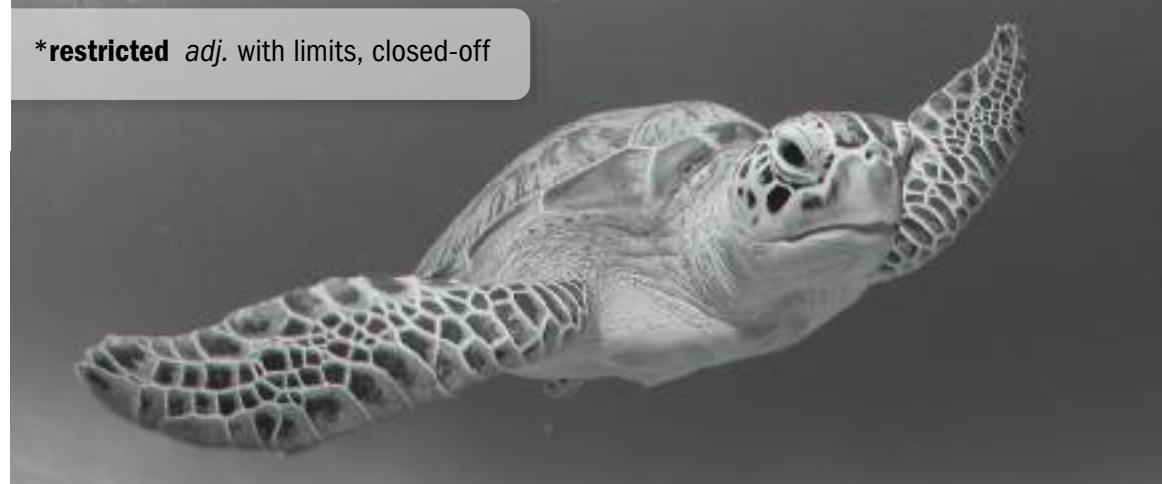
Stop the boat party – Lamma Island's sea turtles are in danger!

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.

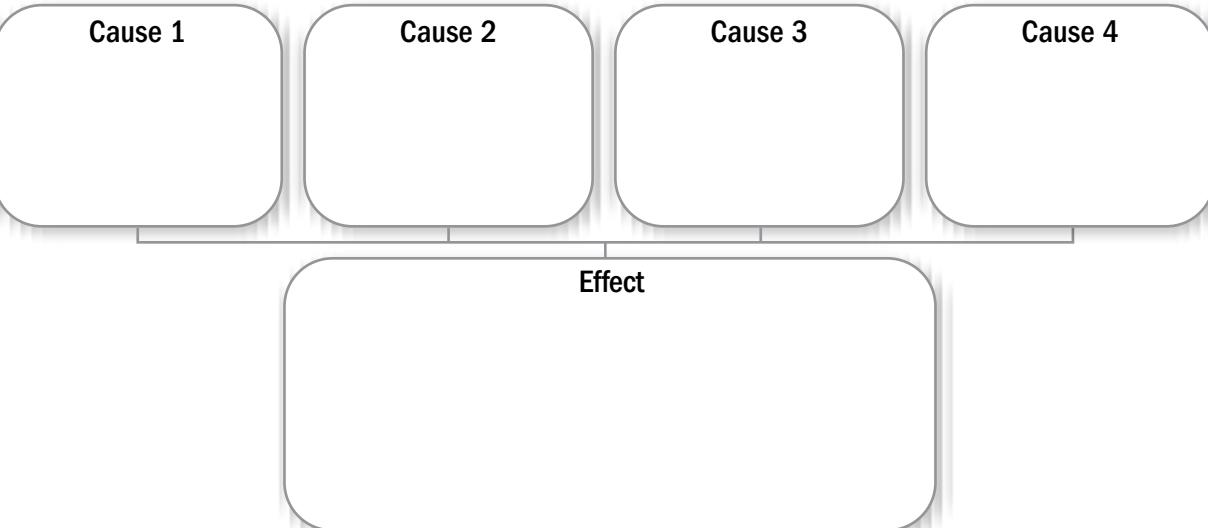
Special nature police must keep people away from the turtles. At nesting time, you shouldn't go near the beach. If the police see you, you have to pay a fine, which can be a lot of money. However, the police aren't always there to protect the area. The biggest problem is human **behaviour**. Boat parties 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 _____.
2. Another problem for the turtles is _____.
3. A third problem for the turtles is _____.
4. Conservationists think _____.
5. One solution is _____.

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 _____.

At the beach: People _____.

In the mountains: Villagers _____.

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

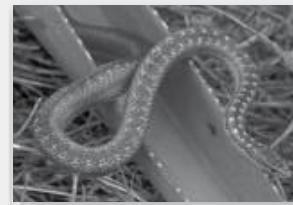
1. The baby panda **can** / **can't** see people.
2. They **could** / **couldn't** understand animals before.
3. Trained dogs **can** / **can't** sniff for chemicals.
4. They **can** / **can't** drive to the injured snow leopard.
5. They **could** / **couldn't** save all the birds.
6. We **can** / **can't** 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 _____.
2. Black rats _____.
3. Jenny and her team _____.
4. The five-year project _____.
5. Hurricanes, predators and tourists _____.
6. Researchers hope that _____.
7. This project means that now people _____.
8. You _____ 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 73 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.

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 _____ help this injured animal, so it can survive.
(very necessary)
2. Animals have feelings, too. You _____ mistreat them. (advice)
3. We _____ 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 _____ climb over a 12-foot wall.
2. When it was born, the baby panda's eyes were closed. It _____ see.
3. Yesterday, they _____ 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.

YOU DECIDE Choose an activity. Go to page 93.

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

- Cars ____.
 - stop to rescue salamanders
 - kill salamanders in the darkness
 - with headlights help salamanders
- The speakers agree that ____.
 - salamanders are very clever
 - salamanders are afraid of cars
 - salamanders should move faster
- Snakes ____.
 - hunt salamanders
 - don't hunt salamanders
 - eat insects



3 Read. Choose the best answer for each blank.

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

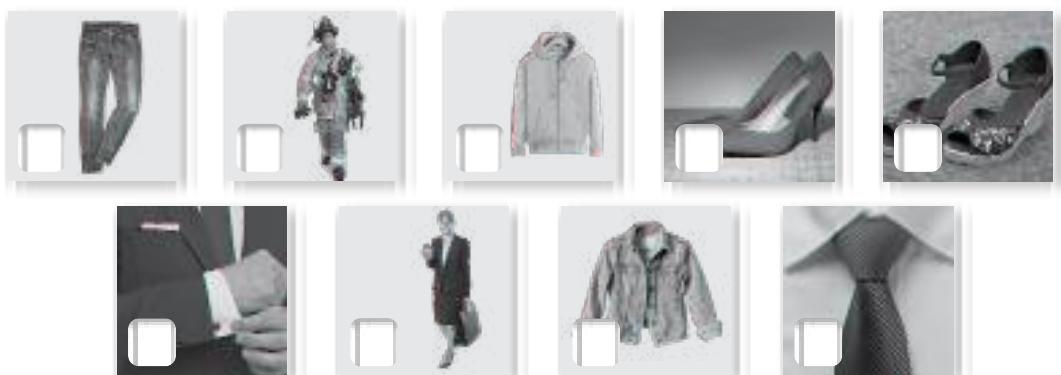
at couldn't mistreat observe predator relationship sunrise sunset

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

What We Wear

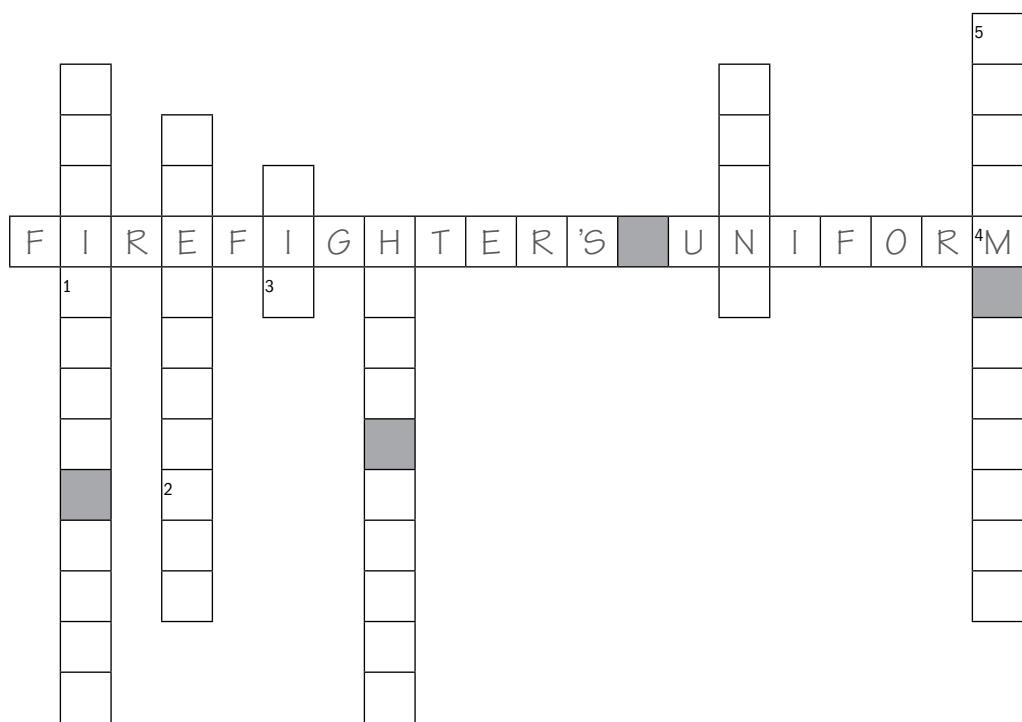
1 **Organise the clothes.** Decide if the clothes are practical, formal or casual.

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 shirt	denim jacket sweatshirt	firefighter's uniform tie	high heels trainers	jeans 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 2 3 4 5

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		
Mrs Gardener		
Fiona		
You		

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

Interviewees		

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)

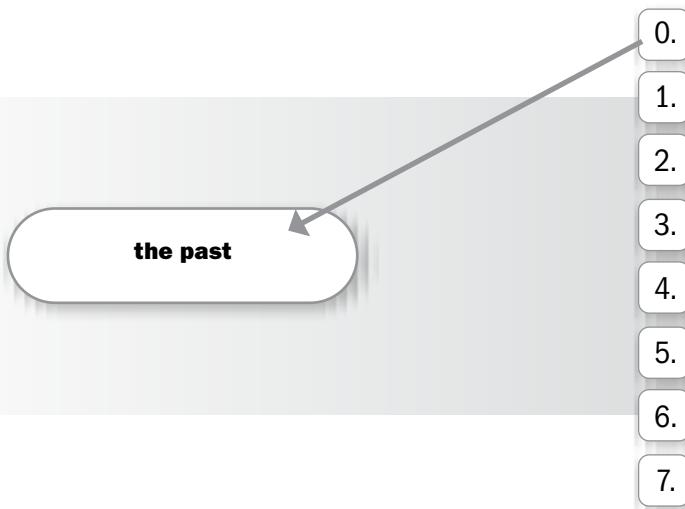
1 **Read.** These facts are about the tattoos of Maoris from New Zealand and the Chin people from Myanmar. Are the facts the same (**S**) or different (**D**)? Write **S** or **D**. Then complete the sentences about the Maori and Chin people.

1. Maori men and women decorated their faces with tattoos. Chin women painted tattoos on their faces.
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.
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 _____
2. Before, Chin women _____
3. The New Zealand government _____

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



now

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

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



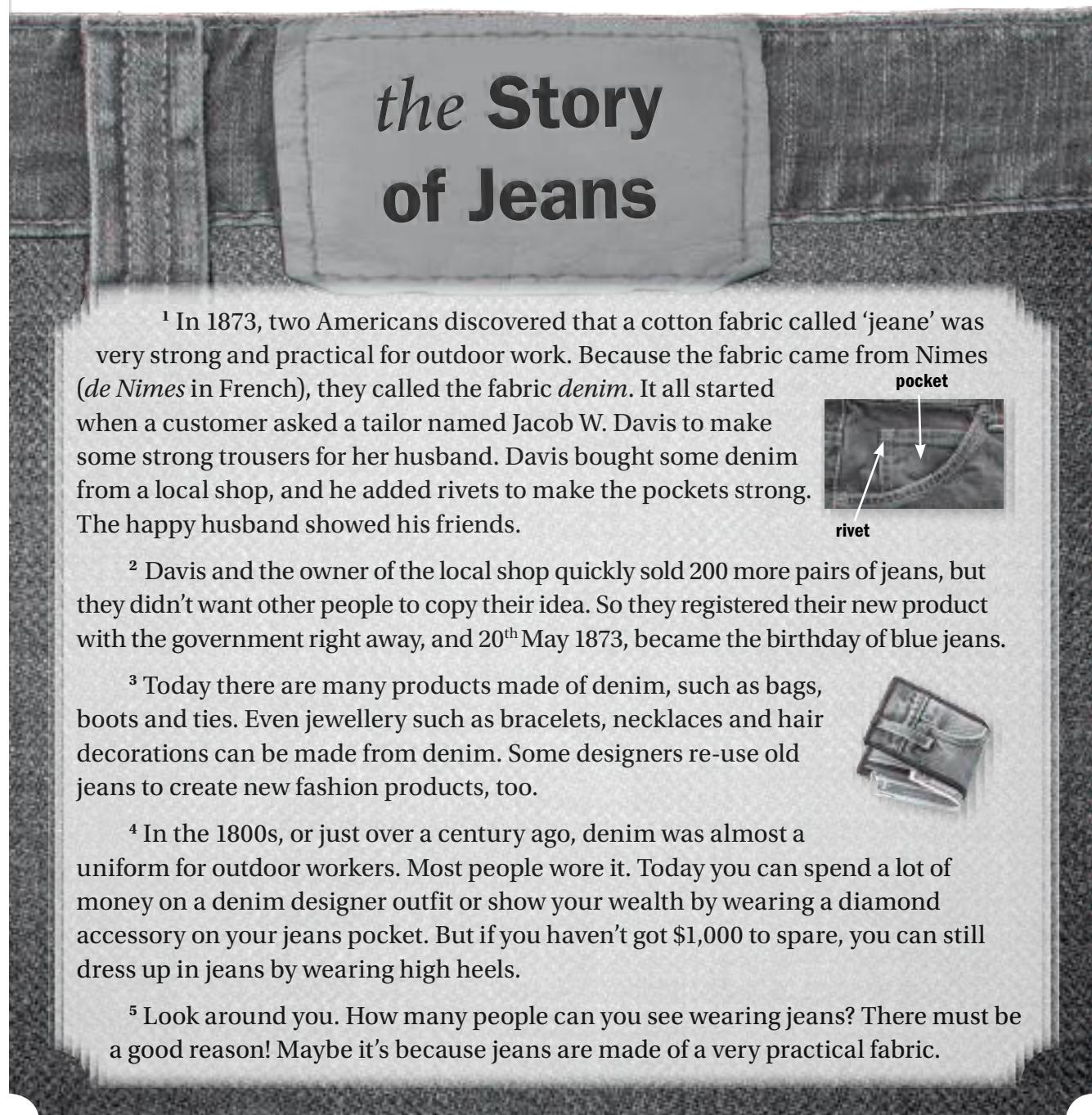
4 **Write.** Use the words below to write sentences about what people liked to wear in the past. Change the verbs; include some negative verbs. Write one sentence below. Then write four more in your notebooks.

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.

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? _____
2. How many pairs of trousers did Davis and the shop owner sell quickly? _____
3. Name three products made of denim. _____
4. What accessory can you wear on the pocket of your jeans? _____
5. What does the writer believe is the reason for the success of jeans? _____

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

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) _____ sold in America 200 years ago.

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

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

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

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

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

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.

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		different in the past.
The clothes		thick and loose.
People		wool and cotton trousers and jackets.
In the 1970s new fabric		available.
Shops		lightweight jackets.
Advanced technology		that fabric changed.
Skiers		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 _____

Question _____

Answer _____

Question _____

Answer _____

Question _____

Answer _____

Question _____

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 91 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.

1. In the past, _____
2. Now, _____
3. In the past, _____
4. Now, _____

2 use regular past simple verbs.

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

attach colour decorate dress up look mix pierce prefer protect use

1. _____
2. _____
3. _____

3 use irregular past simple verbs.

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

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

1. _____
2. _____
3. _____

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.

YOU DECIDE Choose an activity. Go to page 94.

Mix and Mash

1 **Find the new vocabulary words.** Look again at pages 96–97 in your book. Read the definitions and find a word that begins with each letter.

C – very popular, especially with young people: _____

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

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

I – to make something part of something else: _____

M – to put different elements together: _____

O – a person's view: _____

P – to act or sing for people: _____

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

T – not modern, from the past: _____

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 _____ at the concert. **A** **B** **C**

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

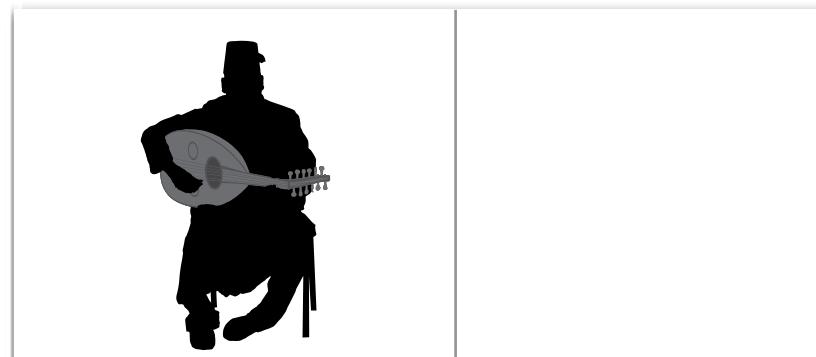
3. Singers and musicians usually _____ their songs in a studio. **A** **B** **C**

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

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

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.

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) _____ than traditional golf. Do you agree?

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

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

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

Katia: But isn't golf **boring**? Let's try something (6) _____! 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 _____ to play bossaball inside than golf.

2. Bossaball is _____ than golf.

3. Golf fans are _____ than bossaball fans.

4. Bossaball players move _____ than golf players.

5. It's _____ 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



1. I love these hybrid lamps! Lamp A / B is (cool) _____ than lamp A / B because _____.

2. I think lamp A / B is (useful) _____ than lamp A / B because _____.

3. Which version is good? Lamp A / B is (good/bad) _____ than lamp A / B because _____.

4. Lamp A / B is (bright) _____ than lamp A / B because _____.

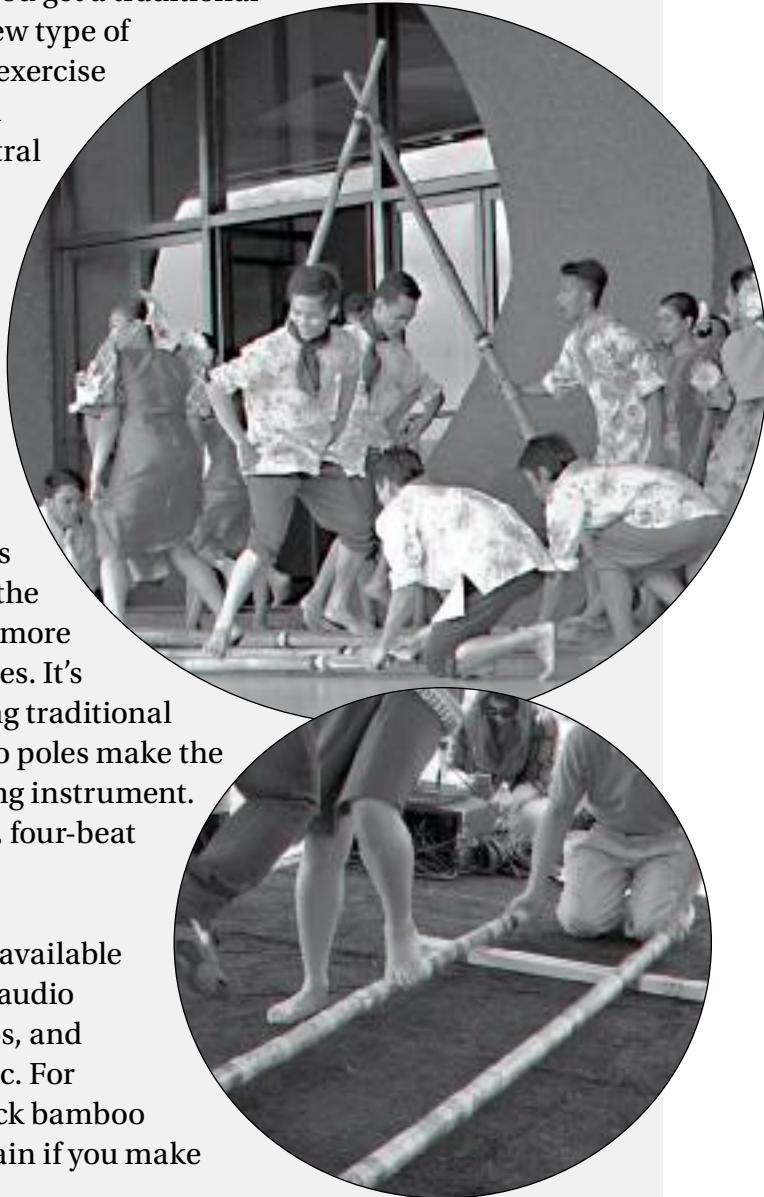
1 Listen and read. While you read, notice the differences between the traditional and the modern activities. **028**

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!



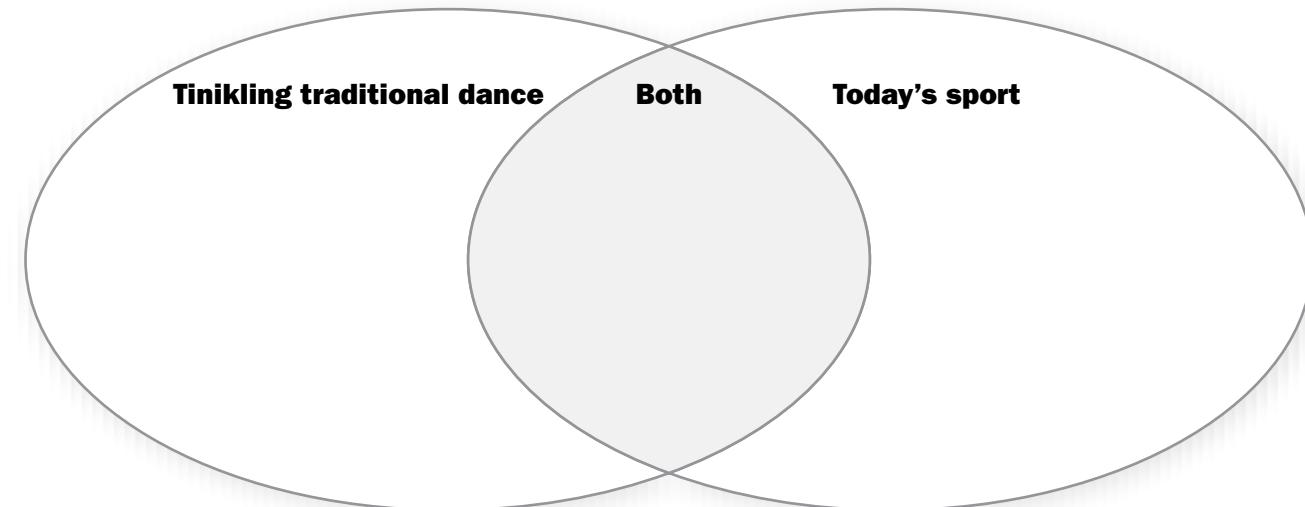
2 Read the article again. Answer the questions.

1. What activity is tinikling similar to?

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

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

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

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.

Questions

How many downloads were there?
Were there many fans outside the door?

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.

Uncountable nouns

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

How much money do we need?
Did they make much noise?



1 Read.

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

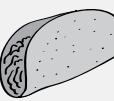
1. Hiro is planning his birthday meal, so he's checking how much **food** he has ready. (UC / C)
2. Is there enough **juice**? (UC / C)
3. Hiro needs to buy two or three more **bottles** of juice. (UC / C)
4. He wants to share a birthday **pizza**.
A sushi-pizza! (UC / C)
5. Eight people need some **pizza**. (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**

Shrimp taco: Two fresh, grilled **shrimps** with sauce and lime **juice** in a soft tortilla
Chicken tacos: Two medium, soft, corn **tortillas**, wrapped around **slices** of chicken

Beef taco: Minced **beef** in a thick tomato sauce, wrapped in a soft tortilla made of **corn**

Vegetarian **dishes**

Black bean or roast vegetable tacos

Salad

Black **rice** salad, green salad, tomato salad, green tomato salad

Salsa

Cheese **sauce**, spicy tomato sauce, lemon **mayonnaise**, spicy green sauce

American fast-food style

Fried tortillas: Replace the soft tortilla with a USA crispy version.

Nachos: Fried corn **chips** with your choice of salsa

Countable nouns	Uncountable nouns

3 Listen.

What do the friends choose to eat? 029

Choice 1: _____

Choice 2: _____

Choice 3: _____

4 Write.

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

black rice

lemon mayonnaise

chicken slices

roast vegetable tacos

corn tortillas

spicy tomato sauce

How many: _____

How much: _____

Are there: _____

Is there: _____

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 107 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.

1. _____
2. _____
3. _____

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

2 compare two or more things.

Complete the sentences using the given words.

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

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

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. _____
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.

YOU DECIDE Choose an activity. Go to page 95.

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. ____

2. He doesn't like formal clothes. ____

3. She thinks her friend looks good. ____

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

5. The boy prefers traditional sports. ____

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!



Cool Apps and Gadgets

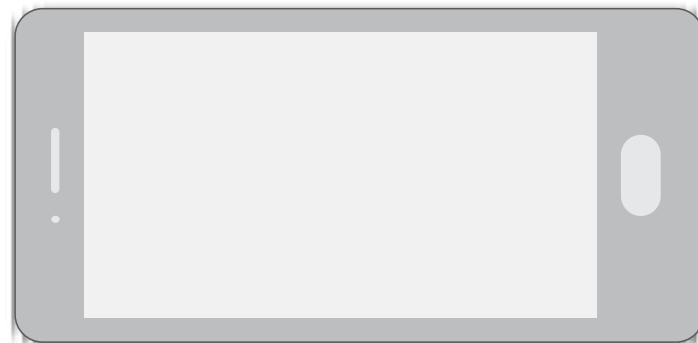
1 Write. Find four vocabulary words or phrases from this unit on the screen. Then use them to complete the text message.



Can you please _____

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

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



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

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

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

1. _____

I love using mobile apps to chat with my friends.

2. _____

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

3. _____

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

4. _____

Share my gadget webpage!

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

gadgets	Internet	look up	share	smartphone	useful
---------	----------	---------	-------	------------	--------

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

Please don't _____

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

Did you _____

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, _____

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 _____

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) _____ one I've ever seen.

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

3. The **microphone** / **camera** / **keyboard** on this video camera is not (+/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) _____ 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**

easiest

bad **difficult** **low** **quiet**

most difficult

1. I finished in two minutes! This computer game puzzle is _____ we have tried this term.
2. You're amazing! Your score is _____ ever!
3. Which smartphone has _____ volume control?
4. My old phone had _____ screen quality! I couldn't see any texts at night!
5. That free download app is _____ 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

1 Listen and read. As you read, notice the main idea and the details. □ 033

Mobile Magic!

¹ What 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.

² All 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!

³ So 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.

⁴ Ken 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?

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

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

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		1. Nigeria, Malawi, El Salvador use Ken's text software. 2. ____ 3. ____
Paragraph 2		1. Connect phone to laptop. 2. ____ 3. ____
Paragraph 3		1. Malawi doctors received 100 phones, 1 laptop and training. 2. ____ 3. ____
Concluding sentence		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?	Are our screens going to affect our eyesight?
Yes , I think there will be .	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*.



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	



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.

2 use superlatives to talk about extremes.

Complete the conversation with the superlatives.

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

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

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

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

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

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

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.

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.

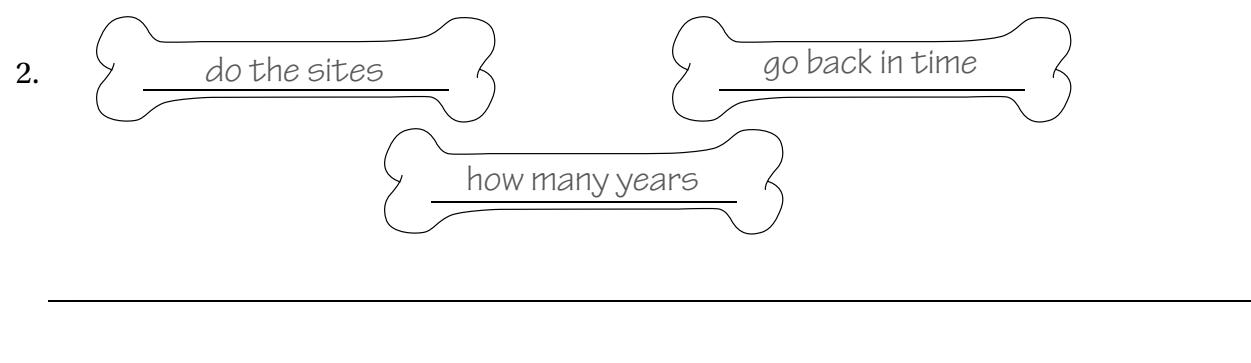
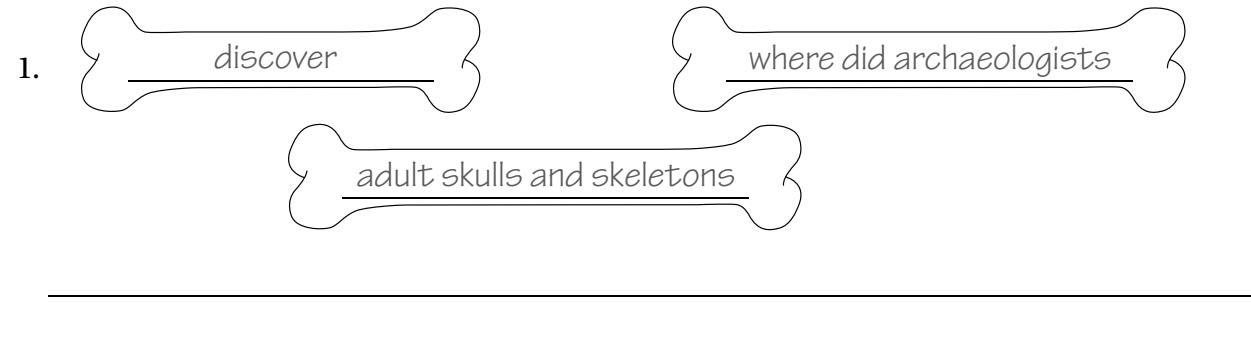
2 Write.

1. Go to page 125 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.

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



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) _____ and some babies' (2) _____.

Some scientists (3) _____ that the (4) _____ of American people are Asian, but others (5) _____ a different story about their (6) _____.

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

adult bones	advanced discovered	ancestors skeleton	believe skull
-------------	---------------------	--------------------	---------------

Scientists _____ that they have _____ the origins of the American people.

The answer came from a nearly complete _____ and _____ found in the sea near Mexico. It belonged to a young woman, almost an _____. Scientists used _____ computers to make a model head from the _____ bones and now think that the common _____ 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

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 _____ (play) chess _____ (for / since) 40 years.

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

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

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

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

6. I only started to play a week ago, but I _____ (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) _____ the map now.

2. Our ancestors slept very well. Modern humans don't sleep very well. Scientists (find) _____ 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) _____ 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.

2. Archaeologists in Russia / discover / unusually long skulls / 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?

2. How many years have civilisations lived in Sri Lanka? _____

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

4. Which country has the oldest civilisation in the world? _____

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

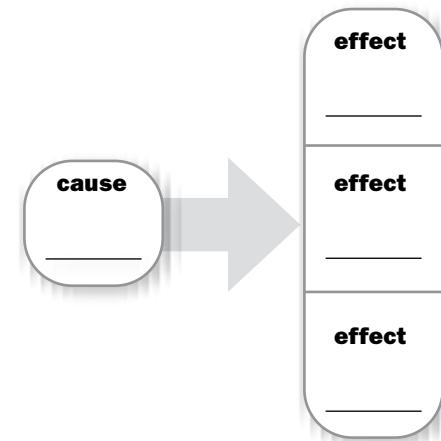
_____ Now, there are plans to search for older sites in other countries, too.

_____ So, schools taught that Sri Lankans were descendants of Indians.

_____ 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: _____

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

Effect: _____

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

Effect: _____

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.

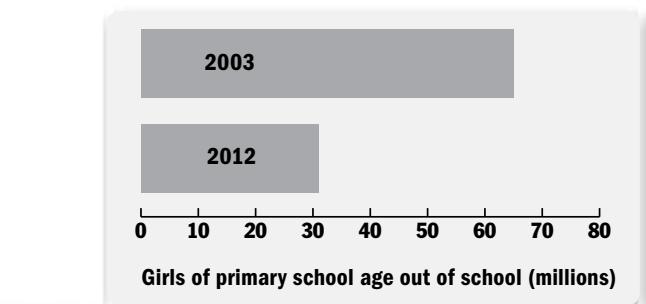
For questions, the form of *be* is placed before *there*.

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's been a little. **There are** 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.

2. There are 20 pieces, including two strikers and the Queen.

3. The heaviest piece in Carrom is the striker.

4. Players use their strikers to push their pieces into the holes at the corners.

5. The game ends when there are no pieces on the board but the Queen.

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 141 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 ...



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

1 talk about events in the past.

Describe something that happened last month or last year.

Write two or three sentences.

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

Complete the sentences using verbs in the present perfect form.

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

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

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 _____ bones from adult skeletons at the site.
2. I have a question: _____ any jobs to do at the education camp next week?
3. I don't think _____ a black queen piece in this old chess set.

4 write a classification paragraph.

Describe a game.

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

YOU DECIDE Choose an activity. Go to page 96.

Units 7–8 Review

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

1. I've looked up the word ____ on the Internet, and it says it's a blood relative, for example a child born to a parent, connected to older ancestors.
a. 'advanced' b. 'civilisation' c. 'descendant'
2. Can you please ____ the game? I've waited five minutes for my turn already!
a. discover b. continue c. believe
3. Can you believe the Wi-Fi here? I've downloaded the complete video already! It's the ____ Internet access in town!
a. fast b. faster c. fastest
4. These gadgets use too much power. My ____ has died already after only an hour!
a. microphone b. battery c. screen
5. My art project ____ fun. We'll design new king and queen chess pieces.
a. is going to be b. are going to be c. will
6. Have you seen the smartphones with the Chinese ____ app? You can type in Chinese.
a. find b. camera c. keyboard

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



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

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

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

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.

YOU DECIDE Choose an activity.

Unit 1

1 Use words from the list to talk about life in one of your favourite places.

motorway indoor land outdoor
park rural surrounded by unique
unusual urban

2 Use present simple verbs you know and the words in the list to make positive and negative statements about a place you know.

architecture concrete construct design
land live plan

3 Complete each sentence using your own ideas. Use *in* or *on* in each sentence.

This skyscraper is unusual because it has _____

That tower is unique. It _____

That park is a new design. It _____

4 Work in pairs. Interview an architect.

- Research an architect.
- Prepare three questions about the buildings she or he designs. Make notes about the answers to your questions.
- Assign the roles of interviewer and architect.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

5 Write. Think of a place that makes you happy. Describe it.

- To plan your writing, follow the steps on page 10 of your Workbook.
- Share your writing with your teacher and classmates.

6 Write. You see this poster on a local notice board.

Design Competition

Local residents, now you can help to plan your capital city! This is a unique chance to give architects your ideas about urban spaces and the architecture you're surrounded by. Do you have any unusual ideas for bridges, towers, skyscrapers or pavements?

Send an email to a friend describing your ideas. Write at least 100 words.

YOU DECIDE Choose an activity.

Unit 2

1 Connect words from the two word boxes to talk about careers.

advisor	archaeologist	photographer
researcher	scientist	
adventure	dangerous	explore
office	passion	schedule

2 Use present simple verbs to ask and answer questions. Use words from the list.

apply for	commute	consider	create
explore	study	take risks	train

3 Complete each sentence with a possessive.

We left _____ plans on the table. Please bring them here.

The photographer can't find _____ camera. Is it in your office?

Two researchers need to apply for _____ jobs again. Let's interview them next week.

Look at that building! _____ shape is very unusual.

I love _____ job. I explore underwater caves.

4 Work in pairs. Have a conversation about work. Repeat the activity in class, or make a video on your phone or tablet.

Tell your partner about someone you know who has an interesting job and the work they do. Include:

- the name of the job
- where he or she works
- what he or she does
- special skills
- any special study or training.

5 Write. Think of an unusual career you know something about. Describe it. Where does it take place? What's hard about it. What's fun?

- To plan your writing, follow the steps on page 20 of your Workbook.
- Share your writing with your teacher and classmates.

6 Write. Your friend sends you a message.

Dangerous jobs?

Hi,

This week my school project is about difficult careers. I think unusual – and even dangerous – jobs are interesting, don't you? Do you know anything about dangerous or unusual jobs?

Reply and describe your ideas.
Write 80–100 words.

YOU DECIDE Choose an activity.

Unit 3

1 Describe things that happen during the day and at night. Use words from the list.

darkness	fascinate	glow
go to sleep	light up	nocturnal
observe	streetlight	

2 Use action and non-action verbs to describe the things in the word box.

Example: *At dawn we see the sunrise. The sun is rising now, and I'm watching it!*

dawn	daylight	festival
headlights	horizon	streetlights
sunrise	sunset	time zones

3 You received a text message from a cousin who just moved to your neighbourhood. Answer the questions using *at*, *on* or *in*.

Hi! Sorry to text again, but I forgot to ask you some questions.

When are you home?

What time do you go to sleep?

In the mornings, are you usually awake when it's still dark?

When is the best time to call you? Evenings? Saturday mornings?

Also, I want to take photos of my new house and the view. When is the sunset tonight?

See you at school!

4 Work in pairs. You want to walk to your friend's house after dark. Your parents don't like the idea. Role-play the dialogue.

- Choose roles (yourself, your mum or dad).
- Think about the road, the pavement, the streetlights, the car headlights and the time.
- Practise the dialogue. Change roles, and practise the dialogue again
- Assign final roles.
- Act out the dialogue in class, or use a phone or tablet to make a video.

5 Write. Think of an event that usually happens at night. Use sensory words to describe the event.

- To plan your writing, follow the steps on page 32 of your Workbook.
- Share your writing with your teacher and classmates.

6 Write. Your teacher asks you to write a story. This is the title of the story.

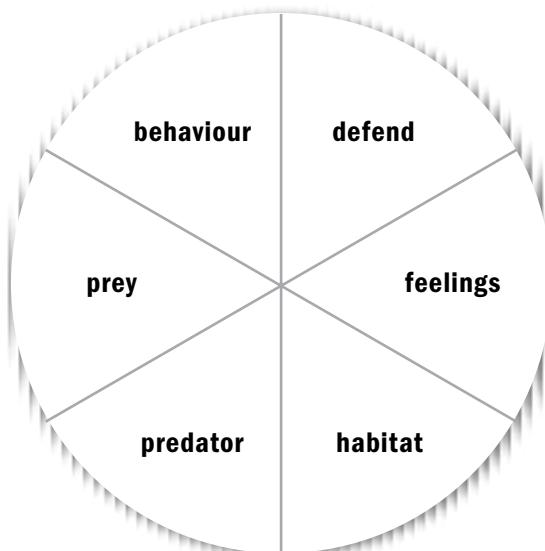
My Five Senses Saved Me!

Write your story. Write at least 100-120 words.

Unit 4

YOU DECIDE Choose an activity.

1 Spin a paperclip to choose words from the circle. Use the words you land on to make sentences about wildlife.



2 Give advice to young people about living together with wildlife. Use words from the list and *must*, *should/shouldn't* and *have/have to* or *don't/doesn't have to*.

afraid of	avoid	frighten
hunt	learn	mistreat
rescue	survive	

3 Think of a predator you know about. What is its prey? Use *can*, *can't*, *could* and *couldn't* to describe its behaviour.

4 Work in pairs. Plan an interview with an animal conservationist.

- Research a conservationist who works with animals.
- List several things about his or her work that interest you.
- Prepare three questions about his or her work. Make notes about the answers to your questions.
- Choose roles and practise the interview with a partner.
- Act out the conversation in class, or use a smartphone or tablet to make a video.

5 Write. Think about someone you know. Then choose an unusual animal. Imagine a scene in which they interact. The scene can be realistic, or it can be a fantasy.

- To plan your writing, follow the steps on page 42 of your Workbook.
- Share your writing with your teacher and classmates.

6 Write. Read the advertisement. Then write an email.

Photo Story

Are you a good photographer? We need amazing photos that show relationships between people and unusual animals.

Write an email to a person who interacts with an unusual animal. Describe your ideas for a photo story. Write 80-100 words.

YOU DECIDE Choose an activity.

Unit 5

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

1. Which fabric is strong, practical and blue?

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

3. Many people wear these at school or work.

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

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.

Unit 5

YOU DECIDE Choose an activity.

Unit 6

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 76 of 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.

Unit 1 Life in the City

Present simple: Talking about facts

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We use the **present simple** to talk about:

- things in general.

I live next to the High Line.

It gets hot in Spain in the summer.

- things we do regularly or often.

The musicians play every Saturday.

He visits his grandparents every weekend.

- permanent states.

The High Line is in New York City.

My mum lives in Spain.

In the third person singular affirmative (*he, she, it*), we add *-s* to the verb.

grow → *grows*

visit → *visits*

We add *-es* to verbs which end in *-ss, -sh, -ch, -x* and *-o* in the third person singular affirmative.

dress → *dresses*

wash → *washes*

catch → *catches*

mix → *mixes*

go → *goes*

When a verb ends in a consonant + *-y*, we take off the *-y* and add *-ies* in the third person singular affirmative.

carry → *carries*

When a verb ends in a vowel + *-y*, we just add *-s* in the third person singular affirmative.

stay → *stays*

In the negative and question forms, we use the auxiliary verb *do/does* and the main verb in its infinitive form.

The High Line doesn't stay open all night.

The residents don't meet on Wednesdays.

Does she **like** going to the park?

Do you **think** green spaces are important?

In short answers, we only use *do/does*. We don't use the main verb.

Does she **like** going to the park? No, she **doesn't**.

Do you **think** green spaces are important? Yes, I **do**.

See grammar box on page 131.

1 Complete the table.

Verb	Third person singular	Verb	Third person singular
open	opens	live	
enjoy		worry	
go		explore	
allow		build	
sell		watch	

2 Circle the correct verb.

Example: *I (go) / goes* to the park every weekend.

1. The park **protect** / **protects** the animals.
2. London **has** / **have** a lot of green spaces.
3. The park **close** / **closes** at night.
4. We **spend** / **spends** a lot of time outdoors in the summer.
5. The bridge **go** / **goes** over the river.
6. She **pay** / **pays** to go to concerts in the park.
7. People **don't** / **doesn't** have enough information about nature in urban areas.
8. Architects **design** / **designs** buildings.

3 Complete the sentences with the negative form of the present simple.

Example: *I don't live* in London. (live)

1. They _____ the museum very often. (visit)
2. She _____ to the park every day. (go)
3. He _____ festivals. (enjoy)
4. The park _____ at night. (close)
5. Children _____ to pay to go to the concert. (need)
6. He _____ at weekends. (work)
7. People _____ next to the river. (walk)
8. She _____ trees. (plant)

In and on: Expressing location

In and **on** are prepositions of place. We use them to say where things are located. We use **in** for objects or places within or inside something.

*Lion City is **in** eastern China.*

*His hands are **in** his pockets.*

*There are many archways **in** Lion City.*

We use **on** for objects or places on the surface or on top of something.

*Lion City is **not on** a mountain.*

*There are sculptures of animals **on** these archways.*

*His hands are **not on** the table.*

REMEMBER

Sometimes, **in** and **on** have different meanings when they are attached to specific nouns.

The meaning will usually be clear from the context.

For example, **on** the plane/train/bus is more likely to mean *within* the plane/train/bus NOT *on top of* it!

*He sat **in** the chair* is more likely to mean *on top of* the chair NOT *within* the chair!

1 Complete the sentences with **in** or **on**.

Example: *Shi Cheng is an ancient city **in** China.*

1. China is _____ Asia.
2. London is _____ the river Thames.
3. There are many sculptures _____ Shi Cheng.
4. There is a butterfly _____ the flower.
5. There are lots of butterflies _____ the garden.
6. Most cities _____ Europe have green spaces.
7. There are lots of cafés _____ the neighbourhood.
8. This is my favourite place _____ Earth.
9. They live _____ an island in the Pacific Ocean.
10. We saw lots of rubbish _____ the sea.

2 Circle the correct word.

Example: *He phoned to say he was **in** / **on** the train.*

1. There are lots of boats **in** / **on** the river.
2. He went on a discovery walk **in** / **on** the city.
3. There are lots of tall skyscrapers **in** / **on** the capital.
4. He spends too much time **in** / **on** his phone.
5. Look at the posters **in** / **on** the wall.
6. He planted lots of vegetables **in** / **on** the garden.
7. Birds build nests **in** / **on** trees.
8. There's a new shopping centre **in** / **on** my town.
9. There are some amazing videos **in** / **on** the Internet.
10. I like to relax **in** / **on** my home.

3 Are these sentences correct? Tick the correct sentences. Rewrite the incorrect sentences.

Example: *She reads the news **in** TV.*

*She reads the news **on** TV.*

1. There are lots of rural areas in Kazakhstan.

2. There are tall skyscrapers on the city.

3. Have you got a map on your bag?

4. You can see many green spaces in London.

5. He took photographs on three different continents.

6. People like to walk in the High Line paths.

7. Every weekend we have a picnic in the High Line gardens.

8. The city is in the coast.

Unit 2 Amazing Jobs

Present simple questions and answers: Talking about routines

We use the **present simple** to talk about things we do:

- regularly or often.

Does a pastry chef **wear** a uniform?

Yes, he **does**. / No, he **doesn't**.

Do pastry chefs **work** every day?

Yes, they **do**. / No, they **don't**.

- as part of a routine.

How **do** you **create** beautiful desserts?

I plan the design. Then *I find* the right ingredients.

In the negative and question forms, we use the auxiliary verb **do/does** and the main verb in its infinitive form.

The players **don't practise** on Tuesdays.

Where **does** a waiter **work**?

See grammar box on page 131.

REMEMBER

In short answers, we only use **do/does**. We don't use the main verb.

Does she **wear** a uniform **for work**?

No, she **doesn't**.

Do you **love** your **job**?

Yes, **I do**.

1 Complete the table.

Verb	Third person singular	Verb	Third person singular	Verb	Third person singular
drive	drives	try		catch	
bake		cook		wash	
do		hurry		train	
dress		clean		explore	

2 Complete the sentences with the negative form of the present simple.

Example: **I don't wear** a uniform. (wear)

1. They _____ to work. (drive)
2. She _____ food. (prepare)
3. They _____ for big groups. (cook)
4. The restaurant _____ on Mondays. (open)
5. She _____ Japanese. (speak)
6. He _____ risks in his job. (take)
7. I _____ to work in an office. (want)
8. They _____ during the winter. (train)

3 Complete the questions with the present simple. Write the answers.

Example: **Do you wear** a uniform at work? (you / wear) ✓ Yes, **I do**.

1. _____ outside? (the researchers / work) ✓ _____
2. _____ an assistant? (the head chef / have) ✓ _____
3. _____ underwater? (they / train) ✓ _____
4. _____ how to dive? (the students / know) ✗ _____
5. _____ exploring caves? (you / enjoy) ✓ _____
6. _____ lots of skills? (the entertainers / need) ✓ _____
7. _____ lots of time off? (the waiters / get) ✗ _____
8. _____ the food? (the captain / cook) ✗ _____

4 Use the prompts to write questions in the present simple.

Example: *where / your brother / work* **Where does your brother work?**

1. *who / he / work with* _____
2. *when / your brother / finish work* _____
3. *why / you / ask so many questions* _____
4. *what / firefighters / wear to work* _____
5. *when / you / start work* _____
6. *how often / your boss / work late* _____
7. *why / you / not enjoy your job* _____
8. *why / you / train as a chef* _____

Possessives: Showing ownership

We show **ownership** in two ways:

- With an **apostrophe** and an **s**:

Singular: 's

This dentist's job isn't done in an office.

Plural: 's'

Pilots' days are very long.

- With a **possessive adjective**:

My job is helping ill people. What's your job?

REMEMBER

The possessive adjective replaces *the* or *a*.

The job is exciting. → **My job is exciting.**

Subject pronouns	I	you	he/she/it	we	you	they
Possessive adjectives	my	your	his/her/its	our	your	their

1 Complete the sentences with possessive adjectives.

Example: **My job is in the city.** (I)

1. The ship has _____ own pool. (it)
2. Where is _____ office? (you)
3. _____ journey to work takes an hour. (they)
4. _____ job is very dangerous. (she)
5. Photography is _____ passion. (he)
6. _____ dad is a scientist. (we)

2 Change the sentences using an apostrophe and an s.

Example: *The friends of my sister.* **My sister's friends.**

1. The job of your father. _____
2. The mother of the orangutan. _____
3. The teeth of my patients. _____
4. The skills of their doctors. _____
5. The goal of the service. _____
6. The choice of your parents. _____

3 Match the sentence halves.

1. The dentists often visit a. her career choice.
2. He's a college professor but b. is your book?
3. My sister is happy with c. their patients in unusual places.
4. Our train was delayed so d. I need it for my job.
5. I learnt Spanish because e. for its architecture.
6. Can you tell me if this f. his job is to explore underwater.
7. London is famous g. we missed the opening.

4 Are these sentences correct? Tick the correct sentences. Rewrite the incorrect sentences.

Example: *The dentists chair is very comfortable.*
The dentist's chair is very comfortable.

1. My parent's friend is an explorer.

2. Dr Jones's job is to collect rock samples.

3. Jimmys' job is exciting.

4. Mr and Mrs Evans both love his jobs.

5. My dads goals are to be happy and healthy.

6. The childrens' aunt is in Alaska.

7. Will scientists discover ice on Jupiter's moons?

8. Dangerous jobs have our advantages.

WRITING

Write an interview about a family member's job. Use present simple questions and possessives.

Example: *What does your father like about his job?*

My father flies planes. He loves his job because pilots' roles are so varied. Their routes change every day.

Unit 3 Secrets of the Dark

Present continuous: Saying what is happening now

We use the **present continuous** to talk about:

- things that are in progress at the time of speaking.
What are they doing? They're eating their lunch.
- things that are in progress around the time of speaking or that are temporary.
He's looking for a new flat.

The present continuous is formed with *am/are/is* and the main verb with the *-ing* ending.

jump → *jumping*

When the verb ends in *-e*, we take off the *-e* and add *-ing*.

make → *making*

When the verb ends in a vowel + consonant, we double the final consonant and add *-ing*.

win → *winning*

When the verb ends in *-l*, we double the *-l* and add *-ing*.

cancel → *cancelling*

When the verb ends in *-ie*, we take off the *-ie* and add *-y* and *-ing*.

tie → *tying*

lie → *lying*

die → *dying*

We can use time expressions such as *now, at the moment, these days, at present, today, etc.*, with the present continuous.

She's washing her car at the moment.

→ See grammar box on page 131.

1 Write the *-ing* form of the verbs in the box in the correct column of the table.

worry	live	come	hunt	hide	hit	give	look	hide
put	write	run	sit	stop	study	swim	sleep	read

<i>get</i> → <i>getting</i>	<i>ride</i> → <i>riding</i>	<i>play</i> → <i>playing</i>
		worrying

2 Complete the sentences with the affirmative form of the present continuous.

Example: **I'm working** in England. (work)

1. They _____ in Spain. (live)
2. The sun _____. (set)
3. Look! That plant _____. (grow)
4. The baby monkeys _____. (sleep)
5. We _____ about time zones. (learn)
6. I _____ to understand the problem. (try)
7. We _____ the film about whales. (enjoy)
8. My sister _____ a year in Italy. (spend)

At, on and in: Saying when things happen

At, on and in are prepositions of time. We use them to say when things happen.

We use **on** with days and dates.

on Monday(s) / **on** my birthday / **on** New Year's Day / **on** 1st June

We use **in** with months, years, seasons and times of day.

in May / **in** 2017 / **in** winter / **in** the holidays / **in** the morning

We usually use **at** with exact times and certain expressions.

at eight o'clock / **at** night / **at** the weekend / **at** Christmas

3 Complete the sentences with the negative form of the present continuous.

Example: **I'm not wearing** a coat today. (wear)

1. They _____ to work because there is too much traffic. (drive)
2. She _____ to the cinema tonight. (go)
3. The owls _____ right now. (hunt)
4. The cubs _____ with each other. (playing)
5. I _____ this film. (enjoy)
6. He _____ any more. (train)
7. They _____ for the location today. (search)
8. My friends _____ to New York. (fly)

4 Complete the questions with the present continuous. Write the answers.

Example: **Are you working** on the ship? (you / work) ✓ **Yes, I am.**

1. _____ suitable clothes? (they / wear) _____
2. _____ by bus? (you / travel) _____
3. _____ a good time? (you / have) _____
4. _____ in the city? (your parents / live) _____
5. _____ right now? (we / leave) _____
6. _____ outside? (it / rain) _____
7. _____ to me? (he / talk) _____
8. _____ dark? (it / get) _____

1 Write the time expressions in the correct column of the table.

New Year's Day	August	Mondays	1066	the 1990s	9 p.m.
Sunday morning	quarter to twelve	midday	1 st January	Midsummer's Day	
the early morning	winter	the end of the day	eleven o'clock		

at	on	in
	New Year's Day	

2 Circle the correct word.

Example: **at / on** Tuesdays

1. **in / on** Tuesday morning
2. **in / on** the early morning of Tuesday
3. **at / on** the end of Tuesday
4. **at / on** the first Tuesday **in / on** August
5. **at / on** the end of the day **at / on** Tuesday
6. one Tuesday morning **in / on** the early 1980s

3 Complete the sentences with *at*, *on* or *in*.

We went to Morocco in December. ¹ summer it is too hot in Morocco, but ² winter, the temperature is perfect. ³ Wednesday, after two days in Marrakesh, we went down to the coast at Essaouira. ⁴ the evening of the first day, we went for a walk around the city. ⁵ sunset, we went to a lovely restaurant. ⁶ Thursday morning we went to the beach, where my sister and I tried kite-surfing and my parents went horse-riding. ⁷ lunchtime, we went to the old fishing port. Finally, ⁸ the afternoon, we visited the traditional market, where I bought a beautiful blanket. It was an amazing trip.

4 Complete the email with *at*, *on* or *in*.

Subject: Hello from the Arctic

Hi Anna,
Thanks for your email. Of course I can tell you about my town! I live in the Arctic, in a place called Tromsø. In winter, it hardly gets light. There are 20 hours of darkness every day. However, ¹ summer, the sun doesn't set and there is daylight ² midnight! There is so much to do here. You can go on a whale safari ³ eleven o'clock ⁴ night, or go swimming in the sea ⁵ three o'clock ⁶ the morning! You can't do that ⁷ January, though, because it's far too cold. My birthday is ⁸ 22nd January, and we always go to North Cape to have dinner and see the northern lights. They're amazing! Can you see them from your city?

Write soon!

Brigitte

WRITING

Write a holiday postcard to a friend, using the present continuous and *at*, *on* or *in*.

Example: **I am writing** this from France. **We are enjoying** our holiday. **On** Monday we **went to the beach** in Biarritz **in** the morning.

Unit 4 Living Together

Modals: Describing obligation and advice

Modal verbs are verbs which do not function on their own. They require a second verb, in the form of a bare infinitive.

We use **must** and **have to**:

- to talk about obligation and necessity.

We **must** save rhinos.

They **have to** do something about poaching.

- to talk about the present and the future.

We **must** stop killing rhinos now.

We **have to** visit the rhino sanctuary next year.

We use **mustn't** to talk about things we are not allowed to do (prohibition).

I **mustn't** be late.

We use **don't have to** to talk about what is not necessary or obligatory.

We **don't have to** use rhino horn products.

We use **should** and **shouldn't** for recommendations and suggestions.

You **should** run a marathon to raise money.

We **shouldn't** ignore the problem.

☞ See grammar box on page 131.

1 Complete the sentences with **must** or **mustn't**.

Example: We **mustn't** kill endangered species. ✗

1. You use rhino horn products. ✗
2. Elephants be protected. ✓
3. We dig up sea turtle eggs. ✗
4. Rangers protect the parks. ✓
5. You buy ivory. ✗
6. They frighten the baboons away. ✓
7. We destroy animals' habitats. ✗
8. We look after the environment. ✓

2 Is the idea **necessary (N)** or **recommended (R)**? Write N or R.

Example: We **should** clean up the beaches.

R

1. You mustn't throw litter in nature reserves. _____
2. You shouldn't use so much plastic. _____
3. We must try to avoid human-wildlife conflict. _____
4. You mustn't light fires in the national park. _____
5. You must not leave your vehicle. _____
6. They shouldn't drive so close to the elephants! _____
7. You shouldn't be afraid of rats. _____
8. You must leave the park by sunset. _____

3 Complete the sentences with **must, have/has to or should/shouldn't** according to the clues given in brackets.

Example: You **should** listen to his advice. (a good idea)

1. You _____ stay behind the fence. (necessary)
2. He _____ learn about the animals' behaviour. (necessary)
3. She _____ take the injured turtle to the hospital. (a good idea)
4. We _____ tell people about the problem. (a good idea)
5. We _____ stop people taking the eggs. (necessary)
6. I _____ train for four years. (necessary)
7. Bears _____ live in their natural habitat. (a good idea)
8. They _____ go back to the forest now. (necessary)

4 Circle the correct word.

Example: You **shouldn't** / **don't have to** ignore the problem.

1. You **mustn't** / **don't have to** drive quickly in the reserve.
2. She **doesn't have to** / **don't have to** take another exam this year.
3. We **must** / **mustn't** mistreat animals.
4. We **don't have to** / **shouldn't** destroy their habitat.
5. The villagers **have to** / **has to** wear masks.
6. We **should** / **shouldn't** take the turtle's eggs.
7. We **must** / **don't have to** use rhino horn for medicine.
8. People **don't have to** / **doesn't have to** have monitors in their homes.

Modals: Describing ability in the present and the past

We use **can** and **can't**:

- to talk about ability in the present.

Elephants **can** communicate over long distances.

They **can't** climb trees.

We use **could** and **couldn't**:

- to talk about ability in the past.

People **thought** of ways they **could** help the crabs.

Before 2011, elephants **couldn't** safely cross a road in Kenya.

See grammar box on page 131.

1 Complete the sentences with **can or can't** and the verb in brackets.

Example: Tunnels under roads **can help** elephants. (help)

1. _____ we _____ more species with this project? (help)
2. Animals _____ without water. (not survive)
3. Scientists _____ computers to check on animals in the forest. (use)
4. Wildlife bridges _____ animal lives. (save)
5. The crabs _____ the road safely. (not cross)
6. Elephants _____ over long distances. (communicate)
7. We _____ why the animals are dying. (not understand)
8. We _____ anything about it. (not do)
9. How _____ we _____ the Antiguan racer snake? (save)
10. They _____ enough food. (not find)

2 Match the questions to the answers.

1. Could elephants in Kenya cross roads safely before 2011?
a. Yes, it could.
2. Can they understand how to avoid traffic?
b. Yes, they could.
3. Could the tunnel help preserve wildlife?
c. No, they couldn't.
4. Can the snake kill you?
d. Yes, they can now.
5. Could they rescue the injured bird?
e. Yes, it can.

3 Use the prompts to write questions and answers.

Example: *you / help me?* (present)

Can you help me? ✓ Yes, I can.

1. bear cubs / survive on their own? (present)

x

2. elephants / cross roads safely? (past)

x

3. we / help? (present)

✓

4. you / make a poster for the campaign? (present)

✓

5. the turtles / lay their eggs safely? (past)

x

6. crabs / avoid cars? (past)

x

7. the poachers / be caught? (present)

✓

8. I / do more to help? (present)

✓

4 Circle the correct word.

Example: *I looked, but I can't / **couldn't** find the article on the Internet.*

1. The divers thought they **can** / **could** see the whale.
2. They **can't** / **couldn't** see the snake because it was well hidden.
3. Nowadays, people **can** / **could** communicate with each other very easily.
4. We **can't** / **couldn't** fly to Iceland last week because of the volcano.
5. Fifty years ago, scientists **can't** / **couldn't** use data tracking devices.
6. The new equipment means that we **can** / **could** go deeper than ever before.

WRITING

Write:

1. a list of five rules or recommendations for preserving the environment, and
2. five things you can do yourself.

Example: *I **must** use less plastic* ————— *I **can** take my own bag to the supermarket.*

Unit 5 What we wear

Past simple: Saying what happened

We use the **past simple** to talk about:

- things in the past which have finished.

I travelled to Greece last year.

- things in the past which were habits.

I walked on the beach every morning.

- things in the past that were true.

Women in Ancient Greece liked long hair and used olive oil to make it shine.

We form the past simple affirmative of regular verbs by adding the -ed ending.

work → worked

When the verb ends in -e, we add -d.

believe → believed

When the verb ends in a consonant and -y, we take off the -y and add -ied.

carry → carried

In the negative and question forms, we use the auxiliary verb *did/didn't* and the main verb in its infinitive form.

Ancient Greek men didn't like short hair.

Did they **wear** trousers?

What **did** they **wear** on their feet?

In short answers, we only use *did/didn't*. We don't use the main verb.

Did they wear sandals? Yes, they **did**./No, they **didn't**.

☞ See grammar box on page 132.

1 Complete the sentences. Use the verbs in the box in the past simple.

change	clean	dress up	like	replace	show	study	wash
--------	-------	----------	------	---------	------	-------	------

Example: *My sister studied fashion at university.*

1. I cut up my old jeans and _____ them from trousers into shorts.
2. Yesterday, I _____ all the dirty clothes.
3. I grew out of my old uniform, so we _____ it with a bigger one.
4. Dad _____ our shoes with polish to make them shiny.
5. I really _____ my old school uniform because it was very comfortable and practical.
6. My little brother _____ as a pirate for his friend's birthday party.
7. I _____ my mum the trainers in the shop, but she said they were too expensive.

2 Complete the sentences with the negative form of the past simple.

Example: *Julia didn't pierce* her ears until she was 16. (pierce)

1. People in the 18th century _____ jeans. (wear)
2. In the past, firefighters _____ protective clothing. (have)
3. I _____ the accessories you gave me. (use)
4. Mrs Peters _____ her necklace. (sell)
5. I _____ comfortable in the grey suit. (feel)
6. The students agreed that they _____ the look of the new uniform. (like)
7. Davis and the shop owner _____ denim trousers until 1873. (make)
8. I _____ to dress up to go to the party. (want)

3 Use the prompts to write questions in the past simple.

Example: *how / Ancient Greeks / wear their hair*

How did Ancient Greeks wear their hair?

1. Ancient Greeks / like dark hair
2. what / Ancient Greeks / use to colour their hair
3. why / Ancient Greek women / use oil in their hair
4. what / gold jewellery / mean in ancient China
5. what / Ndebele men / offer their wives
6. when / Ndebele women / remove their rings
7. where / Indian women / paint henna
8. what / Maori men / do to their faces

4 Write answers to the questions in Activity 3. Look up the answers in your Student's Book if necessary.

Example: *How did Ancient Greeks wear their hair?*

They wore their hair long.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Past simple: Saying what happened

Many important verbs are irregular, which means that they do not follow the same pattern as regular verbs. We do not add *-ed* to make the past simple. Some irregular verbs don't change form in the past simple:

I (she/he/it/we/you/they) put on red glasses.

⇒ See the irregular verbs list on page 134.

1 Complete the table with the past simple of these verbs.

Verb	Past simple	Verb	Past simple	Verb	Past simple
begin	began	go		give	
think		bring		get	
keep		have		take	

2 Change the sentences into the past simple.

Example: *Footballers wear their own clothes.*

Footballers wore their own clothes.

1. Mrs Riley teaches English.

2. I take my scarf to every match.

3. I go clothes shopping in the market.

4. My grandmother keeps her jewellery in a locked box.

5. My employers give me a new uniform.

6. My white trainers get dirty very quickly.

7. I have seven pairs of denim jeans.

8. I often buy clothes online.

3 Match the questions to the answers.

1. What did Anna wear to work?
a. I bought new sunglasses and a hat.
2. What did you buy in Italy?
b. They put them on to protect themselves.
3. What did you draw in your art class?
c. I made jewellery and accessories.
4. Why did doctors put on special suits?
d. No, I forgot to pack it.
5. What did you think of the fashions?
e. She wore a suit, tights and high heels.
6. What did you make in your spare time?
f. Yes, it did.
7. Did you take an umbrella with you?
g. I thought they were very practical.
8. Did the uniform keep the players cool?
h. I drew pictures of designer clothes.

4 Are these sentences correct? Tick the correct sentences. Rewrite the incorrect sentences.

Example: *I goed to Italy last year.*

I went to Italy last year.

1. It was hot, so I weared shorts every day.

2. I studied fashion at college.

3. We buyed a lot of clothes at the shopping centre.

4. I visited The Costume Institute in New York.

5. My grandma maked me a jumper for my birthday.

6. We had a great time at the show.

7. We all thinked Italy was amazing!

8. We taked home a lot of souvenirs.

WRITING

Write a description of what people wore in the past, using both regular and irregular past simple verbs, comparing it to what they wear now.

Example: *Some men wore tights in the past, but now only women wear tights.*

Unit 6 Mix and Mash

Adjectives: Comparing two or more things

We use the comparative form to compare two people, animals or things. We often use the word *than* after the comparative form.

She's faster than me.

This new sport is more interesting than basketball.

We can use two comparative statements one after the other to compare more than two things.

Cricket is a faster sport than bowls, but it is slower than football.

To make the comparative form of adjectives with one syllable, we add the ending *-er*.

fast → *faster*

When the adjective ends in:

• *-e*, add *-r*.

close → *closer*

• *-y*, take off the *-y* and add *-ier*.

early → *earlier*

• a vowel + consonant, double the last consonant and add *-er*.

big → *bigger*

We use the word *more* with some two-syllable and with three-syllable (and longer) adjectives.

interesting → *more interesting*

Some two-syllable adjectives have two comparative forms.

simple → *simpler/more simple*

clever → *cleverer/more clever*

Some adjectives are irregular and do not follow these rules.

good → *better*

bad → *worse*

We also use *less* and *as ... as* to make comparative statements.

Basketball is less exciting than rugby.

Football is as fun as hockey.

1 Write the comparative form of each word.

1. active	7. traditional
2. strong	8. healthy
3. popular	9. boring
4. frightening	10. delicious
5. easy	11. weird
6. difficult	12. cool

2 Complete the sentences with the comparative form.

Example: Baseball is **more difficult than** cricket. (+/difficult)

1. Baseball is _____ cricket. (+/easy)
2. I think they are _____ each other. (=hard)
3. She's _____ me at football. (+/good)
4. Rugby is _____ I expected. (-/fun)
5. I got _____ I have ever been. (+/exhausted)
6. Indoor cricket is a _____ game _____ one-day cricket. (+/quick)
7. Bossaball is a _____ game _____ basketball. (+/fun)
8. I am _____ my brother. (+/active)

3 Read the sentences. Combine them to make two different comparative statements using the adjective in brackets.

Example: Football is fast. Basketball is faster.

Football is **slower than** basketball. (slow)

Basketball is **quicker than** football. (quick)

1. Fishing is boring. Walking is enjoyable.
 - a. Fishing is _____ (exciting)
 - b. Walking is _____ (fun)
2. Volcano boarding is crazy! Sandboarding is boring.
 - a. Volcano boarding is _____ (crazy)
 - b. Sandboarding is _____ (crazy)
3. Rugby is a violent sport. Bowls isn't a violent sport.
 - a. Bowls isn't _____ (violent)
 - b. Rugby is _____ (violent)

WRITING

Write the script of a discussion between two friends, using comparative statements.

Example: A: I think reading is **more enjoyable than** sport.

B: No way! I love sport. Playing football is **more exciting than** reading about it.

A: Sure, but in general, using your imagination when reading is **more exciting than** any sport.

Countable and uncountable nouns: Talking about amounts

Nouns that we can count (i.e. nouns that we can use in the plural) are called **countable nouns**.

When the subject of a sentence is in the plural, the verb must also be in the plural. We use **a few/many** with countable nouns.

Countable nouns

A few / Some / A lot of / Many meals are a mix of food from different cultures.

How many chefs **combine** foods from different cultures?

Two / A few / Some / A lot of / Many chefs **combine** foods from different cultures.

Restaurants usually have **a couple of / three / too many** special dishes.

Nouns that we cannot count and that do not have plurals are called **uncountable nouns**. We do not use **a/an** with uncountable nouns. We use **a little/much** with uncountable nouns. When the subject of a sentence is an uncountable noun, the verb must be in the singular form.

Uncountable nouns

A little / Some / A lot of / Much fruit is used in food from different cultures.

How much cheese is on a Japanese-Italian pizza?

There is **a little / some / a lot of** cheese.

Dessert sushi sometimes **has a piece of / some / too much** fruit in it.

1 Complete the sentences with the correct word or phrase.

Example: There is **a lot of** food on the table. (a lot of / many)

1. _____ of the food is savoury. (Some / A few)
2. There are also _____ sweet dishes. (many / much)
3. Would you like to try _____ cake? (a few / some)
4. No, thank you. I have already eaten _____ sandwiches. (much / a lot of)
5. Would you like _____ tea, then? (a few / a little)
6. Yes, please, I would love _____. (some / many)
7. There are _____ different spices in this dish. (a few / a little)
8. I only used _____ chilli because I know you don't like spicy food. (a little / much)

2 Circle the correct word.

Example: In Spain, there are **much** / **many** different types of food.

Throughout the country, they use ¹ **many** / **a lot of** olive oil in their cooking. In the north, however, they use ² **a few** / **a little** more butter.

Spanish fishermen provide ³ **much** / **three** of the country's fish, but Spain also imports

⁴ **a little** / **some** of its fish from around the world. There are ⁵ **a little** / **a lot of** fish restaurants on the Atlantic and Mediterranean coasts.

In the countryside, people eat ⁶ **a few** / **much** more meat than on the coast. When you go to a Spanish restaurant, you can choose from ⁷ **a lot of** / **much** different dishes called 'tapas'. You can try

⁸ **many** / **much** different flavours when you eat tapas.

3 Are these sentences correct? Tick the correct sentences. Rewrite the incorrect sentences.

Example: There are **much** different cuisines in big cities.

There are **many** different cuisines in big cities.

1. How many rice do you want?

2. The meal was delicious, but there was too many food.

3. In Mexico, a lot of dishes contain chillies.

4. Mexican cooking uses a little ingredients.

5. Much chefs took part in the competition.

6. Can we add a few more butter to the pan?

7. Look! There's a small piece of plastic in my food.

8. I didn't eat many soup at lunchtime.

WRITING

Write sentences comparing two different sports or types of food. Use countable and uncountable expressions to explain your ideas.

Example: Cricket is **harder** to understand than football because there are **many** more rules.

Unit 7 Cool Apps and Gadgets

Superlatives: Talking about extremes

We use the **superlative** form to compare and rank three or more people, animals or things.

This is **the scariest** game of all.

To make the superlative form of adjectives with one syllable, we add the ending **-est**. We use the word **the** before the adjective.

green → **the greenest**

When the adjective ends in:

- **-e**, add **-st**.

late → **the latest**

- **-y**, take off the **-y** and add **-iest**.

happy → **the happiest**

- a vowel + consonant, double the last consonant and add **-est**.

big → **the biggest**

We use the word **most** with some two-syllable and with three-syllable (and longer) adjectives to make the superlative form.

famous → **the most famous**

We use the word **least** with adjectives to rank people, animals or things in the lowest position.

the least fun, the least difficult

Some adjectives are irregular and do not follow these rules.

good/bad → **the best/the worst**

1 Complete the sentences with the superlative form.

Example: Music games are **the most popular** games online (+/popular).

1. Platform games are _____ and _____. (+/old)(+/good)
2. I think gaming apps are _____ to access. (+/easy)
3. I think gaming is _____ thing you can do on a smartphone. (-/interesting)
4. This puzzle app is _____ app on my smartphone. (+/new)
5. I prefer making films. Some apps have _____ editing software. (+/cool)
6. I installed _____ voice recorder on my tablet. (-/expensive)
7. It's on _____ setting on my smartphone, but it's still very quiet. (+/loud)
8. What are _____ websites you know? (+/funny)
9. My smartphone has _____ battery – that's why I chose it! (+/powerful)
10. That free download app is _____ I have ever tried. (-/bad)

2 Complete the sentences with the superlative form of the adjective.

Example: Gaming is good. Taking photos is better. Making films is **the best**.

1. My computer is powerful. My sister's is more powerful. Dad's is _____.
2. Your screen is big. Mine is bigger. Mr Rochas' is _____.
3. The homework app is boring. The gaming app is less boring. The football app is _____.
4. My singing app is cool. Yours is cooler. The PopStars one is _____.
5. My battery lasts a long time. My dad's lasts longer, but John's lasts _____.
6. My keyboard is old. My mum's is older. The ones at school are _____.
7. Your tablet is cheap. My tablet is cheaper. This one here is _____.
8. This game is scary. That one is scarier, but the one I saw yesterday was _____.

3 Complete the sentences with a superlative.

Example: That film is scary. It's **the scariest** film I have ever seen.

1. My friend George is very clever. He's _____ boy in the class.
2. I love football! It's _____ sport in the world.
3. This game is loud! It's _____ I have ever played!
4. Making movies is fun. It's _____ free-time activity.
5. My friend Camilla is always happy. She's _____ person I know.
6. Alana wears cool clothes. She's probably _____ friend I've got.
7. This camera is really bad. It's _____ I've used.
8. This test is hard! It's _____ test we've taken.

4 Match the sentence halves.

1. French is a difficult language to learn, _____
2. The least creative person _____
3. You should clean your desk! _____
4. My sister can't sing very well. _____
5. I find maths very difficult, _____
6. We went by bullet train because _____
7. The images in this game _____
8. The Intake App is _____

- a. That's the dirtiest keyboard I've ever seen.
- b. but Chinese is harder.
- c. it's the fastest way to travel.
- d. can still have fun with this drawing app.
- e. are the clearest pictures I've seen.
- f. but physics is the hardest subject.
- g. the least useful app I've got.
- h. In fact, I think she's the worst singer I've heard.

Will and going to: Talking about the future

When we are talking about the future, we can use:

- **will** (the future simple) for things which are possible.

We **will have** little machines in our heads that can connect to gadgets.

People **won't talk** to each other on smartphones anymore.

Will people **need** to have so many gadgets?

No, they **won't**. One gadget **will be** all you need.

- **be going to** for things which are most likely.

Everything at home **is going to connect** to a gadget.

People **aren't going to use** phones with keyboards anymore.

How are our gadgets **going to help** us every day?

They're **going to help** us do chores, like watering the garden.

→ See grammar boxes on page 132.

1 Complete the sentences with **will** and the verb in brackets.

Example: The Internet **will control** us all! (control)

1. I know! I _____ this app to translate the text. (use)
2. David _____ us at the technology fair. (meet)
3. In the future, I _____ a robot to do all my homework! (get)
4. Radha _____ the information online. (look up)
5. He _____ his research with us yet. (not share)
6. I wonder if robots _____ teachers. (replace)
7. Smartphones _____ smarter than us! (become)
8. Life _____ very different in the future. (be)

2 Match the sentence halves.

1. When you're eighteen, _____
2. Are you going to watch _____
3. Do you think robots will _____
4. I am going to look for _____
5. Will Mr Ahmed be _____
6. They are going to _____

- a. some information about it tonight.
- b. will you still like this cartoon?
- c. at the meeting tomorrow?
- d. spend some time at the museum later.
- e. a film at the cinema next weekend?
- f. take jobs away from humans?

3 Complete the sentences with *be going to* and the verb in brackets.

Example: We **are going to need** fewer gadgets in the future. (need)

1. I _____ more data next month. (use)
2. The Internet _____ more personalised. (become)
3. Companies _____ a lot of information about us. (know)
4. They _____ to Wi-Fi. (not connect)
5. I _____ a day off the Internet every week. (have)
6. My brother says he _____ his passwords every week. (not change)
7. I _____ all my homework online. (do)
8. Gaming _____ even faster. (get)

4 Read the sentences. Tick the best option.

Example: a. I am going to see you tomorrow.
 b. I will see you tomorrow.

1. a. We are going to travel to Mars soon.
 b. We will travel to Mars soon.
2. a. Will you visit your friends when you are in Paris?
 b. Are you going to visit your friends when you are in Paris?
3. a. Keyboards will disappear and we will dictate everything.
 b. Keyboards are going to disappear and we are going to dictate everything.
4. a. Robot chefs are going to work in restaurants.
 b. Robot chefs will work in restaurants.
5. a. We won't have to go to shops.
 b. We aren't going to have to go to shops.
6. a. I am going to go to school tomorrow.
 b. I will go to school tomorrow.
7. a. Everyone will be connected to the Internet soon.
 b. Everyone is going to be connected to the Internet soon.
8. a. Gadgets are going to be part of everyone's life.
 b. Gadgets will be part of everyone's life.

WRITING

Write a paragraph describing future schools. Use both *will* and *going to*. (Remember: think about whether your prediction is possible or most likely?)

Example: *There will be robot teachers in every classroom. However, it will be after I leave school, so I am not going to see it.*

Unit 8 Into the Past

Present perfect: Describing a past action that still continues

We use the **present perfect** to talk about:

- things that happened in the past, when we don't say when they happened. Sometimes we use the word *already*. We often use the present perfect to talk about our experiences.

I have already eaten.

I have visited a lot of countries.

- things which finished a short time ago. We often use the word *just*.

The teacher has just left the room.

I have just been online.

- things that still continue into the present. We often use the word *for*.

They have played mancala for thousands of years.

How long have you used a computer for?

The present perfect of regular verbs is formed with the auxiliary verb **have/has** and the past participle of the main verb. We put the word **not** after the word **have/has** to make the negative form.

I have not played chess before.

We put the auxiliary verb **have/has** before the subject to make the question form.

Have you played chess?

☞ See grammar box on page 133.

REMEMBER

We form the past participle of irregular verbs in different ways.

do → *did* → *done*

☞ See irregular verbs list on page 134.

1 Complete the table with irregular past participles.

Verb	Past simple	Past participle	Verb	Past simple	Past participle
be	was/were	been	go	went	
do	did		make	made	
draw	drew		speak	spoke	
say	said		take	took	
drink	drank		write	wrote	
eat	ate		know	knew	

2 Complete the sentences with the present perfect.

Example: **I have played** chess since I was five. (play)

1. Archaeologists _____ ancient bones and skulls. (discover)
2. They _____ him any advice. (not give)
3. He _____ his chess piece yet. (not move)
4. They _____ to see the display again. (go back)
5. _____ he _____ many history books? (read)
6. They _____ him for over ten years. (know)
7. I'm going to play a video game because I _____ all my homework. (finish)
8. My parents _____ my brother to the Science Museum. (take)

3 Complete the questions with the present perfect. Write the answers.

Example: **Have you tried** squid? (you / try)

✓ Yes, I have.

1. _____ the game? (they / finish)
✗ _____
2. _____ learning about the past? (she / enjoy)
✓ _____
3. _____ chess against a computer? (you / play)
✓ _____
4. _____ ever _____ of Ötzi? (he / heard)
✗ _____
5. _____ ever _____ a mummy? (you / see)
✗ _____
6. _____ mancala? (your brother / play)
✗ _____
7. _____ ever _____ to Africa? (you / be)
✓ _____
8. _____ the game? (we / win)
✗ _____

WRITING

Write five sentences saying what you *have* and *haven't* done.

Example: **I have played** the piano for five years, but **I have never tried** the violin.

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

We use **there + to be** in different tenses to express existence and describe the world around us as it *is*, *was*, *has been*, *is going to be* and *will be*.

Present simple

There's a whale festival every year.

There are a lot of different whales to see.

Past simple

However, **there wasn't** an event in 2020 because of the COVID-19 pandemic.

There weren't any other festivals at that time either.

Present perfect

There have always **been** festivals and celebrations around the world.

There has been a Hermanus Whale Festival since 1971.

Be going to

Are there going to be a lot of whales?

Yes, **there are going to be** a lot of adult and baby whales.

Future simple

Will there be a lot of people?

I think **there will (be)**. It's very popular.

→ See grammar box on page 133.

1 Circle the correct option.

Example: **There is** / **There are** many festivals in Bahrain.

1. **There is** / **There are** a National Day celebration every year.
2. **There will be** / **There have been** parades next year.
3. **There is** / **There are** firework displays in many cities.
4. **There was** / **There has been** a food festival in Bahrain since 2016.
5. In 2019, **there was** / **there have been** a record number of visitors.
6. **There was** / **There were** a lot of musicians at the festival.
7. **There weren't** / **There wasn't** many festivals in 2020.
8. **There will be** / **There are** more festivals next year.

2 Answer the questions.

Example: Were there many visitors to South Africa in 2019? ✓ Yes, there were.

- Was there a big whale festival there? ✓ _____
- Was there an event in 2020? ✗ _____
- Were there any other festivals at that time? ✗ _____
- Is there going to be a festival next year? ✓ _____
- Has the whale festival always been in September? ✓ _____
- Are there going to be other animals at the festival? ✗ _____
- Will there be many people there next year? ✓ _____
- Were there many baby whales in Hermanus last year? ✓ _____

3 Write four pairs of sentences about change in your country. Use at least two tenses in each pair.

Example: **There has been** a change in attitudes to the environment. **There is** now a lot more recycling.

- _____
- _____
- _____
- _____

WRITING

Write a paragraph about events you have been preparing or practising for. Use the present perfect and *there + to be*.

Example: **There will be** a concert in school next week. **I have played** my violin every day after school.

There were a lot of rehearsals last week.

Grammar boxes

Units 1 and 2 Present simple

	Affirmative	Negative	Question	Short answers
I / You / We / They	live	don't (do not) live	Do ... live?	Yes, ... do. No, ... don't.
He / She / It	lives	doesn't (does not) live	Do ... live?	Yes, ... does. No, ... doesn't.

Unit 3 Present continuous

	Affirmative	Negative	Question	Short answers
I	'm (am) reading	'm not (am not) reading	Am I reading?	Yes, I am. No, I'm not.
He / She / It	's (is) reading	isn't (is not) reading	Is ... reading?	Yes, ... is. No, ... isn't.
You / We / They	're (are) reading	aren't (are not) reading	Are ... reading?	Yes, ... are. No, ... aren't.

Unit 4 Modals

	Affirmative	Negative	Question	Short answers
I / You / We / They	have to should can must could	don't (do not) have to shouldn't (should not) can't (cannot) mustn't (must not) couldn't (could not)	Do/Don't ... have to ...? Should/Shouldn't ...? Can/Can't ...? Must/Mustn't ...? Could/Couldn't ...?	Yes, ... have to/ should/can/must/ could. No, ... don't have to/ shouldn't/can't/ mustn't/couldn't.
He / She / It	has to	doesn't (does not) have to	Does/Doesn't ... have to ...?	Yes, ... has to. No, ... doesn't have to.

Unit 5 Past simple

	Affirmative	Negative	Question	Short answers
I / You / He / She / It / We / They	liked	didn't (did not) like	Did ... like?	Yes, ... did. No, ... didn't.

Unit 7 Future simple: Will

	Affirmative	Negative	Question	Short answers
I / He / She / It / You / We / They	'll (will) play	won't (will not) play	Will ... play?	Yes, ... will. No, ... won't.

Unit 7 Future: Be going to

	Affirmative	Negative	Question	Short answers
I	'm (am) going to play	'm not (am not) going to play	Am I going to play?	Yes, I am. No, I'm not.
He / She / It	's (is) going to play	isn't (is not) going to play	Is ... going to play?	Yes, ... is. No, ... isn't.
You / We / They	're (are) going to play	aren't (are not) going to play	Are ... going to play?	Yes, ... are. No, ... aren't.

Unit 8 Present perfect

	Affirmative	Negative	Question	Short answers
I / You / We / They	have discovered	haven't (have not) discovered	Have ... discovered?	Yes, ... have. No, ... haven't.
He / She / It	has discovered	hasn't (has not) discovered	Has ... discovered?	Yes, ... has. No, ... hasn't.

Unit 8 There + to be

	Affirmative	Negative	Question	Short answers
Present simple	There is There are	There isn't (is not) There aren't (are not)	Is there ...? Are there ...?	Yes, there is/are. No, there isn't/aren't.
Past simple	There was There were	There wasn't (was not) There weren't (were not)	Was there ...? Were there ...?	Yes, there was/were. No, there wasn't/weren't.
Present perfect	There's been There've been (has been) (have been)	There hasn't been (has not been) There haven't been (have not been)	Has there been ...? Have there been ...?	Yes, there has/have. No, there hasn't/haven't.
Be going to	There's (is) going to be There are going to be	There isn't (is not) going to be There aren't (are not) going to be	Is there going to be ...? Are there going to be ...?	Yes, there is/are. No, there isn't/aren't.
Future simple	There'll (will) be	There won't (will not) be	Will there be ...?	Yes, there will. No, there won't.

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	were	been	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie (down)	lay	lain
bend	bent	bent	light	lit	lit
bet	bet	bet	lose	lost	lost
bite	bit	bitten	make	made	made
bleed	bled	bled	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	overcome	overcame	overcome
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt	burnt	quit	quit	quit
buy	bought	bought	read	read	read
carry	carried	carried	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
deal	dealt	dealt	sell	sold	sold
dig	dug	dug	send	sent	sent
dive	dived	dived	set	set	set
do	did	done	sew	sewed	sewn
draw	drew	drawn	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown
dry	dried	dried	shrink	shrank	shrunk
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	slide	slid	slid
flee	fled	fled	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	spin	spun	spun
forget	forgot	forgotten	stand	stood	stood
forgive	forgave	forgiven	steal	stole	stolen
freeze	froze	frozen	stick	stuck	stuck
fry	fried	fried	sting	stung	stung
get	got	got	stink	stank	stunk
give	gave	given	strike	struck	struck
go	went	gone	swear	swore	sworn
grind	ground	ground	sweep	swept	swept
grow	grew	grown	swim	swam	swum
hang	hung	hung	swing	swung	swung
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
kneel	knelt	knelt	wake	woke	woken
knit	knitted	knitted	wear	wore	worn
know	knew	known	weave	wove	woven
lay	laid	laid	win	won	won
lead	led	led	write	wrote	written
learn	learnt	learnt			

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