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الملف حل كتاب التمارين

موقع المناهج ⇦ ⇦ الصف السابع ⇦ لغة انجليزية ⇦ الفصل الأول

روابط مواقع التواصل الاجتماعي بحسب الصف السابع

روابط مواد الصف السابع على تلغرام

التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

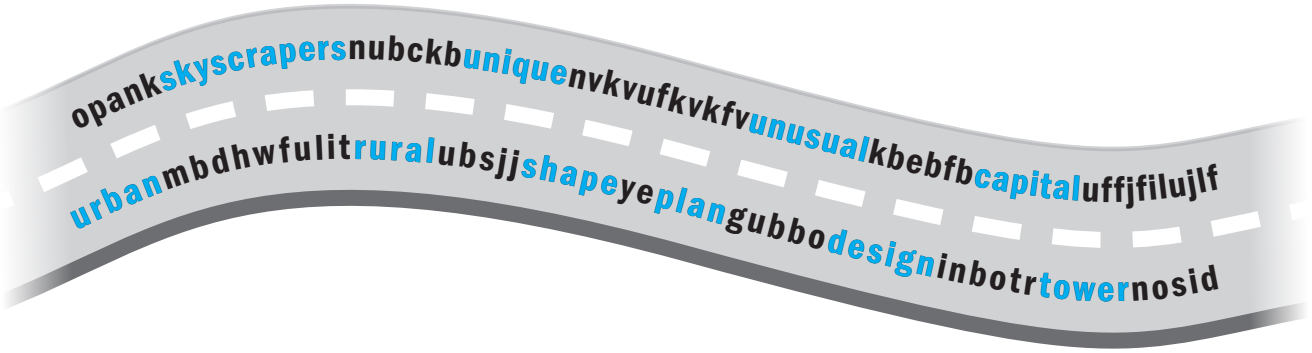
المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الأول

1	أسئلة امتحان
2	أسئلة امتحان
3	إجابة نموذجية
4	الإجابة النموذجية
5	نص استماع

Unit 1

Life in the City

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



1. People often talk about the differences between ___rural / urban___ life and ___urban / rural___ life. My friend is ___unusual___ because she lives for six months in the city and six months in the countryside.

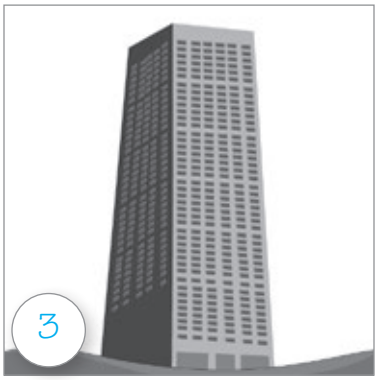
2. I have another friend who has a very special window in his bedroom. The window is in the roof and is the ___shape___ of a star. It's like sleeping under the stars! The ___design___ is ___unique___ because he made it himself – nobody else has one like it!

3. Living in a ___capital___ city is exciting. When I get a job, I ___plan___ to live in Paris or Ottawa or Rome.

4. Is there a city in the world that doesn't have tall buildings or ___skyscrapers___? Maybe, but every airport must have a communications ___tower___ to help planes.

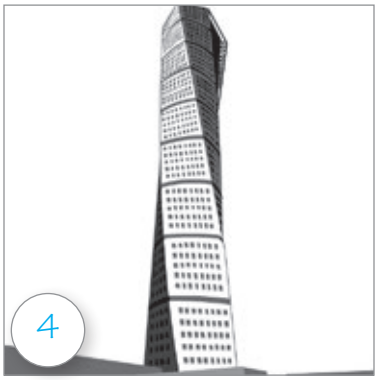
2 **Listen.** Write the number of the sentence that goes with each picture. 002

a.



b.

c.



d.

e.

f.

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

	T	F
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.

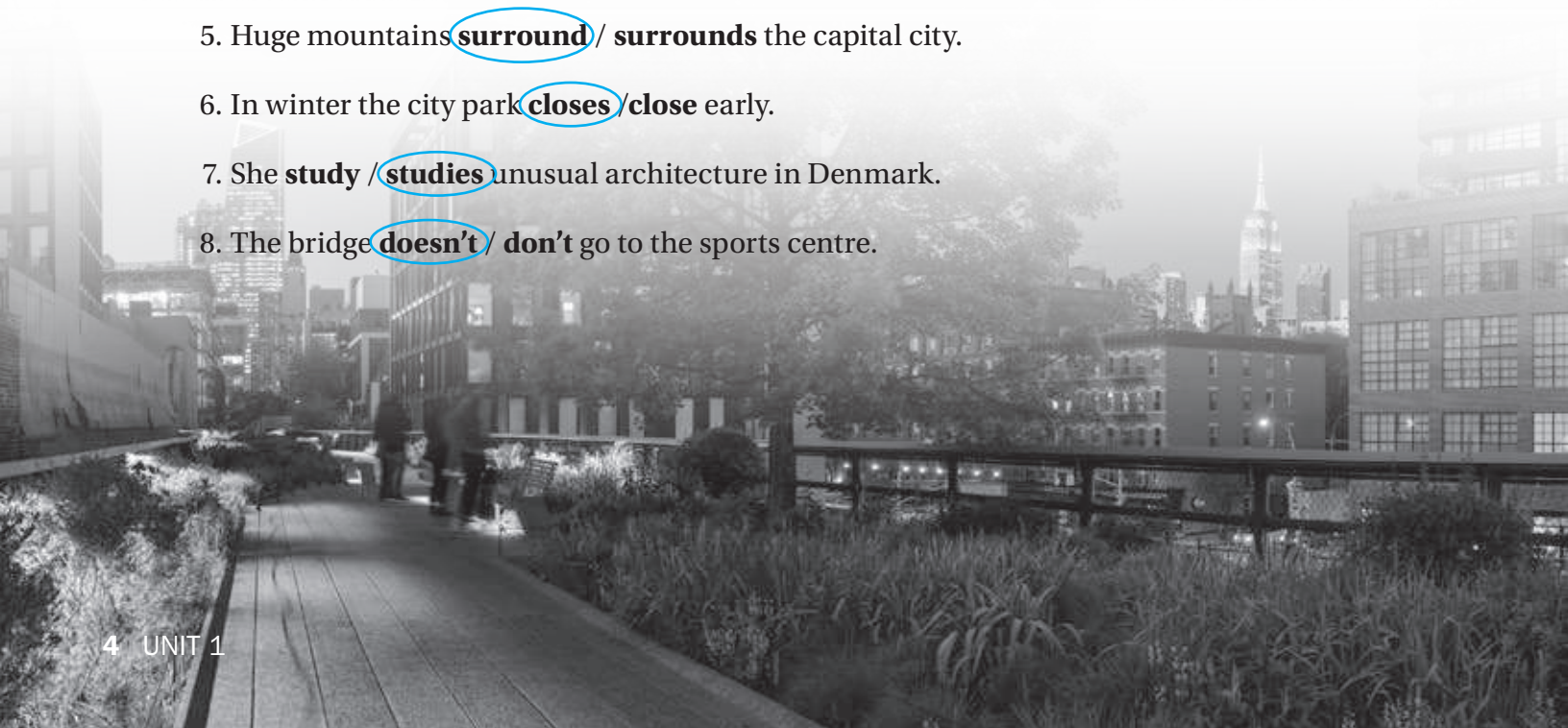
To form the present simple, use the infinitive without *to*. *I/You/We/They* ***design*** *unusual buildings*. Note that with *he/she/it*, we add ***-s*** to the verb: *He/She* ***designs*** *a new skyscraper. It* ***looks*** *amazing.* To make a negative sentence, use *don't* or *doesn't*.

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

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

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

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



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

1. In Bogotá, people sometimes ___ride___ (ride) their bikes on the motorway.
2. Residents ___like___ (like) to relax by the stream.
3. Architects ___don't design___ (not design) skyscrapers for rural areas.
4. A new bridge ___crosses___ (cross) the motorway.
5. People ___need___ (need) green spaces in capital cities.
6. Sometimes architects ___plan___ (plan) buildings with parks on the roof.
7. In urban areas, people ___don't enjoy___ (not enjoy) crowded pavements.
8. My village ___has___ (have) a water tower.
9. A major motorway ___connects___ (connect) two big cities.
10. The stream ___doesn't go___ (not go) through the city.

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

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

Answers will vary.

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

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

Desire* Paths

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

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

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

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

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

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

1 1. Which paragraph gives us a definition of desire paths?

3 2. Which paragraph tells us about problems with desire paths?

2 3. Which paragraph describes the reasons for desire paths?

4 4. Which paragraph discusses possible solutions to the problems?

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

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

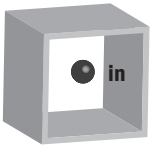
1. There's a lot of green space where I live. ☐
2. We need to protect green spaces in cities. ☐
3. I use desire paths. ☐
4. Concrete pavements are important. ☐
5. I feel happier when I spend time outdoors. ☐
6. The walk to my nearest park is too long. ☐
7. Architects should ask city residents about their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

GRAMMAR

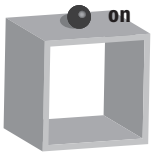
In and *on*: Expressing location

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

We use *in* and *on* to say where something is. Use *in* to give the idea that things are inside something or in an area; for example, in buildings, cities and countries. *People live **in** skyscrapers. There are many beaches **in** Rio de Janeiro. Rio de Janeiro is **in** Brazil. Brazil is a country **in** South America.*



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



1 Circle the correct preposition.

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

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

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

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

Hi Seba,

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

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

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

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

Bye for now!

Marta

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

bridge	**motorway**	**park**	**river**	**shopping centre**	**pavement**	**skyscraper**

I live in a skyscraper in Hong Kong.

WRITING

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

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

1 Organise.

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

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

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

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

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

   _____

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

2 Write.

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

Now I can ...

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

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

Write two sentences about urban life.

Write two sentences about green spaces in cities.

2 use the present simple to talk about general statements.

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

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**

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

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

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

4 write an article describing a place in my neighbourhood.

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

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

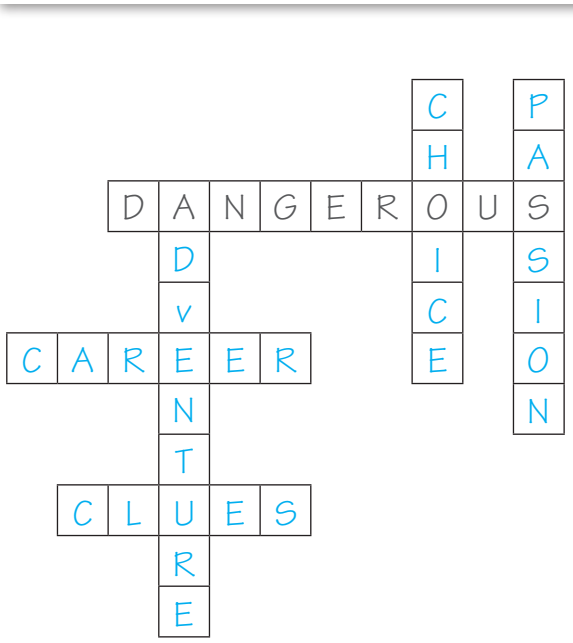
YOU DECIDE **Choose an activity.** Go to page 46.

Unit 2

Amazing Jobs

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

adventure **career** **choice** **clues** **dangerous** **passion**



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

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

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

archaeologist	researcher

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

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

archaeologist	diver	office worker	researcher	ROV operator

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

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

1. A/an archaeologist is my favourite of these jobs because he / she studies history / explores old cities.
2. A/an diver is my least favourite of these jobs because he / she takes risks in deep water / explores dangerous places.
3. I'm not sure about the job of researcher because he / she considers a lot of information / works in an office.

GRAMMAR

Present simple questions and answers: Talking about routines

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

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

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

1 **Read and match the questions with the answers.**
Write the letter on the line.

b 1. Does this man like his job?
d 2. Do people really do this job?
a 3. How much money does he earn?
e 4. Why do designers need to test slides?
c 5. Does he need special physical training?

a. about $30,000 a year
b. Yes, he does! He enjoys it a lot.
c. No, he doesn't. He just needs to be fit.
d. Yes, they do!
e. because water slides have to be safe and fun

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

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

3 **Write.** Use the words to ask questions.

1. he / speak / many languages — Does he speak many languages?
2. you / have / accidents — Do you have accidents?
3. when / you / usually / work — When do you usually work?
4. he / need / interview — Does he need an interview?
5. where / you / apply for / job — Where do you apply for the job?
6. what / he / like / about his job — What does he like about his job?

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

Sample answers:

1. What does a pet food tester do?

   He tests the flavour of new cat food.

   She smells the food.

2. What does a professional sleeper do?

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

   He sleeps in hotels to test how comfortable they are.

3. What does a golf ball diver do?

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

   She dives in the water.

5 **Choose one unusual job from this unit.** Imagine you have an interview for that career. Ask and answer two questions. Sample answers:

Question: What do underwater archaeologists do?

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

Question 1: Do I have to wear a uniform?

Answer: Yes, you do.

Question 2: What hours do I have to work?

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

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

Unlucky Days at Work

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

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

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

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

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

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

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

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

   Incorrect measurements can cause problems.

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

Paragraph 1	
Topic Sentence	
Supporting Details	
Concluding Sentence	

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

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

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

   I want to be a professional photographer in the Caribbean.

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

   _____

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

   _____

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

   _____

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

   _____

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

   _____

GRAMMAR

Possessives: Showing ownership

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

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

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

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

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

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

2 **Write the possessive form for each noun.**

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

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

my	your	his	her	its	our	their

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

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

	T	F
1. Judy's job is to explore mountains.	☐	☑
2. Judy finds cool places in Dublin where animals also live.	☑	☐
3. Street art can change an ugly urban space into a more positive environment.	☑	☐
4. Animals need green spaces in cities.	☑	☐
5. A lot of young people in Dublin go to parks.	☐	☑
6. Judy wants young people to have fun and also experience nature.	☑	☐

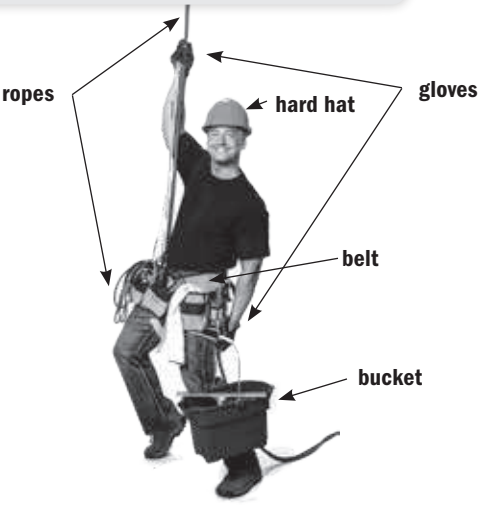
1. Judy's job is to explore cities.

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

WRITING

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

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



1 Organise.

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

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

Title	
Topic Sentence	
Supporting Details	
Concluding Sentence	

2 Write.

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

Now I can ...

1 talk about unusual careers.

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

Describe one of these unusual careers.

pet food tester

_____

_____

_____

_____

golf ball diver

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

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

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

My uncle is a video game tester.

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

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

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

3 use possessives to show ownership.

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

Change the nouns to possessives.

1. (Kenji) Kenji's advisor is a scientist. His advisor is a scientist.
2. (the baby) The baby's food is very tasty. Its food is very tasty.
3. (the men) The men's restaurant is underwater. Their restaurant is underwater.

4 write a report describing someone's daily routine.

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

Title: _____

Topic sentence: _____

Details: _____

Conclusion: _____

YOU DECIDE **Choose an activity.** Go to page 47.

Units 1–2 Review

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

1. Tammy's brothers and sisters don't like snakes, but she does. Her mother says that she's ____ in her family.
   a. unique b. similar c. normal

2. Tim goes to bed at 6 a.m. and wakes up at lunchtime. He works most nights. He's ____ because most people work during the day.
   a. unusual b. common c. normal

3. Ivan asks the photographer some questions. He's ____ her for his blog.
   a. researching b. interviewing c. considering

4. There are lots of parks and outdoor spaces in my city. I like living in a(n) ____ area.
   a. rural b. urban c. countryside

5. I love history, so I know what profession I want to study in college. I want to be an ____ .
   a. architect b. animal researcher c. archaeologist

6. Katerina climbs towers and skyscrapers in her work. She ____ every day.
   a. takes risks b. applies for c. constructs

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

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

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

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

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

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

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

A Twenty-first Century Place to Live

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

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

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

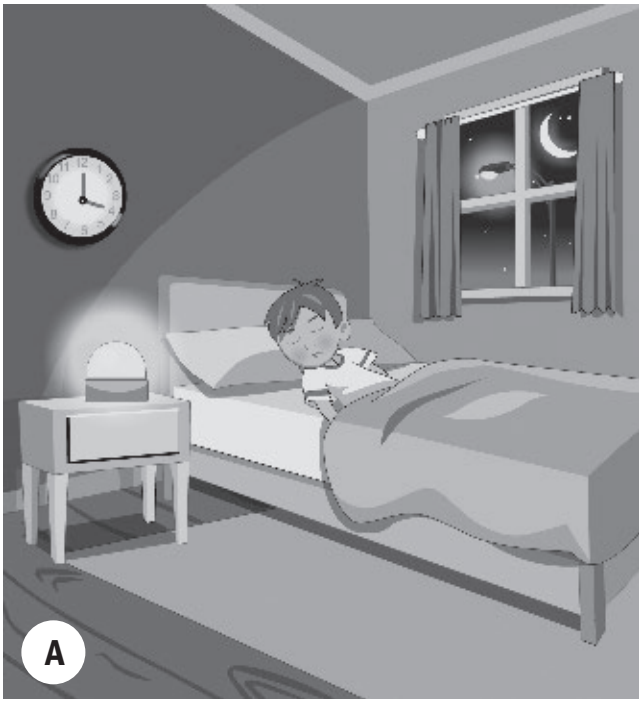
4 **Read the sentences.** Circle the correct word.

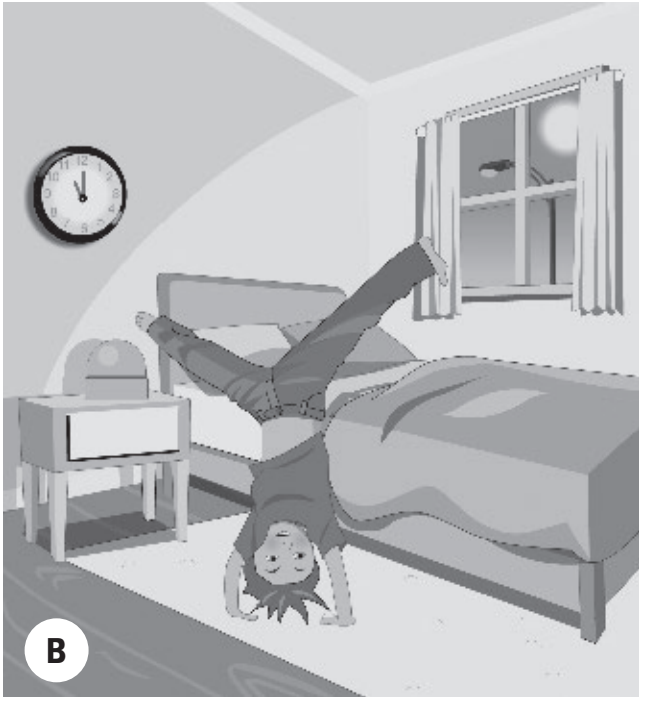
1. The motorway **don't** / **doesn't** cross the river.
2. **Do** / **Does** children play in the park?
3. Why **don't** / **doesn't** you like working in an office?
4. Maya and her daughter **plans** / **plan** a visit to the water tower.
5. **Does** / **Do** we have any clues about the unusual symbols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

Unit 3

Secrets of the Dark

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





B 1. The boy is very active.

A 2. The boy is going to sleep.

A 3. It's after sunset.

B 4. It's daylight.

A 5. The streetlight is lit up.

B 6. The streetlight isn't lit up.

A 7. It's dark outside.

B 8. It's after sunrise.

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

1. Ella walks to school in **darkness** / **daylight**.
2. The students see the **sunrise** / **sunset**.
3. The playground is **lit up** / **not lit up**.
4. When Ella walks home from school, cars drive with **headlights on** / **headlights off**.
5. People in Stockholm **go to sleep** / **are active** when it's dark early.

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

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

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

e 1. In the city centre, tall buildings

a 2. Eating more milk products

d 3. Some people feel unhappy

b 4. Although Stockholm has very few hours of sunlight in the winter,

c 5. One good thing is that when it snows

a. helps people be healthy in the winter months.

b. it has fewer hours of darkness in the summer.

c. the city appears lighter because of the streetlights shining on the snow.

d. when they don't have enough daylight.

e. block the sun, so it's dark.

4 **Write.** Look at the picture and write sentences. Use vocabulary words from the word box.

active	darkness	streetlights	sunset

Sample answers:

1. People are walking in the darkness.
2. The streetlights are lit up.
3. It's after sunset.
4. It's dark, but people are still active.

GRAMMAR

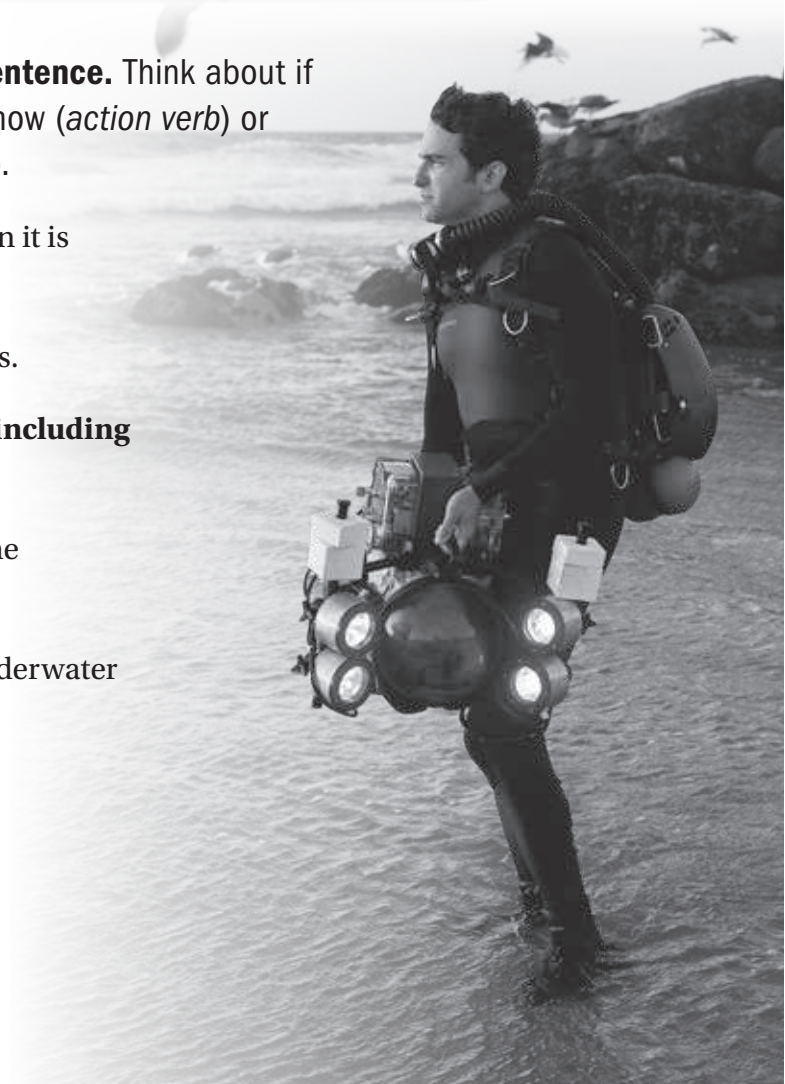
Present continuous: Saying what is happening now

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

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

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

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



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

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

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

1. A NA	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**

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

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

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

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

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

The Inuvik Sunrise Festival

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

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

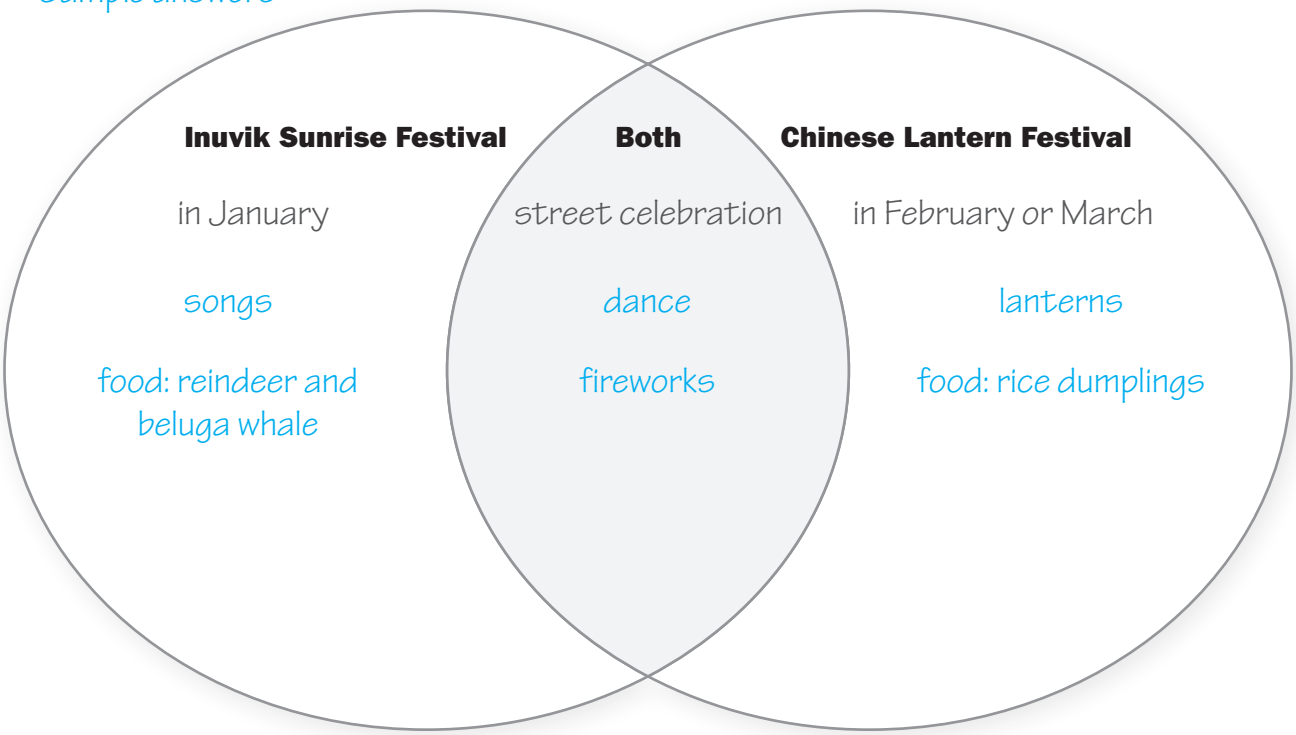
	T	F
1. There is no light in Inuvik for one month.	☐	✓
2. People don't wake up.	☐	✓
3. The Sunrise Festival takes place every year.	✓	☐
4. The Inuvik read traditional stories during the festival.	☐	✓
5. People make igloos out of ice.	✓	☐
6. People watch the sunrise.	✓	☐

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

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

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

Sample answers



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

Answers will vary.

GRAMMAR

***At*, *on* and *in*: Saying when things happen**

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

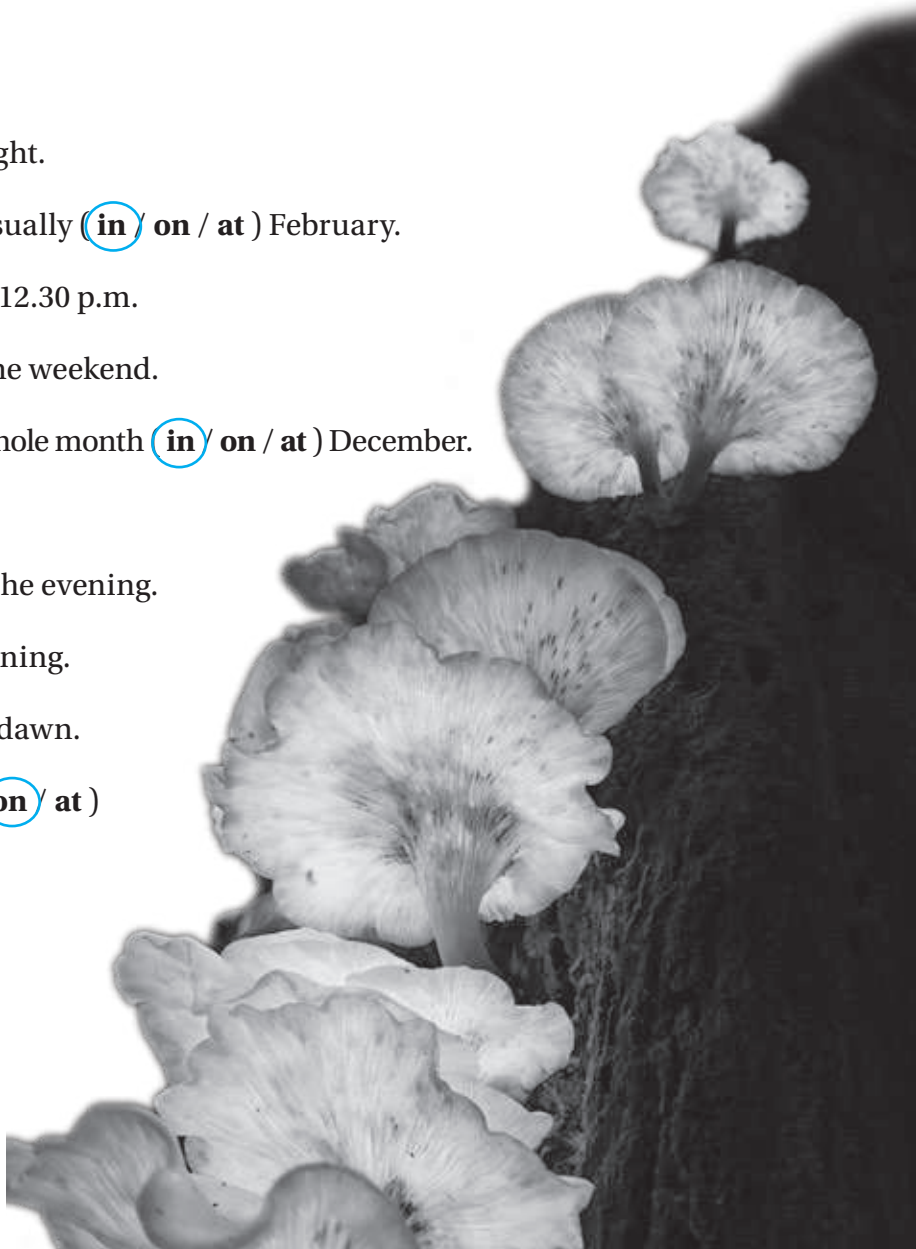
We use *on* for days of the week and for specific dates: ***on*** *Tuesday (morning)*, ***on*** *6th June*.

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

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

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

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



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

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

Gallery

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

   They're visible in mid-winter.

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

   The best view is at midnight.

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

   He's going out at sunset.

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

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

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

WRITING

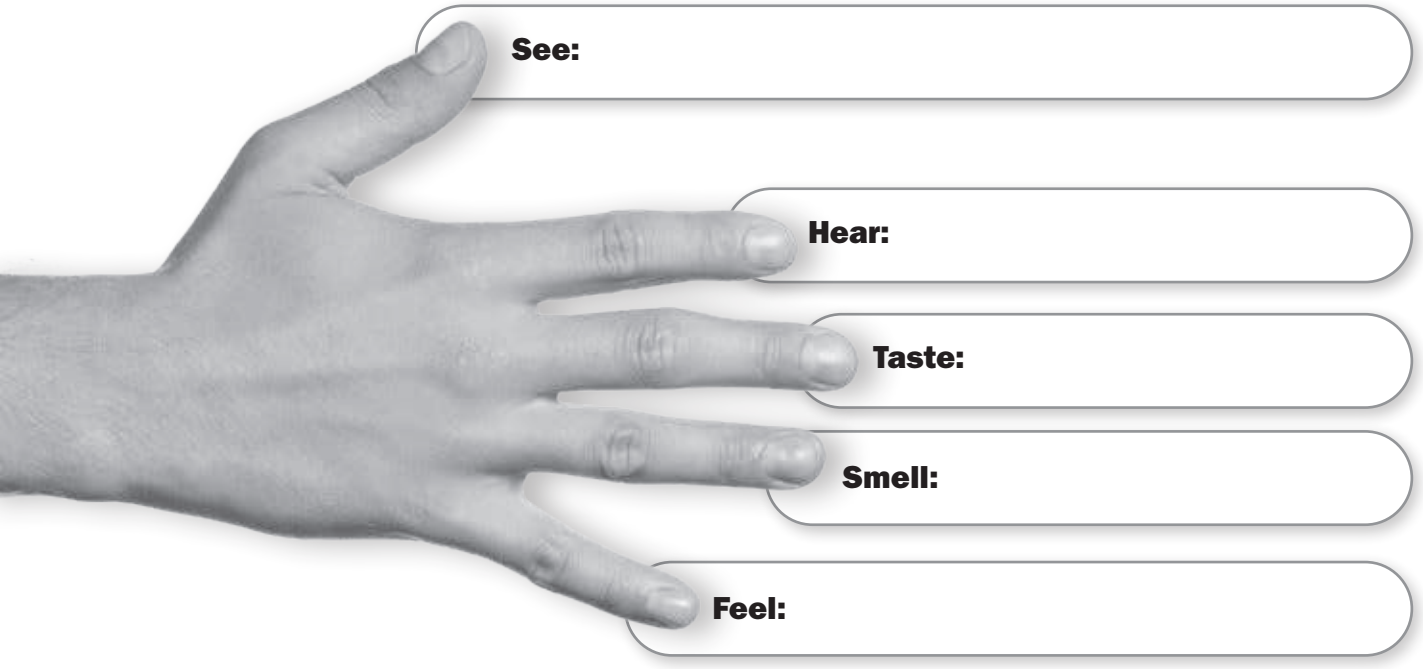
We can talk about an event using the five senses as we describe what we see, hear, taste, smell and feel. With sensory words, our readers imagine that they are there at the event.

1 Organise.

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

   Write your introductory sentence here:

   _____

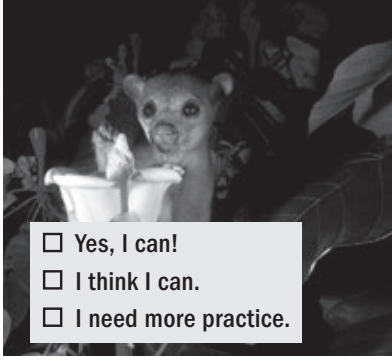


3. In your email, use the sensory words you listed to help you describe the colourful event. Finish your email with a brief statement of why this event is special and how you feel about it.

2 Write.

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

Now I can ...



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

1 talk about night, darkness and nocturnal activities.

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

Sample answers:

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

   Sharks glow in the dark.

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

   At night, people dance in the streets.

2 use non-action and action verbs.

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

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

believe **feel** **glow** **shine** **understand** **watch**

1. The sun is glowing on the horizon.
2. They are watching a wildlife programme.
3. You understand time zones.
4. The photographer feels cold at sunset.

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

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

Write sentences using the following information.

1. morning / watch / sunrise — In the morning, we watch the sunrise.
2. weekend/ ride a bike / park — At weekends, I ride a bike to the park.
3. observe / animal / night — He observes animals at night.

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

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

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

Answers will vary.

YOU DECIDE **Choose an activity.** Go to page 48.

Unit 4

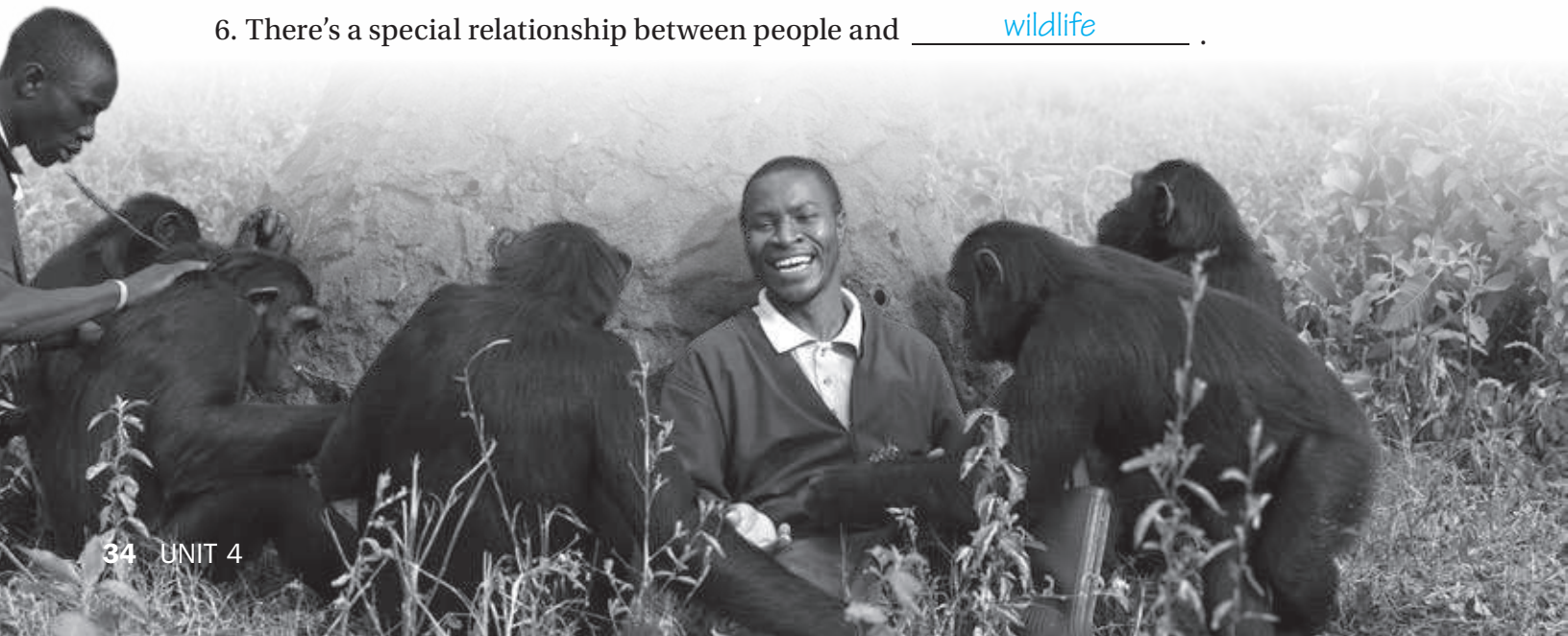
Living Together

1 **Read the clues.** Then complete the words.

1. w i l d l i f e — Animals that live in their natural setting
2. c o n f l i c t s — Fights, disagreements
3. d i s a p p e a r — To go away so we can't see something
4. m i s t r e a t — To injure, hurt or be unkind to someone or something
5. a c c e s s — A way in
6. h a b i t a t — Animals' natural homes

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

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



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

	T	F
1. The programme was about animals.	✓	
2. He thinks that dogs are wild.	✓	
3. She thinks that Siamese crocodiles aren't very clever.		✓
4. The crocodiles' habitat doesn't have any water.		✓
5. We can't live without water.	✓	
6. Little animals catch crocodiles.		✓

3. She thinks that Siamese crocodiles are clever.

4. Crocodiles live in wet, muddy places.

6. Crocodiles hunt little animals.

4 **Read.** Number the sentences in order.

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

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

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

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

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

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

Peruvian wildcat

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

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

GRAMMAR

Modals: Describing obligation and advice

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

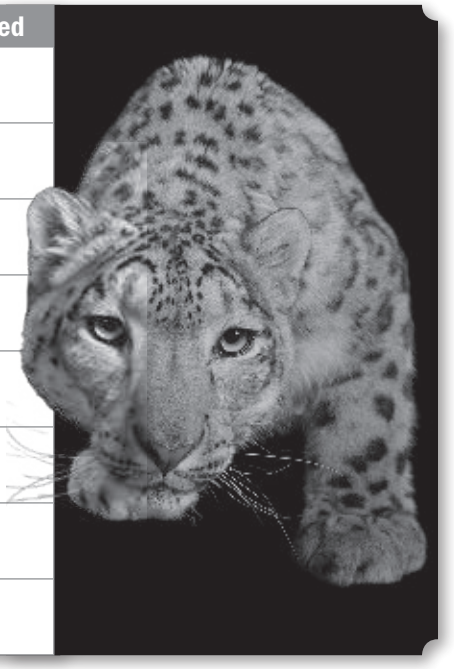
To say that something is necessary, we use the words ***have to*** and ***must***. They have almost the same meaning, but ***must*** is stronger; there is no other choice. In negative statements, ***don't have to*** shows that something isn't necessary. To give advice, we use ***should***. Use ***should***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

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

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

2 **Listen.** Is the idea *necessary*, *not necessary*, or *recommended*? Tick the correct answer. 018

	Necessary	Not necessary	Recommended
1.	✓		
2.			✓
3.	✓		
4.	✓		
5.			✓
6.	✓		
7.		✓	
8.			✓



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

Sample answers

1. snake handler / gloves

A snake handler must wear gloves.

2. lion / circus

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

3. bird of prey / fish

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

4. turtle / plastic bags

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

1 **Listen and read.** While you read, notice the problems (causes) and the big result (effect). 019

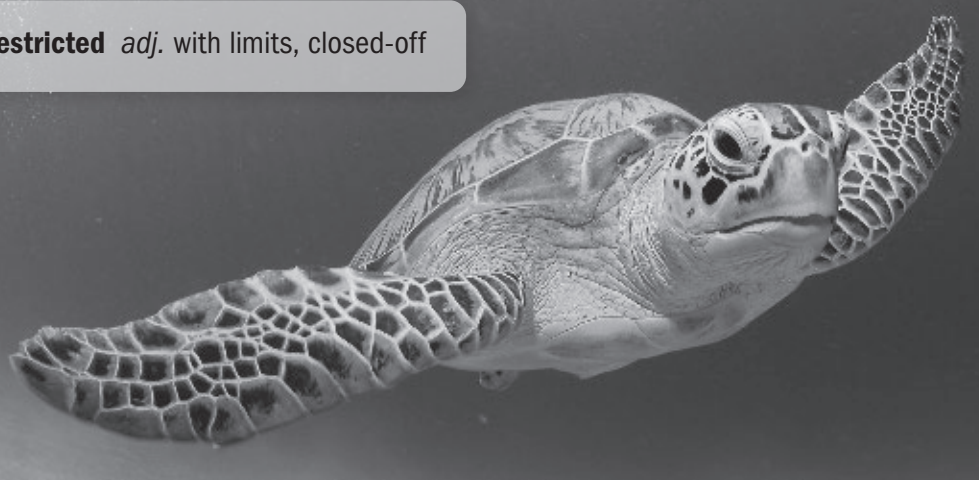
Stop the boat party –
Lamma Island's sea turtles are in danger!

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

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

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

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



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

Cause 1	Cause 2	Cause 3	Cause 4
Nature police not there all the time	Boat parties, loud music	Swimming	Picnics

Effect

Turtles are frightened away; no turtles have been seen nesting since 2012.

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

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

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

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

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

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

GRAMMAR

Modals: Describing ability in present and past

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

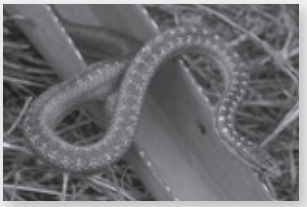
We use *can/can't* to talk about ability in the present. We use *could/couldn't* to talk about ability in the past.

1 **Listen.** Circle the word you hear. 020

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

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

The Survival of the Antiguan Racer Snake



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

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

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

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

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

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

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

WRITING

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

1 Organise.

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

Animal	Advice

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

   _____

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

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

2 Write.

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

Now I can ...

1 talk about interactions between animals and humans.

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

Describe the relationship of the man and the baby elephant.
Write two or three sentences.

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

The baby elephant is playful.

2 use modals to describe obligation and advice.

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

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

1. I ___must___ help this injured animal, so it can survive. (very necessary)
2. Animals have feelings, too. You ___shouldn't___ mistreat them. (advice)
3. We ___have to___ keep the seas free of plastic bags. (necessary)

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

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

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

1. A mountain lion ___can___ climb over a 12-foot wall.
2. When it was born, the baby panda's eyes were closed. It ___couldn't___ see.
3. Yesterday, they ___could___ rescue some sea turtles.

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

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

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

Answers will vary.

YOU DECIDE **Choose an activity.** Go to page 49.

Units 3–4 Review

1 **Read.** Then choose the correct words.

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

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

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

2 **Listen.** Then choose the best answer. 021

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

3 **Read.** Choose the best answer for each blank.

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

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

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

at	**couldn't**	**mistreat**	**observe**	**predator**	**relationship**	**sunrise**	**sunset**

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