

تم تحميل هذا الملف من موقع المناهج البحرينية

الملف كتاب القواعد والأنشطة

[موقع المناهج](#) ⇐ ⇐ [الصف السابع](#) ⇐ [لغة انجليزية](#) ⇐ [الفصل الثاني](#)

روابط مواقع التواصل الاجتماعي بحسب الصف السابع



روابط مواد الصف السابع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

[مذكرة writing](#)

1

[نموذج امتحان](#)

2

[أسئلة وتمارين](#)

3

[أسئلة وتمارين](#)

4

[أسئلة امتحان](#)

5

KINGDOM OF BAHRAIN  
Ministry of Education



مملكة البحرين  
وزارة التربية والتعليم

# impact

WORKBOOK & **1**  
GRAMMAR BOOK  
Term 2

 NATIONAL  
GEOGRAPHIC  
LEARNING



Bahrain Edition

National Geographic Learning,  
a Cengage Company

**Impact, Bahrain Edition, Workbook 1**  
**Series Editors: JoAnn (Jodi) Crandall**  
**and Joan Kang Shin**  
**Author: Lesley Koustaff**

Additional material: Tania Pugliese

Director of Development: Sharon Jervis  
Editorial Manager: Claire Merchant  
Project Manager: Nahla El Geyoushi  
Development Editor: Adele Moss  
Head of Production: Celia Jones  
Senior Content Project Manager:  
Phillipa Davidson-Blake  
Manufacturing Manager: Eyvett Davis  
Compositor: EMC Design Ltd  
Audio: James Richardson Productions Ltd

#### **ON THE COVER**

Ice climbing under the aurora borealis at the  
Athabasca Glacier in Jasper National Park,  
Canadian Rockies

© 2021 Cengage Learning, Inc.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society  
® Marcas Registradas

For permission to use material from this text or product,  
submit all requests online at [cengage.com/permissions](https://www.cengage.com/permissions)  
Further permissions questions can be emailed to  
[permissionrequest@cengage.com](mailto:permissionrequest@cengage.com)

Workbook: Level 1, Units 5-8  
ISBN: 978-0-357-74078-1

**National Geographic Learning**  
Cheriton House, North Way,  
Andover, Hampshire, SP10 5BE  
United Kingdom

Locate your local office at [international.cengage.com/region](https://www.international.cengage.com/region)

Visit National Geographic Learning online at [ELTNGL.com](https://www.eltngl.com)  
Visit our corporate website at [www.cengage.com](https://www.cengage.com)

**IMPACT STUDENT RESOURCES**  
*(including audio and Grammar Book answer key)*

Go to: [www.eltngl.com/bahrainmoers](https://www.eltngl.com/bahrainmoers)

# impact

## WORKBOOK

# 1

TERM 2

### SERIES EDITORS

JoAnn (Jodi) Crandall

Joan Kang Shin

<b>Unit 5</b>	What We Wear	46
<b>Unit 6</b>	Mix and Mash	56
	<b>Units 5-6 Review</b>	66
<b>Unit 7</b>	Cool Apps and Gadgets	68
<b>Unit 8</b>	Into the Past	78
	<b>Units 7-8 Review</b>	88
	<b>Choice Activities</b>	90
	<b>Grammar Book</b>	93

### Bahrain Edition

# Unit 5

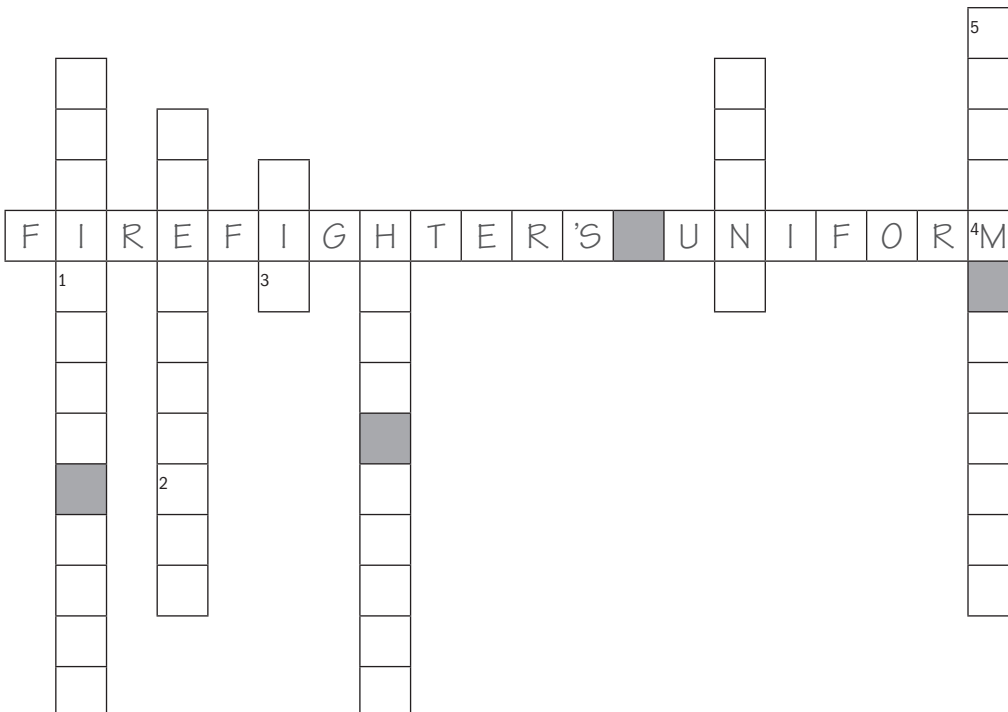
## What We Wear

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



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

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



Write the letters from the numbered boxes. Then unscramble the letters to find which 19<sup>th</sup>-century practical fabric is now a 21<sup>st</sup>-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	denim	dress up	formal	heels	jeans
practical	suit	sweatshirt	tie	tights	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**)

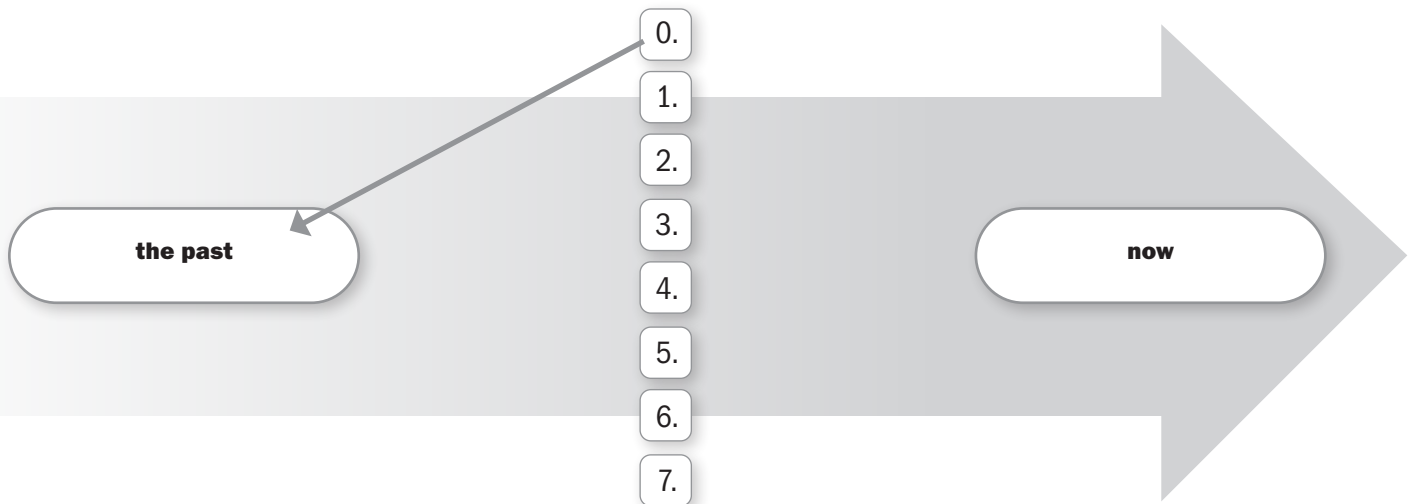
- 1 Read.** These facts are about the tattoos of Maoris from New Zealand and the Chin people from Myanmar. Are the facts the same (**S**) or different (**D**)? Write **S** or **D**. Then complete the sentences about the Maori and Chin people.

- \_\_\_ 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



**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

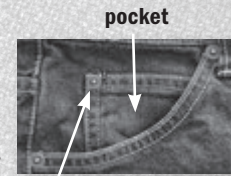
Many centuries ago, men in India didn't save money in banks. However, they collected gold jewellery.



- 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

<sup>1</sup> 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.



rivet

<sup>2</sup> 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 20<sup>th</sup> May 1873, became the birthday of blue jeans.

<sup>3</sup> 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.



<sup>4</sup> 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.

<sup>5</sup> 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 89 in your book. Re-read the history of football uniforms.
2. In your notebook, write the first draft of your essay about how a uniform has changed over time. Proofread your work. Check your past simple verbs.
3. Write your final draft. Check it one last time, and publish it for your readers.



# Now I can ...

## 1 talk about fashion changes through history.



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

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.

---

---

# Unit 6

# Mix and Mash

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

**C** - very popular, especially with young people: \_\_\_\_\_

**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.

<b>cool</b>	<b>edit</b>	<b>fan</b>	<b>include</b>
<b>instrument</b>	<b>mix</b>	<b>newer</b>	<b>opinion</b>
<b>perform</b>	<b>record</b>	<b>traditional</b>	

		
<p><i>This image is on the poster of my favourite music band.</i></p> <p><i>They mix traditional and modern music.</i></p>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



**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 15<sup>th</sup> 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 \_\_\_\_\_.



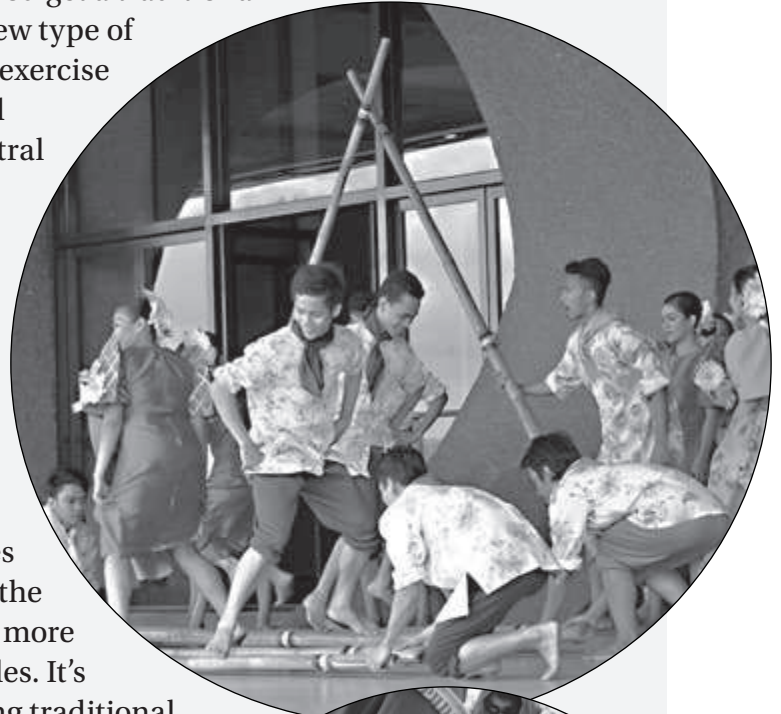
- 1 Listen and read.** While you read, notice the differences between the traditional and the modern activities.  028

# Skipping Filipino Style

<sup>1</sup> 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!

<sup>2</sup> 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 21<sup>st</sup>-century version uses simpler, four-beat electronic dance music.

<sup>3</sup> 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?

---

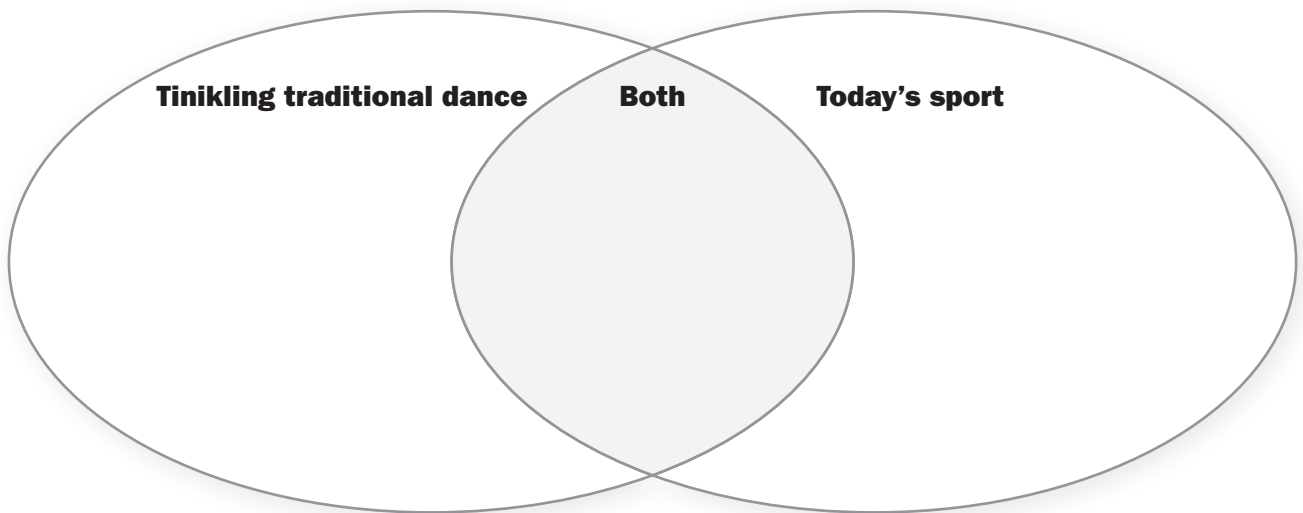
2. What are the dancers and the bamboo poles imitating?

---

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

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

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

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

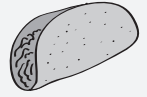
- Hiro is planning his birthday meal, so he's checking how much **food** he has ready. ( UC / C )
- Is there enough **juice**? ( UC / C )
- Hiro needs to buy two or three more **bottles** of juice. ( UC / C )
- He wants to share a birthday **pizza**.  
A sushi-pizza! ( UC / C )
- Eight people need some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

**chicken slices**

**corn tortillas**

**lemon mayonnaise**

**roast vegetable tacos**

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



# Now I can ...



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

Write three sentences about how artists combine ideas.

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**

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

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

## 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.

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



1. What was the wimple made from?  
**a.** wool                      **b.** denim                      **c.** cotton
2. For how many centuries was the wimple in fashion in Europe?  
**a.** six                      **b.** four                      **c.** one
3. Which part of the body did the wimple not cover?  
**a.** shoulders              **b.** hands                      **c.** neck
4. What did some women add to their wimple to show their wealth?  
**a.** jewellery              **b.** paint                      **c.** flowers

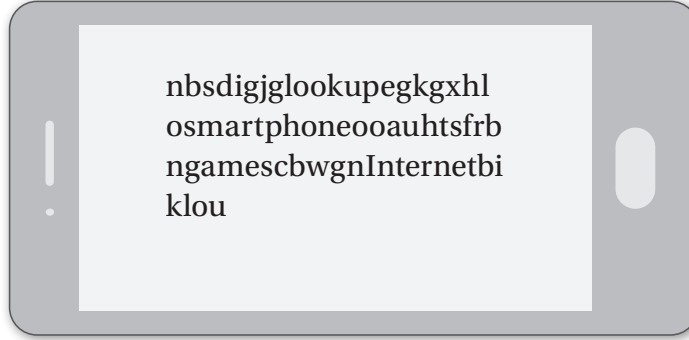
**4 Read the sentences.** Circle the correct word.

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

# Unit 7

# Cool Apps and Gadgets

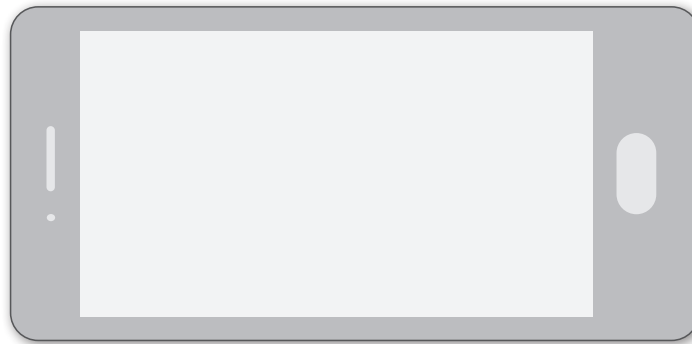
**1 Write.** Find four vocabulary words or phrases from this unit on the screen. Then use them to complete the text message.



Can you please \_\_\_\_\_


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

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



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

- |                |   |
|----------------|---|
| ___ 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

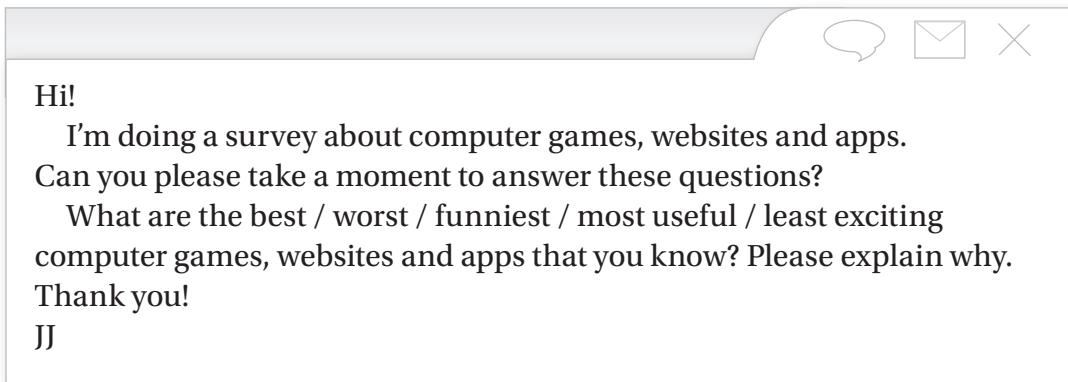
bad    difficult    low    quiet

*easiest*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*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.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Mobile Magic!

<sup>1</sup>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.

<sup>2</sup>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!

<sup>3</sup>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.

<sup>4</sup>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?

**Yes**, I think there **will be**.

**Are** our screens **going to affect** our eyesight?

We're **going to need** better eye tests.

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

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

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

*will not* = *won't*

*will* = 'll

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

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

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



**3** Read the blog. Circle the correct answers.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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	

### 2 Write.

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

# Now I can ...

## 1 talk about cool apps and gadgets.

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

---

---

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

## 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.

**YOU DECIDE** Choose an activity. Go to page 92.

## Unit 8

# Into the Past

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

**believe   discover   site   thousands**

1.

---

---

2.

---


---

- 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

<b>adult</b>	<b>advanced</b>	<b>ancestors</b>	<b>believe</b>
<b>bones</b>	<b>discovered</b>	<b>skeleton</b>	<b>skull</b>

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.

<b>has/have + discover/believe</b>	<b>there + be</b>
------------------------------------	-------------------

---

---

---

---

---

## 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?

<sup>1</sup> 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.

<sup>2</sup> 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!

<sup>3</sup> 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**

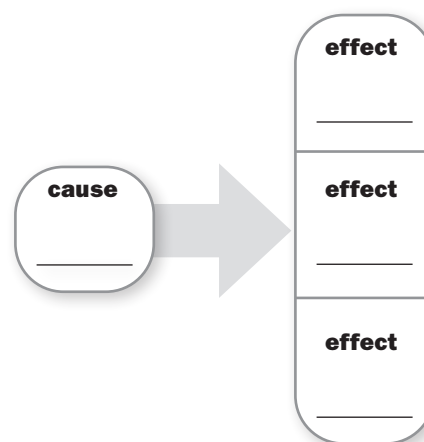
1. Experts thought that India was the oldest civilisation in Southeast Asia.
2. Scientists discovered bones from 30,000 years ago in Sri Lanka.
3. Scientists used modern technology to find the age of the bones.

**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**

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

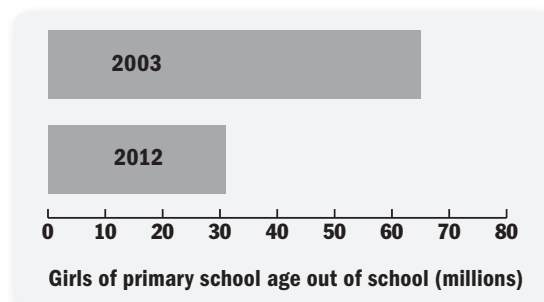
For questions, the form of *be* is placed before *there*.

### 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 \_\_\_\_\_ any ancient sites to visit.

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

There's been a little. \_\_\_\_\_ 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.

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

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

## WRITING

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

### 1 Organise.

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

---

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

---

---

---

---

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

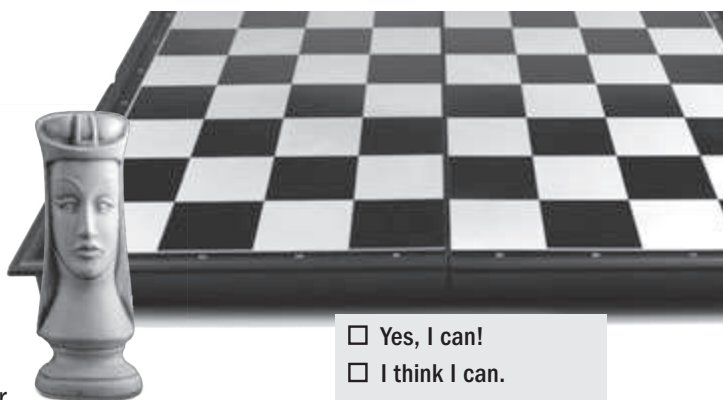
---

---

### 2 Write.

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

# Now I can ...



## 1 talk about events in the past.

Describe something that happened last month or last year.  
Write two or three sentences.

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

---

---

---

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

Complete the sentences using verbs in the present perfect form.

- 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 92.

# Units 7–8 Review

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

- 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'
- Can you please \_\_\_\_\_ the game? I've waited five minutes for my turn already!  
a. discover                      b. continue                      c. believe
- 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
- These gadgets use too much power. My \_\_\_\_\_ has died already after only an hour!  
a. microphone                      b. battery                      c. screen
- 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
- 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 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.

# YOU DECIDE Choose an activity.

## Unit 6

**1** Talk about 21<sup>st</sup>-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.

# YOU DECIDE Choose an activity.

## Units 7–8

**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.

# GRAMMAR BOOK

<b>Unit 5</b>	What We Wear	
	Past simple	94
<b>Unit 6</b>	Mix and Mash	
	Adjectives	98
	Countable and uncountable nouns	100
<b>Unit 7</b>	Cool Apps and Gadgets	
	Superlatives	102
	<i>Will</i> and <i>going to</i>	104
<b>Unit 8</b>	Into the Past	
	Present perfect	106
	<i>There + to be</i>	108
	Grammar boxes	110
	Irregular verbs	112

# 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 110.

### 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 18<sup>th</sup> 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 112.

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

Verb	Past simple	Verb	Past simple	Verb	Past simple
begin	<i>began</i>	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 studyed 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)*

- \_\_\_\_\_ of the food is savoury. (Some / A few)
- There are also \_\_\_\_\_ sweet dishes. (many / much)
- Would you like to try \_\_\_\_\_ cake? (a few / some)
- No, thank you. I have already eaten \_\_\_\_\_ sandwiches. (much / a lot of)
- Would you like \_\_\_\_\_ tea, then? (a few / a little)
- Yes, please, I would love \_\_\_\_\_. (some / many)
- There are \_\_\_\_\_ different spices in this dish. (a few / a little)
- 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 <sup>1</sup> **many** / **a lot of** olive oil in their cooking. In the north, however, they use <sup>2</sup> **a few** / **a little** more butter.

Spanish fishermen provide <sup>3</sup> **much** / **three** of the country's fish, but Spain also imports <sup>4</sup> **a little** / **some** of its fish from around the world. There are <sup>5</sup> **a little** / **a lot of** fish restaurants on the Atlantic and Mediterranean coasts.

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

<sup>8</sup> **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, | a. That's the dirtiest keyboard I've ever seen.        |
| 2. The least creative person                | b. but Chinese is harder.                              |
| 3. You should clean your desk!              | c. it's the fastest way to travel.                     |
| 4. My sister can't sing very well.          | d. can still have fun with this drawing app.           |
| 5. I find maths very difficult,             | e. are the clearest pictures I've seen.                |
| 6. We went by bullet train because          | f. but physics is the hardest subject.                 |
| 7. The images in this game                  | g. the least useful app I've got.                      |
| 8. The Intake App is                        | 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 110.

### 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,    | a. some information about it tonight.   |
| 2. Are you going to watch   | b. will you still like this cartoon?    |
| 3. Do you think robots will | c. at the meeting tomorrow?             |
| 4. I am going to look for   | d. spend some time at the museum later. |
| 5. Will Mr Ahmed be         | e. a film at the cinema next weekend?   |
| 6. They are going to        | 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 111.

### REMEMBER

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

*do* → *did* → *done*

➔ See irregular verbs list on page 112.

### 1 Complete the table with irregular past participles.

Verb	Past simple	Past participle	Verb	Past simple	Past participle
be	was/were	<i>been</i>	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 111.

### **1** **Circle** the correct option.

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

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

- 1. Was there a big whale festival there? ✓ \_\_\_\_\_
- 2. Was there an event in 2020? ✗ \_\_\_\_\_
- 3. Were there any other festivals at that time? ✗ \_\_\_\_\_
- 4. Is there going to be a festival next year? ✓ \_\_\_\_\_
- 5. Has the whale festival always been in September? ✓ \_\_\_\_\_
- 6. Are there going to be other animals at the festival? ✗ \_\_\_\_\_
- 7. Will there be many people there next year? ✓ \_\_\_\_\_
- 8. 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.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_

**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

## 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 (has been) There've 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.
<i>Be going to</i>	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	shrank
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







## Illustration Credits

All illustrations were created by Luella Jane Wright.

## Photography Credits

Cover © Paul Zizka. **46** (tl1) Nataliia K/Shutterstock.com. (tl2) Flashon Studio/Shutterstock.com. (tr1) Africa Studio/Shutterstock.com. (tr2) Bombaert Patrick/Alamy Stock Photo. (tl3) Sylvia Biskupek/Shutterstock.com. (tc2) Jason Salmon/Shutterstock.com. (tc3) Tarzhanova/Shutterstock.com. (tr3) Quang Mau Thanh/Shutterstock.com. **47** © Annie Griffiths. **48** (tr) Ameer Hamza/Moment/Getty Images. (cr1) Joan Wakelin/Art Directors & TRIP/Alamy Stock Photo. (cr2) Theskaman306/Shutterstock.com. **49** Keith Leng/Alamy Stock Photo. **50** (tr1) Kwangmoozaa/Shutterstock.com. (cr1) Thaikrit/Shutterstock.com. (bg1) Aleynikov Pavel/Shutterstock.com. (bg2) Vladitto/Shutterstock.com. **52** (cr1) Alfred Eisenstaedt/The Life Picture Collection/Getty Images. (cr2) Chaloner Woods/Hulton Archive/Getty Images. **55** © Annie Griffiths. **56** (cl) © tunart/Getty Images. (c) © tunart/Getty Images. (cr) © Claudia Wiens/Alamy Stock Photo. **57** © Vladimir Sviracevic/Shutterstock. **60** (t) © Tony Magdaraog/Shutterstock.com. (b) B Christopher/Alamy Stock Photo. **65** (t) Jean Pierre Jans/Rea/Redux. (c) Glenn Price/Shutterstock.com. **67** Terry Allen/Alamy Stock Photo. **70** Delpixel/Shutterstock.com. **72** Juice Images/Alamy Stock Photo. **74** (bl1) Igor Zubkis/Shutterstock.com. (bc1) My\_inspiration/Shutterstock.com. (br1) Bohbeh/Shutterstock.com. (bl2) Andrey Yudin/Shutterstock.com. (br2) Dburke/Alamy Stock Photo. **75** Asier Romero/Shutterstock.com. **76** Billion Photos/Shutterstock.com. **77** (cr1) © Robin Utrecht/Getty Images. **79** © iStock.com/PeopleImages. **82** Joyfull/Shutterstock.com. **85** Nazir Ahamed/iStock/Getty Images Plus/Getty Images. **87** (tr1) Galushko Sergey/Shutterstock.com. (tr2) Rcarter/Shutterstock.com. **88** (bl) Alexey Boldin/Shutterstock.com. (bc) Habrda/Shutterstock.com. (br) Jit Lim/Alamy Stock Photo.





# impact

## WORKBOOK & GRAMMAR BOOK

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
- *Now I Can* self-assessment sections, giving learners an opportunity to reflect on what they have learnt and identify areas where they need additional practice
- Review sections, featuring question types commonly found on standardised exams
- Additional student-choice activities, providing opportunities for targeted skills practice
- Grammar tables that provide clear and simple explanations of the grammar points covered in each unit

*Impact Workbook* audio is available for streaming and download at [www.eltngl.com/bahrainmoers](http://www.eltngl.com/bahrainmoers).

### BRITISH ENGLISH

A1	A2	B1	B2
<b>CEFR correlation</b> The exit level for Impact 1 is A2+.			

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

Bringing the world to the classroom  
and the classroom to life

[ELTNGL.com](http://ELTNGL.com)

A PART OF CENGAGE

Education  
*Bahrain's future*

ISBN 978-0-357-74078-1



9 780357 740781 >