## تم تحميل هذا الملف من موقع المناهج البحرينية

## الملف مذكرة اللغة الإنجليزية



## روابط مواقع التواصل الاجتماعي بحسب الصف التاسع

## روابط مواد الصف التاسع على تلغرام

| | | | |
|---|---|---|---|
| التربية الاسلامية | اللغة العربية | اللغة الانجليزية | الرياضيات |

## المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثاني

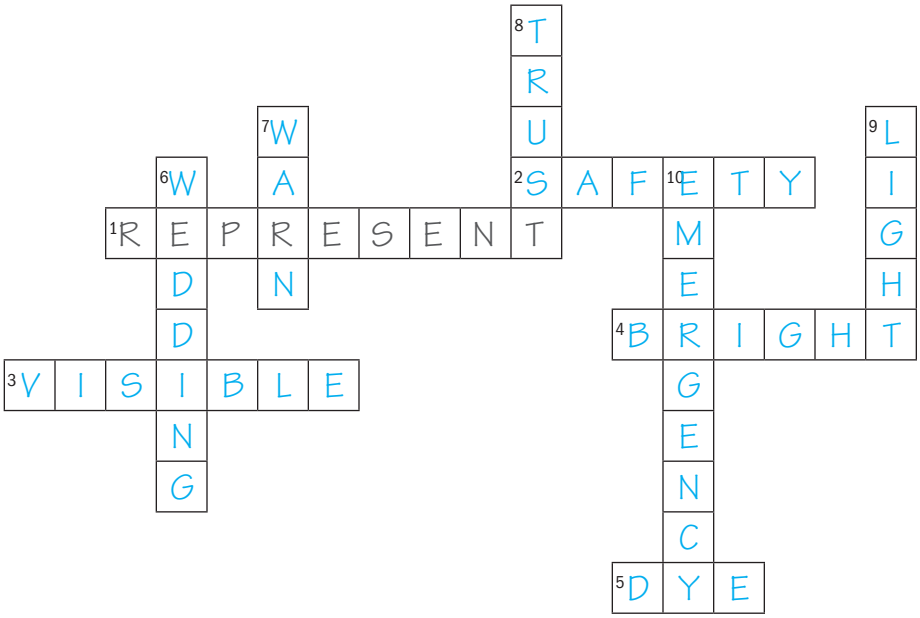
| | |
|---|---|
| 1 | المذكرة الذهبية في اللغة الإنجليزية |
| 2 | مراجعة اللغة الإنجليزية |
| 3 | writing 3d year 2nd term |
| 4 | أوراق عمل لمراجعة اللغة الإنجليزية |
| 5 | إجابات أوراق المراجعة |

# Unit 1
# Colour Matters

**1** **Complete the sentences.** Then fill in the puzzle.

### Across

1. Many businesses use the colour blue to _____represent_____ them.
2. The colour green often symbolises _____safety_____.
3. School buses are often yellow because it's a very _____visible_____ colour.
4. _____Bright_____ colours often make us feel happy.
5. Blue jeans are coloured with indigo _____dye_____.




### Down

6. In some countries, _____wedding_____ dresses are red.
7. Red and yellow are used to _____warn_____ people of danger.
8. When we _____trust_____ someone, we often feel safe with them.
9. Violet is a _____light_____ purple colour.
10. _____Emergency_____ vehicles are often red.

**2** **Match the word to its definition.** Write the letter on the line.

| | | |
|---|---|---|
| c | 1. warn | a. to give information or a warning |
| a | 2. signal | b. to believe in someone or something |
| d | 3. safety | c. to say that danger is coming |
| b | 4. trust | d. the state of being not in danger |

**3** **Listen.** Circle **T** for *True* or **F** for *False*. 002

| | | | | | |
|---|---|---|---|---|---|
| 1. | T | (F) | 4. | T | (F) |
| 2. | (T) | F | 5. | (T) | F |
| 3. | (T) | F | 6. | T | (F) |

**4** **Listen again.** Correct the false statements. 003

1. The colour red often symbolises danger. / The colour green often symbolises safety.

4. Annie Griffiths loves to use bright colours in her photos. / Annie Griffiths does not like to use dark colours in her photos.

6. Yellow/Red/Orange is a colour often used in warning signs. / Green is a colour that often makes people feel safe.

**5** **Look at the photos.** Choose two and write a sentence about them. Use a word from the box in each sentence.

| | | | | | | |
|---|---|---|---|---|---|---|
| **signal** | **represent** | **danger** | **flag** | **luxury** | **colour-blind** | **warn** |

A car like this is a luxury.

Suggested answers: This flag represents India. This sign warns of danger.

A colour-blind person may not see the colours in India's flag. A traffic light signals when to stop or go.

## GRAMMAR

### Comparatives and superlatives: Comparing two or more things

| Adjective | Comparative | Superlative |
|---|---|---|
| Green is a **common** colour. | Red is **more common than** purple. | Blue is **the most common** colour. |
| Fuchsia is a **bright** pink colour. | Hot pink is **brighter than** fuchsia. | Magenta is **the brightest** colour. |
| Fish that live deep in the sea have **bad** eyesight. | Bats have **worse** eyesight **than** deep-sea fish do. | Moles have **the worst** eyesight. |

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

With a group of three or more things, we use superlatives to compare one thing in the group to the rest. Superlatives always take ***the***. Use **most** before adjectives that have two or more syllables. Add **-est** to adjectives that have just one syllable. With two-syllable adjectives that end in *y*, both options are possible (*the tastiest* or *the most tasty*). Remember to change *y* to *i*.

Some adjectives are irregular: ***good/better/best*** and ***bad/worse/worst***.

**1** **Listen.** Write the letter *C* when you hear a comparative and the letter *S* when you hear a superlative. 004

1. C
2. S
3. C
4. C
5. S
6. S

**2** **Listen again.** Re-write the comparatives as superlatives and the superlatives as comparatives. 005

1. the best
2. sweeter than
3. the most popular
4. the hardest
5. easier than
6. more luxurious than

**3** **Fill in the blanks.** Use the adjective, the comparative or the superlative form of the words from the box.

| | | | |
|---|---|---|---|
| **bright** | **common** | **depressed** | **light** |
| **nervous** | **ordinary** | **relaxed** | **strong** |

1. Brighter colours often get _stronger_ reactions than lighter ones.
2. Light colours make us feel _more relaxed than_ dark colours.
3. That's why pale yellow and pink are _more common than_ black in schools and hospitals.
4. Dark colours tend to make people feel _depressed_.
5. The colour that makes people _nervous_ is red.
6. Orange is one of the _brightest_ colours.
7. Pink is a colour that is _lighter than_ red.
8. A room without colour looks very _ordinary_.

**4** **Write.** Choose at least two colours you really like. Write four sentences comparing the colours and how you feel about them. Use either a comparative or superlative in each sentence.

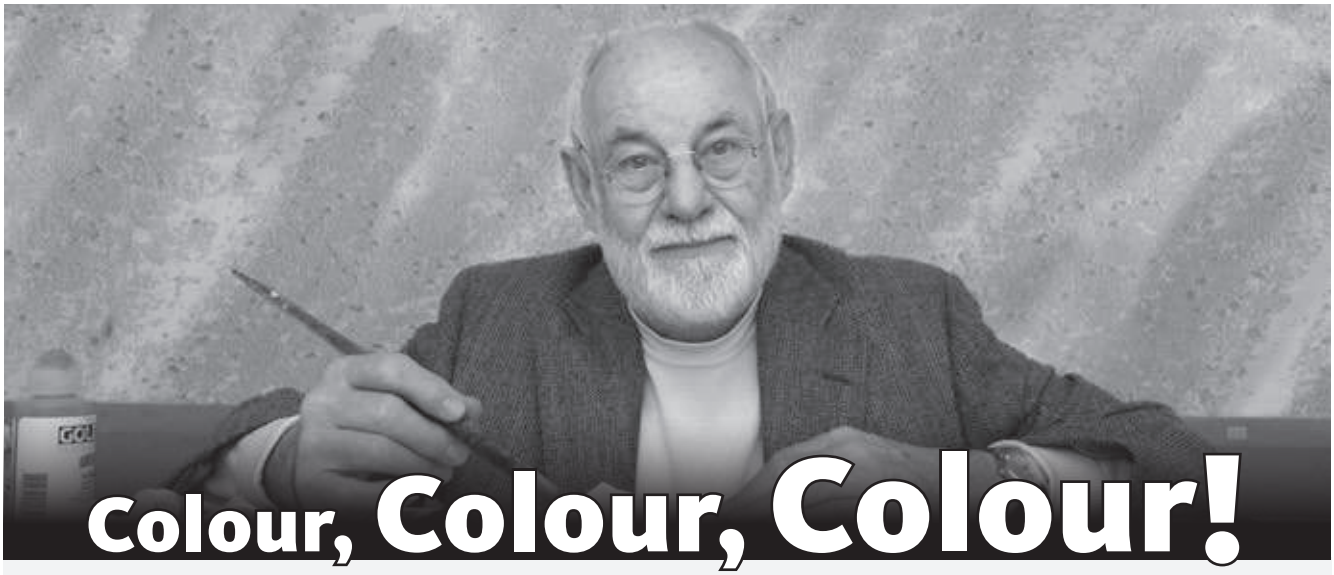
Possible answers: I like purple better than I like red.

I think green is a prettier colour than blue.

Green colours make me feel the safest.

Purple gives me the most energy.

**1** **Listen and read.** As you read, think about the order of events. 006



# Colour, Colour, Colour!

'Colour, colour, colour!' are the words of artist and illustrator Eric Carle. Eric is like royalty in the world of children's books. He has written over 70 children's books. His most famous book, *The Very Hungry Caterpillar*, is common on children's bookshelves all over the world. What most people don't know is that Eric makes art for adults, too. A lot of people do not know about Eric's 'ArtArt'. 'ArtArt' is what Eric's work for adults is called. People didn't know about it, because he didn't show it to the public until he was 84 years old!

Like Eric's children's books, his 'ArtArt' is full of bright, vibrant colours. He says that he loves colour so much because he missed it during the war in Germany. Eric was born in Syracuse, New York, in 1929, but moved to Germany with his family when he was six. When he was 10, World War II began. He noticed that all the houses and buildings in his town were painted grey, brown or dark green. It was a sad time, and it seemed like there was no colour anywhere.

At the end of the war, 'when colour came back', Eric explains, 'I just loved it so much. I keep saying that I wish our eyes could see more colour. Colour is a very important part of my work.'

Anyone who has seen Eric's books can see how important colour is to the artist. He paints bright colours on paper, cuts out shapes, and then glues them onto another piece of paper. This is no ordinary method – it is called *collage*. In fact, this method is what led Eric to his 'ArtArt'. He never planned on making art for adults, but when he saw all the extra pieces of colourful paper he had from cutting out shapes, he decided to make something out of them.

Eric's 'ArtArt' includes large collages as well as paintings, sculptures, photographs and even costumes. In all these works, he uses a rainbow of colours – everything from purple to light green to orange. Now that's a lot of colour!

**2** **Read.** Then tick **T** for *True* or **F** for *False*. Correct the false statements.

| | T | F |
|---|---|---|
| 1. Eric has created many books for adults. | ☐ | ☑ |
| 2. Most people know Eric's 'ArtArt'. | ☐ | ☑ |
| 3. *Collage* is a method of gluing coloured pieces of paper together. | ☑ | ☐ |
| 4. The colours used during the war represent sadness for Eric. | ☑ | ☐ |

1. Eric Carle has created many books for children.

2. Not many people know Eric's 'ArtArt'.

**3** **Read 'Colour, Colour, Colour!' again.** Use the events below to fill in the order of events and when they happened.

| | | |
|---|---|---|
| ~~**moved to Germany**~~ | **showed 'ArtArt' to public** | ~~**born**~~ |
| **'colour came back'** | **World War II began** | |

| Event | When It Happened |
|---|---|
| born | 1929 |
| moved to Germany | age 6 |
| World War II began | age 10 |
| 'colour came back' | after war |
| showed 'ArtArt' to public | age 84 |

**4** **Write.** You have read about the history of purple and the artist Eric Carle. What is similar about William Perkin's and Eric Carle's experiences while doing their work?

Answers will vary.

## GRAMMAR

### *The*: Identifying general and specific things

My friend started a new company. **The** company is called *Colour Works*.

**The** moon is glowing orange tonight.

**The** human eye can see over 10 million colours.

Can you pass me **the** green crayon?

We use the definite article *the* to refer to a specific noun. The noun is specific because

- it was mentioned before or it is known.
- we're referring to it in general.
- there is only one.
- we're providing information that makes it specific.

Use the indefinite article *a/an* to refer to something for the first time (*I bought a bright pink pen.*) or to refer to something that is not specific. (*Do you have a colourful dress for the party?*) You can't use *a/an* with plural nouns.

**1** **Read.** Circle the correct word.

1. **The** / **A** back wall of this art room is neon pink.
2. What's **the** / **a** name of this dark blue colour?
3. Our classroom has **a** / **the** colourful work station.
4. **The** / **A** moon is very bright in the night sky.
5. I bought **a** / **the** new pair of shoes. **The** / **A** colour of these shoes is light green.
6. Lucy wore **an** / **the** orange and green scarf. I didn't know she had one.

**2** **Fill in the blanks.** Use *the* or *a/an*.

1. The sign said to slow down, but Juan did not notice ___the___ warning.
2. Walking on green grass is ___a___ luxury for Linda because she lives in the desert.
3. Andi wants to start ___an___ online company that sells fabric dyes.
4. ___The___ wedding will be next Saturday afternoon. Ana is so nervous!
5. Have you ever seen violet clouds in ___the___ sky?
6. ___The___ French flag on the capitol building is very large.

**3** **Read Suki and Jake's blog.** Write your comments and advice. Make sure you use *the* and *a/an* in your response.

# Suki and Jake's Design Blog

Welcome to our blog! Some of you may have noticed that we want to repaint the school's art room. Mr Lee says he trusts us and gives the students full control. Jake and I started a committee. As leaders of the committee, we are nervous. We will make the final decision, but want to hear from the whole student body.

So far, some of the students say they like the room as it is. They like the bright colours and the fun photographs. But many others say we need a new look.

A common idea among several students is to paint a mural. Everyone can help. The question is, 'What will the mural be?' Another suggestion is that students enter design ideas into a contest. The winner will design the large side wall. And the runner-up will decorate the smaller front and back walls.

So, what will we do? Leave the art room as it is? Paint a mural? Create a contest in which the winners design the walls? Or something else?

**Sam**

I like the mural idea. It could be of the school flag!

**Lucy**

I agree that the art room needs a new look. I think the contest is a good idea.

## WRITING

An email includes a subject line, a greeting, an opening, a body, a closing remark and a sign-off. A subject line explains what an email is about in a few words. It also makes the person who receives it want to know more. The subject line is always the first line in an email.

Look at these examples of subject lines:

*Why orange is my favourite colour*
*I won't paint my bedroom blue*
*Guess what colour I painted my bedroom!*
*Did you know colours can change your mood?*

## 1 Organise.

1. Your task is to write an email about *your favourite colour*. Look through Unit 1 in your book to get some ideas about what colours you like, what connections you have to them, and how they make you feel.

2. Plan your writing. You'll need to begin with a subject line. It should explain why you are writing. Write your subject line here.

   _____

   Now write the opening and body of your email to a friend. Begin with your greeting. Then write a few sentences that relate to the subject line. Finally, write some closing remarks and a sign-off and sign your email.

3. Now fill in the email template.

| **To:** |
| --- |
| **From:** |
| **Subject:** |
| |

## 2 Write.

1. Go to page 23 in your book. Re-read the model and writing prompt.

2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.

3. Check your final draft. Share it with your teacher and classmates.

# Now I can ...

**1. talk about colours and why they are important.**

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

Give an example of a colour and what people usually associate it with.

Sample answer: Red is associated with danger.

Write a sentence that describes how colour can make you feel.

Sample answer: The colour yellow makes me happy.

**2. use comparatives and superlatives to compare two or more things.**

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

Write a sentence with a comparative about two colours or things.

Sample answer: Orange is brighter than green.

Write a sentence with a superlative about how one colour or thing is the most, the best, and so on.

Sample answer: Blue is the most popular colour in the world.

**3. use *the* to identify general and specific things.**

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

Fill in the blanks with *the* and *a/an*.

Sara bought an interesting painting. My favourite part of the painting is the sun.

The artist used the colour orange instead of yellow. It creates a happy feeling.

**4. write a personal email about my favourite colour.**

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

Write an email about another colour you like. The subject line should explain what the email is about. Remember to include a greeting, an opening, a body, a closing and a sign-off.

Answers will vary.

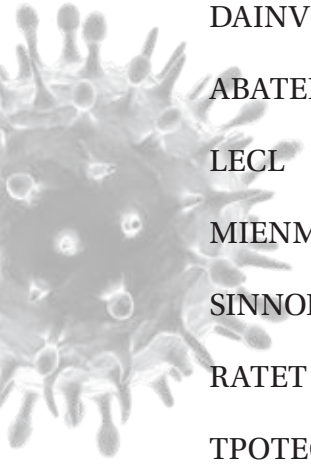
YOU DECIDE **Choose an activity.** Go to page 90.

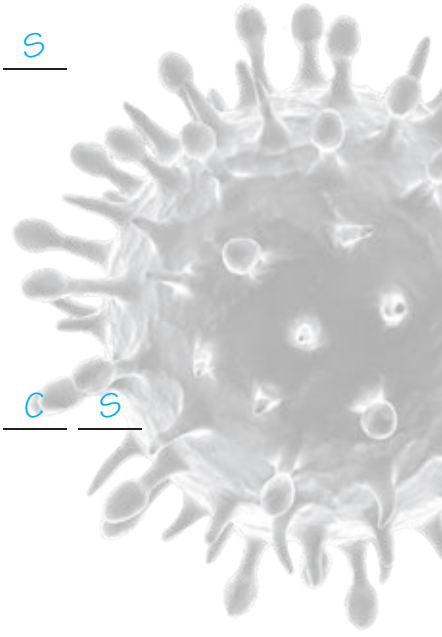
# Unit 2

# Feeling Good?

**1** **Unscramble the words.** Then write the letters in the circles to answer the question below.

| | |
|---|---|
| ISRVSEU | V I R U S E S |
| DAINVE | I N V A D E |
| ABATERIC | B A C T E R I A |
| LECL | C E L L |
| MIENMU MESTYS | I M M U N E S Y S T E M |
| SINNOFECTI | I N F E C T I O N S |
| RATET | T R E A T |
| TPOTECR | P R O T E C T |
| GISETD | D I G E S T |
| ROES | S O R E |
| TOCANITIBIS | A N T I B I O T I C S |
| MYPSTSOM | S Y M P T O M S |





How can you protect yourself from viruses?

V A C C I N A T I O N S

**2** **Match the word to its definition.** Write the letter on the line.

| | | |
|---|---|---|
| b | 1. bacteria | a. medicine that treats illnesses |
| e | 2. viruses | b. one-cell organisms that can be good for the body |
| a | 3. antibiotic | c. the body's defence against illness |
| c | 4. immune system | d. signs of illness |
| d | 5. symptoms | e. tiny organisms that need a host to survive |

**3** **Fill in the blanks.** Complete each sentence with a word from the box.

| | | | | |
|---|---|---|---|---|
| **antibiotics** | **bacteria** | **digest** | **disease** | **emotions** |
| **positive** | **survive** | **vaccinations** | **viruses** | |

1. When people feel ill and weak, they may be fighting a disease.
2. Illnesses are caused by bacteria / viruses and viruses / bacteria.
3. One way to protect against viruses is to get vaccinations.
4. Viruses cannot be treated with antibiotics.
5. Bacteria are cells that can survive inside and outside of the body.
6. Bacteria help us digest food and feel our emotions.
7. It's important to stay positive when we are ill.

**4** **Listen.** Circle the vocabulary word you hear being described. 007

| | | |
|---|---|---|
| **vaccinations** | **sore** | **symptoms** |
| **cells** | **invade** | **emotions** |
| **viruses** | **protect** | **bacteria** |
| **immune system** | **infections** | **illnesses** |
| **antibiotics** | **treat** | **positive** |

**5** **Listen.** Answer each question. You may look at the words from the lists above to help you. 008

Possible answers:

1. Some symptoms of a cold are a sore throat and sneezing.
2. People take antibiotics to treat bacterial infections.
3. Viruses can spread when you touch a person who has a virus.
4. People can get vaccinations to protect themselves against viruses.

## GRAMMAR

### Adverbs: Saying how and how often you do something

| | |
|---|---|
| Max **often** goes to bed after midnight. | **Often**, Max goes to bed after midnight. |
| He is **always** tired. | |
| Kara **sometimes** wakes up before 7.00. | **Sometimes**, Kara wakes up before 7.00. |
| She sleeps **well**. | |
| Caroline **occasionally** goes to bed by 9.00. | **Occasionally**, Caroline goes to bed by 9.00. |
| She **always** likes to be rested because she handles problems **better**. | |

Some adverbs answer the question '*How often?*' They usually go in front of the verb. (*He always sleeps late.*) Note that these adverbs follow the verb *to be*. (*He is always at home.*) Some adverbs answer the question *How?* They usually go after the verb. (*She sleeps well.*)

**1** **Listen.** Write the adverb you hear. Then tick whether it describes '*How?*' or '*How often?*' You will hear each sentence twice. 009

| Adverb | *How* | *How Often* |
|---|---|---|
| well | ✓ | |
| often | | ✓ |
| always | | ✓ |
| effectively | ✓ | |
| sometimes | | ✓ |
| quietly | ✓ | |
| usually | | ✓ |

**2 Complete the sentences.** Put the adverbs in the correct place.

1. If we _____ sleep enough , we'll stay healthier. (enough)
2. Usually , most/Most mammals need _____ a good night's sleep. (usually)
3. Some people rarely get _____ a good night's sleep. (rarely)
4. _____ , some/Some people fall asleep more easily than others. (easily)
5. When we _____ sleep poorly , we can get ill. (poorly)
6. When we _____ sleep well , we can think clearly. (well)
7. Humans sleep in beds, but chimpanzees usually sleep _____ in trees. (usually)
8. Chimpanzees carefully select _____ trees that look comfortable. (carefully)

**3 Put the words in the correct order to form sentences.**

1. positively / we / think / sleep / we / well / when

   When we sleep well, we think positively. / We think positively when we sleep well.

2. ill / enough / we / don't / when / sleep / get / we / can / easily / more

   When we don't sleep enough, we get ill more easily. / We get ill more easily when we don't sleep enough.

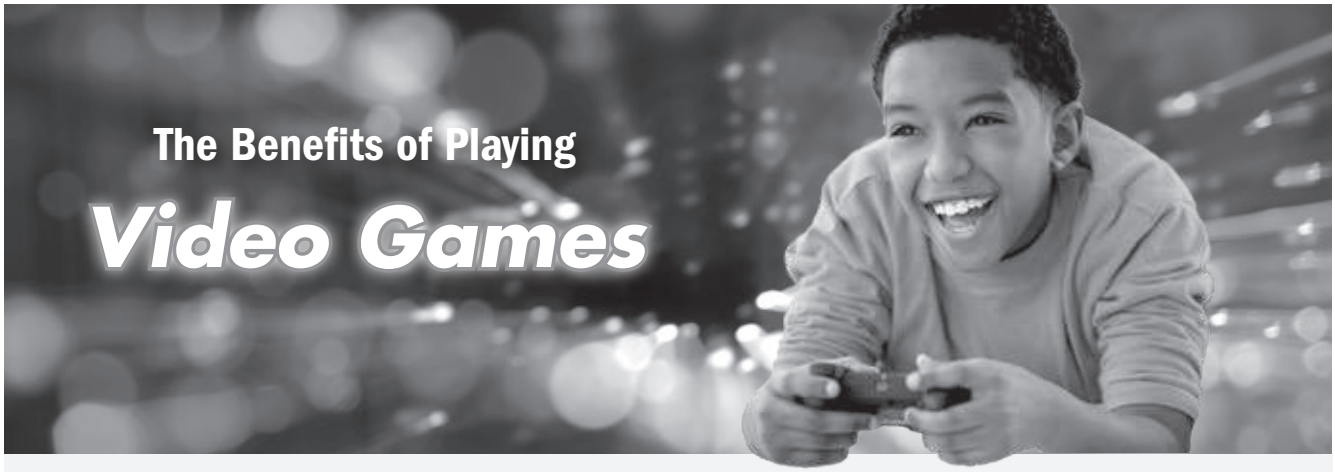
3. than / I / hours / sleep / more / for / rarely / seven

   I rarely sleep for more than seven hours.

4. for / sleep / I / sometimes / hours / ten

   Sometimes, I sleep for ten hours. / I sometimes sleep for ten hours.

**1** **Listen and read.** As you read, think about the main idea of each paragraph. 010



## The Benefits of Playing
# *Video Games*

[1] Imagine that somebody told you to play more video games. Would you wonder why? Well, believe it or not, video games can be good for you. Can you believe it? We often hear that video games are bad for you. But research now shows that video games can positively affect the adolescent brain.

[2] Studies show that when you play video games, your brain works faster. You also pay more attention and remember things better. These games can also help you make decisions and solve problems more quickly and easily.

[3] Another benefit of video games is that it can improve eyesight. Studies show that people who don't normally play video games improve their eyesight after a period of time playing them. In fact, doctors use video games to treat vision problems. For example, some people have one healthy eye and another that is not as strong. To strengthen the weak eye, people play video games and cover up the stronger eye.

[4] Video games can even lower stress and help adolescents with their emotions. Researchers say that video games with different social scenes provide young people with real-world emotional experiences. For example, players can feel excited about doing well or feel disappointed if things don't go their way. Players get to practise their emotions, so they are more prepared to handle them in the real world.

[5] Finally, video games can prepare adolescents for jobs. For example, young people who play video games often have strong technology skills. These skills will be more and more important as our world continues to become more and more technical and digitised.

**2** **Read.** Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

| | T | F |
|---|---|---|
| 1. We often hear about the bad effects of video games. | ☑ | ☐ |
| 2. Video games can treat infections. | ☐ | ☑ |
| 3. Players don't experience real-world emotions when they play video games. | ☐ | ☑ |
| 4. Video games can help you make decisions quickly. | ☑ | ☐ |

2. Video games can treat vision problems.

3. Players can experience real-world emotions when they play video games.

**3** **Read 'The Benefits of Playing Video Games' again.** Fill in the table with the main idea of each paragraph.

| Paragraph | Main Idea |
|---|---|
| 1 | Video games can have positive effects. |
| 2 | Your brain works faster when you play video games. |
| 3 | Doctors use video games to treat vision problems. |
| 4 | Video games help players experience real-world emotions. |
| 5 | Video games prepare players for jobs in technology. |

**4** **Write.** You have read about how the activities you do can affect your brain and overall health. Keep your readings in mind and answer these questions. Sample answers:

1. Apart from playing video games, name an activity that you spend a lot of time doing.

I play Sudoku a lot. / I play basketball every day.

2. What skills do you use for this activity?

I have to use logic and my memory.

I have to think and move fast. I also have to be strong.

3. How might this activity help you in the future?

It could help me be a good lawyer. / It could help me be a good firefighter.

## GRAMMAR

### *Make* + adjective: Saying what affects mood and feelings

| Subject | *Make* | Object | (feel) | Adjective |
|---|---|---|---|---|
| Some viruses | make | you | feel | ill. |
| A positive experience | makes | you | feel | happy. |
| Video games | can make | a person | feel | relaxed. |
| Exams | make | some students | feel | stressed. |

We use *make* + adjective to describe how a person feels as a result of something. The subject is the cause or the reason why a person feels a certain way.

**1** **Complete the sentences.** Use the correct form of *make*.

1. Eating well ___makes___ me healthy.
2. Viruses ___make___ people ill.
3. Antibiotics can ___make___ you feel better.
4. It ___makes___ me nervous when I get a vaccination.
5. Video games ___make___ people focused.
6. Taking a test can ___make___ you nervous.

**2** **Listen.** Complete the answer to each question. Use *make* or *makes* + an adjective from the word bank. 011 *Possible answers:*

**depressed** **excited** **happy** **hungry** **nervous** **sad** **sleepy** **stressed**

1. They ___make me happy___.
2. It can ___make me depressed___.
3. The doctor ___makes me nervous___.
4. Feeling ill ___makes me sad___.
5. Video games ___make me excited___.

**3** **Read Rob's letter that asks for school to start later.** Then write four sentences about how his plan will affect your mood or feelings. Use *make* or *makes* + an adjective in each sentence.

Dear School Board,

As the teachers and staff know, most students have trouble paying attention in the mornings. That is because we are young teens and need as much sleep as we can get. We cannot focus because not getting enough sleep makes us tired. I know this from personal experience. Also, I have read several studies that show that the adolescent brain needs a lot of rest.

I have a plan that I hope will make everyone happy. I think that school should start 30 minutes later. That way, students can sleep a little longer. This will make us more focused in the mornings. More sleep will also help us control our emotions. For example, it will help us respond to challenges more positively. More sleep can even make our immune systems stronger!

Will this make school end later? No. My plan suggests that we shorten each class by a few minutes. That will give us 15 more minutes. Also, we will end lunch 15 minutes early. School can then end at the same time.

I hope you will consider my plan. It would make me happy. I want to help my fellow students! Thank you for your time.

Sincerely,
Rob Martin

Possible answers:

Sleeping later will make me feel rested.

More sleep will make me focused.

Sleeping later will make me happy.

More rest will make me healthy.

A shorter lunch will make me feel rushed.

## WRITING

When you write a report, you provide information about a topic. Your report will be divided into different sections. Your topic will be the subject line. Then you will need to explain the purpose of the report. This will be your introduction. If your topic is *The Negative Effects of Stress*, each negative effect will be a different section.

Once you decide on the sections, present each one and support it with examples, facts, and statistics. Use the following phrases to help you organise your essay:

- additionally
- finally
- the final type / way
- another type / way
- another
- first
- to begin with
- one type / way

## 1 Organise.

1. Re-read the report on page 39 of your book. Your topic is *The Negative Effects of Stress*, so this is your subject line. Think of a sentence to explain the purpose of the report. This will be your introductory sentence. Think about the negative effects of stress. What are they? These will be your sections. List four here.

| Negative Effects of Stress | |
|---|---|
| _____ | _____ |
| _____ | _____ |

2. Organise your writing. Circle the phrase you want to use and write the effect (from above) and an example on the lines below:

| Phrases | Effect | Example |
|---|---|---|
| 1. to begin with / first | _____ | _____ |
| 2. additionally / one way | _____ | _____ |
| 3. another way / additionally | _____ | _____ |
| 4. finally / the final way | _____ | _____ |

## 2 Write.

1. Go to page 39 in your book. Re-read the model and writing prompt.
2. Write your first draft of the report. 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 things that affect my body and mind.**

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

How can sleep affect your health? Possible answers:

When you sleep, your body produces cells to fight infections.

How can stress affect your emotions?

Stress can make you feel nervous before a big test, but it can also keep you focused.

**2. use adverbs to talk about how and how often I do something.**

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

Put the adverbs in the correct place.

1. When people _____ sleep enough, they _____ don't become easily stressed. (enough / easily)
2. People who _____ sleep well, react to _____ challenges positively. (well / positively)

**3. use *make* + adjective to talk about how I feel.**

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

Use make + adjective to answer the questions.

How do you feel when you have a virus?

A virus makes me (feel) ill.

How do you feel before you take a test?

Taking a test makes me (feel) nervous.

**4. write a report about the negative effects of stress.**

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

Write three sentences of how stress affects people negatively. Use three phrases you learnt to organise your writing. Sample answer:

To begin with, stress can make a person feel uncomfortable. Additionally, when a person feels stressed, their body hurts / is very tense. The final way stress affects people negatively is that they can't sleep well.

YOU DECIDE **Choose an activity.** Go to page 91.

# Units 1–2 Review

**1** **Read.** Choose the correct answer.

1. Blue is a ____ colour.
   a. most common  b. common  c. more common than

2. The colour green makes people ____ the colour red.
   a. more relaxed than  b. the most relaxed  c. relaxed

3. Red flashing lights usually make people ____ than yellow lights.
   a. the most nervous  b. more nervous  c. nervous

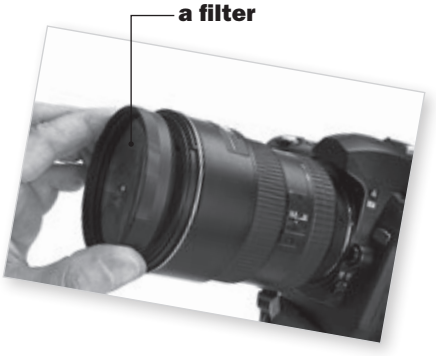
4. Yellow is one of ____ colours.
   a. bright  b. more brighter than  c. the brightest

5. Ari likes purple ____ blue.
   a. best  b. better than  c. better

6. Purple was once a ____ colour.
   a. more luxurious  b. the most luxurious  c. luxurious

**2** **Read about the first colour photograph.** Decide which answer (a, b or c) best fits each gap.

Did you know that photographs weren't always in colour? They were in black and white, or in (1) ___b___ brownish colour. (2) ___b___ scientist in Scotland took (3) ___a___ first colour photo in 1861. (4) ___a___ scientist's name was James Clerk Maxwell. (5) ___a___ photo he took was of (6) ___b___ colourful ribbon tied in a bow. To make the colour photo, he took three different photos. (7) ___a___ first photo was with a red filter. (8) ___b___ filter is like a window with colour he put over the camera's lens. (9) ___a___ next photo was in blue. And (10) ___a___ last photo was in yellow. When Maxwell put (11) ___a___ three photos together, he created (12) ___a___ very first colour photograph!




| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **1.** | a. the | b. a | c. an | **7.** | a. The | b. A | c. An |
| **2.** | a. The | b. A | c. An | **8.** | a. The | b. A | c. An |
| **3.** | a. the | b. a | c. an | **9.** | a. The | b. A | c. An |
| **4.** | a. The | b. A | c. An | **10.** | a. the | b. a | c. an |
| **5.** | a. The | b. A | c. An | **11.** | a. the | b. a | c. an |
| **6.** | a. the | b. a | c. an | **12.** | a. the | b. a | c. an |

**3** **Write.** Use the words to write one or two sentences. *Possible answers:*

1. enough / sleep / tired *When I do not sleep enough, I am tired.*
2. often / ill / immune system / strong *He is often ill. His immune system isn't strong.*
3. always / antibiotics / regularly *Always take antibiotics regularly.*
4. usually / vaccinations / protect / viruses *Vaccinations usually protect you from viruses.*
5. sometimes / wake up / easily *Sometimes, I wake up easily.*
6. occasionally / rest / quietly / my room *Occasionally, I rest quietly in my room.*
7. sleep / well / negative / experiences *When I don't sleep well, I have negative experiences.*
8. always / better / bed / early *I always feel better when I go to bed early.*

**4** **Write.** Change the sentences so that the meaning is the same. Use *make* or *makes*.

1. I feel ill when I eat onions.
   *Onions make me (feel) ill.*
2. I am happy when I have positive experiences.
   *Positive experiences make me (feel) happy.*
3. Some students feel stressed when they have exams.
   *Exams make some students (feel) stressed.*
4. Most people feel ill when they have a virus.
   *Viruses make most people (feel) ill. / A virus makes most people (feel) ill.*
5. I feel nervous when I get a vaccination.
   *Getting a vaccination makes me (feel) nervous. / Vaccinations make me (feel) nervous.*
6. Some people are relaxed when they play video games.
   *Video games make some people (feel) relaxed. / Playing video games makes some people (feel) relaxed.*
7. When I study maths, I feel focused.
   *Maths makes me (feel) focused. / Studying maths makes me (feel) focused.*

# Unit 3
# Your Virtual Self

**1** **Follow the steps.** Then fill in the words that are left to show the secret message.

| | | |
|---|---|---|
| **machine** | **information** | **communicate** |
| **access** | **tools** | **instant** |
| **improve** | **constant** | **digital** |
| **technology** | **ability** | **location** |

1. Cross out the words that begin with 'i'. improve, instant, information
2. Cross out the word that means 'to share information'. communicate
3. Cross out the word that means 'place'. location
4. Cross out the word that means 'the power or skill to do something'. ability
5. Cross out the word that completes this sentence: _____ extend our physical abilities. tools
6. Cross out the word that completes this sentence: A car is an example of a _____ that we use to make our lives easier. machine

**Secret Message:**

Digital technology gives people
constant access to one another.

**2 Match the word or phrase to its definition.** Write the letter on the line.

| | | |
|---|---|---|
| b | 1. to take over | a. without stopping |
| d | 2. to improve | b. to take control of |
| e | 3. instant | c. a way of reaching someone or entering a place |
| a | 4. constant | d. to make better |
| c | 5. access | e. happening very quickly |

**3 Listen.** Circle **T** for *True* or **F** for *False*. 012

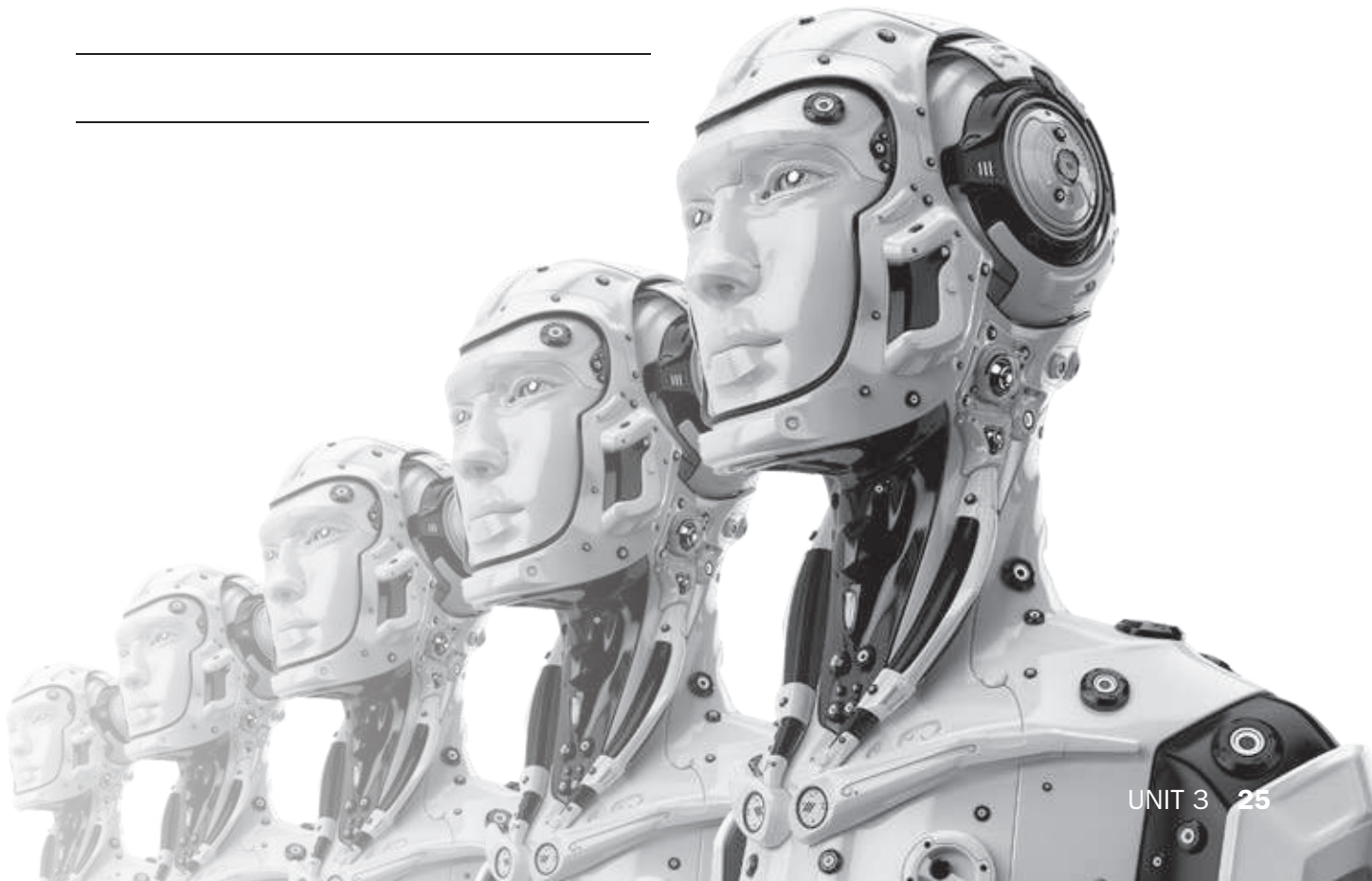
| | | | | | |
|---|---|---|---|---|---|
| 1. | (T) | F | 4. | T | (F) |
| 2. | (T) | F | 5. | (T) | F |
| 3. | T | (F) | 6. | (T) | F |

**4 Listen again.** Correct the false statements. 013

Possible answers:

3. Amber Case says we rely on technology all the time.

4. Technology interferes with our ability to be alone.



## GRAMMAR

### Modals: Expressing obligation, advice and permission

**Obligation**
Students **have to/must** turn off their phones during tests. They don't have to turn off their phones between lessons.

**Advice**
Students **should** put away their mobile phones in class. They **shouldn't** let their phones interfere with their studies.

**Permission**
**Can** students use their computers to go online during lessons? They **can/may** if it is for that lesson. They **can't/may not** go online to access social media.

*Have to* and *must* show obligation, while *don't have to* shows there is no obligation. *Should/shouldn't* show advice. *Can* and *may* show permission, while *can't* and *may not* show there is no permission. Note that we use *can/can't* a lot more often than we use *may/may not*.

**1** **Read.** Circle the word that completes each sentence.

On social media, we (1) **should** / **can** connect and communicate with others. And we (2) **may** / **have to** find people with similar interests. We (3) **must** / **can** share ideas with our new friends even if we aren't in the same location. Even though we don't see our new friends face to face, they (4) **must** / **can** become important people in our lives. This is why social media (5) **can** / **should** be so amazing. We all (6) **should** / **have to** be thankful to technology for bringing people together. With social media, it (7) **can't** / **shouldn't** be hard for anyone to be connected.

**2** **Write.** Write three sentences using the means of expression in brackets.

1. (show obligation) Sample answers: Students must focus on their studies.
2. (give advice) You shouldn't write anything you will regret on social media.
3. (give permission) You can come to my house and use my computer.

**3** **Listen.** Write your answers using *have to*, *must*, *should*, *can* or *may*. You can also use the negative forms. 014

1. You should create a safe password.
2. Possible answers: You should choose something you already know, like your email address.
3. You shouldn't choose something that others will be able to guess.
4. You should change your username and password immediately.
5. You can tell them you're not interested, but you shouldn't say anything mean.
6. You should create a social media account.
7. You may/can use mine. / You can use a computer at the library.

**4** **Write.** Think of rules and advice for using media in the classroom. Use at least one word from the box and *have to, must, should, can* or *may* for each rule. You can also use the negative forms.

| | | | | |
|---|---|---|---|---|
| **access** | **communicate** | **digital** | **information** | **interfere** |
| **Internet** | **private** | **share** | **social media** | **technology** |

1. We can be on social media until class starts.
2. Possible answers: We shouldn't share private information with anyone online.
3. Technology should never interfere with our studies.
4. We must turn off all digital devices during class.
5. We may access the Internet any time for classwork.
6. During group activities, we have to communicate face to face.

**1** **Listen and read.** As you read, think about tasks you want, or don't want, robots to do in your home. 015

# Robots Working in Your Home?

Cyborg anthropologist Amber Case says that today, most people are like cyborgs. She says that although we are human, we are also part machine. We're part machine because we rely on technology so much.

Computers and phones do a lot of our thinking for us. They work out calculations, they correct what we write, they even predict what we want to say and finish our words. Artificial intelligence, or AI, is very close to human intelligence, and some say AI is even more intelligent than many humans. So, if we are cyborgs, what is a machine that has human abilities and features? A robot?

Robots, or robotic machines, build and assemble things in factories. They are digitally programmed to do specific jobs, like put together the parts of a car. These robots do the same task over and over again. They can do jobs that humans used to do, but they are not like humans at all. They are just very fancy tools.

However, scientists are making new kinds of robots. These robots are programmed to act like humans. Some even look like humans. They can communicate with us and do many different tasks. The purpose of some of these robots is to take over human jobs in our homes, schools and at work. For example, there are robots that can babysit, take care of old people, and take and deliver food orders. Someday, robots may even be able to cook our meals and fold our laundry!

These robots do not fit the definition of the 'calm technology' Amber talks about. Instead of working quietly in the background, these human-like robots will constantly be around us. Will the jobs these robots do improve our lives? Will their constant interruptions to our private lives be worth it? Will the AI these robots use become indispensable and even replace human intelligence one day? We may have to try living with one before we know for sure.

**2** **Read each statement.** Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

| | T | F |
|---|---|---|
| 1. Robots are part human and part machine. | ☐ | ☑ |
| 2. Robots have the ability to take care of people. | ☑ | ☐ |
| 3. Someday, we will be able to communicate with robots. | ☑ | ☐ |
| 4. Human-like robots are a kind of 'calm technology'. | ☐ | ☑ |

Possible answers: 1. Robots are only machines. / Cyborgs are part human and part machine.

4. Human-like robots are not a kind of 'calm technology'.

**3** **Read 'Robots Working in Your Home?' again.** Write a list of tasks and activities that you or others do in your home. Then tick whether you would like a robot or a human to do that task or activity. Possible answers:

| Task or Activity | Robot | Human |
|---|---|---|
| Play games with me | | ✔ |
| Do laundry | ✔ | |
| Clean the floor | ✔ | |
| Tuck me into bed | | ✔ |
| Cook my dinner | | ✔ |

**4** **Write.** You have read about calm technology and robots working in your home. Which would you like to have? Why?

Answers will vary.

## GRAMMAR

### *Must*, *might* and *can't*: Expressing certainty

| | |
|---|---|
| He **can't** email you tonight. He hasn't got access to the Internet. | very certain, impossible |
| There **must** be two people with the same username. That's not the same person I saw on social media yesterday. | very certain, sure |
| The information on that website **might** be wrong. I don't believe that horses have got two stomachs. | mostly certain, possible |

We use *must*, *might* and *can't* to express how sure we are that something is true. Use *can't* when something is impossible. Use *must* when you are certain that something is true. Finally, use *might* when you are mostly certain about something. *Might* doesn't show as much certainty as *must* and *can't*. Note that we don't usually use *can* or *mustn't* to express certainty.

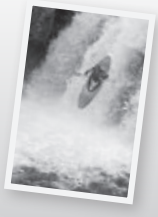
**1** **Read.** Circle the word that best completes each sentence.

1. Juan **might** / (**must**) have an unusual username. He never remembers it.
2. Amelia loves her cat so much. Her password (**might**) / **can't** be her cat's name.
3. I read on three websites that horses have got one stomach. It (**must**) / **can't** be true.
4. Her little brother **might** / (**can't**) be the same age as my sister. Her brother is in Year 7 and my sister is in Year 10.
5. Some robots (**might**) / **must** have the ability to play football. Check a few sources to find out.

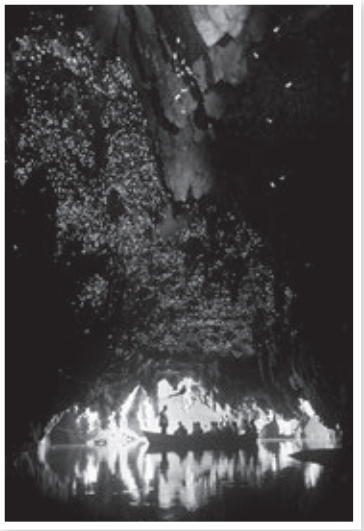
**2** **Listen.** Some statements are true and some are false. Use *must*, *might* and *can't* to write what you believe. 016

1. That can't be true. The average mobile phone can last a few hours without recharging it.
2. Sample answers: That can't be true. My cat had five kittens!
3. That might be true. I think that is about half of the world's population.
4. That might be true. I remember reading that once.
5. That must be wrong. We just learnt that most people are connected to their gadgets all the time.

**3** **Read Helen's blog.** Write two responses. Use *must*, *might* and *can't* to write what you do and don't believe.



## Helen's Travel & Adventure Blog



Hello Friends! Today I want to tell you about my dad's trip to New Zealand. He went for work. It took him three days to get there. He said he didn't sleep at all on the plane. But that can't be true. My dad falls asleep reading while on his computer all the time. He even fell asleep at the dinner table once! My dad must be the sleepiest person in the world.

On his day off, my dad went on an adventure. He floated down a river flowing through a cave. There were even waterfalls as tall as buildings in the cave! Can you believe that? I didn't at first, but it must be true. My dad always tells the truth.

But that's not all. There were twinkling lights all over the cave. Dad said they looked like stars. But guess what? They were worms! Glow worms! He said that New Zealand might be the only place in the world with glow worms like the ones he saw.

Check back next week. A special guest is going to write about one of our national parks!

**Kenji**

The journey can't take that long. It only takes about 20 hours to get to New Zealand.

**Mari**

Sounds like a great trip. By the way, my big brother might be sleepier than your dad!

## WRITING

In an opinion essay, we want to tell others what we believe about a topic. We express our opinions, and then support those opinions with facts. We find facts in books and on the Internet. We must make it clear when we're stating a fact and when we're expressing an opinion.

When we express an opinion, we say things like:

- I believe ...
- I think ...
- It seems like ...

When stating a fact, we say things like:

- In fact ...
- For example, ...
- Research shows ...

## 1 Organise.

1. Your topic is *Can we live without our smartphones?* Look through the unit in your book to find facts that support your overall opinion about our use of smartphones and technology. Look on the Internet to find more facts. Make a list of facts and your opinion about the topic in the table below.

| My Opinion | Facts |
|---|---|
| | |

2. Plan your writing. You'll need a topic sentence that describes what the topic of your essay is. Write your topic sentence here:

   _____

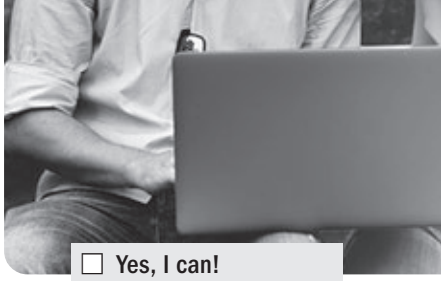
   Next, you'll need two or three paragraphs for your essay. Write your opinion and support it with facts.

   Finally, you will need a concluding paragraph. It will express your overall opinion, or argument, in different words.

## 2 Write.

1. Go to page 57 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 technology affects our lives.**

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

Use words from the box to write two sentences about technology.

| access | ability | communicate | constant | digital | information | location | social media |
|---|---|---|---|---|---|---|---|

Sample answers: Digital technology gives us constant access to others.

Social media gives us the ability to communicate with people in far away locations.

**2. use modals to talk about obligation, advice and permission.**

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

Write one sentence in which you give someone permission to do something.

Sample answers: You can / may use my computer to get onto the Internet.

Write one sentence in which you give someone advice about how to take time away from technology.

You should turn off your smartphone for two hours every day.

**3. use *must, might* and *can't* to express certainty.**

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

Fill in the blanks with *must, might* or *can't*.

Your dad must be a really good cook. You always tell me about the great food he makes.

That gift can't be from Uncle Mark. He never remembers my birthday.

**4. write an opinion essay about smartphones.**

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

I think we (can / can't) _____ live without our smartphones because ...

Answers will vary.

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

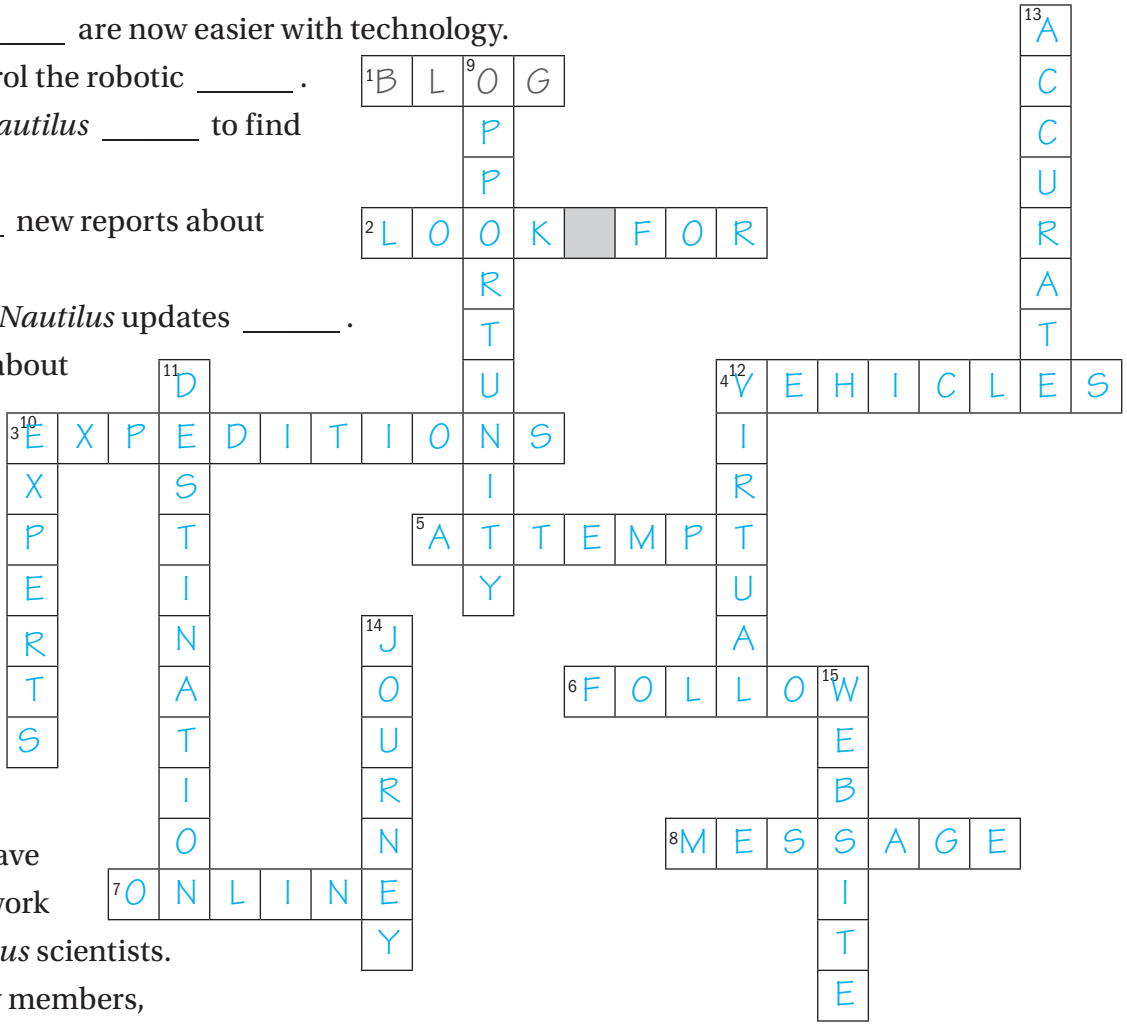
# Unit 4

# Underwater Mysteries

**1** **Read the sentences.** Then complete the puzzle. You can use your textbook (pages 62–63), for help.

### Across

1. I check *Nautilus*'s _____ every day for updates.
2. *Nautilus*'s robots _____ things at the bottom of the sea.
3. Underwater _____ are now easier with technology.
4. Scientists control the robotic _____ .
5. Scientists on *Nautilus* _____ to find shipwrecks.
6. I like to _____ new reports about *Nautilus*.
7. I can check for *Nautilus* updates _____ .
8. To learn more about *Nautilus*, you can send a _____ to the crew.




### Down

9. Some people have an _____ to work with the *Nautilus* scientists.
10. *Nautilus*'s crew members, like Katy Croff Bell, are underwater _____ .
11. I wonder what *Nautilus*'s next _____ will be?
12. People can be _____ travellers on *Nautilus*.
13. *Nautilus*'s crew communicates with others to make sure their information is _____ .
14. It would be exciting to go on an underwater _____ .
15. For more information, you can look on *Nautilus*'s _____ .

**2** **Listen.** Circle **T** for *True* or **F** for *False*. 017

| | | | | | |
|---|---|---|---|---|---|
| 1. | T | (F) | 4. | T | (F) |
| 2. | (T) | F | 5. | T | (F) |
| 3. | (T) | F | 6. | (T) | F |

**3** **Listen again.** Correct the false statements. 018

1. A journey is a long trip.

4. An accurate fact is not based on a guess.

5. When we attempt to do something, it means we are trying.

**4** **Fill in the blanks.** Use the correct form of the words from the box.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **attempt** | **expeditions** | **expert** | **find out** | **look for** | **make sure** | **online** | **opportunity** | **website** |

I wanted to learn more about underwater exploration. I (1) looked for information (2) online and found an interesting (3) website. I (4) found out that the first underwater (5) expeditions were limited by how long the explorer could hold his breath. Explorers wanted the (6) opportunity to spend more time underwater. As early as the 1700s, explorers (7) attempted to build underwater suits. They had to (8) make sure that they could breathe underwater. In 1943, Jacques Cousteau, perhaps the most famous underwater (9) expert, built a diving suit called an Aqua-Lung. It was very similar to the diving suits we use today.

**5** **Write.** Imagine you are going on an underwater expedition. Write three sentences using at least one of the words from the box in each sentence.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **blog** | **destination** | **expert** | **follow** | **journey** | **messages** | **preparation** | **transmit** | **virtual** |

Sample answers: The preparations for my journey take a long time.

The destination is in the middle of the Indian Ocean.

On our way, we transmit messages to experts on land.

## GRAMMAR

### *Used to* and *would*: Talking about habits in the past

**Did** you **use to** watch programmes about the sea as a child?

No, I never **used to** watch those programmes.

I **didn't use to** watch television at all.

Years later, when my cousin **used to** go scuba-diving, I became interested in the sea.

Where **did** she **use to** go scuba-diving?

She **used to** / **would** go diving at the beach by the school.

Both *used to* and *would* are used to talk about habits in the past. If the sentence has *did*, use *use to*. Otherwise, use *used to* or *would*.

However, *used to* is only possible with verbs like *be*, *live* and *have*.

**1** **Read.** Circle the correct form.

1. Did it **use to** / **used to** take a long time to get ready for an underwater expedition?
2. The crew **used to** / **use to** start each day with a list of things to do.
3. Each explorer **use to** / **used to** be responsible for certain items on the list.
4. The first thing they **use to** / **would** do was to check that everything was in place.
5. If they were missing something, they **would** / **use to** quickly look for what they needed.
6. When did they **use to** / **used to** get together?

**2** **Complete the sentences.** Use *used to*, *would* or *use to*.

1. Did you use to read books about the sea?
2. Meag used to / would read dozens of books about the sea.
3. Every week, she would / used to go to the library to look for books.
4. All the books would / used to be about ocean wildlife and underwater exploration.
5. She didn't use to look for books about anything else.
6. She used to / would come home with at least ten books.
7. Each night, Meag used to / would look at the pictures and read her books before bed.
8. In the morning, she used to / would tell her dad all about everything she learnt.

**3** **Listen.** Re-write the sentences you hear with *used to* or *didn't use to*. 019

1. Before aeroplanes, people didn't use to travel across the Atlantic too often.
2. How did they use to travel?
3. Did they use to travel by ship?
4. A journey on a ship used to take weeks or months.
5. Such travels used to be dangerous much of the time.
6. Passengers used to have a lot of luggage.
7. Travellers used to return home only months later.

**4** **Write.** Think about what travel by ship, train or on horseback used to be like. Write four new sentences with *used to* or *would*.

Sample answers: To travel by ship used to take a really long time.

Travel on horseback used to be dangerous.

People would spend months travelling by ship.

There were no aeroplanes, so people would take trains.

**1** **Listen and read.** As you read, think about the author's purpose. 020

# Under Cuban Waters: An Ancient City or a Natural Formation?

In 2001, underwater explorers found something interesting. Off the western coast of Cuba, they discovered huge stone structures on the ocean floor. At first, they thought the structures were man-made carvings. Was it an ancient city from thousands of years ago? They weren't sure.

The explorers wanted to examine the structures more carefully. They sent a robot 600 metres (2,000 feet) down to take pictures and film the site.

They found out that the site included smooth blocks with right angles, pyramid shapes, and some circular shapes. Some experts believe that the formations are more than 6,000 years old. That's older than the pyramids in Egypt! Paulina Zelitsky is the main explorer who found the structures. She says, 'It's a really wonderful structure which really looks like it could have been a large urban centre.'

Other researchers, however, aren't so sure. Some say the structures are too deep. They ask, 'How did they get there?' They suggest that, over centuries, nature carved the shapes. Cuban marine geologist Manuel Iturralde says that nature can create some really wonderful formations.

Manuel has studied many underwater structures and formations in his career. Still, he cannot accurately identify the formations as natural. He agrees that they are very unusual, and he would have difficulty explaining how they formed naturally.

So, what are these structures under Cuban waters? Are they the remains of an ancient city? Or, are they natural formations? We may never know for sure.

**2** **Read.** Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

| | T | F |
|---|---|---|
| 1. Manuel believes that the site contains the remains of a city. | ☐ | ☑ |
| 2. A special robot took photos and filmed the site. | ☑ | ☐ |
| 3. Some experts believe the formations are 5,000 years old. | ☐ | ☑ |
| 4. We are not sure whether the site is natural or man-made. | ☑ | ☐ |

Sample answers: Manuel is not sure whether the site is natural or man-made.

Some experts believe that the formations are over 6,000 years old.

**3** **Read 'Under Cuban Waters' again.** What are the two main points the author discusses? What is the author's purpose? Fill in the diagram below. Sample answers:

| Point 1 | Point 2 |
|---|---|
| The underwater site in Cuba may be a man-made city. | The underwater site in Cuba may be formations created by nature. |
| **Author's purpose:** | |
| To explain different ideas about what caused the interesting underwater structures off the coast of Cuba. | |

**4** **Write.** There are differences between the Cuban site and Dive Bahrain site that you read about in your book. What are the similarities? If you could explore either site, which would you choose? Why?

Answers will vary.

## GRAMMAR

**Past simple: Describing past actions**

People **built** the Transcontinental Railroad **more than one hundred years ago**. It **was** a big job!

**In 2020** Dive Bahrain **submerged** a plane off the coast of Bahrain.

**Didn't** Mel **start** a blog about underwater explorers **last spring**?

**Did** you **run** in that race **a week ago**? My brother and I **planned** to, but we **didn't run**.

We use the past simple to talk about actions or situations that started and finished in the past.

We often use phrases that show the past: *in 1987, a week ago, last spring*.

**1** **Listen.** Change the verbs you hear to the past. 021

1. looked for
2. saw
3. didn't reach
4. identified
5. Did he follow
6. was
7. transmitted
8. studied
9. discovered
10. made sure

**2** **Write sentences about the past using the phrases and verbs.** Sample answers:

1. (more than 20 years ago, marry) My parents married more than 20 years ago.
2. (last week, study) I studied a lot last week. / Last week, I studied a lot.
3. (two years ago, be) Two years ago, I was ten years old. / I was ten years old two years ago.
4. (in August, find) In August, *Nautilus* found an interesting discovery.
5. (in 2015, follow) In 2015, I followed *Nautilus*'s blog. / I followed *Nautilus*'s blog in 2015.
6. (last summer, visit) I visited my cousins last summer. / Last summer, I visited my cousins.
7. (in April, examine) In April, experts examined remains they found under the sea.
8. (a month ago, start) *Nautilus* started a new journey a month ago. / A month ago, *Nautilus* started a new journey.

**3** **Read Marissa's blog.** Write back to her and tell her about a time you saw or found something new or interesting.

Hi, friends! Today I want to tell you about my visit to Puerto Rico. Last summer, I visited my cousin Luis there. Luis took me swimming every day. One day, he showed me something special. He made sure we each had a pair of swimming goggles. We swam just a few metres from the shore. Below us were a lot of rocks. I followed him as he dived under the water. When I opened my eyes, Luis pointed to some strange things all over the rocks. They were spiky and purple! I didn't know what they were. Then I found out that they were sea urchins! Luis helped me carefully pick one up. It didn't hurt me. It was so cool to examine. I had never seen anything like a sea urchin before! Luis told me that people eat their eggs, but we decided to leave them in the sea. I was very happy that Luis showed them to me.

Now, I want to hear from you! Did you recently find or discover something new? When was it? What happened? Thanks!

## WRITING

To write an effective blog post, you should choose an interesting subject. You should also consider your purpose and target audience. Remember that you need to use special words and phrases to present your ideas or different points of view.

*When people think of Bahrain, they picture beautiful beaches, luxury shopping malls, incredible architecture, wonderful traditions and great food.* ***However****, there's so much more!*

***Even though*** *no one lives there now, you can visit the islands and local fishermen can fish in the nearby waters.*

- although
- at the same time
- but
- even though
- however
- instead
- on the other hand

## 1 Organise.

1. Your task is to write a blog post about *a holiday destination from your country*. You will need to present different, or contrasting, features and/or points of view about this place. Answer these questions:

   Where is the place?

   _____

   Who did you go with?

   _____

   When did you go?

   _____

   What was special about this place?

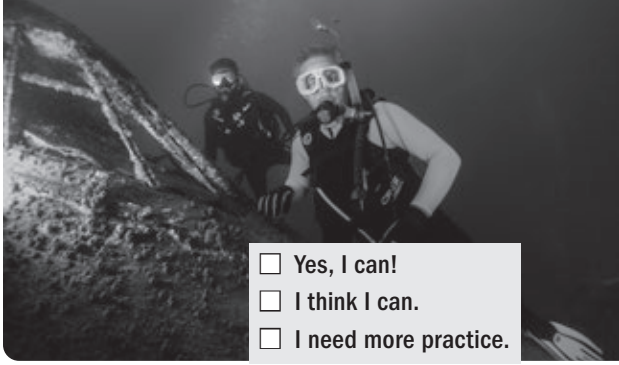
   _____

2. Now choose which words or phrases you plan to use to present your ideas or different points of view. Circle the ones you want to use at the top of the page.

## 2 Write.

1. Go to page 73 in your book. Re-read the model and writing prompt.
2. Write your first draft of your blog post. 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 underwater exploration.**

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

What kinds of things do underwater explorers find?

Possible answers: Underwater explorers find underwater volcanoes and unusual rock formations.

How has underwater exploration changed with recent technology?

Underwater exploration has changed because explorers can now transmit messages to people on land.

**2. use *used to* and *would* to talk about habits in the past.**

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

Write two things that scientists used to do when exploring oceans in the past.

Possible answers: They used to hold their breath under the water.

They would be at sea for many weeks at a time.

**3. use the past simple to describe past actions.**

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

Write a statement, a question and a negative statement using the past simple. In each sentence, use a phrase that shows the past.

Possible answers: I swam in the sea a week ago.

I didn't send a message to my cousin yesterday.

In 1992, where did you find the remains of the stone structure?

**4. write a blog post about a popular place to visit in Bahrain.**

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

Choose a place different from the one you wrote about in your blog post. Write an opinion about it. Then write a sentence with a different point of view.

Sample answer: Some people say that Al Muharraq is the best city to visit because of its traditional market. However, there are many other cities to visit!

YOU DECIDE **Choose an activity.** Go to page 93.

# Units 3–4 Review

**1** **Read the list of rules for the library.** Choose the correct answer.

1. Guests ____ turn off the sound on their mobile phones while in the library.
   a. may  b. shouldn't  c. must
2. If guests need to talk on the phone, they ____ go outside so they do not interrupt others.
   a. should  b. don't have to  c. may
3. These are not private computers. Anybody ____ use them.
   a. must  b. may  c. should
4. Each user ____ spend more than 30 minutes at a time on the computers.
   a. doesn't have to  b. shouldn't  c. can
5. When you have finished using the computer, you ____ log out.
   a. must  b. can  c. may
6. Guests ____ also access the Internet on their own devices with a password from the librarian.
   a. should  b. must  c. can
7. There is a digital copy machine that guests ____ use on the second floor.
   a. must  b. may  c. should
8. You ____ use the copier to make more than a few copies.
   a. shouldn't  b. don't have to  c. must
9. For more information about the technology or machines at the library, guests ____ ask at the front desk.
   a. have to  b. can't  c. may

**2** **Listen to the statements.** Some are true and some are false. Use *must, might* and *can't* to write what you believe. 022

That might be true. Dogs have very sensitive noses.

Sample answers: That can't be true. Apple sauce would make a mess in space!

That might be true. I know some cultures that don't use toothbrushes.

That can't be true. Back then computers were as big as rooms!

That must be true. Technology changes so fast that there is always something new.

That can't be true. Everyone I know opens their texts immediately.

## 3 Read. Then choose the best answer to fill in each blank.

I (1) b be interested in the *Titanic* when I was younger. The *Titanic* (2) c a British passenger ship on a journey across the Atlantic Ocean. It never (3) c its destination. It (4) a in the North Atlantic in 1912. Its remains are still at the bottom of the sea. The other day, my mum (5) b she (6) a interested in the *Titanic* as a child, too. She and her brothers (7) c go to the library every day after school. She always (8) a this opportunity to look for books about the *Titanic*. She (9) a to me that when she was my age, most people (10) c computers. People (11) b go online whenever they wanted to. If people wanted to find out about something, they usually (12) a go to the library.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **1.** | a. would | b. used to | c. use to | **7.** | a. used | b. use | c. would |
| **2.** | a. is | b. would be | c. was | **8.** | a. took | b. take | c. takes |
| **3.** | a. reach | b. reaches | c. reached | **9.** | a. explained | b. explain | c. explains |
| **4.** | a. sank | b. sinks | c. sink | **10.** | a. had | b. used to have | c. didn't have |
| **5.** | a. say | b. said | c. says | **11.** | a. can't | b. couldn't | c. could |
| **6.** | a. was | b. is | c. were | **12.** | a. had to | b. have | c. has |

## 4 Re-write the sentences using *used to* or *use to*.

1. Before technology, were underwater expeditions more dangerous?
   Before technology, did underwater expeditions use to be more dangerous?

2. How long did explorers spend on an expedition?
   How long did explorers use to spend on an expedition?

3. How did experts examine remains under the water?
   How did experts use to examine remains under the water?

4. They did not have diving suits like we have today.
   They didn't use to have diving suits like we have today.

5. They took a long time to make careful preparations.
   They used to take a long time to make careful preparations.

6. Ships did not always make it to their destinations.
   Ships didn't always use to make it to their destinations.

# Unit 5

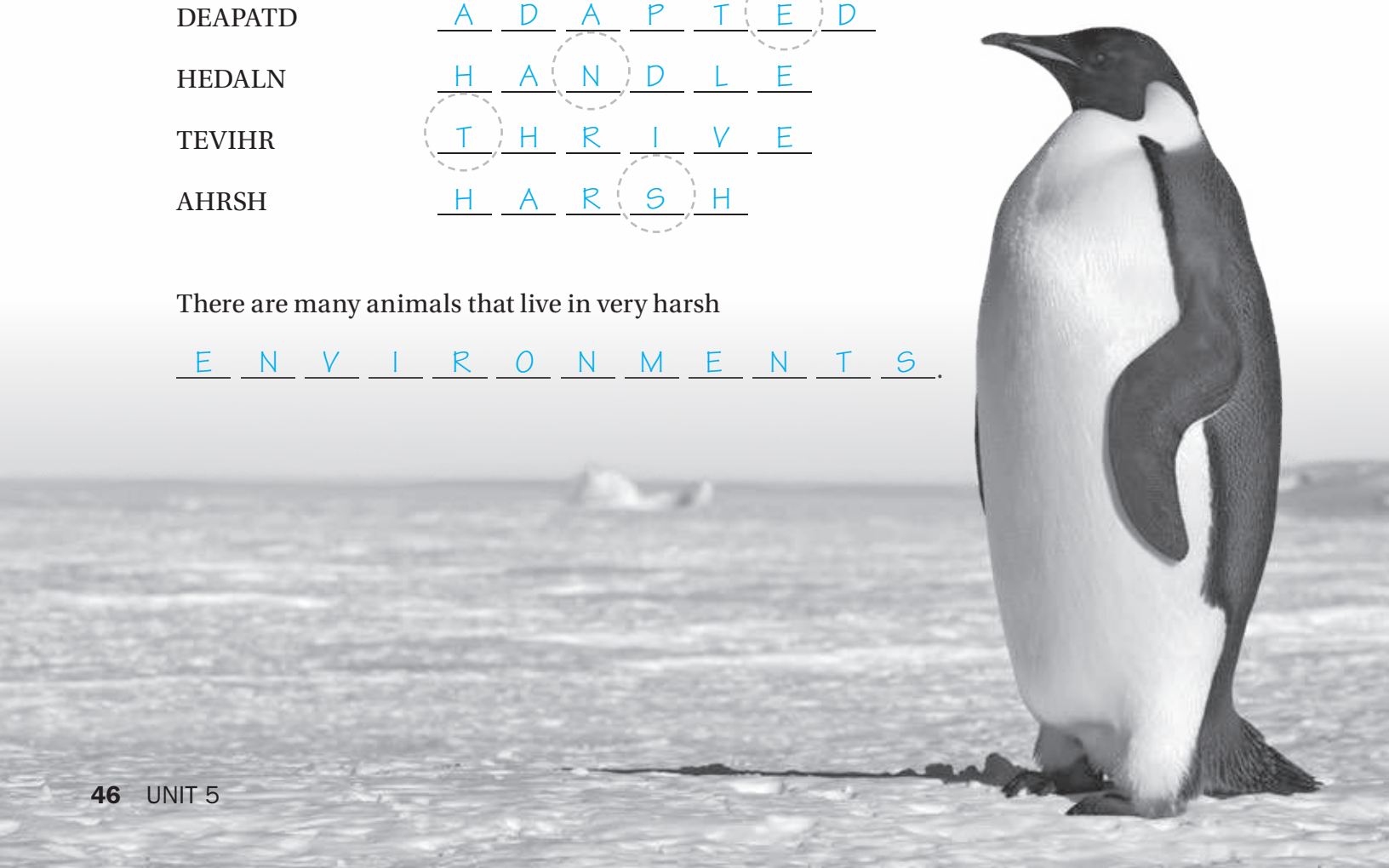
# Life in the Extreme

**1** **Unscramble the words.** Then use the letters in the circles to complete the sentence below.

| | |
|---|---|
| EIFL | L I F E |
| NOXGEY | O X Y G E N |
| VLEEL | L E V E L |
| CATPILY | T Y P I C A L |
| ERAVYIT | V A R I E T Y |
| CKAL FO | L A C K O F |
| TICONIONSD | C O N D I T I O N S |
| SALMAMM | M A M M A L S |
| DEAPATD | A D A P T E D |
| HEDALN | H A N D L E |
| TEVIHR | T H R I V E |
| AHRSH | H A R S H |

There are many animals that live in very harsh

E N V I R O N M E N T S.



**2 Match the word to its definition.** Write the letter on the line.

| | | |
|---|---|---|
| c | 1. thrive | a. change, get used to |
| d | 2. lack of | b. surroundings |
| b | 3. environment | c. do well |
| e | 4. typical | d. not enough |
| a | 5. adapt | e. usual, normal |

**3 Read.** Complete the sentences with words from the box.

| | | | | |
|---|---|---|---|---|
| **adapt** | **conditions** | **creatures** | **harsh** | **mammals** |
| **oxygen** | **remarkable** | **thrive** | **variety** | |

(1) Mammals, such as polar bears, are not the only kind of animals that can live in (2) harsh (3) conditions. There is a (4) variety of (5) creatures that (6) thrive in extreme environments. For example, the tardigrade is a tiny organism that can survive without much (7) oxygen. It even has the (8) remarkable ability to (9) adapt to life in outer space!

**4 Listen.** Circle **T** for *True* or **F** for *False*. 023

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | T | (F) | 2. | (T) | F | 3. | T | (F) |
| 4. | T | (F) | 5. | (T) | F | 6. | (T) | F |

**5 Listen again.** Correct the false statements. 024

1. Most animals cannot handle harsh environments.

3. Polar bears cannot tolerate very high temperatures. / Polar bears can tolerate very cold temperatures.

4. Astrobiologist Kevin Hand wants to know if life exists on other planets.

**6 Write two sentences about animals that live in extreme environments.** Use at least two words from the box in each sentence.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **adapt** | **creature** | **conditions** | **exist** | **handle** | **harsh** | **lack of** | **thrive** |

1. Sample answers: Camels have adapted to live under the harsh sun.

2. Some creatures thrive in conditions with a lack of light and oxygen.

## GRAMMAR

### Present perfect: Describing past experiences that connect to the present

| |
|---|
| There are many creatures that **we've never seen** that **have adapted** to extreme environments. |
| Scientists **have studied** extremophiles for years to learn about the origins of life on Earth. |
| **I've already found** several books on extremophiles, but I **haven't read** them yet. |
| **Have** you **ever been** in an extreme environment? |
| The study of extremophiles **has helped** us think about life on other planets.<br>***have / has* + past participle** |

We use the present perfect to talk about experiences or actions that:

- happened in the past, but continue to have a connection in the present (the result of the experience is still felt in the present);
- began in the past, but are still continuing in the present;
- happened recently, but we don't know or say when exactly they happened.

We also often use the present perfect with expressions of time, such as *ever*, *never*, *yet* and *already*. Use *yet* in questions and negative statements when you expect something has happened or will happen soon. Use *already* in positive statements when something happened earlier than expected.

**1** **Read.** Complete the sentences with the present perfect forms of the verb in brackets.

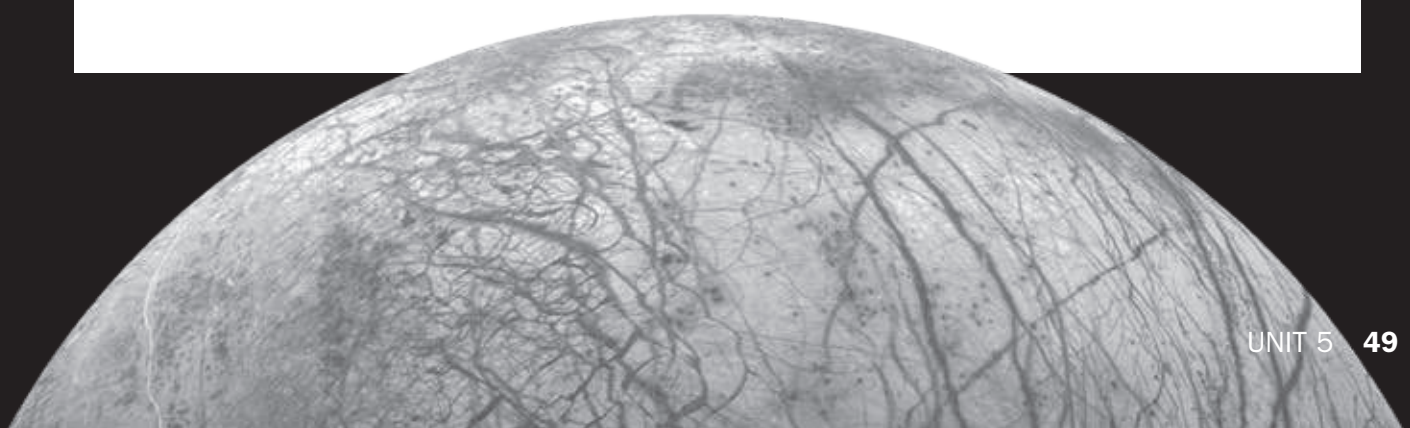
1. Have you ever wondered (you / ever / wonder) if life exists in outer space?
2. Kevin Hand has thought (think) about life on other planets a lot.
3. He has visited (visit) several extreme environments.
4. In places like Alaska, Kevin has studied (study) a variety of extremophiles.
5. These remarkable creatures have thrived (thrive) under harsh conditions.
6. They have given (give) Kevin ideas about how animals might exist on other planets.
7. Kevin hasn't gone (not go) to outer space yet, but he hopes to someday.

**2** **Listen.** Answer the questions using the present perfect. You may use *never*, *ever* or *yet* as necessary. 025 Sample answers:

1. I have never visited Antarctica.
2. Yes, I have been so cold that I could not feel my toes. / No, I have never felt so cold.
3. The hottest place I have ever been is Nicaragua.
4. I have never dreamt of visiting an extreme environment.
5. The most remarkable creature I have ever seen is a huge jellyfish.

**3** **Read.** Complete the dialogues using the present perfect. You may use *ever*, *never*, *yet* or *already* as necessary.

1. Pablo: Have you seen the polar bear cubs at the zoo yet?
   Arturo: Yes, I have already seen the polar bear cubs at the zoo.
2. Mia: Has your uncle been to Antarctica?
   Sergio: Yes, my uncle has been to Antarctica.
3. Mia: Have you ever wanted to go somewhere that cold?
   Sergio: No, I have never wanted to go somewhere that cold.
4. Mia: Has your uncle ever visited an extremely hot place?
   Sergio: No, my uncle has never visited an extremely hot place.
5. Ender: Have scientists already found life on Jupiter's moon?
   Sara: No, scientists have not found life on Jupiter's moon yet.
6. Miguel: Have extremophiles thrived in high-pressure environments?
   Jose: Yes, extremophiles have thrived in high-pressure environments.
7. Marissa: Have the chemicals in the water ever killed any of the microbes?
   Jose: No, the chemicals in the water have never killed any of the microbes.
8. Ender: Have you ever wanted to visit outer space?
   Ana: Yes, I've always wanted to visit outer space.



**1** **Listen and read.** As you read, notice what type of information is given about each animal. 026

# BIZARRE CREATURES

A fruit bat, called the Yoda Bat, has recently been discovered in the rainforest of Papua New Guinea. It is called the Yoda Bat because its big, pointy ears make it look like the *Star Wars* character, Yoda. The Yoda Bat has also got large, yellow eyes and large, open nostrils that add to its bizarre appearance. Since the Yoda Bat is a recent discovery, scientists have not had much time to study it and learn about its diet. They do know, however, that the Yoda Bat eats fruits that grow in the rainforest.

With big, front claws and long tails, scorpions look scary. These very adaptable creatures exist all over the world in deserts and forests. A scorpion's typical meal is made up of insects. But they also eat a variety of other things, including small mammals, reptiles and birds. When scorpions can't find food, they can slow their bodies down and survive on as little as one insect a year. They also have the remarkable ability to use very little oxygen. These abilities help scorpions thrive in some of the planet's harshest environments. The only conditions that scorpions can't handle are environments that lack soil or sand. This is because they burrow, or dig, under the ground.

The anglerfish certainly is ugly. These fish have got big heads and giant mouths full of teeth you can see through. Their most remarkable feature is a rod-like spine that sticks out and hangs over their head. This rod is much like a fishing rod. It gives off a light that attracts small fish for the anglerfish to eat. Anglerfish are normally about 30 cm. (11 in.) long, but can grow up to one m. (3 ft.). They live in the dark, cold depths of the Atlantic and Antarctic Oceans.

**2** **Read each statement.** Then write the name of the animal from the reading that matches each statement.

1. Easily adapts to harsh conditions: scorpion
2. Has got big, pointy ears: Yoda Bat
3. Attracts prey with a rod: anglerfish
4. Can survive with little oxygen: scorpion
5. Eats fruits that grow in the rainforest: Yoda Bat

**3** **Read 'Bizarre Creatures' again.** Organise information about the animals using the categories below.

| Animal | Appearance | Habitat | Diet | Other Details |
|---|---|---|---|---|
| Yoda Bat | big, pointy ears, looks like Yoda, large yellow eyes, large open nostrils | rain forest Papua New Guinea | fruit that grows in the rain forest | recently discovered |
| Scorpion | big claws, long tail looks scary | deserts and forests burrow in soil/sand | insects, but also small mammals, reptiles, birds | can slow body down, live on one insect, can use little oxygen, needs soil |
| Anglerfish | 30 cm., big head with 'rod', giant mouth, see-through teeth | bottom of Atlantic and Antarctic Oceans | small fish | light on rod attracts prey |

**4** **Read and write.** You have read about six bizarre creatures. Answer the questions about them below.

1. Which of the animals do you think is the ugliest? Why?

Answers will vary.

2. Which of the animals do you think is the most remarkable? Why?

Answers will vary.

## GRAMMAR

### *As . . . as*: Making comparisons of equality

| |
|---|
| The anglerfish is just **as remarkable as** the horsehair worm. |
| Gazelles can't run **as fast as** cheetahs. |
| Some hummingbirds weigh **as little as** a large spider. |
| Chimpanzees have got almost **as many** bones in their bodies **as** humans. |

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

**1 Read and complete the sentences.** Use expressions of equality.

1. A pygmy shrew is _as small as_ (small) a hummingbird.
2. The purple pig-nosed frog is just _as ugly as_ (ugly) the blobfish.
3. Bizarre creatures are _as important as_ (important) attractive ones.
4. Many deep-sea fish are _as blind as_ (blind) moles.
5. The axolotl is _as interesting as_ (interesting) the tardigrade.
6. Blue whales are _as long as_ (long) two city buses.
7. Fish need oxygen _as much as_ (much) humans do.
8. The Sahara Desert is _as harsh as_ (harsh) the Antarctic.

**2 Listen.** Re-write the sentences using expressions of equality. 027

1. (Greenland / Siberia) Greenland's environment is as harsh as Siberia's.
2. (Lake Vanda / Lake Assal) Lake Assal is nearly as salty as Lake Vanda.
3. (baby elephants / two small people) At birth, baby elephants weigh as much as two small people.
4. (black-eyed tree frog / Philippine crocodile) The black-eyed tree frog is as rare as the Philippine crocodile.
5. (mammals / heat / cold) Many mammals can tolerate/handle heat as well as cold.

**3** **Read the webpage.** Then follow the directions below.

## The World's Most Wonderful Creatures

**We Should Thank Spiders, Not Squash Them**
By Stacey Parks

Some people don't think ugly or creepy creatures are as important as cute animals. But these people are wrong. Sometimes creepy animals are even more important than cuddly ones.

For example, many people treat spiders like they don't matter. They step on them and kill them as fast as you can say 'Gotcha!' They don't realise that spiders are an important part of our environment.

Spiders are nature's bug spray. A spider eats about 2,000 insects a year! All spiders, whether as tiny as the end of a pencil or as big as a hand, eat insects. Without spiders, a lot more bugs like cockroaches and mosquitoes would thrive. Cockroaches and mosquitoes can carry disease, so think twice before you smack that spider with a newspaper.

Gardeners and farmers like spiders because spiders eat insects that would otherwise eat the plants and foods they grow.

Spiders are also important because their venom, or poison, has healing powers. Scientists are studying spider venom to see how it can cure certain diseases.

So, the next time you see a spider and want to stamp on it, say 'Thank you' instead!

**4** **Write three sentences about animals using expressions of equality and words from the box.**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **adaptable** | **big** | **bizarre** | **cute** | **helpful** | **important** | **interesting** | **remarkable** | **typical** |

Spiders are as helpful as bug spray.

Sample answers: Bizarre animals are as important as cute animals.

A spider's venom might be as helpful as traditional medicine.

## WRITING

When we write a persuasive letter to the editor of a newspaper or magazine, we try to get others to agree with our opinion or point of view. We support our point of view with several facts. To connect our ideas, we can use transitional phrases like:

- also
- another
- for this reason/these reasons
- as a result (of)
- because
- therefore

## 1 Organise.

1. Your task is to write a *persuasive letter to the editor of a newspaper or magazine about why we should protect an unusual, or endangered animal* of your choice. Look on the Internet to find facts about the animal you choose. List facts that support your reasons for wanting to protect this animal.

| **Animal:** | |
|---|---|
| **Reasons** | **Facts** |
| | |
| | |
| | |

2. Plan your writing. Decide who you will write your letter to. Then begin your letter with a sentence that expresses your point of view. Write your first sentence here:

_____

Next, you'll need two or three paragraphs for your letter. These will include the facts about the animal you chose.

Finally, you will need a concluding paragraph. It will restate your point of view in different words and summarise the facts. Do not forget to include a formal greeting and a sign-off.

## 2 Write.

1. Go to page 91 in your book. Re-read the model and writing prompt.
2. Write your first draft of the letter. 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 creatures that live in extreme conditions.**

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

Use words from the box to write two sentences about animals that live in extreme conditions.

| adapt | Arctic | conditions | exist | extreme | extremophiles | handle | harsh | thrive |
|---|---|---|---|---|---|---|---|---|

1. Sample answers: Extremophiles thrive in harsh conditions.
2. Polar bears can handle the extreme cold of the Arctic.

**2. use the present perfect to talk about experiences.**

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

Write sentences using the present perfect.

Sample answers:

1. wettest / place / be The wettest place I've (ever) been is the rain forest.
2. weirdest / animal / see The weirdest animal I've (ever) seen is a platypus.
3. you / ever / visit / ? Have you ever visited Siberia?

**3. use *as* ... *as* to make comparisons.**

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

Use expressions of equality to re-write the sentences.

1. Both dolphins and gorillas are extremely intelligent.

Dolphins are as intelligent as gorillas.

2. There are 31 days in July. There is the same number in December.

There are as many days in July as in December.

**4. write a persuasive letter to the editor of a newspaper or magazine about an endangered animal.**

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

Choose one animal you have read about in your book or workbook.
Write a sentence saying why you think it is remarkable.
Support your opinion with a fact.

Answers will vary. I believe that the axolotl is the most remarkable animal because it has the ability to grow back a limb.

YOU DECIDE **Choose an activity.** Go to page 94.

Unit 6

# Do You Think These Are Healthy?

**1** **Follow the steps.** Then use the words that are left to complete the secret message.

| | | |
|---|---|---|
| rotten | nutritious | landfill |
| challenge | fields | supermarket |
| appearance | produce | supply |
| edible | standards | consumers |

1. Cross out the word that has two 'd's' in it. standards
2. Cross out the word that means 'people who buy things'. consumers
3. Cross out the word that means 'provide or give'. supply
4. Cross out the word that means the opposite of an easy task. challenge
5. Cross out the word that completes this sentence:
   I buy food at the supermarket .
6. Cross out the word that is the name for a place where rubbish is buried.
7. Cross out the words that complete this sentence:
   Lots of rotten food sits in landfill and is never taken to the supermarket.

**Secret Message:**

The appearance of fruit and vegetables does not matter.
Ugly produce is edible and nutritious .

**2 Match each word to its definition.** Write the letter on the line.

| | | |
|---|---|---|
| e | 1. waste | a. a series of activities working toward one result |
| f | 2. shocking | b. the way something looks |
| a | 3. campaign | c. healthy to eat |
| c | 4. nutritious | d. a set of rules and expectations |
| d | 5. standards | e. unused materials |
| b | 6. appearance | f. very surprising |

**3 Listen.** Circle **T** for *True* or **F** for *False*. 028

| | | | | | |
|---|---|---|---|---|---|
| 1. | T | (F) | 4. | (T) | F |
| 2. | (T) | F | 5. | (T) | F |
| 3. | T | (F) | 6. | T | (F) |

**4 Listen again.** Correct the false statements. 029

1. Tristram Stuart organises campaigns that support ugly / imperfect fruit and vegetables. 3. Bananas do not have to be the same size to be nutritious. 6. A supermarket in France decided to supply ugly fruit and vegetables, and consumers loved the idea.

**5 Write.** Use the words below to write sentences about ugly food. Sample answers:

1. challenge: It will be a challenge for me to eat ugly foods.
2. shocking: The amount of food that is wasted is shocking!
3. standards: Supermarkets should change their standards and sell more ugly produce.

## GRAMMAR

### *Going to*, *will* and present continuous: Talking about the future

| |
|---|
| 1. What **are you doing** tomorrow night? |
| 2. I'**m going to eat** at the new Peruvian restaurant. Do you want to come? |
| 3. I can't. I'**m visiting** my cousin tomorrow. |
| 4. Why don't you both come? |
| 5. a.) OK, I'**ll call** him and ask him. b.) I think he'**ll like** Peruvian food! |
| 6. Great! This **is going to be** a fun night! |

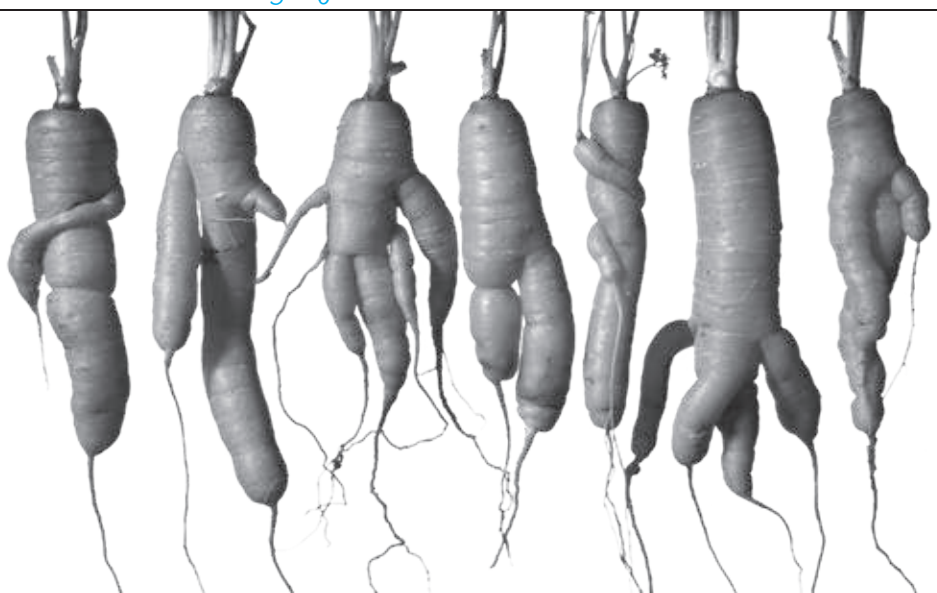
Use the present continuous and *going to* when future plans are made before the moment of speaking (examples 1, 2 and 3).

Use *will* when future plans are made at the moment of speaking (example 5a).

Finally, use *will* and *going to* to make future predictions (examples 5b and 6).

**1** **Listen.** Write responses using *going to*, *will* or the present continuous. 030

1. Some consumers will buy produce that is not perfect. Some will reject it.
2. I will eat ugly foods that do not look perfect.
3. I'm going to buy it and make a smoothie.
4. I'm going to chop and fry them.
5. I'm going to bake the chicken in the oven with carrots and potatoes.
6. I'm going to invite / I'm inviting my best friend Yolanda to dinner.



**2** **Read each dialogue.** Fill in the blanks using the verb in brackets and *going to*, *will* or the present continuous.

**Dialogue 1**

Mika: What (do) ___are you going to do / are you doing___ with all those old carrots?

Ann: I'm (make) ___going to make / making___ a fresh carrot soup.

Mika: Are those edible? Aren't you (throw away) ___going to throw / throwing them away___ ?

Ann: Of course not. They (make) ___will make / are going to make___ a delicious and nutritious meal.

**Dialogue 2**

Suki: I'm (start) ___going to start / starting___ a campaign so that less food goes to waste.

Yun: How (do) ___will you do / are you going to do___ that?

Suki: I'm (challenge) ___going to challenge / challenging___ shops to sell food they normally throw away.

Yun: What if they (not do) ___won't do / will not do___ it?

Suki: They will. I (make) ___'m going to make / will make / 'm making___ posters for the shops. Also, I (teach) ___'ll teach/am going to teach___ their consumers how to use produce that is not perfect.

**3** **Look at the photos.** Write one sentence about each using *going to*, *will* or the present continuous.

Sample answers:

1. All of the tomatoes in the field will soon be rotten.
2. Someone is going to chop those vegetables.

**1** **Listen and read.** Scan the text before you read. How many different numbers can you find? What do you think they represent? 031

# *Let's Stop Wasting Food!*

How often do you or someone you know leave food on your plate? Does your family throw away food from the fridge because it's no longer fresh? If food waste is a problem in your home, think about what it's like worldwide.

About one-third of all food in the world is wasted. That's 1.2 billion metric tonnes of food. To give you an idea of how shocking that is, consider that the waste weighs as much as 200 million elephants! Among the waste, 45 per cent of fruit and vegetables is wasted, 35 per cent of seafood, and 30 per cent of cereal and grains. Milk products and meat are also wasted, but not as much. Most of this waste happens in North America and Europe, where about 100 kg of food per person is wasted each year. The United States alone, for example, wastes so much food that it could feed most of the country's hungry people for one year.

Food waste is indeed a big problem. It costs money and hurts the environment. But there are ways we can decrease the amount of food we reject and throw away. One way is to compost the food we do not eat. Composting is like recycling. Unwanted food breaks down and goes back into the soil to grow more fruit and vegetables.

- **1/3 of all food is wasted.**
- **In North America and Europe, 100 kg of food is wasted per person each year.**
- **Americans could feed 70% of the country's hungry people with the food they waste each year.**

We could also buy less at the supermarket and only fill our plates with what we know we will eat. We should take time to think about how much food we will actually eat. Another way to decrease food waste is to get involved with charity organisations and create campaigns that give food to people who often go hungry. Finally, give uneaten food to pets or farm animals. If we all make the decision to stop wasting food, we can make a difference!

**2** **Read each statement.** Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

| | T | F |
|---|---|---|
| 1. Food waste is a worldwide problem. | ☑ | ☐ |
| 2. Cereal and grains are the most wasted foods in the world. | ☐ | ☑ |
| 3. Americans feed all of their hungry with food they reject. | ☐ | ☑ |
| 4. One way to decrease food waste is to compost it to grow more food. | ☑ | ☐ |

2. Fruit and vegetables are the most wasted foods in the world.

3. Americans could feed their hungry with all the food they reject.

**3** **Read 'Let's Stop Wasting Food!' again.** List all the numbers you can find. Then write what each one represents.

| Number | What does it represent? |
|---|---|
| 1/3 (1.2 billion metric tonnes) | amount of all food wasted worldwide |
| 45% | amount of fruit and vegetables wasted |
| 35% | amount of seafood wasted |
| 30% | amount of cereal and grains wasted |
| 100 kg | amount of food wasted per person in N. America and Europe |
| 70% | amount of hungry people in the US that the food wasted could feed |

**4** **You have read about worldwide food waste, as well as waste from school canteens.** Think about your eating habits at home, in restaurants and at school. Write what you are going to do to decrease food waste in your life. Sample answers:

I am going to only eat half of my food when I go out to eat. I will bring the other half home for lunch the next day.

When I do not finish my sandwich at school, I will save the rest for the next day instead of throwing it away.

## GRAMMAR

### Conditionals: Talking about cause and effect

| ***If* clause: present** | **Main clause: imperative** | |
|---|---|---|
| **If** you don't **finish** your dinner, | **save** the rest for tomorrow. | |
| ***If* clause: present** | **Main clause: present** | |
| **If** the fruit **is** old, | we **use** it to make smoothies. | *This is always true/true now.* |
| ***If* clause: present** | **Main clause: future** | |
| **If** you **put** less food on your plate, | you **will** not **waste** so much food. | *This will be true in the future.* |

Conditional sentences have two clauses: The 'if' clause expresses a conditional using the present tense. The main clause expresses the result.

**1** **Listen to the 'if' clauses.** Match the main clause to each. 032

1. c
2. e
3. a
4. d
5. b

a. we eat it for a couple of days.
b. we buy them anyway.
c. I will help you make posters.
d. give the rest to the animals.
e. I will fry them.

**2** **Write your own endings to the first three conditional clauses.** Then write three conditional sentences of your own.

Sample answers:

1. If there is rotten food in our kitchen, we throw it away.
2. If I am served a food that looks strange, I try it.
3. If the vegetables are not fresh, make them into a soup.
4. If I make potatoes, I will mash them.
5. If we go to a restaurant, I bring home my leftovers.
6. If you go to the supermarket, make a list of things to buy first.

**3** **Read Ana's email and Paola's response.** Then pretend you are another one of her friends, Jorge or Eva, and write a response using conditionals.

**To:** Paola, Jorge, Eva **From:** Ana **Re:** My food campaign

Hi guys. I have made the decision to start a food campaign to feed people who have less food to eat than we do. I'm going to start by asking restaurants for food. I will need your help. If I give each of you a list of restaurants, will you go and talk to them? I want you to ask them to supply us with edible foods they plan to throw away. If we each visit two restaurants a week, we will have enough food to feed people in our neighbourhood.

We are going to need a kitchen and space to feed people, too. If you have any suggestions, I want to hear them. Also, if you know of anyone else who can help, please ask them to call or email me. This is going to be a challenge, but it will be worth it to help others.

Thanks! Talk to you soon!

Ana

**To:** Ana **From:** Paola **Re:** Ana's campaign

Ana, what a great idea! I'm excited to be involved in this campaign. If we ask my mum, she will probably let us use the school canteen. She is the head of the school, after all!

Paola

**To:** Ana **From:** _____ **Re:** Ana's campaign

_____

_____

_____

_____

_____

## WRITING

When writing a letter of complaint, we express our unhappiness about a certain situation. We normally use formal language. It is important that we give details, examples or facts to support our complaint. We may also suggest some practical ways to resolve the issue.

To do this, we use phrases such as:

- as a result (of)
- because (of)
- due to
- for this reason/these reasons
- since
- that's why

## 1 Organise.

1. You have to write a letter of complaint to the manager of a hotel where you stayed in Bahrain, about the large quantities of water they waste. Find facts, ideas and examples about how people waste water. List at least three examples, or facts, below.

| How people waste water/Why wasting water is harmful to the environment |
| --- |
| |

2. Plan your writing. You'll need an introductory sentence that explains what you are complaining about. Write your introductory sentence here:

_____

Next, you'll need at least two body paragraphs to talk about the causes of water waste.

Finally, you'll need a concluding paragraph. It will show how the problem of water waste relates to your complaint. You may add one or more sentences in which you suggest some practical ways to resolve the issue.

Don't forget to include a formal greeting, a paragraph thanking the manager for his/her attention and a sign-off.

## 2 Write.

1. Go to page 107 in your book. Re-read the model and writing prompt.
2. Write your final draft. Share it with your teacher and classmates.

# Now I can ...

**1. talk about food waste.**

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

Use words from the box to write two sentences about food waste.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| fields | fresh | produce | reject | rotten | shocking | throw away | waste |

Sample answers:

1. It's shocking how much food people waste or throw away each year.
2. Fresh produce often becomes rotten in the fields before it ever makes it to the supermarket.

**2. use *going to*, *will* and the present continuous to talk about the future.**

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

Write one sentence about each photo using going to, will or the present continuous.

1. This evening, he's frying some chicken / he is going to fry the chicken.
2. Tomorrow morning, she is buying bananas for a smoothie / she will make a smoothie with those bananas.

**3. use conditionals to talk about cause and effect.**

Sample answers:

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

Write two conditional sentences about food or food waste.

If I start a food campaign, I hope you will help.

If you eat a big breakfast, try to eat a small lunch.

**4. write a letter of complaint about the consequences of wasting water.**

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

Write one example of water waste that you did not write about in your letter of complaint.

Sample answer: A lot of water is wasted because people don't realise how much they're using

YOU DECIDE **Choose an activity.** Go to page 95.

# Units 5–6 Review

**1** **Listen.** Answer the questions using the present perfect. You may use *never*, *ever*, *yet* or *already* as necessary. 033

Sample answers:

1. Yes, I've been to Antarctica.
2. Yes, I've spent time in the desert. / No, I've never spent time in a very hot and dry environment.
3. Yes, I've experienced an environment that lacked enough oxygen. It was in the mountains of Nepal.
4. The most remarkable creature I've ever read about is the tongue-eating louse.
5. No, I've never seen jellyfish. / Yes, I've seen jellyfish several times.

**2** **Read.** Re-write the sentences using expressions of equality.

1. A baby elephant weighs 90 kg. (198 lb.) when it's born. That's how much an adult goat weighs!
   When it's born, a baby elephant weighs as much as an adult goat.
2. Hyenas are really ugly. So are slugs.
   Slugs are as ugly as hyenas.
3. Both bats and moles are blind.
   Bats are as blind as moles.
4. The hagfish and the anglerfish are both remarkable creatures.
   The hagfish is as remarkable as the anglerfish.
5. Just like humans, fish need oxygen to live.
   Fish need oxygen as much as humans do.
6. The deep sea is a harsh environment to exist in, just as the waters of the Antarctic are.
   The deep sea's environment is as harsh as the waters of the Antarctic.

**3** **Read the conversation about Sara and Jun's plans.** Choose the correct words to complete the sentences.

1. **Sara:** When __b__ to the supermarket?
   **a.** do you go **b.** are you going **c.** you go
2. **Jun:** I __c__ this afternoon, after school.
   **a.** go **b.** have gone **c.** am going
3. **Sara:** What __a__ you buy there?
   **a.** will **b.** did **c.** do
4. **Jun:** I __b__ fresh produce and supplies for soup.
   **a.** have bought **b.** am going to buy **c.** buy
5. **Sara:** Why __b__ soup?
   **a.** do you make **b.** are you making **c.** did you make
6. **Jun:** My friends and I __c__ each other to eat more nutritious meals.
   **a.** challenge **b.** challenged **c.** are challenging
7. **Sara:** Sounds great! I __a__ the challenge with you!
   **a.** will do **b.** did **c.** have done
8. **Jun:** OK. We __c__ to decrease waste by not throwing away so much food, too.
   **a.** try **b.** have tried **c.** are going to try
9. **Sara:** So, we __a__ soup every day until it's gone!
   **a.** will eat **b.** ate **c.** have eaten

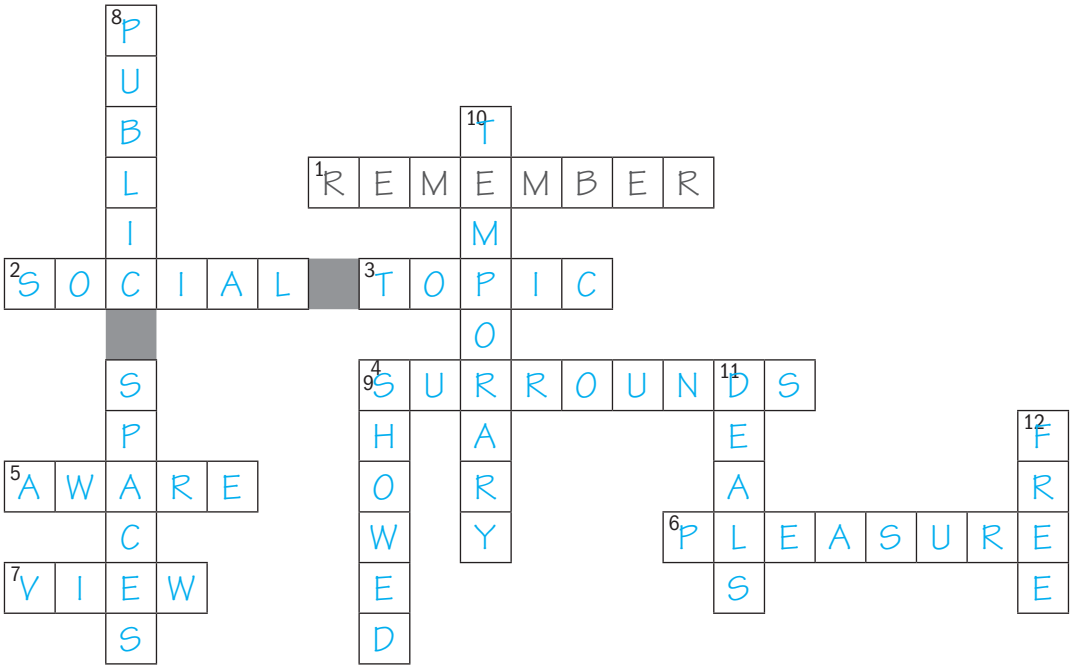
**4** **Match the phrases to form logical sentences.**

| | |
|---|---|
| __g__ 1. If I start a food campaign, | a. buy it anyway. |
| __f__ 2. If we all eat leftovers, | b. we will boil and mash them. |
| __a__ 3. If you see produce that does not look fresh, | c. most consumers reject them. |
| __h__ 4. If you don't finish that pizza, | d. I take home what I don't finish. |
| __c__ 5. If the bananas are not the same size, | e. they will become rotten. |
| __b__ 6. If we have potatoes tonight, | f. we will throw away less food. |
| __d__ 7. If I go out to eat, | g. I hope you will be involved. |
| __e__ 8. If vegetables sit in the field, | h. save the rest for tomorrow. |

# Unit 7

# Art in the Open

**1** **Read the clues and fill in the puzzle.**




**Across**

1. Some public art helps us ____ important events, like World War II.
2. Public art can also send messages about ____ issues.
3. Art can be about any ____ the artist is interested in.
4. Because of the painted houses on the hill in Mexico, colour ____ the neighbourhood.
5. The red polar bear on the ice in Iceland made people ____ that polar bears are in danger.
6. Sometimes art simply gives people ____ .
7. You can ____ art in museums as well as outside.

**Down**

8. You can see art in ____ ____ any time you wish.
9. *Red Polar Bear* ____ the outline of a polar bear in the snow.
10. Most statues stay in one place forever, but some public art displays are ____ .
11. Some public art ____ with social issues.
12. When we do not have to pay to see art, it is ____ .

**2** **Match the words to their definitions.** Write the letter on the line.

| | | | |
|---|---|---|---|
| c | 1. surround | a. | for a short time |
| e | 2. take down | b. | to bring something from the past to mind |
| f | 3. aware | c. | to be all around a place |
| a | 4. temporary | d. | areas open to everyone |
| b | 5. remember | e. | to remove |
| d | 6. public space | f. | knowing about something |

**3** **Listen.** Circle **T** for *True* or **F** for *False*. 034

| | | | | | |
|---|---|---|---|---|---|
| 1. | (T) | F | 4. | (T) | F |
| 2. | (T) | F | 5. | T | (F) |
| 3. | T | (F) | 6. | T | (F) |

**4** **Listen again.** Correct the false statements. 035

3. A temporary art display is taken down after a while.

5. Paul Cummins and Tom Piper showed their poppies at the Tower of London.

6. Artists sometimes deal with social issues in their work.

**5** **Look at the photos.** Choose two of the photos to write sentences about. Use at least one word from the box in each of your sentences. *Sample answers:*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| free | joy | mural | pleasure | public spaces | surround | take down | temporary |

This temporary art display is amazing / will be taken down.

Sometimes many people work together to paint a mural. / Murals like this one are a joy to view.

This sculpture brings many people joy. / People can view art in public spaces for free.

## GRAMMAR

### Past simple vs. present perfect: Talking about the past

| |
|---|
| **Have** you **ever heard** of the Spanish artist, Jaume Plensa? |
| In 2000, he **designed** *Crown Fountain* in Chicago. |
| He **has created** dozens of sculptures throughout the world. |
| Plensa **has been** an artist ever since he **went** to art school in Barcelona. |
| **Have** you **seen** any of his work yet? |

Use the present perfect for an action which happened in the past but can happen again in the future. The action may have happened only once, or it may have been repeated. It does not matter or it is not known exactly when the action happened.

Use the past simple when an action was completed in the past, and when you know when the action happened (see underlined examples above).

**1** **Read the sentences.** Circle the correct verb form.

1. We **visited** / **have visited** art museums in Spain several times over the years.
2. We **have viewed** / **viewed** Jaume Plensa's work when we were there in 2014.
3. My cousin **has loved** / **loved** Plensa's work ever since she **has seen** / **saw** the sculpture at Millennium Park.
4. My friend **has expressed** / **expressed** herself with several art displays in public spaces in the past few years.
5. **Did they take down** / **Have they taken down** the temporary art displays yet?
6. **Have you shown** / **Did you show** your artwork to the gallery last week?
7. My cousin's sculptures **dealt with** / **have dealt with** various social issues over the years.

**2** **Read.** Complete the sentences with the present perfect or past simple.

1. Jaume Plensa (study) studied art at the Llotja School of Art and Design when he (be) was young.
2. In 2011, Plensa (show) showed many of his works at an exhibition in England.
3. For years now, Plensa (be) has been an art teacher at two big art schools.
4. Between 1996 and 2008, Plensa (work) worked with others to create theatre and opera sets and costumes.
5. People throughout the world (enjoy) have enjoyed Plensa's sculptures in public spaces.

**3** **Listen.** Write responses in the present perfect or past simple. 036

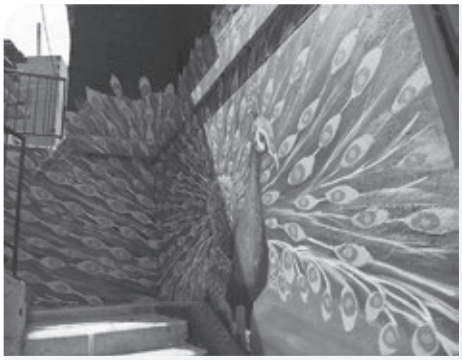
Answers can be in either tense as long as they appropriately answer the question.

1. Yes, I have travelled to Spain. I went there in 2013.
2. The best sculpture I have ever seen is a giant flower in Japan.
3. Yes, I have expressed myself with art many times. I have made several collages.
4. Yes, I remembered to put my paints away.
5. Yes, I once visited a sculpture garden in Seattle.
6. No, I have never been to an art gallery.
7. I have known him for two years.
8. I began to learn about art last year.

**1** **Before you read, look at the title and the photos.** What do you think the reading is about?

Answers will vary.

**2** **Listen and read.** As you read, think about the main idea of the reading. 037



# A Changing Community

Medellín, the second largest city in Colombia, used to not be a great place for children to grow up. Today, however, the people of Medellín are working together to make it a safer and more beautiful community. How are they doing this? Through art, of course!

The local government has given artists permission to paint murals on certain walls throughout the community. Artists are able to share their passion with others. They express themselves in their work. They also express a shared culture and shared values and memories. This builds respect among the residents.

To further support the residents of Medellín, the local government also supplies residents with brightly coloured paint to paint their houses. As residents plan and paint their homes together, they appreciate and understand each other more.

Another way Medellín is using art to improve their neighbourhoods is by giving children art classes. Community centres, such as Casa Morada, teach children how to paint and help them plan murals for public spaces. This is not only fun, but it has a serious side to it as well. It keeps children out of trouble and gives them a sense of pride in their neighbourhood.

Because of art, bright colours surround the community of Medellín. It gives the residents joy, pride and a sense of togetherness. As a result, Medellín is becoming a safer, more beautiful place.

**3** **Read each statement.** Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

| | T | F |
|---|---|---|
| 1. Public murals are illegal all over Medellín. | ☐ | ☑ |
| 2. Art in the community of Medellín builds respect among residents. | ☑ | ☐ |
| 3. Painting murals keeps children out of trouble in Medellín. | ☑ | ☐ |
| 4. The government does not supply residents with brightly coloured paint. | ☐ | ☑ |

1. Public murals are not illegal / are legal all over Medellín.

4. The government supplies residents with brightly coloured paint.

**4** **Read 'A Changing Community' again.** Write the main idea below. Then add three details that support the main idea.

| Main idea | Supporting details |
|---|---|
| Community art is changing Medellín and making it a safer, more beautiful place. | The government gave artists permission to paint murals that express community values, etc. |
| | The government gives people paint to paint their houses, which brings people together. |
| | Community centres keep children out of trouble and help them create murals. |

**5** **You have read about street art in Rio de Janiero and Medellín.** Write about how your community could benefit from community art. Sample answer:

I live in the city with lots of grey buildings. My community could benefit from getting children together to paint murals on the buildings. The city would be brighter, and the children of the community would have a chance to connect and become friends.

## GRAMMAR

**Indefinite pronouns: Talking about people, places and things without giving details**

| | |
|---|---|
| I'm looking for **someone** to help me paint.<br>Can **someone** help me paint this mural? | Use *someone, somewhere, something* to talk about a person, place or thing in positive statements. Also use in questions when you think you know the answer or are making an offer or request. |
| I can't find the large paintbrush **anywhere**.<br>Is there **anything** else we can use?<br>**Anyone** who tries can make art. | Use *anywhere, anything, anyone* in negative statements or questions when you are not sure of the answer. Also use in positive statements when 'any' means 'every'. |
| **Nobody** came to help me paint. | Use *nobody, no one, nowhere, nothing* to give statements a negative meaning. |
| I looked **everywhere** for the large paintbrush.<br>Can **everyone** paint a part of the mural? | Use *everyone, everywhere, everything* in positive statements and questions. |

Use indefinite pronouns to talk about people, places and things when the details are not known or not important.

**1** **Listen to the statements and questions.** Circle the answer that should go where you hear a beep. 038

1. anyone / someone
2. somewhere / everywhere
3. anything / something
4. everything / anything
5. everyone / anyone
6. anyone / no one
7. anywhere / everywhere
8. Nobody / Everyone

**2** **Read.** Complete the text with the correct indefinite pronoun.

(1) Anyone can paint a mural, but not (2) everyone is an artist. Still, that should not stop (3) anyone from trying to express him- or herself. There are lots of places people can paint on walls, but people can't paint just (4) anywhere. Artists usually need permission to paint in public spaces. Without permission, there could be graffiti (5) everywhere. (6) Everyone, including artists, needs to respect public space. If you have (7) something you think would be fun to paint in a public place, contact (8) someone in your local government to learn how to properly ask for permission.

**3** **Read Cristiano's blog.** Then respond below. Try to use indefinite pronouns in your response.

# Cristiano's Community Messenger

Is anyone interested in creating a mural for the local school with me? I really want to create something that represents our community. The school already has a few murals, but none of them say anything about who we really are.

I already have permission from the school head. So, the first thing I need is a group of volunteers. Not everyone on this project needs to be a part of the school. Anyone from the community is welcome.

Second, we need to plan on what the mural will show. Is there anything special we want it to say? And third, we need to decide where it will be. Is there somewhere in the school grounds you think would be perfect for a new mural? The canteen is an idea, but the old mural would have to be painted over, because, unlike other art forms, you can't take down a mural!

I would love to hear your thoughts and ideas. Thank you!

Cristiano

**Lídia**

What a great idea! I think everyone is going to be excited about this. I think the mural should show how we work together. Talk to you soon.

**Rodolfo**

I love this, too. It should be somewhere that everyone will see it.

## WRITING

When we write to give instructions or explain a process, it's important to clearly outline and explain each step in order. It's often a good idea to make each step its own paragraph. To introduce each step, use words and phrases such as:

- First
- Second
- Then
- Next
- The next step
- After that
- At the end
- Finally
- The final step/thing

## 1 Organise.

1. Your topic is *How you would create a piece of public art for your school or community?* Look through the unit in your book, as well as this workbook, for ideas about the kind of art you want to create, what you want the subject to be, and where you want the art to be located. Then fill out the graphic organiser below. Include at least three steps for creating your art.

| Kind of art: | Subject: | Location: |
|---|---|---|
| Steps:<br><br>1.<br><br>2.<br><br>3. | | |

2. Plan your writing. You'll need an introductory paragraph with a topic sentence that introduces your topic, including what kind of art you want to create, what the subject will be, and where it will be installed. Write your topic sentence here:

_____

Next, you'll need at least three paragraphs to explain each of the steps you will follow to create your public art.

## 2 Write.

1. Go to page 125 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

# Now I can ...

## 1. talk about art in public spaces.

Use words from the box to write two sentences about public art. You may use the photos on this page for ideas.

| | | | | |
|---|---|---|---|---|
| aware | deals with | graffiti | joy | mural |
| respect | social topics | society | temporary | |

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

Sample answers:

1. Some public art makes society aware of social topics.
2. Sometimes people come together to paint a mural, which helps them respect each other.

## 2. use the past simple and present perfect to talk about the past.

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

Write one question using the present perfect. Then write the answer to the question using the past simple. Sample answers:

1. Have you ever painted a mural with people in your community?
2. Yes, I once painted a mural with children at my school.

## 3. use indefinite pronouns to talk about people, places and things.

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

Fill in the blanks with the correct indefinite pronouns.

Suyin: Did you see _____someone / anyone_____ walk by carrying a big paintbrush?

Ling: I did see _____someone_____, but she wasn't holding _____anything_____ in her hands.

Suyin: Thanks. Please tell _____everyone_____ to look _____everywhere_____ for a big, blue paintbrush.

## 4. write a process essay about how to create a piece of public art.

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

Write three sentences explaining how to draw a self-portrait.

Sample answer: This is how you draw a self-portrait. First, find a mirror. Then, put the mirror in a spot where you can look at yourself and look at your drawing at the same time. Finally, look at yourself carefully and draw what you see!

YOU DECIDE **Choose an activity.** Go to page 96.

# Unit 8

# Don't Panic!

**1** **Unscramble the words.** Then write the letters in the circles to complete the sentence below.

| | |
|---|---|
| SCEPAE | E S C A P E |
| EABRETH | B R E A T H E |
| DWIRLFIE | W I L D F I R E |
| RDITSASE | D I S A S T E R |
| SEHAK | S H A K E |
| LLCAUYREF | C A R E F U L L Y |
| ECLLOSAP | C O L L A P S E |
| SOURVRIV | S U R V I V O R |
| GWANINR | W A R N I N G |
| QUEAKRTHAE | E A R T H Q U A K E |
| SFLMAE | F L A M E S |

Some disasters, like an avalanche, S T R I K E unexpectedly. Others, like C Y C L O N E S, give us some warning.

**2 Match each word to its definition.** Write the letter on the line.

| | | |
|---|---|---|
| c | 1. terrible | a. with care |
| d | 2. collapse | b. get out |
| e | 3. warning | c. awful |
| a | 4. carefully | d. fall on itself |
| b | 5. escape | e. a sign |

**3 Read.** Complete the sentences with words from the box.

| | | | | |
|---|---|---|---|---|
| **breathe** | **collapse** | **disasters** | **earthquakes** | **escape** |
| **flames** | **prevent** | **shaking** | **terrible** | |

(1) Earthquakes are (2) terrible events. There is nothing to do to (3) prevent them, and they often cause other (4) disasters. For example, the (5) shaking causes buildings to (6) collapse, which often starts electrical fires. The smoke makes it hard for people inside to (7) breathe. Also, it's often difficult to (8) escape from the hot (9) flames.

**4 Listen.** Circle **T** for *True* or **F** for *False*. 039

| | | | | | |
|---|---|---|---|---|---|
| 1. | (T) | F | 4. | (T) | F |
| 2. | (T) | F | 5. | T | (F) |
| 3. | T | (F) | | | |

**5 Listen again.** Correct the false statements. 040

Possible answers:

3. People like Jimmy Chin cannot predict avalanches. / Avalanches are hard to predict.

5. People do not usually escape collapsed buildings easily.

**6 Write two sentences about natural disasters.** Use at least two words from the box in each sentence.

Possible answers:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **cyclone** | **earthquake** | **predict** | **strike** | **survivors** | **terrible** | **unexpected** | **warning** | **wildfire** |

1. When a cyclone strikes, the damage is terrible.

2. There are often no warnings before an earthquake.

## GRAMMAR

### Past simple vs. past continuous: Talking about the past

| |
|---|
| While I **was swimming** the other day, I **thought** about the dolphins that **saved** four lifeguards. |
| What **did** the dolphins **do** when they **knew** a shark was near? They **didn't swim** away. Instead, they **swam** around the lifeguards. They **were protecting** the lifeguards from harm. |
| What **were** the lifeguards **doing** in the water? They **were enjoying** a swim. |
| When the rescue boat **arrived**, the dolphins **were** still **keeping** the shark away from the lifeguards. The dolphins **stayed** close as the lifeguards **climbed** into the boat. |

Use the past continuous to talk about an action that was already happening when another action began or happened. Use the past simple for that second action that began or happened.

To form the past continuous, use *was/were* + verb + *-ing*.

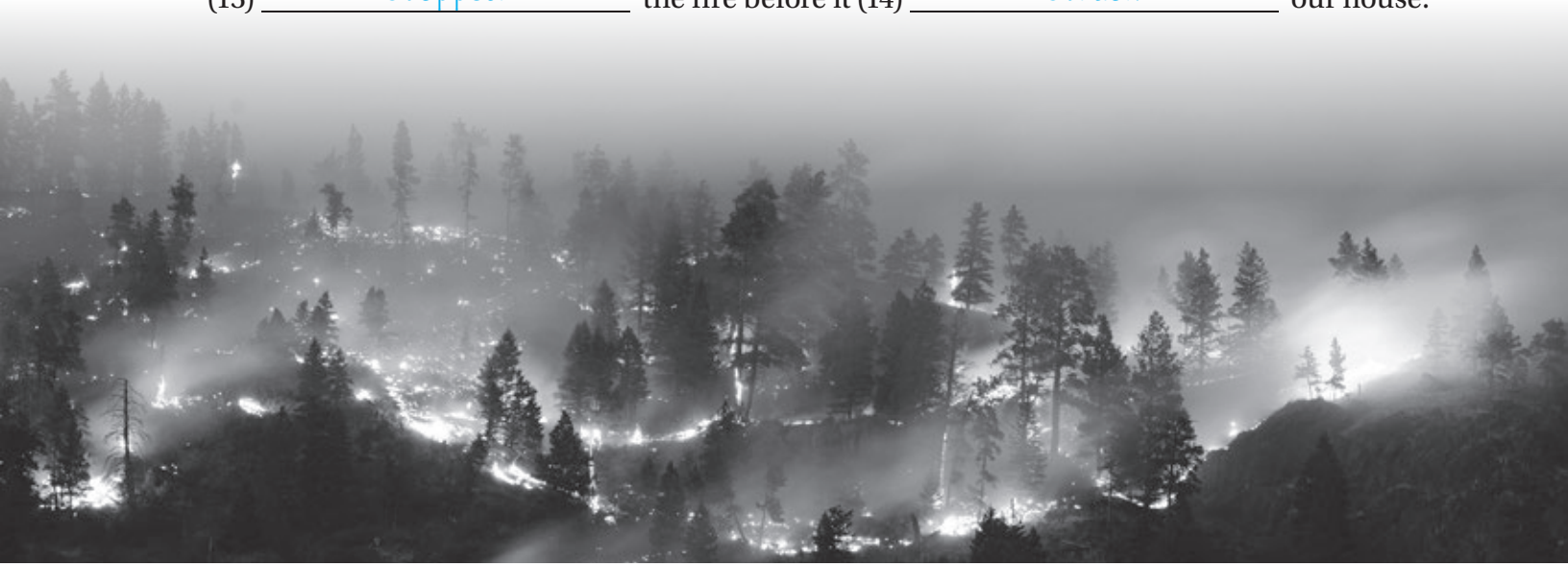
**1 Fill in the blanks.** Put the verbs in the correct tense: past simple or past continuous.

1. Jimmy Chin _was hiking_ (hike) in the Himalayas when the weather unexpectedly _became_ (become) terrible.
2. Jimmy _was skiing_ (ski) on a high mountain when an avalanche _struck_ (strike) without warning.
3. The flames _were burning_ (burn) the building when the fire engine _came_ (come).
4. While we _were living_ (live) in Chile, we _experienced_ (experience) an earthquake.
5. I suddenly _felt_ (feel) the earth shake while I _was reading_ (read) my book.
6. The wildfire _started_ (start) while we _were camping_ (camp) in the forest.
7. _Did_ (Do) the dolphins _chase_ (chase) the shark away when they _saw_ (see) it?

**2** **Read.** Complete the sentences with the past simple or past continuous using the words and phrases from the box.

| | | | | | | |
|---|---|---|---|---|---|---|
| **be** | **be in trouble** | **drive** | **feel** | **live** | **happen** | **not pay attention** |
| **play** | **scream** | **see** | **stop** | **strike** | **take** | **talk** |

When I (1) was little, I (2) lived in a house on the edge of the forest. While I (3) was playing outside with my little sister, I (4) saw smoke and flames at the top of the trees. Of course my sister (5) wasn't paying attention to what (6) was happening. I knew we (7) were in trouble, but I (8) felt brave. I carefully (9) took my sister inside. My mum (10) was talking on the phone, so I (11) screamed, 'There is a wildfire coming!' My mum quickly (12) drove us to safety. Thankfully, the firefighters (13) stopped the fire before it (14) struck our house.



**3** **Listen.** Write responses using the past simple or past continuous where needed. 041

Possible answers:

1. Jimmy Chin was brave when he was struck by an avalanche.
2. The weather became terrible while Jimmy was hiking in the Himalayas.
3. When the wildfire started, the campers were sleeping.
4. The animals were acting strangely before the tsunami hit.
5. I am not a survivor of a natural disaster. / I am a survivor of a natural disaster. I was getting ready for bed when a tsunami struck.

**1** **Before you read, look at the title and the photos.** What do you think the reading is about? Briefly write it here:

Answers will vary.

**2** **Listen and read.** As you read, try to visualise, or see a picture in your mind of, the events the author describes. 042

# TERROR Comes in Twos

Can you imagine being hit with two huge natural disasters at once? That's exactly what happened in northeastern Honshu, Japan's largest island, in March 2011. A powerful earthquake unexpectedly struck about 320 km. (200 mi.) north of Tokyo. It was followed by a terrible tsunami. Very few scientists predicted these disasters. Most people did not sense they were coming, so very few people prepared for them.

The earthquake was one of the strongest ever recorded. It shook the earth as far away as parts of Russia and China. It struck in the middle of the day, while many people were working or going to school. The earthquake collapsed buildings and caused a lot of terrible damage. People were terrified because they knew that soon a tsunami would hit. Many people went to higher ground or even climbed to the top of tall buildings to escape the tsunami.

About an hour later, waves 9 m. (or 30 ft.) high began hitting the land at 800 km. (500 mi.) per hour. Water poured over city walls and buildings, and destroyed more buildings. The waves pushed into the land about 5 km. (3 mi.) in from the shore. There was even one report that waves went as far ashore as 9.6 km. (6 mi.). The waves picked up everything in their path. As the waves moved back, they carried debris, including buildings, houses, boats and lorries back into the sea.

The Japanese government estimated that five million tonnes of debris was swept offshore. Some remains were left floating on the surface of the sea, but most of them sunk. The tsunami destroyed everything in its path and left many areas flooded. Its effects were eventually seen on the shores of Hawaii, the Aleutian Islands, the west coast of the United States, and, finally, Antarctica, where waves broke off the outer edge of the ice shelf.

**3** **Read each statement.** Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

| | T | F |
|---|---|---|
| 1. Two tsunamis hit Japan at the same time. | ☐ | ☑ |
| 2. People did not expect a large earthquake. | ☑ | ☐ |
| 3. After the earthquake, many people ran to high places. | ☑ | ☐ |
| 4. Most of the debris from the disasters is floating in the sea. | ☐ | ☑ |
| 5. Effects of the disasters were seen in China and Antarctica. | ☑ | ☐ |

Possible answers: 1. A tsunami hit Japan after an earthquake.

4. Most of the debris sunk to the bottom of the sea.

**4** **Read 'Terror Comes in Twos' again.** Write down four images that you can visualise while reading the article. Then draw simple pictures of two of them. Possible answers:

| Visualised images | Drawings |
|---|---|
| 1. People at work or children in school and earth starts to shake and buildings collapse | |
| 2. People running to higher ground or to the top of buildings | |
| 3. 9-metre waves pouring over walls and buildings | |
| 4. Waves carrying things like houses and lorries back into the sea | |

**5** **You have read about an avalanche as well as an earthquake followed by a tsunami.** Briefly write about how the avalanche Jimmy Chin experienced and Japan's earthquake and tsunami are similar and how they are different.

Similarities: natural, unexpected, sudden / Differences: in these cases the avalanche did not destroy towns, but earthquake/tsunami did; avalanche quickly ended, but earthquake and tsunami had continued effects and were felt far away

## GRAMMAR

**Present perfect vs. present perfect continuous: Expressing the duration of activities**

| | |
|---|---|
| Mount St. Helens **has** not **erupted** since 1980.<br>Mount St. Helens **has** not **erupted** for years. | Mount Etna **has been producing** smoke since early this morning.<br>Mount Etna **has been producing** smoke for several hours. |
| She**'s climbed** many mountains since she was a teenager. | She**'s been climbing** mountains since she was 15.<br>She and her father **have been climbing** mountains for seven years. |
| She**'s** always **known** she wanted to be a firefighter. | |

To form present perfect continuous: *has/have* + *been* + verb + *ing*. Both the present perfect and present perfect continuous are used to talk about actions that started in the past and continue into the present. Both are often used with *since* and *for*. The present perfect continuous focuses on a continued activity. It is not used with verbs that describe a state of being, like *be*, *love* and *know*.

**1** **Read.** Complete the text with the present perfect or present perfect continuous.

**be** **climb** **hope** **love** **ski** **travel**

My friend Aki (1) has loved the outdoors since he was a child. He especially enjoys snow sports. For example, he (2) has skied since he was five! He's even (3) climbed icy mountains a few times! Right now, he's dogsledding in Iceland. He and his team (4) have been travelling across the ice and snow for three days. I (5) have been hoping to hear from him ever since he first arrived in Iceland a week ago. But he is in the middle of nowhere. Plus he (6) has been very busy!

**2** **Listen to the questions.** Answer them using the present perfect and present perfect continuous. 043

Sample answers:

1. I have liked winter sports since I was little.
2. She's only been rock climbing for a couple of months.
3. I've been having skiing lessons since December.
4. She's been fighting fires for eight years.
5. I've known him for three years.
6. They've been hiking for three days now.

**3** **Read Carolina's blog.** Then respond below. Use the present perfect and present perfect continuous in your response.

Hello Readers!

Thanks for visiting my blog. I have been thinking a lot about the heroes in our lives. Do you have a hero? Maybe it is someone you have known for a long time. Maybe it is someone you do not know at all. Either way, it's important that we pay attention to our heroes and be grateful for how they help and inspire us.

One of my heroes is someone I have known since I was a baby. It's my Aunt Gabriela. Aunt Gabriela has been a firefighter for as long as I can remember. She has saved hundreds of lives. She is incredibly brave. She has faced all kinds of disasters. Not only has she run into the flames of burning homes and buildings to rescue people, she has also pulled survivors out of collapsed buildings after earthquakes. Once she even jumped out of a burning building with a dog in her arms! I would have been terrified, but not Aunt Gabriela. Aunt Gabriela, you are my hero!

Now, I want to hear from you. Please tell me about one of your heroes. What heroic things has he or she done?

**Davi**

My hero is my dad. He's taught me that it's important to take care of yourself. Since he's been running every morning, he has lost a lot of weight. I am so proud of him!

## WRITING

When we write a narrative essay, we write a story about an experience or event. Like a story, the narrative should include a character or characters, setting, plot, climax and conclusion. In the final paragraph, we need to say why the story is important. For example, explain what the main character learnt or what the point or message of the story is.

## 1 Organise.

1. Your topic is *a true story about survival*. It could be about yourself, someone you know, or a famous person. Look through the unit in your book as well as this workbook for ideas for your narrative. If you are writing about a famous person, do some research on the Internet. Then fill out the table below.

| | |
|---|---|
| **Characters:** ***Who?*** | |
| **Setting:** ***When and where?*** | |
| **Plot:** ***Events and actions*** | |
| **Conflict/Climax:** ***What's the main problem?*** | |
| **Conclusion:** ***How did it end?*** | |
| **Message:** ***What's the point?*** | |

2. Plan your writing. You'll need an introductory paragraph with a topic sentence that introduces your topic and the person or people you are writing about. Write your topic sentence here:

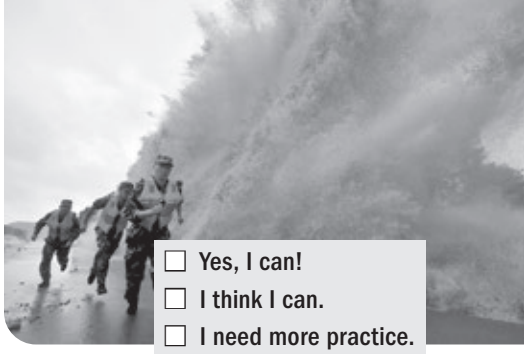
_____

3. Next, you'll need a couple of paragraphs to explain the setting, plot, conflict and climax. The final paragraph will include the conclusion, or what happened in the end, and the message or point you want to share about the story.

## 2 Write.

1. Go to page 141 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

# Now I can ...



**1. talk about being prepared in the face of disaster.**

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

Use words from the box to write two sentences about natural disasters. You may use the photos on this page for ideas.

Sample answers:

| collapse | sandstorm | earthquake | escape | pay attention to | predict | shake | strike | terrible | wildfire |
|---|---|---|---|---|---|---|---|---|---|

1. If people pay attention to what animals do, they might be able to prepare for a cyclone.
2. Earthquakes are terrible because they often cause other disasters like fires and cyclones.

**2. use the past simple and past continuous to talk about the past.**

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

Put the verbs in the past simple and past continuous.

While we were camping (camp), a wildfire started (start) in the forest. We were (be) terrified. I was still screaming (still scream) after we escaped (escape) the flames.

**3. use the present perfect and present perfect continuous to talk about the duration of activities.**

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

Put the verbs in the present perfect and present perfect continuous.

My uncle has chased / has been chasing (chase) storms, like tornadoes and cyclones, ever since he survived a terrible tornado as a young man. He has photographed (photograph) hundreds of disasters all over the world. He has been (be) in terrible trouble many times.

**4. write a narrative essay about a survival story.**

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

Think about a survival story different from the one you wrote earlier. It could be about an animal or a person. In a few sentences, write who the story is about, what happened, and what the point of the story is.

Sample answer:

Our neighbour never lets her cat outside. One day, the cat jumped the fence. She had fun adventures all over the neighbourhood, but she was hit by a car. My dad found her and took her to the vet. She survived, but had a broken leg. Since our neighbour does not have time, I now look after her cat. She needs to get out, but she needs to be safe from cars.

**YOU DECIDE Choose an activity.** Go to page 96.

# Units 7–8 Review

**1 Read the sentences below.** Choose the correct answer.

1. ____ of the Spanish artist, Joan Miró?
   **a.** Has you ever heard **b.** Did you ever heard **c.** Have you ever heard

2. He ____ a painter and sculptor who ____ in 1983.
   **a.** was **b.** have been **c.** has been
   **a.** has died **b.** died **c.** was dying

3. I ____ my studio with images of his work after I ____ his paintings at a museum last year.
   **a.** surround **b.** have surrounded **c.** surrounded
   **a.** have viewed **b.** viewed **c.** was viewing

4. I ____ down images of other artists yet, but I am going to.
   **a.** haven't taken **b.** hasn't taken **c.** did not took

5. My mother ____ Miró since she ____ young, too.
   **a.** loved **b.** was loving **c.** has loved
   **a.** has been **b.** was **c.** being

6. My mum ____ herself through art over the last several years, just like I have.
   **a.** expresses **b.** expressed **c.** has expressed

7. She ____ some of her works in a gallery in 2001.
   **a.** showed **b.** is showing **c.** has shown

8. We ____ each other's work, even though we have different styles.
   **a.** respecting **b.** have respected **c.** respected

**2 Complete the text with the correct indefinite pronoun.**

| anything | anywhere | everyone | everywhere | no one | someone | something |
|---|---|---|---|---|---|---|

Art does not have to be serious, or deal with a social topic. It can be almost (1) anything. Even (2) something fun. The important thing is that the artist expresses him- or herself. Perhaps (3) no one will understand what the artist is trying to say, but that's OK.

Not (4) everyone likes art, but I happen to be (5) someone who does. I get such joy out of seeing paintings in galleries or a sculpture in a public space. I love to view art just about (6) anywhere, really. If art were (7) everywhere and surrounded me, I would be happy.

**3** **Read.** Choose the correct answer to express the past.

While I (1) b in Japan, I (2) a a typhoon. Typhoons never (3) c where I (4) b up, so the storm (5) a unexpected and terrifying. I (6) c my teeth when the rain (7) b . I (8) c much attention to it until the windows (9) a to shake. Wind and water (10) a my building so hard I (11) b the windows would break. When I (12) c brave enough, I carefully (13) b out the window. Water (14) a everywhere. I eventually fell asleep to the sound of the wind and water. While I (15) c , the storm died down and I suddenly (16) b up to silence.

| | | | |
|---|---|---|---|
| **1.** | a. been living | b. was living | c. have lived |
| **2.** | a. experienced | b. have experienced | c. was experiencing |
| **3.** | a. has struck | b. were striking | c. struck |
| **4.** | a. have grown | b. grew | c. am growing |
| **5.** | a. was | b. has been | c. is being |
| **6.** | a. brushed | b. have brushed | c. was brushing |
| **7.** | a. have started | b. started | c. starting |
| **8.** | a. haven't paid | b. haven't been paying | c. didn't pay |
| **9.** | a. began | b. beginning | c. have begun |
| **10.** | a. were hitting | b. have hit | c. are hitting |
| **11.** | a. have thought | b. thought | c. am thinking |
| **12.** | a. have felt | b. have feeling | c. felt |
| **13.** | a. was looking | b. looked | c. have looked |
| **14.** | a. was rushing | b. has been rushing | c. has rushed |
| **15.** | a. have slept | b. slept | c. was sleeping |
| **16.** | a. was waking | b. woke | c. have woken |

**4** **Listen to the questions.** Answer them using the present perfect and present perfect continuous. 044 *Sample answers:*

1. I have loved outdoor sports since I was little.
2. I have wanted to be a firefighter since I was eight years old.
3. I have been learning about cyclones since September.
4. Yes, I've been skiing since I was a child. / No, I have never skied before.
5. I have been afraid of them all my life.
6. No, I haven't been following natural disasters around the world.

# Choose an activity.



☐ **1** Describe a colour without saying what the colour is. Use words from the list. Take turns asking a classmate to guess the colour.

| | | |
|---|---|---|
| **common** | **danger** | **flag** |
| **nervous** | **ordinary** | **relaxed** |
| **royalty** | **sign** | **warning** |
| **wedding** | | |

☐ **2** Talk about the following topics using comparatives and superlatives.

1. white wedding dress / red wedding dress / good
2. blue / purple / common
3. the colour red / the colour green / relaxed
4. bright colours / dark colours / pretty

☐ **3** You received this text message from a friend.

> I need help redecorating my room. I want to paint the wall next to my bed a different colour from the other walls. What colour should it be? Also, what should I put on the other walls?

Respond with at least three sentences. Make sure you use the definite article *the* and the indefinite article *a*.

☐ **4** **Work in pairs.** Talk about a picture or image in your classroom. Each person should:

- comment on the colours or design of the picture
- express what he or she likes or dislikes about the picture
- ask his or her partner one question about the picture
- practise the conversation with his or her partner
- act out the conversation in class, or use a phone or tablet to make a video.

☐ **5** **Write.** Choose a colour that you think plays an important role in everybody's life. Write a few sentences to explain your choice. Start with a subject line that introduces your main idea.

- Follow the steps on page 10 to plan your writing.
- Share your writing with your teacher and classmates.

☐ **6** This is part of an email you received from an American friend.

> *At school, we are working on a project about the importance of colours in different cultures. What's an important colour in your culture? Is it connected to a festival or a holiday? Why?*

Respond to the email. Write at least 100 words.

# YOU DECIDE Choose an activity. Unit 2

☐ **1** Describe ways that you and your body fight disease and poor health. Use words from the list. Take turns with a classmate.

| | | |
|---|---|---|
| **antibiotics** | **bacteria** | **emotion** |
| **illness** | **immune system** | **positive** |
| **protect** | **rest** | **treat** |
| **vaccinations** | | |

☐ **2** Talk about your sleeping habits. Use adverbs that say *How often,* such as *always, occasionally, often, sometimes* and *rarely*. Also use adverbs that say *How*, such as *well, poorly, calmly*, etc.
Use these questions to get started:

- How often do you go to bed early?
- How do you feel when you don't get enough sleep?

☐ **3** Your mum left this note for you.

> *You have an early doctor's appointment in the morning. I don't want you to play video games tonight. You need to go to bed early.*
> *Love, Mum*

Respond and tell her how you feel about going to the doctor, not playing video games, and going to bed early. Use *make* or *makes* + an adjective in your response.

☐ **4** **Work in pairs.** Interview a classmate about what makes him or her stressed and what he or she does to relax.

- Prepare five questions.
- Assign roles.
- Practise the conversation.
- Swap roles.
- Act out the interviews in class, or use a phone or tablet to make a video.

☐ **5** Write a report about the positive effects of sleep. Make sure you divide the report into different sections that you support with examples.

- Follow the steps on page 20 to plan your writing.
- Share your writing with your teacher and classmates.

☐ **6** This is part of a letter from your friend, Josh, in America.

> *I almost always eat three meals a day and only have healthy snacks, like apples and carrots. I ride my bike to school. Also, I often go to bed early so I am ready for the next day. Tell me about you. What do you do to make sure both your mind and body are healthy?*

Respond to the letter. Write at least 100 words.

# YOU DECIDE Choose an activity. Unit 3

☐ **1** Describe ways that the Internet affects our lives. Use words from the list. Take turns with a classmate.

| | | |
|---|---|---|
| **access** | **communicate** | **extend** |
| **focus** | **improve** | **information** |
| **instant** | **interfere** | **rely on** |
| **social media** | | |

☐ **2** Talk about rules for using social media and creating accounts on the Internet. Use modals of obligation (*have to/must*), advice (*should/shouldn't*), and permission (*can/may/can't*).

Use these topics to get started:

- How to treat online friends
- Usernames and passwords

☐ **3** You and your friend are studying in the library. He just passed this note to you:

*I just saw a video of a six-foot lizard stopping traffic on the motorway! It even tried to swallow a car!*

Respond to and express what you do and don't believe with *must*, *might* and *can't*.

☐ **4** **Work in pairs.** Interview cyborg anthropologist Amber Case.

- Research Amber Case on the Internet and in your student's book.
- Prepare five questions.
- Assign roles.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

☐ **5** Write an opinion essay about whether or not we should have robots working in our homes. Make sure you support your opinion with facts.

- Follow the steps on page 32 to plan your writing.
- Share your writing with your teacher and classmates.

☐ **6** This is part of a blog you are following.

We all rely on digital technology so much in our lives; I wonder if we can live without it? I suppose it depends on where we are and what we are doing. Readers around the world, tell me about the use of digital technology in your culture. Are there any you can't live without? Why or why not?

Respond to the blog. Write at least 100 words.

# YOU DECIDE Choose an activity. Unit 4

☐ **1** Describe what underwater explorers do and what their journeys are like. Use words from the list. Take turns with a classmate.

| | | |
|---|---|---|
| **destination** | **expedition** | **find out** |
| **identify** | **look for** | **messages** |
| **preparation** | **reach** | **remains** |
| **set off** | **transmit** | |

☐ **2** Read the passage below. Then retell it using *used to, would* or *use to* with the correct form of the underlined verbs.

Long ago, explorers dreamt of going on long underwater expeditions, but they weren't sure it was possible. Similarly, there was a time when people thought space travel was a crazy idea. Did people think it was possible? Some believed it was, but not in their lifetime.

☐ **3** This is part of an email you received from a friend who is on holiday.

I finally went on my first plane ride. I was scared when the engine turned on. Then my dad gave me my book. I read it and it helped me relax. I felt so happy when we finally reached our destination.

Respond with three sentences about a time you were scared to do something. Use the past simple.

☐ **4** **Work in pairs.** Interview an underwater explorer such as Katy Croff Bell or Robert Ballard.

- Research the explorer on the Internet.
- Prepare five questions.
- Assign roles.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

☐ **5** Write a blog post about the best places to visit in Bahrain. Some ideas are Manama and Al Muharraq. Make sure you use phrases to present your ideas like *although*, *at the same time* and *however*.

- Follow the steps on page 42 to plan your writing.
- Share your writing with your teacher and classmates.

☐ **6** This is part of an email you received from an Australian friend.

We are doing a project at school about important ancient remains around the world. Tell me about an ancient structure in your country. How old is it? Is it natural or man-made?

Respond to the email. Write at least 100 words.

# YOU DECIDE Choose an activity. Unit 5

☐ **1** Describe one creature that lives in a very cold place, and one that lives in a very hot place. Use words from the list. Take turns with a classmate.

| | | |
|---|---|---|
| **adapt** | **conditions** | **environment** |
| **exist** | **handle** | **harsh** |
| **rare** | **remarkable** | **thrive** |
| **tolerate** | **typical** | |

☐ **2** Read the passage below. Then retell it by putting the verbs in the present perfect.

My uncle visited many extreme environments. He went to Antarctica and a couple of destinations in Russia. He also travelled to very hot places like the Lut Desert in Iran and Death Valley in the United States. He always likes to challenge himself. He wondered if he could handle a variety of harsh conditions. Now he knows he can!

☐ **3** You received this text message from a friend.

Have you ever seen a proboscis monkey? It is a bizarre animal. Its nose is as long as a banana! But it can swim as fast as a crocodile. Even faster sometimes! That's remarkable!

Respond with your opinion about another remarkable animal. Use *as ... as* to make at least two comparisons.

☐ **4** **Work in pairs.** Have a conversation about bizarre animals or extreme environments. Each person should:

- express something about the topic
- ask his or her partner two questions about the topic
- practise the conversation with his or her partner
- act out the conversation in class, or use a phone or tablet to make a video.

☐ **5** Write a persuasive letter to your teacher about an animal that should be your new school mascot. Make sure you support your reasons with facts.

- Follow the steps on page 54 to plan your writing.
- Share your writing with your teacher and classmates.

☐ **6** This is part of a letter you received from your American pen friend.

*For my homework project I have to write about the variety of environments in different countries. What's the landscape and weather like in your country? Are there mountains, deserts, or a big body of water? Is it hot or cold, or maybe both?*

Respond to the letter. Write at least 100 words.

# YOU DECIDE Choose an activity. Unit 6

☐ **1** Describe some reasons that food is wasted. Use words from the list. Take turns with a classmate.

| | | |
|---|---|---|
| **appearance** | **consumers** | **edible** |
| **fields** | **fresh** | **landfill** |
| **nutritious** | **produce** | **reject** |
| **rotten** | **supermarket** | |

☐ **2** Read the steps for making tomato soup.

1. Go to the supermarket.
2. Buy some garlic, onions and tomatoes.
3. Chop the vegetables.
4. Fry them in oil for a few minutes.
5. Add water and spices.
6. Bring it to a boil, and then let it simmer for 40 minutes.

Retell the process for making tomato soup as something you are planning on doing. Use *going to*, *will* and the present continuous.

☐ **3** You received this text message from a friend.

> If I start a campaign to educate our friends about healthy foods, would you help me? I'm not sure if we should promote healthy foods only, tell children about how bad junk food is, or both. What do you think?

Respond with your opinion. Use at least one conditional sentence in your response.

☐ **4** **Work in pairs.** Interview a famous chef.

- Research a famous chef on the Internet.
- Prepare five questions.
- Assign roles.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

☐ **5** Write a letter of complaint to a local food shop about how much unhealthy food they sell. Make sure you discuss examples to support the complaint.

- Follow the steps on page 64 to plan your writing. You may need to do some research on the Internet as well.
- Share your writing with your teacher and classmates.

☐ **6** This is part of a food blog you have been following.

> *For our food blog, we are collecting information about people's eating habits around the world. Please tell me about what people like to eat in your country. Do you have three meals a day? What times? Do you often go out or do you eat at home? Who do you eat with?*

Respond to the questions in the blog. Write at least 100 words.

# YOU DECIDE Choose an activity. Units 7–8

☐ **1** With a classmate, discuss how art has helped you or others. Use words from the list. Also use the past simple and present perfect.

| | | |
|---|---|---|
| **aware** | **deals with** | **express oneself** |
| **pleasure** | **remember** | **respect** |
| **social topics** | **society** | **view** |

☐ **2** You received this email from your friend who is planning a party.

I want to plan something fun for the block party. My parents gave us permission to design and draw artwork in chalk on the driveway. Do you think everyone would like that? What should the subject be? Do you have any other ideas for the party?

Respond. Use some indefinite pronouns in your response.

☐ **3** Write an essay that explains how you would plan a trip to view art in or near your hometown. Explain each step in order.

- Follow the steps on page 76 to plan your writing. Replace the categories in the graphic organiser with: *Where? Who?* and *How will you get there?*
- Share your writing with the class.

☐ **4** This is part of a news story you read.

**Bugs Cover Gallery Walls**

*Artist Jennifer Angus has decorated the walls of the local museum with bugs! She used thousands of bugs to create designs that look like wallpaper. She wants viewers to think about taking better care of our environment and to get involved with campaigns that protect the world's rainforests.*

Write an essay about a social issue from your culture and how it has been or could be expressed in art. Write at least 100 words.

☐ **1** **Work in pairs.** Interview a classmate about surviving a natural disaster. Use words from the list.

| | | |
|---|---|---|
| **be in trouble** | **breathe** | **escape** |
| **eventually** | **shake** | **strike** |
| **terrible** | **terrified** | **unexpected** |

- Choose a disaster.
- Prepare five questions. Use the simple past and past continuous.
- Assign roles.
- Practise the interview.
- Act it out in class, or make a video.

☐ **2** Talk about someone you know who likes outdoor activities. Use the present perfect (*has played*) and the present perfect continuous (*has been playing*). Use these questions to get started:

- How many times has your friend done this activity?
- How long has your friend been doing this activity?

☐ **3** Write a narrative essay about a true hero who saved people from a disaster. Make sure you say what the point of the story is.

- Follow the steps on page 86 to plan your writing.
- Share your writing with your teacher and classmates.

☐ **4** This is part of an email you received from a Canadian pen friend.

There was another avalanche in the mountains! My brother and I had just been snowboarding there the day before. How scary! What kinds of natural disasters happen where you live?

Respond to the email. Write at least 100 words.