

impact

3

WORKBOOK
with Audio CD

impact

WORKBOOK

3

SERIES EDITORS

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Unit 1

Who Am I?

1 Unscramble these words that describe personality. Complete the sentence under the picture with one of the words.

1. sienthaustic enthusiastic

2. engeretic _____

3. regesonu _____

4. otimpicsit _____

5. nopsibleres _____

6. asmbiouti _____

7. ermindeted _____

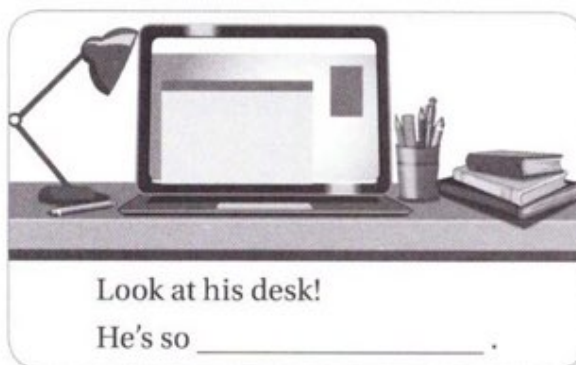
8. goutinog _____

9. itpante _____

10. gasidoren _____

11. fidconent _____

12. bborstun _____



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

1. She believes that good things will happen. She's optimistic.

2. They won't allow anyone or anything to stop them. They're _____.

3. Janet makes friends easily. She's _____.

4. He shows great passion for cooking. He's _____.

5. You can trust him to take care of things. He's _____.

6. Mario worked hard. He's _____ he will do well in his final exams.

7. You are always very calm. You're so _____.

8. She does a lot of things in one day! She's _____.

9. Gina is so _____. She never listens to anyone's advice.

10. She wants to be successful and famous. She's _____.

11. They are very kind and share what they have. They're _____.

- 3 Listen.** Complete the dialogue with the missing words. Then listen again to check your answers. In class, take turns reading the dialogue with a classmate.  002

Lucy: Sorry I couldn't go to the cinema with you. I had to look after my little brother, Mike.

Sam: I look after my little brother sometimes. But it's like Tommy isn't even there. He's very quiet and not too _____.

Lucy: You're lucky. Unlike Tommy, Mike is loud and noisy. He's always running through the house. He's too _____. And he's so messy. He's not _____ at all.

Sam: Tommy isn't that way at all. He isn't as _____ as Mike. He likes to read, play video games and draw.

Lucy: Well, they're alike in that they are both _____ about video games.

Sam: I love video games, just like they do. Don't you?

Lucy: Not me!



- 4 Write.** List four words that describe your personality. Write a sentence about your personality for each word.

_____ shy _____	I find it difficult to talk to people because I'm shy.
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

GRAMMAR

Question tags: Confirming information or seeking agreement

Cookery programmes **are** competitive, **aren't they?**

They **couldn't** go on holiday, **could they?**

Tom **didn't** like the party, **did he?**

Carla and Luke **will** help me prepare dinner,
won't they?

Yes, they are. My friends love them.

No, their flight was cancelled.

No, he didn't. He is too shy.

No, they won't. They're not very
enthusiastic about cooking.

Question tags are short questions at the end of statements. A positive statement has a negative tag. The expected answer is positive. A negative statement has a positive tag. The expected answer is negative.

A listener can disagree or answer differently to what's expected. In this case, there is often some explanation.

1 Listen. Circle the correct tag. Then listen and check your answers. 🔊003

1. Jack Andraka's idea won at the competition, **didn't he** / **didn't it**?
2. Sugar on cauliflower is odd, **isn't it** / **aren't they**?
3. You have to be ambitious to do well, **don't you** / **haven't you**?
4. Children shouldn't ride bicycles without helmets, **don't they** / **should they**?
5. Your mum can speak three languages, **doesn't she** / **can't she**?
6. Young people won't spend time cooking, **will they** / **don't they**?
7. Fast food is good for you, **isn't it** / **doesn't it**?
8. He couldn't find all the ingredients, **didn't he** / **could he**?

2 Match each response with the correct question in Activity 1. Write the number of the question on the line. Then listen again and check your answers. 🔊004

5 a. No, she can only speak two.

_____ b. Yes, it's very strange!

_____ c. No, he couldn't. It's a shame.

_____ d. Yes, it did. He's going to be on TV.

_____ e. Yes, it's important if you want to do well.

_____ f. No, it isn't. It's not healthy.

_____ g. No, it's dangerous!

_____ h. No. They like spending their time with friends.

3 Read. Complete each sentence with a word from the box. Then add a question tag.

competitive confident co-operative helpful jealous open-minded outgoing

1. Lisa doesn't like working in groups. She isn't very _____, _____?
2. Athletes focus a lot on their training and diet so they can be the best. They can be very _____, _____?
3. Children are stubborn and don't listen to suggestions. They won't always be _____, _____?
4. Tim is very funny but he's also shy. He should be more _____, _____?
5. Mr Larkins knows where to find interesting information. He could be very _____, _____?
6. The players weren't _____ that they would win, _____?



4 Write. Answer the questions and give additional information.

1. You live very near your school, don't you?

Yes, I do. I live just ten minutes away.

2. You haven't been to Italy, have you?

3. You would like to be a scientist, wouldn't you?

4. You're an only child, aren't you?

5. You didn't play any sports last week, did you?

- 1 Listen and read.** As you read the article, notice the descriptive words and expressions that describe an only child.  005

SUPER

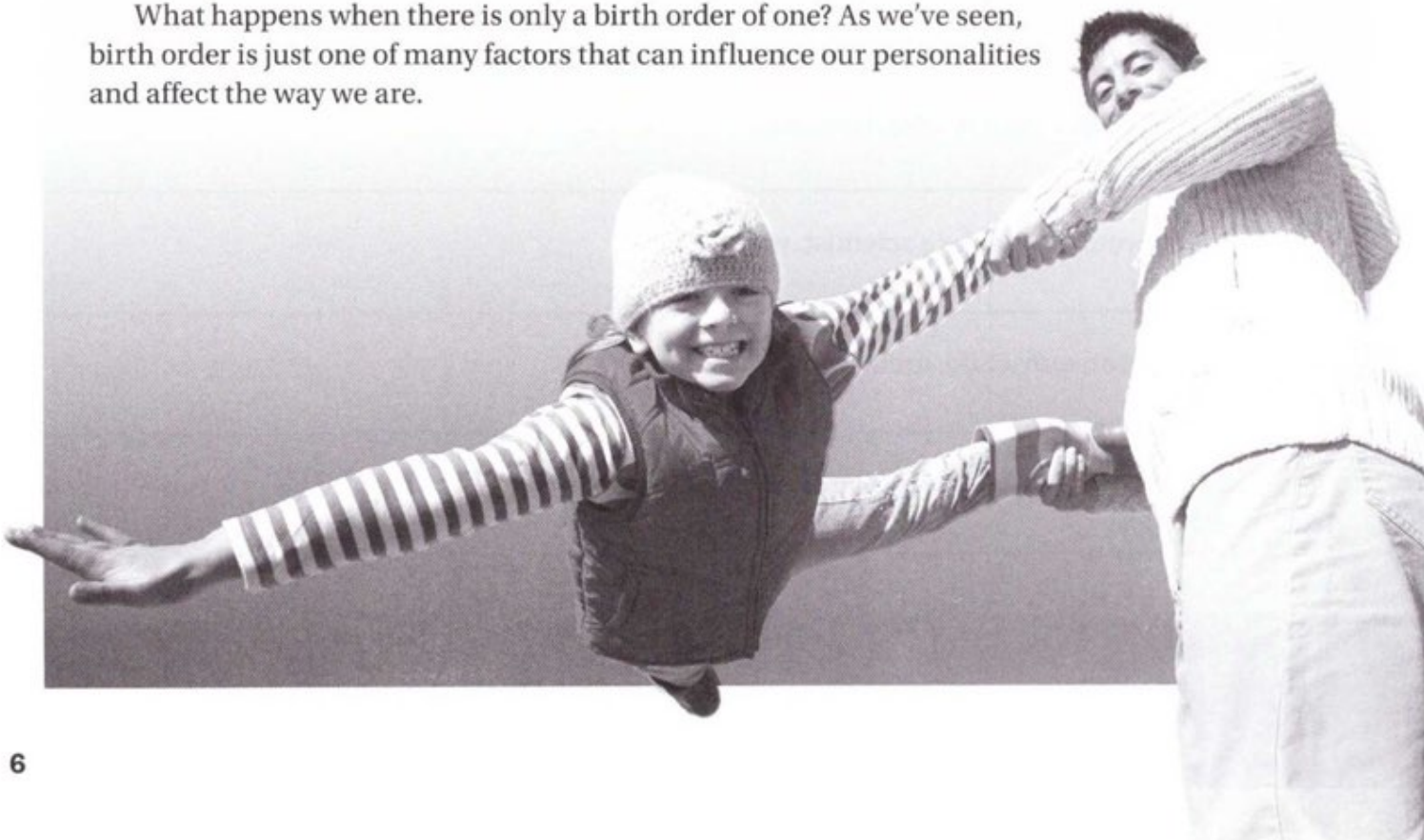
FIRSTBORNS

What makes us who we are? Is it the environment we grow up in? Is it the people we live with? Some experts tell us that half of our personality is genetics – our natural make-up, or the way we are born. Gender – whether you're a boy or a girl – is also a consideration. Age is another factor. In families with more than one child, birth order is sometimes thought to be important. But some families have only one child.

Another name for only children is 'onlies', though experts sometimes refer to an only child as a 'super firstborn'. This is because an only child has many of the advantages of the firstborn child but doesn't experience the changes of a new baby arriving in the family. There is no competition from a sibling – a brother or sister – so onlies have their parents' full attention. Some onlies are mature and responsible because they spend a lot of time with adults. They learn to be self-entertainers and can be creative and imaginative when the adults around them are busy.

On the other hand, some only children can become jealous of their parents' adult friends. They can be self-centred and selfish if these friends ignore them and take too much attention away from them. They may be used to feeling important and can appear spoilt when things don't go their way. Some onlies who aren't used to sharing can be bossy around other children.

What happens when there is only a birth order of one? As we've seen, birth order is just one of many factors that can influence our personalities and affect the way we are.



- 2 Look for words and phrases that describe an only child in the article.** List them in one of the categories.

Positive Qualities	Negative Qualities
mature	jealous

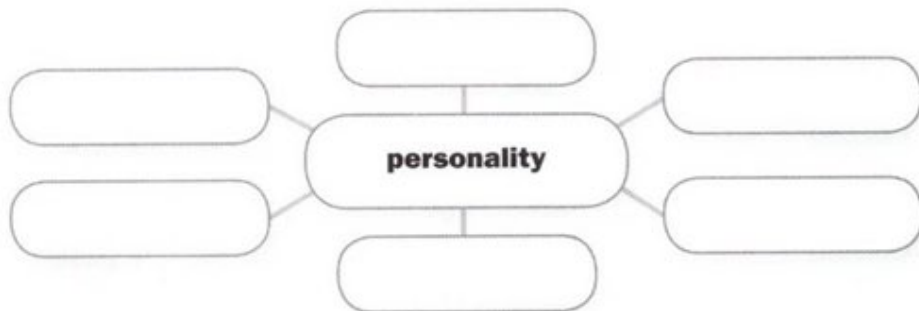
- 3 Read and answer the questions.**

1. Why are only children referred to as 'super firstborns'?

2. Why can only children sometimes be more imaginative?

3. Why do some onlies find it difficult to play with other children?

- 4 Read 'Super Firstborns' again.** Complete the idea web with factors that influence personality. Can you think of any other factors to add? Write them on the lines.



- 5 In your own words, describe two of the factors that you feel most influenced you.**

GRAMMAR

Using **it** to talk about weather, time and distance, and for emphasis

It's a sunny day. Let's go out.

It's 11 o'clock at night. **It's** time to go home.

It's the 22nd today. **It's** my birthday!

It was five miles to Robert's house.

It's great that she won.

It upsets me when my brother is bossy.

I love **it** when she smiles.

I don't like **it** when I'm late for class.

We use **it** to talk about the weather and to express time, dates and distance. **It** does not refer to any specific person, thing or place. **It** is the subject of the sentence.

We also use **it** to introduce a sentence that expresses an opinion or to provide emphasis. (In 'It's great that she won', **it** has the same meaning as the words *that she won*.)

1 Listen. Write the number of the sentence you hear next to the correct picture.  006

a.



b.



c.



d.



e.



f.



2 Complete the sentences with your own ideas.

1. It annoys me when _____.
2. It's great that _____.
3. It's weird that _____.
4. It's not fair that _____.
5. It makes me happy when _____.

3 Read. Circle the uses of *it*. Then answer the questions using *it*.

It's my birthday tomorrow and I don't know what to do!

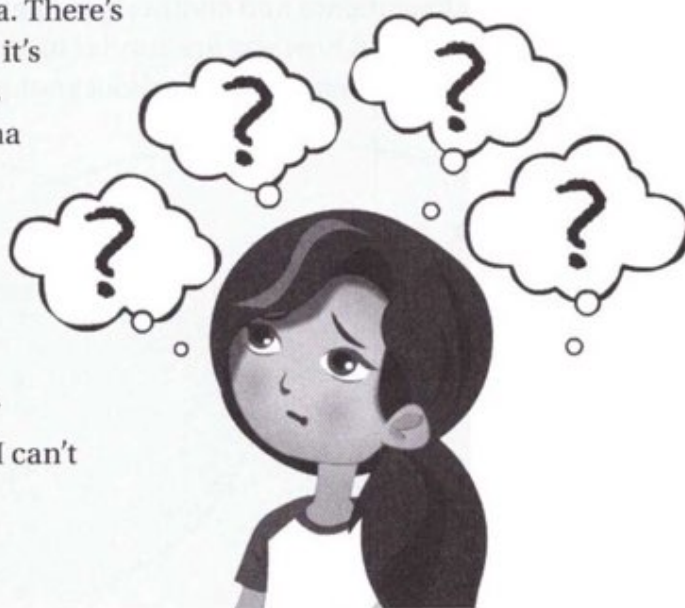
I looked at the weather forecast for tomorrow and it will be cold and windy on the beach. I hate it when it's too cold on the beach; you can't go for a swim.

My friends and I could go to my favourite restaurant. But it would take 45 minutes to get there.

Or, we could go to the cinema. There's a popular film I'd like to see. But it's Friday and I can't buy the tickets today. Then tomorrow the cinema will be crowded and we won't be able to get tickets.

It's a shame that I can't have a party at home. My mum and dad hate it when there is a mess and a lot of noise.

It just drives me crazy when I can't decide what to do!



1. What day of the week is Tanya's birthday?

2. Why doesn't Tanya want to go to the beach?

3. Why doesn't she want to go to her favourite restaurant?

4. Why can't she go to the cinema?

5. Why can't she have a party at home?

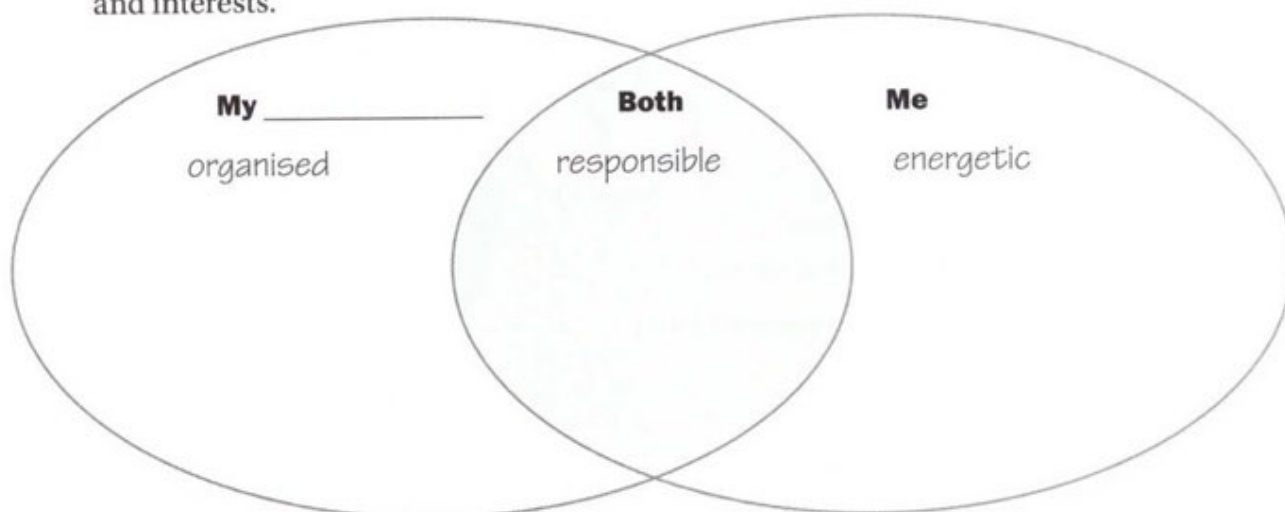
WRITING

We use certain expressions when we want to **compare** (write about similarities) or **contrast** (write about differences). We use words such as the following examples to compare or contrast two people, places or things.

- *Compare*: alike both in the same way too
- *Contrast*: although but on the other hand unlike

1 Organise.

1. Your task is to compare and contrast your personality with that of a family member or friend. Think about how you are similar to and different from the person you chose. Make notes in the Venn diagram about your personalities and also about your hobbies and interests.



2. Think about how you will introduce your family member or friend. Write a possible topic sentence here.

Next, you'll need a paragraph describing how you and your family member or friend are similar and a paragraph about how you're different. Use the words from the Writing box.

Finally, write a concluding paragraph saying whether you and your family member or friend are more similar than different, or more different than similar.

2 Write.

1. Go to page 21 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 ...

• talk about personality and character traits.

What three words describe you? I'm _____ ,
_____ and _____ .

What makes you special? I'm _____ ,
_____ and _____ .

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

• use question tags to confirm information or seek agreement.

Jack Andraka is an inventor, _____ ?

Brothers and sisters don't always agree, _____ ?

Only children can be more imaginative, _____ ?

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

• use *it* to talk about weather, time and distance and for emphasis.

Wednesday



five-thirty



raining



my birthday



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

• write about similarities and differences between two people.

Choose two of your friends and describe them. How are they similar?
How are they different?

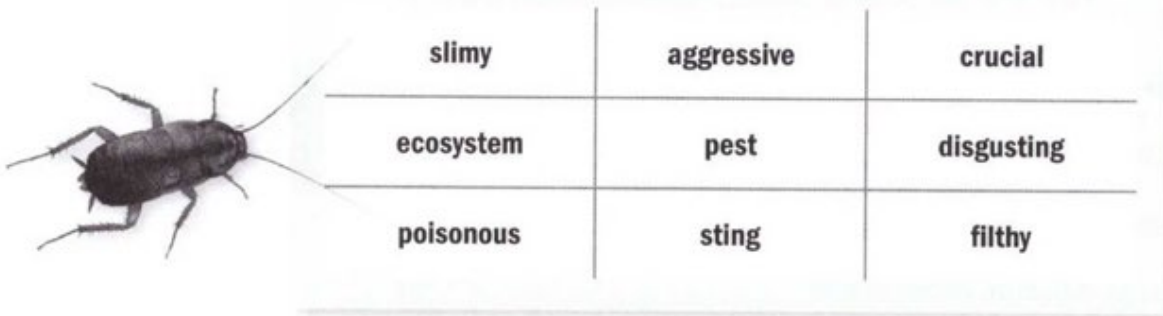
- ☐ Yes, I can!
- ☐ I think I can.
- ☐ I need more practice.

YOU DECIDE Choose an activity. Go to page 90.

Unit 2

Misunderstood Animals

- 1 Play Bingo.** Use the words below to fill in the blank after each item. Cross out each word as you use it. Write a definition of the word that's left.



1. Cross out the word that means very dirty. _____
2. Cross out the word that describes an animal that might attack you.

3. Cross out the word that describes a snail or a fish. _____
4. Cross out the word that means absolutely necessary. _____
5. Cross out the word that describes what a wasp will do if attacked.

6. Cross out the word for something that can cause sickness or death.

7. Cross out the word that means very unpleasant. _____
8. Cross out the word that describes everything that exists in a particular environment. _____

The word that is left is _____.

A _____ is _____
_____.



2 Read. Circle the correct word to complete each statement.

1. **Pests** / **Bees** are beneficial to humans.
2. Some snakes are **filthy** / **poisonous**.
3. We **conserve** / **destroy** the environment when we cut down trees.
4. The rubbish smells terrible. It's **crucial** / **disgusting**.
5. Crocodiles can be **aggressive** / **crucial** if their babies are in danger.
6. Cities try to **control** / **decay** the number of pigeons living there.
7. **Stings** / **Germs** are all around us. We must try to be clean.
8. Cats and dogs are **popular** / **unpopular** pets in many places.



3 Listen. Then match the first part of each sentence with its ending. Write the letter on the line. 007



- | | |
|---|--|
| <p>_____ 1. In some parts of India, snakes are valued</p> <p>_____ 2. Pigmy rattlesnake venom is used</p> <p>_____ 3. Experts use spider silk</p> <p>_____ 4. Experts have copied sharkskin</p> <p>_____ 5. Wasps play a crucial part in the ecosystem</p> <p>_____ 6. Slimy snails are garden pests,</p> | <p>a. because they help farmers protect their crops from pests.</p> <p>b. to make biodegradable bottles, bandages and bulletproof jackets.</p> <p>c. to create a new heart medicine.</p> <p>d. but birds and other animals like to eat them.</p> <p>e. because they control the rat population.</p> <p>f. and created a plastic that stops germs spreading in hospitals.</p> |
|---|--|



4 Choose a misunderstood animal. Write two interesting facts about it. Use words from the box.

aggressive beneficial crucial ecosystem germs pest poisonous sting

GRAMMAR

Modals: Speculating about the past

Lorrie is afraid of the water. (fact)

She **could have fallen** into a swimming pool when she was a child. (not sure)

She **might have seen** a shark. (not sure)

She **may have been stung** by a jellyfish. (fairly sure)

She **must have had** a bad experience involving the water. (very sure)

We use **could have, might have, may have, must have** + participle to show how sure or certain we are about past situations.

1 Read and match. There are two responses for each statement. Write the letters.

Statements

- _____ 1. Eric came back from the jungle covered in red spots.
- _____ 2. They decided never to go on safari again.
- _____ 3. Maya changed her mind about becoming a zoologist.
- _____ 4. The crowd looked scared.
- _____ 5. Julia and Anna don't want to go into the water.
- _____ 6. Jenny couldn't sleep last night.

Responses

- a. They may have seen jellyfish.
- b. She must have realised she'd have to experiment with animals.
- c. They might have seen some vampire bats.
- d. She might have heard wolves howling outside her window.
- e. She may have seen a cockroach on her bedroom wall.
- f. A tropical insect must have stung him.
- g. They must have heard strange noises.
- h. They must have encountered a dangerous animal.
- i. They must have heard about the shark attack last week.
- j. Mosquitoes may have bitten him.
- k. She may have decided she'll make more money as a vet.
- l. They may have seen lions killing another animal.



- 2 Listen.** First, complete the sentences. Then, think about how certain the speaker is about the boy's situation. Write *not sure*, *fairly sure* or *very sure* on the line after each answer.

008

The boy was very upset when he came out of the cave.



1. He _____ scared of the dark. _____
2. He _____ into a spider's web. _____
3. He _____ and hurt himself. _____
4. He _____ the slimy cave walls. _____
5. He _____ the myth about the
poisonous cave snake. _____

- 3 Complete.** Use the words from the box and *could have*, *may have*, *might have* or *must have* with the verb given in brackets.

beneficial bite **cockroach** decay disgusting slimy upset

1. She saw something run under the rubbish bin.
She could have seen (see) a cockroach. (not sure)
2. He felt something _____.
He _____ (touch) a snail. (very sure)
3. The students said that the snake's _____ was poisonous.
They _____ (misunderstand) the teacher. (fairly sure)
4. The kitten was getting _____.
It _____ (want) more milk. (not sure)
5. He thinks that bees are not _____ to people.
He _____ (read) the wrong information. (fairly sure)
6. The rubbish smelt _____.
They _____ (forget) to collect it. (very sure)

CROCODILES:

THE TRUTH EXPOSED

Crocodiles aren't slimy or poisonous. They don't sting or suck your blood like some insects do. They do have a lot of sharp teeth, but no poisonous fangs. So why are people scared of crocodiles? Well, crocodiles are very big and very strong. They have a reputation for being aggressive. They're not pleasant to look at and their scales are rough.

Although crocodiles are reptiles and may look like big lizards, they are in fact more closely related to birds. They also share some behaviours with birds. Like some birds, crocodiles guard their nests and protect their young for up to two years, until they're old enough to survive on their own. Some crocodiles actually hold the food in their mouths when they feed their young just like birds do.

Crocodiles are caring parents. Crocodile mums will carry their babies in their mouths to protect them from harm. They teach them to swim just like mother ducks teach their ducklings. If an adult crocodile believes that a baby croc is in danger, it will go to that baby to protect it, even if they are not related.

These images paint a different picture of crocodiles. What is more, some cultures actually value and respect them because they are believed to represent the spirit of ancestors. In Australia, where there is a huge population of saltwater crocodiles, people learn how to behave safely. For example, people don't go back repeatedly to the same place on riverbanks to wash their clothes. They know that crocodiles recognise patterns and routines.

Experts tell us that crocodiles are sensitive, clever and even emotional creatures. Their huge size and their teeth may be threatening, but it's a misconception that all crocodiles kill and eat people. Most crocodiles aren't aggressive towards people and, like snakes, will avoid human contact when they can.



2 Read. Tick **T** for *True* or **F** for *False*. Rewrite the false statements to make them true.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Crocodiles are big and strong reptiles. | ☐ | ☐ |
| 2. Crocodiles eat their babies. | ☐ | ☐ |
| 3. Crocodiles look after their young. | ☐ | ☐ |
| 4. Crocodiles help only their own young when they're in danger. | ☐ | ☐ |
| 5. All crocodiles kill people. | ☐ | ☐ |
| 6. Education is important in understanding crocodile behaviour. | ☐ | ☐ |
| 7. Crocodiles are not intelligent animals. | ☐ | ☐ |

3 Complete the table with details about birds and crocodiles. Use your own knowledge, information from the text or other sources.

	Appearance	Habitat	Behaviour
Birds	beak	seashore	build nests
Crocodiles			

4 Answer the questions in your own words.

1. What is one misconception you had about crocodiles?

2. What are some interesting facts you learnt about crocodiles? List at least two.

3. How can we change the way we think about crocodiles?

GRAMMAR

Infinitives with to	Infinitives without to
I <u>like</u> to look at insects.	My mum won't <u>let</u> me have a pet spider.
My brother <u>hopes</u> to get a snake for his birthday.	Please <u>help</u> your sister feed her rat.
That parrot <u>is beginning</u> to annoy me!	We <u>will</u> visit the spider sanctuary on Saturday.
Why did you <u>agree</u> to take care of Mica's rat?	Every morning, we <u>hear</u> the birds sing .
You don't like rats!	

We use the infinitive with **to** after some common verbs: *agree, ask, begin, decide, like, need, plan, want*.

There is **no to** after: modals (*can, will, might, could*), verbs describing the senses (*see, hear, feel*) and certain other verbs such as *let, watch* and *make*.

The verb *help* can be used with or without **to**: *Can you help me **(to)** feed the spiders?*

1 Read. To complete each sentence, circle the verb with **to** or without **to**.

1. She felt something **crawl** / **to crawl** up her leg.
2. My brother made me **touch** / **to touch** a hairy spider!
3. We asked them **leave** / **to leave** their pet snake at home.
4. You might **want** / **to want** to see what your pet spider is eating!
5. Are you really planning **get** / **to get** a pet tarantula?

2 Listen. Complete the sentences with an infinitive with **to** or without **to**. 010

choose eat get hope pack take

1. He's not planning to take his rat to the vet.
2. He didn't remember _____ the mosquito net.
3. I didn't let my sister _____ our pet snake.
4. She saw a spider _____ a very big insect.
5. I want _____ help to control my fear of spiders.

3 Read the e-mail. Add *to* where it is needed. If *to* is not needed, write X.

Dear Miyako,

Thank you for your interest in Big Heart Animal Rehabilitation Centre.

My name is Rebecca Nkosi and I'm in charge of the volunteer programme. Here's some information about what we do.

Every summer we recruit young volunteers to come and work at our centre. We have many animals that we need _____ take care of. We try _____ rescue exotic pets that shouldn't _____ be pets in the first place!

People ask whether we can _____ return rescued animals to the wild. Unfortunately, we can't _____ let these animals _____ go back to the wild because they're too sick or weak and most were born in captivity. We use these animals _____ teach visitors about the difficulties they would _____ face in the wild. We want people _____ learn _____ choose the right pets!

We're looking for volunteers to help us _____ feed, clean and provide exercise for our animals. If you want _____ become a volunteer, visit our website and explain why you would like _____ join our team. We hope _____ hear from you soon!

Rebecca



4 Write. Why should Rebecca choose you? Complete the sentences and questions you might send to her.

1. I would love _____.
2. I'm very good with animals. I learnt _____.
3. I can _____.
4. At the centre, will I _____?
5. Would I need _____?
6. I'm planning _____.

WRITING

A process description explains a purpose through a sequence of steps in the order in which they happen.

Purpose: I went to the zoo **in order to** control my fear of snakes.
so that I could control

Sequence:

Before I went to the zoo, I was scared of snakes. **During** my visit, I became familiar with the snakes. **After** I left the zoo, I felt more comfortable about snakes.

First, I saw the snakes behind the glass. **Then**, I watched them as they moved around. **Next**, I held one for a few minutes. **Finally**, I relaxed!

1 Organise.

1. Your task is to describe the process of training a pit bull puppy to help people better understand your dog. Find out about this breed of dog. Research what type of training you will need to do. Write the main ideas in the table below.

How to Train a Pit Bull Puppy

2. Look at your notes. Number the steps you would need to follow to train your dog. Think about the purpose of your description. Write a possible topic sentence to tell your reader the purpose of your description.

Now write the different steps here:

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Finally, think about your expected results. This will be your summary.

2 Write.

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

Now I can ...



• talk about misunderstood animals and their role in the environment.

Describe why or how snakes and vampire bats are misunderstood.

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



• use modals to speculate about the past.

Say what happened.

The children couldn't stop laughing! They _____.

She woke up very late. She _____.

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

• use infinitives with **to** or **without to**.

Finish the sentences.

I like _____.

My friend plans _____.

Our family will _____.

Let me _____.

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

• write a process description showing purpose and sequence.

Complete the sentences with sequencing words.

_____, she told the dog to sit. _____, she gave the dog a reward. _____ the dog understood that it would get a reward for good behaviour.

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



YOU DECIDE Choose an activity. Go to page 91.

Units 1–2 Review

1 Read. Then choose the correct word to complete each sentence.

1. When Marc decides he doesn't want to do something, he doesn't! He's so _____.
a. self-confident b. stubborn c. ambitious
2. Petra doesn't like speaking in front of the class, does she? She's too _____.
a. self-conscious b. self-confident c. outgoing
3. Clara's parents have always given her everything she asks for. She's very _____.
a. determined b. generous c. spoilt
4. Ben's dream is to sail alone around the world. He has spent the last three years training. He's also saving to buy a better boat. He's definitely _____.
a. determined b. organised c. fair
5. Gabi loves cooking. She invites friends to lunch every weekend so she can cook for them and try out new recipes. She's very _____.
a. co-operative b. competitive c. enthusiastic

2 Read. First, match each word with its definition. Then, use the words to complete the text about salamanders.

- | | |
|---|------------------|
| _____ 1. A strong and forceful way to do something | a. poison |
| _____ 2. A story told in ancient culture to explain a belief | b. misconception |
| _____ 3. So unpleasant that it makes you feel slightly ill | c. slimy |
| _____ 4. Everything that exists in a particular environment | d. ecosystem |
| _____ 5. Covered in a thick, slippery liquid | e. myth |
| _____ 6. Producing good or helpful results | f. disgusting |
| _____ 7. A wrong idea or belief | g. beneficial |
| _____ 8. A substance causing people to die or become very ill | h. aggressive |



Salamanders have a moist _____ body that we find _____ to touch. Most salamanders produce a milky _____ to protect themselves. They can also leave their tail behind to distract an _____ predator.

Fortunately, it only takes salamanders a few weeks to grow back lost tails. Scientists are investigating this ability to see how it might be _____ to human medicine.

Long ago, people believed that salamanders were born from fire because they often crawled out quickly when a log was thrown on a fire. The _____ that clothes made from salamander skin can protect you from fire is another _____.

Salamanders can live up to 20 years. However, changes in the _____ are threatening their existence.

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

Have Pets Got Personalities?

We are all very different, (1) ____? No two people are exactly alike. No two humans have exactly the same personality, (2) ____?

Personality is something that we associate with human beings, but animals have personalities, too. Some pets make themselves at home very easily. We love (3) ____ when we find that our new pet has become another member of the family! Of course, we are very happy to let these animals (4) ____ be part of our lives.

It may be difficult to notice the personality of a goldfish, but cats and dogs certainly show you when they're happy, sad or upset. We can (5) ____ notice their body language: a wagging tail, an arched back or no eye contact. Some dogs can be very protective of their owners. If a dog doesn't stop barking, you know that something (6) ____ happened.

Scientists hope (7) ____ find out more about animal personalities so that they can identify a way to help people who are ill or are living on their own. Until then, be aware that your pet can be sensitive. If your goldfish is swimming around in circles, or your hamster is being aggressive, they (8) ____ had a bad day!

- | | | | | | |
|------------------|--------------|-----------------|----------------|--------------|---------------|
| 1. a. isn't it | b. are we | c. aren't we | 5. a. to | b. it | c. - |
| 2. a. don't they | b. have they | c. haven't they | 6. a. must | b. must have | c. could |
| 3. a. it | b. one | c. to | 7. a. to | b. in | c. - |
| 4. a. - | b. to | c. they | 8. a. can have | b. may | c. might have |

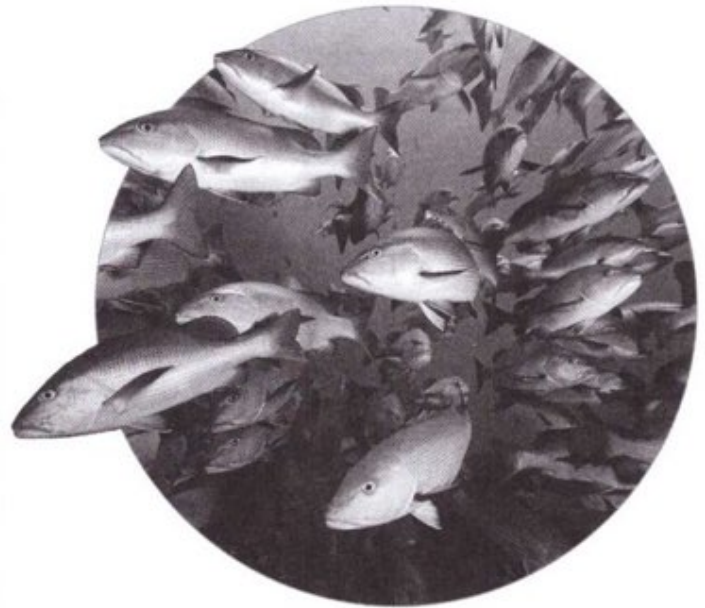
4 Write. Complete the last sentence in each item so that the meaning is the same as in the first sentence or sentences.

- I become upset when I see another person cry.
_____ me when I see another person cry.
- We were worried at first. We thought someone had stolen her handbag.
We thought that someone _____ her handbag.
- It's true that you need to be ambitious to succeed.
You have to be ambitious to succeed, _____?
- She cooks amazing meals. I'm fairly sure she took a cookery course.
She cooks amazing meals. She _____ a cookery course.
- Their dream is to travel around the world.
They _____ travel around the world.
- The time has come for us to leave.
_____ for us to leave.

Unit 3

Everybody's Doing It!

- 1 Find nine more vocabulary words in the word search.** Look at the **bold** words in the reading on pages 44–45 of your book. You can look for words in any direction in the word search. The first one is done for you.



- 2 Match some of the words from Activity 1 to the definitions.**

1. leader A person who directs and leads others
2. _____ Something that can become a real possibility
3. _____ An agreement or opinion that everyone shares
4. _____ To move from one place to another at different times of year
5. _____ To think that something is true without really knowing
6. _____ To be part of or be a member of a group or organisation
7. _____ Working in a well-organised and productive way
8. _____ Organised so that people work together efficiently and well

3 Listen to the information about humpback whales. Then read the sentences and tick **T** for *True* or **F** for *False*.  011

1. Humpback whales have teeth.
2. Whales hunt in collective groups. Two whales attack while other whales wait and chase the fish.
3. Many whales migrate from colder waters to warmer waters.
4. Breaching is another name for whale migration.
5. Whales can communicate efficiently through songs.
6. Scientists still aren't sure if whale songs are meant to attract potential partners.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



4 Complete each sentence with a verb from the box. Make any necessary changes so the verb's tense fits the sentence.

assemble assume belong co-ordinate lead migrate mimic realise remain

1. Fifty elephants _____ across the forest towards the east.
2. A bear usually _____ in its habitat and sleeps during the winter.
3. Stop _____ me! You're always copying me.
4. One goose _____ the others as they fly in a flock.
5. The crowd _____ outside the football stadium, ready to go in.
6. He _____ to the young explorers club. He goes there every Friday.
7. The owners _____ that their dog wouldn't attack the chickens. But they were wrong!
8. Next year, various wildlife organisations _____ activities to protect the Amazon rain forest.

GRAMMAR

Two-word verbs

Separable	Inseparable
The scientists handed in <i>their report</i> .	They thought about <i>collective behaviour</i> .
The scientists handed <i>their report</i> in .	They thought about <i>it</i> .
The scientists handed <i>it</i> in .	We looked at <i>the migrating birds</i> .
	We looked at <i>them</i> .

Some two-word verbs can be separated. Others cannot.

With **separable** verbs, the object can go either between the two parts or after: *They picked **the rubbish** up.* OR *They picked up **the rubbish**.*

If the object is a pronoun, it must always come between the two parts: *They picked **it** up.*

With **inseparable** verbs, the *object* and *object pronoun* can only go after the two parts:
*He flew over **the rain forest**.* *He flew over **it**.*

1 Circle the word that completes each sentence.

1. The scientists wondered **about** / **with** the collective behaviour of the geese.
2. The children drew and cut **out** / **to** circular shapes.
3. The team worked **up** / **out** the answer and reached a consensus of what to do next.
4. The journalist asked the crowd to point **across** / **out** their leader.
5. I prefer to remain here and wait **for** / **at** the bus stop.
6. The teacher talked **with** / **about** a more efficient system of studying.

2 Listen. Write the sentences. Then underline the two-word verbs and circle the objects. 012

1. Ants work the problem out together.

2. _____
3. _____
4. _____
5. _____
6. _____

- 3 Choose three sentences from Activity 2.** Re-write them. First, move the position of the object. Then, replace the object with a pronoun.

1. *Ants work out the problem together.*

Ants work it out together.

2.

3.

4.

- 4 Look at the pictures.** Then choose a verb to complete each sentence. Make any necessary changes.

1.



2.



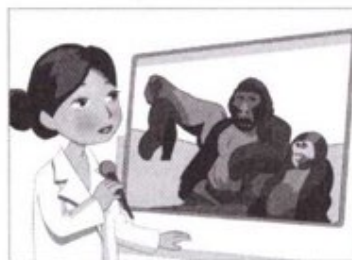
3.



4.



5.



come across

look after

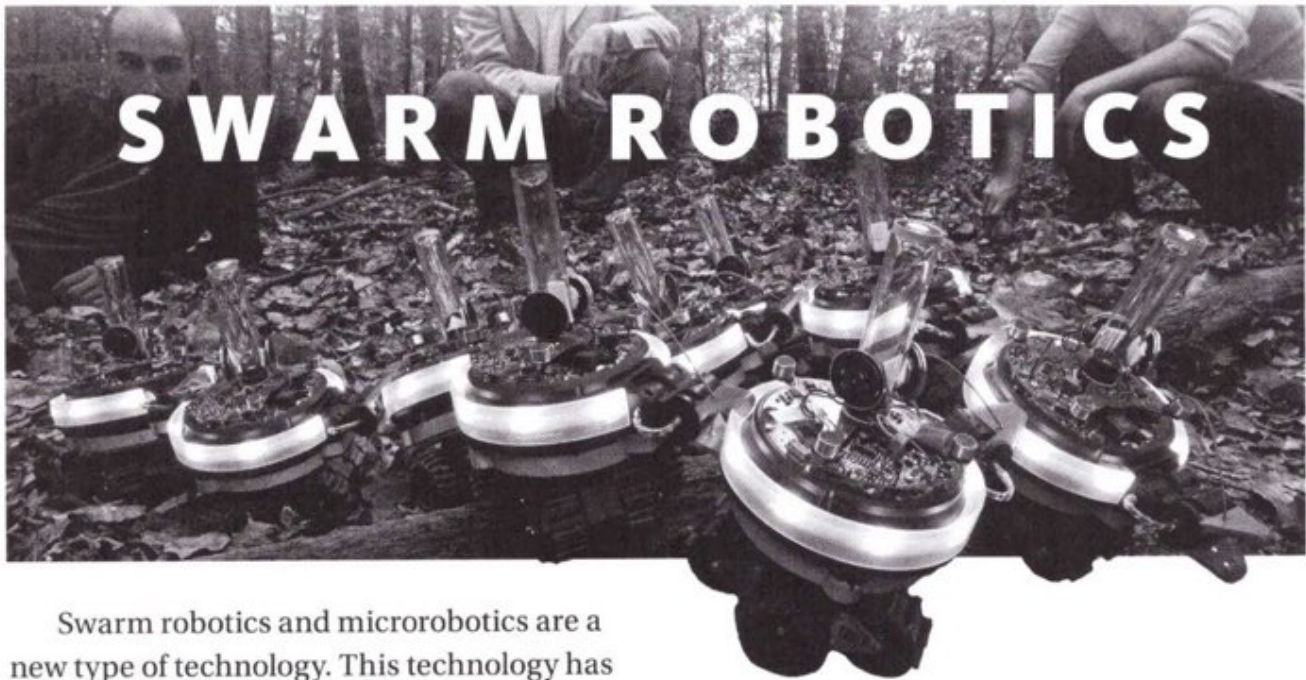
put on

talk about

wait for

wonder about

1. Does a pack of wolves have a leader that _____ the others?
2. The farmer _____ a swarm of bees at the entrance to the field.
3. She watched and _____ the flock of migrating birds.
4. They _____ the herd of elephants to cross the road.
5. She _____ the behaviour of a troop of gorillas.



Swarm robotics and microrobotics are a new type of technology. This technology has produced a new generation of robots whose design is directly influenced and inspired by nature. Experts have realised that there is a lot to learn from the animal kingdom's efficient system of co-operation.

Scientists studied the collective behaviour of ants. Ants join together to solve problems and they do this for the benefit of their community. Ants have been on the planet for much longer than humans and have had millions of years of practice living in large groups.



The interesting thing is that an ant doesn't stand out as an individual. It has poor eyesight and little ability to think on its own. Together, however, ants show off higher-order intelligence. This is also true of bees, flocks of birds and schools of fish.

Following examples from nature, robotics designers have tried to mimic collective and swarm behaviour. They've found ways to divide technology and capabilities among

different robots. The intention is to build a group of robots that is able to swarm, or join together, to solve problems. One robot on its own won't be able to work out a problem, but it won't need to!

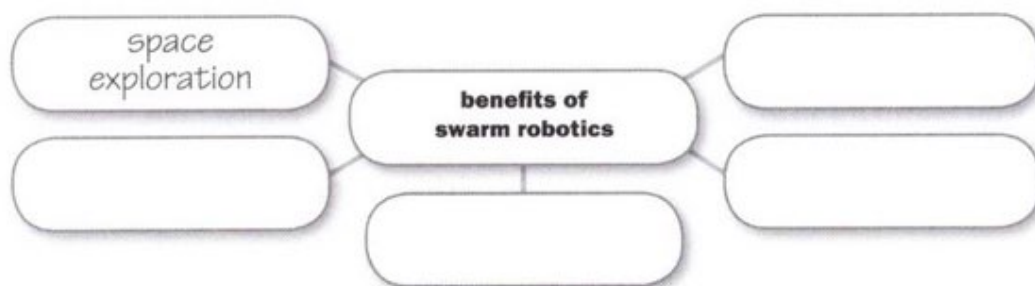
Swarm robotics has many potential uses. Robotic bees, for example, can help farmers with crop pollination. Flying robots can search through a building during disasters to look for and locate survivors. They have also been used to map the environment in Kenya. This has allowed environmentalists to observe the behaviour of animals such as baboons, and the impact of pests such as locusts, on vegetation for hundreds of miles.

Right now, teams of biologists, scientists and engineers are trying to work out how to make space and ocean floor exploration possible using this new technology. What's more, all this expert teamwork shows that, although insects have been co-operating for millions of years, humans can do it, too! Ants are an example to us all!

2 Read the article in Activity 1 and then answer the questions.

1. Highlight the word *example* in the text.
 - a. Circle any use of *example* that means *a model that we should follow or imitate*.
 - b. Underline any use of *example* that means *something that helps to explain or confirm that something is true*.
2. Underline the explanation of *collective behaviour* that is correct.
 - a. A group of people, a crowd, a mob or a fashion trend.
 - b. A group of people who spontaneously or in a temporary way respond to the same event or situation.
3. Choose the best explanation for the statement: 'One robot on its own won't be able to work out the problem.'
 - a. A robot will need to work and collaborate with other robots to solve a problem.
 - b. No robot will be able to understand the problem.

3 In what areas can swarm robotics benefit us? Complete the idea web. Write one idea in each circle. Then choose one of the areas. Write two sentences describing how swarm robotics actually benefits us in that area. Include some of your own ideas.



4 The text suggests that humans can be good at working together the way ants and robots do. List four ways you are co-operative and work well with others.

GRAMMAR

Enough, too much, too many: Talking about amount

There are **not enough** *volunteer groups* to visit people in hospitals.

We have **enough** *music* for the party.

There were **too many** *people* at the concert. I couldn't dance!

You spend **too much** *time* on your own. Come and join us.

We use **enough** before uncountable nouns (nouns with no plural forms: *money, music, advice*) or plural countable nouns (*chairs*) to describe the right amount.

We use **not enough** before uncountable nouns (*time*) or plural countable nouns (*chairs*) to describe less than the amount needed.

We use **too many** before plural countable nouns (*bags*) and **too much** before uncountable nouns (*rubbish*) to describe that there is more of something than needed.

- 1 Listen.** Circle the correct word. Complete the sentences with *enough, not enough, too much* or *too many*.  014

- The neighbours were making _____ **pasta / noise**.
- We'll have _____ **time / space** to join the flash mob if we hurry.
- You won't sleep if you drink _____ **coffee / tea**.
- There were _____ **security guards / people** outside the stadium.
- There was _____ **work / water** for the volunteers.
- There was _____ **light / time** to take a photo of the flock of birds.
- _____ **traffic / pollution** in our cities is not healthy.
- My daughter spends _____ **minutes / hours** on her mobile phone.

- 2 Look back at Activity 1.** Write the number of the sentence next to the correct description to indicate its meaning.

- Less than needed: _____
- More than needed: _____
- The right amount: _____

- 3 Read the letter of complaint.** Underline the uses of *enough*, *too much* and *too many*. Then, complete the manager's reply using these words and the appropriate noun from the text.

Dear Sir/Madam,

I am writing to complain about what happened yesterday at your supermarket.

It started when I couldn't find a parking space. Normally, there are enough parking spaces, but yesterday the car park was full. I had to pay to leave my car on the street!

Next, when I tried to enter the supermarket, there were just too many people around the entrance. Because of the crowd, I couldn't get in for almost 15 minutes. When I finally got inside the shop, I saw that you were giving customers a free bar of chocolate.

I also saw that some people took too many bars. One lady, for example, took ten bars, and then five other people copied her! This sort of behaviour meant that there weren't enough chocolate bars for everybody. Obviously, if you want to do this type of activity, you should have enough staff to control the crowd.

I got the last bar but when I tried it, I found that it had too much sugar! At least I was able to do my shopping, but I didn't enjoy the experience.

Yours faithfully,

Mrs Ranier

Dear Mrs Ranier,

I'm sorry that you had a bad experience at our shop. I apologise that there weren't _____ . We will refund what you paid on the street. I'm sorry that there were _____ outside and that it took you a long time to get into the shop. We'll try to do better next time, so this won't happen again. I realise that we didn't have _____ to control this type of group behaviour. We have apologised to all our customers because there weren't _____ .

I'm sorry that you didn't like the chocolate because it had _____ .

We hope that you come back to our shop and that your next visit will be more pleasant.

Kind regards,

The Management

WRITING

We use examples to explain and support the main idea of a piece of writing. We can introduce examples with the following phrases:

for example for instance in other words such as

Some pets, **such as** dogs and cats, like to mimic their owners. **In other words**, they copy their owners' behaviour. **For instance**, when I start singing, my dog starts howling! **In other words**, my dog likes to do the same things that I do.

1 Organise.

1. Your topic is *Group Behaviour*. Choose a human or an animal group behaviour and write a description of it. Try to include several examples to explain and support your description. Look through the unit for ideas on human and animal group behaviour.

Group Behaviour:
Examples

2. Start by describing the context. (*Every Saturday I go to the shopping centre; In the afternoons, I take my dog out to the park; The other day I watched an interesting documentary on meerkats.*) Write your introductory sentence here:

Think about what phrases you will use to give examples of the group behaviour you observed or heard about. Can you use the phrase *in other words* to conclude or finish your description? Can you add another group behaviour you have observed that links to your previous description?

2 Write.

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

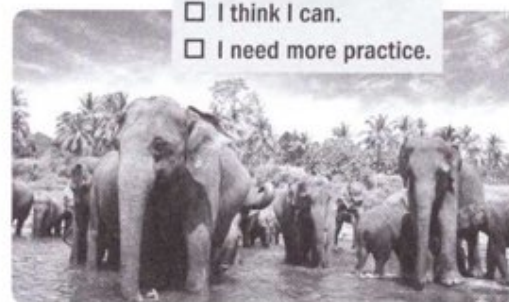
Now I can ...

• talk about human and animal group behaviour.

What's one reason you would join a group?

What are some advantages and disadvantages of animals being in groups?

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



• use two-word verbs.

Choose one separable and one inseparable two-word verb. Write two sentences with each. First, use an object and then replace it with an object pronoun.

1.

2.

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

• use *enough*, *too much* and *too many* to talk about amounts.

There were _____ boats on the river.
We couldn't move!

I took _____ water to last me three days.

_____ sun isn't good for you. You can get burnt.

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

• write a descriptive essay about a group behaviour.

Underline the appropriate phrase to introduce an example.

Fish, *in other words* / *such as* tuna, swim in schools for protection.

Crowds at a football match or a concert, *for example* / *such as*, have no leaders.

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

YOU DECIDE Choose an activity. Go to page 92.

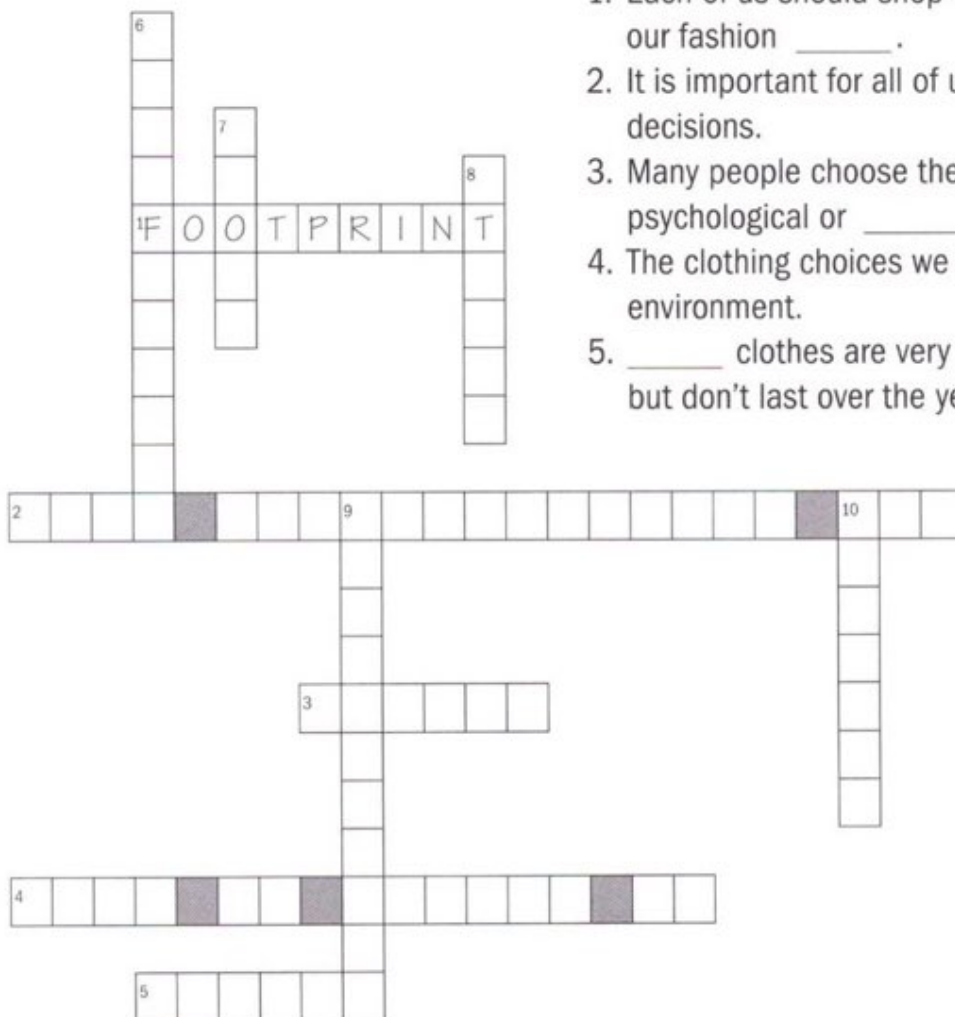
Unit 4

Fashion Footprints

1 Read the clues. Then complete the puzzle.

Across

- Each of us should shop wisely in order to reduce our fashion _____.
- It is important for all of us to _____ our clothing decisions.
- Many people choose their clothes for psychological or _____ reasons.
- The clothing choices we make _____ our environment.
- _____ clothes are very popular for a short time, but don't last over the years.



Down

- The _____ of nylon creates a powerful toxic greenhouse gas.
- _____, such as cotton, use enormous amounts of water and pesticides.
- _____ of clothing can be modern or traditional.
- A person may wear different kinds of clothing to express his or her _____.
- Many people like wearing the latest _____, because it's popular.

- 2 Look at the photos.** Write one sentence about each. Use two words from the box in each sentence.

chemicals cotton crop footprint leather material synthetic



1. _____
2. _____

- 3 Listen.** Think about what you have read in this unit. Circle **T** for *True* or **F** for *False*. 015

1. T F 2. T F 3. T F
4. T F 5. T F 6. T F

- 4 Listen again.** Correct the false statements. 016

- 5 Look at labels on four pieces of your own clothing.** Write down what they're made of. Then classify the materials as natural, synthetic or both. Use your dictionary as needed. Share your answers with a partner.

Item of clothing	Material(s)	Natural	Synthetic	Both
shoes	leather, rubber			✓

GRAMMAR

Present passive: Describing actions and processes

Active sentences

Farmers grow cotton in warm climates.

Designers make many clothes from cotton.

object

Passive sentences

Cotton is grown in warm climates.

Many clothes are made from cotton.

subject



The objects in the active sentences become the subjects of the passive sentences.

When we use the passive, we focus on the action performed, not on the person performing it. Most of the time, the person who performs the action is not important, or is not known. In some cases, when we want to mention who or what did the action, we use *by*.

The cotton **was picked by** young volunteers. The cotton **was picked by** special machines.

1 Change the active sentences to the present passive.

Cotton: From Plant to Thread

1. Workers pick the cotton from the fields.

The cotton is picked from the fields.

2. Machines remove the seeds from the cotton.

3. People ship the cotton to textile mills.

4. Textile machines clean the cotton and separate it into smaller pieces.

5. People use special machines to separate the fibres.

6. These machines work the cotton into a kind of soft, untwisted rope.

7. More machines pull and twist the rope until it's thin.

8. Machines twist the fibres to make cotton thread.

2 Write. What happens to cotton after it becomes thread? Use the passive voice.

3 Read and complete the sentences. Use the appropriate verb form. Then listen and check.  017

apply
attach

check
cover

cut off
make

own
paint

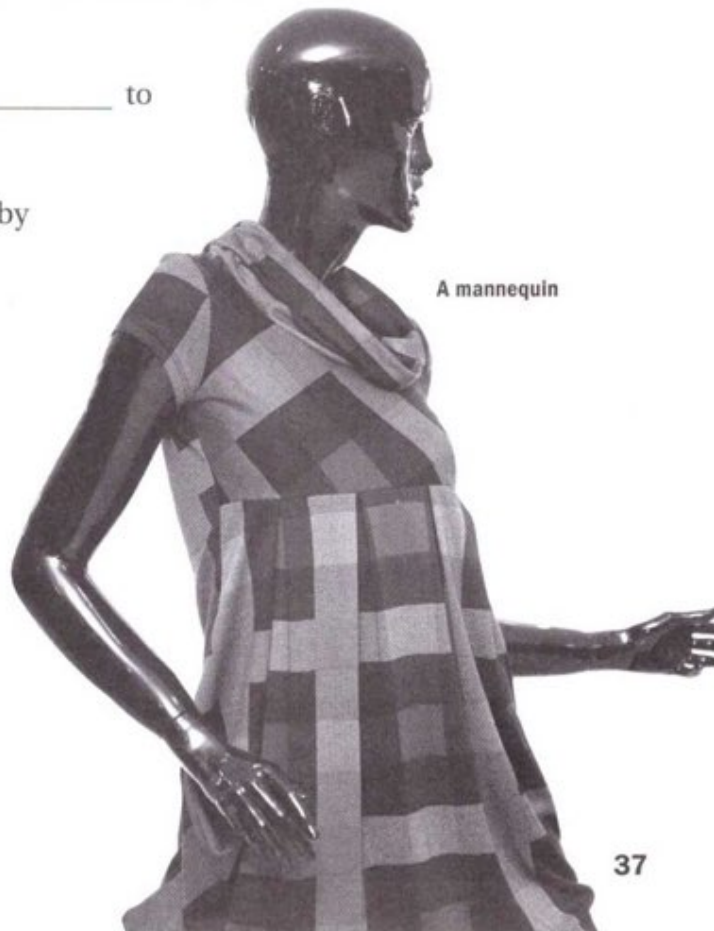
~~place~~
ship

spray
require

use
work

In many shops, mannequins are used to show clothes. The best, most expensive mannequins are made in many different steps. Here are some of them.

1. A structure that supports clay is placed in the correct pose.
2. Wet clay _____ into the correct shape on the structure.
3. The clay head, hands and feet _____, or connected.
4. The arms and legs _____ where the joints will be on the final mannequin.
5. All of the pieces _____ with plaster to make a mould.
6. When the plaster mould is ready, it _____ for any imperfections.
7. Next, the plaster mould _____ to make a new resin mould.
8. A mannequin _____ by adding a layer of gel to the new mould.
9. The gel _____ with fibre-glass resin.
10. Next, the mannequin's skin _____.
11. After the paint is dry, make-up _____ to the face.
12. As a final step, the mannequin _____ to the retailer.



A mannequin

- 1 Listen and read.** As you read, notice similarities and differences between the two designers. **018**

AMAZING ACCESSORIES



As a young girl, Madison Nicole Robinson spent a lot of time on the beaches where she grew up. At the age of eight, she drew a flip flop on paper and added sea characters that she created. When she showed her dad saying, 'Look Dad, FishFlops!' he knew they would be a success.

Madison wrote to a big fashion retailer, who was very interested in selling her product. Madison's FishFlops® became immediately popular. The young entrepreneur soon appeared in online media and was interviewed on major news channels and in well-known business magazines.

Madison gives talks to inspire others to be creative, have a positive attitude and to never give up. She also believes in giving back. She has donated 20,000 pairs of FishFlops® to charities and children's hospitals. Part of the sales of her footwear at zoos and aquariums goes directly to protecting wildlife in danger.

Moziah Bridges ('Mo' for short) is another young entrepreneur with big ideas. When he was only nine years old, his grandmother gave him a sewing machine. It inspired him to design and sew colourful, eco-friendly bow ties from old fabrics.

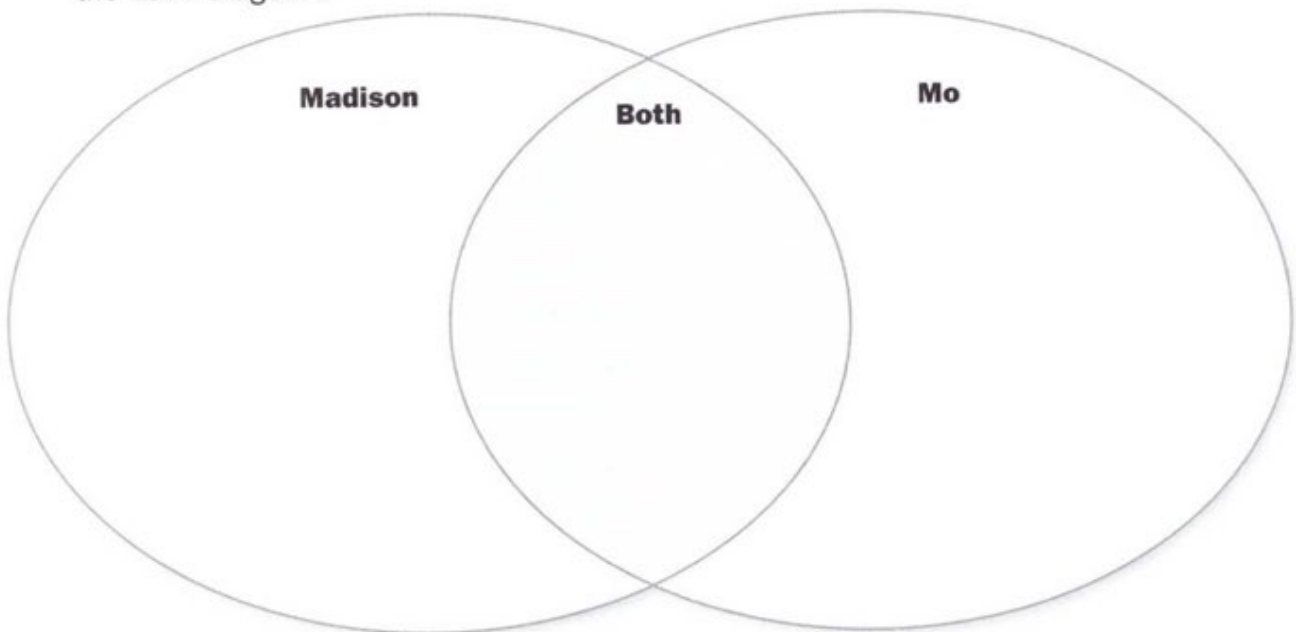
Moziah's bow tie styles became trendy very quickly. With his mother's strong support, he started his own company called Mo's Bows. Since then, he has appeared in fashion and business magazines and on TV. Now a teenager, he has plans to design more than bow ties. He is currently developing a line of skinny ties and socks. In the future, he even hopes to design furniture for the home.

Mo's mother always told him to 'dream big now', and he is. He also helps others with their dreams. Moziah donates part of his profits from the sale of a special bow tie to fund a summer camp scholarship for children.

2 Read and tick T for *True* or F for *False*. Rewrite any false sentences as true.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Mo's bow ties are eco-friendly because they're made of old fabrics. | ☐ | ☐ |
| 2. Entrepreneurs aren't interested in business opportunities. | ☐ | ☐ |
| 3. People who donate items expect to be paid for them. | ☐ | ☐ |
| 4. Madison's company benefits children and animals. | ☐ | ☐ |

3 Read '**Amazing Accessories**' again. How are Madison and Mo similar? Different? Fill in the Venn diagram.



4 You have now read about four young designers: **Santana Draper, Maya Penn, Madison Robinson and Moziah Bridges**. Imagine you could work with one of them. Who would you choose to work with, and why?

GRAMMAR

Modals: Making suggestions and giving advice about present and past actions

PRESENT

<i>could + verb</i>	<i>should + verb</i>
We could dry these clothes in the sun. We could save on electricity.	You should reduce your fashion footprint. You should recycle your clothes.

PAST

<i>Could have + past participle</i>	<i>Should have + past participle</i>
You could have saved those jeans. You could have made them into shorts.	We should have returned that leather jacket. We should have bought the cotton jacket.

could + verb and *could have + past participle* are usually used to make suggestions

should + verb and *should have + past participle* are usually used to give advice

1 Read and match the sentences. Write the letter on the line.

- | | |
|---|---|
| _____ 1. Last year's clothes are too small for me now. | a. You shouldn't wear that. It's too casual for a party. |
| _____ 2. I'm going to dye this white shirt a nice bright red. | b. Maybe you could return it to the shop and exchange it. |
| _____ 3. Look! I bought four T-shirts and got another one for free! | c. You could have given it to me. I know how to mend jewellery. |
| _____ 4. How does this outfit look for the party? | d. You should use a natural dye, not toxic chemicals. |
| _____ 5. My green necklace broke, so I threw it away. | e. You could give them to a smaller friend or family member. |
| _____ 6. I don't like this shirt, but it was a birthday gift. | f. You shouldn't have bought them. You have too many already! |

2 Listen. Write a comment for each situation. 019

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

3 Read Lola's blog. Write back to her and comment on her problems. Make suggestions and give advice.

Disaster day! I came home from football practice to find my room a total mess! My 7-year-old sister and 10-year-old brother looked through all my things, including my wardrobe. You won't believe what they did. My brother took the blanket from my bed and made a kind of tent-castle. Then he took my scarf collection and made a huge, long 'snake' with my scarves. My sister took all my clothes out of my wardrobe to make a princess outfit. Then my brother 'rescued' the princess from the snake that was attacking the castle. What a mess!

And that's not all. They brought their snacks with them. Now I have breadcrumbs everywhere and chocolate stains on my white skirt. And I still can't find one of my trainers. Now I want to go into their rooms and make a mess. Then they'll understand how it feels!



You should relax. They're only young. Be patient!



Your brother and sister seem creative! You should just have fun with them.



You could have told your brother and sister to stay out of your room.

WRITING

We use persuasive writing when we want to convince readers to adopt our opinion about an issue. Using facts and statistics helps make an argument stronger. Remember to use phrases such as these:

- according to ...
- ... points out that
- research shows that ...
- the facts show that ...
- recent studies support ...
- ... states that

1 Organise.

1. Your topic is *Reducing Our Fashion Footprint*. Look through Student's Book Unit 4 and find examples of facts and statistics that can support your position. Do some research on the Internet to find additional information. Make a list of your important facts and statistics here.

2. Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence will state your main idea. Write your topic sentence here.

You'll need two to three body paragraphs. Explain your position. Support it with facts and statistics.

Finally, you'll need a concluding paragraph. It will summarise your main idea and include a 'call to action' on the part of your readers.

2 Write.

1. Go to page 71 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 ...

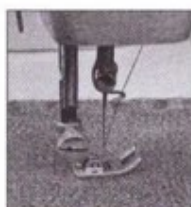
• talk about fashion and my fashion footprint.

Why do you wear the clothes you wear?

What's one thing you could do to reduce your fashion footprint?

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

• use the present passive voice to describe processes.



First, the jeans are assembled.

Then,

After that,



Finally, the jeans are purchased.

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

• use *could* and *could have* to make suggestions; use *should* and *should have* to give advice.

Read and respond to the comment below. Use a form of *could* or *should*.

I threw away all my old coats.

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

• present and support my opinion.

Wearing fur is (right / wrong) _____ because

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

YOU DECIDE Choose an activity. Go to page 93.

Units 3–4 Review

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

Working Together Like Geese

Every year, (1) ____ of geese (2) ____ to look for food and nesting locations. They fly in a V-shaped (3) ____.

Scientists have studied the (4) ____ behaviour of geese and realised what an (5) ____ it is. Geese can reach their destination more quickly and use less energy if they (6) ____ and fly together in this formation.

When geese fly together, each goose provides an extra upward lift for the goose flying behind it. This means that flying together in a V-formation (7) ____ the whole flock to fly 70 per cent further with the same amount of energy than if each goose flew alone.

When the goose in front of the formation (who uses the most energy) gets tired, it moves to the back of the group. Another goose then becomes the (8) ____ at the front.

If a goose becomes sick or injured during (9) ____, two geese will (10) ____ behind to look after the weak goose until it can fly.

It seems that geese can teach us a lot about teamwork and also about caring for each other's well-being.

- | | | | | | |
|---------------|--------------|---------------------|-----------------|--------------|---------------|
| 1. a. herds | b. flocks | c. swarms | 6. a. assemble | b. mimic | c. prefer |
| 2. a. migrate | b. breed | c. hunt | 7. a. assembles | b. allows | c. assumes |
| 3. a. circle | b. formation | c. crowd | 8. a. flock | b. leader | c. crowd |
| 4. a. crowd | b. potential | c. collective | 9. a. migration | b. formation | c. collection |
| 5. a. energy | b. area | c. efficient system | 10. a. wait for | b. stand out | c. remain |



2 Read the article. Fill in each blank with the correct word. The first letter of each word is given.

Fleece jackets have become very (1) t_____. They have traditionally been (2) w_____ more by climbers, but now they are (3) p_____ in cities too as they are warm and (4) a_____.

Sadly, though, this outdoor jacket is not eco-(5) f_____ and leaves a very negative (6) f_____ on the environment.

The fleece jacket is full of tiny pieces of plastic that flow into our waterways and then into our rivers and oceans every time we wash it. These tiny pieces absorb dangerous (7) t_____ chemicals like a sponge.

Fish think the microplastics are food and eat them. This eventually has an (8) i_____ on our own food when the fish ends up on our dinner tables.

However, it's not just (9) s_____ material that contains these plastics. They are also present in (10) m_____ food products, soaps and toothpastes. Manufacturers need to take greater (11) r_____, and we should also do our (12) p_____ by choosing our food carefully.

3 Listen. Choose the best ending for each sentence. 020

1. When people heard the popular music, they _____.
a. assembled and started singing
b. assembled and started dancing
2. It looked like the dancers were _____.
a. mimicking each other
b. choosing a leader
3. There didn't seem to be _____.
a. a leader
b. a co-ordinated formation
4. At first, there weren't _____.
a. enough people
b. many people
5. More and more people _____.
a. stood up
b. joined in
6. There was _____.
a. too much space
b. not enough space
7. Carla _____.
a. got on the bus
b. got off the bus
8. The friends _____.
a. joined the flash mob
b. went off to talk

4 Write. Change each sentence so that the meaning is the same. Use the present passive for 1-4 and *could*, *should*, *could have* or *should have* for 5-8.

1. People use smartphones to scan barcodes.
Smartphones _____.
2. Textile mills make half of all cotton collected into clothes.
Half of all cotton collected _____.
3. Machines pull long pieces of dry cloth through a container of hot dye.
Long pieces of dry cloth _____.
4. They advise farmers to use fewer toxic chemicals.
Farmers _____.
5. One possibility is to buy your clothes without synthetic dyes.
_____ your clothes without synthetic dyes.
6. Why didn't you buy clothes without polyester and nylon?
_____ clothes without polyester and nylon.
7. It would be nice if she asked to borrow my hat.
She _____ to borrow my hat.
8. Why did you wash your woollen jumper in the machine? You ruined it!
You _____ your woollen jumper in the machine.

Unit 5

Flying High



1 Read the clues. Unscramble the words. Then decode the sentence and decide if it's true or false.

1. ighwet _ _ _ **1** _ _ _ _
2. degli _ _ **8** _ _ _ _
3. sapwnnig _ _ _ **7** _ _ _ _ _
4. tghifl **12** _ _ _ _ _
5. wololh **4** _ _ _ _ _
6. leray _ _ _ _ _ **9**
7. oras **3** _ _ _ _
8. tfuresea _ **5** _ _ _ _ _
9. falp _ _ _ **11** _
10. itmiled _ _ _ **10** _ _ _ _
11. tatpadanio _ _ _ _ _ **2** _ _ _ _ _
12. ytilibapac _ _ _ _ _ **13** _ _ _ _ _
13. vevole _ _ _ **6** _ _ _

Measured in pounds or kilos

Float in the air

Distance between wing tips

The action of flying

Empty

Not late

Fly upward

Characteristics

The movement of wings up and down

Not great or high in size or number

A change to improve life in an environment

The ability to do something

Develop and improve over time

Write the letters according to the numbers to answer this question: *What is the only mammal to fly?*

11 13 11 2 1 3 2 4 5 6 7 8 9 10 11 10 10 11 8
2 6 12 8 9

Is this statement *true* or *false*? _____

- 2 Complete the sentences with words from the box.** Then decide if the sentences are true or false based on the information on page 79 of your book.

adaptation capability evolved features hollow limited soar weight wingspan

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Animals haven't always had the _____ to fly. | ☐ | ☐ |
| 2. Wings probably _____ from body features of insects' aquatic ancestors. | ☐ | ☐ |
| 3. Mammals had an earlier _____ to flight than reptiles. | ☐ | ☐ |
| 4. Bats developed _____ to help them fly. | ☐ | ☐ |
| 5. Mammals learnt to fly because of their light, _____ wings. | ☐ | ☐ |
| 6. The _____ of the first reptiles was over 10 metres (32 feet). | ☐ | ☐ |
| 7. The wind helped reptiles _____ and stay up in the air. | ☐ | ☐ |
| 8. Adaptations over millions of years meant that mammals became lighter in _____. | ☐ | ☐ |

- 3 Listen.** Write the animal group and name of the animal being described. Complete the information.  021

1. **Animal group:** _____ *insect* **Name:** _____

- It can _____ 150 times per second.
- The _____ of its flight mechanism are among the most complex in the world.
- It is _____ at controlling its flight.

2. **Animal group:** _____ **Name:** _____

- It has the _____ of flying across half a football field.
- Its flight isn't _____ by flapping wings but by skin on its side.
- The loose skin forms a cape and _____ a safe landing.

3. **Animal group:** _____ **Name:** _____

- It's a myth that chickens aren't capable of _____.
- They can fly for a _____ distance to escape predators.
- Farmers fatten up this bird. Its wings can't support its body _____.

GRAMMAR

Past perfect: Distinguishing the first of two actions in the past

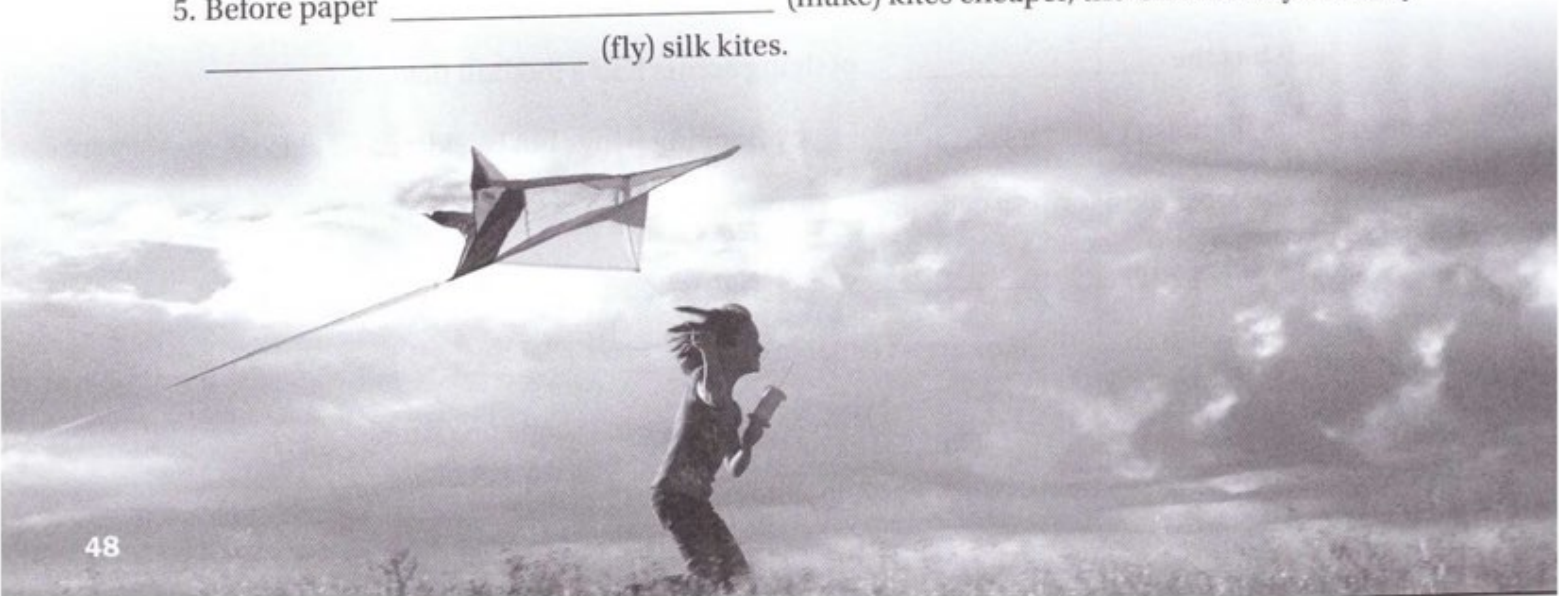
Marco Polo described man-carrying kites.	Marco Polo had already described man-carrying kites <u>by the time</u> Fausto Veranzio designed a parachute.
Fausto Veranzio designed a parachute in 1595. Da Vinci drew a sketch of a parachute in 1485.	<u>Long before</u> Veranzio designed his parachute in 1595, Da Vinci had drawn a sketch of one.

We use the past perfect tense (**had/hadn't** + past participle) to talk about a completed action that happened before another action in the past.

We can use certain time expressions with the past perfect, such as *long before*, *before*, *by the time* and *until that time*.

1 Complete the sentences. Pay attention to which activity happened first.

- By the time the Chinese _____ (experiment) with kites 2,500 years ago, animal flight _____ (exist) for millions of years.
- Long before the Chinese _____ (start) flying kites, early humans _____ (try) to imitate birds.
- The Chinese _____ (use) kites for measuring and signalling before people _____ (try) to use them for transportation.
- Although originally the Chinese _____ (design) kites for military uses, they later _____ (use) them for fun and entertainment.
- Before paper _____ (make) kites cheaper, the Chinese royal family _____ (fly) silk kites.



2 Listen to the ancient Greek myth. Number the events in order. 022

- ____ a. He and his son were imprisoned in a tower. ____ f. The sea is named after Daedalus's son.
 ____ b. His son flew too close to the sun. ____ g. Daedalus designed wings.
 ____ c. Daedalus was exiled to Crete. ____ h. Daedalus designed a labyrinth.
 ____ d. He had a son and named him Icarus. ____ i. Icarus fell into the sea.
1 e. Daedalus committed a crime. ____ j. They escaped.

3 Listen again. Complete the sentences. Use the past perfect forms of the verbs from the box. 023

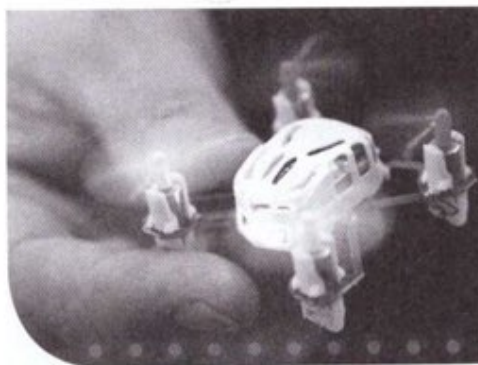
allow ascend commit design forget jump observe

- Daedalus was exiled to Crete because he _____ a crime.
- He _____ a labyrinth so King Minos could imprison the Minotaur.
- Although Daedalus and his son had been imprisoned in a tower, wings _____ them to escape.
- Before they took flight, they _____ out of the tower.
- Icarus fell into the sea because he _____ his father's words and he _____ too close to the sun.



4 Complete the story. Circle the correct word and write the verbs in the past perfect tense.

Daedalus was a (1) **skilled** / **stable** architect who (2) _____ (design) many great works. He was imprisoned with his son in a tower for showing his (3) **drawings** / **weight** and (4) **forces** / **features** of a labyrinth. From the tower, Daedalus observed how birds were adapted to (5) **weight** / **flight** with the help of wings. Daedalus and his son (6) _____ (fly) like birds and escaped. Daedalus warned his son not to (7) **descend** / **ascend** too close to the sea or to (8) **ascend** / **descend** too close to the sun. However, Icarus powered himself towards the sun by (9) **supporting** / **flapping** his wings. The wings weren't (10) **stable** / **skilled** because the wax melted and the (11) **force** / **weight** of gravity gradually pulled him down. Poor Icarus! Things might have been different if his father (12) _____ (design) a (13) **wingspan** / **parachute** instead!



Reach *for the* Remote Control

Even before 1903, when the Wright Brothers' dream of human flight had finally come true, remotely controlled aircraft were being tested mainly by the military. For example, during the American Civil War (1861–1865), the military used unmanned (no pilot) hot-air balloons to carry bombs. This wasn't successful partly because of weather conditions. Later, in 1883, the first photo from the air was taken using a kite, a camera and a very long piece of string.

People have been piloting planes for over 100 years, so it makes sense that flight is now evolving into machines that don't need pilots, such as Unmanned Aerial Vehicles (UAVs), or drones. These machines with no pilots are becoming more and more popular.

UAVs mainly come in three sizes. There are large vehicles that might one day carry passengers without pilots and medium-sized ones that are very similar to those used by the military. Then there are much smaller ones, such as quadcopters, that can fit in the palm of your hand.

Many people are nervous about the idea of a plane without a human. But there are already driverless trains between airport terminals and robo-trains in the subways of many cities. We're slowly adapting to automation.

Medium-sized UAVs, or drones, are very useful. They act like cameras in the sky. They're used for observing wildlife, monitoring protected areas and mapping ecosystems and farmland.

Advances in technology mean that smaller drones have greater capabilities. Quadcopters have four rotors that allow them to ascend, descend and do many different movements. People are only now beginning to realise their full potential. They can be sent into disaster areas or damaged buildings to look for people who are injured or trapped. They can search for chemical leaks, or check pollution levels and they can also be used in new construction.

UAVs have been described as flying smartphones. Maybe one day we'll see them everywhere, like pigeons in a city!

2 Write. Answer the questions.

1. How is this article different from the article on page 89 of your book?

2. What is a remotely controlled aircraft?

3. What was the first remotely controlled aircraft used for?

4. Are UAVs now used more in the military or in everyday life?

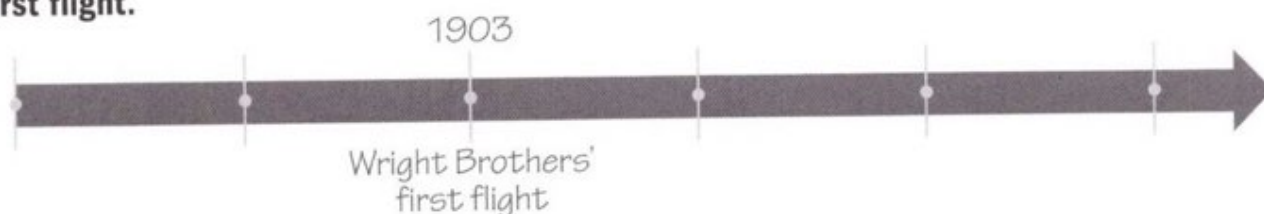
5. Why are some people nervous about the future of airlines?

6. How can UAVs help the environment?

7. How do you think a quadcopter might be useful in a damaged building?



3 On the timeline, show the evolution of the UAV before and after the Wright Brothers' first flight.



4 Write. Imagine that you had your own drone. How would you use it?

GRAMMAR

Past perfect continuous: Describing the first of two actions in the past

Animals **had been gliding** long before they learnt to fly.
Before they designed a powered plane, the Wright Brothers **had been designing** gliders.
He **had been controlling** the plane with a remote control before it crashed.

We use the past perfect continuous (**had/hadn't + been + past participle**) to describe a continuous action (something that had been happening), before another action in the past.

1 Listen. Complete the sentences using the past perfect continuous. 025

1. Before Ryan was seven, he _____
pictures of how birds fly.
2. Before modern-day flight existed, Leonardo da Vinci
_____ on the same topic.
3. Before Ryan became inspired by the capabilities of new technologies, he
_____ how dinosaurs may have moved.
4. Eight years before his research into the colour of the *Archaeopteryx* feather, Ryan
_____ in a band called Icarus.
5. While Ryan _____ a tattoo, the tattoo artist identified
the *Archaeopteryx* feather.



2 Answer the questions about yourself. Use the past perfect continuous.

1. Before this school year, how long had you been going to your school?

2. Before you started this year, how many years had you been studying English?

3. Before you started this activity, how long had you been sitting at your desk?

4. Before you started this activity, what had you been doing?

3 Read the letter of complaint. Underline words connected to flight. Then answer the questions.

Is my neighbour allowed to fly his UAV over my garden?

Yesterday, I was watching a documentary for a school assignment when I noticed something flying by the window. I thought it was my neighbour's football.

And then, when I went to the kitchen to get some water, I heard an engine and saw something soaring over the fence. It was a remote-controlled quadcopter! It descended quickly and I saw the 'pilot' as it landed in my neighbour's garden. I went out and he explained that he is allergic to cats and, for months, had been trying to scare a cat away. He'd tried putting hot pepper on the grass and plastic forks in the flowerbeds, but nothing worked!

The day before, he'd been using the quadcopter at work to take aerial photos of traffic. That's when he got the idea of using it to scare the cat away.

As I returned to my assignment, I heard the quadcopter take off again. I saw the cat come out of a flowerbed and jump over the fence into my garden. The UAV followed from above. Can my neighbour keep doing this?

Jonas



1. What had Jonas been doing when he saw something outside the window?

2. What had he been doing when he heard the sound of an engine?

3. What had his neighbour been doing for months?

4. How had his neighbour been using the quadcopter before flying it above Jonas's garden?

WRITING

When we write a classification essay, we first introduce the topic (e.g., restaurant) in an introductory paragraph. Then, we divide the topic into categories (fast-food, vegetarian, seafood and so on). Each category gets its own paragraph. In each paragraph, we describe the shared characteristics that make up the category. Finally, we include a conclusion in which we bring the categories back together again to talk about the main topic.

1 Organise.

1. Your task is to describe two types of animal flight. Look back at the descriptions of flight in different animals in Unit 5 of your book. If you prefer, do some research on the Internet to find other examples. Choose two animals and make notes about their flight characteristics in the table.

Animal 1	Animal 2

2. Plan your writing. You'll need an introductory paragraph. Here you will state which two animals you are going to describe. Include your topic sentence in the introductory paragraph. Write your topic sentence here:

You'll need one body paragraph describing the flight of one animal and a second body paragraph describing the flight of the second animal. Support your description with facts.

Finally, you'll need a concluding paragraph. You'll need to make a statement about the two animals you've chosen and about the topic in general.

2 Write.

1. Go to page 89 in your book. Re-read the model.
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 ...



- talk about the evolution of flying animals and machines.

How did flight evolve in animals?

How did flying machines evolve?

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

- use the past perfect to distinguish the first of two actions in the past.

Rewrite the sentences to show which action came first.

Dinosaurs became extinct. Birds became skilled fliers.

Fausto Veranzio designed a man-carrying parachute in 1595. George Cayley designed the first stable glider to carry a human.

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

- use the past perfect continuous to describe the first of two actions in the past.

Write two sentences using the past perfect continuous. Use the words in the box.

drive drone rain slippery

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

- write a classification essay to describe two types of animal flight.

How is flight in bats different from flight in birds?

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

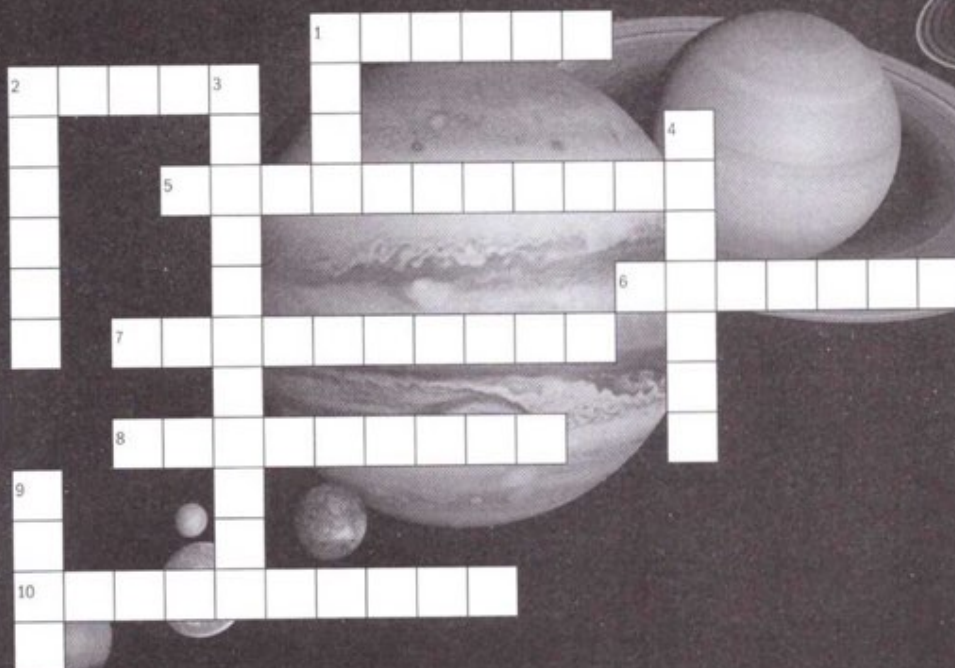


YOU DECIDE Choose an activity. Go to page 94.

Unit 6

New Frontiers

1 Complete the sentences. Then fill in the crossword.



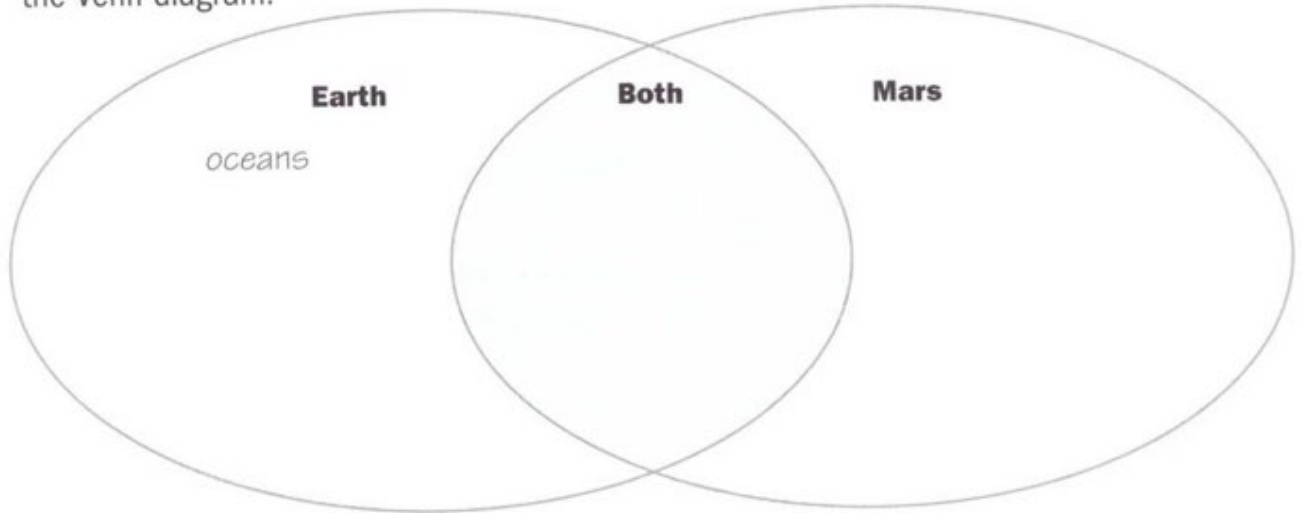
Down

1. The desert seems to have no end. It's so _____.
2. Many cereal crops are grown on _____ because they are flat.
3. Water and oxygen are _____ to life.
4. Life and water are _____ that fascinate scientists.
9. After the _____ storm, they had to clean their roofs and windows.

Across

1. The river ran along the _____ between the mountains.
2. There is now _____ that water really does exist on Mars.
5. _____ are tools or devices that help scientists do their work.
6. Temperatures reach 70 _____ Fahrenheit in the summer on Mars.
7. Earth is surrounded by an _____ made up of different gases.
8. The moon's _____ is full of craters.
10. _____ orbit the Earth and send back information.

- 2 What aspects of Earth and Mars are similar?** What aspects are different?
Re-read pages 94 and 95 in your book and use your own knowledge to fill in the Venn diagram.



- 3 Listen to the information.** Answer the questions. 026

1. Who was Clyde Tombaugh?

2. What did the New Horizons spacecraft detect?

3. What was the Mars rover, Curiosity, equipped with?

4. What were Sputnik and Explorer 1?

5. How much oxygen is there in Mars's atmosphere?

6. What might stop tourists from visiting Mars in future?

7. What is the temperature at the equator on Mars at midday in summer?

GRAMMAR

Present and past conditionals: Talking about unlikely (but possible) or impossible situations

Unlikely but possible	Impossible
If there were life on Mars, we would know about it by now.	If it had been less hazy, we would have seen the eclipse.
If we visited Mars, we would find some aspects similar to those on Earth.	Rovers might have landed on Mars sooner if space exploration had received more money.

We use **if** + past simple, **would/could/might** + infinitive (without *to*) to talk about events and situations that are unlikely to happen in the present or future. After *I, he, she* or *it*, use *were*: *If I **were** an astronaut, I **would** travel to the International Space Station.*

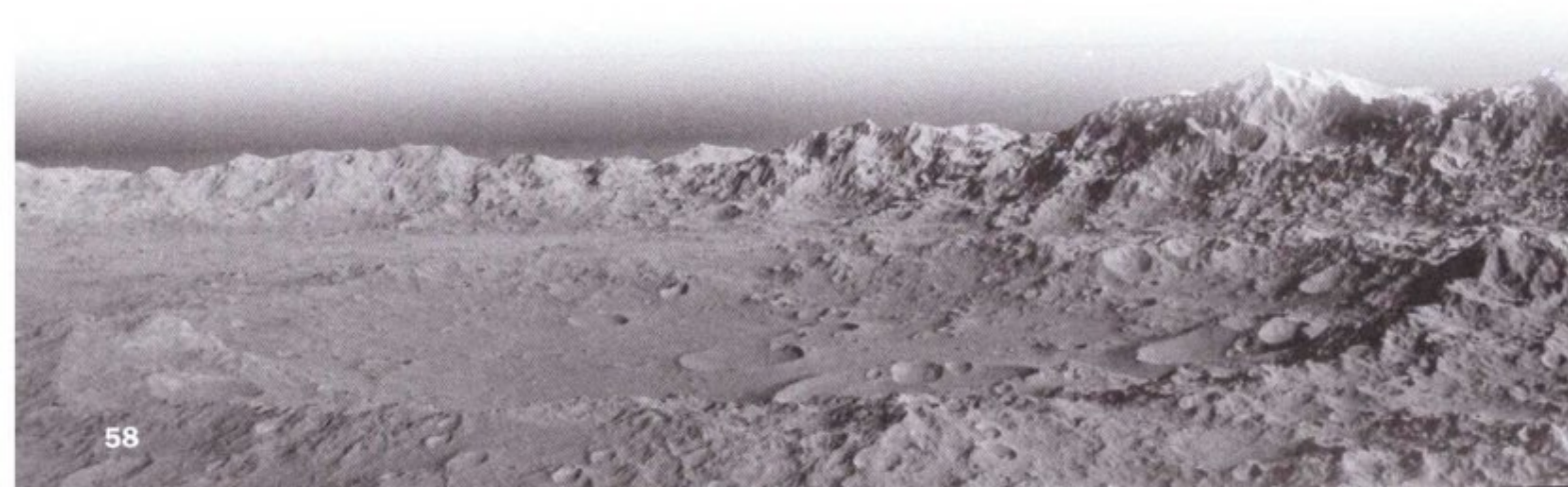
We use **if** + past perfect, **would/could/might have** + past participle to talk about impossible or hypothetical events and situations in the past.

The *if*-clause can come first or second in the sentence. When it comes second, no comma is needed: *I **would** travel to Mars **if** it were possible.*

1 Match the sentence halves. Write the letter on the line.

- ___ 1. If there were tours into space,
- ___ 2. If I had had a good telescope,
- ___ 3. If I had been more curious at school,
- ___ 4. If I lived in the United States,
- ___ 5. If I were a millionaire,
- ___ 6. If scientists had discovered life on Mars,

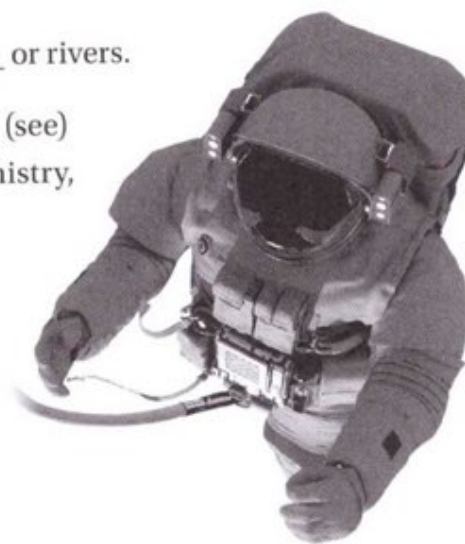
- a. I would build my own spacecraft and satellite.
- b. I might have seen Pluto.
- c. I would visit Pluto.
- d. I would have asked for proof.
- e. I could have become an astronomer.
- f. I would definitely visit one of NASA's visitor centres.



- 2 Listen to the film summary.** Complete the sentences with a conditional. Then choose words from the box to complete the remaining blanks. Circle the two sentences that are false and explain how you know.  027

astronomy geysers habitable hazy satellite seasonal dust

1. If the team _____ (know) about the _____ storms, they probably _____ (stay) inside the base camp.
2. If the weather _____ (be) less _____, the team _____ (continue) their search.
3. The mission control centre _____ (rescue) the scientist if they _____ (have) a _____ ready to put into space.
4. If the scientist _____ (study) botany, he _____ (plant) vegetables.
5. If Mars _____ (be) habitable, the potatoes _____ (grow) outside.
6. He _____ (have) a shower, if Mars _____ (have) _____ or rivers.
7. The reviewer says that if teenagers _____ (see) the film, they _____ (want) to study chemistry, geology and _____.



3 Write an appropriate ending for each sentence.

1. If more planets had been habitable, _____.
2. If the temperature were 30 degrees C (87°F), _____.
3. If the diameter of Earth were greater, _____.
4. If I lived on a plain, _____.
5. If a dust storm had suddenly hit my town, _____.
6. If my car had been equipped with the technology to travel into the past, _____.

- 1 Listen and read.** As you read, notice the sequence of different things that need to happen to make the rover move.  028

Driving on Mars

A high-tech rover with a vast, red, rocky landscape in the background is now a familiar image. Curiosity is the latest rover on Mars. It cost over US\$2 billion to build and it is equipped with highly advanced instruments. This technology and the actual voyage to Mars are already incredible. But have you ever wondered how you actually drive a rover on a planet several million miles away?

Well, a sequence of things needs to happen during the Martian night, while the rover is 'asleep'. A team of about 200 scientists on Earth analyses information that the rover sends back. They discuss what needs to be done next and which instruments will be used. The work is complicated because the scientists need to calculate how much power each instrument will use. Because there are so many instruments, this takes time.

The team writes thousands of lines of computer code to instruct the rover. They map out the best, smoothest route to the next destination. They include where the rover will stop to take pictures or operate an instrument.

Fortunately, the scientists' laboratory has an outside area called the Mars Yard. It's full of sand, dust and rocks of different sizes. Engineers use this area to test software and movements on two Curiosity models and solve any problems they may have.

Every day, a signal is sent to 'wake up' the rover and upload its instructions. This is also complex. The Mars day is 40 minutes longer than an Earth day, which means the working day and the time when the information is sent are continually changing.

Distance is another challenge. Signals between Earth and Mars have to cross up to 250 million miles (401 million kilometres) of space. What is more, the signal isn't direct. It has to go through communication satellites, which takes time.

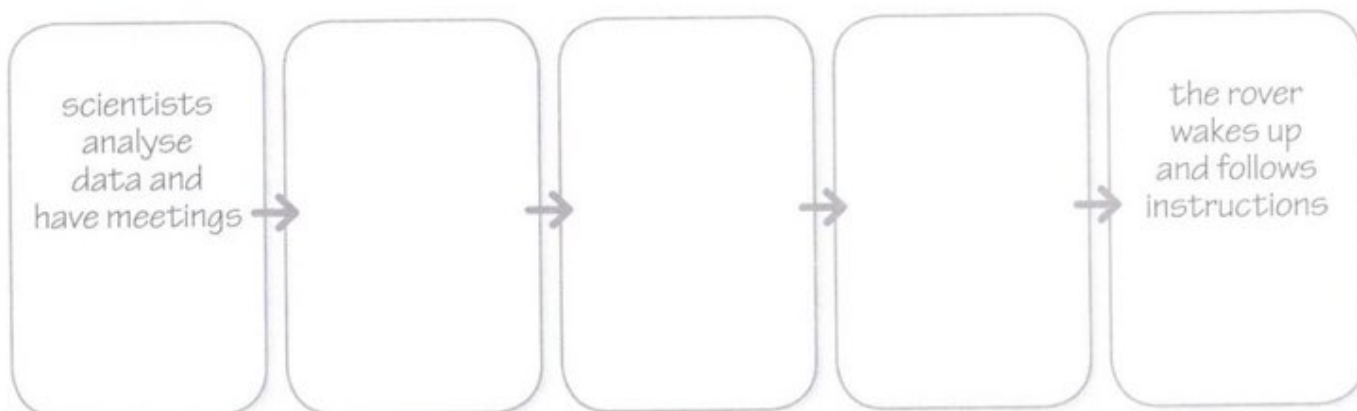
There's a lot of pressure to get things right on Mars, but the one easy thing about driving on an empty planet is that you don't have any traffic coming from the other direction!



2 Read. Choose each correct answer.

1. The text is about ____ .
a. how the rover's instruments work b. how the rover knows what to do
2. While the rover 'sleeps', ____ .
a. scientists prepare the next day's instructions b. scientists also sleep
3. The team of scientists ____ .
a. programme every movement and task b. let the rover make its own decisions
4. Scientists have ____ .
a. a virtual landscape to practise the rover's movements b. a physical space to practise the rover's movements
5. An Earth day is ____ .
a. longer than a day on Mars b. shorter than a day on Mars
6. Signals to the rover ____ .
a. go through satellites b. are direct

3 Use the organiser below to complete the sequence of how instructions are given to the rover.



4 Write. If you were one of the scientists, what would be the greatest challenge for you? Give your reasons.

GRAMMAR

Adverbs: Comparing how things are done

The instruments detected water accurately .	Curiosity has travelled far on the plains of the red planet.
The instruments worked as accurately as scientists had hoped.	Curiosity goes as far as scientists want it to.
The instruments detected water more accurately than before.	The rover Endeavor has travelled further than Curiosity.
The instruments on Curiosity detected water the most accurately .	Endeavor has travelled the furthest of all rovers so far.

With comparative adverbs, use **more ... than**; with superlative adverbs, use **the most**. With adverbs that have the same form as the adjectives, use **-er** and **-est**: **fast, faster, fastest; hard, harder, hardest; near, nearer, nearest**.

There are some irregular forms: **well, better, best; badly, worse, worst; far, further, furthest**.

- 1 Listen to each pair of sentences.** Then make changes to the adjective to complete each sentence with the correct use of the adverb.  029

- Astronauts eat _____ than I do. (healthy)
- I think astronauts sleep _____ at home. (good)
- Do dust storms happen on Mars _____ hurricanes on Earth? (seasonal)
- Voyager 1 and 2 have travelled _____ in the solar system. (far)
- The rovers Spirit and Curiosity found water _____ scientists expected. (quick)
- Scientists prepare the rover's movements _____ they can. (careful)

- 2 Write.** Use adverbs to describe how you do things compared to your friends or other members of your family.

When I go cycling with friends, I can go the fastest.

- 3 Read.** Underline all the uses of adverbs comparing how things are done. Then answer the questions.



If I could go anywhere in space, I would go to Pluto. We haven't known much about Pluto until now. Even the Hubble Space Telescope couldn't take pictures of Pluto as clearly as the latest space probe, New Horizons.

New Horizons was launched in 2006. It took nine and a half years to reach Pluto. New Horizons travels faster than any other spacecraft. It can travel a million miles a day! Although the probes Voyager 1 and 2 have travelled the furthest in space, they didn't travel to Pluto as closely as New Horizons.

A team of scientists on Earth produced the most accurately planned sequence of instructions available so that the probe could make hundreds of observations as it flew by Pluto. It sent back the most incredibly amazing photos. Although New Horizons is now further away than Pluto, the small planet is starting to share its secrets.

1. What took the best pictures of Pluto, the Hubble Space Telescope or New Horizons?

2. How does the speed of New Horizons compare with other spacecraft?

3. What didn't Voyager 1 and 2 do as well as New Horizons?

4. How did a team of scientists on Earth make sure the probe could make good observations as it flew by Pluto?

5. Where is New Horizons now?

WRITING

We use persuasive writing when we want to persuade, or convince, our readers to agree with our opinion. One way to organise this type of essay is by presenting both sides of the argument, point by point. Present one argument and then present your counter-argument in the same paragraph.

In the next paragraph, do the same. Present another argument and then present your counter-argument. Remember to use conjunctions such as *but*, *however*, *although* and *in contrast* to link your ideas.

1 Organise.

1. Your task is to write about the argument that it's better to explore the ocean than outer space. To persuade your readers, research facts to support your argument.

	Ocean Exploration	Space Exploration
Argument		
Counter-argument		

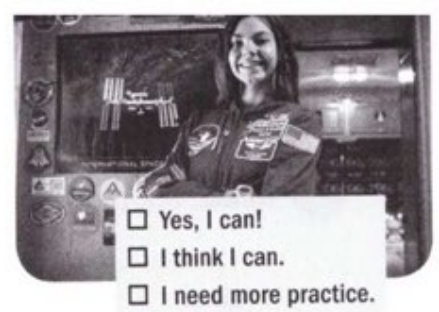
2. In your first paragraph, introduce the two arguments you're going to discuss. Write a topic sentence to lead your reader into your essay. Write your topic sentence here.

You'll need at least two paragraphs. In each, present the argument and then your counter-argument.

The last line of your essay should make it clear which argument you support.

2 Write.

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



Now I can ...

• talk about space exploration.

What do you think makes space exploration so exciting?

Would you like to be a space explorer? Why or why not?

• use present and past conditionals to talk about unlikely (but possible) or impossible situations.

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

1. Write a conditional sentence about something that is unlikely to happen in the present.

2. Write a conditional sentence that expresses an unlikely situation in the past.

• use adverbs to compare how things are done.

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

1. Scientists can drive a rover in space _____
(easily) a car on Earth.

2. New Horizons has taken _____ (amazingly) detailed photos of Pluto.

3. We know our solar system _____ (better) ever before.

• write a persuasive essay about space and ocean exploration.

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

Present a counter-argument for each statement.

Space exploration is important because we can learn a lot about the universe.

Ocean exploration can help us find new minerals.

Units 5–6 Review

1 Read. Choose words from the box to complete the sentences.

allow	capability	descend	engines	evolve	flap
flight	limited	skilled	soaring	stable	support

The day when we can all have our own jet packs to ascend and (1) _____ wherever we want may be closer than we think.

Up until now, jet packs only had the (2) _____ of remaining in the air for a few seconds. Now that jet packs have improved features and smaller (3) _____, companies are racing to bring a practical jet pack out onto the market. Of course, the first jet packs won't be cheap. They'll cost around \$150,000, so their use will be (4) _____ by price.

So it may still be some time before our airways are full of (5) _____ jet packs. It's predicted that the first public use of jet packs will be at special (6) _____ 'clubs' where people can rent them and be taught how to use them by (7) _____ trainers.

Businesses will probably be the first to use jet packs commercially, possibly for flying to meetings or delivering products. Jet packs could also (8) _____ people who work in emergency services, including paramedics and firefighters, to travel across cities and provide help and (9) _____ quickly.

As the possibilities (10) _____, it's good to know that whatever happens, there are no wings to (11) _____. That would be exhausting!

2 Listen. Circle each best answer.  030

1. In 2015, we discovered that our solar system is *full of dust* / *not such a cold, dark place*.
2. Pluto has a landscape with *plains of solid nitrogen* / *salt lakes*.
3. For 85 years, we only had *a hazy picture of Pluto* / *an artist's impression of Pluto*.
4. One of Saturn's moons has *seasonal dust storms* / *geysers*.
5. Thanks to a lander's solar panels, we saw *the planet Neptune* / *aspects of a comet*.
6. Scientists now have proof that there was once *a vast ancient ocean* / *life* on Mars.



3 Read the situations. Write sentences using the past perfect or past perfect continuous with the words in brackets.

1. Voyager 1 and 2 did not get as close to Pluto as New Horizons. (travel/furthest/space)

They had travelled the furthest in space.

2. Bats learnt to fly 55 million years ago. (insects/fly/for millions of years before that)

3. Pterosaur were flying reptiles. (learn/fly/before birds)

4. A small probe landed on a comet. (travel/through space/many years)

5. Scientists were excited. (discover/water/Mars)

4 Read. Use forms of the words in brackets to complete the sentences.

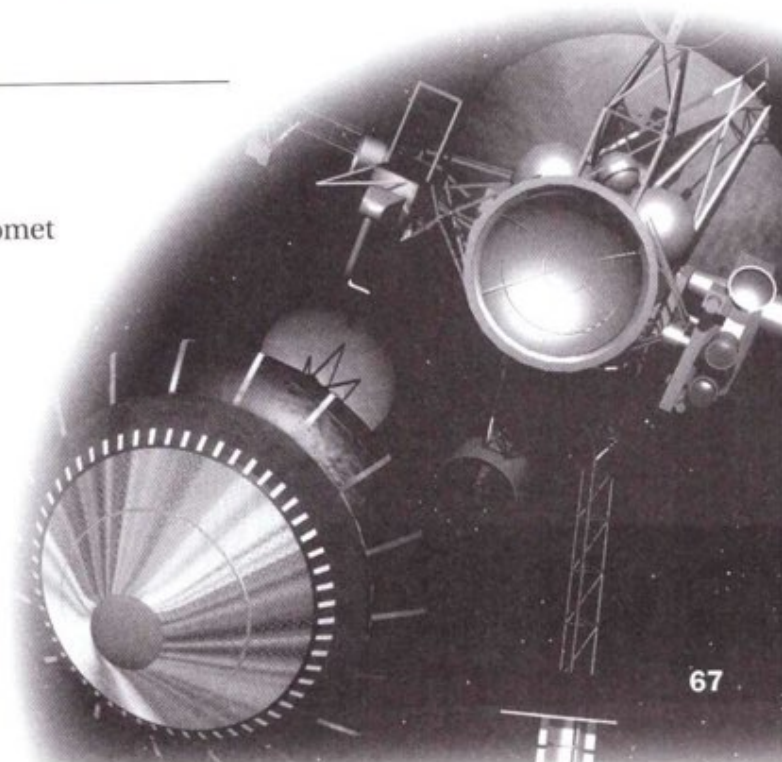
1. If I _____ (live) 6,000 years ago, I _____
(see) different species of animals.

2. We _____ (not, see) photos of Pluto if the space mission
_____ (fail).

3. The New Horizons probe is going _____ (far) any
spacecraft before it.

4. Scientists have been waiting _____
(patient) anyone for results.

5. The Rosetta probe had to go
_____ (fast) the comet
to travel beside it.



Unit 7

Visual Stories

- 1** Complete each sentence with a word from the box. Then match each picture to the correct sentence. Write the number.

audience meaningful oral shock subject visual witness



_____ a. The student gave an _____ presentation with images on a screen.

_____ b. The _____ saw the thief stealing the canvas.

_____ c. The painting was _____ to her.

_____ d. The _____ showed their anger when the artist didn't appear.

_____ e. The image portrayed a man who was in _____.

_____ f. Her dogs were the _____ of her portraits.

2 Read each definition and write the word. Then use the letters in the circles to spell the name of a famous artist.

1. An image, usually of somebody's head and shoulders



2. Something that is very important and significant



3. Special cloth to paint on



4. The people who watch, read or listen to something



5. Someone who sees something happen



6. Spoken, not written



The famous artist is _____.

3 Listen. Complete the notes with a vocabulary word. Tick **T** for *True* or **F** for *False* for each sentence. Then, in your notebook, rewrite the false statements to make them true.

031

- | | T | F |
|---|--------------------------|--------------------------|
| 1. To _____ scenes of rainy weather, change your lenses outdoors. | ☐ | ☐ |
| 2. After you have the _____ you want, walk further away from the _____ and take the picture again. | ☐ | ☐ |
| 3. Help people's _____ of the size of 'big' landscapes by including a person, a car or animals in your photo. | ☐ | ☐ |
| 4. Include an animal's habitat to help the _____ of that animal. | ☐ | ☐ |
| 5. Use the flash on your camera to _____ buildings when there is little light. | ☐ | ☐ |
| 6. Water can cause _____ damage to your camera. You need to carry _____ things with you. | ☐ | ☐ |
| 7. Make _____ of people _____ by getting to know them first. | ☐ | ☐ |
| 8. Help your memories of photos _____ by keeping a record of when, where and of whom the photos were taken. | ☐ | ☐ |

GRAMMAR

Past passive: Describing past actions and processes

Thieves stole a Gauguin painting 40 years ago.	A Gauguin painting was stolen by thieves 40 years ago.
Picasso revolutionised art.	Art was revolutionised by Picasso.
Art dealers sold paintings for millions of dollars.	Paintings were sold by art dealers for millions of dollars.

When we use the passive, we usually focus on the action performed, not on the person performing it. However, when we use the past passive, it's more common to focus on the thing or person performing the action. We do this by using *by*. This is especially true when we talk about artwork and important discoveries.

The passive is more common in formal writing and less frequent in conversation.

To form the past passive, use **was/were** + past participle.

1 Rewrite each sentence in the past passive so that the meaning is the same.

1. Researchers found simply painted rocks from 10,000 years ago.

Simply painted rocks from thousands of years ago _____.

2. Our ancestors recorded history in a permanent way through paintings.

History _____.

3. Paintings told stories about the past before cameras.

Before cameras, stories _____.

4. Ancient civilizations painted and decorated their ceramic pottery with stories.

Ceramic pottery _____.

5. In the past, people made things to last.

In the past, things _____.



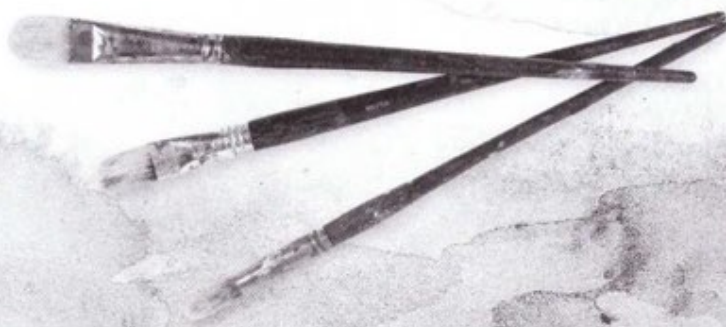
- 2 **Listen.** Complete the sentences with words from the box and the past passive of the verbs in brackets.  032

abstract canvas landscape masterpiece permanent quality shock witnesses

1. The _____ *Guernica* _____ (paint) by Pablo Picasso.
2. The town of Guernica _____ (bomb) by the German air force.
3. The _____ of war _____ (portray) in the painting.
4. More than 1,600 people _____ (kill).
5. The town and _____ (destroyed).
6. Reports by _____ (print) in the newspapers.
7. A mural-size _____ (use) for the painting.
8. The subjects _____ (show) in a new _____ style.
9. The painting _____ (return) to Spain in 1981 where it now has a _____ home.

- 3 **Write.** Choose a painting by an artist you admire. Find out more about it. Use the past passive and the vocabulary in the box in Activity 2 to write about the painting.

My painting is _____ by _____.



THE WORLD IS A SCREEN



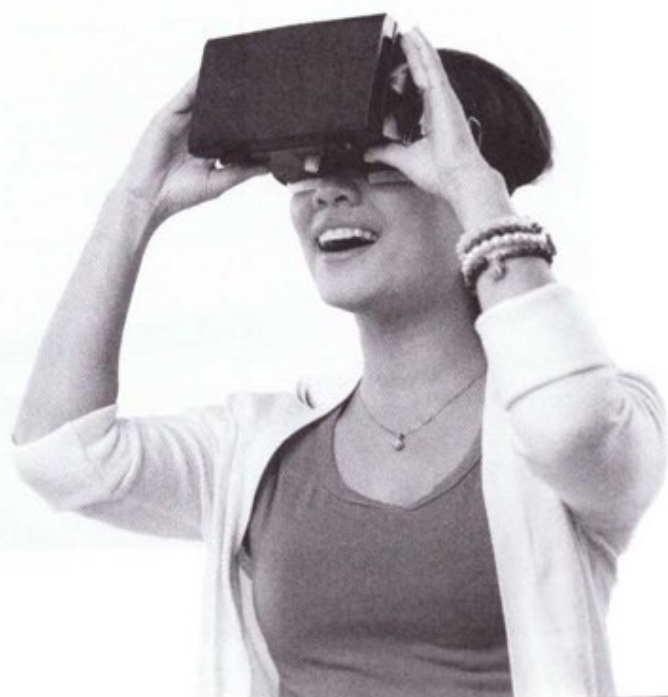
People have always illustrated stories on some sort of screen. First, we had cave walls. Now, we have tablets, smartphones, televisions and cinema screens almost everywhere we go. More than ever, our world is becoming one big canvas of sophisticated, high-resolution images – a modern collection of visual stories.

Digital screens are on our computers and play stations and in headsets or helmets with screens inside. They show us a virtual reality, a 3D world that allows us to interact with it. Digital screens are on our wrists; they're in our hands on smartphones and tablets; they're in shopping centres selling products; they're in cars and aeroplane seats; they're in photo frames and even on our fridges at home.

Screens are everywhere, and most are connected to 'the cloud'. We can control the stories we see on our screens with our fingertips, with our voices or with gestures. What's more, screens are becoming an extension of ourselves, a part of our own personal story. Screens tell us our heart rates, our stress levels, our exercise levels and what we're eating. Companies can even identify what we like and then make

certain information or products appear on our screens when we shop on the Internet.

We can take 360-degree images with a smartphone. Social network sites have introduced the possibility of allowing 360-degree videos. These videos allow our friends and fans to see the scenes and stories happening all around us. We can already experience smells and movement in 4D cinemas. Soon 360-degree cinemas will be an experience, too. Audiences will feel like they're right in the middle of a scene, watching the action taking place around them. As Shakespeare said, 'All the world's a stage.' Now that stage is on a screen!



2 Read and answer the questions.

1. What were the first 'screens' ever used?

2. How are modern images different from images from the past?

3. What digital screen can you wear on your body?

4. What types of information can a screen tell us about ourselves?

5. How can we tell our friends stories about ourselves?

6. Why do you think the stories are more about how we see things through technology rather than what we see?

3 List five different places we find screens. Write notes for each and describe one way we use that screen.

Screen	Use

4 Write questions. Find out how your friends or classmates use their screens.

GRAMMAR

Reported speech: Describing what others say

She says, 'I can't draw!'	She says (that) she can't draw.
He said, 'I think I will join an art class.'	He said he would join an art class.
'Put the tops on my pens.'	The illustrator tells/is telling/told them to put the tops on his pens.
'Will you help me?' she asked.	She asked (me) if I would help her.

We use reported speech to tell someone else what another person said. (This is different from direct or quoted speech when we quote the speaker's exact words between quotation marks.)

When the reporting verb – *say, tell, ask* – is in the present, there is no tense change to the verb.

When the reporting verb is in the past – *said, told, asked* – the verb tenses change as follows:

present → past *will, can* → *would, could*

Remember to change the pronouns in the reported speech to represent the speaker's point of view.

She said, 'My friend likes landscape paintings.' She said **her friend** liked landscape paintings.

To report a command, use *told* + person + the infinitive with *to*.

- 1 Listen.** Which picture do the speakers talk about? Write A, B or C. Then report what they said. Complete the sentences. Remember to change the pronoun where necessary. **034**

A.



B.



C.



- _____ 1. She said _____.
- _____ 2. He says the subject _____.
- _____ 3. She said _____.
- _____ 4. She said _____.
- _____ 5. He asked _____.
- _____ 6. He told me _____.
- _____ 7. She asked _____.

- 2** Read Sol's message to his friend. Underline the reported speech. Write the actual words people say.

Hi Esme,

I'm looking for ideas for my end-of-year art project. The teacher told us to take a photo of the town that would tell a story. My mum laughed and said that was impossible because the town was so modern! My dad told me to take a photo of the river. He said that before people built roads, they travelled on the river. My uncle says that you can see parts of an old bridge over the river. Serge told me to forget the old stuff and take photos of the modern shopping centre. My grandma says that my grandad was a shipbuilder, so I should visit the port.

I think my sister had the best idea. She asked me if there was one thing that visually represented the town. I couldn't think of one. So she told me to take a lot of photos of the town and use a method called *collage*!

What do you think? Let me know.

Thanks,

Sol



1. The teacher said, 'Take a photo of the town that will tell a story.'
2. My mum said, _____
3. My dad said, _____
4. He said, _____
5. My uncle says, _____
6. Serge said, _____
7. Grandma says, _____
8. My sister asked, _____
9. She said, _____

WRITING

We use reported speech and quoted speech (when we use quotation marks to surround the exact words a person said) to make what somebody says part of our story. In reported speech, changes of pronoun and tense may be necessary.

As he left, he said, 'I'll be back.'

As he left, he said that he would be back.

'Sit down and have a slice of cake,' my aunt tells me each time I visit.

My aunt tells me to sit down and have a slice of cake each time I visit.

'Do you really like climbing?' my dad asked when I showed him the photo.

My dad asked if I really liked climbing when I showed him the photo.

1 Organise.

1. Your task is to choose a photo of a friend or family member and write the story that the photo tells. Try to remember conversations you had when the photo was taken. Include reported speech and quotations. On the lines below, write some of what was said.

2. Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence will explain why you chose this particular photo. Write your topic sentence here.

You'll need two to three body paragraphs. Describe the context in which the photo was taken, why it was a memorable occasion and what people said, asked or told you.

Finally, you'll need a short concluding paragraph. Try to summarise what effect the person in the photo and the place or moment has had on your life.

2 Write.

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

☐ Yes, I can!

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

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

-

-



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

-

-

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

Unit 8

Perform and Create



1 In each group, cross out the word that doesn't belong. Write a reason. Then read each definition and write the word. Who is the famous composer?

1. lyrics ~~composer~~ beats fame

'Composer' refers to a person, the others refer to things.

2. composer performer lyrics disc jockey

3. influential vary manipulate expose

4. entertainment recognition self-expression performer

5. satisfaction beats manipulation recognition

1. A person who entertains
by singing or acting

2. To cause people to experience something

3. To be or make something different

4. The words to a song

5. Having the power
to cause changes

The composer is Z .

2 Match the statement halves. Write the letter.

- | | |
|---|---|
| _____ 1. Composers only write music | a. with just a smartphone. |
| _____ 2. Music isn't only enjoyment; | b. from birth. |
| _____ 3. Once some DJs gain fame and recognition, | c. their music is no longer interesting. |
| _____ 4. When you see a symphony orchestra play together, | d. that the audience is satisfied with the entertainment. |
| _____ 5. Applause is the only indication | e. it can be influential in the way we think. |
| _____ 6. Children should be exposed to music | f. as a form of self-expression. |
| _____ 7. Anyone can manipulate music | g. you realise teamwork between performers is essential. |

3 Listen. Does the speaker agree or disagree with the statements?

Tick *Agree* (A) or *Disagree* (D).  035

- | | A | D |
|----|--------------------------|--------------------------|
| 1. | ☐ | ☐ |
| 2. | ☐ | ☐ |
| 3. | ☐ | ☐ |
| 4. | ☐ | ☐ |

- | | A | D |
|----|--------------------------|--------------------------|
| 5. | ☐ | ☐ |
| 6. | ☐ | ☐ |
| 7. | ☐ | ☐ |



4 Listen again. Write your own response for each statement you hear. 036

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

GRAMMAR

Gerunds and infinitives

Learning music is important. (subject)

I like **listening** to pop music. (object)

I'm interested **in learning** about jazz. (object of preposition)

I love **seeing** / **to see** live performances.

It's sad **to miss** their performance.

I turned up the volume **to listen** to the lyrics.

A *gerund* is a verb that acts like a noun. It can be used where nouns are used. Some verbs, such as *like* and *hate*, can be followed by gerunds and/or infinitives with *to*. The *infinitive* with *to* can follow adjectives such as *sad*, *happy* and *important*. The infinitive can also be used to express purpose and why we do/did something.

1 Read. Circle the correct answers. (Sometimes both answers are possible.)

1. Some people only like **listening** / **to listen** to one type of music. I think it's good **varying** / **to vary**.
2. **Co-ordinating** / **To co-ordinate** dance movements in a ballet must be very difficult.
3. I'm bored with **hearing** / **to hear** the same beats over and over again.
4. He used his fame and music **informing** / **to inform** others about climate change.
5. It's essential **buying** / **to buy** tickets early **seeing** / **to see** the band's performance.
6. My friend hates **dancing** / **to dance** to hip-hop music.
7. I'm interested in **adding** / **to add** electronic effects to my music.
8. I prefer **playing** / **to play** an instrument. **Dancing** / **To dance** is too tiring!
9. What do you think about **to listen** / **listening** to folk music?
10. We forgot **buying** / **to buy** tickets for tonight's concert.

2 Listen to the radio programme. Answer the questions in full sentences. 037

1. Who writes Taylor Swift's lyrics?

2. Why did her parents move to Nashville when Taylor was young?

3. What are some reasons young people love listening to her songs?

4. Who was excited about Taylor's talent? Why?

5. What's one reason Taylor may have stopped playing her guitar in public?

6. What indications were there of the success of her first pop album?

7. Why did she open the Taylor Swift Education Center?



3 Read the answers. Write the questions. Then answer the same question about yourself.

1. I prefer to listen to mixes by my favourite DJs when I'm on my own.

(You) _____

2. I get bored with listening to folk music.

(You) _____

3. I'm excited about starting dance rehearsals with a professional choreographer!

(You) _____

- 1 Listen and read.** As you read, think about what conclusions you can draw about the importance of music.  038



The Sound of Glue

^A In front of huge stages where singers, bands and orchestras perform, people do things together: they sing, wave their arms in the air, hold hands and dance. Thousands of people attend music performances and melt into one big co-ordinated group. They become one big group member.

^B Researchers have theories about this. Many believe that music is a type of social glue. If you think of concerts, military music, music played at sporting events and national anthems, they all seem to unite us through emotions. Music is influential in the way people feel and behave all together at once.

^C Researchers tell us that as humans, our main motivation in life is to be good group members. They believe that some people feel best when they lose their individual identities. Even when we listen to music on our own, we're connecting to others through the rhythms, beats or lyrics we hear and the thoughts they bring.

^D Researchers believe that music brought and kept early humans close together thousands of years ago. Even before the earliest musical instruments and the invention of language, our ancestors probably used music to communicate. Researchers suggest that sound and music were the 'glue' for the first human societies and were very important in helping early modern humans create a sense of group identity and trust. This was important for successful living, hunting and migrating.

^E The first music was probably just sounds. As we know, even music without lyrics can make us feel happy or sad. The tone of a voice can tell us how someone is feeling emotionally. It's possible that music and language both evolved because early humans needed to communicate their emotions to others in a group. As groups became larger, humans needed to find better and more efficient ways to express themselves.

^F Of course, the first sounds were not that musical! They were probably more like grunts than the pure sound of an opera singer! What seems to be clear is that music brought people together thousands of years ago and it still does.



2 Match each summary with a paragraph. Write the letter.

- _____ 1. It's human nature to want to be part of a group.
- _____ 2. Music has a strong influence on us.
- _____ 3. Sounds have changed, but the purpose is still the same.
- _____ 4. Communicating emotions became important.
- A 5. In concerts, we become one.
- _____ 6. For early humans, music helped to give a group identity.



3 Make a list of the researchers' conclusions from the article. Do you agree that music is like 'glue'? Give your reasons.

Conclusions

4 Answer the questions and explain your own experience about being in a group.

1. How do you feel when you listen to music in a group?

2. What difference do you find between listening to music in a group and listening to it on your own?

GRAMMAR

Sense verbs + infinitive: Describing what you see, hear and feel

I **saw** the lights **flash** with the beat of the music.
Can you **hear** the ice **break** in parts of their song?
It's strange to **feel** the floor **move** when everybody dances!
We **watched** the couple **dance** the tango.
We **had watched** the flash mob **come** together.



When we use sense verbs, we follow this structure: sense verb + object + infinitive (without to).

1 Complete each sentence with a verb from the box.

come on open pick up read start walk

1. I felt my mouth _____ as I picked up the microphone to sing!
2. I saw the lights _____ behind me on the stage.
3. I heard the audience _____ to applaud.
4. I watched the band _____ onto the stage and _____ their instruments.

2 Listen. Answer the questions. Use a sense verb and an infinitive in each answer. 039

1. What did the writer hear?

2. What things did he see become saxophones?

3. What did he see dustbins and X-rays transform into?

4. How did he feel about the way the instruments played?

5. What has he watched?

- 3 Read the poem.** Underline the sense verbs and infinitives. Then use the sentence starters to write your own poem. Make sure you use the infinitive form.

This week we had to write about what we hear, see and feel. We didn't have to write a poem, but that's what I wanted to do. I thought I would upload it to see what you all think.

Mixed Emotions

When I *see* masterpieces on a wall before me,
I *feel* how the past and the present connect.
When I *hear* violins soar like clouds in the sky,
I *feel* my heart soar, too.
When I *hear* ice crack and break,
I *know* what a fragile world we live in.
When I *see* plastic float on rivers to the sea,
I *am* sad for the living things in the way.
When I *feel* the sun shine on my face,
I *remember* our place in the universe.
When I *watch* a small child take its first steps,
I *am* excited about what the future will bring.
Life is a symphony of sights, sounds and feelings.



When I see _____ ,
_____ .

When I hear _____ ,
_____ .

When I hear _____ ,
_____ .

When I see _____ ,
_____ .

When I feel _____ ,
_____ .

When I watch _____ ,
_____ .

WRITING

In an explanatory essay, we teach our reader about a topic. We don't include our opinion. In the first paragraph, we should identify the topic we're going to write about. Then, we provide additional facts, details and examples to help the reader understand the topic better.

1 Organise.

1. Your task is to write an essay to explain a type of artistic expression. Look through your book for examples of artistic expression and then choose a type you're interested in. Remember that artistic expression can include painting, sculpting, writing, composing and performing. Choose your topic and then research facts, details and examples. Make notes about what you want your reader to know about your topic.

Form of artistic expression:	
Facts	Details and examples

2. Plan your writing. You'll need an introductory paragraph with a topic sentence to introduce the form of artistic expression you're going to explain. Think about a topic sentence that will draw your audience in.

You'll need two or three body paragraphs. Think about what aspect of artistic expression you're going to describe in each paragraph. Support it with interesting and unusual facts and details.

Finally, you'll need to finish with a general statement that concludes your explanation. Remember *not* to give your own opinion.

2 Write.

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

Now I can ...



• talk about music and performing arts.

What music or performing art appeals to you the most?
Give reasons.

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

Why do you think we listen to music? _____

• use gerunds and infinitives.

Write four sentences using a gerund or infinitive. Use the clues.

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

1. (as a subject) _____
2. (as an object) _____
3. (as an object of a preposition) _____
4. (to express purpose) _____

• use sense verbs + infinitive to describe what you see, hear and feel.

Choose an appropriate sense verb and finish each sentence.

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

1. Sometimes, my family _____ me sing when _____.
2. If I _____ my favourite singer walk towards me, _____.
3. I _____ the floor move when _____.

• write an explanatory essay about a type of artistic expression.

Explain one way you express or would like to express yourself artistically.
Use facts and examples.

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

YOU DECIDE Choose an activity. Go to page 96.

Units 7–8 Review

1 Read. Fill in each blank with a word from the box.

abstract	canvas	images	masterpieces	meaningful
method	permanent	represents	scene	shocking
sophisticated	symphony	traditional	understanding	visual

The Sounds of Visual Stories

Neil Harbisson is an artist who can't see colour. However, thanks to a special device, he now has an (1) _____ of what colour could look like. He wears a (2) _____ device that changes all the colours in a (3) _____ into sound waves so that each colour (4) _____ a musical note. This means he can hear a (5) _____ of colour instead of seeing everything in greys. He feels that this (6) _____ of hearing colour has made him into a human robot because the device has become a (7) _____ part of him and his senses.

When he goes to an art gallery, Neil listens to the (8) _____ of famous artists and understands the colours of the (9) _____. At first, he found it (10) _____ because everything was so noisy.

Later, Neil started to paint sound portraits by changing the sounds into colour on a (11) _____. His subjects may be a piece of music, a speech by a famous person or an everyday object. The results are bright, (12) _____ paintings of colourful rectangles. In this way, Neil creates a (13) _____ story through the sounds that are so (14) _____ to him.

2 Listen. Underline each correct answer.  040

1. The group first started as *animal trainers* / *street performers*.
2. The name Cirque du Soleil is a tribute to *Quebec* / *the Sun*.
3. The performers are from *many different countries* / *Canada*.
4. Costume designers and composers *play an essential part* / *are robotic*.
5. Each show *has 1,300 performers* / *is very visual*.
6. Their audiences *prefer realistic performances* / *are exposed to imaginary worlds*.

3 Complete the sentences. Use the *gerund* or *infinitive* of the words in brackets.

1. I can feel my voice _____ (become) quieter as I walk into a theatre.
2. It's essential for a musician _____ (practise) music every day.
3. In rehearsal, I watched ballet dancers _____ (work) with the choreographer. I was amazed!
4. She ran back _____ (get) her camera.
5. The teens were excited about _____ (form) a folk dancing group.
6. _____ (create) animations for TV has various stages.
7. We heard the symphony orchestra _____ (start) to play.

4 Write. Change each sentence so that the meaning is the same. Use reported speech for 1-4 and the past passive for 5-8.

1. 'Music makes the brain work better.'
The researcher says _____.
2. 'There's a lot of new research on exposing children to music.'
She told me _____.
3. 'Musical training can keep your brain sharp.'
They said _____.
4. 'Will you play an instrument at school?'
My friend asked me _____.
5. Early people made primitive instruments from tree trunks and animal skins.
Instruments _____.
6. They exposed the audience to an amazing light show.
The audience _____.
7. A computer designed the costumes for their performance.
The costumes for their performance _____.
8. They used recycled material to make the instruments.
Recycled materials _____.

☐ **1** Brainstorm as many different jobs as you can in one minute. Then, with a classmate, discuss the different skills and qualities you would need for each job. Which job would you be the best at? Explain why. Use as many words from the box as possible.

co-operative	determined	energetic
enthusiastic	generous	helpful
open-minded	outgoing	patient
responsible	self-confident	

☐ **2** Use question tags to make statements about the following topics.

Life as an only child
Life as a teenager
Being competitive
Following a recipe
Fast food

Example: *I'm an only child. That doesn't mean I'm spoilt, does it?*

☐ **3** Respond to each sentence with the special use of *it*.

I did really well in my exam!
I need to get up!
My bananas are all soft!
The journey takes six hours by car!
The sun is out!

☐ **4** **Work in pairs.** It's your birthday. With your best friend, make plans about the different things you can do to celebrate. Decide exactly what you will do. Then discuss.

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

☐ **5** **Write.** Choose two superheroes. Write about the ways they are similar and different. Explain which of the two is your favourite and why.

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

☐ **6** You saw this announcement in a local newspaper.

A part-time babysitter is needed for a friendly family in the city. We have two boys, ages 5 and 8. Experience with children is essential. Duties include preparing lunch and taking children outside to play.

Write to the family explaining your experience and why you would be a good candidate for the job. Ask questions about your hours of work and additional duties.

Write approximately 150 words.

☐ **1** If you had to choose any animal as a pet, which would you choose? Give your reasons. Compare your choice of pet with a classmate's. Use the following words to help you.

aggressive	filthy	poisonous
bite	hurt	unpopular
destroy	misunderstood	untrue
disgusting	myth	upset
fangs	pest	venom

☐ **2** Read the statements. Use the following four expressions to speculate on each situation in the past: *could have*, *might have*, *may have* and *must have*.

- The girl was shaking.
- The farmer was angry.
- The family didn't answer when he knocked on the door.

☐ **3** Answer the questions in full sentences. Notice if the verbs are followed by infinitives with or without *to*.

- What did you help somebody do recently?
- What things don't your parents let you do at home?
- What chores do your parents ask you to do?
- What do you plan to do next weekend?

☐ **4 Work in pairs.** You want a pet snake. Your mum and dad are against this idea.

Role-play the dialogue between you and one of your parents. Come to a final decision.

- Assign roles.
- Think about the arguments for and against having a pet snake.
- Practise the dialogue.
- Act out the dialogue in class, or use a phone or tablet to make a video.

☐ **5 Write.** You have asked a friend to look after your pet rat while you are on holiday. Describe how he/she must look after your pet every day. Make sure you explain what kind of exercise it needs and what to do if it becomes aggressive.

- Research how to look after rats.
- To plan your writing, follow the steps on page 20 in your workbook.
- Share your writing with your teacher and classmates.

☐ **6** Your pet tarantula has escaped! Write a flyer to hand out to neighbours and to put in shop windows. Describe the tarantula and its behaviour so that people are not scared and know what to do when they find it.

Use no more than 100 words to write your flyer.

☐ **1** Do you prefer working in a group in class or working on your own? What are the advantages and disadvantages of each? Does your classmate share the same ideas as you? Try to include at least four of the following words in your conversation.

assume	co-ordinated	leader
belong to	efficient	realised
consensus		

☐ **2** Write each of the following 12 verbs on a strip of paper. Shuffle the strips and place them face down on a table. Turn the strips over one at a time and race your partner to write a sentence using the verb.

be associated with	point out
come across	respond to
deal with	talk over
work out	think about
go through	turn out
look at	wonder about

☐ **3** You are part of a group that wants to make changes to improve your town. To get ready for your meeting, rewrite your notes. Use *(not) enough*, *too much* and *too many*. Add some more ideas to the list.

- Cars in the town centre
- Need more trees and plants
- Only one sports facility
- Dance clubs are noisy and neighbours can't sleep.
- Dog owners want more green spaces to walk their dogs.

☐ **4 Work in pairs.** You and your partner have just watched a documentary on animal group behaviour. Choose an animal group. Talk about what amazed you about the animals and how group behaviour helps these animals survive.

flock of birds	school of fish
herd of elephants	swarm of ants
pack of wolves	

- Take notes on the two groups of animals.
- Practise the conversation.
- Act out the conversation in class, or use a phone or tablet to make a video.

☐ **5 Write.** Prepare a speech to give to parents whose children are new at your school. Explain why playing a team sport is the best way for students to learn to work together. Give examples of how team sports can be beneficial.

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

☐ **6** A friend has written to you asking for advice.

From: Joe To: Gloria
Subject: My sister's party

Help! My little sister is going to have her 8th birthday party at home. My mum has asked me to help out with the entertainment. Have you got any ideas for fun group activities I can do with the children? Thank you!

Write to your friend with your ideas. Use no more than 100 words.

- ☐ **1** Describe a piece of clothing you see someone wearing without saying what it is. Use at least five words from the list below. Ask a classmate to guess!

attractive	leather	style
designer	material	synthetic
eco-friendly	popular	trendy
fashion		

- ☐ **2** Read the steps to dye a T-shirt using a natural dye.

How to dye a T-shirt using beetroot!

1. Wash the T-shirt.
2. Cut the beetroot, put it in water in a pot and simmer for an hour.
3. Remove the beetroot, put the T-shirt in the red liquid and simmer for one hour.
4. Rinse very well and dry.

Always wash with dark clothes ... unless you want some red on all your clothes!

Describe the process using the passive voice.

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

My mum says I spent too much money during the summer and I can't buy new clothes for the next three months. ☹️ What do I do now? I need to get something cool for the school party!!

Respond with three short text messages. Comment on your friend's problem using *could*, *should*, *could have* or *should have*.

- ☐ **4** **Work in pairs.** Interview a young designer.

- Research a young designer.
- Prepare five questions.
- Assign the roles of interviewer and designer.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

- ☐ **5** **Write.** Persuade your readers to wear or not to wear a certain type of clothing. Support your point of view with facts and statistics.

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

- ☐ **6** This is part of an e-mail you received from a friend in the United States.

For my homework project I have to write about what children my age in another country like to wear these days. What's the latest fashion where you live? Do you and your friends like it? Why?

Respond to the e-mail. Write at least 100 words.

☐ **1** If you were an animal that could fly, which animal would you be? Why? Explain your reasons to a partner. How are your animals similar and different? Use the following words to help you.

adaptation	glide	skilled
allow	hollow	support
capability	land	take off
evolve	limited	weight
flight	powered	

☐ **2** Your friend, who is studying English, isn't sure how to use the past and past perfect tenses to distinguish the first of two actions. Can you help your friend?

I _____ (to be) very scared the first time I _____ (to fly) in an aeroplane when I _____ (to be) four. I _____ (to scream) for an hour before a flight attendant _____ (to give) me a toy! Apparently, all the passengers _____ (to complain). But amazingly, last year I _____ (to learn) to paraglide. My mum can't believe it!

☐ **3** Look at the time line of Ana's activities. What had she been doing the hour before?

- 6 p.m. _____ Watch a documentary
- 7 p.m. _____ Write an essay on the history of flight
- 8 p.m. _____ Eat dinner
- 9 p.m. _____ Message friends
- 10 p.m. _____ Read in bed
- Go to sleep

Example: Before 6 p.m., Ana had been watching a documentary. Before 7 p.m., ...

☐ **4** **Work in pairs.** Read the following statement.

A jet pack will be the best way to travel in the future.

Do you agree or disagree with this statement? Give your reasons. Make notes about what you and your partner will discuss.

- Practise your dialogue.
- Act out the dialogue in class, or use a phone or tablet to make a video.

☐ **5** **Write.** Write a classification essay to describe the different flying experiences of hang gliding, skydiving and using a jet pack.

- To plan your writing, follow the steps on page 54 in your workbook.
- Share your writing with your teacher and classmates.

☐ **6** Your family wants to plan something special for your mum and dad's wedding anniversary. In a travel magazine, you see this advertisement for helicopter rides.

From the moment you take off, you will feel the excitement of soaring above this amazing waterfall. Come and experience the flight of a lifetime!

Write to the company. Find out more information and ask questions about the helicopter ride.

Write at least 100 words.

☐ **1** If you could choose, which place would you explore: space or the depths of the ocean? Talk to a classmate who wants to explore a different place to you. Share reasons for your choices. Use the following words to help you.

aspects	fundamental	proof
chance	instruments	vast
detect	lead to	

☐ **2** Use present and past conditionals to answer the question about the following situation.

What would you have done if planet Earth had been invaded by visitors from other planets?

☐ **3** Write a report to compare how these sets of devices have been working. Use the following adverbs: *fast, accurately, efficiently, precisely*.

Printer X / Printer Y

Smartphone camera / Tablet camera

Mars Rover I / Mars Rover II

Quadcopter D5 / Quadcopter D10

☐ **4 Work in pairs.** Interview the first astronaut to travel to Mars.

- Re-read information about Mars.
- Prepare five questions.
- Assign the roles of astronaut and interviewer.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

☐ **5 Write.** Write about the argument that it's better to focus on looking after our own planet than to send missions to other worlds.

- To plan your writing, follow the steps on page 64 of your workbook.
- Share your writing with your teacher and classmates.

☐ **6** Imagine that you're an astronaut on the International Space Station. You are keeping a blog of what your life is like there. Write today's blog.

Write at least 100 words.

☐ **1** Observe a painter painting. Write about the process in the past passive.

The painter drew an outline of the subject.

She mixed the colours.

She applied the paint to the canvas.

She cleaned her brushes.

She left the portrait to dry.

☐ **2** Rewrite the sentences in reported speech. Indicate who is speaking.

'You can't take photos inside the gallery.'

'Stand in the light to the left of the tree.'

'Can you take my photo next to the statue?'

Use say, tell and ask.

☐ **3 Write.** Observe a group of people in your town, outside your window or at school. Invent a story about what the scene tells you. Use reported speech and quotations to tell what you think people are saying.

- To plan your writing, follow the steps on page 76 in your workbook.
- Share your writing with your teacher and classmates.

☐ **4** You see this announcement for new after-school clubs in your school magazine.

New Clubs Wanted After School

Table tennis, guitar playing and cooking have been suggested. Make a suggestion and we will publish your article in next month's magazine.

Make a suggestion for an art and photography club. Explain why it would be a good idea. Write about 100 words.

☐ **1** Imagine that you are going to interview your favourite musical artist for a local cultural magazine. Use each of the expressions in the box to form your questions before the interview.

bored with

excited about

like/love/hate

difficult to

important to

prefer

☐ **2** You have just given your first performance in front of the whole school. Write down your impressions about the experience. Use the sentence starters below and an infinitive.

I saw ...

I watched ...

I heard ...

I felt ...

☐ **3 Write.** Choose a topic that you are passionate about that isn't related to music. Share your passion by writing an explanatory essay that includes facts, details and examples to help others understand the topic.

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

☐ **4** Your friend has sent you this e-mail.

From: Darrah

To: Sofia

Subject: Summer concert

Hi! I have just seen that there will be a big summer festival near where I live. There will be some great artists and DJs playing. I wondered if you'd like to come and go to a few outdoor concerts with me?

What do you think? Let me know and I'll buy tickets.

Write your answer in about 100 words.

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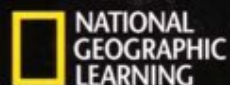
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