

KINGDOM OF BAHRAIN
Ministry of Education



مملكة البحرين
وزارة التربية والتعليم

impact

STUDENT'S BOOK **1**
Term 1

 NATIONAL
GEOGRAPHIC
LEARNING



Bahrain Edition

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Series Editors: JoAnn (Jodi) Crandall
and Joan Kang Shin
Author: Lesley Koustaff

Additional material: Tania Pugliese

Director of Development: Sharon Jervis

Editorial Manager: Claire Merchant

Project Manager: Nahla El Geyoushi

Development Editor: Adele Moss

Head of Production: Celia Jones

Senior Content Project Manager:

Phillipa Davidson-Blake

Manufacturing Manager: Eyvett Davis

Compositor: EMC Design Ltd

Audio: James Richardson Productions Ltd

ON THE COVER

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

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Cheriton House, North Way,
Andover, Hampshire, SP10 5BE
United Kingdom

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TERM 1

SERIES EDITORS

JoAnn (Jodi) Crandall
Joan Kang Shin

AUTHOR

Lesley Koustaff

Bahrain Edition



Thank you to the educators who provided invaluable feedback during the development of *Impact*:

EXPERT PANEL

Márcia Ferreira, Academic Coordinator, CCBEU, Franca, Brazil

Jianwei Song, Vice-general Manager, Ensure International Education, Harbin, China

María Eugenia Flores, Academic Director, and **Liana Rojas-Binda**, Head of Recruitment & Training, Centro Cultural Costarricense-Norteamericano, San José, Costa Rica

Liani Setiawati, M.Pd., SMPK 1 BPK PENABUR Bandung, Bandung, Indonesia

Micaela Fernandes, Head of Research and Development Committee and Assessment Committee, Pui Ching Middle School, Macau

Héctor Sánchez Lozano, Academic Director, and **Carolina Tripodi**, Head of the Juniors Program, Proulex, Guadalajara, Mexico

Rosario Giraldez, Academic Director, Alianza Cultural, Montevideo, Uruguay

REVIEWERS

BRAZIL

Renata Cardoso, Colégio do Sol, Guara, DF

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Selestin Zainuddin, LIA Institute of Language and Vocational Training, Jakarta

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Scope and Sequence



1 Life in the City

page 8

2 Amazing Jobs

page 24

3 Secrets of the Dark

page 42

4 Living Together

page 58

THEME	Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction
VOCABULARY STRATEGIES	<ul style="list-style-type: none"> Prefix <i>un-</i> Use context 	<ul style="list-style-type: none"> Suffixes <i>-er</i>, <i>-or</i> and <i>-ist</i> Identify word parts (suffixes) 	<ul style="list-style-type: none"> Compound words Use a dictionary: Most common meaning 	<ul style="list-style-type: none"> Prefix <i>mis-</i> Identify collocations
SPEAKING STRATEGY	Active listening	Extending the conversation	Asking for help and helping with schoolwork	Asking for and giving reasons
GRAMMAR	<p>Present simple: Talking about facts <i>I live near the High Line.</i></p> <p>In and on: Expressing location <i>Lion City is in eastern China.</i></p>	<p>Present simple questions and answers: Talking about routines <i>Do pastry chefs work every day? Yes, they do. / No, they don't.</i></p> <p>Possessives: Showing ownership <i>This dentist's job isn't done in an office.</i></p>	<p>Present continuous: Saying what is happening now <i>While I'm reading in bed at night in Mexico, my friend Akiko is reading at school in Japan!</i></p> <p>At, on and in: Saying when things happen <i>at eight o'clock, on Monday(s), in the winter</i></p>	<p>Modals: Describing obligation and advice <i>We have to protect rhinos. We shouldn't ignore the rhino problem.</i></p> <p>Modals: Describing ability in the present and the past <i>What can we do about it? How could they avoid cars?</i></p>
READING	<i>A New Type of Park</i>	<i>Adventures Near and Far</i>	<i>In the Dark of the Ocean</i>	<i>Four-legged heroes</i>
READING STRATEGY	Make predictions	Compare and contrast	Scan the text	Identify problems and solutions
VIDEO	<i>Mission Re-Wild</i>	<i>Searching for Life in Iceland's Fissures</i>	<i>What Glows Beneath</i>	<i>The Elephant Whisperers</i>
WRITING	<p>Genre: Descriptive paragraph</p> <p>Focus: Use adjectives</p>	<p>Genre: Descriptive paragraph</p> <p>Focus: Identify and include elements of a paragraph</p>	<p>Genre: Descriptive paragraph</p> <p>Focus: Use sensory writing</p>	<p>Genre: Descriptive paragraph</p> <p>Focus: Proofread</p>
MISSION	<p>Explore Your World</p> <p>National Geographic Explorer: Daniel Raven-Ellison, Guerilla Geographer</p>	<p>Do What You Love</p> <p>National Geographic Explorer: Guillermo de Anda, Underwater Archaeologist</p>	<p>Understand and Protect</p> <p>National Geographic Explorer: David Gruber, Marine Biologist</p>	<p>Start Small</p> <p>National Geographic Explorer: Amy Dickman, Animal Conservationist</p>
PRONUNCIATION	Syllables and stress	Intonation in questions	Present continuous: Stress of the verb <i>be</i>	<i>Can and can't</i>
EXPRESS YOURSELF	<p>Creative Expression: Travel review <i>Gondola Tours of Venice</i></p> <p>Making connections: Unusual places and unusual jobs</p>		<p>Creative Expression: Graphic story <i>Sleeping with a Lion</i></p> <p>Making connections: Interactions between humans and animals at night</p>	

Meet the Explorers



Unit 1

DANIEL RAVEN-ELLISON Guerrilla Geographer

Daniel Raven-Ellison believes that guerrilla geography helps you to see the world around you in new ways. Daniel explores urban areas. He has walked across many cities, taking a picture after every eight steps! Daniel wants everyone to get outdoors, explore and discover the surprises that the world has for us.



Unit 2

GUILLERMO DE ANDA Underwater Archaeologist

Guillermo de Anda explores caves in the Yucatán Peninsula in Mexico, sometimes for more than 12 hours at a time. He's searching for artefacts from the Mayan civilization. When he explores, Guillermo faces challenges like swimming in small spaces and dodging swarms of bats. Would you enjoy this unusual job?



Unit 3

DAVID GRUBER Marine Biologist

David Gruber has always loved the sea. When he was a teenager, he learnt to surf. While he surfed, he wondered what was below the waves. Now David is a marine biologist. He studies underwater animals that make their own light. David wants to understand these incredible creatures and why they glow.



Unit 4

AMY DICKMAN Animal Conservationist

When Amy Dickman was young, she wanted to work with big cats. Today, as an animal conservationist, she does just that! Amy works in Tanzania giving talks, meeting local villagers and helping people understand how to live with and help big cats. Amy thinks small actions, such as talking to others about endangered animals, can make a big difference.



Unit 1

Life in the City

‘Geography is about curiosity, exploration and discovery. It gives you the power to see places in new ways, search for your own answers and make sense of the world.’

Daniel Raven-Ellison



A red fox exploring Bristol, UK

TO START 21ST C

1. Look at the photo. If you saw this in person, would it surprise you? Why or why not?
2. The animal in the photo is exploring. Do you explore? Why is it good to explore a new place?
3. What is your favourite place? What do you do there? Why is this place special to you?

1 What makes Astana different from other cities? Discuss. Then listen and read. [002](#)

The city of Astana is truly a **unique** place. It was **constructed** in 1997 to replace the city of Almaty as the **capital** of Kazakhstan. Almaty was in the south-eastern corner of the country, but the president of Kazakhstan wanted a new capital. So Astana was built right in the middle of the country. As a result, this modern city is **surrounded by** nothing but rural areas.

The unusual **architecture** of Astana makes it look like a space-age city. There are amazing **skyscrapers** and eye-catching buildings. A cultural centre looks like a big, blue eye. A university building has the **shape** of a dog bowl.



The Bayterek Tower in central Astana

15 Another unusual building, the Bayterek
Tower, is a **symbol** of the city. This tall
structure is 105 m. (345 ft.) high and looks like
an enormous tree with a golden egg inside.

A Japanese architect named Kisho
Kurokawa won first prize in a competition to
20 **design** and **plan** the new capital. He included
many parks and public spaces to connect
urban life with nature.

Astana has pleasant summers. But the
weather can get very cold in the winter, with
25 temperatures dropping to -40°C (-40°F).
Because of its extreme climate, Astana offers
a lot of **indoor** entertainment. A popular
entertainment centre is the Khan Shatyr,

or king's tent, the world's largest tent. Inside,
30 there is a river for boating, a park, an indoor
running track, a waterslide and even a
sandy beach with palm trees! The **residents**
of Astana can enjoy a variety of outdoor
activities even when it's well below freezing.



The Khan Shatyr

2 **LEARN NEW WORDS** Listen and repeat. 🎧 003

3 **Work in pairs.** Compare Astana to the place where you live. What do you like and dislike about each place? Would you like to live in Astana? Why or why not?

4 Read and write the words from the list. Make any necessary changes.

architecture

capital

outdoors

plan



resident

skyscraper

surrounded by

unique

Daniel Raven-Ellison has a very _____ job: he's a guerrilla geographer. He loves exploring places and making discoveries. Daniel says that we are _____ interesting things just waiting to be discovered. According to him, _____ of a place should keep exploring. They can make new discoveries even if they've lived in the same place their whole lives. Daniel _____ all kinds of exciting adventures. In one adventure, he climbed more than 3,300 floors of the many tall _____ in London. In another, he walked across Mexico City, the _____ of Mexico. He photographed everything he saw in front of him every eight steps. He took photos of _____, streets and public spaces. He's done the same thing in 12 other cities!

5 **LEARN NEW WORDS** Listen to these words and match them with the definitions.  004 Then listen and repeat.  005

rural

unusual

urban

- _____ 1. different or uncommon
- _____ 2. relating to the countryside
- _____ 3. relating to the city

6 **YOU DECIDE** Choose an activity.

1. **Work independently.** Go on a discovery walk outdoors. Find things that are hard, soft, sticky, brown, pink, small, big or smelly. Take photos and present your experience to the class.
2. **Work in pairs.** Think of two adventures you can have near your home. Why would you choose these adventures? What can you learn from them?
3. **Work independently.** Walk through your school building and take photographs every eight steps. What interesting things do you see? Create a photo book of your discoveries.

Daniel Raven-Ellison



SPEAKING STRATEGY 🔄 006

Active listening

Really?

Wow!

No way!

You're kidding!

Seriously?

That's incredible!

1 Listen. How do the speakers show they're listening actively? Write the words and phrases you hear. 🔄 007

2 Read and complete the dialogue.

Dad: Meiling, look at this. I found this old map of our city. It's more than 100 years old.

Meiling: _____ Let me see.

Dad: This building was a hospital. It's a music hall now.

Meiling: _____

Dad: I know! And this was the old library.

Meiling: _____ Now it's a tall skyscraper.

Dad: And look. This was a park.

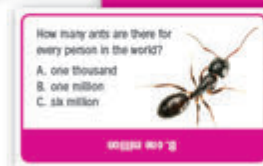
Meiling: _____ It's my school now!

Dad: Hey, let's go for a walk. We can take the map and look for other changes.

Meiling: Great idea! I'll bring my camera and take some photos.

3 Work in groups. Take turns. Choose a card. Read the question and the possible answers. Group members guess the correct answer and use active listening to respond to the real answer.

One million?
That's amazing!



Go to page 83.

4 Work in pairs. Think of an interesting place, thing or event in your neighbourhood, and describe it to your partner. Your partner should use the words and phrases above to show active listening. When you finish, swap roles.

GRAMMAR 008

Present simple: Talking about facts

I **live** near the High Line.

She **works** next to the High Line.

Cars **don't drive** on the High Line.

You **go** to concerts on the High Line.

The High Line **doesn't allow** pets.

We **walk** through the High Line's gardens.

1 Listen. You will hear eight facts about the High Line. For each fact, circle the present simple form you hear.  009

- | | | | | | |
|----------|--------|---------------|----------|--------|--------------|
| 1. grow | grows | don't grow | 5. need | needs | don't need |
| 2. visit | visits | doesn't visit | 6. enjoy | enjoys | don't enjoy |
| 3. open | opens | doesn't open | 7. sell | sells | doesn't sell |
| 4. close | closes | doesn't close | 8. get | gets | don't get |



2 Read. Complete the sentences with the correct present simple form of the verbs in brackets.

1. The High Line _____ open all night. (not stay)
2. The High Line _____ special chairs for relaxing. (have)
3. A tour guide _____ about the High Line's gardens. (talk)
4. Musicians _____ concerts on Saturday afternoons. (give)
5. Visitors _____ to walk along the High Line. (not pay)

3 Work in pairs. Take turns saying facts about the High Line. Use the present simple.

1. the High Line / have / a play area for children
2. you / not / need / a ticket for the High Line
3. many different animals / live / on the High Line
4. guides / give / free tours to visitors
5. he / attend / exercise classes on the High Line
6. I / want / to visit the High Line

The High Line in
New York City, USA

4 **LEARN NEW WORDS** Listen and read about Cheonggyecheon Stream park in Seoul, Korea.  010 Then listen and repeat.  011



Cheonggyecheon Stream

In 2003, the mayor of Seoul decided to remove a **motorway** over an underground **stream**. He wanted the area around the stream to be an urban green space for people to enjoy. Today, the six-kilometre (four-mile) park on either side of the Cheonggyecheon Stream provides a place for people to relax.

At the park, visitors attend traditional festivals and concerts. They enjoy cultural events, look at art, and watch water and light shows. Many people just walk along the **pavements** or over one of 22 **bridges**, each with its own design and meaning.

5 **Read and complete the sentences.** Make any necessary changes.

bridge motorway pavement stream

1. The Cheonggyecheon Stream was covered by a _____.
2. Now visitors go for walks on the _____ near the water.
3. People enjoy water shows over the _____.
4. Each of the _____ has a unique look and meaning.

6 **Work in groups.** Name an interesting outdoor place where you live. How do people enjoy this place? What can you see and do at this place? Use the present simple.

1 BEFORE YOU READ Discuss in pairs. Look at the title and the photo. What do you think the reading is about? **21ST C**

2 LEARN NEW WORDS Look at the words below. What do you think they mean?

concrete land outdoor park

Now find them in the reading. Has your idea about the meaning changed? Explain. Then listen and repeat. **012**

3 WHILE YOU READ Listen and read. Look for words and phrases that support your prediction. **013**

4 AFTER YOU READ Look at the sentences. Tick T for *true* or F for *false*.

1. London is now a national park city.

T F

2. London has 13,000 parks.

T F

3. London has a lot of green spaces.

T F

4. Most children in London spend their days playing outside.

T F

5. Daniel wants people to spend more time outdoors.

T F



A New Type of Park

Can the capital of England become a national park?

Imagine stepping out of your front door and standing in the middle of a national park. Daniel Raven-Ellison hopes this might soon be possible for millions of London residents. Daniel is leading a campaign to make London a national park city.

Although London has much more concrete than a national park usually would, it is home to more than 13,000 kinds of wildlife. These species live in its 3,000 parks, along with 1,500 varieties of flowering plants and more than 300 species of birds. In fact, 47 per cent of the land in London is green space.

'We have eight million trees in London; it's the world's largest urban forest,' Daniel says. That's almost one tree for every person living in London! Yet, even though London has thousands of outdoor spaces, one in seven children living there hasn't visited a green space in the past year.

Daniel believes that making London into a national park will protect the animal life and green spaces in London. He hopes it will also encourage people, especially young people, to spend more time outdoors. Daniel takes his own son out to explore in London, and he thinks that other parents should do the same. Daniel is convinced that people who spend a lot of time in nature live happier and healthier lives. What do you think?

5 Check your predictions. Look at your predictions from Activity 1. Were you correct? What surprised you in this reading?

6 Discuss in groups.

1. How often do you visit green spaces? In your opinion, is it enough? What things do you do there?
2. Do you think that turning your city into a national park would be good? Why or why not?
3. Imagine that you can make changes in your city. Which places do you want to protect? Which places do you want to change? How do you want to change them? Explain your answers.

1 BEFORE YOU WATCH Guess how much green space each place has. Draw a line to match the percentage to the city.

- | | |
|---------------------|------|
| 1. Seoul, Korea | 2.3% |
| 2. Hong Kong, China | 2.5% |
| 3. Mumbai, India | 4.4% |
| 4. Bogotá, Colombia | 41% |
| 5. Moscow, Russia | 47% |
| 6. Singapore | 54% |

2 Read and circle. You're going to watch *Mission Re-Wild*. From the title and the photo, predict what the video is about. Circle the letter.

- a. Putting wild animals back into forests
- b. Building more skyscrapers in cities
- c. Making more green space in cities

3 WHILE YOU WATCH Check your guesses from **Activity 1**. How many were correct? **Watch scene 1.1.**



A mural made from moss by artist Carly Schmitt

4 AFTER YOU WATCH Read the sentences. Circle the correct answer.

1. Cities with *a lot of / very little* green space are sometimes called *concrete jungles*.
2. Seoul and Mumbai have *a lot of / very little* green space.
3. People who spend time outdoors are *happier / unhappier* than people who don't.
4. You can enjoy the outdoors *in both rural and urban areas / only in rural areas*.
5. *Only some cities have / Every city has* signs of natural life.
6. One way to start re-wilding is *planting a tree / recycling plastic*.

5 Work in pairs. Put the steps for re-wilding a city in the correct order.

- ___ Birds build nests in the tree.
- 1 Plant a seed in the ground.
- ___ People like seeing the tree and the birds.
- ___ The seed grows into a small tree.
- ___ Other people begin to plant trees, too.

6 Discuss in pairs.

1. How much public green space is there where you live? Would you like more? Why or why not?
2. Why do you think some places have more public green space than other places?

7 YOU DECIDE Choose an activity. **21ST C**

1. **Work independently.** Imagine you're going to re-wild a space where you live. Where is it? How will you do it? Make a plan and present it to the class.
2. **Work in pairs.** Find out about a place that was successfully re-wilded. How did it change? How do people enjoy it now? Write a paragraph and use photos to explain what you learnt.
3. **Work in groups.** Prepare a 'Let's Re-Wild' poster to teach others about re-wilding. Write three reasons why it is good to re-wild. Write ideas on what people can do. Draw pictures of a space before and after it has been re-wilded.



GRAMMAR 014

***In* and *on*: Expressing location**

Lion City is **in** eastern China.

China is **on** the continent of Asia.

There are many beautiful bridges **in** Lion City.

Lion City is one of the most unique places **on** Earth.

Lion City is **in** the water.

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



1 Listen. Write *in* or *on* in the spaces below. 015

1. There are many ancient cities _____ Asia, such as Shi Cheng, also known as Lion City.
2. Shi Cheng is an ancient city located _____ China.
3. Visitors to Shi Cheng today can't walk _____ its streets to admire it.
4. It isn't _____ a mountain or _____ an island. It's _____ the water!
5. _____ Shi Cheng, there are 265 archways crossing over its streets.
6. There are beautiful sculptures of lions, dragons and birds _____ these archways.

2 Work in pairs. Listen to the passage again. Write two additional facts about Shi Cheng. Use *on* and *in* in your sentences. 016

3 Work in groups. Take turns using the spinner. Make sentences using *in* or *on*.

About seven billion people live on Earth.



WRITING

In descriptive writing, we try to create a picture for the reader. We use describing words to help the reader clearly imagine what we're writing about. Examples of describing words include:

beautiful

colourful

new

short

sweet-smelling

yellow

- 1 **Read the model.** Work in pairs to find and underline all of the describing words the writer uses to talk about the garden.

Last year, the empty space opposite my bus stop was a sad, empty, ugly space, with only a couple of dead bushes and one short tree. Then some hard-working gardeners in the neighbourhood changed that. They were tired of looking at that sad space while waiting for the bus, so they made it into a beautiful garden. Now, on a sunny summer day you can look across the street and see colourful vegetable plants and sweet-smelling flowers while you wait for the bus. Yellow butterflies fly from plant to plant, and tiny birds sing in the green trees. I love taking the bus now!



- 2 **Work in pairs.** Draw a picture of the garden described in Activity 1. Compare your drawing with a partner's. How are they the same? How are they different?
- 3 **Write.** Think of a beautiful place in your neighbourhood. Use describing words to write an article about this place in 100–120 words.



NATIONAL
GEOGRAPHIC

Explore Your World

‘There are amazing adventures to be had right outside our doors.’

Daniel Raven-Ellison

National Geographic Explorer, Guerrilla Geographer

21ST C

1. **Watch scene 1.2.**
2. Daniel thinks it’s best for students to experience geography rather than just read about it. What other school subjects can you explore outside the classroom? How can you explore them?
3. How much of your town or city have you explored? What else is there to learn about where you live? Keep a journal of outdoor adventures you have in your area.

Make an Impact

YOU DECIDE Choose a project.

1 Conduct a survey.

- Ask your friends how much time they spent indoors and outdoors in the past week.
- Calculate the average amount of indoor and outdoor time.
- Present your findings to the class. Give suggestions for spending more time outdoors.

2 Plan and conduct a scavenger hunt.

- Work as a group to prepare a list of items to find in a local green space.
- Work independently to find the items on the list.
- Discuss which items on the list were the easiest and the most difficult to find.

3 Write a newspaper article.

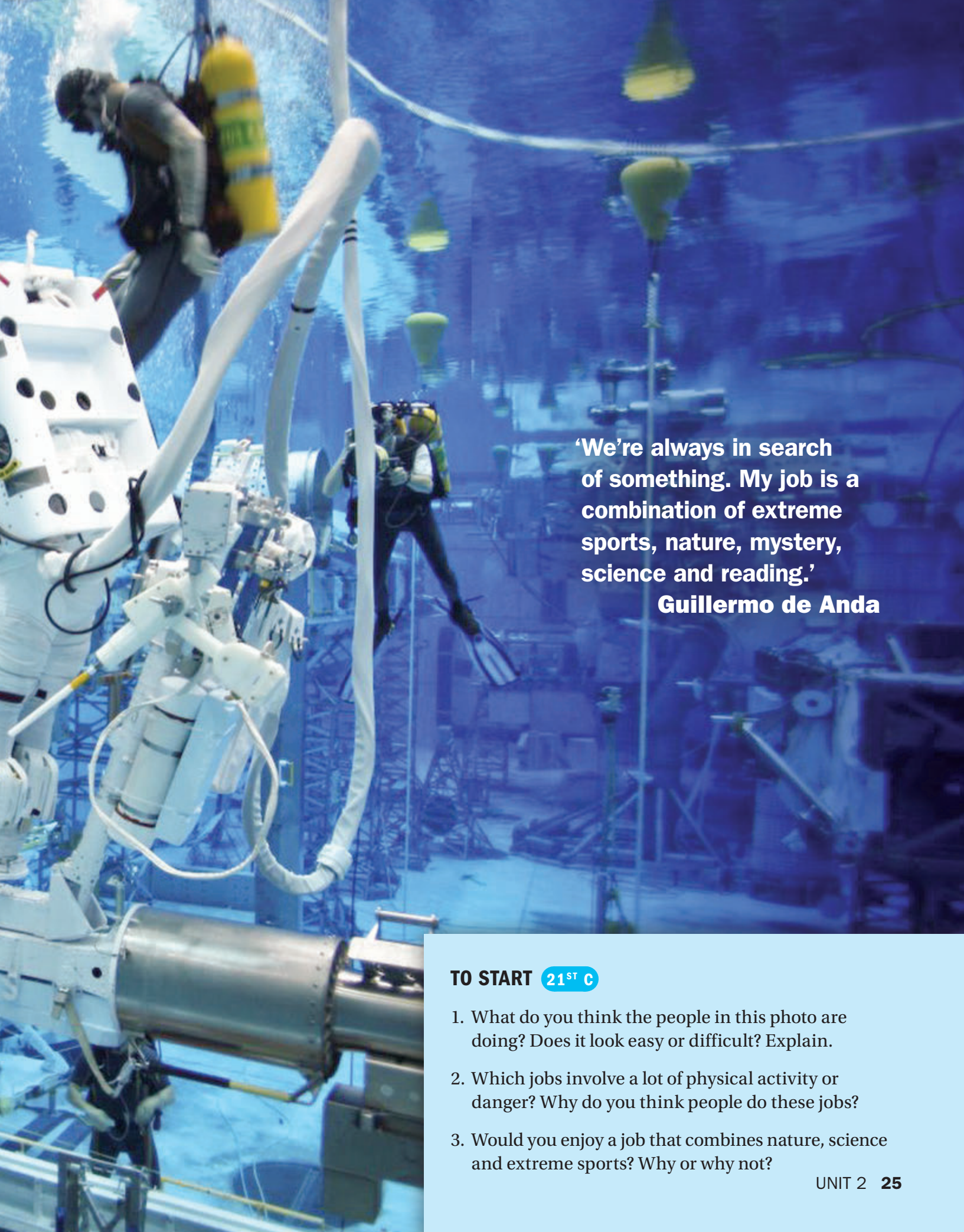
- Think of someone who has lived in your neighbourhood for a long time. Write questions to ask them about your neighbourhood.
- Interview that person. Find maps and photos to show the changes that he or she describes.
- Write a newspaper article to summarise the interview and show the changes.



Amazing Jobs

NASA astronauts working underwater on a Hubble space telescope model





‘We’re always in search of something. My job is a combination of extreme sports, nature, mystery, science and reading.’

Guillermo de Anda

TO START 21ST C

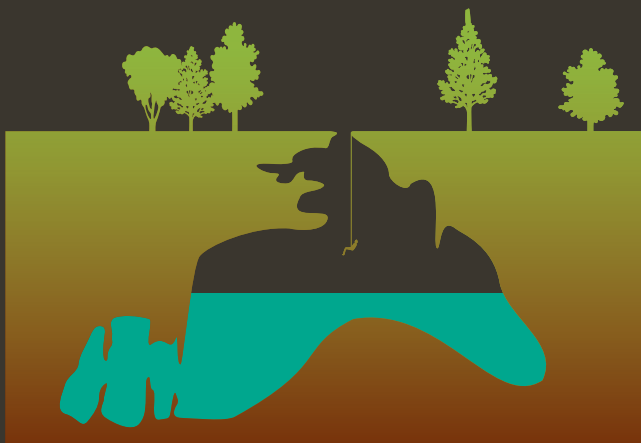
1. What do you think the people in this photo are doing? Does it look easy or difficult? Explain.
2. Which jobs involve a lot of physical activity or danger? Why do you think people do these jobs?
3. Would you enjoy a job that combines nature, science and extreme sports? Why or why not?

1 What is unusual about Guillermo de Anda's job?

Discuss. Then listen and read. [🔊 017](#)

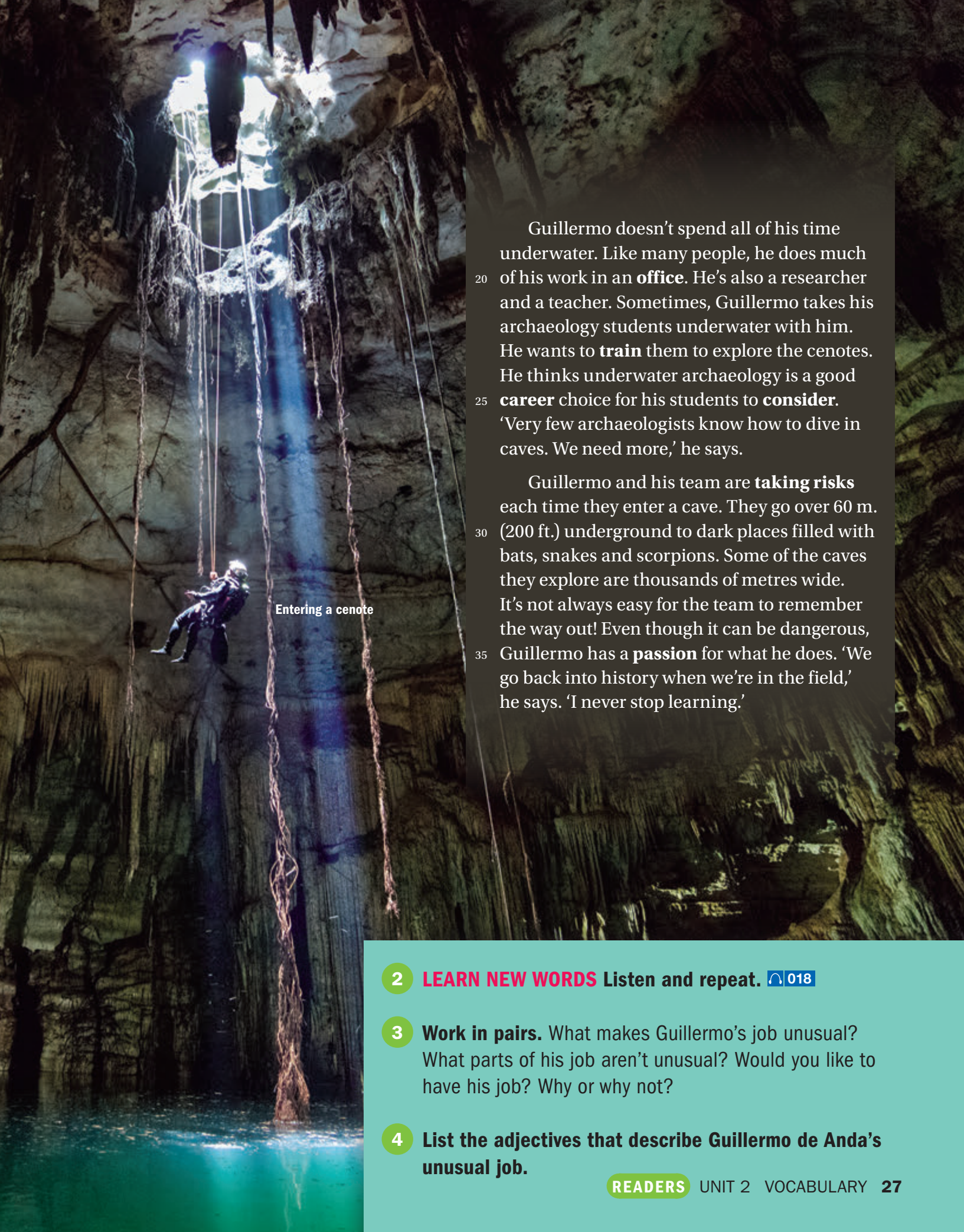
What do underwater **adventure**, detective work and Mayan history have in common? They're all part of the unusual **profession** of Guillermo de Anda. He's a college professor and an underwater **archaeologist**.
5 Guillermo's **job** is to **explore** flooded underground areas known as *cenotes*. 'It's unusual **work** for a lot of people,' Guillermo says about his job. 'It's hard, but it's a lot of
10 fun as well.'

Guillermo dives to learn more about Mayan culture. About 2,000 years ago, the Maya lived in the Yucatán Peninsula of Mexico, the area Guillermo explores.
15 Guillermo dives there now to look for ancient Mayan artefacts underwater. He **studies** them for **clues** about how the Maya lived.



The inside of a cenote





Entering a cenote

Guillermo doesn't spend all of his time underwater. Like many people, he does much of his work in an **office**. He's also a researcher and a teacher. Sometimes, Guillermo takes his archaeology students underwater with him. He wants to **train** them to explore the cenotes. He thinks underwater archaeology is a good **career** choice for his students to **consider**. 'Very few archaeologists know how to dive in caves. We need more,' he says.

Guillermo and his team are **taking risks** each time they enter a cave. They go over 60 m. (200 ft.) underground to dark places filled with bats, snakes and scorpions. Some of the caves they explore are thousands of metres wide. It's not always easy for the team to remember the way out! Even though it can be dangerous, Guillermo has a **passion** for what he does. 'We go back into history when we're in the field,' he says. 'I never stop learning.'

2 LEARN NEW WORDS Listen and repeat.  018

3 Work in pairs. What makes Guillermo's job unusual? What parts of his job aren't unusual? Would you like to have his job? Why or why not?

4 List the adjectives that describe Guillermo de Anda's unusual job.

5 Read and circle the correct word.

Do you like *adventure / profession*? Do you want a job that isn't in *a clue / an office*? Do you want to *consider / explore* underwater but don't know how to dive? If you answered *yes*, then you might like *a career / an archaeologist* as a Remotely Operated Vehicle (ROV) operator.

ROV operators help underwater *archaeologists / offices* like Guillermo de Anda. ROV operators help look for *professions / clues* about old objects and the people who used them. Explorers like Guillermo also use ROVs to decide what parts of a cave they should explore. Divers *don't study / take risks* when they dive into caves, so ROV operators can help them make choices about where to explore. If your *passion / career* is exploring, consider becoming an ROV operator.

An ROV



6 LEARN NEW WORDS Listen and complete the sentences with the correct word. 019 Then listen and repeat. 020

ancient choice dangerous flooded researcher

1. If a job is _____, it isn't safe.
2. When you make a _____, you decide what you want.
3. A _____ studies people or objects to learn more about them.
4. If something is very old or from a very long time ago, it is _____.
5. If an area is _____, it is covered with water.

7 YOU DECIDE Choose an activity.


1. **Work independently.** Think of another use for an ROV. Draw and label your idea. Share it with the class.
2. **Work in pairs.** Imagine you're an underwater archaeologist. What do you like about the job? What don't you like about it? Discuss your ideas with a partner.
3. **Work in groups.** Make a list of five unusual jobs. Ask students in your class which of the jobs they would like to do. Ask them to explain their answers.

GRAMMAR 023

Present simple questions and answers: Talking about routines

Does a pastry chef wear a uniform?	Yes , he does . / No , he doesn't .
Do pastry chefs work every day?	Yes , they do . / No , they don't .
How do you create beautiful desserts?	I plan the design. Then I find the right ingredients.
Where do pastry chefs work ?	We work in places like bakeries, restaurants, hotels and cruise ships.



- 1 Listen.** You will hear questions that begin with each of the words below. Match the answers to each question word. Write the letter.  024

___ do ___ how ___ what ___ when ___ where ___ who

- | | |
|------------------------------|-----------------------------|
| a. design beautiful desserts | f. a lot of different tools |
| b. in a hotel | g. eat a lot of pastries |
| c. from 4.30 to 11.30 a.m. | h. two other pastry chefs |
| d. six days a week | i. from 6.30 to 11.30 p.m. |
| e. in a restaurant | j. every day |

- 2 Read.** Then write the questions. Use the words in brackets.

Gabi: Maria, _____ (where/your brother/work)

Maria: He works at the Ithaa Undersea Restaurant in the Maldives.

Gabi: Undersea restaurant! Cool! _____
(what/he/do)

Maria: He's a waiter. It's amazing. He works *in* the ocean.

Gabi: Wow! _____ each day?
(how many people/he/wait on)

Maria: Not many – only 14 people can eat there at one time.

Gabi: _____ often? (do/he/come home)

Maria: No, he doesn't. He usually stays in the Maldives for his holiday.

3 **LEARN NEW WORDS** Exploration Cruises is looking for new employees. Listen to their advert and read the information. 🔊025 Then listen and repeat. 🔊026

Jobs at Exploration Cruises

Do you want to:

- travel the world for free?
- spend time at sea?
- meet people from all over the world?
- have free meals and accommodation?

We're looking for:

- entertainers
- pastry chefs
- nurses
- waiters

To become an employee:

- **Apply for** the job you want.
- If we call you, check your **schedule**.
- Choose a time for an **interview** in your city.
- If we call you back, prepare to show your **skills** on the ship.



4 **Listen.** You will hear an interview with the captain of a cruise ship. Write sentences to answer the questions. 🔊027

1. How many employees work on the ship?

2. What is the captain's schedule like?

3. What is one skill the captain has?

4. Does the captain like his job?

5. Does the captain work all year round?

5 **Work in pairs.** Think of two other questions to ask the captain about his routine. Role-play the rest of the interview.

1 BEFORE YOU READ Think about this unit's topic. You will read about two people. Predict what you'll learn about them. **21ST C**

2 LEARN NEW WORDS Find these words in the reading. Look at each word's ending. Which of the words are professions? How do you know? Then listen and repeat. **028**

advisor commute create photographer scientist

3 WHILE YOU READ Listen and read. Look for similarities and differences. **029**

4 AFTER YOU READ Work in pairs to answer the questions.

1. What are Jimmy Chin's three jobs?
2. Jimmy enjoys travelling. How do you know this from the text?
3. Do you think a lot of people visit the places that Jimmy photographs? Why or why not?
4. Why does Kevin go to northern Alaska and the Arctic Ocean?
5. Other than being a planetary scientist, what other job does Kevin have?

Adventures

Near and Far

These explorers love working in extreme places.

You're more likely to find photographer Jimmy Chin commuting to Mount Everest than to an office. Not only is he a photographer, he's also a professional climber and skier. He takes photographs and videos in some of the most amazing – but dangerous – places on Earth.

Jimmy has climbed and photographed the world's highest mountains in Nepal, Tibet and Pakistan. And he does all of this while carrying heavy cameras. Why does Jimmy do such difficult work in such extreme places? 'Creating films and photographs in situations that few others could experience is my life's inspiration,' he says.

Jimmy isn't the only explorer working in extreme places. Planetary scientist Kevin Hand drills through the ice in northern Alaska and the

Arctic Ocean to study microscopic life in the water underneath it. He hopes that studying microscopic life under ice on Earth will help him to find and study life under the ice on Jupiter's moon, Europa.

Not all of Kevin's work is in cold, faraway places, though. He also works with directors as a science advisor for films, such as *Europa Report*. Kevin has even been in a film! He was a featured scientist in the film *Aliens of the Deep*.

Jimmy and Kevin make it clear that work doesn't have to be boring!

5 Work in pairs. Compare and contrast Jimmy Chin and Kevin Hand.

6 Discuss in groups.

1. Jimmy and Kevin take risks doing their work. Would you want a job where you had to take risks? Do you think it's good or bad to take risks? Why?
2. Do you think it's important to explore outer space? Why or why not?

Jimmy Chin in Yosemite National Park, California, USA

VIDEO

1 BEFORE YOU WATCH Discuss in pairs.

1. Look at the photo. What do you think the divers are looking for? List three ideas.
2. Imagine you're diving in this fissure. Describe what you see.

2 **Work in pairs.** You're going to watch *Searching for Life in Iceland's Fissures*. In this video, you'll see scientists enter the water of an underground fissure in Iceland. Predict a problem they might have.

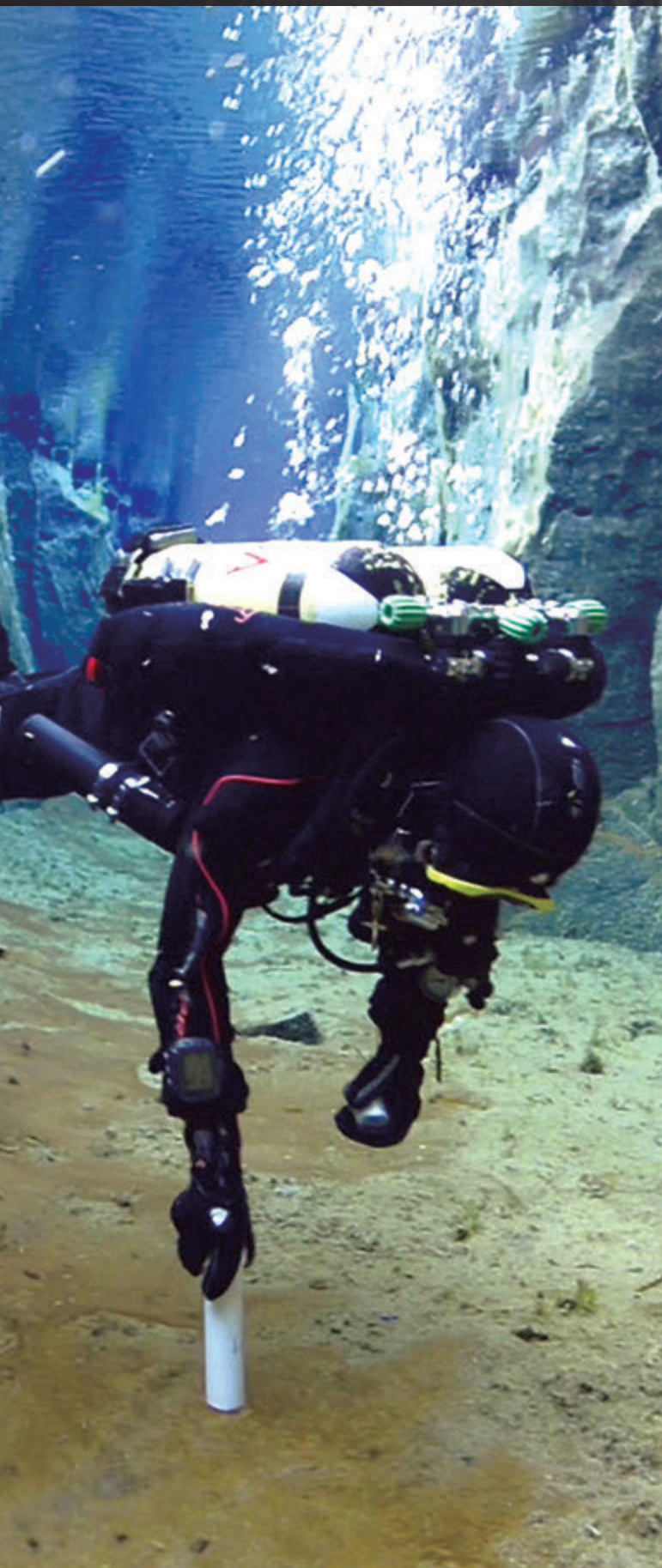
3 **WHILE YOU WATCH** Check your prediction from Activity 2. **Watch scene 2.1.**

4 **AFTER YOU WATCH** **Work in pairs.** Answer the questions below.

1. How did Jónína feel the first time she dived in a fissure? Why?
2. What were Jónína and her team the first to do?
3. Why is it risky to dive in the fissure?
4. Why does it seem that there isn't much living in the waters?
5. How do scientists get the material off the walls of the fissures?
6. What do the scientists do with the samples they collect underwater?
7. What are Jónína's two passions?



Jónína and a team member explore Iceland's underwater fissures.



5 Work in pairs. Both Jónína and Guillermo de Anda are underwater explorers. How are their jobs similar? How are they different? Write your ideas in a Venn diagram.

6 Work in pairs. In the video, Jónína says, ‘So far, we made some exciting discoveries of species that no one knew existed in Iceland.’ Why is it important to discover new information about an animal species? Give an example of what can be learnt from new discoveries.

7 YOU DECIDE Choose an activity. 21ST C

- 1. Work independently.** What things other than animals can we study underwater? List three things and give an example of what we could learn from each one.
- 2. Work in pairs.** Research another job that combines diving and science. Imagine you have that job. Explain your job to the class.
- 3. Work in groups.** Find out about a person from your country who recently discovered something unusual. Prepare a profile of this person. Present it to the class.

GRAMMAR 030

Possessives: Showing ownership

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

Dr Perkins's job is to get the equipment on the plane.

Pilots' days are very long.

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

The flying dentist thinks **her** job is great. The pilot likes **his** job, too. The job also has **its** advantages.

In **our** job, we help everyone, no matter what **their** problem is.

1 Read. Circle the possessives.

My name is Dr Smith, and I'm a flight dentist with the Royal Flying Doctor Service of Australia (RFDS). Its 63 planes fly every day of the year. Our goal is to deliver health services to people in rural areas.

I work with a great team. Our days are very long, but no two days are ever the same. One doctor on the team says that he loves his job because it's never boring! I don't have an office so I check patients' teeth in their homes. This morning I checked Ms Lee's teeth in her living room and the Watson family's teeth on their porch!



2 Work independently. Interview classmates to learn about jobs that their family and friends have. Put an X over the job when you find a classmate who knows someone with that job. Play until you cross out five jobs. Then report to the class using possessives.

Is someone in your family an engineer?

Yes, my uncle is an engineer!
He loves his job.

restaurant
employee

writer

programmer

teacher

office
worker

engineer

construction
worker

doctor or
nurse

WRITING

A descriptive paragraph should include the following:

Title: Gives an idea of what the paragraph is about

Topic sentence: Is usually the first sentence; says what the paragraph is about

Details: Give more information about the topic sentence

Concluding sentence: Ends the paragraph

- 1 **Read the model.** Work in pairs to identify the title, topic sentence, details and concluding sentence. Underline each part.

A Typical Work Day

My aunt has a great job at an orangutan sanctuary. She's the daytime babysitter for a five-month-old orangutan called Coco. Coco's mother died, so they need to take care of her 24 hours a day. When my aunt arrives in the morning, she gives Coco milk in her bottle and changes her nappy. She does this several times a day. Then she works as Coco's teacher, teaching her the skills she needs for living in the forest, such as climbing. Coco likes climbing up, but not down! She screams for my aunt's help sometimes. My aunt hugs her when she gets scared. In the early evening, it's Coco's bedtime, and their time together that day is over. My aunt puts Coco to bed and goes home. My aunt says, 'I love Coco, and I love my job!'



- 2 **Work in pairs.** What is unusual about the orangutan babysitter's job? Would you like to have this job? Why or why not?
- 3 **Write.** Write a report in 100–120 words to describe the daily routine of someone you know who has an unusual job. Include a title, a topic sentence, details and a concluding sentence.



NATIONAL
GEOGRAPHIC



Do What You Love

'I have the coolest job in the world because I love what I do!'

Guillermo de Anda

National Geographic Explorer, Underwater Archaeologist

21ST C

1. **Watch scene 2.2.**
2. Guillermo loved diving from a very young age. How do you think this helped him to choose a career? How does he combine his love of diving with his love of science?
3. What career do you want to have? What will you need to do to prepare for this career? If you choose this career, will you be doing what you love? Explain.

Make an Impact

YOU DECIDE Choose a project.

1 Write a job advert.

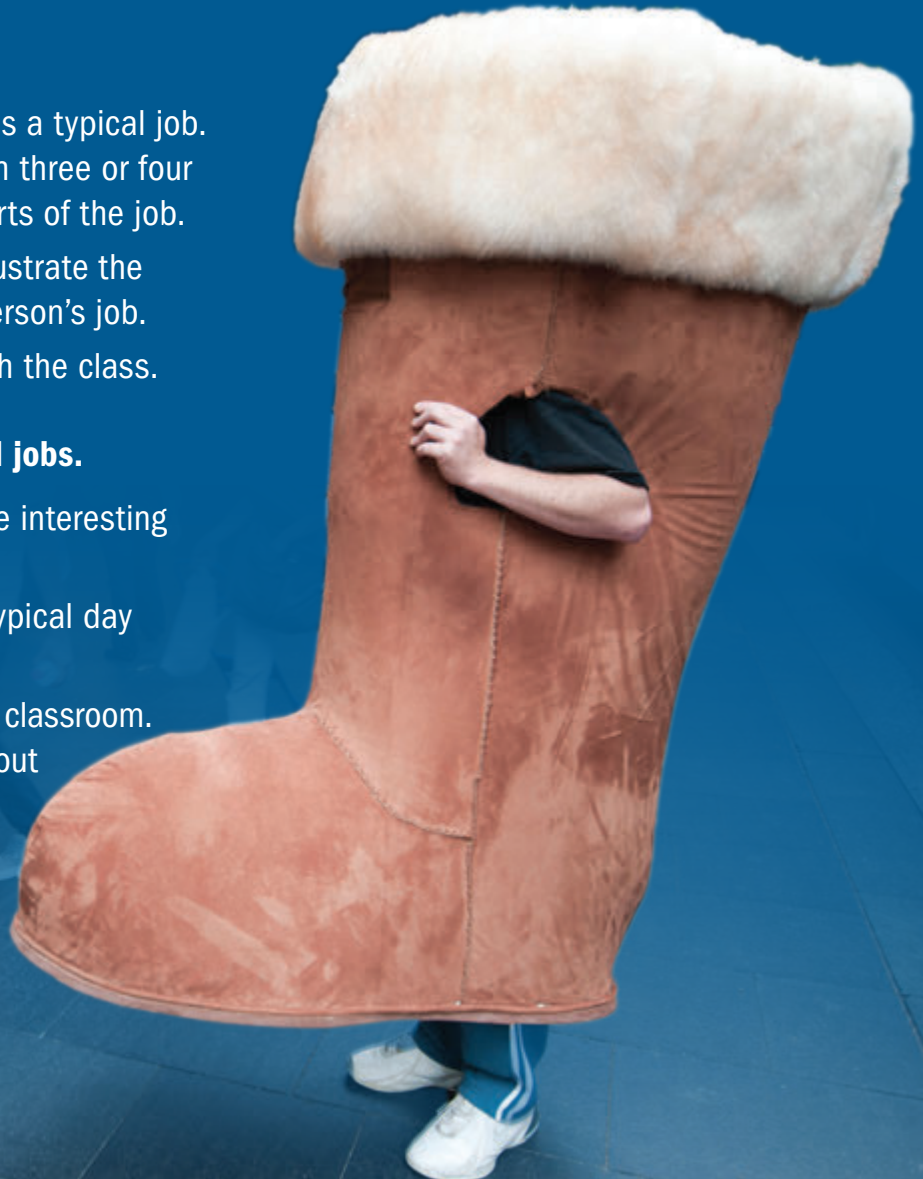
- Imagine you own a company and you need someone for an unusual job.
- Create a job advert. Write a description of the job. Include information about your company.
- Share your job advert with the class. Is anyone interested in your unusual job? Interview them for the job!

2 Create a comic strip.

- Interview a person who has a typical job. Ask this person to mention three or four unusual or unexpected parts of the job.
- Design a comic strip to illustrate the unusual aspects of this person's job.
- Share your comic strip with the class.

3 Plan a job fair for unusual jobs.

- Find information about five interesting and unusual careers.
- Make posters showing a typical day for these workers.
- Display the posters in your classroom. Talk to your classmates about what each job involves.



Express Yourself

1 Read and listen to the online travel review. 🔄 031

GoTravel REVIEWS

GONDOLA TOURS OF VENICE

👜👜👜👜👜 210 reviews



JGirl, Seoul

‘Our gondolier saved my holiday!’

Well, I’m in Venice, Italy, with my family! Venice is incredible! The city is hundreds of years old, and it’s built on WATER. People get around on special boats called *gondolas*, and today I had my first gondola ride!

A gondolier controls the gondola using an oar and his own strength. (These gondoliers are REALLY strong.) The gondolier’s job is to describe Venice’s culture and history as he takes you through the city’s canals. Our gondolier was so good at telling stories I almost forgot I was sharing the ride with my parents.

That might sound exciting, and it was, but of course I was with ... my dad. And Dad thought it would be funny to wear a striped shirt to match the gondolier’s shirt. How *embarrassing!*



My parents loved looking at the beautiful bridges, churches and palaces along the route.

20 I really enjoyed listening to our gondolier talk about his work. He told us that it takes years of study and practice to get the job. Who knew? He also told us that of all the gondoliers in Venice, only one is a woman! I think I need to change
25 that! It's time to start training for my dream job! Maybe my dad will let me borrow his shirt. ;)

Gondola Tours of Venice gave me a great tour of a beautiful city – and an interesting idea for my future career! I recommend the gondola tour
30 to anyone who's interested in learning about unusual places and unusual jobs ... especially if they're stuck on a boat with their parents!

2 Work in groups. Discuss the review.

1. Does JGirl's review make you want to visit Venice and go on a gondola ride? Why or why not?
2. Do you think the review gives enough information? Is it funny and interesting? What else would you like to know about Venice or about Gondola Tours of Venice?

3 Connect ideas. In Unit 1, you learnt about exploring and unusual places. In Unit 2, you learnt about unusual jobs. What connection can you see between the two units?

4 YOU DECIDE Choose an activity. **21ST C**

1. Choose a topic:
 - an unusual place
 - an unusual job
2. Choose a way to express yourself:
 - a review
 - an advertisement
 - an interview
3. Present your work.



Gondolas in Venice, Italy

A dark, atmospheric photograph of a forest floor. The scene is dominated by numerous thin, glowing yellow roots and vines that snake across the ground, some climbing up the trunks of trees. The background is a dense forest of tall, dark trees, with a soft blue light filtering through the canopy, creating a mysterious and ethereal mood.

Unit 3

Secrets of the Dark

'To me, science is fiction because sometimes it just seems unreal. Looking at bioluminescence, it's just beautiful. It's artwork.'

David Gruber



Blue ghost fireflies

TO START **21ST C**

1. In the photo, fireflies create a beautiful light. What other things in nature produce light?
2. Bioluminescent animals use lights to communicate with one another. How do humans use lights to communicate?
3. Where do you feel comfortable in the dark? Why?

1 What would be difficult about living without sunlight for two months every year? Discuss. Then listen and read. [032](#)


For most of us, the days are divided into day and night. But for two months each winter in northern Norway, it's **dark** for 20 hours a day. There is no **sunrise** or **sunset** because the sun never gets above the **horizon**.

Would you like to live in **darkness** for this long? It may seem difficult, but many Norwegians love the beautiful colours

of these months. To the **south** are the red and gold colours of the horizon. To the **north**, the sky is a magnificent blue. Even the moon and stars look blue. In the towns, streetlights shine like little yellow diamonds.

People do need light to be healthy and happy. Since they don't have much daylight during this time of the year, Norwegians

In the town of Longyearbyen, in northern Norway, there's no sunlight from November to January. However, the sun doesn't set from the end of April to the end of August.



exercise and eat foods with vitamins A
20 and D, nutrients people normally get
from being in the sun. And darkness
doesn't stop Norwegians from having a
good time. Each winter, people are skiing
on hills and skating on ponds that are
25 **lit up**. Some people are dogsledding (with

headlights, of course!). Others are going
to film and music **festivals**. And other
people are spending time with friends
in cafés and restaurants. Of course, not
30 everyone is so **active** in the dark months.
Many people are just **going to sleep** a little
earlier until the sun returns in the spring.

2 LEARN NEW WORDS Listen and repeat.  033

3 Work in pairs. What would you like about living in the dark for two months? What wouldn't you like? Write three things for each. Compare your list with your partner's.

4 Read and write the words from the list. Make any necessary changes.

active	dark	darkness	festival	go to sleep
headlight	light up	south	sunrise	sunset

Light and _____ are two things we don't often think about. This is because we can have light any time at night. Thanks to electric lights, we're able to do what we need to at night. We _____ because we're tired, not just because it's _____. 'Having all this energy to be able to have light at night is a really new thing for humans,' says scientist David Gruber. Until the 19th century, people didn't have lights like we do today. The light of day came from the sun, as it does now. But at night, only the light of the moon and the stars _____ the sky. People got up at _____ and were _____ all day. Then, after _____, they went to bed.

5 LEARN NEW WORDS Listen to these words. Match each word to its definition. 034
Then listen and repeat. 035

daylight	healthy	streetlight
_____	_____	_____
		1. a light near a road
		2. not ill
		3. light from the sun

6 YOU DECIDE Choose an activity. **21ST C**

- 1. Work independently.** Observe an animal at night. What do you notice? What is surprising? Write your findings. Share them with the class.
- 2. Work in pairs.** Imagine you lived hundreds of years ago. How was your life at night different from your life at night now? List at least five examples.
- 3. Work in groups.** When you haven't got electric light, what can you use to help you see in the dark? List three things. Choose one thing from your list and make an advertisement for it. Present your advert to the class.



A kinkajou

SPEAKING STRATEGY 036

Asking for help with schoolwork

What does *nocturnal* mean?
How do you pronounce it?
How do you spell it?

Helping with schoolwork

It means *active at night*.
I'm not sure. I think you say *nock-tur-null*.
It's spelt *n-o-c-t-u-r-n-a-l*.

1 **Listen.** How do the speakers ask for help and respond? Write the phrases you hear. 037

2 **Read and complete the dialogue.**

Mae: This video about carnivorous plants is really cool.

Hwan: _____

Mae: _____ *things that eat meat*.
This one is called a *Nepenthes*.

Hwan: What? _____

Mae: _____ Let's look it up.
N-e-p-e-n-t-h-e-s. Another name is *pitcher plant*. It eats arthropods.

Hwan: Arthro ... what? _____

Mae: _____ *ar-throw-pod*. You know, insects, spiders and things like that. Insects see the plant's light and go to it. Then they fall inside and die! That's how the plant eats them.

Hwan: Amazing!

3 **Work in pairs.** Talk about the animals on the cards. Help your partner to spell, pronounce and learn more about each animal.

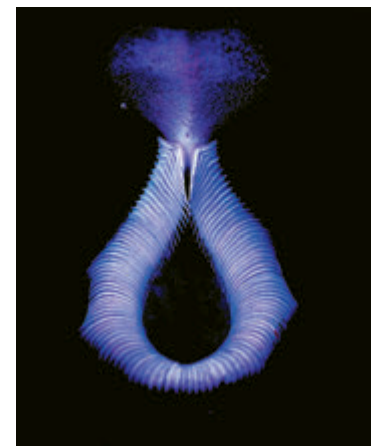
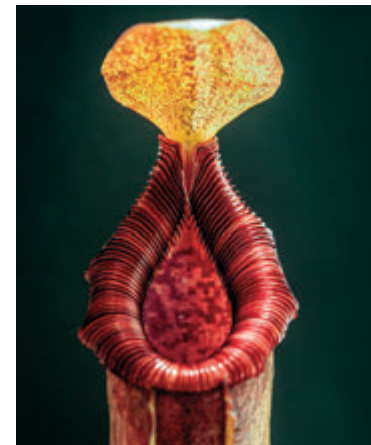
It's a Gila monster.

A what? How do you pronounce that?



Tell me about animal.

4 **Work in groups.** Think of a situation where you wanted to ask for help with schoolwork but didn't. Why didn't you ask? How can knowing these phrases help you in the future?



A glowing pitcher plant

Go to page 87.

GRAMMAR  038

Present continuous: Saying what is happening now

Non-action verbs

I **like** stories about unusual animals.

Many animals **see** well enough to hunt in the dark.

It **is** 2.00 a.m. in the jungle, but that doesn't **mean** all the animals **are** asleep.

Action verbs

While I'm **reading** in bed at night in Mexico, my friend Akiko **is reading** at school in Japan!

While some animals **are hunting** in the dark, others **are hiding** or **sleeping**.

The monkeys **are sleeping** in trees, but the kinkajous **are looking** for food.

1 Listen. Circle the non-action verbs you hear. Underline the action verbs you hear.  039

bake	be	drive	enjoy	fly	help
know	like	need	open	search	sleep

2 Read and complete the sentences. Use the *-ing* ending for action verbs.

1. People _____ (agree) that it's good to spend time with family.
2. This is difficult for family members who _____ (live) in different countries.
3. It's difficult because of different time zones. This _____ (mean) that it might be morning in one place and afternoon in another.
4. For example, Omar in Santiago _____ (eat) breakfast while his cousin Ali in Dubai _____ (come) home from school.
5. So when Ali _____ (think) about calling Omar, he _____ (have) to consider the time in Santiago first.

3 Work in pairs. Write what you do at these times. Compare your answers with a partner.

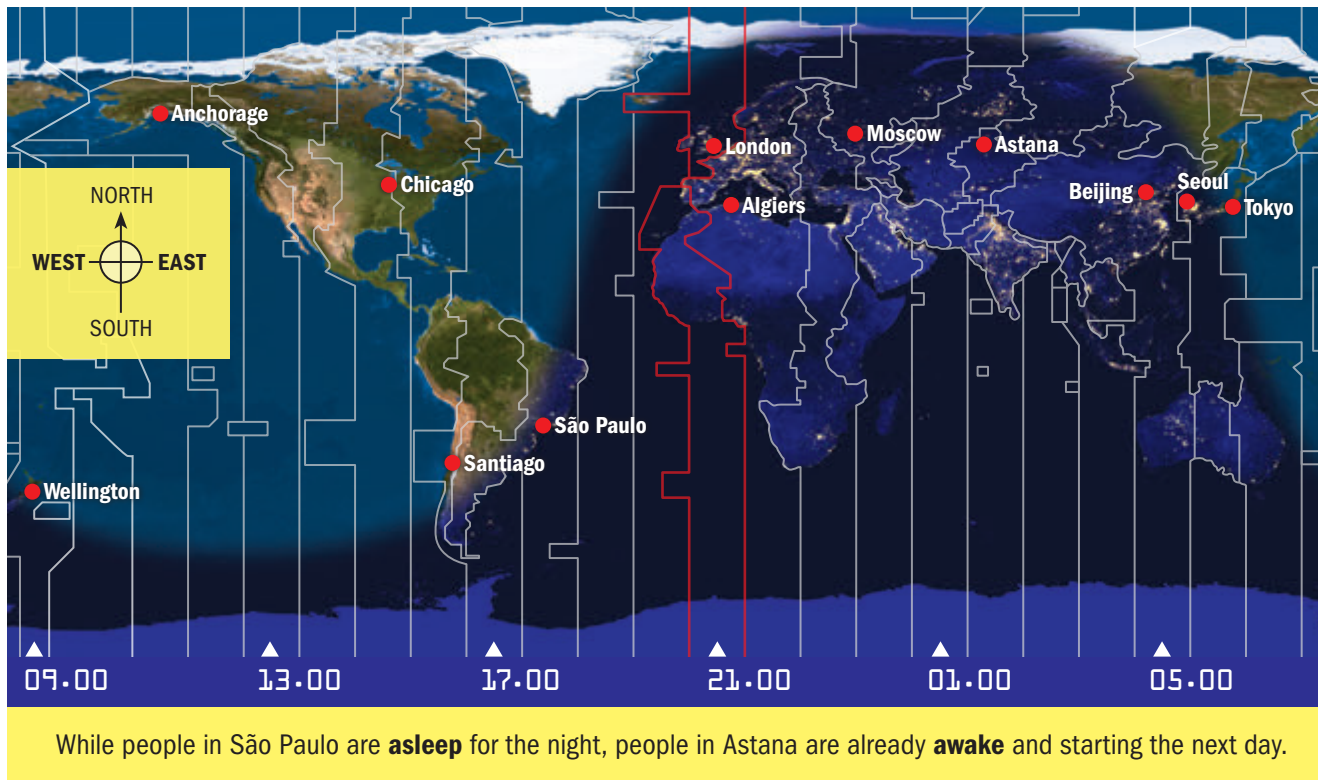
If it's Monday night, I'm studying, but Julia is making dinner.

	Me	_____
Monday night		
Wednesday during school		
Friday evening		
Saturday afternoon		
Sunday morning		

4 LEARN NEW WORDS Listen and read to learn about time zones. **040**

Then listen and repeat. **041**

World Time Zones



5 Work in pairs. Find these cities and their time zones on the map. How many time zones separate them? Write a sentence about what people might be doing in each city.

1. Seoul / Santiago There are 13 time zones between Seoul and Santiago. While people in Santiago are coming home from school and work, people in Seoul are asleep.
2. Anchorage / London _____
3. São Paulo / Tokyo _____
4. Chicago / London _____

6 Work in groups. Find the place where you live on the map. Note the time now. Choose three other cities. Say if they are to your east or west and what time it is there. Take turns comparing what you're doing with what people in those cities are probably doing.

IN THE DARK OF THE OCEAN

1 **BEFORE YOU READ** Discuss in pairs. What do you know about the ocean and life in the ocean? What do you want to learn? **21ST C**

2 **Look at the text and photos quickly.** Then answer the questions.

1. Who is this reading about?
2. What sea animal has got really big eyes?

3 **LEARN NEW WORDS** Find the words in the text. Guess their meaning. Then look at the first meaning given for each word in the dictionary. Compare those meanings with your guesses. Then listen and repeat. **042**

dawn fascinate glow observe pattern

4 **WHILE YOU READ** Listen and read. Think about what makes animals in the deep ocean different. **043**

5 **AFTER YOU READ** Work in pairs. Tick T for true or F for false.

1. David observes life in the ocean when it's dark. T F
2. We know a lot about everything that lives in the ocean. T F
3. We can see all the glowing colours in the ocean with our eyes. T F
4. Only one type of animal glows in the dark through the lens of David's camera. T F
5. A lot of animals at the bottom of the ocean make their own light. T F
6. The vampire squid has very large eyes to help it see in the dark. T F

6 **Review.** Look at your answers from Activity 2. Were they correct? What else did you learn about the person and the sea animal?

A shark glows bright green through the filters of David's camera.



There are incredible creatures living in the darkness.

In the darkness before dawn, marine biologist David Gruber dives into the ocean to observe the amazing creatures that live there. 'Seventy-one per cent of Earth is ocean, and much of it is dark, with tonnes of life down there that we don't know about,' he says.

David discovered that many sea animals can see colours in the water that we cannot. So he designed a camera that allows him to see the colours just as a fish does. His camera shows a secret world of neon green, red and orange colours on ocean life that glows in the dark.

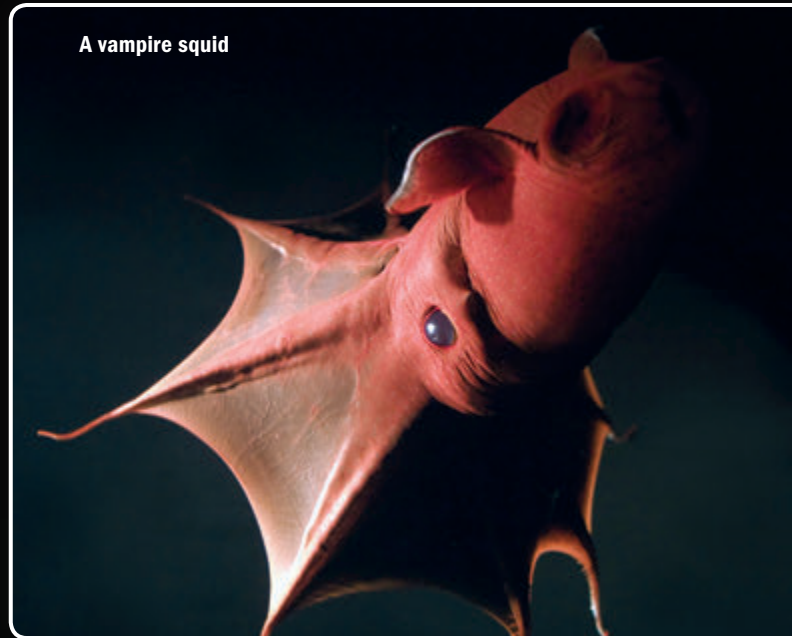
In this fascinating world, David discovered a special kind of shark that glows bright with green spots. 'When you see all these little bright spots and patterns, it's like flowers and butterflies. Why do they make patterns? It's to attract each other. It's to recognise each other,' he says.

At the bottom of the ocean where there is no light at all, many animals produce their own light. The unusual vampire squid is an example. It can turn itself on or off, just like a lamp. It also has very big eyes to help it see in the dark. In fact, compared to its body size, the vampire squid has the largest eyes of any animal in the

world. And this is just one animal: ninety per cent of the animals that live at the bottom of the ocean produce their own light.

It's easy to see why the darkness of the sea fascinates David. 'Marine animals in the dark ocean produce lights to communicate with each other,' says David. 'It's an underwater disco party. We human beings are the last ones to join in!'

A vampire squid



7 Discuss in groups.

1. What things about the ocean fascinate you? Why do they fascinate you?
2. It's difficult to study the ocean at night because of the darkness. What are some other difficulties David might have when studying the ocean at night?
3. Do you think it's important to learn about what lives in the ocean? Why or why not?

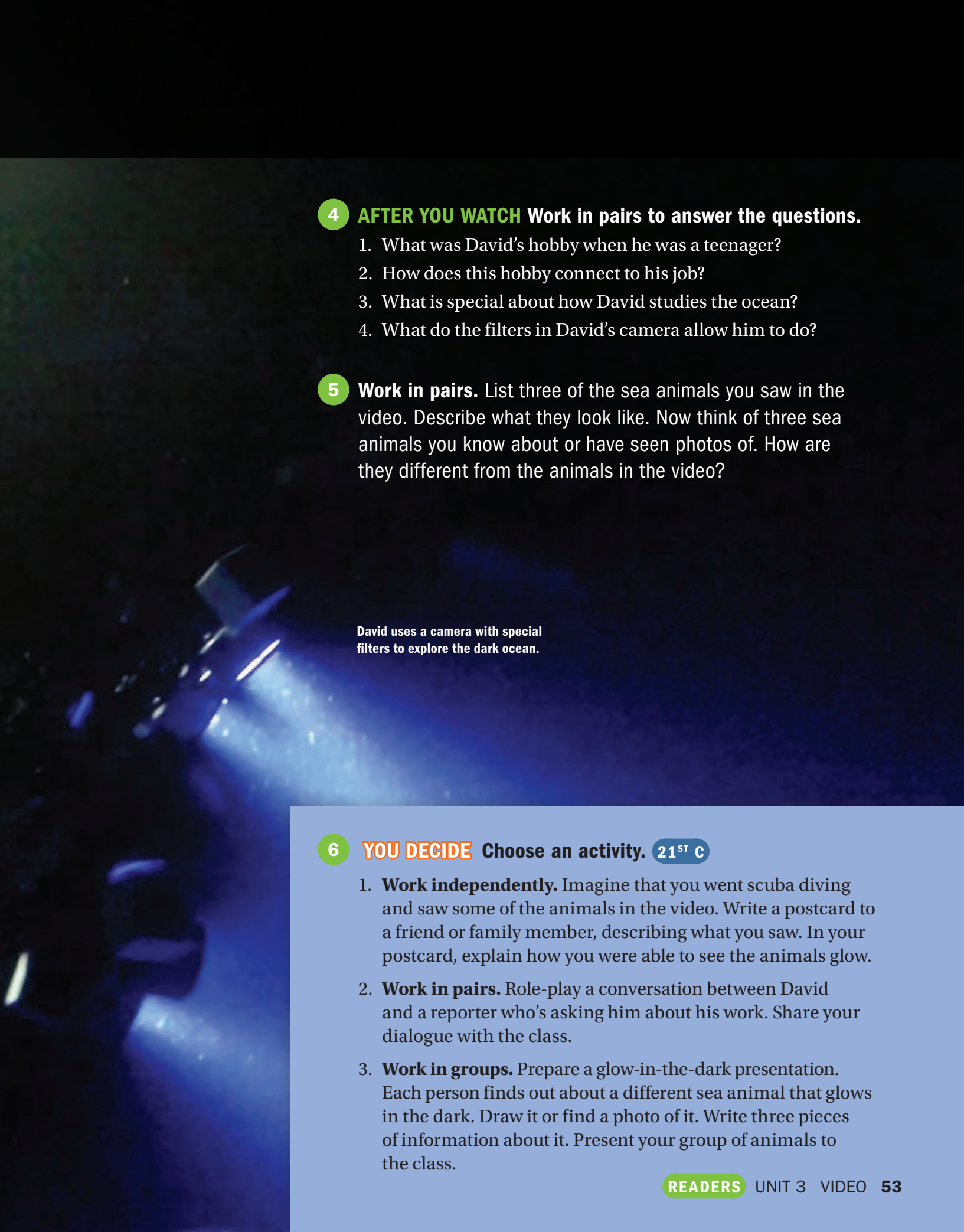
1 BEFORE YOU WATCH Discuss in pairs.

1. What did you love doing as a small child? Do you still love it? What else do you love doing now?
2. Are you interested in learning about what's in the ocean? Why or why not?

2 Work in pairs. The title of the video you're going to watch is *What Glows Beneath*. Think of what you have learnt about David Gruber and his work. Then make two lists: *What I have learnt about David* and *What I want to learn about David*.

3 WHILE YOU WATCH Circle the correct answers. Watch scene 3.1.

1. David first became fascinated by the ocean by *surfing / scuba diving*.
2. David wondered *if it would be hard to study biology / what was beneath him in the water*.
3. David wanted to photograph the ocean so that he can *sell his photos to magazines / understand how fish see it*.
4. David says that *there's still a lot to learn about / scientists have discovered all of the species of the ocean*.
5. According to David, the future of exploration is finding out *why humans don't glow / how humans fit in among nature*.



4 AFTER YOU WATCH Work in pairs to answer the questions.

1. What was David's hobby when he was a teenager?
2. How does this hobby connect to his job?
3. What is special about how David studies the ocean?
4. What do the filters in David's camera allow him to do?

5 Work in pairs. List three of the sea animals you saw in the video. Describe what they look like. Now think of three sea animals you know about or have seen photos of. How are they different from the animals in the video?

David uses a camera with special filters to explore the dark ocean.

6 YOU DECIDE Choose an activity. **21ST C**

1. **Work independently.** Imagine that you went scuba diving and saw some of the animals in the video. Write a postcard to a friend or family member, describing what you saw. In your postcard, explain how you were able to see the animals glow.
2. **Work in pairs.** Role-play a conversation between David and a reporter who's asking him about his work. Share your dialogue with the class.
3. **Work in groups.** Prepare a glow-in-the-dark presentation. Each person finds out about a different sea animal that glows in the dark. Draw it or find a photo of it. Write three pieces of information about it. Present your group of animals to the class.

GRAMMAR 044

At, on and in: Saying when things happen

at eight o'clock / **at** night / **at** the weekend
on Monday(s) / **on** 1st June / **on** my birthday
in the winter / **in** the morning / **in** 2017 / **in** May



The Jemaa el Fna market

1 **Read.** Complete the paragraph with *at*, *on* or *in*.

My family and I visited Marrakesh, Morocco, _____ 2015. We went _____ December. The weather is warm there _____ the winter. _____ Monday, our first day, we spent a lot of time in the Jemaa el Fna, the old city square. _____ lunchtime, we ate at a rooftop café, and _____ the afternoon, we watched some dancers. _____ five o'clock _____ the evening, we watched the day market stalls leave and the night market stalls arrive. _____ night we enjoyed the storytellers, magicians, musicians and acrobats, as well as the food from the many food stalls. The Jemaa el Fna is incredible both day and night!

2 **Work in pairs.** Talk about places you go to regularly. Use *at*, *on* and *in*.

1. Tuesdays _____ *On Tuesdays, I go to the park after school.*
2. night _____
3. afternoon _____
4. March _____
5. weekend _____
6. 8.00 a.m. _____

3 **Work in pairs.** Take turns throwing the cube. Talk about things that happen at different times.

In the summer, we often go to the beach.



Go to page 89.

WRITING

In sensory writing, we choose a topic such as an event or a place. We use adjectives, or describing words, to explain what we see, hear, taste, smell and feel. Describing something using senses helps our reader imagine that he or she is at that event or place.

- 1 **Read the model.** Work in pairs to identify and underline the words that describe what people see, hear, taste, smell and feel.

To: Sophie

From: Lian

Subject: Chinese Lantern Festival

Dear Sophie,

When thousands of glowing lanterns light up the city at night on the 15th day of the Chinese New Year, I know the Chinese Lantern Festival has arrived. All kinds of lanterns shine brightly against the dark night sky. Some of the lanterns are small, and others are really big. Some look like beautiful flowers and dragons. The silk lanterns feel soft. The plastic lanterns feel smooth and warm. Families walk happily in the crowded streets, looking at the many kinds of amazing lanterns. While some people are enjoying the colourful lanterns, others are watching exciting parades and traditional Chinese lion dance performances. The loud, popping sounds of firecrackers fill the air. People prepare tasty rice dumplings in the morning for their families and friends to enjoy in the evening. The sweet smell makes me hungry for my favourite food. I love everything about this night-time festival.

Best wishes,
Lian



A Lantern Festival celebration
in Shanghai, China

- 2 **Work in pairs.** Can you imagine how it feels to be at the Chinese Lantern Festival? Why or why not?
- 3 **Write.** Describe a fun night-time event in an email using 80–100 words. Use sensory words to say what you see, hear, taste, smell and feel at this event.



NATIONAL
GEOGRAPHIC



Understand and Protect

‘People want to protect things they love and understand. The more I can share about the amazing animals I get to explore, the more people may want to help protect them.’

David Gruber

National Geographic Explorer, Marine Biologist

21ST C

1. **Watch scene 3.2.**
2. David cares deeply about the ocean and ocean life. Why is it important to protect animals in the ocean? How does David’s work help protect them?
3. What do you want to protect? Why? How can you get others to care about this?

Make an Impact

YOU DECIDE Choose a project.

1 Design a poster.

- Research animals or plants that glow in the dark. Find out how and why they glow.
- Make a poster to describe three of the glow-in-the-dark organisms you researched. Include photos.
- Present your poster to the class.

2 Write a blog entry.

- Research a place that is light for more than two months a year.
- Pretend that you visit during the light season. Write a blog about your visit. Include photos.
- Publish your blog. Answer questions and respond to your classmates' comments.

3 Make a 'day-and-night' video.

- Choose an interesting place in your region.
- Make a video of that place during the day and during the night. Mention what is the same and what is different.
- Share your video with the class.

Bioluminescent fungi glowing
on a tree trunk

A photograph of a person holding a large blue umbrella over an elephant. The person's hand is visible, holding the blue handle of the umbrella. The elephant's head and ear are in the foreground, looking towards the right. The background shows a savanna landscape with green trees and a cloudy sky.

Unit 4

Living Together

**‘Let’s think about what we can do today
to make sure our grandchildren have the
option of seeing wildlife in the future.’**


Amy Dickman



A rhinoceros and its caretaker
at a conservancy in Kenya

TO START **21ST C**

1. What's happening in the photo? How do you think the man feels? The animal?
2. What are situations where people and animals live together peacefully? What are situations where they don't get along?
3. Do you think that seeing wild animals where they live is a good idea? Why or why not?

1 Why might baboons and humans come into contact with each other? Discuss. Then listen and read.  045

Human-**wildlife conflict** is a big problem all over the world today, and it's getting bigger. Imagine finding a baboon or two eating breakfast at your table! That would definitely be a conflict between a human, you, and wildlife, the baboons! Because baboons are **wild**, this type of conflict could be dangerous.

In Cape Town, South Africa, humans are **interacting** with baboons more than ever, right in their own neighbourhoods. Because about half of the natural baboon **habitat** and food in this region **disappeared**, baboons needed to find new ways to get food. So they started going into urban areas and stealing the food they need for survival.



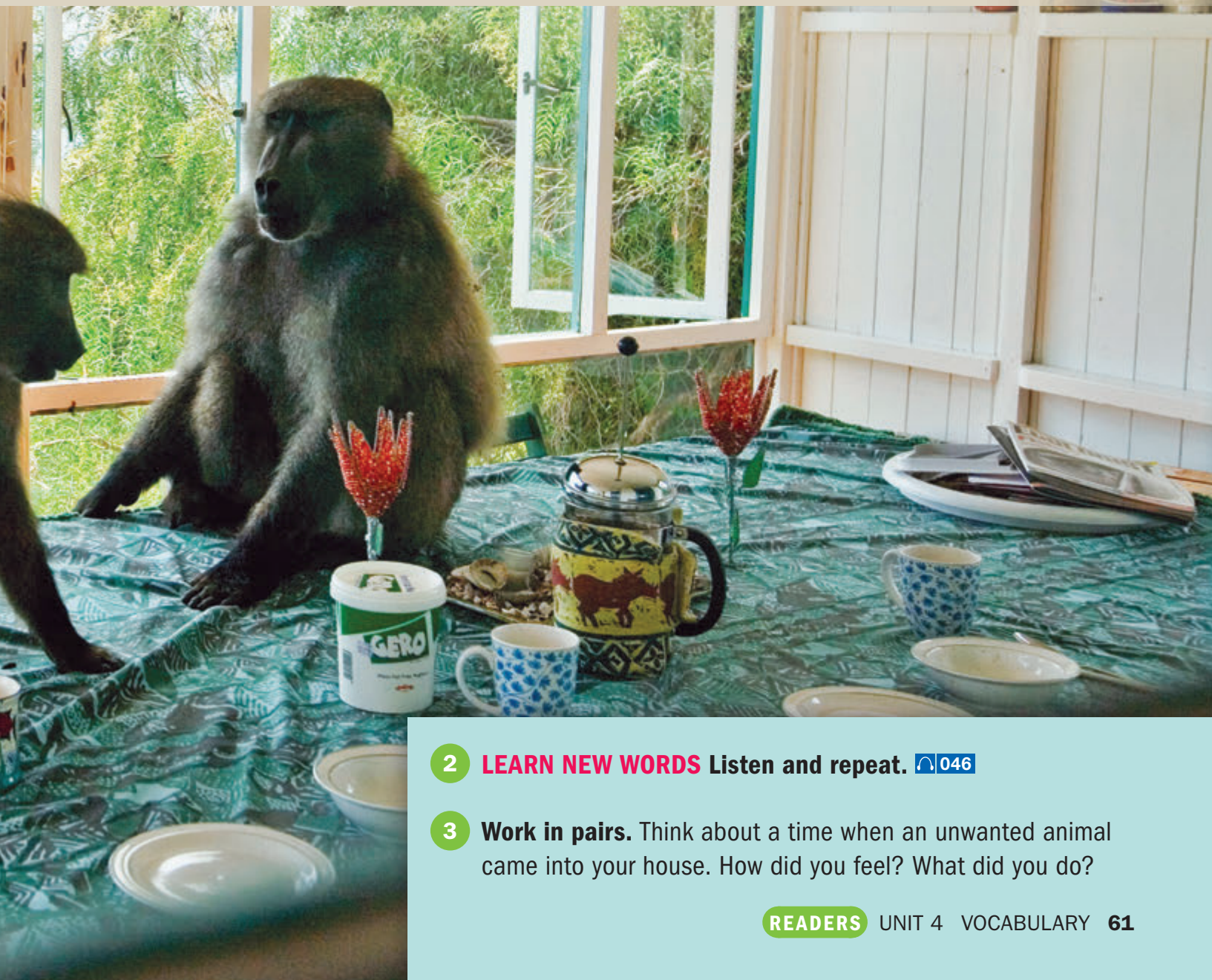
A family of baboons at the breakfast table

Baboons are very **clever** animals. Once they **learn** that they can easily get food from humans, they won't try as hard to
20 hunt for their own food. People who live near baboon habitats have to control this **behaviour** by limiting the baboons' **access** to human food and rubbish.

Both humans and wildlife **need**
25 protection from each other. Luckily, in some places in South Africa, there are

people who work as baboon monitors. Their job is to keep baboons away from homes. Because baboons are **afraid of**
30 loud noises, monitors use noise-making devices to **frighten** them away. They might also use paintballs to frighten the baboons.

The monitors don't form relationships with the baboons, but they don't mistreat
35 them either. They simply work to limit conflicts between humans and wildlife.



2 **LEARN NEW WORDS** Listen and repeat. 🔊 046

3 **Work in pairs.** Think about a time when an unwanted animal came into your house. How did you feel? What did you do?

4 Read and circle the correct word.

Amy Dickman is trying to solve *wildlife / conflicts* between humans and the *wild / interacting* big cats in villages around Ruaha National Park in Tanzania. The big cat *habitat / behaviour* in the park is disappearing. As a result, these big cats *frighten / need* to find new ways to get food. So they go onto farms and kill farm animals for food. Because the farmers are *clever / afraid of* losing their animals, they kill the big cats.

Amy is trying to change the *wildlife / behaviour* of villagers toward the big cats. She's also helping villagers find better ways to protect their animals. Amy believes that people should *interact / disappear* with wildlife in ways that give both groups *habitat / access* to the resources they need.

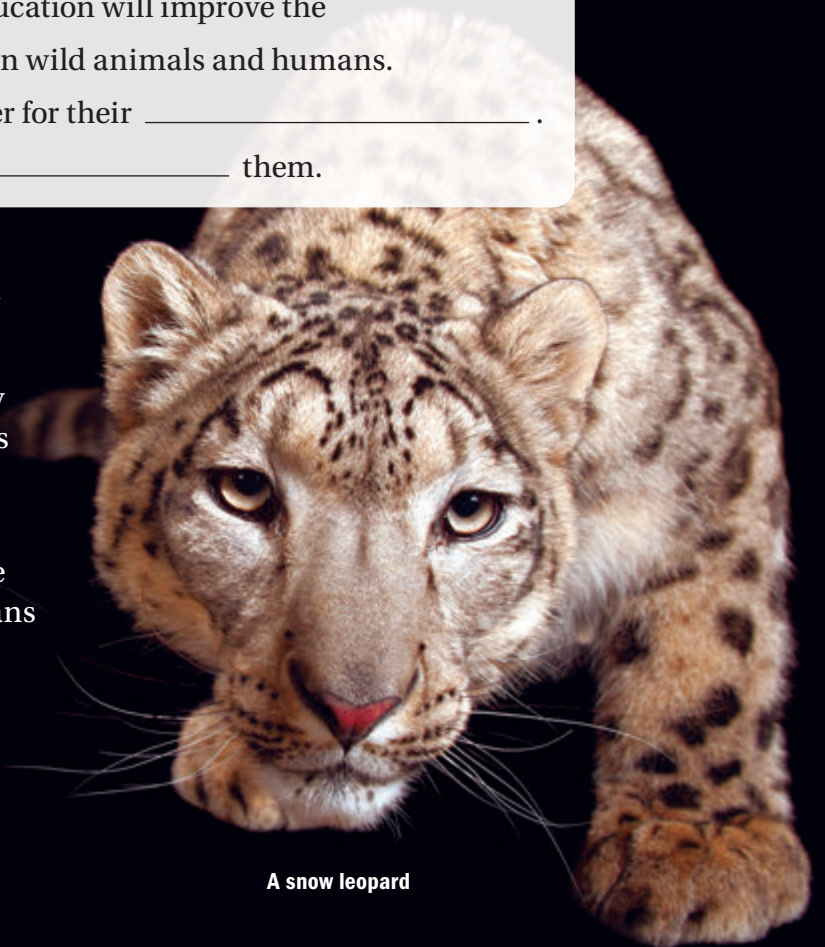
5 LEARN NEW WORDS Listen to these words and complete the sentences. 🔊 047 Then listen and repeat. 🔊 048

hunt mistreat relationship survival

1. Wild animals _____ for their food.
2. Wildlife organisations hope that education will improve the _____ between wild animals and humans.
3. All living things need food and water for their _____.
4. People who hit animals _____ them.

6 YOU DECIDE Choose an activity. Work in pairs.

1. Discuss. What animals in your country are losing their habitat? What problems do they have? What are people doing about it?
2. Make a list of three reasons why people hunt wild animals. Do you think humans should change their behaviour so that they don't need to hunt?
3. Find a group where you live that works with wild animals. Learn about what they do and why they do it.



A snow leopard


SPEAKING STRATEGY 049

Asking for reasons

Why are villagers afraid of wild animals?
Farmers need to protect their animals from wild animals. Do you know why?
Wild animals are interacting with people more often. Why is that?

Giving reasons

Because they're dangerous.
It's because wild animals hunt farm animals for food.
Since their habitats are disappearing, they're going where humans live.

1 Listen. How do the speakers ask for and give reasons? Write the words and phrases you hear.  050

2 Read and complete the dialogue.

Abdul: Look at this picture of people on an Indian tiger reserve.

Anna: The people are wearing masks. _____

Abdul: _____ they're trying to trick the tigers.

Anna: They're wearing the masks on the *backs* of their heads!

Abdul: _____ tigers attack people from behind, they see the mask and think the person is looking at them. That scares them.

Anna: Incredible! But _____ do people go onto the tiger reserve?

Abdul: _____ they fish there. They also collect honey and wood in the reserves.

Anna: So the people wear masks _____ they believe the masks will protect them from tigers?

Abdul: That's right. In three years, tigers only attacked people who weren't wearing masks!

Anna: Wow! Tigers are clever, though. They might soon learn that people are tricking them.

3 Work in pairs. Take a card and read the sentence. Ask your partner for the reason. Your partner will answer the question. Then swap roles.

4 Work in pairs. Talk about animals. Talk about three problems, interesting facts or interactions. Your partner will ask for reasons. Respond and then swap roles.

Why are there baboon monitors in Cape Town?

Baboons go into urban areas. Monitors help to keep them away from humans.

There are baboon monitors in Cape Town.



Go to page 91.

GRAMMAR 051

Modals: Describing obligation and advice

- Necessary We **must** learn more about the fight to save rhinos.
 We **have to** protect rhinos.
- Not necessary We **don't have to** use products made from rhinoceros horn.
- Recommended We **shouldn't** ignore the rhino problem.
 Everyone **should** do something, even
 if it's a small action.

**RHINOCEROS POPULATIONS
WORLDWIDE**



1 Listen. How can we save rhinos? Complete the sentences. Then tick the correct box. 052

	necessary	not necessary	recommended
1. Rangers _____ go into the rhino areas and catch the hunters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rhino monitors _____ know when rhino babies are born.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. We _____ use rhino horn in medicine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We _____ keep some rhinos in protected places to have babies safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. We _____ save rhinos ourselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Work in pairs. Listen again to the passage. Write two additional ways to save rhinos. Say if they are *necessary*, *not necessary* or *recommended*. 053

- _____
- _____

3 **Work in pairs.** Give advice on how people can protect wildlife. Use *must*, (*don't*) *have to*, *should* and *shouldn't*.

We shouldn't hunt wild animals just for fun.

You're right. And we must stop hunters that hunt for fur.

4 **LEARN NEW WORDS** Listen and read to learn about saving sea turtles.  054
Then listen and repeat.  055



Saving Sea Turtles

Humans are sea turtles' biggest **predator**.

Sea turtle eggs are **prey** for seagulls as well as humans.

Sea turtles cannot **defend** themselves against humans.

The Turtle Hospital in Florida, USA, **rescues injured** sea turtles.

Sea turtles have to survive. We must all do something to help them.



5 **Work independently.** Think of another wild animal that is endangered. Write about why it's endangered. Give advice on how to protect it. Remember to use *must*, (*don't*) *have to*, *should* and *shouldn't*.

6 **Work in groups.** Imagine you work for a group that helps protect sea turtles. What five pieces of advice would you give people on what to do?

We must help people who sell eggs find other ways to make money.

1 BEFORE YOU READ Discuss in pairs. What does it mean to be an animal hero? What do you want to learn about the animal heroes? **21ST C**

2 LEARN NEW WORDS Find these words in the text. Look for words that appear together, such as *mixed feelings*. Then listen and repeat. **056**

avoid chemical feeling sniff

3 WHILE YOU READ Listen and read. Look for problems and solutions. **057**

4 AFTER YOU READ Work in pairs to answer the questions.

1. What is Bart Weetjen's organisation? What does it do?
2. Why does Bart think that rats are heroes?
3. How do landmines make life hard for farmers and villagers?
4. What lifesaving skill do dogs have?
5. What is one thing that both rats and dogs can do?



FOUR-LEGGED Heroes

Animals with Amazing Abilities

Most people have mixed feelings about rats and avoid them if they can. Bart Weetjens thinks that we must treat rats as heroes.

5 Bart started an organisation called APOPO in Tanzania. Bart's organisation trains African giant pouched rats to sniff the ground in order to find underground landmines left in the area during past wars.
10 Many of these landmines are still active. They often explode, killing and injuring thousands of people each year. Villagers avoid places where the dangerous landmines are. But much of this land could be used as
15 valuable farmland if the mines weren't there. These rats are helping villagers get their land back.

The giant rats are never mistreated. None of them die doing their work. They even have
20 sunblock put on their ears and tails while they work. And when they find a landmine, they get a treat!

While rats aren't usually seen as heroes, some animals often are. There are many
25 stories about dogs that save lives, but dogs have another lifesaving skill that we're still learning about. Just like landmine-sniffing rats, dogs have an amazing sense of smell. They're now being trained to sniff out
30 chemicals from the body that are connected to certain diseases, sometimes even before doctors or laboratory tests can find them!

So, the next time you see a rat or dog,
35 heroes can save lives.



A medical dog sniffing for diseases

5 Complete the table. Write two problems and two solutions.

Problem	Solution

6 Discuss in groups.

1. Did the reading change your feelings about rats? Dogs? Explain.
2. What other animals do you know about that have helped people or saved lives? How did they help?
3. Imagine you train animals to help people or save lives. What kind of animal would you train? Why? How would it help?

A giant pouched rat sniffing a landmine

VIDEO

1 BEFORE YOU WATCH Discuss in pairs.

1. An orphan elephant is a young elephant without a mother. What do you think happened to the orphans' mothers? Give one or two ideas.
2. Why do you think people have to take care of the young orphan elephants?

2 Read and circle. You're going to watch *The Elephant Whisperers*. Use the title to predict what the video is about. Circle the number.

1. Baby elephants in a zoo
2. Elephant and human conflicts
3. People who take care of baby elephants

3 WHILE YOU WATCH Write two words that describe the elephants and two words that describe the humans. Watch scene 4.1.

Elephants:

Humans:



4 Work in pairs. Put the daily events in order, according to the video.

- _____ The keepers feed and play with the elephants.
- _____ The keepers and elephants go back to the camp.
- _____ The keepers and elephants go to the bush.
- 1 The elephant keepers get up at 5.30 a.m.
- _____ The elephants and their keepers go to bed.

5 AFTER YOU WATCH Read the sentences. Tick T for *true* or F for *false*.

- | | | |
|-------------------------------------------------------------------------|-------------------------|-------------------------|
| 1. The elephants are not very friendly. | <input type="radio"/> T | <input type="radio"/> F |
| 2. The elephants are from different places in Kenya. | <input type="radio"/> T | <input type="radio"/> F |
| 3. The elephants want to be alone. | <input type="radio"/> T | <input type="radio"/> F |
| 4. The elephants only like to be with their keepers. | <input type="radio"/> T | <input type="radio"/> F |
| 5. The keepers stay with the elephants at night so that they don't cry. | <input type="radio"/> T | <input type="radio"/> F |

6 Discuss in pairs.

- How are elephants and humans alike? Name three similarities.
- What do you think is fun about being an elephant keeper? What do you think is hard?

7 YOU DECIDE Choose an activity. **21ST C**

- Work independently.** Imagine you're an elephant keeper. Write a letter to your family explaining a day in your life.
- Work in pairs.** Write a job advertisement for an elephant keeper. Describe the job and the type of person needed to do it.
- Work in groups.** In the video, you saw workers playing ball with the elephants. Think of at least three other fun ways that humans can interact with elephants. Present your ideas to the class.

GRAMMAR 058

Modals: Describing ability in present and past

Many types of wildlife today **can't** cross roads safely.

What **can** we do about it?

We **can** help them by building animal crossings.

In 1987, salamanders **couldn't** safely cross a street in Amherst, Massachusetts, USA.

How **could** they avoid cars?

People built tunnels under the street. This way, the salamanders **could** cross safely.

1 Read. Complete the paragraph with *can*, *can't*, *could* or *couldn't*.

Roads _____ be dangerous for both humans and wildlife. Roads go through wildlife habitat, so animals _____ cross safely. When cars hit animals, people _____ get hurt, too.

This is changing now in many countries. Before 2011, elephants _____ safely cross a road in Kenya. But now they _____ because the government built a tunnel under the road.

On Christmas Island in Australia, cars killed around 500,000 red crabs every year. People thought of ways they _____ help the crabs. They built special bridges over the road. Now the crabs _____ be harmed because they _____ climb over the bridges to safety.

In Holland, people knew they _____ help their wildlife stay alive. So they worked to create over 600 animal crossings. Now wildlife and people _____ travel where they need to go safely.



2 Work in pairs. Play Noughts and Crosses. Describe your own abilities now and in the past. Mark X or O. Try to get three in a row.

When I was six, I couldn't swim.

can	couldn't	could
could	wild	can't
couldn't	can	can't

Go to page 89.

WRITING

After you write, re-read your paragraph. Make sure it's organised and clear. When you have a good draft, proofread your paragraph. Make a note of spelling, grammar and punctuation mistakes. Then rewrite the paragraph, correcting the mistakes.

- 1 **Read the model.** Underline the spelling mistakes in the paragraph. Circle the grammar mistakes.

Wong Siew Te at the Bornean Sun Bear Conservation Centre in Malaysia felt both sad and happy the day he take Natalie, a sun bear, back to her natural home in the forrest. Hunters killed Natalie's mother when she was a baby, so she couldn't do everything bears need for servivel in a forest. Te took care of her for almost five years.

5 He teached Natalie how to live like a wild bear. For example, he teached her how to find food and build nests. Te knew he can't keep Natalie at the reserve forever because sun bears belong in the forest. When she was. ready, he set her free in the forest. Today he could uses his computer to check on Natalie in her new home. He can do this because she has a specal collar that lets him know where she is. Te and

10 his team is proud they could help Natalie survive in her habitat.

- 2 **Discuss in pairs.** Do you always read your paragraphs after writing them? What mistakes do you most often make in your writing? How can proofreading help you to become a better writer?
- 3 **Write.** Write an advice email in 80–100 words about how to take care of an animal. Then proofread your text and correct the mistakes.



NATIONAL
GEOGRAPHIC



Start Small

'If everyone did something small, it would be huge.'

Amy Dickman

National Geographic Explorer, Animal Conservationist

21ST C

1. **Watch scene 4.2.**
2. What do you think is the most important thing Amy is doing to help big cats? How does Amy's work help both humans and wildlife?
3. What are some simple things you could do to help protect wildlife? How could it help both humans and animals?

Make an Impact

YOU DECIDE Choose a project.

1 Raise awareness for an endangered animal.


- Research an unusual wild animal that is endangered.
- Make posters or brochures with information about that animal.
- Share the information with your classmates.

2 Teach others about a human-wildlife conflict.

- Research a human-wildlife conflict where you live.
- Find out what's being done to solve this issue.
- Make a presentation to your class.


3 Create a video interview.

- Role-play an interview between a wild-animal expert and a journalist.
- Talk about the wild animal and the problems it faces.
- Film your interview and share it with the class.



Orphaned koalas with a carer
in Queensland, Australia

Express Yourself

- 1 Read and listen to the story about Amy Dickman and a lion.  059

SLEEPING WITH A LION

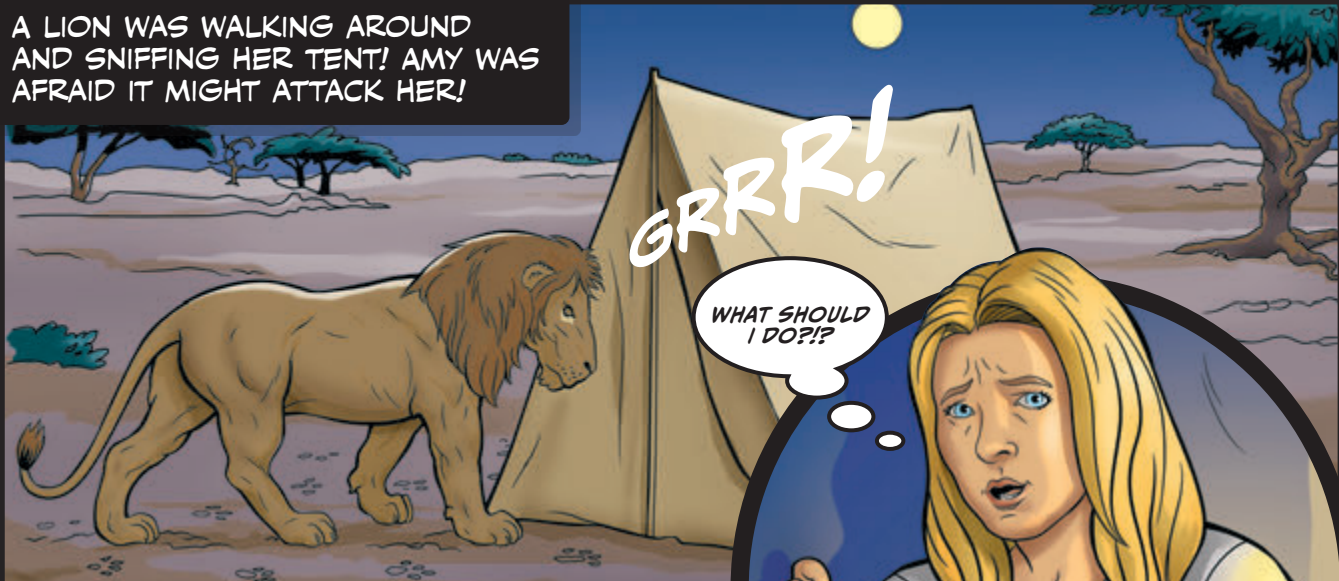
AMY'S FIRST NIGHT IN THE WILD OF TANZANIA WAS THE SCARIEST NIGHT OF HER LIFE.



AMY WAS EXCITED TO BE IN AFRICA. BUT THEN SHE HEARD LIONS CALLING IN THE DARK NIGHT.



A LION WAS WALKING AROUND AND SNIFFING HER TENT! AMY WAS AFRAID IT MIGHT ATTACK HER!



- 2 Work in groups. Discuss the story.

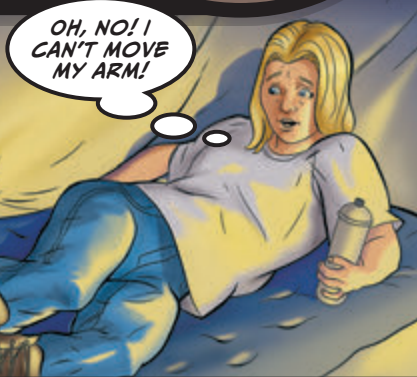
1. How did Amy's story make you feel? Explain.
2. What would you do in Amy's situation?
3. What other problems do people who work with wildlife have?



3 Connect ideas.

Discuss the story. In Unit 3, you learnt about what humans and animals do at night. In Unit 4, you learnt about human and animal interaction. What connection can you see between the two units?

THE LION LAY DOWN ON AMY'S ARM. IT FELL ASLEEP! AMY WAS VERY FRIGHTENED.



AMY COULD FEEL THE HEAT FROM THE LION'S BODY. HER TENT BECAME VERY, VERY HOT. SHE COULD HARDLY BREATHE! SHE WAS VERY SCARED. FINALLY, SHE FELL ASLEEP, TOO.



IN THE MORNING, THE LION WAS GONE. THERE WERE PAW PRINTS ALL AROUND HER TENT.



4 YOU DECIDE Choose an activity. 21ST C

1. Choose a topic:
 - the world at night
 - human and animal interaction
2. Choose a way to express yourself:
 - an oral story
 - a comic strip
 - a play
3. Present your work.

Unit 1

Syllables and stress

- 1 Listen.** Words in English have one or more parts. These parts make up *syllables*. A syllable has a vowel sound and can also have one or more consonant sounds. Listen. Notice the numbers of syllables in these words.

116

1 man	2 Ja - pan	3 Ja - pa - nese
street	peo - ple	ci - ti - zen
bridge	brid - ges	na - tion - al

In words with two or more syllables, one syllable is stronger than the others. The vowel in that syllable is pronounced more loudly and clearly. This is the stressed syllable. Listen again and notice the stressed syllable in the two- and three-syllable words above.

- 2 Listen and repeat.** Do the word pairs have the same number of syllables? Write *Y* for yes or *N* for no. Then listen again and circle the stressed syllable. 117

- _____ London England
- _____ surround surrounded
- _____ Mexico America
- _____ travel travelled
- _____ pavement streetlight
- _____ explore exploration

- 3 Work in pairs.** Write the words in the correct column. Then listen to the completed table to check your answers. 118

architecture	capital	design	entertainment
planned	resident	sign	unique
1 syllable	2 syllables	3 syllables	4 syllables
			<i>architecture</i>

Unit 2

Intonation in questions

- 1 Listen.** Notice how the voice goes up or down at the end of the questions. 119

Does a pastry chef wear a uniform?

Do pastry chefs work every day?

How do you create beautiful desserts?

Where do pastry chefs work?

The voice rises at the end of questions asking for an answer of *yes* or *no*.

The voice falls at the end of questions that ask for information. These questions start with the words *who*, *what*, *when*, *where*, *why* and *how*.

- 2 Listen and repeat.** Circle the correct arrow to indicate intonation for each question. 120

- Where does he work?
- Does she work full time?
- Who is your boss?
- Is this design yours?
- Do they like their jobs?
- When do you finish work?

- 3 Work in pairs.** Does the voice go up or down at the end of these questions? Draw an arrow. Then ask and answer the questions.

Do you like cake?

Yes, of course I do!

- Do you like cake?
- When is your English lesson?
- Do you have a busy schedule?
- Do you do your homework every day?
- What do you do at the weekend?

Unit 3

Present continuous: Stress of the verb *be*

- 1 **Listen.** Notice the pronunciation of the forms of *be*. 🔊 121

Akiko **isn't** sleeping.
Some animals **are** hunting.

Are they going to the festival?
Yes, they **are**.

Is she eating breakfast now?
Yes, she **is**. And we're going to bed!

Be is unstressed when it's in an affirmative statement or a question.

Be is stressed when it's in a negative statement or at the end of a short answer.

- 2 **Listen and repeat.** Circle the stressed forms of *be*. 🔊 122

- A: When is the sun coming out?
B: It isn't coming out!
- A: Is it raining?
B: Yes, it is.
- A: Which animals are sleeping now?
B: Bears and bats.
- A: Are the children skiing?
B: No, they aren't.

- 3 **Work in pairs.** Listen and repeat the questions. Then ask and answer them with a partner. Make sure you stress *be* when necessary. 🔊 123

What are you studying this week?

We're studying Norway.

- What are you studying this week?
- Are you enjoying this weather?
- Who are you studying with now?
- When are you taking your next test?
- Is your teacher smiling?

Unit 4

Can and can't

- 1 **Listen.** Notice the pronunciation of *can* and *can't*. 🔊 124

Can an alligator run?
Yes, it **can**. But you **can** run faster.

How **can** people help sea turtles?
They **can** help protect their nests.

I **can't** believe Amy's story about the lion! **Can** you?
No, I **can't**! It's amazing.

In statements and questions, *can* sounds like *kn*. The vowel *a* is weak.

In short answers and negative contractions, the vowel *a* is strong. It's pronounced fully. For example:

I **can't** see. Can you?
Yes, I **can**.

- 2 **Listen and repeat.** Cross out the *a* in the weak forms of *can*. 🔊 125

- People ~~ca~~n help animals in many ways.
- ~~Ca~~n the city build an animal crossing this year?
No, they ~~ca~~n't. They haven't got the money.
- Elephants ~~ca~~n walk under the road in Kenya.
- Many animals ~~ca~~n't safely cross roads.
- The red crabs ~~ca~~n cross the road safely now, so they ~~ca~~n't be harmed anymore.

- 3 **Work in pairs.** Listen and repeat the questions. Then ask and answer them. 🔊 126

Can you milk a cow or goat?

No, I can't! Can you?

- Can you milk a cow or goat?
- Can you keep a baboon as a pet?
- Where can I get a kitten?
- What animals can we help in this country?
- Can you make animal noises in English?

Irregular Verbs

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

Greetings: Formal and informal

1 Listen and read. 140

Formal

Ben: Hello, Mr Moore. How are you?
Mr Moore: Very well, thank you. And you?

Greeting	Responding
<ul style="list-style-type: none">• Hello. How are you?• Good (morning). How are you?	<ul style="list-style-type: none">• Very well, thank you. And you?• Fine, thank you. Good (morning). How are you?

2 Listen and read. 141

Informal

Gabi: Hi, Ben. How are you doing?
Ben: I'm OK, thanks. How are you?

Greeting	Responding
<ul style="list-style-type: none">• Hi! How are you?• Hello. How's it going?• Hi. How are you doing?	<ul style="list-style-type: none">• I'm OK, thanks.• Hi. I'm fine, thanks. How are you?• Great, thanks. How about you?• Not bad, thanks. You?
<ul style="list-style-type: none">• Hey. What's happening?• Hey there. What are you up to?• Hey. What's going on?	<ul style="list-style-type: none">• Nothing much.• Nothing special. You?• Not much. How about you?

Introductions: Formal and informal

3 Listen and read. 142

Formal

Gabi: Mr Moore, I'd like to introduce you to Ben.
Mr Moore: Hello, Ben. It's a pleasure to meet you.

Making an introduction

- I'd like you to meet Ben.
- I'd like to introduce you to Ben.
- Please allow me to introduce Ben. He's a student at my school.
- I don't think we've met. May I introduce myself? I'm Ben.

Responding

- I'm very pleased to meet you.
- It's a pleasure to meet you, Ben.
- Hello, Ben. I'm glad to meet you.
- Hello, Ben. I'm Mr Moore. Pleased to meet you.

4 Listen and read. 143

Informal

Ben: Hi. My name is Ben. Nice to meet you.
Gabi: Hi, Ben. I'm Gabi. Very nice to meet you, too.

Making an introduction

- Hi. I'm Ben.
- Hi there. My name is Ben. Nice to meet you.
- Hi, Ben. This is Gabi. She's in my class.
- This is Ben. He's a student in my school.

Responding

- Hi, Ben. My name is Gabi. Nice to meet you.
- Hello. I'm Gabi. Very nice to meet you, too.
- Hi, Gabi. Nice to meet you.
- Hi, Ben. I'm Gabi. It's nice to meet you.

Asking for permission

5 Listen and read. 144

Isabella: Mum, can I go to the cinema on Friday after school?
Mum: Sure. Who are you going with? And how are you getting there?
Isabella: I'm going with Mia and Valerie. Is it OK if we walk?
Mum: I'm afraid not. But I can take you.

Asking for permission

- Can I/we ...?
- May I/we ...? (formal)
- Is it OK if I/we ...?
- Do you mind if I/we ...?
- Would you mind if ...?
- Would it be OK if ...?

Giving permission

- Sure.
- No problem.
- Of course.
- Go ahead.

Refusing permission

- I don't think so.
- I'm afraid not.
- I'm sorry, but no.

Expressing thanks: Formal and informal

6 Listen and read. 145

Formal

Mr Moore: You've been very helpful. That's very thoughtful of you.

Gabi: Of course. Please don't mention it.

Expressing thanks

- Thank you. That's very kind of you.
- I appreciate your help.
- Thank you. That's very thoughtful.
- I'm very grateful for (your help).

Responding

- It's my pleasure.
- It's no trouble at all.
- Of course. Please don't mention it.
- It was the least I could do.
- It was no problem. I'm glad to help.

7 Listen and read. 146

Informal

Gabi: Wow! That's so nice of you. Thanks a lot.

Ben: You're welcome!

Expressing thanks

- Thanks.
- Thanks a lot.
- Thanks very much.
- Thanks for (asking).

Responding

- You're welcome.
- It's nothing!
- No problem.
- Sure thing.
- Any time.

Taking turns

8 Listen and read. 147

Rika: We have to practise the dialogue on page 86. Who should go first?

Tamiko: Why don't you?

Rika: OK, sure.

Asking

- Who should go first?
- Do you want to say the first line?
- Who would like to start?

Responding

- Why don't you?
- I went first the last time.
- I'd like to.
- Would it be OK if I went first?

Agreeing

- OK, sure.
- Alright.
- Sure. Go ahead.

Asking for and giving information

9 Listen and read. 148

Julia: Hey, Carlos. Could you tell me what the maths homework is?

Carlos: As far as I know, we just need to study for the test.

Julia: I wonder what's on it. Do you have any idea?

Carlos: Well, I heard that it's all of Unit 10 and the first part of Unit 11.

Asking for information

- Can/Could you tell me ...?
- I'd like to know ...
- I wonder ...
- Do you know?
- Do you have any idea?

Responding

- I heard/read that ...
- As far as I know, ...
- I'm not sure, but I think ...
- I'd say ...
- I don't know.

Doing a presentation

10 Listen and read. 149

Fatima: Today, we're going to talk about dinosaurs.

Rana: We'll start by describing the different groups of dinosaurs.

Fatima: Have a look at this poster. You'll see that there are many different groups.

Rana: Next, let's look at what dinosaurs ate.

Fatima: As you can see, there's a lot to learn about dinosaurs. Any questions?

Beginning

- Today I'm/we're going to show you ...
- Today I'm/we're going to talk about ...
- I'll/We'll start by ...

Middle

- Take a look at ...
- You'll see that ...
- Next, let's look at ...

End

- As you can see, ...
- Any questions?

How many ants are there for every person in the world?

- a. 1,000
- b. 1 million
- c. 6 million



B. 1 million

Which country has no rivers at all?

- a. Brazil
- b. South Korea
- c. Saudi Arabia

C. Saudi Arabia

Which city has more bicycles than people?

- a. Paris
- b. Tokyo
- c. Amsterdam



C. Amsterdam

About how many spiders are usually in one acre of green space?

- a. 100
- b. 50,000
- c. 100,000



B. 50,000

Papua New Guinea is a country of seven million people. How many different languages are spoken there?

- a. fewer than 30
- b. between 100 and 200
- c. more than 800

C. more than 800

About how many people ride the train every day in Mumbai, India?

- a. 500,000
- b. 1 million
- c. 6 million

C. 6 million

In Hanoi, Vietnam, a train called the 'Doorway Railway' passes through a neighbourhood. How close does it come to the houses and shops?

- a. less than 1 m. (3 ft.)
- b. less than 5 m. (16 ft.)
- c. less than 10 m. (30 ft.)

A. less than 1 m. (3 ft.)

Why is the Australian town of Coober Pedy unusual?

- a. Because nobody lives there.
- b. Because it has three rivers.
- c. Because it's completely underground.

C. Because it's completely underground.

Which is the only African city with a subway system?

- a. Nairobi
- b. Cape Town
- c. Cairo

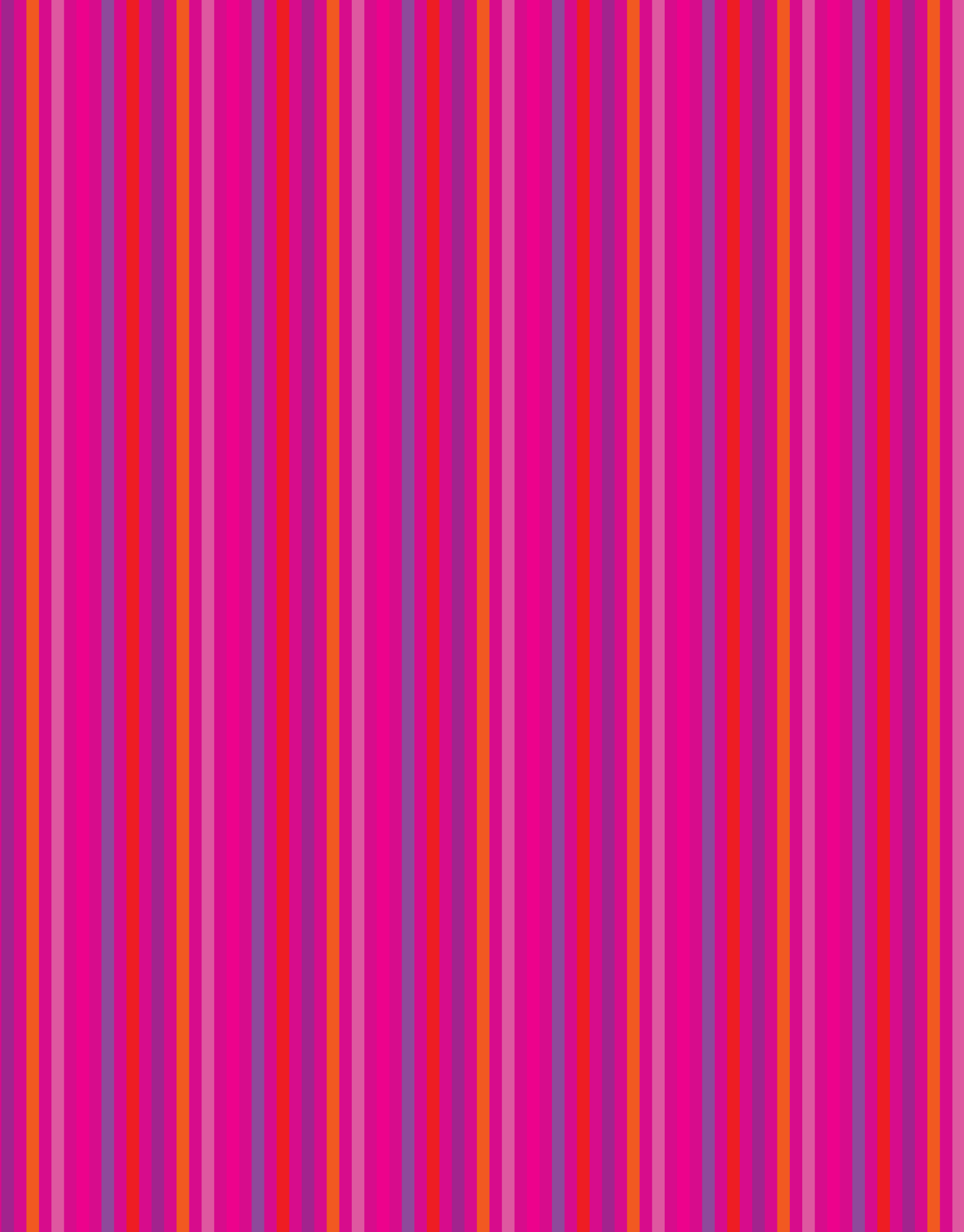
C. Cairo

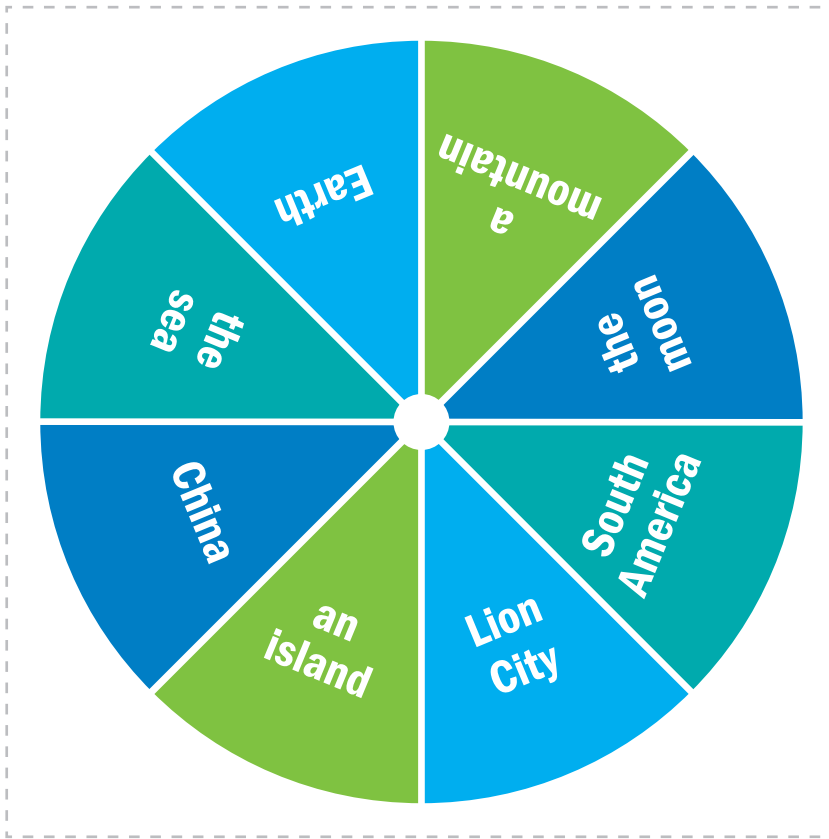
What type of food museum is in Rome, Italy?

- a. a pasta museum
- b. a chocolate museum
- c. a pizza museum

A. a pasta museum







Tell me about
this animal.

It's a **zorilla**.

Pronounced: *zuh-rih-uh*

It lives in Africa.

- It's a **carnivore**.
- Pronounced: *kar-nih-vor*
- Eats mostly meat

Tell me about
this animal.

It's a **vinegaroon**.

Pronounced: *vin-i-guh-roon*

It's got strong claws for catching food.

- It's an **arachnid**.
- Pronounced: *uh-rak-nid*
- Like a spider

Tell me about
this animal.

It's a **tarsier**.

Pronounced: *tahr-see-ey*

It spends most of its time in trees.

- It's an unusual **mammal**.
- Pronounced: *mam-uhl*
- Feeds its babies with milk

Tell me about
this animal.

It's a **kakapo**.

Pronounced: *kah-kuh-poh*

It lives for about 60 years.

- It's a **herbivore**.
- Pronounced: *hur-bih-vohr*
- Eats only plants

Tell me about
this animal.

It's a **bandicoot**.

Pronounced: *ban-di-koot*

It eats both plants and animals.

- It's a **marsupial**.
- Pronounced: *mar-soo-pee-uhl*
- Carries its babies in a pocket or pouch

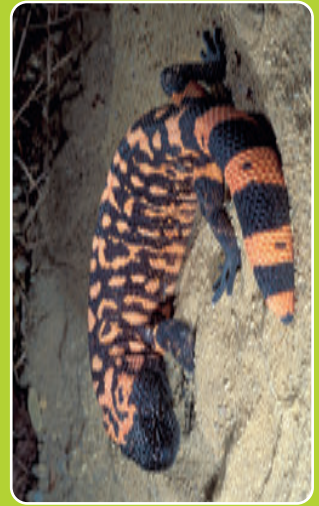
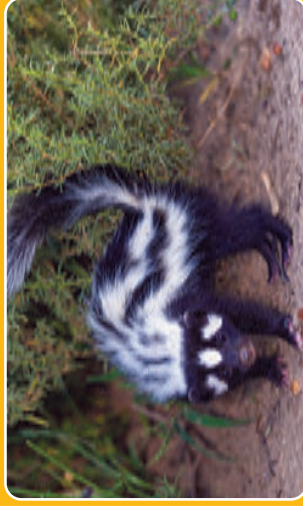
Tell me about
this animal.

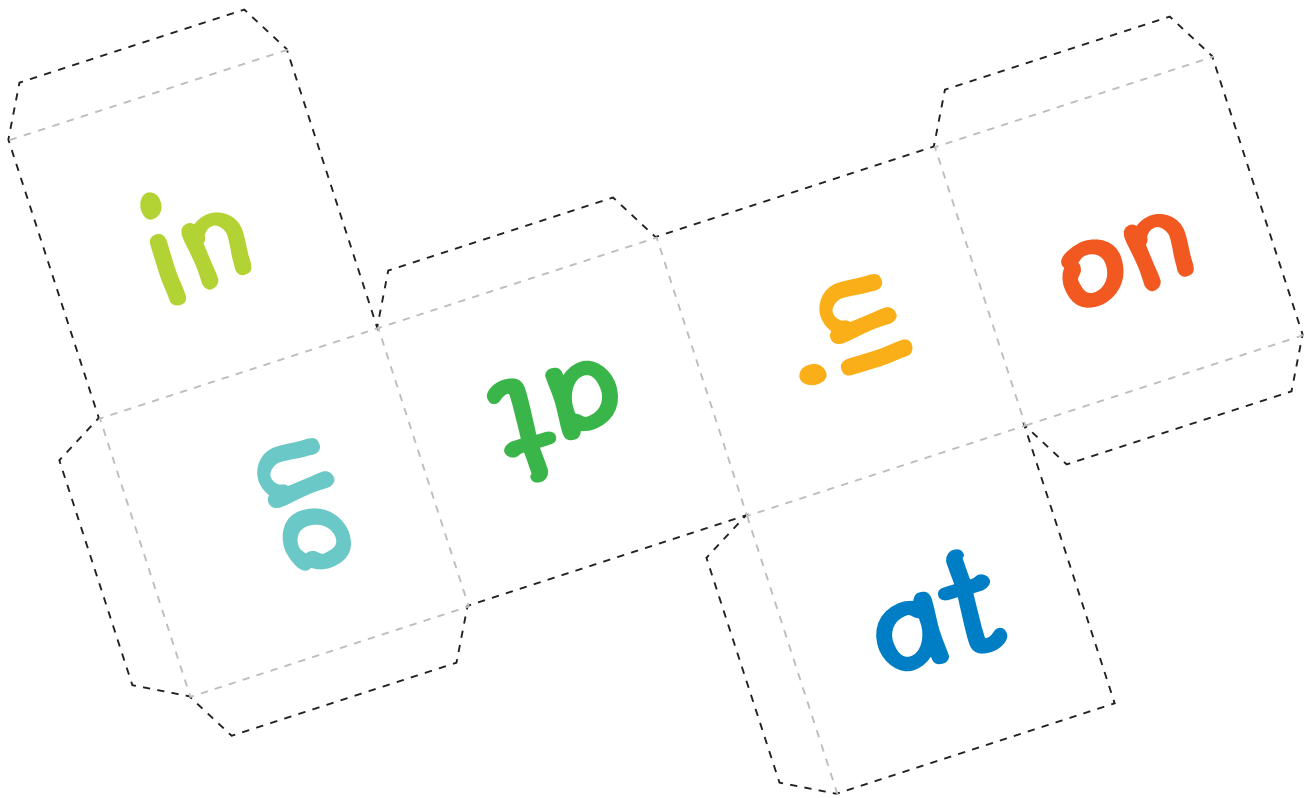
It's a **Gila monster**.

Pronounced: *hee-luh mon-stuh*

It's nocturnal in the hot summers.

- It's **venomous**.
- Pronounced: *ven-uh-muss*
- Poisonous





can	couldn't	could
could	wild	can't
couldn't	can	can't

Elephants don't like to walk through chilli pepper bushes.



Amy Dickman started the Ruaha Carnivore Project.

Tigers attack people on the tiger reserves in India.



Amy Dickman is helping the villagers protect their animals.

Big cats in Tanzania hunt the village farmers' animals.

Baboons in Cape Town go into people's kitchens.

Humans and wild animals are interacting more often.

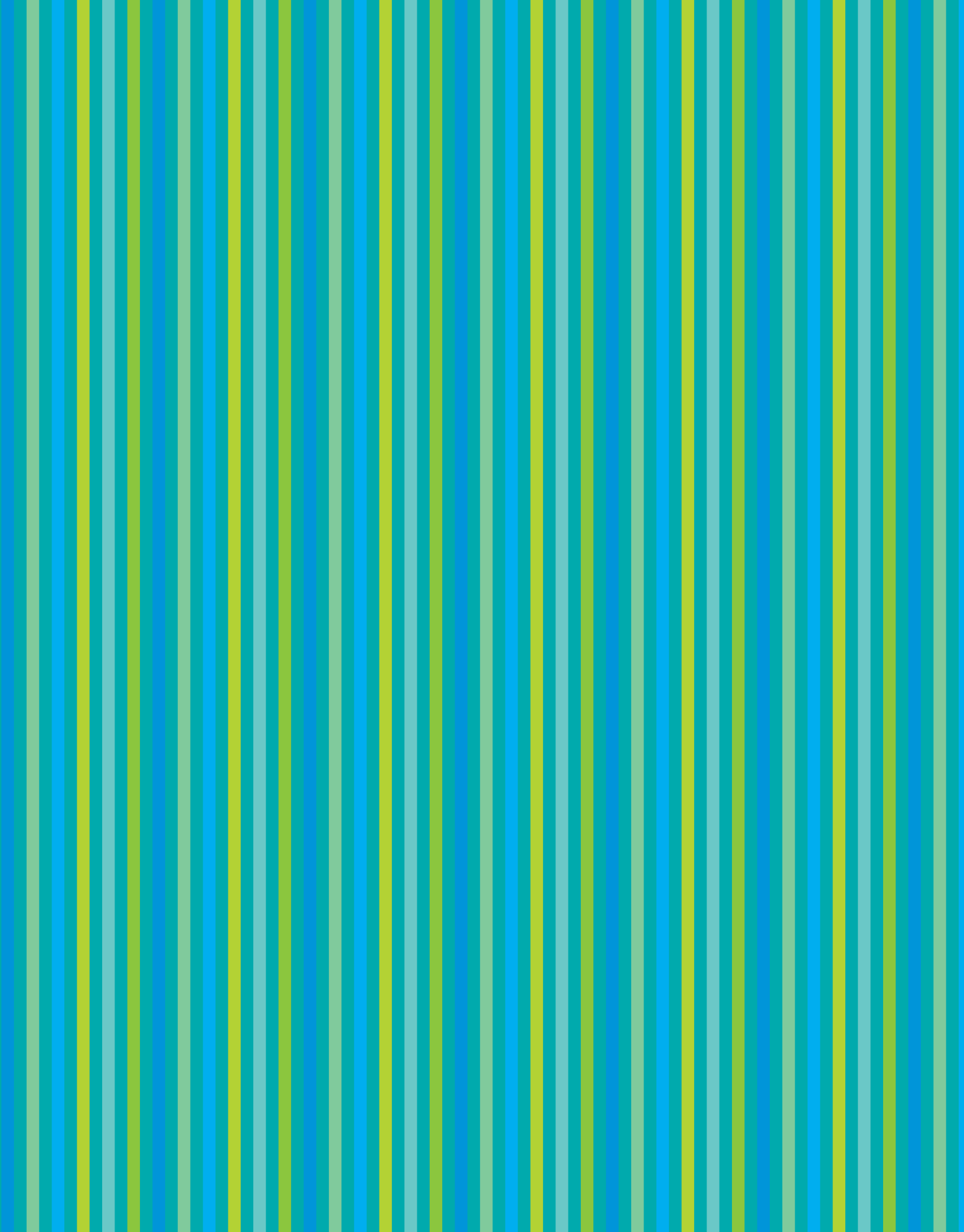
There are baboon monitors in Cape Town.



Humans need protection from wildlife.

People hunt leopards in Central Asia.





1 Life in the City

Page 10

unique (adj) /ju:'ni:k/

Something is **unique** if it is different from everything else.

- *Astana is known for its **unique** buildings.*

construct (v) /kən'strʌkt/

To **construct** something is to build something or put it together.

- *They're going to **construct** the new museum this year.*

capital (n) /'kæpɪtəl/

The **capital** of a state or country is the city where the government has its main offices.

- *Astana is the **capital** of Kazakhstan.*

surrounded by (v) /sə'raʊndɪd baɪ/

When you are **surrounded by** something, you find it on all sides of you.

- *The fountain in the garden is **surrounded by** trees.*

architecture (n) /'ɑ:(r)ki:tɛktʃə(r) /

Architecture is the way a building has been designed and built.

- *This city's **architecture** is very detailed.*

skyscraper (n) /'skaɪskreɪpə(r) /

A **skyscraper** is a very tall building with many stories, usually found in a city.

- *Shanghai is a city with tall **skyscrapers**.*

shape (n) /ʃeɪp/

A **shape** is the outer form of a thing.

- *The stadium has a round **shape**.*

Page 11

tower (n) /'taʊə(r)/

A **tower** is a very tall building, or a tall part of a building that sticks up.

- *The clock **tower** is over one-hundred metres tall.*

symbol (n) /'sɪmb(ə)l/

A **symbol** is an object, action or sign that shows an idea.

- *The cherry blossom tree is a **symbol** of Japan.*

design (v) /dɪ'zaɪn/

To **design** something is to think about and then draw a plan of how to build it.

- *It takes time and knowledge to **design** a building.*

plan (v) /plæn/

To **plan** something is to think about all the details of it before it's done.

- *A Japanese architect **planned** the city of Astana.*

indoor (adj) /'ɪndɔ:(r)/

Something is **indoor** if it exists or is done inside a building.

- *Watching films is a popular **indoor** activity.*

resident (n) /'rezɪd(ə)nt/

A **resident** of a place is someone who lives there.

- ***Residents** of a city can enjoy its green spaces.*

Page 12

rural (adj) /'rʊərəl/

A **rural** area is usually far from a city.

- *Many people prefer the quiet life of a **rural** area.*

unusual (adj) /ʌn'ju:ʒʊəl/

Something is **unusual** if it is not what you expect.

- *Astana is unique because of its **unusual** architecture.*

urban (adj) /'z:(r)bən/

Urban means connected with cities and city life.

- *Green spaces in a city connect **urban** life with nature.*

Page 15

bridge (n) /brɪdʒ/

A **bridge** goes over a river or another deep place so that people can get from one side to the other.

- *A car goes over a **bridge** to cross a river.*

motorway (n) /'məʊtə(r)weɪ/

A **motorway** is a big road for travelling quickly between cities or towns.

- *People drive on **motorways** to get to cities.*

pavement (n) /'peɪvmənt/

A **pavement** is a place for people to walk along the side of a street.

- *It's safer to walk on the **pavement** than in the street.*

stream (n) /stri:m/

A **stream** is a moving body of water that's smaller than a river.

- *A **stream** is smaller than a river.*

Page 16

concrete (n) /'kɒŋkri:t/

Concrete is a very hard substance made from sand, rocks and cement that is used for building.

- *Some houses and buildings are made of **concrete**.*

land (n) /lænd/

Land is the ground under your feet.

- *Cities take up a lot of **land**.*

outdoor (adj) /aʊt'dɔ:(r)/

Something is **outdoor** if it exists or is done outside.

- *In summer, a lot of people enjoy **outdoor** meals.*

park (n) /pɑ:(r)k/

A **park** is an open space with grass and trees where people go to enjoy nature.

- *A **park** is a great place to visit if you live in a city.*

2 Amazing Jobs

Page 26

adventure (n) /əd'ventʃə(r)/

An **adventure** is an exciting experience that may be fun or may be dangerous.

- *Going to an underwater cave would be an exciting **adventure**.*

profession (n) /prə'feʃ(ə)n/

A **profession** is a job that requires an education or a special skill.

- *To work in a medical **profession**, you must go to university for many years.*

archaeologist (n) /,ɑ:(r)ki'blədʒɪst/

An **archaeologist** works to find out how people lived long ago.

- ***Archaeologists** study people and things from long ago.*

job (n) /dʒɒb/

A **job** is work you do in exchange for money.

- *My uncle has a **job** as a university professor.*

explore (v) /ɪk'splɔ:(r)/

To **explore** a place is to look around it to find out what is there.

- *You need light to **explore** a cave.*

work (n) /wɜ:(r)k/

Work is the effort people put in in order to do their job.

- *Teaching is fun, but it's also a lot of **work**.*

study (v) /'stʌdi/

To **study** something is to read and learn a lot about it in order to understand it well.

- *You can learn a lot about a culture if you **study** its history.*

clue (n) /klu:/

A **clue** is information that helps you solve a problem or a puzzle.

- *We're looking for a **clue** to solve this puzzle.*

Page 27

office (n) /'ɒfɪs/

An **office** is a room with a desk and chair where a person works.

- *Most **offices** have a desk, a telephone and a computer.*

train (v) /treɪn/

When you **train**, you study, have lessons and practise in order to learn a skill.

- *Before you **train** as a diver, you must know how to swim.*

career (n) /kə'riə(r) /

A **career** is the kind of work you do for a long period of time.

- *For a **career** in archaeology, you must love history.*

consider (v) /kən'sɪdə(r)/

When you **consider** something, you think about it in order to make a decision.

- *My brother is **considering** a career as a firefighter.*

take a risk (phr) /teɪk ə rɪsk/

When you **take a risk**, you do something dangerous that might have a bad result.

- *People **take risks** when they explore underwater.*

passion (n) /'pæʃ(ə)n/

A **passion** is a strong feeling about something you really like.

- *Exploring new places is her **passion**.*

Page 28

ancient (adj) /'eɪnʃ(ə)nt/

Something **ancient** is very old or has existed for a very long time.

- *Archaeologists discovered an **ancient** underwater city.*

choice (n) /tʃɔɪs/

When you make a **choice**, you pick something from more than one option.

- *Think about what you like doing when making a career **choice**.*

dangerous (adj) /'deɪndʒərəs/

Something is **dangerous** if there is a chance that it will cause harm or injury.

- *Being a firefighter is a **dangerous** profession.*

flooded (adj) /'flʌdɪd/

Somewhere that is **flooded** is covered or filled with water.

- *The fields were **flooded** after the heavy rain.*

researcher (n) /rɪ'sɜ:(r)tʃə(r)/

A **researcher** is someone whose job is to study, explore and do experiments.

- ***Researchers** look at artefacts to learn about history.*

employee (n) /ˌemplɔɪˈiː/

The **employees** of a company are the people who work there.

- The **employees** work on the cruise ship.

apply for (ph v) /əˈplai fɔː(r)/

When you **apply for** a job, you write a letter or fill in a form to say you want that job.

- Many people **apply for** jobs online.

schedule (n) /ˈʃedjuːl/

A **schedule** is list of things that are supposed to happen at certain times.

- A **schedule** shows the days and times people work.

interview (n) /ˈɪntə(r)vjuː/

An **interview** is a meeting in which people to ask and answer questions about a topic.

- It's important to answer all the questions in an **interview**.

skill (n) /skɪl/

A **skill** is something that you learn by studying and practising.

- Singing and dancing are important **skills** for entertainers.

advisor (n) /ədˈvaɪzə(r)/

An **advisor** is someone who helps you to make important decisions.

- An **advisor** helps people to make good decisions.

commute (v) /kəˈmjuːt/

To **commute** is to travel to work by car, bus or train.

- She **commutes** to her job by train.

create (v) /kriːt/

To **create** something is to make it.

- Artists **create** works using many different materials.

photographer (n) /fəˈtɒɡrəfə(r)/

A **photographer** is someone who takes pictures with a camera.

- Some **photographers** take risks to get a good photo.

scientist (n) /ˈsaɪəntɪst/

A **scientist** works to learn what is true by doing research and experiments.

- Some **scientists** want to learn more about outer space.

3 Secrets of the Dark

Page 44

dark (adj) /dɑ:(r)k/

When it is **dark**, there is little or no light.

- We turn on the lights when it gets **dark**.

sunrise (n) /'sʌnraɪz/

The **sunrise** is when the sun comes up in the morning.

- There was a beautiful **sunrise** early this morning.

sunset (n) /'sʌnset/

The **sunset** is when the sun goes down in the evening.

- The **sunset** was beautiful this evening.

horizon (n) /hə'raɪz(ə)n/

The **horizon** is the imaginary line between the land and the sky.

- The sun sets on the **horizon**.

darkness (n) /'dɑ:(r)knəs/

When there is **darkness**, there is no light.

- We couldn't see anything in the **darkness** of the night.

south (n) /saʊθ/

The **south** is the direction on your right when you face the rising sun.

- Many birds spend the winter in the **south** of Texas.

north (n) /nɔ:(r)θ/

The **north** is the direction on your left when you face the rising sun.

- People who live in the far **north** often have cold winters.

light up (ph v) /laɪt ʌp/

To **light up** something **up** is to bring light to it.

- The sun **lights up** the sky during the day.

headlight (n) /'hedlaɪt/

Headlights are the two lights on the front of a car or lorry that help the driver see the road when it's dark.

- A car's **headlights** help the driver to see at night.

festival (n) /'festɪv(ə)l/

A **festival** is a public party with music, food, games and fun.

- Many places celebrate winter with **festivals** and music.

active (adj) /'æktɪv/

When you are **active**, you are awake and doing something such as working, moving or playing.

- Most people are **active** during the day.

go to sleep (phr) /gəʊ tə sli:p/

When you **go to sleep**, you close your eyes and stop being awake.

- It's easy to **go to sleep** when you're tired.

Page 46

daylight (n) /'deɪlaɪt/

Daylight is the period of the day when there is light from the sun.

- There is **daylight** between sunrise and sunset.

healthy (adj) /'helθi/

If you are **healthy**, your body is working well and you are not ill or injured.

- To be **healthy**, you should eat well and exercise.

streetlight (n) /'stri:tlaɪt/

A **streetlight** is a light on a tall pole near a street that lights up the area around it.

- The **street lights** shine brightly at night.

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time zone (n) /'taɪm zəʊn/

A **time zone** is an area where all the clocks show the same time. There are 24 different time zones.

- The world has 24 **time zones**.

west (n) /west/

The **west** is the direction where the sun sets, or goes down.

- The sun sets in the **west**.

east (n) /i:st/

The **east** is the direction where the sun rises, or first appears.

- The sun rises in the **east**.

asleep (adj) /ə'sli:p/

When you are **asleep**, you are sleeping and not awake.

- Most people are **asleep** at midnight.

awake (adj) /ə'weɪk/

When you are **awake**, you are not sleeping.

- Most people are **awake** at 10 o'clock in the morning.

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dawn (n) /dɔ:n/

Dawn is the earliest part of the morning, when you can first see light.

- **Dawn** is when the day begins.

fascinate (v) /'fæsɪneɪt/

If something **fascinates** you, it keeps your attention because you are very interested in it.

- Fish that make their own light **fascinate** me.

glow (v) /gləʊ/

Something that **glows** is able to give off its own light.

- We can easily see animals and plants that **glow** in the dark.

observe (v) /əb'zɜ:(r)v/

When you **observe** something, you watch it closely and carefully in order to learn about it.

- Scientists can **observe** ocean life with special equipment.

pattern (n) /'pætə(r)n/

A **pattern** is a set of repeating lines, colours, dots or shapes that covers something.

- Some fish have interesting **patterns** on their bodies.

4 Living Together

Page 60

wildlife (n) /'waɪld,lɑɪf/

Wildlife is all the wild animals in a place.

- It's important to protect the **wildlife** found in nature.

conflict (n) /'kɒnflɪkt/

A **conflict** is a difference or disagreement that causes a problem.

- Baboons cause **conflict** when they enter peoples' homes.

wild (adj) /waɪld/

A **wild** plant or animal is one that lives innature.

- Baboons are one type of **wild** animal.

interact (v) /ɪntərækt/

When you **interact** with someone, you do something together and respond to each other.

- When you **interact** with a wild animal, you must be careful.

habitat (n) /'hæbɪtæt/

Habitat is the environment that an animal usually lives in.

- Loss of **habitat** means a loss of food for baboons.

disappear (v) /dɪsə'pɪə(r) /

When something **disappears**, it's no longer there.

- If we don't protect wild animals, many may **disappear**.

Page 61

clever (adj) /'klevə(r)/

Someone or something who is **clever** is intelligent and able to understand things easily.

- Baboons are **clever** animals that know how to get food.

learn (v) /lɜ:(r)n/

To **learn** is to get information or skills by studying, listening or practising.

- People and animals must **learn** to live together.

behaviour (n) /bɪ'heɪvjə(r)/

Behaviour is the way a person or animal acts.

- Human actions can affect animal **behaviour**.

access (n) /'ækses/

When you have **access** to something, you can get to it in order to use or have it.

- Pets must have **access** to food and water.

need (v) /ni:d/

When you **need** something, you must have it.

- Animals and people **need** food andwater.

afraid of (adj) /ə'freɪd əv/

If you are **afraid of** something, you are scared of it.

- Many farmers are **afraid of** lions harming their animals.

frighten (v) /'fraɪt(ə)n/

To **frighten** someone is to scare them.

- Loud noises **frighten** baboons.

Page 62

hunt (v) /hʌnt/

To **hunt** is to look for animals in order to kill and eat them.

- Wild animals such as leopards **hunt** for their food.

mistreat (v) /mɪ'stri:t/

To **mistreat** a person or animal is to harm them or act badly towards them.

- Hunters sometimes **mistreat** wildlife.

relationship (n) /rɪ'leɪʃ(ə)nʃɪp/

A **relationship** is how you and someone else are connected or interact with each other.

- People and animals that live together need to have a good **relationship**.

survival (n) /sə(r)'vaɪv(ə)l/

Survival is the ability to live when there is danger or harm.

- The **survival** of leopards depends on saving their habitat.

Page 65

predator (n) /'predətə(r)/

A **predator** is an animal that eats other animals.

- Many people don't know that ordinary cats can be **predators**.

prey (n) /preɪ/

Prey is the food that a predator eats.

- Baby turtles are **prey** for birds that eat them.

defend (v) /dɪ'fend/

To **defend** someone or something is to work, speak or fight to protect them.

- Sea turtles can't **defend** themselves against fishing nets.

rescue (v) /'reskju:/

To **rescue** someone is to get them out of a dangerous situation.

- Rangers **rescue** animals that are hurt in the wild.

injured (adj) /'ɪndʒə(r)d/

When someone is **injured**, they have been hurt in some way.

- When sea turtles are **injured**, they need people to help them.

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avoid (v) /ə'vɔɪd/

To **avoid** something is to stay away from it and not do it.

- We should **avoid** interacting with wildlife.

chemical (n) /'kemɪk(ə)l/

A **chemical** is a substance that can cause a change when you mix it with something else.

- **Chemicals** can harm the natural habitat of wildlife.

feeling (n) /'fi:lɪŋ/

Feelings, such as hunger, happiness or sadness, are something you experience in your body and mind.

- People have warm **feelings** when they think of their pets.

sniff (v) /snɪf/

To **sniff** is to take air in through your nose in short breaths.

- Some working dogs **sniff** to find dangerous things.

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