

KINGDOM OF BAHRAIN
Ministry of Education



مملكة البحرين
وزارة التربية والتعليم

impact

WORKBOOK & **1**
GRAMMAR BOOK
Term 1

 NATIONAL
GEOGRAPHIC
LEARNING



Bahrain Edition

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ON THE COVER

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

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Workbook: Level 1, Units 1–4

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impact

WORKBOOK

1

TERM 1

SERIES EDITORS

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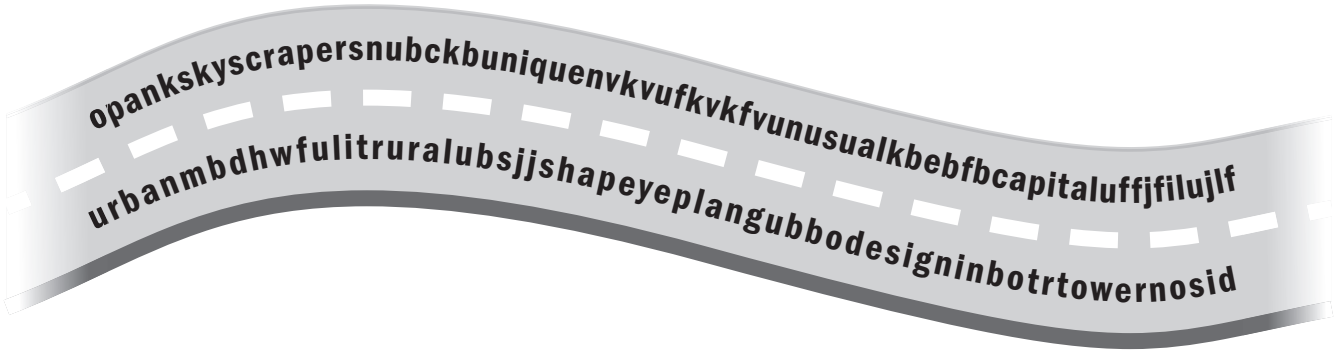
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Bahrain Edition

Unit 1

Life in the City

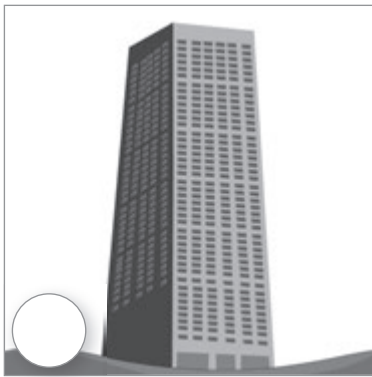
1 Find ten vocabulary words. Then write the correct words to complete each sentence.



1. People often talk about the differences between _____ life and _____ life. My friend is _____ because she lives for six months in the city and six months in the countryside.
2. I have another friend who has a very special window in his bedroom. The window is in the roof and is the _____ of a star. It's like sleeping under the stars! The _____ is _____ because he made it himself - nobody else has one like it!
3. Living in a _____ city is exciting. When I get a job, I _____ to live in Paris or Ottawa or Rome.
4. Is there a city in the world that doesn't have tall buildings or _____? Maybe, but every airport must have a communications _____ to help planes.

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

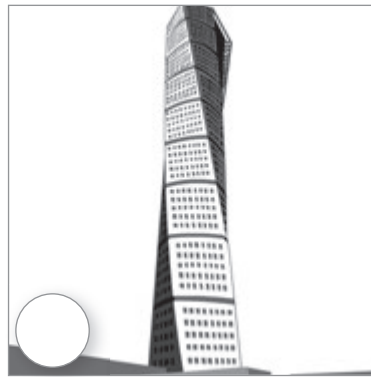
a.



b.



c.



d.



e.



f.



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

1. Renato is an architect.
2. He designs skyscrapers.
3. Renato's design for a city has areas only for people.
4. In Renato's city, cars travel above residents' heads.
5. Renato's design is only for older people.
6. Renato's city design is safe for the residents.
7. The bicycle tracks are high up with the cars.
8. Renato's city is expensive to build.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

GRAMMAR

Present simple: General statements

Architects design new buildings for cities.	She studies the plans for the new capital.
The city's design includes a lot of green spaces.	The road goes next to an indoor park.
This tall tower doesn't look new.	The skyscraper has a garden inside.

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

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

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

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

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

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

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



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

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

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

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



Desire* Paths

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

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

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

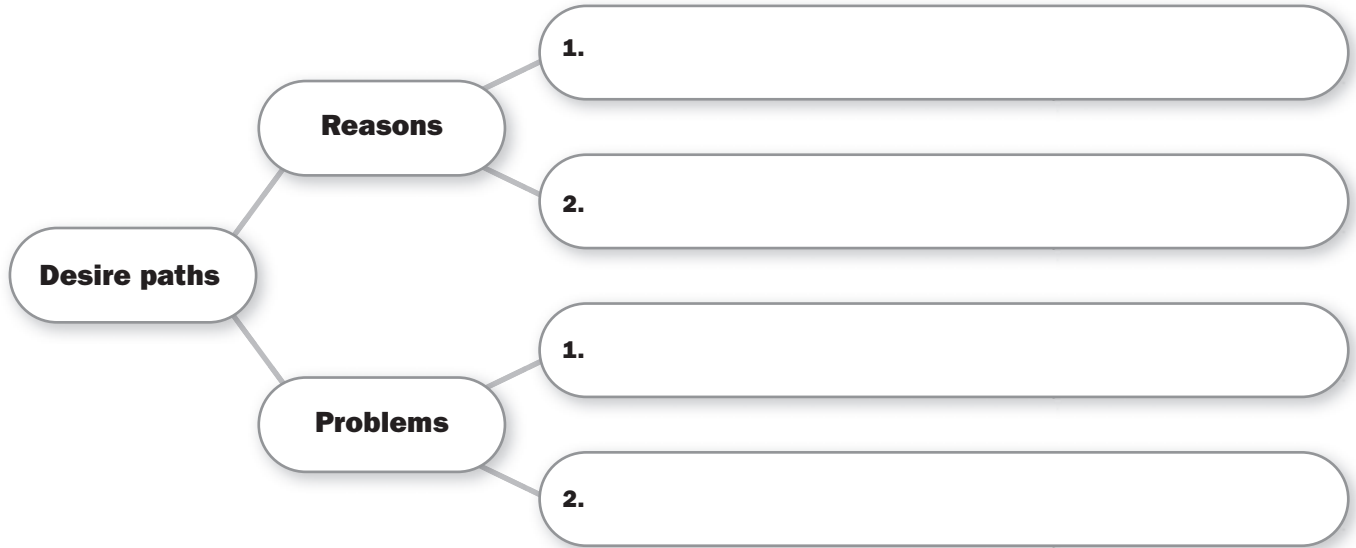
³The problem is that we destroy the grass when we make a desire path. Also, these new tracks get wet and dirty easily. Concrete is cleaner. We know that we need to protect our green spaces, but we also need to move from place to place quickly.

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

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

- ___ 1. Which paragraph gives us a definition of desire paths?
- ___ 2. Which paragraph tells us about problems with desire paths?
- ___ 3. Which paragraph describes the reasons for desire paths?
- ___ 4. Which paragraph discusses possible solutions to the problems?

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



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

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

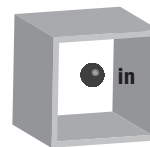
GRAMMAR

In and *on*: Expressing location

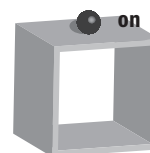
People walk on the grass and make new paths.	There aren't enough trees in cities.
There's a restaurant on top of the skyscraper.	We need more green spaces in urban areas.
I walk on the pavement.	I like to relax in the park.

We use *in* and *on* to say where something is. Use *in* to give the idea that things are inside something or in an area; for example, in buildings, cities and countries.

People live **in** skyscrapers. There are many beaches **in** Rio de Janeiro. Rio de Janeiro is **in** Brazil. Brazil is a country **in** South America.



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



1 Circle the correct preposition.

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

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

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

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

Hi Seba,

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


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

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

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

Bye for now!

Marta



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

bridge motorway park river shopping centre pavement skyscraper

I live in a skyscraper in Hong Kong.

WRITING

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

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

1 Organise.

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

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

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

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

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

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

2 Write.

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

Now I can ...



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

Write two sentences about urban life.

Write two sentences about green spaces in cities.

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

2 use the present simple to talk about general statements.

Write four sentences using the present simple form of any of the verbs from the box. Two of your sentences should be negative.

construct design explore find grow live need pay plan use walk

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

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

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

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

4 write an article describing a place in my neighbourhood.

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

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

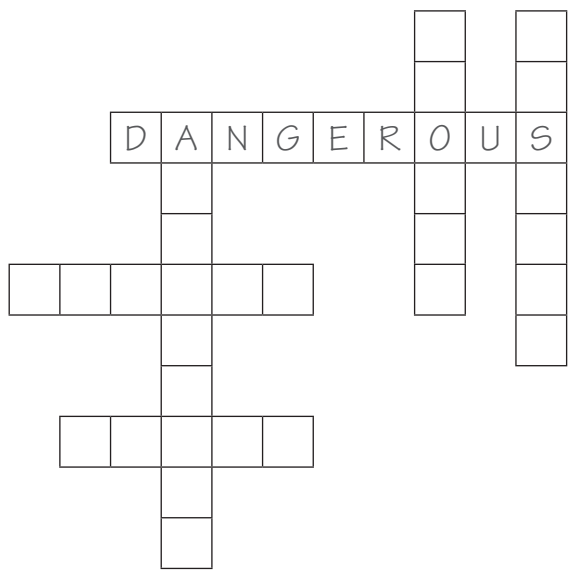
YOU DECIDE Choose an activity. Go to page 46.

Unit 2

Amazing Jobs

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

adventure career choice clues dangerous passion



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

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

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

archaeologist researcher

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

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

archaeologist diver office worker researcher ROV operator

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

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

1. A/an _____ is my favourite of these jobs because

2. A/an _____ is my least favourite of these jobs because

3. I'm not sure about the job of _____ because

3 Write. Use the words to ask questions.

1. he / speak / many languages _____

2. you / have / accidents _____

3. when / you / usually / work _____

4. he / need / interview _____

5. where / you / apply for / job _____

6. what / he / like / about his job _____

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

1. What does a pet food tester do?

2. What does a professional sleeper do?

3. What does a golf ball diver do?



5 Choose one unusual job from this unit. Imagine you have an interview for that career.

Ask and answer two questions.

Question: *What do underwater archaeologists do?*

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

Question 1: _____

Answer: _____

Question 2: _____

Answer: _____



Unlucky Days at Work

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

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

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

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

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

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

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

Paragraph 1	
Topic Sentence	
Supporting Details	
Concluding Sentence	

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

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

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

I want to be a professional photographer in the Caribbean.

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

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

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

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

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

GRAMMAR

Possessives: Showing ownership

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

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

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

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

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

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


2 Write the possessive form for each noun.

- | | | | |
|---------------|---------------------|------------|-------|
| 1. researcher | <u>researcher's</u> | 5. office | _____ |
| 2. women | _____ | 6. Dickens | _____ |
| 3. bicycle | _____ | 7. puppies | _____ |
| 4. advisors | _____ | 8. house | _____ |

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

my your his her its our their

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

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

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



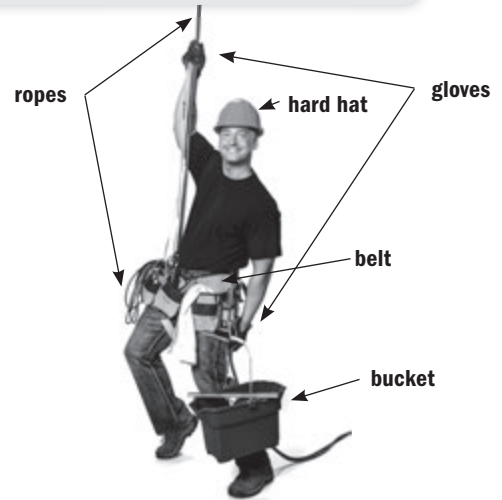
WRITING

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

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

1 Organise.

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



Title	
Topic Sentence	
Supporting Details	
Concluding Sentence	

2 Write.

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

Now I can ...

1 talk about unusual careers.

Describe one of these unusual careers.



pet food tester

golf ball diver



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

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

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

My uncle is a video game tester.

_____ he work every day? Yes, he _____. / No, he _____.

_____ you get games from him? Yes, I _____. / No, I _____.

Where _____ he _____ (work)? He _____ at home.



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

3 use possessives to show ownership.

Change the nouns to possessives.

1. (Kenji) Kenji's advisor is a scientist. His advisor is a scientist.

2. (the baby) _____ food is very tasty. _____ food is very tasty.

3. (the men) _____ restaurant is underwater. _____ restaurant is underwater.

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

4 write a report describing someone's daily routine.

Title: _____

Topic sentence: _____

Details: _____

Conclusion: _____

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

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

A Twenty-first Century Place to Live

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

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

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

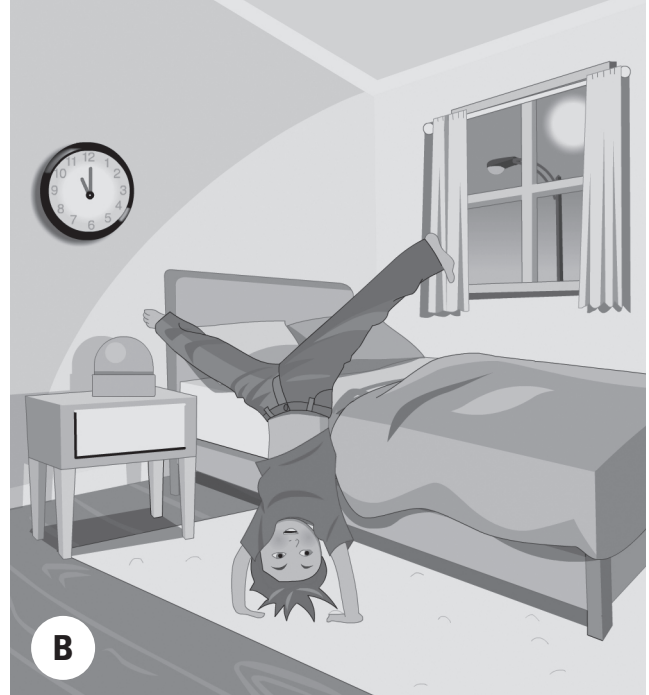
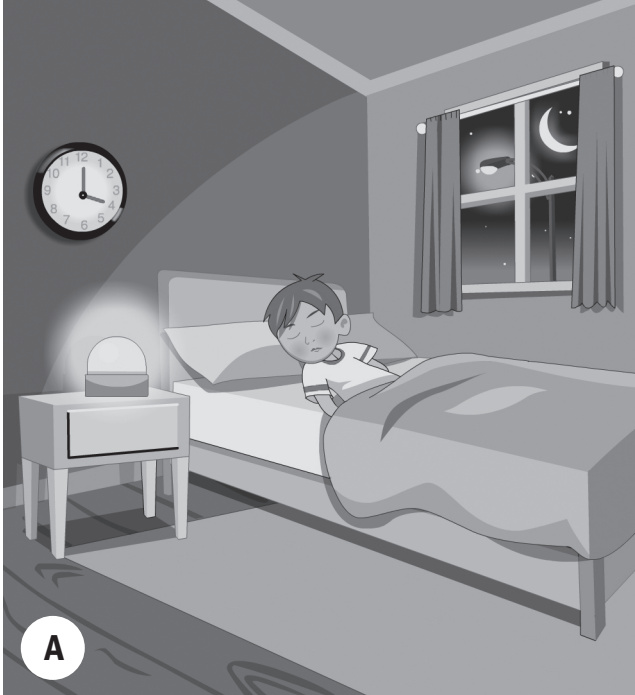
4 Read the sentences. Circle the correct word.

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

Unit 3

Secrets of the Dark

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



___ 1. The boy is very active.

___ 2. The boy is going to sleep.

___ 3. It's after sunset.


___ 4. It's daylight.

___ 5. The streetlight is lit up.

___ 6. The streetlight isn't lit up.

___ 7. It's dark outside.

___ 8. It's after sunrise.

2 Listen. Then circle the best answers.  013

1. Ella walks to school in **darkness** / **daylight**.

2. The students see the **sunrise** / **sunset**.

3. The playground is **lit up** / **not lit up**.

4. When Ella walks home from school, cars drive with **headlights on** / **headlights off**.

5. People in Stockholm **go to sleep** / **are active** when it's dark early.

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

Write the letters.

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

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

- | | |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------|
| ___ 1. In the city centre, tall buildings | a. helps people be healthy in the winter months. |
| ___ 2. Eating more milk products | b. it has fewer hours of darkness in the summer. |
| ___ 3. Some people feel unhappy | c. the city appears lighter because of the streetlights shining on the snow. |
| ___ 4. Although Stockholm has very few hours of sunlight in the winter, | d. when they don't have enough daylight. |
| ___ 5. One good thing is that when it snows | e. block the sun, so it's dark. |

4 Write. Look at the picture and write sentences.

Use vocabulary words from the word box.

active darkness streetlights sunset



1. _____
2. _____
3. _____
4. _____

GRAMMAR

Present continuous: Saying what is happening now

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

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

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

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

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

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



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

- | | | | | |
|---------|---------|---------|---------|----------|
| 1. A NA | 3. A NA | 5. A NA | 7. A NA | 9. A NA |
| 2. A NA | 4. A NA | 6. A NA | 8. A NA | 10. A NA |

3 Write. Put each word under **Day** (sun) or **Night** (moon). Add more words using your own ideas. Then write five sentences using the words from the lists.


awake car headlights dark darkness daylight go to sleep streetlight sunset

Day ☀	Night 🌙
	

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

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

1. During the day, a night security guard *goes to sleep because he works at night* _____.
2. We use streetlights so _____.
3. In Stockholm, people _____.
4. At sunset tonight, they _____.
5. People in many countries use fireworks when _____.
6. Today, we _____.

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

The Inuvik Sunrise Festival

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



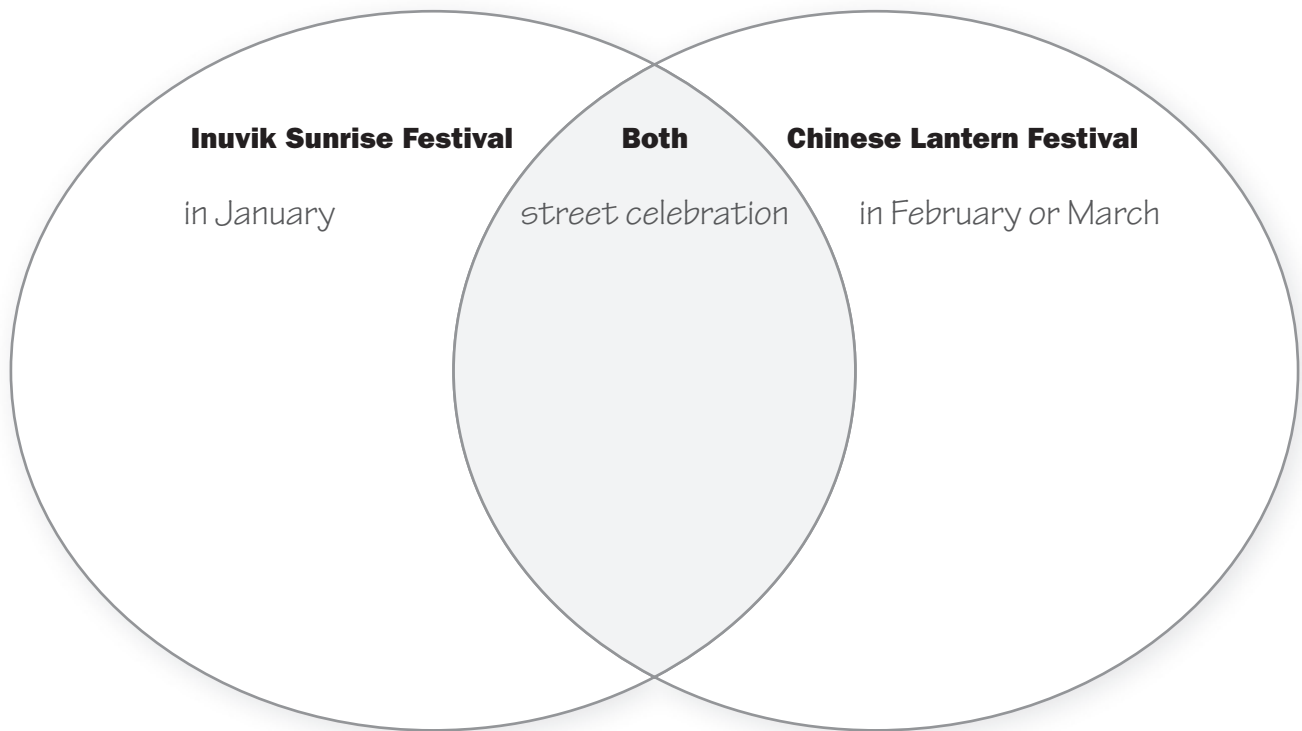
- 2 **Read.** Tick **T** for *True* or **F** for *False*.

- | | T | F |
|-------------------------------------------------------------|--------------------------|--------------------------|
| 1. There is no light in Inuvik for one month. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. People don’t wake up. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Sunrise Festival takes place every year. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Inuvik read traditional stories during the festival. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. People make igloos out of ice. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. People watch the sunrise. | <input type="checkbox"/> | <input type="checkbox"/> |

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

1. you want to eat? _____
 2. you want to know about local traditions? _____
 3. you are cold? _____
 4. want to see the sun come up? _____
 5. you like art? _____
-

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



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

GRAMMAR

At, on and in: Saying when things happen

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

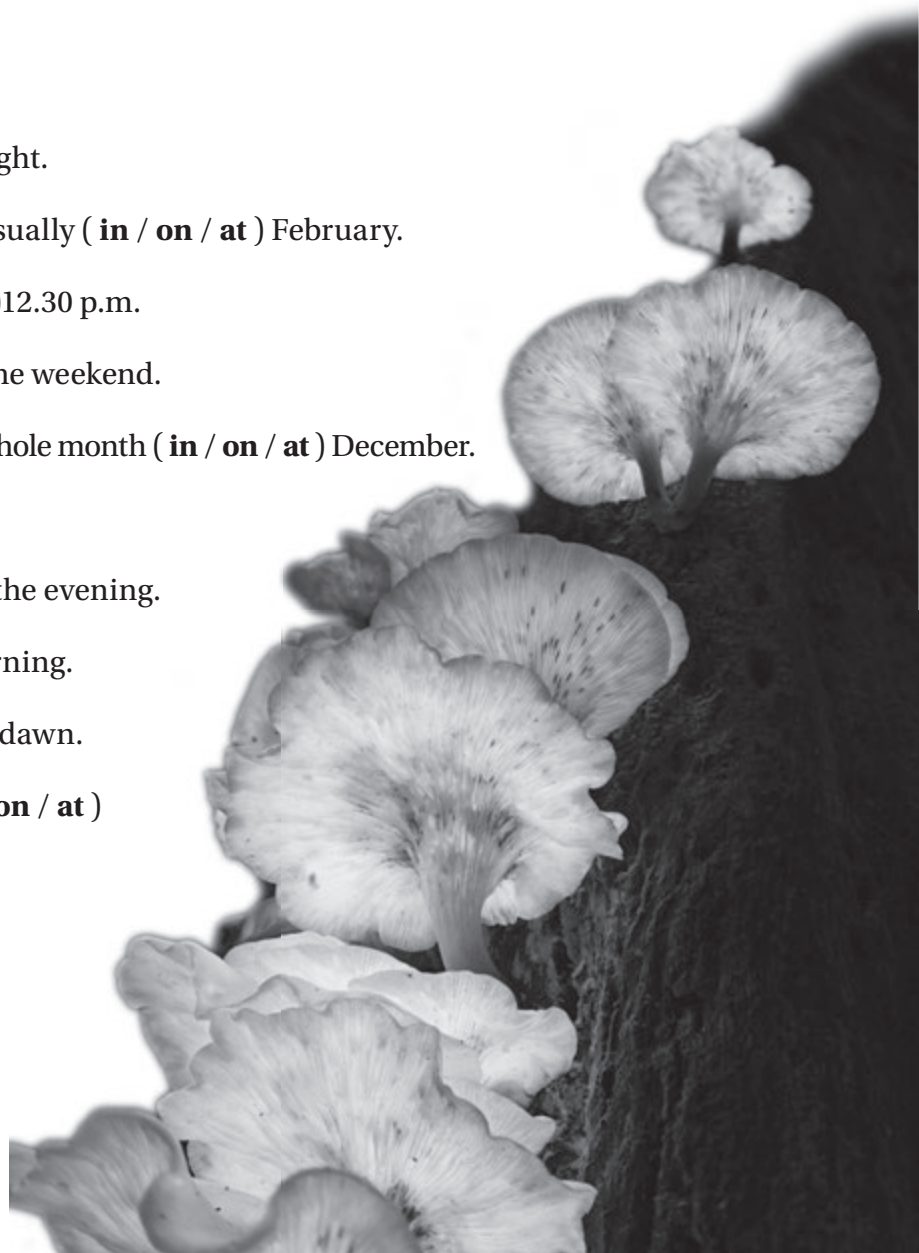
We use *on* for days of the week and for specific dates: **on** *Tuesday (morning)*, **on** *6th June*.

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

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

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

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



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

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



Gallery

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

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

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

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

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

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

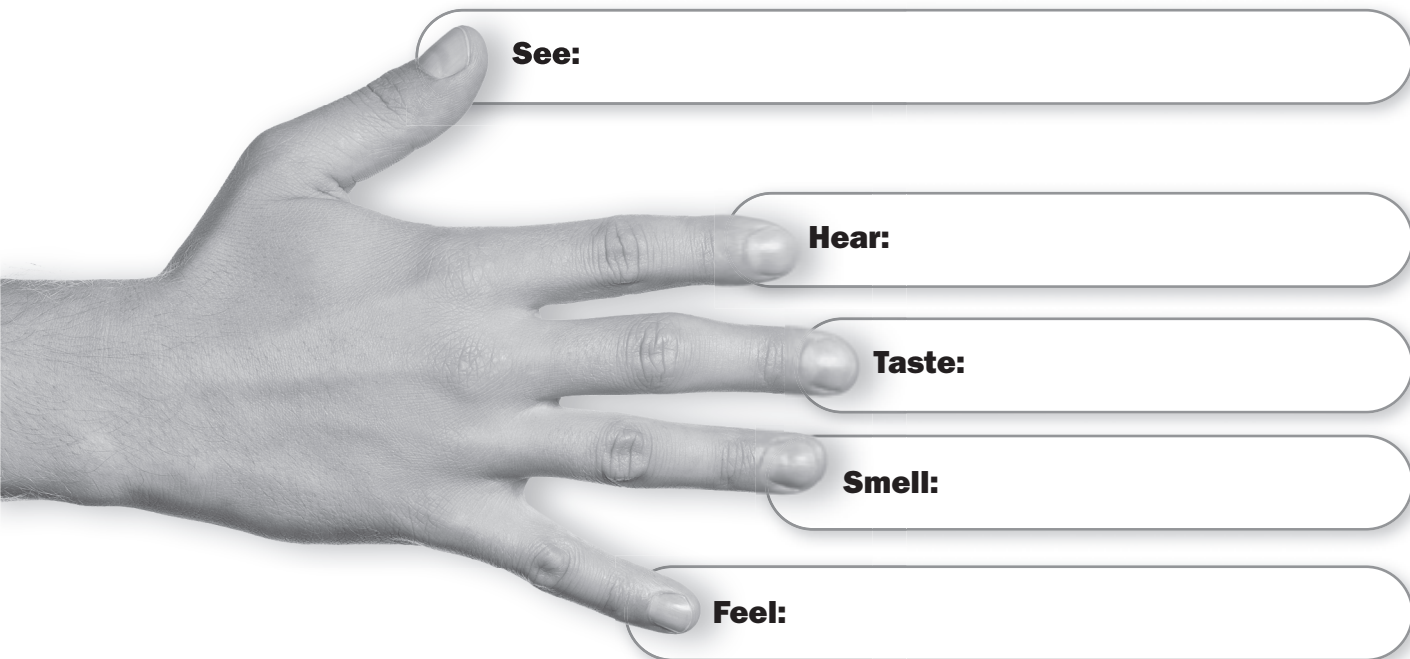
WRITING

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

1 Organise.

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

Write your introductory sentence here:



See:

Hear:

Taste:

Smell:

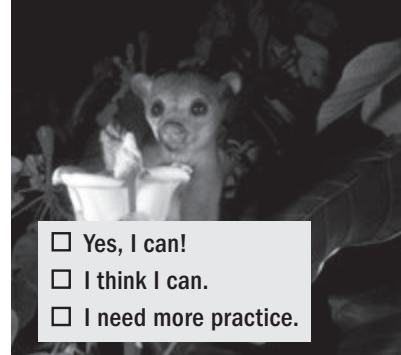
Feel:

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

2 Write.

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

Now I can ...



1 talk about night, darkness and nocturnal activities.

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

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

1. _____

2. _____

2 use non-action and action verbs.

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

believe feel glow shine understand watch

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

1. _____

2. _____

3. _____

4. _____

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

Write sentences using the following information.

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

1. morning / watch / sunrise _____

2. weekend/ ride a bike / park _____

3. observe / animal / night _____

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

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

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

Unit 4

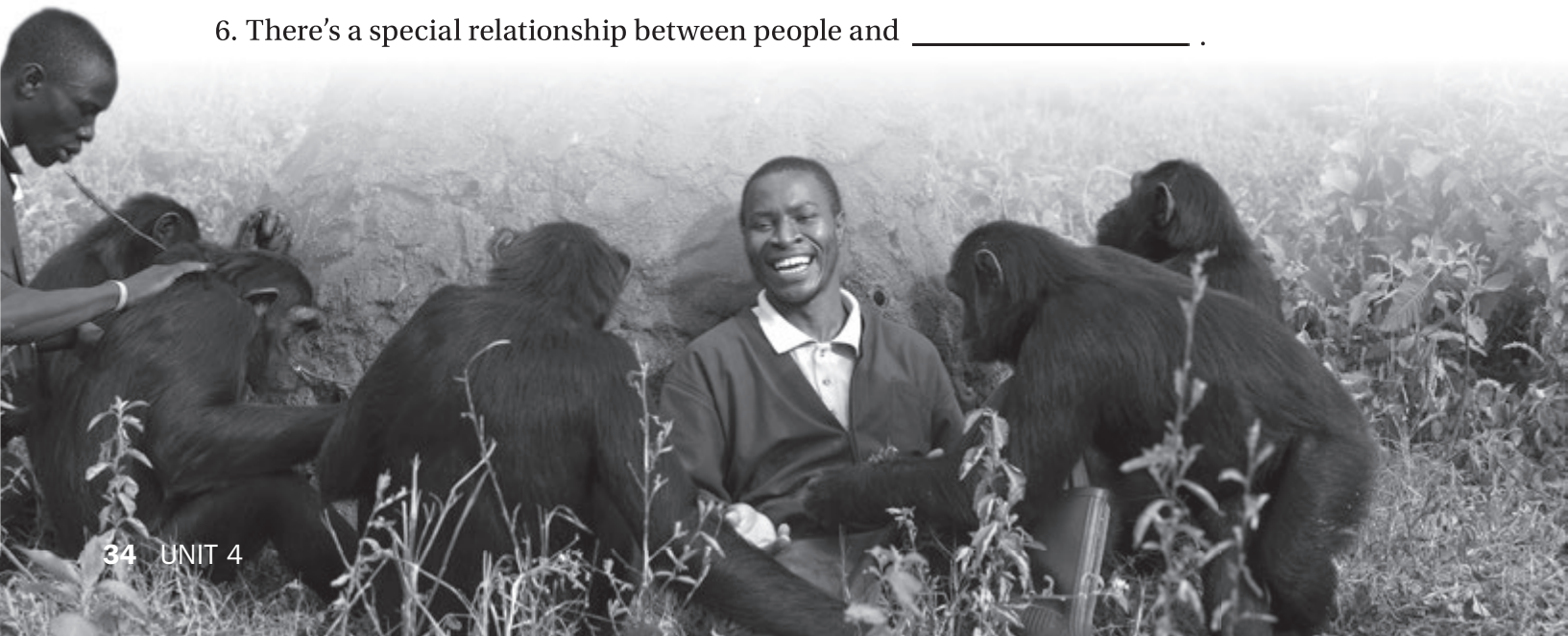
Living Together


1 Read the clues. Then complete the words.

- | | |
|------------------------------------|------------------------------------------------------|
| 1. ___ i ___ ___ l ___ ___ ___ | Animals that live in their natural setting |
| 2. ___ ___ ___ f ___ ___ ___ t ___ | Fights, disagreements |
| 3. ___ ___ ___ a ___ ___ ___ ___ r | To go away so we can't see something |
| 4. m ___ ___ ___ r ___ ___ ___ | To injure, hurt or be unkind to someone or something |
| 5. ___ c ___ e ___ ___ | A way in |
| 6. ___ a ___ ___ t ___ ___ | Animals' natural homes |

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

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



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



1. The programme was about animals.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

2. He thinks that dogs are wild.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

3. She thinks that Siamese crocodiles aren't very clever.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

4. The crocodiles' habitat doesn't have any water.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

5. We can't live without water.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

6. Little animals catch crocodiles.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

4 Read. Number the sentences in order.

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

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

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

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

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

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



Peruvian wildcat

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

1. In Peru, some villagers are _____.

2. The busy farms _____.

3. At the moment, people don't want to help the cats because _____.

4. This project can help people _____.

5. I think I should _____.

GRAMMAR

Modals: Describing obligation and advice

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


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

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

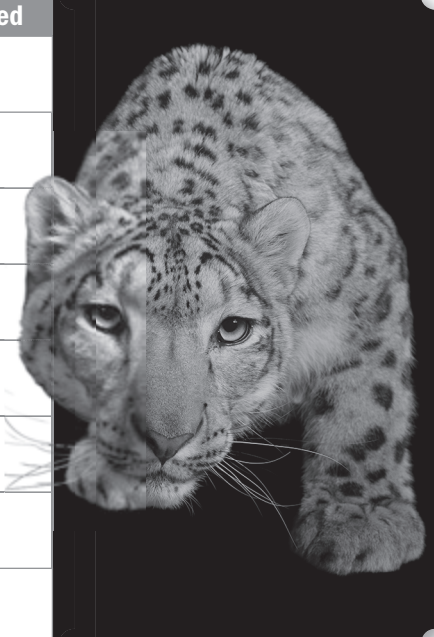
1. Sea turtles are endangered. We _____ protect them. (necessary)
2. People _____ have picnics on beaches where there are sea turtle eggs. (not a good idea)
3. We _____ use plastic bags when we go shopping. (not necessary)
4. We _____ recycle paper. (necessary)
5. People _____ be very careful around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



2 Listen. Is the idea *necessary*, *not necessary*, or *recommended*?

Tick the correct answer.  018

	Necessary	Not necessary	Recommended
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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



1. snake handler / gloves



2. lion / circus



3. bird of prey / fish



4. turtle / plastic bags

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

019

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

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

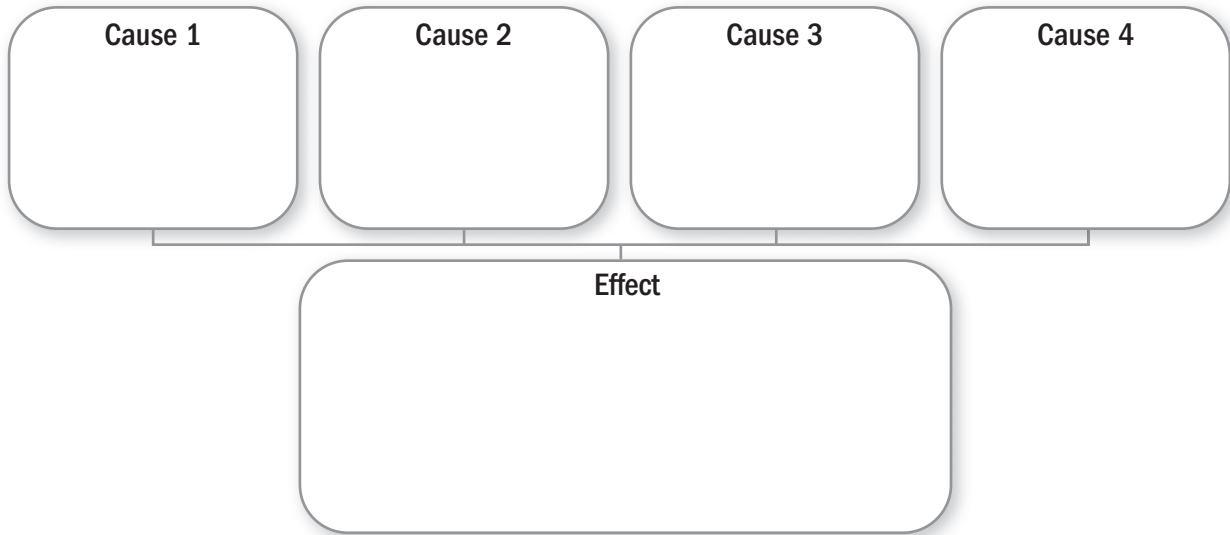
Special nature police must keep people away from the turtles. At nesting time, you shouldn't go near the beach. If the police see you, you have to pay a fine, which can be a lot of money. However, the police aren't always there to protect the area. The biggest problem is human **behaviour**. Boat parties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

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

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



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



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

1. One problem for the turtles is that _____.
2. Another problem for the turtles is _____.
3. A third problem for the turtles is _____.
4. Conservationists think _____.
5. One solution is _____.

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

At home: We _____.

At the beach: People _____.

In the mountains: Villagers _____.

GRAMMAR

Modals: Describing ability in present and past

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

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

1 Listen. Circle the word you hear. 🎧 020

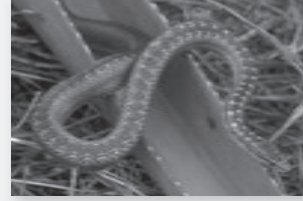
1. The baby panda **can** / **can't** see people.
2. They **could** / **couldn't** understand animals before.
3. Trained dogs **can** / **can't** sniff for chemicals.
4. They **can** / **can't** drive to the injured snow leopard.
5. They **could** / **couldn't** save all the birds.
6. We **can** / **can't**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



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

The Survival of the Antiguan Racer Snake

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



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

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

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

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

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

1. The Antiguan racer snakes _____.
2. Black rats _____.
3. Jenny and her team _____.
4. The five-year project _____.
5. Hurricanes, predators and tourists _____.
6. Researchers hope that _____.
7. This project means that now people _____.
8. You _____ on the Internet.

WRITING

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



1 Organise.

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

Animal	Advice

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

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

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

2 Write.

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

Now I can ...



1 talk about interactions between animals and humans.

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

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

2 use modals to describe obligation and advice.

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

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

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

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

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

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

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

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

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

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

YOU DECIDE Choose an activity. Go to page 49.

Units 3–4 Review

1 Read. Then choose the correct words.

A


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

B

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

C

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

2 Listen. Then choose the best answer.  021

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



3 Read. Choose the best answer for each blank.

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

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

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

at couldn't mistreat observe predator relationship sunrise sunset

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

1 Use words from the list to talk about life in one of your favourite places.

motorway indoor land outdoor
park rural surrounded by unique
unusual urban

2 Use present simple verbs you know and the words in the list to make positive and negative statements about a place you know.

architecture concrete construct design
land live plan

3 Complete each sentence using your own ideas. Use *in* or *on* in each sentence.

This skyscraper is unusual because it has

That tower is unique. It

That park is a new design. It

4 **Work in pairs.** Interview an architect.

- Research an architect.
- Prepare three questions about the buildings she or he designs. Make notes about the answers to your questions.
- Assign the roles of interviewer and architect.
- Practise the interview.
- Act out the interview in class, or use a phone or tablet to make a video.

5 **Write.** Think of a place that makes you happy. Describe it.

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

6 **Write.** You see this poster on a local notice board.

Design Competition

Local residents, now you can help to plan your capital city! This is a unique chance to give architects your ideas about urban spaces and the architecture you're surrounded by. Do you have any unusual ideas for bridges, towers, skyscrapers or pavements?

Send an email to a friend describing your ideas. Write at least 100 words.

1 Connect words from the two word boxes to talk about careers.

advisor **archaeologist** **photographer**
researcher **scientist**

adventure **dangerous** **explore**
office **passion** **schedule**

2 Use present simple verbs to ask and answer questions. Use words from the list.

apply for **commute** **consider** **create**
explore **study** **take risks** **train**

3 Complete each sentence with a possessive.

We left _____ plans on the table. Please bring them here.

The photographer can't find _____ camera. Is it in your office?

Two researchers need to apply for _____ jobs again. Let's interview them next week.

Look at that building! _____ shape is very unusual.

I love _____ job. I explore underwater caves.

4 Work in pairs. Have a conversation about work. Repeat the activity in class, or make a video on your phone or tablet.

Tell your partner about someone you know who has an interesting job and the work they do. Include:

- the name of the job
- where he or she works
- what he or she does
- special skills
- any special study or training.

5 Write. Think of an unusual career you know something about. Describe it. Where does it take place? What's hard about it. What's fun?

- To plan your writing, follow the steps on page 20 of your Workbook.
- Share your writing with your teacher and classmates.

6 Write. Your friend sends you a message.

Dangerous jobs?

Hi,

This week my school project is about difficult careers. I think unusual – and even dangerous – jobs are interesting, don't you? Do you know anything about dangerous or unusual jobs?

Reply and describe your ideas.
Write 80–100 words.

1 Describe things that happen during the day and at night. Use words from the list.

darkness	fascinate	glow
go to sleep	light up	nocturnal
observe	streetlight	

2 Use action and non-action verbs to describe the things in the word box.

Example: *At dawn we see the sunrise. The sun is rising now, and I'm watching it!*

dawn	daylight	festival
headlights	horizon	streetlights
sunrise	sunset	time zones

3 You received a text message from a cousin who just moved to your neighbourhood. Answer the questions using *at*, *on* or *in*.

Hi! Sorry to text again, but I forgot to ask you some questions.

When are you home?

What time do you go to sleep?

In the mornings, are you usually awake when it's still dark?

When is the best time to call you? Evenings? Saturday mornings?

Also, I want to take photos of my new house and the view. When is the sunset tonight?

See you at school!

4 **Work in pairs.** You want to walk to your friend's house after dark. Your parents don't like the idea. Role-play the dialogue.

- Choose roles (yourself, your mum or dad).
- Think about the road, the pavement, the streetlights, the car headlights and the time.
- Practise the dialogue. Change roles, and practise the dialogue again
- Assign final roles.
- Act out the dialogue in class, or use a phone or tablet to make a video.

5 **Write.** Think of an event that usually happens at night. Use sensory words to describe the event.

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

6 **Write.** Your teacher asks you to write a story. This is the title of the story.

My Five Senses Saved Me!

Write your story. Write at least 100–120 words.

1 Spin a paperclip to choose words from the circle. Use the words you land on to make sentences about wildlife.



2 Give advice to young people about living together with wildlife. Use words from the list and *must, should/shouldn't* and *have/has to* or *don't/doesn't have to*.

afraid of	avoid	frighten
hunt	learn	mistreat
rescue	survive	

3 Think of a predator you know about. What is its prey? Use *can, can't, could* and *couldn't* to describe its behaviour.

4 **Work in pairs.** Plan an interview with an animal conservationist.

- Research a conservationist who works with animals.
- List several things about his or her work that interest you.
- Prepare three questions about his or her work. Make notes about the answers to your questions.
- Choose roles and practise the interview with a partner.
- Act out the conversation in class, or use a smartphone or tablet to make a video.

5 **Write.** Think about someone you know. Then choose an unusual animal. Imagine a scene in which they interact. The scene can be realistic, or it can be a fantasy.

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

6 **Write.** Read the advertisement. Then write an email.

Photo Story

Are you a good photographer? We need amazing photos that show relationships between people and unusual animals.

Write an email to a person who interacts with an unusual animal. Describe your ideas for a photo story. Write 80–100 words.

GRAMMAR BOOK

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Unit 1 Life in the City

Present simple: Talking about facts

We use the **present simple** to talk about:

- things in general.

*I **live** next to the High Line.*

*It **gets** hot in Spain in the summer.*

- things we do regularly or often.

*The musicians **play** every Saturday.*

*He **visits** his grandparents every weekend.*

- permanent states.

*The High Line **is** in New York City.*

*My mum **lives** in Spain.*

In the third person singular affirmative (*he, she, it*), we add -s to the verb.

grow —————> *grows*

visit —————> *visits*

We add -es to verbs which end in -ss, -sh, -ch, -x and -o in the third person singular affirmative.

dress —————> *dresses*

wash —————> *washes*

catch —————> *catches*

mix —————> *mixes*

go —————> *goes*

When a verb ends in a consonant + -y, we take off the -y and add -ies in the third person singular affirmative.

carry —————> *carries*

When a verb ends in a vowel + -y, we just add -s in the third person singular affirmative.

stay —————> *stays*

In the negative and question forms, we use the auxiliary verb *do/does* and the main verb in its infinitive form.

*The High Line **doesn't stay** open all night.*

*The residents **don't meet** on Wednesdays.*

Does she **like** going to the park?

Do you **think** green spaces are important?

In short answers, we only use *do/does*. We don't use the main verb.

Does she **like** going to the park? No, she **doesn't**.

Do you **think** green spaces are important? Yes, I **do**.

➔ See grammar box on page 68.

1 Complete the table.

Verb	Third person singular	Verb	Third person singular
open	<i>opens</i>	live	
enjoy		worry	
go		explore	
allow		build	
sell		watch	

2 Circle the correct verb.

Example: I (go) / **goes** to the park every weekend.

1. The park **protect** / **protects** the animals.
2. London **has** / **have** a lot of green spaces.
3. The park **close** / **closes** at night.
4. We **spend** / **spends** a lot of time outdoors in the summer.
5. The bridge **go** / **goes** over the river.
6. She **pay** / **pays** to go to concerts in the park.
7. People **don't** / **doesn't** have enough information about nature in urban areas.
8. Architects **design** / **designs** buildings.

3 Complete the sentences with the negative form of the present simple.

Example: I **don't live** in London. (*live*)

1. They _____ the museum very often. (*visit*)
2. She _____ to the park every day. (*go*)
3. He _____ festivals. (*enjoy*)
4. The park _____ at night. (*close*)
5. Children _____ to pay to go to the concert. (*need*)
6. He _____ at weekends. (*work*)
7. People _____ next to the river. (*walk*)
8. She _____ trees. (*plant*)

In and on: Expressing location

In and **on** are prepositions of place. We use them to say where things are located. We use **in** for objects or places within or inside something.

*Lion City is **in** eastern China.*

*His hands are **in** his pockets.*

*There are many archways **in** Lion City.*

We use **on** for objects or places on the surface or on top of something.

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

*There are sculptures of animals **on** these archways.*

*His hands are not **on** the table.*

REMEMBER

Sometimes, **in** and **on** have different meanings when they are attached to specific nouns.

The meaning will usually be clear from the context.

For example, **on** the plane/train/bus is more likely to mean *within* the plane/train/bus NOT *on top of* it!

*He sat **in** the chair* is more likely to mean *on top of* the chair NOT *within* the chair!

1 Complete the sentences with **in** or **on**.

Example: *Shi Cheng is an ancient city **in** China.*

1. China is _____ Asia.
2. London is _____ the river Thames.
3. There are many sculptures _____ Shi Cheng.
4. There is a butterfly _____ the flower.
5. There are lots of butterflies _____ the garden.
6. Most cities _____ Europe have green spaces.
7. There are lots of cafés _____ the neighbourhood.
8. This is my favourite place _____ Earth.
9. They live _____ an island in the Pacific Ocean.
10. We saw lots of rubbish _____ the sea.

2 **Circle** the correct word.

Example: He phoned to say he was **in** / **on** the train.

1. There are lots of boats **in** / **on** the river.
2. He went on a discovery walk **in** / **on** the city.
3. There are lots of tall skyscrapers **in** / **on** the capital.
4. He spends too much time **in** / **on** his phone.
5. Look at the posters **in** / **on** the wall.
6. He planted lots of vegetables **in** / **on** the garden.
7. Birds build nests **in** / **on** trees.
8. There's a new shopping centre **in** / **on** my town.
9. There are some amazing videos **in** / **on** the Internet.
10. I like to relax **in** / **on** my home.

3 **Are these sentences correct?** Tick the correct sentences. Rewrite the incorrect sentences.

Example: She reads the news in TV.

She reads the news **on** TV.

1. There are lots of rural areas in Kazakhstan.

2. There are tall skyscrapers on the city.

3. Have you got a map on your bag?

4. You can see many green spaces in London.

5. He took photographs on three different continents.

6. People like to walk in the High Line paths.

7. Every weekend we have a picnic in the High Line gardens.

8. The city is in the coast.

Unit 2 Amazing Jobs

Present simple questions and answers: Talking about routines

We use the **present simple** to talk about things we do:

- regularly or often.

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**.

- as part of a routine.

How **do** you **create** beautiful desserts?

I **plan** the design. Then I **find** the right ingredients.

In the negative and question forms, we use the auxiliary verb *do/does* and the main verb in its infinitive form.

The players **don't practise** on Tuesdays.

Where **does** a waiter **work**?

➔ See grammar box on page 68.

REMEMBER

In short answers, we only use *do/does*. We don't use the main verb.

Does she wear a uniform for work?

No, she **doesn't**.

Do you love your job?

Yes, I **do**.

1 Complete the table.

Verb	Third person singular	Verb	Third person singular	Verb	Third person singular
drive	<i>drives</i>	try		catch	
bake		cook		wash	
do		hurry		train	
dress		clean		explore	

2 Complete the sentences with the negative form of the present simple.

Example: *I **don't wear** a uniform. (wear)*

1. They _____ to work. (drive)
2. She _____ food. (prepare)
3. They _____ for big groups. (cook)
4. The restaurant _____ on Mondays. (open)
5. She _____ Japanese. (speak)
6. He _____ risks in his job. (take)
7. I _____ to work in an office. (want)
8. They _____ during the winter. (train)

3 Complete the questions with the present simple. Write the answers.

Example: ***Do you wear** a uniform at work? (you / wear) ✓ Yes, I do.*

- | | | |
|----------------------------------------------------|---|-------|
| 1. _____ outside? (the researchers / work) | ✓ | _____ |
| 2. _____ an assistant? (the head chef / have) | ✓ | _____ |
| 3. _____ underwater? (they / train) | ✓ | _____ |
| 4. _____ how to dive? (the students / know) | ✗ | _____ |
| 5. _____ exploring caves? (you / enjoy) | ✓ | _____ |
| 6. _____ lots of skills? (the entertainers / need) | ✓ | _____ |
| 7. _____ lots of time off? (the waiters / get) | ✗ | _____ |
| 8. _____ the food? (the captain / cook) | ✗ | _____ |

4 Use the prompts to write questions in the present simple.

Example: *where / your brother / work* **Where does your brother work?**

- | | |
|---------------------------------------|-------|
| 1. who / he / work with | _____ |
| 2. when / your brother / finish work | _____ |
| 3. why / you / ask so many questions | _____ |
| 4. what / firefighters / wear to work | _____ |
| 5. when / you / start work | _____ |
| 6. how often / your boss / work late | _____ |
| 7. why / you / not enjoy your job | _____ |
| 8. why / you / train as a chef | _____ |

Possessives: Showing ownership

We show **ownership** in two ways:

- With an **apostrophe** and an **s**:

Singular: **'s**

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

Plural: **s'**

Pilots' days are very long.

- With a **possessive adjective**:

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

REMEMBER

The possessive adjective replaces *the* or *a*.

The job is exciting. → *My job is exciting.*

Subject pronouns	I	you	he/she/it	we	you	they
Possessive adjectives	my	your	his/her/its	our	your	their

1 Complete the sentences with possessive adjectives.

Example: *My job is in the city. (I)*

1. The ship has _____ own pool. (it)
2. Where is _____ office? (you)
3. _____ journey to work takes an hour. (they)
4. _____ job is very dangerous. (she)
5. Photography is _____ passion. (he)
6. _____ dad is a scientist. (we)

2 Change the sentences using an apostrophe and an s.

Example: *The friends of my sister. My sister's friends.*

1. The job of your father. _____
2. The mother of the orangutan. _____
3. The teeth of my patients. _____
4. The skills of their doctors. _____
5. The goal of the service. _____
6. The choice of your parents. _____

3 Match the sentence halves.

- | | |
|---------------------------------|--------------------------------------|
| 1. The dentists often visit | a. her career choice. |
| 2. He's a college professor but | b. is your book? |
| 3. My sister is happy with | c. their patients in unusual places. |
| 4. Our train was delayed so | d. I need it for my job. |
| 5. I learnt Spanish because | e. for its architecture. |
| 6. Can you tell me if this | f. his job is to explore underwater. |
| 7. London is famous | g. we missed the opening. |

4 Are these sentences correct? Tick the correct sentences. Rewrite the incorrect sentences.

Example: *The dentists chair is very comfortable.*

The dentist's chair is very comfortable.

1. My parent's friend is an explorer.

2. Dr Jones's job is to collect rock samples.

3. Jimmys' job is exciting.

4. Mr and Mrs Evans both love his jobs.

5. My dads goals are to be happy and healthy.

6. The childrens' aunt is in Alaska.

7. Will scientists discover ice on Jupiter's moons?

8. Dangerous jobs have our advantages.

WRITING

Write an interview about a family member's job. Use present simple questions and possessives.

Example: *What **does** your father like about **his** job?*

*My father flies planes. He loves **his** job because pilots' roles are so varied. **Their** routes change every day.*

Unit 3 Secrets of the Dark

Present continuous: Saying what is happening now

We use the **present continuous** to talk about:

- things that are in progress at the time of speaking.

*What **are** they **doing**? They're **eating** their lunch.*

- things that are in progress around the time of speaking or that are temporary.

*He's **looking** for a new flat.*

The present continuous is formed with *am/are/is* and the main verb with the *-ing* ending.

jump → *jumping*

When the verb ends in *-e*, we take off the *-e* and add *-ing*.

make → *making*

When the verb ends in a vowel + consonant, we double the final consonant and add *-ing*.

win → *winning*

When the verb ends in *-l*, we double the *-l* and add *-ing*.

cancel → *cancelling*

When the verb ends in *-ie*, we take off the *-ie* and add *-y* and *-ing*.

tie → *tying*

lie → *lying*

die → *dying*

We can use time expressions such as *now*, *at the moment*, *these days*, *at present*, *today*, etc., with the present continuous.

*She's washing her car **at the moment**.*

➔ See grammar box on page 68.

1 Write the *-ing* form of the verbs in the box in the correct column of the table.

worry	live	come	hunt	hide	hit	give	look	hide
put	write	run	sit	stop	study	swim	sleep	read

get → getting	ride → riding	play → playing
		worrying

2 Complete the sentences with the affirmative form of the present continuous.

Example: *I'm working in England. (work)*

1. They _____ in Spain. (live)
2. The sun _____. (set)
3. Look! That plant _____. (grow)
4. The baby monkeys _____. (sleep)
5. We _____ about time zones. (learn)
6. I _____ to understand the problem. (try)
7. We _____ the film about whales. (enjoy)
8. My sister _____ a year in Italy. (spend)

3 Complete the sentences with the negative form of the present continuous.

Example: *I'm not wearing a coat today. (wear)*

1. They _____ to work because there is too much traffic. (drive)
2. She _____ to the cinema tonight. (go)
3. The owls _____ right now. (hunt)
4. The cubs _____ with each other. (playing)
5. I _____ this film. (enjoy)
6. He _____ any more. (train)
7. They _____ for the location today. (search)
8. My friends _____ to New York. (fly)

4 Complete the questions with the present continuous. Write the answers.

Example: *Are you working on the ship? (you / work) ✓ Yes, I am.*

- | | | |
|---------------------------------------------|---|-------|
| 1. _____ suitable clothes? (they / wear) | ✗ | _____ |
| 2. _____ by bus? (you / travel) | ✓ | _____ |
| 3. _____ a good time? (you / have) | ✓ | _____ |
| 4. _____ in the city? (your parents / live) | ✗ | _____ |
| 5. _____ right now? (we / leave) | ✓ | _____ |
| 6. _____ outside? (it / rain) | ✗ | _____ |
| 7. _____ to me? (he / talk) | ✓ | _____ |
| 8. _____ dark? (it / get) | ✓ | _____ |

At, on and in: Saying when things happen

At, on and **in** are prepositions of time. We use them to say when things happen.

We use **on** with days and dates.

on Monday(s) / **on** my birthday / **on** New Year's Day / **on** 1st June

We use **in** with months, years, seasons and times of day.

in May / **in** 2017 / **in** winter / **in** the holidays / **in** the morning

We usually use **at** with exact times and certain expressions.

at eight o'clock / **at** night / **at** the weekend / **at** Christmas

1 Write the time expressions in the correct column of the table.

New Year's Day	August	Mondays	1066	the 1990s	9 p.m.
Sunday morning	quarter to twelve	midday	1 st January	Midsummer's Day	
the early morning	winter	the end of the day	eleven o'clock		

at	on	in
	New Year's Day	

2 Circle the correct word.

Example: **at** / **on** Tuesdays

- in** / **on** Tuesday morning
- in** / **on** the early morning of Tuesday
- at** / **on** the end of Tuesday
- at** / **on** the first Tuesday **in** / **on** August
- at** / **on** the end of the day **at** / **on** Tuesday
- one Tuesday morning **in** / **on** the early 1980s

3 Complete the sentences with *at, on or in*.

We went to Morocco in December. ¹ _____ summer it is too hot in Morocco, but ² _____ winter, the temperature is perfect. ³ _____ Wednesday, after two days in Marrakesh, we went down to the coast at Essaouira. ⁴ _____ the evening of the first day, we went for a walk around the city. ⁵ _____ sunset, we went to a lovely restaurant. ⁶ _____ Thursday morning we went to the beach, where my sister and I tried kite-surfing and my parents went horse-riding. ⁷ _____ lunchtime, we went to the old fishing port. Finally, ⁸ _____ the afternoon, we visited the traditional market, where I bought a beautiful blanket. It was an amazing trip.

4 Complete the email with *at, on or in*.

Subject: Hello from the Arctic

Hi Anna,

Thanks for your email. Of course I can tell you about my town! I live in the Arctic, in a place called Tromsø. In winter, it hardly gets light. There are 20 hours of darkness every day. However, ¹ _____ summer, the sun doesn't set and there is daylight ² _____ midnight! There is so much to do here. You can go on a whale safari ³ _____ eleven o'clock ⁴ _____ night, or go swimming in the sea ⁵ _____ three o'clock ⁶ _____ the morning! You can't do that ⁷ _____ January, though, because it's far too cold. My birthday is ⁸ _____ 22nd January, and we always go to North Cape to have dinner and see the northern lights. They're amazing! Can you see them from your city?

Write soon!

Brigitte

WRITING

Write a holiday postcard to a friend, using the present continuous and *at, on or in*.

Example: ***I am writing*** this from France. ***We are enjoying*** our holiday. ***On*** Monday we went to the beach ***in*** Biarritz ***in*** the morning.

Unit 4 Living Together

Modals: Describing obligation and advice

Modal verbs are verbs which do not function on their own. They require a second verb, in the form of a bare infinitive.

We use **must** and **have to**:

- to talk about obligation and necessity.

We **must** save rhinos.

They **have to** do something about poaching.

- to talk about the present and the future.

We **must** stop killing rhinos now.

We **have to** visit the rhino sanctuary next year.

We use **mustn't** to talk about things we are not allowed to do (prohibition).

I **mustn't** be late.

We use **don't have to** to talk about what is not necessary or obligatory.

We **don't have to** use rhino horn products.

We use **should** and **shouldn't** for recommendations and suggestions.

You **should** run a marathon to raise money.

We **shouldn't** ignore the problem.

➔ See grammar box on page 68.

1 Complete the sentences with **must** or **mustn't**.

Example: We **mustn't** kill endangered species. ✗

1. You _____ use rhino horn products. ✗
2. Elephants _____ be protected. ✓
3. We _____ dig up sea turtle eggs. ✗
4. Rangers _____ protect the parks. ✓
5. You _____ buy ivory. ✗
6. They _____ frighten the baboons away. ✓
7. We _____ destroy animals' habitats. ✗
8. We _____ look after the environment. ✓

2 Is the idea **necessary (N)** or **recommended (R)**? Write N or R.

Example: *We should clean up the beaches.* **R**

1. You mustn't throw litter in nature reserves.
2. You shouldn't use so much plastic.
3. We must try to avoid human-wildlife conflict.
4. You mustn't light fires in the national park.
5. You must not leave your vehicle.
6. They shouldn't drive so close to the elephants!
7. You shouldn't be afraid of rats.
8. You must leave the park by sunset.

3 Complete the sentences with **must, have/has to** or **should/shouldn't** according to the clues given in brackets.

Example: You **should** listen to his advice. (a good idea)

1. You _____ stay behind the fence. (necessary)
2. He _____ learn about the animals' behaviour. (necessary)
3. She _____ take the injured turtle to the hospital. (a good idea)
4. We _____ tell people about the problem. (a good idea)
5. We _____ stop people taking the eggs. (necessary)
6. I _____ train for four years. (necessary)
7. Bears _____ live in their natural habitat. (a good idea)
8. They _____ go back to the forest now. (necessary)

4 **Circle** the correct word.

Example: You **shouldn't** / **don't have to** ignore the problem.

1. You **mustn't** / **don't have to** drive quickly in the reserve.
2. She **doesn't have to** / **don't have to** take another exam this year.
3. We **must** / **mustn't** mistreat animals.
4. We **don't have to** / **shouldn't** destroy their habitat.
5. The villagers **have to** / **has to** wear masks.
6. We **should** / **shouldn't** take the turtle's eggs.
7. We **must** / **don't have to** use rhino horn for medicine.
8. People **don't have to** / **doesn't have to** have monitors in their homes.

Modals: Describing ability in the present and the past

We use **can** and **can't**:

- to talk about ability in the present.

Elephants **can** communicate over long distances.

They **can't** climb trees.

We use **could** and **couldn't**:

- to talk about ability in the past.

People thought of ways they **could** help the crabs.

Before 2011, elephants **couldn't** safely cross a road in Kenya.

➔ See grammar box on page 68.

1 Complete the sentences with **can** or **can't** and the verb in brackets.

Example: Tunnels under roads **can help** elephants. (help)

1. _____ we _____ more species with this project? (help)
2. Animals _____ without water. (not survive)
3. Scientists _____ computers to check on animals in the forest. (use)
4. Wildlife bridges _____ animal lives. (save)
5. The crabs _____ the road safely. (not cross)
6. Elephants _____ over long distances. (communicate)
7. We _____ why the animals are dying. (not understand)
8. We _____ anything about it. (not do)
9. How _____ we _____ the Antiguan racer snake? (save)
10. They _____ enough food. (not find)

2 Match the questions to the answers.

- | | |
|-------------------------------------------------------------|-----------------------|
| 1. Could elephants in Kenya cross roads safely before 2011? | a. Yes, it could. |
| 2. Can they understand how to avoid traffic? | b. Yes, they could. |
| 3. Could the tunnel help preserve wildlife? | c. No, they couldn't. |
| 4. Can the snake kill you? | d. Yes, they can now. |
| 5. Could they rescue the injured bird? | e. Yes, it can. |

3 Use the prompts to write questions and answers.

Example: *you / help me? (present)*

Can you help me? ✓ Yes, I can.

1. bear cubs / survive on their own? (present)

_____ x _____

2. elephants / cross roads safely? (past)

_____ x _____

3. we / help? (present)

_____ ✓ _____

4. you / make a poster for the campaign? (present)

_____ ✓ _____

5. the turtles / lay their eggs safely? (past)

_____ x _____

6. crabs / avoid cars? (past)

_____ x _____

7. the poachers / be caught? (present)

_____ ✓ _____

8. I / do more to help? (present)

_____ ✓ _____

4 Circle the correct word.

Example: *I looked, but I **can't** / **couldn't** find the article on the Internet.*

1. The divers thought they **can** / **could** see the whale.
2. They **can't** / **couldn't** see the snake because it was well hidden.
3. Nowadays, people **can** / **could** communicate with each other very easily.
4. We **can't** / **couldn't** fly to Iceland last week because of the volcano.
5. Fifty years ago, scientists **can't** / **couldn't** use data tracking devices.
6. The new equipment means that we **can** / **could** go deeper than ever before.

WRITING

Write:

1. a list of five rules or recommendations for preserving the environment, and
2. five things you can do yourself.

Example: *I **must** use less plastic → I **can** take my own bag to the supermarket.*

Grammar boxes

Units 1 and 2 Present simple

	Affirmative	Negative	Question	Short answers
I / You / We / They	live	don't (do not) live	Do ... live?	Yes, ... do. No, ... don't.
He / She / It	lives	doesn't (does not) live	Do ... live?	Yes, ... does. No, ... doesn't.

Unit 3 Present continuous

	Affirmative	Negative	Question	Short answers
I	'm (am) reading	'm not (am not) reading	Am I reading?	Yes, I am. No, I'm not.
He / She / It	's (is) reading	isn't (is not) reading	Is ... reading?	Yes, ... is. No, ... isn't.
You / We / They	're (are) reading	aren't (are not) reading	Are ... reading?	Yes, ... are. No, ... aren't.

Unit 4 Modals

	Affirmative	Negative	Question	Short answers
I / You / We / They	have to should can must could	don't (do not) have to shouldn't (should not) can't (cannot) mustn't (must not) couldn't (could not)	Do/Don't ... have to ...? Should/Shouldn't ...? Can/Can't ...? Must/Mustn't ...? Could/Couldn't ...?	Yes, ... have to/ should/can/must/ could. No, ... don't have to/ shouldn't/can't/ mustn't/couldn't.
He / She / It	has to	doesn't (does not) have to	Does/Doesn't ... have to ...?	Yes, ... has to. No, ... doesn't have to.

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	were	been	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie (down)	lay	lain
bend	bent	bent	light	lit	lit
bet	bet	bet	lose	lost	lost
bite	bit	bitten	make	made	made
bleed	bled	bled	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	overcome	overcame	overcome
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt	burnt	quit	quit	quit
buy	bought	bought	read	read	read
carry	carried	carried	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
deal	dealt	dealt	sell	sold	sold
dig	dug	dug	send	sent	sent
dive	dived	dived	set	set	set
do	did	done	sew	sewed	sewn
draw	drew	drawn	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown
dry	dried	dried	shrink	shrank	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

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