

## Reading

**A.** Check the things we can prevent. Compare your answer with a partner's answers. How can we prevent them?

- flu
- rain
- toothache
- headache

### Word Focus

**prevent** = avoid a problem before it happens

**infectious disease** = a disease you can get from another person

**vaccine** = medicine to prevent a disease

**B.** Read the article. Circle **T** for true and **F** for false.

- |   |   |   |
|---|---|---|
| 1. There is a vaccine for measles.              | T | F |
| 2. All children are vaccinated against measles. | T | F |
| 3. There is a vaccine for malaria.              | T | F |
| 4. Mosquito nets are expensive.                 | T | F |
| 5. Influenza is a problem in hot countries.     | T | F |

# Preventing Disease

Many people, especially children, die from **infectious diseases** every year. We can **prevent** many infectious diseases. Let's look at the most dangerous ones.



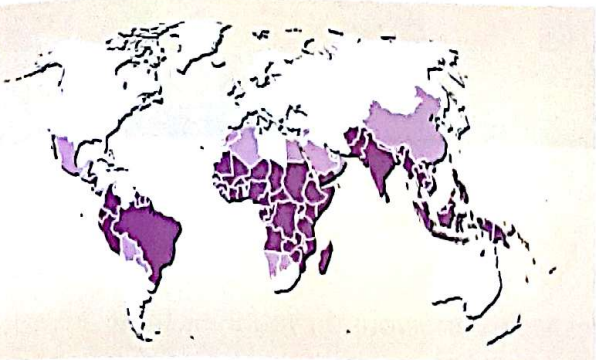
Measles is mainly a children's disease. There is a very good, cheap **vaccine** for measles. All children should get the vaccine but unfortunately not all do. About 900,000 children die every year from measles.



▲ All children should get a measles shot.

# MALARIA

Risk  
 Significant  
 Low  
 None



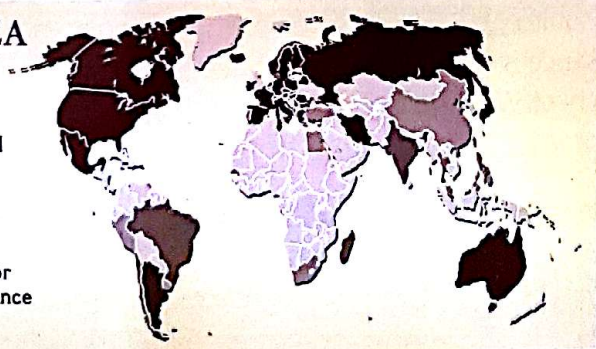
Malaria is one of the world's biggest killers. About 40% of the world's population is at risk from malaria. In sub-Saharan Africa as many as 2,800 children die of malaria every day. There is no vaccine for malaria, but it is not difficult to prevent. All you need is a \$5 mosquito net.



▲ Children should sleep under a mosquito net.

# INFLUENZA (FLU)

Outbreaks  
 Widespread  
 Regional  
 Local  
 Sporadic  
 Negligible or no surveillance

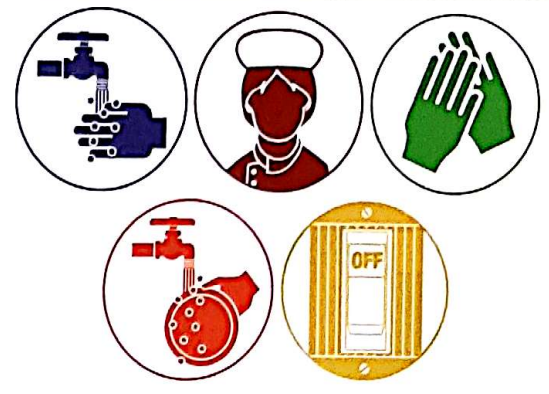


Influenza (or flu) is caused by a virus. The virus changes every year so scientists have to make a new vaccine every year. People at risk—for example, older people—should have a flu shot every year. There are good years and bad years. In a bad year, influenza can kill millions of people.

## Writing

Complete this notice. Use the words and expressions in the box.

**cover gloves switch off wash your hands clean**



You should always:

\_\_\_\_\_ before entering the kitchen.

\_\_\_\_\_ your hair.

Use oven \_\_\_\_\_.

Keep the kitchen \_\_\_\_\_.

\_\_\_\_\_ electrical equipment.

## Communication

Discuss how you can prevent these problems.

**toothache car accidents**  
**heart attacks computer viruses**

You should brush your teeth.

You shouldn't eat a lot of candy.

You should see a dentist every six months.

**✓ Goal 4 Learn and talk about prevention**

Share your best ideas from the communication activity with the class.

A. Read the article. Circle **T** for *true* and **F** for *false*.



# What You Should Know about the Flu

**M**any people are very afraid of influenza, or flu, but there are many different kinds of flu. They are different every year. Some are terrible, and others are not very bad. Some kinds can go from animals to people. And some kinds of influenza kill many people—50 million people from 1918 to 1920!

There are some easy things you can do to prevent flu.

- You should always cover your mouth when you cough.
- You should wash your hands many times every day. You shouldn't touch your face.
- A cough is a symptom of the flu. People with a cough shouldn't go to work or to school. They should stay home. They should call a doctor if they feel very sick.

You should do these things to stay safe during a time of flu.



1. There are two kinds of flu.
2. The flu is the same every year.
3. The flu was very bad in 1918.
4. Washing your hands can prevent the flu.
5. Touching your face can prevent the flu.
6. People with the flu should stay home.

T	F
T	F
T	F
T	F
T	F
T	F

B. Complete the paragraph with *should* or *shouldn't*.

Here are some remedies for a headache. You \_\_\_\_\_ take aspirin. You \_\_\_\_\_ listen to music, and you \_\_\_\_\_ watch TV. You \_\_\_\_\_ go to bed and sleep. If the headache doesn't stop, you \_\_\_\_\_ go to the doctor.

C. Write about remedies for a different health problem.

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## Language Expansion: Staple food crops

**A.** What do you know about staple food crops?  
Circle **T** for true or **F** for false.

1. Potatoes are originally from South America. T F
2. India is one of the world's largest producers of wheat. T F
3. Lentils are a kind of legume. T F
4. Soy sauce is made from soybeans. T F
5. Yucca grows under the ground. T F
6. China is the world's largest consumer of rice. T F



**B.** Talk to a partner. Which of these staple foods do you eat?

I eat wheat bread almost every day.

Sometimes I eat potatoes.

## Grammar: Simple past tense

### Simple past tense

We **learned** how to make pizza yesterday.

Too much rain **fell** last November.

I **ate** sushi for the first time in 2006.

\*Some verbs are regular in the simple past tense. They have an *-ed* ending.

\*Some verbs are irregular in the simple past tense. They have many different forms.

learn – learned

travel – traveled

see – saw

send – sent

arrive – arrived

want – wanted

eat – ate

give – gave

play – played

need – needed

drink – drank

take – took

ask – asked

help – helped

go – went

fall – fell

A. Complete the conversation. Use the simple past tense of the verbs in parentheses.

**Mary:** Tell me about yourself, Pedro.

**Pedro:** Well, I love to travel. Last year I \_\_\_\_\_ (travel) to Lebanon.

**Mary:** Wow! You \_\_\_\_\_ (go) to Lebanon?

**Pedro:** Yes, and I \_\_\_\_\_ (meet) my friend Habib and his family there. They \_\_\_\_\_ (show) me around Beirut and \_\_\_\_\_ (introduce) me to many new foods.

**Mary:** That sounds like fun.

**Pedro:** It was. I \_\_\_\_\_ (eat) hummus and falafel, and I \_\_\_\_\_ (try) a dish made from rice and grape leaves. It \_\_\_\_\_ (be) delicious!

B. Complete these sentences about the past. Use your own information.

1. Yesterday, I ate \_\_\_\_\_.
2. Last week, I went \_\_\_\_\_.
3. On the first day of this class, I learned \_\_\_\_\_.
4. Last month, \_\_\_\_\_.
5. In 2008, \_\_\_\_\_.

### Real Language

When we say something is *made from* other things, we're talking about its ingredients.

## Conversation



Track 1-5

A. Close your book and listen to the conversation. What is Albert eating? What is it made from?

**Albert:** You should try this! My aunt made it.

**Mary:** Mmmm... Delicious! What is it?

**Albert:** It's called *couscous*. It's made from wheat.

**Mary:** And what's this on top of the couscous?

**Albert:** Mostly vegetables and some kind of sauce.

**Mary:** How did your aunt learn to cook it?

**Albert:** Her great-uncle married a woman from North Africa. That's where couscous is from. They always ate it on special occasions.

**Mary:** What an interesting family history!

**Albert:** Yeah, and a great family recipe.



▲ North African couscous



B. Practice the conversation. Switch roles and practice it again.



### Goal 3

### Talk about traditional family dishes

Tell your partner about a dish you know how to make. How did you learn to make it?


## Reading

**A.** Look at the timeline and fill in the blanks.

1. Many Italians moved to the United States during \_\_\_\_\_.
2. People first baked flat bread during \_\_\_\_\_.
3. People in Naples, Italy, used hot lava to bake pizzas in \_\_\_\_\_.
4. European explorers went to the Americas during \_\_\_\_\_.
5. Lombardi's pizza restaurant opened in New York in \_\_\_\_\_.

 **B.** Fill in the blank with the correct word.

1. Stone Age people baked flat bread on hot \_\_\_\_\_.
2. \_\_\_\_\_ were the first people to eat tomatoes.
3. At first, Europeans didn't eat tomatoes because they thought they were \_\_\_\_\_.
4. In Naples, pizza makers used \_\_\_\_\_ to heat rocks for their ovens.
5. \_\_\_\_\_ brought pizza to the United States.


 **C.** Talk to a partner. Make a list of foods that are popular in your country that people brought from other countries. Where did these foods come from?

People here eat a lot of curry. I think curry came from India.

Right. There's an Indian restaurant downtown. They have wonderful curry.

## Communication

Work in a small group. Invent a new kind of pizza for Lombardi's restaurant. You should all agree on the toppings, the sauce, and the type of crust.

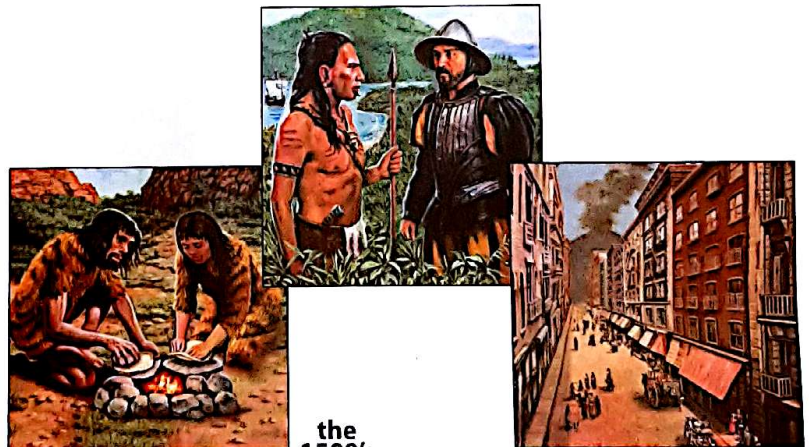
 Naples, Italy

# A Slice of History

What do you like on your pizza? Cheese? Tomatoes? Pineapple? People may disagree on their favorite ingredients, but many people agree that pizza is a favorite food. Where and when did people start making pizza? To find out, we have to travel back in time. People were baking bread dough on hot rocks in the Stone Age.

Stone Age people gathered ancient types of wheat and other grains. They mixed the grains into a batter. Then they poured the batter onto rocks in their campfires. What they got was a flat bread—the first pizza crust. In time, prehistoric bakers started using the flat bread as a plate. They put other food, herbs, and spices on the bread. Then they ate it.

Over the centuries, tastes changed. In the 1500s, European explorers tried to find a better way to sail to Asia to buy spices. Instead, they found a way to the Americas. Native American people in Peru, Central America, and Mexico enjoyed eating tomatoes, but in Europe, people thought tomatoes were poisonous! With time, Europeans and other people discovered



the Stone Age

the 1500's

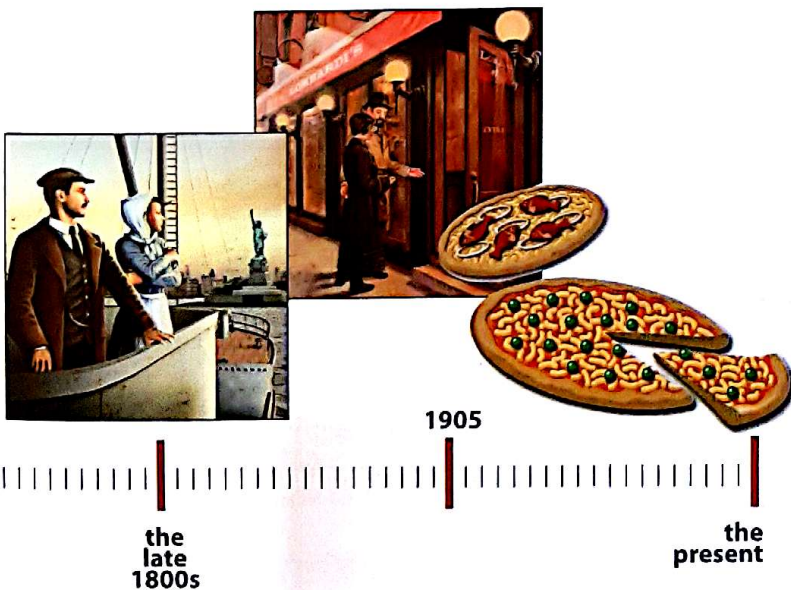
1830

# INTERNATIONAL DISH

that tomatoes were delicious and safe to eat. Cooks in Naples, an Italian city, began putting tomatoes onto baking dough.

People in Naples didn't stop there, however. They took another big step in pizza history. The world's first true pizza shop opened in Naples in 1830. Cooking pizza in Naples wasn't as easy as it is today. It was even a little dangerous. You see, pizza makers didn't use wood, gas, or electric ovens. Instead they used lava from a nearby volcano to heat rocks for baking pizza dough. Despite the danger, pizza was soon a big hit. People ate it for lunch and dinner. They even ate it for breakfast. News of the pizza shop spread quickly, and people traveled to Naples to try the tasty dish.

In the late 1800s, many Italians moved to the United States. They brought pizza with them. The first American pizzeria was Lombardi's in New York City. It opened its doors in 1905. Now pizza is one of the top three most popular U.S. foods. Of course, Americans are hardly the only pizza lovers. Humans eat 5 billion pizzas a year. Our choices for toppings vary widely. Brazilians love green peas on their pizza. Russians like fish and onions. People in India use lamb and tofu. Some pizzas truly sound strange. Yet all share two things. Each begins with bread. And each is a slice of history.



## Writing

Read the email and write a response. Be sure to answer all the questions.

**From:** Ronald Ferguson

**To:** \_\_\_\_\_

**Subject:** Help! My students have some questions for you.

Hi there,

How is everything there? I hope you're doing well, and I hope you can answer some questions from my students. As you know, our class will visit your country next month, and the students are asking me about the food. Here are some of their questions:

- What do people usually eat for breakfast there?
- Do you have pizza and burger restaurants?
- What are some traditional dishes we can try?
- Is there a staple food that people eat every day?
- What are some good things to eat for lunch and dinner?

Thank you very much! I look forward to our visit next month. Maybe you can join us for a good meal.

Your friend,  
Ronald

**From:** \_\_\_\_\_


**To:** Ronald Ferguson

**Subject: RE:** Help! My students have some questions for you.

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 **Goal 4** Understand how a regional food becomes an international dish

Talk with a partner. Is there a food from your region or country that is popular in other countries? Why do you think this food is popular in other countries?

## Lesson A

A. Complete the sentences with words from the box.

meal	staple food	geography	climate	flat	humid
farmer	region	coastal	grasslands	mountainous	crop

- Most people in China eat rice every day. It's their \_\_\_\_\_.
- Abbas is a \_\_\_\_\_ in Oman. He grows fruits and vegetables.
- Lunch is the biggest \_\_\_\_\_ of the day in Mexico. People eat it at about two o'clock.
- In my country, summer is very rainy and \_\_\_\_\_. The air feels wet all the time.
- The land in Holland is very \_\_\_\_\_. There aren't any mountains there.
- Many parts of Australia have a hot, sunny \_\_\_\_\_. The usual weather there is very nice.
- Switzerland is a \_\_\_\_\_ country. Many tourists go there to see the Alps and to go climbing.
- Argentina produces very good beef because cattle live on the \_\_\_\_\_ there.
- Coffee is a famous \_\_\_\_\_ in Brazil.
- The north of Canada is very cold. Not many people live in that \_\_\_\_\_.
- The \_\_\_\_\_ of a country is its land and climate.
- In the \_\_\_\_\_ part of my country, people eat a lot of fish, because they are near the ocean.

B. Look at the pictures. Use the phrases to write sentences in the simple present and present continuous tenses.

- have dinner/at home/in a restaurant
  - Usually, Claudia has dinner at home.** \_\_\_\_\_
  - Tonight, she is having dinner in a restaurant.** \_\_\_\_\_
- eat fish and rice/pizza and salad
  - \_\_\_\_\_
  - \_\_\_\_\_
- drink water/cola
  - \_\_\_\_\_
  - \_\_\_\_\_
- wear a t-shirt/a nice jacket
  - \_\_\_\_\_
  - \_\_\_\_\_
- watch TV/talk to her friends
  - \_\_\_\_\_
  - \_\_\_\_\_



▲ usually



▲ tonight

# Lesson B

A. Read about food in China. Complete the text with words from the box.

staple food    climate    regions    land    mountainous

China is a very large country with several important \_\_\_\_\_. In the northeast, the \_\_\_\_\_ is very cold. The \_\_\_\_\_ is flat. People there eat a lot of wheat bread. The south of China is hot and humid. Some parts are \_\_\_\_\_. Rice is the \_\_\_\_\_ there.

B. Write sentences about the land, climate, and food in two parts of India.



▲ North India: wheat bread

1. (land) \_\_\_\_\_
2. (climate) \_\_\_\_\_
3. (food) \_\_\_\_\_



▲ South India: rice

1. (land) \_\_\_\_\_
2. (climate) \_\_\_\_\_
3. (food) \_\_\_\_\_

C. When a word ends in a consonant sound and the next word starts with a vowel sound, the words are linked together. Read each sentence out loud. Mark two places where the words are linked together.

1. He has a brother in Tokyo.
2. I always eat a sandwich for lunch.
3. We never take a vacation in winter.
4. Rice is the staple food in Korea.
5. My English teacher is from Australia.
6. Most of the students live in the city.
7. We work in that office together.
8. Do you have any brothers or sisters?

Lesson C

A. Unscramble the names of these staple foods. Circle the foods you sometimes eat.

- 1. ecri \_\_\_\_\_
- 2. tosa \_\_\_\_\_
- 3. bcalk sneba \_\_\_\_\_
- 4. ncro \_\_\_\_\_
- 5. thewa \_\_\_\_\_
- 6. tilmel \_\_\_\_\_
- 7. nosysabe \_\_\_\_\_
- 8. llisnte \_\_\_\_\_
- 9. soopatet \_\_\_\_\_
- 10. smay \_\_\_\_\_
- 11. caucy \_\_\_\_\_
- 12. dre naebs \_\_\_\_\_



B. Complete the chart with the simple past tense form of each verb. Use your dictionary if necessary.

Present tense	Past tense	Present tense	Past tense
1. go		9. send	
2. say		10. write	
3. buy		11. find	
4. know		12. get	
5. fly		13. eat	
6. take		14. drink	
7. see		15. fall	
8. tell		16. give	

C. Answer the questions. Write complete sentences in the simple past tense.

- 1. What did you eat for dinner last night?  
\_\_\_\_\_
- 2. What did you do during your summer vacation last year?  
\_\_\_\_\_
- 3. What did you do last week? (three things)  
\_\_\_\_\_
- 4. Where did you go last weekend?  
\_\_\_\_\_

D. Complete the email. Use your own information.

Hi!

You asked me about a traditional dish in my family. I really like \_\_\_\_\_. It's made from \_\_\_\_\_ and \_\_\_\_\_. We eat it on special days like \_\_\_\_\_.

In my family, \_\_\_\_\_ usually cooks this dish. I hope you can try it sometime!

Your friend, \_\_\_\_\_

## Lesson D



# Sweet History

**C**hocolate is a new food, but a very old drink. About 3000 years ago, the Maya people in Honduras began growing cacao trees. They used the seeds to make a bitter, spicy drink. They mixed the seeds, called "cocoa beans," with chile peppers and water and put spices in the drink. They drank chocolate on special days. It was also a medicine for stomach problems. In Mexico, the people liked chocolate so much that they used cocoa beans for money.

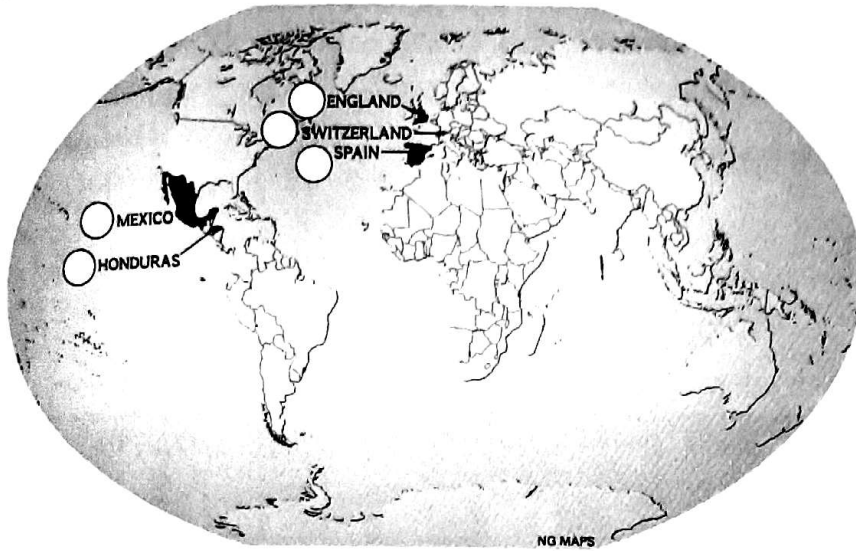
In the early 1500s, Spanish explorers went to Mexico. They brought chocolate back to Europe on their ships. It became a very popular drink for rich people in Spain. The Spanish didn't mix the cocoa beans with chiles. They put in other ingredients like sugar and vanilla to make it sweet. Later, the English added milk to the drink. In London, there were "chocolate houses." People could sit there and enjoy a cup of hot chocolate with their friends.

The first chocolate candy was made in the 1700s. Inventors in Switzerland made a machine to produce hard chocolate. But people made the candy by hand, so it was very expensive. Candy didn't become cheap until there were machines to make it. Factories in England made the first modern chocolate bars in 1847. In 1868, a company called Cadbury started selling boxes of chocolate candies.

Today, chocolate is popular in nearly every country in the world. Every year, we eat almost 6 million tons of it! It is one of the world's favorite foods.



A. How did chocolate move around the world? Write numbers 1–5 on the places on the map.



B. Read the article again. Circle **T** for true or **F** for false.

- |   |   |   |
|---|---|---|
| 1. The first chocolate was a drink.                                   | T | F |
| 2. The Maya people's chocolate had the same taste as chocolate today. | T | F |
| 3. People in Switzerland made the first sweet chocolate.              | T | F |
| 4. People went to chocolate houses in England to drink chocolate.     | T | F |
| 5. The first chocolate candy was very cheap.                          | T | F |
| 6. Machines made the first chocolate bars in 1868.                    | T | F |

C. Answer the questions.

- How often do you eat chocolate? \_\_\_\_\_
- Is chocolate popular in your country? \_\_\_\_\_
- Do you think chocolate is good for your body? Why, or why not? \_\_\_\_\_  
\_\_\_\_\_

D. Write about one of your favorite foods. Where do people make it or grow it? When do you eat it? Why do you like it?

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## Review

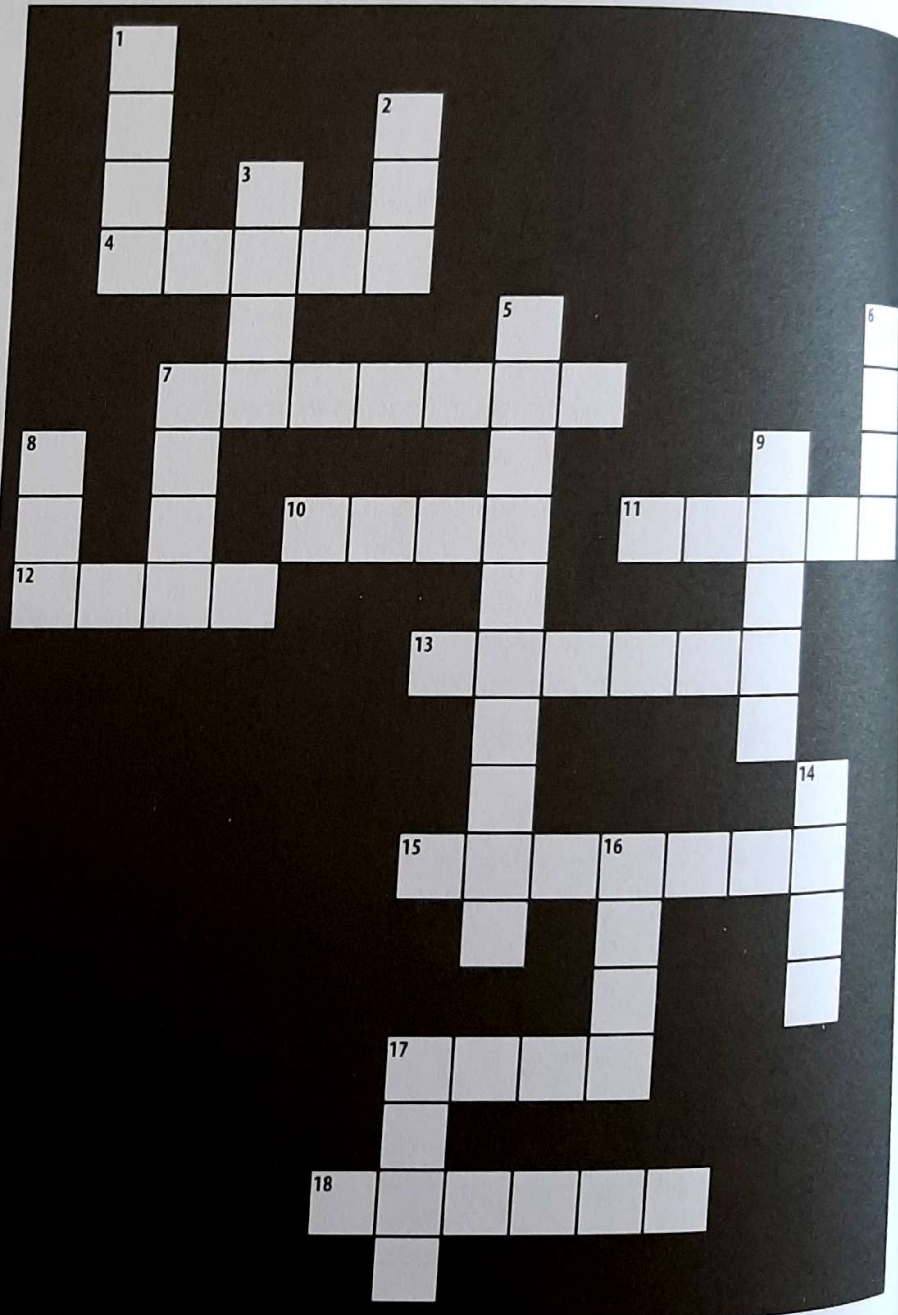
Complete the crossword puzzle using vocabulary and grammar from this unit.

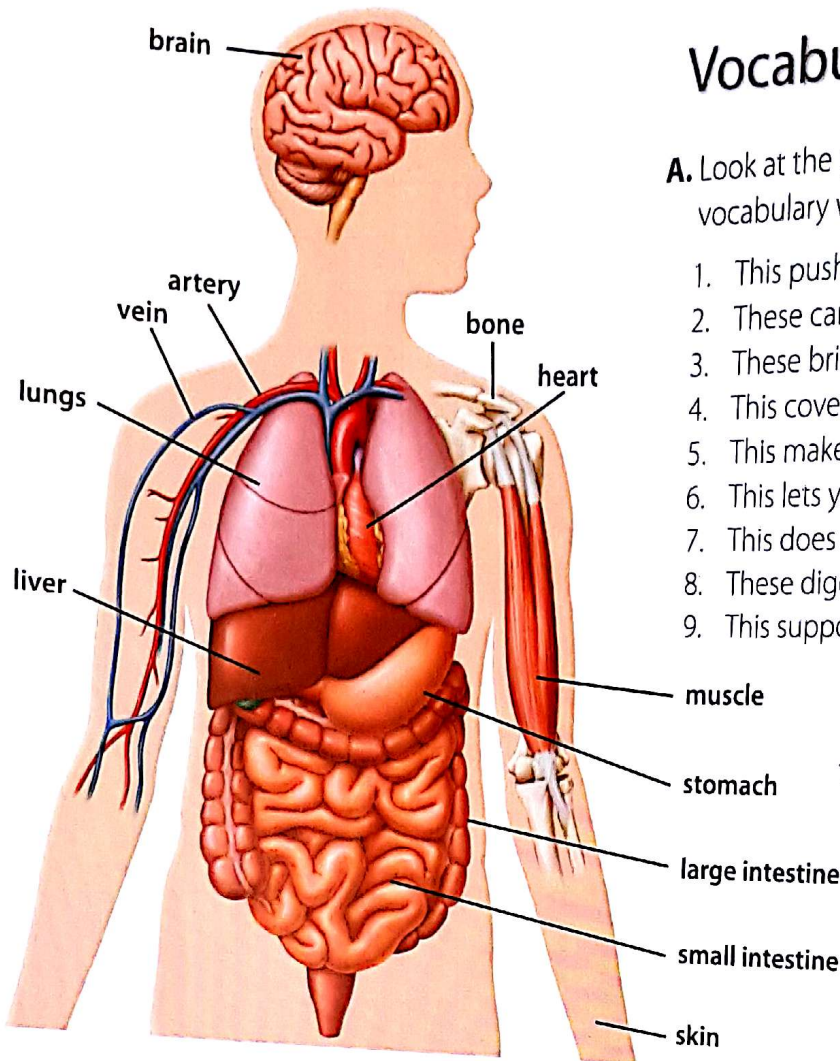
### Across

- 4. people use this food to make bread
- 7. the usual weather in a place
- 10. a plant that people grow on farms
- 11. simple past tense of *write*
- 12. simple past tense of *go*
- 13. a part of a country
- 15. near the ocean
- 17. simple past tense of *tell*
- 18. simple past tense of *buy*

### Down

- 1. simple past tense of *know*
- 2. simple past tense of *get*
- 3. breakfast, lunch, or dinner
- 5. something that people eat every day (2 words)
- 6. the staple food in China
- 7. the staple food in Mexico
- 8. simple past tense of *see*
- 9. simple past tense of *find*
- 14. with no mountains
- 16. simple past tense of *say*
- 17. simple past tense of *take*





## Vocabulary

A. Look at the picture. Then fill in the blanks below with the vocabulary words.

1. This pushes your **blood** through your body: \_\_\_\_\_
2. These carry blood around your body: \_\_\_\_\_
3. These bring air into your body: \_\_\_\_\_
4. This covers the outside of your body: \_\_\_\_\_
5. This makes your body move: \_\_\_\_\_
6. This lets you think and remember: \_\_\_\_\_
7. This does many different things: liver
8. These digest food: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
9. This supports your body: \_\_\_\_\_



Track 1-15

B. Listen and check (✓) the words you

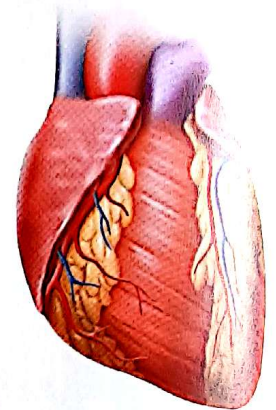
<input type="checkbox"/> brain	<input type="checkbox"/> stomach
<input type="checkbox"/> large intestine	<input type="checkbox"/> bone
<input type="checkbox"/> heart	<input type="checkbox"/> liver
<input type="checkbox"/> artery	<input type="checkbox"/> muscle
<input type="checkbox"/> lungs	<input type="checkbox"/> small intestine
<input type="checkbox"/> vein	<input type="checkbox"/> skin

### Word Focus

**blood** = the red liquid pumped by the heart through the body

## Grammar: Review of comparatives, superlatives, and equatives

Comparatives	Superlatives	Equatives
The small intestine <b>is longer than</b> the large intestine.	The skin is <b>the</b> body's <b>largest</b> organ.	Your heart is <b>as large as</b> your fist.
*Comparative sentences express similarities or differences between two people or things.	*Superlative sentences express extremes among three or more people or things.	*Equative sentences are used when people or things are equal to each other.
*Form comparative sentences with <i>-er + than</i> or <i>more/less than</i> .	*Form superlative sentences with <i>the + -est</i> or <i>the most/least</i> .	*Form equative sentences with <i>as + adjective + as</i>



human heart



human fist

**A.** Complete the sentences. Use comparatives, superlatives, equatives, and the words in parentheses. In some sentences, more than one answer is possible.

1. Walking for exercise is \_\_\_\_\_ (good) than running.
2. Smoking is the \_\_\_\_\_ (bad) thing you can do to your lungs.
3. Green vegetables are the \_\_\_\_\_ (nutritious) kind of food for your brain.
4. Swimming is not the \_\_\_\_\_ (quick) way to build up your arm muscles.
5. Some elderly people are \_\_\_\_\_ (healthy) as some young people.



**B.** Do you agree or disagree with the statements above? Use comparatives, superlatives, and equatives.

I agree. Running is bad for your knees.

But it's harder work, so maybe it's better for your heart.

## Conversation



Track 1-16

**A.** Close your book and listen to the conversation. Which body parts do the speakers mention?

- Ron:** What are you eating? It looks good.  
**Valerie:** It's fish stew, and it is good! Did you know that eating fish is good for your brain?  
**Ron:** Really? Is it good for anything else?  
**Valerie:** Well, it's very **low in fat**, so it's good for your arteries, too.  
**Ron:** And it's **high in protein**, right? So it could help you build muscles.  
**Valerie:** Yes, I think you're right.  
**Ron:** Hmm. I just have a boring cheese sandwich.  
**Valerie:** But cheese is full of calcium. That's good for your bones.



**B.** Practice the conversation with a partner. Switch roles and practice it again. Then make a new conversation using foods you know about.

### Word Focus

Foods and drinks that are **high in X** or **low in X**, have a large or small amount of **X**. A food that's low in calories, for example, has a small number of calories.



### Goal 1 Discuss ways to stay healthy

Talk with your partner about things you do to stay healthy.

I try to avoid eating sugar.

Good idea. I lift weights three times a week.



## Language Expansion: Everyday ailments

For every common health problem, there's a product you can't live without. At least, that's what the advertisers want you to believe. For teenagers with **acne** or other skin problems, there's a miracle cream. A new shampoo will take care of the **dandruff** in your hair, and good old-fashioned aspirin will take care of your **headache** or **sore throat**. Are you suffering from **insomnia**? There's a pill to help you fall asleep. Did you eat the wrong kind of food, and now you have **indigestion**? There's a pill to end the burning feeling in your stomach. And if food won't stay in your stomach at all, take some medicine to take care of the **nausea**. Or maybe you ate too fast, and now you have the **hiccups**? Well, you won't find anything at the pharmacy for hiccups, but you can bet there's a company working on a new product right now.

**A.** Write the word in **blue** next to its definition.

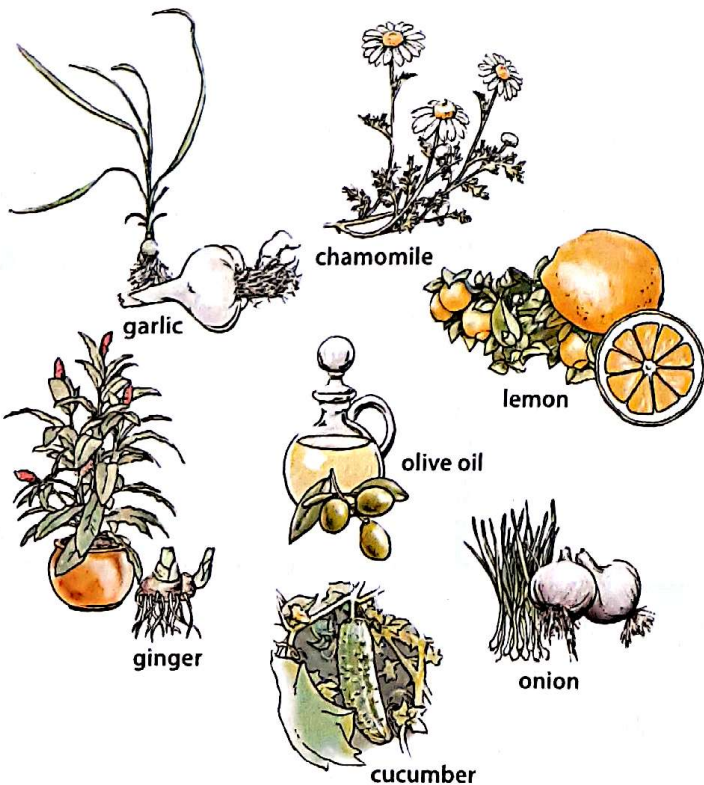
1. \_\_\_\_\_ not able to sleep
2. \_\_\_\_\_ a skin condition of red spots, especially on the face
3. \_\_\_\_\_ a sharp sound you make in your throat
4. \_\_\_\_\_ a feeling like you are going to vomit
5. \_\_\_\_\_ dry skin that forms on the head and drops in little white pieces
6. \_\_\_\_\_ pain in the stomach because of something one has eaten
7. \_\_\_\_\_ a pain in your head
8. \_\_\_\_\_ a general feeling of pain in the throat

**B.** Read the article about natural remedies.

### A Natural Solution

Garlic for a cold? Chamomile tea for bad breath? These days more and more people are turning to their grandparents' remedies to cure the minor illnesses and problems of everyday life. And why not? These natural remedies are usually safe, inexpensive, and, best of all, they work! (At least for some of the people, some of the time.) So the next time you're looking for a cure, skip the pharmacy and head to the grocery store for

- **lemons** to stop the hiccups (Bite into a thick slice.)
- **ginger** to end nausea (Grind it and add hot water to make a tea.)
- **olive oil** to cure dandruff (Rub it into the scalp before shampooing.)
- **cucumbers** to reduce acne (Eat them often.)
- **onions** to relieve a headache (Put slices on your forehead, close your eyes, and relax.)



# Grammar: Infinitive of purpose

## Infinitive of purpose

You can drink tea with honey **to help** a sore throat.  
I always use lotion with sunscreen **to protect** my skin.

- \*The infinitive of purpose gives a reason for doing something.
- \*It is formed with **to** + the base form of a verb.

### C. Match the actions with the reasons.

- |                                      |   |
|--------------------------------------|---|
| 1. Get plenty of sleep at night ____ | a. to help them fall asleep.                      |
| 2. Eat fruits and vegetables ____    | b. to find out the best remedy for your problem.  |
| 3. Take a nap ____                   | c. to increase your concentration during the day. |
| 4. Give children warm milk ____      | d. to make your muscles stronger.                 |
| 5. Ask your doctor questions ____    | e. to get enough vitamins in your diet.           |
| 6. Lift weights ____                 | f. to cure a headache.                            |

## Conversation



### A. Close your book and listen to the conversation. What remedies for tiredness do the speakers talk about?

**Olivia:** Hi, Ashley. Are you drinking coffee? That's new.

**Ashley:** Hi, Olivia. You're right. I usually don't drink coffee, but I need it today to wake up.

**Olivia:** You do look tired. Did you get enough sleep last night?

**Ashley:** No, I was worried about today's test, so it was hard to fall asleep.

**Olivia:** Come on. Let's go for a walk.

**Ashley:** Go for a walk? Why?

**Olivia:** To wake you up and to get some oxygen to your brain before the test.

**Ashley:** That's a good idea. Where do you want to go?

### B. Practice the conversation with a partner. Switch roles and practice it again.

### C. Imagine that you or your partner has a health problem. Make a new conversation using your own ideas. Then role-play the conversation for the class.

### Real Language

We say *That's new* when we notice something different or unusual.



## Goal 3 Suggest helpful natural remedies

Talk to a partner. What do you usually do to cure these common problems: a headache, bad breath, sore feet, and hiccups?

## Reading

**A.** Talk to a partner. Which of these can make you sick?

- shaking hands with someone
- being outside in cold weather
- eating food
- riding a crowded bus
- touching your eye
- playing a computer game


**B.** Circle **T** for *true* or **F** for *false*.

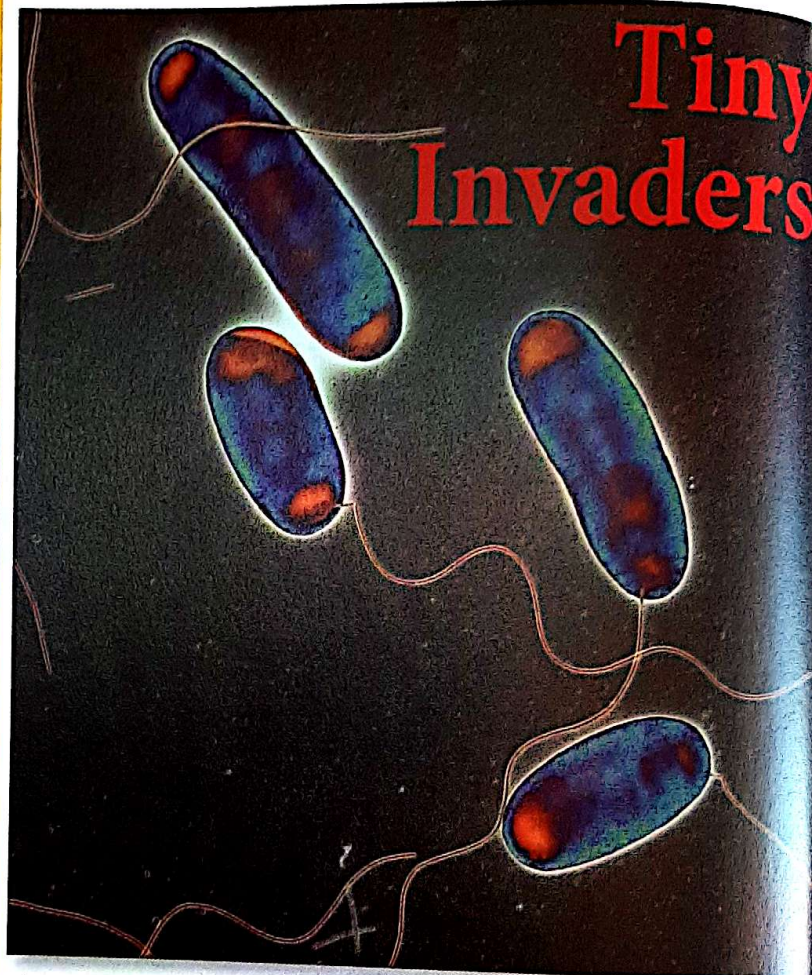
1. Viruses can only live inside people or animals. T F
2. All bacteria cause illnesses. T F
3. Washing your skin can prevent some illnesses. T F
4. Germs can enter the body through the eyes. T F
5. After they kill germs, antibodies stay in the body. T F
6. Vaccines kill germs in the body. T F

**C.** Tell a partner about the last time you got sick. How did you feel? Do you think your illness was caused by bacteria or a virus?

## Communication

Work in a small group. Make a list of serious illnesses that people in different parts of the world can get. How do people get those illnesses?

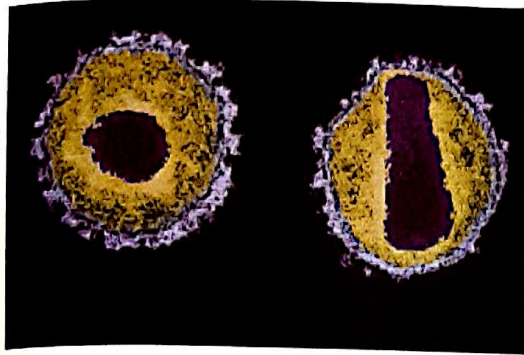
 The Human Body



▲ Legionella bacteria

The human body is truly amazing. It allows us to sense the world around us, to do work and have fun, and to move from place to place. In fact, the human body does its work so well that most people don't think about it very much—until they get sick.

The germs that make people sick are everywhere. You can't see them, but they're there. They're sitting on your desk. They're hiding on your computer's keyboard. They're even in the air that you are breathing. There are two types of germs: viruses and bacteria. Viruses are germs that can only live inside animals or plants. Viruses cause illnesses such as the flu and measles. Bacteria are tiny creatures. Some bacteria are good. They can help your stomach break down food. Other bacteria aren't so good. They can make you sick. Bacteria can cause sore throats and ear infections.



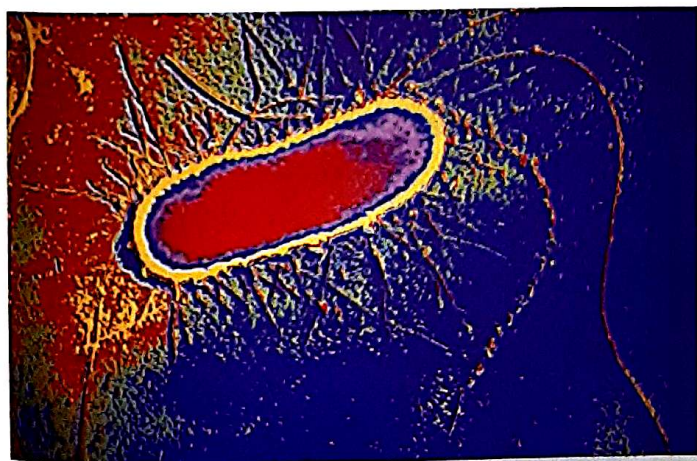
▲ HIV/AIDS virus

How can you stop these tiny invaders from making you sick? Your skin is the first defense against germs. You can prevent some illnesses simply by washing

with soap and water. But germs can still enter the body through small cuts in the skin or through the mouth, eyes, and nose.

Once germs are inside your body, your immune system tries to protect you. It looks for and destroys germs. How does it do that? Special cells patrol your body. Some of these cells actually eat germs! Other cells make antibodies. An antibody sticks to a germ. There is a different antibody for each kind of germ. Some antibodies keep germs from making you sick. Others help your body find and kill germs. After a germ is destroyed, the antibodies stay in your body. They protect you if the same kind of germ comes back. That way you will not get the same illness twice.

You can keep your body healthy by eating a nutritious diet to make your immune system strong. You can also help your immune system fight germs by getting vaccinated. Vaccines are medicines. They contain germs that have been killed or weakened. The dead germs can't make you sick. Instead, they cause your body to make antibodies. If the same germ ever shows up again, then your antibodies attack it.



▲ E-coli

## Writing

Imagine you are a parent. Your child is sick and cannot go to school. Write a letter to your child's teacher to explain the situation.

\_\_\_\_\_  
(date)

Dear (Mr./Ms.) \_\_\_\_\_

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

Sincerely,

\_\_\_\_\_

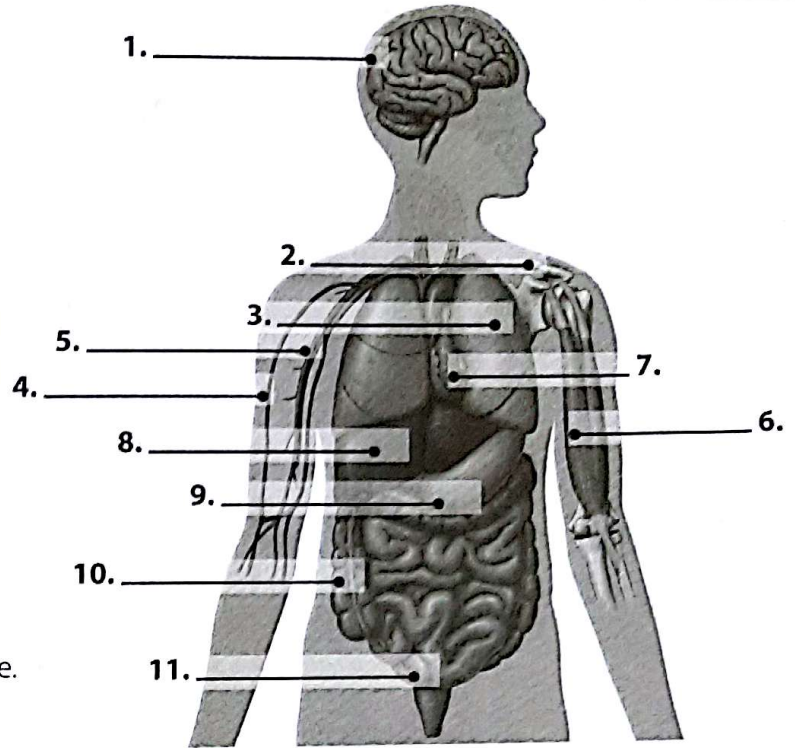
 **Goal 4** **Understand how germs affect the body**

Talk to a partner. What happens when viruses or bacteria enter the body?

## Lesson A

A. Label the parts of the body with the words from the box.

artery	bone	brain
heart	liver	lungs
muscle	small intestine	stomach
large intestine	vein	



B. Write sentences with the comparative form of each adjective. Give your opinions.

1. friendly: emails/phone calls

**Phone calls are friendlier than emails.**

2. nice: cats/dogs

3. bad for you: eating junk food/smoking

4. exciting: basketball/soccer

5. healthy: meat/vegetables

6. (adjective: your own idea)

C. Write your opinion with the superlative form of each adjective.

1. big/problem in the world

**I think pollution is the biggest problem in the world.**

2. great/athlete today

3. healthy/food to eat every day

4. beautiful/place in our country

5. enjoyable/way to exercise

6. (adjective/your own idea)



## Lesson B

A. Answer the questions.

### How Is Your Health?

1. What kinds of exercise do you do? How often?

---

---

2. Do you have a lot of stress in your life? What causes it?

---

---

3. Do you think you eat a healthy diet? How could your diet be healthier?

---

---

4. Are the other people in your family healthy, particularly your parents and grandparents?

---

---

5. I think my lifestyle is:

\_\_\_ very healthy    \_\_\_ OK    \_\_\_ not so healthy    \_\_\_ very unhealthy

6. How could you make your lifestyle healthier?

---

---

B. Underline the sounds that are linked together. Then read the sentences out loud.

If the word after *-er* or *more* starts with an /r/ sound, the words are linked together.

If the word after *-est* or *most* starts with a /t/ sound, the words are linked together.

1. That's the best tomato I've ever tasted.
2. My hardest test was in mathematics.
3. Swimming is more relaxing than running.
4. We need a bigger rug in the living room.
5. He's the newest teacher in our school.
6. We're looking for a better restaurant.

# Lesson C

A. Label the pictures with words from the box.

acne dandruff headache sore throat insomnia indigestion nausea hiccups



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

What do you do for these problems? Write sentences with reasons using infinitives of purpose. Write your own ideas.

1. indigestion (help)

I usually go for a walk to help indigestion.

2. headache (stop)

3. hiccups (cure)

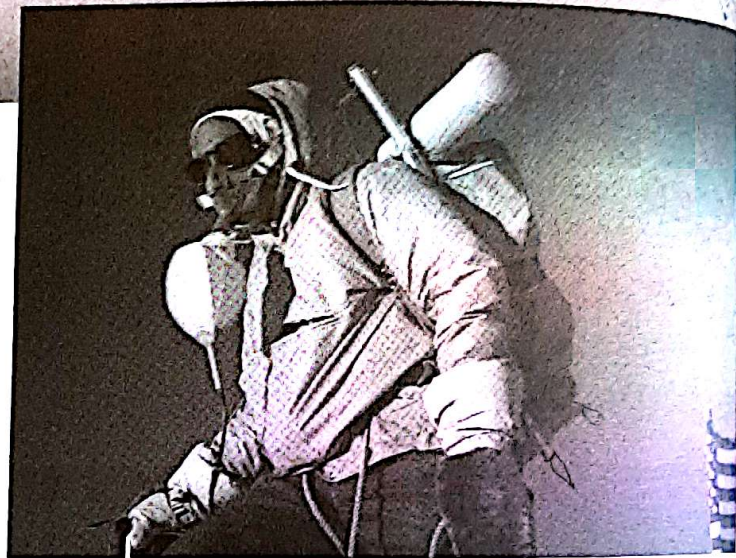
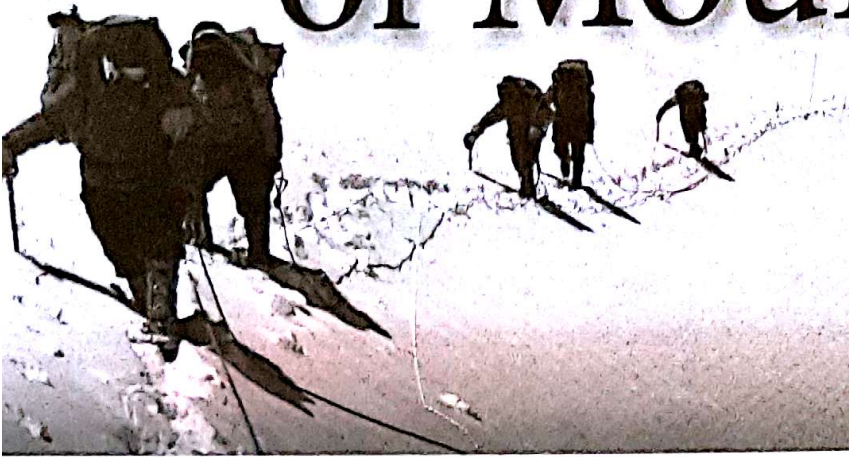
4. insomnia (help)

5. nausea (end)

6. sore throat (cure)

7. (your own idea)

# In the *Death Zone* of Mount Everest



Mountain climbers call the part of a mountain over 7000 meters the *Death Zone*. The human body can't live for very long at this height, because the air is too thin and there isn't enough oxygen. Mount Everest, the world's highest mountain, is 8,848 meters high. What happens to the bodies of people who climb it?

Their lungs have to work very hard. Normally, people breathe about 20 times every minute when they are resting. On top of Everest, climbers must breathe 70–80 times a minute to get enough oxygen. The heart must beat faster to move the blood through the veins and arteries. Other parts of the body work very slowly, to save energy. For example, the stomach stops digesting food.

As they get closer to the top of the mountain, climbers feel worse and worse. They have insomnia, so they always feel tired. They get very bad headaches. The sun burns their skin through the thin air, and the bright light from the snow hurts their eyes. Because they have nausea and indigestion, they don't want to eat, and that makes them weaker. In the dry air, they feel thirsty all the time.

Climbing on Everest also affects the brain. Your brain thinks very slowly, because it doesn't have enough oxygen. Scientists have tested this by speaking to climbers with radios. They ask questions like, "If John is taller than Tom, who is shorter?" This is probably very easy for you to answer.

But at the top of Everest, climbers have to think a long time to find the answer, and they often make mistakes. Because the climbers can't think well, they sometimes make bad decisions and get into accidents.

Even with all these difficulties, more than 2500 people have reached the top of Mount Everest. Scientists have found ways to solve some of their problems. Now, almost all climbers breathe from oxygen tanks. They use radios to communicate with people at the bottom, so they can get advice if they're not thinking clearly. There are medicines to help them with headaches and lung problems.

But Mount Everest is still the most difficult and dangerous environment on earth. Almost 200 people have died trying to climb it—with a few more dying every year. Only the strongest bodies can survive up there in the *Death Zone*.

A. Read the article again. Circle **T** for true or **F** for false.

- |  |     |
|--|-----|
| 1. The <i>Death Zone</i> is at the bottom of a mountain.                             | T F |
| 2. Problems in people's bodies on high mountains come from not having enough oxygen. | T F |
| 3. Climbing Mount Everest affects many parts of a climber's body.                    | T F |
| 4. On Mount Everest, people breathe very slowly because the air is so thin.          | T F |
| 5. Only a few people have climbed Mount Everest.                                     | T F |
| 6. New inventions have helped solve some health problems on Everest.                 | T F |
| 7. Climbers don't die on Mount Everest nowadays.                                     | T F |

B. What happens to these parts of the body in the *Death Zone*? Match the columns.

- |                 |                       |
|-----------------|-----------------------|
| 1. heart ___    | a. gets red           |
| 2. arteries ___ | b. hurts a lot        |
| 3. stomach ___  | c. works very slowly  |
| 4. brain ___    | d. carry blood faster |
| 5. skin ___     | e. stops working      |
| 6. head ___     | f. beats very quickly |

C. Answer the questions.

1. Why do you think people want to climb Mount Everest?

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2. What's the highest mountain in your country? Would you like to climb it? Why, or why not?

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D. Think about your favorite sport. What happens to people's bodies when they play it? Is it good for their bodies or harmful?

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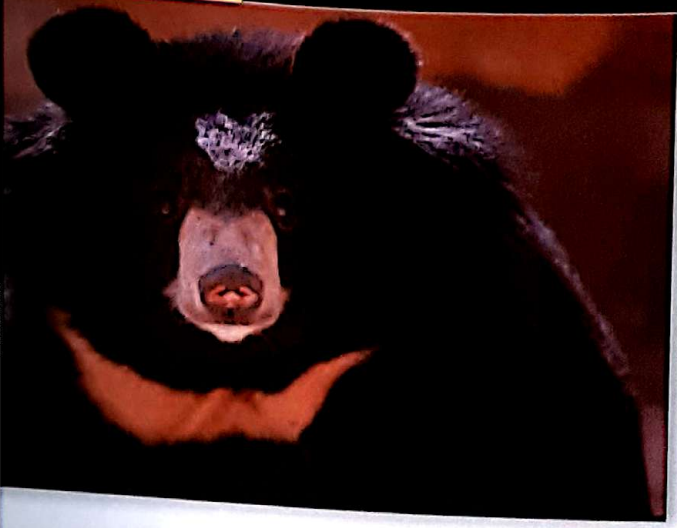
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## Vocabulary

A. Read the sign. Notice the words in **blue**.

### Asiatic Black Bear (*Ursus thibetanus*)

This is an Asiatic black bear. It's one of eight different **species** of bears. Its **habitat** is the forests of northern Asia. These bears are **predators** that eat other animals. Their usual **prey** is small animals and fish. They **hunt** for their food during the day. The bear in our zoo is **wild** and came from a forest in China. In the past, some other kinds of **tame** bears performed in shows. Asiatic black bears are endangered, and there are only a few of them left. People kill them to use their body parts in traditional medicine. If we don't **protect** these bears, they will be **extinct** a few years from now. We must all do our part to save the world's **wildlife**.

B. Write the words in **blue** next to the correct meanings.

1. to look for animals and kill them \_\_\_\_\_
2. an animal that other animals kill to eat \_\_\_\_\_
3. an animal that kills other animals \_\_\_\_\_
4. the place where an animal usually lives \_\_\_\_\_
5. a kind of animal \_\_\_\_\_
6. doesn't exist any more, all dead \_\_\_\_\_
7. animals and plants that live in nature \_\_\_\_\_
8. to keep safe from danger \_\_\_\_\_
9. in nature, not controlled by people \_\_\_\_\_
10. trained to live with people \_\_\_\_\_



Range of Asian black bear (*Ursus thibetanus*)  
NG MAPS

## Grammar: Real conditionals in the future

A. Study the sentence and answer the questions.

Condition Result

**If we don't protect these bears, they will be extinct a few years from now.**

1. Is the condition possible, or not possible? \_\_\_\_\_
2. Is the result now, or in the future? \_\_\_\_\_

### Real conditionals in the future

#### Condition

*if* + subject + present tense verb

**If** I have time tomorrow,

**If** we don't protect Asiatic black bears,

#### Result

subject + *will* + verb

**I'll** call you.

they **will** be extinct a few years from now.

\*These sentences tell about situations in the future that are possible.

\*The clause with *if* can be at the beginning or the end of the sentence.

B. Complete the sentence with the correct form of the verb in parentheses.

1. If an elephant \_\_\_\_\_ (live) in a zoo, it \_\_\_\_\_ (get) bored.
2. We \_\_\_\_\_ (be) very happy if our team \_\_\_\_\_ (win) the game.
3. If I \_\_\_\_\_ (see) a bear in the forest, I \_\_\_\_\_ (run) away.
4. I \_\_\_\_\_ (go) to the match if I \_\_\_\_\_ (have) enough money for a ticket.
5. If you \_\_\_\_\_ (sleep, not) enough, you \_\_\_\_\_ (feel) tired tomorrow.


 C. Discuss these situations with a partner. Write sentences to describe them. What will happen if . . .

1. Asiatic black bears can't find enough food? \_\_\_\_\_  
\_\_\_\_\_
2. people cut down the forests in Asia? \_\_\_\_\_  
\_\_\_\_\_
3. people use more traditional medicine? \_\_\_\_\_  
\_\_\_\_\_
4. people protect Asiatic black bears? \_\_\_\_\_  
\_\_\_\_\_

### Real Language


You can say *That may be, but . . .* to show that you disagree with the other person's idea.

## Conversation

 A. Close your book and listen to the conversation. What is Katie afraid of?

Track 2-6

- Mike:** Let's go camping in the national park.  
**Katie:** I'm not sure that's a good idea. There are bears in the park.  
**Mike:** That may be, but they're not very big. And they stay away from people.  
**Katie:** If I see a bear, I'll be really scared. They're so dangerous!  
**Mike:** Bears won't hurt you if you leave them alone.

 B. Practice the conversation with a partner. Switch roles and practice it again.

C. Make two new conversations.

1. White Beach/sharks
2. your own idea \_\_\_\_\_



## Goal 1 Use conditionals to talk about real situations

Talk to your partner about situations that will affect nature.

## Pronunciation: Phrases in sentences



Track 2-10

**A.** Listen and repeat these sentences. Notice how they're divided into phrases.

1. A bluefin tuna | can swim very fast | and live a long time.
2. My friend's birthday | is June fourteenth.

**B.** Divide these sentences into phrases.

1. Jeff and I saw three big sharks.
2. Cathy doesn't like dogs or cats.
3. I'll bring my camera if we go to the zoo.
4. How many children do you have?
5. My friends and I go out dancing every Saturday night.



Track 2-11

**C.** Listen and check your answers. Then take turns saying the sentences to your partner.



## Communication

**A.** Read the information. What does *sustainable* mean?

Fish is one of the world's favorite foods. Around the world, the average person eats 36 pounds (16 kg) of fish every year. But many kinds of fish around the world are disappearing because people catch too many of them. Scientists say that 90 percent of the biggest fish are gone now. If we catch too many big fish now, there won't be any baby fish in the future. Our way of fishing now is not **sustainable**—it can't continue for a long time without hurting the environment.



**B.** You are members of an environmental group called **Save the Oceans**. Your group wants to take action to solve the fishing problem, and it is thinking about three different plans. Talk about these plans. What will happen if we follow each one?

### Plan A: Don't eat fish!

Tell people to stop buying and eating fish. Put ads in newspapers and magazines, and make TV commercials to explain why fishing hurts the environment.

### Plan B: Safe fish symbol

Make a special symbol for fish that is caught in a sustainable way. Make commercials to tell people to look for this symbol in supermarkets and restaurants.

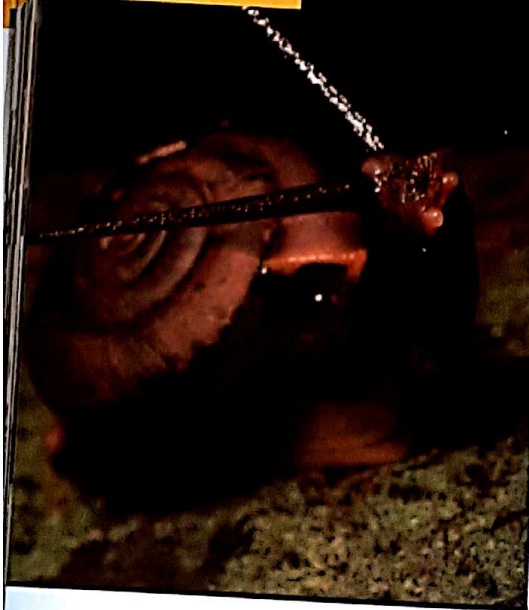
### Plan C: Strict laws about fishing

Make stronger laws about how many fish people can catch. Send special police in fast boats to all of the fishing areas to make sure that fishing boats follow the laws.



## Goal 2 Talk about possible future situations

Which is the best plan? Why? Explain your decision to the class.



## Language Expansion: Adverbs of manner

**A.** How do they do it? Look at the pictures. Complete the sentences with an adverb from the box.

**beautifully fast well slowly loudly badly**

1. A snail moves slowly.
2. A cat hunts \_\_\_\_\_.
3. A penguin walks \_\_\_\_\_.
4. A shark swims \_\_\_\_\_.
5. A lion roars \_\_\_\_\_.
6. A bird sings \_\_\_\_\_.



### Adverbs of manner

Adjective + *ly*

quick + *ly* = **quickly**

careful + *ly* = **carefully**

happy + *i* + *ly* = **happily**

Irregular adverbs

good **well**

fast **fast**

hard **hard**

\*Adverbs of manner tell how an action is done.

*A snail moves slowly.*

*A cheetah runs fast.*

\*Adverbs of manner come after the verb.

**B.** What is the adverb for each adjective? On another sheet of paper, write a sentence using the adverb.

**quick careful quiet easy loud**

## Grammar: Review of quantifiers

**A.** Read about raccoons and the things they eat. Work with a partner to decide if their foods are count or non-count nouns.

Raccoons are small animals that live in North America and some parts of Europe. They are *omnivores*—animals that eat both plants and animals. A raccoon's usual food is nuts and fruit. They also like to eat insects. They climb in trees to eat bird eggs. Sometimes, they also catch fish or frogs. Some raccoons live in cities. They cause problems there because they like to eat garbage. They look for things like meat, bread, and potatoes in people's garbage cans. They'll even eat soap if they find it!



B. Review the information in the chart. Then circle the correct quantifier in each sentence below.

**Quantifiers**

**With count nouns**

- too few
- a few
- some
- a lot of
- many
- too many

**With non-count nouns**

- too little
- a little
- some
- a lot of
- too much

\*Quantifiers tell us *how much* or *how many*.

\*Don't use *much* in affirmative sentences: ~~He has much money.~~ He has a lot of money.

1. Raccoons eat (many/a little) different kinds of food.
2. They eat (a little/a lot of) nuts
3. Raccoons will eat (a few/a little) insects if they find them.
4. They sometimes eat (a little/many) soap.
5. If a raccoon goes in your garbage can, you'll find (a lot of/many) garbage all around the place!

**Conversation**



A. Listen to the conversation with your book closed. What does the woman want to see at the zoo?

- Dan:** So, which animals do you want to see at the zoo?  
**Carmen:** I love to look at the penguins. I think they're really amazing.  
**Dan:** Why is that?  
**Carmen:** Well, they walk so slowly, but in the water they swim really well. And it's fun to watch them at feeding time.  
**Dan:** Really? What do they eat?  
**Carmen:** They eat a lot of fish and a few shrimp.



B. Practice the conversation with a partner. Switch roles and practice it again.

C. Fill in the chart. Add your own ideas. Then make new conversations.

**bread walk play leaves grass climb run bananas**

	What it does	What it eats
1. camels		
2. monkeys		

**Goal 3 Describe what animals do**

Report to the class. Tell them about your favorite zoo animal.



## Reading

**A.** Discuss these questions with a partner.

1. Why do people visit national parks and other nature areas?
2. What are the most famous nature areas in your country? What problems do they have?

**B.** Circle **T** for *true*, **F** for *false*, or **NI** for *no information* (if the answer is not in the reading).

1. There are no wolves in Yellowstone today.      T    F    NI
2. Wolves can kill animals that are much bigger than them.    T    F    NI
3. Wolves live in families.      T    F    NI
4. Wolves often hurt people.    T    F    NI
5. People killed all of the wolves in Yellowstone.    T    F    NI
6. Wolves sometimes kill farm animals.      T    F    NI
7. Wolves can run very fast.    T    F    NI

**C.** Number the events to put them in order.

**a.**

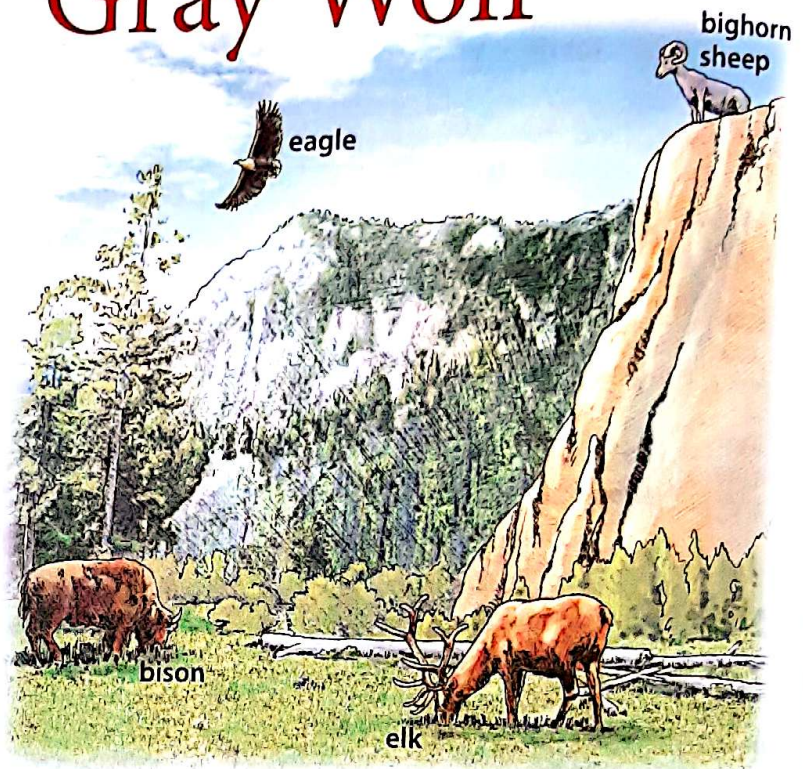
- \_\_\_ There are fewer elk.
- \_\_\_ More willow trees grow.
- \_\_\_ The wolves kill and eat elk.
- \_\_\_ There are more wolves in the park.

**b.**

- \_\_\_ The wolves get out of the park.
- \_\_\_ The wolves kill cows and sheep.
- \_\_\_ Ranchers lose money.
- \_\_\_ Ranchers get angry.

Yellowstone National Park, United States

# Return of the Gray Wolf



Yellowstone National Park in the United States is one of the most beautiful places in the world. In the park, visitors see many kinds of wildlife like **bison**, **elk**, and **bighorn sheep** in their natural environment. But for many years, one animal was missing: the gray wolf. These wolves still lived in Canada, but they were disappearing in the United States.

Wolves are very intelligent animals. They learn, play, and live in families—the same way dogs do. They communicate with the other wolves in their pack, or family, with their voices. They kill their prey with their sharp teeth. When wolves are together in their packs, they hunt very large animals like bison.

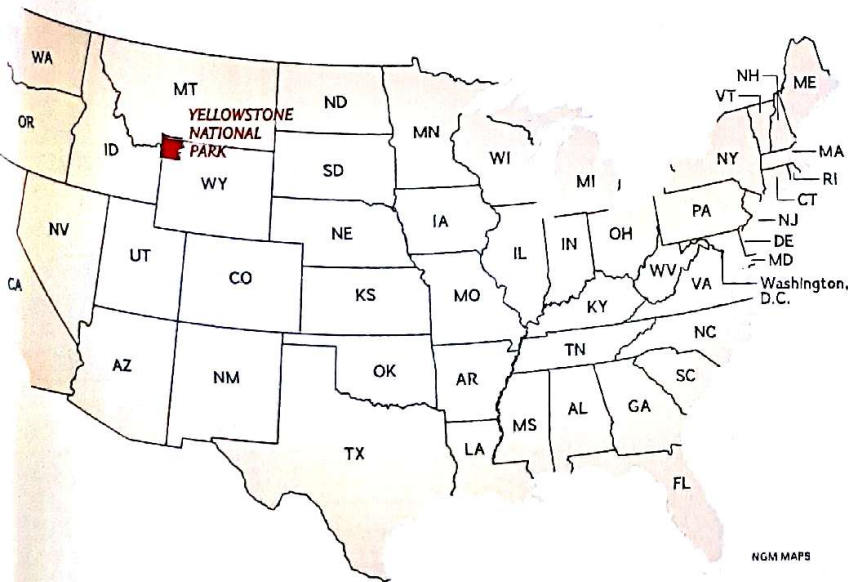
Starting in the 1800s, people hunted gray wolves in Yellowstone because they were dangerous predators. In 1926, the last wolf in the park was killed. But some scientists thought that this was bad for the ecosystem. If there are no predators, the population of prey animals

gets too large. In 1976, the government made it illegal to kill wolves. And in 1995, scientists started a new program. They brought 31 wolves from Canada to live in Yellowstone.

Some people were very angry about this program. Tourists were afraid of wolf attacks, though wolves don't usually hurt people. Ranch owners don't like wolves because they kill their sheep and cows. In the first few years, wolves killed 80 sheep and 5 cows near the park. Scientists say that was only a few animals, but ranchers say it was too many.

The wolves in Yellowstone have helped the park's ecology. If wolves kill an elk, they will leave a lot of meat for other animals, because an elk is too big for wolves to eat completely. So the wolves give food to animals and birds like eagles. The wolves also helped the trees. If there are no wolves, there will be too many elk. The elk won't have enough food, so they eat small willow trees and kill some kinds of forests. After the wolves came back to the park, they killed and ate the elk, and the willow trees started to grow again.

Today, there are more than 1,000 gray wolves around Yellowstone. And once again, you can hear their voices at night.




## Communication

**A.** Choose a role. Make notes on your opinions about wolves.

1. You are a rancher near Yellowstone National Park. Gray wolves have killed five of your sheep. You can sell your sheep for \$500 each.

2. You are a travel company owner. You take visitors on tours to Yellowstone National Park. They sleep in tents and take photos of the wildlife.

3. You are a scientist who studies wolves. You want to find out how young wolves learn to hunt.

 **B.** The government wants to bring more wolves to Yellowstone. Role play a meeting of the three people described in exercise **A.**

## Writing

Should the government help dangerous animals? Write a paragraph about your opinion.



**Goal 4**

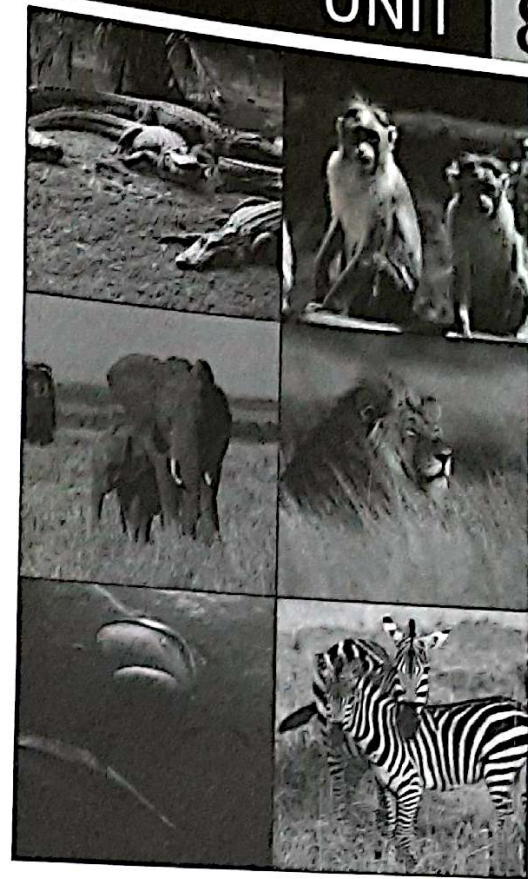
**Give your opinion about a problem in nature**

Read your paragraph to the class.

A. Complete the sentences with words from the box.

species	habitat	predator	prey	hunt
wild	tame	protect	extinct	wildlife

- You can't see dinosaurs at the zoo because they are \_\_\_\_\_.
- The \_\_\_\_\_ of monkeys is jungles in warm countries.
- Many tourists go to Africa to see \_\_\_\_\_ such as elephants, lions, and zebras.
- A \_\_\_\_\_ is an animal that kills and eats other animals.
- Sharks don't usually eat people. Their usual \_\_\_\_\_ is smaller fish.
- In some countries, \_\_\_\_\_ dogs are a problem. They live in the forest and attack people!
- In the past, rich people used to \_\_\_\_\_ tigers and use their skins for fur. Now there are very few tigers left.
- You can see \_\_\_\_\_ elephants in the circus. They are friendly and live with people.
- Save the Earth is an organization that tries to \_\_\_\_\_ animals and make national parks.
- There are two different \_\_\_\_\_ of crocodiles in my country.

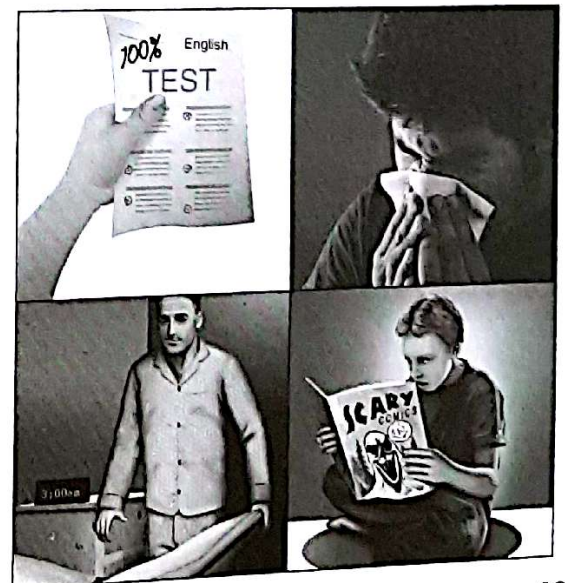


B. Fill in the correct form of each verb to talk about real conditions in the future.

- If I \_\_\_\_\_ (have) free time this weekend, I \_\_\_\_\_ (call) you.
- I \_\_\_\_\_ (go, not) swimming if you \_\_\_\_\_ (tell) me stories about sharks!
- If Nita \_\_\_\_\_ (eat, not) more, she \_\_\_\_\_ (get) sick.
- If we \_\_\_\_\_ (cut) down all the forests, the animals \_\_\_\_\_ (have, not) a place to live.
- If I \_\_\_\_\_ (have) to cook dinner tonight, I \_\_\_\_\_ (make) spaghetti.
- Tigers \_\_\_\_\_ (become) extinct if people \_\_\_\_\_ (stop, not) hunting them.

C. What will you do? Write sentences about these real conditions in the future.

- If I \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Lesson B



close the beach



put up a warning



hunt the shark

The city of White Beach is a very popular place for vacations. People go swimming there and stay in hotels near the beach. Yesterday, a lifeguard saw a big shark in the water. The shark stayed for a few minutes and then swam away. What should the city do? Today, authorities are talking about three different plans.

**A.** Look at the plans. What will happen if the city does these things? Write sentences about possible situations.

### Plan 1

- a. (hotels/lose money) If they close the beach, hotels \_\_\_\_\_
- b. (people/be unhappy) \_\_\_\_\_
- c. (your own idea) \_\_\_\_\_

### Plan 2

- a. (people/not read it) \_\_\_\_\_
- b. (everyone/feel afraid) \_\_\_\_\_
- c. (your own idea) \_\_\_\_\_

### Plan 3

- a. (it/be dangerous) \_\_\_\_\_
- b. (tourists/go home) \_\_\_\_\_
- c. (your own idea) \_\_\_\_\_

**B.** What should the city do? Choose plan 1, 2, or 3, or make your own idea. Explain your reasons.

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**C.** Divide the sentences into phrases. Then read them out loud.

1. Amina and I went to the mall last weekend.
2. Do you have any brothers or sisters?
3. That new restaurant serves very bad food and terrible drinks.
4. I'll send you an email if I have time.
5. The zoo has three African elephants, four tigers, and two kangaroos.
6. I wash my face and brush my teeth when I get up.

# Lesson C

A. Write the adverb for each adjective.

- 1. bad \_\_\_\_\_
- 2. angry \_\_\_\_\_
- 3. wonderful \_\_\_\_\_
- 4. slow \_\_\_\_\_
- 5. good \_\_\_\_\_
- 6. fast \_\_\_\_\_
- 7. loud \_\_\_\_\_
- 8. interesting \_\_\_\_\_
- 9. sad \_\_\_\_\_
- 10. lazy \_\_\_\_\_

B. How do you do it? Write sentences about yourself using adverbs.

- 1. walk I usually walk quickly. \_\_\_\_\_
- 2. read \_\_\_\_\_
- 3. swim \_\_\_\_\_
- 4. cook \_\_\_\_\_
- 5. run \_\_\_\_\_
- 6. speak English \_\_\_\_\_

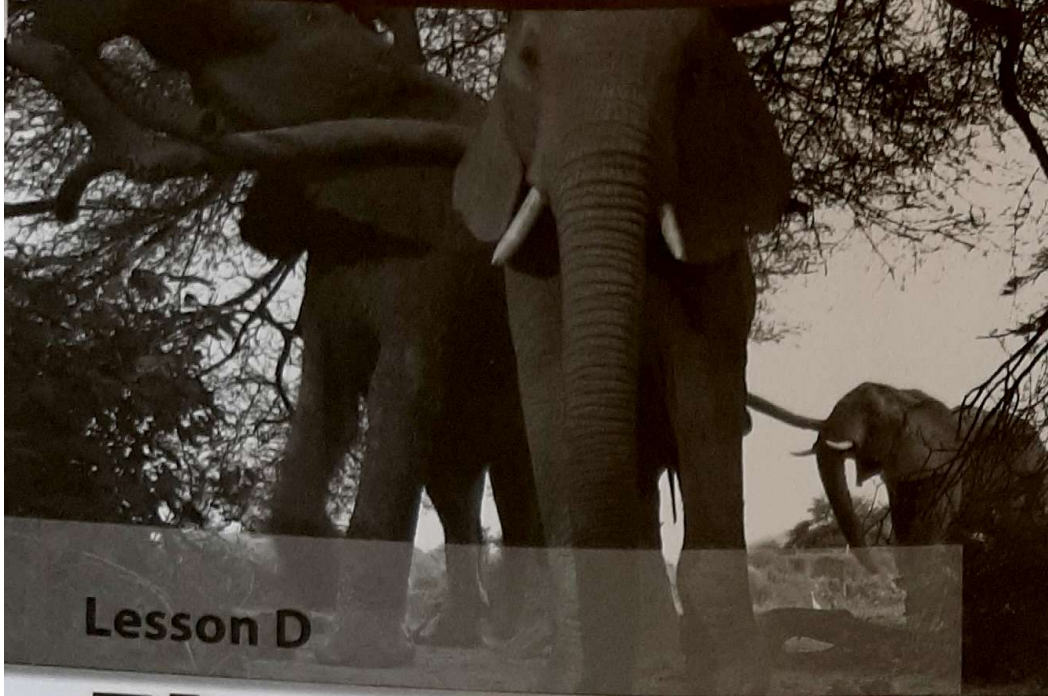
C. Read the paragraph. Circle the correct quantifier.

I always carry 1. (too much/too many) things in my backpack. Of course, I have 2. (a lot of/much) books, because I'm a student! I have a really big dictionary with 3. (some/many) pages, so it's very heavy. And I carry 4. (too few/too many) notebooks—I have a different notebook for each class. I also like to bring 5. (a little/some) magazines to read between classes. Of course, I have 6. (a few/a little) cookies for a snack, and if I get thirsty, I have 7. (a few/a little) water in a bottle. And today I have 8. (a little/a lot of) CDs in my backpack—my friend wants to listen to them. My backpack probably weighs 10 kilos!



D. What's in your refrigerator right now? Make a list of things. Use quantifiers like *a few, some, a little, a lot of, many*.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_



## Lesson D

# Elephants or People?

“**L**ast night, there were 20 elephants on my farm,” says one man in Kenya. “We shouted and threw things to send them away, but they broke the fences and ate all my crops. What can I do?”

Elephants are fascinating animals, but they cause serious problems for the farmers near Mount Kenya National Park. The animals often leave the park and go into the farms outside it. There, they eat crops like corn and wheat and destroy houses. In one night, a family can lose all their crops—and their money for the year. Farmers have been hurt and even killed when they try to chase the elephants away.

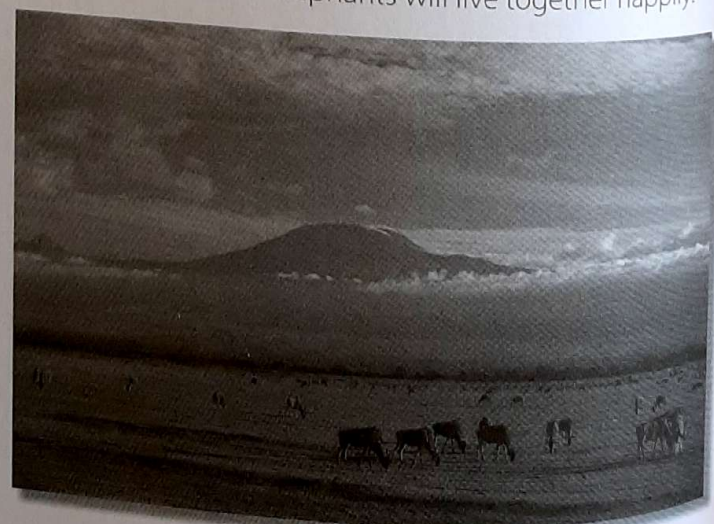
“The problem began when more people came to Mount Kenya and started new farms,” a government official explains. “The land was used by elephants in the past. At some times of the year, elephants go from one part of the area to another. They remember their old routes, and they walk through anything that’s there—like a farm field or even a house. They also drink the water that is for the farm animals.”

Farmers and their children used to sleep in their fields every night. If elephants came, they built fires or played drums loudly to scare them away. But the next day, the farmers were too tired to do their work. They spent most of their



time and energy trying to keep elephants away from their fields. Then, a local organization found a better solution for this problem. They built electric fences to keep the elephants out. The electricity for the fences comes from the sun. The farmers have more time for their work, and children can go back to school. However, these fences are expensive to build, and the farmers must repair them often.

Now the government of Kenya has a new idea. It wants the people around the park to start businesses for tourists. People around the world love elephants, and many tourists want to see elephants close-up. The government hopes that this way, people and elephants will live together happily.



A. Write numbers next to the events in the order they took place.

- \_\_\_ The government made a plan to bring tourists to see the elephants.
- \_\_\_ People built electric fences to stop the elephants.
- \_\_\_ Elephants lived everywhere in Mount Kenya.
- \_\_\_ People came to Mount Kenya and started new farms.
- \_\_\_ People stayed in their farm fields to keep elephants away.
- \_\_\_ Elephants started walking through the farms and destroying them.
- \_\_\_ Farming became easier.



B. Match the sentence parts to show the reasons.

- |  |   |
|--|---|
| 1. More people came to Mount Kenya ___     | a. because they bring visitors to Kenya.          |
| 2. Elephants walk through the farms ___    | b. because the fences keep elephants out.         |
| 3. The farmers shouted ___                 | c. because it was elephants' land in the past.    |
| 4. The farmers were tired ___              | d. because they were scaring elephants all night. |
| 5. Farmers have more time for work now ___ | e. because they wanted land for farms.            |
| 6. The government likes elephants ___      | f. because they wanted the elephants to leave.    |

C. In your opinion, what is the best solution for this elephant problem? Explain your answer.

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D. Write about another kind of animal that causes problems for people. What do the animals do? How do people try to solve the problem?

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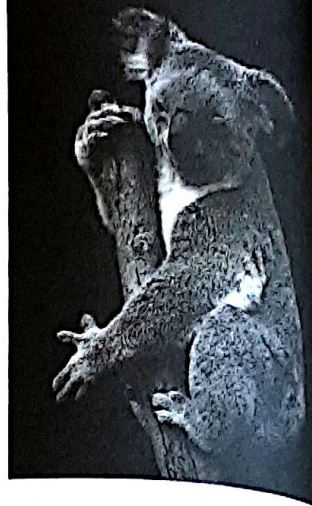
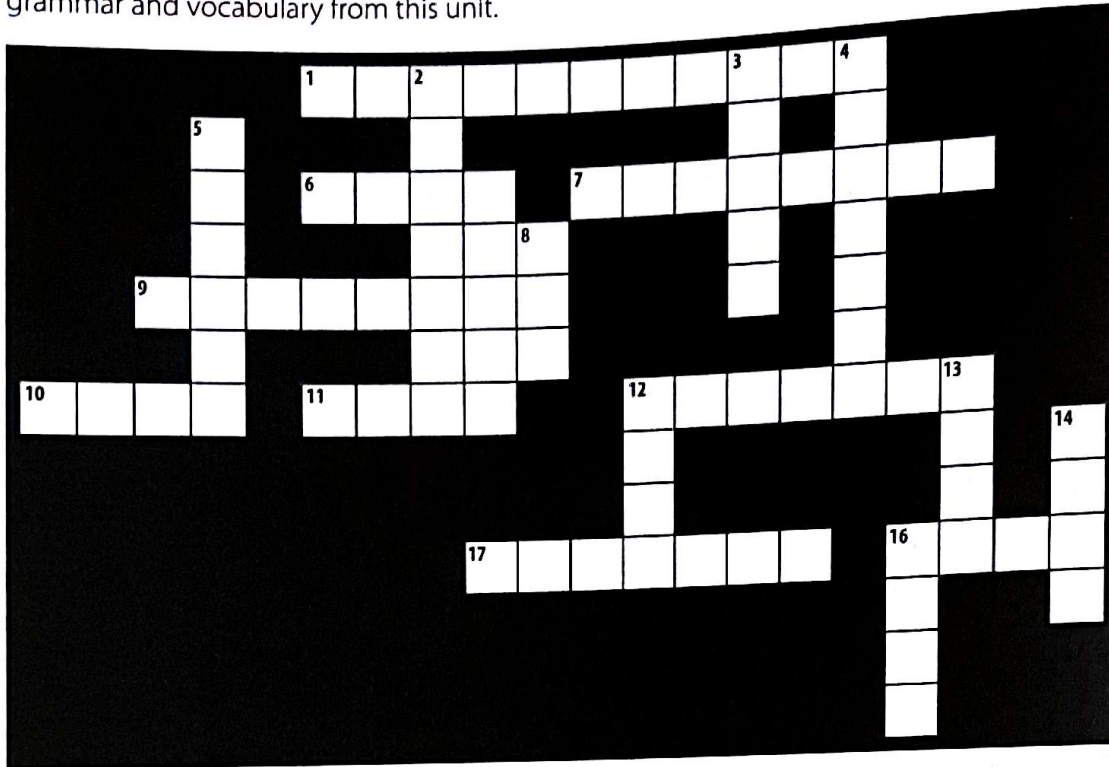
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# Review

Solve the crossword puzzle with grammar and vocabulary from this unit.



## Across

1. able to continue for a long time
6. an animal that other animals eat
7. an animal that kills other animals for food
9. Kangaroos, koalas, and foxes are Australian \_\_\_\_.
10. There are too \_\_\_\_ books in my backpack.
11. adverb of *fast*
12. the place where an animal usually lives
15. keep safe
16. adverb of *good*

## Down

2. a kind or type of animal
3. adverb of *bad*
4. Dinosaurs are \_\_\_\_\_. They are all dead now.
5. adverb of *easy*
8. I have a \_\_\_\_ of CDs in my bag.
12. try to find and kill animals
13. An animal that lives with people is \_\_\_\_.
14. If I have time, I \_\_\_\_ call you later.
16. An animal that lives in nature is \_\_\_\_.