

# **Workbook Answer Keys**

## **Impact 2**

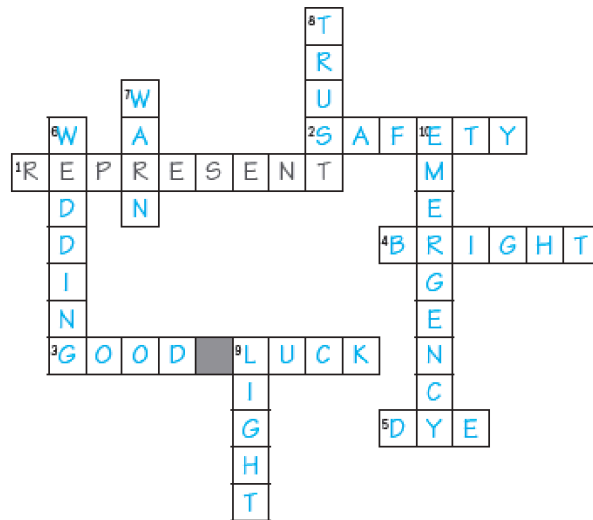
# Unit 1 Color Matters

## Unit 1 Answer Key for Workbook, Activity 1, p. 2

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

Across

1. safety    2. good luck    3. good luck    4. Bright    5. dye



Down

6. wedding    7. warn    8. trust    9. light    10. Emergency

## Unit 1 Answer Key for Workbook, Activity 2-5, p. 2

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

1. c    2. a    3. d    4. b

3 Listen. Circle T for True or F for False. TR: 2

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

4. Listen again. Correct the false statements. TR: 3

- The color red often symbolizes danger. / The color green often symbolizes safety.
- Annie Griffiths loves to use bright colors in her photos. / Annie Griffiths does not like to use dark colors in her photos.
- Yellow/Red/Orange is a color often used in warning signs. / Green is a color that often makes people feel safe.
- Look at the photos. Choose two and write a sentence about them. Use a word from the

box in each sentence.

**Suggested Answers:** This flag represents India. This sign warns of danger.

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

#### Unit 1 Answer Key for Workbook, Activity 6-7, p. 3

6. Listen. Write the letter C when you hear a comparative and the letter S when you hear a superlative. TR: 4

2. S    3. C    4. C    5. S    6. S

7. Listen again. Rewrite the comparatives as superlatives, and the superlatives as comparatives.

TR: 5

2. sweeter than    3. the most popular    4. the hardest

5. easier than    6. more luxurious than

#### Unit 1 Answer Key for Workbook, Activity 8-9, p. 5

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

1. stronger    2. more relaxed than    3. more common than    4. depressed  
5. nervous    6. brightest    7. lighter than    8. ordinary

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

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

I think green is a prettier color than blue.

Green colors make me feel the safest.

Purple gives me the most energy.

Unit 1 Answer Key for Workbook, Activity 11-13, p. 7

11. Read. Then check T for True or F for False. Correct the false statements

1. F    2. F    3. T    4. T

Eric Carle has created many books for children.

Not many people know Eric's "ArtArt."

12. Read "Color, Color, Color!" again. Use the events below to fill in the order of events and when they happened.

| Event                     | When It Happened |
|---------------------------|------------------|
| born                      | 1929             |
| moved to Germany          | age 6            |
| WWII began                | age 10           |
| "color came back"         | after war        |
| showed "ArtArt" to public | age 84           |

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

Answers will vary.

Unit 1 Answer Key for Workbook, Activity 14-15, p. 8

14. Read. Circle the correct word.

1. **The** / A back wall of this art room is neon pink.
2. What's **the** / a name of this dark blue color?
3. Our classroom has **a** / **the** colorful work station.
4. **The** / A moon is very bright in the night sky.
5. I bought **a** / **the** new pair of shoes. **The** / A color of these shoes is light green.
6. Lucy wore **an** / **the** orange and green scarf. I never saw it before today.
7. In some countries, seeing **the** / **a** black cat is good luck.

15. Fill in the blank. Use the or a/an.

1. the      2. a      3. an      4. the      5. the      6. the

## Now I Can . . .

### talk about colors and why they are important.

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

*Sample answer: Red is associated with danger.*

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

*Sample answer: The color yellow makes me happy.*

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



### use comparatives and superlatives to compare two or more things.

Write a sentence with a comparative comparing two colors or things.

*Sample answer: Orange is brighter than green.*

---

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

*Sample answer: Blue is the most popular color in the world.*

---

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

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

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

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

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

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

### write a paragraph about my favorite color.

Write a topic sentence about another color you like. The topic sentence should include why you are writing and what you want to say.

*Answers will vary.*

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

## Unit 2 Feeling Good?

### Unit 2 Answer Key for Workbook, Activity 1-2, p. 12

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

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

How can you protect yourself from viruses?

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

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

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

### Unit 2 Answer Key for Workbook, Activity 3-5, p. 13

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

1. disease      2. bacteria / viruses      3. vaccinations      4. antibiotics      5. survive  
 6. digest      7. emotions      8. positive      9. viruses / bacteria

4. Listen. Circle the vocabulary word you hear being described. TR: 7

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

5. Listen. Answer each question. You may look at the words from the lists above to help you. TR: 8

Possible answers:

2. People take antibiotics to treat bacterial infections.
3. Viruses can spread when you touch a person who has a virus.
4. People can get vaccinations to protect themselves against viruses.

#### Unit 2 Answer Key for Workbook, Activity 6, p. 14

6. Listen. Write the adverb you hear. Then check whether it describes “How?” or “How often?”

You will hear each sentence two times. TR: 9

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

Unit 2 Answer Key for Workbook, Activity 7-8, p. 15

7. Complete the sentences. Put the adverbs in the correct place.

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

8. Put words in the correct order to form sentences.

1. When we sleep well, we think positively. / We think positively when we sleep well.
2. When we don't sleep enough, we get sick more easily. / We get sick more easily when we don't sleep enough
3. I rarely sleep for more than seven hours.
4. Sometimes, I sleep for ten hours.

Unit 2 Answer Key for Workbook, Activity 10-12, p. 17

10. Read. Then check T for True or F for False. Rewrite the false statements to make them true.

1. T      2. F      3. F      4. T

Video games can treat vision problems.

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

11. Read “The Benefits of Playing Video Games” again. Fill in the chart with the main idea of each paragraph.

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

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

Sample answers:

- I play Sudoku a lot. / I play basketball every day.
- I have to use logic and my memory.  
I have to think and move fast. I also have to be strong.
- It could help me be a good attorney. / It could help me be a good firefighter.

#### Unit 2 Answer Key for Workbook, Activity 13-14, p. 18

13. Complete the sentences. Use the correct form of make.

1. makes      2. make      3. make      4. makes      5. make

14. Listen. Complete the answer to each question. Use make or makes + an adjective from the word bank. TR: 11.

- make me happy
- make me depressed
- makes me nervous
- makes me sad
- make me excited

Unit 2 Answer Key for Workbook, Activity 15, p. 19

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

Possible answers:

More sleep will make me focused.

Sleeping later will make me happy.

More rest will make me healthy.

A shorter lunch will make me rushed.

## Now I Can . . .

talk about things that affect my body and mind.

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



How can sleep affect your health?

Possible answers

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

How can stress affect your emotions?

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

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

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

Put the adverbs in the correct place.

1. When people \_\_\_\_\_ sleep enough, they  
\_\_\_\_\_ don't become easily stressed.  
(enough / easily).

2. People who \_\_\_\_\_ sleep well, react to  
\_\_\_\_\_ challenges positively (well / positively).

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

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

Use *make* + adjective to answer the questions.

How do you feel when you have a virus?

A virus makes me (feel) sick.

How do you feel before you take a test?

Taking a test makes me (feel) nervous.



write a classification essay about the negative effects of stress.

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

Write three sentences of how stress affects you negatively. Use three phrases you learned to organize your writing. *Sample answer:*

To begin with, stress makes me feel uncomfortable. Additionally, when I feel  
stressed, my body hurts / is very tense. The final way stress affects me negatively  
is that I can't sleep well.

**Unit 1–2 Review Answer Key for Workbook, Activity 1-2, p. 22**

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

1. b    2. a    3. b    4. c    5. b    6. c

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

1. b    2. b    3. a    4. a    5. b    6. a  
7. a    8. b    9. a    10. a    11. a    12. a

**Unit 1–2 Review Answer Key for Workbook, Activity 3-4, p. 23**

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

**Possible answers:**

2. He is often sick. His immune system.
3. Always take antibiotics regularly.
4. Vaccinations usually protect you from viruses.
5. Sometimes, I wake up easily.
6. Occasionally, I rest quietly in my room.
7. When I don't sleep well, I have negative experiences.
8. I always feel better when I go to bed early.

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

2. Positive experiences make me (feel) happy.
3. Exams make some students (feel) stressed.
4. Viruses make most people (feel) sick. / A virus makes most people (feel) sick.
5. A vaccination makes me (feel) nervous. / Vaccinations make me (feel) nervous.
6. Video games make some people (feel) relaxed. / Playing video games makes some people (feel) relaxed.
7. Math makes me (feel) focused. / Studying math makes me (feel) focused.

## **Unit 3 Your Virtual Self**

**Unit 3 Answer Key for Workbook, Activity 1 p. 24**

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

1. improve, instant, information    2. communicate    3. location  
4. ability    5. tools    6. machine

**Secret Message:**

Digital technology gives people constant access to one another.

### Unit 3 Answer Key for Workbook, Activity 2-4 p. 25

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

1. b    2. d    3. e    4. a    5. c    6. machine

3. Listen. Circle T for True or F for False. TR: 12

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

4. Listen again. Correct the false statements. TR: 13

**Possible answers:**

3. Amber Case says we rely on technology all the time.  
4. Technology interferes with our ability to be alone.

### Unit 3 Answer Key for Workbook, Activity 5-6 p. 26

5. Read. Circle the word that completes each sentence.

1. can    2. may    3. can    4. can    5. can    6. should    7. shouldn't

6. Write. Write three sentences using the means of expression in parentheses.

1. **Sample answers:** Student must focus on their studies.  
2. You shouldn't write anything you will regret on social media.  
3. You can come to my house and use my computer.

### Unit 3 Answer Key for Workbook, Activity 7-8 p. 27

7. Listen. Write your answers using have to, must, should, can, or may. You can also use the negative forms. TR: 14

**Possible answers:**

2. You should choose something you already know, like your email address.

3. You shouldn't choose something that others will be able to guess.
4. You should change your username and password right away.
5. You can tell them you're not interested, but you shouldn't say anything mean.
6. You should create a social media account.
7. You may/can use mine. / You can use a computer at the library

8. Write. What rules do you have for media use in your home? Use at least one word from the box and have to, must, should, can, or may for each rule. You can also use the negative forms.

Possible answers:

2. We shouldn't share private information with anyone online.
3. Technology should never interfere with our studies.
4. We must turn off all digital devices during dinner.
5. We may access the Internet any time for homework.
6. When we are all home, we have to communicate face to face.

### Unit 3 Answer Key for Workbook, Activity 10-12 p. 29

10. Read each statement. Then check T for True or F for False. Rewrite the false statements to make them true.

1. F            2. T            3. T            4. F

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

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

11. Read "Robots Working in Your Home?" again. Write a list of tasks and activities that you or others do in your home. Then check whether you would like a robot or a human to do that task or activity.

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

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

Answers will vary.

**Unit 3 Answer Key for Workbook, Activity 13-14, p. 30**

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

1. must      2. might      3. must      4. can't      5. might

**14. Listen. Some statements are true and some are false. Use must, might, and can't to write what you believe. TR: 16**

2. **Sample answers:** That can't be true. My cat had five kittens

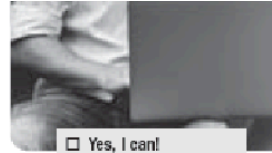
3. That might be true. I think that is about half of the world's population.

4. That might be true. I remember reading that once.

5. That must be wrong. We just learned that most people are connected to their gadgets all the time.

**Unit 3 Answer Key for Workbook, Activity Now I Can..., p. 33**

# Now I Can . . .



## talk about how technology affects our lives.

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

access ability communicate constant digital information location social media

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

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

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

## use modals to talk about obligation, advice, and permission.

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

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

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

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

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

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

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

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

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

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

## write an opinion essay about smartphones.

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

*Answers will vary.*

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

Unit 4 Answer Key for Workbook, Activity 1 p. 34

1. Read the sentences. Then complete the puzzle. You can use your textbook (pp. 60–61), for help.

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

**Down**

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

Unit 4 Answer Key for Workbook, Activity 2-5 p. 35

2. Listen. Circle T for True or F for False. TR: 17

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

3. Listen again. Correct the false statements. TR: 18

1. A journey is a long trip.
4. An accurate fact is not based on a guess.
5. When we attempt to do something, it means we are trying.

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

1. looked for      2. online      3. website      4. found out      5. expeditions  
 6. opportunity      7. attempted      8. make sure      9. expert

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

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

The destination is in the middle of the Indian Ocean.

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

#### Unit 4 Answer Key for Workbook, Activity 6 p. 36

**6. Read. Circle the correct form.**

1. use to      2. use to      3. use to      4. would      5. would      6. use to

#### Unit 4 Answer Key for Workbook, Activity 7-9 p. 37

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

1. use to              2. used to / would      3. would / used to      4. would / used to  
5. use to              6. used to / would      7. used to / would      8. used to / would

**8. Listen. Rewrite the sentences you hear with used to or didn't use to. TR: 19:**

2. How did they use to travel?
3. Did they use to travel by ships?
4. A journey on a ship used to take weeks or months.
5. Such travels used to be dangerous much of the time.
6. Passengers used to have a lot of luggage.
7. Travelers used to return home only months later.

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

Travel on horseback used to be dangerous.

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

People would spend months traveling by ship.

There were no airplanes, so people would take trains.

#### Unit 4 Answer Key for Workbook, Activity 11-13 p. 39

11. Read. Then check T for True or F for False. Rewrite the false statements to make them true.

1. F                    2. T                    3. F                    4. T

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

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

12. Read “Under Cuban Waters” again. What are the two main points the author discusses?

What is the author’s purpose? Fill in the diagram below.

**Sample answers:**

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

13. Write. There are many similarities between the Cuban and Yonaguni Jima sites that you read about in your book. What are the differences? If you could explore either site, which would you choose? Why?

Answers will vary.

#### Unit 4 Answer Key for Workbook, Activity 14-15, p. 40

14. Listen. Change the verbs you hear to the past. TR: 21

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

15. Write sentences about the past using the phrases and verbs.

**Sample answers:**

2. I studied a lot last week./Last week, I studied a lot.  
3. Two years ago, I was ten years old./I was ten years old two years ago.  
4. In August, Nautilus found an interesting discovery.  
5. In 2015, I followed Nautilus's blog./ I followed Nautilus's blog in 2015.  
6. I visited my cousins last summer./Last summer, I visited my cousins.  
7. In April, experts examined remains they found under the ocean.  
8. Nautilus started a new journey a month ago./A month ago, Nautilus started a new journey

## Now I Can . . .

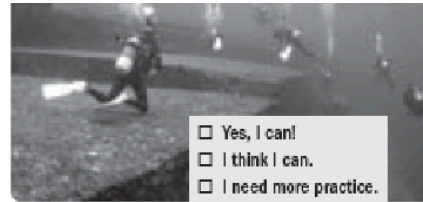
### talk about underwater exploration.

What kinds of things do underwater explorers find?

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

How has underwater exploration changed with recent technology?

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



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

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

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

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

They would be gone for many weeks at a time.

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

### use the simple past to describe past actions.

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

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

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

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

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

### write a contrast essay about a mythical creature.

Write a belief about a mythical creature. Choose something different from what you wrote about in your essay. Then write a contrasting sentence.

Sample answer: Some people believe in a magical horse with a horn called

a unicorn. However, nobody has really ever seen one.

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

## Unit 3-4 Review

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

1. c    2. a    3. b    4. b    5. a    6. c    7. b    8. a    9. c

2. Listen to the statements. Some are true and some are false. Use must, might, and can't to write what you believe. TR: 22

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

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

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

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

That can't be true. Everyone I know reads their texts right away.

### Unit 3–4 Review Answer Key for Workbook, Activity 3-4, p. 45

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

1. b    2. c    3. c    4. a    5. b    6. a    7. c    8. a    9. a    10. c    11. b    12. a

4. Rewrite the sentences using used to or use to.

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

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

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

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

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

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

## Unit 5 Life in the Extreme

Unit 5 Answer Key for Workbook, Activity 1 p. 46

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

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



There are many animals that live in very harsh  
E N V I R O N M E N T S

Unit 5 Answer Key for Workbook, Activity 2-6 p. 47

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

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

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

1. Mammals    2. harsh      3. conditions    4. variety      5. creatures  
 6. thrive      7. oxygen    8. remarkable    9. adapt

4. Listen. Circle T for True or F for False. TR: 23

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

5. Listen again. Correct the false statements. TR: 24

1. Most animals cannot handle harsh environments.  
 3. Polar bears cannot tolerate very high temperatures. / Polar bears can tolerate very cold temperatures.  
 4. Astrobiologist Kevin Hand wants to know if life exists on other planets.

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

1. **Sample answers:** Camels have adapted to live under the harsh sun.
2. Some creatures thrive in conditions with a lack of light and oxygen.

#### Unit 5 Answer Key for Workbook, Activity 7 p. 48

7. Read. Complete the sentences with the present perfect forms of the verb in parentheses.

1. Have you ever wondered
2. has thought
3. has visited
4. has studied
5. have thrived
6. have given
7. hasn't gone

#### Unit 5 Answer Key for Workbook, Activity 8-9 p. 49

8. Listen. Answer the questions using present perfect. You may use never, ever, or yet as necessary. TR: 25

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

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

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

#### Unit 5 Answer Key for Workbook, Activity 11-13 p. 51

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

1. scorpion
2. Yoda Bat
3. anglerfish
4. scorpion
5. Yoda Bat

12. Read “Bizarre Creatures” again. Organize information about the animals using the categories below.

| Animal     | Appearance  | Habitat                                 | Diet  | Other Details   |
|------------|---|---|---|---|
| Yoda Bat   | big, pointy ears, looks like Yoda, large yellow eyes, large open nostrils | rainforest<br>Papua New Guinea          | fruit that grows in the rainforest            | recently discovered   |
| Scorpion   | big claws, long tail looks scary  | deserts and forests<br>burrow in soil   | bugs, but also small mammals, reptiles, birds | can slow body down, live on 1 insect, can use little oxygen, needs soil |
| Anglerfish | 30 cm., big head with "rod", giant mouth, see-through teeth               | bottom of Atlantic and Antarctic oceans | small fish                                    | light on rod attracts prey  |

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

- Answers will vary.
- Answers will vary.

#### Unit 5 Answer Key for Workbook, Activity 14-15, p. 52

14. Read and complete the sentences. Use expressions of equality.

- as small as
- as ugly as
- as important as
- as blind as
- as interesting as
- as long as
- as much as
- as harsh as

15. Listen. Rewrite the sentences using expressions of equality. TR: 27

- Parts of the Baltic Sea lack oxygen as much as the Dead Sea does.
- At birth, baby elephants weigh as much as two small people.
- The black-eyed tree frog is as rare as the Philippine crocodile.
- Many mammals can tolerate/handle heat as well as cold

#### Unit 5 Answer Key for Workbook, Activity 17, p. 53

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

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

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

## Now I Can . . .



### talk about creatures that live in extreme conditions.

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

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

adapt Arctic conditions exist extreme extremophiles handle harsh thrive

1. Sample answers: Extremophiles thrive in harsh conditions.

2. Polar bears can handle the extreme cold of the Arctic.

### use the present perfect to talk about experiences.

Write sentences using the present perfect. *Sample answers:*

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

1. wettest / place / be The wettest place I've (ever) been is the rainforest.

2. weirdest / animal / see The weirdest animal I've (ever) seen is a platypus.

3. you / ever / visit / ? Have you ever visited Siberia?

### use as . . . as to make comparisons.

Use expressions of equality to rewrite the sentences.

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

1. Both dolphins and gorillas are extremely intelligent.

Dolphins are as intelligent as gorillas.

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

There are as many days in July as in December.

### write a persuasive essay about an endangered animal.

Choose one animal you have read about in your book or workbook. Write a topic

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

sentence saying which one you think is the most remarkable. Support your opinion with a fact.

Answers will vary. I believe that the axolotl is the most remarkable animal because

it has the ability to grow back a limb.

## Unit 6 Are You Going to Eat That?

### Unit 6 Answer Key for Workbook, Activity 1 p. 56

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

1. standards    2. consumers    3. supply    4. challenge    5. supermarket

6. landfill    7. rotten, fields

Secret Message:

The appearance of fruits and vegetables does not matter.

Ugly produce is edible and nutritious.

#### Unit 6 Answer Key for Workbook, Activity 2-5 p. 57

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

1. e      2. f      3. a      4. c      5. d      6. b

**3. Listen. Circle T for True or F for False. TR: 28**

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

**4. Listen again. Correct the false statements. TR: 29**

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

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

**Sample answers:**

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

#### Unit 6 Answer Key for Workbook, Activity 6 p. 58

**6. Listen. Write responses using going to, will, or the present progressive. TR: 30**

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

6. I'm going to invite / I'm inviting my best friend Yolanda to dinner.

#### Unit 6 Answer Key for Workbook, Activity 7-8 p. 59

7. Read each dialogue. Fill in the blanks using the verb in parentheses and going to, will, or the present progressive.

##### Dialogue 1

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

Ann: I'm (make) going to make / making a fresh carrot soup.

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

Ann: Of course not. They (make) will make / are going to make a delicious and

##### Dialogue 2

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

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

Suki: I'm (challenge) going to challenge / challenging stores to sell food they normally throw away.

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

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

8. Look at the photos. Write one sentence about each using going to, will, or the present progressive.

##### Sample answers:

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

#### Unit 6 Answer Key for Workbook, Activity 10-12 p. 61

10. Read each statement. Then check T for True or F for False. Rewrite the false statements to make them true.

1. T    2. F    3. F    4. T

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

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

12. You have read about worldwide food waste, as well as waste from school cafeterias.

Think about your eating habits at home, in restaurants, and at school. Write what you are going to do to decrease food waste in your life.

**Sample answers:**

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

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

#### Unit 6 Answer Key for Workbook, Activity 13-14, p. 62

13. Listen to the “if” clauses. Match the main clause to each. TR: 32

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

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

**Sample answers:**

1. we throw it away.

2. I try it.

3. make them into a soup.

4. If I make potatoes, I will mash them.

5. If we go to a restaurant, I bring home my leftovers.

6. If you go to the supermarket, make a list of things to buy first.

#### Unit 6 Answer Key for Workbook, Activity 17, p. 63

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

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

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

## Unit 6 Answer Key for Workbook, Activity Now I Can..., p. 65

### Now I Can . . .

#### talk about food waste.

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

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

fields fresh produce reject rotten shocking throw away waste

Sample answers:

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

#### use *going to*, *will*, and the present progressive to talk about the future.

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

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



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

#### use conditionals to talk about cause and effect. Sample answers:

Write two conditional sentences about food or food waste.

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

- If I start a food campaign, I hope you will help.
- If you eat a big breakfast, try to eat a small lunch.

#### write a cause and effect essay about why people throw food away.

Write one cause for food waste, not one that you wrote in your essay.

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

Sample answer: A lot of food is wasted because consumers expect produce to look perfect, so supermarkets reject produce that doesn't look pretty.

## Unit 5-6 Review

### Unit 5-6 Review Answer Key for Workbook, Activity 1-2, p. 66

1. Listen. Answer the questions using present perfect. You may use never, ever, yet, or already as necessary. TR: 33

Sample answers:

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

**2. Read. Rewrite the sentences using expressions of equality.**

**Sample answers:** That can't be true.

2. Slugs are as ugly as warthogs.

3. Bats are as blind as moles.

4. The hagfish is as remarkable as the anglerfish.

5. Fish need oxygen as much as humans do.

6. The deep sea's environment is as harsh as the waters of the Antarctic.

### Unit 5–6 Review Answer Key for Workbook, Activity 3-4, p. 67

**3. Read the dialogue below. Choose the correct answer.**

1. b    2. c    3. a    4. b    5. b    6. c    7. a    8. c    9. a

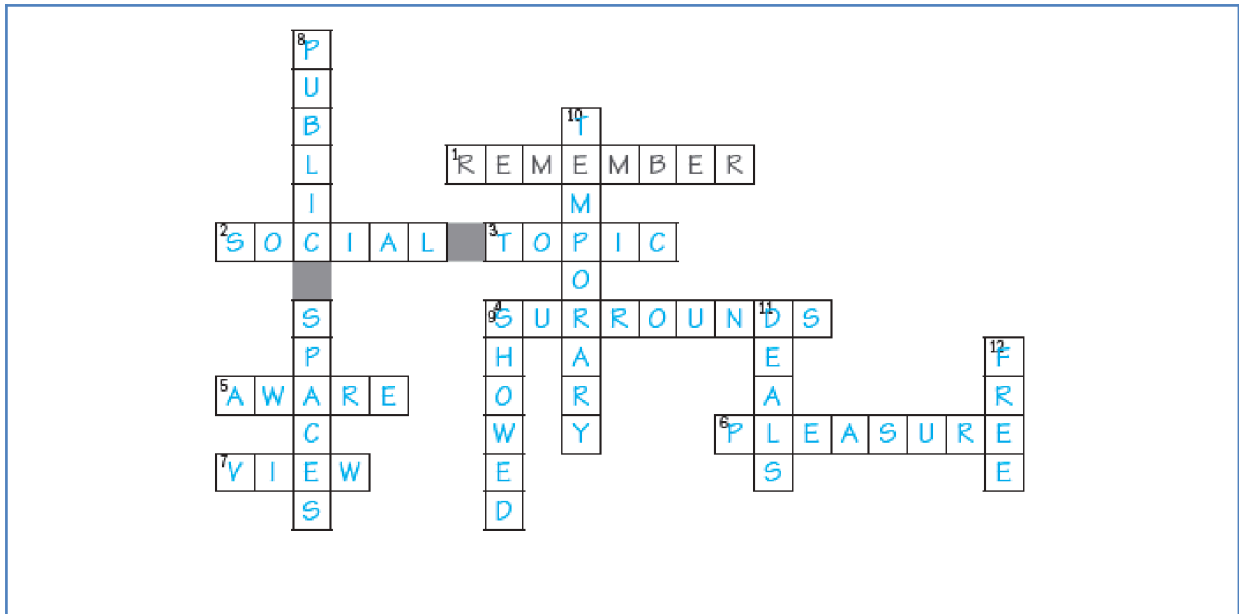
**4. Match the phrases to form logical sentences.**

1. g    2. f    3. a    4. h    5. c    6. b    7. d    8. e

## Unit 7 Art in the Open

### Unit 7 Answer Key for Workbook, Activity 1 p. 68

1. Read the clues and fill in the puzzle.



Unit 7 Answer Key for Workbook, Activity 2-5 p. 69

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

1. c    2. e    3. f    4. a    5. b    6. d

3. Listen. Circle T for True or F for False. TR: 34

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

4. Listen again. Correct the false statements. TR: 35

3. A temporary art display is taken down after a while.  
 5. Shannon Galpin showed her photographs in public spaces in Afghanistan.  
 6. Artists sometimes deal with political issues in their work.

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

Sample answers:

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

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

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

Unit 7 Answer Key for Workbook, Activity 6 p. 70

6. Read the sentences. Circle the correct verb form.

1. have visited    2. viewed    3. has loved, saw    4. has expressed

5. Have they taken down      6. Did you show      7. have dealt with

**Unit 7 Answer Key for Workbook, Activity 7-8 p. 71**

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

1. studied ,was      2. showed      3. has been      4. worked      5. have enjoyed

**8. Listen. Write responses in present perfect or simple past. TR: 36**

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

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

**Unit 7 Answer Key for Workbook, Activity 9 p. 72**

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

Answers will vary.

**Unit 7 Answer Key for Workbook, Activity 11-13, p. 73**

**11. Read each statement. Then check T for True or F for False. Rewrite the false statements to make them true.**

1. F      2.T      3. T      4. F

1. Public murals are not illegal / are legal all over Medellin.
4. Residents believe in the local government.

**12. Read “a Changing Community” again. Write the main idea below. Then add three details that support the main idea.**

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

13. You have read about street art in Rio de Janeiro and Medellín. Write about how your community could benefit from community art.

Sample answer:

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

#### Unit 7 Answer Key for Workbook, Activity 14-15, p. 74

14. Listen to the statements and questions. Circle the answer that should go where you hear a beep. TR: 38

2. everywhere      3. something      4. anything      5. everyone  
6. anyone      7. everywhere      8. Everyone

15. Read. Complete the text with the correct indefinite pronoun.

1. Anyone      2. everyone      3. anyone      4. anywhere  
5. everywhere      6. something      7. someone

# Now I Can . . .

## talk about art in public spaces.

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

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



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

Sample answers:

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

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

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

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

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

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

Fill in the blanks with the correct indefinite pronouns.

Suyin: Did you see someone/anyone walk by carrying a big paintbrush?

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

Suyin: Thanks. Please tell everyone to look everywhere for a big, blue paintbrush.



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

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

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

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

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

Unit 8 Answer Key for Workbook, Activity 1 p. 78

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

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

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

Unit 8 Answer Key for Workbook, Activity 2-6 p. 79

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

1. c      2. d      3. e      4. a      5. a      6. b

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

2. terrible    3. prevent    4. disasters    5. shaking    6. collapse    7. breathe    8. escape    9. flames

4. Listen. Circle T for True or F for False. TR: 39

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

5. Listen again. Correct the false statements. TR: 40

Possible answers:

- 3. People like Jimmy Chin cannot predict avalanches. / Avalanches are hard to predict
- 5. People do not usually escape collapsed buildings easily.

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

- 1. When a cyclone strikes, the damage is terrible.
- 2. There are often no warnings before an earthquake.

**Unit 8 Answer Key for Workbook, Activity 7 p. 80**

**7. Fill in the blank. Put the verbs in the correct tense: simple past or past progressive.**

1. was hiking, became
2. was skiing, struck
3. were burning, came
4. were living, experienced
5. felt, was reading
6. started, were camping
7. Did, chase, saw

**Unit 8 Answer Key for Workbook, Activity 8-9 p. 81**

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

1. was
2. lived
3. was playing
4. saw
5. wasn't paying attention
6. was happening
7. were in trouble
8. felt
9. took
10. was talking
11. screamed
12. drove
13. stopped
14. struck

**9. Listen. Write responses using simple past or past progressive where needed. TR: 41**

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

**Unit 8 Answer Key for Workbook, Activity 10 p. 82**

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

Answers will vary.

**Unit 8 Answer Key for Workbook, Activity 12-14, p. 83**

**12. Read each statement. Then check T for True or F for False. Rewrite the false statements to make them true.**

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

**Possible answers:**

1. A tsunami hit Japan after an earthquake.  
 4. Most of the debris sunk to the bottom of the ocean.
13. Read “Terror Comes in Twos” again. Write down four images that you can visualize while reading the article. Then draw simple pictures of two of them.

| Visualized Images  | Drawings |
|--|----------|
| 1. People at work or kids in school and earth starts to shake and buildings collapse |          |
| 2. People running to higher ground or to the top of buildings                        |          |
| 3. 9-meter waves pouring over walls and buildings                                    |          |
| 4. Waves carrying things like houses and trucks back into the ocean                  |          |

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

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

**Unit 8 Answer Key for Workbook, Activity 15-16, p. 84**

15. Read. Complete the text with present perfect or present perfect progressive.

1. has loved    2. has skied    3. climb    4. have been traveling    5. have been hoping    6. has been

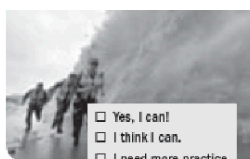
16. Listen to the questions. Answer them using present perfect and present perfect progressive.

TR: 43

2. She's only been rock climbing for a couple of months.
3. I've been taking ski lessons since December.
4. She's been fighting fires for eight years.
5. I've known him for three years.
6. They've been hiking for three days now

## Unit 8 Answer Key for Workbook, Activity Now I Can..., p. 87

### Now I Can . . .



talk about being prepared in the face of disaster.

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

collapse cyclone earthquake escape pay attention to predict shake strike terrible wildfire

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

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

use simple past and past progressive to talk about the past.



Put the verbs in simple past and past progressive.

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

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

use present perfect and present perfect progressive to talk about the duration of activities.

Put the verbs in present perfect and present perfect progressive.

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

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



write a narrative essay about a survival story.

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

*Our neighbor never walks her dog. One day, the dog jumped the fence. She had fun adventures all over the neighborhood, but she was hit by a car. My dad found her and took her to the hospital. She survived, but had a broken leg. Since our neighbor does not have time, I now take her dog for a walk. She needs to get out, but she needs to be safe from cars.*

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

## Unit 7-8 Review

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

1. a      2. a, b      3. c, b      4. a      5. c, b      6. c      7. a      8. b

2. Complete the text with the correct indefinite pronoun. 2. Slugs are as ugly as warthogs.

2. something    3. no one    4. everyone    5. someone    6. anywhere    7. everywhere

### Unit 7-8 Review Answer Key for Workbook, Activity 3-4, p. 89

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

1. b      2. a      3. c      4. b      5. a      6. c      7. b      8. c  
9. a      10. a      11. b      12. c      13. b      14. a      15. c      16. b

4. Listen to the questions. Answer them using present perfect and present perfect progressive. TR: 44

Sample answers:

2. I have wanted to be a firefighter since I was eight years old.

3. I have been learning about cyclones since this fall.

4. Yes, I've been skiing since I was a kid. / No, I have never skied before.

5. I have been afraid of them all my life.

6. No, I haven't been following natural disasters around the world.