اللغة الانجلزية

الصف التاسع

حل كتاب الورك بوك

الوحده الثانيه

Click to add notes

Activate Windows
Go to Settings to activate Windows.

Unit 2

Habitat interactions

Lessons 1–2 Rainforests and deforestation

1 Match the two halves of each sentence.

1	Tropical rainforests cover	F	a food and shelter for the many animals that live there.
2	The Amazon in South America is	D	b come from tropical forest plants.
3	Tropical rainforests are home to	C	c over 30 million types of plants and animals.
4	The plants provide	A	d the largest tropical rainforest in the world.
5	More than 25% of our modern medicines	B	e yet to be discovered.
6	And there are many more medicines	E	f about 8% of the world's land surface.

Click to add notes

Activate Windows
Go to Settings to a

2 Read the definitions and write the scientific words.

• medicine • research • lungs • wildlife

1 We need these to breathe.
lungs;

2 To study something to find out new information.
research

3 Plants and animals that live in their natural habitats.
wildlife

4 We use this to treat an illness.
medicine

Activate Windows
Go to Settings to a

Click to add notes

3 Complete the sentences using the words below.

• cattle • agriculture • rainwater • life • habitats • oxygen • soil • deforestation

Clearing rainforest is called deforestation[1]. Many plant and animal habitats[2] are destroyed when forest areas are cleared. But clearing rainforest threatens all life[3] on Earth. The rainforest trees absorb carbon dioxide and give off oxygen[4]. The roots absorb rainwater[5] that falls every day. The roots also help to stabilise the soil;[6] so mud slides don't happen.

In Brazil, large areas of rainforest are cleared for agriculture[7], and most deforestation in the area is the result of cattle[8] farming for beef and leather.

Activate Windows
Go to Settings to a

4 Use the phrases in the box to complete the sentences.

a … is cleared every second.	~~d … are starting to produce palm oil sustainably.~~
b … sell products containing palm oil.	e … campaigning to protect the rainforests.
c … are in danger of extinction.	f … have lost their homes.

1 A few companies *are starting to produce palm oil sustainably.*

2 A large number of people F.

3 An enormous amount of land A.

4 A lot of supermarkets B.

5 A large number of plants and animals C.

6 Several organisations are E.

Activate Windows
Go to Settings to a

Click to add notes

Lessons 3–4 **Photosynthesis**

1 Read the definitions and write the scientific words.

1 The process by which a plant makes its own food. (This only happens during daylight.)

photosynthesis

2 A gas that is produced when people and animals breathe out, or when carbon is burned.

carbon dioxide

3 A gas that is in the air and that people and animals need to live.

oxygen;

4 A type of sugar produced in plants.

glucose

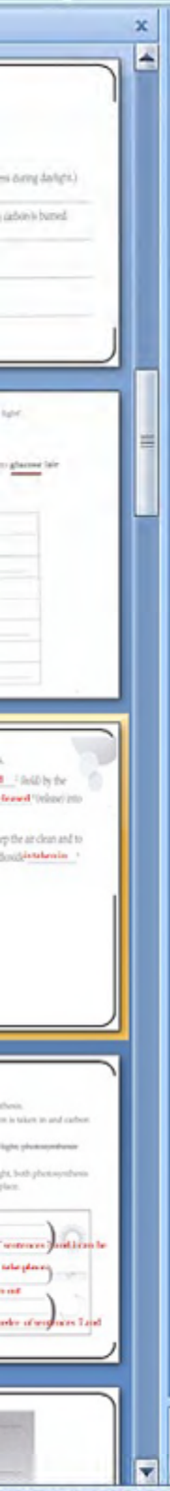
2 Choose the correct words to complete the sentences.

1 The word **photosynthesis/respiration** means 'putting together by light'.
2 Plants get energy from **the air / sunlight**.
3 They take in **carbon dioxide / oxygen** from the air.
4 They take up water from the ground through their **leaves / roots**.
5 Plants use the light energy to turn the water and carbon dioxide into **glucose /air**.
6 As part of this process, plants also release **light energy / oxygen**.

3 Complete the table with the correct form of the verb or noun.

verb	noun
respire	respiration
combine	combination
imagine;	imagination
create	creation
decorate	decoration
demonstrate	demonstration
prepare	preparation

Activate Windows
Go to Settings to a



4 Complete the text using the Present passive of the verbs in brackets.

It *is thought* [1] *(think)* that more than half the earth's rainwater **is held** [2] *(hold)* by the Amazon forests. Water **is taken up** [3] *(take up)* by the forest trees. It **is released** [4] *(release)* into the atmosphere. Mist and clouds **are formed** [5] *(form)*.

Rainforests are sometimes called 'the lungs of the earth'. They help to keep the air clean and to provide the oxygen we need to breathe. During photosynthesis, carbon dioxide **is taken in** [6] *(take in)* by the trees and oxygen **is given out** *(give out)*.

Click to add notes

Activate Windows
Go to Settings to a

5 Write the sentences in the correct places.

Carbon dioxide is taken in and oxygen is given out.

Neither oxygen nor carbon dioxide are given out or taken in.

The plant produces more carbon dioxide than oxygen.

More oxygen than carbon dioxide is produced.

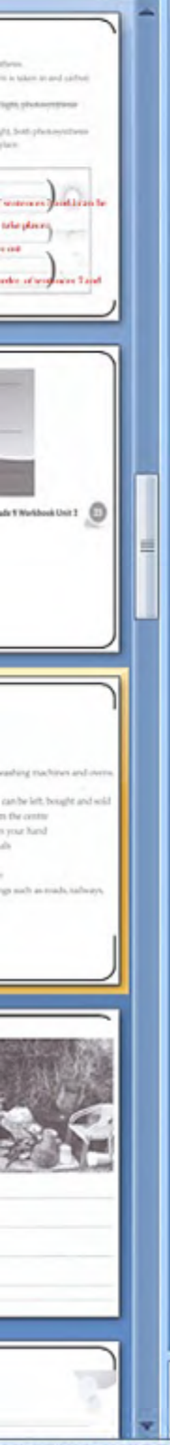
There is no photosynthesis.

When it's dark, oxygen is taken in and carbon dioxide is given out.

~~When there is bright light, photosynthesis happens.~~

When there is dim light, both photosynthesis and respiration take place.

1 When there is bright light, photosynthesis happens.
2 Carbon dioxide is taken in and oxygen is given out
3 More oxygen than carbon dioxide is produced. (The order of sentences 2 and 3 can be reversed.)
4 When there is dim light, both photosynthesis and respiration take place;
5 Neither oxygen nor carbon dioxide are given out or taken in
6 When it's dark, oxygen is taken in and carbon dioxide is given out
7 There is no photosynthesis
8 The plant produces more carbon dioxide than oxygen. (The order of sentences 7 and 8 can be reversed.)



Lessons 5–6 **Live and let live**

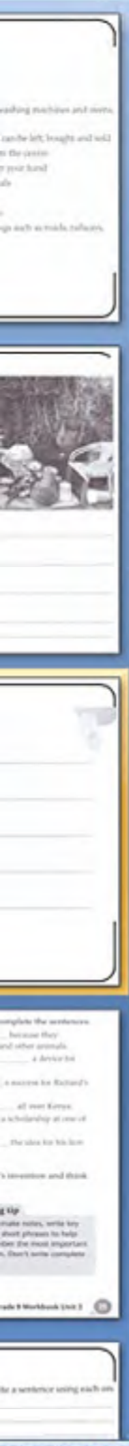
1 Match the words with the definitions.

1 engineer **H**
2 torch **d**
3 junkyard **b**
4 crops **f**
5 pilot **i**
6 household appliances **a**
7 edge **c**
8 predators **e**
9 herding **g**

a pieces of electrical equipment, like washing machines and ovens, used in people's houses
b a place where old, unwanted things can be left, bought and sold
c the side, the part that is furthest from the centre
d a small electric light that you carry in your hand
e animals that kill and eat other animals
f plants grown by farmers for food
g keeping animals together in a group
h someone who designs or builds things such as roads, railways, bridges or machines
i someone who flies a plane

Click to add notes

Activate Windows
Go to Settings to a



3 Write these sentences in the correct order.

1 adopted / idea / been / families / by / Richard's / has / other

Richard's idea has been adopted by other families.

2 have / lions / both / the / farmers / helped / lights / and

The lights have helped both farmers and lions/lions and farmers.

3 around / have / by / Kenya / they / used / many / been / farmers

They have been used by many farmers around Kenya.

4 been / elephants / their / from / have / crops / protected

Their crops have been protected from elephants

5 has / Richard's / by / changed / invention / life / his / been

Richard's life has been changed by his invention

Activate Windows
Go to Settings to a

Click to add notes

4 Choose the correct form of the present perfect, active or passive, to complete the sentences.

1 Many lions (*kill*) **have been killed** because they (*attack*) **have attacked** cattle and other animals.

2 Richard Turere (*invent*) **has invented** a device for keeping lions away from farms.

3 The device (*be*) **has been** a success for Richard's family.

4 Richard's lion lights (*use*) **have been used** all over Kenya.

5 Richard (*offer*) **has been offered** a scholarship at one of Kenya's top schools.

6 Richard (*present*) **has presented** the idea for his lion lights at a conference in California.

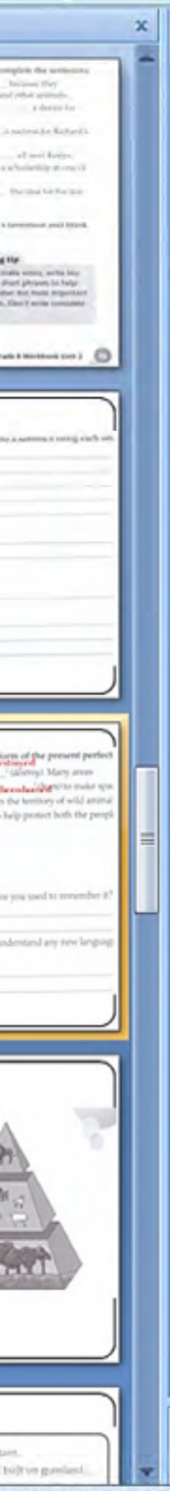
5 Plan a tweet. Remember the key points from the article on Richard's invention and think about the best order. Make notes.

Writing tip

When you make notes, write key words and short phrases to help you remember the most important information. Don't write complete sentences.

Activate Windows
Go to Settings to a

Click to add notes



3 Read the text and complete the information. Use the correct form of the present perfect.

Over the past few years enormous areas of rainforest have been destroyed[1] *(destroy)*. Many areas have been cleared[2] *(clear)* to grow soya and palm oil. Other areas have been burned[3] *(burn)* to make spac for human settlements. Towns and villages have been built[4] *(build)* in the territory of wild animal such as lions and elephants so inventions have been made[5] *(make)* to help protect both the peopl and the animals.

Self-assessment

4 Think about the following questions.

1 Think about the vocabulary you have learned. What strategies have you used to remember it?

2 How do you learn best? What activity types have helped you to understand any new language and information?

Activate Windo
Go to Settings to a

Click to add notes

Keeping the balance right in the **food chain** [1] is very important.

Forests; [2] have been cut down for wood ... Buildings are built on grassland …

This means that there aren't as many plants and **flowers** [3] for butterflies, bees and other insects to feed on. So birds like kingfishers have fewer insects to eat, and their numbers go down.

It also means that there aren't as many plants for **herbivores** [4], such as deer, to eat. So the deer find it hard to get food. And their numbers go down.

And this also means that **predators** [5] at the top of the food chain, like mountain lions, have less **prey** [6] to eat. So their numbers go down as well.

Activate Windows
Go to Settings to a

Lessons 10–11 **Man in harmony with nature**

1 Read another extract from the Maori story. Put the paragraphs in the correct order.

Text A: = 2

They were dolphins. They circled around Kahu and seemed to be talking to her. She nodded and grabbed one around its body. As quick as a flash, the dolphins sped her to another area of the reef and stopped. Kahu seemed to say, "Down here?" and the dolphins made a nodding motion.

Text B: = 3

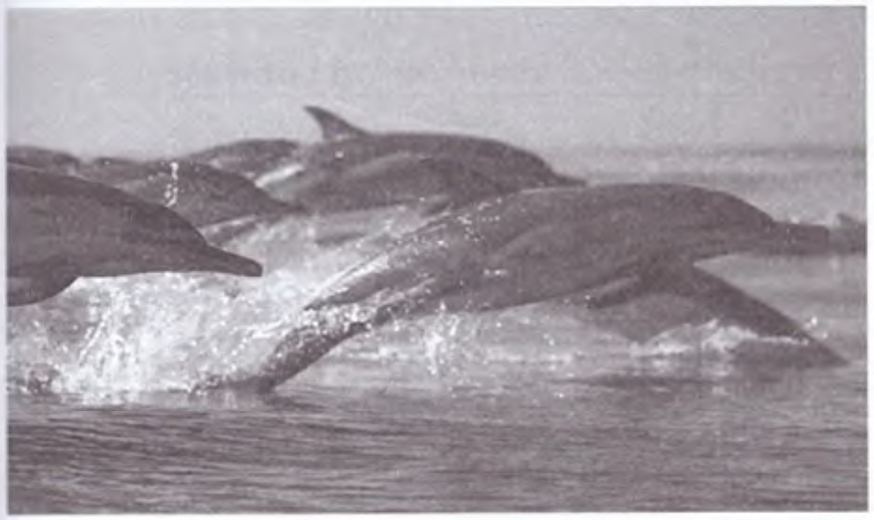
Suddenly Kahu made a quick darting gesture. She picked something up, inspected it, appeared satisfied with it, and went back to the dolphins. Slowly the girl and the dolphins rose towards us. But just as they were midway, Kahu stopped again. She kissed the dolphins goodbye and gave Nani Flowers a heart attack by returning to the reef. She picked up a crayfish and resumed her upward journey. The dolphins were like silver dreams as they disappeared.

Text C: =1

Whatever it was Kahu was searching for, she was having difficulty finding it. But just then white shapes came speeding out of the dark towards her. I thought they were sharks, and Nani Flowers began to blow bubbles of terror.

Activate Windows
Go to Settings to a

Click to add notes



Reading strategy

When reading an extract to decide where it fits into a complete text, we need to:

- re-read the extracts
- look for cues in the extracts that might link a preceding text or one that follows
- read the texts again to see if there is continuity and it makes sense.

2 Read the texts above again. Are the sentences true or false?

1 Kahu had no problem finding what she was looking for. 1 F (she did)
2 The white shapes were sharks. F (they were dolphins);
3 Nani Flowers blew bubbles because she was frightened. 3 T;
4 Kahu held onto one of the dolphins. 4 T;
5 Kahu picked something up before going back to the dolphins. 5 T;
6 Nani Flowers picked up a crayfish. F (Kahu did)

Activate Wind
Go to Settings to a

Click to add notes