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ISBN-13: 978-1-305-25705-4



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Life

3

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Life Level 3 Workbook

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Cover Image: Michael Melford/National
Geographic Creative

Compositor: MPS Limited

Cover ImageThe beach at the Calanque d'En Vau fjord near
Cassis, France.*Photograph by Michael Melford.*

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Workbook

ISBN-13: 978-1-305-25705-4

National Geographic Learning/Cengage Learning

20 Channel Center Street

Boston, MA 02210

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Unit 1 Health

1a Global health

Grammar simple present

1 Complete the article with the simple present.

A scientist works for health



Nathan Wolfe is a scientist and he ¹ (work) all over the world. He ² (specialize) in viruses and diseases and he often ³ (go) to places with health problems. In particular, he ⁴ (study) viruses and diseases from animals. It's an important job because he ⁵ (want) to know how these viruses move from animals to humans and how we can stop them in the future. As a result, Nathan ⁶ (spend) a lot of time in regions with wildlife.

In the modern world, humans ⁷ (not / stay) in one place anymore and so new viruses also ⁸ (travel) more easily. When humans ⁹ (visit) regions with wildlife (for example, in Africa), they ¹⁰ (not / realize) how easy it is to bring a new kind of disease back with them.

However, the modern world with its technology also ¹¹ (help) Nathan with his work. For example, in some places many people ¹² (not / have) electricity or running water, but a cell phone allows Nathan to continue his life-saving work.

► SPELL CHECK simple present (*he / she / it*)

We normally add -s to most verbs in the simple present third person. However, note these exceptions:

- Add -es to verbs ending in -ch, -o, -s, -ss, -sh, and -x: *watch* → *watches*.
- For verbs ending in -y after a consonant, change the -y to -i and add -es: *study* → *studies*.
- *have* and *be* have irregular forms.

2 Look at the spell check box. Then rewrite the verbs in the simple present third-person form.

- | | |
|---------------|----------------|
| 1 start | 5 live |
| 2 watch | 6 study |
| 3 fly | 7 finish |
| 4 pass | 8 relax |

3 Write questions about Nathan Wolfe and his work using the simple present.

- 1 (where / Nathan / work) ?
All over the world.
- 2 (where / he / often / go) ?
To places with health problems.
- 3 (what / he / find and study) ?
Viruses and diseases from animals.
- 4 (where / he / spend / a lot of time) ?
In regions with wildlife.
- 5 (why / new viruses / travel more easily) ?
Because humans travel all over the world.

Grammar adverbs of frequency

4 Put the words in order to make sentences.

- 1 always in the evening I exercise
.....
- 2 it in the winter always colder is
.....
- 3 take twice a day I this medicine
.....
- 4 they don't go often on vacation
.....
- 5 on weekends we sometimes busy are
.....
- 6 eats out rarely she during the week
.....

1b Mobile medicine

Reading community health



Mobile medicine

Sarubai Salve goes to work twice a day to visit people in her village of Jawalke. The village has about 240 families and, with another woman called Babai Sathe, Sarubai is responsible for the health of the village. The women give medical care to pregnant women and some of the older people. Today they are visiting their first patient. Rani Kale doesn't come from Jawalke. She lives about an hour away, but her village doesn't have anyone like Sarubai to help mothers-to-be. Sarubai is checking Rani and she is worried about the position of the baby. Rani might need to go to a hospital.

Half an hour later, Sarubai and Babai visit another mother with a three-month-old baby. While they are checking the baby, Sarubai also gives the mother advice on nutrition and vaccinations. Jawalke is a very different place because of the two women. There is a shortage of doctors in this region, so village health workers are important because they can give preventative medicine and advice about health.

New health workers go for two weeks of intensive training and then they receive ongoing training. A mobile team visits Jawalke once a week. The team includes a nurse and a doctor. The mobile team meets with Sarubai and they look at any of her patients with serious medical problems. The health workers are an important connection between the mobile team and the local people. Currently there are 300 village health workers in the region and the number is growing.

1 Read the article and answer the questions. Choose the correct option (a, b, or c).

- How often does Sarubai visit people in the village?
a once a day b twice a day c twice a week
- Sarubai meets Rani because she is
a ill. b pregnant. c sick.
- Which of these statements is true about the health workers?
a They only deliver babies.
b They do the same job as doctors.
c They have many different responsibilities.
- How much training do they receive?
a None. They learn it all from books.
b Two weeks only on a course.
c Two weeks and then more training while they are working.
- What is the purpose of the mobile team?
a To do the job of the health workers.
b To provide more medical help.
c To train the health workers.

2 Look up these words from the reading in your dictionary. Write the definitions in your notebook.

- | | | |
|------------|----------------|-------------|
| 1 nurse | 3 nutrition | 5 shortage |
| 2 pregnant | 4 vaccinations | 6 intensive |

Grammar present continuous

3 Look at the article again. Underline the verbs in the present continuous.

4 Choose the correct option or options to complete the sentences.

- At the moment *I drive / I'm driving* toward the city. Is that the right direction?
- London *has / is having* a population of about eight million people.
- Where *do you come / are you coming* from originally?
- Someone *stands / is standing* at the front door. Can you see who it is?
- It was warm earlier today but now *it gets / it's getting* colder and colder.
- Do you work / Are you working* now or *do you take / are you taking* a break?

1c Happy and healthy

Reading an interview with Elizabeth Dunn

Interviewer: What makes you happy? Is it food that tastes delicious? A painting that looks beautiful? Or maybe just going to a café and having coffee with friends? To tell us what makes us happy, I'm talking to psychologist Elizabeth Dunn. So Elizabeth, I know that you do a lot of research into happiness and in particular into money and happiness. So tell us, how much money do you need to make you happy?

Dunn: It's a complicated question. Some people think money is the most important thing in the world for happiness. That's definitely not true. Some people think that money doesn't make you feel happier. That's also not true.

Interviewer: So, perhaps the question isn't about money but how people spend it.

Dunn: Yes, to find out we did an experiment with some students. We gave them twenty dollars in the morning, and one group spent it on themselves and the other group spent it on someone else. By the end of the day, the people who spent it on others were happier.

Interviewer: So, we need to think about the way we use money.

Dunn: Yes, this is something a lot of people find. Often it's the experiences you have. Like visiting a new country or going to a concert to listen to your favorite musician.

1 Read the interview. Then read these sentences and choose the correct response (a–c) to show that Elizabeth:

a agrees b disagrees, or c doesn't say.

- 1 Money is the most important thing in the world.
- 2 Money doesn't make you feel happier.
- 3 Giving money to other people makes you happy.
- 4 Spending money on other people makes you happier.
- 5 Spending money on experiences makes you feel happy.

Word focus *feel*

2 Match the sentences (1–6) with the uses of *feel* (a–f).

- 1 I feel like going out for dinner tonight.
 - 2 I don't feel this is the right thing to do.
 - 3 My daughter feels sick.
 - 4 I feel much happier today.
 - 5 The sun feels warm. It felt much colder yesterday.
 - 6 I feel like some coffee.
- a Talking about your emotions
 - b Talking about sickness
 - c Giving a view or an opinion
 - d Refers to the weather
 - e Wanting something
 - f Wanting to do something

3 Match the questions (1–5) with the answers (a–e).

- 1 How are you today?
 - 2 Do you feel like something to eat?
 - 3 What do you think about my work in general?
 - 4 Do you feel like helping me with this?
 - 5 What's the weather like?
- a Actually, I feel you need to do more.
 - b It feels freezing out there!
 - c Sorry, I'm really busy at the moment.
 - d Yes, let's get a sandwich.
 - e I'm feeling much better, thanks.

4 Write seven different questions with the word *feel*. Use the words in the box. You can use words more than once.

a snack	doing something	like
how do you	OK 's	weather
		what

- 1 ?
- 2 ?
- 3 ?
- 4 ?
- 5 ?
- 6 ?
- 7 ?

1d At the doctor's

Vocabulary medical problems

1 Complete the conversations with these words.

back ear head mouth nose stomach
throat tooth

- A: I have a really runny ¹ today.
B: Here's a tissue if you need one.
- A: I have a really bad ² ache.
B: Is the problem in the left or the right?
A: Both!
- A: It's too painful to eat.
B: It sounds like you have ³ ache. You should go to the dentist.
- A: What's that noise?
B: They're digging up the road outside.
A: It's giving me a terrible ⁴ ache.
- A: I can hardly talk today.
B: Why? Do you have a sore ⁵ ?
- A: Can you pick this up for me? I have a bad ⁶ at the moment.
B: Sure. But maybe you should lie down for a while.
- A: My throat is very red, doctor.
B: Well, let's have a look. Open your ⁷ , please.
- A: Where's the problem?
B: It's in my ⁸ I feel sick.

2 Your friends are sick. Read their complaints and give them some advice about what to do.

- 1 I have a headache.
You should take an aspirin.
- 2 I have a sore throat.
.....
- 3 My back aches.
.....
- 4 I have a fever.
.....
- 5 I have a cough.
.....
- 6 I have a runny nose.
.....

3 Complete the conversation with these phrases.

They are good	Do you have
How do you feel	If you still feel sick
Do you feel	take this prescription
Let me have a	You need to
Try drinking	Let me check

- Doctor: ¹ today?
Patient: Not very well. I have a terrible sore throat.
- Doctor: I see. ² look. Open wide.
Yes, it's very red in there.
- Patient: I've also got a bad cough.
Doctor: ³ sick to your stomach at all?
- Patient: No, not really.
Doctor: ⁴ a temperature?
Patient: I don't think so. I don't feel hot.
- Doctor: ⁵ it... Yes, it's a little high. Do you have anything for it?
Patient: I bought some pills at the pharmacy, but they didn't do any good.
- Doctor: Well, ⁶ to the pharmacy. ⁷ take some different pills. ⁸ for your throat. Take one every four hours. You need to go to bed for a couple of days, and ⁹ lots of water.
- Patient: OK. Thanks.
Doctor: ¹⁰ in a few days, come back and see me, but I think it's the flu. Everyone has it at the moment.

4 When should a person go to the doctor, and when should he or she try to get well with home remedies, such as rest and drinking a lot of water? Write your opinion for the following medical problems.

- 1 bad cough
.....
.....
- 2 back ache
.....
.....
- 3 headache
.....
.....

1e Online advice

Writing online advice

- 1 Read the messages asking for advice from different forums. Match the messages with the forums. There is one extra forum.

Career Computer Food Love Sports Town

- 1 My friend's mother is coming for dinner tonight. It's the first time she's tried my cooking. I need a simple but tasty meal. Do you have any advice?
- 2 I love my current job but my company wants me to become a manager. I know I should take the opportunity but I'm happy with my life. What can I do?
- 3 This new version of Digital XZ version 9.1.2 doesn't work. Can anyone help?
- 4 I'm new here and I don't know many people. What kinds of activities do people do in the evenings or on weekends? Does anyone have any good advice?
- 5 My wedding anniversary is tomorrow and I forgot! I need to do something special for my wife. What should I do?

- 2 Read the messages again. Underline the useful question for asking for advice in each message.
- 3 Choose three of the messages. Write a short reply to each one. Start your message with the words given.
- 1 In my opinion, you should
- 2 My advice is to
- 3 It's a good idea to

Grammar extra *should* / *shouldn't*

► GRAMMAR *should* / *shouldn't*

We use *should* for giving strong advice. For example:

You should tell her how you feel.

You shouldn't cook her anything. Buy it from a store.

should is a modal verb, so remember:

It doesn't have a third person -s: *He should tell her / it.*

Don't use the auxiliary *do* for negatives or questions: *She ~~don't~~ shouldn't cook it.*

Should isn't followed by the *to* + infinitive: *You should ~~to~~ tell her.*

- 4 Write advice for these situations. Use *should* or *shouldn't* and the words in parentheses.

1 I feel ill. (take / pills / twice a day)

You should take these pills twice a day.

2 I'm watching TV all weekend. (exercise)

3 I usually work about fourteen hours a day. (work / eight hours)

4 I like coffee but I can't sleep. (drink / caffeine / in the evening)

Writing skill conjunctions (*and*, *or*, *so*, *because*, *but*)

- 5 Connect these sentences with one of these conjunctions: *and*, *or*, *so*, *because*, *but*.

1 If you want to lose weight, you could start running. You could go biking.

2 I do sports such as tennis or golf. I don't like team sports.

3 Your body needs about two liters per day. Drink lots of water.

- 6 Complete these sentences with your own words.

1 I can't sleep if I
and

2 I prefer team sports such as
or

3 Some people think money makes you happy, but I

Word building verb + noun collocations

- 1 Match the verbs with the nouns to make collocations. Then complete the sentences.

Verbs check go have play
read run take

Nouns books coffee email hiking
a marathon the piano public transportation

- I'm training to next year. So far I can do about fifteen miles.
- I like to in the mountains on weekends. It's very relaxing.
- I when I have time. Mozart is my favorite composer.
- I like to Fantasy or science fiction are my favorites.
- I to work instead of driving a car.
- I never my personal at work.
- Can I, please?

- 2 Write down other verb + noun collocations. Use the verbs in Exercise 1.

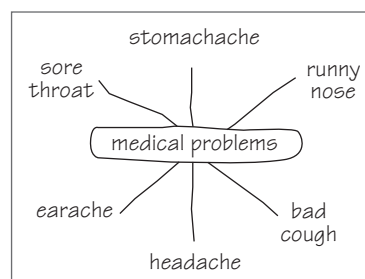
Example:

take time, take a break, take a taxi

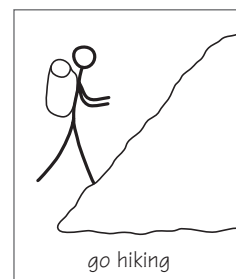
Learning skills recording new vocabulary

- 3 When you write down a new word, how do you record it? Check the techniques you use.
- the meaning
 - the translation into your language
 - the pronunciation (the sounds and the stress)
 - the part of speech (verb, adjective, noun, preposition, etc.)
 - collocations
 - any common phrases or expressions using this word
- 4 Look at the study suggestions in the next column. Which techniques do you use in your notebook?

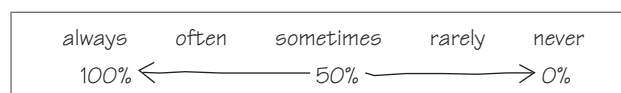
a Word groups



b Drawings



c Diagrams

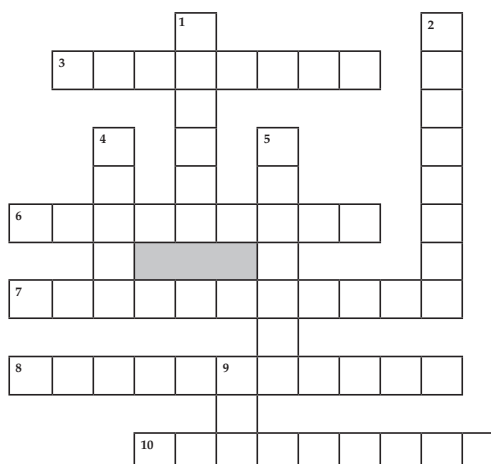


- 5 Look at some of the new words from Unit 1.

- Try recording some new information about the words. Use a dictionary to help you.
- Try different techniques for learning the new words. Decide which techniques work well for you.

Check!

- 6 Complete the crossword. You can find the answers in Unit 1 of the Student Book.



Across

- A large Italian island
- You do this with plants and flowers
- Measurement of how hot your body is
- A person who lives to 100 years or more
- The noun form of "happy"

Down

- You can give this to a friend if they have a problem
- Something a pharmacist or doctor gives you for an illness
- A place on the Internet for leaving and replying to messages
- A Japanese island with some of the oldest people in the world
- A short sleep

Unit 2 Competitions

2a Sports and leisure activities

1 Vocabulary extra talking about likes and dislikes

a Match the highlighted verbs (1–6) with the emoticons (a–f).

- 1 I **enjoy** swimming when I have time.
- 2 I **love** winning!
- 3 I **really like** watching sports on TV.
- 4 I **hate** boxing.
- 5 I **can't stand** losing!
- 6 I **don't mind** playing soccer but I **don't like** watching it.

- a 😊😊😊
- b 😊😊
- c 😊 like,
- d 😊
- e ☹ dislike,
- f ☹☹

b Complete the sentences with your information.

- 1 I love playing
- 2 I enjoy when I have time.
- 3 I don't mind
- 4 I don't like watching on TV.
- 5 I can't stand

Grammar verb + -ing forms

2 Complete the sentences with the -ing form of these verbs.

be fly learn **play** sit

- 1 Playing tennis is fun and it's good exercise.
- 2 to play the piano takes years of practice.
- 3 in front of the TV all day isn't good for you.
- 4 Are you interested in on our team?
- 5 I don't like traveling by plane because I'm afraid of

Grammar like -ing / 'd like to

3 Choose the correct phrases to complete the sentences.

- 1 I like playing / I'd like to play golf later today.
- 2 They like playing / They'd like to play against us. Is that OK with you?
- 3 No one likes finishing / would like to finish last, but someone always has to.
- 4 One day in the future, my family likes going / would like to go on a trip to Antarctica.
- 5 I like parachuting / I'd like to parachute. It's a lot of fun.
- 6 At some point in life, everyone likes being / would like to become famous.
- 7 We don't like playing / wouldn't like to play on a clay court. We prefer grass.
- 8 What do you like doing / would you like to do when you finish school?

4 Match the two parts of the sentences.

- 1 Every day, Richard likes
- 2 I'd like to
- 3 Do you like
- 4 She'd like to
- 5 Would you like to
- 6 They always like
- a be on my team?
- b playing tennis?
- c running a few miles before breakfast.
- d to compete in the Olympics one day.
- e visit New Zealand one day.
- f competing against each other.

5 What do you think about these activities? Write a sentence with information that is true for you using the grammar structures from this lesson.

- 1 golf
- 2 ballet
- 3 soccer
- 4 video games
- 5 skiing

2b Paddleboard racing

Reading adventure sports

1 Read the article. Are the sentences true (T) or false (F)?

- 1 Paddleboarding is a combination of two other sports.
- 2 Competitive paddleboard races are usually on rivers.
- 3 The most important race is on the ocean around Hawaii.



Paddleboarding is a mixture of two water sports, surfing and rowing. Paddleboarding uses a surfboard and the paddleboarder “rows” the board. However, there are two big differences. In surfing, you have to stand but in paddleboarding you can kneel or lie on the board. In rowing you use oars, but in paddleboarding you can’t use oars. You have to use your arms to move along. Competitors must be very strong and athletic.

You can do the sport on rivers, but most of the big competitions are on the ocean. The main competition for paddleboarders is the annual race from Molokai to Oahu in Hawaii. The distance is 50 kilometers. On a good day, with the right kind of waves, you don’t always have to use your arms because the water carries you some of the way, but on a bad day, you are using your arms the whole way.

Grammar modal verbs for rules

2 Rewrite these sentences with a modal verb for rules. Sometimes you can use more than one verb. Then compare your answers with similar sentences in the article in Exercise 1.

- 1 In surfing, it’s necessary to stand on your board.
In surfing, you have to stand on your board.
- 2 Paddleboarders are allowed to kneel or lie on the board.
Paddleboarders kneel or lie on the board.
- 3 In paddleboarding, you are not allowed to use oars.
In paddleboarding, you use oars.
- 4 It’s necessary to use their arms to move along.
They use their arms to move along.
- 5 On a good day, with the right kind of waves, it isn’t always necessary to use your arms because the water carries you some of the way.
On a good day, with the right kind of waves, you use your arms because the water carries you some of the way.
- 6 It’s necessary for competitors to be very strong and athletic.
Competitors be very strong and athletic.

3 Make one rule for each sport (1–3) with the words in the table. Use a word or phrase from each row of the table. You do not need to use all of the phrases and words.

Each team	The ball	The fighters	You	Players
-----------	----------	--------------	-----	---------

has to / must	can	don’t have to	can’t
---------------	-----	---------------	-------

get a red card.	have five people on the court.
go over the net.	use any special equipment.
leave the ring during the fight.	

- 1 Basketball: Each team has to / must have five players on the court.
- 2 Soccer:
- 3 Boxing:

2c Dangerous sports

Reading freediving

Freediving is the general word for any type of underwater sport without any kind of breathing equipment. So you have to take a deep breath before you go underwater. One of the most competitive types of freediving is when a diver goes deep under the water. A Swedish woman called Annelie Pompe has the world record in freediving. She went down 413 feet into the Red Sea with no air.

Annelie loves being in the water and she likes swimming without lots of equipment. She spends every weekend training in the ocean, and before a competition she trains for about twenty hours a week. However, she also has time for other sports and these help her prepare for freediving. For example, she does yoga in the morning because it helps her to relax. She also goes running, does some weightlifting, and goes cycling.

1 Read the article about Annelie Pompe. Choose the correct option (a, b, or c).

- 1 Freediving is an underwater sport. The diver
a has to use breathing equipment
b doesn't have to use breathing equipment
c can't use breathing equipment
- 2 Annelie's world record is a dive of feet.
a 410 b 413 c 436
- 3 She spends every training in the ocean.
a day b week c weekend
- 4 She other sports.
a likes doing
b doesn't have time for
c doesn't like doing

Vocabulary review competitions

2 Complete the sentences with one word. The first letter is given.

- 1 My team won the final and got this t.....
- 2 The final s..... was seven to five.
- 3 The f..... were excited to watch the game.
- 4 The stadium was full of s.....
- 5 We need to b..... the other team in order to make it to the next round.

Word focus *like*

3 Match the sentences (1–7) with the different uses of *like* (a–g).

- 1 He's like his older brother. He was good at athletics too.
 - 2 He looks like his older brother. He has black hair too.
 - 3 I'd like to win a gold medal one day.
 - 4 I'd like a cup of coffee, please.
 - 5 Do you feel like going out later?
 - 6 I like most sports.
 - 7 I like watching most sports.
- a to say you feel people or things are good (*like* + noun)
 - b to say you enjoy doing something (*like* + *-ing*)
 - c use with *would* to say you want to do something in the future (*would like* + *to* + infinitive)
 - d use with *would* to say you want something (*would like* + noun)
 - e to describe similar behavior to something or someone
 - f used with the verbs *look*, *smell*, *sound*, and *taste* to describe similarities with someone or something (*look like*, etc.)
 - g use with *feel* to talk about wanting to do something (*feel like* *-ing*)

4 Rewrite the sentences using the word *like*.

- 1 They want to play tennis later.
They 'd like to play tennis later. OR
They feel like playing tennis later.
- 2 You're very similar in appearance to someone else I went to school with.
You I went to school with.
- 3 She wants to play tennis professionally one day.
She tennis professionally one day.
- 4 We want some ice cream, please.
We, please.
- 5 He isn't similar to his sister. She always worked very hard.
He his sister. She always worked very hard.

2d Joining an exercise class

Reading a brochure for an exercise class

- 1 Read the brochure for exercise classes at a local gym. Then match the sentences (1–7) to the classes (A–C).
- 1 You have to get up early for this class.
- 2 The person in charge tells you what to do.
- 3 This class is good after a day at work.
- 4 This class mixes fun with exercise.
- 5 Take a break from work and come for some exercise.
- 6 You will notice a difference very quickly.
- 7 It lasts for an hour and a half.

Fit for Life Gym

A



Boot camp starts at 6 a.m. every morning with your instructor. He shouts orders and you run, jump, and lift. It's non-stop exercise for 90 minutes.

"Perfect for people who want fast results."

B

Our evening Pilates classes help your body to recover after a hard day at work. Build strength with an exercise program suitable for any age and fitness level.



"After a day in the office chair, Pilates is perfect for your muscles."

C



Zumba is a new kind of dance and our classes are a mixture of fun, excitement, and high energy levels. Classes are at noon so you can even join us during your lunch break.

"Zumba is a fun way to get fit — every class feels like a party!"

Real life talking about interests

- 2 Read and complete the conversation with these phrases.

Come on	not very
I'd prefer	sounds good
interested in	we should
it looks	What about

- A: Hey, this looks interesting.
 B: What?
 A: This brochure for fitness classes at the gym. Are you ¹ doing something like that?
 B: Maybe. But I'm ² good at sports.
 A: But this isn't competitive. It's for getting in shape. This one ³
 Boot Camp. What about joining that?
 B: What is Boot Camp?
 A: It's like the army. You have someone who tells you what to do. I think ⁴ do it. It's at 6 am.
 B: What?! You must be joking. I hate getting up early. ⁵ doing something later?
 A: Well, there's one at lunchtime. It's called Zumba. It's a kind of dance, I think.
 B: I don't like dancing.
 A: ⁶ It looks fun.
 B: What about something after work?
 A: There's a Pilates class. It doesn't say an exact time, but it says it's after work.
 B: Well, ⁷ that to Boot Camp or dancing.
 A: Yes, ⁸ good.

- 3 Which class would you prefer? Why? Explain your choice.

.....

.....

.....

.....

.....

.....

.....

.....

2e Advertisements

Writing ads and notices

- 1 Imagine you are organizing a social event for everyone after work.
Write a notice for everyone and tell them:

- it's a barbecue in the local park with a "fun" soccer game afterwards
- the date and time
- the reason (it's a way for everyone to meet each other)
- your email address (so they can say if they are coming)



2 Grammar extra punctuation rules

Complete the list of rules for punctuation with these words.

apostrophe	capital letter
comma	exclamation point
period	

- 1 You have to use a when it's the first letter of a sentence; with names of people, places, and countries; with days of the week and months; and with people's titles.
- 2 You must end a sentence with a or you can emphasize something with an
- 3 A can separate lists of nouns or adjectives and sometimes two clauses in a sentence.
- 4 You have to use an with contracted forms and with the possessive's.

3 Writing skill checking and correcting your writing

Read the piece of writing by a student. Three lines are correct and seven lines have punctuation mistakes. Check (✓) the correct lines and correct the other lines.

My free time

I have many different hobbies
and interests such as computer
gaming biking and painting but
my favorite is ice hockey. Its a
very popular sport in my home
country of canada. I practice
every saturday morning at our
local sports center with my team
and we play games once a month
We love to win

- 1 I (capital letter)
- 2 ✓
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Wordbuilding word forms

1 Complete the table with the other forms of the words. Use a dictionary to help you, if necessary.

Verb	Adjective	Noun (thing)	Noun (person)
compete	1 <i>competitive</i>	2	competitor
3	photographic	photograph	photographer
advertise		4 (also <i>ad</i>)	advertiser
	5	interest	
	6	profession	professional

Learning skills using a dictionary (1)

2 Match the different parts of the dictionary entries on the right (1–12) with these words.

adjective	definition
example sentence	first meaning
main stress	noun
past participle	plural form
present participle	pronunciation
second meaning	verb

Check!

3 Complete the sentences with these numbers. You can find the answers in Unit 2 of the Student Book.

2 4 5 60 92 129 1,500 1972

- 1 Arnold Palmer won golf tournaments.
- 2 Mark Spitz won seven Olympic gold medals in
- 3 A Mud Bowl game lasts minutes.
- 4 The winner of a Combine Harvester Fight wins dollars!
- 5 There are syllables in *competition*.
- 6 At the annual Idiotarod race, there are people on a team.
- 7 The game was a tie. The score was two—.....
- 8 Billie Jean King won major tennis tournaments.

1 **compete** /kəmpɪt/ (v) (competing, competed) 4
 5 [1] take part in a contest or game. Ten people competed in the race. [2] try to get something for yourself and stop others getting it. My company is competing with another for an important customer.

6 **competition** /kəmpə'tɪʃən/ (n) (competitions) [1] An event when two or more people take part in a contest or game to find the best at the activity. Ten people 9 competed in the race. [2] When two or more people are trying to get something and stop others from getting it. There's a lot of competition for the trophy.

10 **competitive** /kəmpə'tetɪv/ (adj) [1] situations or events when people compete with each other. Professional tennis is a very competitive sport. [2] a 12 person who wants to be the best at something. I'm a very competitive person who loves winning!

Unit 3 Transportation

3a Choosing greener transportation

Reading green transportation

- 1 Read the article. Are the sentences true (T) or false (F), according to the information in the article?
- 1 The author thinks walking is better than driving when you visit a city.
 - 2 Renting bicycles from hotels and hostels can be very expensive.
 - 3 The author thinks cities need to give more information to visitors.
 - 4 All hotels have charging stations for electric cars.

Choosing greener transportation

For tourists and travelers who want a more interesting experience when they arrive in a new city or country, here are some better ways to travel, both for you and for the environment.

Step 1 Get out of the car and walk. It's slower but it's the greenest way to travel. It's also the most rewarding way to see a city, but remember to pack comfortable shoes.

Step 2 Biking is also a good alternative. Many hotels and hostels now offer free bicycles for guests. Some cities also have bike stations. You pick up a bicycle from one of these stations and return it later. It costs something but it's much cheaper than a bus or taxi.

Step 3 If you have to take transportation in a city, try to take public transportation. You'll get more detailed information by visiting the city website before you go because it'll save a lot of time once you get there.

Step 4 And when the only way to travel is by car, rent a hybrid or electric car. Many car rental companies now offer these so always ask. Look for hotels at your destination with free electric vehicle charging stations. You'll be surprised at how many hotels now offer this facility.

by Jeannette Belliveau, Demand Media

Grammar comparatives and superlatives

- 2 Look back at the article in Exercise 1 and underline the examples of comparative and superlative forms.

► SPELL CHECK comparatives and superlatives

- Add *-er* or *-est* to short adjectives: *young—younger—youngest*
- When the adjectives end in *-e*, add *-r* or *-st*: *large—larger—largest*
- Change adjectives ending in *-y* (after a consonant) to *-i* and add *-er* or *-est*: *happy—happier—happiest*
- Double the final consonant of adjectives ending with a consonant + vowel + consonant: *hot—hotter—hottest*
- Don't double the consonant for adjectives ending in vowel + *-w* or *-y*: *slow—slower—slowest*

- 3 Look at the spell check box. Then write the comparative and superlative forms of the adjectives.

1 cheap	<u>cheaper</u>	<u>cheapest</u>
2 angry	.....	.....
3 large	.....	.....
4 big	.....	.....
5 safe	.....	.....
6 funny	.....	.....
7 thin	.....	.....
8 low	.....	.....
9 easy	.....	.....
10 green	.....	.....
11 fit	.....	.....
12 fast	.....	.....

- 4 Write sentences that give your opinion. Use a comparative form with *-er*, *more*, or *less*.

- 1 traveling by bus / traveling by car (relaxing)
I think traveling by bus is more relaxing than traveling by car.
- 2 email / letters (fast)
I think
- 3 teachers / politicians (work hard)
I think
- 4 trains / airplanes (bad for the environment)
I think

3b Animal qualities

Grammar *as ... as*

1 Put the words in order to make sentences. Start with the words in bold.

1 modern transportation / in the forest / good as / **Horses** / are as

.....

2 is always / as this in / my country / **The weather** / as hot

.....

3 expensive / **Silver** / isn't / as / as gold

.....

4 as cars / from / aren't / the sixties / **New cars** / stylish / as

.....

5 **Bicycles** / as / cars / are / in the city center / as fast

.....

6 as I / used / not as / to be / **I'm** / young

.....

Vocabulary extra expressions with animals

2 Label the animals with these words.

bat bee bird horse giraffe lion
owl mouse



1



2



3



4



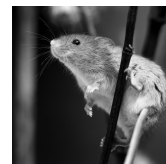
5



6



7



8

3 The English language has many expressions using *as ... as* and the names of animals to talk about good or bad qualities. Complete the sentences with the name of an animal from Exercise 2a. Look up the adjectives in your dictionary to help you.

1 You need glasses. You're as blind as a *bat* !

2 What's on the menu? I'm as hungry as a

3 My brother is as tall as a Why am I so short?

4 I'm as busy as a today. I'm doing some gardening and studying.

5 My teacher is as wise as an

6 I didn't know you were in the house. You were as quiet as a

7 My grandfather died in the war. He was as brave as a

8 When I stand on the top of a mountain, I feel as free as a

Word focus *as*

4 Rewrite the sentences using *as*.

1 We stopped for lunch because there was a traffic jam on the highway.

We stopped for lunch on the highway.

2 You look like you had a long journey.

..... if you had a long journey.

3 In the city, the speed of a bicycle is the same as a bus.

In the city, fast as a bus.

4 We saw an elephant when we were driving home!

We saw an elephant !

3c Transportation in India

Reading the Golden Quadrilateral

- 1 Read the article about a new road in India called the “Golden Quadrilateral.” Number the topics (a–d) in the order you read about them.
- a transportation and industry on the road
 - b a new road will help the economy
 - c the length and technology of the new road
 - d Indians are buying more and more cars

Last year in India, people bought around 1.5 million new cars. This will probably go up to three million a year in the next few years. That’s how the Indian economy is changing. Many Indians in the big cities are richer than ever. However, most of the money is still in the big cities. There is still a lot of poverty in the villages and the countryside.

Now the government hopes a new road in India can help to change India’s economy. The Golden Quadrilateral road, or GQ, connects the country’s four biggest cities: Delhi, Mumbai, Chennai, and Kolkata. Hopefully, the road will carry business from the giant cities to the smaller and poorer villages.

The GQ is about 3,700 miles long and is the most hi-tech highway in the world. At the administration headquarters in Delhi, you can watch thousands of vehicles moving around the country on a computer screen. If there is a problem anywhere with the road, electronic sensors tell the headquarters, and engineers instantly drive there.

When you drive on the highway, there is every kind of vehicle. There are animals pulling carts, motorcycles, lines of old trucks, and fast new cars. Sometimes the road goes right through the middle of a city, so there are often traffic jams and pedestrians trying to cross the road. Industry is also growing along the new highway. When a large company opens a factory, lots of other smaller factories and offices also open. Trucks then drive and deliver all over India along the new highway. For India, this is a symbol of the country’s future.

- 2 Choose the correct answer (a–c).

- 1 How many new cars will people probably buy in the next few years?
a 1.5 million b two million c three million
- 2 Where do many of the rich people live?
a next to the new road c in the countryside
b in the cities



- 3 How long is the road?
a 370 miles b 3,700 miles c 37,000 miles
- 4 What can you see on the computers at the road’s headquarters in Delhi?
a vehicles on the road c answers a and b
b any problems on the road
- 5 What types of vehicles can you see on the road?
a all types c the article doesn’t say
b mostly cars
- 6 Why is the road described as “a symbol of India’s future”?
a Because it’s the same shape as the country of India.
b Because it is modern, it is helping the economy to grow.
c Because India has lots of transportation.

Vocabulary transportation verbs

- 3 Cross out the verb which is not possible for each type of transportation or commuter (1–6).

- 1 ~~catch~~ / miss / go by / ~~pick up~~ (a) train
- 2 drop off / take / catch / pick up a passenger
- 3 catch / go by / get on / take a flight
- 4 miss / go in / get / take a taxi
- 5 ride / go by / get off / go in (a) bicycle
- 6 get / take / miss / go a bus

3d Getting around town

Vocabulary taking transportation

1 Choose the correct words.

- What's the bus *price* / *fare* to the airport?
- There's a taxi *rank* / *stop* by the station, so you can get one there.
- Would you like a *receipt* / *some change* for that?
- Which *gate* / *platform* does the flight to Boston leave from?
- I think you should *reserve* / *check in* your ticket in advance.
- Immigration will want to look at the visa in your *ticket* / *passport*.
- Would you like a window or a *corridor* / *an aisle* seat?
- How much does it cost for a *first* / *round-trip* class ticket?



Real life going on a journey

2 Complete the four conversations with these phrases.

Can I have	Can I pay	Do you go
Do you have	How many	How much
I'd like a	Which platform	

Conversation 1

- A: Hi. ¹ _____ to the center?
 B: Which part?
 A: Near the movie theater.
 B: Yes, we stop outside it.
 A: Great. ² _____ a round-trip ticket, please?

Conversation 2

- A: ³ _____ first-class ticket, please.
 B: That's twenty dollars and fifty cents.
 A: Here you are. ⁴ _____ is it?
 B: It's at five fifteen from platform twelve.

Conversation 3

- A: ⁵ _____ bags are you checking in?
 B: Two. And I've got a carry-on.
 A: I'm afraid your ticket only includes one bag. You'll have to pay an extra ten dollars for that one.
 B: Oh, OK. ⁶ _____ by credit card?
 A: Sure.

Conversation 4

- A: It's just up here on the right. You can drop me off over there.
 B: I can't stop there. It's a bus stop. But here's OK.
 A: OK. ⁷ _____ is that?
 B: That's thirteen dollars thirty cents.
⁸ _____ the exact change?

3 Look at the photo of Times Square in New York City. Imagine you are in the taxi. Write a short conversation with the driver. Where do you want to go?

.....

.....

.....

.....

.....

.....

.....

3e Quick communication

1 Reading telephone messages

Read the messages.

Message one

MESSAGE:

Get on the number 68 bus from the bus stop outside your house. Take it to the subway station. Catch the first train and get off at Washington Street Station. Then call me. I'll come and get you.

Message two

MESSAGE:

My flight is late and I'm still in Dallas. Don't wait for me at the airport. I'll catch the bus to the city center and walk to your house. See you later.

Message three

MESSAGE:

Chris wants to meet us tonight, so please can you call him and tell him where to meet us? And send me the address of the restaurant as well. What time do you want to meet?

Writing notes and messages

- 2 Look at the messages in Exercise 1. Rewrite them in note form. Remember to leave out words like articles, pronouns, auxiliary verbs, and polite forms.

Message one

MESSAGE:

Message two

MESSAGE:

Message three

MESSAGE:

Wordbuilding compound nouns

► WORDBUILDING compound nouns

Compound nouns are nouns with either:

- two nouns joined together, e.g., *motor + cycle = motorcycle*.
- two nouns together but as separate words, e.g., *parking + space = parking space*.

There is no rule for when you join the words or keep them separate words so check in your dictionary.

- 1 Look at the Wordbuilding box. Then complete the compound nouns in the sentences with these words.

center credit driver seat snow
time town transportation

- Sorry, we don't accept cards, only cash.
- He works at night so he often sleeps in the day.....
- There is road work in the town so you shouldn't drive to the movie theater this evening.
- I know I should take public but it's easier to drive my own car.
- A mobile looks like a lot of fun to drive.
- Do you have any change to pay the taxi?
- The council is meeting tonight to discuss the problem of parking downtown.
- I always reserve a window when I fly.

- 2 Match a word from each box to make compound nouns.

alarm bank boxing soccer mail cell
tennis town

account box center clock court gloves
phone field

- alarm clock
-
-
-
-
-
-
-

Learning skills remembering new vocabulary

- 3 Look at the list of ways to remember new vocabulary. Check (✓) the ones you use now and put an asterisk (*) by the ones you would like to use in the future.

Ways to remember new vocabulary

- | | |
|--|-----------------------|
| 1 After I finish a unit in the Student Book, I read it again a few weeks later and check any words I don't remember. | <input type="radio"/> |
| 2 When I find a new word or expression in the unit, I highlight it. | <input type="radio"/> |
| 3 I write a new word on a piece of paper. On the other side of the paper, I write a definition. Then I test myself a few weeks later. | <input type="radio"/> |
| 4 When I find a new word, I check in my dictionary for other words that I can build with it, for example, <i>commute (v)</i> , <i>commuter (n)</i> . | <input type="radio"/> |
| 5 I write new words in lists with the translations next to them. Then I cover the words and try to translate them from my own language. | <input type="radio"/> |
| 6 I write the new word in a sentence that is important to me. | <input type="radio"/> |
| 7 I read more texts on similar subjects to the unit. I usually find some of the new words in the text. | <input type="radio"/> |
| 8 I choose ten new words and write a short story using them all. | <input type="radio"/> |

- 4 Do you use other techniques for learning and remembering vocabulary? Write them down and compare your ideas with other students in your next class.

Check!

- 5 Put the letters of these anagrams in the correct order to make words from Unit 3 in the Student Book. (The clues in parentheses will help.)
- LAKATOK (a city in India)
 - RODITIA (a famous dog race)
 - ESIAL (seat on an airplane)
 - PEALHENT (large animal)
 - JETACDIVE (type of word between *as* and *as*)

Unit 4 Adventure

4a Risks and adventures

1 Vocabulary extra adventure

Replace the words in bold with these similar words or phrases.

adventure ambition a big challenge
my biggest achievement crazy
dangerous take risks

- I don't like to **do things that could be dangerous**.
.....
- My life is so boring. I want a life of **doing exciting things**.
.....
- Don't walk so close to the cliff. It looks **unsafe**.
.....
- Graduating from college was **the thing that required the most hard work and effort** in my life so far.
- Climbing Mount Everest presents mountaineers with **something that is really difficult to do**, but that's what makes it worth doing!
- As I get older, I have less and less **I want to achieve**.
.....
- It's snowing outside. We can't walk fifty miles in this weather! Are you **out of your mind**?
.....

Grammar simple past

- 2 Look at the spell check box. Then write the simple past form of these regular verbs.

► SPELL CHECK simple past regular verbs (-ed endings)

- Add -ed to verbs ending in a consonant: watch → watched
- Add -d to verbs ending in -e: dance → danced
- With verbs ending in -y (after a consonant), change the -y to -i and add -ed: cry → cried
- Don't change the -y to -i after a vowel: play → played
- Double the final consonant for most verbs ending with consonant + vowel + consonant: stop → stopped

- | | |
|----------------|----------------|
| 1 visit | 6 live |
| 2 arrive | 7 study |
| 3 dry | 8 move |
| 4 stay | 9 prefer |
| 5 jog | 10 worry |

- 3 Complete the article below with the simple past form of the verbs in the boxes.

grow up join learn play

A risk taker



The circus performer

Eskil Ronningsbakken ¹ in Norway. As a child, he enjoyed climbing trees and he ² on the roofs of houses. He ³ to do a handstand when he was five and he studied circus skills when he was eight. Aged seventeen, he ⁴ a circus, but two years later he started performing on his own with his balancing act.

- 4 Read the article again. Are these sentences true (T) or false (F)? Rewrite the false sentences to make them correct.

- Eskil grew up in Denmark.
F – Eskil grew up in Norway.
- He went to college.
.....
- Eskil was interested in the circus when he was a child.
.....
- Eskil joined a theater when he was seventeen.
.....
- Eskil started performing with a group of people after he left the circus.
.....
- Eskil took risks in his life.
.....

4b The survivors

Vocabulary personal qualities

1 Complete the table. Use a dictionary, if necessary.

Adjective	Noun
determined	1 <u>determination</u>
ambitious	2 _____
3 _____	care
decisive	4 _____
5 _____	experience
6 _____	intelligence
patient	7 _____
8 _____	reliability

2 Complete the sentences with the adjectives in Exercise 1.

- 1 Be _____ on the side of the mountain. There's a lot of snow out there today.
- 2 I'm _____ to reach the top and nothing is going to stop me!
- 3 My brother was lazy at school but because he was so _____ he passed all his classes anyway.
- 4 At my company, some people are so _____ they will do anything to get a promotion.
- 5 Don't get angry every time someone is late. You need to learn to be more _____ with people.
- 6 He's so _____ in mountaineering that he feels very confident about this next challenge.
- 7 My car isn't very _____. It breaks down all the time.
- 8 Are you coming out this weekend or not? Please be more _____!

Grammar past continuous

3 Choose the correct forms to complete the conversations.

Conversation one

A: ¹ *Did you see / Were you seeing* all those police cars this morning?

B: No. Where were they?

A: They ² *followed / were following* a red sports car, but I don't know if they caught him.

B: I ³ *saw / was seeing* on the news that there was a bank robbery, so it was probably something to do with that.

A: I can't believe you ⁴ *didn't hear / weren't hearing* them as they went past.

B: I ⁵ *listened / was listening* to music with my headphones on, so I couldn't hear anything else.

Conversation two

A: ⁶ *Did you have / Were you having* a bad commute?

B: No, not too bad. My usual train ⁷ *didn't arrive / wasn't arriving* today, so I had to wait for the later train.

A: So you were fifteen minutes late.

B: Yes, I was. Why? ⁸ *Did you wait / Were you waiting* for me?

A: No, but you were late yesterday. And the day before! It's becoming a problem.

Word focus was/were

4 Complete the sentences with *was*, *were*, *wasn't*, or *weren't*.

- 1 The book _____ really good, but the movie version _____.
- 2 Where _____ you born?
- 3 We live in Toronto, but we _____ born in Canada. Originally we came from Poland.
- 4 Why _____ you at the party? I _____ looking for you all night.

Grammar review simple past, irregular verbs

5 Write the simple past of these verbs. Check your answers in a dictionary.

- | | | | |
|--------|-------|---------|-------|
| 1 bite | _____ | 5 say | _____ |
| 2 buy | _____ | 6 go | _____ |
| 3 hit | _____ | 7 fight | _____ |
| 4 do | _____ | 8 bring | _____ |

4c Survival stories

Reading a walk through the Amazon rainforest

- 1 Read an interview with Daniel Fanning, the leader of an expedition through the Amazon rainforest.

Interviewer: Rainforest conservationist Dr. Daniel Fanning led a team through the Amazonian rainforest. Together they walked for six months. Daniel is here today to explain how he prepares for this kind of expedition.

Daniel: Well, I think preparation is probably the most important part of any expedition. I spent about three months getting ready for this trip. I tested equipment for the walk. For example, I needed to know if the tents could survive the difficult conditions in the rainforests.

Interviewer: So, how much did you have to carry in the end? For example, how much clothing did you take?

Daniel: Humans don't really need clothes in the rainforest. It's so hot I recommend shorts and a good raincoat.

Interviewer: But don't you need good walking boots?

Daniel: The problem is that you get lots of sand, mud, and water inside the boot—especially when it rains, which is nearly all the time. So a pair of sandals is fine. Food and water are the most important things to carry.

Interviewer: I was wondering about that. What did you eat?

Daniel: Food like rice is good, but you lose a lot of weight when you walk. I lost about ten pounds.

Interviewer: And one final question. We've talked about the physical side of walking in the jungle, but what about the mental side?

Daniel: Well, you're with other people, but yes you're on your own for long periods of time. But that's good for you I think. It's like a kind of meditation. I also think a journey like this is about determination. I knew that nothing would stop me from reaching the end. So the mind is as important as the body on an expedition.



- 2 Answer the questions.

- 1 What was Daniel's job on the expedition?
.....
- 2 Why did he need to test the equipment and tents?
.....
- 3 Why didn't he carry much clothing?
.....
- 4 What are the most important things to carry?
.....
- 5 How many pounds did he lose?
.....
- 6 What personal quality does he think you need on this kind of expedition?
.....

Vocabulary *in, on, at*

- 3 Complete the sentences with *in, on, at*, or *x* (no preposition).

- 1 May 1953, Edmund Hillary and Tenzing Norgay became the first men to reach the summit of Mount Everest.
- 2 the evenings, we cooked dinner over a fire and watched the stars.
- 3 There's another train five minutes. We can catch that one.
- 4 The two women reached the summit exactly three o'clock that afternoon.
- 5 The expedition leaves Monday.
- 6 The rescue team arrived three days later.
- 7 Roald Amundsen was the first explorer to reach both the North and South Poles, but he died in a plane crash June 18, 1928.
- 8 The two climbers returned safe and well yesterday.
- 9 The group of explorers arrived home New Year's Eve.

4d Telling stories

Reading a true story

- 1 Read a true story about Yossi Ghinsberg's journey through the jungle of Bolivia. Complete the story with these phrases.

after a few days	after three
amazingly	For some time
Eventually	luckily
One day	Sadly
suddenly	Then
	While

¹ _____, Yossi Ghinsberg started a journey with three other men. They were traveling through the jungle of Bolivia but, ² _____, they were lost. ³ _____, two of the group, Yossi and Kevin, built a raft so they could travel down the river and find help.

⁴ _____ they traveled down the river, but ⁵ _____ they hit a rock. Yossi fell off the raft and swam to the shore.

⁶ _____ Yossi was lost in the jungle, his friend Kevin was luckier. He stayed on the raft and ⁷ _____ some local men found him.

⁸ _____ they searched for Yossi and, ⁹ _____, ¹⁰ _____ weeks they found him alive. ¹¹ _____, the other two men never returned.

- 2 Number the events (a–f) in the correct order (1–6).

- The men got lost.
- Yossi was lost in the jungle for three weeks.
- Yossi traveled on a raft down the river with Kevin.
- Yossi fell off the raft.
- Four men traveled into the jungle of Bolivia.
- Local people found Kevin.

Real life telling a story

- 3 Look at the words and phrases (1–11) you wrote in the text in Exercise 1. Match them with the headings (a–e) for telling a story.

- refers to days and period of time: _____, _____, _____,
- sequences parts of the story: _____, _____, _____,

- c introduces new and surprising information: _____, _____

- d introduces good news: _____

- e introduces bad news: _____

Vocabulary review geographical features

- 4 Complete the extract from an explorer's diary with these words.

cave	crevasse	face	glacier	lake
ridge	summit			

Day one

We put up our tents next to an enormous ¹ _____. The water was blue and very cold. Up above, I could see the north ² _____ of the mountain disappear behind clouds.

Day two

The next morning, it was sunny. We ate a large breakfast and packed our bags. We walked a few kilometers across the huge ³ _____ of rock and ice that moves down the valley about a centimeter a year. At one point in the journey, there was a deep ⁴ _____. It was too big to cross, so we walked for two hours until we found a safe place to cross.

Day three

We made better progress today. We climbed about halfway up the mountain. By evening, we reached a ⁵ _____. It was snowing, so we dug a snow ⁶ _____ and tried to get warm and sleep. Tomorrow we want to reach the ⁷ _____ of the mountain.

4e A story of survival

Writing skill -ly adverbs

- 1 Add *-ly* to the word in the sentences where necessary.
 - 1 We swam quick~~ly~~ across the river.
 - 2 We drove fast✓.
 - 3 The rain stopped and the sun shone bright.
 - 4 The car sudden stopped.
 - 5 There was a sudden movement in the trees.
 - 6 The view from the summit was beautiful.
 - 7 Amazing, we survived at sea for ten days.
 - 8 The whole experience was amazing.
- 2 Complete the story from a blog for people with interesting survival stories. Use these adverbs.

eventually	fortunately	hardly
incredibly	unfortunately	

I was going on a trip though the Sycamore Wilderness Canyon in Arizona. In the US only the Grand Canyon is bigger and it has lots of visitors. ¹ _____, the Sycamore Wilderness Canyon is over 56,000 acres with no roads, and you don't see another person for days.

Also, you won't see any water for most of the year so you have to carry your own. I was only carrying water for three days because I planned for that length of time. ² _____ on Day 1 I lost the trail. I spent hours looking for it again but it was getting dark so I put up my tent.

The next day I walked in high temperatures, but I still couldn't find the trail. I had ³ _____ any water left and my mouth was dry. I camped again and got up early before the sun became too hot. I was badly dehydrated and desperate, but just as I came to the edge of a cliff, I looked down and ⁴ _____ there was the Verde River.

It took two hours to climb down the side of the cliff, but ⁵ _____ I reached the river and drank the water. The next day I followed the river for miles and then I found a trail. I arrived home a day later and I knew I was very lucky to be alive.

Grammar extra adverbs without -ly

- 3 Not all adverbs end in *-ly*. Find these adverbs in the story in Exercise 1 and notice their position.

also only again still just then
- 4 Write the adverb in the correct position in the sentences.
 - 1 We walked for three hours, and we sat and enjoyed the view. (then)
 - 2 I arrived home as the sun went down. (just)
 - 3 The explorers tried to leave their camp, but the weather was still too bad. (again)
 - 4 After three hours we were lost. (still)
 - 5 We were three days from anywhere, but we had food and water for one more day. (only)
 - 6 The jungle is hot. There are many dangerous animals. (also)

Writing a short story

- 5 Write a short story (100 words) which begins with the words: "We only had food and water for one more day..." In your story, use six or more adverbs.

Wordbuilding negative prefixes (in-, im-, un-)

► WORDBUILDING negative prefixes

A prefix is a group of letters added in front of a word to change its meaning. Some prefixes have a negative meaning so you can make some adjectives have the opposite meaning. For example, we often use the negative prefixes *in-* (*incomplete*), *im-* (*impolite*), and *un-* (*unhappy*).

- Look at the Wordbuilding box. Then complete the words in the sentences with *in-*, *im-*, or *un-*. Use a dictionary to help you.
 - It'spossible to climb the mountain today. The weather is so bad.
 - You spend too much time in front of the TV. I think it's veryhealthy. Get some exercise!
 - Don't bekind to your friends. You never know when you'll need their help.
 - Why are you sohelpful? I only want you to carry something for me.
 - Your idea is completelypractical. It can't work.
 - Your answer wasaccurate. The correct answer was 360.5.
- Complete these sentences with the correct form of the word with a negative prefix.
 - Why are you so (*unambitious*) (ambition)? You should do more challenging things with your life.
 - Don't be so (patience)! Learn to wait.
 - I don't want to go in your car. It's totally (rely). Let's take mine.
 - Good leaders mustn't be (decide).

Learning skills planning your study time

- Many people learn English with a class of other people. Having regular lessons at a certain time helps you learn but it's also important to study outside the classroom. Think about how you can plan your time for studying on your own. Choose the correct options to make these statements true for you.

HOW I STUDY

- My favorite time of day for studying is *in the morning / in the afternoon / in the evening*.
- I think I can spend *about an hour / between two and three hours / more than three hours* a week studying on my own.
- The best days in my week to study on are *Monday / Tuesday / Wednesday / Thursday / Friday / Saturday / Sunday*.
- The best place for me to study is *in a particular place in my house / outside my house / in a room at the language school / other*.

- Now think about these other suggestions for studying. Answer the questions for you.

- This workbook is an important part of studying. How much of this workbook can you complete every week?
- It is useful to read through the Student Book and your notes after each lesson. When will you be able to do this?
- Most people agree that it is better to study every day for ten or fifteen minutes than once a week for an hour or two. Is it possible for you to work this way? When could you spend a few minutes studying every day (e.g., on the bus to work or during your lunch break)?

Check!

- Can you remember? You can find the answers in Unit 4 of the Student Book.

- Which adventurer or survivor in Unit 4 of the Student's Book was in these places?

Denver airport Hawaii Atafu
Siula Grande, Peru Canary Islands

- What happened to the person or people in these places?
- How did they survive?

Unit 5 The environment

5a Recycling

Grammar count and nouncount nouns

1 Complete the phrases with *a/an* for count nouns and *some* for nouncount nouns.

- | | | |
|----------------|-----------------|----------------|
| 1 banana | 4 can | 7 milk |
| 2 juice | 5 compost | 8 coffee |
| 3 box | 6 egg | 9 carton |

► SPELL CHECK plural count nouns

- With count nouns, you usually add *-s*: *egg* → *eggs*
- Add *-es* to nouns ending in *-ch*, *-s*, *-ss*, *-sh* and *-x*: *sandwich* → *sandwiches*
- Change nouns ending in *-y* (after a consonant) to *-i* and add *-es*: *city* → *cities*
- Don't change the *-y* to *-i* after a vowel: *key* → *keys*
- Some nouns are irregular: *man* → *men*

2 Look at the spell check box. Then write the plural form of the count nouns. Use your dictionary if necessary.

- | | |
|--------------|-------|
| 1 jar | ..... |
| 2 bus | ..... |
| 3 country | ..... |
| 4 party | ..... |
| 5 woman | ..... |
| 6 can | ..... |
| 7 box | ..... |
| 8 child | ..... |
| 9 phone | ..... |
| 10 class | ..... |
| 11 story | ..... |
| 12 cartridge | ..... |

Grammar quantifiers

3 Complete the pairs of sentences with these words.

- 1 some / any
- a There are desserts on the table.
- b There isn't sugar left.

2 some / much

a There isn't milk left.

b Don't worry, there's more in the fridge.

3 any / many

a I don't have eggs but I can give you one.

b I don't have eggs. We'll have to buy some.

4 a few / a little

a There are ink cartridges in that box.

b There's only ink in this pen.

5 a few / many

a I don't get days off for vacation.

b I have days every year for vacation.

6 a little / much

a I only get exercise at the gym each week.

b Do you get exercise?

4 Complete the sentences with these words. Are the sentences true for you?

any few lot many some

1 There are some recycling bins in each office.

2 There aren't plastic cups. Everyone has to bring in their own coffee cup.

3 There are a signs in the offices to remind people to switch off anything electrical at the end of the day.

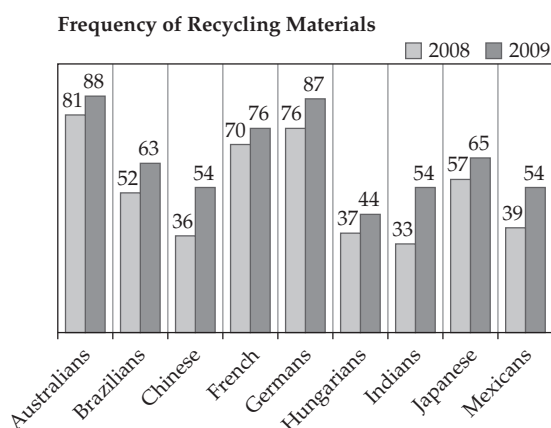
4 Some people drive to work but there aren't places to park. Most people travel by bus or they bike to work.

5 We try to reuse a of our paper as well as recycling it.

5b What we consume

Reading understanding a chart

- 1 Look at the chart from the 2009 Greendex Report. It compares how often people in different countries recycled their household materials in 2008 and 2009. Complete the statements (1–7) with the correct nationality.



- In both years, the Australians recycled over eighty percent of the time.
- The _____ increased their recycling to over three-quarters of the time.
- In 2008, the _____ recycled exactly a third of the time. In 2009, they recycled just over fifty percent of the time.
- In 2009, the _____, the _____, and the _____ all recycled at the same frequency.
- In 2008, the _____ and the _____ recycled over fifty percent of the time and over sixty a year later.
- The _____ recycled just over seventy-five percent of the time in 2008 and then well over eighty percent in 2009.
- The _____ recycled just over a third of the time in 2008 and over forty percent in 2009.

Grammar definite article (the) or no article

- 2 Complete the sentences with *the* or *x* (no article).

- I love _____ pizzas!
- One day I'd love to visit _____ Amazon rainforest.

- _____ New Zealand is a country with every type of natural feature.
- _____ Maldives are a group of islands in the Indian Ocean.
- My favorite Hollywood actor is staying at _____ Astoria Hotel in London.
- I don't like driving at _____ night.
- One of _____ best vacations I had was staying at home for a week!
- Do you also speak _____ English at home with your family?
- What are you doing on _____ weekend? Would you like to go to the beach?
- A: There's a strange car outside our house!
B: It's _____ same one I told you about earlier.

- 3 Read this article. A definite article (*the*) is missing in seven places, including the example. Write it in.



Over three hundred million people live in ^{the} United States of America. It is world's most multicultural country. It was part of United Kingdom but it became a new country in 1776. Washington, DC, became capital city and the president still lives in White House today. However, it isn't biggest city. New York is. New York is also popular with tourists. In particular, they come to see Statue of Liberty.

5c Trash we produce

Reading one household's trash

A new report has some interesting facts and figures on how much trash a house in America produces. Together, American households produce 536 billion pounds of trash. About 180 billion pounds of this—that's about a third—was made into compost or it was recycled. For individual households, that means about 1.5 pounds was recycled out of almost every 4.5 pounds.

As for electronics, the average American household owns 24 electronic devices. These are mostly cell phones, music players, laptops and computers, and digital cameras. Households with three or more people often own as many as 32 devices, while smaller households own around 17 devices. Recycling more of these items could have a big effect. For example, recycling one million cell phones can produce 7,700 pounds of gold. Recycling one million computers helps to stop greenhouse gases. It's about the same as taking 16,000 cars off the road.

In 2009, the amount of paper recovered for recycling averaged 330 pounds per person in the United States or about 840 pounds for each household. Paper recycling has become successful in the US because about 268 million people, or about 87 percent of American households, now have paper recycling projects nearby.



1 Read the news report. Answer these questions.

- 1 What type of news is it about?
.....
- 2 Which country is it about?
.....
- 3 What examples of electronic devices does it mention?
.....
- 4 Does the author think recycling electronic devices could have a big effect?
.....
- 5 What kind of recycling has become successful in this country?
.....

Word focus *take*

2 Replace *take* in the sentences with the correct form of one of these verbs or phrases.

be careful	carry	drink	go-by
go for	have	last	slow down

- 1 Let's **take** taxis. They're much faster. *go by*
- 2 Would you like to **take** a walk?
- 3 The flight will **take** about three hours.
.....
- 4 **Take your time!** There's no hurry.
- 5 It's time for you all to **take** a break.
- 6 You need to **take care** in the jungle. There are many dangerous animals.
- 7 You need to **take** this medicine twice a day for two weeks.
- 8 This boat can **take** up to 30 people.

3 Complete the sentences with your own words.

- 1 I usually take when I go to work.
- 2 My commute to work takes
- 3 I usually take a break
- 4 It's important to take your time when you
- 5 It's important to take care when you

5d Ordering by phone

Reading an order by phone



1 Complete the conversation with the questions (a–i).

- a Can I take your last name?
- b Does that include delivery?
- c Do you have the item number?
- d Can I help you?
- e Would you like confirmation by email?
- f Is that the garden composter?
- g Which credit card would you like to pay with?
- h Can I put you on hold for a moment?
- i Is there anything else I can help you with today?

Salesperson: Good morning. ¹ _____ ?

Customer: Hi, I'm calling about a product on your website. I'd like to order it but the website won't let me.

Salesperson: One moment... ² _____ ?

Customer: Yes, it's 7786-P

Salesperson: So, that's 7786-P. OK. ³ _____ ?

Customer: Yes, that's right.

Salesperson: Well, I can take your order by phone.

Customer: OK, but how much does it cost?

Salesperson: Hmm. ⁴ _____ ?

Customer: Sure.

Salesperson: Hello?

Customer: Yes, hello.

Salesperson: Hi, it's \$42.

Customer: ⁵ _____ ?

Salesperson: Yes, it does.

Customer: OK. I'll order it.

Salesperson: Right. I'll need to take some details. ⁶ _____ ?

Customer: It's Rodriguez. R-O-D-R-I-G-U-E-Z.

Salesperson: And the address?

Customer: 31 Windmill Lane. And that's in Scarsdale.

Salesperson: ⁷ _____ ?

Customer: VISA and the number is 4456 8938 9604 9500.

Salesperson: Sorry, is that 9500 at the end?

Customer: Yes, that's right.

Salesperson: ⁸ _____ ?

Customer: Yes, please. My email is bob dot rodriguez fifty-one at email dot com.

Salesperson: Let me check. bob dot rodriguez fifty-one at email dot com.

Customer: That's right.

Salesperson: ⁹ _____ ?

Customer: No, thanks. That's everything.

Salesperson: OK. Goodbye.

Customer: Bye.

2 In the conversation in Exercise 1 the man tries to order a product online. Do you shop online? Why or why not?

.....

.....

.....

.....

.....

5e Correspondence

1 Writing skill formal language

Write the sentences (a–h) in the correct order in the correct email. One email is more formal than the other.

- Please email this as soon as possible.
- I'm happy to send you the running shoes.
- But you didn't give me the item no. ☹
- Thanks for placing another order with us!
- We are grateful for your order dated August 30.
- Please send ASAP.
- We would be delighted to send you the dress immediately.
- However, we need the correct order number.

Hi Hans!

- _____
- _____
- _____
- _____

Take care,
Malcolm

Dear Ms. Powell:

- _____
- _____
- _____
- _____

Malcolm Douglas
Customer Service Dept.

2 Replace the words in bold in the sentences with these more formal words.

apologize	'd be delighted	assistance	inform
provide	receive	refund	request
require	would like		

- I **want** to **tell** you about your order. *would like* _____,
- I'm **happy** to deliver it today. _____
- We didn't **get** our order. _____
- I'm writing to **ask for** a replacement. _____
- We're **sorry** for any delay. _____
- Please **give** your email address. _____
- When will you **give back** the money? _____
- Do you **need** any **help**? _____,

Writing emails

3 Write two different emails between a customer and an online DVD seller. Use the prompts for each sentence.

Email 1

- (1 Request information about a DVD) _____
- (2 Ask about the price) _____
- (3 Request information ASAP) _____

Email 2

- (4 Thank customer for their question) _____
- (5 Say the price is \$10) _____
- (6 Add that delivery is included in price) _____

Wordbuilding hyphenated words

► WORDBUILDING hyphenated words

We sometimes use a hyphen to join two or more words. It's always useful to check in your dictionary but here are some examples of when we use a hyphen:

- two or more words as a noun: *take-off, brother-in-law*
- two or more words as an adjective: *eco-friendly, out-of-date, second-hand*
- with a capitalized word: *anti-English, pro-American*
- with numbers, fractions, and measurements: *twenty-one, two-thirds, two-liter plastic bottle, five-star hotel*

- 1 Look at the Wordbuilding box. Then write the missing hyphens in the sentences.
 - 1 Please board the plane. It is ready for take off.
 - 2 The chicken in this package is out of date.
 - 3 A lot of people are pro European.
 - 4 Nearly one half of the population regularly recycles glass.
 - 5 I only use eco friendly washing detergent.
 - 6 All the software on this computer is up to date.
 - 7 My birthday is on the thirty first of January.
 - 8 My wife's mother is my mother in law.
 - 9 A marathon is a twenty six mile run. That's forty two kilometers.
 - 10 All our products use state of the art technology.
- 2 Look at an English text (for example in a newspaper, on the Internet or in the Student Book) and circle more examples of hyphenated words.

Learning skills using a dictionary (2)

- 3 Find out more about using a dictionary by completing these exercises.
 - 1 Look at the noun in this dictionary. Is it count or noncount? How do you know from the dictionary?

information noun [U] knowledge or facts about a person or thing

- 2 Find these five nouns in your dictionary. Are they count, noncount, or both?

foot information luggage time tooth

- 3 These words all have two or more parts. Find them in your dictionary. Which part of the word or phrase did you look for first?

out-of-date eco-friendly recycling bin
can opener user-friendly

- 4 Find the verb *take* in your dictionary. Answer the questions.
 - a How many different meanings does the word *take* have: fewer than 10? between 10 and 20? more than 20?
 - b Find a new collocation or expression with the word *take*.
- 5 Look up the word *reuse* in your dictionary. From the definition, guess the meaning of the prefix *re-*. Then check your answer by looking up the definition of *re-* in your dictionary.

Check!

- 4 What is the connection between these pairs of words from Unit 5 of the Student Book? Check your ideas by looking back through the unit.

1 computers ↔ copper

2 a few ↔ a little

3 tell ↔ inform

4 Germans ↔ $\frac{2}{3}$

5 Plastiki ↔ plastic bottles

6 Pacific Ocean ↔ Great Garbage Patch

7 toxic ↔ poisonous

8 Argentina ↔ beef

Unit 6 Stages in life

6a A new life in paradise

1 Vocabulary extra life events

Match the words in A with the phrases in B. Then complete the sentences.

A become get go leave start take

B an adult a career break a family
my driver's license home to college

- 1 I'll when I'm eighteen.
I want to study physics.
- 2 Young people in my country usually
..... and share an apartment
with friends as soon as they finish school.
- 3 At what age does a teenager
..... ? At eighteen?
- 4 If I, my parents are going
to buy me a car!
- 5 I'm going to in a few years'
time and travel round the world.
- 6 We decided to, once we'd
bought a house. Our first child was a girl.

Grammar verb patterns with to + infinitive

2 Match the sentence beginnings (1–8) with the endings (a–h).

- 1 Turn the key
 - 2 Type in your password
 - 3 Save your money
 - 4 Use a dictionary
 - 5 Go to Egypt
 - 6 Look at the table of contents
 - 7 Go to college
 - 8 Take a taxi
- a to find the translation.
 - b to access your files.
 - c to find a page number.
 - d to unlock the door.
 - e to see the Sphinx.
 - f to have enough for a vacation.
 - g to arrive quickly.
 - h to get a degree.

3 Complete the conversation with these pairs of words as adjective + to + infinitive.

afraid / move	difficult / keep	easy / make
great / live	nice / see	sad / see

- A: Hi. It's ¹ *nice to see* you again after all
these years. It's been such a long time.
- B: Yes, it has. But it's really ² in
contact with everyone.
- A: Yes, it is. And we were so ³
you leave. Remind me. Where did you move to?
- B: Australia. We moved there five years ago.
- A: Really? Five years ago! I'd be ⁴
such a long way from my friends and family.
- B: In fact, it was ⁵ new friends.
We're very happy there. And it's
⁶ in a hot country with beaches
and a beautiful coast.



4 Complete these sentences with your own words.

- 1 I'm always happy to
- 2 It's hard to
- 3 I think people are crazy to
- 4 It's impossible to
- 5 It's dangerous to

6b Special occasions

Vocabulary celebrations

- 1 Complete the text about different festivals with these words.

bands	candles	costumes
floats	masks	parades

Festivals around the world

St. Patrick's Day

On March 17, Ireland celebrates Saint Patrick's Day. There are ¹ down the streets and people ride on ²

Maskarra Festival

Every October in Bacolod City in the Philippines, thousands of people go to the Maskarra festival wearing ³ and ⁴



Santa Lucia Day

On December 13, Swedish people celebrate the festival of Santa Lucia. Traditionally, girls wear white dresses and crowns with ⁵ In the past they lit them, but nowadays they don't.

Teuila Festival

This festival in Western Samoa lasts two weeks. There are colorful decorations hanging in the streets and ⁶ playing music everywhere you go.

Grammar future forms: *going to*, *will*, and present continuous

- 2 Choose the correct response (a or b) for the sentences (1–3).

- Oh no! I've forgotten my wallet!
a Don't worry. I'll pay.
b Don't worry. I'm going to pay.
- Can you help me later?
a Sorry, I'll help Max later.
b Sorry, I'm going to help Max later.
- Let's go to the movie theater tonight.
a Good idea. I'll see what's on.
b Good idea. I'm going to see what's on.

► GOING TO or PRESENT CONTINUOUS

You can often use either form to talk about plans and arrangements in the future: *We're meeting in the café at five.* = *We're going to meet in the café at five.*

When you use the present continuous to talk about the future, you normally need a future time reference: *We're meeting in the café at five.*

When you don't use a future time expression, the present continuous often refers to the present time: *We're meeting in the café (now).*

- 3 Look at the grammar box. Then check the sentences where you can replace *going to* with the present continuous without changing the future meaning.

- We're going to meet my friends later today. ✓
(*We're meeting my friends later today.*)
- We're going to call you back. ✗
(*We're calling you back.*)
- Is the teacher going to tell us the answer?
.....
- Are you going to go to the festival tomorrow?
.....
- They're going to decorate the float.
.....

6c A rite of passage

Reading an ancient ritual

1 Read about a ritual for the Apache Indians.

In New Mexico, the Native American tribe of Mescalero Apaches prepares for a special ceremony every year. Beginning on the fourth of July, a group of teenage girls will spend four days taking part in an ancient ritual which tests their strength and character. By the end of the ritual, they will be women. Preparations begin with each girl's making food for many guests and members of the local tribe.

Nearby the men start to build a special tepee. The girls will live in this for the four days.

The ritual begins on the first day at sunrise. The girls run toward the morning sun and then they run around a basket of food four times. Each time represents the four stages of their lives: infant, child, teenager, and adult woman.

Then they live in the tepee, where they don't have much food. This is part of the test of strength, and they must not show any emotions during this period. On the last night, they start to dance. This dance lasts over ten hours through the night and they cannot stop.

On the final morning, the girls come out of the tepee for the last time. They have white clay on their faces, which they slowly wipe off. The tepee falls to the ground and they are now women. The girls receive new names, and with their families and friends they celebrate their new status, as women.

2 Complete the summary of the ancient ritual.

The Native American tribe called the Mescalero Apaches have a special ceremony every year. It starts on the ¹ and lasts for four days. It is a ceremony for the young Apache ²

At the beginning, each family makes food for many guests and the men build a special tepee. The girls will live in this for ³ days. On the first day the girls run towards the ⁴ and around a basket of food four times.

Each time represents the four stages of their lives: infant, ⁵, teenager, and adult woman. On the last night, they have to dance for over ⁶ hours. In the morning, the girls come out of the tent with white clay on their ⁷, They run and wipe the clay off their faces. The tepee falls to the ground. The girls receive a new name and celebrate their new status—as ⁸

3 When do you think a person becomes an adult? Write a brief explanation.

.....

.....

.....

.....

.....

.....

.....

Word focus get

4 Complete the phrases with *get* in the sentences with these words.

back married pension plane presents
ready up

- 1 What time do you usually get up in the morning?
- 2 What time do you get from work?
- 3 Hurry up and get It's nearly time to leave.
- 4 Which gate do we need to get the from?
- 5 What did you get from everyone for your birthday?
- 6 In my country you get your when you are 65.
- 7 We plan to get when we both finish college but it won't be a big wedding.

6d An invitation

Real life inviting, accepting, and declining

1 Complete conversations with these expressions.

Do you want	How about	I'd like	I'd love to
It sounds	That would	It's very nice	
Why don't you	Yes, OK		

Conversation 1

Sonia: I'm at work so I can't talk long.
 1 to meet after work?

Mihaela: 2 Do you mean tonight?

Sonia: Yes. 3 meeting outside my office? We could go to that new Lebanese restaurant on the corner of Main Street.

Mihaela: 4 great. Oh, I've just remembered. I have a friend from France staying with me. He's studying English at the college near me.

Sonia: That's OK. 5 invite him as well?

Mihaela: 6 be great. I'll do that.

Sonia: OK. See you later.

Conversation 2

Mihaela: I'm meeting a close friend of mine tonight and 7 to take you to meet her.

Philippe: 8 of you to ask, but I'm busy tonight. I have a test tomorrow so I need to study at home.

Mihaela: Are you sure? We're going to eat at a new restaurant. We could get home early or you could study first and come out later.

Philippe: Honestly, 9 great but this test is really important.

Mihaela: I completely understand. But if you change your mind, give me a call. OK?



2 Read the following invitations. Accept or decline the invitation using formal or informal language.

- A friend invites you to have lunch at a new Chinese restaurant.
 (decline, informal)

- Your friend's mother invites you to have dinner at their home.
 (accept, formal)

- A classmate invites you to a movie on Sunday.
 (decline, informal)

3 Put the conversation in order (1–7).

- Wow, Tom, that sounds great, but I promised my brother he could borrow my car.
- Perfect. I'll meet you at seven.
- Hi Mark—I know it's last minute, but I have an extra ticket to the game tonight. Do you want to go?
- Sounds like fun. See you soon!
- That's great idea. I'd love to go—thanks!
- Why don't you have him drop you at the train station? I can meet you at the stadium and I can give you a ride home.

6e An annual festival

Writing skill descriptive adjectives

- 1 Replace the words in bold in the sentences with these more descriptive adjectives.

colorful dull exciting massive
miserable tasty

- I sat down with the fishermen to eat a **nice** meal of fresh fish from the ocean.
- The women were wearing **red, yellow, and blue** dresses for the party.
- The parade through the streets was long and a little **boring** after a while.
- The mountains outside our hotel were **big** and had snow on the top.
- The children didn't seem **unhappy** even though they had very few toys.
- The bus ride from my hotel to the center wasn't very **interesting**.

- 2 Match the topics (a–f) in the table with the sentences in Exercise 1a.

a clothes	b food
c people	d transportation and towns
e festivals	f nature and geographic features

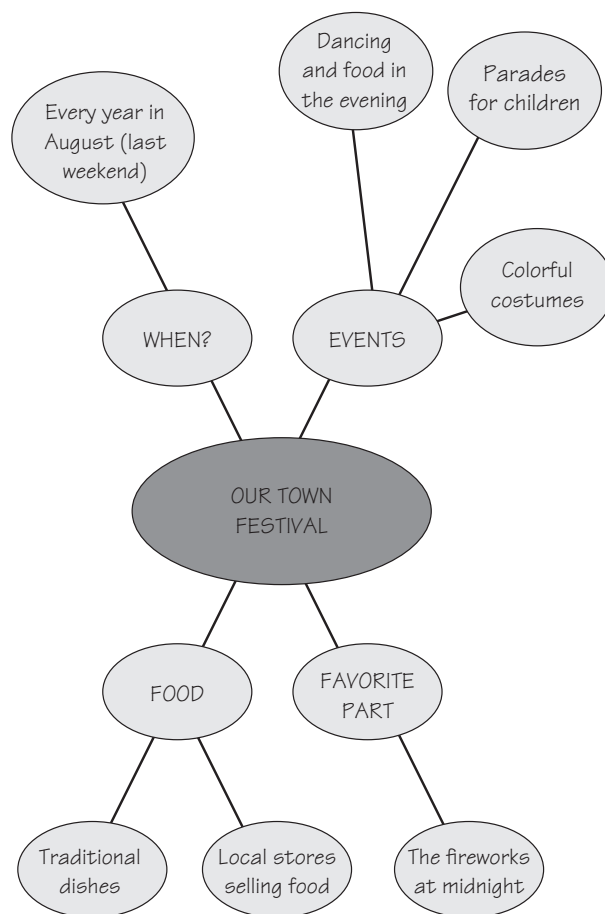
- 3 Imagine you are writing a description that includes the six topics (a–f) in Exercise 2. Which of these adjectives would be useful for each topic? Write them in the table in Exercise 2. You can use some adjectives for more than one topic. Use a dictionary to help you.

amazing attractive beautiful delicious
dull enormous friendly fun
miserable polluted pretty smart
speedy uncomfortable unhealthy

- 4 Add one more of your own adjectives to each topic in Exercise 2.

Writing a description

- 5 A student has prepared this plan for a description of the annual festival in her town. Use the notes in the plan and write the description. Write one paragraph.



- 6 Now plan and write a similar short description of an event that happens in your town once a year.

Wordbuilding synonyms

1 Cross out the word in each group that isn't a synonym. Use a dictionary to help you.

- 1 sorry apologetic afraid
- 2 fast warm speedy
- 3 scary awful frightening
- 4 good-looking strong handsome
- 5 tall thin skinny
- 6 well-dressed polite stylish
- 7 hide find discover
- 8 see notice touch
- 9 needy important essential
- 10 relaxed happy cheerful

Learning skills assessing your own progress

2 You are now halfway through this class. Think about your progress so far. Answer the questions on the self-assessment survey on the right. After each answer, write a comment to explain your answers.

Check!

3 Look at these words from Unit 6 of the Student Book. Answer the questions.

candle feijoda firework infant Masai
middle-aged osingira teenagers Tremé

- 1 Which words are not English words but names of things in different languages?
- 2 Put the words into the five categories below.

A place	
A type of dish or something you can eat	
Something that gives light	
A stage of life	
A group of people	

Assess your progress

1 How would describe your progress so far?

Excellent ☐ Good ☐
Satisfactory ☐ Not very good ☐

Comment on your answer:

2 Which areas would you like to work on most for the rest of the class?

Speaking ☐ Grammar ☐
Listening ☐ Writing ☐
Pronunciation ☐ Vocabulary ☐
Reading ☐

Comment on your answer:

3 Which types of activities in class do you think are most useful for you?

4 What's one thing you would like more of in this class?

5 What's one thing you would like less of?

6 What question do you have for your teacher about the rest of the class? Write it here and ask your teacher to reply.

Unit 7 Work

7a Jobs

Grammar prepositions of place and movement

- 1 Complete the sentences with these prepositions of place or movement.

across	down	in	next
on	opposite	through	up



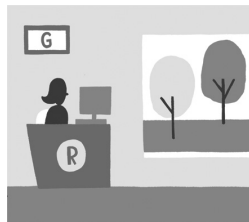
- 1 Walk _____ the steps to the café.



- 2 Get _____. I'll give you a ride to work.



- 3 The restrooms are _____ the coffee machine.



- 4 Reception is _____ the ground floor.



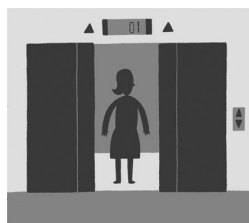
- 5 The plant is _____ to the books.



- 6 Walk _____ the road to the entrance.



- 7 Go _____ the doors and turn left.



- 8 Take the elevator _____ to the tenth floor.

- 2 On a separate piece of paper, write the location of these places from your classroom: the restroom, the cafeteria, the main entrance, the library.

Vocabulary office equipment

- 3 Match the words in A with the words in B. Then complete the sentences.

A	book	coffee	filing
	notice	photo	water

B	area	board	cabinet
	cooler	copier	shelf

- Look in the _____ for the documents. I think they are under "administration."
- Did you see the ad on the _____? Someone in the marketing department wants to sell a bicycle.
- You'll find my dictionary on that _____ over there.
- We're very lucky because our company has a _____ so we don't have to go to a café.
- As usual, everyone is having a drink at the _____. That's where you hear all the office news!
- The _____ is broken again! It's printing black lines across every page.

Vocabulary job titles

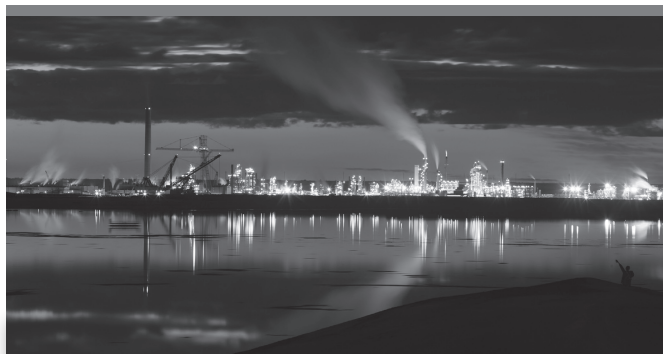
- 4 Complete the job titles in these sentences with *a*, *e*, *i*, *o*, and *u*.

- A s_c_r_ty g_ _rd stopped us at the door and wouldn't let us in.
- The s_l_s r_pr_s_nt_t_v_ tried to sell everyone something they didn't want.
- When I was young, I wanted to become a famous f_sh_ _n d_s_gn_r and work with all the top models in Paris and Milan.
- I'm studying to become a c_mp_t_r pr_gr_mm_r. I'd also like to create video games one day.

7b A changing world

Grammar present perfect and simple past

- 1 Choose the correct form to complete the text about the discovery of oil in the Canadian province of Alberta.



Oil companies ¹ *have been / were* in the area of Fort Mackay in northern Alberta for many years. They ² *have spent / spent* billions of dollars in the last decade in order to build mines and get the oil out of the ground. As a result, the industry ³ *has created / created* thousands of new jobs over the years and the region ⁴ *has become / became* very wealthy. But the beauty of the local area ⁵ *hasn't survived / didn't survive*. Local resident Jim Boucher remembers the region before the oil. He ⁶ *has been / was* a child here in the sixties. There ⁷ *have been / were* forests and lakes, and people ⁸ *have made / made* a living from farming and hunting. The area ⁹ *hasn't had / didn't have* gas or electricity. Now many of the old forests ¹⁰ *have disappeared / disappeared* and there are mines and new buildings all over the land.



- 2 Use the answers to complete the questions about the article.

- 1 How long ?
For many years.
- 2 How much ?
Billions of dollars.
- 3 What ?
Thousands of new jobs.
- 4 When ?
In the sixties.
- 5 What ?
Many of the old forests.

Grammar and vocabulary *for or since*

- 3 Complete the questions with the present perfect form of the verbs. Then answer them in the two different ways.

- 1 How long (you / study) English?
Since
For
- 2 How long (you / live) in your current home?
Since
For
- 3 How long (you / know) your best friend?
Since
For
- 4 How long (you / have) this book?
Since
For

7c Hard work

Vocabulary job satisfaction

- 1 Match these words with the different comments about jobs.

colleagues	independence	pension
promotion	salary	training

- My boss wants to meet me tomorrow about moving up into a new job. I'm very excited.
- It isn't as high as I'd like but there are other benefits which make the job good.
- Everyone in my department works hard. We're a great team.
- I have a boss, but he lets me make most of my own decisions.
- Ten percent of my salary goes into this, so hopefully I can retire early.
- I go away for one week every year to learn about new developments.

Reading talking about jobs



- 2 Read what three people say about their jobs. Match the people (1–3) with what they say about their jobs (a–c).

Person 1
Person 2
Person 3

- This person doesn't like his/her job.
- This person describes his/her work.
- This person has just started a new job.

- Person 1: We are digging this area to build a dam. It will help our village because we need more water. Everyone in the village helps. Today I'm digging with the women from the village. It's really hard work.
- Person 2: There's so much to learn because all the computer programs are new for me. In my last job I worked with a different system, but it's always good to learn something new. And everyone seems friendly and helpful here.
- Person 3: I've applied for another position. I don't think my current job is very challenging. In fact, it's really boring and I've heard that working in the marketing department upstairs is more interesting.

Word focus make or do

- 3 Write the words in the correct column of the table.

a call	a job	a mistake	a noise
business	coffee	dinner	housework
money	well	work	your bed

make	do
a call	a job

- 4 Complete the sentences with *make* or *do* and words from Exercise 3.
- How much do you a month?
 - Go outside if you want to ! I want to relax and read my book.
 - Can you help me to some ? There are clothes on the floor and the dishes need to be washed.
 - I hope you on your test today. Good luck!
 - Would you like me to you a cup of ?
 - Before you go out, I want you to put everything away in your bedroom and
 - Can I borrow your cell phone to a quick to my colleague at work?
 - If I a really good on this project, my boss says I'll get a raise.

7d A job interview

Real life a job interview

1 Read the job interview.

A: Welcome. Have a seat.

B: Thanks.

A: I've read your resume and your application. I also received references from your previous employers, which were very positive.

B: That's nice to hear.

A: Now as you know, we're looking for a new receptionist and according to your resume you currently do the same job at a hotel?

B: Well, I work at the front desk, so I think a lot of the skills are similar. You know, welcoming people, answering the phone, dealing with any problems that come up.

A: Yes, that's interesting. How long have you worked in your current position?

B: I've been there about a year.

A: And why do you want to leave? Why have you applied for this position?

B: Well, I like working at the hotel, but I'm more interested in working for a business like yours.

A: I see. Would you describe yourself as ambitious?

B: Yes, I suppose I am a little. Though really, I like learning new things and working with different people.

A: So, do you work well in a team?

B: Yes, I think so.

A: Can you give me an example of when you have worked with other people?

B: Well, yes. Recently we had a conference at our hotel, so there was a lot to arrange. The hotel manager was very ill that week, so all of us in reception had to help with everything. It was great because none of us had organized anything like that before, so it was a real challenge. But the guests were all happy and the feedback to the hotel was very good. It was a real team effort.

A: That's very good. So what are some of your other strengths?

B: I work hard and I enjoy working with other people. And, I can solve problems.

A: I've asked you a lot of questions. Do you have any questions for me?

B: Yes, I do. Would I receive any training?

A: Well, we have a receptionist who is moving to a different department, but she would work with you for a few weeks. So, yes, there is training, but it's on-the-job training mainly.

B: I see.

2 Answer the questions.

1 What did the applicant send to the interviewer?

2 What is the position?

3 What is her current job?

4 What are her responsibilities in her current job?

5 Why does she want to change her job?

6 What did she do when her hotel manager was ill?

7 Give some examples of her strengths.

8 What does she ask the interviewer about?

Vocabulary job ads

3 Complete the two job ads with these words.

applicants	application	application form	resume
description	position	recruit	salary

We are a large and growing organization and would like to ¹ three people for the positions of sales representative. We will provide full training and a competitive ² with the opportunity for overtime. Email info@hgmsales.com for an ³ form and a full job ⁴

The City Hotel has a new ⁵ for an assistant manager. Any interested ⁶ should complete the ⁷ on our website, and include a ⁸

Wordbuilding suffixes

- 1** Make the words into occupations with these suffixes.

-ant -ee -ent -er -ian -ist -or -r

- 1 library
- 2 act
- 3 music
- 4 photograph
- 5 account
- 6 write
- 7 electric
- 8 reception
- 9 employ
- 10 manage
- 11 study
- 12 paint

- 2** Check (✓) the job titles with a suffix.

- 1 doctor ✗
- 2 salesperson ✓
- 3 pilot
- 4 chef
- 5 computer programmer
- 6 engineer
- 7 editor
- 8 movie star
- 9 designer
- 10 security guard
- 11 police officer
- 12 journalist

- 3** Read the definitions and write the job title using a suffix.

- 1 This person serves tables in a restaurant.
waiter (or waitress)
- 2 This person is involved in the arts.
.....
- 3 This person manages a bank.
- 4 This person studies geology.
- 5 This person dances ballet.
- 6 This person plays a piano.

Learning skills writing a language-learning journal

- 4** Read the advice for writing a language-learning journal.

When you study English (or any other language), it can be useful and interesting to write a language-learning journal. It's similar to a diary about your daily life but you can write about the following things:

- Did you learn something new today? What was it (e.g., new grammar, new vocabulary)?
- How can you try to learn and use this new area of language?
- What did you do in class today? What did you enjoy? What didn't you find helpful?
- How did you feel during the lesson? Did you feel positive or negative about the lesson?

Remember that this language-learning journal is a good way to think about how you learn and it's another way to practice your English!

Consolidation job interview questions

- 5** Look at the questions from a job interview. For each question, make some notes about how you would answer it.
- 1 How long have you worked in your current job?
 - 2 Would you describe yourself as ambitious?
 - 3 What are some of your main strengths?
 - 4 Do you have any weaknesses?
 - 5 What's the most difficult thing you have ever done?
 - 6 How well do you work with other people?
 - 7 Can you give me an example of how you have solved a problem at work?

Unit 8 Technology

8a Experiments and inventions

1 Vocabulary extra experiments and inventions

Complete the table with the different forms of the words.

Verb	Noun
invent	1
2	communication
experiment	3
4	solution
instruct	5
6	decision

- 3 I saw him speak in Rio
- 4 It's a device
- 5 That's the inventor who
 - a where there was a science conference.
 - b who created the Internet.
 - c that sends secure messages.
 - d has changed the world with her inventions.
 - e that help other people.

4 Complete the article with *who*, *which*, or *where* and these phrases.

there is less sunlight
the sun shines brightly
change with the sun
come from universities in Korea
works in a hot office

2 Complete the sentences with these verbs.

do find follow get have invent
make solve

- 1 Great inventors new ideas all the time.
- 2 We still haven't been able to this problem. We don't know what the answer is.
- 3 When you buy something with electronics inside, you should always the instructions carefully.
- 4 Scientists have to lots of experiments before they can reach a conclusion.
- 5 Did you the solution to the problem?
- 6 During the day I work in an office, but in my spare time I like to things. At the moment, I'm building a new type of car!
- 7 We need to a final decision and then tell everyone.
- 8 The advantage with robots is that they don't tired.

Grammar defining relative clauses

3 Match the sentence beginnings (1–5) with the endings (a–e).

- 1 That's the scientist
- 2 She only invents things

Innovation news

New "Smart Windows" control the sun

Inventors have developed new windows ¹
..... . The windows go darker on parts of the buildings ²
..... . This will be very useful for anyone ³ !
But the windows also go transparent on buildings ⁴ and this will save on electricity bills. The inventors ⁵
..... say the windows are not expensive and last longer than other types of windows.



8b Using technology

Vocabulary the Internet

- 1 Match these verbs with the groups of words (1–8) to make collocations.

do	download	log on to	search
send	set up	subscribe to	write

- 1 music videos files
- 2 your online bank account
Facebook your email account
- 3 a magazine a daily podcast a blog
- 4 the web the Internet for a pen
- 5 an email a blog a computer program
- 6 an account a tent a company
- 7 a message an email an attachment
- 8 online gaming experiments work

Grammar zero conditional and first conditional

- 2 Choose the correct forms to complete the sentences.

- 1 If it *rains* / *will rain* tomorrow, we'll stay at home.
- 2 *I'm* / *I'll be* amazed if they win the World Cup.
- 3 If you *talk* / *will talk* to Jamie, tell him I got the job.
- 4 *He usually texts* / *He'll usually text* when he's on his way home.
- 5 If you *don't* / *won't* type the correct password, it won't let you log on.
- 6 If we both see Jennifer, *do* / *will* you tell her our news or should I?

3 Grammar extra *if, when, or unless*

► IF, WHEN or UNLESS

When you talk about things that are generally true (zero conditional), you can use *if* or *when*. There is no difference:
If it's sunny, we like going to the beach. = *When it's sunny, we like going to the beach.*

When you talk about situations in the future (first conditional), there is a difference:
If I see Fabio, I'll tell him. (It's possible that I will see him.)
When I see Fabio, I'll tell him. (I am definitely going to see him.)

We use *unless* when we mean *if ... not*.
You tell the Fabio the news unless I see him before you.
= *You tell Fabio the news if I don't see him before you.*

- a Look at the grammar box. Which pairs of sentences have the same meaning? Write ✓ or ✗ in the box.

1 ☐

If Kate calls this evening, tell her I'm not here.
When Kate calls this evening, tell her I'm not here.

2 ☐

If there's space in the bags, I'll take my hair dryer as well.
When there's space in the bags, I take my hair dryer as well.

3 ☐

You won't discover the answer if you don't make a few mistakes in the process.
You won't discover the answer unless you make a few mistakes in the process.

4 ☐

We'll go without you if you don't hurry up.
We'll go without you unless you hurry up.

5 ☐

Let's go this way unless he says he has a better idea.
Let's go this way if he says he has a better idea.

6 ☐

When you don't know the answer to a question, ask your teacher.
Unless you know the answer to a question, ask your teacher.

- b Complete the phone message with *when, if, or unless*.

“ Thank you for calling your bank. ¹ you would like to hear your account details, press one.
² you would like to apply for a credit card, press two. Otherwise, stay on the line and we will be happy to help you ³ one of our customer service representatives become available. Please note that we are currently receiving a high number of calls so ⁴ your call is urgent, we recommend you try again later. Note that we answer calls between eight in the morning and eight in the evening ⁵ it's a public holiday. ”

8c Biometrics

Reading a lecture on biometrics



- 1** Read a short lecture about the technology of biometrics (the study of a person's appearance or behavior).

Today I'd like to talk about the technology of biometrics. First of all, what is biometrics? Biometrics is the science of a person's appearance or behavior. So for example, human beings all have an individual physical appearance. They've got different eyes and different hair. And everyone has a different way of walking or moving. So we can also study their behavior.

So how can we use biometrics? Well, it's very useful in the area of security. At the moment if you travel through an airport, you need your identity card or passport. If you go to your bank to get some money you need a card and a special number. But what if you lose your passport? What if you forget your number?

Biometric technology can solve this problem. Your biometric information is your fingerprint, for example. If you press your finger onto a screen, the technology can read the fingerprint and check your identity. Airports already use similar technology that looks inside your eye and also checks your identity. Biometric technology can also recognize your voice and your movements.

Finally, are there any problems with this technology? Well, it's very expensive, so you'll only see it in places like airports, banks, or government offices. Sometimes the technology can make mistakes. However, in the future, the technology will become cheaper and more effective, so it will become more and more important in our everyday lives.

- 2** Read the lecture again and make notes about biometric technology under each heading.

The science of biometrics

Examples of physical appearance:

1

Examples of behavior: ²

Uses of biometrics

Main use: ³

Problems it solves: ⁴

Parts of the body which the technology can check:

⁵

Problems with the technology

First problem: ⁶

Second problem: ⁷

Prediction for biometric technology

The technology will get ⁸

Word focus *have*

- 3** Complete the sentences with these words.

a chat	a swim	accident	hair	legs
look	lunch	time		

- 1 Have you had any yet? I can make you a sandwich.
- 2 Michelle is the girl who has like that singer on TV. It's long and blonde.
- 3 Do you have to look at my homework and see if it's correct?
- 4 If you have a sore throat, then I'd better have a inside your mouth.
- 5 Sit down and have with me. How are you?
- 6 I'm going to have later. Do you want to come with me?
- 7 Snakes don't have but they can still move very fast!
- 8 I had a terrible on my bicycle when I was young.

8d Gadgets

Vocabulary technology verbs

1 Match the sentence beginnings (1–7) with the endings (a–g).

- 1 Turn it *b*
 - 2 Plug it
 - 3 When you finish, don't forget to log
 - 4 Recharge it
 - 5 Click
 - 6 You can push
 - 7 This button sends
- a overnight so it's ready in the morning.
 - b on in the back.
 - c into the laptop.
 - d on the link.
 - e a signal in an emergency.
 - f the light forwards or backwards.
 - g off.

Real life asking how something works

2 Put the words in the correct order to make questions.

- a this for what is?
What is this for?
- b why you need that to do do?
- c how it do you switch off?
- d how last the long does battery?
- e you do how did that?
- f does work it how?
- g it turn on I where do?
- h what if I other button press this happens?

3 Complete the two conversations with these questions.

How did you do that?	What happens if I press this other button?
How does it work?	What's this for?
How do I turn it off?	Where do I turn it on?
How long does that battery last?	Why do you need to do that?

Conversation one

- A: ¹
- B: It's for filming things when you are climbing.
- A: Really? ²
- B: Well, you put the small round camera on your helmet. Then this part goes on your belt.
- A: ³
- B: You press the red button.
- A: Oh I see. Hey! That's very cool.
- B: Yes, it's really easy to use.
- A: ⁴
- B: I'm not sure, but quite a few hours. So you can take it with you up a mountain, for example. Then when you get home you just plug it straight into the TV.

Conversation two

- A: I can't make this work.
- B: Let me have a look... Here you go.
- A: ⁵
- B: I pressed the red button.
- A: Oh. ⁶
- B: It moves the map around. Look. And I can press this as well.
- A: ⁷
- B: It shows your location and the place you want to go to.
- A: I see. Oh one more thing.
- ⁸
- B: Hold the red button down for five seconds.



Helmetcam

GPS

8e Arguments for technology

1 Writing skill connecting words

Complete the paragraph with these words.

As Finally First For Furthermore In

Email has changed the way we write to each other.

¹ _____, an email is easier and quicker to

send than a letter. ² _____ example, with

a letter you need a stamp, but an email goes at

the click of a button. ³ _____, emails are

usually shorter than letters and are more like

conversations. ⁴ _____ other words, you can

discuss something or solve a problem with emails.

⁵ _____, with emails you can also attach things

such as large documents, photos, and video, which

is much more convenient. ⁶ _____ a result, the

world sends far more emails every day than letters.

Writing a paragraph

- 2 Number the sentences (a–f) in the correct order to make a paragraph.



- a There are many arguments for and against it.
- b CCTV is a type of technology used for security.
- c On the other hand, there is CCTV in our streets and not everyone wants to be filmed.
- d On the one hand, you can protect your house or buildings from criminals.
- e Furthermore, it helps the police catch people.
- f Especially if you are not breaking the law!

- 3 The topic sentence is missing in this paragraph. Choose the correct answer (a–c).

- a Cell phones are as useful as computers.
- b Cell phones have totally changed the way we communicate.
- c Cell phones will change a lot in the future.

Firstly, you can make calls from wherever you are. Secondly, you can send text messages which are cheaper, and also check your emails. Finally, cell phones also give you access to the Internet. In other words, modern cell phones do much more than the traditional phone.

- 4 Use the student's notes below and write three more supporting sentences to complete the paragraph.

The Internet

very fast (information in *seconds*)

find any kind of information using a *search engine*

helps us with *everyday* information, information for work and studies

The Internet has totally changed the way we find and use information. First,...

.....

.....

.....

.....

.....

.....

Wordbuilding verb prefixes

1 Underline the prefixes in the sentences.

- 1 I need to recharge this battery on my phone.
- 2 I misspelled a word.
- 3 You undercooked this meat.
- 4 He overslept again and was late for work.
- 5 Can you help me to unload these boxes from the car? They're really heavy.
- 6 I really dislike this computer program. It's so complicated to use.

2 Match the underlined prefixes in Exercise 1 with their meaning.

- 1 again re
- 2 too much
- 3 the opposite action
- 4 badly or incorrectly
- 5 not
- 6 not enough

3 Complete the sentences by adding a prefix to the verbs.

- 1 I lost my phone. I need to place it with a new one!
- 2 Don't load the washing machine with clothes. If the load is too heavy, the washing machine doesn't work.
- 3 You made a mistake because you understood the meaning of the word.
- 4 I completely agree with you! There's no way you're right.
- 5 At the moment you are achieving at school. You could get much higher grades.
- 6 My key isn't working. Can you lock the front door?

Learning skills using resources effectively

4 It's important to use different resources when you learn English. Look at these different types of resources that are available to you and circle how often you use each one. Think about the ones you circle *not often* or *never*. How could you start using these resources more effectively?

How often do you...

- | | |
|--|---------|
| • use the reference material at the back of the Student Book? | 1 2 3 4 |
| • watch the Student Book videos more than once? | 1 2 3 4 |
| • listen to the CDs again at home as well as in class? | 1 2 3 4 |
| • ask your teacher when you don't understand something? | 1 2 3 4 |
| • ask your classmates when you don't understand something? | 1 2 3 4 |
| • practice speaking English with your friends outside of class? | 1 2 3 4 |
| • use a dictionary to find information about words? | 1 2 3 4 |
| • search the Internet to read and listen to the news in English? | 1 2 3 4 |

1 = all the time
2 = often

3 = not often
4 = never

5 What other resources do you use to learn English? Tell your class about these resources in the next lesson and find out what they use.

Check!

6 Do the quiz. You can find the answers in Unit 8 of the Student Book.

- 1 What is a type of science which studies the design of animals?
- 2 What is an invention which you can use as an alternative to a zip on clothing?
- 3 What is the type of lighting which is more effective than normal lighting?
- 4 Who is the inventor that invented special glasses that don't need an optician?
- 5 What is the gadget that uses satellites and can tell you where you are?

Unit 9 Language and learning

9a School

Vocabulary education

1 Choose the correct words to complete the sentences.

- 1 What was your favorite *enrollment* / *subject* at school? Math or English?
- 2 There was so much *discipline* / *rule* in the army, but I learned a lot.
- 3 To *enroll* / *apply* in this course, please pay the registration fee by credit card.
- 4 Sorry, but I have a very busy *schedule* / *calendar* today. Can we meet tomorrow instead?
- 5 On the first day of the class, please *teach* / *instruct* everyone what to do in case of a fire or emergency.
- 6 I don't have a degree or anything like that, but I have learned lots of *qualifications* / *skills* on the job.

Grammar present passive voice

2 Complete the sentences with *is*, *isn't*, *are*, or *aren't*.

- 1 Your next lesson scheduled for Monday at three.
- 2 The rules included in your course information.
- 3 Brian Reynolds enrolled in the wrong class.
- 4 Many courses taught online these days.
- 5 This book used in several courses.
- 6 Cell phones allowed in the classroom.

3 Complete the sentence with the present passive form of these verbs.

not allow give interview not publish
send turn take wear

- 1 Letters in envelopes by mail.
- 2 A good grade for good homework.
- 3 School uniforms by most school children in Chile.
- 4 This test by all students at the end of each year.
- 5 New students before the college offers them a place.
- 6 All cell phones off before a class starts.

7 The school newsletter until next week.

8 Talking in class when the teacher is talking.

4 Choose the correct form (active or passive) to complete the text.

Orangutan learning body language

Visitors to zoos ¹ *always entertain* / *are always entertained* by orangutans. Is it because they ² *look* / *are looked* so friendly?

Perhaps, but maybe it's also because these animals ³ *communicate* / *are communicated* with each other in such interesting ways. Gestures ⁴ *use* / *are used* between orangutans but now scientists say they also ⁵ *use* / *are used* body language to communicate with humans. When scientists ⁶ *give* / *are given* them a choice between tasty food or not-so-tasty food, the orangutans ⁷ *point* / *are pointed* at the tasty food. The orangutans also gesture if they like or dislike the food. Hand gestures ⁸ *repeat* / *are repeated* until they receive the food they want.



Grammar by + agent

5 Rewrite the active sentences as passive sentences with *by* + agent.

- 1 Everyone age twelve and older at my school learns French.
French by
- 2 Older students help new students on their first day at school.
New students by
- 3 Anyone who passes the final exam receives a certificate.
A certificate by
- 4 Students of Shaolin Kung Fu follow very strict rules.
Very strict rules by

9b Ancient writing

1 Vocabulary extra writing materials

Complete the summary with these words.

bones clay keyboard paper papyrus
stones

The history of writing

Humans have used many different types of materials over the years to write things down. Early humans used ¹ _____ for making signs and symbols by carving lines and simple images into walls and rocks. ² _____ from animals were also used. Later, people also wrote in soft ³ _____ which then hardened. The Egyptians and then also the Romans used ⁴ _____, which was taken from a plant. Later as ⁵ _____ became more common, the first books were printed in the 1450s. With the invention of the typewriter in 1874, people learned to use a ⁶ _____ which they still use on modern-day computers. So what's next? With touchscreens becoming normal on devices such as phones, the future of writing might be about to change once more.



Grammar past passive voice

2 Rewrite the active sentences in the past passive voice. Include *by* + agent where necessary.

- 1 A few years ago, workers found a block of stone.
A few years ago, a block of stone
_____.
- 2 People carved symbols onto the stone.
Symbols _____ onto the stone.
- 3 Archaeologists studied the stone.
The stone _____.
- 4 The workers discovered the stone near the old capital of an ancient people called the Olmec.
The stone _____ near the old capital of an ancient people called the Olmec.
- 5 Olmec people made the stone.
The stone _____.

3 Grammar extra passive + *by*, *for*, *with*

a Read the sentences in the passive voice (1–3). Then write the words *by*, *for*, or *with* next to their use (a–c).

- 1 The lines were made **with** pieces of stone.
 - 2 It was built **by** the Mayans.
 - 3 The knife was probably used **for** animal sacrifices.
- a to describe the person/thing (who or what did it) _____
- b to describe the method (how it was done) _____
- c to describe the purpose (why it was done) _____

b Complete the sentences with *by*, *for*, or *with*.

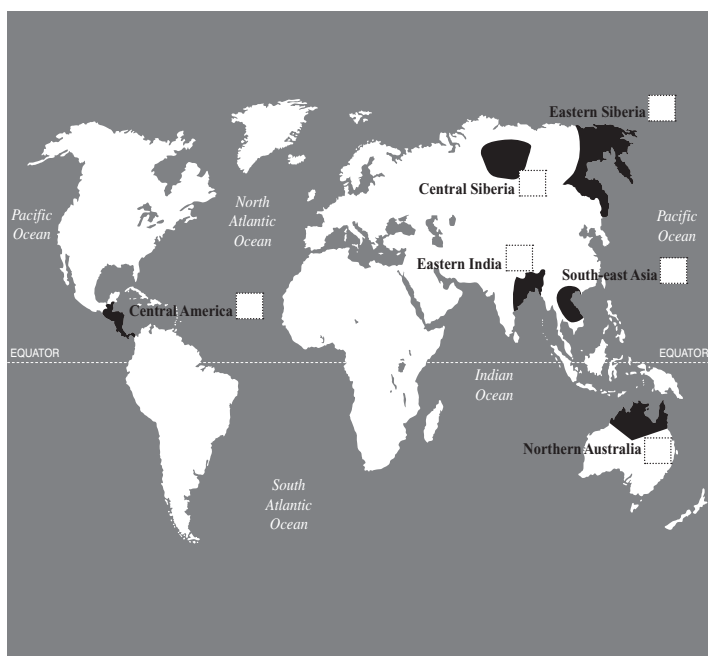
- 1 Pizza dough is made _____ flour and water.
- 2 This English course is taught _____ one of our best teachers.
- 3 Dictionaries are used _____ checking the meaning of a word.
- 4 These pyramids were built _____ the Egyptians.
- 5 No one knows what the ancient stones were used _____.
- 6 Before bricks, ancient houses were built _____ stone or wood.

9c Disappearing languages

Reading dying languages

- 1 These parts of the world all have languages which are dying out. The Enduring Voices Project is trying to save them. Read a short report about this topic and check (✓) the parts of the world it mentions.

The Enduring Voices Project was set up to stop languages from dying out. The people in the organization believe that one language dies every fourteen days. That means by the end of this century, about seven thousand languages may no longer exist. The Enduring Voices Project tries to discover places where languages may die. They call them "hotspots." For example, in the hotspot Eastern Siberia there are ten languages in danger. The younger generation is using the main language—Russian—at school, but many families still use different languages at home. Further south in Southeast Asia, the main languages are Cantonese, Vietnamese, or Thai. But there are also languages like Arem. There are only about forty speakers of this language left in the world. But perhaps Aboriginal Australian languages in Northern Australia are in the worst hotspot of all. Because the Aboriginal groups are small and spread over such a wide area, it's difficult to pass on their languages and cultures to the younger generation. With one language called Amurtag, there is only one surviving speaker and it isn't written anywhere. The Enduring Voices team have now made recordings of this language.



- 2 Choose the correct option (a, b, or c) to complete the sentences.

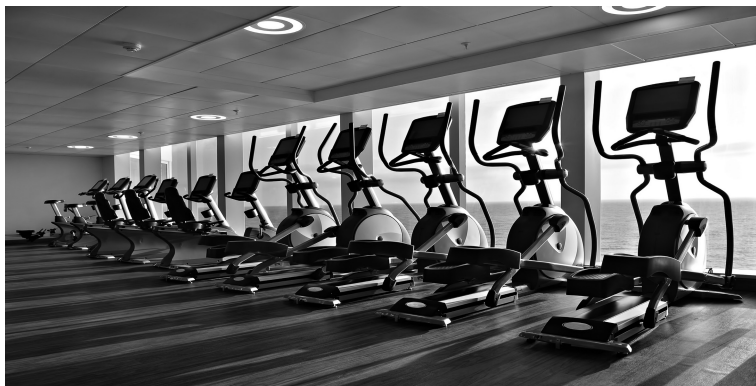
- The Enduring Voices Project started in order to
a teach languages
b make new languages
c save languages
- It is believed that one language disappears every
a week b two weeks c month
- Hotspots are places where languages
a have already died out
b will probably die out
c are popular
- Younger people in Eastern Siberia speak Russian
a at school
b at home
c with their friends
- The speaker suggests that Aboriginal Australian languages are
a in the most danger
b in the least danger
c spoken by lots of people nowadays
- There is no
a living person who speaks Amurtag
b recording of Amurtag
c written form of Amurtag

Vocabulary phrasal verbs

- 3 Match the sentence beginnings (1–8) with the endings (a–h).

- My family always gets
 - I want to give
 - Don't take
 - Many animals are dying
 - Let me write
 - My grandfather passed
 - I have a friend who can pick
 - This famous company was set
- on this beautiful writing desk to me.
 - up in 1989.
 - away that pizza. I haven't finished eating it yet!
 - up some bad habits.
 - up any language just by listening to it!
 - together for celebrations and during the holidays.
 - out.
 - down your phone number.

9d Enrolling in a course



Real life describing a process

- 1 Read and complete the phone conversation with these expressions.

after you've enrolled can I enroll
it's very easy when you've paid in full
you can go online you need you'll have to

- A: Sports and Fitness Center.
B: Hello. I'm calling about the exercise classes in your brochure.
A: Oh, yes.
B: Are there any places left on them?
A: Well, it depends on what you want to do. The martial arts class is now full. And I think there is one place on the yoga so ¹ to enroll soon.
B: What about the swimming classes for adults?
A: The classes on Wednesday are full, but there are spaces on the Friday class.
B: Oh, good. ² in that?
A: Yes, but I'm afraid our computers are down today. I can take your details over the phone and call you back or ³ and do it. Do you have the website address?
B: Err, I think it's on the brochure.
A: Yes, ⁴ Go to the website and then you click on the "classes" button.
B: And how do I pay?
A: ⁵ , you can pay online with a credit card.
B: Oh dear. My card isn't working. Can I pay by cash?
A: ⁶ come into the Sports and Fitness Center in that case. I tell you what. Let me take your details and I'll keep the place for you until the weekend. ⁷ , I'll confirm it.
B: That'd be great. Thanks. So, my name's...

Reading enrolling

- 2 Read the conversation in Exercise 1 again. Answer the questions.

- 1 What type of classes is the caller asking about?
.....
- 2 Which course is full?
.....
- 3 Which course has one place left?
.....
- 4 Which class has spaces on Fridays?
.....
- 5 Where can the caller enroll?
.....
- 6 How can the caller pay?
.....
- 7 Where does the caller have to go in order to pay by cash?
.....
- 8 When can the person at the Sports and Fitness Center confirm the caller's place on the course?
.....

- 3 Complete the sentences for talking about different processes with the correct form of the verbs.

- 1 First, you need (press) play.
- 2 The first thing you (ask) to do is to fill in the form.
- 3 Next the form (send) to our enrollments department.
- 4 When you (pay), we'll send you the course pack.
- 5 After we (receive) your payment, we'll confirm your place in the course.
- 6 Please (send) us the full amount by the end of the month.
- 7 When you've done that, you have (complete) the payment section.
- 8 At the end, (click) on "enroll now."

9e Providing personal information

Writing filling in a form

1 Find words and expressions in the hotel reservation form below for the definitions (1–10).

- 1 a room with a bed for one person *single*
- 2 when the person is arriving
- 3 whether it's *Visa, MasterCard, American Express*, etc.
- 4 when the person is leaving
- 5 where to call the person
- 6 when the credit card was given to the person
- 7 whether the person is *Mr., Mrs., Ms., Dr.*, etc.
- 8 a room with two separate beds
- 9 the first letter of the person's middle name
- 10 when the credit card will no longer work

Writing filling in a form

2 Complete the form below with your own or made up information.

3 Writing skill writing your personal information

Complete the parts from different forms with the correct information for you.

- 1 Title
- 2 Last name
- 3 Occupation
- 4 Phone
- 5 Middle initial
- 6 Place of birth
- 7 D.O.B.
- 8 Marital status
- 9 Gender
- 10 Country of origin
- 11 No. of dependents
- 12 Email



Title _____ First Initial _____ Middle Initial _____
Last Name _____
Address _____
_____ Zip code _____

Phone (daytime/evening) _____
No. of nights _____ Check-in date _____ Check-out date _____
Occupancy: single _____ double _____ twin _____

Cardholder's name and address (if different from above) _____

Credit card type _____ Card number _____
Issue date _____ Expiration date _____

Wordbuilding phrasal verbs

► WORDBUILDING phrasal verbs

Phrasal verbs are very common in English. A phrasal verb is a verb + particle (*look + up = look up*).

When you join the verb and the particle, they have a new meaning:

Look at this book. = Direct your eyes at this book.

Look up this word in the dictionary = Find this word in the dictionary.

Common verbs in phrasal verbs include: *bring, call, come, get, give, go, keep, look, make, pick, put, run, set, take, turn*.

Common particles in phrasal verbs include: *about, at, away, back, down, for, in, into, off, on, out, round, through, to, up*.

- 1 Look at the Wordbuilding box. Then complete the sentences with these phrasal verbs. Use a dictionary to help you.

call back come over get up give up
go out go up look up put on

- 1 A: What does the word "enrollment" mean?
B: I don't know. _____ it _____ in your dictionary.
- 2 It's time to _____.! School starts in thirty minutes, so get dressed and have some breakfast.
- 3 A: What time do you want to _____ this evening?
B: Well, the movie starts at seven, so how about at six?
- 4 Can you _____ Mirosław _____? He left a message for you on the voice mail.
- 5 It's cold outside, so don't forget to _____ a coat.
- 6 Prices always _____ at this time of year.
- 7 I'd like to _____ caffeine, but it's really hard.
- 8 I'm home tonight, so _____ my house and we'll have something to eat.

- 2 Choose the correct particle. Use your dictionary, if necessary.

- 1 Look *out / up* for cars when you cross the road.
- 2 Don't give *out / up*! I'm sure you'll pass your driving test one day.
- 3 Can you turn *into / down* the music? I can't hear what you're saying.
- 4 Can you put me *around / through* to your manager, please?
- 5 The plane is ready to take *on / off*.
- 6 Don't run so fast! I can't keep *up / off* with you.

Learning skills using a dictionary (2)

- 3 Notice how we can use phrasal verbs in different ways.

► PHRASAL VERBS

- 1 Some phrasal verb do not need an object. They are called intransitive verbs.

Let's go out this evening. = verb + particle + NO object

- 2 Some phrasal verbs need an object. They are called transitive verbs.

Look up the word in your dictionary. = verb + particle + object

- 3 With some transitive phrasal verbs, you can also move the object between the verb and the particle. There is no change in meaning. These are called separable phrasal verbs.

Look the word up in your dictionary. = verb + object + particle

- 4 Look at the excerpts from a dictionary for two phrasal verbs. What do you think [I] and [T] mean?

go out [I] to leave your house and go somewhere or do something enjoyable (e.g., with friends, for a meal, to the movie theater)

look up [T] to find a word or information in a book or list

- 5 How does your dictionary present information about phrasal verbs? Is it similar to the examples in Exercise 3?

Check!

- 6 Do the words (1–6) refer to sounds (S), names (N), or types of language (L)? Match them with their country of origin (a–f). You can find the answers in Unit 9 of the Student Book.

- | | |
|-------------|-----------------|
| 1 Shaolin | a China |
| 2 Gutenberg | b India |
| 3 Koro | c Egypt |
| 4 Papyrus | d North America |
| 5 Salish | e Germany |

Unit 10 Travel and vacations

10a Vacation experiences

Vocabulary travel and vacations

1 Complete the three ads with these words.

apartments	camera	camping	cruise
five-star	package	sightseeing	sleeping bags

See the world by sea and take a luxury ¹ with G&A Ferries. Your voyage can last for one month, two months or half a year, with regular stops and ² tours of some of the world's most famous cities. Choose between regular and economy rooms or ³ cabins.

The Outdoor Store can supply all your ⁴ needs this summer with high quality tents, cooking equipment, ⁵ , and the very best in ⁶ equipment to photograph wildlife.

Book online at www.holidaystop.com. We have great deals on places to stay for every kind of vacationer including ⁷ for the independent traveler. Or perhaps you want to travel with a group on one of our all-inclusive ⁸ tours.

3 Choose the correct form (simple past or past perfect) to complete the conversations.

Conversation 1

A: ¹ *Did you ever go / Had you ever been* to the Atlas Mountains before?

B: No. I went to Morocco in 1999, but only to the cities. There ² *wasn't / hadn't been* time on that trip to travel to the mountains as well.

Conversation 2

A: I didn't know that Sandy ³ *left / had left* his job! When ⁴ *did that happen / had that happened*?

B: Months ago. ⁵ *He wanted / He'd wanted* to leave forever and travel abroad. ⁶ *I received / I'd received* a postcard from him yesterday from New Zealand.

Conversation 3

A: Why are Josie and Bryony back from their trip to Europe already?

B: Well, by the time they reached Paris, the car ⁷ *broke / had broken* down three times, so they ⁸ *gave / had given up*.

Grammar past perfect

2 Complete the vacation story with the past perfect form of the verbs.

Before I visited northern Norway, I ¹ (be) to many parts of the world, including the southern most point of Patagonia.

I ² (see) many natural wonders, but I ³ (not imagine) that a place could be so beautiful. We ⁴ (drive) all day up the coast of Norway and finally we ⁵ (arrive) just as the sun was disappearing. Above us were the northern lights in the sky. The colors were amazing and they seemed to dance. We ⁶ (not expect) that they would be so stunning.



10b Visiting different places

Vocabulary vacation adjectives

1 Complete the sentences with these adjectives.

ancient fascinating stunning unforgettable
unique

- 1 This castle was built in the tenth century. It's an place.
- 2 I never forgot my visit to the Sahara desert. It's an place.
- 3 There's nowhere else on the planet like Antarctica. It's a place.
- 4 The museums in Paris are so interesting. They are places.
- 5 On a clear day at the top, you get a spectacular view of the whole mountain range. It has views.

2 Write a paragraph about a place you have visited. Use the adjectives in the box in Exercise 1.

Grammar -ed / -ing adjectives

3 Complete the pairs of sentences with the -ed or -ing adjective form of the words.

- 1 amaze
 - a The view from here is
 - b I'm at how much everything costs in this country.
- 2 fascinate
 - a Tourists were by the pyramids.
 - b The history of this region is
- 3 interest
 - a Why are you so in this building?
 - b Do you think this is an place to visit?
- 4 frighten
 - a The rollercoaster is one of the largest in the world and very
 - b Lots of people were by the ride at the theme park.



- 5 worry
 - a You look ! Don't be. The dentist is very friendly.
 - b Why are you about your results? You always pass your exams.
- 6 tire
 - a Everyone's after the long walk.
 - b Carrying a heavy backpack is really
- 7 excite
 - a Tonight we're going to a concert. We're really
 - b It's always to visit new places and meet new people.
- 8 surprise
 - a Was it to see so many friends at your party?
 - b I was to receive a present from everyone.

10c Travel advice

Listening tipping around the world



- 1** Read the following advice on tipping when traveling from travel writer Stella Swan.

Q: Stella, is there a rule for tipping when traveling?

A: The only rule for tipping when you travel is that it's different everywhere. A good guideline to follow is to pay a tip when you are really happy with the service. I also tip the people who make a difference to my holiday.

Q: What do you mean?

A: Well, if I'm staying at a hotel I always leave a nice tip for the cleaning staff.

Q: Which country expects the highest tips?

A: I think most people are surprised in North America, where twenty percent is considered normal.

Q: Isn't that high?

A: Maybe, but in Canada and the US you also pay a little less at the restaurant and at the hotel, but you get good service in return. If you don't get good service, then leave ten percent.

Q: What about in Central America or South America? Is it twenty percent?

A: It tends to be lower. Around ten percent is normal.

Q: What about tipping in Asia?

A: In places like China and Japan it isn't common to tip at all.

Q: Any other advice on tipping?

A: Be aware of service charges that many hotels and restaurants include in the bill. It's common in places where there are lots of people from different countries. It solves the tipping problem!

- 2** Answer the questions. Choose the correct option (a, b, or c).

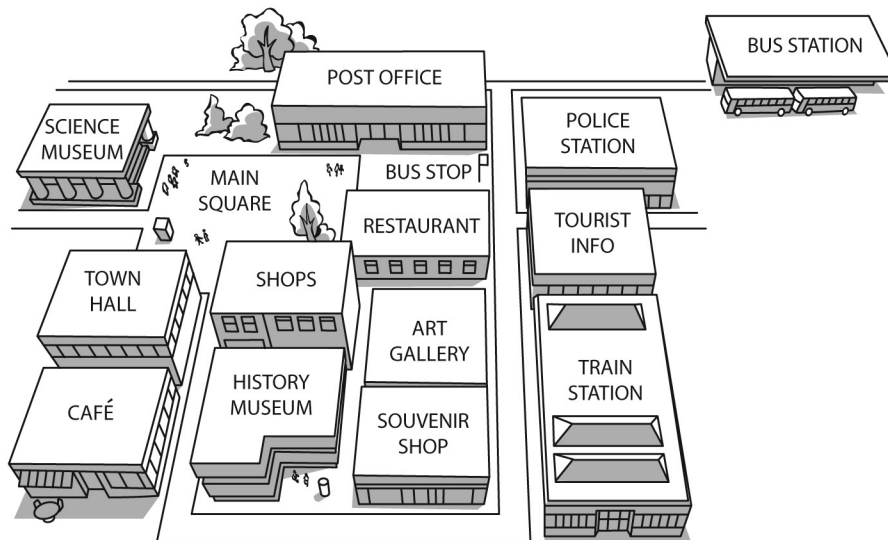
- Who does Stella tip?
 - People who affect her vacation in a positive way
 - Anyone who provides service
 - No one
- Why are most people surprised in North America?
 - It's expensive.
 - The service is bad.
 - The tips are high.
- What does Stella say about tipping in different countries?
 - Expect to pay different percentages
 - Always pay the same amount
 - Try to avoid tipping because of service charges
- Why are service charges more common?
 - Because restaurants want to charge more.
 - Because many waiters come from different countries.
 - Because it solves a problem when you have international guests.

Vocabulary places in a city

- 3** Write the missing letters in the words.

- There's a large a__ __ __ e that goes through the middle of the city, with beautiful old trees on either side.
- Huge container ships come down this r__ __ __ r every day because it leads out into the ocean.
- The ancient c__ __ __ __ __ s are right below us. People used to bury the dead there. We can walk through them if you like.
- These old houses have c__ __ __ __ rs which often fill up with water in the winter.
- Montmartre is a famous d__ __ __ __ __ t of Paris.
- Trains used to pass through these t__ __ __ __ ls, but now they aren't used.
- Engineers in the eighteenth century built these c__ __ __ __ ls so barges could carry goods on water from the factories to the cities.
- In London it's called the Underground, in Paris it's the Metro, and in New York it's the s__ __ __ __ y.

10d Visiting a city



Real life direct and indirect questions

1 Rewrite the direct questions as indirect questions.

- 1 Is the city museum near here?
Do you know if _____?
- 2 Which bus do I take to the city center?
Can you tell me _____?
- 3 Is there a post office anywhere near here?
Do you have any idea if _____?
- 4 Would you recommend anything in particular?
I was wondering if _____.
- 5 What time does the history museum open?
I'd like to know _____.

2 Complete the conversations with the indirect questions from Exercise 1.

Conversation 1

Tourist: Excuse me, ¹ _____?

Passerby: There are three. The number 10, the 11, and the 12B. In fact, the 12B is coming now.

Tourist: Thanks a lot.

Conversation 2

Tourist: Hi. ² _____?

Passerby: Which one? There are two. There's the science museum over there and there's the history museum. It's about five minutes' walk from here.

Conversation 3

Tourist: Hello? ³ _____.

Passerby: In about half an hour.

Tourist: Oh no!

Passerby: But if you want to wait, there's a nice café across the road. You can wait there.

Tourist: Thanks.

Conversation 4

Tourist: Excuse me. ⁴ _____.

Waiter: Well, our chocolate cake is very famous.

Tourist: OK, I'll try that then.

Conversation 5

Tourist: ⁵ _____?

Passerby: I need some stamps.

Passerby: Yes, but it'll be closed now. Try the souvenir store. They sell stamps, I think.

10e Requesting information

1 Writing skill formal expressions

Five lines from a letter and five lines from an informal email are mixed up. Separate them and number them in the correct order.

a

Dear Sir or Madam:

b

Thanks.

c

I am writing to request more information about your "Bahamas Paradise."

d

I would also be grateful if you would send me full prices for next summer.

e

Do you remember how much it cost?

f

Yours sincerely,

g

I saw your advertisement on a website but would like to receive a brochure.

h

Hi Herbert

i

Can you send me more info about that place you went to last year?

j

And what was the name of the restaurant you went to every evening?

Formal letter

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Informal email

6 ☐

7 ☐

8 ☐

9 ☐

10 ☐

Writing a formal letter

2 Choose the correct options (a–c) to complete the letter.

¹ Mrs. Waring:

I am writing ² regard to your ³ for more details about our package tours in the Mediterranean. I am delighted ⁴ enclose a copy of our brochure for next year. As you will see, we are offering a greater choice of vacations than ever before.

I have to ⁵ because I am unable to provide an up-to-date price list at this time. I hope to send this in the next two weeks. In the meantime, if you require any ⁶ information or have questions, ⁷ do not hesitate to contact me directly at 1-617-555-4106.

Best ⁸,

Jennifer Williamson
Sales Department

- | | | |
|---------------|-----------|-----------|
| 1 a Hi | (b) Dear | c Yours |
| 2 a with | b to | c about |
| 3 a question | b request | c ask |
| 4 a with | b to | c for |
| 5 a apologize | b sorry | c afraid |
| 6 a future | b faster | c further |
| 7 a you | b please | c why |
| 8 a requests | b require | c wishes |

Wordbuilding dependent prepositions

► WORDBUILDING dependent prepositions

We often follow *-ed* adjectives with a dependent preposition. These dependent prepositions are followed by nouns or *-ing* forms, e.g.,

I'm interested in Greek mythology.

Are you interested in visiting museums?

- 1 Look at the Wordbuilding box. Then complete the sentences with these prepositions.

about (x2) by in of (x2) with (x2)

- 1 Are you interested visiting this palace?
- 2 I get so bored looking at people's vacation photographs.
- 3 People often get annoyed all the security checks at airports.
- 4 Are you excited your next vacation?
- 5 I'm tired watching this. Let's change channels.
- 6 I never take planes because I'm scared
- 7 We were so pleased the tour company that we're going with them again next year.
- 8 What are you worried ?

Learning skills learning from your mistakes

- 2 How do you feel when you make a mistake in English? Which sentence (a–c) describes your opinion of making mistakes?
- a I get really angry when I make a mistake.
 - b I'm scared of making mistakes.
 - c Mistakes mean I am learning. I try to learn from them.

- 3 You can learn a lot from your common mistakes, so it's a good idea to write them down on a special page in your notebook. Write the corrections in a different color below them. Look at this page from a learner's notebook. The student has written down the mistakes but needs to write all the corrections. Use a dictionary to help you find the correct preposition and correct it.

- 1 I'm afraid from spiders.
I'm afraid of spiders.
- 2 We arrived to the station.
- 3 She travels to work with the train.
- 4 I am writing to complain for your service.
- 5 My answer is different than yours.
- 6 I'm not very good in art.
- 7 Angela is married with David.

- 4 Start a "My common mistakes" page in your notebook. Look back through your work and write down your common mistakes.

Check!

- 5 Answer these quiz questions. Use information in Unit 10 of the Student Book to help you.
- 1 A type of "tour" that includes everything. (7 letters)
 - 2 You give this to someone who gives you good service. (3 letters)
 - 3 A group of tribesmen in Tanzania. (5 letters)
 - 4 Ancient places below a city. (9 letters)
 - 5 People who live in Paris. (9 letters)

Unit 11 History

11a History and archaeology

Vocabulary archaeology

1 Complete the sentences with these words.

archaeologists civilizations discovery excavate

- are digging near my house. They've already found some old pots and plates from Roman times.
- The new is very important because it tells us about the city's past.
- They plan to the old city walls.
- I love studying the history of ancient

Grammar *used to*

2 Choose the correct options to complete the text.

When I was a child, I ¹ *used to / didn't use to* enjoy history at school. I never ² *used to / didn't use to* be interested during the lessons. The teacher ³ *used to / didn't use to* talk for hours about different kings, civilizations, dates, and years, but none of it seemed important. But one day something changed. My town ⁴ *used to / didn't use to* have a small museum and my uncle ⁵ *used to / didn't use to* work there as a volunteer. He ⁶ *used to / didn't use to* ask me to visit because he knew I wasn't interested, but one weekend I had to go because my parents were away. It was an amazing day. I saw dinosaur bones from our region, old pots and plates from the tenth century, and clothes from the sixteenth century. Suddenly, history became alive and after that my uncle and I ⁷ *used to / didn't use to* spend hours together at the museum.

3 Complete the sentences with the correct form of *used to* and the verbs.

- I (love) fizzy drinks when I was young. I hate them now.
- (you / have) a pet when you were a child?
- We (not / take) a vacation as a family because my parents were always working.
- My brother (ride) a unicycle to work!
- My first car (never / work) properly. I sold it.
- (they / know) each other when they were at college?
- My grandmother (not / let) us watch TV at her house.
- How much (you / pay) for a movie theater ticket? It costs a fortune nowadays!

4 Rewrite the sentences with *used to* where possible.

- My sister wasn't interested in archaeology when she was young.
My sister didn't use to be interested in archaeology when she was young.
- She studied archaeology at college when she was eighteen.
not possible
- The Romans invaded Britain in the first century.
.....
- The Romans had public baths.
.....
- The Aztecs paid taxes with cacao beans.
.....
- The Spanish arrived in Mexico in 1519.
.....
- North American Indians grew corn in fields.
.....
- Europeans didn't eat pasta until Marco Polo brought it back from China.
.....

11b Speak

1 Grammar extra direct speech

► DIRECT SPEECH

We use direct speech to report someone's words and thoughts.

The astronaut said, "We've landed."

"Who will follow me?" asked the president.

She thought, "I'm hungry."

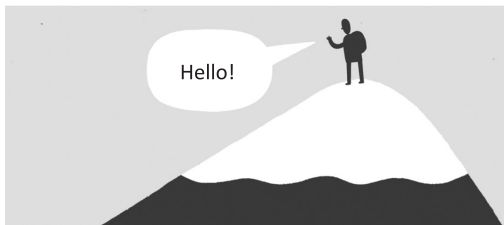
Common reporting verbs include *said*, *asked*, *replied*, *told* (someone), and *thought*.

Write direct speech for each picture using these reporting verbs.

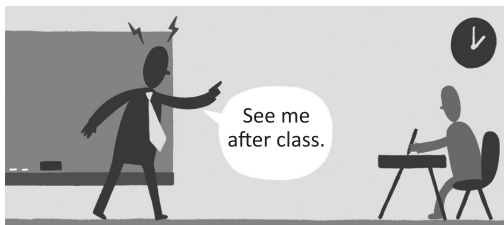
asked replied said shouted thought



1 The astronaut



2 The climber



3 the teacher
..... the student.



4 The customs officer
.....
5
the tourist.

Grammar reported speech

2 Rewrite the sentences using reported speech.

- He said, "I'm not interested in science."
He said that he
- They said, "We're leaving early in the morning."
They said that they
- The girl shouted, "I've found my purse!"
The girl shouted that she
- My grandmother said, "I lived here when I was a girl."
My grandmother said that she
- The scientist said, "One day, we will discover the solution."
The scientist said that one day
- The tourist said, "I'm lost."
The tourist said that he
- The astronauts said, "We've landed."
The astronauts said that they

Vocabulary say or tell

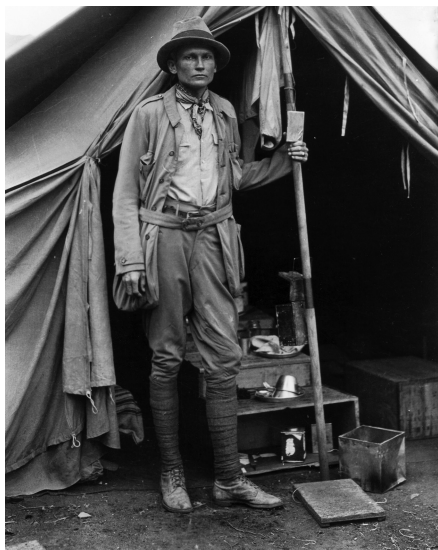
3 Complete the sentences with *say*, *said*, *tell*, or *told*.

- What did you ?
- Don't me the answer. Let me try to guess.
- I I'd be late.
- Why did you her the answer?
- Your brother me you were here.
- The archaeologists this object was very important.
- I the journalists all about what happened.
- The students all they didn't understand.

11c The life of an explorer

Reading the life of Hiram Bingham

1 Read the biography of Hiram Bingham.



Hiram Bingham

Hiram Bingham had different jobs, but he is most famous as an explorer and, later in a life, as a politician in the United States Senate. He was born in 1875 in Hawaii. As a student, he studied history and politics at Yale University. Then for a few years he taught history, including South American history.

Hiram never trained as an archaeologist but he rediscovered the lost city of Machu Picchu while he was traveling in Peru. He wrote about his journey and returned a few times to the city with financial help from Yale University and the National Geographic Society.

While in Machu Picchu, Hiram and his team excavated many Inca objects and took them back to the US. Later, the government of Peru asked him to return many of the objects.

After his years of adventures, Hiram returned to the US and started a family with his wife Alfreda. They had seven sons. He became a captain in the army, and in the twenties he started a career in politics. Bingham died on June 6, 1956.

2 Answer the questions.



- 1 When was he born?
.....
- 2 What did he teach?
.....
- 3 Was he an archaeologist?
.....
- 4 When he rediscovered Machu Picchu, where was he traveling?
.....
- 5 Where did he take many of the objects to?
.....
- 6 When did he die?
.....

Word focus set

3 Replace the words in bold with the verb *set* and one of these particles.

about off out to up

- 1 We had **decided to** find the old pyramids and nothing would stop us.
- 2 After a long day walking, it was night and time to **put up** the tents.
- 3 As soon as we woke up, we **started** taking down the tents because we wanted to reach the pyramids by the evening.
- 4 We **started** on our journey early in the morning before the sun was up.

11d A presentation about travel

Real life giving a short presentation

1 Complete the presentation on the right with the expressions (a–l). Then listen again and check.

- a I'd like to show you
- b Today I would like to talk about
- c Now let's move on to
- d Finally, I'll talk about
- e The final part of my presentation is about
- f Then I'll move on to
- g That's the end of my talk
- h So that's everything I wanted to say about
- i are there any questions
- j First, I'll describe
- k to sum up
- l thank you for coming

2 Categorize the expressions (a–l) from Exercise 1 and complete this table.

Introducing the talk and the different parts	Introducing the next part	Ending a part of the presentation	Announcing the conclusion and ending

3 Pronunciation pausing

Imagine you are giving the presentation in Exercise 1. Write the letter of the correct expression in Exercise 1 on the line. Put a slash (/) in the places where you need to pause. Then practice reading the presentation aloud with the pauses.

Hello and ¹ _____ .

² _____ my year in Vietnam. ³ _____ my first few days there. ⁴ _____ my job there and I'll show you some of my photos. ⁵ _____ my journeys through the country and describe my experiences of the culture. So let's begin ...

⁶ _____ the first few days. ⁷ _____ the kind of work I was doing. We'll take a look at this photo. It shows you the school I worked in and all the children ...

OK. So ⁸ _____ my journeys. I traveled on weekends, but I also took a longer trip in the last month of my year. So ⁹ _____ some of my photos from that period and I'll read a few comments from my diary ...

¹⁰ _____. As you can see, I had an amazing year and, ¹¹ _____, I'd recommend it to anyone. We have about ten minutes left, so ¹² _____ ?



11e Requesting information

1 Writing skill correcting punctuation

Read the rules for punctuation. Then rewrite the biography about Tenzing Norgay with the correct punctuation.

► PUNCTUATION CHECK

- Use a capital letter at the beginning of a sentence and with proper nouns (e.g., people, countries, nationalities, cities).
- Use periods at the end of sentences.
- Use commas to separate clauses, after sequencing words at the beginning of a sentence (e.g., *first*, *afterwards*) and before quotation marks.
- Use quotation marks ("...") around the words spoken.



tenzing norgay is famous because with the climber edmund hillary he was the first man to reach the summit of mount everest on may 29 1953 he was born in 1914 in a village called thami near the border with Tibet he spent most of his life in the region and worked on many expeditions to everest before he reached the top afterwards his life completely changed and he traveled all over the world before he died in 1986 he said about his life it has been a long road

Writing a biography

2 Read these notes about the mountaineer Edmund Hillary. Use the notes to write a short biography about him.



Name: Edmund Hillary

Born: 1919 in Auckland, New Zealand

Died: 2008

First climb: Age 16, in the Alps

Main climbing achievement: First man, with Tenzing Norgay, to reach the summit of Mount Everest

After Everest: Spent a lot of time raising money to help local people in the Everest region

Quote about climbing: "It is not the mountain we conquer but ourselves."

Wordbuilding word roots

1 Parts of many English words come from the ancient languages of Greek and Latin. Read the pairs of sentences below. Match the underlined parts of the word with its ancient meaning (a–j).

- 1 I need some physical activity today.
My favorite actor is Daniel Craig.
 - 2 The local people were anti-Roman.
I think graffiti on walls is antisocial.
 - 3 Yuri Gagarin is the most famous astronaut in history.
Astronomers use telescopes.
 - 4 Biomimeticists study the design of animals.
I've just read J. F. Kennedy's biography.
 - 5 The twenty-first century is the digital age.
This is a centimeter long.
 - 6 These excavations go under the whole city.
Use the fire exit over there.
 - 7 Satellites allow us to communicate globally.
Do you have common interests?
 - 8 Scientists work in laboratories.
The labor force in this country is about one third of the population.
 - 9 In a triathlon you have to swim, bike, and run.
How many sides does a triangle have?
 - 10 The gas engine changed human transportation.
Can you translate this from Chinese into English?
- a something that a person does
b across from one to another
c against something or someone
d the stars
e three
f life
g work
h out of
i one hundred
j together with other people

2 Complete the words with the underlined roots from Exercise 1.

- 1 Movies with lots ofion are the best.
- 2 The price of the hotel roomcludes the cost of meals.
- 3 People who live past the age of one hundred are calledenarians.
- 4 I used to studylogy at school. I liked learning about animals and plants.
- 5logy is about studying the stars and predicting people's future.

- 6 I'd like tofer some money from my bank account to this account.

Learning skills making notes

- 3** We often need to make notes when we listen to lectures or read textbooks. For which of these do you make notes?
- in meetings at work
 - classroom lectures
 - in English classes
 - other situations
- 4** How do you write notes down? In this example, the student has started making notes on the biography about Jane Goodall on page 135 of the Student Book. Notice how the student writes key words and short sentences. Do you make notes in a similar way?

The life of Jane Goodall

Early sixties – goes to Gombe National Park, studies chimps, makes discoveries
Late sixties – publishes articles and books, becomes a doctor, makes documentary
Seventies – violence in Gombe but Jane stays

- 5** Look at the article "The world's greatest mountaineer" on page 137 of the Student Book. Summarize the most important information in note form.

Check!

- 6** How much can you remember about each of these people or places from history? Try to complete the table with your own notes. Then check your ideas and add any more information from Unit 11 of the Student Book.

	Period in history?	Country or part of the world they lived or worked in?	Any other important historical facts?
Captain Scott			
The Aztecs			
The Nok			
Dennis Tito			
Reinhold Messner			
The Incas			

Unit 12 Nature

12a Nature's strangest hybrids

1 Vocabulary extra animals

Complete the crossword with the names of the animals.

Across

1



4



5



6



Down

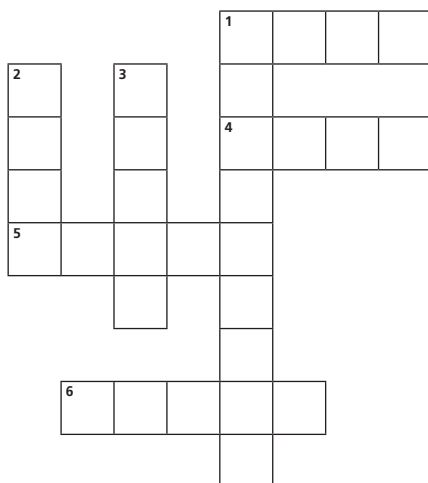
1



2



3



Grammar *any-, every-, no-, some- and -thing, -where, -one, -body*

2 Choose the correct option to complete the sentences.

- There isn't anywhere / *anyone* in the world like home.
- There's *someone* / no one who knows as much about plants as you.
- We want to go *somewhere* / *somebody* with lots of nature for our vacation this year.
- Go outside and do *somewhere* / *something* interesting instead of watching TV all the time.
- Everyone* / *Everything* would like to see animals in the wild but very few of us do.
- I heard the sound of a bird but there's *nothing* / *anything* in the tree.
- Be careful where you walk. *Everywhere* / *Nowhere* in the jungle can be dangerous.
- Would you like *everything* / *anything* to drink?
- Everything* / *Something* on Earth needs water to survive.
- There's *anybody* / *somebody* at the door. Can you answer it?

3 Complete the sentences with *any-, every-, no-, some- and -thing, -where, -one, -body*.

- Hawaii is somewhere that is really special because of all its natural beauty.
- Have you had _____ to eat yet?
- _____ in my family likes beach vacations except me.
- Let me tell you something that _____ else knows about me.
- Insects are _____ but you can't always see them.
- There's _____ on TV tonight so let's go out.
- In the Amazon rainforest, _____ you look there are trees.
- _____ left a message for you. Can you call them back?

12b The power of nature

Reading the power of earthquakes

- 1 The San Andreas Fault is in California. It is a place where earthquakes can begin. Read part of an interview with a geologist about it and answer the questions. Choose the correct options (a–c).

Interviewer: Today, I'm walking in some beautiful countryside about 12 miles from the city of San Francisco. It's very peaceful here with a few wild animals and trees. But, in fact, I'm standing on something quite dangerous, because I'm walking along the San Andreas Fault. It's a huge fault line that goes right through the state of California. Now to help me understand the San Andreas Fault, I'm with Claire Hands, who is a geologist, and she specializes in the study of earthquakes and in the San Andreas Fault, in particular. So, Claire, we're standing right on the fault. What would happen if the fault opened right now?

Claire: Well, if it opened and there was an earthquake, we'd probably fall over. It'd be really difficult to stand up because the ground would be moving. But, if we were standing in the countryside like we are now, we'd probably be safer than anyone would be in a city like San Francisco.

Interviewer: Right. Because of all the buildings falling down.

Claire: That's right. And the fault line goes right through the center of San Francisco, so an earthquake would be really bad news for anyone living there.

Interviewer: And that has happened, hasn't it?

Claire: Yes, the most famous earthquake in San Francisco was in 1906. There have been lots of smaller earthquakes or tremors in California since then but nothing as big as that one.

Interviewer: So, is it possible to guess when an earthquake will happen?

Claire: Scientists and especially geologists would like to be able to do that. We understand a lot about earthquakes and there is equipment which monitors them. We can predict where they will happen and possibly how big they will be. The problem is "when." We can't predict when they will happen. If we knew this, we could make a much bigger difference.

- 1 Where is the interviewer talking from?
a San Francisco b Near San Francisco
c Near California
- 2 What does Claire study?
a Tornadoes b Earthquakes
c Hurricanes
- 3 What does Claire say about the San Andreas Fault?
a That it is opening as they speak.
b What will happen when it opens.
c What would happen if it opened.
- 4 Where does the fault line go?
a Across the US.
b Through the center of San Francisco.
c No one knows exactly.
- 5 Which sentence is true?
a There has never been an earthquake in San Francisco.
b There has never been an earthquake in San Francisco since 1906.
c There have been earthquakes in the state since 1906.
- 6 What is the most difficult thing for scientists to predict about an earthquake?
a When it will happen.
b Where it will happen.
c How big and how strong it will be.

Grammar second conditional

- 2 Choose the correct options to complete the conversation.

A: Did you see that person who won five million dollars in the lottery?

B: I know. He's so lucky. I'd never work again if I ¹ win / won all that money.

A: Maybe, but you'd be bored if you ² didn't / wouldn't go to work.

B: You're joking! First, ³ I went / I'd go on a cruise.

A: And then what? I think I'd still work even if I ⁴ had / would have lots of money. Or ⁵ I set up / I'd set up my own company.

B: Would you?

A: Yes, I ⁶ didn't want / wouldn't want to do nothing. I feel I should do something useful with my money.

B: Oh, I agree. ⁷ I gave / I'd give some of it to charity. Then I'd feel better when ⁸ I spent / I'd spend every day in my mansion in Beverly Hills.

12c The changing world

Vocabulary society and economics

1 Complete the sentences with these words.

economic modern natural social
strong traditional

- 1 Unemployment, lack of education, and crime are typical examples of problems.
- 2 One of our biggest difficulties is that the country imports more than it exports.
- 3 Canada has many resources, including forests and oil.
- 4 industries such as farming and car manufacturing have always been important for the economy.
- 5 One development which has changed the country in recent years is the number of people buying their own house. In the past, most people couldn't afford their own home.
- 6 A economy needs high employment and low inflation. Otherwise it becomes very weak.

Reading society and economics

2 Read about five people talking about society and economics. Decide whether each speaker sounds happy or sad about their topic and check the face.

Speaker 1

Oh, I love these long, hot summers we have nowadays. It used to be cold by September and now it's still warm and you can walk outside in your T-shirt. And the garden looks great. You can even plant things twice in one year and they'll grow. So now you can have your own vegetables for nearly half the year.

Speaker 2

I remember when all this was fields with cows and sheep. Now there are houses everywhere and people drive to work. Instead of having farms and growing everything ourselves, we import all our food from other countries. No one seems to do the old kinds of jobs like working on farms, or making things. No one makes things anymore in this country.

Speaker 3

The center of our city looks terrible nowadays. There's graffiti on the walls and shops are closed. There are lots of young, unemployed people with nothing to do. We really have to find ways to improve the situation.

Speaker 4

It's amazing how science has improved our lives. Take food. We can produce many different types of food and more of it because of modern technology. And, in industry, factories often use robots to do jobs that humans don't want to do, or they do the boring tasks.

Speaker 5

I saw a program on TV recently about water. It was amazing because apparently there's a shortage of water in many countries. I don't understand because there's loads of water on the planet. If you could find a way to get clean water from the oceans, that would solve the problem. By the end of the program, I was a little depressed.

Speaker 1	😊	☹
Speaker 2	😊	☹
Speaker 3	😊	☹
Speaker 4	😊	☹
Speaker 5	😊	☹

3 Read again. Match the speakers (1–5) with the topics (a–e).

Speaker 1	a Natural resources
Speaker 2	b Social problems
Speaker 3	c Traditional industry
Speaker 4	d The growing seasons
Speaker 5	e Technological developments

Grammar will/might

4 Read these sentences with *will*. Rewrite the sentences using *might* where possible without changing the meaning.

- 1 It's possible that employment will rise again.
✓ *Employment might rise again.*
- 2 It'll definitely rain tomorrow.
✗ (not possible to use without changing the meaning)
- 3 I doubt that I'll go tonight.
.....
- 4 There's a chance it'll rain later.
.....
- 5 There's no way they'll agree to our idea.
.....
- 6 A tornado will possibly come this way but it's unlikely.
.....

12d A green space

Reading a local council meeting

1 Read about three people at a local council meeting. They are discussing an area of land in the middle of the city. Answer the questions.

A: Thank you for coming. So as you know we have this area in the southeast of the city with old buildings and a factory that has been closed for over ten years. It used to be an industrial area but now there are new houses in the area with people living there and a local school. So we are going to pull down all the old buildings and do something with the area.

B: It's a nice idea but the council doesn't have any money this year. I'm sorry, but we can't afford more new projects.

C: What about selling the land for more housing?

B: That's a good idea.

A: Yes, but we have lots of land for housing. And anyway, I think local people want somewhere to relax.

B: I see. Well, why don't we make it into a park or something?

A: I agree. That's also what I was thinking.

C: We could also have a lake there.

A: How do you mean?

B: Well, when they clear away the buildings, they could dig a small lake. It would attract wildlife to the area.

A: That isn't a bad idea. I like it.

B: We might suggest the idea to the local people.

C: And we could ask school children at the local school to design the park.

A: Nice idea, but I think this needs some professional help.

B: No, that won't work. We don't have any money to pay them. I think we need local volunteers from the community to help...

C: Yes, you might be right.

A: So, let's summarize what we've agreed so far. We all agree that it's a good idea to clear the area, but not to build anything on it. We want to build a park or green space for local people to relax in.

B: And perhaps with a lake.

A: With a lake. However, we don't have much money for this, so we need to approach the local community and ask for ideas and volunteers....

1 What is going to happen to the buildings and factory in the southeast of the city?

2 The council wants to do something with the area but what is the council's problem?

3 What is the first suggestion?

4 What do local people want?

5 What is the second suggestion?

6 What is the third suggestion?

7 Why can't they use professional help to design it?

8 What do they agree upon?

Real life finding a solution

2 Match the sentence beginnings (1–8) with the endings (a–h).

1 That isn't

2 Why don't we

3 Let's summarize

4 I'm sorry, but

5 We could also have

6 No, that

7 What about

8 You might

a make it into a park or something?

b a lake there.

c we can't afford more new projects.

d be right.

e a bad idea.

f selling the land for more housing?

g what we've agreed so far.

h won't work.

12e A new proposal

Writing a press release

1 Read the press release. Answer the questions.

1 How long have the council discussed the plans for a new park in the Walkenbury district?
.....

2 How many stages are there?
.....

3 What is the purpose of the meeting on May 24?
.....

4 Who will attend the meeting?
.....

2 tell everyone

3 period of discussion between experts
.....

4 people who live in the area

5 changing (for the better)

6 happening

7 are sorry

8 problems or difficulties

9 come to

10 more

11 'll see you

3 Writing skill using bullet points

Read the instructions and write a press release.

Imagine you are in charge of making a change to your local area. For example, perhaps you are opening a new park, a sports center, or a theater. Write a short press release for your local newspaper. Announce what is happening and the stages of the project. Remember to use bullet points to describe the stages. Invite everyone to a meeting at town hall to see the plans.

.....

.....

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NEW PARK PROPOSAL REQUEST FOR VOLUNTEERS!

The local council is delighted to announce its plans for a new park in Walkenbury district of the city. After a six-month review, the planning department is pleased to put forward its proposal to local residents. The process of transforming the old Walkenbury industrial area into a beautiful park will follow these stages:

- Safe destruction and removal of the factory and other buildings on the old site.
- Planting of grass and trees to create a park and nature reserve.
- Digging of a lake and landscaping of the area around it.

Stage 1 is already in progress, so builders will be in the area for the next three months. We apologize for any inconvenience to local residents during this period. However, everyone is invited to attend a meeting to ask questions and see plans for the new park. The committee is very excited about the project and would like all the local community to be part of it. For this reason, we are inviting volunteers to make more suggestions and help with the park's creation.

We look forward to seeing everyone at the meeting on May 24 and planning for the area's future.

2 There are many formal words and expressions in the press release in Exercise 1. Match them with these less formal words and expressions.

1 is pleased to /

Wordbuilding adjective + noun collocations

- 1 Read part of a weather report. Underline six pairs of words with an adjective and a noun.

After a weekend of violent storms, the good news is that the country will return to normal. If you live in the north of the country, there will be some heavy rain through the night, but by morning this will disappear and you'll have a day of bright sunshine. You won't get any rain if you live further south, but expect some strong winds after noon. Other than that, you'll have a beautiful day.

- 2 Match these nouns to the groups of adjectives. Use a dictionary to help you if necessary.

economy industry news rain
resource storm sun wind

- | | |
|--------------------------------|--------------------------|
| 1 fierce, freak, violent | <i>storm</i> |
| 2 heavy, light, pouring | ..... |
| 3 strong, light, blustery | ..... |
| 4 bright, hot, setting | ..... |
| 5 healthy, stable, weak | ..... |
| 6 traditional, major, growing | ..... |
| 7 natural, valuable, unlimited | ..... |
| 8 good, bad, breaking | ..... |

Learning skills assessing and continuing your progress

- 3 You are probably at the end of this class. Answer the questions on the self-assessment survey. After each answer, write a comment to explain your answer.

Check!

- 4 Write an example for each of these items. Then check your answers in Unit 12 of the Student Book.
- 1 An amphibian
 - 2 A mammal
 - 3 Another way of saying "anyone"
 - 4 A type of extreme weather
 - 5 A sentence using the second conditional
.....
 - 6 An adjective that collocates with "development"
.....
 - 7 A modal verb meaning "will possibly"
.....
 - 8 Another way of saying "What about going to the movie theater?" starting with the words "Why don't we..."
.....

Self-assessment evaluation

- ☐ How would describe your progress in English in this class?

Excellent ☐ Good ☐ Satisfactory ☐ Not very good ☐

Comment on your answer:

- ☐ If you take another class, which areas would you like to work on most?

Reading ☐ Writing ☐ Grammar ☐ Vocabulary ☐

Comment on your answer:

- ☐ If you are taking a break from your English classes (perhaps you have a vacation), which of these could you do to continue improving your English?

- | | |
|---|---|
| • read a book, magazine, or newspaper in English | • repeat some of the exercises in this workbook and watching the videos in the Student Book again |
| • use the Internet in English | • meet with friends from your English class and practice English |
| • use self-study books and computer programs for learning English | • visit a country where people speak English |

Any other ideas?

Credits

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