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ON THE COVER

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3

Life

SECOND EDITION

 NATIONAL
GEOGRAPHIC
LEARNING

JOHN HUGHES
DAVID BOHLKE

Life 3 Workbook, Second Edition

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Unit 1 Lifestyle

1a Global health

Grammar simple present

1 Complete the article about Nathan Wolfe with the simple present form of the verbs in parentheses.

How one scientist fights for global 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 spread from animals to humans. 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, so new viruses also ⁸ _____ (travel) more easily. When humans ⁹ _____ (visit) different regions, 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. He often works in parts of the world where people ¹² _____ (not / have) electricity. A cell phone allows Nathan to continue his life-saving work.

virus (n) /vai'rʌs/ a small living thing that enters a human body and makes you sick
disease (n) /di:zi:z/ an illness that affects humans and animals

▶ SPELL CHECK simple present third person (he / she / it) verb endings

We add -s to most verbs to form 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 write the simple present third-person form of these verbs.

- | | |
|---------------|----------------|
| 1 start _____ | 5 live _____ |
| 2 match _____ | 6 try _____ |
| 3 fly _____ | 7 finish _____ |
| 4 pass _____ | 8 relax _____ |

3 Pronunciation /s/, /z/, or /ɪz/

▶ 01 Listen to the endings of these verbs. Write the verbs in the chart. Listen again and repeat.

goes helps realizes specializes spends stays
studies travels visits wants works

/s/	/z/	/ɪz/

4 Write questions about Nathan Wolfe and his work. Use the simple present.

- 1 (where / Nathan / work)
_____ ?
All over the world.
- 2 (where / he / often / go)
_____ ?
To places with health problems.
- 3 (what / he / 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.
- 6 (people / have electricity / in every part of the world)
_____ ?
No, they don't.
- 7 (how / Nathan / communicate)
_____ ?
With a cell phone.

Grammar adverbs of frequency

6 Put the words in the correct 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.

- 7 on time / are / never / for work. / you

Listening healthy living quiz

5 ▶ **02** Look at the quiz. Then listen to a conversation between two people at work. Circle the speaker's answers (a-c).

Stress is bad for your health (both physical and mental)

Find out how stressed you are with this quick quiz.

- 1 I worry about money _____ .
a every day b at least once a week c once a month
- 2 I _____ have problems sleeping at night.
a never b sometimes c always
- 3 I _____ find it difficult to concentrate.
a rarely b sometimes c often
- 4 Which of these sentences describes your lunchtimes?
a I always eat lunch at my desk and reply to my emails.
b I always eat lunch at my desk and read the newspaper or relax.
c I always leave my desk, go for a walk, and eat my lunch somewhere else.

1b Mobile medicine

Reading community health



Mobile medicine

Sarubai Salve goes to work twice a day. She leaves her home once at 9:00 a.m. and then again at 6:00 p.m. to visit people in her village of Jawalke. The village has about 240 families and, with another woman named Babai Sathe, Sarubai is responsible for the villagers' health. The women visit pregnant women and give medicine to 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 the hospital.

Half an hour later, Sarubai and Babai visit another mother with a three-month-old baby. While they are checking the baby, Sarubai gives the mother advice on healthy eating and vaccinations. Jawalke is a very different place because of the two women. They regularly deliver babies and continue to help as the child grows up. There is a shortage of doctors in this region, so village health workers are important because they can give medicine and advice.

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. Circle the correct option (a–c) to answer the questions.

- How often does Sarubai visit people in the village?
a once a day
b twice a day
c twice a week
- How many doctors are there in the village of Jawalke?
a one
b two
c none
- Where does Rani Kale come from?
a Jawalke
b a village near Jawalke
c we don't know
- Sarubai meets Rani because she is _____.
a a new mother
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.
- 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
- How do we know from the article that the village health project is successful?
a because they are training more health workers
b because patients say they are happy with their health workers
c because the region doesn't need any more doctors

vaccination (n) /,væksɪ'neɪʃ(ə)n/ medicine you put in the body to stop disease

2 Find words in the article for these definitions.

- 1 looks after (verb phrase) _____
- 2 when a woman is going to have a baby (adj) _____
- 3 a person with a medical problem who sees a doctor (n) _____
- 4 women who are going to have a baby (n) _____
- 5 a place for people with medical problems (n) _____
- 6 help a woman have a baby (v) _____
- 7 not enough of something (n) _____
- 8 can move from place to place (adj) _____
- 9 important and sometimes dangerous (adj) _____
- 10 near or in the same area (adj) _____

Grammar present continuous

3 Read the article again. Underline the four present continuous forms.

4 Circle the correct options to complete the sentences.

- 1 At the moment, *I drive / I'm driving* toward the city. Is this the right direction?
- 2 Where *do you come / are you coming* from originally?
- 3 Sorry, I can't hear you because a plane *flies / is flying* overhead.
- 4 *I never cycle / I'm never cycling* to work in the winter.
- 5 Someone *stands / is standing* at the front door. Can you see who it is?
- 6 *Do you always leave / Are you always leaving* for work this early in the morning?
- 7 It was warm earlier today, but now *it gets / it's getting* colder and colder.
- 8 *Do you work / Are you working* now, or *do you take / are you taking* a break?

5 Pronunciation contracted forms

▶ 03 Listen to the sentences. Write the number of words you hear in each sentence. Contracted forms (*I'm, we're, aren't, isn't, etc.*) count as one word.

- | | |
|----------------|---------|
| a <u> 5 </u> | d _____ |
| b _____ | e _____ |
| c _____ | f _____ |

▶ SPELL CHECK present continuous -ing endings

- With verbs ending in -e, delete the -e and add -ing: *dance* → *dancing*
- With verbs ending in -ie, delete the -e and change the i to a y: *die* → *dying*
- With some verbs ending in one vowel and a consonant, double the final consonant: *stop* → *stopping*

6 Look at the spell check box. Then write the -ing form of these verbs.

- | | |
|--------------|--------------|
| 1 live _____ | 5 lie _____ |
| 2 drop _____ | 6 take _____ |
| 3 swim _____ | 7 get _____ |
| 4 have _____ | 8 jog _____ |

7 Dictation my typical day

▶ 04 The man in the photo below is describing his typical day. Listen and write the words you hear.



1c A happy and healthy lifestyle

Listening an interview with Elizabeth Dunn



1 ▶ **05** Listen to an interview with Elizabeth Dunn. Complete the sentences.

- 1 Elizabeth is interested in what makes us feel _____.
- 2 She does research on happiness and how _____ affects this.
- 3 As part of her research, she did an experiment with a group of _____.
- 4 She thinks that experiences like visiting a new _____ are good for you.

2 ▶ **05** Listen again. Read these sentences and choose the correct option (a or b).

- a Elizabeth agrees.
 - b Elizabeth disagrees.
- 1 Money is the most important thing. _____
 - 2 Money doesn't make you feel happier. _____
 - 3 Spending money on other people makes you happier. _____
 - 4 Spending money on experiences makes you feel happy. _____

Word focus *feel*

3 Match the sentences (1–4) with the uses of *feel* (a–d).

- 1 I feel like going out for dinner tonight. _____
 - 2 I don't feel this is the right thing to do. _____
 - 3 I feel much happier today. _____
 - 4 The sun feels warm. It felt a lot colder yesterday. _____
- a talking about your emotions or health
 - b talking about an opinion
 - c talking about the weather
 - d talking about wanting to do something

4 Match the questions (1–4) with the answers (a–d).

- 1 How are you today? _____
 - 2 What do you think about my work in general? _____
 - 3 Do you feel like helping me with this? _____
 - 4 What's the weather like? _____
- a Actually, I feel you need to do more.
 - b It feels so cold outside!
 - c Sorry, I'm really busy at the moment.
 - d I'm feeling much better, thanks.

5 Write six different questions with the word *feel*. Use these words. You can use words more than once.

what like OK cold	how do you playing a game doing something
----------------------------	---

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

1d At the doctor's

Vocabulary medical problems

1 Complete the conversations with these words.

back	ear	head	mouth
nose	stomach	throat	tooth

- A: Sorry, I have a really runny _____ today.
B: It's OK. Here's a tissue if you need one.
- A: I have a really bad _____ ache.
B: Is the problem in the left or the right one?
- A: It's too painful to eat.
B: It sounds like you have a _____ 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 _____ ache.
- A: I can hardly talk today.
B: Why? Do you have a sore _____ ?
- A: Can you pick this up for me? I have a bad _____ .
B: Sure. But maybe you should lie down for a while.
- A: My throat hurts, doctor.
B: Well, let's have a look. Open your _____ , please.
- A: What's the problem?
B: I think I ate too much. I have a _____ ache.

2 Pronunciation one or two syllables?

▶ 06 Listen to these sentences. Find the two-syllable words and underline the stressed syllable.

- How does your stomach feel?
- Is your throat sore or is it better?
- Drink this hot water.
- Can I see the doctor about my ear?

Real life talking about illness

3 ▶ 07 Listen to a conversation at the doctor's. Check (✓) the correct options in the form and write the doctor's advice.

Patient's medical problems

- Medical problem:** sore throat headache
stomachache earache cough
- Temperature:** low normal high
- Details of prescription:** medicine pills
- Advice:** _____

4 ▶ 07 Complete the conversation with these phrases. Then listen again and check.

They are good	Do you have
How do you feel	If you still feel sick
not really	take this prescription
Let me have a	You need to
try drinking	Let me check

- Doctor: ¹ *How do you feel* 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 also have a bad cough.
Doctor: Do you have a stomachache?
Patient: No, ³ _____ .
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 rest for a couple of days, and ⁹ _____ lots of water.
Patient: OK. Thank you.
Doctor: ¹⁰ _____ after a few days, come back and see me, but I think it's the flu.

prescription (n) /prɪ'skrɪpʃən/ a piece of paper from the doctor with suggested medicine written on it. You give it to the pharmacist.

flu (n) /flu:/ The flu gives people a fever and makes them feel sick.

5 Listen and respond giving advice

▶ 08 Listen to five friends with different medical problems. Respond with some advice. Then compare your advice with the model answer that follows.

I have a headache.

You need to take some pills.


1e Personal information

Writing filling out a form

1 Look at the medical form below. Find words and expressions in the form for these definitions (1–10).

- 1 What you put before your name *Title* _____
- 2 The first letter of your middle name _____
- 3 When you were born _____
- 4 Where to call you between 9 a.m. and 5 p.m. _____
- 5 How you feel overall _____
- 6 Times when you were very sick in the past _____
- 7 How much exercise you do _____
- 8 A person to call if there is a problem _____
- 9 Numbers and letters at the end of your address _____
- 10 Your family name _____


Listening filling out a form

2  09 Listen to a conversation at the doctor's. The receptionist is asking a new patient for personal information. Complete the medical form below with the information you hear.

3 Writing skill information on forms

Complete this information (1–12) with your own details.

- 1 Title _____
- 2 First name _____
- 3 Last name _____
- 4 Tel. no. _____
- 5 Occupation _____
- 6 Place of birth _____
- 7 DOB _____
- 8 Marital status _____
- 9 Gender _____
- 10 Nationality _____
- 11 No. of dependents _____
- 12 Contact person _____



**Medical
Details**

Title _____ First Initial _____ Middle Initial _____

Last name _____ DOB _____

Address _____

Zip code _____ Contact # (daytime) _____

General health _____

Number of hours of exercise per week _____

Type of exercise/sports _____

Last visit to doctor _____

Previous serious illnesses _____

Contact person/number (in case of emergency) _____

Wordbuilding verb + noun collocations

1 Match the verbs in box A with the nouns in box B to make collocations. Then complete the sentences (1–7) with the collocations.

A	take play	go read	have run	lift
B	a book hiking weights	a coffee a marathon public transportation		the piano

- I'm training to _____ next year. So far I can do about twenty kilometers.
- I often _____ in the mountains on weekends. It's very relaxing.
- I _____ when I have time. Mozart is my favorite composer.
- Before I sleep at night, I usually _____ . Fantasy or science fiction are my favorites.
- I _____ twice a week at the local gym. I'm getting stronger and stronger.
- I _____ to work instead of driving a car.
- Can I _____ with milk, please?

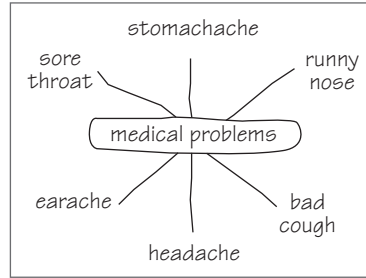
Learning skills recording new vocabulary

2 When you learn a new English word, how do you record it? Circle the information you record.

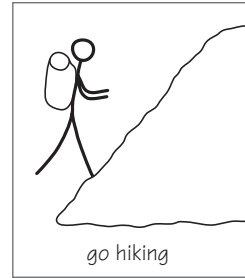
- the meaning
- the translation into your language
- the pronunciation
- the type of word (verb, adjective, noun, preposition, etc.)
- collocations
- phrases or expressions using this word

3 Which of these techniques do you use to help you remember new vocabulary?

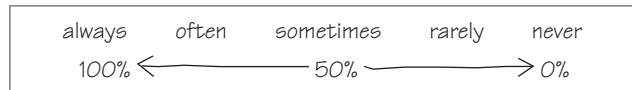
a Word groups



b Drawings



c Diagrams

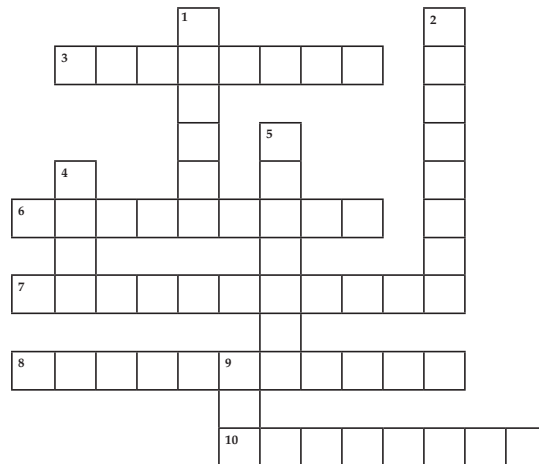


4 Look at some of the new words from Unit 1.

- 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!

5 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
- A place to get medicine

Down

- Give this to a friend if they have a problem
- Something a doctor gives you for an illness
- The speed of the heart
- A Japanese island with some of the oldest people in the world
- A short sleep

Unit 2 Competitions

2a Paddleboard racing

Reading adventure sport

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

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

- 4 Jamie Mitchell completed the Molokai to Oahu race in the fastest time. T F
- 5 The writer says paddleboard racing is a famous sport. T F
- 6 The prize money for first place in the race is three thousand dollars. T F
- 7 Jamie is a full-time professional athlete. T F

Paddleboard racing

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 strong and athletic.

You can do the sport on rivers, but most competitions are on the ocean. The main competition for paddleboarders is the annual race from Molokai to Oahu in Hawaii, a distance of 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. However, on a bad day, you have to use your arms the whole way.

One of paddleboarding's most famous competitors is the Australian Jamie Mitchell, an eight-time winner of the Molokai to Oahu race. He also holds the record time of four hours, fifty-eight minutes, and twenty-five seconds.

Because the sport isn't well known, the prize money for winning paddleboarding is small—Mitchell only received \$3,000 for winning the race this year. But Mitchell obviously loves the sport because he trains two or three times a day, six days a week, for the four months before the race. At the same time, he has to earn money, so he does anything including working in bars or construction work.

So how does Mitchell stay interested in such a sport? He says, “I just love paddleboarding. It's not about winning. It's about coming to Hawaii and spending time with my good friends in a place that I love.”

- 2** Match these words from the article with the definitions (1–6).

athletic kneel oars rowing surfing waves

- 1 sport of riding waves on the sea (n)

- 2 sport of moving a boat through water with oars (n) _____
- 3 put both knees on a flat surface (v)

- 4 long pieces of wooden equipment used to row a boat (n) _____
- 5 water on the sea that goes up and down (n)

- 6 physically strong and good at sports (adj)

Grammar modal verbs for rules

- 3** Rewrite these sentences using a form of *can*, *have to*, or *must*. Sometimes more than one answer is possible. Then compare your answers to the sentences in the article.

- 1 In surfing, it's necessary to stand on your board.
In surfing, you *have to / must* 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 your arms to move along.
You _____ use your arms to move along.
- 5 Paddleboarders are allowed to practice on rivers.
Paddleboarders _____ practice on rivers.

4 Pronunciation n't

▶ 10 Listen and circle the form you hear. Then listen again and repeat.

- 1 They *do / don't* have to win.
- 2 He *can / can't* win the game.
- 3 *Do / Don't* you have to wear a helmet?
- 4 A player *can / can't* hit the ball twice.

- 5** Write one rule for each sport (1–4). Use words from boxes A, B, and C.

A Each team The ball The referee You

B has to / must can don't have to

C send a player off the field.
go over the net.
have five players on the court.
use any special equipment.

- 1 Basketball: *Each team has to / must have five players on the court.* _____
- 2 Soccer: _____
- 3 Running: _____
- 4 Tennis: _____

Vocabulary sports

- 6** Complete the sentences with one word. The first letter is provided.

- 1 She's taking part in a r_____ to the top of the mountain.
- 2 W_____ at the Olympics get a gold medal because they beat all the other competitors.
- 3 They scored 14 p_____ in the first quarter.
- 4 The two runners crossed the finish l_____ at the same time, so they both came in first.
- 5 The r_____ gave out two red cards and six yellow cards during the match.
- 6 A: Which is your favorite t_____?
B: The one in red.
- 7 Can you explain the r_____ of American football? I don't understand the sport.
- 8 There were 48,000 s_____ at the soccer match.

2b Sports and leisure activities

Reading walking soccer

- 1 Read the article. Answer the questions (1–7) with words from the article.
- 1 Do more people watch the World Cup or the Olympic Games on TV? _____
 - 2 Which types of teams play soccer every weekend? _____
 - 3 How old are the players in walking soccer? _____
 - 4 What are the health benefits of walking soccer? _____

Walking SOCCER

Globally, more people play soccer than any other sport, and more people watch the World Cup on TV than the Olympic Games. Every weekend, thousands of teams meet in different countries to compete against each other. That includes famous teams such as Real Madrid and Manchester United, and local teams of people playing competitively or just for fun. From an early age, schoolchildren play soccer in their physical education classes and compete against teams from other schools. Now, a new type of soccer is growing in popularity. It's called "walking soccer."

Most soccer players retire from competitive games in their 30s, but walking soccer is for people over 50. It's a great way to keep fit and it can help older people live longer. Doctors also say it's good for the mind. Most walking soccer matches are informal and social. Most of the rules are the same as for normal soccer, but everything is much slower. Players have to walk with the ball—they can't run. Also, players have to keep one foot on the ground at all times, so they can't jump.

Not surprisingly, walking soccer doesn't get many spectators because it is very slow. But more and more people like playing it. For example, in the United Kingdom, there were around 100 teams two years ago. Now there are over 800, with regular competitions in different parts of the country every year.

- 5 Which two rules are different from normal soccer? _____

- 6 Why don't many people watch walking soccer? _____
- 7 How many teams play walking soccer in the United Kingdom now? _____

2 Vocabulary extra talking about likes and dislikes

- a Match the highlighted verbs in the speech bubbles with the emoticons (a–f).

I **enjoy** swimming when I have time.

I **love** winning!

I **really like** watching sports on TV.

I **hate** boxing.

I **can't stand** losing!

I **don't mind** playing baseball, but I **don't like** watching it.

- a 😊 😊 😊 _____
- b 😊 😊 _____
- c 😊 like, _____
- d 😊 _____
- e 😞 dislike, _____
- f 😞 😞 _____, _____

- b Complete the sentences so they are true for you.

- 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 *-ing* form

3 Complete the sentences with the *-ing* form of these verbs.

join	become	watch	cycle	fly
learn	lose	play	sit	

- 1 *Playing* tennis is fun and it's very good for your health.
- 2 We love _____ because you get fit and watch the countryside go by at the same time.
- 3 _____ to play the piano takes years of practice.
- 4 I'm very competitive. When I play games, I don't like _____. I get really angry.
- 5 _____ in front of the TV all day isn't good for you.
- 6 Are you interested in _____ our team? We still have some spots available.
- 7 I don't like traveling by plane because I'm afraid of _____.
- 8 Have you ever thought of _____ a professional athlete in the future?
- 9 You play golf every week, so why do you hate _____ it on TV?

4 Pronunciation /ŋ/

a ▶ **11** Listen to these words. Underline the part of the word with the /ŋ/ sound.

- 1 watching
- 2 language
- 3 waiting
- 4 thinks
- 5 cycling
- 6 losing
- 7 winning
- 8 English
- 9 competing
- 10 thanks

b ▶ **11** Listen again and repeat the words.

5 Dictation Kristi Leskinen

▶ **12** Listen to part of a documentary about the skier Kristi Leskinen. Complete the text with the words you hear.




Kristi Leskinen is a famous skier. She ¹ _____
_____,
but her favorite place is Mammoth Mountain in the
USA. ² _____
such as kayaking, but she ³ _____
_____.
Recently, she was in a TV show called *The Superstars*.
In the show, famous ⁴ _____

that ⁵ _____
Kristi won ⁶ _____
_____.
But now it's winter again, so she needs to go back to
the mountains and start training. This year,
⁷ _____
a lot more medals.


2c Dangerous sports

Listening free diving

1  13 Listen to a sports program about Annelie Pompe, a free diver. Number the topics (a–d) in the order the presenter talks about them (1–4).

- a when Annelie climbed Mount Everest
- b a definition of free diving
- c why Annelie likes free diving
- d why Annelie likes doing other sports



2  13 Listen again. Circle the correct option (a–c) to complete each sentence.

- 1 Free diving is an underwater sport in which the diver ____ use breathing equipment.
a has to b doesn't have to c can't
- 2 Annelie's world record is a dive of ____ meters.
a 120 b 126 c 136
- 3 Annelie spends every ____ training in the sea.
a morning b afternoon c weekend
- 4 Annelie ____ other sports.
a likes doing
b doesn't have time for
c doesn't like doing
- 5 For Annelie, adventure is about going to the ____ parts of the world.
a deepest
b highest
c deepest and highest

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 sports, 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 talk about things you enjoy (*like* + noun)
 - b to talk about activities you enjoy doing (*like* + *-ing*)
 - c use with *would* to say you want to do something (*would like to* + base verb)
 - d use with *would* to say you want something (*would like* + noun)
 - e to describe behavior similar 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 (1–5) 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 I went to school with.
You _____ I went to school with.
- 3 She wants to play tennis professionally someday.
She _____ tennis professionally someday.
- 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 a group

Reading leaflet for fitness classes

- 1 Read the leaflet for fitness classes at a local gym. Match the sentences (1–6) with 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 enjoyment with exercise. _____
- 5 Take a break from work and come exercise. _____
- 6 You will notice a difference very quickly. _____

Fit for Life Gym

A



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

"Perfect for people who want fast results."

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

B



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

C



◀ Our Zumba classes are a mixture of fun, excitement, and high energy levels. Classes are at midday, 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 ▶ 14 Listen to two friends talking about the leaflet. Number the fitness classes in the order they discuss them (1–3).

Boot Camp _____ Pilates _____ Zumba _____

- 3 ▶ 14 Listen again. Complete the conversation with the words you hear.

A: Hey, this looks interesting.

B: What?

A: This leaflet 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 fit.

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 starts at six o'clock.

B: Great. So we can go after work.

A: No, it's six in the morning.

B: What?! I hate getting up early. ⁵ _____

_____ doing something that starts later?

A: Well, there's one at lunchtime. It's called

Zumba. It's a kind of dance class, I think.

B: I ⁶ _____ dancing.

A: Really? It looks pretty fun.

B: What about something after work?

A: There's a Pilates class. It doesn't give an exact

time, but it says it's after work.

B: Well, ⁷ _____ that to Boot Camp or dancing.

A: Yes, ⁸ _____ good.

- 4 Listen and respond saying what you are interested in doing

▶ 15 A friend wants you to join one of the classes in Exercise 1. You are only interested in Pilates.

Listen to your friend and respond each time. Then compare your responses with the model answers that follow.

Are you interested in Boot Camp?

No, I wouldn't like to do it.

2e Advertising an event

Writing an ad or notice

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 match afterward.
- 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 rules for punctuation (1–4) with these words.

apostrophe	capital letter
comma	exclamation mark
period	

- 1 You have to use a _____ when it's the first word 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.
- 4 You have to use an _____ with contracted forms and with the possessive 's.

3 Writing skill checking and correcting your writing

Read "My free time" written by a student. Three lines are correct, and seven lines have mistakes. Check (✓) the correct lines and correct the other lines.

My free time

I have many different hobbies and interests such as computer gaming cycling, 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 matches once a month We love to win

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

Wordbuilding suffixes

1 Complete the words for the people shown in these pictures.



1 golf_____



2 cycl_____



3 swim_____



4 race car driv_____



5 javelin throw_____



6 run_____

Learning skills using a dictionary (1)

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

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

compete /kəm'pi:t/ (v) (competing, competed)
 [1] take part in a contest or game. *Ten people competed in the race.* [2] try to get something for yourself and stop others from getting it. *My company is competing with another company for an important customer.*

competition /,kɒmp'ɪtʃən/ (n) (competitions) [1] an event when two or more people take part in a contest or game to find the best at the activity. *Lucy won the school's writing competition.* [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.*

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

Check!

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

1.50 2 4 5 18 60 180

- 1 In the Ironman competition, you have to cycle _____ kilometers.
- 2 You must be over _____ years old to enter the World Beard and Moustache Championships.
- 3 A Mud Bowl match lasts _____ minutes.
- 4 Esperanza pays \$ _____ to watch the wrestling.
- 5 There are _____ syllables in *competition*.
- 6 At the annual Idiotarod race, there are _____ people in a team.
- 7 The match was a draw. The score was 2 – _____.

Unit 3 Transportation

3a Choosing greener transportation

Reading green transportation

1 Read the article. What is the aim of the article? Circle the correct option (a–c).

- a to give an opinion about transportation
- b to argue for more public transportation
- c to give information about a new type of transportation

2 Read the article again. Are these 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. T F
- 2 Renting bicycles from hotels and hostels can be very expensive. T F
- 3 The author thinks most cities need to give more information to visitors. T F
- 4 Buses, trains, and ferries are better for the environment than cars or airplanes. T F

Vocabulary transportation nouns

3 Match the words in box A with the words in box B to make compound nouns. Then complete the sentences with the compound nouns.

A fuel public rush speed traffic

B hour jam limit costs transportation

- 1 _____ begins around 8 a.m. and ends at around 9 a.m. in my city.
- 2 There's a _____ all the way from downtown to the airport. Nothing is moving.
- 3 It's really expensive to have a car. _____ go up every year!
- 4 My city has excellent _____. There are frequent buses and trains.
- 5 Cameras can catch people driving over the _____.

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 Cycling 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 after two hours. It's not free, but it's much cheaper than a bus or taxi.

Step 3 If you have to take transportation in a city, take public transportation. Most cities now offer lots of information and very clear maps. You'll also get more detailed information by visiting the city website before you go.

Step 4 Whenever possible, take buses, trains, or ferries for traveling. They are usually greener than cars and airplanes.

Step 5 And when the only way to travel is by car, rent a hybrid or electric car. Many car rental companies now offer this kind of choice, so always ask. Look for hotels at your destination with free electric vehicle charging stations. You'll be surprised how many hotels now offer this facility.



Grammar comparatives and superlatives

4 Look at the article again. 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 final consonant for adjectives ending in vowel + *-w* or *-y*: *slow* – *slower* – *slowest*

5 Look at the spell check box. Then write the comparative and superlative forms of these 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 | _____ | _____ |

6 Write sentences that give your opinion. Use a comparative form of the adjectives in parentheses.

- traveling by bus / traveling by car (relaxing)
I think traveling by bus is more relaxing than traveling by car.
- cake / bread (sweet)
I think _____
- email / letters (fast)
I think _____
- trains / airplanes (bad for the environment)
I think _____

7 Complete the text about transportation world records with the superlative forms of these adjectives.

dangerous fast long small tall

WORLD RECORDS TRANSPORTATION

- Gregory Dunham built the world's ¹ _____ rideable motorbike. It's 3.429 meters high.
- The ² _____ jet aircraft in the world is only 3.7 meters long and 5.7 meters wide (including wings).
- Marek Turowski drove the world's ³ _____ motorized sofa! The piece of furniture traveled at a speed of 148 kilometers per hour.
- Emil and Liliana Schmid took the ⁴ _____ journey ever. They drove 641,115 kilometers—and they are still driving!
- Billy Baxter broke the record for the fastest speed on a motorbike without seeing. He wore a blindfold over his eyes and reached 265.33 kilometers per hour. So it was probably one of the ⁵ _____ journeys ever as well.



8 **Pronunciation** sentence stress in comparative and superlative sentences

▶ 16 Listen to these sentences and underline the stressed words. Then listen again and repeat.

- Your car is faster than mine.
- Bicycles are the greenest transportation.
- Walking is slower than cycling.
- Hybrid transportation is the most efficient.

3b World transportation

Reading beautiful animals

1 Read the article about camels. Answer the questions.

- 1 What are camels famous for?

- 2 In what ways are camels useful to humans?

- 3 Does everyone agree that camels are beautiful?

- 4 How long does the competition last?

- 5 How many camels enter the competition?

- 6 What do the family and friends eat at the party?

Grammar *as ... as*

2 Put the words in the correct order to make sentences. Start with the words in **bold**.

- 1 cars / in the forest / good as / **Horses** / are as

- 2 isn't always / as this / **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

3 Pronunciation /əz/

▶ 17 /əz/ is the sound of *as* in sentences with *as ... as*. Listen to the sentences in Exercise 2 and repeat them using this sound.

Beauty competitions for camels



Camels are famous for their ability to travel through the hot desert with heavy loads. But people don't only use them for transportation. Camels also produce milk to drink and meat to eat. So everyone agrees that they are useful animals—but how many of us would describe camels as beautiful? Camels have a large hump, strange knees, skinny legs, and ugly teeth. They are NOT beautiful. But not everyone agrees.

Once a year, people bring their camels from Oman, Saudi Arabia, Qatar, and even further away, to an area of land in Abu Dhabi. They come here to find the most beautiful camel. The competition lasts ten days. There are around 24,000 camels in the competition. The winning camel must have good ears, a high back, shiny hair, a long neck, and long legs. There is a prize for the winner, but this isn't as important as family honor.

This year, the winner was a man named Bin Tanaf. Immediately, his family and friends began to celebrate, and the party at his tent lasted all night. Two hundred people were there. They sang songs and told stories about camels. Everyone ate a lot of food, including rice and meat. In the middle of the celebration, a man brought a large plate into the tent. There was a large piece of yellow meat on it. "Ah," said Bin Tanaf, "The hump."

hump (n) / hʌmp / the top of the camel's back
honor (n) / 'ɑ:nər / respect for someone who does something important

Word focus *as*

4 You can use *as* in different ways. Match the sentences (1–4) with the uses of *as* (a–d).

- 1 As we're late, let's take a taxi. _____
- 2 That car looks as if it's very old. _____
- 3 Traveling to Boston by train is as fast as traveling by plane. _____
- 4 As we drove past a field, we saw a horse. _____

- a to compare two things
- b to talk about appearance
- c to talk about two actions happening at the same time
- d to talk about the reason for something

5 Rewrite the sentences (1–4) using *as*.

- 1 We were late because there was a traffic jam.
We were late _____.
- 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 the speed of a bus.
In the city, _____ fast as a bus.
- 4 We saw an elephant when we drove home!
We saw an elephant _____!

Vocabulary transportation adjectives

6 Read the conversation between two friends visiting London. Replace the words in **bold** with these adjectives.




convenient	comfortable	frequent
traditional	punctual	reliable

- A: Let's get a bus to Oxford Street. My guidebook says they are ¹**regular** and ²**always on time**. There's one coming this way.
- B: But it doesn't say "Oxford Street" on the front. Can we get a black cab? They are very ³**old**.
- A: But it'll be expensive!
- B: But it's ⁴**easy**. Buses are never ⁵**there when you need them**. Look! This taxi's stopping.
- A: Wow! This is so ⁶**nice to sit in!**




- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

Grammar comparative modifiers

7 Read the information about transportation in four countries. Then circle the correct options to complete the sentences.

	 CARS	 MOTORBIKES	 BICYCLES
France	83%	12%	59%
South Korea	84%	9%	63%
Brazil	47%	29%	53%
South Africa	31%	7%	16%

- 1 The percentage of people with a car is *a bit / a lot* lower in France than in South Korea.
- 2 Cars are *much / a little* more popular than motorbikes in France.
- 3 The percentage of people with bicycles in South Korea is *a little / much* higher than in France.
- 4 In South Korea, bicycles are *a bit / a lot* more popular than motorbikes.
- 5 Cars are *a lot / a bit* less popular in South Africa than in France.
- 6 The percentage of people with bicycles in South Africa is *much / a little* lower than in Brazil.
- 7 In South Africa, motorbikes are *much / a bit* less popular than in South Korea.

	 CARS	 MOTORBIKES	 BICYCLES
Italy	89%	26%	63%
Indonesia	4%	8%	65%
Malaysia	82%	83%	53%

8 Look at the information for three more countries and complete the sentences. Use a modifier and the comparative form of the adjective in parentheses.

- 1 The percentage of people with a car is _____ in Italy than in Indonesia. (high)
- 2 Bicycles are _____ than motorbikes in Italy. (popular)
- 3 The percentage of people with bicycles in Malaysia is _____ than in Indonesia. (low)
- 4 In Malaysia, cars are _____ than motorbikes. (popular)

3c Transportation in India

Listening the Golden Quadrilateral

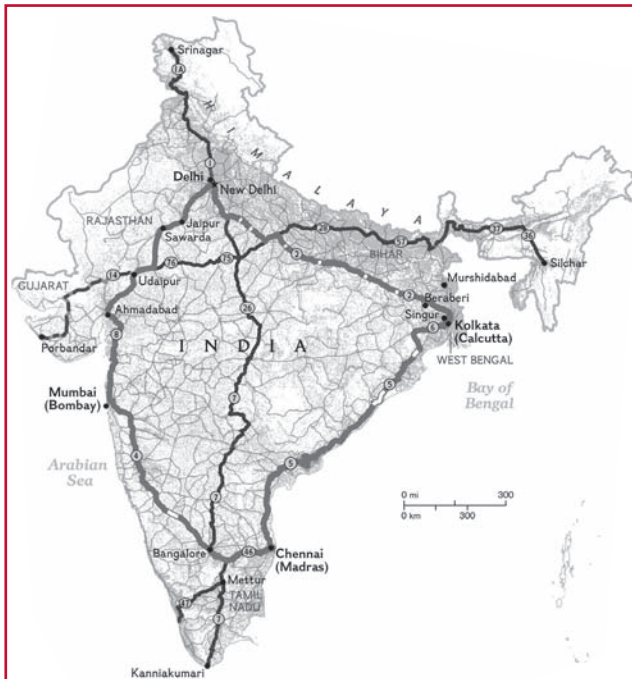
1 ▶ 18 Listen to a documentary about a new road in India called the Golden Quadrilateral (GQ). Number the topics (a–d) in the order the presenter talks about them (1–4).

- ___ a transportation and industry on the GQ
- ___ b how the GQ will help the economy
- ___ c the length and technology of the GQ
- ___ d people in India are buying more and more cars

poverty (n) /'pɒvərti/ a situation where people are poor and do not have money to pay for basic things

highway (n) /'haɪweɪ/ a large road with many lanes

symbol (n) /'sɪmb(ə)/ something or someone that represents an idea



2 ▶ 18 Listen again and answer the questions. Circle the correct answer (a–c).

- 1 How many new cars every year will people in India 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 in India live?
 - a next to the new road
 - b in the cities
 - c in the countryside
- 3 How long is the new road?
 - a 600 kilometers
 - b 6,000 kilometers
 - c 60,000 kilometers
- 4 What types of transportation can you see on the new road?
 - a all types
 - b mostly cars
 - c the presenter doesn't say
- 5 Why does the presenter describe the new road as "a symbol of India's future"?
 - a because it's the same shape as the country of India
 - b because it is helping the economy grow
 - c because many people in India own cars

Vocabulary transportation verbs

3 Cross out the verb that does NOT fit in each group of collocations (1–6).

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

4 **Pronunciation** /æ/ or /eɪ/

▶ 19 Match these words with the vowel sounds /æ/ or /eɪ/. Then listen, check, and repeat.

catch	change	day	gate	jam	plan
plane	stand	take	taxi	train	

/æ/ _____

/eɪ/ _____

3d Getting around town

Vocabulary taking transportation

1 Complete the sentences (1–8) with these words.

book	check in	fare	gate
platform	receipt	stand	stop

- 1 How much is the bus _____ to the airport?
- 2 There's a taxi _____ by the station, so you can get one there.
- 3 Is there a bus _____ near here?
- 4 Would you like a _____ for your purchase?
- 5 Flight AA 387 leaves from _____ 29.
- 6 The train to Atlanta is arriving at _____ 3.
- 7 Where do I go to _____ for my flight?
- 8 It's often cheaper to _____ your ticket online.

Real life going on a trip

2 ▶ 20 Listen to four conversations. Match the conversations (1–4) with the type of transportation (a–d).

- a taxi _____ b bus _____
c train _____ d plane _____

3 ▶ 20 Listen again and answer the questions.

Conversation 1

- 1 Does the bus stop near the movie theater?

- 2 What kind of ticket does he buy?

Conversation 2

- 3 How much is a first-class ticket to the city?

- 4 Which platform does it leave from?

Conversation 3

- 5 How much does an extra bag cost?

- 6 Can she pay by credit card?

Conversation 4

- 7 Why can't the taxi stop where the person wants?

- 8 How much is the taxi fare?

4 ▶ 20 Complete the four conversations with these phrases. Then listen again and check.

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

Conversation 1

- A: Hi. ¹ _____ downtown?
B: Which part?
A: Near the movie theater.
B: Yes, we stop in front of it.
A: Great. ² _____ a round-trip ticket, please?

Conversation 2

- A: ³ _____ first-class ticket to the city, please.
B: That's forty-two dollars.
A: Here you are. ⁴ _____ is it?
B: Platform 12.

Conversation 3

- A: ⁵ _____ bags are you checking in?
B: Two.
A: I'm afraid your ticket only includes one bag. You'll have to pay an extra \$20 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 is fine.
A: OK. ⁷ _____ is that?
B: That's \$13.30.
A: ⁸ _____ .

5 Listen and respond responding to questions about travel

▶ 21 Listen to five questions about travel. Respond to each question with a phrase from the box. Then compare your response with the model answer that follows.

Round-trip, please. Platform 9. Yes, I do. Here you are.	No, with cash. Yes, this one.
--	----------------------------------

What kind of train ticket would you like?

Round-trip, please.

3e Quick communication

1 Dictation telephone messages

▶ 22 Listen to three cell phone messages. Write every word you hear in each message.

Message 1

MESSAGE:

Message 2

MESSAGE:

Message 3

MESSAGE:

Writing notes and messages

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

Message 1

MESSAGE:

Message 2

MESSAGE:

Message 3

MESSAGE:

Wordbuilding compound nouns

▶ WORDBUILDING compound nouns

Compound nouns are nouns with either:

- two nouns joined together, e.g., *motor + bike = motorbike*.
- two nouns together but as separate words, e.g., *parking + lot = parking lot*.

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

- 1 Look at the wordbuilding box. Then complete the compound nouns in the sentences (1–6) with these words.

transportation	credit	driver
time	center	seat

- Sorry, we don't accept _____ cards, only cash.
- He works at night, so he usually sleeps in the day _____.
- There is road construction in the city _____, so you shouldn't drive to the theater this evening.
- I know I should take public _____, but it's easier to drive my own car.
- Do you have any change to pay the taxi _____?
- I always book a window _____ when I travel by plane.

- 2 Match the words in box A with the words in box B to make compound nouns.

A alarm	bank	boxing	cell
soccer	tennis	city	mail

B account	box	hall	clock
field	gloves	phone	court

- _____ *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. | <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. | <input type="radio"/> |
| 4 When I learn a new word, I check in my dictionary for other word forms, e.g., <i>commute</i> (v), <i>commuter</i> (n). | <input type="radio"/> |
| 5 I write new words in lists. 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 lesson.

Check!

- 5 Put the letters in the correct order to make words from Unit 3 in the Student Book.

- LUANPCTU (meaning "on time") _____
- LAKATOK (a city in India) _____
- RODIDTIA (a famous dog race) _____
- DASTN (where taxis stop and wait) _____
- SSPAORTP (an official travel document) _____
- JETACDIVE (type of word between *as* and *as*) _____

Unit 4 Challenges

4a Challenges and adventures

1 Vocabulary extra adventure

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

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

- 1 I don't like to **do things that could be dangerous**. _____
- 2 My life is so boring. I want a life of **doing exciting things**. _____
- 3 Don't walk so close to the cliff. It looks **unsafe**. _____
- 4 Getting straight A's at college has been **the thing that needed the most hard work and effort** in my life so far. _____
- 5 Climbing Mount Everest presents mountaineers with **something that is really difficult to do**, but that's what makes it worth doing! _____
- 6 As I get older, I have less and less **I want to achieve**. _____
- 7 It's snowing outside. We can't walk a hundred kilometers in this weather! Are you completely **mad**? _____

Grammar simple past

- 2 Look at the spell check box. Then write the simple past form of these regular verbs (1–8).

► 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 in consonant + vowel + consonant: *stop* → *stopped*

- | | |
|----------------|---------------|
| 1 visit _____ | 5 jog _____ |
| 2 arrive _____ | 6 live _____ |
| 3 dry _____ | 7 study _____ |
| 4 stay _____ | 8 move _____ |

- 3 Complete the paragraphs below and on page 29 with the simple past form of these verbs.

The TV presenter

~~be born~~ become go start study survive

The circus performer

grow up join learn play

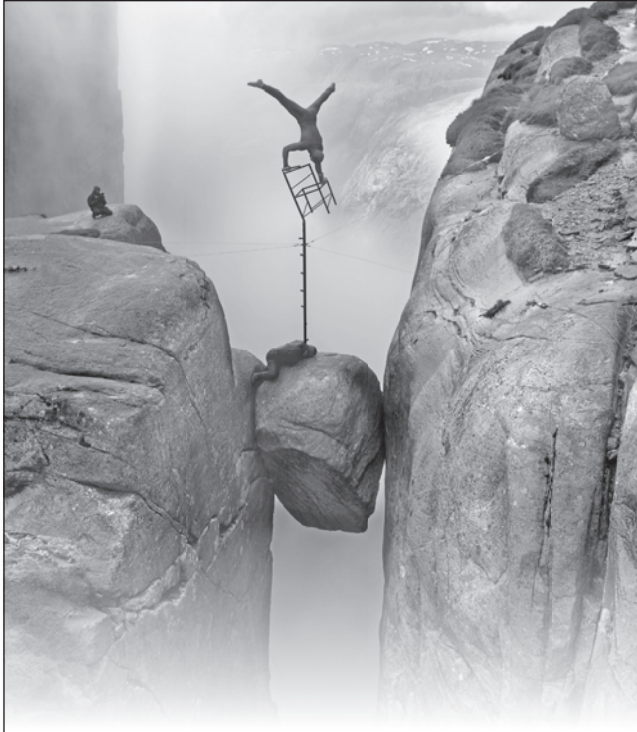
The risk takers



The TV presenter

Brady Barr ¹ *was born* in 1963. He ² _____ Science Education at university and then he ³ _____ a teacher. However, a few years later, he ⁴ _____ on a scientific expedition to learn more about crocodiles. He joined *National Geographic* TV in 1997 and ⁵ _____ presenting TV shows about dangerous animals. Recently, a three-and-a-half meter python attacked Brady during filming. Luckily, Brady ⁶ _____.

python (n) /'paɪθɑ:n/ a large, dangerous snake



The circus performer

Eskil Ronningsbakken ⁷ _____ in Norway. As a child, he enjoyed climbing trees and he ⁸ _____ on the roofs of houses. He ⁹ _____ to do a handstand when he was five, and he studied circus skills when he was eight. At age 17, he ¹⁰ _____ a circus, but two years later he started performing on his own with his balancing act.

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

- 1 Brady was born in 1975.
F – Brady was born in 1963.
- 2 Brady joined a TV channel in 1997.

- 3 Brady attacked a python on his TV show.

- 4 Eskil was interested in the circus when he was a child.

- 5 Eskil joined a theater when he was seventeen.

- 6 Eskil started performing with a group of people after he left the circus.

5 A journalist asked Brady and Eskil these questions. Complete the questions (1–6) with the simple past form.

- 1 “_____ born?”
“In 1963.”
- 2 “What subject _____?”
“Science Education.”
- 3 “_____ *National Geographic* TV?”
“In 1997.”
- 4 “Where _____?”
“In Norway.”
- 5 “When _____ to do a handstand?”
“When I was five.”
- 6 “_____ performing on your own?”
“When I was nineteen.”

6 Pronunciation simple past irregular verbs

a Write the simple past form of these irregular verbs. (Check your answers in a dictionary.)

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

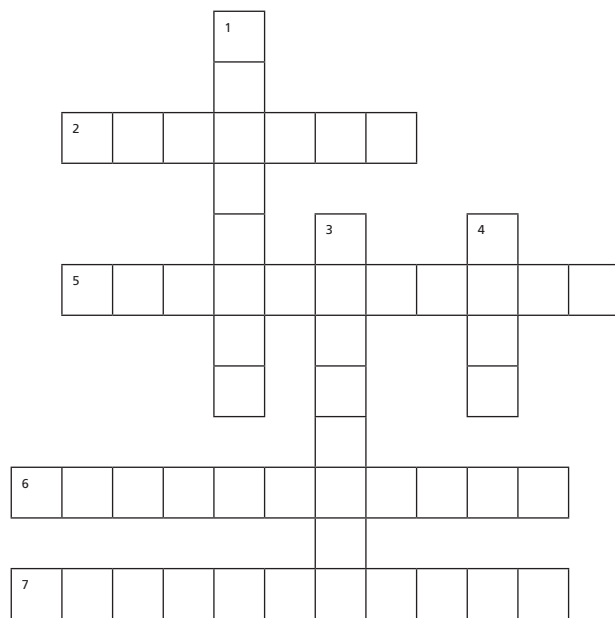
b **▶ 23** Listen and check your answers from Exercise 6a. Write the words you hear in the correct column in the chart below.

/ɛ/	/ɪ/	/ɔ/
<i>said</i>	<i>bit</i>	<i>bought</i>

4b Survival stories

Vocabulary personal qualities

- 1 Read the clues below and complete the crossword with words describing personal qualities.



Across

- 2 happy to wait for other people if necessary
 5 An employee who works long hours is very _____.
 6 able to learn and understand things quickly and easily
 7 having skill or knowledge from doing something many times

Down

- 1 behaving in a cheerful and pleasant way toward other people; easy to get along with
 3 happy, optimistic, and confident
 4 generous, helpful, and thinking about other people's feelings

2 Pronunciation word stress

- a 24 Listen and check your answers from Exercise 1. Underline the syllable that is stressed.

Example:
patient

- b 24 Listen again and repeat.

Reading books and movies of true stories

- 3 Read the article. Then match the stories (A–E) with the statements (1–7) on page 31. Sometimes more than one story matches a statement.

Survival stories

Some of the best movies and books come from true stories. This is particularly true for stories about mountaineers and explorers. Here are five of the best stories which became books and movies.

A In 1996, Jon Krakauer went to Mount Everest. He wanted to climb the mountain and write about it. However, while he was there, eight people died in terrible weather on the side of the mountain. Krakauer described what happened in his book *Into Thin Air*.

B When a plane was flying over the Andes in 1972, it crashed, but some of the passengers survived. Two Uruguayan men, Nando Parrado and Roberto Canessa, walked for many days across the mountains to get help. Their story became a movie called *Alive*.

C In 1865, while Edward Whymper and his team were climbing the Matterhorn mountain, one of the men fell. As he fell, his rope pulled others down with him. Whymper survived and wrote a book about the events.

D In 1924, the climber George Mallory wanted to be the first person to climb Everest. He never returned, and no one knows if he reached the top. As a result, there are many books about this famous mountaineering mystery.

E While the explorer Ernest Shackleton was sailing around the Antarctic, his ship, *Endurance*, became stuck in the ice. Eventually, Shackleton and his crew left the ship and spent sixteen days crossing 1,300 kilometers (807 miles) of ocean in small boats to the island of South Georgia. Shackleton published his famous story of survival in 1919.

- 1 This story isn't about any mountains. —
- 2 The people in the story were not explorers or mountaineers. —
- 3 We don't know if this person achieved his aim. —
- 4 Bad weather was the problem in this story. **A**
- 5 The leader of the team survived in these stories. —
- 6 These stories include problems with transportation. —
- 7 These stories describe long journeys. —

Grammar past continuous and simple past

4 Underline any past continuous forms in the article on page 30.

5 Write past continuous sentences using these prompts.

- 1 The sun / shine / and people / sunbathe / on the beach.

- 2 We / not / study / when the teacher walked in.

- 3 We / walk / past the building when the fire started.

- 4 She / not / think / about her exam results when the envelope arrived.

- 5 It / not / rain, / so we went for a picnic.

6 Circle the correct options to complete the conversations.

Conversation 1

- A: ¹ *Did you see / Were you seeing* all those police cars this morning?
 B: No. What happened?
 A: They ² *followed / were following* a red sports car, but I don't know if they caught the driver.
 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* the cars as they went past.
 B: I ⁵ *listened / was listening* to music with my headphones, so I couldn't hear anything else.

Conversation 2

- A: Sorry I was late this morning. My usual train ⁶ *didn't arrive / wasn't arriving* today, so I had to wait for a later train.
 B: So that's why you were fifteen minutes late.
 A: Yes. Why? ⁷ *Were you waiting / Did you wait* for me?
 B: No, I wasn't. But you were late yesterday. And the day before! It's becoming a problem.



Word focus extra fall

7 Look at the forms of the word *fall* in these sentences. Match the sentences (1–4) with the uses and meanings of *fall* (a–d).

- 1 When did you fall in love with each other? —
 - 2 I fell off my bicycle and hurt my arm. —
 - 3 The temperature fell by 5 degrees in an hour. —
 - 4 The falls are on the other side of this mountain. —
- a to decrease
 b to move down to the ground, by accident
 c to suddenly have strong feelings for someone
 d a place where water moves from a higher to a lower point

8 Complete these sentences with the phrases in the box.

fell asleep fell by 3% fell off fell in love

- 1 I met my husband in 1998, and we _____ right away.
- 2 The price of gas _____ this month.
- 3 My leg hurts! I _____ my skateboard.
- 4 I find baseball really boring. I _____ while watching the game on TV.

4c Different challenges

1 Vocabulary extra challenges

You are going to listen to an interview with a conservationist. Before you listen, match the words (1–8) with the definitions (a–g). Two words mean the same thing and match one definition.

- | | |
|-------------------|-----------------|
| 1 conservationist | 5 jungle |
| 2 rain forest | 6 meditation |
| 3 expedition | 7 determination |
| 4 preparation | 8 mental |
- a a long journey to find or study something
b quiet thinking to help you relax
c an area of land in a tropical region where trees grow very closely together
d when you don't let anything stop you from achieving your goal
e a person who works to protect the environment
f of the mind (i.e., opposite of *physical*)
g the process of planning and getting ready for something

Listening a walk through the Amazon rain forest

2 ▶ 25 Listen to an interview with Daniel Fanning, the leader of an expedition to the Amazon rain forest. Circle the topics (1–4) he talks about.

- 1 how to prepare for the rain forest
- 2 what type of clothing you need
- 3 dangerous animals in the rain forest
- 4 the physical and mental sides of walking in the jungle



3 ▶ 25 Listen again. Answer the questions.

- 1 How long did the expedition last?

- 2 Why did Daniel need to test the tents?

- 3 What are the most important things to carry?

- 4 How much weight did Daniel lose?

- 5 According to Daniel, what personal quality do you need on this kind of expedition?

Grammar extra *in, on, or at*

▶ GRAMMAR *in, on, at*

- We use *in* with months, years, seasons, and times of the day:
in February, in 1963, in the spring, in the afternoon
- We use *on* with days and dates:
on Saturday, on June 29
- We use *at* with times and certain time expressions:
at 2 p.m., at night

4 Complete the sentences with *in, on, at*, or – (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 The two women reached the summit _____ exactly three o'clock that afternoon.
- 4 The expedition leaves _____ Monday.
- 5 The rescue team arrived _____ three days later.
- 6 Roald Amundsen was the first explorer to reach both the North and South Poles. He died in a plane crash _____ June 18, 1928.
- 7 The two climbers returned safe and well _____ yesterday.
- 8 The group of explorers arrived home _____ New Year's Eve.

4d True stories

Listening a true story

1 ▶ 26 Listen to a true story about Yossi Ghinsberg's journey through the jungle of Bolivia. Number the events (a–f) in the correct order (1–6).

- ___ a The four men got lost.
- ___ b Local people found Yossi.
- ___ c Yossi and Kevin traveled down the river on a raft.
- ___ d Yossi fell off the raft.
- ___ e Four men traveled into the jungle of Bolivia.
- ___ f Local people found Kevin.

raft (n) /rɑ:ft/ a simple boat made from pieces of wood tied roughly together

2 Dictation Yossi Ghinsberg

▶ 26 Listen again and complete the story with the words you hear.



¹ _____, Yossi Ghinsberg started a journey with three other men. They were traveling through the jungle of Bolivia, but ² _____, they became lost. ³ _____, two people in 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 shore. ⁶ _____ Yossi was lost in the jungle, his friend Kevin was luckier. Kevin stayed on the raft, and ⁷ _____ some local men found him. ⁸ _____ they searched for Yossi. ⁹ _____, ¹⁰ _____, they found him alive. ¹¹ _____, the other two men never returned.

Real life telling a story

3 Look at the words and phrases you wrote in Exercise 2. Match them with the uses below (a–e).

- a refers to days and periods of time:
_____ / _____ / _____
- b sequences parts of the story:
_____ / _____ / _____
- c introduces new and surprising information:
_____ / _____
- d introduces good news: _____
- e introduces bad news: _____

4 Pronunciation intonation for responding

a ▶ 27 Listen to these sentences. Some speakers sound interested or surprised. Other speakers don't. Circle the phrases with interested or surprised intonation.

- 1 Why was that?
- 2 That was a good idea!
- 3 Oh, no!
- 4 That was lucky!
- 5 Wow!

b ▶ 28 Listen to the sentences again. This time the speakers all sound interested or surprised. Repeat the sentences, copying the intonation.

5 Listen and respond responding to good and bad news

▶ 29 Listen to someone telling you a story. Respond to each sentence with an expression from the box. Then compare your response with the model answer that follows.

Wow!	That was a good idea!	Why?
Oh, no!	That was lucky!	

I had a terrible trip into work this morning.

Why?

4e A story of survival

1 Writing skill structure your writing

- a** Read the story below. The parts of the story (A–E) are in the wrong order. Number the parts in the correct order (1–5).

A _____

I felt confident when I started walking early on the first day. I had a tent, and enough food and water for three days. Unfortunately, toward the end of Day One, I lost the trail. Also, the battery on my phone ran out, so I couldn't look at the map.

B _____

I slept for another night, and then I got up early on Day Three before the sun became too hot. Around noon I was feeling dehydrated, but just as I was starting to panic, I came to the edge of a cliff, and there at the bottom was the Verde River.

C _____

It was a beautiful day and I was on a trip through the Sycamore Wilderness Canyon in Arizona. It's the second largest canyon in the US. However, it isn't very well known—there are no roads or campsites, and sometimes you don't see another person for days.

D _____

It took two hours to climb down the side of the cliff, but eventually I reached the river and drank the water. Further along the river, I found a trail. A day later, I arrived home. I knew I was very lucky to be alive.

E _____

After one or two hours I was still lost and it was getting dark, so I put up my tent. Luckily, it didn't rain, but I didn't sleep well because I was worried. The next day, I walked for hours again in high temperatures. By the end of the day, I only had a bit of water left.

- b** Cover the story. Match the time expressions (1–8) with the events (a–h). Then read the story again and check your answers.

- 1 On the first day, _____
 - 2 Toward the end of Day One, _____
 - 3 After one or two hours, _____
 - 4 The next day, _____
 - 5 On Day Three, _____
 - 6 Around noon, _____
 - 7 It took two hours _____
 - 8 A day later, _____
- a he arrived home.
 - b he started walking.
 - c he was feeling dehydrated.
 - d to climb down the cliff.
 - e he lost the trail.
 - f he was still lost and it was getting dark.
 - g he walked for hours.
 - h he got up early.

2 Grammar extra adverbs for structure

- a** Underline these adverbs in the story and notice their position.

also only again still just then

- b** Write the adverb in parentheses in the correct place in each of these 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, and we had food and water for one more day. (only)
- 6 The jungle is very hot. There are many dangerous animals. (also)

Writing a short story

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

Wordbuilding verbs and nouns

1 Complete the sentences with these nouns.

achievement answer memory player
score solution study test

- 1 Finishing the project on time was a great _____.
- 2 My father works from home in his _____.
- 3 The _____ with number 10 on his shirt is amazing. What's his name?
- 4 We spent hours discussing the problem, but we never came up with a _____.
- 5 What's the _____ to this question?
- 6 I can't go out tonight. I need to review my notes for my _____ tomorrow.
- 7 I have a terrible _____ for people's names. I never remember them.
- 8 The _____ is 2-1, and there's only five minutes left in the match.

2 Complete these sentences with verbs formed from the nouns in Exercise 1.

- 1 This quiz will _____ your understanding of the material.
- 2 He can _____ a Rubik's cube in less than 20 seconds.
- 3 Did you _____ 100% on the test?
- 4 How did you _____ all the words on the list? I forgot lots of them.
- 5 It's easier to learn to _____ a musical instrument when you are young than when you are older.
- 6 A: Samuel won his school's talent competition.
B: How did he _____ that?

Learning skills planning your study time

3 Many people learn English in a class with 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. Circle the correct options to make these statements true for you.

HOW I STUDY

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

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

- 5 This workbook is an important part of studying. How much of this workbook can you complete every week?
- 6 It is useful to read through the Student Book and your notes after each class. When will you be able to do this?
- 7 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!

5 Can you remember what you read or heard about these places? Try to answer the questions. You can find the answers in Unit 4 of the Student Book.

Lukla Kabul Tehran Siula Grande
Atafu

- 1 Who was in these places in Unit 4 of the Student Book?
- 2 What happened to the person or people in these places?

Unit 5 The environment

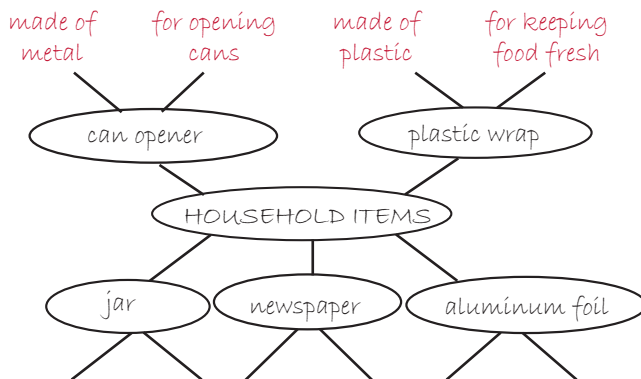
5a Recycling begins at home

Vocabulary recycling



plastic wrap

- 1 Look at these notes from a student's notebook. Complete the rest of the diagram in the same way.



Grammar quantifiers

- 2 Look at the nouns (1–6). Decide if you can use *a*, *an*, or *some*.

- | | |
|----------------|----------------|
| 1 _____ banana | 4 _____ egg |
| 2 _____ juice | 5 _____ milk |
| 3 _____ box | 6 _____ carton |

► SPELL CHECK plural countable nouns

- Add *-s* to most countable nouns: *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*

- 3 Look at the spell check box. Then write the plural form of these countable nouns. Use a dictionary if necessary.

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

- 4 Complete the pairs of sentences with the quantifiers.

- some / any
 - There are _____ cakes on the table.
 - There isn't _____ sugar.
- any / many
 - I don't have _____ eggs, but I can give you one.
 - I don't have _____ eggs. We'll have to buy some.
- a lot of / much
 - We have _____ old aluminum foil that we should recycle.
 - We don't use _____ aluminum foil because plastic wrap is better.
- a few / a little
 - There are _____ ink cartridges in that box.
 - There's only _____ ink in this pen.
- a few / many
 - I don't get _____ days off for vacation.
 - I have _____ days every year for vacation.
- a little / much
 - I only get _____ exercise at the gym each week.
 - Do you get _____ exercise?

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

any few lot many some

- There are some recycling bins in each office.
- There aren't _____ plastic cups. Everyone has to bring in their own coffee cup.
- There are a _____ signs in the office to remind people to turn off anything electrical at the end of the day.
- Some people drive to work, but there aren't _____ places to park. Most people travel by bus or they cycle to work.
- We use a _____ of paper in the office for printing documents.

Reading reusing household items

6 Read the article about recycling. Match these headings (a–e) with the paragraphs (1–5).

- Items made of paper _____
- Storage items _____
- Plastic bags _____
- House cleaning _____
- Clothing _____

7 Read the article again. Answer these questions.

- What is better than taking household items to the recycling center?

- What can you use for cleaning instead of paper towels?

- What types of storage items are good for reusing?

- What three uses does the writer suggest for old newspapers?

- Where can you take old clothes and shoes?

- What two uses does the writer suggest for old plastic bags?

Recycling

Reusing household items is better for the environment than throwing them away. Reusing requires less energy than collecting household trash or taking it to the recycling center. Here are some ideas for reusing common household items.



- The next time you don't have any paper towels for cleaning, don't go to the store. Make your own from old cotton shirts, old socks, and old towels. You can clean your car with them, clean the kitchen floor, and dust the furniture. And they're cheap!
- Wash your glass jars and reuse them to keep small items. In the kitchen, you can store beans, tea, and spices in them. You can also wash yogurt containers as well as other plastic containers and reuse them for food in the fridge.
- Use your magazines and newspapers for wrapping presents or protecting fragile objects. They can also make good compost. Before you throw away the paper on your desk, ask yourself: *Can I write on the other side first?*
- Obviously, when your child's old shirts and pants are too small, you can pass them on to smaller kids. Most countries also have second-hand stores, so you can take your shoes and clothes there.
- We all use too many of these every day and they are hard to recycle, so reuse them for carrying your shopping. When you travel, you can put bottles of liquid in them in case they open.

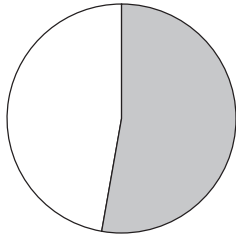
compost (n) /'kɒmpɒst/ a mixture of dead plants and vegetables added to soil to help plants grow

5b What we consume

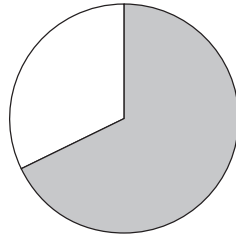
Vocabulary results and figures

1 Look at the pie and bar charts. Complete the phrases (1–4) with these words.

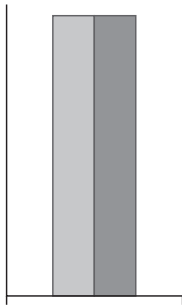
exactly just over nearly well over



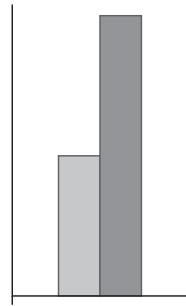
1 _____ half



2 _____ 50%

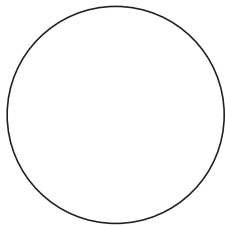


3 _____ the same

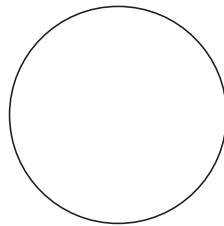


4 _____ double

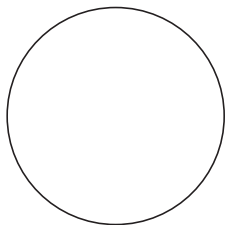
2 Read the phrases and shade in the pie charts accordingly.



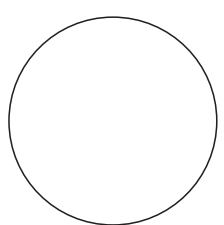
1 exactly half



2 just over 75%



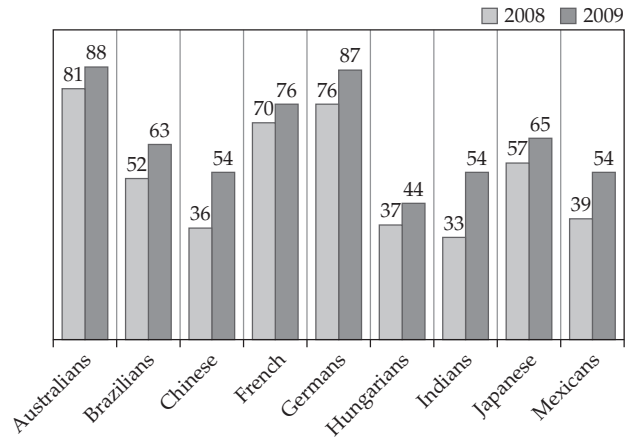
3 nearly 50%



4 well over 90%

Reading understanding a chart

3 This chart 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 just over three-quarters of the time in 2009.
- 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.
- The _____ increased their rate of recycling by exactly fifty percent.
- 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.

Listening managing the environment

4 30 Listen to a news report about environmentally friendly houses. Number the photos (A–C) on page 39 in the order the speaker talks about them (1–3).

carbon emissions (n) /'kɑ:bən ɪ'mɪʃ(ə)nz/ the amount of carbon dioxide that vehicles or industries put into the air
climate change (n) /'klaɪmət tʃeɪndʒ/ a long-term change in the Earth's weather patterns

A _____



B _____



C _____



5 ▶ 30 Listen again and complete these sentences.

- 1 It's estimated that the construction industry produces around _____ of the world's carbon emissions.
- 2 The world population is growing, so _____ need houses to live in.
- 3 The house in Holland is made from _____. It takes just _____ to build it.
- 4 Some people are trying to build houses out of _____, though this isn't a new idea.
- 5 In about 1905, a man named Tom Kelly built a house made with _____ glass bottles.

- 6 In London, one _____ has covered a wall with more than _____ plants.
- 7 Two towers in Milan will have forests on the sides, which will improve Milan's _____.
- 8 The forests also protect the people living there from the _____ of the city.

Grammar articles

6 Complete the sentences with *the* or – (no article).

- 1 Birds eat _____ worms.
- 2 One day I'd love to visit _____ Amazon rain forest.
- 3 _____ New Zealand is a country with every type of natural feature.
- 4 _____ Maldives are a group of islands in the Indian Ocean.
- 5 My favorite Hollywood actor is staying at _____ Astoria Hotel in London.
- 6 I don't like driving at _____ night.
- 7 One of _____ best vacations I had was staying at home for a week!
- 8 Do you also speak _____ English at home with your family?
- 9 A: There's a strange car outside our house!
B: It's _____ same one I told you about earlier.

7 Pronunciation /ðə/ or /ði:/

▶ 31 Listen to the sentences in Exercise 6 with *the*. Do you hear the pronunciation /ðə/ or /ði:/?

/ðə/ Sentences: _____

/ði:/ Sentences: _____

8 Read this paragraph. An article (*a, an, or the*) is missing in eight places. Write the missing articles.

Over three hundred million people live in ^{the} ^ USA.

It is one of world's most multicultural countries.

It used to be part of United Kingdom, but it

became new country in 1776. Washington, D.C.

became capital city, and the president still lives there

in White House today. However, it isn't biggest city.

New York City is bigger, and it's also more popular

with tourists. In particular, they come to see Statue

of Liberty.

5c Trash we produce

Word focus *take*

1 Replace *take* in the sentences (1–6) with these verbs or phrases.

carry	drink	go by
have	last	slow down

- Let's **take** a taxi. It's much faster. go by
- The trip will **take** about three hours.

- Take your time!** There's no hurry. _____
- It's time for you to **take** a break. _____
- You need to **take** 10 ml of this medicine twice a day for two weeks. _____
- This boat can **take up** to 30 people. _____

2 Complete these sentences in your own words.

- My commute to work takes _____ .
- I normally take a break _____ .
- It's important to take your time when you _____ .
- It's important to take care when you _____ .

Listening one household's trash

3 32 Listen to a news report. Answer these questions.

- What type of news is it about?

- Which country is it about?

- What examples of electronic devices does it mention?

- Does the reporter think recycling electronic devices could have a big effect?

- What kind of recycling has become successful in this country?

4 32 Listen again. Complete this fact sheet with numbers.

American households	
1	Total amount of trash produced = _____ billion kilos
2	Amount recycled or composted = _____ billion kilos
Electronic devices	
3	The average American household owns _____ electronic devices.
4	Households with three or more people own as many as _____ devices.
5	Recycling one million cell phones could produce _____ kilos of gold.
Paper recycling	
6	In 2009, the average amount of paper recycled was _____ kilos per person in the US, or about _____ kilos per household.
7	_____ % of American households live near paper recycling projects.

By Karyn Maier, Demand Media



5d Online shopping

Listening an order by phone



- 1 ▶ 33 Listen to a customer ordering a garden composter by phone. Complete the order form.

Item number: ¹ _____
Name of item: Garden Composter
Price: ² _____ (including delivery)
Last name of customer: ³ _____
Address: ⁴ _____ Second Avenue, Salem, OR
Type of credit card: ⁵ _____
Card number: ⁶ _____
Email: ⁷ _____

Real life calling about an order

- 2 ▶ 33 Complete the conversation from Exercise 1 with these questions (a-i). Then listen again and check your answers.

- a Can I get your last name?
- b Does that include delivery?
- c Do you have the item number?
- d How 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?

S = Sales assistant, C = Customer

- S: Good morning. ¹ _____
C: Hi. I'm calling about a product on your website. I'd like to order it, but the website won't let me.
S: One moment ... ² _____
C: Yes, it's 7786-P.
S: 7786-P. OK. ³ _____
C: Yes, that's right.
S: Well, I can take your order by phone.
C: OK, but how much does it cost?
S: Hmm. ⁴ _____
C: Sure ...

- S: Hello?
C: Yes, hello.
S: It's \$29.
C: ⁵ _____
S: Yes, it does.
C: OK. I'll order it.
S: Great. I'll need to get some details. ⁶ _____
C: It's Bruce. B-R-U-C-E.
S: And your address?
C: 312 Second Avenue. And that's in Salem, Oregon.
S: ⁷ _____
C: VISA. The number is 4456 8938 9604 9500.
S: Sorry, is that 9500 at the end?
C: Yes, that's right.
S: ⁸ _____
C: Yes, please. My email is bob dot bruce fifty-one at gmail dot com.
S: Let me check: bob dot bruce fifty-one at gmail dot com.
C: That's right.
S: ⁹ _____
C: No, thanks. That's everything.
S: OK. Goodbye.
C: Bye.

3 Listen and respond making an order

- ▶ 34 You are ordering an item by phone. Listen and respond to the salesperson using this information and your own details. Spell your last name and email address.

Name of item: Laptop
Item number: GR897-01
Type of credit card: Mastercard
Card number: 7558 6799 3647 1023

4 Pronunciation sounding friendly

- ▶ 35 Listen to the salesperson again. Repeat the expressions with similar intonation so that you sound polite and friendly.

- 1 How can I help you?
- 2 Do you have the item number?
- 3 Can I get your last name?
- 4 Which credit card would you like to pay with?
- 5 Can I have the card number?
- 6 Would you like confirmation by email?
- 7 Can I have your email address?
- 8 Is there anything else I can help you with today?

5e Emails about an order

1 Writing skill formal words

These sentences are from two emails. One email is more formal than the other. Write the sentences in the correct order in the two emails below.

- 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 30th.
- Please send ASAP.
- We would be delighted to send you the dress immediately.
- However, we require the correct order number.

Hi Hans!

- Thanks for placing another order with us!* _____

- _____
- _____
- _____

All the best,
Malcolm

Dear Ms. Powell,

- We are grateful for your order dated August 30th.* _____

- _____
- _____
- _____

Malcolm Douglas
Customer Care Dept.

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

apologize	'd be delighted	provide
receive	refund	request

- 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?

Writing emails

3 Write three different emails between a customer and an online DVD supplier. Use formal language. Follow the instructions in parentheses.

Email 1

(1 Request information about a DVD)

(2 Ask about the price)

(3 Request information ASAP)

Email 2

(4 Thank customer for inquiry)

(5 Say the price is \$10)

(6 Add that delivery is included in price)

Email 3

(7 Thank the other person for replying)

(8 Confirm you want to order it)

(9 Ask for information on how to pay)

Wordbuilding hyphenated words

WORDBUILDING hyphenated words

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

- two or more words as a noun, e.g., *e-waste*, *brother-in-law*
- two or more words as an adjective before a noun, e.g., *out-of-date*, *second-hand*
- with a capitalized word, e.g., *anti-English*, *pro-American*
- with numbers, fractions, and measurements, e.g., *twenty-one*, *two-thirds*, *three-liter plastic bottle*

1 Look at the wordbuilding box. Then write the missing hyphens in these sentences.

- 1 Please board the plane as we are ready for take off.
- 2 There's some out of date software here.
- 3 A lot of people are pro European.
- 4 Nearly three quarters of the population regularly recycles glass.
- 5 I only use eco friendly laundry detergent.
- 6 Do you have an up to date bus schedule?
- 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 (e.g., 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 Use these exercises to practice your dictionary skills.

- 1 Look at the noun in this dictionary extract. Is it countable or uncountable? How do you know from the dictionary extract?

information /,ɪnfər'meɪʃən/ noun [U]
knowledge or facts about a person or thing

- 2 Find these five nouns in your dictionary. Are they countable (C), uncountable (U), or both (B)?

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 these questions.
 - a How many different meanings does the verb *take* have: fewer than 10? between 10 and 20? more than 20?
 - b Find a new collocation or expression with the verb *take*.
- 5 Look up the verb *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 Earth ↔ 30%

2 computers ↔ e-waste

3 a few ↔ a little

4 tell ↔ inform

5 Great Wall ↔ Green Wall

6 *Plastiki* ↔ plastic bottles

7 Pacific Ocean ↔ Garbage Patch

8 Arctic Ocean ↔ Pacific Ocean

9 Gobi Desert ↔ Sahara Desert

Unit 6 Stages of life

6a A new life in paradise

1 Vocabulary extra life events

Match the words in box A with the phrases in box B to make collocations. Then complete the sentences (1–4) with the collocations.

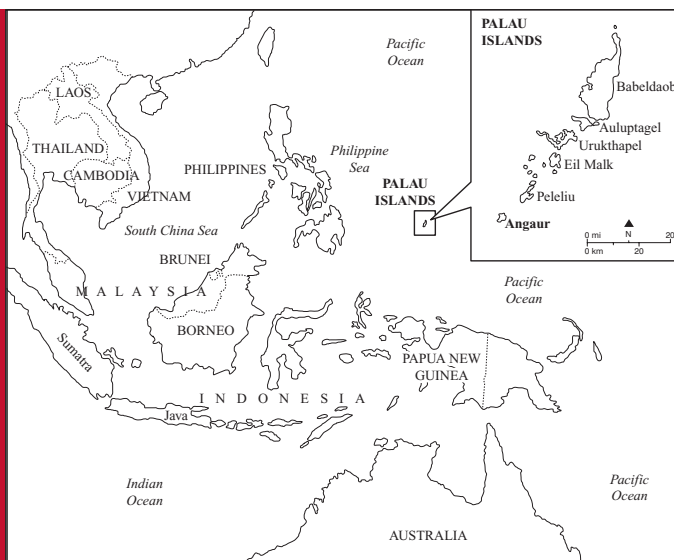
A buy	go	start	retire
B a family from work		their first home to university	

- I'll _____ when I'm eighteen. I want to study physics.
- It's difficult for young people to _____ now because house prices are so high.
- Most people _____ in their mid-sixties, but I plan to in my mid-fifties.
- We decided to _____ once we'd bought a house. Our first child was a girl.

Reading building a dream house

2 Read the article. Match these headings (A–D) with the paragraphs (1–4).

- A Preparations before building _____
- B The dream _____
- C With help from their friends _____
- D The obvious choice _____



A new life in paradise

- Alex Sheshunoff is a writer, and Sarah Kalish was a lawyer. Both had good jobs and an apartment in Iowa City. However, one day they decided to leave it all behind and build a new home for themselves. Most people would be happy to look locally, but Alex and Sarah planned to find a place in paradise to create their new home.
- For Alex, it was fairly easy to choose an island with everything he wanted. As a scuba diver, Alex first visited the Palau group of islands years ago. He continued to go back from time to time, so this seemed like a good choice. The islands are about 7,500 kilometers (4,660 miles) west of Hawaii and are difficult to reach. They have green forests with interesting wildlife and are surrounded by a blue ocean full of colorful fish. In the end, Alex and Sarah chose one island in particular—Angaur.
- Angaur is thirteen kilometers (8 miles) around, with a population of about 150 people. Before Alex and Sarah could start building a house, they had to get permission from the head of the island—an 83-year-old woman. She was worried they intended to develop the area for other tourists, but Alex explained that they just wanted to build a simple house. They agreed on the rent of \$100 a month for twenty years. The head of the island was happy. She said, “Angaur welcomes you.”
- Then the real work began. Alex and Sarah didn't want to pay for a construction company, so they taught themselves about building. Some friends from Iowa went out to help. In return, they got a free vacation by the beach. The local people of Angaur also worked for the couple, and after many months of hard work and a final visit from the head of the island, their dream house was ready.

3 Read the article again. Answer these questions.

- 1 Where does the writer think most people would plan to build a new house?

- 2 Why was it easy for Alex to choose the location?

- 3 How far are the islands from Hawaii?

- 4 What are the good things about the islands?

- 5 How many people live on Angaur?

- 6 Who gave Alex and Sarah permission to build the house?

- 7 How much was their rent per month?

- 8 What did their friends get in return for helping to build the house?

Grammar infinitive forms

4 Underline 12 examples of *to* + base verb in the article on page 44.

5 Match the beginnings of the sentences (1–6) with the endings (a–f).

- 1 Turn the key _____
 - 2 For dinner, they plan _____
 - 3 Use a dictionary _____
 - 4 Go to Egypt _____
 - 5 Go to university _____
 - 6 I need to go to the bank _____
- a to find the translation.
 - b to take us to a restaurant.
 - c to unlock the door.
 - d to see the Pyramids.
 - e to take out some money.
 - f to get a degree.

6 Complete the conversation with the infinitive form of these pairs of words.

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: Actually, it was ⁵ _____ new friends. We're very happy there. And it's ⁶ _____ in a hot country with beaches and a beautiful coast.

7 Circle the correct verb form to complete the sentences.

- 1 I'm happy *help* / *to help* / *helping* you with your homework.
- 2 You can't *throw* / *to throw* / *throwing* the ball forward in rugby.
- 3 We want *meet* / *to meet* / *meeting* at six o'clock.
- 4 Are you good at *play* / *to play* / *playing* tennis?
- 5 Do you feel like *go* / *to go* / *going* out later?
- 6 I'm studying Chinese *get* / *to get* / *getting* a job in Beijing.

8 Pronunciation sentence stress

▶ 36 Listen to these sentences. Then practice saying them. Stress the underlined words.

- 1 Pleased to meet you.
- 2 Nice to see you.
- 3 It's great to be here.

9 Complete these sentences in your own words.

- 1 I'm always happy to _____
_____.
- 2 It's hard to _____
_____.
- 3 I think people are crazy to _____
_____.

6b Special occasions

Vocabulary celebrations

1 Complete the text about festivals around the world with these words.

bands candles costumes fireworks
floats masks parades

Festivals around the world

St. Patrick's Day

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

MassKara Festival

Every October in Bacolod City in the Philippines, thousands of people go to the MassKara Festival wearing ³ _____ and ⁴ _____.



Bonfire Night

On November 5th in the UK, people light fires and set off ⁵ _____ into the night sky.

Santa Lucia Day

On December 13th, Swedish people celebrate the festival of Santa Lucia. Traditionally, girls wear white dresses and a crown with ⁶ _____ on top.

Teuila Festival

This festival in Samoa lasts two weeks. There are colorful decorations hanging in the streets and ⁷ _____ playing music.

Listening planning a celebration

2 ▶ 37 Listen to a group of people planning a party. Circle the correct option (a–c) to answer each question.

- 1 What is the reason for the party?
a a birthday
b an anniversary
c a retirement
- 2 Where do they decide to hold the party?
a in the office
b at a restaurant
c at Rosemary's home
- 3 Who do they plan to invite?
a only work colleagues
b family and friends
c they can't decide
- 4 What present are they going to buy her?
a a book b a cake c a plant

3 ▶ 37 Listen again. Answer the questions.

- 1 Why does one person not want to have the party in the office?

- 2 Is Zeno's located near the office?

- 3 What is on the menu there?

- 4 How many people do they need to book the restaurant for?

- 5 What time is the party?

- 6 Why can't one person be there at five o'clock?

- 7 Why do they decide to give Rosemary a plant as a present?

- 8 Why do they stop the meeting?

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

- 4** Circle the correct options to complete part of the conversation from Exercise 2.
- C: What time ¹ *is everyone going to meet / will everyone meet* there?
 A: Right after work. At five o'clock.
 B: But ² *I'll work / I'm working* late on Friday.
 A: Well, between five and six then. We also need to get her a present.
 C: What ³ *are we going to give / are we giving* her? Oh, I know! She loves plants, and I think ⁴ *she's going to spend / she's spending* a lot of time gardening when she retires.
 A: Good idea. A plant, then.
 C: And I think we should have a special cake as well.
 A: ⁵ *Is the restaurant going to make / Will the restaurant make* us one?
 C: Um, I'm not sure. ⁶ *I'm going to ask / I'll ask* them.

- 5** Circle the correct response (a or b) for each sentence.
- 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.
 - Are you in the parade this afternoon?
 a No, but I'll watch it at three o'clock.
 b No, but I'm going to watch it at three o'clock.
 - Do you want to come to the nightclub with me this evening?
 a Sorry, but I'll see a movie.
 b Sorry, but I'm going to see a movie.
 - Let's go to the movies tonight.
 a Good idea. I'll see what's playing.
 b Good idea. I'm going to see what's playing.

6 Pronunciation contracted forms

▶ 38 Listen to four sentences. Circle the sentence you hear (a or b).

- a Don't worry. I'll pay.
 b Don't worry. I will pay.
- a I'm going to help Max later.
 b I am going to help Max later.
- a Shelley's coming too.
 b Shelley is coming too.
- a He'll be eighteen years old tomorrow.
 b He will be eighteen years old tomorrow.

▶ GOING TO or PRESENT CONTINUOUS

You can often use either form to talk about plans and arrangements in the future, e.g., *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, e.g., *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, e.g., *We're meeting in the café (now).*

7 Look at the grammar box above. Rewrite the sentences below using the present continuous. Does it change 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.

- The parade is going to pass by my house this afternoon.

- Why is everyone going to wear a mask?

8 Dictation plans for a celebration

▶ 39 Listen to someone describing their plans for a celebration. Write the words you hear.

6c Coming of age

Listening an ancient ceremony

1 ▶ 40 Listen to a documentary about an Apache ceremony. Number the pictures (A–E) in the order the speaker describes them (1–5).

___ A



___ B



___ C



___ D



___ E



2 ▶ 40 Listen again. Complete the summary of the ancient ceremony.

An ancient ceremony

An Indian tribe called the Mescalero Apaches have a special ceremony every year that starts on ¹ _____. It is a ceremony for 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 toward the ⁴ _____ and around a basket of food four times. Each time represents the four stages of their life: infant, ⁵ _____, teenager, and adult woman. Then they live in the tepee.

On the last night, the girls have to dance for over ⁶ _____ hours. In the morning, the girls come out of the tepee with white clay on their ⁷ _____. They remove the clay, and the tepee falls to the ground. The girls receive a new name and celebrate their new position—as ⁸ _____.

clay (n) /kleɪ/ wet material from the ground which you can use to make bowls, cups, and plates

Word focus get

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

back married presents ready together **up**

- 1 What time do you get *up* in the morning?
- 2 What time do you get _____ from work?
- 3 Hurry and get _____. It's time to leave.
- 4 I try and get _____ with my family at least once a year.
- 5 What _____ did you get from everyone for your birthday?
- 6 We plan to get _____ after we both finish university, but it won't be a big wedding.

6d An invitation

Real life inviting, accepting, and declining

- 1 ▶ 41 Listen to two telephone conversations. Answer these questions.

Conversation 1

- 1 When does Sonia want to meet Mihaela?

- 2 Which restaurant are they going to meet at?

- 3 Who does Mihaela want to bring?

Conversation 2

- 4 Why does Philippe decline Mihaela's invitation?

- 5 What does Mihaela suggest?

- 6 Does Philippe accept the invitation in the end?

- 2 ▶ 41 Complete the excerpts from the conversations in Exercise 1 with these expressions. Then listen again and check your answers.

Do you want	How about	I'd like
I'd love to	That 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 _____.
- Sonia: 3 _____ meeting outside my office? We could go to that new Lebanese restaurant on Main Street.
- Mihaela: 4 _____ great. Oh, I've just remembered. I have a friend from France staying. He's doing a language course at the college near me.
- Sonia: That's OK. 5 _____ invite him as well?
- Mihaela: 6 _____ be great. I'll do that.



Conversation 2

- Mihaela: I'm meeting a close friend of mine tonight, and 7 _____ you to meet her.
- Philippe: 8 _____ of you to ask, but I'm busy tonight. I have an exam 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 _____, but I'm afraid this exam is really important.

3 Listen and respond responding to an invitation

- ▶ 42 Listen and respond to two different invitations. For each one, first decline the invitation and give a reason. Then accept it. Compare your responses with the model answers that follow.

Do you want to see a movie tonight?

Sorry, I can't because I'm going to a soccer match tonight.

4 Pronunciation emphasizing words

- a ▶ 43 Listen to these sentences. You will hear a speaker saying each sentence in two ways. Which has the most natural sentence stress? Write 1 or 2.
- 1 I'm really sorry, but I can't. 1
 - 2 That'd be great. _____
 - 3 It's so nice of you to ask. _____
 - 4 I'd love to. _____

- b Practice saying the sentences.

6e An annual festival

1 Writing skill descriptive adjectives

a 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 sea. _____
- 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 little food. _____
- The bus trip from my hotel to the airport wasn't very **interesting**. _____

b Match the sentences (1–6) from Exercise 1a with topics (a–f) in the chart below.

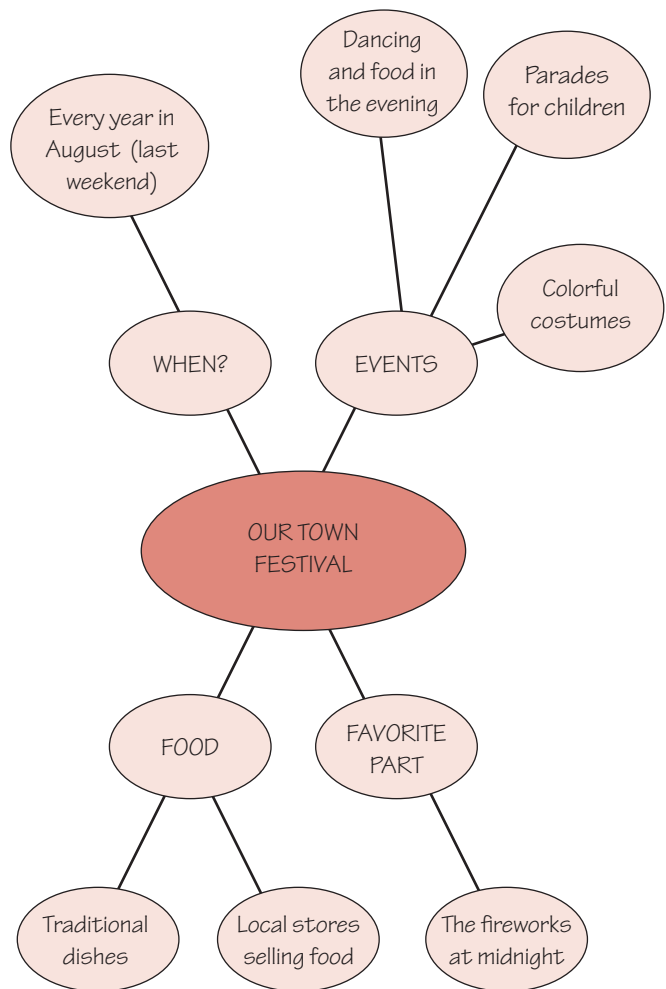
a clothes _____	b food <u>1</u>
c people _____	d transportation and towns _____
e festivals _____	f nature and geographic features _____

c Imagine you are writing a description which includes the six topics (a–f) in Exercise 1b. Which of these adjectives would be useful for each topic? Write them in the chart. You can use some adjectives for more than one topic. Use a dictionary to help you.

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

Writing a description

2 A student has prepared this plan for a description of an annual festival in her town. Use the notes and write a short description (one paragraph).



3 Now plan and write a similar short description of an event that happens in your town or city 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 ~~worried~~
- 2 fast warm speedy
- 3 scary awful frightening
- 4 good-looking strong handsome
- 5 tall thin skinny
- 6 hide find discover
- 7 see notice touch
- 8 relaxed happy cheerful

Learning skills assessing your own progress

2 You are halfway through this course. Think about your progress so far. Answer the questions in the self-assessment questionnaire on the right. Write a comment to explain each answer.

Check!

3 Look at these words from Unit 6 of the Student Book. Write the words in the correct category in the chart below.

candle	<i>feijoada</i>	fireworks
toddler	Hamar	middle-aged
Port-of-Spain	colleagues	Venice

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 you describe your progress in English in the course 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 course?

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 course?

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

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

Unit 7 Work

7a A changing world

Grammar present perfect and simple past

- 1 Circle the correct options to complete the article below about the discovery of oil in the Canadian province of Alberta.
- 2 Complete these questions about the article. Use the answers to help you.
 - 1 How long _____? For many years.
 - 2 How much money _____? Billions of dollars.
 - 3 What _____? Thousands of new jobs.
 - 4 When _____? In the 1960s.
 - 5 How _____? From farming and hunting.

3 Dictation two opinions

▶ 44 Two people are giving opinions about the changes in Alberta. Listen and write their words.

Person 1

Person 2



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 1960s. 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.



4 Pronunciation irregular past participles

a ▶ 45 Listen and write these past participle verbs under the correct vowel sound in the chart.

bought brought come done flown
found grown run sold taught

/ɔ/	/ʌ/	/oʊ/	/aʊ/
<i>bought</i>	<i>come</i>	<i>flown</i>	

b ▶ 46 Listen and check your answers.

Vocabulary jobs

5 Complete the job words in these sentences with *a, e, i, o, or u*.

- We arrived late at the hotel, but the r_c_pt_n_st was very welcoming and helpful.
- The s_l_s r_pr_s_nt_t_v_ tried to sell everyone something they didn't want.
- She loves clothes and wants to become a f_sh_n d_s_gn_r.
- I'm studying to be a c_mp_t_r pr_gr_mm_r. I'd also like to create video games someday.
- Being a p_l_c_ _ff_c_r involves protecting the public.
- I'm a m_rk_t_ng m_n_g_r, and I plan all the advertising for our company.

6 Replace the words in **bold** in the sentences with these adjectives.

skilled challenging physical dangerous

- Sometimes being a police officer can be **unsafe**, but usually most people are happy to see you. _____
- Designers are highly **trained** people. They have to study for a long time before they can work. _____
- I work in construction. You have to be fit because the work is very **hard on the body**. _____
- Managing a group of people can be **difficult but also interesting**. _____

Grammar present perfect with *for* and *since*

7 Complete the sentences with the present perfect form of the verbs in parentheses and *for* or *since*.

- I have taught (teach) in the same school for fifteen years.
- We _____ (not / fly) anywhere _____ our vacation in Australia.
- My brother _____ (run) in the New York Marathon _____ the last five years.
- The children _____ (grow) a lot _____ you last saw them.

8 Complete the questions using the present perfect. Then answer them in two different ways.

- How long _____ (you / live) in your current home?
Since _____ . / For _____ .
- How long _____ (you / know) your best friend?
Since _____ . / For _____ .
- How long _____ (you / have) this book?
Since _____ . / For _____ .
- How long _____ (you / be) in your current job?
Since _____ . / For _____ .

9 Grammar extra *been* and *gone*

▶ **BEEN** and **GONE**

- We use the past participle *been* to say someone went somewhere and came back, e.g., *I've been to London (but I'm not there now)*.
- We use the past participle *gone* to say someone went somewhere and is still there, e.g., *He's gone to London (and he's still there now)*.

Look at the grammar box above. Then complete these sentences with *been* or *gone*.

- My boss has _____ to the meeting, and he's back at his desk now.
- She's _____ to work and won't be back until this evening.
- Have you ever _____ to Singapore?
- I haven't seen Bill today. Where's he _____ ?

7b A landscape architect

Reading outdoor design

1 Read the article and answer the questions.

1 When did Drew become interested in the outside world?

2 What is Drew's job during the day?

3 What is his job in the evening?

4 What does he do during his breaks at work?

5 What does Drew's wife help him with?

6 When does he work until the early morning?

7 What has his latest book won?

8 Where does he like working in his spare time?

Drew Aquilina: Landscape architect and environmental cartoonist



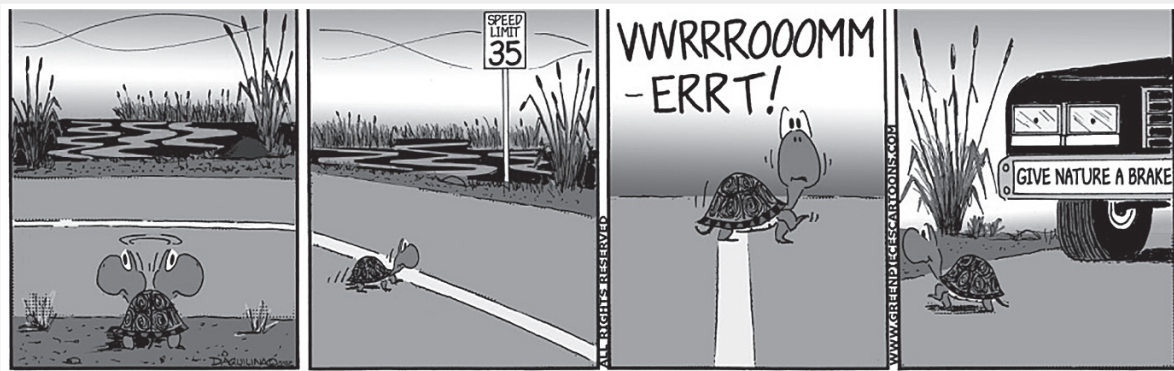
Drew Aquilina is a landscape architect. As a child, he loved plants and animals and studied nature. Then, later in life, he studied architecture, and now he designs areas outside with trees and flowers.

It's a creative and highly skilled job, and he's very busy traveling and working in different places. However, he also has another job. He's an environmental cartoonist, and during the day he thinks about his next cartoon.

Drew says, "When I get a break, I plan a cartoon storyline I want to draw in the evening."

At the end of the day, he goes home and has dinner with his wife Lisa. They talk about the day and discuss his new ideas for cartoons. Lisa often helps him with ideas for the dialogs. Then in the evening, when most people are relaxing and watching TV, Drew finally sits down and starts work on the cartoons. He often works late in the evening and, if he has lots of ideas, until early in the morning.

Drew's latest book of cartoons, called *Green Pieces: Green from the Pond Up*, has even won a book award. And when he has spare time, what does he do? More work! He loves going outside and working in the garden.



Grammar prepositions of place and movement

2 Complete the sentences with these prepositions.

across down in next to
on opposite through up



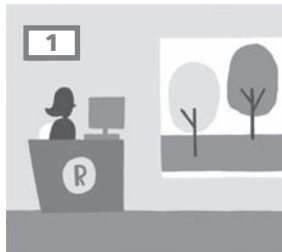
1 Walk _____ the stairs to the café.



2 Get _____ . I'll give you a ride.



3 The restrooms are _____ the coffee machine.



4 Reception is _____ the first floor.



5 The plant is _____ the books.



6 Walk _____ the road to the entrance.



7 Go _____ the doors and turn left.



8 Take the elevator _____ to the tenth floor.

3 Pronunciation intrusive /w/

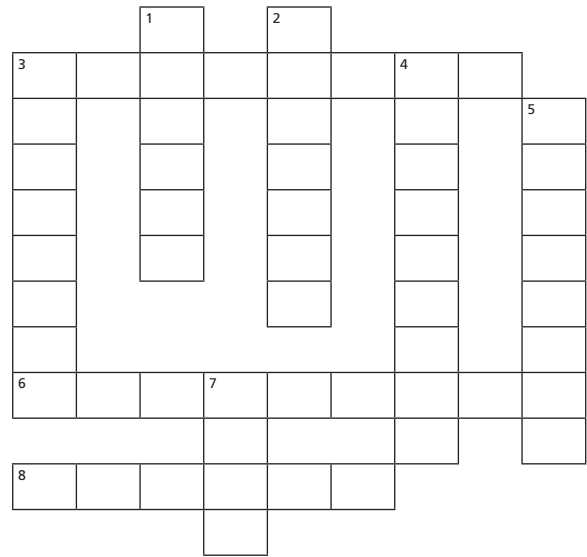
a ▶ 47 Listen to the sentences. Which words have a /w/ sound between them?

- Go /w/ up the steps.
- Go through the doors. (*No /w/*)
- Sue's on the third floor.
- Sue often works on the third floor.
- You are on the fifth floor today.
- You take the elevator to the fifth floor.
- Go out this door.

b ▶ 47 Listen again and repeat the sentences.

Vocabulary parts of a building

4 Read the clues for parts of a building and complete the crossword.



Across

- You go through this when you walk into the front of a building.
- You can speak to someone here when you arrive.
- You work in this room.

Down

- Walk up or down these to get to different floors.
- Walk along this to go to different rooms.
- You go up and down in this.
- This is a place to eat at work.
- This room or floor is underground.
- Go out this type of door in an emergency.

7c Hard work

Vocabulary extra job satisfaction

1 Match these words with the different comments (1–5) about jobs.

colleagues	opportunities	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 so many chances to travel and meet lots of interesting new people. _____
- I go away for one week every year to learn about new developments in the industry.

Listening talking about jobs



2 ▶ 48 Listen to four people talking about their jobs. Match the people (1–4) with what they say about their jobs (a–d).

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

3 ▶ 48 Listen again and answer the questions.

- Person 1: Who else helps to build the dam?

- Person 2: What is this person learning about?

- Person 3: Which department does this person want to work in instead?

- Person 4: What does this company usually have to provide?

Word focus make or do

4 Write these words in the correct column in the chart.

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

make	do
<i>a call</i>	<i>housework</i>

5 Complete the sentences with *make* or *do* and words from Exercise 4.

- How much _____ do you _____ a month? A thousand dollars?
- Go outside if you want to _____ ! I want to relax and read my book.
- Can you help me _____ some _____ ? There are clothes on the floor, and the dishes need washing.
- I hope you _____ in your exams today. Good luck!
- Would you like me to _____ some _____ ? I feel like having a cup myself.
- 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?

7d A job interview

Vocabulary job ads

1 Complete the two job ads with these words.

apply	contact details	description	essential
résumé	position	provide	staff

We are looking for three restaurant ¹ _____ members to work in downtown Phoenix. For a full job ² _____, email info@RDrestaurants.com. We will ³ _____ training, but previous work experience as a waiter is also ⁴ _____.

The Old Stone Hotel has a new ⁵ _____ for a trainee manager. You can ⁶ _____ by sending us your ⁷ _____ and ⁸ _____.

Real life a job interview

2 ▶ 49 Listen to two excerpts from a job interview. Answer the questions.

- 1 What did the candidate send to the interviewer?

- 2 What is the position?

- 3 What is the candidate's 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 sick?

- 7 Give some examples of the candidate's strengths.

- 8 What does the candidate ask the interviewer about?

strength (n) /streŋθ/ something you are very good at in a job
weakness (n) /'wi:knəs/ something you are not good at and need to improve on

3 ▶ 49 Match the questions (1–6) with the responses (a–f). Then listen again and check your answers.

- 1 How long have you worked in your current position? _____
 - 2 Why do you want to leave? Why have you applied for this position? _____
 - 3 Would you describe yourself as ambitious? _____
 - 4 Do you work well in a team? _____
 - 5 Can you give me an example of when you have worked with other people? _____
 - 6 What are some of your other strengths? _____
- a Yes, I suppose I am. I like learning new things and working with different people.
b I work hard and I enjoy working with other people.
c Yes, I think so.
d Recently, we had a conference at our hotel, so there was lots to arrange. The hotel manager was very sick that week, so all of us at reception had to help with everything.
e Well, I like working at the hotel, but I'm more interested in working for a business like yours.
f I've been there for about a year.

4 Listen and respond job interview questions

a Look at these questions from a job interview. Make some notes about how you would answer each question.

- 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've ever done?
- 6 Can you give me an example of how you have solved a problem at work?

b ▶ 50 Listen to an interviewer and respond to his questions using your notes. Compare your responses with the model answers.

How long have you worked in your current job?

I've been there since 2008.

7e Applying for a job

Vocabulary and writing a résumé

1 Complete the headings (1–8) in the résumé.



Natalie Peltier

¹ **N** _____ : French

² **D** _____ **of b** _____ : 13 June 1991

³ **A** _____ : 25 rue Felix Cadras, 62100 Calais

⁴ **E** _____
2013: Degree in restaurant management

⁵ **W** _____ **e** _____
Summer 2011: Assistant Manager of small restaurant in city center

⁶ **S** _____
Languages: Fluent in English, French
Computing: Word

⁷ **I** _____
Movies and theater

⁸ **R** _____
Amélie Canaux (restaurant owner)
51 rue de Marseille, 62100 Calais

2 Writing skill leaving out words in résumés

a Complete the sentences (1–8) from some résumés with the simple past form of these verbs.

advise	design	look after	manage
teach	translate	welcome	sell

- 1 Taught English to business people.
- 2 _____ customers about finance.
- 3 _____ advertisements and websites for many clients.
- 4 _____ guests to the hotel and checked them in.
- 5 _____ young children at a local kindergarten.
- 6 _____ a department with a team of six.
- 7 _____ ice cream during the summer.
- 8 _____ legal documents from German into English.

b Read what a student says at a job interview. He describes his education, work history, and interests. Rewrite the information for a résumé.

"I'm studying Geography at college, and I'm also learning English at a language school. I worked in a café on weekends, and I managed a group of teenagers at a summer camp last year. I've played on two soccer teams, and I like to play the saxophone."

Education

- 1 Studying Geography at college.
- 2 _____

Work experience

- 3 _____
- 4 _____

Hobbies and interests

- 5 _____
- 6 _____

Wordbuilding suffixes

1 Write the job words for 1–12 using 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 words with a suffix.

- 1 doctor ✗
- 2 shop assistant ✓
- 3 pilot
- 4 chef
- 5 server
- 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 word for each using a suffix.

- 1 This person programs computers.
computer programmer
- 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 keeping a language-learning diary

4 Read the advice for keeping a language-learning diary.

When you study English (or any other language), it can be useful and interesting to keep a language-learning diary. 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 class? Did you feel positive or negative about the lesson?

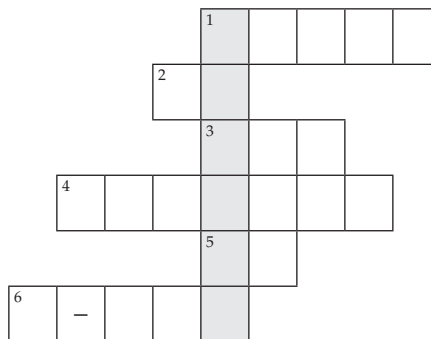
Remember that this language-learning diary is a good way to think about how you learn, and it's another way to practice your English!

Check!

5 Read the clues and complete the grid with words from Unit 7 of the Student Book. The shaded boxes give the word for a job.

Across

- 1 I work as a sales _____ .
- 2 often confused with *make*
- 3 past participle of *win*
- 4 similar to *interests*
- 5 My office is _____ the third floor.
- 6 a type of photo showing inside something (e.g., a human body)



Unit 8 Technology

8a Using technology

Vocabulary internet verbs

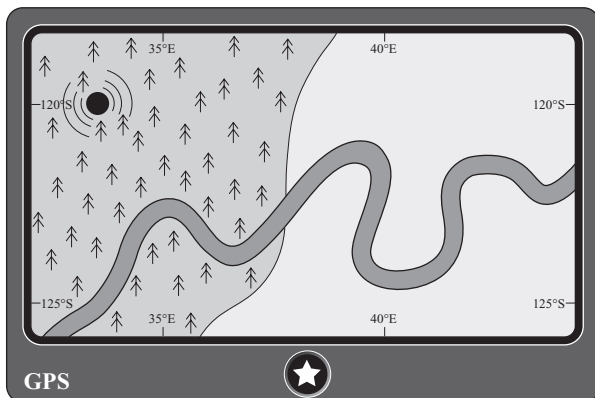
1 Match these verbs with the groups of words (1–7) to make collocations.

connect to set up	download subscribe to	log in to write	search
----------------------	--------------------------	--------------------	--------

- _____ music videos files
- _____ your online bank account
Facebook your email account
- _____ a magazine a podcast a blog
- _____ the web the internet
a database
- _____ an email a blog post
a letter
- _____ an account a tent a company
- _____ the internet a printer Wi-Fi

Listening communication problems

2 **51** Listen to a conversation between two explorers on an expedition. Answer the questions.



- What hasn't the person used before?

- Why is the person having problems getting a signal?

- How far away is the first suggested pick-up spot?

4 Why can't the pilot land nearer to them?

5 What needs recharging?

3 Dictation technology for explorers

51 Listen again. Complete the conversation with the words you hear.

A: What's the problem?

B: I've never used this GPS before, and I'm having trouble getting a signal because of the rain.

A: When it rains, ¹ _____.
_____. Let me try ... There, I think I got it. And then ² _____.
_____, press the button with a star.
³ _____ if you want a closer view.

B: OK. Great.

A: What are you looking for exactly?

B: The helicopter pilot left a message earlier. He wants to know where to pick us up. I think the nearest place is here.

A: Hmm. It's about two days away.

B: Yes, but if he flies closer to us, ⁴ _____.
_____. There are too many trees.

A: What about here? It looks flat. ⁵ _____.
_____, we might get there by the evening.

B: Maybe, ⁶ _____.
If it isn't, then ⁷ _____.
_____ ... Oh! What happened? It's gone!

A: The battery needs recharging.



Grammar zero and first conditionals

- 4** Look at Exercise 3. Find examples of the zero conditional and the first conditional.
- 5** Circle the correct options to complete the sentences.
- If it *rains* / *will rain* tomorrow, we'll stay at home.
 - I'm* / *I'll be* amazed if they find a solution to the problem of energy.
 - If you *connect* / *will connect* to the internet, I'll call you online.
 - If the helicopter arrives tonight, *we leave* / *we'll leave*.
 - If you *don't* / *won't* type the correct password, I won't let you log in.
 - Your bank card won't work if you *don't* / *won't* have enough money in your account.
 - If we both see Jennifer, *do* / *will* you tell her our news or should I?

6 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 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 above. Which pairs of sentences (1–4) have the same meaning? Write ✓ or ✗ in the box.

1

If Kate calls this evening, she'll leave a message for me.

When Kate calls this evening, she'll leave a message for me.

2

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.

3

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.

4

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 this phone message with *if, when, or unless*.

Thank you for calling your bank. ¹ _____ you would like to hear your account details, you need to press one. ² _____ you would like to apply for a credit card, you need to press two. Otherwise, stay on the line and we will be happy to help you ³ _____ one of our customer service representatives becomes 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.

7 Vocabulary extra items for an expedition

Using these words and phrases, make five sentences with *If we don't take ..., we can't ...*

a camera	an umbrella	a flashlight
matches	a portable stove	stay dry
make a hot meal	take photos	light a fire
see in the dark		

- If we don't take a camera, we can't take photos.* _____
- _____
- _____
- _____
- _____

8b Experiments and inventions

1 Vocabulary extra experiments and inventions

Complete the chart with the different forms of the words.

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

2 Pronunciation word stress

▶ 52 Listen to the words in Exercise 1. Underline the main stress and write the number of syllables for each word. Then listen again and repeat.

Example:

invent (2), invention (3)

3 Complete the sentences with these verbs.

do find get invent solve

- 1 We still haven't been able to _____ this problem. We don't know what the answer is.
- 2 Scientists have to _____ lots of experiments before they can reach a conclusion.
- 3 Did you _____ the solution to the problem?
- 4 During the day I work in an office, but in my spare time I like to _____ things. At the moment, I'm working on a new type of communication device.
- 5 One advantage of using robots is that they don't _____ tired.

Reading the seat belt

4 Read the article on page 63. Which sentence (a–c) is true for the author?

- a The author thinks we need more inventors.
- b The author thinks Bohlin's invention is very important.
- c The author wants more people to use Bohlin's invention.



5 Read the article again. Answer these questions.

- 1 Who was Nils Bohlin?

- 2 When did he invent the seat belt?

- 3 What company did he work for?

- 4 At first, did all drivers use the seat belts in their cars?

- 5 Why did more and more drivers eventually use the seat belt?

An invention that has saved millions of lives

In recent history, there have been some amazing inventions that have changed our lives. The airplane has made international travel faster and easier. The computer can store the contents of a library. And you probably know the names of some famous inventors like Henry Ford or Steve Jobs. But for every famous invention and inventor, there are many everyday objects that we don't notice and we don't know who invented them.

Take the inventor who invented the modern-day car seat belt. Nils Bohlin's invention has saved millions of lives. In 1959, Bohlin was an engineer who was working for the car manufacturer Volvo. There were other types of seat belts, but Bohlin developed the first one that went across the chest and across the legs, and then joined at the same place. Amazingly, this was an idea that no one had tried before.

Volvo soon started selling the new seat belt in the countries where it had the most customers. At that time, and probably still today, the biggest market was the US. However, it took a long time for the invention to become popular there. Even in cars that had the invention, many drivers didn't use it. People enjoyed driving without a seat belt. It was difficult to change their habits, even though more people survived a car crash when they wore Bohlin's seat belt. Over the years, more and more governments made laws that forced drivers to wear the seat belt. Today, Nils Bohlin's simple invention still saves thousands of lives every year.

Grammar defining relative clauses

- 6 Underline nine defining relative clauses in the article.
- 7 Match the beginnings of the sentences (1–4) with the endings (a–d).
- 1 That's the scientist _____
 - 2 She only invents things _____
 - 3 I saw him speak at a conference _____
 - 4 It's a device _____
- a where scientists presented new ideas.
 - b who created the internet.
 - c that sends secure messages.
 - d that help other people.
- 8 Complete the paragraph below with *who*, *that*, or *where*, and these phrases.

there is less sunlight
the sun shines brightly
~~changes with the sun~~
invented the windows
works in a hot office

Innovation news

There is a new type of window ¹ that changes with the sun. 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 lighting bills. The two Koreans ⁵ _____ say the windows are not expensive and last longer than other types of windows.



8c Biometrics

1 Vocabulary extra biometric technology

You are going to listen to a short lecture on the technology of biometrics. First, match the words (1–6) with the definitions (a–f).

- 1 unique _____ 4 fingerprint _____
 2 security _____ 5 effective _____
 3 identity _____ 6 recognize _____

- a the mark that your fingertip leaves
 b special or different in some way
 c safety
 d who you are and what your name is
 e to see and know who someone is
 f having the intended result



Listening a lecture on biometrics

2 ▶ 53 Listen to the lecture. Number the topics (a–e) in the order the lecturer talks about them (1–5).

- ___ a how airports use biometrics
 ___ b a definition of biometrics
 ___ c the use of biometric technology in security
 ___ d the problems with biometrics
 ___ e how all humans are different in appearance and behavior

3 ▶ 53 Listen 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 that the technology can check:

⁵ _____

Problems with the technology

First problem: ⁶ _____

Second problem: ⁷ _____

Prediction for biometric technology

The technology will be ⁸ _____

Word focus extra check

4 Read these sentences with *check*. Match the words and phrases in **bold** with the meanings (a–e).

- This technology **checks** your identity using biometrics. _____
 - When you arrive at the airport, you need to **check in** and get your boarding pass. _____
 - Can you go upstairs and **check on** the kids? _____
 - What time do we have to **check out** of the hotel in the morning? _____
 - There are **security checks** at the airport, so arrive three hours before your flight. _____
- a pay and leave
 b give your details when you arrive
 c make sure that someone or something is safe or in a satisfactory condition
 d finds out if something is true or correct
 e when officials look inside your bags

5 Circle the correct options to complete the sentences.

- Let's go to the hotel first and *check in / check on*.
- At passport control, the person on duty *checks for / checks* your passport and visa.
- The *security check / check-in desk* took a long time because they searched all our bags.
- I need to *check out / check up* and pay my hotel bill.
- My neighbor comes in once a week to *check for / check on* things and collect my mail.

8d Gadgets

Vocabulary instructions

1 Complete the sentences with these words.

control red button	backward the battery	forward
-----------------------	-------------------------	---------

- 1 Turn it on with the remote _____ .
- 2 Pull the lever _____ to reverse.
- 3 Charge _____ overnight.
- 4 Press the _____ to stop it.
- 5 Push the lever _____ to move.

Real life finding out how something works

2 ▶ 54 Listen to two conversations about how two different items of technology work. Which conversation is about a helmet camera? Which is about a GPS device?

Conversation 1: _____

Conversation 2: _____

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

a this / for / what / is / ?

What is this for?

b what / if / I / other / button / press / this / happens / ?

c you / do / how / did / that / ?

d how / it / do / you / switch / off / ?

e why / you / need / that / to / do / do / ?

f how / last / the / long / does / battery / ?

g it / switch / on / I / how / do / ?

switch (v) /swɪtʃ/

switch something on / off = turn something on / off

4 ▶ 54 Complete the two conversations from Exercise 2 with the questions (a–g) in Exercise 3. Then listen again and check your answers.

Conversation 1

A: ¹ _____

B: It's for filming things when you're climbing.

A: Really? How does it work?

B: Well, you put the small round camera on your helmet. Then this part goes on your belt.

A: ² _____

B: You press the red button.

A: Oh, I see. Hey! That's very cool.

B: Yes, it's really easy to use.

A: ³ _____

B: A few hours, I think. So you can take it with you up a mountain, for example. Then when you get home, just plug it into the TV.

Conversation 2

A: I can't get this to work.

B: Let me have a look ... Here you go.

A: ⁴ _____

B: I pressed the red button.

A: Oh. ⁵ _____

B: It moves the map around. Look. And I can press this as well.

A: ⁶ _____

B: It shows your location and where you want to go.

A: I see. Oh, one more thing. ⁷ _____

B: Hold the red button down for five seconds.

5 Pronunciation linking

▶ 55 Listen to these sentences. Mark the links between words ending with a consonant sound and words starting with a vowel sound.

1 How does it work?

2 This part goes on your belt.

3 You can take it.

4 Let me have a look.

6 Listen and respond responding to questions and instructions

▶ 56 Listen to someone asking questions and giving instructions. Respond each time with an expression from the box. Then compare your response with the model answer that follows.

Really? How does it work?
Let me have a look.

That's very cool.
I see.

8e An argument for technology

Writing a paragraph

- 1 Look at the sentences in the two different paragraphs. Number the sentences (a–f and g–k) in the correct order (1–6 and 1–5).



Paragraph 1

- ___ a There are many arguments for and against it.
- ___ b CCTV is a type of technology used for security.
- ___ c On the other hand, not everyone wants to be filmed by CCTV in the streets.
- ___ d On the one hand, people can use it to protect their houses or businesses.
- ___ e Furthermore, it helps the police catch criminals.
- ___ f Especially if they are not breaking the law!

Paragraph 2

- ___ g For example, you can make calls from wherever you are.
- ___ h You can also send text messages—which are cheaper—and check your emails.
- ___ i Finally, cell phones also give you access to the internet.
- ___ j In other words, modern cell phones do much more than the traditional phone.
- ___ k Cell phones have totally changed the way we communicate.

2 Writing skill connecting words

Complete the paragraph with these words.

As Finally First For Second 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 have to go to a mailbox, but an email is sent with 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 through email. ⁵ _____, with emails you can attach things such as documents, photos, and videos, which is very convenient. ⁶ _____ a result, the world sends far more emails than letters.

- 3 Match the connecting words and phrases (1–7) with the uses (a–g).

- | | |
|---------------------------|---|
| 1 On the other hand _____ | a list something at the beginning |
| 2 For example _____ | b list the next thing |
| 3 In other words _____ | c contrast information |
| 4 Second _____ | d add extra information |
| 5 In addition _____ | e introduce an example |
| 6 First _____ | f introduce a result |
| 7 As a result _____ | g say the same thing in a different way |

- 4 Use the student's notes in the box to complete the paragraph below.

The internet

find any kind of information using a search engine
very fast (information in seconds)
helps us with everyday information, information for work and studies

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

Wordbuilding dependent prepositions

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

- 1 I have a problem _____
 - 2 Are you good _____
 - 3 They're really interested _____
 - 4 I depend _____
 - 5 What are you working _____
 - 6 I can't think _____
 - 7 My house is similar _____
- a at fixing things?
 - b on at the moment?
 - c on my laptop for everything!
 - d to yours.
 - e with my computer.
 - f in learning about technology.
 - g of a solution.

2 The sentences in each pair (1–4) use the same **bold** word with a different preposition. Choose the correct preposition to complete each sentence.

- 1 *about / of*
 - a What do you **think** about using cameras in public places? Is it right?
 - b When I **think** of France, I always imagine fresh bread and cheese.
- 2 *with / at*
 - a You should be a teacher. You are so **good** _____ children.
 - b My brother is very **good** _____ playing tennis.
- 3 *to / about*
 - a Would you like to **talk** _____ your problem?
 - b You should **talk** _____ someone about this.
- 4 *of / with*
 - a What's the **problem** _____ this GPS? It isn't working.
 - b We need to address the **problem** _____ poverty.

3 Write the words with dependent prepositions from Exercises 1 and 2 in the correct list.

verb + preposition: *think of*, _____ ,
 _____ , _____ ,
 _____ , _____

adjective + preposition: *good at*, _____ ,
 _____ , _____

noun + preposition: *problem with*, _____

Learning skills using resources effectively

4 It's important to use different resources when you learn English. Look at these different types of resources and circle how often you use them. Think about the ones you don't often use or never use. 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 good 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

Check!

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

- 1 What is a type of science that studies the design of animals? _____
- 2 What did George de Mestral invent? _____
- 3 What is a type of lighting that is more efficient than regular lighting? _____
- 4 What is the name of the robot that is now helping NASA astronauts? _____
- 5 Who is the inventor who invented special glasses that don't need an optician? _____
- 6 What is a gadget that uses satellites to tell you where you are? _____

Unit 9 Vacations

9a Vacation experiences

Reading a vacation story

1 Read the story about a vacation. Answer the questions.

- 1 Why had the woman chosen the cottage?

- 2 Why did it look like someone else was living in the cottage?


- 3 Why did the woman wake up on the first night?

- 4 What was in her daughter's bedroom closet?

- 5 What was strange when they returned from a day at the beach?

- 6 Who was staying across the field from them?

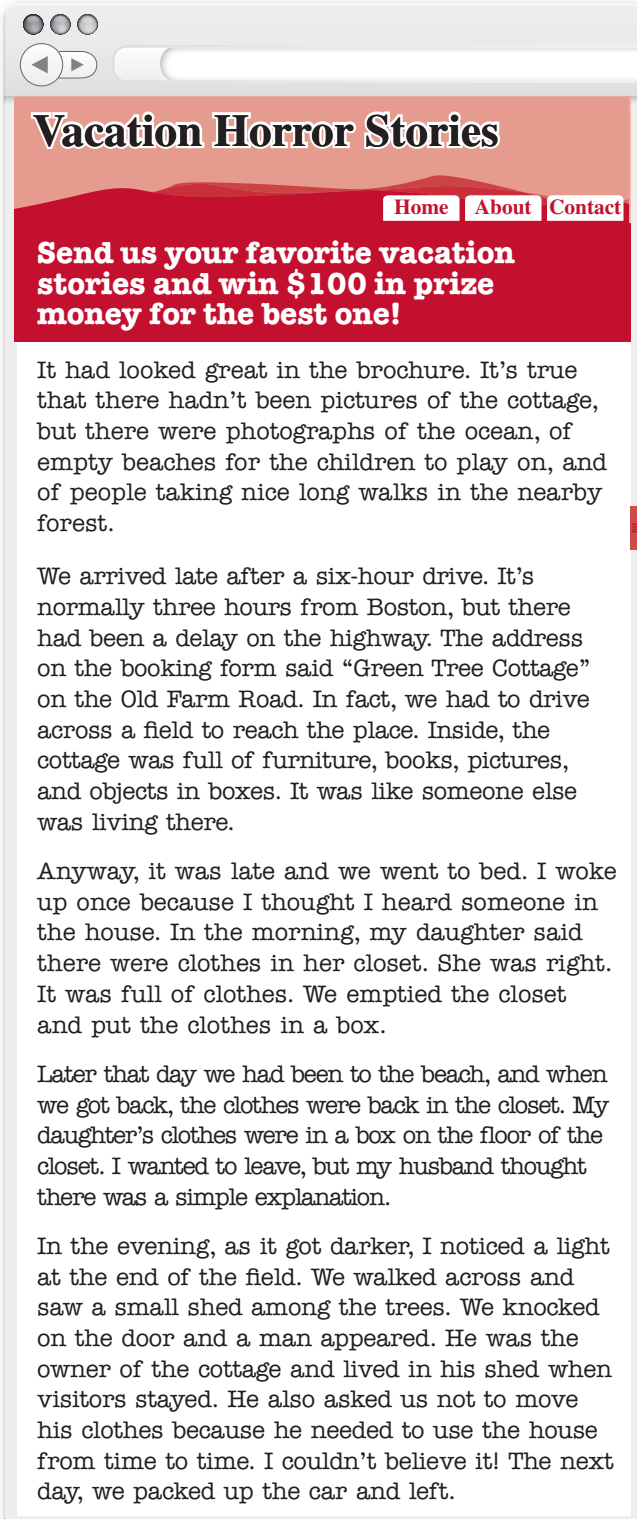
Listening details of the story

2  57 Listen to the woman in the story from Exercise 1 telling her friend about the vacation. The details she gives are different from the story. Underline the details in the story that are different.

Vocabulary vacation collocations

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

- 1 I plan to go ____
 - 2 I'd like to book ____
 - 3 Do you want to stay ____
 - 4 I need to unpack ____
 - 5 In the US, it's normal to give the waiter ____
-
- a a tip of 20% of the bill.
 - b my vacation online, but the website isn't working.
 - c my bags first.
 - d overseas next year for my vacation.
 - e in a hotel or in an apartment?



Vacation Horror Stories

[Home](#) [About](#) [Contact](#)

Send us your favorite vacation stories and win \$100 in prize money for the best one!

It had looked great in the brochure. It's true that there hadn't been pictures of the cottage, but there were photographs of the ocean, of empty beaches for the children to play on, and of people taking nice long walks in the nearby forest.

We arrived late after a six-hour drive. It's normally three hours from Boston, but there had been a delay on the highway. The address on the booking form said "Green Tree Cottage" on the Old Farm Road. In fact, we had to drive across a field to reach the place. Inside, the cottage was full of furniture, books, pictures, and objects in boxes. It was like someone else was living there.

Anyway, it was late and we went to bed. I woke up once because I thought I heard someone in the house. In the morning, my daughter said there were clothes in her closet. She was right. It was full of clothes. We emptied the closet and put the clothes in a box.

Later that day we had been to the beach, and when we got back, the clothes were back in the closet. My daughter's clothes were in a box on the floor of the closet. I wanted to leave, but my husband thought there was a simple explanation.

In the evening, as it got darker, I noticed a light at the end of the field. We walked across and saw a small shed among the trees. We knocked on the door and a man appeared. He was the owner of the cottage and lived in his shed when visitors stayed. He also asked us not to move his clothes because he needed to use the house from time to time. I couldn't believe it! The next day, we packed up the car and left.

4 Match the verbs (1–4) with the nouns (a–d) to form vacation collocations.

- 1 stay at ____
 2 rent ____
 3 go ____
 4 visit ____
- a comfortable hotels
 b sightseeing
 c a bicycle
 d the Pyramids

5 Complete the two ads below with the collocations from Exercise 4.

Take the stress out of your next vacation and book a tour of Egypt with Egyptian Adventures! During the day, you'll
 1 _____ and some of Egypt's other famous sites. At night, you'll
 2 _____ and try our country's delicious food.

For an alternative way to see Amsterdam, why not 3 _____ for a day. It's the fastest way to 4 _____ and the cheapest form of transportation. Visit our website now! You can also buy tickets in advance and get a 20% discount on all museums.

Grammar past perfect

6 Complete the vacation story below with the past perfect form of the verbs in parentheses.

Before I visited northern Norway, I 1 _____ (be) to many parts of the world. I 2 _____ (see) many natural wonders, but I 3 _____ (not imagine) that a place so near my own country of Ireland would 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. The colors were amazing and the lights seemed to dance. We 6 _____ (not expect) that they would be so stunning.

7 Circle 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 this trip?

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 for ages and travel abroad.

Conversation 3

A: Why are Josie and Brian back from their European tour already?


B: Well, by the time they reached Paris, the car 6 *broke / had broken* down three times, so they 7 *gave / had given* up.

Pronunciation 'd and n't

8 Read the sentences and replace words with the contractions 'd or n't where possible. In some sentences, no changes are possible.

'd

- We ~~had~~ had a great day out with our friends.
- We had to leave early because of the train schedule.
- The hotel did not have our reservation.
- They had not eaten since 7:00 a.m.
- I had lost my wallet, so I called the police.

9  58 Now listen and check your answers. Then listen again and repeat.



9b Visiting different places

Reading talking about places

1 Read parts of postcards from five different tourists. Match the postcards (1–5) with the places they talk about (a–f). One place is extra.

- Postcard 1 ____ a a mountain range
Postcard 2 ____ b a desert
Postcard 3 ____ c an island
Postcard 4 ____ d a historical city
Postcard 5 ____ e a famous statue
f an arts festival

2 Match the statements (a–g) with the postcards (1–5) in Exercise 1. One of the statements matches two postcards.

- a One performance was particularly special for this person. ____
b You can see buildings that are over three hundred years old. ____
c This person traveled with a group. ____
d This trip involved traveling by boat. ____
e No cars are allowed in one area. ____
f This person traveled with one other person. ____
g This person had seen the place in photos but had never visited it before. ____

1

We sailed across to this place and spent a few days here. There was no one else, so the two of us had it all to ourselves. Amazing that places still exist where there are no humans and you can just see empty beaches in every direction!

2

You'll recognize the place on the postcard, but nothing prepares you for actually seeing it with your own eyes! It's so impressive when you sail across the harbor and there it is, standing high up—an icon of New York City.

3

Arrived here two weeks ago. One more week to go. Have seen some great theater and lots of live music. I'm exhausted, but there's more to do before we go home. I think the most memorable event was a group of dancers from China. Will tell you more next week. Don't work too hard!

4

You'd love it here. There are beautiful rivers with lots of fish jumping. Our guide told everyone that bears live up here, but we haven't seen any. But don't worry about accommodations—there are always small hostels or cabins where you can stay after a long day's hike or climb. And the views of the valley are gorgeous.

5

When you first arrive, it all looks very modern and there are cars everywhere. But some parts of the city center are closed to traffic, so it's easy to walk around and admire the architecture. Lots of buildings were built in the 17th century, and they've really taken care of them.

3 Dictation describing a vacation

▶ 59 Listen to someone describing part of their vacation in Morocco. Complete the text with the words you hear.

I had an ¹ _____ my tour group in Morocco. On the first day, our tour guide showed us around the center of Marrakesh. First, we went to the square in ² _____ the city called the Jemaa El Fna. It's ³ _____ where people sell things, old men play musical instruments, and there are people with snakes! Actually, we ⁴ _____ the snakes and moved away when we saw them come toward us on the ground. After a day walking around the city, everyone ⁵ _____, so we relaxed at the hotel and ate great food.

The next day ⁶ _____ we went by bus up the Atlas Mountains. The views were incredible as we went up, although the bus driver drove too fast for me. I was ⁷ _____ some of the high roads, but we reached the top safely, and then the road went down to a region of green fields. We finally arrived at a small hotel. I ⁸ _____ it looked ugly on the outside. But after we walked through the gate, the owners met us with a smile and showed us around their beautiful hotel with its huge swimming pool and orange trees.

4 Pronunciation syllables and word stress

▶ 60 Look at the words in the box. Listen to three forms of each word (e.g., *amaze*, *amazing*, *amazed*) and write the forms in the correct column of the chart, according to their word stress.

amaze	fascinate	interest	frighten
worry	tire	excite	surprise

●	●●	●●●
	<i>amaze</i> <i>amazed</i>	
●●●	●●●●	●●●●●
<i>amazing</i>		



Grammar subject questions

5 Read the description of the vacation in Morocco in Exercise 3 again. Then complete these questions with *who*, *what*, or *where*, and a verb. Use an auxiliary verb where necessary.

- Who showed them around the center of Marrakesh?
- _____ they go first?
- _____ musical instruments in the square?
- _____ toward the tour group on the ground?
- _____ they relax and eat great food?
- How _____ up the Atlas Mountains?
- _____ too fast?
- _____ the tour group when they arrived at the hotel?

6 Match the questions (1–8) in Exercise 5 with the answers below (a–h). Then check your answers in the description in Exercise 3.

- by bus _____
- at the hotel _____
- the owners _____
- the tour guide _____
- old men _____
- the bus driver _____
- the square in the middle of the city _____
- snakes _____

7 Which questions in Exercise 5 are subject questions (S)? Which are not subject questions (O)?

- | | |
|------------|---------|
| 1 <u>S</u> | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

9c Travel advice

Listening tipping around the world



1 ▶ 61 Listen to a radio program about travel and vacations. Answer the questions. Circle the correct option (a–c).

- Why do listeners write to the program?
 - to give opinions
 - to get advice
 - to complain about vacations
- Who does Stella tip?
 - people who affect her vacation in a positive way
 - anyone who provides service
 - no one
- Why are most people surprised when they go to North America?
 - It's expensive.
 - The service is bad.
 - The tips are high.
- Why are service charges becoming more common?
 - because restaurants want to charge more
 - because many waiters come from different countries
 - because it solves the problem when you have lots of international visitors

2 ▶ 61 Listen again and make notes about the different amounts for tipping in each place.

The US or Canada	
Central or South America	
Europe	
China or Japan	
India and internationally	

3 Vocabulary extra places in a city

Complete the words for places in a city. The first and last letters of each missing word are provided.

- This m_____m has objects from hundreds of years of the city's history.
- The ancient c_____s, or tunnels, are right below us. People used to bury the dead there.
- There's a Picasso exhibition on this month at the art g_____y. Let's go there.
- This t_____r is famous for its performances of Shakespeare's plays.

Word focus place

4 Read what a tour guide says on a tour of London.

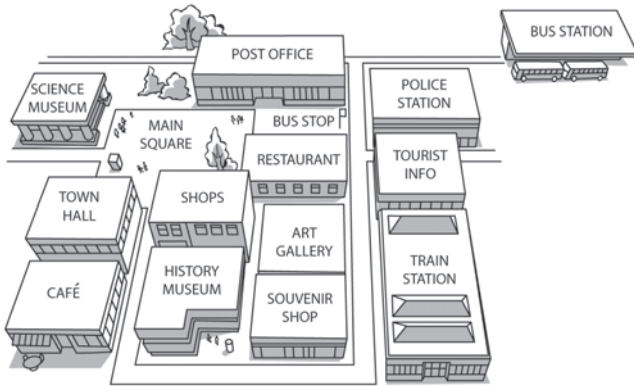
a good place	all over the place
no place for	take place

So, over there is the city's biggest park. At this time of year, lots of different events¹ _____ here in the evenings. On the left, you can see the Ritz Hotel. And that small restaurant next to the hotel is² _____ to eat. Don't worry—it isn't as expensive as the hotel! As we drive down this road, you'll see lots of theaters. This part of London has theaters³ _____. If you want tickets, try and book them in advance. Now we're passing the London Dungeon. It's fun, but it's⁴ _____ anyone who is scared of the dark ...

9d Tourist information

Listening tourist information

1 ▶ 62 A tourist is at the tourist information office on the map. He is asking for information about different places in the town. Listen to the conversation and circle the four places they talk about.



- TO: We have a science museum, but that's closed as well today. ⁶ _____ going to the art gallery across the road?
- T: I'm not sure. ⁷ _____ is it?
- TO: It's free for the general exhibition, and five dollars for the special exhibitions. ⁸ _____ a guided tour at noon. That's also five dollars. It's a very good tour.
- T: Well, OK. That might be good.
- TO: You can buy the ticket for the guided tour at the entrance.
- T: One other thing. On Wednesday I want to visit the national park outside town. ⁹ _____ public transportation to the national park?
- TO: A bus leaves the bus station at ten in the morning and returns at five. ¹⁰ _____ to take a taxi. It isn't too expensive.

Real life requesting and suggesting

2 Complete the conversation at the tourist information office with these phrases.

Could you tell	I'm interested in	How much
Are there any	What time does	How about
You can also take	Is there any	Do you know
Another option is		

TO = Tourist information officer, T = Tourist

TO: Hello. Can I help you?

T: ¹ _____ visiting the history museum. ² _____ the opening hours?

TO: Sure. Let me check. Today is Monday, so I'm afraid it's closed all day. But it's open from Tuesday to Sunday. So it's open tomorrow.

T: Great. ³ _____ it open?

TO: At nine-thirty. It closes at five-thirty.

T: OK. ⁴ _____ me the price?

TO: It's free.

T: Oh, that's good. ⁵ _____ other museums that are open today?

3 ▶ 62 Listen again and check your answers from Exercise 2.

Listen and respond at the tourist information office

4 You want to visit the city's castle. Read the notes below and think about how you would ask for the information. Use the phrases in the box.

The city castle

Opening hours: Open every day from 10 a.m. to 6 p.m.

Ticket price: \$7.00

Take Bus 15 from the bus station. It leaves every fifteen minutes.

I'm interested in ...	Is there ...?
Do you know the ...?	How often ...?
Could you tell me ...?	

5 ▶ 63 Now listen to the tourist information officer and respond each time with your questions. Then compare your response with the model response that follows.

9e Requesting information

1 Writing skill formal expressions

The lines from two emails have been mixed up. One email is formal and one is informal. Put the lines in the correct order, starting with Line a.

- a Dear Sir or Madam,
- b Thanks. All the best.
- c I am writing to request further information about your Bahamas Paradise vacation package.
- d I would also be grateful if you would send me full prices for next summer.
- e Do you remember how much the vacation 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 for vacation?
- j And what was the name of the restaurant you went to every evening?

Formal email

- 1 a
- 2
- 3
- 4
- 5

Informal email

- 6
- 7
- 8
- 9
- 10

Writing an email requesting information

2 Circle the correct options (a–c) to complete this email.

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 _____ attach a copy of our brochure for next year. As you will see, we are offering a greater choice of holidays 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 338-555-0192.

Best ⁸ _____ ,

H. G. Williamson
Sales Department

- | | | |
|---------------|---|-----------|
| 1 a Hi | <input checked="" type="radio"/> b Dear | c Yours |
| 2 a in | 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 -ed and -ing adjectives

- Complete the pairs of sentences with the *-ed* or *-ing* adjective form of the words in **bold**.
 - amaze**
 - The view from here is _____ .
 - I'm _____ at how much everything costs in this country.
 - fascinate**
 - I'm _____ that you could travel so long on so little money.
 - The history of this region is _____ .
 - interest**
 - Why are you so _____ in this building?
 - Do you think this is an _____ place to visit?
 - frighten**
 - The roller coaster is one of the largest in the world and very _____ .
 - Don't be _____. The rides at this theme park look worse than they are.
 - worry**
 - You look _____ ! Don't be. The dentist is very friendly.
 - This is _____. The weather forecast said we might get two feet of snow tonight.
 - tire**
 - Everyone's _____ after the long walk.
 - Carrying a heavy backpack is really _____ .
 - excite**
 - Tonight we're going to a concert. We're really _____ .
 - It's always _____ to visit new places and meet new people.
 - surprise**
 - Was it _____ to see so many friends at your party?
 - I was _____ to receive a present from everyone.

Learning skills learning from your mistakes

- How do you feel when you make a mistake in English? Which sentence (a–c) describes your opinion of making mistakes?
 - I get really angry when I make a mistake.
 - I'm scared of making mistakes.
 - Mistakes mean I am learning. I try to learn from them.
- You can learn a lot from your common mistakes, so it's a good idea to write them 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. He has written down the mistakes. Write all the corrections.

- Let's ~~stay this~~ hotel.
Let's stay at this hotel.
- I'd like to ~~rent~~ two tickets for the tour.
- I hadn't ~~see~~ my friend for a long time.
- Who ~~did live~~ in this house?
- I'm ~~interesting~~ in the museum.
- Could you ~~say~~ me the opening hours?

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

Check!

- Complete this quiz. Use information in Unit 9 of the Student Book to help you.
 - You give this to someone who gives you good service (3 letters) _____
 - Temples in Malta (7 letters) _____
 - Ancient tunnels below a city (9 letters) _____
 - A type of boat in Venice (7 letters) _____
 - Some special caves in France with very old paintings (7 letters) _____

Unit 10 Products

10a Advertising products

Vocabulary extra advertising products

1 Match the words (1–7) with the definitions (a–g).

- | | |
|----------------------|------------------|
| 1 logo ____ | 5 discount ____ |
| 2 sales ____ | 6 customer ____ |
| 3 advertisement ____ | 7 marketing ____ |

4 poster ____

- a the activity of selling products
- b a notice (on TV, on the radio, in the newspaper, on the internet, etc.) to tell people about a product or service
- c a large printed notice or picture with words to advertise or announce something
- d a person who buys products
- e the amount you take off the normal price
- f the activity of advertising and promoting products
- g a symbol to represent a company and its products or services

2 Complete these sentences with the words from Exercise 1.

- 1 The _____ for the sportswear company Nike is a large “Swoosh.”
- 2 This _____ saw our advertisement and he wants to buy a bicycle.
- 3 There’s a 10% _____ on all our cars if you buy one this week!
- 4 I work in the _____ department of a large company. We manage the advertising for all our products.
- 5 There’s an _____ for a job in the newspaper today. I think you might be interested.
- 6 Can I speak to your _____ manager, please? I have a question about the price of this product.
- 7 We’re having a sale this week. Can you put this _____ up in the window of the store so people will know about it?

Reading social media

3 Read the article about advertising on social media. These headings (a–d) are missing from the article. Write the headings in the article.

- a How do I know if advertising on social media is effective?
- b What do I post on social media?
- c What kind of social media do my customers use?
- d How much time should I spend on social media?

Advertise your products on social media

Nowadays, every business has to advertise online. Most companies have a website with information about their store and products. It’s a good idea to sell products online as well. However, a website on its own isn’t enough when it comes to online advertising. Lots of customers use social media such as Facebook and Twitter these days, so you also have to think about advertising on those sites. Here are four questions to ask yourself about advertising on social media.

1 ____

Think about who buys your products, as different customers use different social media. Lots of adults use Facebook, but younger teenagers are often on other social media like Instagram.

2 ____

Use short messages when communicating with customers on social media. Write news about what is happening at your company. Also, find out what your customers are posting and repost it.

3 ____

Don’t post too often because customers will get annoyed with frequent posts every day. On the other hand, don’t stop posting after just a few weeks. It takes time to build your social media network. Decide a regular time to post.

4 ____

After all your hard work, your sales should increase. If they don’t, then maybe you are using the wrong social media sites and you need to communicate with customers in other places.

4 Read the article again. According to the article, are these sentences true (T) or false (F)?

- | | | |
|--|---|---|
| 1 Most companies have a website nowadays. | T | F |
| 2 All customers use the same social media sites. | T | F |
| 3 You should post information about your business several times a day. | T | F |
| 4 Advertising using social media usually has immediate results. | T | F |
| 5 If sales don't increase, try other social media sites. | T | F |

Grammar the passive

5 Complete these sentences with the simple present passive form of these verbs.

visit	spend	recognize
sell	transport	wear

- The products _____ by trucks across Canada.
- Our clothes _____ by infants and young children.
- The McDonald's logo _____ all over the world.
- These days, all our products _____ online. We don't sell in stores anymore.
- Billions of dollars _____ on advertising every year.
- Our website _____ by about a million people every month.

6 Read these sentences about firsts. Rewrite the active sentences using the simple past passive form.

- Ray Tomlinson sent the first email in 1971.
The first email _____.
- J.K. Rowling wrote the first Harry Potter book in 1997.
The first Harry Potter book _____.
- The Wright brothers flew the first plane in 1903.
The first plane _____.

7 Read this article. Circle the correct options.

How companies got their names

We ¹ recognize / are recognized the logos of these famous companies, and their products and services ² sell / are sold around the world. But where do their names come from?

- The name "Lego" ³ makes / is made from two words in Danish: "leg godt," which means "play well."
- The four letters IKEA ⁴ take / are taken from the initials of founder Ingvar Kamprad and the first letters of the places where he grew up.
- The music streaming site Spotify ⁵ says / is said its name comes from the words "sport" and "identify."
- The name for the website Amazon ⁶ is chosen / was chosen because it starts with the letter "A" and comes at the top of an alphabetical list.

8 Dictation an ancient product

▶ 64 Listen to a short description of papyrus. Complete the text with the words you hear.



The plant called papyrus ¹ _____ ancient Egyptians. It ² _____, _____, sandals, and many other products. However, its ³ _____ . The inside of the long plant ⁴ _____ pieces. These ⁵ _____ across each other and dried. Nowadays, paper ⁶ _____, but ⁷ _____ building materials.

10b Product design

Vocabulary describing design

1 Look at the pairs of adjectives (1–4). Match each adjective with the photo (a or b) it describes.

1 up-to-date ____ / basic ____

a



b



2 old-fashioned ____ / fashionable ____

a



b



3 out-of-date ____ / classic ____

a



b



4 useful ____ / useless ____

a



b



The internet of things

Nowadays, we are all used to the internet in our daily lives. We use it to get information, watch videos, and communicate with friends. But some products are also designed to connect with us through the internet, and in the future, the objects in our homes will do this more and more.

The basic idea behind “the internet of things” is that it lets humans “talk” to their devices. For example, there are fridges that can text you if you don’t have any milk. You can also use your cell phone to control the heating in your house via the internet. So if it’s cold, you can switch the heating on when you are going home from work or school.

In the workplace, some manufacturing companies are using the internet of things to order more tools and machines when they need them. Employers are also using the internet to check when workers are at their desks and when they aren’t, which some people find worrying. On the other hand, your computer can also tell you when you need to stand up from your desk and take a break. And more of us are wearing internet-connected devices around our wrists to check our health and measure our physical exercise.

Some people think the internet of things is bad for us because all our devices collect lots of personal data about us. Companies learn more about their customers from this. And your electronics know when you are at home and when you are out, which someone online could also find out. So does this pose a problem for personal security? There are still lots more unanswered questions like this about the internet of things.

Reading the internet of things

2 Read the article on page 78. Answer the questions below with information from the article.

- 1 What are some products designed to do nowadays? _____
- 2 What is the basic idea behind "the internet of things"? _____
- 3 Why is it useful to use the internet to connect to your heating system? _____
- 4 Why are some people worried about the way you can use the internet at work? _____
- 5 Why are some people wearing internet-connected devices around their wrists? _____
- 6 What could someone online find out from the electronics in your home? _____

Grammar *used to*

3 Circle the correct options to complete the text.

When I was a teenager, I didn't ¹ *use to / used to* enjoy school. I never ² *used to / didn't use to* be interested in class. Then one day, something changed. My local supermarket ³ *used / used to* employ people every summer, so I got a job there. For the next few weeks I ⁴ *used to work / worked* really hard, and I ⁵ *used to become / became* interested in business. After that summer, I worked much harder at school. I ⁶ *used to / didn't use to* ask my math teacher for extra homework because I wanted to be good with numbers and money. And I ⁷ *used / used to* all my spare time to read about business in the school library. Five years after I left school, I opened my first store.

4 Complete the sentences with the correct form of *used to* and the verbs in parentheses.

- 1 I used to love (love) sweet iced tea when I was young, but I hate it now.
- 2 _____ (you / have) a pet when you were a child?
- 3 My brother _____ (ride) a unicycle to work!
- 4 My first car _____ (never / run) well. I soon sold it.

- 5 _____ (they / know) each other when they were at college?
- 6 My grandmother _____ (not / let) us watch TV at her house.
- 7 How much _____ (you / pay) for a movie ticket? It costs a fortune these days!

5 Pronunciation /ju:s tu: /

▶ 65 Listen and repeat the sentences from Exercise 4. Notice how we pronounce *used to* and *use to*.

6 Rewrite the sentences with *used to* or *didn't use to* where possible.

- 1 My sister wasn't interested in business when she was a student.
My sister didn't use to be interested in business when she was a student.
- 2 She studied music at university when she was eighteen.
not possible
- 3 Mark Zuckerberg started Facebook in 2004.

- 4 My family recorded music on cassette tapes.

- 5 Before I had a car, I cycled everywhere.

- 6 People used the first credit cards in 1920.

- 7 My grandfather didn't pay for anything with a credit card.

- 8 Europeans didn't eat pasta before the thirteenth century.

10c Is stuff winning?

Word focus *stuff* and *thing*



1a Match the use of *stuff* in these sentences with the definitions (a–c).

- 1 Can you put away all this **stuff** on the floor?

- 2 Use this **stuff** to fix the broken cup.

- 3 I've already learned this **stuff** at school.

- a general information about a subject
- b different objects and things (that are not very important)
- c materials or substance when you do not know (or say) the exact name for it

1b Match the use of *thing* in these sentences with the definitions (a–c).

- 1 You use this **thing** for checking your health.

- 2 What's that **thing** on the table? _____
- 3 I'm packing all my **things** into one bag.

- a an object when you do not know (or say) the exact name for it
- b an object you don't know much about, but you can explain its general purpose
- c objects that belong to a particular person

1c Which is a countable noun? Which is uncountable?

2 Complete the sentences with *stuff*, *thing*, or *things*.

- 1 "What's this _____ on your shirt?"
"I think it's orange juice."
- 2 I've brought some of my old _____ from home that I want to sell.
- 3 This is a _____ for opening tin cans.
- 4 What's that _____ outside the house?
Does it belong to you?
- 5 Who left all this _____ out in the kitchen?

Listening talking about stuff

3 ▶ **66** Listen to six conversations about different objects. Write the number of the conversation (1–6) next to the objects the speakers talk about (a–f).

- a TV and radio _____
- b bags _____
- c dresses _____
- d a cell phone _____
- e CDs _____
- f books, paper, and pens _____

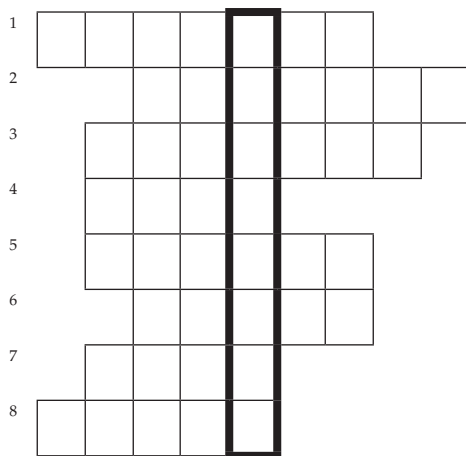
4 ▶ **66** Listen again and circle the correct option (a–c) to complete these sentences.

- 1 One of the friends _____ .
 - a offers to buy the bag
 - b recommends a website
 - c wants to buy a different bag
- 2 The friend _____ .
 - a doesn't have an opinion about the dress
 - b doesn't like the dress the other person is wearing
 - c suggests they look at another dress
- 3 The father _____ .
 - a threw all his CDs away
 - b sold all his CDs a few years ago
 - c isn't sure where his CDs are
- 4 Jim has _____ .
 - a left something on someone's desk
 - b left a few things on someone's desk
 - c taken some objects from someone's desk
- 5 The interviewer is asking about the other person's _____ .
 - a behavior
 - b opinion
 - c knowledge
- 6 The second speaker _____ with the first speaker.
 - a agrees
 - b partly agrees
 - c disagrees

10d Website design

Vocabulary websites

- 1 Read the clues (1–8) and complete the grid to find the hidden word.
- Every modern company needs a _____ to advertise online.
 - This needs to be interesting so that more people visit your website.
 - To communicate with the company, click on the _____ page and send an email.
 - The information on your website should be up-to-_____.
 - Use the _____ box to find information quickly.
 - Click on these to visit other sites.
 - The _____ page is the first one you see on a website.
 - You can find information such as the company history on the “_____ Us” page.



Real life discussing opinions

- 2 ▶ 67 Listen to Katarina and her manager talking about a company website. Answer the questions.
- What does Katarina want to add to the website?

 - Why does she think customers will like it?

 - What does the manager suggest?

- 3 ▶ 67 Complete the conversation with these expressions. Then listen again and check.

agree	I see what	you're right
maybe	or we could have	in my opinion
I'm not sure	what do you think	we should

M = Manager, K = Katarina

- M: ¹_____ of our new website, Katarina?
 K: It's good, but I think ²_____ add a blog.
 M: That's interesting. Why do you think that?
 K: Well, ³_____, customers like reading news on websites. So we can have news about our products on the blog.
 M: I ⁴_____, but I think that sort of thing can go on the website in our advertisements.
 K: ⁵_____ about ads because people don't really look at them. People will read news about products if it's a blog post and not an ad.
 M: ⁶_____ you mean, but what would you write about?
 K: ⁷_____ we could have interviews with customers who use our products.
 M: Good idea.
 K: ⁸_____ photos of our employees in their free time—something fun.
 M: ⁹_____. I suggest you write the first blog post and we can see if people read it.

4 Listen and respond giving your opinion

- ▶ 68 Listen to a colleague talking to you about a new website. Respond each time with an expression from the box and your own ideas. Then compare your response with the model answer that follows.

I think we should ...	Good idea!
Maybe we could ...	I agree.

Why don't we create a website to sell our products online?

Good idea!

10e A review

Writing skill giving your opinion

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

- 1 One of my favorite ____
- 2 It's a great ____
- 3 Another good point is ____
- 4 In my opinion, it's ____
- 5 The only problem is that ____
- 6 On the whole, I'd ____
- 7 To sum ____

- a place to visit in the summer.
- b it's not easy to park downtown.
- c movies is *Star Wars*.
- d recommend this museum to the whole family.
- e that you can have lunch there.
- f the best local restaurant.
- g up, it's too expensive.

Writing a review

2 Number the parts of a review (a–f) in the correct order (1–6).

- ____ a The café has many good features. First, the Wi-Fi is free. Another good point is the atmosphere—the staff are all very friendly and always smile when you arrive.
- ____ b However, next month they plan to add more space, so it will be easier to get a table.
- ____ c One of my favorite places for meeting friends is The Border Café. It's a great place to eat and socialize.
- ____ d One problem is that it has become very popular, so it's often difficult to get a table.
- ____ e On the whole, I recommend you try The Border Café for the food and the fun. They also have takeout, so if there isn't a table available, you can still get something on your way to work.
- ____ f Also, one big advantage of The Border is that it's downtown and you can park behind the café.

3 Read these notes about an app. Use the information to complete the review below.

Name of app? *Starfinder*

Main purpose?

– Looking at stars at night and recognizing them

Features?

- It gives information about the star when it sees one
- It gives you links to websites with more information

Problems?

– If you move your phone too quickly, it can give the wrong information

Who is it for?

– People who are fascinated by the stars and the planets

One of my favorite apps is _____

It's a great app for _____

The app has many different features. For example, it _____

Another good point is _____

The only problem with the app is _____

On the whole, it's a useful app for anyone who _____

4 Choose an app and write a review of it.



Wordbuilding word forms

- 1 Complete these sentences with different forms of the word in **bold**.

ADVERTISE

- 1 There's an _____ in the newspaper for a sale at our local supermarket.
- 2 _____ is a good career for creative people.

PRODUCE

- 3 The new employee isn't very _____. Maybe he needs more training.
- 4 How much does this _____ cost?


INVENT

- 5 The wheel is probably the oldest _____ in history.
- 6 John Logie Baird was a Scottish _____ who is famous for his work with the television.

SELL

- 7 How many books have you _____ this morning?
- 8 In the US, the day after Thanksgiving is called Black Friday. Many stores have a _____ on that day.

Pronunciation stress in different word forms

- 2  69 Listen to the different forms of the words in Exercise 1. Write the words you hear next to the correct word stress.

O: _____ , _____ , _____

Oo: _____

oO: _____ , _____

Ooo: _____

oOo: _____ , _____ , _____ , _____

Oooo: _____

ooOo: _____

Learning skills improving your listening

- 3 Look at this list of ways to improve your listening. Check (✓) the ones you use now, and put an exclamation mark (!) by the ones you would like to use in the future.

1 Before I listen to something, I write down words I might hear. So, for example, if it is a recording of a lecture, I think about the topic of the lecture and the language the speaker may use.



2 When I like a song in English, I find the song lyrics on the internet. Then I can listen and read the words.



3 I watch part of a video in English and try to understand what the people are saying. Then I watch it again with the subtitles and check my understanding.



4 I listen to authentic English on the internet, for example, the news. I don't try to understand every word, but I listen for key words and numbers to understand the general meaning.



5 I choose a recording that I have listened to before, from *Life Student Book 3* or the *Workbook*. I listen again and I try to write down every word I hear. Then I compare what I wrote with the audioscript at the back of the book.



- 4 Choose one of the ideas you would like to try.

Check!

- 5 Look at these groups of words from Unit 10 in the Student Book. Try to remember the connection between the words, and write a sentence using these words.

- 1 Hung Yen – baskets – Vietnam
- 2 Jawed Karim – YouTube – Zoo
- 3 logo – upside down – Apple
- 4 blue – Gap – 2010
- 5 1986 – Walkman – English dictionary
- 6 The Minimalists – 2,000,000 – stuff

Unit 11 History

11a Moments in history

Listening where were you when it happened?

1 ▶ 70 Listen to five people talking about important events in the twentieth century. The speakers are all answering the question: *Where were you when it happened?* Match each speaker (1–5) with the photo of the moment (A–E).

Speaker 1 _____ Speaker 4 _____

Speaker 2 _____ Speaker 5 _____

Speaker 3 _____

2 ▶ 70 Listen again and make notes about each speaker in the chart. Try to write as much information as possible.

Speaker	The year?	Where was the speaker at the time?	Any other details from that day?
1			
2			
3			
4			
5			



A The first man walks on the Moon.



B The internet is invented.



C World War II ends.



D The Berlin Wall comes down.



E McDonald's opens its first restaurant in Moscow.

3 Grammar extra direct speech

▶ DIRECT SPEECH

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

"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 below using these reporting verbs.

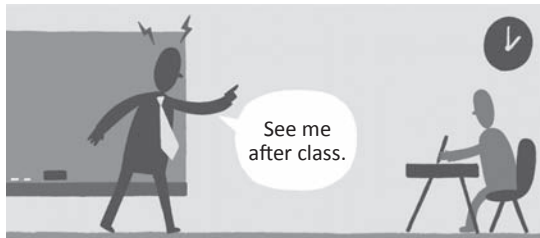
asked replied said shouted thought



1 The astronaut _____



2 The climber _____



3 _____ the teacher
to the student.



4 The officer _____
5 _____ the tourist.

4 Complete the article with these verbs.

could loved would showed was

FIRSTS IN

SPACE HISTORY

- Yuri Gagarin was the first man in space, and he said he ¹ _____ see how beautiful Earth was.
- Neil Armstrong walked on the moon in 1969 and said it ² _____ one small step for man, one giant leap for mankind.
- In 1975, astronauts from the Soviet Union and the US met in space. One of the astronauts said that the mission ³ _____ how the two countries could work together.
- Dennis Tito paid \$20 million to be the first space tourist. He said that he ⁴ _____ space!
- In 2010, President Obama said the US ⁵ _____ send the first humans to Mars by 2030.

5 Underline the reported speech in Exercise 4 and rewrite the words in direct speech.

- 1 "I can see how beautiful Earth is." _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Grammar reported speech

6 Rewrite the sentences using reported speech.

- 1 He said, "I'm not interested in science."
He said that he _____
- 2 They said, "We're leaving early in the morning."
They said that they _____
- 3 The girl shouted, "I've found my purse!"
The girl shouted that she _____
- 4 My grandmother said, "I lived here as a girl."
My grandmother said that she _____
- 5 The scientist said, "One day, we will discover the solution."
The scientist said that one day, _____

11b Messages from the past

Vocabulary communication

- 1 Circle the correct options (a–c) to complete the text.

Are you old enough to remember the days when everyone had to ¹ _____ with each other by writing a(n) ² _____ and mailing it in an envelope? Do you remember what life was like before the internet? Those were the days when information about politics and the economy came printed in the morning ³ _____ or through radio and TV.

We are now living in a digital age, where people write ⁴ _____ instead of letters. We no longer send vacation postcards to family and friends, but we post photos on our Facebook ⁵ _____. And now, even writing is becoming unnecessary for communication, as recording and sending a video ⁶ _____ becomes easier and easier.

- | | | |
|-------------|----------------|---------------|
| 1 a talk | b speak | c communicate |
| 2 a page | b letter | c ad |
| 3 a apps | b magazine | c newspaper |
| 4 a cards | b emails | c notes |
| 5 a page | b screen | c program |
| 6 a message | b presentation | c movie |

Reading ancient writing

- 2 Read the article about the Olmec stone. Match the paragraphs (1–5) with the headings (a–e).

- a Other Olmec discoveries _____
- b A new discovery _____
- c A future hope _____
- d The writing on the stone _____
- e Is it real? _____



The Olmec stone

- 1 Archeologists say they have discovered an ancient stone tablet in Mexico, with writing that is 3,000 years old. They have never seen writing like this before, but they think that the stone tablet might have come from some ancient people called the Olmec.
- 2 The stone tablet was discovered in a part of Mexico where the Olmec used to live. In the past, archeologists have found statues of huge heads made by the Olmec in the same region, and you can see other Olmec objects in museums. However, none of these statues or objects have anything that looks like writing, so it's impossible to know what the writing on the Olmec stone tablet might mean.
- 3 A team of workers found the stone when they were building a road. At first, they thought the tablet was just another piece of rock and nearly threw it away. Then, they noticed that it had a series of lines and symbols, so they called their local museum. In total, there are 62 different symbols on the stone tablet, in horizontal rows. The symbols show food, animals, and everyday objects such as a knife.
- 4 However, not everyone believes the writing is Olmec, and some archeologists have said the stone is a fake. For example, Christopher Pool of the University of Kentucky thinks it is strange that there are no other stones from the Olmec with writing on them. He also says that most writing from a similar period is usually written vertically and not horizontally.
- 5 Nevertheless, many people are excited about the discovery and are convinced that the writing is from the Olmec. If they can find more stones like this one, then they hope to convince other archeologists. More examples of the writing would also help them understand the messages on the stone.

horizontal (adj) /ˌhɒrɪˈzɒnt(ə)/ flat or parallel to the ground

fake (n) /feɪk/ a thing that is not genuine

vertically (adv) /ˈvɜːrtɪk(ə)li/ aligned in such a way that the top is directly above the bottom; upright



3 Read the article again. Are these sentences true (T) or false (F)?

- | | | |
|--|---|---|
| 1 This is the first time archeologists have seen this type of writing. | T | F |
| 2 There is writing on other Olmec objects. | T | F |
| 3 Archeologists found the stone tablet. | T | F |
| 4 The symbols show everyday things. | T | F |
| 5 The writing goes up and down, not across the tablet. | T | F |
| 6 Some people think they understand the message on the tablet. | T | F |

Grammar reporting verbs (say and tell)

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

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

5a ▶ **71** Listen to six sentences. Write the words you hear.

- I love this video game.* _____
- _____
- _____
- _____
- _____
- _____

5b Complete these sentences to report the speech from Exercise 5a.

- He said *that he loved this video game.* _____
- She told _____
- They said _____
- I told _____
- I told my manager _____
- He told _____

6 Pronunciation contrastive stress

▶ **72** Sometimes we stress a word to contrast it with another word. Listen to the exchanges and underline the word in B with the most stress.

- A: I had a terrible time.
B: But you told me you had a great time!
- A: I hate carrots.
B: But you told me you loved them!
- A: You said you wanted to play football.
B: No, I said I wanted to watch football.
- A: The tickets were expensive.
B: But you said the tickets were cheap.
- A: Our history teacher said it happened in 1993.
B: No, she told us that it happened in 1983.

7 ▶ **72** Listen again and repeat what speaker B says in each exchange.

11c The history of a city

Vocabulary ancient history

1 Complete the sentences with these words.

archeologists	collectors	paintings	pots
robbers	soldiers	statues	tombs

- Some of the _____ are three meters (9.8 feet) high and made of stone.
- There are some new _____ hanging in the art gallery.
- _____ have found some ancient objects under the ground.
- The police chased the _____ because they had stolen money from the bank.
- These _____ were used for cooking in the past.
- The _____ carry guns and stop people from entering the area.
- There are _____ with the bodies of kings near the pyramid.
- Antique _____ buy and sell historical objects around the world.



Word focus one

2 Add the word *one* in these sentences where appropriate.

- Rio de Janeiro is of Brazil's largest cities, but it isn't the largest.
- Reinhold Messner is person who has climbed Mount Everest.
- I'd like to talk to you by one, not as a group.
- We plan to visit Egypt day.

Listening an ancient English city

3 **73** Listen to a documentary about the English city of York. Complete the timeline below with this information (a-e).

- The city is popular with tourists.
- Archeologists discover Viking objects.
- The Romans start building the city.
- The castle and cathedral are first built.
- The Vikings arrive.

4 **73** Listen again and complete these sentences with words from the documentary.

- York is about _____ hours north of London by train.
- It's halfway between London and _____ .
- Modern York is peaceful and relaxing, but its _____ was often violent.
- Tourists can walk along parts of the ancient Roman _____ around the old city.
- The Vikings came from the countries we now call _____ and _____ .
- In the city museum, you can see Viking objects, including _____ and _____ for cooking.
- Like the Romans, William the Conqueror used York as a center for his _____ in the north.
- York Minster is one of England's most important religious _____ .



11d My year in Vietnam

Listening my year in Vietnam

- 1 ▶ 74 Listen to a presentation by someone who spent a year in Vietnam. Answer the questions.
- 1 What is the first part of her presentation about?

 - 2 What is the second part about?

 - 3 What is the final part of the presentation about?

 - 4 What does the speaker ask for at the end?

Real life giving a short presentation

- 2 ▶ 74 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 I'll begin by describing
 - k To sum up
 - l thank you for coming

- 3 Put the expressions (a–l) from Exercise 2 in the correct category in the chart below.

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

4 Pronunciation pausing

You are going to practice giving the presentation. Turn to track 74 of the audioscript on page 108. Mark (/) 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 trips through the country. So let's begin ...

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

OK. So, ⁸ _____ my trips through the country. I traveled mainly on the weekends, but I also took a longer trip during my last month there. So ⁹ _____ some of my photos from that period, and I'll read a few comments from my diary ...

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



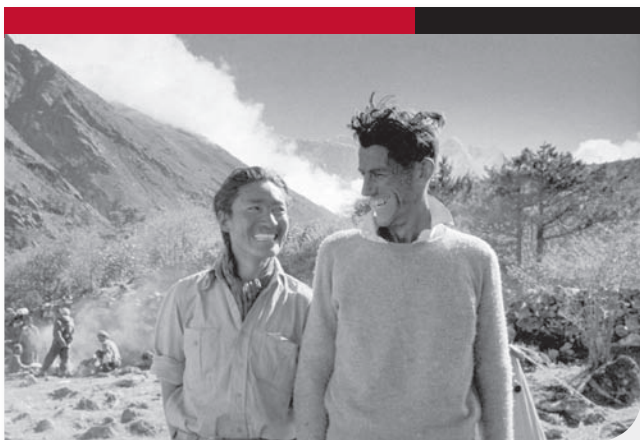
11e A biography

1 Writing skill correcting punctuation

Read the rules for punctuation. Then rewrite the biography of 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*, *afterward*), and before quotation marks.
- Use quotation marks around words that are 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 afterward his life completely changed 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: Aged 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 verb + preposition

- 1** Circle the correct prepositions to complete the sentences.
- 1 I'm glad you agree *to / with* me that the design needs work.
 - 2 I don't think there's anything to worry *for / about*.
 - 3 Do you like games where you play *against / around* friends?
 - 4 Let's talk *with / about* the plans for next week.
 - 5 Playing video games all night is not good *at / for* you.
 - 6 I can't think *of / through* the translation for the word "ancient."
- 2** Match the beginnings of the sentences (1–6) with the endings (a–f).
- 1 I prefer to play games ____
 - 2 We're talking ____
 - 3 To get your money back, ____
 - 4 I paid ____
 - 5 Remember to take your ____
 - 6 Thanks for agreeing ____
- a for this computer using my credit card.
 - b to meet with me.
 - c against people I know well.
 - d go to Customer Service.
 - e about the homework. Do you want to join us?
 - f coat with you.

Learning skills taking notes

- 3** We often need to take notes when we listen to lectures or read textbooks. In which of these situations do you take notes?
- in meetings at work
 - at college or university lectures
 - in English class
 - other situations
- 4** How do you write your notes? In this example, the student has started taking notes on the biography of Tenzing Norgay on page 90 in this book. Notice how the student writes key words and short sentences. Do you take notes in a similar way?

The life of Tenzing Norgay

Born 1914 in Thami / Died 1986
Summit of Everest — May 29, 1953 with
Edmund Hillary
Before 1953 — worked on many expeditions

- 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 from Unit 11 of the Student Book? Do this quiz. Then check your answers in the Student Book.
- 1 Did Captain Scott reach the South Pole or the North Pole? _____
 - 2 In which year did people first play Pong? _____
 - 3 What nationality was the fisherman who found the bottle with the oldest message inside? _____
 - 4 Which ancient people wanted to find out if the Mediterranean Sea and the Atlantic Ocean were connected? _____
 - 5 What was the ancient name of Abu Sir al Malaq in Egypt? _____
 - 6 What did Hiram Bingham discover in 1911? _____

Unit 12 Nature

12a The power of nature

Vocabulary extreme weather

1 Complete the text below with these words.

flood	snowstorm	tornado
weather	sun	



The ¹ _____ is one of nature's most powerful forces, and it affects the daily lives of humans around the world. For example, the power of a ² _____, or a "twister" as it is sometimes called, moving across a country can destroy homes. Heavy rain can cause a sudden ³ _____. In colder climates, a ⁴ _____ can block roads. Even less extreme weather can affect us. Being out under the hot, bright ⁵ _____ for a long time can burn human skin. Changes in weather conditions can also make people feel depressed.

Listening the power of earthquakes

2 75 The San Andreas Fault is in California. It is a place where earthquakes can occur. Listen to part of a TV program about the fault, and circle the correct option (a–c) to answer each question.

fault (n) /fɔ:lt/ a crack in the earth's surface
geologist (n) /dʒi'ɒlədʒɪst/ a scientist who studies the surface and rocks of the earth
tremor (n) /'trɛmə/ when the ground moves because of activity in a fault
monitor (v) /'mɒnɪtə/ check or analyze

- Where is the TV presenter talking from?
 - San Francisco
 - near San Francisco
 - near California
- Where does the fault line go?
 - across the US
 - through the state of California
 - no one knows exactly
- What does Claire study?
 - tornadoes
 - earthquakes
 - hurricanes
- What does Claire say about the San Andreas Fault?
 - that it is opening as they speak
 - what will happen when it opens
 - what would happen if it opened
- Which sentence is true?
 - There has never been an earthquake in San Francisco.
 - There hasn't been an earthquake in California since 1906.
 - There have been smaller earthquakes in California since 1906.
- What is the most difficult thing for scientists to predict about an earthquake?
 - when it will happen
 - where it will happen
 - how big and how strong it will be



3 Dictation the San Andreas Fault

▶ **76** Listen again and complete the conversation with the words you hear.

Part 1

H = Host, C = Claire

H: So Claire, we're standing right on the fault.

What ¹ _____ right now?

C: Well, if ² _____ .

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, ³ _____ than in a city like San Francisco.

Part 2

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

C: Scientists and especially geologists would like to be able to do that. We understand a lot about earthquakes, and we have equipment that 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

⁴ _____ .

Grammar second conditional

4 Circle 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: Not a chance! 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.

5 Pronunciation 'd / would

a ▶ **77** Listen to the conversation in Exercise 4 and check your answers. Notice the pronunciation of 'd.

b ▶ **78** Imagine you are person B in the conversation in Exercise 4. Listen to person A and respond each time.

6 Put the words in the correct order to make second conditional sentences. Add the missing comma where necessary.

1 If / run / I / tornado / I'd / saw / a
If *I saw a tornado, I'd run* _____ !

2 If / money / more / car / buy / had / new / a / she'd / she
If _____ .

3 If / go / it / stopped / 'd / raining / out / we
If _____ .

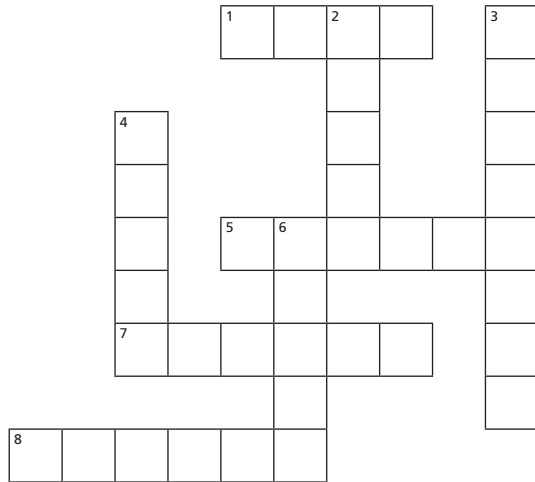
4 If / had / he / a / car / bus / wouldn't / the / he / take
If _____ .

5 If / knew / you / answer / the / they'd / tell / they
If _____ .

12b Nature's strangest hybrids

Vocabulary nature

- 1 Read the clues and complete the crossword with words describing places in nature.



Across

- a public area of land, often in a town or city, where people go to relax and enjoy themselves
- an area with lots of trees
- The Sahara is one of the biggest.
- a piece of land next to a house, with flowers and plants

Down

- a stream of water that flows to the sea
- Everest is the tallest one of these.
- You often see cows grazing in one of these.
- a very large area of sea

Reading interesting animals

- 2 Read the article about four different types of animals. Match the sentences (1–8) with the animals (A–D).

- There are many different types. —
- People eat part of it. —
- It is compared to something that no longer lives on Earth. —
- It lives longer than many humans. —
- It is a good swimmer. —
- They don't all live in groups. —
- It has a face like a type of bird. —
- There are fewer of these animals nowadays than there used to be. —

Nature's strangest animals

Nature has produced many types of animals. Some of them are beautiful, and some of them are ugly. The strangest animals are often a mixture of two different animals, called "hybrids." Here are four of nature's hybrids.

A Alligator Snapping Turtle

This animal looks like something from the Age of Dinosaurs. It has the mouth of an **alligator** and the body of a **turtle**. It's even called "the dinosaur of the turtle world." You'll only find these strange-looking animals in the rivers and lakes of the southeastern US, where they can live to be 100 years old.



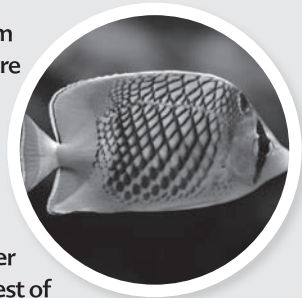
B Northern Leopard Frog

The northern leopard frog used to be common in a few countries, including Canada. In particular, people in restaurants enjoyed eating the legs. However, this frog with the dark spots of a **leopard** is disappearing quickly. Scientists think it is probably because of air pollution and loss of forests.



C Butterfly Fish

Butterfly fish live in the warm waters of the world. There are about 114 different species, and they come in many colors: blue, red, orange, or yellow. Some travel in groups, while others live alone until they find a partner who they stay with for the rest of their lives.



D Platypus

The platypus from Australia has a nose and feet like a **duck's**, and its body is more like a **beaver's**. Platypuses are excellent swimmers and can stay underwater for long periods.



3 Look at the highlighted animal names in the article. Match the animals with these photos (1–5).

1 _____



2 _____



3 _____



4 _____



5 _____



Grammar *anywhere, everyone, nobody, something, etc.*

4 Circle the correct options to complete the sentences.

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

5 Complete these sentences with words from Exercise 4.

- 1 Hawaii is somewhere that is really special because of all its natural beauty.
- 2 Did you do _____ interesting while you were on vacation?
- 3 _____ in my family likes beach vacations except me. I prefer visiting big cities.
- 4 Let me tell you something that _____ else knows about me. It's a big secret.
- 5 Insects are _____, but you can't always see them.
- 6 There's _____ on TV tonight, so let's go out.
- 7 In the Amazon rain forest, _____ you look there are trees.
- 8 _____ left a message for you. Can you call him back?

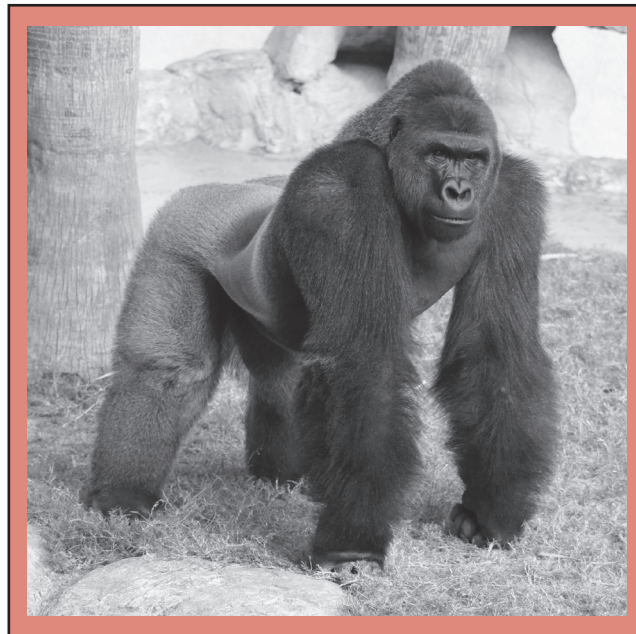
12c The natural world

Vocabulary extra working with nature

1 Complete the sentences with these words.

discovery	tool	habitats
survive	lecture	conservation

- 1 This _____ is for cutting the fruit down from trees.
- 2 Scientists have made an important _____ about chimpanzees.
- 3 Lots of animals are losing their natural _____ because humans are cutting the forests down.
- 4 We can't _____ in the jungle without clean water.
- 5 Modern zoos are often involved in _____ projects to try and save different species.
- 6 A lot of people are expected to attend the _____ about working with lions.



Word focus start

2 Match the beginnings of the sentences (1–5) with the endings (a–e).

- 1 My mother and father started the ____
 - 2 We moved here at the start ____
 - 3 She started ____
 - 4 They've started to ____
 - 5 During the 1970s, a war ____
- a study extreme weather in science.
b started.
c company when they were very young.
d working at the zoo after university.
e of the 1990s.

Listening talking about nature

3 79 Listen to five short excerpts from TV programs. Match the excerpts (1–5) with the different types of program (a–e).

- a a news program ____
b an advertisement ____
c a talk show ____
d a documentary ____
e a weather forecast ____

4 79 Listen again. Circle the correct option (a–c) to complete each sentence.

- 1 The artist Georgia O'Keefe painted the "White Place" ____ .
a once
b more than once
c while on vacation in New Mexico
- 2 The weather forecaster says there will be hail ____ .
a in some parts of the country
b on higher ground where there's snow
c all over the country
- 3 The man ____ .
a agrees with the woman
b disagrees with the woman
c gives his opinion about zoos
- 4 You won't receive a special offer on tickets ____ .
a if you visit on a weekday
b if you buy them online
c if you don't have lunch at the zoo café
- 5 When Patrick sees a tornado in the distance, he ____ .
a takes a photograph
b drives in the opposite direction
c drives as close as he can to it

12d Discussing issues

Listening a city council meeting

1 ▶ 80 Listen to three people at a city council meeting. They are discussing an area of land in the southeast of the city. Answer the questions.

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

2 Does the city council have enough money for this project?

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 What do they agree upon?

Real life finding a solution

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

1 That isn't a _____

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 bad idea.

f selling the land for more housing?

g what we've agreed to so far.

h won't work.

3 ▶ 80 Complete the conversation with the sentences (1–8) from Exercise 2. Then listen again and check.

A: OK. Thank you for coming. So, as you know, we have an area of land 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 and a school nearby. So we are going to tear down all the old buildings and do something with the area.

B: It's a nice idea, but the city council doesn't have enough money. ^a _____ .

C: ^b _____ ?

B: That's a good idea.

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

C: I see. Well, ^c _____ ?

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

C: ^d _____ .

A: How do you mean?

C: Well, when they tear down the buildings, they could dig a small lake. It would attract wildlife to the area.

A: ^e _____ . I like it.

B: We can suggest the idea to the local community.

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

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

B: ^f _____ . We don't have any money to pay them. I think we need local volunteers from the community to help with the project.

C: Yes, ^g _____ .

A: So, ^h _____ . We all agree that it's a good idea to clear the area. We want to build a park for local people to relax in.

C: And maybe 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.

4 Listen and respond responding to suggestions

▶ 81 Listen and respond to four suggestions for a local park. Use some of these phrases. Compare your responses with the model answers.

That's a good idea. Yes, but ... I'm not so sure.
Sounds great! Maybe. No, that won't work.

How about building a new park for local people?

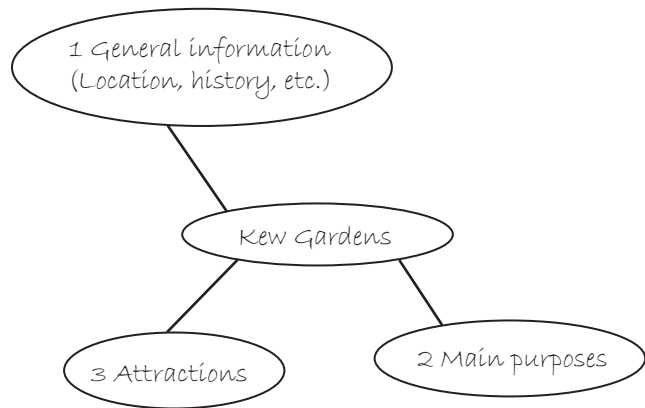
That's a good idea.

12e A place for nature

Writing skill planning an article

1 A student has made these notes about a place called Kew Gardens. Match the notes (a–i) with the three parts of the mind map on the right (1–3).

- a 1840 _____
- b growing rare plants and flowers _____
- c for specialists to study and research plants _____
- d southeast London _____
- e the Pagoda, which was built in 1762 _____
- f 100 attractions, including an art gallery _____
- g to educate people _____
- h the Treetop Walkway _____
- i to get children interested in trees _____



Writing an article

2 Complete this article with the notes (a–i) in Exercise 1.

KEW GARDENS

Since it opened to the public in ¹ _____, thousands of visitors have come to walk around Kew Gardens, which is located in ² _____. It started as a place ³ _____ from all over the world. Today, it is a place ⁴ _____ about different plant species, as well as a place for the general public to enjoy nature.

When you visit Kew Gardens, you can spend all day outside if the weather is good. But don't worry if it rains because it has over ⁵ _____. Some of its buildings are also very old, such as ⁶ _____.

One of its most popular tourist attractions that everyone visits is ⁷ _____. It is 200 meters long and 18 meters high, so you can walk through the tops of the trees and learn about them. It's a great way ⁸ _____.

Overall, it's the mixture of old and new that makes Kew Gardens so popular with people. In addition, it has a very serious aim, which is ⁹ _____ that are in danger of disappearing from the Earth.



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 in the afternoon. Other than that, you'll have a beautiful day.

- 2 Match the nouns in the box with the groups of adjectives. Use a dictionary if necessary.

news park rain ~~storm~~ sun wind

- fierce, freak, violent _____ storm
- heavy, light, pouring _____
- strong, light, blustery _____
- bright, hot, setting _____
- local, national, beautiful _____
- good, bad, breaking _____

Learning skills assessing and continuing your progress

- 3 You are probably at the end of your course. Answer the questions on the self-assessment questionnaire below. 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.
- A type of storm _____
 - The window on the front of a car _____
 - Another way of saying "anyone" _____
 - A type of extreme weather _____
 - A sentence using the second conditional

 - The punctuation that separates two clauses in a sentence _____
 - An adjective which collocates with the word "habitat" _____

Self-assessment questionnaire

- ① How would you describe your progress in English in this course?

Excellent Good Satisfactory Not very good

Comment on your answer: _____

- ② If you take another course, which areas would you like to work on most?

Speaking Reading Writing Listening Grammar Vocabulary Pronunciation

Comment on your answer: _____

- ③ If you are taking a break from your English course (maybe you have a vacation), which of these could you do to continue improving your English?

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

Any other ideas? _____

- ④ What question(s) do you have for your teacher before the end of the course? Write it here and ask your teacher to reply.

Audioscripts

Unit 1

▶ 02

- A: Hey, here's a quiz to test your stress levels. You said that you're stressed all the time, so let's find out.
- B: I don't really have time for this. I have to finish this report.
- A: That's just my point. You need to take a break at lunchtime.
- B: OK, then. Ask me.
- A: Do you often worry about money?
- B: Um, no, not really. I don't have time!
- A: OK. So we'll say once a month. Two. Do you have problems sleeping? Never, sometimes, or always?
- B: Well, it depends. Lately, no, but sometimes I stay awake thinking about work and other things.
- A: OK, so that's ... sometimes. Three. Do you find it difficult to concentrate?
- B: Well, at work I do because people interrupt me all the time with things like quizzes!
- A: I think you're fine, so I'll answer "rarely." And the last one. Describe your lunchtimes. Do you do work while you're eating your lunch?
- B: Always. I do things like reply to my emails.
- A: OK, I'll circle "a." But you know, you should leave the office and go for a walk instead.
- B: Well, that's great in theory, but I have so much work to do!

▶ 03

- a I'm driving to the city.
- b What are you doing?
- c She's leaving now.
- d It isn't raining.
- e Why are they running?
- f We aren't stopping anywhere.

▶ 04

I usually get up at about seven o'clock and go running for half an hour. Then I feel ready for the day. I leave the house at about eight thirty and arrive at the hospital by nine. Currently, I'm seeing lots of children with the flu. After work, I often walk home. Sometimes friends come over for dinner, but I need eight hours of sleep a night, so I'm always in bed by eleven o'clock.

▶ 05

I = Interviewer, D = Dunn

- I: What makes you feel 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 you happy, I'm talking to psychologist Elizabeth Dunn. So, Ms. Dunn, I know that you do a lot of research into happiness, and in particular into money and happiness. So tell us, how much money does someone need to be happy?
- D: 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.
- I: So maybe the question isn't about money, but how people spend it.

- D: 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.
- I: So, we need to think about the way we use money.
- D: Yes, this is something a lot of people find. Spending money on experiences that you enjoy—like visiting a new country or going to a concert to listen to your favorite musician—can make you happier than spending money on things.

▶ 07

- D = Doctor, P = Patient
- D: How do you feel today?
- P: Not very well. I have a terrible sore throat.
- D: I see. Let me have a look. Open wide. Yes, it's very red in there.
- P: I also have a bad cough.
- D: Do you have a stomachache?
- P: No, not really.
- D: Do you have a temperature?
- P: I don't think so. I don't feel hot.
- D: Let me check it ... Yes, it's a little high. Do you have anything for it?
- P: I bought some pills at the pharmacy, but they didn't do any good.
- D: Well, take this prescription to the pharmacy. You need to take some different pills. They are good for your throat. Take one every four hours. You need to rest for a couple of days, and try drinking lots of water.
- P: OK. Thank you.
- D: If you still feel sick after a few days, come back and see me, but I think it's the flu.

▶ 08

- F = Friend, MA = Model answer
- F: I have a headache.
- MA: You need to take some pills.
- F: I have a sore throat.
- MA: Try drinking some hot water with lemon and honey.
- F: I have a bad back.
- MA: Stay in bed for a couple of days.
- F: I feel sick.
- MA: You need to see a doctor.
- F: I have a runny nose.
- MA: Take this medicine. It's good for the flu.

▶ 09

- P = Patient, R = Receptionist
- P: Hello, I'm George Braun. I have an appointment with Doctor Swan.
- R: Good morning. As it's your first time visiting Doctor Swan, we'll need some personal information. Can I ask you a few questions?
- P: Sure. Go ahead.
- R: So it's Mr. G. Brown. Do you have a middle initial?
- P: Yes, it's P for Paul. But my last name is Braun, not Brown. That's B-R-A-U-N.
- R: Oh, OK. Sorry about that. And what's your date of birth?
- P: June 7th, 1967.

R: June 7th, 1967. Got it. And I need your address.
P: Um, I'm staying with a friend at the moment, so I don't have a permanent address.
R: Well, can I get your friend's address? We can update it later when you move.
P: OK. It's 21 Carter Street. That's C-A-R-T-E-R street. The zip code is 50530.
R: Great. Do you have a daytime contact number?
P: Yes, the best number is my cell phone number. That's 915-555-7618.
R: And now I have a few questions about your health. If you don't want to answer them, that's OK. Overall, how would you describe your general health? Good? Just OK? Not good?
P: Overall, it's good I think. I exercise a lot and I eat well.
R: How much exercise do you do each week?
P: I go running three times a week. So that's about three hours of exercise per week.
R: Good. Anything else in addition to running?
P: Well, I go swimming sometimes. And I like hiking on the weekends with my friends.
R: So running, swimming, and hiking. OK. I'll give you this form and you can give it to the doctor when you see him.

Unit 2

▶ 10

- 1 They don't have to win.
- 2 He can win the game.
- 3 Do you have to wear a helmet?
- 4 A player can't hit the ball twice.

▶ 12

Kristi Leskinen is a famous skier. She loves skiing all over the world, but her favorite place is Mammoth Mountain in the USA. She's good at other sports such as kayaking, but she doesn't like running or going to the gym. Recently, she was in a TV show called *The Superstars*. In the show, famous athletes compete in different sports that they don't normally do. Kristi won the competition. But now it's winter again, so she needs to go back to the mountains and start training. This year, she'd like to win a lot more medals.

▶ 13

Free diving is the general word for any type of underwater sport without breathing equipment, so you have to take a deep breath before you go underwater. One of the most competitive types of free diving is when a diver goes deep under the water. A Swedish woman named Annelie Pompe holds the world record in free diving. She went down 126 meters into the Red Sea with no air.

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

Annelie also enjoys mountain climbing. In 2011 she became the first Swedish woman to climb Mount Everest from the north side. For Annelie, adventure is about going to the deepest and to the highest parts of the world.

▶ 14

A: Hey, this looks interesting.
B: What?
A: This leaflet for fitness classes at the gym. Are you interested in doing something like that?
B: Maybe. But I'm not very good at sports.
A: But this isn't competitive. It's for getting fit. This one sounds good: 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 we should do it. It starts at six o'clock.
B: Great. So we can go after work.
A: No, it's six in the morning.
B: What?! I hate getting up early. What about doing something that starts later?
A: Well, there's one at lunchtime. It's called Zumba. It's a kind of dance class, I think.
B: I don't like dancing.
A: Really? It looks pretty fun.
B: What about something after work?
A: There's a Pilates class. It doesn't give an exact time, but it says it's after work.
B: Well, I'd prefer that to Boot Camp or dancing.
A: Yes, it looks good.

▶ 15

F = Friend, MA = Model answer
F: Are you interested in Boot Camp?
MA: No, I wouldn't like to do it.
F: Really? You'd enjoy it. It's before work at six in the morning.
MA: I hate getting up early.
F: What about joining the Zumba class? It's kind of like dancing.
MA: I'm not very good at dancing.
F: Hmm... Pilates sounds good. You should do it with me.
MA: Yes, I'd prefer that to Boot Camp or Zumba.

Unit 3

▶ 18

Last year in India, people bought around 1.5 million new cars. This number will probably go up to three million a year in the next few years. That's how quickly the Indian economy is changing. Many people in the big cities are richer than ever, and they want to spend their money on new products. Most of the money is still in the big cities. There is still a lot of poverty in the villages and countryside.

Now the government hopes a new road in India can help improve India's economy. The Golden Quadrilateral road, or GQ, connects the country's four biggest cities: Delhi, Mumbai, Chennai, and Kolkata. The goal is for the road to carry business from the giant cities to the smaller and poorer villages and the other half of India's population.

The GQ is nearly 6,000 kilometers long and is the most high-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 on the highway, electronic sensors tell the headquarters, and engineers instantly drive there.

When you drive on the GQ, there is every kind of vehicle. There are animals pulling carts, motorcycles, lines of old trucks, and fast-moving modern cars. Sometimes the road goes right through the middle of a city, so there are often traffic jams and pedestrians trying to cross the six lanes. 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 make deliveries all over India along the new highway. The Golden Quadrilateral is a symbol of India's future.

▶ 20

Conversation 1

- A: Hi. Do you go downtown?
B: Which part?
A: Near the movie theater.
B: Yes, we stop in front of it.
A: Great. Can I have a round-trip ticket, please?

Conversation 2

- A: I'd like a first-class ticket to the city, please.
B: That's forty-two dollars.
A: Here you are. Which platform is it?
B: Platform 12.

Conversation 3

- A: How many bags are you checking in?
B: Two.
A: I'm afraid your ticket only includes one bag. You'll have to pay an extra twenty dollars for that one.
B: Oh, OK. Can I pay 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 is fine.
A: OK. How much is that?
B: That's thirteen dollars and thirty cents.
A: Here you go.

▶ 21

MA = Model answer

- Person 1: What kind of train ticket would you like?
MA: Round-trip, please.
Person 2: Are you checking in any bags today?
MA: Yes, this one.
Person 3: Are you paying by credit card?
MA: No, with cash.
Person 4: It's three dollars and twenty cents. Do you have the exact change?
MA: Yes, I do. Here you are.
Person 5: Where does your train leave from?
MA: Platform 9.

▶ 22

Message 1

Get on the Number 68 bus from the bus stop outside your house. Take it to the train station. Catch the first train and get off at Union Square Station. Then call me.

Message 2

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

Message 3

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

Unit 4

▶ 24

Across: 2 patient, 5 hardworking, 6 intelligent, 7 experienced
Down: 1 friendly, 3 positive, 4 kind

▶ 25

I = Interviewer, D = Daniel

- I: Could you walk through the jungle and survive?
One man who knows all about this is rain forest conservationist Doctor Daniel Fanning. Daniel led a team through the Amazon rain forest. Together, they walked for six months. Daniel is here today to explain how he prepares for this kind of expedition.
D: 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 rain forest.
I: So, how much did you have to carry in the end? For example, how much clothing did you take?
D: Humans don't need a lot of clothes in the rain forest. It's hot, so I recommend shorts and a good raincoat.
I: But don't you need good walking boots?
D: The problem is that you get lots of sand, mud, and water inside the boots—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.
I: I was wondering about that. What did you eat?
D: Food like rice is good, but you lose a lot of weight when you walk. I lost about twenty kilos.
I: And one final question. We've talked about the physical side of walking in the jungle, but what about the mental side?
D: Well, you're with other people, but you're also 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.

▶ 26

One day, Yossi Ghinsberg started a journey with three other men. They were traveling through the jungle of Bolivia, but after a few days, they became lost. In the end, two people in the group—Yossi and Kevin—built a raft so they could travel down the river and find help.

For some time they traveled down the river, but suddenly they hit a rock. Yossi fell off the raft and swam to shore.

While Yossi was lost in the jungle, his friend Kevin was luckier. Kevin stayed on the raft, and luckily some local men found him. Then they searched for Yossi. Amazingly, after three weeks, they found him alive. Sadly, the other two men never returned.

▶ 29

F = Friend, MA = Model answer
 F: I had a terrible trip into work this morning.
 MA: Why?
 F: My car broke down on the highway.
 MA: Oh, no!
 F: I called the police immediately.
 MA: That was a good idea!
 F: Luckily, while I was calling, a police car drove past and stopped to help me.
 MA: That was lucky!
 F: Anyway, they called the garage to get my car and then they brought me to work!
 MA: Wow!

Unit 5**▶ 30**

It's estimated that the construction industry produces around 40% of the world's carbon emissions, which cause climate change. At the same time, the world population is growing, so more people need houses to live in and buildings to work in. So how can we balance the need for houses and the need to reduce carbon emissions?

One way is to design new types of houses that aren't bad for the environment. Take the cardboard house from Holland. That's right. I said cardboard. The house is made from thick, strong cardboard, with wood on the inside. It comes in pieces 1.2 meters wide, or almost four feet, so it's easy to transport and it takes just one day to build it. The cardboard is covered in plastic, so the house stays up in the rain. It can last for decades, and at the end of its life, you can recycle most of the components.

Another recyclable material is glass, and some people are trying to build houses out of glass bottles, though this isn't a new idea. In about 1905, a man named Tom Kelly built a house made with 51,000 glass bottles. The air inside the bottles is an excellent way to keep the temperature comfortable.

And if you don't like the idea of living under cardboard or glass, then you could choose a more traditional building, but have "living walls" on the outside. In London, one hotel has covered a wall with more than 10,000 plants; and in Milan in Italy, they are growing forests on the sides of two towers. The tall buildings will have 900 plants and trees on the sides, which will improve Milan's air quality. The forests also protect the people living there from the noise and heat of the city.

▶ 32

Now, on to environmental news. A new report contains some interesting facts and figures on how much garbage a house in the United States produces. Together, American households produce 243 billion kilos of trash. About 82 billion kilos of this—that's about a third—was made into compost or recycled. For individual households, that means about 0.7 kilograms was recycled out of nearly two kilos.

As for electronics, the average American household owns 24 electronic devices. These mostly include 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 3,500 kilos of gold. Recycling one million computers helps reduce greenhouse gas emissions. It's about the same as taking 16,000 cars off the road.

In 2009, the amount of paper recovered from recycling averaged 150 kilos per person in the United States, or about 380 kilos 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.

▶ 33

S = Sales assistant, C = Customer
 S: Good morning. How can I help you?
 C: Hi. I'm calling about a product on your website. I'd like to order it, but the website won't let me.
 S: One moment ... Do you have the item number?
 C: Yes, it's 7786-P.
 S: 7786-P. OK. Is that the garden composter?
 C: Yes, that's right.
 S: Well, I can take your order by phone.
 C: OK, but how much does it cost?
 S: Hmm. Can I put you on hold for a moment?
 C: Sure. ...
 S: Hello?
 C: Yes, hello.
 S: It's twenty-nine dollars.
 C: Does that include delivery?
 S: Yes, it does.
 C: OK. I'll order it.
 S: Great. I'll need to get some details. Can I get your last name?
 C: It's Bruce. B-R-U-C-E.
 S: And your address?
 C: 312 Second Avenue. And that's in Salem, Oregon.
 S: Which credit card would you like to pay with?
 C: VISA. The number is 4456 8938 9604 9500.
 S: Sorry, is that 9500 at the end?
 C: Yes, that's right.
 S: Would you like confirmation by email?
 C: Yes, please. My email is bob dot bruce fifty-one at gmail dot com.
 S: Let me check: bob dot bruce fifty-one at gmail dot com.
 C: That's right.
 S: Is there anything else I can help you with today?
 C: No, thanks. That's everything.
 S: OK. Goodbye.
 C: Bye.

▶ 34

How can I help you?
 Do you have the item number?
 Can I get your last name?
 Which credit card would you like to pay with?
 Can I have the card number?
 Would you like confirmation by email?
 Can I have your email address?
 Is there anything else I can help you with today?
 Goodbye.

Unit 6**▶ 37**

A = Boss, B = Colleague 1, C = Colleague 2
 A: OK, everyone. Thanks for coming. The reason I wanted to keep the meeting secret was because, as you know, Rosemary is retiring from the company on Friday, so we're going to have a small party for her.
 B: Sorry, but where are we going to have a party? The office is big, but it isn't a very good place to ... well, you know, to have fun.

- C: That new restaurant next door is good. It's called Zeno's. They serve pizzas and Italian food.
- B: It is good. I went there last week.
- A: Sounds good. There are going to be about twenty of us. Can someone call the restaurant and make a reservation?
- C: I'll do it! I'll call them this afternoon and see what they say.
- A: Great.
- B: So, who are we going to invite? Just staff? What about wives, husbands, boyfriends, girlfriends?
- A: I think only the people she works with.
- C: What time is everyone going to meet there?
- A: Right after work. At five o'clock.
- B: But I'm working late on Friday.
- A: Well, between five and six then. We also need to get her a present.
- C: What are we going to give her? Oh, I know! She loves plants, and I think she's going to spend a lot of time gardening when she retires.
- A: Good idea. A plant, then.
- C: And I think we should have a special cake as well.
- A: Will the restaurant make us one?
- C: Um, I'm not sure. I'll ask them.
- A: Great. Anything else?
- B: Look out! Rosemary's coming back from her lunch.

▶ 38

- 1 Don't worry. I'll pay.
- 2 I am going to help Max later.
- 3 Shelley is coming too.
- 4 He'll be eighteen years old tomorrow.

▶ 39

Tomorrow our town will be two hundred years old. We are going to have a huge celebration. We plan to have a street parade with costumes and masks. Local musicians are going to play traditional music, and at midnight there are going to be fireworks!

▶ 40

In the US state of New Mexico, the Mescalero Apache Indian tribe prepares for a special ceremony every year. Beginning on July 4th, a group of young Apache girls will spend four days taking part in an ancient ritual that tests their strength and character. By the end of the ritual, they will be women. Preparations begin with each girl's family 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 life: infant, child, teenager, and adult woman.

Then they live in the tepee, where they don't have much food. This is part of their test of strength. 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 a new name, and their family and friends come to the girls to celebrate their new status—as women.

▶ 41

Conversation 1

S = Sonia, M = Mihaela

S: Hi, Mihaela. It's me, Sonia.

M: Hi, Sonia. How are you? How was your vacation?

S: Great, thanks. But I'm at work so I can't talk long. Do you want to meet after work?

M: Yes, OK.

S: How about meeting outside my office? We could go to that new Lebanese restaurant on Main Street.

M: That sounds great. Oh, I've just remembered. I have a friend from France staying. He's doing a language course at the college near me.

S: That's OK. Why don't you invite him as well?

M: That would be great. I'll do that.

Conversation 2

P = Philippe, M = Mihaela

P: Hello?

M: Philippe. It's Mihaela.

P: Oh, hi, Mihaela.

M: Where are you?

P: I'm about to go to class.

M: Oh, OK. I'll be quick. I'm meeting a close friend of mine tonight, and I'd like you to meet her.

P: It's very nice of you to ask, but I'm busy tonight. I have an exam tomorrow, so I need to study at home.

M: 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.

P: Honestly, I'd love to, but I'm afraid this exam is really important.

▶ 42

F = Friend, MA = Model answer

Invitation 1

F: Do you want to see a movie tonight?

MA: Sorry, I can't because I'm going to a soccer match tonight.

F: How about going to the movies tomorrow night instead?

MA: OK. That'd be great.

Invitation 2

F: Would you like to come to a friend's wedding party?

MA: It's very nice of you to ask, but isn't it only for your friend's family and close friends?

F: But I'd like to take you. You'd enjoy it.

MA: OK. I'd like that very much. Thank you.

Unit 7

▶ 44

Person 1

I've lived here for five years. I moved here to work for the oil company. I think it's been good for the area. Before, there was nothing here. Now lots of people have moved here.

Person 2

I've always lived in this area. It was a beautiful place, but then the oil companies came here. In my opinion, they've polluted the rivers and have changed the area forever.

▶ 48

Person 1

We are digging in 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 to 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. I've heard that working in the marketing department upstairs is more interesting.

Person 4

It's always hard to find the right person these days. Our work is so specialized here, so not many people have the right kind of qualifications. We usually have to provide lots of training. Anyway, this week we're interviewing again for two positions, so maybe we'll be lucky.

▶ 49

A = Interviewer, B = Candidate

A: Please. Have a seat.

B: Thanks.

A: OK, then. I received your résumé and your letter of application. We 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. According to your résumé, 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 for 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. 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: OK, yes. Recently, we had a conference at our hotel, so there was lots to arrange. The hotel manager was very sick that week, so all of us at 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: Um, I work hard and I enjoy working with other people. And ... uh ... I can solve problems.

A: Could you tell me more about that? What's an example of a recent problem you solved? ... Well, 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's training, but it's on-the-job training mainly.

▶ 50

I = Interviewer, MA = Model answer

I: How long have you worked in your current job?

MA: I've been there since 2008.

I: Would you describe yourself as ambitious?

MA: I suppose so. I like hard work, and I'd like to become successful in my career.

I: What are some of your main strengths?

MA: I enjoy working on a team. I think I'm good with other people.

I: Do you have any weaknesses?

MA: Sometimes I work too hard. I don't know when to stop.

I: What's the most difficult thing you've ever done?

MA: Once I was in charge of some colleagues and it was difficult to tell them what to do.

I: Can you give me an example of how you have solved a problem at work?

MA: Let me think. Well, once we had a customer. She wasn't happy with the service and I had to deal with the problem.

Unit 8

▶ 51

A: What's the problem?

B: I've never used this GPS before, and I'm having trouble getting a signal because of the rain.

A: When it rains, it always has a problem. Let me try ... There, I think I got it. And then if you want our location, press the button with a star. Press it again if you want a closer view.

B: OK. Great.

A: What are you looking for exactly?

B: The helicopter pilot left a message earlier. He wants to know where to pick us up. I think the nearest place is here.

A: Hmm. It's about two days away.

B: Yes, but if he flies closer to us, he won't find anywhere to land. There are too many trees.

A: What about here? It looks flat. If we walk all day tomorrow, we might get there by the evening.

B: Maybe, if the weather's good. If it isn't, then we'll try to leave the day after. ... Oh! What happened? It's gone!

A: The battery needs recharging.

▶ 53

Good morning. 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. For example, human beings all have a unique physical appearance. They have 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 I.D. 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 I.D., passport, or bank card?

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 eyes 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. And sometimes the technology can make mistakes. However, in the future, the technology will be cheaper and more effective, so it will become more and more important in our everyday lives.

▶ 54

Conversation 1

- A: What is this for?
B: It's for filming things when you're climbing.
A: Really? How does it work?
B: Well, you put the small round camera on your helmet. Then this part goes on your belt.
A: How do I switch it on?
B: You press the red button.
A: Oh, I see. Hey! That's very cool.
B: Yes, it's really easy to use.
A: How long does the battery last?
B: A few hours, I think. So you can take it with you up a mountain, for example. Then when you get home, just plug it into the TV.

Conversation 2

- A: I can't get this to work.
B: Let me have a look ... Here you go.
A: How did you do that?
B: I pressed the red button.
A: Oh. What happens if I press this other button?
B: It moves the map around. Look. And I can press this as well.
A: Why do you need to do that?
B: It shows your location and where you want to go.
A: I see. Oh, one more thing. How do you switch it off?
B: Hold the red button down for five seconds.

▶ 56

- F = Friend, MA = Model answer
F: I bought this video camera to attach to my drone. So now I can record videos from the air!
MA: Really? How does it work?
F: Well, the camera fits underneath the drone, and you use this remote control. I think you press this button to start filming.
MA: I see.
F: Another thing you can do is take it off the drone and use it like a normal camera. And you can even use it to take photos underwater.
MA: That's very cool.
F: But I don't understand how to switch it on. Where's the "on" button?
MA: Let me have a look.

Unit 9

▶ 57

- F = Friend, W = Woman
F: How was your vacation?
W: A disaster!
F: Why?
W: Well, it had looked great on the website. There were photographs of the mountains next to the cottage, and of people taking nice long walks in the nearby forest.
F: So what was the problem?
W: First of all, we arrived late after a ten-hour drive. It's normally three hours from Boston, but there'd been a delay on the highway. Anyway, it was late, so we went to bed. I woke up a few times because I thought I heard someone in the house. Then in the morning, my daughter said there were clothes in her dresser. She was right. It was full of clothes.

- F: How strange!
W: Anyway, we took the clothes out and put them in a box, and then we drove to a beach. But when we got back, the clothes were back in the dresser, and my daughter's clothes were in a box.
F: Really? So someone else was there with you?
W: Well, later in the afternoon, I saw a light at the end of a field, and there was a shed. A man was living in it! And guess what?
F: What?
W: He owned the cottage, but he always lived in the shed. But he said he kept his clothes in the cottage and asked us not to move them. I couldn't believe it!
F: So what did you do?
W: Well, we stayed for the rest of the week and never saw him again. But I wouldn't go back there.

▶ 59

I had an amazing time with my tour group in Morocco. On the first day, our tour guide showed us around the center of Marrakesh. First, we went to the square in the middle of the city called the Jemaa El Fna. It's a fascinating place where people sell things, old men play musical instruments, and there are people with snakes! Actually, we were a little worried about the snakes and moved away when we saw them come toward us on the ground. After a day walking around the city, everyone was tired, so we relaxed at the hotel and ate great food.

The next day was exciting because we went by bus up the Atlas Mountains. The views were incredible as we went up, although the bus driver drove too fast for me. I was a little frightened on some of the high roads, but we reached the top safely, and then the road went down to a region of green fields. We finally arrived at a small hotel. I was surprised because it looked ugly on the outside. But after we walked through the gate, the owners met us with a smile and showed us around their beautiful hotel with its huge swimming pool and orange trees.

▶ 61

- I = Interviewer, S = Stella
I: Good afternoon and welcome to the *Travel Show*. This week, our travel correspondents are reporting back from the beaches of Thailand. But first, many of you write to us every week for vacation advice. One of the most common questions is: "How much do I tip in other countries?" Well, to help us, this week we have travel journalist Stella Swan. So, Stella, is there a rule on tipping that's true for everywhere you travel, or is it always different?
S: Well, the only rule I'd say is pay a tip when you are really happy with the service. I also tip the people who make a difference to my vacation.
I: What do you mean?
S: Well, if I'm staying in a hotel, I'll always leave a nice tip for the cleaning staff. They probably get paid the lowest in the hotel, but they are the people who look after your room, so you want them to do a good job.
I: OK, so which country expects the highest tips?
S: I think most people are surprised when they go to North America, where tipping twenty percent is considered normal.
I: That does seem like a lot.
S: Maybe, but in Canada and the US, you also pay a little less at the restaurant and the hotel, and you get good service in return. If you don't get good service, then tip ten percent.

- I: What about in Central or South America? Is it also twenty percent?
- S: It tends to be lower there. Around ten percent is normal.
- I: Yes, in my experience, ten percent is fairly standard. Especially in European countries.
- S: I think it is, although in places like China or Japan, it isn't common to tip at all. It also depends on where you are. So in the US, you tip for everything in a hotel, whereas I wouldn't tip so much elsewhere. The other thing to remember is that some restaurants and hotels include a service charge.
- I: Yes, I've noticed that. I was in a restaurant in India and the bill included a ten percent service charge, so I didn't tip.
- S: I think that's becoming more and more common in lots of countries. Especially in places where there are lots of visitors from around the world. Including a service charge solves the problem.

▶ 62

- TO = Tourist information officer, T = Tourist
- TO: Hello. Can I help you?
- T: I'm interested in visiting the history museum. Do you know the opening hours?
- TO: Sure. Let me check. Today is Monday, so I'm afraid it's closed all day. But it's open from Tuesday to Sunday. So it's open tomorrow.
- T: Great. What time does it open?
- TO: At nine-thirty. It closes at five-thirty.
- T: OK. Could you tell me the price?
- TO: It's free.
- T: Oh, that's good. Are there any other museums that are open today?
- TO: We have a science museum, but that's closed as well today. How about going to the art gallery across the road?
- T: I'm not sure. How much is it?
- TO: It's free for the general exhibition, and five dollars for the special exhibitions. You can also take a guided tour at noon. That's also five dollars. It's a very good tour.
- T: Well, OK. That might be good.
- TO: You can buy the ticket for the guided tour at the entrance.
- T: One other thing. On Wednesday I want to visit the national park outside town. Is there any public transportation to the national park?
- TO: A bus leaves the bus station at ten in the morning and returns at five. Another option is to take a taxi. It isn't too expensive.

▶ 63

- TI = Tourist information officer, MA = Model answer
- TI: Hello. How can I help you?
- MA: I'm interested in visiting the city castle. Do you know the opening hours?
- TI: Yes, it's open every day from ten in the morning until six in the evening.
- MA: Great. Could you tell me the price?
- TI: It's seven dollars.
- MA: Is there any public transportation to the castle?
- TI: Yes, take Bus 15 from the bus station.
- MA: How often does the bus leave?
- TI: Every fifteen minutes.

Unit 10

▶ 64

The plant called papyrus was grown by the ancient Egyptians. It was used to make boats, baskets, tables, sandals, and many other products. However, its most

famous use was for writing paper. The inside of the long plant was cut into pieces. These pieces were placed across each other and dried. Nowadays, paper is rarely made from papyrus, but the plant is still used for building materials.

▶ 66

Conversation 1

- A: I love your new bag. Did you buy it in Italy?
- B: No. I actually bought it online, but I think it's made in Vietnam. There's a great website that sells bags from all over the world. You should take a look. They're much cheaper online than at the mall.
- A: Great. Can you give me the web address?

Conversation 2

- A: What do you think? Do you like it?
- B: Hmm, it's nice, but a little old-fashioned. What about the blue dress?
- A: Really?
- B: I know it's pretty basic, but it's a classic look.

Conversation 3

- A: Dad, did you use to listen to music on vinyl or on cassettes?
- B: Neither. I'm not that old! The first music I bought was on CD. I used to buy a new CD every month.
- A: What did you do with all of them?
- B: I think they're probably in a box somewhere. Nowadays, I download all my music.

Conversation 4

- A: Does the stuff on my desk belong to you?
- B: What stuff?
- A: Books, paper, pens, and some other things.
- B: Oh, that. It all belongs to Jim.
- A: Where is he? I'd like him to move it.
- B: He's probably at lunch.

Conversation 5

- A: Can I ask you a few questions for a survey?
- B: Sure, go ahead.
- A: How many times a day do you check your social media on your cell phone?
- B: I'd say around five times a day, or ten maybe.

Conversation 6

- A: In my opinion, we have too much stuff in our homes these days. We don't need it all.
- B: I see what you mean, but I think people will have fewer things in the future because so much of our life will be online. For example, I'm going to sell my TV and radio because I don't use them anymore. I use my tablet to watch movies or listen to the radio. So I think it will change.

▶ 67

M = Manager, K = Katarina

- M: What do you think of our new website, Katarina?
- K: It's good, but I think we should add a blog.
- M: That's interesting. Why do you think that?
- K: Well, in my opinion, customers like reading news on websites. So we can have news about our products on the blog.
- M: I agree, but I think that sort of thing can go on the website in our advertisements.
- K: I'm not sure about ads because people don't really look at them. People will read news about products if it's a blog post and not an ad.

- M: I see what you mean, but what would you write about?
- K: Maybe we could have interviews with customers who use our products.
- M: Good idea.
- K: Or we could have photos of our employees in their free time—something fun.
- M: You're right. I suggest you write the first blog post and we can see if people read it.

▶ 68

- C = Colleague, MA = Model answer
- C: Why don't we create a website to sell our products online?
- MA: Good idea!
- C: I think we should design it as soon as possible.
- MA: I agree.
- C: It needs different pages. What do you think?
- MA: I think we should have an attractive home page and then some product pages.
- C: You're right. Do you have any other suggestions?
- MA: Maybe we could include some pictures of our employees.

▶ 69

advertisement, advertising, advertise, produce, production, productive, product, invent, invention, inventor, sell, sold, sale

Unit 11

▶ 70

Speaker 1
I think the first time I saw it I was sitting in a library, and someone was sending an email. That was in 1990. I'm sure people used it before that, but I hadn't seen it until then. By the end of the twentieth century, it was pretty common. Now everyone uses it.

Speaker 2
I was born after 1945, but my grandparents used to talk about it. There were parties in the streets, and people celebrated for the first time in six long years. They'd lost friends and neighbors in the war, so it isn't the kind of thing you forget.

Speaker 3
I remember it really well because I was there in 1990. I walked out of the hotel, and there were lines of people all waiting. I followed them to see what they were doing. In the distance, I could see the golden arches. I don't think many people in Russia had eaten American fast food before, so there was a lot of excitement.

Speaker 4
OK, so that was in 1969 and I was about ten years old. I remember my family didn't have a TV, so we went to my uncle's house to watch it. The pictures weren't great, but I'll never forget hearing the famous words "one giant leap for mankind." None of us could believe it!

Speaker 5
As soon as it happened in 1989, I packed my bags and took a train across Europe to Germany. I wanted to be one of the first people to get a piece of the wall. I was a student at the time, and I missed some of my classes. I got into a lot of trouble later on, but it was worth it for a piece of history.

▶ 71

- 1 I love this video game.
- 2 Teresa, I left a message on your phone.
- 3 We'll meet later.
- 4 Peter, I'm sending you an email.
- 5 They've put a job ad in the newspaper.
- 6 Your picture is on Facebook, Sally.

▶ 73

About two hours north of London by train is one of England's oldest cities. The city of York is about halfway between London and Scotland, so every year thousands of tourists come here to visit this beautiful city. It's famous for the cathedral, the museums, and the ancient streets with lots of traditional stores and good restaurants.

Modern York is a peaceful and relaxing city, but its history was often violent. When the early Romans first arrived in England, they needed a place for their armies to stay in the north. They started building the city in 71 AD. You can still walk along parts of the ancient Roman walls around the old city. Eventually, the local people fought back against the Romans, and the Romans left England. But people still lived in the city, and visited it to buy and sell food.

The Vikings (from what is now Norway and Sweden) arrived in England in the ninth century. At first, they attacked and stole from the people in the area. Later, some Vikings started to live in York. A thousand years later, in the 1980s, archeologists discovered Viking objects beneath the center of York. You can see many of these objects in the city's Viking museum, including statues and pots for cooking.

After the Vikings, William the Conqueror came with his army from Normandy, in northern France, and took over the country. He became King of England in 1066. Like the Romans, William used York as a center for his army in the north, and he built a castle here. He also started building a cathedral called York Minster in the eleventh century. Since then, York Minster has been rebuilt and made bigger. Today, it is one of England's most important religious buildings.

▶ 74

Hello, and thank you for coming. Today, I would like to talk about my year in Vietnam. I'll begin by describing my first few days there. Then I'll move on to my job there and I'll show you some of my photos. Finally, I'll talk about my trips through the country. So let's begin ...

So, that's everything I wanted to say about the first few days. Now let's move on to the kind of work I was doing in Vietnam. Take a look at this photo. It shows you the school I worked in and all the children ...

OK. So, the final part of my presentation is about my trips through the country. I traveled mainly on the weekends, but I also took a longer trip during my last month there. So I'd like to show you some of my photos from that period, and I'll read a few comments from my diary ...

OK, then. That's the end of my talk. As you can see, I had an amazing time. To sum up, I'd recommend it to anyone. We have about ten minutes left, so are there any questions?

Unit 12

▶ 75

H = Host, C = Claire

- H: Today, I'm walking in some beautiful countryside about 20 kilometers (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, a geologist who 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?
- C: 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 in a city like San Francisco.
- H: Because of all the buildings falling down?
- C: 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.
- H: And that has happened, hasn't it?
- C: 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.
- H: So, is it possible to guess when an earthquake will happen?
- C: Scientists and especially geologists would like to be able to do that. We understand a lot about earthquakes, and we have equipment that 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.

▶ 79

- 1
The artist Georgia O'Keefe is probably best known for paintings of flowers and natural habitats. This painting is typical of her work. It's a mountain range in New Mexico where she lived later in her life. She called it the "White Place," and she painted it many times.
- 2
We're in for a cold period over the next week, with temperatures as low as minus two or three degrees Celsius. On higher ground we'll see snow, and on Tuesday there might be hail in some parts of the country. By the end of the week, things will warm up again and any snow will turn into rain, making roads dangerous—so drive carefully.
- 3
R = Reporter, M = Man
- R: Following the news that a gorilla escaped from a zoo over the weekend, a lot of people have complained about the conditions in modern zoos. To see public opinion, we interviewed some people on the streets. ... Hello? Can we ask you about the gorilla that escaped this weekend?
- M: Where was that?
- R: It was at the city zoo. Someone left the door open, and the gorilla escaped. Don't worry—they caught it again in the end.

- M: Poor thing. I think they should let the poor animals go and close the zoo.
- R: Why do you think that?
- M: They're wild animals, so they need to live in the wild and not be locked up ...

4

Looking for something to do with the family this weekend? Come and visit Everson's Zoo. Say hello to the lions and meet the elephants. You can also learn more about our conservation program for leopards. You can have lunch in the wildlife café, and the children will love playing in the Animal Adventure park. Take advantage of our weekend ticket offer today. For the price of two adults, up to three children get in for free. This special offer is not available on weekdays.

5

I = Interviewer, P = Patrick

- I: Today, I'm talking to someone who calls himself a storm chaser. His name is Patrick McHugh.
- P: Hello.
- I: Welcome to the show. So, Patrick, let me tell the people out there what you do. You follow tornadoes around the United States. Most people drive away from tornadoes. What makes you drive toward them?
- P: It's exciting, and you never get bored of the power of nature when you see a tornado. But I'm also a professional photographer, so it's about getting as close as you can and then trying to get the best picture ...

▶ 80

- A: OK. Thank you for coming. So, as you know, we have an area of land 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 and a school nearby. So we are going to tear down all the old buildings and do something with the area.
- B: It's a nice idea, but the city council doesn't have enough money. 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 already have lots of land for housing. And anyway, I think local people want somewhere to relax.
- C: 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?
- C: Well, when they tear down 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 can suggest the idea to the local community.
- C: And we could ask schoolchildren 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 with the project.
- C: Yes, you might be right.
- A: So, let's summarize what we've agreed to so far. We all agree that it's a good idea to clear the area. We want to build a park for local people to relax in.
- C: And maybe 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.

B: That's right.

 81

S = Speaker, MA = Model answer

1

S: How about building a new park for local people?

MA: That's a good idea.

2

S: We could also have a playground for children.

MA: Sounds great!

3

S: And maybe the local community could design the park.

MA: I'm not so sure.

4

S: What if we asked people to donate money for the park?

MA: No, that won't work.

