

WORLD ENGLISH²

THIRD EDITION

WORKBOOK

Workbook

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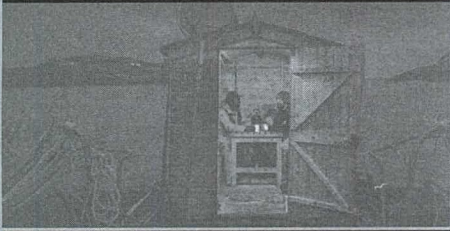
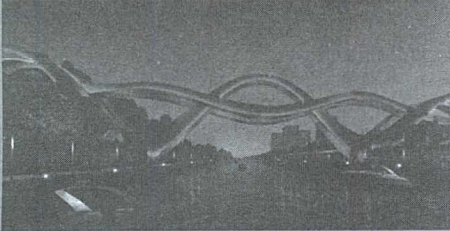
Real People • Real Places • Real Language



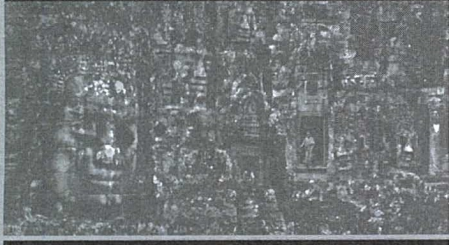
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Student book scope and sequence

Unit	Unit Goals	Grammar	Vocabulary
1 Food for Life Page 2 	• Contrast General and Current Actions • Describe Regional Foods • Describe Favorite Dishes • Discuss Diet Trends • Give Details to Support Your Ideas	Verb Tense Review: Simple Present and Present Continuous <i>I almost never buy fruit at the supermarket.</i> <i>My father is buying all our food at the farmers' market.</i> Simple Past (Regular and Irregular) <i>We walked to the restaurant last night.</i>	Healthy Diets Types of Food
2 Express Yourself Page 16 	• Talk about Yourself • Make Small Talk with New People • Start a Conversation • Discuss Endangered Languages • Give Examples	The Present Perfect vs. The Simple Past <i>He has traveled to many countries.</i> <i>We met 10 years ago.</i> <i>Already, Yet, Ever, and Never + the Present Perfect</i> <i>We've already finished this unit.</i>	Culture and Communication Starting a Conversation
3 Cities Page 30 	• Make Predictions about Your City or Town • Explain What Makes a Good Neighborhood • Discuss the Pros and Cons of City Life • Evaluate Solutions to a Problem • Explain What Makes a Good City	Future with <i>Will</i> <i>Cities will be noisier in the future.</i> <i>Will + Time Clauses</i> <i>Before I move to the city, I'll look for a job.</i>	Changing Cities City Life
4 The Body Page 44 	• Discuss Ways to Stay Healthy • Talk about Healthy Lifestyles • Suggest Helpful Natural Remedies • Describe the Benefits of a Positive Attitude • Explain an Idea Using Details	The Comparative, Superlative, and Equative <i>Henry is healthier than his father.</i> Infinitive of Purpose <i>You can drink tea with honey to help a sore throat.</i>	Human Organs Everyday Ailments
5 Challenges Page 58 	• Talk about Facing Challenges • Describe Past Accomplishments • Use <i>Too</i> and <i>Enough</i> to Talk about Abilities • Discuss Steps Toward a Goal • Describe a Personal Challenge	Past Continuous vs. the Simple Past <i>I saw him yesterday. He was riding a bike.</i> Past Continuous with the Simple Past <i>We were eating dinner when you called.</i> <i>Enough, Not Enough, Too + Adjective</i> <i>He was old enough to sail alone.</i>	Physical and Mental Challenges Phrasal Verbs
6 Transitions Page 72 	• Talk about Different Stages in Your Life • Talk about the Best Age to Do Something • Ask Questions to Get More Information • Discuss Changes Caused by Technology • Describe an Important Transition in Your Life	The Past Perfect <i>I had lived alone before I moved to Mexico.</i> <i>How + Adjective or Adverb</i> <i>How tall is he?</i>	Describe Life Events Adjectives for Age

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
General and Focused Listening An Interview: Rice Farming	Comparing Diets Discussing Types of Food Linking Words Together	The Paleo Diet: Natural and Healthy?	Writing Main Ideas and Supporting Details	Wide Awake Bakery This National Geographic Short Film Showcase video describes how baking delicious bread can change your life.
General and Focused Listening Conversations: Small Talk	Talking about Yourself Starting a Conversation <i>Have</i> or <i>Has</i> vs. Contractions	Endangered Languages	Giving Examples	Marie's Dictionary This National Geographic Short of the Week video describes Marie's efforts to archive her native Wukchumni language and save her language and culture for others.
General and Focused Listening A Radio Interview: Jardin Nomade in Paris	Discussing the Future of Your City Describing the Pros and Cons of Cities Stressed Syllables Before <i>-tion</i> Suffix	Streets for People	Writing a Paragraph With a Good Topic Sentence	How to Reinvent the Apartment Building In this TED Talk, Moshe Safdie talks about reinventing high-rise apartment buildings and making them better.
Focused Listening Discussions: Different Lifestyles	Talking about Staying Healthy Suggesting Easy Remedies Linking with the Comparative and Superlative	Attitude Is Everything	Writing a Paragraph Using Supporting Details	Living Beyond Limits In this TED Talk, Amy Purdy explains how obstacles can help us be creative.
General and Focused Listening An Interview: Dr. Jenny Daltry: Wildlife Conservationist and Ecologist	Discussing Challenges Talking about Abilities Words That End in <i>-ed</i>	Making a Difference: Bali	Writing a Paragraph about a Challenging Experience	Success Story: Recycling in the Philippines In this National Geographic video, we learn how communities in the Philippines created a solution for discarded plastic fishing nets.
General and Focused Listening Conversation: Becoming an Adult	Talking about Events in Your Life Getting More Information The Schwa Sound /ə/ in Unstressed Syllables	Innovation in Africa	Writing a Paragraph to Describe a Life Transition	The Magic Washing Machine In this TED Talk, Hans Rosling explains the incredible effect a simple machine can have on our lives.

Unit	Unit Goals	Grammar	Vocabulary
7 Things that Matter Page 86 	• Discuss Spending Habits • Talk about Needs and Wants • Discuss What Makes People's Lives Better • Talk about Different Lifestyles • Set Priorities	Passive Voice (Present Tense) <i>A large amount of plastic is thrown away every day.</i> Passive Voice with By <i>The plastic bottles are washed by powerful machines.</i>	Spending Habits Irregular Past Participles
8 Conservation Page 100 	• Talk about Consequences • Discuss Ways to Solve Future Problems • Describe a Situation • Discuss Conservation Projects • Explain a Conservation Issue	Real Conditionals in the Future <i>If we don't control pollution, more sea animals will become extinct.</i> Review of Quantifiers <i>There are too many endangered species.</i>	Climate Change Adverbs of Manner
9 Life Now and in the Past Page 114 	• Discuss Life in the Past • Contrast Different Ways of Life • Talk about How Things Were Done in the Past • Discuss Historical Facts • Describe a Historical Wonder	Used to <i>People used to travel by horse and cart.</i> Passive Voice in the Past <i>A large amount of plastic bags were used every day.</i>	Life in the Past Separable Phrasal Verbs
10 Travel Page 128 	• Talk about Organizing a Trip • Talk about Different Kinds of Vacations • Use English at the Airport • Discuss Travel • Describe a Cultural Event	Expressing Necessity <i>I must make a reservation.</i> Expressing Prohibition <i>You must not take pictures here.</i>	Travel Preparations At the Airport
11 Careers Page 142 	• Discuss Career Choices • Ask and Answer Job-Related Questions • Talk about Career Planning • Explain New Careers • Create a Personal Profile	Modals for Giving Advice <i>You should choose a career that fits your personality.</i> Indefinite Pronouns <i>Everyone in the audience was laughing.</i>	Careers and Jobs Participial Adjectives
12 Celebrations Page 156 	• Describe a Celebration • Compare Holidays in Different Countries • Express Congratulations and Good Wishes • Talk about Rituals • Share Opinions about Holidays	Comparisons with as ... as <i>New Year's is as exciting as Independence Day.</i> Would rather <i>I'd rather have a big party.</i>	Festivals and Holidays Expressions for Celebrations

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
General and Focused Listening Discussions: Needs and Wants	Discussing Spending Habits Talking about Priorities Content vs. Function Words	A Zero-Waste Lifestyle	Writing about Your Future Life	The Dogist In this National Geographic Short Film Showcase video, Elias Weiss Friedman explains how he finds happiness while taking photos of dogs.
General and Focused Listening A Radio Program: The Bluefin Tuna	Talking about Issues That Affect Nature and Their Consequences Talking about Protecting Animals Phrases in Sentences	Making a Difference: Small Changes	Writing a Paragraph about an Environmental Issue	Life Lessons from Big Cats In this TED Talk, Beverly and Dereck Joubert explain how getting to know the personalities of big cats can help protect Africa.
General and Focused Listening A Talk: The Sami People	Comparing Life Now and in the Past Discussing How Things Used to Be in the Past Reduction of <i>Used to</i>	The Silk Routes	Writing a Paragraph on One of the New 7 Wonders of the World	Searching for Genghis Khan This National Geographic Learning video describes how Albert Lin uses the power of technology and the contributions of non-scientists in the search for historical sites.
General and Focused Listening Conversations: Vacations	Discussing Preparing for a Trip Describing Things You Do at the Airport Reduction of <i>have to</i> and <i>has to</i>	Four Reasons Why Traveling Is Good for You	Writing a Travel Blog	Why Art Thrives at Burning Man In this TED Talk, Nora Atkinson describes how curiosity and engagement are inspired by this art festival.
General and Focused Listening An Interview: A Restaurant Owner in Thailand	Discussing Career Choices Talking about Career Planning Intonation in Questions	Changing Careers	Writing a Personal Profile	Joel Sartore: The Photo Ark In this National Geographic video, Joel Sartore talks about his work documenting animal species.
General and Focused Listening Discussions: Local Celebrations or Holidays	Describing Celebrations Expressing Congratulations and Good Wishes Question Intonation with Lists	The Rituals of Life Events	Writing a Substantiated Opinion	Dance of the Flyers: Jacinta's Journey In this National Geographic Short Film Showcase video, Jacinta describes her journey as the first female flyer in Mexico.

Lesson A Vocabulary and Grammar

A Complete the sentences with words from the box. One word is not needed.

diet ingredients meals prepare special variety

1. We are what we eat: the first step to healthy living is a healthy _____.
2. If you want to know *what* you are eating, _____ dishes at home as much as possible. Food in cafes and restaurants often has a lot of sugar and fat.
3. When you can, buy _____ from farmers' markets. They are usually fresher because they arrive directly from farmers' fields.
4. It's important to have _____ in your diet. This will keep you healthy, and you won't get bored eating the same foods.
5. On _____ occasions, like your birthday, why not forget the diet and have a slice of cake?

B Circle the correct answer.

1. Which is **not** usually an ingredient in vegetable soup?
a. pineapple b. onion c. carrots
2. Which is **not** a dish?
a. pizza b. chicken soup c. bananas
3. Tomatoes are an example of what?
a. a crop b. a meal c. a dish
4. Which is **not** a meal?
a. lunch b. rice c. dinner
5. Which type of worker grows food?
a. a chef b. a farmer c. a waiter

C Check (✓) the sentences that use the present continuous.

- | | | |
|---|---|--|
| ☐ 1. I make great fish burgers. | ☐ 3. I never eat chocolate. | ☐ 5. I work every day. |
| ☐ 2. I'm cooking my favorite dish. | ☐ 4. We're taking a break now. | ☐ 6. I'm getting a drink. |

D Complete the text with the simple present or present continuous form of the verbs.

Most nights I (1) _____ (eat) dinner at home. Usually, I (2) _____ (cook) dishes with fish or chicken. After dinner, I usually (3) _____ (watch) TV. Then, I (4) _____ (go) to bed early.

Today is my birthday. I (5) _____ (have) dinner in a restaurant with my friends now. I (6) _____ (eat) pizza and salad. There's no TV, so I (7) _____ (talk) with my friends. We (8) _____ (have) a lot of fun.

Lesson B Listening

A 2 Listen to Sofia explain how her grandmother prepares *mole*, a traditional Mexican dish. Put the information in order.

- _____ What Sofia thinks of the dish
- _____ The ingredients you need to make mole
- _____ How Sofia's grandmother feels about cooking
- _____ The history of mole
- _____ How to make mole



▲ Chicken mole

B 2 Listen again. Circle **T** for *true* or **F** for *false*. Correct the false sentences.

- | | | |
|--|---|---|
| 1. There ^{are many ways} is only one way to make mole. | T | Ⓕ |
| 2. The word <i>mole</i> comes from a word in the Aztec language. | T | F |
| 3. You can make mole quickly. | T | F |
| 4. Sesame seeds, chocolate, and chilis are some of the ingredients. | T | F |
| 5. People usually use a <i>metate</i> to make mole. | T | F |
| 6. Sofia likes mole. | T | F |

C Complete the text with the words from the box. One is not needed.

available dish ingredients meal nuts prepare special

Mole is a traditional (1) _____ that comes from Puebla, Mexico. You need a lot of (2) _____ to (3) _____ it, like bananas, chocolate, (4) _____, and spices. Some of these ingredients are only (5) _____ in Mexico. So, stop and have a (6) _____ in Puebla and try mole during your next visit to Mexico. It's delicious.



irlanguage

WORD FOCUS

To **grind** means to break down solid ingredients into a powder or paste.

◀ A woman uses a *metate* to grind white cacao beans.

Lesson C Vocabulary and Grammar

A Match the sentence halves.

- | | |
|----------------------|--|
| 1. Grains _____ | a. keep our bodies healthy and help us grow. |
| 2. Dairy foods _____ | b. is in meat and beans. |
| 3. Fruits _____ | c. is something many people put in coffee. |
| 4. Protein _____ | d. are made from cow's milk. |
| 5. Vitamins _____ | e. grow on trees or plants. |
| 6. Sugar _____ | f. are in foods like bread and pasta. |

B Circle the correct word to complete the sentence.

1. A *banana / bean / carrot* is a type of fruit.
2. You make *pasta / nuts / cheese* from milk.
3. You can find a lot of vitamins in *pizza / spinach / coffee*.
4. Canned foods usually have a lot of *vitamins / grains / salt*.
5. Yogurt and butter are types of *dairy foods / grains / fruit*.
6. There is a lot of *salt / protein / sugar* in sweets and cookies.

C Complete the conversation with the simple past form of the verbs in parentheses.

John: Hi Mei, how was your weekend?

Mei: Good, thanks! Actually, it was my birthday on Sunday.

John: Sorry, I (1) _____ (forget)! Happy birthday! What did you do?

Mei: We (2) _____ (have) a barbecue in the backyard. My dad
(3) _____ (cook) hamburgers, and my mom (4) _____
(make) my favorite dessert: cherry pie. It was delicious, but of course, it was full of sugar.

John: I think you can forget your diet when it's a special day like your birthday.

Mei: I guess you're right. We were lucky with the weather, too. It didn't rain. A lot of my friends and
family (5) _____ (come). Some (6) _____ (give) me presents.
We (7) _____ (talk) and (8) _____ (listen) to music. It was fun!

John: That sounds great!

D Answer the questions in your notebook. Use the simple past and write in complete sentences.

1. What did you eat for breakfast?
2. Where did you go yesterday?
3. What did you do last weekend?
4. What did you cook last week?
5. What time did you get up this morning?

Lesson D Reading



Ikaria, Greece

Secrets to a Long Life

- a. Do you want to live a long, healthy life? Then maybe you should take a look at how they live on the Greek island of Ikaria. The island is famous for the long lives of its **residents**. One third of the people there live to be 90 or more, and many live to 100 and beyond. So, what is special about the island of Ikaria?
- b. Exercise is an important part of the Ikarians' daily life. They enjoy outdoor activities, like gardening, and in the evening, they often go dancing. They also walk a lot. Their lives, in general, are relaxed. They often take afternoon **naps** and meet with friends and family.
- c. What Ikarians eat is also interesting: people on the Ikarian diet eat mostly plant-based foods. Their diet is full of green vegetables, beans, and nuts. They also eat a variety of fruits and whole grains, such as brown rice. But Ikarians are not completely vegetarian. People on the island sometimes eat fish caught locally. They also eat some chicken or pork but only around five times a month.
- d. People on Ikaria also eat very little sugar. It is difficult to stop eating sugar completely because it is in fruits, vegetables, and even milk. But Ikarians often **avoid** eating foods with added sugar, like cookies and candy. Instead, they snack on nuts, seeds, and fruit. Why not try the Ikarian diet and see how it changes your life?

residents people who live in a place

naps short times of sleep

avoid stay away from; choose not to do something

A Answer the questions before you read the article.

1. Do you know anyone who is 80 or 90 years old? If so, who?

2. What healthy habits do they have?

3. Do they exercise? If yes, what do they do?

4. What kinds of healthy foods do they eat?

B Read the article. Write the letter of each paragraph next to the question it answers.

_____ 1. What activities do Ikarians enjoy doing?

_____ 2. What don't people eat very often on the Ikarian diet?

_____ 3. What do people eat on the Ikarian diet?

_____ 4. Where do many people enjoy long, healthy lives?

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

1. On Ikaria, women live longer than men. T F NI

2. All Ikarians live to be 90. T F NI

3. Ikarians like exercising outside. T F NI

4. People on Ikaria have stressful lives. T F NI

5. Ikarians eat many types of fruit. T F NI

6. All people on Ikaria are vegetarian. T F NI

7. Ikarians often snack between meals. T F NI

D How often do people eat these foods on the Ikarian diet? Read the article again and write the foods from the box in the correct columns.

beans brown rice candy chicken cookies fish
fruit green vegetables nuts pork salad

Ikarians often eat...	Ikarians sometimes eat...	Ikarians hardly ever eat...

Lesson E Writing

A Look back at the reading text on page 4. Which of the statements are main ideas (MI), and which are supporting details (SD)?

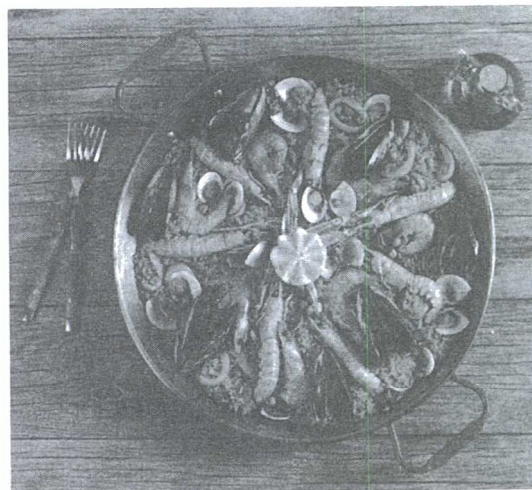
- | | | |
|--|----|----|
| 1. People on the Ikarian diet eat mostly plant-based foods. | MI | SD |
| 2. They also eat a variety of fruits and whole grains, such as brown rice. | MI | SD |
| 3. Instead, they snack on nuts, seeds, and fruit. | MI | SD |
| 4. People on Ikaria eat very little sugar. | MI | SD |
| 5. Ikarians often avoid eating foods with added sugar, like cookies and candy. | MI | SD |

B Match the supporting details (a–f) to the correct main idea.

1. When you travel, it's important to try the local food.

2. For me, there is nothing better than cooking.

- a. I find it relaxing.
b. Every country has its own special dishes and flavors.
c. Some foods are only available in certain places.
d. I love creating new dishes and flavors.
e. A country's history is in its traditional dishes.
f. I remember my mom when I prepare her recipes.



▲ *Paella*, a traditional Spanish rice dish often made with seafood

WRITING NOTE

It is helpful for your reader if you use connectors and transition words to link your supporting details.

C Complete the paragraph with connectors from the box. Use each one only once.

because for example in addition so

In my opinion, when you eat out, more expensive doesn't always mean better. (1) _____, I have had some great meals in places where I paid very little, like the small Spanish restaurant near my house. (2) _____, I think the best dish I have ever had was from a food truck on the street. (3) _____, if it's flavor you want, forget the prices and listen to recommendations from people you know (4) _____ you might be surprised.

D Look back at the two paragraph plans in **B**. In your notebook, choose one of the main ideas and write a paragraph using the supporting details given or your own ideas. Don't forget to use connectors, as in **C**, to link your ideas where possible.

Review

A Match the sentence halves.

- | | |
|---|--------------------------------|
| _____ 1. You can buy fresh fruits and vegetables at farmers' | a. meal of the day. |
| _____ 2. It's not a good idea to eat foods with a lot of | b. ingredients. |
| _____ 3. Not all foods are | c. markets. |
| _____ 4. Grains, proteins, and vegetables are all part of a healthy | d. available in every country. |
| _____ 5. Some people recommend breakfast as the biggest | e. sugar. |
| _____ 6. Before cooking a dish, make sure you have all the | f. diet. |

B Circle the correct words to complete the paragraph.

In every country, the (1) *meals / crops* farmers grow depend on the climate. For example, rice is an important (2) *vitamin / grain* in Malaysia because the climate is (3) *warm and wet / hot and dry*, and rice (4) *grows / is growing* well in water. So, Malaysians usually (5) *eat / are eating* rice every day, but they (6) *prepare / prepared* it in a variety of ways.

C Circle the time phrase in each sentence. Then write the verb in the simple present, present continuous, or simple past.

- | | |
|--|---|
| 1. I usually _____ (eat) cereal for breakfast. | 4. Yesterday, I _____ (have) dinner with Jie. |
| 2. Last month, I _____ (travel) to Peru. | 5. Normally, my dad _____ (do) the shopping. |
| 3. Right now, I _____ (watch) TV. | 6. Mom _____ (make) the soup now. |

D Complete the conversation with the simple present, present continuous, or simple past form of the verbs in the box. Use each verb only once.

Anya: Hi Kamal, what are you eating?

Kamal: It's *dal makhani*, a traditional Indian dish.

Anya: Did you cook it?

Kamal: No, my mom (1) _____ it.

Anya: Ah, but do you know how to make it?

Kamal: Actually, I (2) _____. My grandmother (3) _____ my mom how to make it years ago, and now my mom (4) _____ me. Would you like to try some?

Anya: Yes, please. It looks delicious!

Kamal: It's my favorite Indian dish. My family (5) _____ from Northern India. Everyone (6) _____ *dal makhani* there. It's really popular.

Anya: I can see why!

come learn love prepare show teach



dal makhani

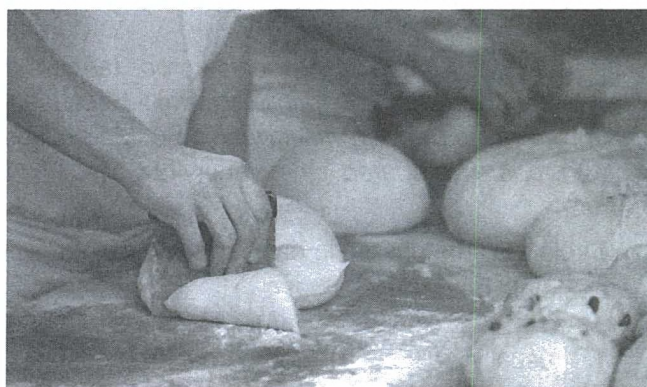
Video Wide Awake Bakery

A Watch the video. Circle the correct word or phrase in each sentence.

1. People often think baking bread every day is *boring* / *exciting* / *difficult*.
2. Stefan Sanders, the manager of the bakery, enjoys *eating bread* / *the practice of baking* / *climbing walls*.
3. The baker David McInnis says learning to bake is like *dancing* / *flying* / *being back at school*.
4. David says he wants to make something that invites, or brings feelings of, *hunger* / *magic* / *love*.
5. Stefan loves the *smell* / *oven* / *energy* in the bakery.
6. Stefan says it's not difficult to get up every morning because he *has been a baker a long time* / *loves his job* / *has an alarm clock*.

B Watch the video again and number the steps for making bread (1–5) to put them in order.

- _____ Cut the dough to the right size.
- _____ Put the dough in the oven.
- _____ Make the dough.
- _____ Cut the pattern on the top.
- _____ Fold the dough and roll it in flour.



▲ Bakers cut and fold dough.

C Match the underlined phrases to the correct meaning.

- | | |
|---|--|
| _____ 1. If I did that every day, I'd <u>be climbing the walls</u> . | a. the point or the place where things are perfect |
| _____ 2. I keep my air conditioning at 72 degrees. That's <u>the sweet spot</u> , not too hot and not too cold. | b. when something is at its best |
| _____ 3. At the concert, Ha-joon played a difficult song, and he <u>nailed it</u> . It sounded great! | c. did something really well |
| _____ 4. <u>At its peak</u> , the company made a lot of money. | d. feel very bored |

D After watching the video, read the statements. In your opinion, are they true (T) or false (F)?

- | | | |
|--|---|---|
| 1. Bakers are creative. | T | F |
| 2. Baking has a lot of steps. | T | F |
| 3. Bakers do the same thing over and over again. | T | F |
| 4. Baking bread is fun. | T | F |
| 5. It's important to do something you love. | T | F |

Lesson A Vocabulary and Grammar

A Complete the text with words from the box.

avoid common communication connect customs increase polite way

Good (1) _____ is so much more than just learning the words of a language. If you want to (2) _____ with people of another culture, it's very important to learn their (3) _____ in order to be (4) _____. For example, when you first meet someone, you need to know if it's (5) _____ to shake hands, bow, or kiss, and if so, how many times? In Argentina, just one kiss on the cheek is usual; in Greece, it's two, and in Belgium, it can be three! Learning the right (6) _____ to greet someone when you're traveling can help you (7) _____ uncomfortable situations and (8) _____ your chances of making friends.



▲ Shaking hands is a common business greeting in many countries.

B Read the sentences. Circle **SP** for *simple past* or **PP** for *present perfect*.

- | | | |
|--|----|----|
| 1. My brother has traveled to Europe three times. | SP | PP |
| 2. I have worked for this company since 2010. | SP | PP |
| 3. I met some really interesting people on my trip to China last summer. | SP | PP |
| 4. We have known each other for a really long time. | SP | PP |
| 5. I saw that movie two weeks ago. | SP | PP |
| 6. Last year, I worked in Berlin for six months. | SP | PP |
| 7. We have seen that movie too many times. Let's watch something else. | SP | PP |

C Match the questions to the correct answers.

- | | |
|---|--|
| _____ 1. You look familiar. Have we met before? | a. Yes, but it was so good that I want to see it again. |
| _____ 2. Hi, can I help you? Have you lost something? | b. Actually, yes. I only arrived two weeks ago. |
| _____ 3. Have you recently moved to this city? | c. Yes, my purse. I thought I left it on this table. |
| _____ 4. Have you asked her? | d. No. I was just about to, but she left. |
| _____ 5. Have you worked here long? | e. Maybe. Are you taking art history with Professor Redding? |
| _____ 6. Have you seen this movie before? | f. No. Just a few months, but I really like it so far. |

Lesson B Listening

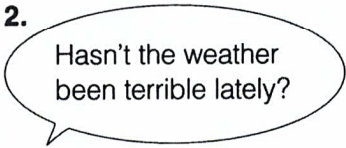
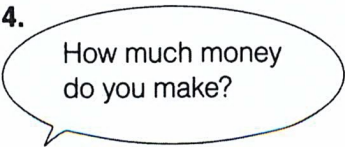
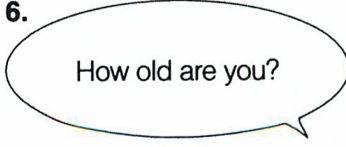
A  4 Listen to the conversation at the airport. Check (✓) the topics the man and woman talk about.

1. Their names ☐
2. Where they are going ☐
3. How many times they have been there ☐
4. Why they are going there ☐
5. How long they are going for ☐
6. Good places to visit there ☐
7. Food to avoid ☐
8. The weather ☐
9. Problems with flying ☐

B  4 Listen again. Circle **T** for *true*, **F** for *false*, or **NI** for *no information*.

- | | | | |
|--|---|---|----|
| 1. The man and woman are flying to the same place. | T | F | NI |
| 2. The woman has only been to Singapore once before. | T | F | NI |
| 3. The woman works in sales. | T | F | NI |
| 4. The woman doesn't like Singapore. | T | F | NI |
| 5. The man would like some free time in the city. | T | F | NI |
| 6. The weather has been bad lately. | T | F | NI |
| 7. The man and woman will sit near each other on the flight. | T | F | NI |

C Underline the questions that are good for making small talk.

- | | | |
|--|---|---|
| 1.  Are you married? | 2.  Hasn't the weather been terrible lately? | 3.  Have you worked here long? |
| 4.  How much money do you make? | 5.  Are you taking the design class? | 6.  How old are you? |

D Why are some of the questions in **C** bad for making small talk?

Lesson C Vocabulary and Grammar

A Two college students start talking as they leave class. Number the sentences to put them in order.

- _____ Oh, yeah. He's great. He knows so much about the subject. Well, see you next class!
- _____ Yes, I love the topic we're studying right now. What about you?
- _____ Thanks.
- _____ Yeah, me, too. But there's so much reading! It's hard to find the time to do it all.
- _____ So, are you enjoying the class?
- _____ Yeah, see you then. Good luck with all the reading!
- _____ I know what you mean. The reading is pretty heavy for this class. I really like our professor, though.

B Complete the conversation with the words from the box. You can use the same word more than once.

already have haven't I've never yet

Mother: Have you eaten dinner (1) _____?

Son: Yes, I have. I've (2) _____ washed the dishes, and (3) _____ cleaned the kitchen. Can I watch a movie now?

Mother: Hmm... (4) _____ you done your homework?

Son: I've done some of it, but I (5) _____ finished it (6) _____.

Mother: Well, finish it now! You told me about your big math test tomorrow.

Son: Don't worry. I've (7) _____ gotten a bad grade on a math test!

C Put the words in the correct order and write sentences or questions in the present perfect. Use contractions like *I've*, *he's*, and *haven't* / *hasn't* when possible.

1. already / your uncle / arrive
Has your uncle already arrived _____?
2. not / yet / I / call / her
_____.
3. ever / you / be / to France
_____?
4. never / she / forget / her homework
_____.
5. already / I / make / dinner
_____.
6. yet / they / eat
_____?
7. not / ever / Dan / see / a Spanish movie
_____.

Writing Systems at Risk

By 2100, over half of the world's 7,000 languages will probably be extinct. The **writing systems** in which many languages are written are disappearing, too. (1) _____ so today there are only about 140 different **scripts**. Sadly, one third of these is in danger of becoming extinct.

There are a few possible reasons for this: maybe no one teaches the written form of the language in schools anymore, or only a few older people in the community speak the language. (2) _____ Some scripts use pictures instead of letters, like the Dongba script used by the Naxi people in China. These scripts can't easily be used on computers, but this doesn't mean that they have any less cultural value than other scripts.

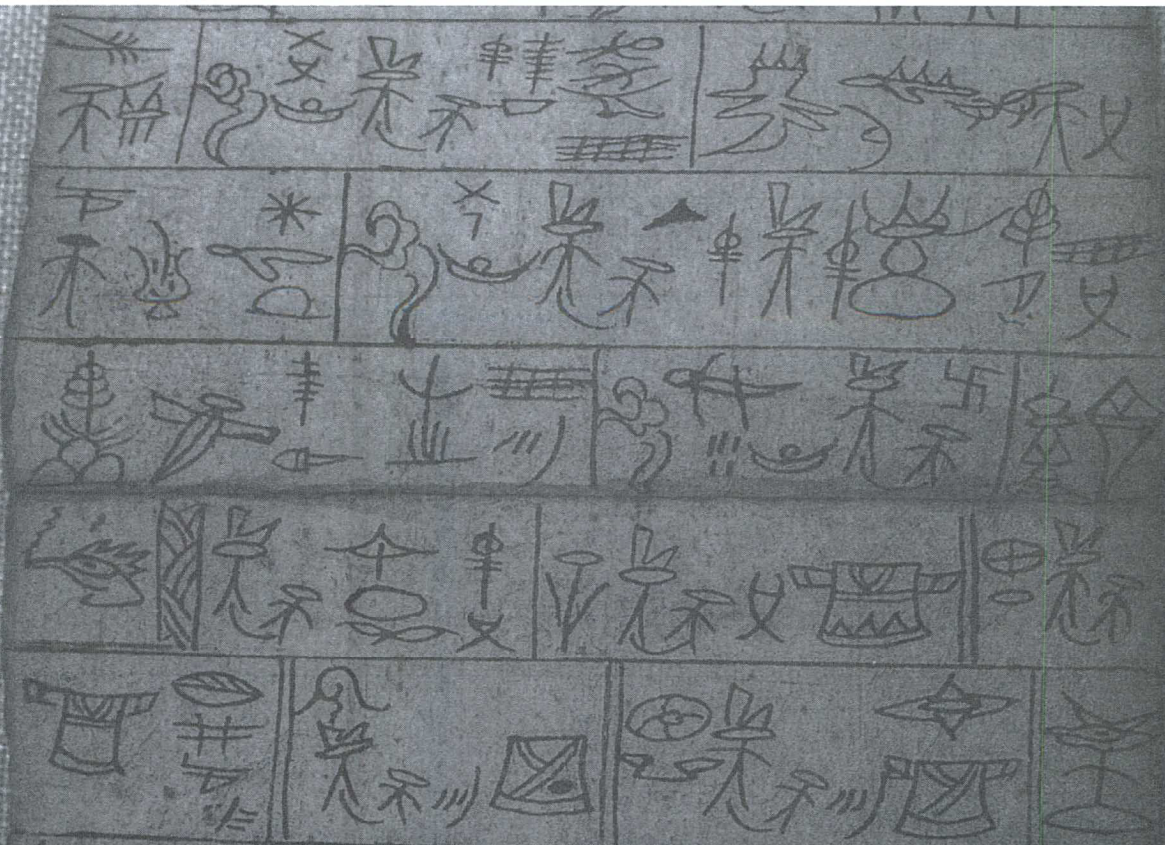
(3) _____ say Martin Raymond and Lorna Evans of ScriptSource, a reference for the world's writing systems. When a culture loses its writing system, it also loses everything it believed to be important enough to communicate in writing, such as poems, stories, legal documents, and personal

letters. Writing is so important that many people feel a strong connection to their written language even if they can't read it. For example, in the city of Tahlequah, Oklahoma, which is often called the capital of the Cherokee Nation, many of the street signs are written in both English and the Cherokee language. Not many people can read the Cherokee language, but it is a way of remembering the city's Native American history.

There are different ways of saving endangered alphabets. (4) _____. For example, Tim Brookes decided to **carve** some of the less common scripts from Bangladesh, like Marma and Chakma, to make artwork. Brookes has shown his work in schools, libraries, and universities across the United States and Europe. He hopes to increase people's interest in saving the world's uncommon scripts.

writing systems the different ways languages are written
scripts ways languages are written down, in letters, symbols, or pictures
carve to write in wood or stone

▼ Dongba script used by the Naxi people of China



A Before you read the article, answer the questions.

1. Think about your language. How many letters / characters / symbols are there in your writing system?

2. In which direction do you write your language? From left to right, right to left, top to bottom?

3. Think about another language you know. Is the writing system the same as or different from your own?

B Read the article. Insert each sentence into the correct paragraph.

WORD FOCUS

An **aspect** of something means a part of it.

- a. "Scripts are a hugely important aspect of culture,"
- b. Some ideas are very creative.
- c. In some countries, modern technology hasn't helped, either.
- d. Many of the world's languages share writing systems,

C Read the article again. Answer the questions with information from the text.

1. How many scripts exist today?

2. What does the Dongba script use instead of letters?

3. According to the article, where can you find street signs in the Cherokee language?

4. Who has used carving to teach people about the problem of writing systems at risk?

5. Where do people write in the languages Marma and Chakma?

D Circle the correct information.

1. In 2100, there will be *more* / *fewer* languages in the world than today.
2. Some writing systems are going extinct because children *have learned* / *don't learn* them in schools.
3. *All* / *Not all* languages can be written using a computer.
4. Cultures write down information that they believe *is* / *isn't* important.
5. Tim Brookes carves scripts of languages that are *common* / *not very common*.
6. Tim Brookes wants *more* / *fewer* people to know about the problem of endangered writing systems.

Lesson E Writing

- A** Look back at the article on page 12. Underline all the sentences that include *like*, *such as*, or *for example*.
- B** Now match the examples you found in the article to the topics. Write the examples in the table.

General Topic	Example(s)
1. scripts that use pictures and not letters	
2. what cultures consider important to write down	
3. a language people feel connected to but most can't read	
4. less common scripts from Bangladesh	
5. ways to save endangered writing systems	

WRITING STRATEGY

Use *for example* (comma after) to start a sentence.

Use *like* or *such as* (comma before) to give a list in the middle or at the end of a sentence.

- C** Complete the text with *like*, *such as*, or *for example*. You can use each one more than once.

I love learning languages. They are a big part of my life both at home and at work.

- (1) _____, at home we speak Spanish and English because my dad is from Argentina, and my mother is Irish. In school, I learned German. Right now, I'm working at a company that has many offices around the world, so I often communicate with people from other countries,
- (2) _____ Germany, Canada, Japan, and India. I want to learn more languages. I've started learning French because I think it could be interesting to live somewhere abroad,
- (3) _____ Paris or Quebec. I also think it would be useful to learn another language,
- (4) _____ Farsi or Arabic, if I want to keep working in international business.

- D** In your notebook, copy the statements and write at least one example for each of them. You can use your own ideas. Remember to introduce your examples with *like*, *such as*, or *for example*.

- Some languages may be more useful to learn than others.
- It's important to learn how to be polite when you're learning another language.
- Some languages are in danger of extinction.
- There are many ways we can help save endangered languages.

Review

A Complete the text with words from the box.

become common communicate connect customs experiences polite way

Learning a language is not just about grammar and words; it's about understanding another culture's (1) _____, like the (2) _____ people greet each other. Knowing how to be (3) _____ in another culture can help you (4) _____ better and allow you to (5) _____ with others more easily. This will help you make friends and feel at home in the new culture more quickly. When you (6) _____ comfortable in another culture and feel less like a tourist, you can have amazing (7) _____, such as being invited into people's homes or visiting less (8) _____ places that only locals know about.

B Complete the conversation with the questions and phrases.

Dan: (1) _____

Emma: I don't think so.

Dan: Yes, we have. You were in my French class last week.

Emma: (2) _____

Dan: Yes.

Emma: Now I remember. (3) _____

Dan: Yeah, that was me. I find her accent hard to understand sometimes. And she speaks so quickly.

Emma: (4) _____ She speaks pretty fast sometimes. (5) _____

Dan: No. None, actually.

Emma: (6) _____ I started watching French films a few months ago. Since then, I've found it much easier to understand our teacher.

Dan: Thanks for the tip! I'll definitely start watching some.

- a. You're the guy who asked all those questions.
- b. Really? Well, you should.
- c. Do you watch any TV in French?
- d. Excuse me, have we met before?
- e. Oh, are you taking French with Madame Dupont?
- f. I know what you mean.

C Complete the paragraph with the simple past or present perfect form of the verbs in parentheses.

I like to travel. I (1) _____ (visit) many countries over the years. One of my favorite experiences was when I (2) _____ (go) to Hawaii. Of course, the place is beautiful: green mountains, blue seas, and white sands. But I also (3) _____ (meet) many of the local people and (4) _____ (learn) about their customs. They spoke to me in English, but I heard them speak Hawaiian, too. They (5) _____ (tell) me that in the early 1980s their language was in danger because only a few hundred people spoke it. But since 1987, the state (6) _____ (provide) programs in schools to increase the number of people who speak the language. I hope in this way the Hawaiian language can be saved from extinction.

Video Marie's Dictionary

A Watch the first half of the video. Who said what? Check (✓) the correct column.

	Marie	Jennifer
1. "I just didn't hear my grandma speak too much English."		
2. "Mom worked in the fields. We picked a lot of fruit."		
3. "I left my Indian language behind when my grandma died."		
4. "I was very surprised she could remember all that."		
5. "I'm just a pecker, one word at a time, and I was slow."		
6. "I thought it would be a good idea to try to make a dictionary."		

B Watch the entire video. Circle the correct names to complete the sentences.

1. Marie / Jennifer worked day and night on the dictionary.
2. Donovan / Jennifer worked with Marie to get the words together for the dictionary.
3. Marie / Jennifer has some problems with the sounds of the Wukchumni language.
4. Marie / Jennifer is very surprised they have gotten this far with the dictionary.
5. Donovan / Jennifer is helping Marie record the dictionary.
6. Donovan / Marie is not sure if the Wukchumni language will continue.
7. Donovan / Jennifer has connected with Marie a lot by speaking Wukchumni.



▲ Marie Wilcox and her daughter Jennifer work on the Wukchumni dictionary.

C Read this quotation from Marie Wilcox. Match the letters of the bold words to the correct meanings.

"See, I'm (a) **uncertain** about my language and who wants to (b) **keep it alive**. Just a few. No one seems to want to learn. It's sad. Well, it just seems (c) **weird** that I am the last one. And I don't know... It'll just be gone one of these days maybe. I don't know. It might (d) **go on** or not."

- _____ 1. strange
- _____ 2. continue
- _____ 3. not sure
- _____ 4. prevent it from dying out

D Complete the sentences with the correct information from the box.

A to Z a year communicate cooking eating first seven years third

1. Marie and Donovan are recording the dictionary from _____.
2. The dictionary took Marie about _____.
3. Marie and Donovan _____ in Wukchumni.
4. In the video, Marie is _____ with her grandson in the kitchen.
5. Marie's dictionary is the _____ dictionary of the Wukchumni language.

Lesson A Vocabulary and Grammar

A Complete the sentences with words from the box.

crowded million neighborhood pedestrians population traffic transportation vehicles

1. A common problem with living in a city is the _____. It usually takes people a long time to get to work because there are so many cars on the roads.
2. The _____ of Germany has increased because many people from other countries have decided to move there.
3. Good public _____ really helps people get around, especially if they don't have their own car.
4. I've lived in this _____ all my life. It's safe, and the people are friendly.
5. There are more than 20 _____ people living in the Mexico City area.
6. Nowadays, there are more _____ on the roads. One reason is that more people own cars now.
7. It was really _____ on the bus this morning. There were so many people that I couldn't get a seat.
8. Wide sidewalks and special areas for crossing the road help keep _____ safe when they are walking around a city.

B Complete the second sentence so that it has the same meaning as the first. Use the word in parentheses and 1–4 other words.

1. My apartment building is not quiet. (noisy) My apartment building _____.
2. There are a lot of people downtown today. (crowded) It _____ today.
3. The city has too many cars on the roads. (vehicles) There _____ in the city.
4. The area where I live is really nice. (neighborhood) I like _____.
5. People need cities with green spaces. (design) It's important to _____.

C Circle the correct word.

There are many ideas about what cities will be like in the (1) *future* / *past*. Some people believe cities in the future will (2) *having* / *have* more green spaces, like parks, and that there will be more places for pedestrians to (3) *walk* / *drive*. Many people hope cities will (4) *using* / *use* more green energy in the future and that there (5) *won't* / *aren't* be so many cars. It's possible that there will (6) *be* / *are* more electric cars. Many people think there will be more public (7) *traffic* / *transportation* in the future and that vehicles won't (8) *needed* / *need* drivers. What do you think future cities will be like?

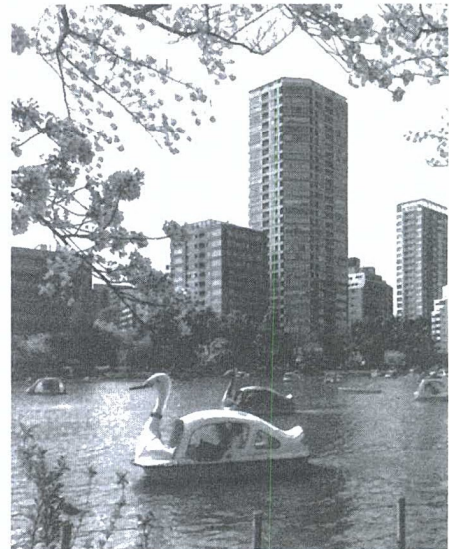
D In your notebook, use some of the ideas in the box to write five predictions about what your city will be like in the future. Use *will*.

better public transportation better roads more green spaces more / less traffic
more tall buildings population increase safer neighborhoods

Lesson B Listening

A 6 Listen to Aiko and Lupita talk about what they like about their neighborhoods. Who says what? Check the correct column.

	Aiko	Lupita
1. Each neighborhood in the city is different.		
2. Traffic is not a problem.		
3. There are very good restaurants.		
4. There is little pollution.		
5. Neighbors know each other well.		
6. The public transportation is good.		



▲ Ueno Park in Tokyo, Japan

B 6 Listen again. Answer the questions.

1. Why did Aiko move to the city?

2. What does Aiko say is important in a neighborhood? (Give two answers)

3. According to Aiko, how many people live in her city?

4. What noises does Lupita like to hear?

5. What makes the neighborhood special for Lupita?

6. How does she describe her neighbors?

C Complete the conversation with words from the box.

bus neighborhood neighbors park restaurant trees

Sunil: How are you doing in your new (1) _____, Luisa?

Luisa: I like it so far! There's a (2) _____ that stops right outside my building.

And there's a (3) _____ across the street, so I can go jogging every morning.

Sunil: Nice!

Luisa: I love seeing the green (4) _____ from my apartment.

Sunil: What about your (5) _____?

Luisa: They're really friendly! They invited me out to dinner on Friday. Do you want to come?

Sunil: Sure, just let me know which (6) _____, and I'll meet you there.

Lesson C Vocabulary and Grammar

A Match the words to make collocations (words that you often see and hear together).

- | | | | |
|-----------------|---------------------|------------|--------------|
| 1. green _____ | 4. concert _____ | a. traffic | d. buildings |
| 2. coffee _____ | 5. government _____ | b. halls | e. shops |
| 3. movie _____ | 6. heavy _____ | c. spaces | f. theaters |

B Read the descriptions and complete the place names.

- | | |
|---|-----------------|
| 1. You can walk or ride your bike here, or just relax on the grass. | park _____ |
| 2. You can buy clothes and other things here. | s _____ c _____ |
| 3. You can see art or learn about history here. | m _____ |
| 4. You can watch basketball and soccer games here. | s _____ a _____ |
| 5. You can listen to live music here. | c _____ h _____ |
| 6. You can go out to eat here. | r _____ |

C Complete the sentences with the correct forms of the verbs. Use contractions when possible.

- I _____ (call) you after I finish my dinner.
- Before you _____ (write) the essay, will you tell me your topic?
- I'll cut the grass before the neighbors _____ (complain).
- After he _____ (wash) the car, he'll go to the store.
- I _____ (send) you the directions before you leave the house.
- She'll buy the tickets before she _____ (meet) you.
- After I move in, you _____ (be) my first house guest.

D Complete the conversation with the words in the box.

Dimetri: Hi, Maya! How's life in Mexico City?

Maya: Hey, Dimetri! It's good, thanks, but very (1) _____ from life in my hometown. The public (2) _____ is very easy to use, but the trains and buses are always so crowded.

Dimetri: What about your new (3) _____? How is it?

Maya: It's nice, but I live on a busy road with a lot of (4) _____ and bars, so it's always pretty (5) _____. But there are so many places I want to take you when you visit this weekend!

Dimetri: Like where?

Maya: Well, we'll go to the art (6) _____ first because it opens at 11 a.m. I'm sure you (7) _____ it. Then, (8) _____ we have lunch, we'll have time to do some shopping. And before you leave, I (9) _____ you to my favorite coffee shop.

after
apartment
different
'll love
'll take
museum
noisy
restaurants
transportation

Creative Solutions

There are many different ways to solve a problem. One way is to be creative. People often think creative thinking is just for artists and designers, but this is not true. Dr. Edward de Bono, an expert in creative thinking and problem solving, has shown the world that using creativity to solve problems is very useful in business and in our communities, and will continue to be so in the future.

One example of creative thinking is the solution to a parking problem in a town center. In the areas close to stores, people can only park for 20 minutes. There are **parking meters** where people pay to park in these areas. However, the problem is that many people leave their cars there for longer than 20 minutes. Dr. Edward de Bono's solution is to make a law that all cars parked in these areas must keep their headlights on. Of course, drivers will want to return to their cars before their car batteries die.

According to Dr. de Bono, people will need to use creative thinking more often in the future. To help people think more creatively, he designed the "Six Thinking Hats" system. The system helps people

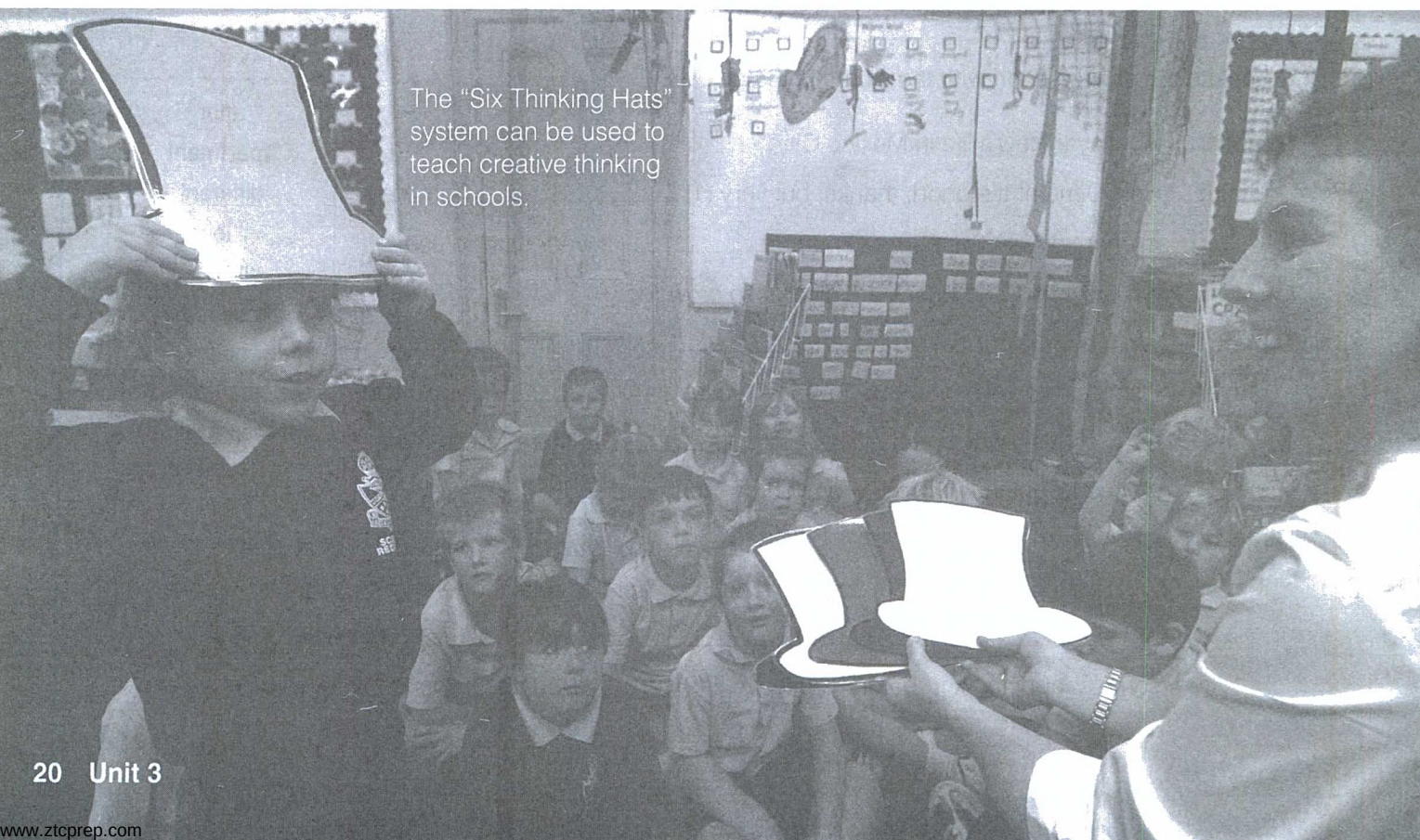
think about a problem in different ways in order to find a solution. In the system, there are six imaginary hats of different colors. Each hat represents a different way of thinking. For example, the white hat helps people consider the facts. The red hat takes a more emotional perspective. The black hat is the most logical and helps people consider why a possible solution may not work. So, next time you have a problem in your community, think about it creatively, from different perspectives, and see what ideas you have.

parking meter a machine where you pay to park in a space on the street for a certain amount of time

READING NOTE

A word family is a group of words that share the same meaning but may have different endings for the noun, verb, adjective, and adverb forms.

- create (v.) to make something
- creative (adj.) imaginative or inventive
- creativity (n.) using imagination and making something new
- creatively (adv.) in a creative way



The "Six Thinking Hats" system can be used to teach creative thinking in schools.

A Read the first paragraph and answer the questions.

1. What is the main idea of the paragraph?
 - a. how to be an artist or designer
 - b. business in the future
 - c. using creative thinking to solve problems
2. Who is Edward de Bono?

3. Does the article say creative thinking is a good or bad idea?

B Read the rest of the article. Complete the statements with words from the article.

1. In some areas close to stores, you can only park for _____.
2. People _____ to park in the areas near the stores.
3. The solution was a law saying that parked cars must keep their _____ on.
4. Edward de Bono _____ the "Six Thinking Hats" system.
5. Each hat represents a different _____.
6. The white hat helps you consider the _____ of a problem.
7. The black hat helps people think about why a possible _____ may not work.

C Read the text again. Circle the correct answer.

1. Creative thinking *is / is not* only for artists and designers.
2. People *never / often* leave their cars parked for longer than they should.
3. Dr. Edward de Bono wants people to use creative thinking *more / less* often.
4. The hats in the "Six Thinking Hats" system *are / are not* real.
5. The *white / red* hat helps you focus on your feelings about an idea.
6. You think about why a solution won't work when you "put on" the *red / black* hat.

D Underline the information in the article that means the same as the sentences below.

1. It is false that only people in creative jobs think creatively.
2. Thinking creatively to solve a problem can be helpful in many different areas.
3. Here is a way creative thinking can solve problems with parking downtown.
4. Many drivers don't respect the time limit for parking.
5. The "Six Thinking Hats" system is a way of solving problems by thinking about them from different perspectives.

Lesson E Writing

A Match each part of a topic sentence to the information it gives.

- | | |
|-------------------------------|--|
| _____ 1. the main idea | a. What does the paragraph say about the topic? |
| _____ 2. the controlling idea | b. What is the paragraph about? |

B Read the five topic sentences. Circle the main idea and underline the controlling idea in each one.

- Good weather helps people enjoy life in cities.
- Pedestrian safety is very important in a big city.
- Solving traffic problems increases people's quality of life.
- Knowing your neighbors makes you happier.
- The biggest problem in cities today is housing.



▲ People biking near the Hofburg Palace in Vienna, Austria

C Read the paragraph about Vienna. Then complete the chart with information from the paragraph.

Vienna is a great city to live in because it is so easy to move around. It's a very safe city for pedestrians. You can walk home late at night without a problem. Thanks to all the bike lanes, it's safe to ride a bike in the city, too. In total, the bike paths cover 727 miles (1,170 km) around the city. The public transportation is also good. The U-bahn, the city's subway, works 24 hours on weekends, and tickets are pretty cheap. As you can see, you don't need a car to travel around Vienna easily.

Topic sentence:	
Reason 1:	Details / example:
Reason 2:	Details / example:
Reason 3:	Details / example:
Concluding sentence:	

WRITING NOTE

To think of a reason why a topic sentence is true, turn the controlling idea into a *why* question and try to answer it. For example:

Topic sentence: Solving traffic problems increases people's quality of life.

Why question: Why does solving traffic problems increase people's quality of life?

Topic sentence: Vienna is a great city to live in because it is so easy to move around.

Why question: Why is it so easy to move around Vienna?

D Now choose one of the topic sentences from **B**. Copy the graphic organizer from **C** into your notebook and complete it with your own ideas. Write in full sentences.

Review

A Complete the text with words from the box. One word is not needed.

bicycles cars crowded parks population transportation use

As cities become more and more (1) _____, it will be important to find ways to decrease pollution in the future. Maybe there will be fewer (2) _____ on the roads, and more people riding (3) _____. In the future, maybe more people will (4) _____ electric cars. Hopefully, every city will have good public (5) _____ that runs on time and is cheap enough for everyone to use. Maybe the number of green spaces will increase, and cities will have a lot of (6) _____, gardens, and trees. Maybe one day all cities will help the environment with solutions like these.

B Match the questions to the answers.

- | | |
|--|--|
| _____ 1. Will we have time to visit the museum? | a. Yes, I think it will. The apartment building is on a busy street. |
| _____ 2. What will you do this afternoon? | b. Neither. I'll probably take the bus. |
| _____ 3. Will your new apartment be very noisy? | c. All my life. I was born here. |
| _____ 4. Was there heavy traffic when you left? | d. I'll read in the park if the weather's nice. |
| _____ 5. How long have you lived in this neighborhood? | e. Yes. We'll go there next. |
| _____ 6. Will you drive or take a taxi? | f. Actually, no. There were only a few vehicles on the road. |

C Change the underlined word in each sentence to another word or verb form.

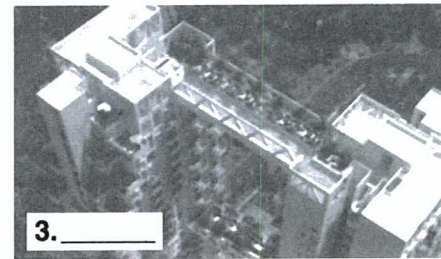
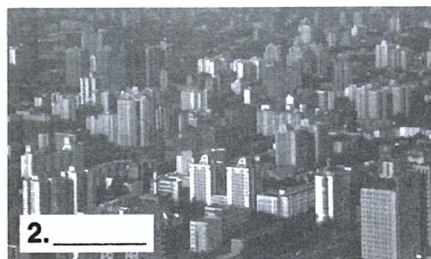
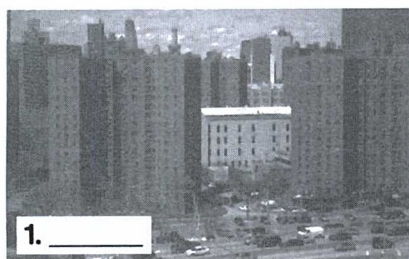
- I'll meet you in the coffee building.
- I enjoy going to the sports theater to watch a game.
- Will you coming to the party next weekend?
- I see what I can do tomorrow.
- After I will get back, we'll go to the movies together.
- I'll tell him before he leave.

D Complete the sentences with the correct forms of the verbs in parentheses. Use contractions where possible.

- Don't worry, I _____ (move) my car before she _____ (get) home.
- After we _____ (move), we _____ (have) you over for dinner sometime.
- She _____ (meet) us for lunch after she _____ (go) to the gym.
- I'm sure that, before they _____ (buy) the house, they _____ (want) to look at it together.
- After he _____ (check) the bus routes, he _____ (buy) the tickets.

Video How to Reinvent the Apartment Building

A Look at the three photos. Watch the video. Match the photos to the descriptions. One is not used.



- a. Moshe's project *Habitat* in Singapore
- b. US public housing from the 1960s
- c. Moshe's project *Habitat* in Qinhuangdao, China
- d. Beijing today

B Watch the video again. Circle the correct information.

1. After he traveled around the US, Moshe decided to *reinvent* / *study* the apartment building.
2. Moshe wants to make apartments *more* / *less* like houses.
3. He designed a housing project with a lot of *doors* / *green spaces*.
4. In modern cities, like Beijing, there are *fewer* / *more* high-rise buildings than 30 years ago.
5. *Traffic* / *Security* is a problem in many modern cities.
6. Moshe designed a model with spaces for shops, offices, and housing in *São Paulo* / *New York*.

C Match the phrases underlined in the quotes to the correct meaning.

1. "There has to be another way of doing this. We can't sustain suburbs."
 2. "[*Habitat*] is a very desirable place to live in."
 3. "It does not form a wall or an obstruction in the city, and light permeates everywhere."
 4. "And with [high density] comes congestion, and we lose mobility."
- a. It becomes difficult to move around.
 - b. gets through
 - c. popular / attractive
 - d. We need a new idea.

D Read the statements. Circle **T** for *true* or **F** for *false*. Correct the false statements.

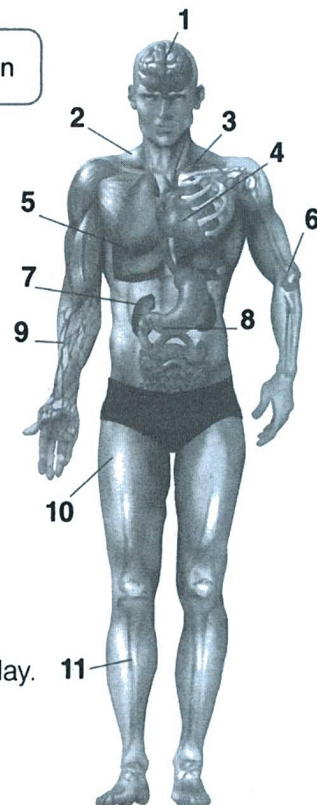
1. Moshe wants to design ^{affordable} ~~only expensive~~ apartments. T (F)
2. Light and nature are important in Moshe's designs. T F
3. People can create their own gardens in Moshe's project. T F
4. Recently, Moshe built a housing project in Hong Kong. T F
5. In Moshe's designs, people have little contact with others. T F
6. In one of his housing projects, there is a very long swimming pool on the roof. T F

Lesson A Vocabulary and Grammar

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

artery bone brain heart joint kidney lungs muscle skin stomach vein

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | |



B Correct the errors with comparatives and superlatives in the sentences.

- Going to bed early is ^{better} ~~more good~~ for you than sleeping late in the morning.
- Eating junk food is as bad smoking.
- Playing team sports is excitinger than exercising alone.
- Eating a healthy diet is as more important as exercising regularly.
- Eating many small meals can be healthy than eating three large meals each day.
- Smoking is the baddest thing for your lungs.
- Drinking water is beneficial for your body than drinking soda.
- Eating a lot of vegetables is one of the most best ways to stay healthy.

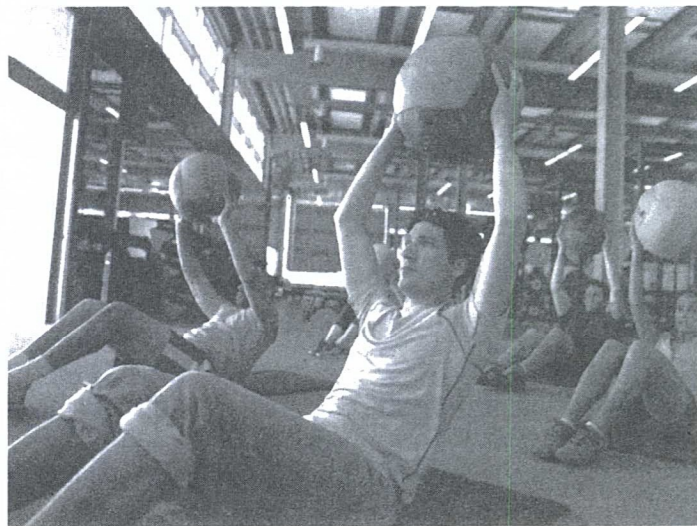
C Complete the facts about the human body. Write the correct comparative or superlative form of the adjectives in parentheses.

- Blood is _____ (thick) water.
- Arteries are _____ (close) to the heart _____ veins.
- _____ (large) organ in the body is the skin. It is also _____ (heavy) organ.
- _____ (big) muscle in the body is the gluteus maximus, which helps move the hips and legs.
- _____ (small) muscle in the body is the stapedius, located deep inside the ear.
- _____ (strong) bone in the body is the femur, which is located in the thigh. It is also _____ (long) bone in the body.
- Hair on the face grows _____ (fast) any other hair on the body.

Lesson B Listening

A 8 Listen to the conversation between Fabio and Min as they leave their exercise class. Circle the correct information.

1. Fabio thinks his *muscles / joints* will hurt tomorrow.
2. Min thought the class was *easier / harder* than last week.
3. Fabio had an accident while riding his *motorbike / mountain bike*.
4. Fabio's *bone / joint* was causing him some pain during the class.
5. Min is working *more / less* than usual right now.
6. Min is drinking a lot of *tea / coffee* recently.
7. Min thinks she needs to *exercise more / relax*.



▲ A group exercise class at a gym

B 8 Read the statements and listen again. Circle T for *true* or F for *false*. Correct the false statements.

- | | | |
|---|---|-----|
| 1. Min thought the class was ^{great} boring . | T | (F) |
| 2. Fabio hasn't been to the class in a while. | T | F |
| 3. Fabio hurt his shoulder when he fell. | T | F |
| 4. It was Fabio's idea to rest for a few weeks. | T | F |
| 5. Min has exercised as much as usual lately. | T | F |
| 6. Min has a lot of stress at work at the moment. | T | F |
| 7. Min and Fabio plan to have lunch together in the future. | T | F |

C Complete the comparative sentences about Fabio and Min.

1. Min said the class was _____ (hard) than last week.
2. Fabio found the class _____ (enjoyable) than Min.
3. Fabio's injury is _____ (painful) after the class than before.
4. Fabio's doctor thought it was _____ (important) for Fabio to rest than do exercise.
5. Min is _____ (busy) than usual at the moment.
6. Min is working _____ (long) hours now than last month.
7. Min is _____ (tired) than usual right now.

Lesson C Vocabulary and Grammar

A Label the pictures with words from the box.

fever headache indigestion insomnia pimple sore throat



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Circle the correct information to complete the sentences.

- When you have a fever, it's a good idea to take something to *lower* / *increase* it.
- Nausea makes it hard to keep down what is in your *lungs* / *stomach*.
- When you suffer from *insomnia* / *a pimple*, it's very difficult to sleep.
- If you're feeling *active* / *tired* during the day, a short nap can help.
- To *stop* / *protect* yourself from insect bites, you can spray repellent on your skin.
- A:** What's that noise?
B: Sorry, I have *pimples* / *hiccups* because I ate too quickly.

C Write sentences with advice from the box and the words given. Start each sentence with *I usually* and use an infinitive of purpose.

bite a lemon drink ginger tea drink warm milk drink water eat garlic
lie down read a book take an aspirin take a nap take a shower

- (help / a cold) *I usually eat garlic to help a cold.*
- (cure / a headache) _____
- (stop / hiccups) _____
- (help / sleep) _____
- (cure / nausea) _____
- (help / sore joints) _____

How to Live a Happier Life

Do you often have **negative** thoughts? Do you and your friends often **complain** about things? Read these five tips to help you have a more positive attitude about life.

(1) Find the positive, however small

Bad things happen to all of us, but the most important thing is to focus on the positive. For example, next time you're stuck in traffic, think how great it is that you can finish listening to your favorite playlist. If you don't have much in your fridge, and the stores are closed, get creative and think of what you can invent with the ingredients you have. It can be exciting to try something new.

(2) _____

When things go wrong, find a way to joke about it. It may not be funny right away, but you'll laugh about it with your friends soon enough. So, next time you get **a flat tire**, or you don't do well in an interview, try to smile and think about how it could make a good story in the future.

(3) _____

It's easy to think too much about things that have already happened and to get worried about what will happen tomorrow. We all do this sometimes. But remember, you can't change the past, and no one can control the future, so the best thing is to focus on the present. This is the one moment in which you can make a difference.

(4) _____

Being around negative people will make you feel negative, too. Spend time with people who will make you laugh and help you believe in yourself, not those that spend all day complaining. It's hard to feel negative when you have positive people around you.

(5) _____

One of the best ways to make yourself feel good is to help others. Find ways to volunteer in your community. Spending time helping other people can give you a better perspective on life and make you value what you have.

negative bad; not hopeful

complain say that you are unhappy with a person, thing, or situation

a flat tire a tire that doesn't work because it doesn't have enough air inside

Volunteering at a local school is a great way to help others in your community.

A Before you read, answer the questions.

1. What are two things you do to make yourself feel happier?

2. What are some things that can make you feel less happy?

B Read the article. Match the subtitles from the box to the correct paragraphs. One subtitle is not needed.

Be kind to others

Find positive friends and coworkers

Find the positive, however small

Focus on now

Get active

See the funny side of things

C Read the statements below. Circle **T** for *true*, **F** for *false*, or **NI** for *no information*.

- | | | | |
|--|---|---|----|
| 1. You should try to see something good in every situation. | T | F | NI |
| 2. It's not a good idea to tell anyone about bad things that happen. | T | F | NI |
| 3. It's a good idea to think a lot about past events in your life. | T | F | NI |
| 4. The most important things to change are bad habits. | T | F | NI |
| 5. Other people's attitudes can have a strong effect on your own. | T | F | NI |
| 6. You should find friends who make you feel happy. | T | F | NI |
| 7. Collecting trash or cleaning up a park is a great way to volunteer. | T | F | NI |
| 8. Helping others can make you see what is important in your life. | T | F | NI |

D Write the underlined phrases from the article next to the phrases below with the same meaning.

1. _____ things don't happen as you planned them
2. _____ help you see things more clearly
3. _____ in a line of cars not moving
4. _____ talk about negative things all the time
5. _____ help out in your town without being paid
6. _____ we can't decide what will happen tomorrow
7. _____ create with whatever is in the kitchen

E Match the two halves of the phrases from the text.

- | | |
|---------------------|------------------|
| 1. try _____ | a. yourself |
| 2. focus on _____ | b. wrong |
| 3. believe in _____ | c. a difference |
| 4. go _____ | d. something new |
| 5. make _____ | e. the positive |

Lesson E Writing

A Match the topic sentences and supporting details.

1. **Topic sentence:** Exercising regularly is important for a healthy lifestyle.
Supporting detail: _____
 2. **Topic sentence:** _____
Supporting detail: Poor sleep can increase feelings of hunger and cause you to eat more.
 3. **Topic sentence:** Playing a team sport helps you develop useful skills.
Supporting detail: _____
 4. **Topic sentence:** Natural remedies can be a great way to cure health problems.
Supporting detail: _____
 5. **Topic sentence:** _____
Supporting detail: Yearly check-ups can detect health problems early, so they can be treated easily.
- a. Regular visits to the doctor can prevent you from getting really sick.
 - b. You can learn to manage your time by planning around team activities like games and practices.
 - c. Aerobic exercise, such as running or swimming, can make your heart and lungs stronger.
 - d. Most of them use things you probably already have in your home, like lemons, onions, or olive oil.
 - e. Sleeping well is as important for weight loss as exercising.

B Match the three types of supporting details to the three details given in the text (a–c).

1. explanation _____
2. reason _____
3. example _____

Physical activity is important for everybody to keep healthy. Not doing any exercise can cause serious problems for your body. **(a) People who don't do regular exercise are at risk of developing life-threatening health problems, such as heart disease, high blood pressure, or osteoporosis.** If you keep active, your bones, joints, muscles, and heart will all stay younger. **(b) In this case, "active" means getting your heart rate to up to 80% of its maximum.** This kind of exercise might sound uncomfortable for some people, but it's necessary a few times a week if you want your body to work longer. **(c) This is because intense physical activity is beneficial at the cellular level and helps the body repair itself.** So, if you want to avoid physical problems in old age, exercise including some intense activity must be part of your routine.

C What are the ingredients for a healthy life? What habits, foods, or remedies do you think are most important for staying healthy? Organize your advice into the paragraph outline below.

Topic sentence: _____

Supporting detail 1: _____

Supporting detail 2: _____

Supporting detail 3: _____

Review

A Answer the questions using words from the box. One is not needed.

arteries brain heart kidneys lungs muscle skin stomach veins

1. I cover the body and protect it from getting sick. What am I? _____
2. We take blood around the body. What are we? _____ and _____
3. When you eat food, it comes to me so I can digest it. What am I? _____
4. We bring air into the body. What are we? _____
5. I think, and I tell your body what to do. What am I? _____
6. I push blood around the body. What am I? _____
7. We help clean the blood. What are we? _____

B Complete the sentences with a comparative, superlative, or equative form so that the second sentence has the same meaning as the first.

1. Nothing is better than yoga to relax the body and mind.
Yoga is _____ thing for relaxing the body and mind.
2. White rice is not as healthy as brown rice.
Brown rice is _____ white rice.
3. Nothing is worse for your health than a bad diet.
A bad diet is _____ thing for your health.
4. My sister finds running less enjoyable than dancing.
My sister thinks dancing is _____ running.
5. A good night's sleep is more beneficial than a short nap.
A short nap is not _____ a good night's sleep.
6. No activity is as relaxing as walking in the park on a sunny day.
Walking in the park on a sunny day is _____ activity.

C Match the sentence halves.

- | | |
|---|--|
| _____ 1. Drink ginger tea | a. to protect your skin. |
| _____ 2. You need to exercise enough | b. to stop nausea. It's a good natural remedy. |
| _____ 3. Take a short nap after lunch | c. to keep your muscles and joints strong and healthy. |
| _____ 4. A healthy, balanced diet is an important way | d. to lower a fever. |
| _____ 5. Some people recommend taking an aspirin | e. to help you concentrate better in the afternoon. |
| _____ 6. You should use sunblock | f. to help your organs function well. |

Video Living Beyond Limits

A Watch the video. Circle the correct answer.

- What did Amy Purdy always want to do?
 - help people
 - travel the world
 - be a massage therapist
- Why did Amy like her job?
 - She could tell stories.
 - She liked using her hands.
 - It made her feel in control of her life.
- What illness caused Amy to lose both of her legs below the knee?
 - bacterial meningitis
 - the flu
 - insomnia
- When she returned home from the hospital, did Amy like her new legs?
 - yes
 - no
 - She doesn't say.
- How did Amy move forward?
 - She escaped from reality.
 - She learned to snowboard again.
 - She learned to be happy with who she is now.
- Amy makes the audience laugh when she talks about _____.
 - her big shoes
 - her bright pink legs
 - how she can change her height

B Watch the video again. Number the events and achievements (1–6) in the order that you hear them.

- _____ Amy got a new kidney from her dad.
- _____ Amy won two World Cup gold medals for snowboarding.
- _____ Amy went to South Africa and gave shoes to children there.
- _____ Amy decided to design her own legs for snowboarding.
- _____ Amy fell off her snowboard, which was shocking then but funny now.
- _____ Amy started a non-profit organization to help young people with disabilities do action sports.

C Complete the quotation from the video with the words in the box.

borders dreams enabled fears forced imaginations limits minds

"My legs haven't disabled me, if anything they have (1) _____ me. They've (2) _____ me to rely on my imagination and to believe in the possibilities, and that's why I believe that our (3) _____ can be used as tools for breaking through (4) _____ because in our (5) _____, we can do anything and we can be anything. It's believing in those (6) _____ and facing our (7) _____ head-on that allows us to live our lives beyond our (8) _____."

Lesson A Vocabulary and Grammar

A Complete the sentences with the words in the box.

achieve	although	challenges	deal with
goals	progress	results	significant

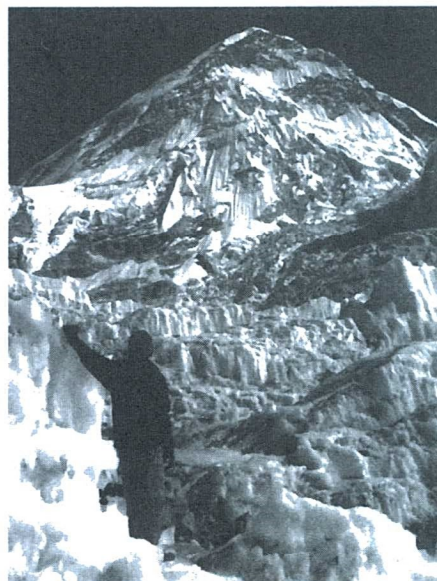
1. In life, most people have to face _____, such as moving to a new city or becoming a parent.
2. Our team leader is pleased when we make _____ on our project.
3. Some people find it useful to set physical _____ for themselves, like running a marathon or climbing a mountain.
4. _____ he liked the bigger house better, he bought the smaller one because it was cheaper.
5. It took her a long time to _____ success, but her business is finally doing well.
6. I sometimes have to _____ difficult people in my job, which can be challenging.
7. Well done, team! You've worked hard and achieved some amazing _____ this month.
8. You have all given a _____ amount of time and energy to this project.

B Read the sentences. Underline the simple past verbs and circle the past continuous verbs.

1. I was working when I heard the news.
2. Maria seemed tired when I saw her today.
3. We were working on the assignment when mom came home.
4. **A:** I didn't see you in class today.
B: I was visiting my grandma in the hospital.
5. I found the book that you were looking for.
6. She was sitting by herself, so I convinced her to join us.
7. It didn't seem like a bad idea at the time.

C Complete the sentences with *when* or *while*.

1. Sorry I didn't answer. I was driving _____ you called.
2. _____ you saw her, was she wearing her soccer uniform?
3. I read five chapters of my book _____ I was waiting.
4. **A:** What's the homework for tonight?
B: Why weren't you listening _____ the professor told us?
5. _____ we were traveling, we met a lot of people from Europe.
6. Everyone was still sleeping _____ I left the house.
7. It started raining _____ we were playing tennis.



▲ Climbing Mount Everest is a very difficult challenge.

Lesson B Listening

A 10 Read the questions. Then listen and write the answers.

- How many children does the Carroll family have?

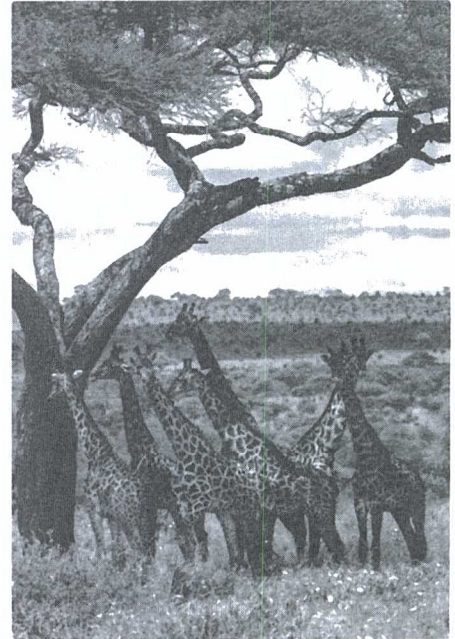
- What did the Carroll family do for a year?

- What are three of the countries the family visited on the trip?

- What are two things the boys learned?

- What was one of the goals of their trip?

- How did the trip affect their relationship as a family?



▲ Giraffes in Ngorongoro Conservation Area, Tanzania

B 10 Listen again and circle the correct answer.

- Peter is a *doctor* / *photographer*.
- Kira and Peter say it was the best adventure they had had *that year* / *in their lives*.
- They faced their first challenge *before* / *after* the trip started.
- Kira *liked* / *didn't like* dealing with the challenges.
- In Uganda, they stayed *in a tent* / *with a local family*.
- Their adventure was a *usual* / *very different* kind of vacation.

C 10 Listen again and check (✓) the challenges and positive experiences that are mentioned.

Challenges

- ☐ 1. save money
- ☐ 2. rent their house
- ☐ 3. rent a car
- ☐ 4. insects
- ☐ 5. bad weather
- ☐ 6. homeschool the children without a home
- ☐ 7. find food

Positive experiences

- ☐ 8. see beautiful landscapes
- ☐ 9. come close to wild animals
- ☐ 10. go swimming
- ☐ 11. volunteer
- ☐ 12. eat mangoes

D 11 Listen to the simple past verbs and write them in the correct column.

/t/	/d/	/ld/

Lesson C Vocabulary and Grammar

A Complete the phrasal verb to match the meaning given.

1. watch out / up / over: be very careful
2. break up / down / off: stop working
3. give out / off / up: stop trying
4. run out of / up off / up with: finish the amount of something that you have
5. grow down / up / out: change from a child to an adult
6. set out / up / down: leave on a trip
7. put out with / off with / up with: accept something bad without getting upset
8. keep on / out / off: continue trying or doing something

B Complete the text with the phrasal verbs from A. One is not needed. Use the simple past when necessary.

I had some vacation time last month, so I decided to take a road trip with my brother and sister. I said I wanted to drive because it was my car, but my brother said *he* wanted to drive because he didn't want to (1) _____ my bad driving. We argued for about half an hour. My sister began to get annoyed. She told us both to stop behaving like children and (2) _____. And she's younger than us! So, I (3) _____ and sat in the back seat. My brother climbed into the driver's seat, and we finally (4) _____ on our trip. After about an hour, the car started making a funny noise. We (5) _____ going for about a mile. Then, suddenly, the car (6) _____. "What's the matter?" I asked. "We (7) _____ gas," my brother said. It definitely wasn't the best start to our road trip.

C Complete each sentence with the adjective given and *too* or *enough*. It must have the same meaning as the first sentence. Use contractions when possible.

1. The book was on a very high shelf, so she couldn't get it.
She wasn't tall enough (tall) to get the book.
2. Everyone in the race ran very quickly, but Ana won.
Ana _____ (fast) to win the race.
3. I didn't go bungee jumping because it looked very scary.
I _____ (scared) to go bungee jumping.
4. You can only watch the movie if you're over 13 years old, but my son is 10.
My son _____ (old) to watch the movie.
5. I bought a new bed for my bedroom, but we couldn't get it through the door.
The new bed _____ (big) to get through the door.
6. My brother understood the joke the first time, and he thought it was really funny.
My brother _____ (smart) to understand the joke the first time.

Magatte: A Name to Remember

Meet Magatte Wade, an **inspirational** woman from Senegal who started her own business and is leading the way for change in her own country and around the world. We had the chance to talk to her about growing up in a foreign country and running her own company, Tiossan.

Interviewer: (1) _____

Magatte: During my early years, I lived with my grandmother. Most of the time, I was playing with other kids from my village and organizing our games. I guess that's where I first practiced my leadership skills.

Interviewer: (2) _____

Magatte: My grandmother. She was a very **wise** woman. When it was time for me to join my parents in Europe, I will never forget my grandmother's words. She explained that I was going to a place where I knew nobody. She told me that the people in my new country wouldn't look like me and wouldn't speak my language. But she told me not to be worried or afraid. "At the end of the day, what you all have in common is that you are all human beings," she said. She reminded me to believe in myself and told me that however impressive the other children may be at school, I could do the same, if not better. She was right. When I arrived, I looked and sounded different from everyone else. School was a challenge at first, but I dealt with it, and soon I was achieving good grades just like the others.

Interviewer: (3) _____

Magatte: Women in Senegal have a special way of thinking about beauty. Senegalese women are most interested in keeping their skin healthy because they believe that skin can only be beautiful if it is healthy. So, I created the skincare brand Tiossan to share this way of thinking about beauty with the world. But my goal was not only to share Senegal's beauty



▲ Magatte Wade, founder and CEO of Tiossan, a skincare company

secrets; I also wanted to help my country. Thanks to my company Tiossan, I have been able to put money into a school to teach Senegalese people how to start their own businesses. I want people to know that Tiossan products will not only bring them healthy skin but will also help create jobs and grow future **entrepreneurs** in Senegal.

Inspirational (adj.) giving you ideas for doing or making something

Inspire (v.) give someone an idea for something to do or make

Inspiration (n.) someone or something that gives you ideas for doing something

Wise intelligent because you have learned from experience and can make good decisions

Entrepreneurs people who start their own businesses

Source: Katrina Boratko, "Why This 'Tomboy' Started Her Own Skincare Brand," *Global Citizen*.

A Skim the text (read it quickly to find the main ideas). Write the letter of each question above the correct paragraph. One is not needed.

- Who inspired you when you were growing up?
- What global problems would you like to solve?
- What was it like growing up in Senegal?
- Why did you start Tiossan?

B Read the article again. This time, read it carefully. Answer the questions with short answers.

- Where is Magatte from?

- Who did Magatte live with when she was very young?

- What did Magatte often do when she was a child?

- Where were her parents living when she was young?

- What kind of company is Tiossan?

C Read the statements. Circle **T** for *true* or **F** for *false*. Correct the false statements.

- | | | |
|---|---|---|
| 1. Magatte moved to ^{Europe} Senegal to join her parents. | T | Ⓕ |
| 2. Magatte organized the games she played with other children. | T | F |
| 3. Magatte spoke the same language as the others at her school. | T | F |
| 4. Magatte felt that she was the same as the other children at her school. | T | F |
| 5. Magatte did well in school. | T | F |
| 6. Senegalese women believe that skin must be healthy in order to be beautiful. | T | F |
| 7. Magatte is putting money into a Senegalese art school. | T | F |

D Answer the questions in your notebook.

- What challenges did Magatte face when she was growing up? Mention three.
- Magatte describes her grandmother as *wise*. Why does she call her this?
- What are Magatte's goals for her company, Tiossan?

Lesson E Writing

- A** In each pair, one word or phrase is general and one is specific. Place the words and phrases in the correct column.

3 hours / a long time	11 p.m. / at night	building / high-rise apartment	enjoyable / good
nice / generous	six-year-old boy / kid	vegetable / broccoli	

General	Specific
a long time	3 hours

- B** Put the specific details (a–e) in the correct place in the paragraph.

I hate speaking in front of people. It's one of my biggest fears. So, when the professor (1) _____ told us we were going to give a presentation in front of the class (2) _____, I felt sick to my stomach. I prepared a great presentation, but on the day, (3) _____. Everyone was looking at me, (4) _____. I saw my professor begin to write something. Suddenly, (5) _____. My goal has always been to get good grades. I decided there was no way I was going to get a zero, so I convinced myself to say something. I'm so happy I dealt with my fear and gave the presentation. Speaking in front of people is still not my favorite thing, but now I know that I *can* do it.

- a. but no words came out of my mouth
- b. I imagined getting a zero for the presentation
- c. of our design class
- d. on Friday
- e. I was too nervous to speak

- C** Think about a challenge you have experienced while learning English. Answer the questions in the table with details of your experience.

What was your general challenge?	Learning English
What specific part of learning English was difficult for you?	
Give examples of this challenge.	
When did you experience this challenge?	
What did you decide to do to improve?	
How exactly did you do it?	
Do you still experience this challenge or have you improved?	

- D** Now use your answers from C to write a paragraph in your notebook describing the challenge you faced.

Review

A Match the words to the correct meaning.

- | | |
|----------------------|--|
| _____ 1. progress | a. a way to introduce a contrast |
| _____ 2. significant | b. to cause someone to do or believe something |
| _____ 3. convince | c. improvement over time |
| _____ 4. although | d. a target you hope to reach |
| _____ 5. goal | e. to give an impression or appear a certain way |
| _____ 6. seem | f. large enough to be important |

B Correct the underlined errors in the sentences.

1. I was hurting my leg while I was skiing last year.
2. While Elena is writing the last chapter of her book, her computer broke.
3. When I began to feel tired, my coach was convincing me not to give up.
4. While he did the crossword, the telephone rang.
5. She wasn't believing it when they told her she was the winner.
6. It was seeming that we were making significant progress.

C Complete the text with the correct forms of the phrasal verbs below. Two phrasal verbs are not needed.

break down grow up keep on not give up put up with run out of set out

While I (1) _____, I found school to be a real challenge. I often (2) _____ time in class and had to finish things at home. I (3) _____ teachers who didn't give me any help and classmates who said I wasn't smart. Before my final exams, I told my mom that I didn't think I could do it. But she made me believe I could and helped me study every night. With her help, I (4) _____ trying even when I didn't understand something. Thanks to her, I (5) _____. I took my exams and got better grades than I expected. After that, I finally believed in myself.

D Complete the sentences with *enough* or *too* and an adjective from the box. Two adjectives are not needed.

big dangerous dark difficult expensive fast old strong

1. Laura isn't _____ to lift the dresser by herself.
2. The question was _____ for most of us to answer.
3. Do you think it's _____ for all of us? It seems a little small.
4. It's _____. I can't see.
5. That's _____. I need something cheaper.
6. My parents think I'm _____ to have my own car.

Video Success Story: Recycling in the Philippines

A Watch the first half of the video and number the statements (1–5) in the order that you hear them.

- _____ "We're on the Danajon Bank, one of six double barrier reefs in the world."
 _____ "We knew there were a lot of fishing nets. You can see them lying around."
 _____ "You could go along a coral reef for 10 minutes and hardly see a fish."
 _____ "Many of our team are also community organizers, people who can talk to people."
 _____ "Plastic has been found in every single bit of the ocean that people have looked."

B Watch the rest of the video and answer the questions.

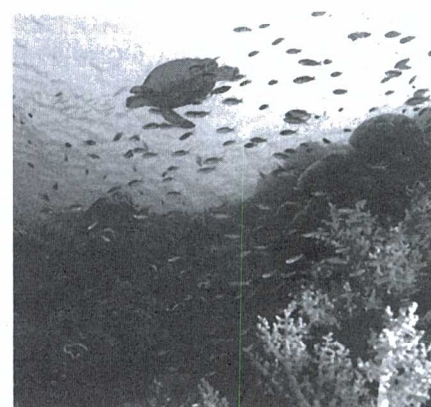
1. What did the town do with the used fishing nets before?

2. What is the first step in the recycling process on the island?

3. Where do they export the nets to?

4. What are the recycled nets finally made into?

5. What were the first nets that they found like?



▲ A coral reef near the province of Cebu in the Philippines

C Watch the video again. Circle the correct information.

1. The island is *globally* / *nationally* significant for its marine biodiversity.
2. To convince people of a good idea, it's *enough* / *not enough* to only explain the science of it.
3. People are using *more and more* / *fewer and fewer* nets.
4. The nets they collect today are *dirtier than* / *not as dirty as* before.
5. Fishers *no longer* / *still* throw their used fishing nets onto the ground.
6. The island has recycled *18* / *80* tonnes of nets so far.

D Watch the last part of the video again. Who says what? Write **H** for *Heather* or **M** for *Madz*.

1. _____ "So, we can make a difference. There is hope, there is optimism, and there are solutions."
2. _____ "What is so inspiring for me is actually seeing what communities who have so very little can actually do and how much change they can make."
3. _____ "People can easily buy into something that's supported with strong science."
4. _____ "From a small island in the Philippines, we're part of a solution that works economically; it works environmentally; it works for the people who live here."
5. _____ "We are very convinced that the tool that we have developed...is highly applicable to solve other plastics issues."

Lesson A Vocabulary and Grammar

A Complete the text with the words in the box. Two are not needed.

develop direction events eventually negative opportunity positive realize relationships

Starting a new job? These tips might help your career go in the right (1) _____.

- Take the (2) _____ with the positive. You can learn from others' criticism. It *will* make you better at your job.
- Build (3) _____. You don't want to ruin an (4) _____ to work on a team project because no one likes working with you.
- Be patient. It's important to (5) _____ that it takes time to learn, (6) _____ confidence, and get the experience you need. But, (7) _____, all your patience and hard work will be worth it.

B Match the sentence halves.

- | | |
|---|--|
| <p>_____ 1. When you finish college,</p> <p>_____ 2. My boss had said a lot of positive things about my work,</p> <p>_____ 3. You should have an idea of what career you'd like</p> <p>_____ 4. A graduation, a wedding, and the birth of a child are all</p> <p>_____ 5. I think we're going in the right direction,</p> | <p>a. important events in people's lives.</p> <p>b. before you choose what to study.</p> <p>c. so I was confident she'd choose me for the project.</p> <p>d. but check the app on your phone to make sure.</p> <p>e. you will have many job opportunities.</p> |
|---|--|

C Underline all the examples of the past perfect in the text.

I had always wanted to play the violin, but when I finally had the opportunity to learn to play it in elementary school, I realized that it was much harder than I had imagined. I had expected to hear beautiful music the first time I played the violin, but it sounded more like an angry cat. I had dreamed of playing the violin in the school holiday concert, like the kids in sixth grade, but I wasn't ready. I was only in second grade, and I had just started learning. I finally understood that it was going to take time to become as good as I had hoped. Eventually, after years of practice, I finally learned how to play beautiful music on the violin, just like I had always wanted.



▲ A woman playing a violin

Lesson B Listening

A Answer the questions.

1. In your country, do people usually buy or rent houses and apartments?

2. What is the best age to buy a house in your opinion? Why?

B 13 Listen to Tomas, Kenna, and Dhruv talk about the best age to buy a house. Check (✓) the correct column(s).

	Tomas	Kenna	Dhruv
1. Whose parents have bought and sold a house?			
2. Who mentions his or her age?			
3. Who lives with his or her parents?			
4. Who is studying?			
5. Who got married last year?			
6. Who is renting a studio apartment?			
7. Who thinks renting can be a good option?			
8. Who says it's not common for young people to buy a house?			

C 13 Read the questions and listen again. Circle the correct answer.

1. How long has Tomas lived in Hannover?

- a. He's just moved there.
- b. a year
- c. five years

2. What does Tomas think of his apartment?

- a. He loves how much light there is.
- b. He says it's too small.
- c. He likes it because it has a lot of rooms.

3. What does Tomas think of the rent?

- a. It's more expensive than buying a house.
- b. He's happy his parents pay it.
- c. It's cheaper than in bigger cities.

4. Why can't Kenna buy a house now?

- a. She has to live at the university.
- b. She doesn't have enough money.
- c. She's too busy traveling.

5. What does Kenna want to do after university?

- a. work in a travel agency
- b. stay in the same city
- c. be a marine biologist

6. Where do married couples often live in India?

- a. with the husband's family
- b. with the wife's family
- c. with a grandparent

7. What do the three speakers have in common?

- a. They all want to live in the same place.
- b. They are not sure they will buy a house.
- c. They all think family is important.

Lesson C Vocabulary and Grammar

A Match the words in the box to the descriptions of people in a family.

childish elderly mature middle-aged retired youthful

- _____ 1. My grandmother will be 78 this month, but I've never thought of her as old because she has such positive energy and loves life.
- _____ 2. My brother is in his twenties, but everyone says he acts older than his age.
- _____ 3. My great-aunt is in her eighties. She's my oldest relative and needs a lot of help these days, not like my grandmother.
- _____ 4. My sister is older than me, but she behaves like she is a lot younger.
- _____ 5. My dad worked hard all his life, but last month he finally stopped working. He and my mom now have more free time to spend together.
- _____ 6. I had thought that my dad's brother was in his thirties because he doesn't have any gray hair. Actually, he's older. He's 43.

B Match the questions to the answers.

- | | |
|--|---|
| _____ 1. How fast can you run? | a. It'll take him about five minutes. |
| _____ 2. How soon can you send me the report? | b. Not very. I had a late breakfast. |
| _____ 3. How often do you go to the gym? | c. Very well. We've been friends for years. |
| _____ 4. I'm making lunch. How hungry are you? | d. I'm slower than I used to be. |
| _____ 5. How well do you know Emma? | e. By Friday at the latest. |
| _____ 6. How quickly can he get here? | f. Every day, if I can. |

C Alexei's parents are asking a lot of questions about his new friend, Karina. Fill in their questions with *how + adjective / adverb*.

1. _____?

She's 19 years old.

4. _____?

She drives very carefully.
She's never had an accident.

2. _____?

She studies very hard.

5. _____?

She speaks English very well.
She's spoken it all her life!

3. _____?

She's very mature.

A Significant Change in the World of Music

Before the year 2000, if you wanted to listen to a song, you could either listen to the radio and hope to hear it, or you could buy the CD at your nearest music store. However, in 1999, the world of buying and listening to music changed almost overnight with the creation of Napster, an online file-sharing service. The innovation of sharing music files meant the music industry would never be the same again.

Napster was created by two teenagers, Shawn Fanning and Sean Parker. Their program let people share music files over the internet. It's probably difficult for young people today to understand how powerful this change was. Instead of going to the store to buy a CD with maybe 13 songs on it, suddenly people could access almost any album for free from their homes.

After only five months, Napster had shared four million songs, and by March 2000, the company had reached 20 million users. However, Napster's rapid success had attracted negative attention from the big record companies. They decided to take action against Napster for copying and sharing songs illegally. As a result, Napster lost users and eventually failed.

The transition into the **digital age** was difficult for the music industry. This was clearly shown by the significant negative effect that Napster had on the music industry. According to the Recording Industry Association of America (RIAA), sales went from \$14.6 billion in 1999 to \$6.7 billion in 2015.

However, Napster changed the music industry in a positive way, too. The idea of sharing music files online was as innovative as email or instant messaging, and some features of Napster's software have been used by other technology and social media companies. In the end, the creation of Napster and the innovation of file-sharing convinced



▲ Most Americans use streaming services to access music.

leaders in the music industry to think about other ways for people to access music. This has led to paid music **streaming services**, such as Spotify, Pandora, and Apple Music.

Today, streaming services are becoming more and more popular around the world. In fact, according to the RIAA, 47% of music sales came from paid services in 2018. That is almost half of the \$9.8 billion total in music sales for the year. In the end, it is clear that Napster changed the way we buy and listen to music. But if we are going to learn anything from Napster, it should be that we can't predict how the music industry will change in the next 50 years.

digital age the time in human history that began when people started using computers and the internet
streaming services applications or websites that allow you to listen to music or watch videos through the internet

A Before you read the text, answer the questions in complete sentences.

1. How often do you listen to music?

2. How do you listen to music? If you use your phone, which website or app do you use?

3. Have you always listened to music this way? If not, how did you listen to music before?

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

- | | | |
|---|---|---|
| 1. Before Napster, people had to buy music from stores. | T | F |
| 2. The creators of Napster were in their twenties when they made the program. | T | F |
| 3. After five months, the company had shared four million songs. | T | F |
| 4. The way Napster shared music files wasn't considered legal. | T | F |
| 5. Music sales increased from 1999 to 2015, according to the RIAA. | T | F |
| 6. Napster only had a negative effect on the music industry. | T | F |

C Read the article again and answer the questions. Circle the correct answer.

- Once Napster was created, the way people bought music changed _____.
 a. very quickly b. slowly but steadily c. over five years
- How did Napster change the way people accessed music?
 a. It was suddenly free.
 b. You could get a lot of music without leaving the house.
 c. Both a and b
- Who didn't support Napster?
 a. big record companies b. technology companies c. one of the creators
- What helped to convince leaders in the music industry to change the way people buy music?
 a. big record companies b. Napster c. the RIAA
- What other innovation did Napster lead to?
 a. CDs b. music streaming services c. email
- What was the total for music sales in 2018, according to the RIAA?
 a. \$14.6 billion b. \$6.7 billion c. \$9.8 billion

D Underline the three past perfect verbs in the article.

Lesson E Writing

A Complete the paragraph with the time phrases in the box. Use each one only once.

as soon as by during eventually never right now until

(1) _____ I had my son, I had no idea how much hard work children are, but
 (2) _____ Josh was born, I realized my life had changed forever. The first year was the hardest
 because I had to learn how to do things I had (3) _____ done before, like changing a diaper and
 preparing baby food. I also realized that new parents don't sleep much. (4) _____ the first two
 months, Josh woke me up four times a night. (5) _____ the time Josh was eight months, I was
 sleeping better, but I had little time for myself. I spent all day feeding Josh, changing him, and playing
 with him. But there are many positive things about having a baby, too. Josh has made me feel love like I
 had never known before, and he makes me smile every day. (6) _____, I'll have time for myself
 again. But (7) _____, although my life is different, I wouldn't change it.

B Complete the graphic organizer with supporting details and specific information from the paragraph above.

Topic sentence: My life changed in many ways after I had my son.	
Supporting detail 1: I had to learn how to do things I had never done before.	Specific information: like changing a diaper and preparing baby food
Supporting detail 2:	Specific information:
Supporting detail 3:	Specific information:
Supporting detail 4:	Specific information:

WRITING STRATEGY

Supporting details give information to support the topic sentence of the paragraph.

Specific information helps your reader imagine or understand your ideas.

C Choose one of the life transitions in the box. It should be a different stage from the one you wrote about in the Student Book. In your notebook, answer the questions about your experience of that stage.

from child to teenager from middle school to high school from teenager to adult from single to married

1. Describe how your life changed during this stage of your life.
2. What did you like about this stage of your life? What didn't you like about it?
3. What did you learn from this transition?

D Now use your answers from C to write a paragraph about this transition in your life. Include a topic sentence, supporting details, and specific information. Use at least four different time expressions.

Review

A Complete the paragraph with the words in the box.

career develop events opportunity realize relationships retired youthful

When I turned 66 last month, it was a chance to think about what is important to me. I had a wonderful (1) _____ as a marketing director. I had the (2) _____ to travel the world and (3) _____ many skills. But as I grow older, I (4) _____ that the (5) _____ I have with my family are more important than work. Although I am now (6) _____, I don't feel elderly because my grandchildren keep me busy and help me feel (7) _____. One of the most important (8) _____ in my life wasn't getting my dream job; it was becoming a grandfather.

B Write the verbs in parentheses in the past perfect to complete the sentences.

- Before I married my husband, I _____ (not / be) to the UK.
- He moved to Rio de Janeiro because he _____ (always / want) to live by the beach.
- She _____ (dream) of becoming an engineer since she was young.
- When they started watching the movie, he realized he _____ (already / see) it.
- Although she _____ (not / want) children when they met, she changed her mind later.
- When he finally arrived, the most important part of the event _____ (already / finish).

C Imagine that one of your friends met someone recently. Write questions using *how* and the adjectives or adverbs in parentheses to ask your friend about him.

- (tall) How tall is he?
- (old) _____
- (good-looking) _____
- (intelligent) _____
- (well / know him) _____
- (often / play sports) _____

D Match the questions in C to the answers below. Write the numbers next to the answers.

- | | |
|---|-----------------------------------|
| _____ a. Not very well. I only met him last week. | _____ d. About 5'9", I think. |
| _____ b. Well, I think he's handsome. | _____ e. He's in his thirties. |
| _____ c. Very. He studied at a great university. | _____ f. As frequently as he can. |

Video The Magic Washing Machine

A Before you watch the video, answer the questions.

- How much energy (electricity, gas, etc.) do you think you use every day?
 - more than I need to
 - as little as possible
 - hardly any
- In a normal day, what machines do you use that need electricity? Make a list in your notebook.

B Watch the video. Then watch the first part of the video again. Complete the sentences using verbs from the video in the past perfect.

- Hans Rosling's parents _____ money for years to buy a washing machine.
- His family _____ his grandmother to see the washing machine.
- Before electricity, Hans's grandmother _____ water with firewood.
- His grandmother _____ laundry for seven children.
- His grandmother _____ never _____ a washing machine cycle before.

C Complete the sentences with words from the video. Write one or two words for each answer.

- Two billion people in the world live on less than \$2 a day. They use _____ to heat water and cook food. They live below the _____.
- The richest one billion people live on more than _____ a day. They live above the "air line," as Hans calls it, and they use many _____.
- The other four billion people live between the poverty line and the air line. They have _____.
- Two billion people live above what Hans calls the _____ and live on more than \$40 a day.
- Five billion people in the world don't have a _____.

D Watch the part of the video in which Hans explains his analysis of the energy use in the world. In his graph, each small square is a unit of energy or fossil fuel (oil, coal, or gas). Complete the information in the table with the numbers in the box.

4 6 9 12 22

2010	2050
1. The total number of units used in the world was _____.	3. The total number of units used in the world will increase to _____.
2. The richest one billion people in the world used _____ units.	4. Hans thinks the richest people could use _____ fewer units and use more green energy.
	5. The challenge is to reduce the number of regular energy units to about _____.

Lesson A Vocabulary and Grammar

A Complete the text with words from the box.

amount choice instead luxury quality satisfying usual waste

What Are Your Shopping Habits?

Olivia: I hate to admit it, but I love shopping. I enjoy going to a shopping center and having the (1) _____ of so many different stores. My friends ask me why I (2) _____ my money buying expensive brands (3) _____ of buying the same things more cheaply elsewhere. But I tell them that I don't mind spending the extra money. I like the (4) _____ of buying high-quality products.

Luka: When I have to go shopping, I always make a list first and try hard to only buy those things. I've found that this way I can reduce the (5) _____ of money I spend. I look for the (6) _____ offers, like "two for one" or "buy two and get one free." Sure, (7) _____ is important, but I don't spend more money than necessary. Yesterday, I went to the supermarket and spent less than I had planned. It was very (8) _____.

B Correct the error with the passive voice in each sentence.

1. Quality of life is ^{improved} ~~improve~~ when people find balance between work and play.
2. More cars produced every year.
3. Many machines is created to help make our lives easier.
4. So much food in supermarkets is throw away.
5. Expensive ingredients, such as white truffles and caviar, are only ate in the top restaurants.
6. If something is not of good quality, it not made very well.

C Rewrite the underlined part of each sentence in the passive voice.

1. When people recycle, we reduce the amount of trash. _____
2. If people spend only five minutes in the shower, they waste less water. _____
3. These days, companies produce more efficient vehicles. _____
4. People teach children to care about the planet from an early age. _____
5. We use 27,000 trees every day to make toilet paper. _____
6. People design new cell phones all the time. _____

Lesson B Listening

A 15 Listen to the radio show with Toni Wyatt. Read the statements and circle **T** for *true* or **F** for *false*.
Correct the information in the false statements.

- | | | |
|--|---|---|
| 1. Toni says that realizing the difference between needs and wants can help us. | T | F |
| 2. In the past, it was harder to know what a basic need was, according to Toni. | T | F |
| 3. According to Toni, we have fewer needs today than we used to. | T | F |
| 4. Today, it's impossible to know what is a need and what is a want. | T | F |
| 5. Toni says people sometimes buy things they don't need just because they really like them. | T | F |
| 6. Toni suggests spending money on what really matters. | T | F |
| 7. Buying a cup of coffee every day is a basic need. | T | F |
| 8. It's a good idea to avoid spending money on things you don't need. | T | F |

B 15 Listen again and write the needs and wants that Toni mentions in the correct column.

Needs	Wants

C Read the sentences. Underline all the content words.

- I need a high-quality computer.
- What time are you leaving today?
- Saving money can be satisfying.
- My sister wastes money on luxuries.
- Make a choice. Will it be the black jacket or the blue sweater?
- Lina needs to buy books for school, but she wants new sneakers.

D Match the sentence halves.

- | | |
|--|-----------------------------------|
| _____ 1. I'm trying to spend less than | a. trash we produce. |
| _____ 2. I'll have green tea instead | b. luxuries. |
| _____ 3. Money is a little tight right now. We can't afford many | c. of coffee today. |
| _____ 4. We're going green by trying to reduce the amount of | d. wasted each day. |
| _____ 5. The quality of the | e. choice. |
| _____ 6. I didn't need those new shoes. Buying them was a bad | f. waste less water. |
| _____ 7. A large amount of food is | g. usual these days. |
| _____ 8. I take short showers in order to | h. food here is excellent. |

Lesson C Vocabulary and Grammar

A Write the past participle form of these irregular verbs.

1. know		3. send		5. find		7. build	
2. put		4. give		6. fly		8. write	

B Check (✓) the sentences in which the *by* phrase is necessary.

- ☐ 1. Contracts are usually written by lawyers.
- ☐ 2. Coffee is grown in Mexico by farmers.
- ☐ 3. Her birthday cake is always baked by her aunt.
- ☐ 4. The teams are chosen by the team leader.
- ☐ 5. Personal items are often left in coffee shops by people.
- ☐ 6. In our neighborhood, the trash is collected twice a week by the garbage truck.
- ☐ 7. Many electronics are made in China by people.

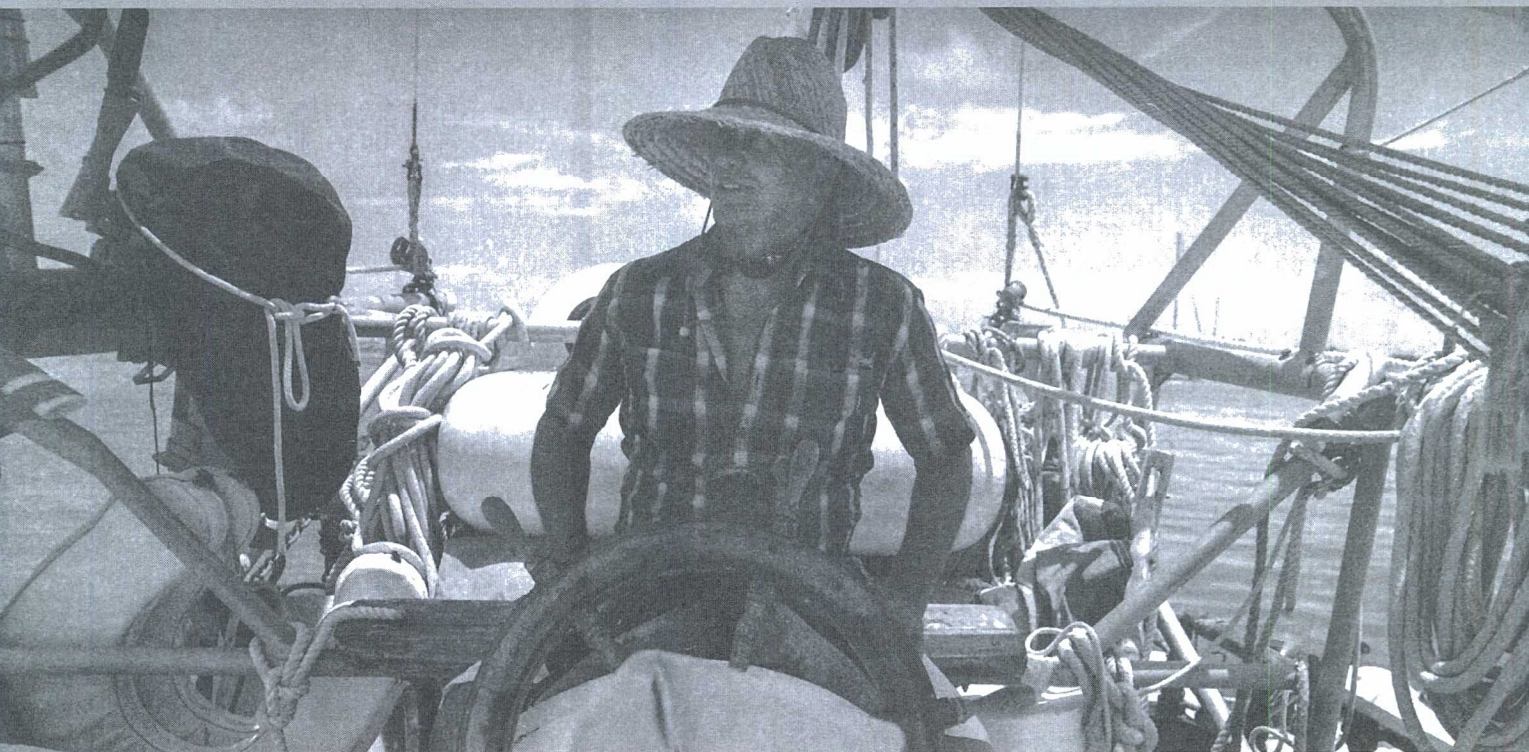
C Match the questions to the answers.

- | | |
|--|---|
| _____ 1. Is a good education needed to get a job? | a. No, it will take at least a year. |
| _____ 2. Are many things stolen around here? | b. It would be nice, but I don't think it would make my life much better. |
| _____ 3. Do you think children should be taught how to save money? | c. It depends. For some jobs, it's necessary, but others provide on-the-job training. |
| _____ 4. Would your life be improved by having a car? | d. No, generally, it's pretty safe. |
| _____ 5. Do you think the house can be built quickly? | e. Yes, this is a very important skill. |

D Complete the description with the correct passive form of the verbs in the box.

build give grow make protect reduce share

This is how I imagine the best city in the world... Spacious apartments (1) _____ instead of houses to create more space to grow food. The city is full of beautiful parks because all trees and green areas (2) _____ by law. There is less pollution because cars (3) _____ between families. The amount of trash (4) _____ because everyone recycles, and many things (5) _____ from recycled materials. You can buy vegetables and grains that (6) _____ by local farmers. In the supermarkets, fruit (7) _____ to children for free to encourage them to eat healthily and avoid junk food.



▲ “Captain Al” is an example of someone who lives **off the grid**. His boat near Key West, Florida is his home.

Off the Grid, but Still Connected

Rachel Bujalski is a photojournalist. When she got tired of paying a lot of rent in Los Angeles, she decided to move. But, instead of finding a more affordable apartment, she chose a boat in Marina Del Rey because it was cheaper. Living on a boat made Rachel think about alternative lifestyles. In order to further explore the idea, she decided to make a photo project called “Connected Off the Grid,” which looks at how people live in unusual places, such as on a boat or in a tree house, while staying connected to technology.

Rachel Bujalski sees technology as another home. She says that nowadays we can live anywhere and still be connected. We have the choice to connect and disconnect. However, she says that, for many people, it’s a challenge to find the balance between being connected to the internet and living a simple, basic life connected with nature.

To gather information for her project, Rachel set out on a two-month trip from Los Angeles to San Francisco, visiting about 17 communities and towns

on her way. She explains that being on social media was necessary for the project because people contacted her and gave her information about who to visit and how to find them. Posting photos online during her trip also helped Rachel share her project and experiences with the world.

Rachel had two goals for the project. First, she wanted to learn from people who were living the type of lifestyle she dreamed of. Second, she wanted to share stories of why people choose to live off the grid while staying connected to technology. She says that her job as a photojournalist is satisfying because it gives her an excuse to explore these and other things that really interest her. Rachel continues to look for ways to live a simpler life and continues to visit people who live off the grid. You can follow her and see photos from her project on social media.

off the grid describes people who live an alternative lifestyle that does not depend on public utilities, like electricity and water

A Read the article. Match the main ideas to the paragraphs (1–4).

- _____ a. how Rachel gathered information for her photo project about alternative lifestyles
- _____ b. what Rachel wanted to achieve by making her project
- _____ c. what led Rachel to make "Connected Off the Grid"
- _____ d. the importance of technology even in alternative lifestyles

B Read the article again. Write the underlined words and phrases that match the meanings below.

- _____ 1. pleasing or enjoyable
- _____ 2. putting pictures on the internet
- _____ 3. ways of living that aren't usual
- _____ 4. stop connecting to the internet
- _____ 5. continue to be online
- _____ 6. a life without luxuries

C Circle the correct option to complete the statements.

1. Rachel Bujalski became interested in alternative lifestyles *before* / *after* she moved to a boat.
2. Rachel thinks technology is *a cause of stress* / *like another home*.
3. Rachel says people *find ways to mix* / *choose between* alternative lifestyles and technology.
4. Rachel found that a lot of people think it's *easy* / *difficult* to find the right balance between being connected online and living a simple life.
5. Often social media *was needed* / *wasn't needed* to locate the people Rachel visited.
6. Rachel told people about her project by *sending out emails* / *posting photos online*.
7. Rachel *wants* / *doesn't want* to live like the people she met on her trip.

D Answer the questions. Write your answers in complete sentences.

1. Why did Rachel Bujalski decide to live on a boat?

2. What is Rachel's photo project about?

3. How long was Rachel's trip for the project?

4. How did Rachel receive information about some of the people in her project?

5. What does Rachel find satisfying about her job as a photojournalist?

6. Where can Rachel and photos from her project be found?

Lesson E Writing

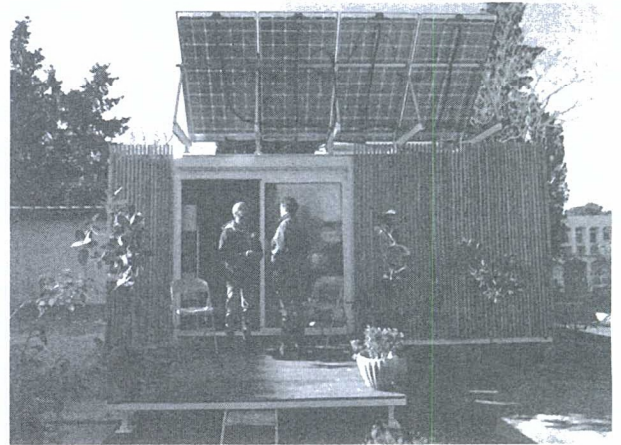
- A** John Benedict is one of the people that Rachel Bujalski visited on her trip (see article on page 52). Read the text below and insert the five missing periods (.). Remember a period comes at the end of a complete sentence. Use capital letters where needed.

John Benedict is an astrologer and massage therapist he has lived in his van in Topanga Canyon, California for over 25 years to reduce his monthly living costs everything he owns fits inside his van to stay connected to the rest of the world, he has a phone and a laptop he uses his friend's shed to cook and get electricity Benedict feels that his simple lifestyle keeps him closer to nature.

- B** Complete the paragraph with the sequence words in the box.

before first last once second

Are you thinking about living off the grid? Follow these steps to make sure that this kind of alternative lifestyle is right for you. (1) _____, you need to think about where you're going to live. A small place is better for keeping your energy costs as low as possible. (2) _____, you need to decide if you are going to use energy from the sun, wind, or water. (3) _____, you need to start preparing yourself for what life will be like without running water and with less electricity. (4) _____ you go off the grid, you should try giving up modern luxuries like TVs, microwaves, and evening lighting. (5) _____ you are convinced that living off the grid is for you, it's time to start making a list of supplies.



▲ A small, solar-powered house that can supply its own electricity

- C** Think about your life. How could you make it simpler? In your notebook, answer the questions with your own ideas.

1. How will you reduce the amount of money you spend each month?
2. What machines or devices will you stop using?
3. How will you use less energy or water?
4. What changes will you make to your home or garden?
5. How will you get from place to place?

- D** Use your answers in C to write a paragraph in your notebook about how you plan to make your life simpler. Use at least four sequence words from the box.

first second before after next eventually finally

Review

A Match the meanings to the words underlined in the sentences.

- | | |
|--|--|
| _____ 1. A: Do you have any important meetings today? | a. make less |
| _____ B: No. It's just a <u>usual</u> day at the office. | b. make |
| _____ 2. Helping others can be very <u>satisfying</u> . | c. use more than is needed |
| _____ 3. Some people living off the grid <u>produce</u> their own electricity. | d. option |
| _____ 4. I love the <u>quality</u> of these bags. | e. normal |
| _____ 5. I want to <u>reduce</u> the number of things I own. | f. how good something is |
| _____ 6. Buying expensive clothing is a <u>luxury</u> . | g. something that is nice but not necessary |
| _____ 7. My brother <u>wastes</u> too much water. | h. enjoyable |
| _____ 8. You have a <u>choice</u> of fish or chicken today, sir. | |

B Circle the correct word to complete the paragraph.

The (1) *luxury / satisfying* car industry is looking for ways to increase its profits while keeping its quality. One way is recycling. People can be (2) *encourage / encouraged* to return old, broken cars to the original manufacturer. This way, parts from the old cars can (3) *be / being* remade into parts for new vehicles. According to the World Economic Forum, energy costs can be significantly (4) *reducing / reduced* in this way. Another idea is to encourage more customers to rent a car instead (5) *from / of* buying one. In this way, a fixed amount (6) *is / are* paid each month for the car's whole life, but the customer doesn't have to pay for any of the usual repairs or maintenance. Even mature industries like the luxury car industry need to look for opportunities to innovate and grow.

C Rewrite the sentences in the passive voice. Do not change the meaning. Use *by* when necessary.

1. The school sends an email about summer camp every year.

2. My mom always prepares Christmas dinner in our house.

3. People spend a lot of money on gifts during the holidays.

4. People in their twenties use the internet every day.

5. We sometimes forget the things that really matter.

6. We make progress when we work hard.

Video The Dogist

A Watch the video. Check (✓) the things you see.

- | | | |
|--|--|---|
| ☐ a dog toy | ☐ a computer | ☐ a water bottle |
| ☐ a camera | ☐ a park | ☐ a backpack |
| ☐ a dog in a green coat | ☐ an umbrella | ☐ a cat |
| ☐ yellow taxis | ☐ knee protection | ☐ the subway |

B Read the statements. Watch the video again. Circle **T** for *true* or **F** for *false*.

- | | | |
|--|---|---|
| 1. The Dogist photographs a dog first, then asks the dog's owner if it's OK. | T | F |
| 2. The Dogist's posts on social media are very popular. | T | F |
| 3. Weekdays are the best times to take photos of people's dogs. | T | F |
| 4. The Dogist sees the same kinds of dogs in every neighborhood. | T | F |
| 5. The Dogist likes dogs because they give people so much love. | T | F |

C Circle the correct answer.

- | | |
|---|--|
| 1. What did The Dogist do before this? | 4. What does he find funny about his job? |
| a. He photographed people. | a. how he can make dogs look like people |
| b. He was unemployed. | b. how people react to him |
| c. It's not mentioned. | c. the different way the dogs pose |
| 2. What does The Dogist think of his job now? | 5. How does The Dogist want to be more like a dog? |
| a. It's not his dream job, but it pays the rent. | a. He wants to be more loving. |
| b. He'd rather work with people than dogs. | b. He wants more attention. |
| c. He finds it really satisfying. | c. He wants to lead a simpler life. |
| 3. What does The Dogist think of all the attention on social media? | |
| a. He knew people would like his pictures. | |
| b. He's surprised by it. | |
| c. He still doesn't feel successful enough. | |

D Complete the quotation with words from the video.

"I don't have a (1) _____ right now. I don't have a (2) _____. I don't work with people in the same (3) _____ that most people do, and I sometimes feel that sort of loneliness. I come home, and I'm like talking to my rug. But I do (4) _____ with people through their dogs, and I think even though I don't have my own dog, dogs have opened up a whole (5) _____ for me that's made me less (6) _____."

E Answer the questions in your notebook. Write in complete sentences.

- Would you like to work with dogs? Why?
- How important do you think social media is in starting a business or project today? Explain.

Lesson A Vocabulary and Grammar

A Complete each sentence with a word from the box.

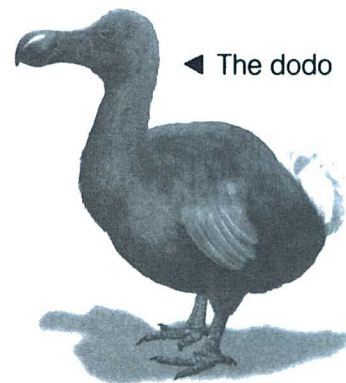
1. Camels live in places with a hot, dry _____.
2. Dinosaurs can't be seen in zoos because they are _____.
3. Some animals may _____ within the next few years.
4. Carp is a _____ of fish.
5. A polar bear's _____ is Arctic sea ice.
6. Some people believe _____ animals shouldn't be kept in zoos.

climate
disappear
extinct
habitat
species
wild

B Match the quiz questions to the correct answers. How much do you know about animals and their world?

- _____ 1. Name an animal that is already extinct.
- _____ 2. Name something that melts.
- _____ 3. Where are animals kept by humans?
- _____ 4. What is a tropical wet climate like?
- _____ 5. Name a wild animal that can be badly hurt by plastic straws.
- _____ 6. What species of fish swims more than 25 miles per hour?
- _____ 7. What habitat near the Earth's equator can receive 100–200 inches of rain each year?

- | | | | |
|---------------------|------------------|-------------------|---------|
| a. the sea turtle | c. hot and rainy | e. the rainforest | g. zoos |
| b. the bluefin tuna | d. ice | f. the dodo | |



◀ The dodo

C Correct the errors in the sentences.

1. If my dad lets me get a pet, I get a dog.
2. Eventually, there be no fish in the sea if people continue to overfish illegally.
3. The ice caps continue to melt, the oceans will get warmer.
4. Saul sell his land if the developers agree not to build a hotel there.
5. If animals will live in zoos for a long time, they won't survive in the wild.

D Fill in the correct forms of the verbs in parentheses to talk about real situations in the future. Use contractions where possible.

1. If we _____ (not protect) the natural world, more animals _____ (lose) their habitats.
2. I _____ (not go) swimming if you _____ (tell) me stories about sharks!
3. The polar bears' habitat _____ (disappear) if the ice _____ (continue) to melt.
4. If we _____ (cut) down all the forests, the animals _____ (not have) a place to live.
5. If you _____ (go) to Kenya, you _____ (see) a lot of wildlife.
6. Tigers _____ (become) extinct if people _____ (not stop) hunting them.

Lesson B Listening

A 17 Listen to the news report. Circle the correct word to complete the statements.

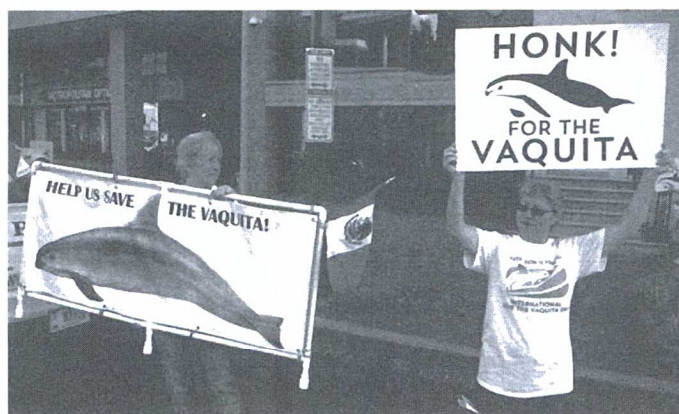
1. Conservationists say some endangered animals could disappear within *months* / *years*.
2. Many animal *nests* / *habitats* are destroyed because humans use the land to grow crops.
3. *Disease* / *Hunting* is also causing extinction in the animal world.
4. More than 27,000 / 2,700 species are endangered.
5. About 14 percent / 25 percent of the world's birds are endangered.
6. The number of vaquita porpoises has *increased* / *decreased* in recent years.
7. Conservation groups worked with *the government* / *hunters* to try to help the vaquita porpoise.

B 17 Listen again. Complete the fact file with information about the vaquita porpoise.

Name of species:	vaquita porpoise
Type:	mammal
Country:	
Habitat:	
Reason for becoming extinct:	
Number left in 2017:	
Number left in 2018:	

C Complete the statements with the correct forms of the verbs. Then write **T** for *true* or **F** for *false*.

1. If endangered species _____ (disappear), young children _____ (grow up) without them.
2. If humans _____ (continue) to develop the land, more animals _____ (lose) their homes.
3. The number of vaquitas _____ (increase) if fishing nets _____ (continue) to be used in the Gulf of California.
4. The last few vaquitas will be better protected if the government _____ (catch) and _____ (move) them.



◀ Women at the Save the Vaquita Rally outside the Mexican embassy in Washington, DC

Lesson C Vocabulary and Grammar

Match the sentence halves.

- | | |
|---|--|
| 1. No one could hear her _____ | a. to help as many animals as possible. |
| 2. We couldn't catch the cat _____ | b. so visitors would always be able to see it. |
| 3. She had done it many times before, _____ | c. because it moved too quickly. |
| 4. The rescue center volunteers work hard _____ | d. because she was speaking too quietly. |
| 5. She read the document very carefully _____ | e. so she did it easily. |
| 6. The rhino stayed at the zoo permanently, _____ | f. to understand every word. |

Put the words in the correct column.

bird	conservationist	fishing net
money	music	wildlife

Count Nouns	Non-Count Nouns

Complete the sentences with a quantifier and noun from the chart.

Quantifiers			Nouns		
too few	many	a little	animals	people	water
too little	some	too much	ice	trash	love and care

- _____ *Too few people* _____ are interested in protecting the planet's natural resources.
- _____ lose their habitats when forests disappear.
- Polar bears won't be able to find food if there is _____ in the Arctic.
- I have _____ if you're thirsty.
- _____ ends up in the ocean and hurts the animals that live there.
- Sometimes animals at the rescue center just need _____.

Insert the questions into the conversation.

- Ravi:** Hi Sarahi, I heard you got a job at the pet rescue center. (1) _____
- Sarahi:** Good, thanks! I really enjoy working with the animals.
- Ravi:** (2) _____
- Sarahi:** Mostly cats and dogs.
- Ravi:** (3) _____
- Sarahi:** Most have been left by their owners, and they've been surviving on too little food and water.
- Ravi:** That's terrible! (4) _____
- Sarahi:** Yes! It's amazing to see the animals recover and go to loving homes.
- | | |
|--|--|
| a. How's it going so far? | c. Why are they brought to the center? |
| b. Is there an adoption program at the center? | d. What animals are brought to the center? |

Conservation Art

If we don't do more to protect endangered species, many animals won't exist in the future.

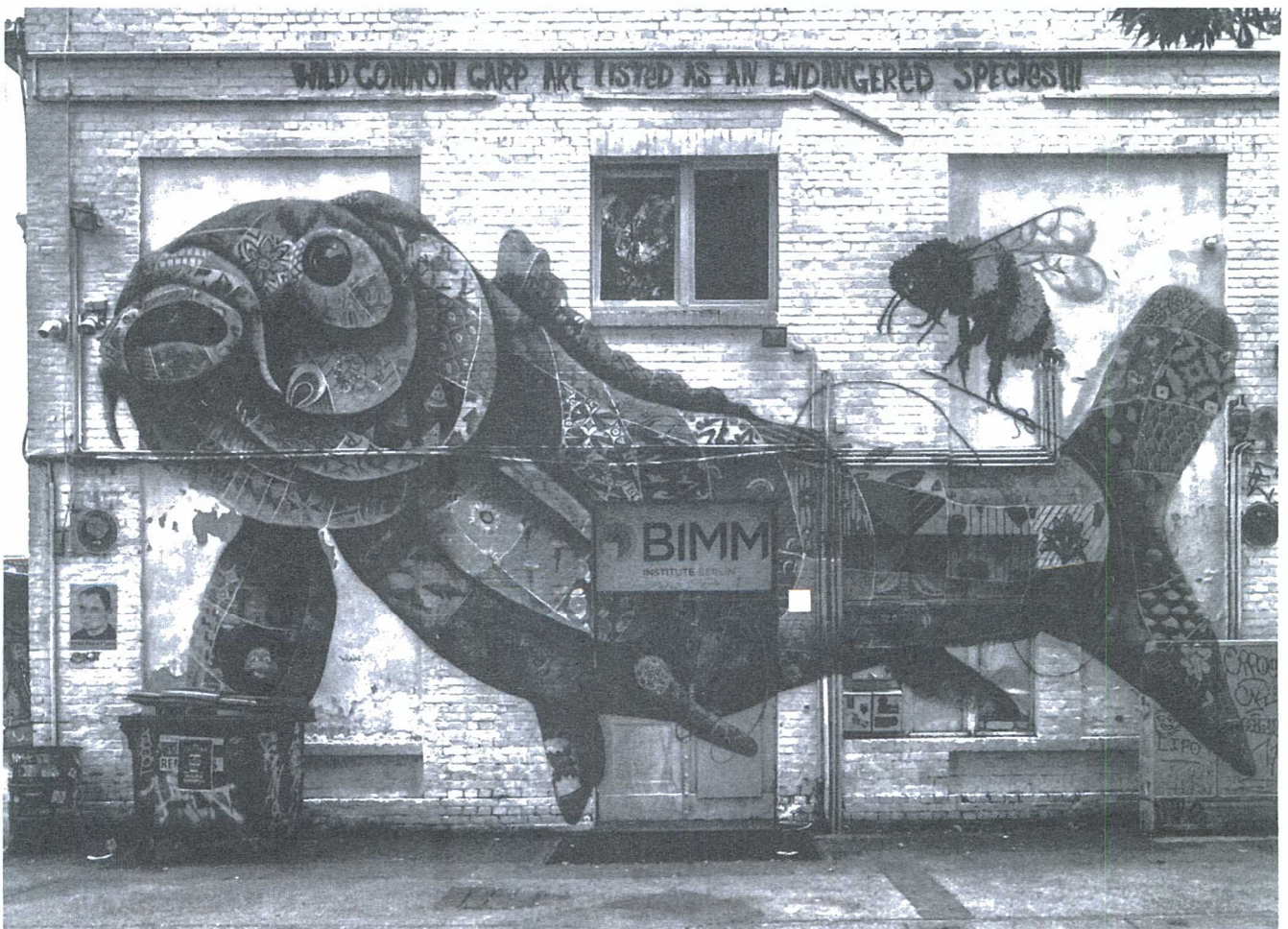
(1) _____ Fortunately, artists around the world use art to help with conservation projects. British-born Louis Masai is one such artist. Louis says he has always loved animals, but he became more interested in endangered animals after traveling to South Africa. Since then, he has painted many animals that are at risk of extinction.

Louis works half of the time in his studio in London, and the other half painting colorful murals on the sides of buildings. (2) _____ For example, in his project "Last of My Kind," he painted endangered birds and included material related to music and musicians who have died. The idea behind the artwork was to explore why many people feel upset

when a famous musician dies but don't care as much about a species that is about to disappear.

Louis has worked on many different art projects for the community. In 2018, he painted murals inside the London Zoo as part of a project organized by the Zoological Society of London. (3) _____ Louis says he likes working outside in public spaces because it is a way to reach people who know little about the problems that many animals are facing.

His work has also taken him to the United States for a project called "The Art of Beeing." For this project, he painted 20 murals of different species in 12 cities across the US in 2 months. He explains that he decided to paint the animals like colorful toys in this project. (4) _____



▲ Louis Masai's mural of the common carp, an endangered fish species

A Read the text. Put the sentences in the correct paragraph in the article. One sentence is not needed.

- a. The murals were pictures of animals that are considered Evolutionarily Distinct and Globally Endangered (EDGE).
- b. He says that if we don't act now to stop extinction, the only animals in the world will be toys.
- c. In fact, many scientists believe that between 30 and 50 percent of animal species in the world today could be extinct by 2050.
- d. It's sometimes difficult to get people to care about animals they have never seen.
- e. His goal with the murals is to show the relationship between humans and nature.

B Match the underlined words in the article to the correct meaning.

- | | |
|--------------------------------|--------------------------|
| _____ 1. fortunately | a. are experiencing |
| _____ 2. at risk of extinction | b. connected to |
| _____ 3. related to | c. are not interested in |
| _____ 4. don't care | d. make contact with |
| _____ 5. disappear | e. endangered |
| _____ 6. reach | f. not exist any longer |
| _____ 7. are facing | g. luckily; happily |

C Read the statements. Circle the correct information.

1. Louis Masai has always loved *painting* / *animals*.
2. After traveling, Louis began to paint animals that *live in zoos* / *are endangered*.
3. According to the article, Louis's murals are very *beautiful* / *colorful*.
4. Louis usually paints his murals *outside* / *inside*.
5. In the project "Last of My Kind," Louis painted *birds* / *different animals*.
6. Louis says his murals reach people who know *little* / *a lot* about endangered animals.
7. Louis spent *2* / *12* months in the United States working on an art project.

D Read the statements. Write **T** for *true*, **F** for *false*, or **NI** for *no information*.

- _____ 1. Louis Masai was born in South Africa.
- _____ 2. Louis's father also liked to paint.
- _____ 3. Louis spends all his time painting murals in the community.
- _____ 4. Louis thinks people don't care enough about animals that are nearly extinct.
- _____ 5. Louis has painted murals in London subway stations.
- _____ 6. Louis painted his murals in only one city for the project "The Art of Beeing."
- _____ 7. Louis says it's possible that one day we will have only toys instead of real animals.

Lesson E Writing

A Write the letters of the causes and consequences in the correct columns in the chart.

- a. The number of elephants in the wild decreases.
- b. Pesticides damaged the shells of eagles' eggs.
- c. At night, it's hard to see poachers entering animal reserves.
- d. Many species, such as the Chilean sea bass and the bluefin tuna, are near extinction.
- e. Governments wanted people to have more access to affordable, protein-rich fish.
- f. Cameras that sense heat are used to see anyone entering animal reserves illegally.
- g. Ivory is very valuable in many countries.
- h. Many conservation projects were started to protect eagles and their habitat.

Cause	Problem	Consequence
	Elephants are hunted for their ivory.	
	Overfishing began killing all the fish.	
	It's difficult to stop poachers at night.	
	Only 500 bald eagles existed in the US in the 1960s.	

B Complete the paragraph with the conjunctions in the box.

but even though if so

Forests still cover about 30 percent of the world's land area (1) _____ they are rapidly disappearing as a result of human activity. This activity is called *deforestation*. Farming, mining, and drilling are the main causes of deforestation, (2) _____ the development of cities is also a problem. (3) _____ the world's population continues to grow, more and more land will be developed for homes. More forests will be lost, (4) _____ more animal habitats will disappear as a result.



▲ Deforestation near Glencoe, Scotland

C Choose an endangered animal that interests you. Research what has caused the animal to become endangered and the consequences of this. Copy the table below in your notebook and take notes.

Endangered Animal:	
Causes	Consequences

D In your notebook, use your notes from **C** to write a paragraph. Use at least three conjunctions from the box. You can use the paragraph in **B** to help you.

although because but even though if so when yet

Review

A Match the sentence halves.

- | | |
|--|--|
| _____ 1. If governments prevent illegal fishing, | a. the ice caps will continue to melt. |
| _____ 2. If wild animals are found and they are sick, | b. it will cause problems for other animals in the food chain. |
| _____ 3. If humans continue to cut down forests to grow crops, | c. fewer sea creatures will become extinct. |
| _____ 4. If we don't take climate change seriously, | d. more animals will survive. |
| _____ 5. If we do more to protect endangered species, | e. they will sometimes go to zoos or rescue centers to get better. |
| _____ 6. If a species of animal disappears, | f. more and more animals will lose their habitats. |

B Complete the sentences with your own ideas.

1. If we protect endangered animals, _____.
2. _____ if people continue to hunt them.
3. If _____, some animals won't have enough to eat.
4. If global temperatures continue to increase, _____.
5. _____ if we continue to pollute the sea.
6. If _____, there will be no bluefin tuna left.

C Write the adverb for each meaning. The first letter of each word is given.

- | | | | |
|----------------------------------|----------------|------------------------------|--------|
| 1. doesn't happen fast | s <u>lowly</u> | 5. in a very short time | r_____ |
| 2. with a lot of care | c_____ | 6. not done well | b_____ |
| 3. without any problem | e_____ | 7. with a smile on your face | h_____ |
| 4. without making a lot of noise | q_____ | | |

D Circle the correct quantifier.

1. Animals need *a lot of* / *many* love.
2. Humans, like animals, experience problems if they drink *too few* / *too little* water.
3. *Too many* / *Too much* animals are disappearing.
4. *A few* / *A little* help goes a long way.
5. There are *too many* / *too much* fishing nets left in the sea.
6. *Many* / *A lot of* fishing is illegal.
7. *Too many* / *Too much* people do nothing to help protect endangered animals.

Video Life Lessons from Big Cats

A Watch the video. Circle **T** for *true* or **F** for *false*.

- | | | |
|---|---|---|
| 1. When Beverly and Dereck Joubert met the leopard while filming in Botswana, she didn't have any cubs. | T | F |
| 2. The Jouberts enjoyed getting to know the leopard's individual personality. | T | F |
| 3. When the mother leopard went hunting, the Jouberts stayed with the cub. | T | F |
| 4. When lightning struck a tree near them, the cub was too scared to go near them. | T | F |
| 5. Legadema sometimes acted like a curious cat. | T | F |
| 6. Dereck turned on the heater fan in the car to scare Legadema. | T | F |

B Watch the part of the video in which Legadema meets the baby baboon. Use words from the box to write five more sentences about what happens in the video.

kill play protect sleep take take care of

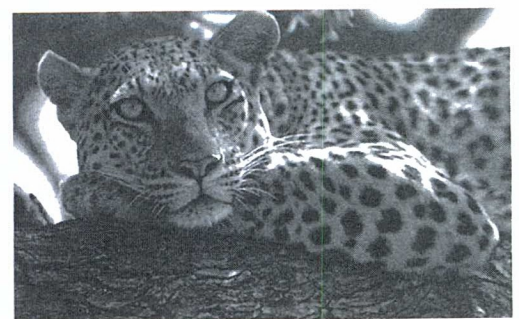
- Legadema takes the baby baboon into the tree.
-
-
-
-
-

C Complete the chart with information from the video.

Species of Big Cat	50 Years Ago	Today
Lions	450,000	
		3,000
Cheetahs	50,000	
	700,000	

D Watch the last part of the video again. Circle the correct information.

- Poaching / Deforestation* is reducing the numbers of big cats in the wild.
- When one lion is killed, it *affects / doesn't affect* the rest of the pride.
- Lions are *necessary / not necessary* to their habitat.
- If we stop caring about animals, we lose a spiritual connection to the *planet / zoo*.
- At the end, the Jouberts say they are *happy / grandparents*.



▲ A leopard relaxing in a tree in Moremi Game Reserve, Botswana

Lesson A Vocabulary and Grammar

A Match the words in the box to the underlined words and phrases.

beyond	challenging	exchange	opportunity
published	set off	silk	trade

1. My friend had the chance to travel to Germany during college. _____
2. The explorers left for Antarctica on October 15th. _____
3. No human has traveled further than the moon. _____
4. The first English dictionary was produced in 1604. _____
5. Marco Polo and his father found that a soft, expensive cloth was made in China. _____
6. Buying and selling between countries is important for the world's economy. _____
7. Traveling to the North Pole is still one of the most difficult trips. _____
8. In many wedding ceremonies, there is the giving and receiving of rings. _____

B Match the sentence halves.

- | | |
|---|---|
| 1. Travel often leads to an exchange _____ | a. for her. |
| 2. China has benefited from its trade _____ | b. with the rest of the world. |
| 3. Becoming president was a great opportunity _____ | c. the moon in the future. |
| 4. Marco Polo's first book _____ | d. on a cross-country trip. |
| 5. Space travelers are planning to explore beyond _____ | e. was published in the 14 th century. |
| 6. Last summer, my brother set off _____ | f. of ideas and culture. |

C Correct the errors with the verb forms in the sentences.

American Life in the 1920s

1. People used to listened to the radio.
2. A short hair style called a *bob* use to be fashionable for women.
3. A dance called *the Charleston* used being popular.
4. People used listen to the radio to get the news.
5. Women don't use to wear pants very often; they used to wear dresses and skirts.
6. Most Americans used to went to the movies once a week.
7. People didn't used to listen to rock music; they listened to jazz.
8. **A:** How people use to travel?
B: They used to travel by car, train, or boat.

Lesson B Listening

A **19** Write questions with *use to* and the words given. Then listen to Miguel talking to his grandmother about life fifty years ago and how it has changed. Answer the questions with *Yes* or *No*.

1. everyone / go to school

Did everyone use to go to school

—?

No.

- 2. there / be a lot of traffic**

—

- 3. the city / be greener**

?

4. Miguel's grandmother / go dancing

—

5. people / travel easily

—

- 6. people / shop in large supermarkets**

?

B 19 Read the statements. Then listen again to the conversation. Circle **T** for *true* or **F** for *false*.

1. Miguel's grandmother doesn't recognize the city today.

T F

- 2.** Life used to be boring in Miguel's grandmother's day.

T F

- 3.** People often traveled outside the city.

T F

- 4.** Food was grown and sold locally.

T F

- 5.** Miguel's grandmother doesn't have a cell phone.

T F

- 6.** Miguel's grandmother has never heard of social media.

T F

C Complete the sentences with words from the conversation.

1. Miquel's grandmother remembers seeing

_____ in the streets. Now, it's not common to see them in the city.

2. There didn't use to be _____ in the city.

Now, you see them everywhere if you look up.

3. The _____ used to be part of the city.

Now, the area is so developed that you can only see it outside the city.

4. International _____ wasn't what it is now.

You couldn't buy things from other countries so easily.

5. Fifty years ago, people didn't _____ as

much, so there was less trash.



▲ All of Panama City's 52 buildings over 150 meters tall were built within the last 30 years.

Lesson C Vocabulary and Grammar

A Circle the correct phrasal verb.

The ways people (1) *bring up* / *put up* their kids have changed a lot over the years. If you spend time with young children, consider some of these ideas:

- Instead of (2) *turning in* / *turning on* the TV, teach children to play and use their imaginations.
- In order to help children become more independent, allow them to (3) *figure things out* / *figure things off* for themselves sometimes. Don't try to solve all of their problems for them.
- Encourage children to (4) *put on* / *turn on* costumes when they play to help develop their imaginations.
- Encourage children to (5) *help on* / *help out* with household chores, like making their beds.
- Teach them important lessons. For example, (6) *turn back* / *bring back* what you borrow.

B Rewrite the underlined part of each sentence with a separable phrasal verb and the correct pronoun.

1. Put on your raincoat before you go outside. Put it on
2. I bring up my kids differently from how my grandmother used to. _____
3. I'll help you with your math homework. We can figure out the problem together. _____
4. Can you bring back the library books today, please? _____
5. Can you turn on the radio, please? _____
6. I promised to help out my sister with moving. _____

C Complete the text with the past passive form of the verbs in parentheses. Use contractions where possible.

Before the internet, web design (1) was done (do) by spiders. The only apples around (2) _____ (eat). A tweet (3) _____ (not type); it was the sound a bird makes. Friends (4) _____ (not add) with the click of a button; you met them in person. Photos were usually private; they (5) _____ (not share) with the world. Calls (6) _____ (not make) with video; you couldn't see your friends or family on the other side of the world. When people got lost, paper maps (7) _____ (use), not cell phones. The world is changing so fast. What will happen next?

D Rewrite these sentences in the past passive. Keep the meaning the same.

1. People bought food locally. Food was bought locally.
2. People didn't eat fast food. _____
3. People didn't buy food from large supermarkets. _____
4. People used salt to preserve food. _____
5. People cooked food in stone ovens. _____
6. People often boiled meat. _____
7. People didn't waste food. _____

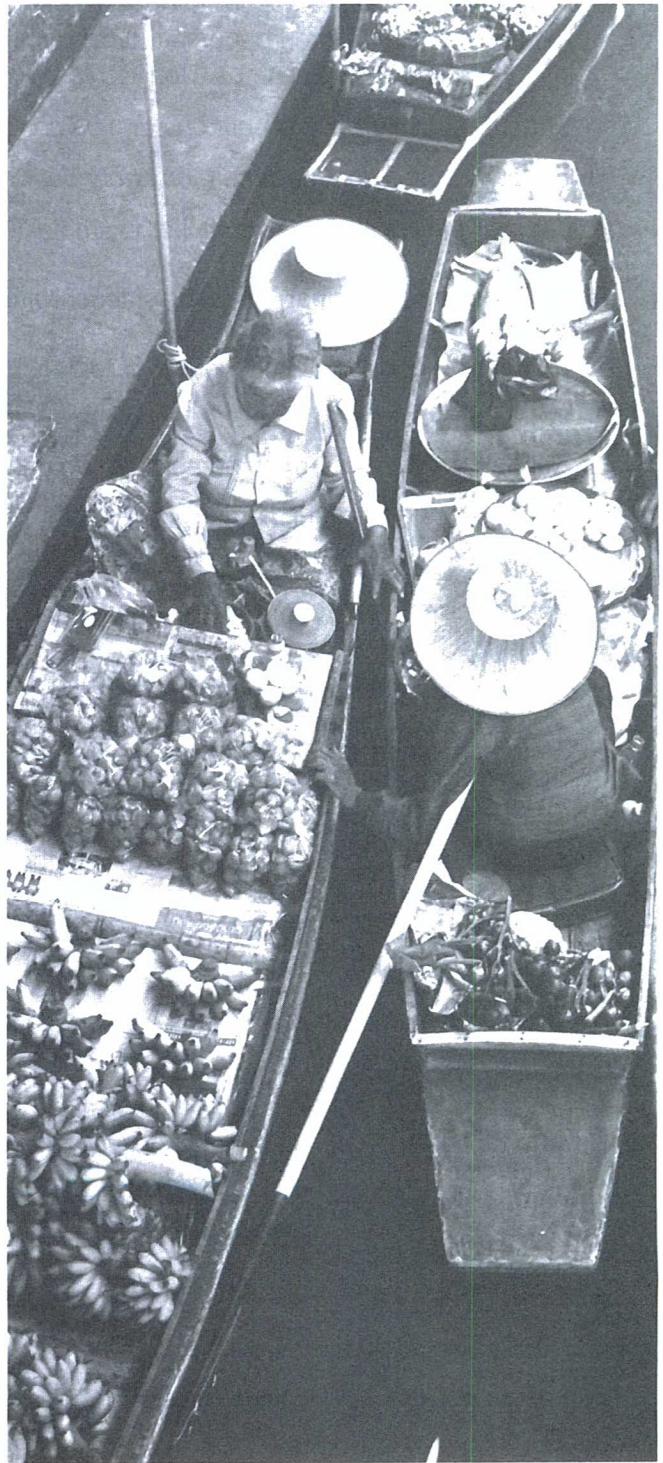
The History of Bartering

Have you ever given a friend a book, video game, or other item in exchange for something of theirs? If so, then you have bartered. *Bartering* means trading goods or services with another person without paying any money. This type of exchange was used by early civilizations, and some cultures still use it today.

Bartering was first used in 6000 BCE before money was invented. It was introduced in ancient Mesopotamia, an area in what is now southwest Asia. In the city of Babylon, the bartering system was improved. Goods were exchanged for food, tea, and spices. Salt was a popular item that was often exchanged. It was so valuable during the Roman Empire (27 BCE–476 CE) that Romans used to be paid in salt. In Europe in the Middle Ages (the time after the Roman Empire and before the mid-1400s), people used to travel around the world to trade crafts and furs for silks and spices. When money was invented, bartering didn't stop, it just became more organized.

As with most things, bartering has its positives and negatives. One problem is that you can't always be sure of the quality of the item you receive. It's not like buying something in a store where you can return it if you're not happy with it. Another problem can be how well you know the person you're making the exchange with. Can you be sure the other person is honest and trustworthy?

On the positive side, you don't need money to barter. People swap things that have similar value, but they aren't always the same kind of thing. For example, you don't have to exchange clothes for clothes or food for food. In the past, people used to exchange fur for tea and spices. Today, you might exchange a sofa for a television. Some people offer services in exchange for items. For example, if you're good at fixing things, you can offer to repair something in exchange for an item you want; or if you know about taxes, you can offer to help a local business with theirs in exchange for a free service. The best thing about bartering is that if it's done well, it can be a win-win for everyone.



▲ The "floating markets" of Thailand used to be local places for trading and bartering, but now they are mostly for tourists.

- A** Read the first paragraph and answer the question in the first line. If you have bartered before, describe what you exchanged.

- B** Read the article. Match the main ideas to the paragraphs.

- | | |
|---------------------------|--|
| Paragraph 1: _____ | a. how bartering has been used throughout history |
| Paragraph 2: _____ | b. the possible negatives of bartering |
| Paragraph 3: _____ | c. what bartering is |
| Paragraph 4: _____ | d. the positives of bartering |

- C** Match the underlined words and phrases in the article to the meanings below.

1. _____: goods made by hand
2. _____: in return for
3. _____: true to their word
4. _____: a situation that everyone is happy with
5. _____: trade
6. _____: from a very long time ago

- D** Read the statements. Then read the article again and circle **T** for *true* or **F** for *false*. Correct the false information.

- | | | |
|--|---|---|
| 1. Bartering was only used in the past. | T | F |
| 2. The people of Mesopotamia were the first to barter. | T | F |
| 3. Bartering stopped when people started to use money. | T | F |
| 4. When you barter, you can bring back the item if the quality is bad. | T | F |
| 5. When two people barter, they have to exchange the same kind of thing. | T | F |
| 6. Bartering can make people's lives better. | T | F |

- E** Answer the questions with information from the article.

1. When did people first barter? _____
2. What did the Romans like to barter with? _____
3. Which people used to barter furs for silks? _____
4. If you want to barter with someone, what should that person be like? _____
5. What do some people offer to exchange instead of goods? _____

Lesson E Writing

A Complete the sentences with the descriptive adjectives in the box.

amazing ancient famous huge proud

1. The Christ the Redeemer statue has become an image that makes everyone think of Rio de Janeiro and Brazil. The statue is very _____ around the world.
2. The size of the Colosseum is very impressive. It used to seat 50,000 people. It is a _____ structure.
3. The Taj Mahal is considered the most perfect example of Muslim art in India. It's _____.
4. When Chichen Itza was named one of the New 7 Wonders of the World, it showed that the rest of the world recognized the importance of the Maya civilization. It was a _____ moment for all Mexicans.
5. Machu Picchu is _____. It was built during the Inca empire in the mid-1400s and wasn't rediscovered until 1911.

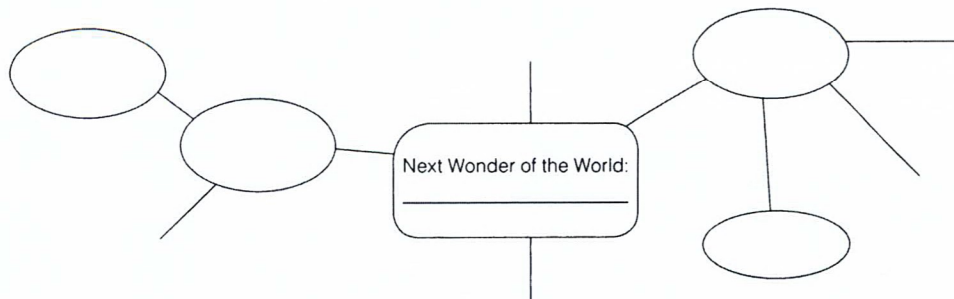
B Circle the correct descriptive adjective.

The Great Barrier Reef is located on the Queensland coast of northeastern Australia. It is (1) *famous* / *proud* for its size. Covering about 133,000 square miles, it is the largest living structure on the planet. What is more (2) *amazing* / *scary* is that it is bigger than the UK, the Netherlands, and Switzerland combined! It is also one of the most biologically diverse places on Earth. It is home to a (3) *strong* / *large* number of sea creatures: 1,625 species of fish, 30 types of whales and dolphins, and 6 types of sea turtles. The Great Barrier Reef is (4) *ancient* / *active*. It has survived for the last 18 million years, but now this undersea world is rapidly disappearing. This is why it is so (5) *important* / *interesting* to see it. If you see this (6) *colorful* / *lifeless* world under the sea, you will be convinced it is a wonder of the world worth saving.



▲ A turtle swimming over the Great Barrier Reef

C There are many amazing places in the world that are not on the list of Wonders of the World. Imagine that you had to vote to choose the next wonder. Which place would you choose and why? Copy the mind map below into your notebook. Write the name of your chosen place in the center. Research facts and details about the place. Write the information in your mind map.



D In your notebook, use your ideas from the mind map in **C** to write a paragraph describing the place you think should be considered a Wonder of the World. Use at least four descriptive adjectives.

Review

A Complete the sentences with words from Lesson A. The first letter of each word is given.

1. Learning how to use new technology can be c_____.
2. Forty years ago, young people didn't have the same o_____ to study abroad as they do today.
3. When people from different cultures come together, there can be a wonderful e_____ of ideas and experiences.
4. Traditionally, Indian saris were made of s_____, but now many women buy cotton ones because they are cheaper.
5. The Silk Routes were important t_____ routes connecting China with the West.
6. Christopher Columbus originally s_____ o_____ on a trip in search of India.
7. Before the first English dictionary was written, lists of words were p_____ in educational texts.
8. Explorers often find it interesting to go b_____ the borders of their own countries.

B Complete the text about the Maya with the correct form of *used to* and verbs in the box.

build create decorate depend live make not have write

How (1) _____ the Maya _____ ?

Exploration of classic Maya historical sites started in the 1830s. Since then, we have discovered that they (2) _____ with hieroglyphics instead of letters and (3) _____ paper from tree bark. With this paper, they made books, called *codices*. Four of these books still exist today. The Maya depended on and used things from their natural environment. They (4) _____ irrigation systems to water their crops like farmers do today. Instead, they (5) _____ on the rain to water their crops. They (6) _____ tools and weapons from volcanic rock, and they (7) _____ structures using limestone. Also, rich Maya (8) _____ their costumes with brightly colored bird feathers.

C Match the sentence halves.

- | | |
|--|--|
| 1. When you find your shoes, _____ | a. that I'd bring you up to be polite. |
| 2. The recipe is a little difficult, _____ | b. just turn it on. |
| 3. If you want to use the computer, _____ | c. can you help them out? |
| 4. If you borrowed my blue sweater, _____ | d. but you'll figure it out. |
| 5. If they have car trouble, _____ | e. put them on. |
| 6. I promised your grandmother _____ | f. can you bring it back? |

Video Searching for Genghis Khan

- A** Who was Genghis Khan? Watch the first part of the video and complete the quotation. Highlight the information you didn't already know.

"As (1) _____ of the Mongols in the (2) _____ century, Genghis rode far across central (3) _____ with his troops. They conquered (4) _____, leaving behind death and destruction. But Genghis was more than just a fierce (5) _____. He unified Mongolia and built an (6) _____ that stretched across a (7) _____."

- B** Watch the rest of the video and check (✓) the questions that are answered.

- ☐ 1. What did Albert Lin study?
- ☐ 2. Why did he want to be an explorer?
- ☐ 3. Where is Albert's family from?
- ☐ 4. How many brothers and sisters does he have?
- ☐ 5. How is he searching for the lost tomb?
- ☐ 6. Why did he decide to ask "citizen scientists" to participate in the exploration?
- ☐ 7. How many citizen scientists are helping Albert?
- ☐ 8. What are the names of the other explorers on the team?
- ☐ 9. Where in Mongolia is Genghis Khan's tomb?



▲ This statue of Genghis Khan in Ulaanbaatar, Mongolia, is the largest horse statue in the world.

- C** Match each phrase to its meaning.

- | | |
|----------------------------------|---|
| _____ 1. cutting-edge technology | a. places of historical interest and value |
| _____ 2. the Forbidden Zone | b. people around the world who participate in Albert's research |
| _____ 3. a fierce warrior | c. modern methods, such as satellite imaging and remote sensors |
| _____ 4. citizen scientists | d. a place that must be respected and not destroyed |
| _____ 5. archaeological sites | e. a person who fights and kills and is feared by others |
| _____ 6. a sacred place | f. the place where the tomb of Genghis Khan may be located |

- D** Circle the correct information.

- 1. Albert Lin *studies* / *works* at the University of California.
- 2. Albert was studying *engineering* / *history* when he realized he wanted to explore.
- 3. While he was growing up, Albert heard he had family from *China* / *Mongolia*.
- 4. Albert is using cutting-edge technology to collect data while *conserving* / *disturbing* archaeological sites.
- 5. Albert's team is looking at *ancient maps* / *satellite images* that show where Khan's tomb might be.
- 6. Citizen scientists are tagging photos of roads, rivers, and *modern* / *ancient* structures that might show where the tomb is located.
- 7. The team has *an idea* / *no idea* how long it will take to find the tomb.

Lesson A Vocabulary and Grammar

A Complete the sentences with the correct word or phrase from the box.

apply for a visa check-out departure destination make reservations online booking search

1. To enter some countries, it's necessary to _____ first.
2. Many people don't use travel agents anymore because they prefer to do _____.
3. The beach is often a popular _____ for vacations.
4. When you book a hotel, you have to choose your check-in and _____ dates.
5. It's important that you know your _____ time when catching a flight.
6. You can find great deals on flights and hotels if you _____ online.
7. If you are traveling during a popular time, you should _____ for tours and other activities.

B Complete the list of things to do before you travel. Circle the correct verb to complete each collocation.

- | | |
|--|--|
| 1. <i>choose / get / make</i> a destination | 4. <i>make / buy / do</i> a reservation |
| 2. <i>book / buy / apply</i> for a visa | 5. <i>book / apply for / make</i> a flight |
| 3. <i>apply for / search for / buy</i> a hotel | 6. <i>get / make / pack</i> your bags |

C Complete these travel tips with the correct form of *(not) have to*, *(not) need to*, or *must*. Items have more than one possible answer. Use contractions where possible.

Travel can be stressful, but it (1) _____ be. Follow these useful tips when planning your next trip, and you can forget the stress.

Consider online booking!

Nowadays, you (2) _____ find a travel agent. There are so many cheap options for flights and hotels online. Yes, you do (3) _____ have the time to search, but it's worth it because you can find a great deal and save money.

Need a visa?

For some destinations, tourists (4) _____ have a visa to enter. Check whether you need a visa as soon as possible because if you (5) _____ apply for one, the process can take a while.

Departure day

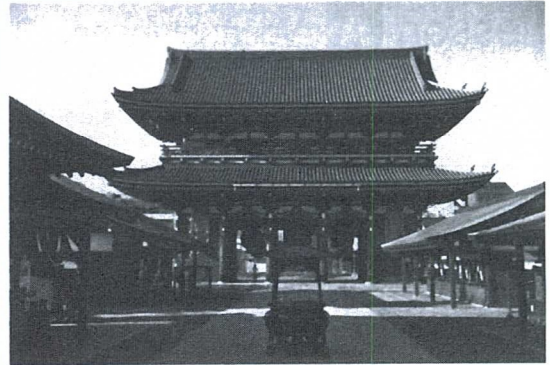
Nowadays, you can check in for many flights online and print your tickets at home. This way, you (6) _____ wait so long at the airport. You should still arrive early, though. Passengers (7) _____ check their bags at least an hour before departure.

Lesson B Listening

A Look at the photo and answer the questions.

1. Where do you think the photo was taken? Explain.

2. Would you like to visit this place? Why?



B 21 Listen to Brad, Helen, and Monica talk about their best vacations. Write the country each person traveled to.

1. Brad _____

2. Helen _____

3. Monica _____

C 21 Read the sentences. Listen again and write **T** for *true*, **F** for *false*, or **NI** for *no information*.

_____ 1. Brad's best vacation was with his friend.

_____ 2. According to Brad, you don't have to be good at surfing to surf in Bali.

_____ 3. Helen didn't have enough time to see all of the city.

_____ 4. Helen didn't like the food.

_____ 5. Monica usually goes rock climbing in the morning.

_____ 6. Monica enjoyed rock climbing in Querétaro.

D Read the questions. Circle the correct answers.

1. Which of these is NOT a water sport?

- a. rafting b. kayaking c. hiking

2. Which of these activities do you do underwater?

- a. surfing b. scuba diving c. fishing

3. Which of these is something people like to see when sightseeing?

- a. historical places b. a doctor's office c. traffic

4. Which of these is NOT an extreme sport?

- a. rock climbing b. surfing c. swinging in a hammock

5. Which of these is NOT an activity you learn on vacation?

- a. cooking b. scuba diving c. sightseeing

6. Which of these is a place you go to enjoy the scenery?

- a. inside a museum b. a beach c. a supermarket

Lesson C Vocabulary and Grammar

A Match the compound nouns.

- | | |
|-------------------|----------|
| _____ 1. airline | a. seat |
| _____ 2. carry-on | b. claim |
| _____ 3. boarding | c. agent |
| _____ 4. window | d. pass |
| _____ 5. baggage | e. bags |

B Complete the conversation with the words and phrases in the box. One is not needed.

destination flight gate online passport security check

Airline agent: Good afternoon. Where are you flying to today?

Traveler: To New York.

Airline agent: Can I see your (1) _____ please?

Traveler: Sure, here it is.

Airline agent: Thanks. I see you already checked in (2) _____. So, how many bags are you checking?

Traveler: Just one. Will I need to pick it up when I change planes in Toronto?

Airline agent: No, you can just pick up your bag at your final (3) _____.

Traveler: Great. Thank you.

Airline agent: You're welcome. Your (4) _____ is on time. You need to go to (5) _____ 14. Boarding will start at 10:30. Have a nice trip!

C Circle the correct verb form in each sentence.

1. You *can't* / *have to* bring dangerous things, such as scissors or knives, on a plane.
2. To board the plane, you *can't* / *must* check in at the desk or online first.
3. You *need to* / *must not* make sure you have all your bags before you leave the terminal.
4. If you have large or heavy bags, you *must* / *don't have to* check them at the desk.
5. During takeoff, you *have to* / *must not* stand up inside the airplane.

D Complete the sentences with *must*, *can't*, or *have to*. Some items may have more than one possible answer. Then write the person who usually says these statements: *airline agent* or *traveler*.

- a. I'm sorry ma'am, but you (1) _____ check this bag. You (2) _____ have a carry-on bag of this size.
- b. Sir, you are in the wrong line. You (3) _____ stand here. You (4) _____ stand over there in group 3.
- c. Excuse me, can you help me? I (5) _____ find gate 34, and my flight leaves soon.

Extreme Adventures

Some people see a vacation as a way to relax and take things easy for a few weeks. But chilling out is not for everyone, especially not for more athletic vacationers. They prefer the taste of adventure. Check out this list of extreme adventures. Are there any that *you* want to try?

(1) _____ But it doesn't offer **ambitious** climbers the tallest hike from the **base** to the top. Everest measures 12,000 feet from base to summit while Alaska's Denali, North America's highest mountain, measures 18,000 feet. On the way up Denali, climbers have to survive arctic conditions, temperatures of -35°F , and winds traveling at more than 100 miles an hour. Between 1932 and 2018, 126 people died on Denali. Still considering it? Well, you'll need to take three or four weeks of vacation, because that's how long it can take to reach the top.

(2) _____ Probably not this much, though. Eagle's Nest, a system of underwater caves in Florida, has incredible scenery, but beware: some of its caves

are over 300 feet deep. The site is very beautiful and unique, but its depth makes it more difficult for divers to deal with any problems that occur. At least 11 divers have lost their lives here since 1981. You must be an expert diver to try this one.

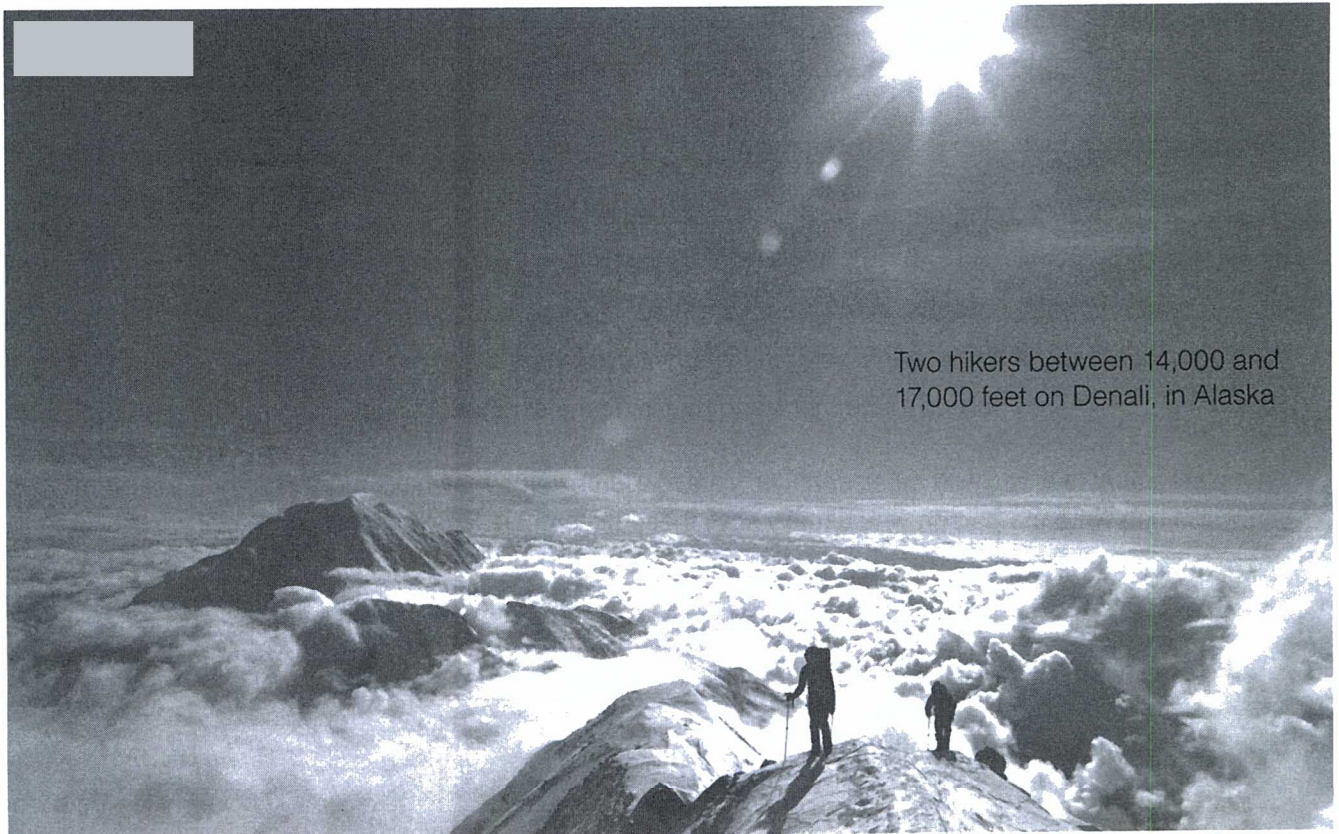
(3) _____ Have you ever thought of kayaking down the Inga **Rapids** of the Congo River? Only one team has ever survived these rapids, while many others have died trying. The successful team did it in 2011, led by Steve Fisher. They paddled against water that was traveling at 30 miles an hour and waves that were 40 feet high. The team also survived waterfalls and **whirlpools**. So... interested? A flight to the Democratic Republic of the Congo, anyone?

ambitious wanting to be successful in doing something very difficult

base the bottom or lowest part of something

rapids part of a river where the water moves very quickly over rocks

whirlpools areas of water that move quickly in a circle and can pull things into them



Two hikers between 14,000 and 17,000 feet on Denali, in Alaska

A Read the article. Then match the sentences to the spaces in the paragraphs.

- a. Everyone knows Mount Everest is the world's highest mountain.
- b. Finally, it doesn't get much more dangerous than this.
- c. OK, forget heights. Maybe you like diving instead?

B Read the article again. Match the underlined words and phrases in the text to the synonyms below. Remember, a synonym is a word or phrase with a similar meaning to another word or phrase.

1. people on vacation _____
2. died _____
3. relaxing _____
4. highest point _____
5. active; good at sports _____
6. things to look at _____

C Read the sentences. Write **T** for *true*, **F** for *false*, or **NI** for *no information*.

- _____ 1. Denali is the second tallest mountain in the world.
- _____ 2. On the way up Denali, temperatures can fall below zero.
- _____ 3. There isn't a lot of wind on Denali.
- _____ 4. Eagle's Nest is dangerous because its caves are so deep.
- _____ 5. There are dangerous animals in the Eagle's Nest cave system.
- _____ 6. Other teams survived the Inga Rapids after Steve Fisher and his team did.
- _____ 7. The only difficult thing about the Inga Rapids is the fast water.
- _____ 8. The Inga Rapids are located in the Democratic Republic of the Congo.

D Check (✓) the extreme vacations that match the information in the chart. Some statements have more than one answer.

	Denali	Eagle's Nest	Inga Rapids
1. You must go underwater.			
2. You have to suffer very cold temperatures.			
3. You have to paddle in fast waters.			
4. People have died here.			
5. You need a long vacation to do this.			
6. You need a lot of diving experience.			
7. You must be able to swim.			

Lesson E Writing

A Read the two paragraphs about the Sea of Stars. Underline the topic sentence and the conclusion in each one.

1. Few places are as **magical** to visit as the beaches on Vaadhoo Island in the Maldives. At night, the sea is covered with strange, bright blue lights. Many people say they look like stars. Can you think of anything more relaxing or romantic than walking along a beach at night looking at these amazing blue stars in the ocean? Come and see for yourself because seeing is believing.
2. While the famous blue stars on Vaadhoo Island may appear **magical**, there is a more scientific reason for these strange lights. They come from a special kind of very, very small plant. These plants are called Phytoplankton, and they can make light. There are billions and billions of these little plants in the Indian Ocean, and this is what causes the "blue-star effect." In the end, it's not **magic** after all, just science.

REAL LANGUAGE

Magical is the adjective form of **magic**. It means strange but special, exciting, and enjoyable.

WRITING NOTE

The topic sentence and the conclusion work together to show the main idea of the paragraph.

B Write the number of the paragraph next to the matching title. One title is not used.

- _____ a. The Sea of Stars: Not Stars at All
- _____ b. The Sea of Stars: Difficult to Find
- _____ c. The Sea of Stars: Come and See the Magic

C Complete the paragraph with the connectors in the box. Keep the meaning of the sentences the same as in paragraph 2 of **A**.

because but in fact so

The famous blue stars on Vaadhoo Island may appear magical, (1) _____ there is a more scientific reason for these strange lights. (2) _____, they come from a special kind of very, very small plant. These plants are called Phytoplankton, and they can make light. (3) _____ there are billions and billions of these little plants in the Indian Ocean, they cause the "blue-star effect." (4) _____, it's not magic after all, just science.

D In your notebook, answer the questions about a place you think is magical.

1. Where is this place?
2. What do you think makes this place magical?
3. Why should people visit this place?

E In your notebook, use your answers to the questions in **D** to write a paragraph about the place you think is magical. Include a topic sentence and a conclusion to show the main idea. Use at least three connectors.

Review

A Circle the correct answer.

- Which of these does a traveler do first?
a. check in b. check out c. make a reservation
- Nowadays, which of these can you do online before going to the airport?
a. check bags b. check in c. go through the security check
- Which of these should you do a few months in advance of your trip?
a. get your boarding pass b. apply for a visa c. check in for your flight
- What can't you have in your carry-on bags?
a. your boarding pass b. your passport c. a knife
- Who can help you with check-in at the airport?
a. an airline agent b. a travel agent c. a security guard
- Where do you wait to board your flight?
a. in the security line b. at the check-in desk c. at the gate

B Match the questions to the answers.

- | | |
|--|---|
| _____ 1. Where are you flying to today? | a. Yes, of course. Here it is. |
| _____ 2. Do I need to check in? | b. Certainly, sir. Which airline are you looking for? You may be in the wrong terminal. |
| _____ 3. Are you checking any bags? | c. 9:45 a.m. |
| _____ 4. Can you help me? I can't find the check-in desk for my airline. | d. To Peru. |
| _____ 5. Can I see your passport, please? | e. Yes, two. |
| _____ 6. What is our departure time? | f. No, ma'am, not if you already did online. |

C Complete the sentences with (not) have to, must, or can't. Some items may have more than one possible answer.

- We _____ book a flight soon, or there will be no seats left.
- She _____ go through the security check. She hasn't checked her bags yet.
- He _____ come. I don't mind going on vacation by myself.
- If you want to try scuba diving, you _____ take lessons.
- If your sister wants to go to Brazil, tell her she _____ apply for a visa first.
- Sit down, please. You _____ get up now. The seatbelt sign is on.
- The tour company isn't busy at the moment, so you _____ make a reservation. Just show up!
- Large bottles of shampoo or sunscreen _____ go in your checked baggage.

Video Why Art Thrives at Burning Man

A Watch the video. Number the statements (1–5) in the order that you hear them.

- _____ "...the buying and selling of artwork often gets more attention than the works themselves."
- _____ "So this is me on the desert playa last year with my brother, obviously hard at work."
- _____ "These days, around 300 art installations...go to the playa. None of them are sold there."
- _____ "Imagine, in the empty desert, you come upon a huge wheel ringed in skeletons..."
- _____ "This is Nevada's Black Rock Desert, about as far as you can get from the galleries of New York and London and Hong Kong."

B Match the underlined words in the quotations to the correct synonyms.

- | | |
|--|---------------------------|
| _____ 1. "This is the farthest thing from <u>marketable</u> art." | a. positive effects |
| _____ 2. "Do I care about these because they <u>move me</u> or..." | b. easy to sell |
| _____ 3. "the <u>benefits</u> it gives our society" | c. is successful |
| _____ 4. "the art is one thing that <u>thrives</u> here" | d. make me feel something |

C Watch the video again and answer the questions.

- Whose painting sold for the highest price ever?

- Where does Nora think people spend more time with the artwork, in a museum or at Burning Man?

- What happens to the art at Burning Man at the end of the week?

- Do you have to be an artist to make art at Burning Man?

- Which is more important for Nora: the way the artwork makes you feel or the price of the artwork?



◀ Nevada, where Burning Man takes place, is the driest state in the US, receiving an average of ten inches of rain per year.

Lesson A Vocabulary and Grammar

A Match the sentence halves.

- | | |
|---|---------------------------|
| 1. Zhu has some work _____ | a. work last summer. |
| 2. Zhu did volunteer _____ | b. assistant to help her. |
| 3. Zhu has been placed in a training _____ | c. experience. |
| 4. Minerva is a business _____ | d. program. |
| 5. Minerva's company has 60 _____ | e. owner. |
| 6. Right now, Minerva is looking for a personal _____ | f. employees. |

B Complete the text with words from the box. One word is not needed.

assistant	boss	employees	experience
owner	qualifications	training	volunteer

Two months ago, I saw an advertisement for a job as a sales (1) _____ in a clothing store. I believed I had the right (2) _____, so I applied for the job. In the interview, I answered questions about my (3) _____, my extracurricular activities, and when I worked as a (4) _____ in my local community. Two days later, they told me that I had gotten the job. During the first week, I had to do some (5) _____ to learn about how to deal with customers and how to use the cash register. So far, my (6) _____ seems pleased with me because I am learning quickly. The other (7) _____ are really friendly, too. They help when I am not sure how to do something. I really like my new job.

C Rewrite the underlined part of each sentence with the word(s) in parentheses so that it has the same meaning.

1. It's a good idea to do volunteer work if you can't get a paid job.
(should) _____
2. It's important to send your application today, or you'll miss the deadline.
(had better) _____
3. It's not a great idea to wear shorts on your first day of work.
(shouldn't) _____
4. If you can, remember to smile because first impressions are very important.
(should) _____
5. You should practice your Russian before the exam. You have forgotten a lot.
(had better) _____
6. It's a bad idea to arrive late to meetings with your boss.
(shouldn't) _____

Lesson B Listening

A 23 Listen to the job interview and circle the correct information.

1. In her last job, Katrina *often* / *rarely* had contact with clients.
2. She saw the ad for the job *in a newspaper* / *on the company website*.
3. Katrina spent three *months* / *years* in her last job.
4. Katrina has experience *working well in a team* / *being a good team leader*.
5. At her previous job, Katrina worked on *one thing at a time* / *many things at the same time*.
6. Katrina will have to *work in an office* / *travel a little* if she gets the job.
7. Katrina needs to have *average* / *good* math skills to do the job.



▲ A job interview often begins with a handshake.

B 23 Read the statements. Then listen to the interview again. Write **T** for *true*, **F** for *false*, or **NI** for *no information*.

- _____ 1. Katrina has a bachelor's degree in digital media.
- _____ 2. Katrina worked as an intern in Europe during college.
- _____ 3. Katrina believes digital marketing is important for a company to be successful.
- _____ 4. Katrina worked on team projects in college.
- _____ 5. Katrina explains how she has dealt with difficult clients on social media.
- _____ 6. Katrina enjoys the challenge of working under pressure.
- _____ 7. The company doesn't offer any training.
- _____ 8. Katrina wants to work in another country.

C 23 Listen again and number the questions in the order that you hear them (1–8). Then mark intonation in each question with an up arrow (↗) for rising intonation or a down arrow (↘) for falling intonation.

- _____ Where do you see yourself in five years? _____
- _____ Why are you interested in digital marketing? _____
- _____ Is there any training required for the job? _____
- _____ Are there any opportunities to travel in this job? _____
- _____ Are you good at working under pressure? _____
- _____ How did you hear about the position? _____
- _____ Do you have any questions for me? _____
- _____ Do you consider yourself good with people? _____

Lesson C Vocabulary and Grammar

A Complete the table with the correct participial adjectives.

Noun	I feel...	The experience was...
surprise		
interest		
boredom		
satisfaction		
terror		

B Circle the correct participial adjectives.

Carrie Miller is a travel writer. She has to travel a lot on her own for work, but she still remembers the first time she traveled by herself. It was quite an (1) *interested* / *interesting* experience. When she was 20 years old, she booked a trip to Darwin, in northern Australia. Her friends may have been (2) *interested* / *interesting* in going with her, but, unfortunately, they didn't have enough time or money. So, she went by herself. At the beginning of her trip, she says she made a lot of mistakes. She felt really (3) *embarrassed* / *embarrassing* until the day when a British woman came up to her and told her how brave she was for traveling on her own. Carrie found the woman's words (4) *surprised* / *surprising*. Over the next 21 years, Carrie became more confident and comfortable traveling alone. Although the idea of traveling solo was (5) *terrified* / *terrifying* at first, now she feels (6) *satisfied* / *satisfying* with all that she has achieved.

C Complete the conversation with words from the box. One word must be used more than once.

anyone anything anywhere everyone no one someone somewhere

Martha: So, have you decided what you're going to do after you graduate?

Raj: No. I'm really worried! I only have three months left.

Martha: Have you talked to (1) _____?

Raj: Yes, I've spoken to (2) _____ about it. They all have opinions about what I should do. I can't go (3) _____ without people offering me advice. Mom and Dad want me to join the family business. My sister thinks I should travel (4) _____. My career advisor, Ms. Gomez, made a few suggestions.

Martha: And did you like (5) _____ that she suggested?

Raj: No. That's the problem.

Martha: So, tell me. What do *you* want to do?

Raj: I think I want to be a sound engineer. I'm still not sure, so don't tell (6) _____ yet.

Martha: I won't. (7) _____ needs to know right now. Why don't you organize some work experience to see if you like it? Maybe Ms. Gomez can connect you with (8) _____ who works in the industry.

Raj: That's a great idea! Thanks, Martha.

Skills for the Future

For some people, the way technology is changing the workplace is exciting; for others, it's terrifying. Many people are worried that robots and machines will take everyone's jobs away. It's true that companies will use robots more in the future, but this doesn't mean that human jobs will completely disappear. (1) _____, but job priorities will change. For example, the owner of a business could spend less time analyzing reports if **artificial intelligence** could do it better, leaving more time for team training. The human side of business, (2) _____, will become even more important than it is today.

(3) _____. Even though it's difficult to guess which jobs will be around twenty-five years from now, it's clear that technical skills will still be very important in the future. Today, many jobs are connected to science, technology, engineering, and mathematics (STEM), and this won't change in the next few years.

As technology continues to develop, people had better improve their STEM skills and knowledge of **coding** if they want to keep up.

Yet technical skills aren't the only things that will help you get a job in the future. Critical thinking and people skills will become increasingly important, too. Even though robots can do a lot of things better than humans, human interaction is best done by humans, and this is unlikely to change. (4) _____, people need to have good communication skills and be able to listen to and understand their coworkers and customers.

Finally, if somebody wants to get a job in the next 25 years, they should also be creative. At the moment, (5) _____, but they are not creative in the same way that humans are. They don't think outside the box. Although technology will bring many changes to the way employees work, what makes us human will always make us valuable.

artificial intelligence computer programs that copy some qualities of human intelligence, such as translating languages or recognizing images

coding writing computer programs

Robots are used for cooking and food delivery in a restaurant in Kunshan, China.



A Before you read the article, answer the questions.

1. Do you think your job or jobs you know about will be different in the future? How?

2. What skills do you think people will need to get a job in the future? Make a list.

B Read the article. Match the phrases and sentences below to the correct spaces in the article.

- a. robots are good at locating a problem or analyzing data
- b. In order to work together effectively
- c. which includes creativity and interpersonal skills
- d. People will still have to work
- e. Twenty-five years ago, many of today's jobs didn't exist

C Write the underlined words and phrases from the article that match the meanings below.

- 1. _____: look for creative solutions to problems
- 2. _____: knowledge of STEM and coding
- 3. _____: very scary
- 4. _____: the most important tasks to do at work
- 5. _____: ability to connect well with other people
- 6. _____: significant; very important

D Read the article again. Check the skills on your list in **A** that are mentioned in the article.

E Read the statements. Write **T** for *true* or **F** for *false*. Correct the false statements.

- _____ 1. Some people are terrified of the ways technology will change the working world.
- _____ 2. In the future, robots and machines will take everyone's jobs.
- _____ 3. Use of machines and robots may change the important tasks that a person does at work.
- _____ 4. There is nothing humans do better than robots.
- _____ 5. Jobs won't change in the future.
- _____ 6. People will need strong STEM skills in the future.
- _____ 7. Creativity and communication skills won't be important in future jobs.
- _____ 8. According to the article, humans will always be important in the workplace.

Lesson E Writing

A Read the quotations. Write the names of the people next to the skills they talk about.

"In my last job, I was responsible for a team of five people. I organized the group so that everybody had something to do, and I regularly checked on their progress to make sure we achieved our goals." — **Yu Yan**

"When I'm faced with a problem, I'm very good at thinking outside the box and seeing something from different points of view. I think this is why the advertising campaigns I've designed have been so successful." — **Lev**

"I really enjoy working with other people. My most positive experience was when I worked as a volunteer in a center for homeless people. There were about ten other volunteers. Together, we organized a soup kitchen. It was really successful and is still serving the homeless a year later." — **Joy**

"I have a lot of experience with coding and have built many successful websites." — **Derick**

"I learned French in school, but I became fluent after spending six weeks living in Quebec and teaching at a ski school. I am now learning Mandarin." — **Sofia**

- | | | | |
|----------------------|-------|----------------------|-------|
| 1. people skills | _____ | 4. leadership skills | _____ |
| 2. creative thinking | _____ | 5. technical skills | _____ |
| 3. language skills | _____ | | |

B Choose one set of questions (1, 2, or 3). Answer the questions in your notebook. Give as many details as possible.

- What extracurricular activities do you do? What do you do in your free time?
What skills have you developed through these activities?
How do these skills make you a good candidate for a job?
- Have you done any volunteer work?
What skills did you develop during the experience?
How can you use these skills in the workplace?
- Have you spent any time abroad? / Are you living abroad now?
What challenges did you face? / What challenges have you faced so far?
What did you learn / have you learned from the experience that you could use at work?

C Use your answers to the questions in **B** to write a paragraph in your notebook. Remember, you need a topic sentence, supporting details, and a conclusion. You can use one of the topic sentence starters below to help you start your paragraph, or use your own ideas.

One of the biggest challenges I have ever faced was when...

One of the most significant learning experiences in my life was when...

Some people might think it's just a hobby, but I've learned a lot from...

Review

A Write words from Lesson A to complete the sentences. The first letter of each word is given.

1. The b_____ tells people in the company what to do.
2. An a_____ helps customers or supports other people in the company.
3. You can get q_____ for a job by completing a course or taking an exam.
4. When the company is yours, you are a business o_____.
5. Work e_____ refers to the knowledge and skills you get from doing a job.

B Complete the sentences with words from the box. One is not needed.

better get had maybe should shouldn't

1. If you want to study for a master's degree, you _____ better get a bachelor's degree first.
2. You _____ make an appointment with the career advisor if you're not sure what to study.
3. You _____ forget to put your extracurricular activities on your resume.
4. If you want to get a good job, then you had _____ work hard.
5. You should _____ some work experience as a teacher first to see if you like it.

C Complete the sentences with the correct participial adjective form of the noun in parentheses.

1. There is nothing to do here. I am so _____. (boredom)
2. I never expected that. It was _____. (surprise)
3. I enjoyed doing that. It was really _____. (satisfaction)
4. I have never been so scared in all my life. I was _____. (terror)
5. You should read the book I lent you. I think you'll find it very _____. (interest)

D Rewrite each sentence using a word from the box so that it has the same meaning as the sentence given.

everyone no one nothing something somewhere

1. All of us are going to study abroad.

2. There isn't anybody studying medicine here.

3. I want to work in a place I already know.

4. He didn't do anything all weekend.

5. That was one thing he learned in his writing class.

Video Joel Sartore: The Photo Ark

A Watch the video. Number Joel Sartore's statements (1–4) in the order that you hear them.

- _____ "But lately, for the past dozen years or so, I've been working on a project called The Photo Ark."
 _____ "I started taking pictures in high school."
 _____ "I meet people every month that I consider to be conservation heroes."
 _____ "... I meet about one animal a year now that's so close to extinction we know it will vanish, in my lifetime certainly."

B Watch the video again. Circle the letter of each true statement.

1. **a.** Joel says he has photographed animals all over the world.
b. Joel says he would like to photograph animals from other countries.
2. **a.** In his Photo Ark project, Joel will only take photos of dogs.
b. In his Photo Ark project, Joel will take photos of as many animals in human care as he can.
3. **a.** For the Photo Ark, Joel takes photos of animals in their natural habitats.
b. For the Photo Ark, Joel takes photos of animals using black and white backgrounds.
4. **a.** The Photo Ark is a chance to photograph many animals for the first time, while they are still alive.
b. Most animals in the project have been photographed many times before.
5. **a.** Some of the animals that Joel has photographed for the project are now extinct.
b. All the animals that Joel has photographed so far are still alive.
6. **a.** Joel likes to imagine what the world will be like in the future.
b. Joel likes to think about how he can make a difference in the world today.

C Complete the quotations from the video with the words in the box.

fifteen fifty seventy thirty thousands twelve twenty-five

1. "I'm a photographer with National Geographic. I've been a photographer there for a long time, almost _____ years now."
2. "The Photo Ark is my _____ year effort—I'll go until I'm about _____ years old..."
3. "So far we've photographed many _____ of species this way. But it'll take another fifteen years or so. We're going to try to have about _____ thousand species photographed, all as studio portraits, by the time I'm done."
4. "So in the _____ years I've been taking pictures for The Photo Ark, I meet about one animal a year now that's so close to extinction we know it will vanish, in my lifetime certainly."
5. "I don't think about the world as it's going to be in _____ years. I think about the world as it is today, and what can I do to make a difference."

Lesson A Vocabulary and Grammar

A Complete the description of South Korea's Mud Festival with words from the box.

annual celebrated costumes crowds participate takes place well-known

If you don't mind getting dirty, you should go to the (1) _____ Mud Festival, which is (2) _____ each summer in Boryeong, South Korea. Even though it is not the most (3) _____ festival, it still attracts large (4) _____ from around the world. Around 3 million people usually (5) _____ in the Mud Festival. It (6) _____ in July. During the festival, there are different mud activities, like mud racing and mud wrestling. Forget colorful (7) _____; you'll want to wear your old clothes or swimsuit for this festival.

B Match the answers to the questions.

- | | |
|--|--|
| _____ 1. How many people participate in La Tomatina festival in Spain? | a. In the Black Rock Desert, in Nevada |
| _____ 2. Do people wear costumes in the parade? | b. St. Patrick's Day |
| _____ 3. What is that well-known Jewish holiday called? | c. Do you mean Hanukkah or Yom Kippur? |
| _____ 4. What do Irish people celebrate on March 17th? | d. Yes. They're beautiful. They are often made by hand. |
| _____ 5. Was there a big crowd at the music festival? | e. Yes. There were many people there. |
| _____ 6. Where does Burning Man take place? | f. Up to 20,000 people |

C Write sentences with *as... as* and the adjectives in parentheses.

1. Mardi Gras / Holi (big)

2. the Cannes Film Festival / the Venice Film Festival (well known)

3. Thanksgiving / Hogmanay (not, long)

4. Art fairs / music festivals (interesting)

5. Festivals in the Philippines / festivals in the Caribbean (colorful)

6. the Carnival in France / the Carnival in Brazil (not, popular)

Lesson B Listening

A  25 Listen to the conversation about the holidays of Nowruz and Holi. Answer the questions in complete sentences.

1. Are Holi celebrations as long as Nowruz celebrations?

2. Where will Farzin celebrate Nowruz this year?

3. What do people eat during Nowruz?

4. What is Holi also called?

5. How do people participate in the festival of Holi? Name three things.

6. At the end of the call, what does Farzin ask Priya to do?



▲ A crowd watches a street show during Nowruz in Tehran, Iran.

B  25 Listen again and complete the sentences with *Nowruz* or *Holi*.

1. _____ is celebrated in many places around India.

2. _____ is as big as Christmas, New Year, and 4th of July combined.

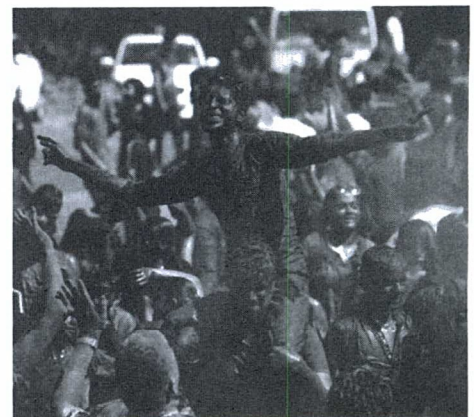
3. Big _____ celebrations take place in Los Angeles.

4. During _____ in Iran, there are a lot of street shows.

5. _____ is about bringing people together and forgetting bad feelings.

6. _____ begins with the ritual of lighting a bonfire.

7. At the end of _____, people jump over bonfires.



▲ People celebrating Holi in Pune, India

C  25 Read the statements and questions aloud and mark the intonation with rising (↗) or falling (↘) arrows. Then listen to the conversation again and check (✓) the information that is mentioned.

☐ 1. There are a lot of parties and street shows.

☐ 2. Is Nowruz celebrated all over the world, or only in Iran?

☐ 3. People sing, dance, and make crafts.

☐ 4. People eat sweet flatbread, deep-fried dumplings, and rice.

☐ 5. Children sing songs, play, and ask for sweets.

☐ 6. Is Nowruz celebrated on March 20th or 21st this year?

☐ 7. Holi is a celebration of colors and love.

☐ 8. Before the festival begins, people clean their houses and buy new clothes.

Lesson C Vocabulary and Grammar

A Complete these expressions for celebrations.

1. Congratulations !
2. Happy New Y _____ !
3. Well d _____ !
4. Great j _____ !
5. Happy b _____ !
6. Good l _____ !

B Write the appropriate expressions from A next to the statements. One is not needed.

1. "I'm 16 today." _____
2. "I start my new job tomorrow." _____
3. "I passed my exam." _____
4. "I'm getting married." _____
5. "It's January 1st today." _____

C Complete the conversation with 'd rather or 'd rather not and a verb from the box.

do get go see take

Mom: What would you like to do for your birthday this year, Sean?

Sean: To be honest, I think I (1) _____ something with a few friends than have a big party this year.

Mom: OK, sweetheart. Are you sure?

Sean: Yeah. Actually, I (2) _____ to the Summerfest Music Festival.

Mom: When is the festival?

Sean: In July. My favorite band is playing. I (3) _____ them play live than listen to them on my cell phone at a party.

Mom: I see what you mean. Your dad and I haven't gotten you a birthday present yet.

We (4) _____ you something you really want, so maybe we could buy your tickets to the festival. What do you think?

Sean: That would be great! Thanks, Mom. That's very kind of you.

Mom: And you can take your sister with you.

Sean: Mom... I (5) _____ her. She doesn't even like the same kind of music as me.

Coming of Age

In many cultures, the transition from childhood to adulthood is an important event in a person's life. This transition is often described as *coming of age* and, traditionally, it is the moment when boys and girls are recognized as adults in society and accept certain responsibilities. Historically, this often meant getting married. But, nowadays, in many societies, this is no longer the case.

Even though a person's coming of age is perhaps not as significant in society as it used to be, many cultures still consider it a moment worth celebrating. In the US and Canada, this celebration happens when teenagers turn 16 years old. It is more often celebrated by girls, but sometimes by boys, too. This birthday is known as *sweet sixteen* and is often celebrated with a party. It can be a formal event, with expensive dresses, music, and dancing, or it can be a small celebration. It usually depends on the **tastes** of the birthday girl or boy.

Not all cultures celebrate this transition when a person turns 16. In Australia and New Zealand, people consider their 18th birthday more important

because it is when they can legally vote and marry. In the Jewish community, boys and girls celebrate coming of age at 13. This event is called a *bar mitzvah* for boys and a *bat mitzvah* for girls. It is the moment when a Jewish child is welcomed into the world of adulthood.

In many Hispanic cultures, girls celebrate their coming of age at 15. A 15th birthday party, known as a *fiesta de quince años*, isn't a small event. The birthday girl, who is known as the *quinceañera*, often wears a long, **formal** dress. A crowd of friends and family are invited and bring presents. Sometimes, the birthday girl chooses to keep traditions, like dancing with her father or having friends, siblings, or cousins as *damas* and *chambelanes* to accompany her during the celebration. The *damas* often wear the same color dress, and the *chambelanes* wear matching suits. They look similar to bridesmaids and groomsmen that accompany the bride and groom in a wedding. In conclusion, though coming of age traditions and ceremonies are different around the world, they are similar in their purpose of celebrating an important moment in a young person's life.

tastes likes and dislikes

formal the opposite of casual; formal dresses are worn for important, special events



A quinceañera with her chambelanes

A Read the article and match the paragraphs (1–4) to the main ideas below. One idea is not needed.

- _____ a. How the age of adulthood is different in different cultures
- _____ b. How coming of age is celebrated in the Jewish community
- _____ c. How girls' coming of age is celebrated in Hispanic cultures
- _____ d. What coming of age means
- _____ e. How coming of age is celebrated in the US and Canada

B Complete the table with information from the article.

Name of event:			fiesta de quince años
At what age is it celebrated?		13	
Where is it celebrated?	US and Canada		

C Read the article and the statements. Circle **T** for *true* or **F** for *false*.

- | | | |
|---|---|---|
| 1. According to the text, coming of age means getting married. | T | F |
| 2. In many cultures, it is common to organize a party when a person comes of age. | T | F |
| 3. In the US, a sweet sixteen party is always a formal event. | T | F |
| 4. Coming of age is something only girls celebrate. | T | F |
| 5. In Australia, coming of age is celebrated at 13. | T | F |
| 6. In Hispanic cultures, a girl's coming of age is usually celebrated with a big party. | T | F |
| 7. All girls dance with their fathers at their <i>fiesta de quince años</i> . | T | F |

D Read the article. Complete the sentences using *as... as* and the correct adjective from the box. Use each adjective only once.

big expensive important old young

- Coming of age today may not be _____ in the past.
- Australian teenagers aren't _____ American teenagers when they come of age.
- Jewish girls are _____ Jewish boys when they celebrate coming of age.
- Coming of age parties in Hispanic cultures are often _____ in the US.
- In the US, some sweet sixteen celebrations aren't _____ others.

E Answer the questions in your notebook.

- At what age do people come of age in your culture?
- Is the celebration the same for boys and girls in your culture?
- Did you celebrate your coming of age in a special way? Give details.

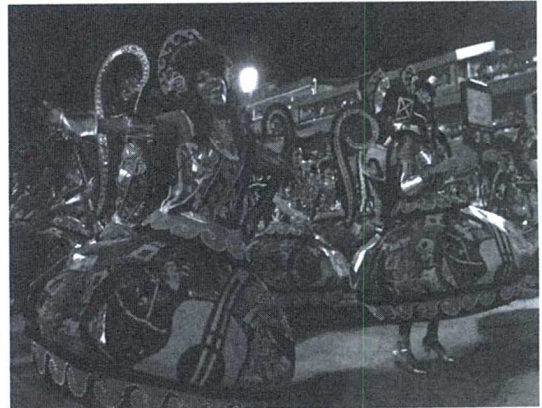
Lesson E Writing

A Match the sentences to the spaces in the paragraph.

"(1) _____ My favorite part is the Samba School Parades, which take place in the Sambódromo. (2) _____ Around 4,000 people take part in each parade, and the crowds pay to watch. (3) _____ The floats are incredible, too. (4) _____ My samba dance school participates in the parades every year. (5) _____ It's amazing to be part of such a wonderful event."

— Juliana

- I hear they can take many months to build.
- In my opinion, no festival is better than the annual Carnival in Brazil.
- They're huge events.
- The costumes are colorful and are decorated with mirrors, feathers, and jewels.
- People say they love watching the parades, but I'd rather be dancing in them.



▲ Dancers in the Samba School Parades during Carnival in Rio de Janeiro

B Complete the chart with information from the paragraph above. Use your own words for the supporting reasons.

Topic sentence:	
Supporting reasons:	1. 2. 3. 4.
Conclusion:	

C Answer the questions in your notebook. Give supporting details.

1. What is your favorite festival / holiday?
2. When and where does it take place?
3. Why is it celebrated?
4. How long does it last?
5. Is it popular? Why?
6. What do you like about this festival / holiday? Why?

D Write an opinion paragraph about your favorite holiday or festival. First, organize your ideas in the chart. Use your answers to the questions in C to help you. Then write the paragraph in your notebook.

Topic sentence:
Supporting reasons:
1.
2.
3.
Conclusion:

Review

A Write the words from Lesson A to complete the sentences. The first letter of each word is given.

1. During the MassKara festival in the Philippines, people wear colorful costumes.
2. Music festivals often attract big c_____.
3. The 4th of July is a h_____ in the US.
4. Nyepi, the Balinese New Year, is c_____ by all the people of Bali.
5. Eid-al-Fitr is the a_____ Muslim festival that marks the end of Ramadan.
6. One of the best film festivals in North America t_____ p_____ in Toronto.
7. In 2018, more than 6 million people p_____ in Oktoberfest in Germany.
8. Gion Matsuri is a w_____ festival in Japan. Over one million people travel to see it.

B Write sentences using *be (not) as...as* and the adjectives given to compare the information.

1. Hogmanay is celebrated for about 3 days. Chinese New Year is about 23 days long.
(long) _____
2. The tickets for the New Year's Eve party are \$120. The concert tickets are also \$120.
(expensive) _____
3. The Leon International Balloon Festival has 200 hot-air balloons. The Albuquerque International Balloon Fiesta has 500 hot-air balloons.
(big) _____
4. Mardi Gras and Oktoberfest are both well known.
(well known) _____
5. Halloween is 2,000 years old. Day of the Dead is 3,000 years old.
(old) _____
6. There are around 400 people at both the Summer Fair and the 4th of July Picnic.
(popular) _____

C Write questions with *would rather* and the words given. Then write your answers in your notebook.

1. On New Year's Eve / go out / stay in

2. On your birthday / get emails / get birthday cards

3. On the last day of English class / have a test / have a party

4. Next weekend / see your friends / spend time with your family

5. On your next vacation / relax / do something exciting

Video Dance of the Flyers: Jacinta's Journey

A Read the questions and watch the video. Then circle the correct answer.

1. How did Jacinta feel the first time she flew?
 - a. a little angry
 - b. very excited
 - c. happy, sad, and a little scared
2. Where did Jacinta's biggest obstacles come from?
 - a. her family
 - b. her dad
 - c. the government
3. What does Jacinta wear for the ritual?
 - a. sports clothes
 - b. a traditional costume
 - c. a dress
4. How many flyers take part in the ritual?
 - a. four
 - b. six
 - c. eight
5. How does Jacinta feel while she is flying down?
 - a. free
 - b. close to nature
 - c. a little scared
6. What is the most dangerous part of the ritual?
 - a. going up
 - b. coming down
 - c. the parade through the streets

B Read the statements. Then watch the video again. Write **T** for *true* or **F** for *false*. Correct the false statements.

- _____ 1. The first time Jacinta climbed the pole, it didn't feel as high as it really was.
- _____ 2. Jacinta was the first female flyer in Mexico.
- _____ 3. According to the song, only local people watch Jacinta take part in the flying ritual.
- _____ 4. Jacinta suffers from vertigo when she is in tall buildings.
- _____ 5. Jacinta has climbed the pole so many times that she doesn't need to concentrate.
- _____ 6. Jacinta's family still doesn't like her being a flyer.
- _____ 7. Jacinta is the first flyer in her family.

C Put these events in the order in which they occur in the video.

- _____ The flyers tie their feet with rope.
- _____ Four of the flyers fly down, head first.
- _____ The flyers parade through the streets with other people.
- _____ One by one, the flyers climb the pole.
- _____ The flyers dance and play music on the ground.
- _____ The flyers go to church.

D Answer these questions with your own ideas in your notebook.

1. a. Have you ever done something even though it made you feel scared? What was it?
b. How did you feel while you were doing it? How did you feel after?
2. a. Have you ever done something that other people didn't agree with? What was it?
b. Did the people change their minds in the end? If so, why?

Spelling Rules for Verbs Ending in -s and -es

1. Add -s to most verbs.	like-likes sit-sits
2. Add -es to verbs that end in -ch, -s, -sh, -x, or -z.	catch-catches miss-misses wash-washes mix-mixes buzz-buzzes
3. Change the -y to -i and add -es when the base form ends in a consonant + -y.	cry-cries carry-carries
4. Do not change the -y when the base form ends in a vowel + -y.	pay-pays stay-stays
5. Some verbs are irregular in the third-person singular -s form of the simple present.	be-is go-goes do-does have-has

Spelling Rules for Verbs Ending in -ing

1. Add -ing to the base form of most verbs.	eat-eating do-doing speak-speaking carry-carrying
2. When the verb ends in a consonant + -e, drop the -e and add -ing.	ride-riding write-writing
3. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ing. Do not double the final consonant for verbs that end in CVC when the final consonant is -w, -x, or -y.	stop-stopping sit-sitting show-showing fix-fixing stay-staying
4. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ing. Do not double the final consonant. For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ing.	ENter-entering LISTen-listening beGIN-beginning ocCUR-occurring

Spelling Rules for Verbs Ending in -ed

1. Add -ed to the base form of most verbs that end in a consonant.	start-started talk-talked
2. Add -d if the base form of the verb ends in -e.	dance-danced live-lived
3. When the base form of the verb ends in a consonant + -y, change the -y to -i and add -ed. Do not change the -y to -i when the verb ends in a vowel + -y.	cry-cried worry-worried stay-stayed
4. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ed. Do not double the final consonant of verbs that end in -w, -x, or -y.	stop-stopped rob-robbed follow-followed fix-fixed play-played
5. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ed. Do not double the final consonant. For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ed.	ORder-ordered HAPpen-happened ocCUR-occurred preFER-preferred

Spelling Rules for Comparative and Superlative Forms

	Adjective/ Adverb	Comparative	Superlative
1. Add -er or -est to one-syllable adjectives and adverbs.	tall fast	taller faster	tallest fastest
2. Add -r or -st to adjectives that end in -e .	nice	nicer	nicest
3. Change the -y to -i and add -er or -est to two-syllable adjectives and adverbs that end in -y .	easy happy	easier happier	easiest happiest
4. Double the final consonant and add -er or -est to one-syllable adjectives or adverbs that end in a consonant + a vowel + a consonant (CVC).	big hot	bigger hotter	biggest hottest

Common Irregular Verbs

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
begin	began	begun	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
buy	bought	bought	put	put	put
come	came	come	read	read	read
do	did	done	ride	rode	ridden
drink	drank	drunk	run	ran	run
drive	drove	driven	say	said	said
eat	ate	eaten	see	saw	seen
feel	felt	felt	send	sent	sent
get	got	gotten	sit	sat	sat
give	gave	given	sleep	slept	slept
go	went	gone	speak	spoke	spoken
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hurt	hurt	hurt	tell	told	told
know	knew	known	think	thought	thought
leave	left	left	throw	threw	thrown
let	let	let	understand	understood	understood
lose	lost	lost	write	wrote	written

Phrasal Verbs (Separable) and Their Meanings

Don't forget to **turn off** the oven before you leave the house.

Don't forget to **turn** the oven **off** before you leave the house.

Phrasal Verb	Meaning	Example Sentence
blow up	cause something to explode	The workers blew the bridge up .
bring back	return	She brought the shirt back to the store.
bring up	1. raise from childhood 2. introduce a topic to discuss	1. My grandmother brought me up . 2. Don't bring up that subject.
call back	return a telephone call	I called Rajil back but there was no answer.
call off	cancel	They called the wedding off after their fight.
cheer up	make someone feel happier	Her visit to the hospital cheered the patients up .
clear up	clarify, explain	She cleared the problem up .
do over	do again	His teacher asked him to do the essay over .
figure out	solve, understand	The student figured the problem out .
fill in	complete information	Fill in the answers on the test.
fill out	complete an application or form	I had to fill many forms out at the doctor's office.
find out	learn, uncover	Did you find anything out about the new plans?
give away	offer something freely	They are giving prizes away at the store.
give back	return	The boy gave the pen back to the teacher.
give up	stop doing	I gave up sugar last year. Will you give it up ?
help out	aid, support someone	I often help my older neighbors out .
lay off	dismiss workers from their jobs	My company laid 200 workers off last year.
leave on	allow a machine to continue working	I left the lights on all night.
let in	allow someone to enter	She opened a window to let some fresh air in .
look over	examine	We looked the contract over before signing it.
make up	say something untrue or fictional (a story, a lie)	The child made the story up . It wasn't true at all.
pay back	return money, repay a loan	I paid my friend back . I owed him \$10.
pick up	1. get someone or something 2. lift	1. He picked up his date at her house. 2. I picked the ball up and threw it.
put off	delay, postpone	Don't put your homework off until tomorrow.
put out	1. take outside 2. extinguish	1. He put the trash out . 2. Firefighters put out the fire.
set up	1. arrange 2. start something	1. She set the tables up for the party. 2. They set up the project.
shut off	stop something from working	Can you shut the water off ?
sort out	make sense of something	We have to sort this problem out .
straighten up	make neat and orderly	I straightened the messy living room up .
take back	own again	He took the tools that he loaned me back .
take off	remove	She took off her hat and gloves.
take out	remove	I take the trash out on Mondays.
talk over	discuss a topic until it is understood	Let's talk this plan over before we do anything.
think over	reflect, ponder	She thought the job offer over carefully.
throw away/throw out	get rid of something, discard	He threw the old newspapers away . I threw out the old milk in the fridge.
try on	put on clothing to see if it fits	He tried the shoes on but didn't buy them.
turn down	refuse	His manager turned his proposal down .
turn off	stop something from working	Can you turn the TV off , please?
turn on	switch on, operate	I turned the lights on in the dark room.
turn up	increase the volume	Turn the radio up , so we can hear the news.
wake up	make someone stop sleeping	The noise woke the baby up .
write down	write on paper	I wrote the information down .

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