

HOLTA

B.2.a (13)

Contains : Student's Book, Workbook, Reading & Vocabulary



Hoomaan Online Language Teaching Academy

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Student's Book



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The news

LESSON A

- News sections
- Verb tenses – statements

LESSON B

- Agreeing with an opinion
- Disagreeing politely

LESSON C

- Actions in the news
- Verb tenses – questions

LESSON D

- Reading: "Citizen Journalism"
- Writing: Become a citizen journalist



Warm Up

- A Look at the pictures. How are the people getting their news?
- B How do people you know get the news? How do you get the news?

A Stories in the news

1 Vocabulary News sections

A Listen to the names of news sections. In which news sections can you find the pictures? Compare your answers with a partner.

a Business	c Health	e Local	g Technology / Science	i Weather
b Entertainment	✓ d Lifestyle	f Sports	h Travel	j World



"I think you can find the first picture in the Lifestyle section."

B PAIR WORK In which news section can you find these news stories? Discuss your ideas.

the best new applications for phones	a meeting among world leaders
last night's soccer scores	a new coffeehouse in your town

2 Language in context In the news

A Read the headlines and the beginning of each story. Match the headlines to the news sections in Exercise 1A where you can find these stories.

PHOTOS SHOW ANCIENT MARTIAN LAKE _____ ☐

New photos suggest that Mars had a large lake billions of years ago.

Town Recovering from Storm _____ ☐

The town of Jasper is slowly recovering from last week's storm.

OPEN FOR BUSINESS _____ ☐

Hawaii hopes to attract more business travelers.

Jason Parker Debuts New Visual Album at Lucid's _____ ☐

Jason was playing his new songs and videos to an excited audience until 2:00 a.m.

B What about you? Are you interested in these stories? Rank them from 1 to 4 in the order you would read them.

3 Grammar Verb tenses – statements

Simple present: Hawaii **hopes** to attract more business travelers.
 Present continuous: Jasper **is recovering** from last week's storm.
 Simple past: Mars **had** a large lake billions of years ago.
 Past continuous: Jason **was playing** songs all night.
 Present perfect: Café Bella **has opened** in Pelham.
 Future with will: The Winter Olympics **will begin** next Monday.

Complete the news stories with the correct forms of the verbs. Then compare with a partner.

- The *Austin Sun Times* has closed (close) its doors – for now. The newspaper printed (print) its last newspaper last Sunday, but it will open (open) again next month as an Internet-only paper. Staff members are learning (learn) about digital publishing now, so they will be (be) ready next month. Sadly, the *Austin Gazette* is (be) now the city's only "paper" newspaper.
- Pink is (be) a playful color, and it makes (make) people smile. But last night William Maddox wasn't smiling (not / smile) when he stopped (stop) a fight in his store. "Two people argued (argue) for about five minutes over the last pink T-shirt in my store. I asked (ask) them to leave and then closed (close) the store for the day," said Maddox.
- Fifteen-year-old Kate Moore is (be) the country's newest coding champion. Last Tuesday, she competed (compete) against 20 other contestants and won (win) \$50,000 for her fast and accurate coding. Kate got (get) everything right. "No one knows (know) how to solve one of the Math problems, except me! Winning means (mean) a lot to me. My parents are watching (watch)."

4 Speaking News stories

A PAIR WORK Think of a story from the news, or make one up. Complete the chart.

What happened?	
What else was happening at the time?	
What has happened since?	
What's happening now?	

B GROUP WORK Share your stories. What will happen in the future?

5 Keep talking!

Go to page 123 for more practice.

3 I totally agree.

1 Interactions Agreeing and disagreeing

A Do you agree with this statement? Why or why not?

"The best place to get news is online."

B Listen to the conversation. Why can't Carl check the news headlines?

Then practice the conversation.

Carl Hey, Jim. Catching up on the news?

Jim Oh, hi, Carl. Yeah, I like to know what's going on in the world.

Carl I feel exactly the same way. Do you read the paper every day?

Jim Every day. It's the best way to get the news.

Carl Really? I don't know about that. I get all my news online. I check the news several times a day, so I always know what's happening.

Jim Online news is OK, but I prefer reading an actual newspaper. So, what are the latest headlines online – right now?

Carl Let's see. . . Oh, no! I can't get online. I guess there's no wireless signal here. Say, would you mind sharing your paper?

Jim No problem!



C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Agreeing with an opinion

I couldn't agree with you more.

I totally agree.

Disagreeing politely

I'm not sure about that.

I'm not sure that's really true.

D PAIR WORK Check (✓) the statements you agree with. Then give your opinions and agree or disagree with your partner.

☐ It's important to read the news every day.

☐ Social media is a good way to get news.

☐ The Internet is a better way to get news than newspapers.

☐ There's not enough positive news these days.

A: I think it's important to read the news every day.

B: I totally agree. It's important to know what's going on.

2 Pronunciation Reduced vowel sounds

A Listen and repeat. Notice the reduced vowel sound /ə/ in unstressed syllables.

agree totally even happening

B Listen. Underline the reduced vowel sounds. Then practice with a partner.

signal about magazine travel section television

3 Listening Agree or disagree

A Listen to Ted and Carrie discuss today's news. What news are they talking about?

Number the pictures from 1 to 4.



B Listen again. Does Carrie agree or disagree with Ted? Circle the answers.

1 agree / disagree

2 agree / disagree

3 agree / disagree

4 agree / disagree

4 Speaking What do you think?

A Check (✓) the statements you agree with, and mark an X next to the statements you disagree with. Then write a supporting sentence for your opinion.

Statement	Supporting sentence
☐ News bloggers don't provide real news.	
☐ International news stories don't affect me.	
☐ It's important to follow local news.	
☐ Getting news 24 hours a day is helpful.	
☐ Newspapers hurt the environment.	

B **CLASS ACTIVITY** Walk around the class. Share your opinions with your classmates.

Agree or disagree politely.

A: In my opinion, news bloggers don't provide real news. They write opinions, not facts.

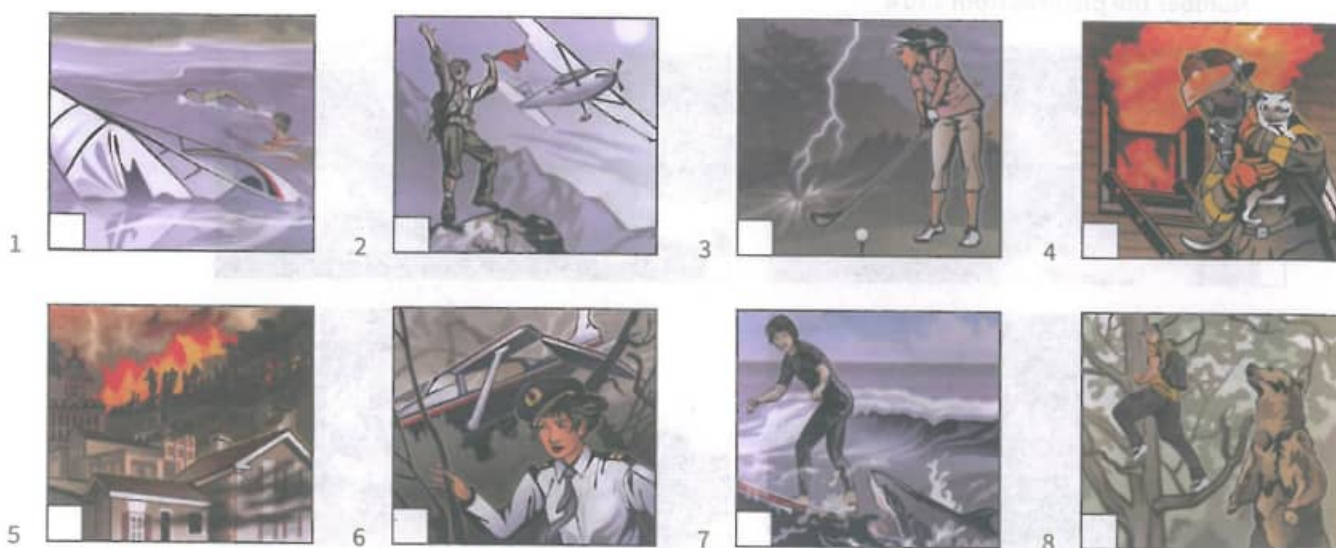
B: I'm not sure that's true. A lot of bloggers are really newspaper writers.

C Survival stories

1 Vocabulary Actions in the news

A Match the news headlines and the pictures. Then listen and check your answers.

- | | |
|---------------------------------------|--|
| a Shark Attacks Local Surfer | e Boat Overturns – All Swim to Safety |
| b Bear Chases Hiker Up Tree | f Firefighter Rescues Family Cat |
| c Pilot Crashes Plane – No One Hurt | g Hiker Survives Week in the Mountains |
| d Lightning Misses Golfer by One Foot | h Fire Threatens Historic Town |



B **PAIR WORK** Use each verb in Part A in a new headline.

"Swimmer Survives Three Days in Ocean"

2 Conversation Shark attack!

A Listen to the conversation. How did Wade stop the shark?

Reporter Wade, what happened?

Wade A shark attacked me! Can you believe it?

Reporter How are you feeling? Are you OK?

Wade Oh, I feel great! I survived a shark attack. That's pretty cool.

Reporter What were you doing when it happened?

Wade I was riding a killer wave.

Reporter Did you actually see the shark?

Wade Not at first. But then I fell off my board. The shark tried to bite me, so I hit it with my surfboard.

Reporter Have you seen your surfboard?

Wade Yeah. It has a big shark bite in it.

Reporter Amazing! So, what will you do next?

B Listen to the rest of the interview. What will Wade do next? When?



3 Grammar Verb tenses – questions

Wh- questions	Yes / no questions
Simple present: When do you plan on surfing?	Do you plan on surfing today?
Present continuous: How are you feeling ?	Are you feeling OK?
Simple past: What did you see ?	Did you see the shark?
Past continuous: What were you doing ?	Were you surfing ?
Present perfect: How long have you surfed ?	Have you surfed for a long time?
Future with will: What will you do next?	Will you go back in the water soon?

A Look at the yes / no questions the reporter asked Wade. Complete the questions with the correct forms of the verbs. Then compare with a partner.

- _____ you _____ (go) surfing every day?
- _____ anyone _____ (see) the shark before it attacked you?
- _____ other people _____ (surf) around you?
- _____ you _____ (buy) a new surfboard soon?
- _____ you _____ (speak) with your family yet?
- _____ you _____ (have) any advice for other surfers?



B Read the answers. Write *Wh-* questions about the underlined words. Then practice with a partner.

- Where did she crash the plane? She crashed the plane in a forest.
- _____ He's been in the desert for a week.
- _____ The firefighter felt very proud.
- _____ The fire will threaten the town center tonight.
- _____ They were fishing when the boat overturned.
- _____ He's thinking about writing a survival book.

4 Speaking Tell me about it.

PAIR WORK Role-play a reporter and a survivor of one of the news stories in Exercise 1. Then change roles.

Student A: Choose a headline from Exercise 1, and read it to your partner. Answer your partner's questions.

Student B: Ask your partner five questions about what happened.

A: Who were you sailing with?

B: I was sailing with some friends.

5 Keep talking!

Go to page 124 for more practice.

Questions

- Who were you sailing with?
- How exactly did the boat overturn?
- How often do you go sailing?
- Have you ever ...?
- _____

Creating news

1 Reading

A Look at the logos of the news websites in the article. Which websites have you looked at? What other news websites do you know?

B Read the article. Check (✓) the main idea of the article.

- ☐ Traditional news organizations are upset with citizen journalists.
- ☐ Technology allows anyone to be a reporter, anytime and anywhere.



Citizen Journalism

Arpita has just updated her news blog.

The winners of a local election in Mumbai have just been announced, and she has listed their names on her blog. On the website of a local newspaper, Liat has recently posted a “digital story,” a series of photos and descriptions of a whale rescue. And hundreds of people in the Dominican Republic are tweeting on their cell phones to describe a hurricane that is threatening the country.

What do these stories have in common? Technology is giving people the chance to be news reporters. More than ever before, technology is allowing everyone to share opinions, ideas, stories, photos, and videos from anywhere in the world. If there is **breaking news**, you can be sure that someone is reporting it.

GroundReport, CNN’s iReport, and Blufftontoday.com are just a few of the websites where “citizen journalists” can post their articles, photos, or videos. More and more people are making Youtube channels, Instagram, or Snapchat profiles that get more than one million views!

They’re sharing their personal thoughts and news reports with the world on these websites. And the increased **prevalence** of cell phones and cameras has made it even easier for people to share content.

Many media organizations such as CNN now have entire sections of these news stories on their websites. News editors used to decide what was news. Now *you* decide.

There has been some **criticism** of citizen journalism, however. For example, there are often mistakes in these stories, including incorrect facts, spelling, grammar, or even news that is fake! These stories may not be as **reliable** as regular news organizations’ stories usually are. Moreover, when people **instantly** upload stories and images, they cannot know how other people will use them later. But it seems that news by the people and for the people is here to stay.

C Find the words in bold in the article. Circle the correct meaning.

- | | | |
|------------------------|------------------------------|-----------------------------|
| 1 breaking news | a. <u>news happening now</u> | b. news about problems |
| 2 prevalence | a. lower cost of | b. frequent use |
| 3 criticism | a. high costs | b. opinions on what’s wrong |
| 4 reliable | a. written well | b. trustworthy |
| 5 instantly | a. immediately | b. done without thinking |

D What’s your opinion about citizen journalism? Do you think it’s a good thing? Do you agree with the criticisms in the article? Do you have other ideas?

2 Listening Photos of the day

- A** Listen to a TV newscaster discuss photos that four viewers have sent in. Number the photos from 1 to 4.



- B** Listen again. Answer the questions.

- 1 When did Rafael take the photograph?
- 2 How much of a discount was the store offering?
- 3 How long does it usually take Yumiko to get home?
- 4 What did Arlo do when he saw the animal?

- C** Which news stories in Part A interest you? Why? Where can you find out more about them?

3 Writing and speaking Become a citizen journalist

- A** Complete one of these headlines.

HUGE STORM TO ARRIVE _____

_____ Threatens High School

LOCAL TEEN RESCUES _____ IN FOREST

Lightning Misses _____

Technology Changes _____

Students Ask _____ for _____

- B** Write a short news blog. Use your headline from Part A and the model to help you.

Huge Storm to Arrive Friday

A huge storm is coming on Friday. Everyone is preparing for it. Most people have already bought food and water. . .

- C** **GROUP WORK** Share your news blogs. Ask questions to find out more information about each story.

Wrap-up

1 Quick pair review

Lesson A Find out!

What are two sections of the news both you and your partner like to read?

You and your partner have one minute.

A: I read the World section of the newspaper. Do you?

B: No, I don't. I read the Travel section. Do you?

A: Yes, I do.

Lesson B Do you remember?

Write A for expressions that show agreeing with an opinion and D for expressions that show disagreeing with an opinion. You have one minute.

- | | |
|---|--|
| <u> A </u> 1 I feel exactly the same way. | <u> </u> 4 I don't know about that. |
| <u> </u> 2 I couldn't agree with you more. | <u> </u> 5 I totally agree. |
| <u> </u> 3 I'm not sure about that. | <u> </u> 6 I'm not sure that's really true. |

Lesson C Brainstorm!

Write the question "Where do you shop?" in as many different tenses as you can.

You have two minutes.

Lesson D Guess!

Describe something newsworthy for each item, but don't say where it happened. Can your partner guess the place? Take turns. You and your partner have three minutes.

something you did yesterday
something you do every day
something you will do tomorrow

A: Yesterday I ate at a great café. I had tacos and rice and beans.

B: Were you at Café Mexicana?

A: Yes, I was.

2 In the real world

What is a breaking news story in your area? Go online or read a newspaper, and find an article in English about it. Then write about it.

- What section did you find the article in?
- What happened?

Oil Spill Threatens Animals

The national news reported an oil spill in the Gulf of Mexico. The oil will harm fish and birds.

2 Communicating

LESSON A

- Language-learning tips
- Present perfect continuous

LESSON B

- Expressing interest
- Offering options

LESSON C

- Communicate ... or not?
- Verb + object + verb

LESSON D

- Reading: "Too Much Information"
- Writing: A conversation in writing



Warm Up

- A** Look at the pictures. What do you think the people are saying?
- B** Imagine you are going to travel to an English-speaking country. What do you think are the most useful English phrases or questions to know? Why?

A Language learning

1 Vocabulary Language-learning tips

A Complete the chart with the correct tips. Then listen and check your answers.

Tips for Successful Language Learning Watch online video clips. Keep a vocabulary notebook. ✓ Make flash cards. Talk with native speakers. Watch movies with subtitles. Talk to yourself out loud.	To remember vocabulary
	Make flash cards.
	To increase speaking fluency
	To improve listening comprehension

B **PAIR WORK** What's your number one language-learning goal? Which tips in Part A do you use to reach your goal? Tell your partner.

"My number one goal is to improve my listening comprehension. I often watch online video clips in English."

2 Language in context Improving communication skills

A Read this online chat between a teacher and some of his students. What are they discussing?

<
Group Chat

Mr. Phillips, Luisa, Jin, Marcus, Pe

Mr. Phillips I hope you've been enjoying your vacation. And I hope you haven't forgotten your English! So, what have you been doing recently to improve your English?

Luisa Hello, Mr. Phillips. Hi, everybody! I've been reading magazines and comic books in English.

Mr. Phillips Excellent!

Jin I've been making vocabulary flash cards. They really work! And I've been keeping a vocabulary notebook.

Marcus I've been chatting online in English.

Mr. Phillips Fantastic! Have you been doing anything to improve your speaking?

Pedro I have. Omar and I have been starting conversations with native speakers. We were nervous about it at first, but we've been making new friends that way.

Luisa I've been having the best conversations of all. I've been talking to myself out loud in front of a mirror.

Marcus Very funny!

Mr. Phillips But very helpful, too. Good job, everyone! I'll see you in class on Monday.

B What about you? Which tips would you like to try? Which would you probably not want to try? Why?

3 Grammar Present perfect continuous

Use the present perfect continuous to emphasize the duration of an action that is in progress. How long, recently, and lately are often used with the present perfect continuous.

What have you **been doing** recently?

I've **been reading** magazines.

How long has he **been writing** in his notebook?

He's **been writing** in it for about a month.

Have they **been talking** to native speakers lately?

Yes, they **have**. No, they **haven't**.

Remember: some verbs are not usually used in the continuous form.

believe	like
belong	love
forget	need
hate	own
hope	remember
know	want

A Complete the conversations with the present perfect continuous forms of the verbs.

Then practice with a partner.

1 A _____ you _____ (do) anything recently to improve your vocabulary?

B Yes, I _____. I _____ (keep) a vocabulary notebook.

2 A How long _____ you _____ (study) English?

B I _____ (study) English since last year.

3 A What _____ you _____ (do) in class lately?

B We _____ (make) vocabulary flash cards.

B **PAIR WORK** Ask the questions in Part A. Answer with your own information.

4 Speaking Communicating successfully

A **GROUP WORK** What have these people been doing lately to improve their English?

What language goals do you think they have been trying to reach? •



B **CLASS ACTIVITY** What else can you do to improve your speaking? Learn more vocabulary?

Improve listening comprehension? Discuss your ideas and make a class list of tips.

5 Keep talking!

Go to page 125 for more practice.

B One possibility is ...

1 Interactions Interests and options

A How good is your English? Rate these areas 1 (good), 2 (fair), or 3 (not very good).

- ☐ reading ☐ writing ☐ speaking ☐ listening
☐ vocabulary ☐ grammar ☐ pronunciation ☐ idioms

B  Listen to the conversation. What idiom did Ralph learn? Then practice the conversation.

- Ralph** Excuse me. Do you have a minute?
- Mr. Hill** Of course, Ralph. What's up?
- Ralph** Well, I'm trying to find a way to learn English idioms. Can you help me?
- Mr. Hill** Well, how about taking one of our conversation courses? I know Ms. Davis teaches a lot of idioms.
- Ralph** OK.
- Mr. Hill** But why are you so interested in idioms?
- Ralph** Oh, a friend and I were making plans, and he said, "Let's play it by ear." I asked him to repeat it, but I still didn't understand.
- Mr. Hill** I see. Well, "play it by ear" means you don't make plans ahead of time. You decide what seems best at the time.
- Ralph** Oh, I know that now. I looked it up online. But that's why I need to learn idioms.



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Expressing interest

I'm interested in ...

I'm looking for ...

Offering options

One possibility is ...

You might want to consider ...

D **PAIR WORK** Express interest in improving your skills in one of the areas in Part A.

Your partner offers course options. Take turns.

Podcasting in English

Advanced Grammar

Academic Test Prep

Vocabulary for Science

Intermediate Listening

Pronunciation Workshop

2 Pronunciation Unreleased final consonant sounds

A Listen and repeat. Notice how the final sounds /b/, /g/, /d/, /p/, /k/, and /t/ are not fully pronounced before other consonant sounds.

Film Club Group Discussions

Advanced Grammar

Travel Blog Writing

Intermediate Conversation

Academic Listening

Test Prep Course

B Listen. Cross out the final sounds that are not fully pronounced. Then practice with a partner.

Create flash cards.

Set realistic goals.

Join group discussions.

Read books in English.

Memorize verb tenses.

Write a blog for practice.

3 Listening Fun classes

A Listen to a man ask about options for English classes. Write the class names.

	Class name	One interesting thing
1		
2		
3		
4		

B Listen again. Write one interesting thing about each class. Then circle the class the man chooses.

4 Speaking Consider all the options!

PAIR WORK Role-play the situation. Then change roles.

Student A: You are a new student at a language school. Student B has been taking classes at the school for a year. Ask about class options and choose one.

Student B: You have been taking classes at your language school for a year. Student A is a new student. Help Student A find the right class from the classes below.

Academic Listening

Tue. & Thur., 4:00–6:00 p.m.

Practice note-taking and intensive listening.

Vocabulary for Science

Mon. & Fri., 7:00–8:30 a.m.

Learn science vocabulary and academic skills.

Reading for Business

Wed., 2:00–5:00 p.m.

Practice reading notes, memos, and reports.

Advanced Speaking

Tue. & Thur., 6:00–8:00 p.m.

Improve your speaking skills.

A: I'm interested in a way to improve my reading.

B: One class possibility is Reading for Business. They practice reading memos.

A: Really? I don't know about that. . .

I can express interests.

I can offer options.



Have her message me.

1 Vocabulary Communicate ... or not?

A Label the phrases C (ways to communicate) or A (ways to avoid communicating).

Then listen and check your answers.

- 1 answer the phone C
- 2 call (someone) back _____
- 3 don't check voice mail _____
- 4 ignore a text _____
- 5 leave (someone) a voice message _____
- 6 let the call go to voice mail _____
- 7 respond to an email _____
- 8 screen your calls _____
- 9 turn off the phone _____
- 10 update your status online _____



B **PAIR WORK** How do you usually communicate? What things do you sometimes do to avoid communicating?

"I update my status online every day. That way my friends know what I'm doing."

2 Conversation Where's Beth?

A Listen to the conversation. How has Pete been trying to contact Beth?

Akemi Hello?

Pete Hi, Akemi. It's Pete.

Akemi Oh, hi, Pete. How are things?

Pete Good, thanks. Listen, have you seen Beth? I've left her a lot of voice messages, but she hasn't returned my calls.

Akemi That's strange. Maybe she's busy and just isn't checking her voice mail.

Pete She's probably screening her calls. It's too bad, because I really need to ask her to help me with something.

Akemi Have you tried emailing her?

Pete Several times, but so far she's ignored my emails – and my texts.

Akemi That's not like her. You know, I usually see her at the gym on Sundays.

Pete Oh, really? Could you ask her to call me back or to message me?

Akemi Sure, I can do that.

B Listen to a conversation between Pete and Beth. Why hasn't Beth been answering her phone? What's Pete planning?



3 Grammar Verb + object + verb

Some verbs are commonly followed by an object and the base form of another verb.

Would you **let** me **help**?

Please **make** them **be** quiet.

Could you **have** her **message** me?

Please **help** me **call** people.

Some verbs are commonly followed by an object and an infinitive (to + verb).

I **invited** you **to come**.

I'll ask her **to help** me.

Would you **tell** her **to call** me?

Could you **remind** them **to come** early?

A Circle the correct forms of the verbs. Then compare with a partner.

- 1 You're talking to a friend on the phone and you get another call. What do you do?
 - a. I tell the caller **call** / **to call** me back later.
 - b. I have my friend **call** / **to call** me back.
- 2 Your grandmother can't input numbers into her cell phone. What do you do?
 - a. I have someone **input** / **to input** the numbers for her.
 - b. I say, "Let me **help** / **to help** you."
- 3 Your phone rings in the middle of the night. What do you do?
 - a. I let the call **go** / **to go** to voice mail.
 - b. I answer but ask the person **call** / **to call** back in the morning.
- 4 An uninvited stranger shows up at your party. What do you do?
 - a. I invite the person **come** / **to come** in.
 - b. I make the person **leave** / **to leave**.
- 5 A friend is always phoning you in class. What do you do?
 - a. I remind my friend **call** / **to call** later.
 - b. I ask my friend **stop** / **to stop** calling.
- 6 Your sister has been secretly using your phone to send texts. What do you do?
 - a. I make her **pay** / **to pay** for using my phone.
 - b. I let her **continue** / **to continue** to use my phone.

B **PAIR WORK** Ask and answer the questions in Part A. Make the answers true for you.

4 Speaking Chat about it.

GROUP WORK Answer the questions. Give more information.

- 1 Do you ever get texts, emails, or calls from companies trying to sell things? What do you do to make them stop calling?
- 2 Has your computer or phone ever stopped working? Did you have someone fix it for you? Who?
- 3 Would you let a stranger borrow your phone? Do you ever ask to borrow someone's phone? When?
- 4 Have you ever sent an email to the wrong person? Who did you send it to? Did this person respond to your email? What did he or she say?

"I sometimes get calls from companies. I ask them to stop calling."

5 Keep talking!

Go to pages 126–127 for more practice.

D Modern communication

1 Reading

A Read the first paragraph of the article. What is “communication overload”?

TOO MUCH INFORMATION

Computers and cell phones let people communicate with each other by voice or text anytime, anywhere. The result: too much information! So let me offer these tips. They could help you manage communication overload.

TIP 1 – Stick to a schedule. Do you have a calendar? Use it to schedule study times, meetings, and appointments. But also, use it to schedule times to respond to email, read status updates, and check your messages. How about also using it to schedule quiet time? That is, **set aside** time for no email, no texts, no phone calls, nothing! Then **stick to it**!

TIP 2 – Text or phone call? Texts are great for short messages, but not for long messages with emotional **content**. Phone calls are fine when you want a more personal touch, but not when you need to save information about a conversation. In those cases, an email or a letter may be better.

TIP 3 – Let it ring. You don’t have to answer every phone call. If you don’t want to talk, screen your calls and let the caller leave a message. Or turn off your phone. The same is true for text messages. It’s usually OK to make people wait for your answer.

TIP 4 – Keep your in-box empty. After you’ve answered an email, delete it or file it. If you need to save an email, create folders – for school, for work, for friends. Find a way to organize your messages that works for you, and follow it.

TIP 5 – Pick one primary network. Many people have a **profile** on a social network site, like Facebook. Some people have profiles on many different sites. Choose one site as your **primary** place to communicate with people. Keep your profiles on the other sites, but check those sites less frequently.

TIP 6 – Choose your friends carefully. If you belong to a social network site, are all your “friends” on the site real friends and family, or are some just **casual acquaintances** or even strangers? Limit the number of “friends” you welcome into your social network, and you will limit communication overload from people you don’t care about.

B Read the article. Find the words in bold. What do they mean? Write the words next to the correct definition.

- | | | |
|------------------------------------|---------------|------------------------------------|
| 1 main _____ | primary _____ | 4 save for later _____ |
| 2 continue to do it _____ | | 5 information about yourself _____ |
| 3 people you don’t know well _____ | | 6 subject matter _____ |

C Check (✓) the statements the author would probably agree with.

- | | |
|--|---|
| ☐ It’s always better to call. | ☐ Create several email folders. |
| ☐ It’s OK to be on more than one social network site. | ☐ You should always communicate with people. |

D Do you think you suffer from communication overload? Why or why not?

2 Listening Communication preferences

- A** Listen to four friends describe their favorite method of communicating. Write the method each person prefers.

	Method	Why he or she prefers it
Lynn		☐ It's fast, cheap, and easy. ☐ She dislikes checking her voice mail.
Alex		☐ He forgets to answer texts. ☐ He can talk to the person right away.
Anita		☐ She can communicate with a lot of people at the same time. ☐ She can see what her friends are doing.
Dean		☐ It's more personal. ☐ He can respond to email by phone.

- B** Listen again. Check (✓) why they prefer their method of communication.

3 Writing A conversation in writing

- A** Write an answer to the question "What's the best way to communicate with people?" Use the model to help you.
- B** **GROUP WORK** Pass your answer to the classmate on your right. Read and respond to your classmate's answer. Continue to pass, read, and respond to all of the answers in your group.
- C** Read the answers and responses. Which way to communicate is the best?

Ming: The best way to communicate with people is to talk in person.

Ella: I don't think so. Sometimes people are too far away.

Justine: Then one possibility is calling the person to talk.

Eduardo: I'm not sure about that...

4 Speaking How I communicate

- A** **GROUP WORK** Answer the questions. Give more information.

- What is your primary way of communicating?
- Who do you use it to communicate with?
- What do you like about it? Is there anything you dislike about it?
- Has your way of communicating with people changed in the past year? How?
- Do you think you'll still use this method in one year? Five years? Why or why not?

"I usually use my phone. I talk to everyone this way. ..."



- B** **CLASS ACTIVITY** Take a class survey. What's the most popular way of communicating among your classmates?

Wrap-up

1 Quick pair review

Lesson A Test your partner!

Say three sentences in the present continuous. Can your partner say them correctly in the present perfect continuous? Take turns. You and your partner have two minutes.

A: I'm reading a good book.

B: I've been reading a good book lately.

Lesson B Do you remember?

Complete the sentences with the correct phrases to express interest and offer options. Write the letter of the correct phrase. You have two minutes.

- | | |
|------------------------------------|---|
| 1 A I'm interested _____ | a. getting an English-speaking tutor. |
| B You might want to consider _____ | b. to understand English recipes. |
| 2 A I'm looking _____ | c. in learning English for travel. |
| B One possibility is _____ | d. about taking a cooking class in English? |
| 3 A I'm trying to find a way _____ | e. for a way to improve my pronunciation. |
| B How _____ | f. getting an English travel magazine |

Lesson C Brainstorm!

Make a list of ways to communicate and ways to avoid communicating. You have two minutes.

Lesson D Find out!

Who are two people both you and your partner send instant messages to – or would like to send messages to? You and your partner have one minute.

A: I send instant messages to my mom. Do you?

B: No, I don't. She doesn't use messaging apps. I send instant messages to my sister. Do you?

A: Yes, I do.

2 In the real world

How did your grandparents use to communicate with their friends and family? Talk to one of your grandparents or an older friend. How did they communicate before there were computers and cell phones? Write about it.

How My Grandparents Used to Communicate

My grandmother talked to her friends on a phone in her house. She also wrote them letters.



3 Food

LESSON A

- Food preparation
- Present passive

LESSON B

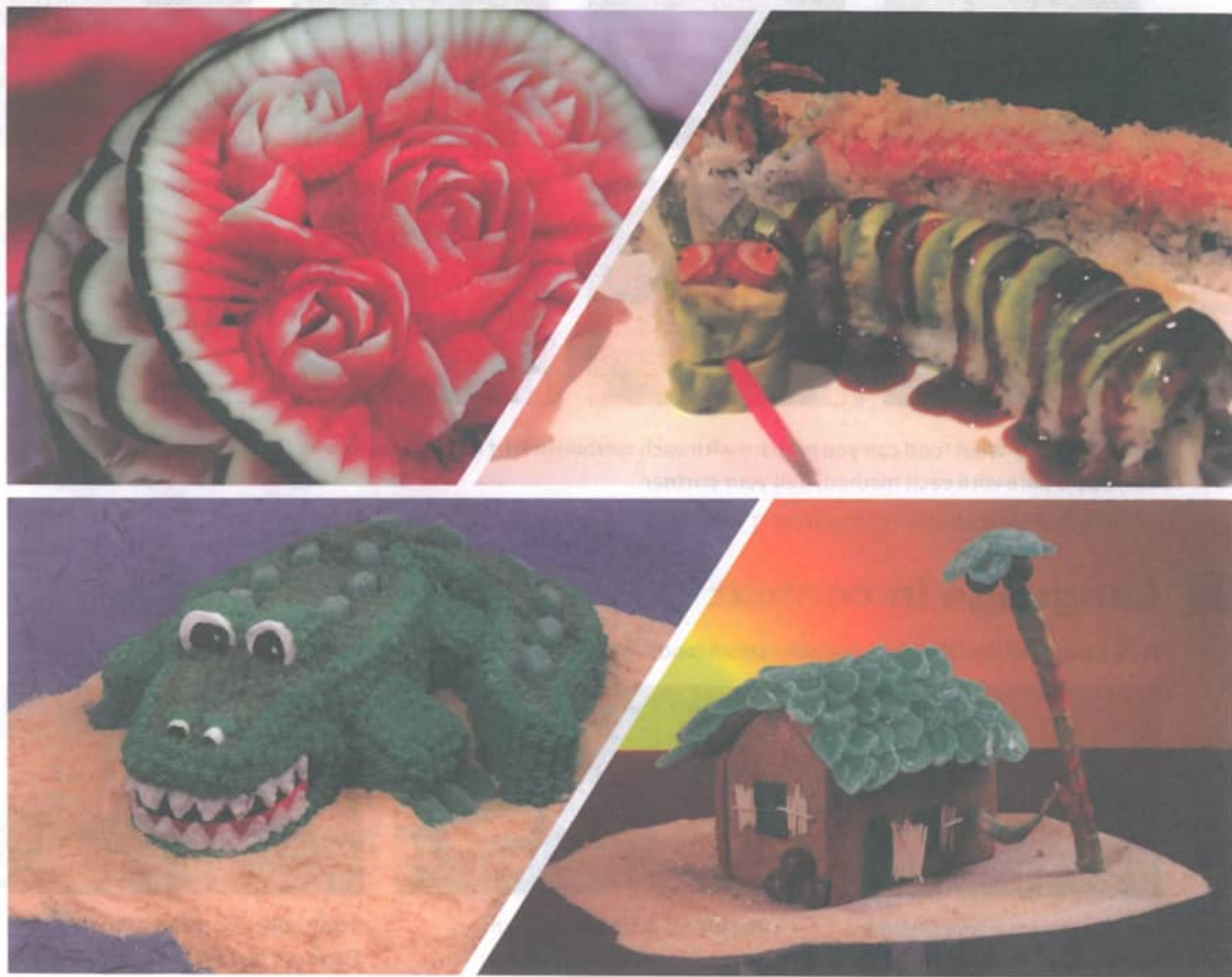
- Giving a recommendation
- Accepting a recommendation

LESSON C

- Tastes and textures
- Time clauses

LESSON D

- Reading: "What Will You Be Eating 25 Years from Today?"
- Writing: A recipe



Warm Up

- A** Describe the pictures. What foods do you see?
- B** What have the foods been made into?

A Street food

1 Vocabulary Food preparation

A Match the words and the pictures. Then listen and check your answers.

- | | | | |
|--------|---------|-------------|---------|
| a bake | c fry | e melt | g roast |
| b boil | d grill | f microwave | h steam |



1



2



3



4



5



6



7



8

B **PAIR WORK** What food can you prepare with each method in Part A? What food can't you prepare with each method? Tell your partner.

"You can melt cheese, but you can't melt fish."

2 Language in context On every street corner

A Read the descriptions of popular street foods. What ingredients are mentioned?



Empanadas are a typical street snack in the Dominican Republic. They're dough that is filled with meat, vegetables, cheese, or a combination of all three. Then they're fried.



Bagels are a kind of bread that is sold by street vendors all over New York City. Bagels are boiled and then baked. They're often eaten with butter or cream cheese.



Satay is very popular in Indonesia. There are many types of satay, but usually meat is put on wooden sticks and then grilled. Satay is often served with peanut sauce.

B What about you? Do you have similar foods where you live? Which would you like to try right now?

3 Grammar Present passive

The active voice places the focus of a sentence on the doer of an action. The passive voice places the focus on the receiver of the action. Use the passive voice when the doer is not known or is not important.

Active	Passive
You serve satay with peanut sauce.	Satay is served with peanut sauce.
The cook fries the empanadas	The empanadas are fried .
The vendor boils and then bakes the bagels.	Bagels are boiled and then baked .

A Complete the sentences with the present passive voice. Then compare with a partner.

- Tamales are a traditional Mexican food. They _____ (sell) on street corners all over the country. They _____ (make) by filling dough with meat or vegetables. Then the dough _____ (wrap) in corn husks and it _____ (steam).
- Crepes _____ (eat) as a street snack all over France. Flour, eggs, and milk _____ (mix) together to make a batter. The batter _____ (pour) onto a hot, flat pan, and then it _____ (cook). Crepes _____ (fill) with a variety of ingredients, such as cheese, chocolate, or vegetables.
- In Japan, *taiyaki* is a popular snack that _____ (shape) like a fish. The sides of a mold _____ (cover) with batter. Then a filling such as sweet red bean paste _____ (add) to the mold. The mold _____ (close), and the taiyaki cakes _____ (cook) until they are golden brown.



B PAIR WORK What similarities can you find among the street foods in Exercises 2 and 3? Tell your partner.

"Both empanadas and crepes are filled."

4 Speaking Popular street foods

GROUP WORK List three popular street foods. Then discuss these questions for each one.

- How is it made?
- Where is it sold?
- When is it usually eaten?
- What is it served with?
- How much does it cost?
- What do you like about it?

"Lamb shish kebabs are popular in Turkey. Pieces of lamb are put on a stick and grilled."

5 Keep talking!

Go to page 128 for more practice.

3 Sounds good to me.

1 Interactions Recommendations

A Do your friends or family ever give you recommendations for good places to eat? Do you ever recommend places to them? What qualities do you look for in a restaurant?

B  Listen to the conversation. What is each person probably going to order? Then practice the conversation.

Ralph I'm really glad we could meet for dinner.

Mai So am I. I've been studying so much lately.
All I've been eating is junk food.

Ralph I know what you mean. Well, this is one of my favorite restaurants.

Mai Everything looks so good. I have no idea what to get.

Ralph Why don't you try the fish? This place is famous for it.
It's grilled and served with fried rice or a baked potato, and a salad.

Mai That's a good idea. Are you going to get the same?

Ralph I'm not sure. I might try the roasted lamb with grilled vegetables.

Mai Oh, that sounds delicious. Will you let me try some?



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Giving a recommendation

If I were you, I'd ...

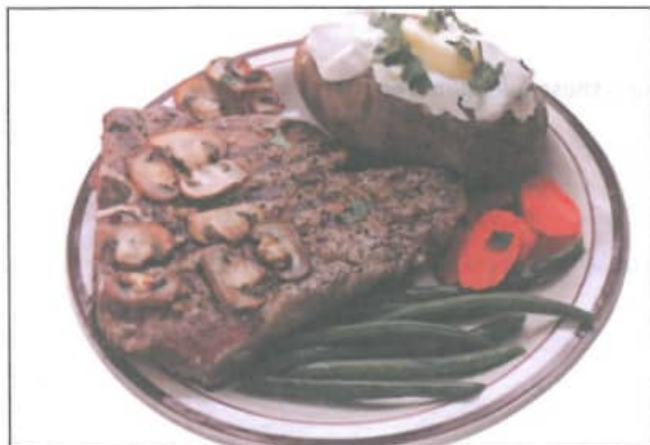
My recommendation would be to ...

Accepting a recommendation

Sounds good to me.

OK, I think I'll do that.

D **PAIR WORK** Have a conversation like the one in Part B. Use these foods.



2 Pronunciation Linked consonant and vowel sounds

- A**  Listen and repeat. Notice how consonant sounds are often linked to the vowel sounds that follow them.

if I were you a good idea for a long time rice or potatoes

- B**  Listen to the conversation. Then practice with a partner. Pay attention to the linked sounds.

A: If I were you, I'd order the steak and shrimp.

B: That's a good idea. Where's our waiter?

3 Listening Eating habits

- A**  Listen to Tom talk to a nutritionist about his eating habits. Write the number of servings of each food Tom eats.

Food group	Number of servings	Recommendation
Grains (rice, bread, pasta, cereal, etc.)		more / less
Fruits (apples, berries, bananas, etc.)		more / less
Vegetables (lettuce, corn, carrots, etc.)		more / less
Dairy (milk, yogurt, cheese, etc.)		more / less
Protein (meat, fish, eggs, nuts, etc.)		more / less
Fats and oils (butter, olive oil, etc.)		more / less

- B**  Listen again. Does the nutritionist recommend that Tom eat more or less of each food group? Circle your answers.

4 Speaking Good recommendation!

- A** Read the situation. Check (✓) your recommendations and add other ideas.

My friend has no time to cook. My recommendation would be to ...

☐ buy frozen dinners

☐ visit friends at dinnertime

☐ order takeout

☐ other: _____

☐ move back home with parents

☐ other: _____

☐ find a roommate who can cook

☐ other: _____

- B** **PAIR WORK** Role-play the situation. Then change roles.

Student A: You have no time to cook. Listen to Student B's recommendations.

Accept one recommendation.

Student B: Student A has no time to cook. Give some recommendations.

A: I have no time to cook. I don't know what to do.

B: If I were you, I'd buy frozen dinners.

A: But I don't have a microwave.

B: Well, why don't you ... ?

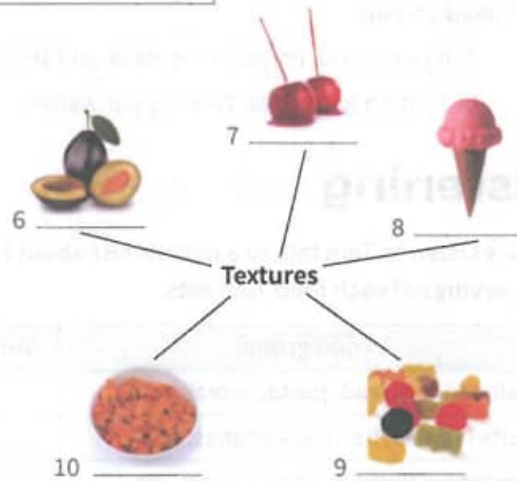
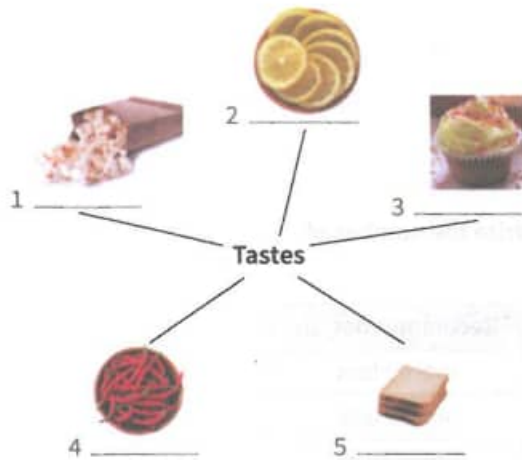


Mix and bake

1 Vocabulary Tastes and textures

A Label the pictures with the correct words. Then listen and check your answers.

bland salty sour spicy sweet chewy creamy crunchy juicy sticky



B **PAIR WORK** What are some foods that are both salty and crunchy? Sweet and juicy? Spicy and sticky? Sour and chewy? Bland and creamy? Tell your partner.
"Peanuts are both salty and crunchy."

2 Conversation A guest chef

A Listen to the conversation. What ingredients are in cheese popcorn?

Host Our guest today is chef Todd Brown. Welcome.

Todd Thank you. Today we're going to make a salty, spicy, and super crunchy snack – cheese popcorn.

Host Sounds good. What do we do first?

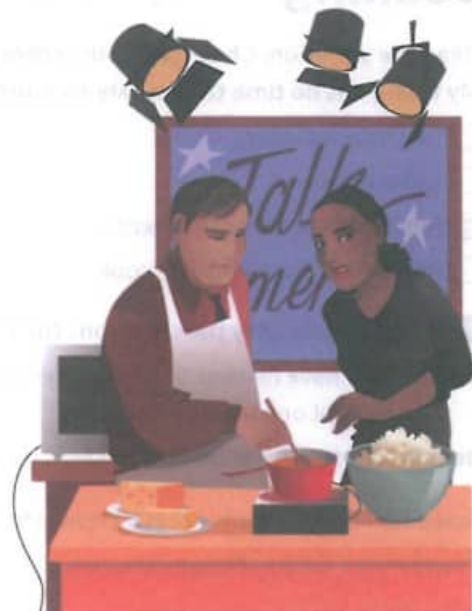
Todd Well, we need to make a cheese sauce. But before we do that, we need to make the popcorn. I have some here that I've already microwaved.

Host OK, so after you make the popcorn, you start the cheese sauce. And how do you do that?

Todd Heat some cheese and butter in a pan until they melt. Once the cheese and butter are melted, add some salt and red pepper.

Host Do you need to let the sauce cool?

Todd No. As soon as it's done, pour it over the popcorn. Then bake it for about 20 minutes.



B Listen to the rest of the conversation. What ingredients are in trail mix? How is it described?

3 Grammar Time clauses

Use time clauses to show the order of events.

Before you start the cheese sauce, you make some popcorn.

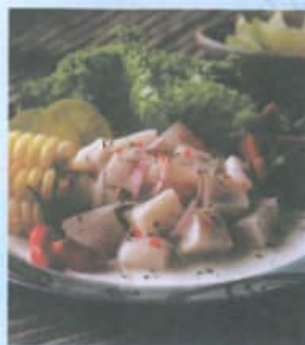
After you make the popcorn, you start the cheese sauce.

Heat some cheese and butter in a pan **until they melt**.

Once they're melted, add some salt and red pepper.

As soon as it's done, pour it over the popcorn.

- A** Read the recipe. Circle the correct words in the sentences below the recipe.
Then compare with a partner.



PERUVIAN CEVICHE

Ingredients

1 kilogram of fresh fish
8 cloves of garlic
1 chili pepper
juice from 10 limes
salt
1 red onion

Directions

Cut the fish into small pieces. Put them in a bowl.
Chop the garlic and chili pepper. Add them to the fish.
Pour the lime juice in the bowl. This "cooks" the fish.
Add salt. Then mix everything together.
Slice the onion. Place it on top of the mixture.
Let everything sit in the refrigerator for two hours.
Mix and serve immediately with crunchy corn chips.

- Before / As soon as** you put the fish in a bowl, cut it into small pieces.
- Once / Until** the fish is in the bowl, chop the garlic and pepper.
- Before / After** you chop the garlic and pepper, add it to the fish.
- Add salt **after / before** you pour the juice over the mixture.
- Don't mix the onion with the fish **until / once** you remove it from the refrigerator.
- As soon as / Until** you mix the onion with the fish, serve it and enjoy!

- B** **PAIR WORK** Close your books. Tell your partner the recipe for ceviche.

4 Speaking A new snack

- A** **PAIR WORK** Use the food in the picture, or other food you know, and create an original snack. Give your snack a name, and describe how to make it.



"Here's how to make Spicy Egg Surprise. Boil two eggs until they are done. Once..."

- B** **CLASS ACTIVITY** Tell the class how to make your snack. Then vote on the best snack.

5 Keep talking!

Go to page 129 for more practice.

Future food

1 Reading

A What new foods have you tried lately?

B Read the article. Which new foods and technologies are also about sustainability?

What will you be eating 25 years from today?

Long ago, people wouldn't have imagined that you could start your day with a bowl of corn flakes for breakfast, get a sandwich on sliced bread from a drive-through window, or have a bag of potato chips for a snack. That makes us wonder: How will the food we eat and the way we cook be different in 10 or 20 years from now?



Imagine:

You wake up on a Saturday and decide to bake sweet sticky buns for breakfast. You start with a cup of cricket flour – it's a sustainable food made from ground crickets, and it's high in protein. Next you add some honey from the beehive just outside your window – everybody has one now, to help to build the bee population – and bake for 10 minutes.



For lunch, a grilled burger sounds good. Head to your refrigerator and pull out some special meat – it's beef grown in a laboratory rather than in a real cow. If you're a vegetarian, you can get a juicy vegetable burger that is engineered to look, taste, and cook like real beef.

Or if you need to eat on the run, try a liquid supplement with 33 ingredients that has all the protein and other nutrients you need for a balanced meal. Just add water!



For an afternoon snack, grab a handful of crunchy, salty grubs from the worm farm in your kitchen that lets you grow your own super healthy bugs. Or for another nutritious snack, drink a glassful of algae, a tasty green, sustainable treat.



For dinner, roasted chicken sounds good, but you forgot to buy the chicken! No worries – just dip a special fork into a jar of flavored oil, and anything bland that you put in your mouth will smell and taste like roasted chicken.

Finally, for dessert, turn on your 3D food printer and create a delicious, creamy chocolate treat.

Here's a little secret – all of these foods and technologies are already available or in development today!

C Read the article again. Answer the questions.

- 1 Which dishes are – or could be – vegetarian?
- 2 Which foods require new technology in your home?
- 3 Which foods are high in protein?
- 4 Which foods are sweet?
- 5 Which foods can you eat on the run?
- 6 What are the sticky buns made of?

D PAIR WORK What kind of food do you imagine we'll eat in the future? What foods will disappear? What new technology will make it easier to prepare food?

2 Writing A recipe

- A** Make a list of your favorite dishes. Which dish is the most difficult to make? Which is the easiest?
- B** Write a simple recipe for one of your favorite dishes. Include the ingredients and the directions.
- C** **PAIR WORK** Share your recipe with a partner. Are the steps clear?

Chocolate-covered strawberries

20 strawberries

4–5 chocolate bars chopped nuts

Wash and dry the strawberries.

Boil some water, and then turn off the heat.

Place the chocolate in a bowl over the water.

Stir until it's melted. Remove the bowl from the heat.

Dip each strawberry in the chocolate. Then dip into the nuts.

Put in the refrigerator for 30 minutes.



3 Listening A tour for chocolate lovers

- A** Listen to Yumiko get information about the San Francisco Gourmet Chocolate Tour. Check (✓) the things that the tour includes.

- ☐ a chocolate factory that makes chocolate bars
- ☐ the winner of *SF Weekly's* "Best Chocolate" Award
- ☐ chocolate that's made using fresh ingredients from local farms
- ☐ a newsstand that sells 225 different kinds of chocolate
- ☐ a sculpture that's made of both white and dark chocolate
- ☐ hot chocolate that's prepared by one of the best chocolate makers in the city
- ☐ a Swiss chocolate maker who is famous for chocolate truffles
- ☐ a Mexican chef who makes a sauce from chocolate and chilies



chocolate truffles

- B** Listen to the rest of the conversation. Complete the information.

Cost	Meeting place	Times	Group size

4 Speaking A food tour

- A** **PAIR WORK** Plan a food tour of a restaurant, a farmers' market, or another place where you live. Answer these questions, and add your own ideas.

- What food will your tour include?
- Who will lead the tour?
- What places will you visit?
- What will be the cost, meeting place, time, and group size?
- What will your tour do there?

A: Everyone likes ice cream. My recommendation would be to create an ice-cream tour.

B: That's a good idea. Or we could do something more unusual. How about a chili-pepper tour?

- B** **CLASS ACTIVITY** Share your tour plan. Which tours are the most interesting? Why?

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of food-preparation verbs. How many do you know? You have one minute.

Lesson B **Find out!**

What are two things both you and your partner would eat at a food fair? Give and accept recommendations to find out. You and your partner have two minutes.

A: I want something fried.

B: Me, too. My recommendation would be to try a fried candy bar.

A: That's a good idea.

Lesson C **Guess!**

Give simple directions for a cooking recipe. Use time clauses. Can your partner guess the food? You and your partner have two minutes.

A: Before you pop it, heat oil in the pan.

B: Is it popcorn?

A: Yes.

Lesson D **Give your opinion!**

What do you think of these foods? Check (✓) Easy to make or Hard to make. Write a description of the taste and texture. Then discuss. You and your partner have three minutes.

	Easy to make	Hard to make	Taste	Texture
pizza				
lemon cake				
rice				
onion rings				

A: I think pizza is easy to make!

B: I think it's hard to make, but it tastes good. It's spicy and chewy.

2 In the real world

What's your favorite food? Go online or look in a magazine, and find a recipe for it in English. Then write about it.

- What is it?
- What are the ingredients?
- How do you make it?

Chicken and rice

Ingredients: chicken, rice, peanuts, oil, vegetables

Heat the oil. Fry the chicken and vegetables in the oil.

Cook the rice. Put the peanuts on top and serve.



Workbook



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The news

A Stories in the news

1 Match the news sections to the headlines.

- 1 New Cell Phones in Stores Today d
- 2 Singer Wins Music Award _____
- 3 Big Storm Coming to New York _____
- 4 Food Can Make You Sick _____
- 5 Big Company Closes _____
- 6 Soccer Player Makes Six Goals _____
- 7 Cheap Vacations in Australia _____

- a Travel
- b Entertainment
- c Sports
- d Technology / Science
- e Health
- f Weather
- g Business

2 Circle TWO stories that would be in each news section.

- 1 Lifestyle
 - ☒ a a story about a new restaurant that people are going to
 - b a story about a new cell phone and how it works
 - c a story about what people like to do on weekends
- 2 Local
 - a a story about a school and its students
 - b a story about problems in a small town
 - c a story about a singer's tour around the world
- 3 World
 - a a story about a storm in seven countries
 - b a story about companies around the world
 - c a weather report for San Diego, California

3

Look at the chart. Then write sentences about the people. Use the past continuous and the present continuous.

Name	When the storm started	Right now
Melvin	work on his computer	watch the storm
Tim	read a good book	finish the book
Susana	drive to Austin	visit her friends there
Emma	shop	take the bus home
Mr. and Mrs. Lee	walk to the park	sit at home
Shelly and Frank	ride their bikes	eat at a restaurant

- When the storm started, Melvin was working on his computer . Now he is watching the storm .
- Tim _____ . Now _____ .
- Susana _____ . Now _____ .
- Emma _____ . Now _____ .
- Mr. and Mrs. Lee _____ . Now _____ .
- Shelly and Frank _____ . Now _____ .

4

Circle the correct verb forms to complete the conversation.

Jay Did you hear about what happened last night?

Jorge Morena makes / made₁ six goals in the game!

Becky Wow! Did you see it on TV?

Jay No, but I read / 'm reading₂ about it in the paper today.

Becky But wait. Morena hasn't played / didn't play₃ since he hurt his leg last year.

Jay Well, he played / has played₄ last night, and I'm sure he won / will win₅ MVP this year.

Becky MVP? What's that?

Jay It means / is meaning₆ Most Valuable Player. It's the award for the best player on the team.

Becky Hmm... MVP after only one good game?

Jay No, he is / was₇ a great player before he hurt his leg. He has had / had₈ a great career for more than ten years, and he's still great!

Becky I can't believe I haven't heard / will hear₉ more about him. I will watch / watch₁₀ him in the future!



- 5** Complete the text with the correct form of the verbs in parentheses. Use the simple present, the simple past, or the future with *will*.

KSmart: Personal Tech Review by Justin Wilson

The new smartphone, KSmart by SMT, _____¹ (be) in stores today. I _____² (think) it's a pretty good phone for the money. The KSmart _____³ (have) a lot of great features, like a fingerprint sensor. The older version of the phone, the JSmart, _____⁴ (not have) a fingerprint sensor. The KSmart _____⁵ (come) with many great apps, and the company _____⁶ (offer) classes in the future on how to use all of them.



SMT _____⁷ (give) me a phone to test last week. Right now, there _____⁸ (be) a few problems. For example, the wireless charger _____⁹ (not work) well. The company has said they _____¹⁰ (fix) the problem soon.

Even with a few problems, I think the KSmart _____¹¹ (be) SMT's most popular phone this year. The JSmart _____¹² (not be) a great phone, but the KSmart _____¹³ (be) fantastic!

- 6** Answer the questions with your own information. Use complete sentences.

Example: My favorite restaurant is Taco King.

- 1 What's your favorite restaurant? _____
- 2 Is it popular? When is it the busiest? _____
- 3 What kind of food does the restaurant serve? _____
- 4 How many times have you been there? _____
- 5 Who do you usually go there with? _____
- 6 When was the last time you went? What did you eat? _____
- 7 What other foods have you eaten there? _____
- 8 Will you eat there again soon? _____

B I totally agree.

1 Complete each conversation with the correct sentence from the box.

I couldn't agree with you more. I'm not sure about that.

1 **Diana** Hey, Joe. Did you hear about the water problem in Clinton?

Joe I read about it yesterday. I don't think it's a big problem.

Diana _____
It seems pretty awful to me.

I'm not sure that's really true. I totally agree.

2 **Yawen** This radio program is great. I think the radio is the best way to get news.

Vicky _____

Yawen Really?

Vicky I think getting news on the Internet is better. You can listen to it or read it.

I don't know about that. I feel exactly the same way.

3 **Henry** Look at this, Laura. Bruno Mars will be at the Music Center next month.

Laura Let's go hear him! He's a great singer.

Henry _____ . I love his music.

2 Complete the conversations with your own ideas. Use some of the expressions from the boxes in Exercise 1.

Example: I couldn't agree with you more.

1 **Friend** I think pollution is the biggest problem in our city.

You _____

2 **Friend** I think the best way to get the news is on TV.

You _____

3 **Friend** Let's go to an Alessia Cara concert. She's the best singer!

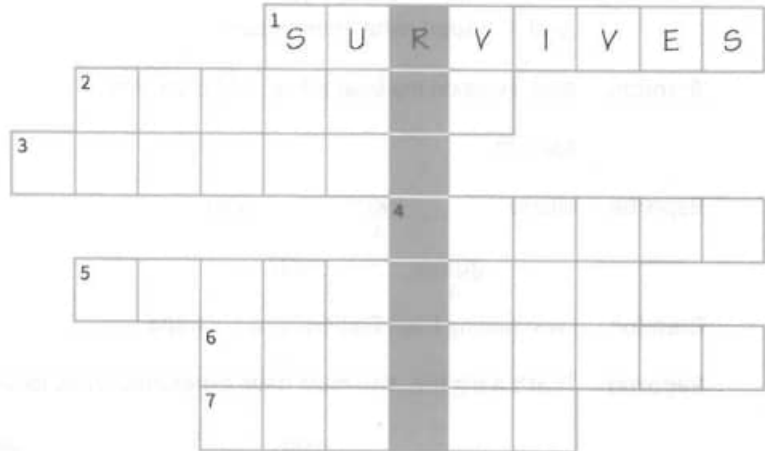
You _____



C Survival stories

1 Complete the puzzle with the correct verbs that complete the headlines.
What's the mystery word?

- 1 Man _____ Three Days in Ocean
- 2 Plane _____ into Zoo – No Animals Hurt
- 3 Mountain Lion _____ Hiker – Hiker Survives
- 4 Dog _____ Boy Up Tree
- 5 Car _____ – No One Hurt
- 6 Storm Coming – _____ Local Beach
- 7 Lightning Hits House But _____ New Library



2 Write the correct headline from Exercise 1 under each picture.



1 Storm Coming – Threatens Local Beach



2 _____



3 _____



4 _____

3

Complete the conversation with the correct form of the verb in parentheses. Use the simple past, the past continuous, the present perfect, or the future with *will*.

Reporter Today, I'm speaking with Brandon Nelson.
He survived three days in the ocean without food. Brandon, what happened?

Brandon Well, I was on my boat alone, and there was a storm.

Reporter Where were₁ you going₁ (go)?

Brandon I was sailing from California to Australia.

Reporter That's a big trip. You must have experience. How long ₂ you ₂ (be) a sailor?

Brandon I've sailed since I was a child.

Reporter What ₃ you ₃ (do) when the storm hit?

Brandon I was preparing the boat for the storm, but it was too late. Suddenly a big wave overturned the boat. The boat broke into pieces, and I was in the water.

Reporter How ₄ you ₄ (survive)?

Brandon At first, I didn't think I would survive. But I found a piece of my boat in the ocean, and I held onto it.

Reporter What ₅ you ₅ (eat)?

Brandon I didn't eat! I found some bottles of water in the ocean that came off the boat in the storm.

Reporter Wow! You drank only water for three days! So finally some other sailors found you. How ₆ you ₆ (feel) then?

Brandon Well, of course, I was very, very happy!

Reporter ₇ you ever ₇ (go) on a boat again?

Brandon Oh, yes. I hurt my arm, but as soon as it's better, I'll go sailing again.

Reporter What ₈ you ₈ (do) differently?

Brandon Well, I probably won't go alone again.

Reporter That's a good idea! Well, Brandon, thank you for telling us your story.



4

Complete the conversation by writing Ms. Rivera's questions with the words in parentheses. Use Ms. Hill's answers to help you.

Ms. Rivera So, have you been here before ¹ ?
(you / be / here before)

Ms. Hill No, I haven't. It's my first time here.

Ms. Rivera Well, _____ ² _____ ?
(how / you / hear / about us)

Ms. Hill My friend Sandra Bern told me about you.

Ms. Rivera Wonderful. So, _____ ³ _____ ? (how / you / feel / today)

Ms. Hill I'm feeling sick to my stomach.

Ms. Rivera I'm sorry. _____ ⁴ ?
(when / you / get / sick)

Ms. Hill I got sick last week.

Ms. Rivera _____ ⁵ ?
(you / be / to another doctor before today)

Ms. Hill No, I haven't.

Ms. Rivera _____ ⁶ ?
(you / take / any medication)

Ms. Hill No, I'm not taking anything.

Ms. Rivera OK, thank you. The doctor will see you soon. Oh, _____ ⁷ ?
(how / you / pay / today)

Ms. Hill I'll pay with a credit card if that's OK.



5

Read the situations. Then answer the questions with your own ideas.

Example: I close the windows, and I turn on the radio.

- 1 There is a big storm and you are at home. What do you do? _____
- 2 A bear is chasing you. What are you doing? _____
- 3 You have been lost in the mountains for two days. You have a little water and a sandwich. How will you survive? _____
- 4 A shark threatened a beach last week. You are at the beach today. Do you swim in the ocean? Why or why not? _____

D Creating news

1 Read the article. Write what the letters mean.

1 JNW

2 SMS

SMS NEWS

JASMINE NEWS (JNW) gives people in Sri Lanka, an island country south of India, a new way to get news. It sends news headlines to people in text messages on their cell phones. The text messages are short and give people information about important events. JNW is getting news to people faster than radio, television, and even the Internet.

SMS stands for "Short Message Service," and it's the system used for text messages. JNW started in 2006, and then in 2007, JNW started working with a phone company to send SMS news. It was the first company in Sri Lanka, and one of the first companies in Asia, to use SMS news. JNW is using new technology and working with phone services so that people can get the news with any type of phone. Although SMS news is shorter than other types of news stories, JNW has high standards. They want all of their headlines to be correct and neutral. They check all information with at least three sources, like different people and newspapers. If they make a mistake, they quickly send a text with the correct information.



JNW feels the most important part of their service is sharing the news, opinions, and experiences of Sri Lanka's citizens. They report news about what citizens want and need. They have journalists who report the news in three languages – Sinhala and Tamil, two of the languages spoken in Sri Lanka, and English. JNW also uses citizen journalists and gets some news from everyday citizens.

It does cost money to get SMS news, but JNW thinks it's important that anyone who wants it can get it. They have a pay-what-you-can program for people who can't afford the regular price.

2 Read the text again. Then answer the questions.

- 1 How do people get news from JNW?
- 2 When did JNW start sending SMS news?
- 3 What does JNW do to make sure headlines are correct?
- 4 What does JNW do if they make a mistake?
- 5 In what languages does JNW report the news?

on their cell phones / in text messages

Communicating

A Language learning

1 Put the letters in the correct order to make sentences.

1 hatwc/ioneln/devio/pclsi/. Watch online video clips.

2 lkta/ot/ersyluof/uot/dlou/. _____

3 peek/a/arvcalayub/nbekooot/. _____

4 hwtac/smveoi/tiwh/tssliutbe/. _____

5 lkta/twhi/eavtni/apsersek/. _____

6 emka/hlsfa/dscar/. _____

2 Look at the pictures. Write sentences with language-learning tips.



1 She watches online video clips.



2 _____



3 _____



4 _____



5 _____



6 _____

3 Check (✓) the correct sentences. Then change the sentences that are NOT correct to the present perfect.

- 1 ☐ I've been knowing Tom for ten years. I've known Tom for ten years.
- 2 ☒ Jill has been keeping a vocabulary notebook recently.
- 3 ☐ We've been driving this car for about two years.
- 4 ☐ Lola has been owning her bicycle for a long time.
- 5 ☐ Su Ho hasn't been belonging to our club very long.
- 6 ☐ I've been watching online video clips all day.
- 7 ☐ They have never been believing my story.
- 8 ☐ How long have you been waiting here?

4 Complete the email with the present perfect continuous. Use the words in parentheses.

Hi Rafa,

Have you been having ¹ (you / have) a good time in summer school? Which classes are you taking? I'm not taking summer classes this year, but ² (I / practice) my English a lot lately. ³ (I / live) in Toronto, Canada, this summer, and ⁴ (I / talk) with native speakers every day. ⁵ (I / watch) a lot of movies recently, but ⁶ (I / not watch) them with subtitles. My English is improving, so I can understand the movies without the subtitles!

Do you have Mr. Payton for English again? ⁷ (he / use) PowerPoint presentations in class? ⁸ (the class / watch) any TED talks? If yes, please send me the titles of the talks.

⁹ (I / not use) my tablet computer because it isn't working. I came to an Internet café to send you this email. I hope you're having a good summer.

Your friend,

Carla

P.S. ¹⁰ (I / take) a lot of pictures.
Look at the streetcar!



5 Look at the chart. Then answer the questions.

	Talks with native speakers	Watches online video clips in English	Keeps a vocabulary notebook
Tina	✓	✓	✓
Caroline		✓	✓
Marcos	✓		✓
Andrew	✓		

- Has Tina been watching online videos in English? Yes, she has.
- Have Tina and Marcos been keeping vocabulary notebooks? _____
- Has Caroline been talking with native speakers? _____
- Has Marcos been talking with native speakers? _____
- Have Marcos and Andrew been watching online videos in English? _____
- Has Andrew been keeping a vocabulary notebook? _____

6 Look at the answers. Write the questions. Use the underlined words to help you.

- A What have you been studying?
B I've been studying English.
- A _____
B I've been studying English for five years.
- A _____
B I've been taking classes at Monroe Language School.
- A _____
B I've been practicing English by reading in English.
- A _____
B I've been reading magazines lately.

7 Answer the questions with your own information. Use complete sentences.

Example: Yes, I have. I've been studying English for three years.

- Have you been studying English for very long? How long?

- Have you been reading in English? What have you been reading recently?

- Has your teacher been giving you homework lately? How much?

B One possibility is ...

1 Read each sentence. Then write E (expressing interest) or O (offering options).

- 1 One possibility is reading a lot of books and magazines. O
- 2 How about watching movies with subtitles? _____
- 3 I'm trying to find a way to improve my vocabulary. _____
- 4 I'm interested in improving my listening comprehension. _____
- 5 You might want to look in a local newspaper or online. _____
- 6 I'm looking for a conversation group. _____

2 Complete the conversations with the sentences from Exercise 1.

A. Albert What are you doing, Julia?

Julia I'm looking for a conversation group ₁

I thought there might be information in this magazine.

Albert Hmm ... I don't know if you'll find information
on a conversation group in a magazine.

_____ ₂

Julia I'll look online! Thanks.

B. Ji Ah Excuse me, Dana. Can you help me?

Dana Sure, Ji Ah.

Ji Ah I wrote the word *very* in my paper too many times.

_____ ₁

Dana _____ ₂

You can learn new words and write them in a notebook.

Ji Ah Hey, that's a great idea.

C. Mr. Wei So, Atakan, how can I help you today?

Atakan Well, _____ ₁

I listen to English music, but my listening skills aren't getting better.

Mr. Wei I'm not surprised. Music is difficult to understand.

_____ ₂ ?

Try to listen first, and then read the subtitles if you still don't understand what you heard.

Atakan That's a good idea, Mr. Wei. Thank you.



1

Complete the conversations with the phrases from the box.

answer the phone	left her a voice message	screen my calls
call my mother back	✓ let the call go to voice mail	turn off my phone
don't check voice mail	respond to an email	update your status online
ignored my text		

A. Kim Well, if you think the job interview went well, you ...

Doug Sorry, Kim. My phone is ringing.

Kim Could you please let the call go to voice mail ¹ ?

You can call the person back after dinner.

Doug No! I really have to _____ ² !

It might be about the job.



B. Hiro Is Wendy coming to the party on Friday?

Eric I don't know. She _____ ¹ .Hiro Hmm ... Well, maybe she would _____ ² .

Eric Yeah. I'll email her tonight.

C. Jen I'll be right back, Mike. I have to _____ ¹ .

Mike OK. Tell your mom "hi."

...

Mike That was fast.

Jen She didn't answer the phone, so I _____ ² .

D. Lilly I could never work at home. How do you get so much work done, Kyle?

Kyle Well, I _____ ¹ , and I only answer calls about work.And I _____ ² until the end of the day.

Lilly Really? I check mine every five minutes!

Kyle Not me. And if I'm really busy, I _____ ³ .

I also don't use the Internet. I mean, I only use it for work!

Lilly Wow. You're really dedicated. When do you _____ ⁴ ?

Kyle I usually update it in the evening.

2

Answer the questions with your own information. Use complete sentences.

Example: People should turn off their cell phones in restaurants because other people don't want to hear them talking.

- 1 Do you think people should turn off their cell phones in restaurants? Why or why not?

- 2 How often do you check your voice mail?

- 3 What else can you do on your cell phone?

- 4 Do you screen your calls on your cell phone? When?

- 5 Have you answered your phone in class recently? What happened?

- 6 Do you think there is ever a good reason to ignore a text? If yes, when?

**3**

Put the words in the correct order to make sentences.

- 1 have / Would / Jenny / call me / tomorrow / you / ?

Would you have Jenny call me tomorrow?

- 2 them / to the party / ask / you / come / Did / to / ?

- 3 vocabulary / learn / me / help / new / you / Will / ?

- 4 phone / her / let / use / me / today / Mindy / .

- 5 his / to / soccer game / go / invited us / to / Dan / .

- 6 going / take the bus / Are / make / to / you / them / ?

- 7 be / tell / to / Don't / quiet / me / !

- 8 next week / remind / I'll / to / the information / email / you / .

4

Complete the sentences with the correct form of the verb in parentheses.

Paula,

Thanks for staying with Lisa and Mark. Here are a few reminders:

- Remind Lisa _____ (take out) the garbage.
- Help Mark _____ (do) his homework every night.
- You can let Lisa and Mark _____ (have) friends at the house, but only on the weekends.
- Mark invited his soccer coach _____ (come) for dinner on Friday. You can order Chinese food.
- Have Lisa or Mark _____ (call) me every night!
- Make them _____ (go) to bed by 10:00 p.m.
- If you can't find something, ask Lisa _____ (help) you.
- Oh, and tell them _____ (clean) the house before I get home.

☺ Yasmin

5

Circle the correct word to complete each sentence.

- 1 Could you **ask** / **have** Tom to respond to my email?
- 2 Larry won't **invite** / **let** me help him with his homework.
- 3 Have they been **helping** / **asking** you make flash cards?
- 4 Mary **made** / **invited** me to join her conversation group.
- 5 Please **let** / **tell** Jenna to update her online status.
- 6 Mr. Kent has been **making** / **telling** his students keep vocabulary notebooks.
- 7 Did the teachers **remind** / **have** the students turn off their cell phones?

6

Answer the questions with your own information. Use a verb followed by an object and another base verb or infinitive.

Example: Yes, I have. I helped my grandfather respond to an email.

- 1 Have you ever helped someone with a computer problem? Who?

- 2 Have you ever let someone help you with a problem? What problem?

- 3 Have you ever told someone not to call you? Who?

D Modern communication

1 Read the article. Who is the fastest texter in the world?

TEXT IT TO ME!

The first text message was sent in 1992, and texting has become extremely popular since that time. There are about 7.6 billion people in the world, and in 2015, about 23 billion text messages were sent every day. It's a popular way to communicate around the world.

The United States

Text messaging is very popular in the United States. In the past, it was mainly popular with people ages 13 to 22, but today, many older people are sending texts, too. People use it to communicate with friends, and it's being used for business, too. Many airlines are sending text messages to people to remind them to check in for their flights.

Finland

In Finland, there are text-messaging game shows on TV. People watch TV and get quiz questions. They text the answers to the TV station. The person who texts the most correct answers wins!

The Philippines

Some people used to call the Philippines the text capital of the world. Today, with easier internet access and more smartphones, some say the country has become the most social nation. There are over 107 thousand cell phones, and texting is very popular because it is cheap and reliable. People even use text messaging to share opinions about politics and the news.

Japan, China, and South Korea

Japan was one of the first countries to use text messages to communicate. In China, sending text messages is the most popular way to communicate. It's cheaper than talking on the phone. There's a problem in China with "spam" texts, unwanted messages sent to a lot of people at the same time. Spam email is a problem in many countries; in China, it's a problem with text messages, too. Many South Koreans use text messaging, and some of the fastest texters are from South Korea.

Brazil

Brazilians love to text, but texting is less popular than in Europe or the United States. This is because phone plans are fairly expensive and sometimes do not have messaging services. It is more popular to use social media such as Facebook to send messages. In 2014, Marcel Fernandes Filho from Brazil broke the Guinness World Record as the fastest texter in the world.

2 Read the text again. Then write the country.

- 1 Marcel broke a 2014 world texting record.
- 2 Texting is used for quiz shows.
- 3 People text each other about politics.
- 4 You can get a text with flight information.
- 5 This country was one of the first to use text messages to communicate.
- 6 Getting spam texts is a problem.

Brazil

A Street food

1 Complete the recipes with the correct verbs for food preparation.

Easy Dumplings



Fill the dough with chicken or beef.

Boil _____ the dumplings for
10 minutes or s _____ them for
about 20 minutes. Serve them right away
with a good soup.

Fantastic Chicken



Put chicken, small potatoes, and carrots
in a pan. Ba _____ or
r _____ them for about one
hour and 30 minutes. Serve with a
green salad.

Simple Stir-Fry



Cut up the chicken and put it with
vegetables and soy sauce in a hot pan.

F _____ them for 10 to 12
minutes. To enjoy the stir-fry the next
day, m _____ it for one minute
on high.

Super Burgers



For a fast meal, make Super Burgers.

G _____ hamburgers for about
8 to 10 minutes, turning once.

M _____ cheese on the burgers
for the last minute. Serve on a bun with
lettuce and tomato.

2 Circle the correct words to complete each sentence.

- Hot dogs _____ on the streets in New York City.
☒ a are sold b are sell c sells
- They _____ by hundreds of people.
a are buying b are bought c bought
- The hot dogs _____, not fried.
a boils b is boiled c are boiled
- Water _____ by vendors, too.
a are sold b is sold c is selling
- The bottles of water _____ in cold water.
a is kept b are keeping c are kept
- The hot dog carts _____ at the end of each day.
a is moved b are moving c are moved



3 Read the sentences. Write A (active) or P (passive).

- Five different desserts are served at my favorite restaurant. P
- The vegetables are steamed, but the fish is fried. _____
- They make the soup at the restaurant, and they serve it with a salad. _____
- The fruit is served cold on ice cream. _____
- The chef grills chicken and beef at your table. _____
- The hot dogs for the company parties are bought from a vendor. _____
- The waiter makes the salad at your table. _____
- The cooks fry the empanadas in the morning, and they microwave them before serving. _____
- He bakes the cake for 40 minutes. _____

4 Change the active sentences in Exercise 3 to the present passive.

- The soup is made at the restaurant, and it is served with a salad.
- _____
- _____
- _____
- _____
- _____

5 Complete the text with the present passive of the verbs in parentheses.

MARTY'S FINE FOOD

Come to our new restaurant on Maple Street.

- You'll love our exotic menu! The seafood is local.
It is brought _____ (bring) to our restaurant
three times a week.
 - Our bread _____ (bake) fresh
every morning.
 - Our vegetables _____ (grow)
on local, organic farms.
 - Breakfast _____ (serve) from
8:00 a.m. to 11:30 a.m.
 - Lunch and dinner _____ (serve) all day.
 - Prices _____ (list) on our website.
- See www.martysfinefood/cup.com.



Please visit us soon and let us make you a great meal!

6 Answer the questions with your own ideas. Write complete sentences with the present passive.

Example: Hamburgers and dumplings are often fried.

- 1 What are two foods that are often fried?

- 2 What are three foods that are served at your favorite restaurant?

- 3 What is one food that is often melted on hamburgers?

- 4 What are two foods that are boiled?

- 5 What is one food that is baked?

- 6 What is one food that is steamed?

B Sounds good to me.

1 Write the conversation in the correct order.

Then if I were you, I'd get the lamb chops.
 That's a good idea.
 I know. What are you going to have?
 OK. I think I'll do that. Why don't you get the lamb chops, too?
 ✓ This new restaurant is great. There are so many things on the menu.
 Why don't you try the cheese ravioli?

Kari This new restaurant is great. There are so many things on the menu.
 John _____
 Kari Everything looks good. I have no idea what to get.
 John _____
 Kari No, I had pasta for lunch.
 John _____
 Kari _____
 John _____

2 Complete the conversation with the phrases from the box and food from the menu.

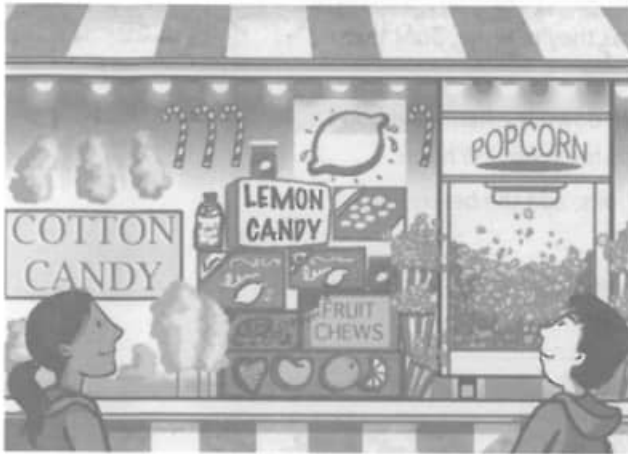
Sounds good to me. My recommendation would be to ...

MARTY'S FINE FOOD	
Main Dishes	
Lamb Chops	\$21.00
Cheese Ravioli	\$13.00
Baked Fish	\$16.00
Grilled Steak	\$16.00

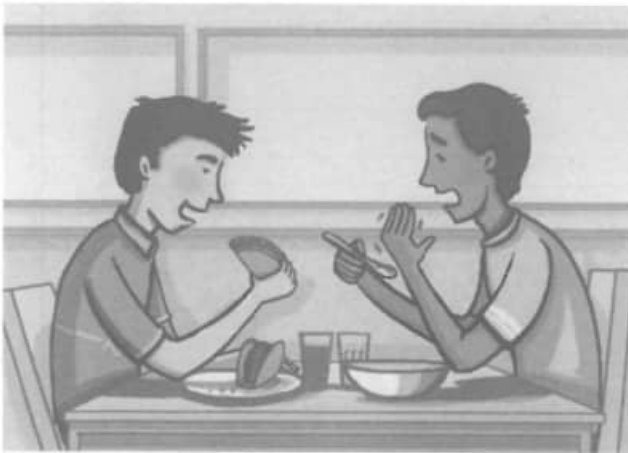
Friend Everything looks good. I don't know what to get.
 You _____
 Friend _____

C Mix and bake

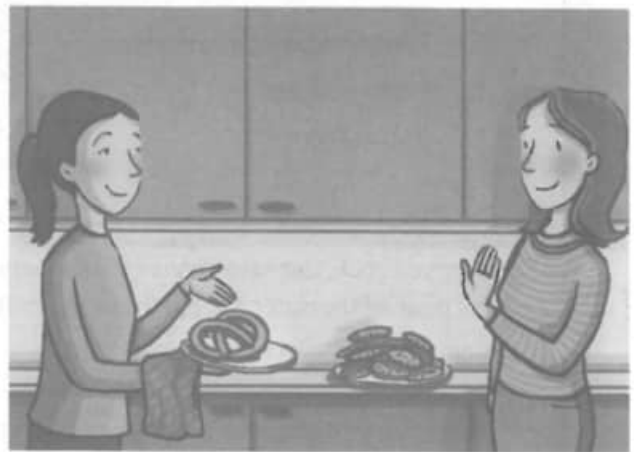
1 Circle the correct words to complete the conversations.



- Mei Do you want a pretzel? They're really chewy / $\frac{5}{}$ sweet.
- Lori No, thanks. I think they're bland / $\frac{6}{}$ sticky. They don't have any taste.
- Mei How about a chocolate cookie? They're salty / $\frac{7}{}$ sweet.
- Lori That sounds great, thanks.



- Luz Let's get popcorn. OK?
- Gi Woo No, it's too salty / $\frac{1}{}$ sour. How about some lemon candy?
- Luz That's too creamy / $\frac{2}{}$ sour for me! Cotton candy?
- Gi Woo Too crunchy / $\frac{3}{}$ sticky. How about the Fruit Chews?
- Luz Great. They're juicy / $\frac{4}{}$ salty and wonderful!



- Ming Do you like the chili?
- Raul Well, it's really creamy / $\frac{8}{}$ crunchy, but it's too bland / $\frac{9}{}$ spicy for me. I mean, it tastes good, but it has too much red pepper in it! How are the tacos?
- Ming They're great. They're chewy / $\frac{10}{}$ crunchy, and they're not spicy at all.

2

Write the cooking directions in the correct order on the recipe card. Do the rice first. Then do the beans.

Rice

After it boils, cover the pan and turn down the heat.

Cook it for 15 more minutes or until the water is gone.

✓ Put the water and rice in a pan.

Once it is cooked, put it in a bowl until the beans are finished.

Then cook the rice until it boils.

Beans

As soon as they're done, pour them over the rice.

Then turn down the heat, and boil the beans for about 1½ hours.

Once it boils, add the beans and a little salt.

Put some water in a pan, and heat it until it boils.

Ruth's Rice and Beans Recipe

Ingredients for Rice:

350 ml water

225 grams rice

Ingredients for Beans:

1 liter water

500 grams red beans

salt

Before you cook, clean the beans and put them in cold water for 8 to 12 hours. Then pour off the water and put the beans in the refrigerator.

To start cooking, make the rice.

1 Put the water and rice in a pan.

2

3

4

5

While the rice is cooking, start the beans.

6

7

8

9

Serve hot.

3 Circle the correct words to complete the email.

Subject: Your new restaurant

Hi Elsa,

It's great that you're opening a restaurant. My restaurant has been very successful this year, and I'd be happy to give you advice. Here are a few tips:

- **Before** / **After** ₁ After you make any decisions, see how much money you have for the restaurant.
- **Before** / **After** ₂ After you know how much you'll spend, find the place for your restaurant.
- **As soon as** / **Until** ₃ you find the place, make the big decisions, like what color to paint the walls.
- You can decide on the smaller things **once** / **before** ₄ the big decisions are made.
- I'm sure you have an idea about what kind of food you want to serve. Don't make the menus **as soon as** / **until** ₅ you have tried all of the recipes! I put chicken satay on my menu **once** / **before** ₆ I made it, and it wasn't very good. I had to change all of my menus!

There is a lot more to tell you. Let's talk on the phone soon, and I can give you more advice.

Marty

4 Write a simple recipe for a food you know. Use time clauses with some of the words in the box.

after as soon as before once until

DISH: _____

INGREDIENTS: _____

DIRECTIONS:

D Future food

1 Read the article. How long do you have to wait before you can eat the cake?

- a 20 minutes b 40 minutes c 60 minutes



Chocolate Dream Cake

by Mari Park

A delicious cake that's easy to make!

225 grams flour	1 tablespoon butter, melted
225 grams sugar	80 ml oil
75 grams cocoa powder	250 ml cold water
1 teaspoon baking soda	

Before you add the liquids, mix the dry ingredients together. Once they are mixed, add the butter and oil. Pour the cold water into the mixture and stir. Bake in a round pan for 40 minutes. Let cool for 20 minutes before you serve it.

COMMENTS:

[+ Post a comment](#)

DiPeters26 This cake was easy to make, and it was delicious! I added a chocolate sauce over the top of the cake. Delicious!

MarcosG I made this cake, and I thought it was too bland. It needs a little salt. And DiPeters26, can you give me your sauce recipe?

DiPeters26 Sure, MarcosG. Mix 225 grams of powdered sugar, 2 teaspoons of butter, 1 teaspoon of vanilla, 200 grams of cocoa, and 125 ml of milk. Boil together until sauce starts to get thick. Then cool and pour over cake.

KloveCook I tried this recipe, but the cake was too dry. Next time, I might add more butter. I think I'll try DiPeters26's chocolate sauce, too.

MTP1987 This cake was great! My only problem was that it was too small. The next time, I doubled the recipe and baked it in two pans. My family loves this cake!

OTHER RECIPES:

No Bake Cookies
Double Chocolate Cake
Apple Cobbler
Mini Chocolate Cookies
Chocolate Surprise
Cocoa Cream Puffs
Easy Frosting

VIDEOS:

How to Make Healthy Desserts
How to Sift Flour
Where to Buy Good Chocolate

2 Read the text again. Then write T (true) or F (false).

- For the cake, you add the butter last. F
- You boil the water before you add it.
- MarcosG doesn't want the chocolate sauce recipe.
- KloveCook hasn't tried DiPeters26's chocolate sauce yet.
- MTP1987 made the cake more than once.

Reading



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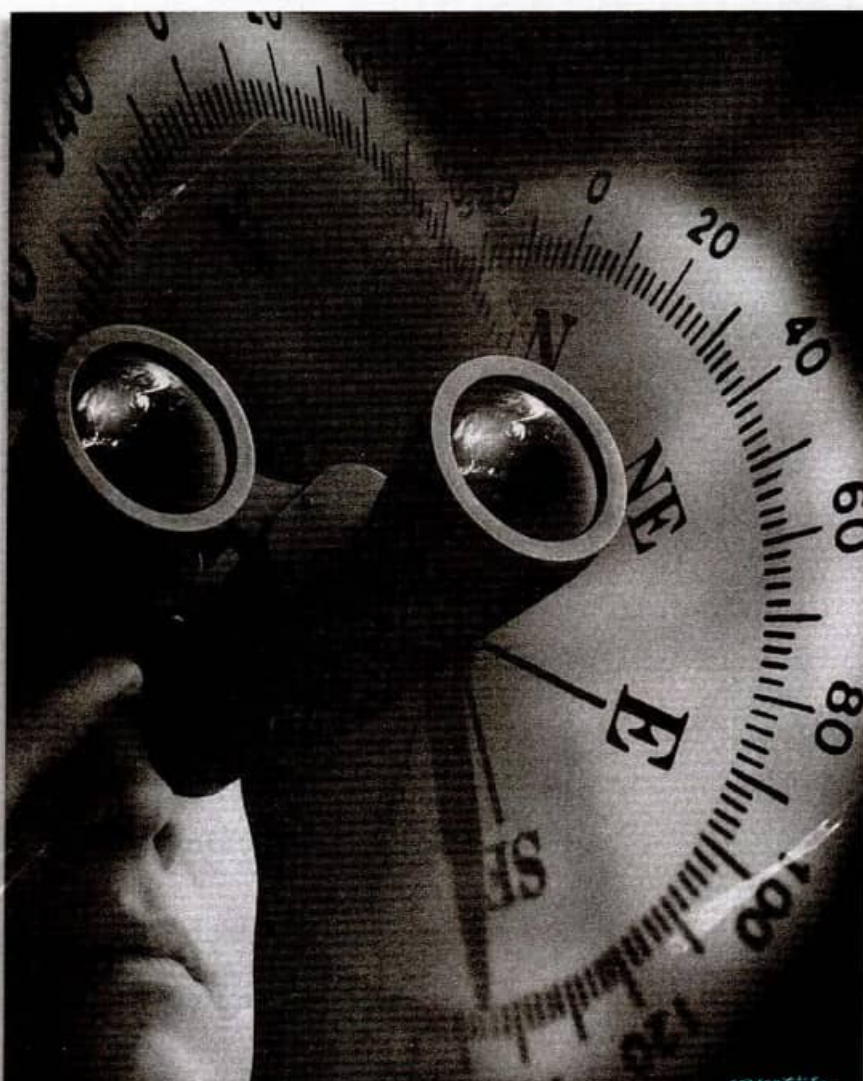
Explorers

unit

1

*One doesn't discover new lands without consenting
to lose sight of the shore for a very long time.*

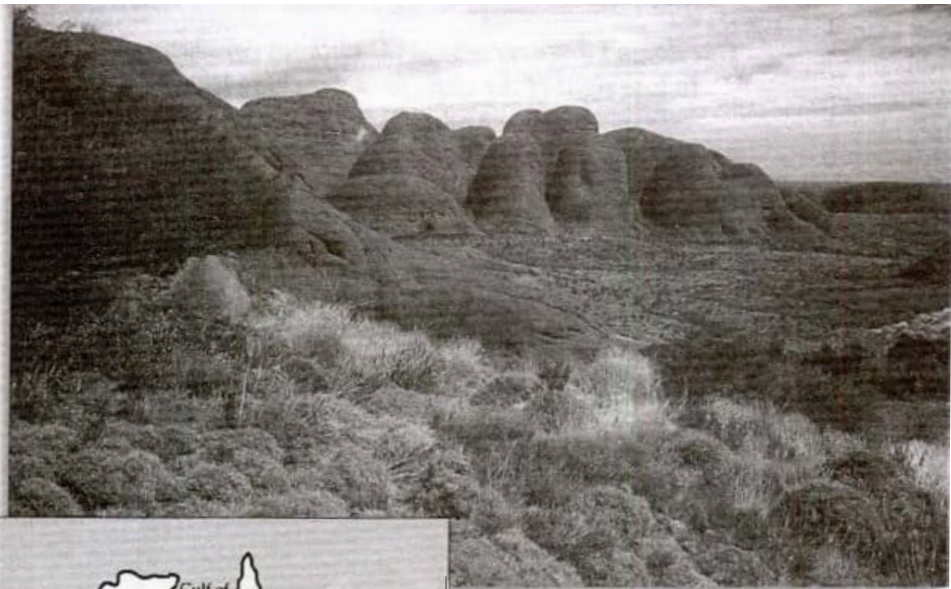
—André Gide



lesson

1

Burke and Wills: Across Australia



© Howard Davies/CORBIS



Before You Read

1. What information about Australia do the map and the photograph give you?
2. Is Australia larger or smaller than your country?
3. What else do you know about Australia?



1 Burke and Wills: Across Australia



Australia is a huge country, and the outback (the Australian word for the **interior** of the country) is desert. In some years, it rains only eight centimeters in the outback, but in other years, rainstorms **turn** the desert **into** sandy swamps.

inside; away from the coast

turn into = change (something); become

Until the eighteenth century, only **aborigines** lived in Australia. These are the first people who lived in Australia. When Europeans went there to live, they **built** towns on the coast. However, in the 1850s, people began thinking more about the interior.

In 1860, Robert O'Hara Burke, a police officer from Ireland, was **chosen** to lead an **expedition** across the continent from south to north. He took with him William John Wills and eleven other men, camels, horses, and enough **supplies** for a year and a half. They left Melbourne for the Gulf of Carpentaria on August 20, winter in the southern **hemisphere**.

past participle of *choose*

food and other necessary things

half of the Earth or any other sphere

The expedition had problems from the beginning. Burke had no experience in the outback. The men fought and would not follow **orders**. Twice they left some of their supplies so that they could move faster and later sent one of the men, William Wright, back for them.

commands; directions

Finally, a small group led by Burke moved on ahead of the others to a river named Cooper's Creek and set up their **base** camp. They were **halfway** across the continent, but it was summer now, with very hot weather and sandstorms.

at last

They waited a month for Wright, and then Burke decided that four from his small group, with three months' supplies, should travel the 1,250 kilometers to the north coast as quickly as possible. They told the others to wait for them at Cooper's Creek.

The journey across the desert was very difficult, but at the end of January, they reached the Flinders River



35 near the Gulf of Carpentaria. They started their return
journey, but now it was the rainy season and traveling
was slow and even more difficult than on their trip
north. They did not have enough food, and the men
became hungry and sick. Then one of them died. Some
40 of the camels died or were killed for food.

Finally, on April 21, they arrived back at Cooper's
Creek, only to find that no one was there. The rest of the
expedition had left the day before because they thought
Burke must be dead.

45 The men continued south, but without enough food,
both Burke and Wills died. Aborigines helped the last
man who was still alive, and a **search party** found him
in September 1861. He was half crazy from hunger and
loneliness.

a group of people
who look for
someone who is lost

50 There were many reasons that the expedition did not
go as planned. It had an inexperienced leader, the men
made bad decisions, some did not follow orders, and
they did not **get along**. But it was the first expedition to
cross Australia, and Burke and Wills are still known as
55 **heroes of exploration**.

be friendly;
not fight



a Vocabulary

In this book, difficult words are repeated several times in the exercises. These words are also repeated and reviewed in other lessons. It is not necessary to list new English words with their meanings in your own language. You will learn them just by practicing. In each lesson, when you read the text the first time, underline the words you don't know. Then you can give yourself a test when you finish the lesson. Look at the words you underlined and see if you understand them. If you don't know them yet, this is the time to memorize them.

In the Vocabulary exercises in this book, write the correct word in each blank. Use a word only once. Use capital letters where they are necessary.

exploration	built	hemisphere	halfway
finally	orders	expedition	loneliness
aborigines	gets along	base	heroes

1. The captain of a ship gives _____, and the sailors must follow them.
2. In baseball, a player hits the ball and runs to first _____.
3. The first Australians are called _____.
4. Most of the Earth has been explored. Now we are in the age of space _____, searching for more information about the stars, the moon, and other planets besides Earth.
5. Kumiko _____ well with everyone. She is always nice and never fights with people.
6. We _____ our new home from the wood and stone on our land.
7. _____ is a common feeling when you are far from your friends and family.
8. Asia is in the northern _____.
9. The writer Jane Austen said, "_____ doings never prosper." I think she meant that it's important to complete things.
10. People who win in the Olympic Games are _____ in their countries.



b Vocabulary

Do this exercise the same way you did Exercise a.

chosen	expedition	party	explored
build	interior	got along	finally
searching	supplies	swamps	turned into

1. Burke and Wills led an _____ into the interior of Australia.
2. The explorer Christopher Columbus was _____ for a new way to go to India.
3. Burke and Wills _____ the interior of Australia.
4. Birds like to live in _____ because there is a lot of water and food.
5. We use one kind of paint for the _____ of a house and another kind for the exterior.
6. After three days of driving, I _____ arrived at the coast.
7. A search _____ was sent to find the Burke and Wills expedition.
8. The president of the United States is _____ by the people who vote.
9. The secretary ordered paper, pens, and other _____ for the office.
10. Carlos started to study hard, and he eventually _____ a good student.



C True/False

Write **T** if the sentence is true. Write **F** if it is false. If a sentence is false, change it to make it true or explain why it is false. An asterisk (*) before an item means that the answer is either an **inference** or an **opinion**. You cannot find the answer in a sentence in the text. You have to think about the information in the text and things you already know and then decide on the answer.

- _____ 1. The first Europeans in Australia built villages in the outback because there were too many aborigines on the coast.
- _____ 2. The Burke and Wills expedition crossed Australia from south to north.
- _____ *3. December is a summer month in Australia.
- _____ 4. Much of the interior of Australia is swampy all year long.
- _____ 5. Eleven men crossed Australia with Burke and Wills.
- _____ *6. Burke and Wills did not have enough food for their journey back to Cooper's Creek because the rain slowed them down.
- _____ *7. The aborigines could help the last man still alive because they understood how to live in the desert.
- _____ 8. Burke was a good leader for this expedition.

d Comprehension Questions

Answer these questions in complete sentences. An asterisk (*) means that the answer is either an **inference** or an **opinion**. You cannot find the exact answer in the text.

- 1. Where did the first Europeans live when they went to Australia?
- *2. Why were camels good animals for this expedition?
- 3. Why did the men leave some of their supplies behind?
- 4. Why was it difficult to travel in the interior of Australia?
- 5. What happened to some of the camels?
- 6. Give two reasons why this expedition had so many problems.
- *7. Do you think Burke and Wills should be called heroes of exploration? Why?



e Main Idea

What is the main idea of paragraph 4 (lines 18–22)?

- a. Robert Burke led this expedition.
- b. The expedition had many problems.
- c. Burke had no experience in the outback.

f Two-Word Verbs

English has many two-word verbs. Each of the two words is easy, but when they are put together, they mean something different. There is often no way to guess what they mean. You have to learn each one.

Learn these two-word verbs and then fill in the blanks with the right words. Use the correct verb form.

turn into	=	change (something) into; become
get along (with)	=	not fight; be friendly
break down	=	stop going or working (often said about a car)
call on	=	ask (someone) to speak (as when a teacher asks a student to speak)
put away	=	put (something) in the place where it belongs

1. Our washing machine _____ yesterday, and I couldn't finish washing my clothes.
2. Tommy and his little brother don't _____ very well. They fight about something almost every day.
3. Ali knew the answer when the teacher _____ him.
4. It was rainy this morning, but now it has _____ a beautiful day.
5. Mary doesn't usually _____ her clothes. She just leaves them on a chair or the bed.



g

Articles: A, An, The

There are so many rules about articles that it is easier just to get used to them by practicing than to learn all the rules. However, you will learn a few of the rules later in this book.

Here are some sentences or parts of sentences from the text. Put an article in the blank if it is necessary.

1. In other years, rainstorms turn _____ desert into sandy swamps.
2. Until _____ eighteenth century, only aborigines lived in Australia.
3. In 1860, _____ Robert O'Hara Burke, _____ police officer from Ireland, was chosen to lead _____ expedition across _____ continent from south to north.
4. He took with him William John Wills and eleven other men, _____ camels, _____ horses, and enough supplies for _____ year and _____ half.
5. _____ expedition had problems from _____ beginning.
6. _____ men fought and would not follow _____ orders.

h

Guided Writing

Write one of these two short compositions.

1. You are the last person still alive from the Burke and Wills expedition. It is September 1861, and the search party has just found you. Tell them what happened to you.
2. You are the leader of another expedition across Australia. Explain what you will do differently.



lesson

2

Alexandra David-Neel: A French Woman in Tibet



Before You Read

1. What do you know about the history and geography of Tibet?
2. What information does the photograph give you about Alexandra David-Neel?
3. Alexandra David-Neel traveled alone to Tibet in the early twentieth century. What do you think her goal was?



Context Clues

It is not necessary to look up every new word in the dictionary. You can often tell what a word means from the sentence it is in or from the sentences after it. For example, the word **aborigines** in line 6 on page 3 is explained in the next sentence. Take a look. What are aborigines? Always look for context clues when you are reading. Try not to look up every new word in your dictionary.

The words in bold print below are from this lesson. Use context clues to guess what each word means. Do all of the Context Clues exercises in the book this way.

1. David-Neel was very unhappy when she was a child. She **escaped** her unhappiness by reading books on adventure and travel.
2. Later, she studied the Buddhist religion and wrote **articles** and books about it.
3. In 1903, she started working as a **journalist**, writing articles about Asia and Buddhism for English and French magazines and newspapers.
4. She wrote her husband long letters full of **details** about her travels.
5. For centuries, Tibet was a **secret** and mysterious place to the rest of the world. Only a few foreigners were able to visit the area.



2 Alexandra David-Neel: A French Woman in Tibet



Tibet has been a **secret** and mysterious place to the rest of the world for several centuries. It is on a high plateau in Asia, **surrounded** by even higher mountains, and only a few foreigners were able to cross its **borders** until recently.

legal lines between countries

5 One of these foreigners was a French woman named Alexandra David-Neel (1868–1969). She traveled by herself in India, China, and Tibet. She studied the Buddhist religion, wrote **articles** and books about it, and collected ancient Buddhist books. She also became
10 a Buddhist herself.

David-Neel always said she had an unhappy **childhood**. She **escaped** her unhappiness by reading books on adventure and travel. She **ran away** from school several times and even ran away to England
15 when she was only 16.

left without telling anyone

She was a singer for several years, but in 1903 she started working as a **journalist**, writing articles about Asia and Buddhism for English and French magazines and newspapers. The next year, when she was 37, she married
20 Philippe-François Neel. It was an unusual marriage. After five days together, they moved to different cities and never lived together again. Yet he **supported** her all his life, and she wrote him hundreds of long letters full of **details** about her travels.

gave (her) money to live on

25 She traveled all over Europe and North Africa, but she went to India in 1911 to study Buddhism, and then her **real** travels began. She traveled in India and also in Nepal and Sikkim, the small countries north of India in the Himalaya Mountains, but her goal was Tibet. She
30 continued to study Buddhism and learned to speak Tibetan. She traveled to villages and religious centers, with only an interpreter and a few men to carry her camping equipment. For several months, she lived in a **cave** in Sikkim and studied Buddhism and the Tibetan



cave



35 language. Then she **adopted** a 15-year-old Sikkimese boy to travel with her. He **remained** with her until his death at the age of 55.

stayed

For the next seven years, she traveled in **remote** areas of China. These were years of **civil war** in China, and she was often in danger. She traveled for thousands of kilometers on horseback with only a few men to help her—through desert heat and sandstorms and the rain, snow, and freezing **temperatures** of the colder areas.

far from towns

war between people
in the same country

45 In 1924, David-Neel was 56 years old. She darkened her skin and dressed as an old **beggar**. She carried only a beggar's bowl and a backpack and traveled through hot lowlands and snowy mountain passes until she reached the border of Tibet. Because she spoke Tibetan so well, she was able to cross the border and reach the famous city of Lhasa without anyone knowing that she was European and forbidden to be there. It was often freezing cold, and sometimes there wasn't enough food. Sometimes she was sick, and once she nearly died. This was the most dangerous of all her journeys, but she reached her goal and collected more information about Tibetan Buddhism.



beggar

She returned to France in 1925. She spent several years writing about her **research** and adventures and translating ancient Tibetan religious books. When she was 66, she returned to China and the Tibetan border area for ten years. In 1944, the Second World War reached even that remote area, and at the age of 76, she walked for days, sometimes without food, until she was able to reach a place from which she could fly to India and then home to France. She continued writing and translating until she died, just seven weeks before her 101st birthday.

search for new
information

Most explorers traveled to discover and map new places. David-Neel went to do research on Buddhism. She said that freedom was the most important thing in life for her, and, **like** many other explorers, she lived a dangerous, exciting, free life.

similar to



a Vocabulary

Write the correct word in each blank. Use a word only once, and use capital letters if they are necessary.

civil war	temperature	like	border
childhood	article	secret	beggars
caves	journalist	remote	remained

1. We didn't tell him about his birthday party. We wanted it to be a _____.
2. There is an interesting _____ in the newspaper today about Tibet.
3. You can find _____ asking for money in most countries.
4. She lived in Asia when she was an adult, but she spent her _____ in England.
5. Some ancient North Americans lived in _____. Others built houses.
6. Normal body _____ is 98.6 degrees Fahrenheit.
7. She went to India in 1911 and _____ there for several years.
8. In the United States, the northern states and the southern states fought a _____ that lasted from 1861 to 1865.
9. The Himalayas are on the _____ between China and India.
10. A _____ collects information and then writes articles about it for magazines and newspapers.

b Vocabulary

Remember to underline the words you don't know as you read the text, and then test yourself when you finish the lesson.

remote	escaped	like	real
details	surrounded	support	journalist
adopted	research	borders	ran away from

1. Everyone calls her Ellie, but her _____ name is Elizabeth.
2. Our house is cool in hot weather because it is _____ by big trees.



3. Nepal, _____ Tibet, is in the Himalaya Mountains.
4. Mr. and Mrs. Thompson _____ a baby because they couldn't have children of their own.
5. He _____ school when he was 15 years old and joined the navy.
6. Most English paragraphs have a main idea and supporting _____.
7. Parents usually _____ their children until the children finish school. The parents pay for everything the children need.
8. Dr. Garcia is doing _____ for space exploration.
9. Her friends live in a _____ part of Alaska. The only way to get there is by plane.
10. A snake _____ from the zoo last night. If you see it, call the police immediately.

C Multiple Choice

Circle the letter of the best answer. An asterisk () means that the answer is an inference or opinion. You cannot find the answer in a sentence in the text.*

1. Alexandra David-Neel went to Asia to _____.
 - a. study Buddhism
 - b. lead an expedition
 - c. adopt a son
2. When she was a child, she read to _____.
 - a. become a Buddhist
 - b. escape her unhappiness
 - c. learn about Europe
3. After she got married, _____.
 - a. she lived in Europe with her husband for several years
 - b. her husband supported her
 - c. her husband traveled in Europe with her
- *4. It is possible that she _____.
 - a. took photographs during her travels
 - b. had a car when she lived in a cave
 - c. spoke Tibetan to her Indian friends



5. The place she wanted most to visit was _____.
 - a. India
 - b. China
 - c. Tibet
6. Her travels in China were dangerous because _____.
 - a. there was a civil war
 - b. she was traveling on horseback
 - c. she was a beggar
7. David-Neel said that _____.
 - a. she wasn't afraid of danger
 - b. freedom was very important to her
 - c. she wanted her husband to travel with her

d Comprehension Questions

Always answer the comprehension questions with complete sentences.

1. Why is Tibet a mysterious place?
- *2. Why did David-Neel run away from school?
3. What is a journalist?
4. What was unusual about her marriage?
5. What did she do when she was living in a cave?
6. What does *remote areas* mean?
7. Why didn't the Tibetans know she was a foreigner?
8. What kind of work did she do after her last trip?
- *9. Do you think she lived a free life? Why?

e Main Idea

What is the main idea of paragraph 3 (lines 11–15)?

- a. David-Neel read books on travel and adventure.
- b. David-Neel ran away from school several times.
- c. David-Neel had an unhappy childhood.



f

Word Forms

Choose a word form from line 1 of the chart to use in sentence 1, and so on. Use the right verb forms and singular or plural nouns. There are empty spaces on the chart because there are not four forms for every word.

	Verb	Noun	Adjective	Adverb
1.	adopt	adoption	adopted	
2.	surround	surroundings	surrounding	
3.	beg	beggar		
4.		hero	heroic	heroically
5.	remain	remainder remains	remaining	
6.	supply	supply	supplied	
7.	explore	exploration		
8.	secrete	secret	secretive	secretly
9.		reality	real	really
10.	choose	choice	choice	

- Many _____ children want to meet their birth parents.
- Dan drove so fast on his vacation trip that he hardly saw his _____.
- Small children often _____ to go with their parents when the parents go out at night.
- Jumping into the freezing water to save the child was a _____ action.
- They ate half the chicken and put the _____ in the refrigerator for the next day.
- The company was unable to _____ most of the things we ordered.
- Are you more interested in the _____ of outer space or the Earth's oceans?



8. I don't know why my children are being so _____ today.
Usually they like to tell me where they are going.
9. Can you help me? I'm _____ having trouble with
this computer.
10. I can't decide which movie to see. You make the _____.



Articles

A and **an** are used to show that the noun after it is one of a group.

John Burke was **an** explorer. (He was one of many explorers throughout history.)

Maria is **a** student. (She is one of many students in the world.)

I took **an** apple out of the refrigerator. (It is one of many apples in the world.)

The is used to show that the noun is one special, particular, specific case of the noun or nouns.

John Burke and William John Wills were **the** first explorers to cross Australia.

Maria is **the** best student in the class.

I took **the** apple out of the refrigerator. (There was only one apple in the refrigerator.)

Put the right article in the blanks.

1. Australia is _____ huge country.
2. _____ journalist who wrote this article is a friend of mine.
3. David-Neel was _____ journalist.
4. Please close _____ door.
5. Her office is _____ first one on the left.
6. _____ professor called you today, but I don't know who it was.
7. Who was _____ worst teacher you ever had?





Compound Words

Compound words are common in English. They are two words put together, and the meaning of the compound word is related to the meanings of the two words. They are not like two-word verbs, whose meaning is different from the meaning of each word by itself.

Put these compound words in the right blanks in the sentences below.

horseback

sandstorm

snowstorm

keyhole

mailbox

sidewalk

doorbell

weekend

1. Barbara couldn't drive to her parents' house last week because there was a bad _____, and it was very cold.
2. Abdullah looks in his _____ every day, and he usually finds a letter.
3. A _____ is a place for people to walk at the side of the street.
4. When you unlock a door, you put your key in the _____.
5. The _____ rang, and Susan went to open the door.
6. Did you ever go _____ riding?



Guided Writing

Write one of these two short compositions.

1. You are Alexandra David-Neel. Write a letter to your husband. Describe one or two of your adventures in some detail. Add your own ideas about what you saw, heard, tasted, touched, or smelled.
2. Describe an adventure you had or an unusual trip you took. Use details about what you saw, heard, tasted, touched, or smelled.



lesson

3

Vitus Bering: Across Siberia to North America



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Before You Read

1. How can you get from Siberia to Alaska?
2. What is the name of the body of water between Siberia and Alaska?
3. Which are longer in Siberia and Alaska, winters or summers?



Context Clues

You can often guess the meaning of a word from the sentence, even if the sentence doesn't explain the word exactly. For example, in this lesson, one sentence says, "They lost a lot of food when one of the ships **sank** in a storm." What could a storm do to a ship so that the food was lost? The ship probably went down into the water to the bottom of the ocean. When you can guess easily what a word means from the sentence, don't look up the word in your dictionary.

*Now practice with these new words from this lesson. Use context clues to guess what each **bold** word means.*

1. Vitus Bering wanted to explore the east coast of Siberia and to find out if Asia and North America were **joined**.
2. Bering made careful plans for his trip, but there were many **delays**. Because of this, he had only one summer to explore the area instead of two years.
3. Bering's expedition **gathered** important scientific information about the interior of Siberia.
4. When scientists read Bering's reports, they **realized** that he was a great explorer.
5. The water between Siberia and Alaska is now called the Bering Sea to **remind** us of this great explorer.



Vitus Bering: Across Siberia to North America



In 1733, the most complete scientific expedition in history up to that time left St. Petersburg, Russia. The goal of the expedition was to explore the east coast of Siberia and to find out if Asia and North America were

5 **joined**. The scientists planned to report on everything: the **geography**, climate, plants, animals, and customs and languages of the Siberian people.

connected

the way parts of a place are positioned within it

to

The expedition had to cross Siberia **in order to** reach the Pacific Ocean. Vitus Bering, the leader of the whole

10 expedition, left St. Petersburg with almost 600 people.

The group **included** a few scientists, **skilled** workers of all kinds, **soldiers**, and sailors. Alexei Chirikov left later, with most of the scientists and **tons** of supplies.

had in it

people in the military

unit of measurement; in the U.S., 2,000 pounds = 1 ton

It took seven years for Bering's and Chirikov's groups

15 to cross Siberia. They traveled mostly in flat-bottomed boats on the rivers. Bering's group spent a year in Tobolsk, where they built a ship and explored the Ob River. They continued to Yakutsk, where they spent four years. Yakutsk was only a small village and there were

20 many people in the expedition, so they had to build their own buildings. They also built boats and explored the Lena River. Then they moved on to Okhotsk on the eastern coast. It took two more years to build ships so that they could explore and map the east coast.

25 Bering made careful plans, but there were always problems. For example, they lost a lot of their food when one of the ships sank in a storm. But finally, their two ships started for North America. They had only one summer instead of two years for their explorations

30 because of the many problems and **delays**. And summers are short in the north.

There was more bad luck. There were storms, and the two ships lost contact, but at last the sailors on



Bering's ship saw mountains a short distance across the
35 sea. This **proved** that North America and Asia were two
separate continents.

different

Their problems continued. Their water supply was
low, but when the men went **ashore** in Alaska, they got
water that was a little salty. Many of the men were sick
40 from scurvy, a disease caused by the **lack** of **vitamin C**.
When they drank the salty water, they became even
sicker. Then they started dying, one after another.

not having enough

As the ship sailed south, back toward Okhotsk, it
became lost in storms. Finally, a storm drove it onto a
45 small island, and the men knew their ship could not sail
again. They were in a place with no trees, but there were
birds and animals for food, and **fresh** water to drink.
However, it was too late for many of them. Men
continued to die from scurvy, and on December 8, 1741,
50 Bering died and was buried on the island that is now
named for him. When spring came, the few remaining
men were able to build a small ship from the wood in
the old one and leave the island.

By this time, the Russian government had lost interest
55 in the North Pacific. Bering's reports were sent back to St.
Petersburg and forgotten. **Decades** later, people **realized**
that Bering was a great explorer. His expedition **gathered**
important scientific information about the interior of
Siberia, made maps of the eastern coast, and discovered a
60 new part of North America. Today, we have the Bering
Sea between Siberia and Alaska to **remind** us of the
leader of this great scientific expedition.

periods of ten years

make (us)
remember



a Vocabulary

joined realize included separate gather delay
prove geography remind soldiers lack tons

1. The dancers got in a circle and _____ hands.
2. Did you study the _____ of your country in school?
3. Mr. and Mrs. Baker drive to work in _____ cars because they work in different places.
4. Please _____ me to buy some bread, or I might forget.
5. In some restaurants, the waiter's or waitress's tip is _____ in the bill. In others, you leave it separately.
6. Two _____ equals 4,000 U.S. pounds.
7. There will be a short _____ because the chemistry professor needs to get the equipment ready.
8. He didn't _____ what time it was, and he got to class late.
9. _____ have to wear uniforms and follow orders.
10. Burke's expedition failed partly because of his _____ of experience in the Australian outback.

b Vocabulary

proved delay decade in order to includes gathered
ashore fresh skilled separate vitamin reminder

1. Ali is studying English _____ go to an American university.
2. Early explorers _____ that the Earth was round and not flat.
3. Ann _____ up her books and papers and left the library.
4. Scurvy is caused by a lack of _____ C. It was a problem on long ocean trips because sailors didn't have fruit and vegetables to eat.
5. Haiti and the Dominican Republic are parts of the same island, but they are _____ countries.
6. A century is 100 years. A _____ is 10 years.
7. Electricians and mechanics are _____ workers.
8. After a half hour in the water, the children walked _____ and dried off.



9. People cannot drink sea water. They need _____ water.
10. This book _____ a table of contents and a map.

C Vocabulary Review: Definitions

Match the words with their meaning. Write the letter of the definition from the second column in the correct blank.

- | | |
|----------------------|-------------------------------|
| _____ 1. hemisphere | a. not fight |
| _____ 2. border | b. study |
| _____ 3. remain | c. at last |
| _____ 4. get along | d. inside |
| _____ 5. research | e. half of the earth |
| _____ 6. interior | f. isolated |
| _____ 7. finally | g. line between two countries |
| _____ 8. remote | h. writer for magazines |
| _____ 9. turn into | i. become |
| _____ 10. journalist | j. stay |

d True/False/Not Enough Information

*Write T if the sentence is true, F if it is false, and NI if there is not enough information in the text for you to decide. Change the false sentences to make them true, or explain why they are false. Do all of the **True/False** exercises in the lessons this way.*

- _____ 1. Bering left St. Petersburg ahead of Chirikov.
_____ 2. It took them seven years to cross Siberia because they were traveling on horseback.
_____ 3. Vitus Bering was from St. Petersburg.
_____ 4. Bering spent two years exploring the east coast of Siberia.
_____ *5. Bering's and Burke's expeditions were similar.
_____ 6. Bering's men found Eskimos in Alaska.
_____ 7. Scurvy is caused by a lack of vitamin C.
_____ 8. Alaska belonged to the United States at the time of Bering's expedition.





Comprehension Questions

Paraphrase your answers. This means that you should answer the questions in your own words instead of using the exact words from the text.

1. Why was Bering's trip called a scientific expedition?
2. What did the men on the expedition do in Tobolsk?
3. Where did they stay longer, in Tobolsk or in Yakutsk?
- *4. Why did the expedition have to build boats?
5. How did the two ships lose contact in the Pacific Ocean?
6. Why did the men on the island continue to die even when they had food and water?
- *7. Is scurvy a problem on ships today? Why or why not?
- *8. When Bering's expedition returned to St. Petersburg, were they welcomed as national heroes? Why or why not?



Main Idea

What is the main idea of paragraph 3 (lines 14–19)?

- a. It took seven years to cross Siberia.
- b. The expedition explored two rivers.
- c. The expedition built their own village in Yakutsk.



g Reading

How carefully should you read something? How fast should you read? The answer depends on what you are reading. Sometimes you need to read things slowly and carefully. At other times, you can read quickly, and at still other times, you can read at an average speed.

How would you read each thing below? Check (✓) the box for slowly and carefully, at an average speed, or quickly.

	Slowly and Carefully	At an Average Speed	Quickly
1. A letter from your parents	☐	☐	☐
2. A letter from your bank	☐	☐	☐



	Slowly and Carefully	At an Average Speed	Quickly
3. The textbook for a difficult science class	☐	☐	☐
4. An exciting mystery story	☐	☐	☐
5. The directions on an important exam	☐	☐	☐
6. A magazine article about an interesting person	☐	☐	☐

Some students like to read the whole text quickly to get the general idea. Others like to start at the beginning and read each sentence carefully. You can choose the best way for you to start reading a lesson. After that, you probably need to read the lesson two or three more times. When you come to a word you don't know, read the sentence again or even three times, to help you remember the word. It is never necessary to memorize sentences or paragraphs. That is not the way to study reading.

If the text is very difficult for you, read the first paragraph two or three times, then the second, and so on. Then read the whole text from beginning to end. Then you might want to read it all again.

You will probably want to read the complete text again after you have finished the whole lesson. Then test yourself on the vocabulary words that you underlined when you first read the text and learn the words you don't know.



Word Forms: Verbs

Every sentence must have a verb. How do you know which form of a verb to use? There are often clues that tell you what form of the verb to use.

Put the right form of the verb in each blank. Explain why you chose each form.

1. Did Bering (lead) _____ an expedition across Siberia?
2. The expedition (leave) _____ St. Petersburg in 1733.
3. Bob is (study) _____ about explorers.
4. Nadia has (learn) _____ a lot of words this week.
5. Can you (help) _____ me with this exercise?
6. The teacher (give) _____ a lot of homework every day.
7. Mr. Gordon was (sleep) _____ at midnight last night.
8. They are going to (travel) _____ in Europe next summer.



Prepositions

The best way to learn how to use the right preposition is by practicing. Write the prepositions in these sentences from the text.

1. _____ 1733, the most complete scientific expedition in history _____ that time left St. Petersburg.
2. The scientists planned to report _____ everything.
3. The expedition had to cross Siberia _____ order _____ reach the Pacific Ocean.
4. Vitus Bering, the leader _____ the whole expedition, left St. Petersburg _____ almost 600 people.
5. They traveled mostly _____ flat-bottomed boats _____ the rivers.
6. They had only one summer instead _____ two years _____ their explorations because _____ the many problems and delays.
7. At last, the sailors _____ Bering's ship saw mountains a short distance _____ the sea.
8. They were _____ a place _____ no trees, but there were birds and animals _____ food.
9. _____ this time, the Russian government had lost interest _____ the North Pacific.
10. It discovered a new part _____ North America.

Guided Writing

Write one of these two short compositions.

1. You are one of the men who left the island in the spring of 1742. Tell what happened to you during the decade from 1733 to 1743. Give a few details.
2. The reading does not say what happened to the people on Chirikov's ship after the two ships lost contact. What do you think happened to them?



Robert Scott: A Race to the South Pole

lesson

4



Before You Read

1. What does this photograph tell you about the geography of the South Pole?
2. What would you need in order to explore the South Pole?
3. What problems might explorers in the South Pole have?



Context Clues

The words in **bold print** below are from this lesson. Use context clues to guess what each word means.

1. Robert Scott led an expedition to Antarctica for a scientific **organization** called the Royal Geographical Society.
2. On earlier expeditions, when the dogs became **weak**, the men killed them for food.
3. Scott had the bad luck of having **extremely** bad weather. It was often -40°C (minus 40 degrees Celsius).
4. Scott and his men spent the winter near the ocean. They used sleds to carry supplies farther **inland**.
5. The men became **exhausted** and had difficulty pulling their sleds.

4 Robert Scott: A Race to the South Pole



The first person to reach the South Pole was Roald Amundsen, a Norwegian. Robert Scott, who was English, arrived at the South Pole a month after Amundsen and died on the return journey to his ship. Yet, strangely

- 5 enough, Scott became a hero, but Amundsen did not.

Captain Robert Scott (1868–1912) was an officer in the English navy. From 1901 to 1904, he led an expedition to Antarctica for a British scientific **organization** called the Royal Geographical Society.

- 10 His group traveled farther south than anyone else had ever done. He gathered information on rocks, weather, and climate, and he made maps. When he returned to England, he was a national hero.



A few years later, Scott decided to organize another
15 expedition. He said that he wanted to make a complete
scientific study of Antarctica, but his real goal was to be
the first person at the South Pole. He took three doctors,
several scientists, and a number of other men with him.

Scott's group sailed on a ship named the *Terra Nova*
20 in June 1910. When they reached Australia, they learned
that Amundsen was also on his way to the Pole.

Amundsen and Scott were very different from each
other, and they made very different plans. Amundsen
planned everything very carefully. He took sleds and
25 dog teams, as the great Arctic explorers did. Scott took
ponies (small horses) and a few dogs, but he planned to
have his men pull the sleds themselves for most of the
trip. On earlier expeditions, as some dogs became **weak**, not strong
the men killed them for food for themselves and the
30 other dogs. Amundsen did this too, and it helped him
reach the Pole, but later people called him "dog eater."
Scott would not eat his dogs, and this was one reason he
died on this expedition.

There were other differences between the two
35 expeditions. Amundsen sailed 100 kilometers closer to the
Pole than Scott did. Scott also had the bad luck of having
extremely bad weather—days of **blizzards** and strong
winds. It was often -40°C (minus 40 degrees Celsius). storms with wind
and snow

Scott and his men built a base camp near the ocean's
40 **edge** and spent the winter there. They used sleds and
ponies to carry a ton of supplies farther **inland** to a toward the interior
place that they named the One Ton Depot. When spring
came, a few of the men started ahead of the others with
motorized sleds to leave supplies along the way.
45 However, after only a few days, the motorized sleds
broke down, and the men had to pull them.

A few days later, Scott started for the South Pole
with a few men. The whole journey was very difficult.
Scott and his men either walked through deep snow or
50 skied over ice and **uneven** ground. The climate was too not flat
difficult for the ponies, and they all died. There were
frequent snowstorms. Sometimes the men couldn't
leave their tents for several days because of blizzards.



When Scott was 260 kilometers from the Pole, he
55 sent all but four men back to the base camp. This was
probably his most serious **mistake**. His tent was big
enough for only four people, and he had only enough
food and **fuel** for four. Somehow he had to **provide for**
60 four people plus himself. Also, one man had left his skis
behind with some of the supplies. He had to walk in the
snow, and this slowed down the whole group.

take care of

On January 17, 1912, Scott and his men reached the
Pole, only to find a tent and the Norwegian flag. They
were not the first people to reach the South Pole. They
65 had lost the race.

The next day, they started the 1,300-kilometer journey
back to their base camp, pulling their heavy sleds full of
supplies. The trip back was worse than the trip to the
Pole. They became weak from hunger. **At times**, the
70 whiteness everywhere made them **blind**. Their fingers
and toes began to freeze, and two of the men fell and
injured themselves. They didn't have enough fuel to keep
warm in their tent. They became **exhausted** and had
more and more difficulty pulling their sleds.

sometimes
not able to see

75 Finally, one man died. Then another became so weak
that he knew he was **endangering** the lives of the
others. One night, he left the tent and never returned.
He walked out into the blizzard to die instead of
holding back the other three.

causing danger to

80 Every day, Scott described the terrible journey in his
diary. On March 21, the three remaining men were only
twenty kilometers from the One Ton Depot, but another
blizzard kept them in their tent. On March 29, they were
still unable to leave their tent. On that day, Scott wrote
85 his last words in his diary.

A search party found the three **bodies** eight months
later. They also found Scott's diary, excellent
photographs of the expedition, and letters to take back
to England. The search party left the frozen bodies
90 where they found them.

Today, the base camp building is still there. Inside
are supplies, furniture, and the men's **belongings**. They
have been left just the way they were when Scott's



expedition was there. New Zealand takes care of the
95 building and its contents.

Robert Scott's name **lives on** in stories of his trip to Antarctica, the last part of the Earth that people explored. He was not the first to reach the South Pole, but he is remembered as one of the great heroes of exploration.

continues to live

Vocabulary

organization	body	weak	inland
edge	blizzard	broke down	exhausted
blind	extremely	fuel	at times

1. A _____ is a storm with wind and snow.
2. He put the glass too close to the _____ of the table, and it fell off.
3. A baby has more bones in her _____ than an adult has.
That's because many of our bones grow together as we age.
4. People who grow up near the sea are often unhappy if they have to move _____.
5. A _____ person cannot see.
6. It's very cold in northern Canada, but at the North Pole it's _____ cold.
7. His car _____, and he had to walk five miles to get home.
8. _____, Burke rode horseback. At other times, he walked.
9. People need _____ to cook and to heat their homes.
10. The United Nations is an important international _____.



b Vocabulary

weak	provided	inland	exhausted
broke down	lives on	uneven	mistake
belongings	edge	endangered	bodies

1. It was a _____ to drive into the city. There were so many cars on the road that we were an hour late for the meeting.
2. When I am traveling, I keep my _____ in a suitcase.
3. If you don't eat for several days, you will probably feel quite _____.
4. When I was a child, my parents _____ me with everything I needed.
5. The floor is so _____ that we can't put a table on it.
6. Ali stayed up all night to study for a test, and in the morning he was _____.
7. She _____ her own life when she jumped off the boat.
8. A famous person's name often _____ in books and articles.
9. Is the city of Boston on the coast or _____?
10. The _____ of a knife is very sharp.

c Vocabulary Review: Antonyms

Match each word in the left column with its opposite in the right column.

- | | |
|--------------------|--------------------|
| _____ 1. remote | a. take apart |
| _____ 2. leave | b. exterior |
| _____ 3. get along | c. close to a city |
| _____ 4. join | d. fight |
| _____ 5. run away | e. together |
| _____ 6. include | f. having |
| _____ 7. uneven | g. leave out |
| _____ 8. separate | h. remain |
| _____ 9. interior | i. come back |
| _____ 10. lacking | j. smooth |



d**Multiple Choice**

1. The first person to reach the South Pole was _____.
 - a. English
 - b. French
 - c. Norwegian
2. Scott was mainly interested in _____.
 - a. being the first person at the South Pole
 - b. collecting information about the rocks in Antarctica
 - c. learning about the weather and climate in Antarctica
- *3. Amundsen's expedition ate dogs because _____.
 - a. this is a custom in Norway
 - b. it was a way for the men to have fresh meat
 - c. there was no other food
- *4. Scott's expedition had to travel _____.
 - a. a shorter distance than Amundsen's
 - b. the same distance as Amundsen's
 - c. farther than Amundsen's
- *5. January is a _____ month in Antarctica.
 - a. summer
 - b. fall
 - c. winter
6. Scott's trip to the Pole was difficult. The trip back was _____.
 - a. more difficult
 - b. about the same
 - c. much easier
- *7. Scott and his men became exhausted because _____.
 - a. they didn't have enough fuel and could never get warm
 - b. the sun on the snow blinded them
 - c. they didn't have enough food and had to pull heavy sleds
8. We know the details about Scott's expedition because _____.
 - a. he sent reports back to the English government
 - b. he kept a diary and the search party found it
 - c. he wrote detailed letters back to England



e Comprehension Questions

- *1. Scott and Burke led expeditions in very different climates. What was similar about their expeditions?
2. Explain one serious mistake that Scott made.
- *3. Why did Scott travel from his base camp to the Pole in January?
4. Why did one man walk out of the tent into the blizzard and not return?
5. Why was it difficult for the men to pull the sleds on the trip back from the Pole?
6. Why couldn't the three men travel the last twenty kilometers to the One Ton Depot?
- *7. Was Scott a hero of exploration? Give a reason for your answer.



Main Idea

What is the main idea of paragraph 7 (lines 39–46)?

- a. moving supplies inland
- b. getting ready to ski to the South Pole
- c. bad luck with motorized sleds



Word Forms: Nouns

There are three parts of a sentence that always have a noun (or a pronoun): the subject, the object of the verb, and the object of a preposition.

Subject	Verb	Object of the verb	Object of a preposition
David-Neel	rode	a horse	to Tibet.
The expedition	took	food	for the animals.
A storm	drove	the ship	onto an island.

The subject is usually at the beginning of a sentence. The object of the verb is usually right after the verb. It answers the question "What?" The object of a preposition comes after the preposition. There might be adjectives and other words that describe these nouns:

David-Neel rode a large black **horse** to **Tibet**.

The large scientific **expedition** took a lot of **food** for the **animals**.

A bad **storm** drove the large sailing **ship** onto a small **island**.



Choose a word form from line 1 of the chart to use in sentence 1, and so on. Use the right verb forms and singular or plural nouns. There are empty spaces on the chart because there are not four forms for every word.

	Verb	Noun	Adjective	Adverb
1.	include	inclusion	inclusive	inclusively
2.	separate	separation	separate	separately
3.	exhaust	exhaustion	exhausting	
4.	realize	realization		
5.	remind	reminder		
6.	inform	information	(un)informative	(un)informatively
7.	organize	organization	organizational	organizationally
8.	weaken	weakness	weak	weakly

1. Did you _____ a description of your new friend when you wrote to your family?
2. Write your two compositions on _____ pieces of paper.
3. He spent a long time in the desert. He suffered from heat _____.
4. After Ms. Cook got home, she _____ that she had forgotten to mail her letters.
5. Ms. Barber put a _____ on the refrigerator for her children to do their homework.
6. Kumiko asked the teacher for _____ about the city buses. The teacher gave her a schedule that was very _____.
7. An _____ in Melbourne chose Burke to lead an expedition across Australia.
8. He felt _____ before he started taking the medicine, and now the medicine has _____ him even more.



h Two-Word Verbs

Learn these two-word verbs and then fill in the blanks with the right words. Use the correct verb form. Do all of the two-word verb exercises in the book this way.

- run out of = use up; not have any more
- work out = exercise
- slow down = go more slowly
- speed up = go faster
- live on = have enough money to pay for necessities with

1. Cars have to _____ when they enter a city. When they leave the city, they can _____ again.
2. A lot of people like to go to a gymnasium and _____. This exercise is good for them.
3. The Lopez family adopted two children. Now they can't _____ the money Mr. Lopez gets for working.
4. Scott's men were hungry because they had almost _____ food.

i Finding the Reason

Here are some sentences about the explorers you have read about. Give a reason for each statement. The first one is done for you.

Statement	Reason
Scott and his men were cold all the time.	<i>They didn't have enough fuel.</i>
Scott went to the South Pole.	
David-Neel studied Tibetan in India.	
Bering's expedition lost a lot of its food.	
Bering took scientists with him.	
Burke died on his expedition.	
Burke took camels on his expedition.	
The world knows about Burke's and Scott's expeditions.	



j Collocations

Some words are often used together. For example, we often use the word "join" with the word "organization."

*Read the following groups of words and then use the words printed in **bold** in the sentences below.*

join a **team**

join an **expedition**

join an **organization**

join **hands**

join a **club**

join **forces**

1. Walter joined the soccer _____ because he is a very good player.
2. To do this dance, everyone stands in a circle and joins _____.
3. If you and I join _____, we'll be able to do the work more quickly.
4. I'd like to join an _____ that works for peace.
5. You don't have to be a great singer to join the music _____.

k Guided Writing

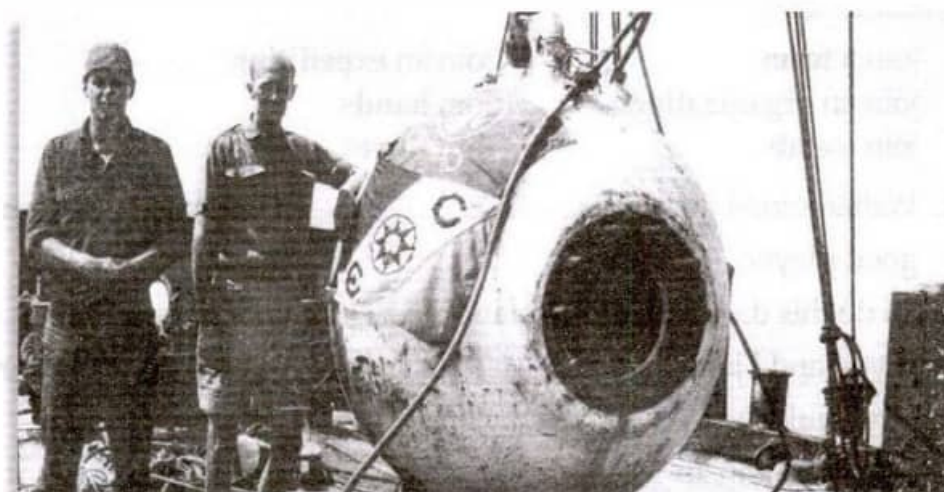
Write one of these two short compositions.

1. You are going to lead a journey to the South Pole. What will you do differently from the way Scott did it?
2. You are in the tent with Scott in March 1912. Write a message in your diary.



lesson 5

Into the Deep: Ocean Exploration



Before You Read

1. Would you like to explore the ocean floor? Why or why not?
2. Would you be willing to explore the ocean in the metal ball shown in the picture above? Why or why not?
3. What are some of the dangers of ocean exploration?



Context Clues

The words in **bold print** below are from this lesson. Use context clues to guess what each word means.

1. Salt water covers **roughly** 71% of the Earth.
2. For centuries, people thought of the ocean as a travel **network**.
It was a way to get from one place to another.
3. Sailors thought the ocean was a frightening place, full of dangerous **creatures**.
4. Early diving suits allowed people to **descend** 50 feet underwater.
5. Scientists discovered underwater mountains and more than 4,000 new **species**.

5 Into the Deep: Ocean Exploration



Salt water covers **roughly** 71% of the Earth's **surface**, and yet we have spent much more time exploring the Earth's mountains, forests, and deserts than studying its oceans. Scientists say that we know more about the
5 moon than we know about our own oceans. And today, we continue to spend more money on space exploration than on ocean exploration.

Why is it that we know so little about the oceans that surround us? Perhaps it is because, for centuries, people
10 thought of the ocean as just a travel **network**. It was a way to get from one place to another. Most ocean travelers stayed close to the coast. Their goal was not to explore the ocean but **rather** to find new trade routes for the exchange of spices and other goods.

instead; more exactly

15 To early sailors, the ocean was also a frightening place, full of dangerous **creatures**. They thought that,



deep below, the ocean was a dark and lifeless place. Believing this, people had little **incentive** to explore the ocean depths.

- 20 Ocean exploration was also **hampered** by the conditions below the surface. The tremendous **pressure** of the water would **crush** an unprotected diver. Water temperature on the ocean floor was not inviting either. Vents, or openings, on the ocean floor have
- 25 temperatures as high as 254°F (254 degrees Fahrenheit) or 123°C (123 degrees Celsius).

- To explore below the surface of the ocean, humans needed special equipment. Early diving suits from the late eighteenth century and early nineteenth century
- 30 were not very useful. One type **enclosed** the diver's body in a **cylinder**, making it difficult to move around. A later type of diving suit replaced the large cylinder with a heavy metal **helmet**. Air from above the surface traveled through a tube into the helmet. These early
- 35 diving suits allowed people to **descend** fifty feet below the ocean surface for about an hour.

- In 1872, the first ship equipped for ocean exploration set out on a four-year trip around the world. The ship had two laboratories, and it carried the most advanced
- 40 scientific equipment of the time. Scientists on the ship tested the temperature and **density** of sea water. They gathered information about ocean currents and meteorology. They discovered an underwater mountain chain and more than 4,000 new **species**. The results of
- 45 this expedition encouraged interest in exploring farther below the ocean surface. To do this, however, divers needed better equipment to protect them from the pressure of water.

- Two divers, Charles Beebe and Otis Barton, designed
- 50 one of the early submersibles for deep-sea diving. It was a large, **hollow**, steel ball less than five feet in **diameter** and weighing 5,000 pounds. A long heavy chain connected the steel ball to a ship above. In 1934, Beebe and Barton descended half a mile below the surface of the ocean in
- 55 their submersible. From inside the steel ball, they were able to see extraordinary creatures. This was a great

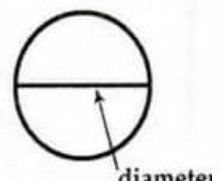


cylinder



helmet

empty; with
nothing inside



diameter



breakthrough for ocean exploration, for now people could see the underwater world with their own eyes.

Since Beebe and Barton's record-breaking descent,
60 improvements have been made in diving equipment,
allowing people to travel deeper for longer amounts of
time. Just twenty-six years after Beebe and Barton's
half-mile descent, Jacques Piccard and two others
traveled to a depth of 35,797 feet, or nearly seven miles,
65 in their own much improved submersible called the
Trieste. Even at this great depth, the explorers
discovered deep-sea life and new species.

The work of deep-sea explorers has given us a
picture of life far below the surface. There is now
70 greater understanding of the diversity of life in the variety
ocean. We are now more aware of our dependence on
healthy oceans. Still, less than one tenth of 1% of the
deep ocean has been explored. Sylvia Earle, one of the
leading **experts** on oceans, says, "We're in a new
75 century and a new millennium, and most of the planet
has yet to be seen."





a Vocabulary

descend	crush	hollow	enclosed
hamper	expert	diameter	helmets
surface	density	network	diversity

1. You can drink through a straw because it's _____ inside.
2. You need to have a hard _____ to write on.
3. Do you think it's easier to go up a mountain or to _____ a mountain?
4. It takes many years to become an _____ on something.
5. A tennis ball has a larger _____ than a golf ball.
6. If you drop a heavy weight on your foot, you might _____ it.
7. The population _____ is higher in cities than in the country.
8. Some countries require motorcyclists to wear _____.
9. Ice can _____ a ship's movement through water.
10. _____ is an important goal for many schools because there is much for us to learn from people who are different from us.



b Vocabulary

pressure	rough	rather	incentive
species	enclosed	cylinder	network
descent	expert	creature	surface

1. There are many kinds of animal _____.
2. A table has a smooth _____.
3. I don't need to know the exact time of your arrival. Just give me a _____ time.
4. They keep their dogs _____ in a large fenced area.
5. I'd like to go to the beach this weekend _____ than the mountains.
6. Employers sometimes use money as an _____ to get people to work harder.
7. At sea level, air pushes against your body with a _____ of 14.7 pounds per square inch (1 kg per square centimeter).



8. Los Angeles has a huge _____ of highways.
9. A _____ has a flat circular top and bottom and straight sides.
10. There was some kind of _____ living in the old building.
We heard it, but we never saw it.

Vocabulary Review

beggar	surrounded	temperature	civil war
delayed	in order to	broke down	ashore
decade	organization	details	remind

1. The soldiers _____ the building so that no one could escape.
2. What does the smell of an orange _____ you of?
3. The snowstorm _____ us for three hours because we had to drive very slowly.
4. A _____ asks people for money or food.
5. OPEC is the _____ of Petroleum Exporting Countries.
6. I only know she was in an accident. I don't know any of the _____.
7. There has been a _____ in Somalia for several years.
Different groups of Somalis are fighting among themselves.
8. Sometimes the summer _____ in Antarctica is 0°C.
9. _____ get good grades, you have to do your homework.
10. A _____ is ten years.

d True/False/Not Enough Information

- _____ 1. More than 50% of the Earth is under water.
- _____ 2. Early sailors were afraid to explore below the surface of the ocean.
- _____ 3. In most parts of the ocean floor, the water temperature is very hot.
- _____ 4. The first diving suits were uncomfortable.
- _____ 5. The deepest parts of the ocean are lifeless.
- _____ 6. Early divers carried their own air with them.
- _____ 7. The early submersibles had motors.
- _____ 8. Jacques Piccard broke Beebe and Barton's deep-sea diving record.



e Comprehension Questions

- *1. Why do you think we know more about the moon than about the Earth's oceans?
2. What hampered ocean exploration for centuries?
3. What is an ocean vent?
- *4. What was important about the 1872 scientific trip around the world?
5. How did Charles Beebe and Otis Barton contribute to ocean exploration?
6. How far was Jacques Piccard able to descend in the ocean?
7. What have we learned from ocean exploration?
- *8. How are the oceans important to humans?

f Main Idea

What is the main idea of paragraph 3 (lines 15–19)?

- a. Early sailors didn't have a good reason to explore the oceans.
- b. Early sailors were afraid of the oceans.
- c. No one knew what was in the ocean.

g Scanning

When you want to find just one detail in a text, it is not necessary to read carefully. You **scan** instead; that is, you look as quickly as possible until you find the information.

Find these answers by scanning. Write short answers (not complete sentences). Write the number of the line where you found each answer.

1. What is the temperature at vents in the ocean floor? _____
2. What did scientists discover in 1872? _____
3. How much did Beebe's submersible weigh? _____
4. What was the *Trieste*? _____
5. How deep did Jacques Piccard dive? _____
6. Who is Sylvia Earle? _____





Word Forms: Nouns

These are some common noun suffixes:

-er, -ar, -or: reminder, beggar, advisor

-ist: scientist

-ment: equipment

-ion, -sion, -tion, -ation: religion, decision, separation, realization

-y: discovery

-ity: diversity

-ness: loneliness

-ance: acceptance

Choose a word form from the chart for each sentence below. Use the right verb forms and singular or plural nouns. There are empty spaces on the chart because there are not four forms for every word.

	Verb	Noun	Adjective	Adverb
1.	trade	trade trader		
2.	enclose	enclosure	enclosed	
3.	descend	descent		
4.		density	dense	densely
5.	diversify	diversity	diverse	
6.	rough	roughness	rough	roughly
7.	surround	surroundings	surrounded	

1. Japan and America _____ with each other.
2. A lake is an _____ body of water.
3. Beebe and Barton made a _____ of half a mile.
4. Steel is a very _____ material.
5. There is great _____ in the population of fish in the ocean.
6. Her father spoke _____ to her because he was angry.
7. It is not unusual for fish to _____ divers.





Prepositions

Write the correct preposition in each blank.

1. Salt water covers roughly 71% _____ the Earth's surface.
2. The ocean was a way to get _____ one place to another.
3. The temperature _____ the ocean floor varies from one place to another.
4. Diving suits _____ the late eighteenth century were difficult to move around in.
5. Air _____ above the surface traveled through a tube _____ the helmet.
6. Scientists tested the density _____ sea water.
7. A heavy chain connected the ball _____ a ship above.
8. Even _____ this great depth, the explorers discovered new life forms.



Articles: The

Some geographical locations include **the** in the name.

1. Certain countries (Note that most countries do *not* include **the** in the name):
 - the United States of America, *or* the United States, *or* the U.S.A., *or* the U.S.
 - the United Arab Emirates
 - the United Kingdom
 - the Dominican Republic
 - the Netherlands
2. Major points on the Earth:
 - the North Pole
 - the South Pole
 - the equator
3. Plurals of islands, lakes, and mountains:
 - the Canary Islands
 - the Great Lakes
 - the Himalaya Mountains



4. Oceans, seas, rivers, canals, deserts:

the Pacific Ocean
the Bering Sea
the Mississippi River
the Suez Canal
the Sahara Desert

Continents, most geographical areas, most countries, and single islands, lakes, and mountains do *not* have **the** in the name:

Asia
Western Europe (*but* the Middle East)
England
Bering Island
Lake Geneva
Mount Everest

*Write **the** in the blank if it is necessary.*

1. _____ Panama Canal joins _____ Atlantic Ocean and _____ Pacific Ocean.
2. This canal used to belong to _____ United States.
3. _____ Kuwait is near _____ United Arab Emirates and _____ Saudi Arabia.
4. _____ Germany, _____ Belgium, and _____ Netherlands are in _____ Europe.
5. _____ Lake Geneva is in _____ Switzerland.
6. Where are _____ Madeira Islands?
7. _____ Jordan is in _____ Middle East.
8. _____ Amazon River is in _____ South America.

k Guided Writing

Write one of these two short compositions.

1. Do you think we should spend more money on space exploration or on ocean exploration? Give reasons to support your answer.
2. You are in Charles Beebe's submersible in 1932. Describe what you see and feel while you are descending.



Video Highlights

Before You Watch

1. Read the information in the box.

Throughout history, explorers have gone to remote places like the North Pole to discover new things. However, you don't need to go on a long and exciting trip to explore. The word *explore* can also mean to look at something near you very closely.

2. Try it out. Explore the room around you. What do you see, hear, and smell? Copy the chart to the right and fill in the missing information at the top of the list. Then complete the list with at least three observations.
3. Compare your list with a partner's. Did you observe some of the same things? Which things were different?



b As You Watch

Read the phrases and sentences below. They come from the video. What do you think the video is about?

1. "In the next thirty years, everything we want to find can be found."
2. "Including a 2,000-year-old Greece shipping vessel found off the coast of Cyprus."
3. "For fifty years, the Nauticos Corporation has scoured the ocean floor looking for sunken objects."
4. "Shipwrecks, marinas, even downed planes."



5. "Divers are really only good to about ten hundred feet."
6. "Worldwide, less than two companies do this kind of exploration."

Each sentence has a mistake. Watch the video and correct the sentences.

C After You Watch

1. These words come from the video. Match them to the correct definition.

find drop drag shift identify control

- _____ a. to pull with difficulty
- _____ b. to change from one position to another
- _____ c. to come across
- _____ d. to recognize something or someone
- _____ e. to cause to fall
- _____ f. to guide something

2. The Nauticos Corporation uses a system to find things in the ocean. Write a word from Exercise 1 to complete the sentences.

- a. Drop sonar equipment in the ocean.
- b. _____ equipment along the sea floor.
- c. _____ target.
- d. _____ to the control room.
- e. _____ remote vehicle using joystick.
- f. _____ object.

3. Describe the system Nauticos uses to find things in the ocean. Use *first*, *next*, *then*, *finally*.

Example: First, they drop sonar equipment in the ocean.

4. Discuss these questions with the class.
 - a. Would you like to be a deep-sea explorer? Why or why not?
 - b. If you were a deep-sea explorer, what would you like to find on the ocean floor?
 - c. Do you know of any famous shipwrecks on the ocean floor?
 - d. Have you or has someone you know ever found anything valuable on the beach?



Activity Page

Adventure Trail

You and your partner are two explorers who are going to travel all over the world. Like all great explorers, you will describe the different places you travel to. You will need a coin and two counters.

Put your counters on the Home square. Each person takes a turn tossing the coin. If the coin you toss lands heads up, move your counter forward one square. If it lands tails up, move your counter forward two squares. If your counter lands on a picture, describe the new place using the vocabulary words you know. Also, write two sentences about the place. Continue to toss the coin and move your counter until you reach the end (the Well Done! square). When you have reached the end, share your sentences with the class.

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START AT HOME 			EAT AT A RESTAURANT—GO BACK 1 SPACE
		STAY IN A HOTEL—MISS A TURN	
			
BITTEN BY A SNAKE—GO BACK 3 SPACES			WELL DONE! NOW, GO BACK HOME!



Dictionary Page

Understanding Definitions

1. Draw lines to match the following two-word verbs with their meanings.

a. get along	return
b. run out	be careful
c. work out	do a series of exercises
d. give up	have a friendly relationship
e. get back	not work at all
f. break down	not have any left
g. look out	not try any more; surrender

2. You can learn new two-word verbs from your dictionary. For example, these verbs all begin with *get*. Read their definitions.

21 *phrasal v.* [T] to get ahead: to succeed, improve oneself: *She got a good job and is getting ahead in life.*

26 *phrasal v. insep.* [I] to get away (from s.o. or s.t.):
a. to escape: *The criminal got away from the police.* b.
to go on vacation: *I got away for a week in the Caribbean.*

30 *phrasal v. insep.* to get behind: a. [T] s.o. or s.t.: to support, help succeed: *Many people got behind the politician and helped her win the election.* b. [I] in s.t.: to be late with one's work, payments, etc.: *He got behind in his rent payments and had to leave the apartment.*

41 *phrasal v. insep.* to get on with s.t. or s.o.: a. [T] s.t.: to start doing or continue with s.t., often after interruption: *Stop watching television and get on with your homework!* b. [I;T] s.o.: to have a friendly relationship with: *How do you get on with your boss?*



Now write in the missing part of each verb.

- a. Donna is a friendly person. She gets _____
with everyone.
- b. Try not to get _____ in your homework.
- c. The explorers caught a rabbit for dinner, but it got
_____.
- d. Pierre is trying really hard to get _____. He's
got a good job, he's just bought a house, and he is starting
college next month.
- e. Both of us were tired and needed a break. We finally got
_____ for a week at the beach.
- f. She should stop wasting time and get _____
with her work.
- g. I had an idea to increase sales. My boss got
_____ the idea and sales increased 20%.



Vocabulary



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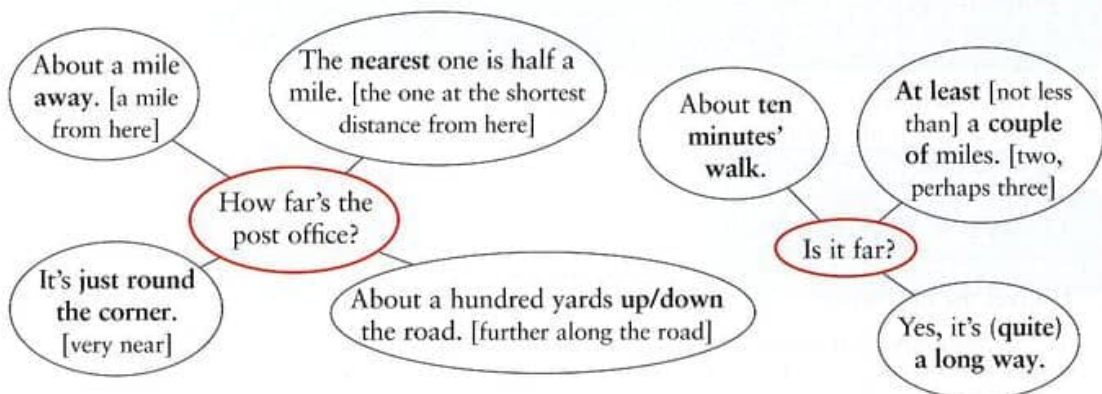
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A Distance: how far ...

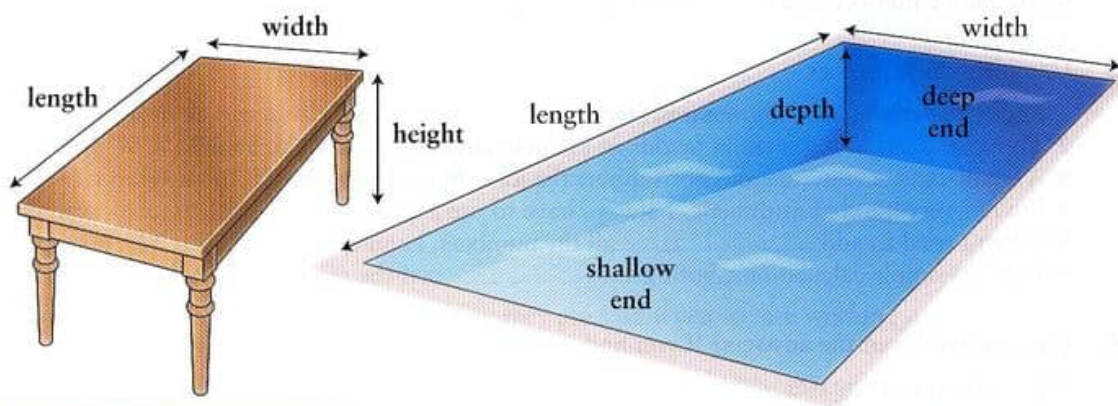
British people buy most things in metres, centimetres and millimetres, but they still often talk about distance using the old system of **miles** [1 mile = about 1.6 kilometres], **yards** [1 yard = almost 1 metre], **feet** [1 foot = 30 centimetres], and **inches** [1 inch = 2.5 centimetres].

Common mistakes

It's ten minutes' walk from here.
(NOT ten minutes' walking.)
It's a long way. (NOT It's far.)
But we can say 'No, it isn't far.'



B Dimensions: how long or wide ...



Common mistakes

Paul is quite **tall** (NOT quite **high**). It's a **tall** tree/building (NOT a **high** tree/building). It's a **high** mountain (NOT a **tall** mountain).

We can ask about the dimensions like this:

What's the **length** of the garage? OR How **long** is the garage?

What's the **width** of the path? OR How **wide** is the path?

What's the **height** of the wall? OR How **high** is the wall?

What's the **depth** of the pool? OR How **deep** is the pool?

It's five metres (**long**).

It's a metre (**wide**).

It's two metres (**high**).

It's three metres (**deep**).

C Size: how big or small ...

We use a range of adjectives to describe the size of something.

It was a very **thick** book – over 500 pages. (*opp* a **thin** book)

Their living room is **huge**. [very big; *syn* enormous; *opp* a **tiny** room]

We caught a **giant** crab. [very large or bigger than other similar things]

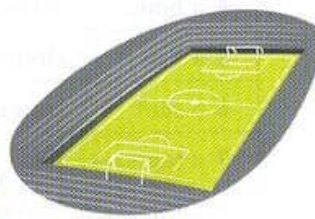
It was a very **narrow** road for a bus. (*opp* a **wide** road)

Exercises

61.1 Disagree with the speaker in each dialogue.

- 1 A: It's only a thin book, isn't it?
B: No, it's quite thick.
- 2 A: The water's deep in the middle, isn't it?
B: No,
- 3 A: Is the road very wide at that point?
B: No,
- 4 A: James is quite short, isn't he?
B: No,
- 5 A: They only live in a small place, don't they?
B: No,
- 6 A: Is it a really huge pool?
B: No,

61.2 Complete the questions (in two ways) about the lake, the mountain, the woman and the football pitch.



- | | |
|--------------------------------------|---------------------------|
| 1 How <u>deep</u> is the lake? | 5 How is she? |
| 2 What's the lake? | 6 What's her ? |
| 3 How is the mountain? | 7 How is the pitch? |
| 4 What's the mountain? | 8 What's the pitch? |

61.3

Over to you

Think about the building you are in now, and answer the questions using expressions from the opposite page.

- 1 How far is it to the nearest shop?
- 2 How far is it to a bank?
- 3 Is it very far to the nearest bus stop?
- 4 Is it very far to a post office?
- 5 Is it a long way to the nearest swimming pool?
- 6 Is it a long way to the next big town?
- 7 How far is the nearest train station?
- 8 Is it far to the centre of town?

A

Objects¹ and materials²¹ things you can see or touch² what something is made of or from

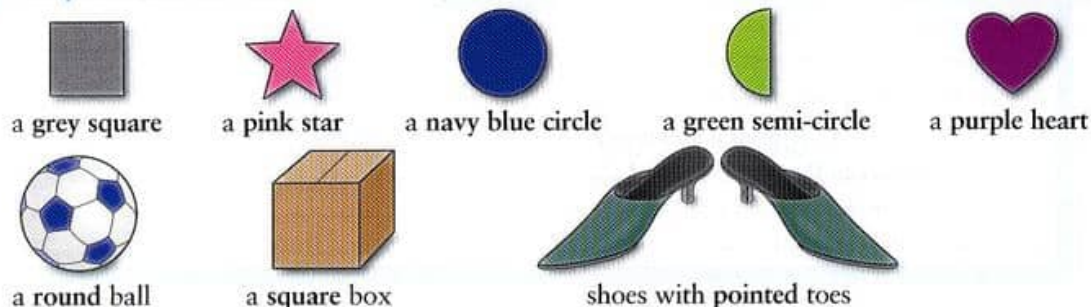
object	material	description
1 a bell	metal	used in hotel receptions
2 a chair	wood	an antique [an object that is old and often rare or beautiful]
3 a hat	fur	made from a real animal
4 a bone	rubber	a toy for dogs
5 a flag	cloth, e.g. cotton	the Italian national flag
6 a shirt	cotton	it has red stripes
7 a top	silk	beautifully soft and stylish
8 a sofa	leather	stylish [fashionable and attractive]
9 a ladder	metal	light and easy to carry
10 a tissue	paper	a soft piece of paper that you use for cleaning your nose
11 a bucket	plastic	used to clean floors

Language help

Most of the materials above can be adjectives or nouns, e.g. *a cotton shirt*, or *a shirt made of cotton*; *a leather sofa*, or *a sofa made of leather*. The exception is wood: a chair made of wood is *a wooden chair*.

B

Shapes and colours



Language help

When we want to say that a shape is 'almost round' or a colour is 'a sort of green', we can also express this idea with the suffix **-ish**, e.g. *She had a **roundish** face*; *He wore a **greenish** tie*.

Exercises

62.1 Put the words into the correct columns.

bell circle pink silk flag grey cotton purple
plastic bucket fur ladder square navy blue

objects	materials	shapes	colours
bell			

62.2 Match the words on the left with the words on the right.

- | | | |
|-------------|-------------------------------------|--------------------------------|
| 1 a plastic | ☒ | a scarf |
| 2 a silk | ☐ | b hat |
| 3 a rubber | ☐ | c belt |
| 4 a fur | ☐ | d toy |
| 5 a cotton | ☐ | e tyre (on the wheel of a car) |
| 6 a leather | ☐ | f T-shirt |

62.3 Label the objects, and their shape or colour.



1 a grey sofa



3



5



2



4



6

62.4 Which object is being described?

- It's got a point at one end and that's the end you write with. a pencil
- It's a shellfish. It is usually grey, but it goes pink when you cook it.
- It can be metal or plastic and you often put water in it to wash floors.
- It is usually made of wood or metal, and you climb up it.
- At certain times of the month it's round; at others, it's closer to a semi-circle.
- An adult human body has 206 of these.

62.5

Over to you

Answer the questions. If possible, compare your answers with someone else.

- Do you wear shoes with pointed toes?
- What clothes do you have that are pink, purple or navy blue?
- Do you wear anything that has stripes? If so, what?
- Do you have any clothes that are made from silk or fur?
- What things do you own that are made of leather?

63 Containers and quantities

A Containers and contents*



a bag of shopping



a bottle of apple juice



a jar of jam



a bowl of sugar



a jug of water



a box of chocolates



a packet of biscuits



a packet of crisps



a can of cola



a carton of orange juice



a tube of toothpaste



a vase of flowers



a tin of fruit



a bar of chocolate

Language help

A tin usually has something we eat inside it;
a can has something we drink.

B Quantities*

Just a **drop** of milk [a very small amount] and no sugar in my coffee, please.

I've cut three **slices** of beef; that should be enough for the sandwiches. (Or three **pieces** of beef)

I took my boss a **bunch** of flowers when I visited her in hospital.

I need a **sheet** of paper. (Or a **piece/bit** of paper)

Carl bought two **pairs** of trousers and a pair of shoes yesterday.

I bought a **couple** of books. [two, perhaps three]

We saw **several** churches on our way here. [some but not a lot, e.g. between three and eight]

I bought **half a dozen** eggs at the supermarket. [six]

There are a **dozen** students in the class. [twelve]

Could I have a **spoonful** of sugar in my tea?

We've got **plenty** of time. [a lot of]

The company is now making the toys in **large quantities**.

* the amount or number of something

three slices of beef



two sheets of paper



a spoonful of sugar



a bunch of keys



Language help

We can usually use **slice** when talking about pieces of bread, cakes and meat. We can use **bunch** to talk about flowers, grapes, bananas and keys.

Exercises

63.1 How do you pronounce the underlined letters? Use the index to help you.

- | | | | |
|----------------|--|--------------------|---|
| 1 <u>t</u> in | Is it like <u>f</u> ine or <u>w</u> ind? | 5 <u>c</u> ouple | Is it like <u>p</u> ool or <u>c</u> up? |
| 2 <u>p</u> air | Is it like <u>c</u> ar or <u>c</u> are? | 6 <u>d</u> ozen | Is it like <u>r</u> un or <u>r</u> ob? |
| 3 <u>v</u> ase | Is it like <u>f</u> ar or <u>f</u> ace? | 7 <u>q</u> uantity | Is it like <u>r</u> an or <u>w</u> ant? |
| 4 <u>t</u> ube | Is it like <u>n</u> oon or <u>n</u> ew? | | |

63.2 Complete the phrases below.



- | | |
|----------------------------------|----------------------|
| 1 a <u>b</u> ottle..... of water | 6 a of water |
| 2 a of spaghetti | 7 a of matches |
| 3 a of fruit | 8 a of soap |
| 4 a of coffee | 9 a of apples |
| 5 a of milk | |

63.3 Correct the mistake with the container.

- | | |
|--|--------------------------------|
| 1 a packet of chocolate <u>bar</u> | 5 a can of milk |
| 2 a vase of jam | 6 a carton of toothpaste |
| 3 a tube of cigarettes | 7 a jar of flowers |
| 4 a tin of cola | 8 a jug of biscuits |

63.4 Complete the sentences with one word.

- I need two pairs..... of socks inside these shoes.
- I gave her a big of flowers from my garden.
- I cut about six of bread and put them on a plate.
- Could you get half a more chairs?
- The teacher told us to take out a blank of paper.
- I like to put a of cream in my coffee.
- There's no need to hurry - we've got of time.
- I met a of friends - Adri and Danielle - on the way to the station.
- She opened her bag on the table, turned it upside down, and all the fell out.
- Tennis is quite popular in our office. I know people who play.

63.5 Cross out the wrong answer.

- Could you get a carton of milk / juice / coffee?
- I bought a bunch of grapes / bananas / apples.
- There were a couple of / a pair of / several people waiting at the bus stop.
- Would you like a slice of cake / bread / biscuit?
- It's nice with a spoonful of sugar / jam / crisps.
- I bought two pairs of socks / shirts / jeans.
- Have you got a piece / bunch / sheet of paper I could borrow?

A Apologies with common replies

We can apologise [say sorry] in different ways in different situations.

A: I'm (terribly/really) sorry – I've forgotten your book.

Terribly/really makes you sound 'more sorry'.

B: Never mind. That's OK.

A: I beg your pardon – I didn't see you there.

I beg your pardon is a more formal apology, often used if you walk into someone.

B: That's all right. (also That's OK.)

A: (I'm) sorry to disturb you.

We use this phrase when we **interrupt** / speak to someone who is busy working.

B: Don't worry. Come on in. I can finish this later.

A: (I'm) sorry to keep you waiting – I won't be long.

We use this phrase when someone is waiting for us. *I won't be long* = I will be with you very soon.

B: OK. Fine.

A: Excuse me, I won't be a minute.

We use this phrase when we have to leave a room or go somewhere.

B: OK. Fine.

A: I must apologise for the noise last night.

This is a more formal apology, and it is often used in business letters.

B: That's all right. I understand.

A: I'm (really) sorry I'm late.

B: Don't worry.

Common mistakes

I'm sorry I'm late. (NOT I'm sorry ~~for~~ be late.
OR I'm sorry ~~to be~~ late.)

B Excuses

We often give an explanation or **excuse** after an apology. An **excuse** is a *reason* for the apology, which may or may not be true. These are excuses students might give for being late for class.

I'm sorry I'm late for class ...

- There was a **delay** / **hold-up** on the underground. [when a train, plane, etc. leaves or arrives later than you expect]
- I was **held up** in traffic. [**hold up** – cause a delay and make someone late – is often used in the passive]
- My train was **cancelled** [the train company decided not to run the train], and I had to wait half an hour for the next one.
- I **overslept**. [slept longer than I planned or wanted to]

C Thanks and replies

These are some common ways of **thanking** people, with typical replies.

A: Thanks (very much).

A: I've brought your books.

B: Not at all. (also That's OK.)

B: Oh, cheers. (*informal*)

A: No problem. (*informal*)

A: I'll post those letters for you.

B: Oh, thank you. That's very kind of you. [This is polite and slightly more formal.]

Exercises

64.1 Find three more pairs of phrases that have a similar meaning.

thanks very much I'm terribly sorry don't worry never mind
I was held up cheers I beg your pardon there was a delay

thanks very much / cheers

64.2 Complete the dialogues with one word. Contractions (e.g. *I'm*) count as one word.

- 1 A: I'm terribly sorry.
B: That's OK.
- 2 A: Thanks very much.
B: at all.
- 3 A: Sorry to you waiting. I won't be
B: That's all
- 4 A: I'm sorry late. The 7:30 train was , so I had to wait for the next one.
B: That's OK. No
- 5 A: I gave your parents a lift to the station.
B: Oh, thanks. That's very of you.
- 6 A: I must for missing the meeting yesterday afternoon.
B: mind. I'll ask Janice to tell you what happened.
- 7 A: I your pardon. I thought the room was empty.
B: That's OK.

64.3 What could you say in these situations? If it is an apology, give an explanation.

- 1 You walk into someone by accident and he/she almost falls over.
I'm terribly sorry. OR I beg your pardon. I didn't see you.
- 2 You arrange to meet some friends in town at 9 am but you are twenty minutes late.
.....
- 3 Your car has broken down. You're pushing it to the side of the road and a man offers to help.
.....
- 4 You need to speak to your boss but she's working. What do you say when you enter her office?
.....
- 5 You have to leave a meeting to take an important phone call. What do you say to the others?
.....
- 6 You are on the phone but a customer is waiting to talk to you. What can you say to them?
.....
- 7 You are late for an appointment because you had to wait half an hour in traffic.
.....
- 8 Your company promised to send some information to a customer last week. You still haven't sent the information and you must now write to explain. Write the first sentence of your letter.
.....

64.4

Over to you

Answer the questions. If possible, compare your answers with someone else.

- 1 Are you ever late for class or work? If so, do you have to apologise to anyone? Do you normally give a reason why you are late? If so, what reasons are most common?
- 2 What other things have you apologised for recently? What did you say? Did you give an excuse?

A Requests and replies

A: Could you pass the salt?

B: Sure. / No problem.

A: Could you possibly help me?

B: Yes, of course.

A: Dima, I wonder if you could help me?

B: Sure.

A: I was wondering if you could lend me some money until tomorrow.

B: No, I'm afraid I can't.
[I'm sorry but I can't.]

Language help

As the requests become bigger it is normal to use longer phrases which sound more polite.

B Asking permission and replies

A: Could I possibly have a look at your magazine?

B: Yes, help yourself.

A: May/Could I open the window?

B: Sure, go ahead.

A: Do you mind if I watch TV?

B: No, go ahead.

Language help

When we answer **go ahead** or **help yourself**, we are giving someone permission to do the thing they have asked.

C Suggestions and replies

We could try that new restaurant.

How about going to a club?

What shall we do tonight?

I don't mind. You choose.

Let's go to the café in the square.

Why don't we go and see a film?

Do you fancy listening to some music?
[do you want to; *informal*]

We can reply with different answers, from positive to negative.

Yeah, (that's a) great idea.
That sounds good.Yes, if you like.
Yeah, I don't mind.No, I don't fancy that.
Mm, I'd rather do something else.
[I would prefer to do something else]

A Asking someone for their opinion

What do you think of his new book / Tom's girlfriend? [asking about a specific thing or person]
 What do you think about global warming / cosmetic surgery? [asking about a general topic]
 How do you feel about working with the others?

B Introducing your own opinion

Personally, I think Helena was probably right.
 Personally, I feel that we should increase the price.
 In my opinion [I think], we need to change the direction of the company.
 My view/feeling is [my opinion is] that we need to wait a bit longer.

Common mistakes

Personally, I ~~don't think it's~~ a good idea. (NOT I think it's ~~not~~ a good idea.)
 In my **opinion**, motorbikes are dangerous. (NOT ~~On~~ my opinion OR In my meaning)
 In most situations, it is probably easier and more natural to use **personally**.

C Giving the opinion of others

The newspaper says that his death was not an accident. (NOT ~~It's written~~ in the newspaper)
 According to the paper [the paper says], the government didn't know about it.

D Agreeing and disagreeing (with someone)

I totally agree (with you). [agree completely, 100%]
 I partly agree (with you). [agree but not completely]
 I agree (with you) to a certain extent. [partly agree]

Common mistakes

I agree with you. (NOT ~~I'm agree~~ with you.)
 Do you agree? (NOT ~~Are you agree?~~)

In British English, it is common to agree with someone before giving a different opinion.
 That's true, but I think ...
 I see what you mean, [I understand what you are saying] but ...
 I agree to some extent, but ...
 I think that's a good point [idea or opinion], but ...
 I take your point [I understand and partly agree with your opinion], but ...

E Giving a strong opinion

I feel very strongly about military service. I think everyone should do it.

I think you're absolutely right/wrong. [100% correct/wrong]

I don't agree at all.
 [I completely disagree]

I disagree completely.
 [100% don't agree]



Exercises

66.1 Complete the questions in different ways to ask people their opinion.

- 1 What do you think about sending people to Mars?
- 2 these shoes? Do you like them?
- 3 having more responsibility?

66.2 Complete the dialogues.

- 1 A: Did you think he was right in what he said?
B: Not completely, but I partly agreed with him.
- 2 A: What did you think the film?
B: Well, I didn't like it.
- 3 A: Do you agree with her?
B: Yes, to a certain
- 4 A: She feels very about protecting the environment.
B: Yes, I know, and I think she's absolutely
- 5 A:, I think all politicians tell lies.
B: Sorry, but I completely.
- 6 A: We can't send everyone to university.
B: Yes, that's, but we should give everyone a chance to go.
- 7 A: My is that we should make all chocolate and sweets more expensive, and then people couldn't afford to eat so many things that are bad for them.
B: That's a good, but it seems unfair on people who don't eat too many sweet things.
- 8 A: I see what you about spending more money, but can we afford it?
B: Well, in my we have no choice.

66.3 Rewrite the sentences using the words in capitals. Keep a similar meaning.

- 1 I think you're right. AGREE I agree with you
- 2 I think the club needs new players. OPINION
- 3 I completely disagree with you. AT ALL
- 4 The newspaper says the fire was started on purpose. ACCORDING
- 5 I partly agree with her. EXTENT
- 6 I see what you mean, but I'm not sure I agree. POINT

66.4

Over to you

Respond to the statements with your own opinion. If possible, compare your answers with someone else.

- 1 I think most women are happy to stay at home and be a mother and housewife.
.....
- 2 Personally I don't think the government should give so much money to people who don't work.
.....
- 3 My feeling is that we should give more money to poor countries in other parts of the world.
.....
- 4 I think we should make it more expensive to drive a car in order to reduce the number of cars.
.....

A Likes and dislikes

	agree	disagree
I love rock music. I'm really into dance music. [like it very much; <i>informal</i>] I like a lot of pop music. 	So do I. / Me too. So am I. / Me too. So do I. / Me too.	Really? I don't. Really? I'm not. Do you? I hate it.
I quite like salsa and samba. I don't mind jazz. [it's OK]	So do I. / Me too. Yeah, it's OK.	Oh, I'm not very keen. Oh, I can't stand it.
I'm not very keen on folk music. I can't stand classical music. [dislike it very much; <i>informal</i>] I hate opera. 	Neither am I. / Me neither. Neither can I. / Me neither. So do I. / Me too.	Really? I love it. Really? I quite like it.

Language help

Many of these verbs can be followed by a noun or an *-ing* form, e.g. *I love driving, I like singing, I don't mind work, I dislike driving, I can't stand getting up early, I hate cold weather.*

B Attitudes and interests

My **attitude** to a lot of things has changed over the years. [how you think or feel about something]
I **used to** like chips. [I liked chips in the past but not now.]
I used to play computer games, but now they **don't interest** me. [I don't find them interesting.]
I'm very **interested in** modern architecture, but I used to think it was awful.
I used to go swimming a lot, but now I **don't go at all**. [*at all* makes a negative stronger]
Mark and I used to have the same **interests** [things we enjoy doing], but now it seems we **have nothing in common**. [have no interests that are similar; *opp* have a lot in common]

Common mistakes

I'm interested in seeing that. (NOT I'm interest in seeing that; OR I'm interested to see that.)

It takes time to **get used to** [become familiar with] living in a different country.
I didn't like my new glasses at first, but now I've **got used to** them.
I found the winters very cold at first, but you **get used to** it.

C Which do you, or would you, prefer?

A: Which do you **prefer** in general, tea or coffee? [like more]

A: Tonight, we can go to the cinema or the theatre. Which would you prefer?

B: Well, I **prefer** coffee to tea in the morning, but in the afternoon I usually drink tea.

B: I think I'd **prefer to** go to the cinema. (*syn* I'd rather)

Exercises

67.1 Correct the mistakes in B's replies.

- | | |
|--|--|
| 1 A: I can drive.
B: So do I. <u>can</u> | 5 A: I don't like shopping.
B: Me too. |
| 2 A: I love modern art.
B: Yes, so I do. | 6 A: Do you like football?
B: Yes, but I prefer rugby than football.
..... |
| 3 A: Do you like chocolate?
B: Yes, I like very much. | 7 A: Do you like this?
B: No, I'm not interest in music.
..... |
| 4 A: Do you like it in England?
B: Yes, I'm getting used to live here. | |

67.2 Complete each sentence with one word.

- My sister loves Robbie Williams, but I can't stand him.
- The two boys have nothing in ; they're completely different.
- The others enjoyed the film, but I didn't like it at
- I love the cinema, but this particular film doesn't me.
- Carole is really modern art at the moment. Personally, I hate it.
- I to love cheese, but I never eat it now.
- A: Would you like to go out? B: I'd stay here, actually. Is that OK with you?
- I didn't like raw fish at first, but I'm used to it now.

67.3 Agree with the statements using *so* or *neither* and the correct verb. Then agree using *Me too* or *Me neither*.

- | | | |
|-------------------------------|----------------------|---------------------|
| 1 I love this ice cream. | <u>So do I</u> | <u>Me too</u> |
| 2 I like strawberries. | ..... | ..... |
| 3 I don't like cold tea. | ..... | ..... |
| 4 I can't work with music on. | ..... | ..... |
| 5 I'm single. | ..... | ..... |
| 6 I'm not married. | ..... | ..... |
| 7 I've got a cat. | ..... | ..... |

67.4 Rewrite the sentences using the word in capitals. Keep a similar meaning.

- He likes salsa. INTO He's into salsa.....
- I hate these new shoes. STAND
.....
- She'd prefer to go home. RATHER
.....
- I don't like James Bond films very much. KEEN
.....
- I think the new building is alright. MIND
.....
- I went riding a lot in the past, but not now. USED
.....
- We have a lot of the same interests. COMMON
.....
- I'm becoming familiar with this new computer. USED
.....
- I don't feel the same way about work now. ATTITUDE
.....

67.5

Over to you

Complete the sentences. If possible, compare your answers with someone else.

- | | |
|---------------------|----------------------------|
| I really like | I prefer to |
| I don't mind | doesn't interest me. |
| I can't stand | I used to |

A Greetings*

When we are **introduced** to a **stranger** [told the name of someone we have never met] in a formal situation, we usually **shake hands** and say *hello*, or perhaps *hello, nice to meet you*. In an informal situation, we usually just say *hello* or *hi*.

When we **greet** friends, there are no real rules in Britain. Men may kiss **female** friends [girls/women] on one **cheek** [side of the face], on both cheeks, or not at all. Women may kiss **male** friends and female friends **once, twice**, or not at all. We usually say things like this:

A: Hello. How are you? B: Fine, thanks. **How about you?**

A: Hi. **How's it going?** / **How are things?** (*informal*) B: **Not (so) bad**, thanks. And you?

* saying hello

B Farewells*

To someone we have just met for the first time we can say **Goodbye**. Nice to meet you.

With friends we can say **bye**, **cheers** (*informal*), **take care** (*informal*), or **see you** (soon/late/ tomorrow, etc.).

When we say goodbye to a school or work friend on Friday afternoon we usually say:

A: Have a nice weekend.

B: Yeah, **same to you**. (NOT same for you)

* saying goodbye

C Expressions for special situations

Excuse me, could I just get past?



It's your exam today, isn't it?
Good luck.



Thanks, I'll need it.



Cheers.



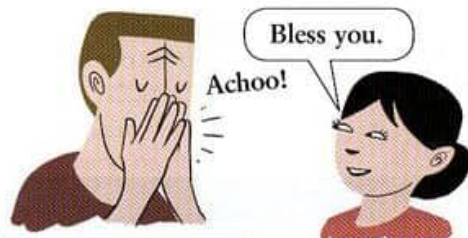
Sue found my wallet
and my credit cards.



Oh, thank
goodness for that.



Bless you.



I hear you passed your
exam. Congratulations.



Thanks.



Language help

We use **Thank goodness** when we are happy that something bad did not happen. A synonym is **Thank God** (*informal*), but there are some people who may not like the use of this expression. We can use **Goodness** on its own to express surprise, e.g. *Goodness, is it ten o'clock already?*

Exercises

68.1 Find five more phrases.

good	take	excuse	bless	luck	you
thank	me	goodness	not	care	bad

good, luck

68.2 Complete the dialogues.

- 1 A: How are you?
B: Fine. How about you?
- 2 A: How's it ?
B: Not And you?
- 3 A: Have a nice weekend.
B: Yeah, you.
- 4 A: Nobody was hurt in the accident.
B: Oh, for that.
- 5 A: I'll see you tomorrow.
B: Yeah, care.
- 6 A: I've just passed my exam.
B: !
- 7 A: I'm fine, thanks.
B: Good. And Sarah?

68.3 What could you say in these situations?

- 1 A friend says, 'Have a good weekend'. What do you reply? Yeah, same to you.
- 2 You met a new business client for the first time fifteen minutes ago, and now you are leaving. What do you say?
- 3 You are on a crowded bus. It is your stop and you want to get off. What do you say to other passengers as you move past them?
- 4 A friend tells you they have just won some money. What do you say?
- 5 A friend is going for a job interview this afternoon. What do you say?
- 6 You are having a drink with friends. What do you say when you hold up your glasses to drink?
- 7 Someone sneezes next to you. What do you say?

68.4 Complete the sentences.

- 1 When you meet someone for the first time in a formal situation , what do you say?
- 2 When you are to someone in a formal situation, do you normally hands?
- 3 What do you do and say when you friends?
- 4 Do you usually kiss friends? If so, is it on one or both ?
- 5 When you say goodbye to friends, do you use informal expressions like *Cheers*, or *Take* ? If so, what are they?

68.5

Over to you

Answer the questions in Exercise 68.4 about your country. If possible, ask someone from a different country the same questions.

A With adjectives

Prefixes, e.g. **un-**, **dis-**, **im-**, can be added to some adjectives to give the opposite meaning.

happy	unhappy	honest [tells the truth]	dishonest
possible	impossible	correct [right ✓]	incorrect
regular	irregular	legal [allowed by law]	illegal

Dan used all the milk but said he didn't; he's very **dishonest**.

I got eight answers right, but two were **incorrect**.

It's **illegal** in the UK to ride a motorbike without a helmet.

B *un-*

Of the prefixes above, **un-** is the most common, and appears in a number of adjectives.

This chair is incredibly **uncomfortable**.

It was **unnecessary** for them to wait for us.

Xerxes – that's a very **unusual** name. [different, not common or ordinary]

I won the game; it was completely **unexpected**. [I didn't think I was going to win]

Marsha's hat is **unbelievable**. [surprising because it is either very good or very bad]

We tried to open the door, but we **were unable** to get in. [could not]

I need to do more exercise; I'm very **unfit**. [not healthy and not in good condition]

Carrick played well, and I thought he was **unlucky** to lose.

They're **unlikely** to get here before midday. [They probably won't get here before midday.]

The test was **unfair** because some of the students had more time to do it than others. [If something is *unfair*, it does not treat people equally.]

Language help

Adding a negative prefix does not usually change the pronunciation; the stress stays the same. She was un'lucky. It's unbe'lievable. (NOT She was 'unlucky. It was 'unbelievable.)

C With verbs

With some verbs, these prefixes can have particular meanings.

dis- [the opposite of something]	I disagree with the others. [don't agree / have the same opinion] The plane appeared in the sky, then it disappeared behind a cloud.
un- [the opposite of an action]	I couldn't unlock the door this morning. [open the door using a key; <i>opp lock</i>] We had to get undressed in the cold. [take off our clothes; <i>opp get dressed</i>] I unpacked the bags. [took everything out of the bags; <i>opp pack</i>]
over- [too much]	The bank overcharged me. [asked me to pay too much money]
mis- [do something incorrectly]	I misunderstood what he said; I'm afraid my English isn't very good. I misheard her. I thought she said <i>Rita</i> , not <i>Brita</i> .
re- [again]	The teacher has asked me to rewrite my essay.

Exercises

69.1 Write the opposite.

- | | |
|--------------------|------------------|
| 1 .....unhappy | 7 .....agree |
| 2 .....able | 8 .....necessary |
| 3 .....correct | 9 .....regular |
| 4 .....usual | 10 .....honest |
| 5 .....possible | 11 .....fair |
| 6 .....comfortable | 12 .....lucky |

69.2 Which sentence on the right logically follows each sentence on the left?

- | | | |
|--|---------------------------------------|--------------------------------|
| 1 She arrived home. | ☒ b | a She unpacked her suitcase. |
| 2 Her essay was terrible. | ☐ | b She unlocked the front door. |
| 3 She decided to go to bed. | ☐ | c She has disappeared. |
| 4 He called her name. | ☐ | d She had overcharged me. |
| 5 She's not here now. | ☐ | e She had to rewrite it. |
| 6 He thought he was right. | ☐ | f She misheard it. |
| 7 She got to the hotel. | ☐ | g She disagreed. |
| 8 After I paid, I looked at the price. | ☐ | h She got undressed. |

69.3 Complete the dialogues so that B agrees with A using different words. You only need one word for each gap.

- A: Mireille is a strange name.
B: Yes, very unusual.
- A: It's against the law, isn't it?
B: Oh yes, it's
- A: You mean he took off all his clothes!
B: Yes, he got completely
- A: He probably won't get back in time for the meeting.
B: I agree. It's very
- A: A lot of the answers were wrong.
B: Yes, I'm afraid they were nearly all
- A: He doesn't look in very good condition; he's a bit overweight.
B: I know. He looks terribly
- A: Nobody thought this would happen.
B: Yes, it was completely
- A: They never tell the truth.
B: I know. They're both
- A: His business always seems to lose money, and it's not his fault.
B: I know. He's very
- A: Ann always gives more attention to Sarah than she does to Lucas.
B: Yes, it's very on poor Lucas.

69.4 These words all appear in other units of the book. Do you know how to form the opposites?

- | | | | |
|---------------|-------------------|-------------|-------|
| pleasant | <u>unpleasant</u> | fashionable | ..... |
| kind | ..... | reliable | ..... |
| patient (adj) | ..... | friendly | ..... |
| suitable | ..... | tidy | ..... |
| like (v) | ..... | ability | ..... |
| do up | ..... | social | ..... |

A Verb + noun suffix

Suffixes are used at the ends of words; they often tell you if a word is a noun, a verb, an adjective or an adverb. Two suffixes which form nouns from verbs are **-ion** and **-ment**.

verb	noun
invent [produce or design something completely new]	invention
discuss [talk about something seriously]	discussion
translate [change from one language to another]	translation
relax [rest, and feel calm and comfortable]	relaxation
improve [get better]	improvement
govern [control the affairs of a city or country]	government
manage [direct or control a business]	management
develop [grow or change and become more advanced]	development

His latest **invention** is a new board game.
Relaxation will help you to sleep better.
 We had a **discussion** about politics.

The **management** has to change.
 I need money for more **development**.
 We need an **improvement** in the weather.

B Adjective + noun suffix

The suffixes **-ness** and **-ity** often form nouns from adjectives.

adjective	noun
weak (<i>opp</i> strong)	weakness
happy	happiness
ill [sick, not well]	illness
fit [in good condition, usually because of exercise]	fitness
stupid (<i>opp</i> intelligent, clever)	stupidity
popular [liked by a lot of people]	popularity
similar [almost the same; <i>opp</i> different]	similarity
able	ability (<i>opp</i> inability)

What is his main **weakness** as a manager?
 Snowboarding is growing in **popularity**.
 I'm frustrated by my **inability** to use computers.

Fortunately it wasn't a serious **illness**.
 There is a **similarity** between them.
 Her **happiness** is all that matters to me.

C -er, -or and -ist

These suffixes can be added to nouns or verbs. They often describe people and jobs.

-er	-or	-ist
ballet dancer	company director	artist, e.g. Picasso
pop singer	translator	economist
professional footballer	film actor	scientist

Language help

Adding a suffix to a verb, adjective or noun may change the position of the main stress, e.g.
 re'lax – relax'ation, 'stupid – stu'pidity, eco'nomics – e'conomist.
 (The ' symbol is before the syllable with the main stress.)

Exercises

- 70.1** Complete the tables and mark the stress on each word. (Stress is marked on the pronunciation of a word in a dictionary.) The last two in each column are not on the opposite page, but do you know or can you guess the noun formed from them?

verb	noun	adjective	noun
dis'cuss	dis'cussion	stupid	
improve		happy	
invent		similar	
relax		popular	
hesitate		sad	
arrange		active	

- 70.2** Write down the names of the people who do these things as a job.

- 1 sing opera music opera singers
- 2 act in films
- 3 important managers in a company
- 4 change words from one language into another
- 5 play football
- 6 dance in ballets
- 7 paint pictures
- 8 work in science

- 70.3** Complete the text using words from the box with the correct suffix and spelling. One word also needs a prefix.

weak improve govern economics able manage discuss

“In his speech last night, the prime minister said that the present ¹ weakness of the economy was caused by the bad ² of the last ³ and their ⁴ to give the right kind of help for industry. He said he was now involved in detailed ⁵ with ministers, bankers and ⁶ about a range of different financial measures, and he hoped the people would be able to see a big ⁷ in the economy by the end of the year.”

- 70.4** Complete the dialogues.

- 1 A: He hasn't been well at all, has he?
B: No, it's quite a serious illness.
- 2 A: Are they almost the same?
B: Yes, the is amazing.
- 3 A: Has anyone made anything like this before?
B: No, it's a brand-new
- 4 A: Is her new novel going to be published in other languages?
B: Yes, someone is working on a right now.
- 5 A: Does your daughter enjoy drawing too?
B: Yes, she's a very good
- 6 A: Jung gets tired after he's been playing for about ten minutes.
B: I know. If he wants to be in the team, he'll have to improve his
- 7 A: Do you think the organisation can still grow?
B: Yes, I think there is an opportunity for further

HOLTA

B.2.a (13)

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