

HOLTA

B.2.b (14)

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



Hoomaan Online Language Teaching Academy

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Student's Book



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4

Behavior

LESSON A

- Polite and impolite behavior
- Second conditional

LESSON B

- Expressing an expectation
- Acknowledging an expectation

LESSON C

- Word partners
- Past modals for hypothetical situations

LESSON D

- Reading: "Make Someone Happy"
- Writing: An act of kindness



Warm Up

- A** Look at the picture. Which people are not behaving well?
- B** Is there behavior at the movies that makes you angry? Would that behavior be OK in a different place?

A The right thing to do

1 Vocabulary Polite and impolite behavior

A Label the phrases P (polite behavior) or I (impolite behavior). Then listen and check your answers.



1 cut in line



2 admit a mistake



3 drop litter



4 talk loudly in public



5 give someone a compliment



6 offer someone your seat



7 keep someone waiting



8 give someone a gift

B **PAIR WORK** Have you done any of the things in Part A? What happened?

2 Language in context Typical behavior

A Read the survey. Which answer did more than half of the people agree with?

1 What would you do if a stranger dropped litter in front of you?

20% said, "I would talk to the person."

28% said, "I would pick it up."

40% said, "I wouldn't do anything."

12% said, "Other."



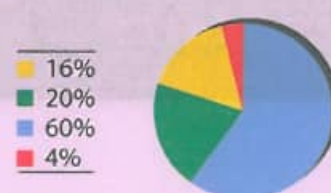
2 If a stranger were talking loudly behind you in a theater, what would you do?

60% said, "I would ask the person to be quiet."

20% said, "I would change seats."

4% said, "I wouldn't do anything."

16% said, "Other."



B What about you? Do the responses surprise you? What do you think some of the "other" responses were for each question?

3 Grammar Second conditional

Second conditional sentences describe “unreal” or imaginary situations. Use a past tense verb in the if clause (the condition). Use *would* in the main clause. Use *were* for the past tense of *be* in the condition.

If a stranger **were talking** loudly behind you in a movie theater, what **would** you do?

I'd change seats. I **wouldn't** ask the person to be quiet.

If a stranger **dropped** litter in front of you, **would** you pick it up?

Yes, I **would**. I'd probably **throw** it away.

How **would** you feel if someone **gave** you a gift for no reason?

If someone **gave** me a gift for no reason, I'd feel happy.

A Complete the conversations with the second conditional. Then practice with a partner.

- A If someone were playing (play) loud music on the subway, what would you do (do)?

B I ask (ask) the person to turn it down.
- A What would you do (do) if a friend gave (give) you a compliment?

B I would (thank) him.
- A If someone cut (cut) in line in front of you, what would you say (say)?

B I would (not / say) anything. I would (wait) for my turn.
- A What would you do (do) if an elderly man stood (stand) on your bus?

B I would (offer) him my seat.

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

4 Speaking What would you do?

A Complete this question:

“What would you do if _____?”

B CLASS ACTIVITY Talk to different classmates and ask your question. Take notes on their answers.

A: What would you do if a friend gave you an unusual gift?

B: I'd probably laugh.

C: I wouldn't do that. I'd smile and say thank you.

C GROUP WORK Share what you found out. What were the most polite answers?



5 Keep talking!

Go to page 130 for more practice.

3 I didn't realize that.

1 Interactions Expectations

A Have you ever made a mistake because you didn't know a custom?

B  Listen to the conversation. What mistake did Ruben make?

Then practice the conversation.

Diana So, Ruben, how do you like it here?

Ruben Oh, I love it. The people, the food – but can I ask you something?

Diana Sure, anything.

Ruben Well, last night I was invited to a classmate's house for dinner. It was the first time. And I think I made a mistake.

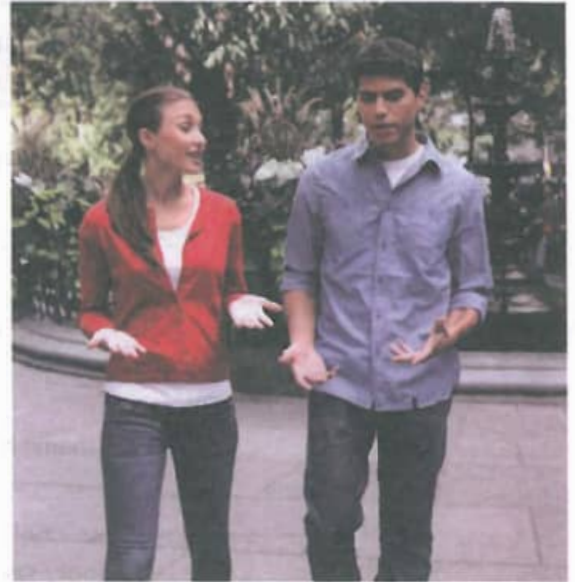
Diana What happened?

Ruben Dinner was at 7:30. As usual in my country, I arrived a little after 8:00. My friend seemed kind of surprised.

Diana Here it's the custom to arrive on time or no more than 10 minutes late.

Ruben Really? I didn't realize that.

Diana Well, you'll know for next time.



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

Expressing an expectation

You're supposed to ...

You're expected to ...

Acknowledging an expectation

Oh, I didn't know that.

Oh, really? I wasn't aware of that.

D **PAIR WORK** Talk about expectations. Use this information and take turns.

the United States	Japan	Argentina
Leave a tip of 15 to 20 percent in most restaurants.	Take off your shoes before you enter someone's home.	Begin to eat only after the host or hostess invites you to.
China	Morocco	Russia
Greet the oldest person in a group first.	Bargain for lower prices on souvenirs in markets.	Bring a small gift if you are invited to someone's home.

A: In the United States, it's the custom to leave a tip of 15 to 20 percent in most restaurants.

B: Oh, really? I wasn't aware of that.

2 Listening Cross-cultural differences

A 🎧 Listen to four people talk about customs in their country. Write the country name.



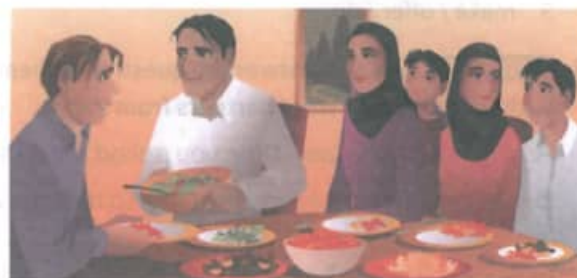
1 _____
You're expected to _____.



2 _____
You're supposed to _____.



3 _____
It's the custom to _____.



4 _____
You're not supposed to _____.

B 🎧 Listen again. What is the custom in each country? Write the sentences.

3 Speaking Good things to know

A Think about a country you know. Choose three topics below. What are the expectations for polite behavior there? How would you tell a visitor to behave?

receiving gifts	eating in a restaurant	pointing and gesturing
cutting in line	giving gifts	talking loudly in public
doing business	greeting people	visiting someone's home
dropping litter	money and shopping	walking or driving

B PAIR WORK Share your ideas.

A: In China, you're not supposed to open gifts immediately.

B: Really? I didn't know that.

Doing things differently

1 Vocabulary Word partners

A Circle the verbs or verb phrases in column A that partner with the nouns in column B. Then listen and check your answers.

A	B
1 <u>offer</u> / do / <u>accept</u>	an apology
2 tell / ask for / offer	an explanation
3 agree with / disagree with / turn down	an opinion
4 make / give / turn down	a request
5 deny / give / accept	a compliment
6 admit / ask for / return	a favor
7 reach / say / suggest	a compromise
8 say / accept / turn down	an invitation
9 make / offer / do	an excuse

B PAIR WORK Ask and answer the question "When was the last time you . . . ?" with four different word partners from Part A.

A: When was the last time you asked for a favor?

B: Last night. I asked my brother to help me with my homework.

2 Conversation I feel terrible.

A Listen to the conversation. Steve asked Paul for a favor. What was it?

Paul I made a terrible mistake.

Lydia Why? What happened?

Paul Well, you know Steve, the new guy in our class?

Lydia Yeah, I think so.

Paul Well, yesterday he asked me for a favor. He wanted to borrow my laptop. I said I didn't think it was a good idea, and now he's upset with me.

Lydia Really?

Paul Yeah. Should I have lent it to him? What would you have done?

Lydia I'm not really sure.

Paul Well, would *you* have let him use *your* laptop?

Lydia I don't know. I guess it would have depended. What did he need it for?



B Listen to the phone conversation. Why does Steve call Paul? What does Paul offer Steve?

3 Grammar Past modals for hypothetical situations

Use past modals to talk about hypothetical situations in the past. Use *should have* to talk about the right thing to do, *could have* to talk about possibilities, and *would have* to imagine your behavior.

I **should have** lent him my laptop.

Should I have lent it to him?

I **shouldn't have** said no.

Yes, you **should have**.

He **could have** offered you an explanation.

No, you **shouldn't have**.

It **would have** depended.

What **would you have** done?

Complete the conversations with past modals. Then practice with a partner.

1 A My sister loves her new haircut. I told her I hated it. Now she's mad at me.

B That wasn't nice! I wouldn't have said (wouldn't / say) that.

You _____ (could / give) her a compliment instead.

2 A _____ I _____ (should / invite) the whole class to my party? I didn't, and now some people are angry.

B Yes, you _____. But your apartment is really too small.

3 A My cousin asked me for a favor. He wanted to borrow my new car.

What _____ you _____ (would / do)?

B I _____ (would / say) no.

4 A A few days ago, I broke the microwave at my office by accident.

B You _____ (should / offer) to buy a new microwave.

4 Pronunciation Reduction of *have*

A  Listen and repeat. Notice how *have* is reduced in past modals.

You could have given her a compliment.

You shouldn't have said that.

I would have asked her for an explanation.

I wouldn't have done that.

B Practice the conversations in Exercise 3. Use the reduced form of *have*.

5 Speaking What would you have done?

A Have you done any of these things? What happened? Choose one and prepare to talk about it.

● You returned a favor.

● You made an excuse.

● You disagreed with an opinion.

● You suggested a compromise.

B **GROUP WORK** Share your experiences. Would you have done things differently? Discuss your opinions.

A: Last week, my friend lent me his car. When his car broke down this week, I returned the favor and gave him my car.

B: I would have done the same thing.

6 Keep talking!

Go to page 131 for more practice.

D Acts of kindness

1 Reading

A Read the quote. What do you think it means?

“No act of kindness, however small, is ever wasted.” – Aesop

Make Someone Happy

A man gives a stranger his umbrella during a rainstorm. A teenager picks up litter on her way to school. A woman lets a shopper with fewer groceries cut in line at the supermarket. A man puts money into parking meters on the street so no one gets a ticket.

What do these acts have in common? They are all **random** acts of kindness, **selfless** acts that a person does to make people happy, with nothing expected in return. The acts may be **spontaneous** or planned in advance. The person who receives a random act of kindness may know the person who performed the act, but often the acts are done **anonymously**.

Random acts of kindness are often encouraged by schools and communities. In fact, in some countries, February 17 is Random Acts of Kindness Day, an unofficial holiday. For many people, it's important on this day to “pay it forward.” This means if someone does something kind for you, you don't pay “back” that person by returning a kind act to him or her. Instead, you pay it “forward” to someone new. This can be a wonderful way to make both you and someone else very happy.

EXAMPLES OF RANDOM ACTS OF KINDNESS

- Give a stranger a compliment.
- Give someone a gift for no reason.
- Stop and help someone fix a flat tire.
- Let someone cut in line at the bank.
- Offer your seat, and not just to an elderly person.
- Give another driver your parking spot.
- Leave a copy of a good book on a train or a bus.
- Help someone with his or her grocery shopping.
- Offer an apology even if it isn't required.

B Read the article. Find the words in **bold**. Circle the correct meaning.

- | | | |
|----------------------|---------------------------------|--------------------------------|
| 1 random | a. with no pattern | b. with a regular pattern |
| 2 selfless | a. putting your own needs first | b. putting others' needs first |
| 3 spontaneous | a. with no planning | b. large and important |
| 4 anonymously | a. knowing the person's name | b. without knowing the name |

C According to the article, which of these would be random acts of kindness?

Check (✓) the correct answers.

- | | |
|--|---|
| ☐ You buy a friend dinner for no reason. | ☐ You return a book that you borrowed. |
| ☐ You let yourself sleep late on the weekend. | ☐ You help a neighbor paint his house. |
| ☐ You get a job to save money for college. | ☐ You offer your seat to someone |

D **GROUP WORK** Choose an act of kindness from the reading and discuss it. What would you do if someone did it for you? How would you feel? Would you “pay it forward”? How?

Wrap-up

1 Quick pair review

Lesson A **Guess!**

Think about your partner. How would your partner complete each sentence?

Can you guess? Take turns. You and your partner have two minutes.

I _____ if I made a mistake.

If someone cut in line in front of me, I _____.

I _____ if I didn't finish my homework.

A: You would say you're sorry if you made a mistake.

B: No, I wouldn't. I wouldn't tell anyone if I made a mistake.

Lesson B **Do you remember?**

Complete the sentences with the correct words to express and acknowledge expectations. You have two minutes.

1 A It's the _____ to arrive on time.

B Oh, really? I wasn't _____ of that.

2 A You're _____ to wait in line here.

B Oh, I didn't _____ that.

3 A You're _____ to bring a small gift.

B I _____ realize that.

Lesson C **Test your partner!**

Say a verb or a verb phrase that partners with one of the nouns below. Can your partner choose the correct word to make a phrase? Take turns. You and your partner have two minutes.

an apology	a compromise	an explanation	an invitation
a compliment	an excuse	a favor	an opinion

"Ask for."

1 ask for an explanation _____

3 _____

2 _____

4 _____

Lesson D **Find out!**

What is one random act of kindness both you and your partner have done?

You and your partner have two minutes.

A: I've given someone my seat on the bus. Have you?

B: No, I haven't. I've given my mother a compliment. Have you?

2 In the real world

What's polite and impolite in different countries? Go online and find three examples of polite and impolite behavior for an English-speaking country. Then write about it.

- What is the country?
- What is the behavior?

Behavior in Australia

In Australia, it's polite to come to meetings on time. It's impolite to miss a doctor's appointment and not call first.

3 Travel and tourism

LESSON A

- Compound adjectives
- Comparatives and superlatives

LESSON B

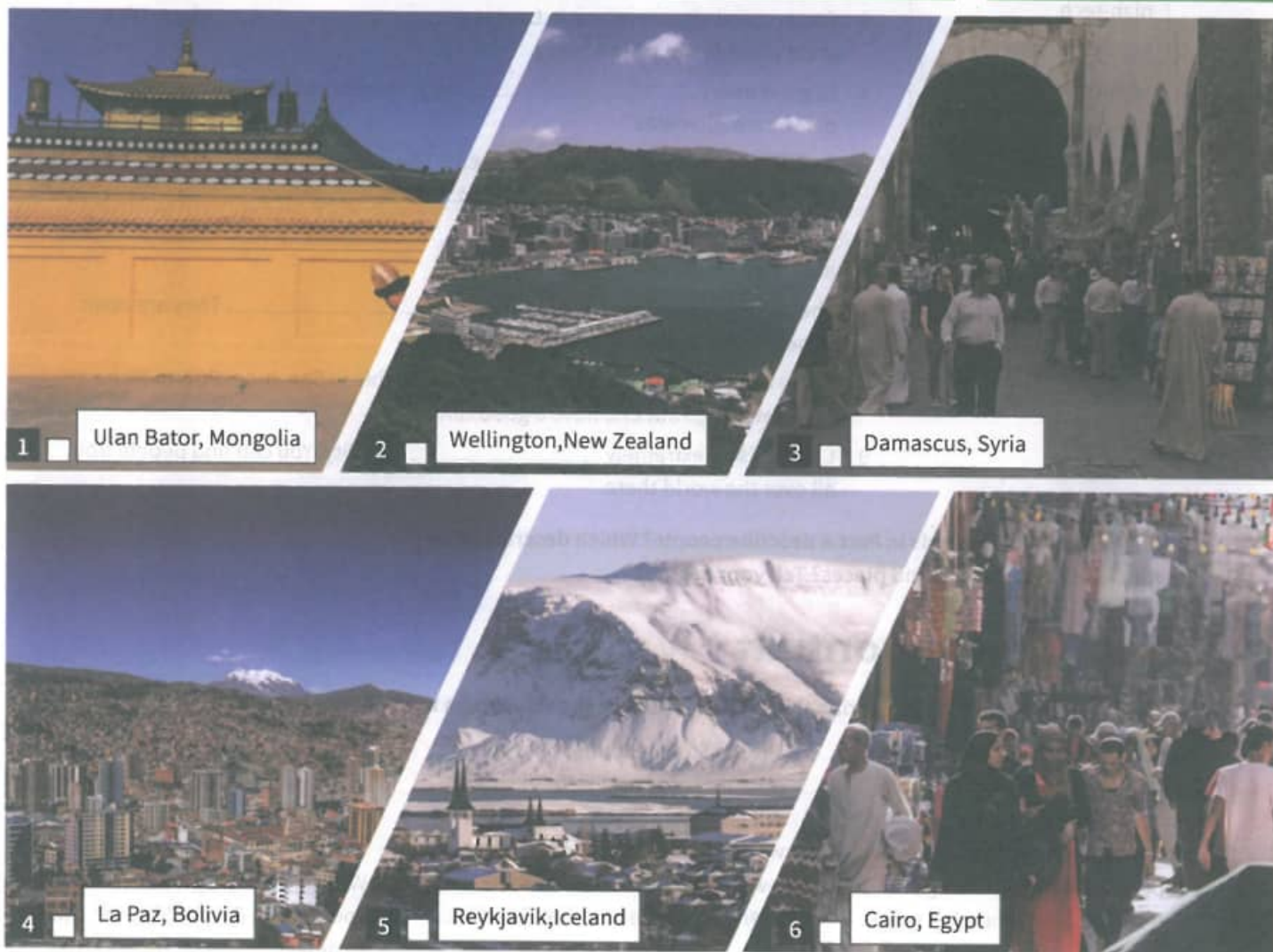
- Reporting a problem
- Responding to a problem

LESSON C

- Travel talk
- Reporting commands and advice

LESSON D

- Reading: "Welcome to Medellín, Colombia"
- Writing: Creating a home page



Warm Up

A Look at the capital cities. Match them to their descriptions.

- | | | |
|---------------|---------------------|---------------------|
| a the coldest | c the oldest | e the highest |
| b the driest | d the most northern | f the most southern |

B What's your capital city like? What three adjectives do you think best describe it?

A cities

1 Vocabulary Compound adjectives

A Complete the sentences with the correct words. Then listen and check your answers.

culturally diverse
densely populated
fun-loving
high-tech
highly educated
open-minded
slow-paced
well-planned
world-famous

- 1 Everyone knows New York City. It's a _____ city with many interesting places to visit.
- 2 Bangalore is a very _____ place. It's the center of India's computer industry.
- 3 For a capital city, Vientiane in Laos is a _____ place. It's a great place to not be in a hurry.
- 4 Lagos is a very _____ city. There are about 20,000 people per square kilometer.
- 5 Brasília is a _____ city. There are wide roads, a lot of green space, and great public transportation.
- 6 Singapore's people are _____. Many continue their studies after they finish high school.
- 7 The people in San Francisco are very _____. They are open to new ideas, opinions, and experiences.
- 8 There are a lot of _____ people in San Juan, Puerto Rico. They love to go out and have a good time.
- 9 London is an extremely _____ city. You can find people from all over the world there.

B **PAIR WORK** Which words in Part A describe people? Which describe places? Which describe people and places? Tell your partner.

2 Language in context My city

A Listen to three people describe their cities. Where does each person live?

I used to live in Buenos Aires, but I live in Mendoza now. It's not as crowded as Buenos Aires, so it's slower-paced here. But I think the people are pretty fun-loving and open-minded. And there's a great music scene!

– Angela, Argentina

I live in St. Petersburg, but I was born in Moscow. I like both cities, but I prefer St. Petersburg. In the winter, it isn't as cold as Moscow. It's a well-planned city, and I think it's even a little cheaper than Moscow.

– Boris, Russia

I like Osaka for its shopping, but I love it for its food. I think the food is better than in Tokyo. In fact, I think it has the best food in Japan! We have a saying here: "Eat till you drop in Osaka!" I never want to move!

– Nozomi, Japan

B Which city do you think would be good for tourists? Students? Businesspeople? Why?

"Osaka would be good for tourists because the food is good and tourists love to eat!"

3 Grammar Comparatives and superlatives

Comparisons	Superlatives
St. Petersburg is cheaper than Moscow.	... is the cheapest city in Russia.
Buenos Aires is more crowded than Mendoza.	... is the most crowded city.
St. Petersburg is less expensive than Moscow.	... is the least expensive city.
The food in Osaka is better than in Tokyo.	... is the best food in the world.
Traffic here is worse than in St. Petersburg.	... is the worst traffic I've ever seen.
(not) as ... as	
St. Petersburg isn't as cold as Moscow.	Osaka is as high-tech as Tokyo.

A Complete the sentences with the comparative form of the adjectives.

- Today's high temperature is 29°C in Bangkok and 26°C in Chiang Mai. Bangkok is _____ (hot) Chiang Mai.
- The average cost of a new house in Tokyo is around 35 million yen. The average cost of a new house in Kinki is around 29 million yen. New houses in Tokyo are _____ (expensive) houses in Kinki.
- There are 7,200 people per square kilometer in São Paulo, and 5,200 people per square kilometer in Rio de Janeiro. São Paulo is _____ (densely populated) Rio.
- Mumbai usually gets 87 centimeters of rain and very little sunshine in July. In January, there is almost no rain, and the weather is mild and sunny. The weather in July is _____ (bad) in January.

B PAIR WORK Say each sentence in Part A in a different way. Use *not as ... as*.

"Chiang Mai isn't as hot as Bangkok."

C Complete the questions with the superlative form of the adjectives. Work with a partner. Ask and answer with your own information.

- What's the most high-tech (high-tech) city in your country?
- What's _____ (bad) restaurant in your town?
- What's _____ (culturally diverse) city in your country?
- What's _____ (less populated) part of your country?

4 Speaking Comparing three cities

GROUP WORK Compare three cities you know. Talk about:

education	food	shopping	transportation
entertainment	people	traffic	weather

A: Why don't we compare Curitiba, São Paulo, and Belo Horizonte? OK.

B: São Paulo is bigger than Curitiba.

C: Curitiba is the most well-planned of the three.



5 Keep talking!

Go to page 132 for more practice.

3 I'll let someone know.

1 Interactions

A What do you think are the most common hotel complaints? If you had a problem with a hotel room, what would you do?

B Listen to the conversation. What's the problem? Then practice the conversation.

Clerk Front desk. Please hold.

.....

Clerk Thank you for waiting. How can I help you?

Lina Um, hi. I just checked in a few minutes ago.
There's a problem with my Internet connection.
I can't get a wireless signal.

Clerk I'm very sorry. I'll let someone know right away.

Lina Thank you. I'd appreciate it.

Clerk Is there anything else I can help you with?

Lina Um, yeah. Can you recommend a restaurant near the hotel?

Clerk Yes, there are several, but our hotel restaurant is one of the best in the city.



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

Reporting a problem

I'm having a problem with ...

There seems to be a problem with ...

Responding to a problem

I'll get someone to take care of it.

I'll have someone get on it right away.

D PAIR WORK Have conversations like the one in Part B. Use these problems.



The air-conditioning isn't working.



The table lamp doesn't have a bulb.



The bathroom sink is clogged.



The door has a broken knob.

2 Pronunciation Linking of same consonant sounds

 Listen and repeat. Notice the linking of the same consonant sounds at the end and beginning of words. The sound is pronounced only once.

There's no wireless signal.

The bathroom mirror is dirty.

The radio has a broken knob.

The table lamp doesn't have a bulb.

3 Listening How can I help you?

A  Listen to three people call the front desk at a hotel. Check (✓) the problem.

	Problem	Response	Solved?
1	☐ She hears a strange noise. ☐ She can't close her windows.		yes no
2	☐ The TV won't turn on. ☐ There's no battery in the remote.		yes no
3	☐ There isn't any electricity. ☐ The desk lamp needs a new bulb.		yes no

B  Listen again. How does the man at the front desk respond to the problems? What does he say he will do? Write the sentences in the chart.

C  Listen. A hotel worker comes to solve each problem. Does he? Circle yes or no.

4 Speaking Problems, problems, problems

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

Student A: Call the front desk three times to report three problems in your hotel room.

Student B: You work at the front desk. Answer the phone and respond to each problem.

A: There's a problem with my room. There are bugs on the wall.

B: I'll have someone get on it right away.





Travel experiences

1 Vocabulary Travel talk

- A Read Luke's travel blog. Complete the chart with the bold words in the blog. Then listen and check your answers.

LUKE'S TRAVEL BLOG

Sunday, August 25th

My trip's been full of surprises so far. First, my flight here was **delayed**. I took the next one, and I was **upgraded** to first class! Then I discovered that my visa was **expired**, but I was **issued** one at the airport on arrival. Good thing! But they lost my luggage.

When I went to my two-star hotel, I found out it was **overbooked**. But I had a reservation, and it was **guaranteed**. So, they put me in a four-star hotel for the same price.

I read that the museums here are always **packed** and the restaurants are **overrated** and **overpriced**. But I went to a museum early this morning, and there were only a few people there. I even got a **discounted** ticket! After that, I went to a famous restaurant for lunch. It was priced right, and it was the best meal I've ever had.

Good experiences

1 _____

2 _____

3 _____

4 _____

Bad experiences

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

- B What experiences have you had like Luke's? Which have you never had?

2 Conversation Welcome home!

- A Listen and practice. Where's Luke's luggage?

Jae-Sun Luke! Welcome home!

Luke Hi, Jae-Sun. Thanks for picking me up.

Jae-Sun That's what friends are for. I read your blog. I can't believe your flight was delayed and your hotel was overbooked.

Luke I know, but things turned out OK.

Jae-Sun Hey, where's your luggage?

Luke They never found it! The man at the airport told me to be patient.

Jae-Sun Patient? Are you serious? You've *been* patient.

Luke Well, he advised me to call in a few days to check on it. Anyway, look! I got you a souvenir.

Jae-Sun Really? Thank you!



- B Listen to a phone conversation between Luke and the man at the airport. Where is Luke's luggage now? When can he expect his luggage?

D My town, the best town

1 Reading

- A Do you like to visit new places? What things do you especially like to see and do?
- B Read the headings under *Travel essentials* and *Things to see and do*. What topics are covered under *Travel essentials*? What topics are covered under *Things to see and do*?



Welcome to Medellín, Colombia the City of Everlasting Spring

TRAVEL ESSENTIALS

Climate
Medellín is located at about 5,000 feet (1,538 meters) above sea level. Its climate is not as hot as other cities located near the equator. The city's average temperature is a pleasant 72°F (22°C). [Read more](#)

Getting here
Medellín has an international airport, with flights from Miami, New York, Madrid, and many other cities. There are taxis and minibuses from the airport to downtown Medellín. [Read more](#)

Getting around
The quickest and cheapest way to get around Medellín is with the well-planned metro and tram system. The modern Turibus also goes around the city, showing parks, beautiful neighborhoods, and historical sites. [Read more](#)

Where to stay
There are many hotels, but hostels are also popular, especially when hotels are overbooked. Many hostels include hot showers, TV, laundry service, free Wi-Fi, private lockers, and Spanish lessons. [Read more](#)

THINGS TO SEE AND DO

Nightlife
The fun-loving people of Medellín love to dance. There are many places around the city to dance. One of the most famous is the Zona Rosa. Most clubs close at 3:00 a.m. [Read more](#)

Sightseeing
There are world-famous museums in the city, but one "must-see" is the Museo de Antioquia. It has a large collection of art, including paintings and sculptures by Fernando Botero. [Read more](#)

Festivals
Why not plan a trip around a festival? There's a poetry festival in July, a celebration of lights in December and January, and for two weeks in August, a flower festival – the city's most important cultural event. [Read more](#)

Day trip
Located just two hours from the city is the town of Guatapé where you can see the most wonderful views from the top of La Piedra, or The Rock. It has an elevation of about 7,000 feet (2,135 meters) above sea level, and 740 steps were built to reach the top. [Read more](#)

C Read the home page. Answer the questions.

- 1 How can you get from the airport to downtown?
- 2 What's the least expensive way to get around the city?
- 3 Where can you enjoy a fantastic view?
- 4 What's one of the most famous places to go to at night?
- 5 What can you find at the Museo de Antioquia?
- 6 When is the flower festival?

D Imagine you had only one day in Medellín. How would you spend your day?

2 Writing Creating a home page

A GROUP WORK What kind of information might appear on your town's home page? Make a list of topics. Use the topics in Exercise 1 to help you.

B GROUP WORK Create and design a home page for your town. Have each student write a paragraph about a topic from your list in Part A. Use Exercise 1 and the model to help you.

Shopping

Our town is a shopper's paradise! There is something for everyone, and the prices are great. You can buy textiles, jewelry, and the painted wooden creatures that so many tourists love. ...

C CLASS ACTIVITY Post your home pages around the room. Which home page best represents your town?

3 Listening City festivals

A Listen to four people talk about city festivals. Complete the second and third columns of the chart.

	Name of the festival	Year started	Month of the festival	One thing to see or do
1	Milan Melon Festival			
2	Pusan International Film Festival			
3	Historic Center Festival Of Mexico City			
4	Edinburgh Festival Fringe			

B Listen again. Complete the chart. Write one thing to see or do at each festival.

C Which festival would you most like to attend? Why?

4 Speaking A festival to remember

A GROUP WORK Plan a festival for your town. Use these ideas or ideas of your own for fun events at the festival.

a contest	a parade
a fashion show	a sporting event

A: Our town is well known for corn.

B: So why don't we have a Corn Festival?

C: We could have a corn-eating contest.

B CLASS ACTIVITY Share your ideas.



Wrap-up

1 Quick pair review

Lesson A Do you remember?

Match the words. You have one minute.

- | | |
|-------------------|--------------|
| 1 fun-_____ | a. tech |
| 2 open-_____ | b. minded |
| 3 densely_____ | c. paced |
| 4 high-_____ | d. loving |
| 5 highly_____ | e. educated |
| 6 well-_____ | f. populated |
| 7 Culturally_____ | g. diverse |
| 8 slow-_____ | h. famous |
| 9 world-_____ | i. planned |

Lesson B Brainstorm!

Make a list of ways to report a problem and respond to a problem. How many do you know? You have two minutes.

Lesson C Test your partner!

Give your friend travel advice using commands. Can your partner say the sentence using reported commands or advice? Take turns. You and your partner have one minute.

A: Make a reservation.

B: You told me to make a reservation.

Lesson D Find out!

How would you and your partner answer these questions? You and your partner have two minutes.

- What's the most expensive restaurant in your town?
- What's the best festival in your country?
- What's the most high-tech building in your town?

A: I think the most expensive restaurant is Sushi King.

B: Me, too!

2 In the real world

What country would you like to visit? What two cities in that country would you like to see? Find information online or in a travel magazine about these cities.

Then write about them.

- Which city is more densely populated?
- Which city is slower-paced?
- Which city is cheaper?
- Which city has better weather?

Two Cities in Peru

I'd like to visit Lima and Arequipa in Peru.

Lima is more densely populated than Arequipa.

6 The way we are

LESSON A

- Character traits
- Defining relative clauses

LESSON B

- Interrupting politely
- Agreeing to an interruption

LESSON C

- Tips to manage stress
- *Wish*

LESSON D

- Reading: "Therapies That Work!"
- Writing: About relaxation



☐ sauce

☐ cheese

☐ meat

☐ spices

☐ crust

☐ other

Pizza and you

Crust: You are very adventurous. You love to try new things.

Sauce: You like trendy things. You enjoy the finer things in life.

Cheese: You don't care for trendy things. You prefer tradition.

Spices: You enjoy traditional and modern things equally.

Meat: You are strong and like to be in control of any situation.

Other toppings: You make changes easily. You like everyone and everything.

Source: Adapted from www.blogthings.com/whatsyourpizzapersonalityquiz

Warm Up

- A** Look at the picture. What is your favorite part of a pizza? Check (✓) the box.
- B** Read the *Pizza and you* box. What does your answer in Part A show about your personality? Do you agree? Do you think personality tests like this can tell you about your personality?

A Who I am

1 Vocabulary Character traits

A  Match the adjectives and the descriptions. Then listen and check your answers.

- | | |
|---------------------|---|
| 1 competitive _____ | a. You believe you can make good things happen. |
| 2 energetic _____ | b. You want to be better than everyone else. |
| 3 idealistic _____ | c. You are active and enthusiastic. |
| 4 imaginative _____ | d. You think and act without help from others. |
| 5 independent _____ | e. You make decisions based on facts. |
| 6 logical _____ | f. You always think of new and creative ideas. |
| 7 loyal _____ | g. You spend time studying and learning new things. |
| 8 rebellious _____ | h. You do not follow other people's rules. |
| 9 studious _____ | i. You always support people and places you know. |



B **PAIR WORK** Describe people you know with these traits. How do they show these traits?

"My friend is very *idealistic*. She says she wants to make the world a better place, so she volunteers a lot."

2 Language in context Personality types

A  Read these personality types. Which personality type best describes someone who studies all the time? likes to have fun? makes decisions quickly?

- The **Reformer** is logical and idealistic. This type of person wants everything to be perfect.
- The **Helper** is caring and generous. This type likes to please people.
- The **Achiever** is a person who wants success. This type of person is studious and ambitious.
- The **Individualist** is sensitive and often quiet. This type likes to be independent.
- The **Investigator** is curious and creative. This is a person who is always questioning things.
- The **Loyalist** is hardworking, responsible, and extremely loyal. This is someone that people can trust.
- The **Enthusiast** is optimistic and spontaneous. This type of person is cheerful and fun-loving.
- The **Challenger** makes decisions that other people find difficult to make. This type is confident and powerful.
- The **Peacemaker** dislikes situations which create conflict. This type is easygoing and agreeable.



Source: Adapted from www.enneagraminstitute.com

B What about you? What personality type are you?

3 Grammar Defining relative clauses

Defining relative clauses supply essential information about a noun. They answer the questions "what kind" or "which one(s)." Use the pronouns *who* or *that* for people. Use *which* or *that* for things.

The Achiever is a person **who / that** wants success.

The Peacemaker dislikes situations **which / that** create conflict.

The relative pronouns are optional when they are the object of the relative clause.

The Loyalist is someone (**who / that**) people can trust.

The Challenger makes decisions (**which / that**) other people find difficult to make.

A Complete the sentences with *who* or *which*.

- 1 My sister has a rebellious side _____ my parents never see.
- 2 I like friends _____ are easygoing and loyal.
- 3 I hardly ever do things _____ are spontaneous.
- 4 I have idealistic views _____ some people can't understand.
- 5 I was a studious child _____ was also very energetic.
- 6 My brother is a person _____ other people find competitive.

B Cross out *who*, *which*, or *that* when it's optional.

- 1 I'm the kind of person ~~that~~ other people think is very logical about things.
- 2 I can make decisions that others find difficult to make.
- 3 Do you think you have any personality traits which people dislike?
- 4 What would be a good job for someone who is independent and responsible?

C **PAIR WORK** Compare your answers in Parts A and B. Then complete these sentences with your own information.

I like people who ...

I like to do things which ...

I'm someone that other people ...

4 Speaking Personality and jobs

A **PAIR WORK** Look at the personality types in Exercise 2. Which personality type(s) would be good for these jobs?

a businessperson a musician a police officer a politician a teacher

B **GROUP WORK** What kind of job do you think would be good for you? What are your character traits that would help you succeed?

"I'm a person who likes to be independent. I'd be good at a job that lets me work at home."

5 Keep talking!

Go to page 136 for more practice.

3 Sorry, but can I ask something?

1 Interactions Interruptions

A Do you ever interrupt friends who are talking? What do you say to interrupt them?
When is it OK to interrupt someone, and when is it impolite?

B Listen to the conversation. Why does Carol interrupt Kevin?

- Kevin** Did you see that? I can't believe he's safe!
- Carol** What a great play! He's one of the most competitive players I've ever seen. Why do you think some people are so competitive?
- Kevin** Well, maybe he's the middle child.
- Carol** What do you mean?
- Kevin** People who have an older and younger brother or sister are often very competitive. I just read something about that. And people who –
- Carol** Sorry, but can I ask something?
- Kevin** Sure. Go ahead.
- Carol** Where did you read that? That's crazy.
- Kevin** In a psychology magazine. I can show you. Anyway, as I was saying . . . the youngest person in the family is often the most outgoing and confident.
- Carol** That's me! Maybe it's not so crazy.



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

Interrupting politely

I'm sorry, but could I ask one thing?

Before you go on, could I ask something?

Agreeing to an interruption

Yeah, of course.

OK. Sure.

D PAIR WORK Number the sentences from 1 to 6. Then practice with a partner.

- | | |
|--|--|
| _____ A What about friends? | _____ B I think it's different with friends. |
| _____ 1 A Do you think a husband and wife should have similar personalities? | But husbands and wives have to have some interests in common. |
| _____ A Well, before you go on, could I ask something else? | _____ B Similar personalities? No, it's better to be different. But I also think . . . |
| | _____ B OK. Sure. |

2 Pronunciation Stress in thought groups

A Listen and repeat. Notice how long sentences are divided into shorter thought groups. The most important word in each thought group receives stronger stress.

Why do you think / some people / are so competitive?

B Listen. Mark the stressed word in each thought group. Then practice with a partner.

- 1 Before you go on / could I ask something?
- 2 And the youngest person / in the family / is often / very outgoing / and confident.

3 Listening Type A and Type B personalities

A Listen to Emily give a presentation on Type A and Type B personalities. How many times do her classmates interrupt?

B Listen again. How does Emily describe each personality type? Check (✓) the words.

Type A		Type B	
☐ independent	☐ impatient	☐ easygoing	☐ imaginative
☐ hardworking	☐ energetic	☐ patient	☐ relaxed
☐ ambitious	☐ competitive	☐ logical	☐ idealistic

C Do you know someone who has a Type A personality? Do you know someone who has a Type B personality? How are they different? How are they the same?

4 Speaking Opinions on personality

A Choose a topic and take notes to prepare for a discussion.

Topic	Notes
1 Three qualities of a great friend	
2 Three good character traits	
3 Three reasons people are competitive	

B **GROUP WORK** Begin a discussion on your topic. Interrupt one another politely to add to the discussion.

A: A great friend is someone who is loyal and always ready to help.

B: Before you go on, could I ask something?

I can interrupt politely. ✓

I can agree to an interruption. ✓

Wishing for change

1 Vocabulary Tips to manage stress

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

- | | | |
|-------------------------|------------------------------|------------------------|
| a balance work and play | c find time to relax | e live within a budget |
| b be more organized | d lead a healthier lifestyle | f manage time better |



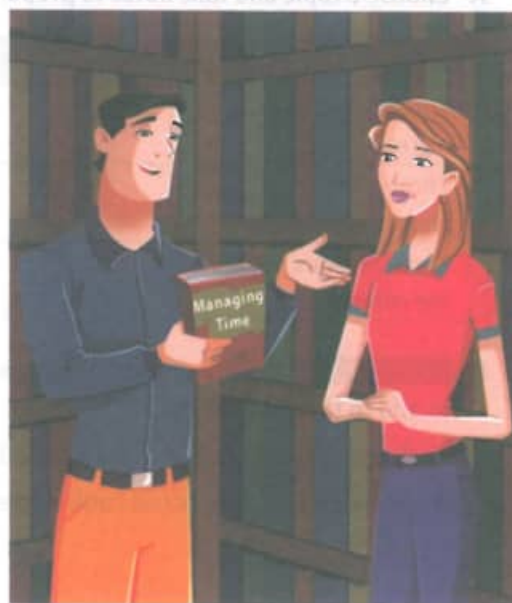
B **PAIR WORK** Which tips in Part A would help you? Why?

"I want to balance work and play. I work all the time. I don't have time to relax."

2 Conversation Stressed out

A Listen to the conversation. Why is Rosa stressed out?

- Rosa** How was your weekend?
- Jules** Great. I saw a movie, finished a great novel, and went out with friends.
- Rosa** Where do you find time to relax like that? I wish I had more free time.
- Jules** What's keeping you so busy?
- Rosa** Work and school, mostly. I wish there were more hours in the day.
- Jules** Listen, I have this book. It's about ways to manage stress. It has great tips on managing your time better.
- Rosa** Like what?
- Jules** Well, for example, it recommends making a plan of what you want to achieve each day.
- Rosa** I wish I could read it now, but it's not part of my plan! I don't have the time.



B Listen to the rest of the conversation. What causes Jules stress? What is he doing about it?

3 Grammar Wish

Use wish + a past tense verb to talk about present wishes. For wishes with the verb be, use were with both singular and plural nouns and pronouns.

I have to study.	→	I wish I didn't have to study.
I don't have enough free time.	→	I wish I had more free time.
I can't read it now.	→	I wish I could read it now.
I am so busy.	→	I wish I weren't so busy.
I am not very organized.	→	I wish I were more organized.

A Complete the sentences with the past form of the verbs.

- I wish I _____ (not / worry) so much.
- I wish I _____ (can find) more time to relax.
- I wish I _____ (do) better in school.
- I wish my schedule _____ (not / be) so full.
- I wish I _____ (not / have) to do chores every day.
- I wish my brother _____ (can visit) me this week.

B Write sentences with *wish* and the phrases in the box.

balance work and play	be more organized	lead a healthier lifestyle
be more easygoing	be more studious	manage time better

- I'm always late for everything.
- I get stressed over little things.
- I don't get enough exercise.
- I'm not an organized person.
- I have trouble concentrating on my studies.
- I can't find time to relax.

C **PAIR WORK** Compare your sentences in Parts A and B. Which sentences are true for you?

4 Speaking Make a wish.

A Do you wish you could change any of these things? Write down three wishes.

my friends and family	my possessions
my personality	my school or job
my clothes	my skills and abilities

B **GROUP WORK** Share your wishes.

A: I wish I had a car.

B: Me, too! I wish I could get a sports car.

C: I wish I had a driver's license!

5 Keep talking!

Go to pages 134-135 for more practice.

D Alternative therapies

1 Reading

A Are alternative therapies popular where you live? Have you ever tried one?

B Read the article. Which of these therapies are used in hospitals?

THERAPIES THAT WORK!

Aromatherapy helps calm stress with pleasant smells. Some smells relax people. Others make people more energetic. Popular scents include fruit, grasses, and flowers. In Japan, engineers have created aroma systems in public buildings. They send different scents into the air to create a better environment. For example, customers who are waiting in long lines at some banks might smell fresh flowers to help them relax.

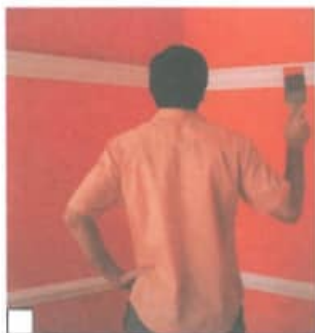


Pet therapy uses animals to help calm and comfort people, especially young patients in hospitals and older people in nursing homes. The animals are brought to the hospitals and homes so that patients can see and touch them. This has an amazingly relaxing effect. Pet therapists usually use dogs and cats, but sometimes rabbits, birds, horses, and even llamas are used.

Color therapy uses colors to change your mood and emotions. Color therapists believe that the colors around you can affect you in different ways. For example, the color blue can relieve pain, and the colors red and orange can make you energetic. Some therapists even believe different parts of the body are influenced by different colors. They believe that having the right colors around you can help you get better when you are sick.

Humor therapy helps you find ways to laugh or smile. Laughter reduces stress and fear and anger. Many hospitals encourage their nurses to laugh with their patients, or put funny pictures on the walls. In India there are "laughing clubs" where people come together in the morning to tell funny stories, just to have a good laugh to start the day. Laughter is often the best medicine.

C Read the article again. What therapies are pictured? Number the pictures from 1 to 4 in the order you read about them.



D What do you think of the therapies? Would you like to try any of them? Do you think they work? Do you think they could be harmful in any way?

2 Listening Guided imagery

A Listen to a therapist discuss guided imagery. What is guided imagery?

Check (✓) the answer.

☐ a way to see new things

☐ a way to reduce stress

☐ a way to practice aromatherapy

B Listen again. Check (✓) the true sentences.

- 1 ☐ Guided imagery uses your imagination.
- 2 ☐ One of the best things to use it for is to reduce pain.
- 3 ☐ You can only use the technique with a therapist.
- 4 ☐ It's important to be in a comfortable place.
- 5 ☐ Some people think it can help you learn.

C Listen to an exercise in guided imagery, just for fun. Follow the directions.
How do you feel after listening?

3 Writing About relaxation

A What do you do to relax? Write about it. Use the questions and the model paragraph to help you.

- What techniques have you tried to help you relax?
- What worked?
- What didn't work?
- What do you wish you could try to help you relax?

Relaxing

My job is very stressful, so when I have some free time, I try to do things to help me relax. I've tried yoga and baking. Yoga really helps me relax my body and my mind, and I do it twice a week. Baking didn't work for me because I made a big mess in the kitchen, so I got more stressed because of that. I wish I could ...

B **PAIR WORK** Share your writing. Do you do similar things to relax?

4 Speaking Relaxing creatively

A **GROUP WORK** Look at the ways that some people relax. Which do you think would work for you? Which wouldn't? Why not?

keeping a pet	painting
baking	shopping
cleaning the house	singing in the shower
dancing	watching a horror movie
keeping a journal	watching the stars
watching fish	writing poetry
listening to rock music	yelling alone in a forest



A: I think playing with a dog would help me relax.

B: Me, too. But writing poetry wouldn't. That would be stressful for me.

B **CLASS ACTIVITY** Brainstorm other creative ways to relax. Share them with the class.

Wrap-up

1 Quick pair review

Lesson A Find out!

Which two family members do both you and your partner have with these character traits? You and your partner have two minutes.

- A family member who is competitive
- A family member that's very loyal
- A family member who is idealistic and imaginative

A: I have a brother who is competitive. Do you?

B: No, but my aunt is competitive.

A: So is my aunt!

Lesson B Do you remember?

Check (✓) the expressions that show interrupting politely. You have one minute.

- | | |
|---|---|
| 1 ☐ Sorry, but can I ask something? | 4 ☐ I'm sorry, but could I ask one thing? |
| 2 ☐ Oh, really? I'm not sure about that. | 5 ☐ Before you go on, could I ask something? |
| 3 ☐ Sure. Go ahead. | 6 ☐ I'll let someone know right away. |

Lesson C Guess!

Tell your friend about a problem. Can your partner guess what you wish?

Take turns. You and your partner have two minutes.

A: I have a lot of homework. I have three meetings this week. I have to call my mother.

B: You wish you weren't so busy.

Lesson D Give your opinion!

What things do you and your partner think cause stress? What things do you think reduce stress? Write them in the chart and compare. You have two minutes.

Things that cause stress	Things that reduce stress

2 In the real world

Which therapy are you interested in? Who does it help? Go online and find information about one of these therapies. Then write about it.

- adventure therapy
- art therapy
- light therapy
- writing therapy

Light Therapy

Light therapy uses light to make you feel better. It is for people who live in places that don't get a lot of sunlight. They use bright lamps in their homes

Workbook



Hoomaan Online Language Academy

0900 10 50 955

www.hoomaanacademy.com

Behavior

A The right thing to do

1 Match the two parts of each phrase.

- | | | | |
|-----------------|--------------------|---------------|------------------------|
| 1 give <u>b</u> | a in line | 5 offer _____ | e litter |
| 2 keep _____ | b someone a gift | 6 admit _____ | f a mistake |
| 3 cut _____ | c someone waiting | 7 drop _____ | g someone your seat |
| 4 talk _____ | d loudly in public | 8 give _____ | h someone a compliment |

2 Complete each conversation with a kind of polite or impolite behavior.

- 1 A Excuse me, you can't cut in line.
I was here first.
B Oh, I'm sorry. I didn't see you.
- 2 A You should _____ that woman
_____. She has a lot of bags.
B Good idea. I don't mind standing on the subway, and she needs the seat.
- 3 A Hey, you shouldn't _____
on the street. It's not good for the environment.
B Yeah, you're right. I'll pick it up.
- 4 A You really shouldn't _____ on your cell phone.
It's impolite. I'm trying to listen to the music.
B Sorry. I'll go to another place to talk.
- 5 A John can never _____. He always says
he's right.
B I know, but he's really wrong this time.
- 6 A In the United States, do you _____ a friend _____
for the Fourth of July?
B No, but if you go to a Fourth of July party, you could take some food.



3 Complete the interview with the correct sentences from the box.

✓ And what would you do if something bad happened?

I guess I'd like to be an astronaut!

No, I wouldn't.

What would you do if someone got sick?

What would you do if you weren't a pilot?



Reporter I'm talking to pilot Tonya Hitchcock. So, Captain Hitchcock, have you ever been in a dangerous situation?

Tonya No, I really haven't.

Reporter And what would you do if something bad happened?
1

Tonya Well, I'd stay calm and try to find a solution.

Reporter That's a good plan. Now, has anyone ever gotten really sick on the plane?

Tonya No, not on one of my flights.

Reporter _____
2
Would you turn the plane around?

Tonya _____
3
First, I'd ask if there were a doctor on the plane!

Reporter That's a good idea. One last question.

4
Tonya Hmm... another job? _____
5

4 Put the words in the correct order to make sentences.

1 be angry / I'd / someone / If / cut in line / in front of me, / .

If someone cut in line in front of me, I'd be angry.

2 in the library, / ask them to be quiet / people / were talking too loudly / If / I'd / .

3 If / I kept / "I'm sorry." / someone waiting / say, / I'd

4 I'd / if / be happy / gave me / a compliment, / someone / .

5 were dropping litter / What / if / would you do / your friend / out of your car / ?

6 you say / your parents / gave you / If / what / a lot of money, / would / ?

5

Circle the correct words to complete each question.

How polite are you?

- 1 What would you do / did you do if your friend would talk / were talking loudly at a movie?
- 2 If you would see / saw someone drop litter on the ground, what would you say / did you say?
- 3 If you would like / liked a stranger's jacket, would you give / you gave him or her a compliment?
- 4 What would you do / did you do if an elderly person would need / needed a seat on a train?
- 5 What would you do / did you do if your friend asked / would ask you for a lot of money?
- 6 If you make / made a mistake, did you admit / would you admit it?
- 7 If you are / were impatient to get your concert ticket, would you cut / did you cut in line?
- 8 What would you do / did you do if someone would want / wanted directions to a place in your town?



6

Answer the questions from Exercise 5 with your own information.

Example: I'd feel embarrassed, but I wouldn't say anything.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

B I didn't realize that.

1 Complete the sentences with the correct words.

- 1 It's the custom to leave a tip.
- 2 Oh, I d_____ k_____ that.
- 3 Oh, r_____ ? I wasn't a_____ of that.
- 4 You're s_____ to pay the waiter.
- 5 Really? I didn't r_____ that.
- 6 You're e_____ to leave 15 to 20 percent of the amount on the check.

2 Complete the conversation with the sentences from Exercise 1. Sometimes more than one answer is possible.

Tracey This food was great.

Yae Wan I agree, and it wasn't very expensive.

It's \$32, so that's \$16 for me, and \$16 for you.

Tracey We need to give more than \$32.

It's the custom to leave a tip.

You know, some money for the waiter.

Yae Wan _____ . We only do

2

that in fancy restaurants in South Korea. Should we leave \$34?

Tracey No. That's not enough.

_____ .

3

Yae Wan _____ . Let's leave

4

20 percent. The waiter was great.

Tracey OK. How much is that?

Yae Wan Let's see . . . 20 percent of \$32 is \$6.40, so it's \$38.40 total. Let's just

give \$40. Do we pay at the front of the restaurant?

Tracey No. _____ .

5

Yae Wan _____ . OK, here

6

he comes.

Tracey Excuse me . . . We're ready to pay.



C Doing things differently

1 Cross out the word that doesn't belong in each list

- | | | | |
|-------------|----------------|---------------|--------------------|
| 1 make | a request | an excuse | a favor |
| 2 offer | an apology | a request | an explanation |
| 3 ask for | an explanation | a favor | a compromise |
| 4 accept | an opinion | an apology | a compliment |
| 5 turn down | a request | an invitation | an excuse |

2 Circle the correct word(s) to complete each conversation.

- 1 A Jack told me he liked my new haircut.
B Really? He doesn't **accept** / **give** compliments often.
- 2 A I think there's too much pollution in this city.
B Really? I **disagree with** / **agree with** your opinion. It's much cleaner than a lot of cities that I've visited.
- 3 A Thanks for helping me with my homework.
B No problem. I'm happy to **return** / **ask for** the favor. Remember that you helped me last week!
- 4 A I don't know if we'll ever agree. You want a lot of things I don't want.
B Well, let's try to **suggest** / **reach** a compromise.
- 5 A Did you **accept** / **turn down** Mark's invitation to dinner?
B Yes, I did. I have to stay home with the kids that night.
- 6 A Jenny kept me waiting for an hour yesterday.
B Did you **ask her for** / **offer her** an explanation?
A Yes, I did. She said she had to stay late at work to finish a report.
- 7 A I'd like to **turn down** / **make** a request for a window seat.
B No problem, sir. You can sit in seat 14F. That's a window seat. Enjoy your flight.



3

Look at the pictures. Check (✓) TWO possible sentences for each picture.



- 1 ☒ "I shouldn't have lent my sister all my money."
☐ "I could have bought two pizzas."
☐ "I should have remembered to bring my money."



- 2 ☐ "It would have been best to apologize."
☐ "I would have stayed home."
☐ "I shouldn't have gotten so upset."



- 3 ☐ "I should have taken the subway."
☐ "I could have driven to work today."
☐ "I wouldn't have stayed home today."

4

Write sentences with the words in parentheses and past modals.

- 1 (I / shouldn't / borrow / Julie's car)

I shouldn't have borrowed Julie's car.

- 2 (What / could / I / do / differently)

_____?

- 3 (I / could / take / the bus)

_____.

- 4 (I / should / drive / more slowly)

_____.

- 5 (Julie / wouldn't / drive / so fast)

_____.

- 6 (She / would / see / the stop sign)

_____.

- 7 (Should / I / offer to pay Julie / to fix the car)

_____?

- 8 (What / would / you / do)

_____?



5 Complete the letters with the correct form of the word pairs in the box.

could / give could / microwave ✓ should / do shouldn't / say

Dear Henry Helper,

My wife was really upset last night. She made a nice dinner, and I said that it was cold.

I don't understand why she got so angry. It was cold! What should _____

I have done _____ ? –Confused in Chicago

Dear Confused in Chicago,

Your wife made you a nice dinner. You _____ her

a compliment. You _____ the dinner was cold.

You _____ it to make it hot enough! –Henry Helper

could / do should / talk would / reach wouldn't / get

Dear Henry Helper,

My roommate and I often disagree. Last week, we argued about keeping the kitchen

clean. We're not talking to each other now. What _____ we

_____ differently? –Angry Anita

Dear Angry Anita,

I _____ so upset. You and your roommate

_____ about the problem quietly. It's important

for roommates to work together, so I _____ a

compromise. Try to stay relaxed the next time you don't agree. A dirty kitchen isn't a

good reason to lose a friend! –Henry Helper

6 Look at the letters in Exercise 5. Write responses with your own ideas. Use past modals.

Example: I wouldn't have said anything. or You could have said thank you.

1 Dear Confused in Chicago,

2 Dear Angry Anita,

D Acts of kindness

1 Read the article. In what places does the Random Acts of Kindness Foundation try to inspire kindness?

Something to THINK ABOUT



The Random Acts of Kindness Foundation is an organization that inspires people to be kind. It started in 1995, and its goal is to spread kindness. The people of the Foundation want us to be kind to others. And if someone is kind to you, they want you to "pay it forward" by doing something nice for someone else. Their website gives people ideas on how to be kind in schools and at work.

People post ideas on the Foundation website about ways to be kind. Several people have posted ways they are kind at work. A manager at a company in Texas brings cake to work for each employee's birthday. A manager at a company in California had a "Not-Going-Away" pizza party. She said that they used to celebrate only when people left the company. She decided to have a "Not-Going-Away" party for the employees who worked there and didn't leave. It was fun, and the employees felt appreciated. Another manager in Illinois bought a vacation apartment for her employees. They get points for good things

they do at work, and each weekend one of her 45 employees uses the apartment. They take family or friends for a weekend vacation.

Some companies inspire employees to do kind things for each other. One company has "Secret Pals." Each employee fills out information about his or her interests and hobbies, and the information is given to another employee who is their "Secret Pal." The Secret Pal does kind things for the other person, like giving them gifts or kind notes. The employees know the person they are doing kind things for, but they don't know who is doing kind things for them. Another company in Iowa sold bags of candy and flowers to their employees. The employees bought the candy and flowers and gave them to each other. It was a way for employees to give each other small gifts to say thank you. The company made over \$700. They could have kept the money, but they "paid it forward," and gave the money to a charity.

2 Read the text again. Then check (✓) the items that are random acts of kindness mentioned in the reading.

- 1 ☐ posting ideas on a website
- 2 ☒ bringing cake for people's birthdays
- 3 ☐ having a Not-Going-Away party for employees
- 4 ☐ going on vacation
- 5 ☐ giving a small gift to someone at work
- 6 ☐ giving money to charity

Travel and tourism

A Cities

1 Complete Wendy's notes about her vacation. Use the correct words from the box.

culturally diverse	highly educated	slow-paced
densely populated	high-tech	well-planned
fun-loving	open-minded	✓ world-famous

October 7: I'm traveling in South America! Right now I'm in Quito, Ecuador. It's a beautiful and mountainous city. Yesterday, I went to the ¹ world-famous place called Mitad del Mundo. I met people from all over — France, Canada, Brazil, and more! Mitad del Mundo means the middle of the world. I had one foot in the northern half of the world and one in the southern half! Last week, I was in Guayaquil. It's a ² city. People like to dance, and there are parties in the streets after soccer games!

October 10: Colombia is amazing! Yesterday, I flew to Bogotá. Bogotá is a very ³ city. There are so many people here! Tomorrow, I'm going to the rain forest. It will be ⁴ compared to Bogotá. I'm going to relax there, but I'll also learn a lot about the environment from the people who live in the rain forest.

October 15: I'm in Brazil now. Portuguese, not Spanish, is spoken here. Right now I'm in Curitiba. It's a ⁵ city. There is a great bus system, and there are bus stops next to most of the important buildings. There are also many parks here. It's a ⁶ city, and many of the parks have items from different cultures in them. The people here are ⁷. There are many universities in the city.

October 28: Now I'm in Santiago, Chile. It's the most ⁸ city I've visited. It seems like there are startup technology companies everywhere. The people are ⁹. They like to talk about different ideas, opinions, and experiences. People speak Spanish, English, and German here.

2 Write sentences with the words in parentheses and the comparative form of the adjectives (+ more, - less, = as ... as, ≠ not as ... as).

1 (Seattle / wet + / Las Vegas)

Seattle is wetter than Las Vegas.

2 (New Orleans / slow-paced + / New York)

3 (Kyoto / expensive - / Tokyo)

4 (Small cities / usually / dangerous ≠ / big cities)

5 (The subway system / good + / the buses / in this city)

6 (The international restaurants / bad + / the traditional restaurants / in this town)

7 (Paris / famous = / New York City / for its great museums)

3 Complete the text with the superlative form of the words in parentheses.

Homer, Alaska, is one of my favorite cities. It's a slow-paced city, and it's

the most relaxing ¹ (relaxing) city I've ever visited.

It was ² (stressful) vacation I've

ever had. I had a lot of time to myself, and I felt very calm. Homer isn't very

densely populated. There are only about 145 people per square kilometer. The

mornings are ³ (busy) time of

the day because many people fish in the mornings. The restaurants in Homer

have some of ⁴ (delicious) seafood in the

world. There was only one thing I didn't like. I had problems

getting to Homer. In fact, it was ⁵ (bad)

travel experience I've ever had! But I still think Homer is

⁶ (good) city in Alaska.



4

Circle the correct word(s) to complete each conversation.

- 1 A What's _____ city in the world?
B I don't know, but I think it might be Bangkok. When I was there, it was very hot.
a hottest b hotter than **c the hottest**
- 2 A What's the biggest city in the world? Is it New York City?
B No, many cities are _____ New York, like Tokyo or Mexico City.
a bigger than b the biggest c big
- 3 A Did you know that Mumbai is _____ Tokyo?
B No. That's really interesting. It must have a very large population.
a the most densely populated b more densely populated than c the least densely populated
- 4 A Hesperia is one of _____ cities in California.
B Really? Maybe I'll move there. Los Angeles is so expensive!
a less expensive than b the least expensive c cheaper than
- 5 A New York is the best city in the United States!
B I disagree. I think Chicago is _____ New York.
a better than b the best c better
- 6 A What's _____ city in the world?
B I think it's Seoul. I read that somewhere before.
a less high-tech than b more high-tech than c the most high-tech

5

Look at the chart. Then answer the questions. Use complete sentences.

	Quito	Sapporo	Seoul
Size	372 square km	1,700 square km	605 square km
Population density	7,200 per square km	1,121 per square km	17,000 per square km
January average temperature	13°C	-4°C	0°C
August average temperature	14°C	22°C	29°C

- 1 Which city is bigger – Sapporo or Seoul? Sapporo is bigger than Seoul.
- 2 Which city is the smallest? _____
- 3 Which city is the most densely populated? _____
- 4 Which city is warmer in January – Sapporo or Seoul? _____
- 5 Which city is the coolest in August? _____

B I'll let someone know.

1 Read the sentences and check (✓) the correct column.

	Reporting a problem	Responding to a problem
1 There's a problem with this pasta.	☒	☐
2 I'll let someone know right away.	☐	☐
3 I'm having a problem with my menu.	☐	☐
4 There seems to be a problem with our food.	☐	☐
5 I'll get someone to take care of it.	☐	☐
6 I'll have someone get on it right away.	☐	☐

2 Complete the conversations with the sentences from Exercise 1. Sometimes more than one answer is possible.

A. Carl Excuse me . . .

There's a problem with this pasta.

Waiter What's wrong with it?

Carl It's cold!

Waiter I'm sorry. _____

2

3

Carl Thank you.

B. Isabella Uh, hello . . . Can you help me?

Waiter Of course. What's the problem?

Isabella _____

1

Look! It's in French. I can't read it.

Waiter _____

2

C. Truong Excuse me . . . _____

1

Waiter What is it?

Truong Well, I asked for it an hour ago, and it's not here!

Waiter I'm sorry. _____

2



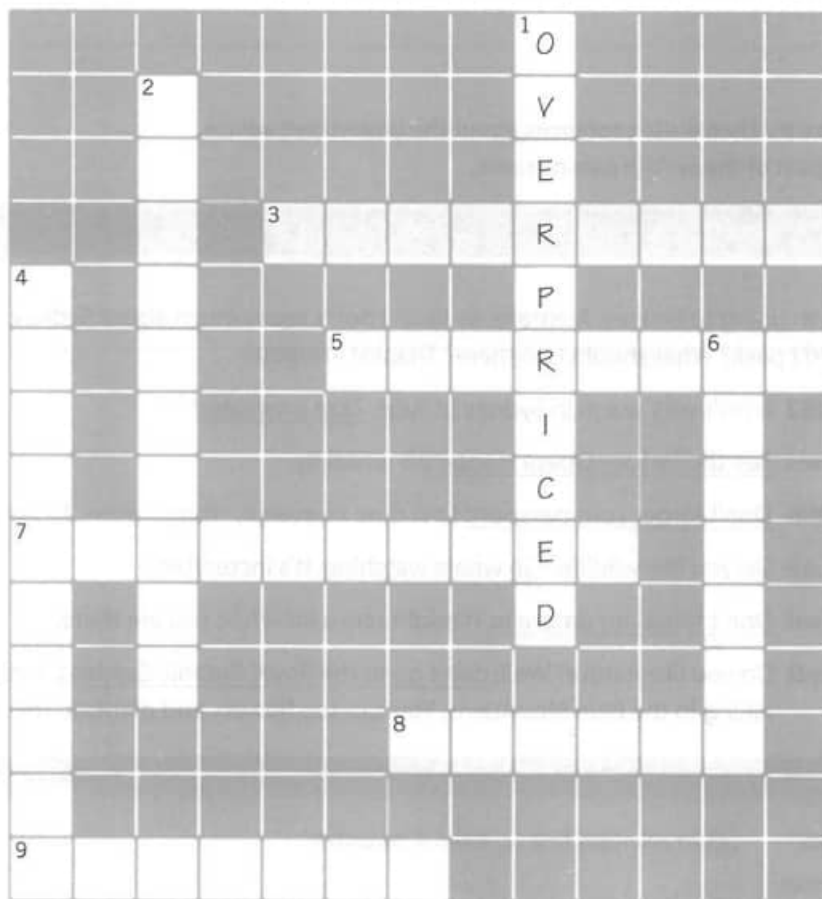
1 Complete the puzzle with the correct words that complete the sentences.

Across

- 3 This restaurant is _____. I can't believe it got five stars. I'd give it two!
- 5 When I went to Seoul, I was _____ to first class!
- 7 Our hotel was _____, but the manager found us a room in another hotel.
- 8 The museums in Spain are usually _____ on the weekends. They're less crowded during the week.
- 9 Paul's flight to Vancouver was _____ for two hours. He worked on his laptop while he waited.

Down

- 1 My ticket to Australia was \$3,120! I know it's expensive to fly there, but I think my ticket was _____.
- 2 I was _____ a seat on the train, but when I got there, my seat was taken.
- 4 We got a _____ price on our airline tickets, but the hotels were expensive.
- 6 My visa _____ last year, and I haven't gotten a new one yet.



2

Jill is planning her trip. Put her words in the correct order to make sentences.

1 Thomas / to / me / that was priced right / told / find a ticket / .
Thomas told me to find a ticket that was priced right.

2 advised / upgrade / at the airport / Pam / me / to / my ticket / .

3 a discounted ticket / Seth / reminded / to buy / me / .

4 let my visa / expire / not / me / to / reminded / Isabel / .

5 travel alone / not / advised / My grandmother / me / to / .

6 at night / She / to / me / take / not / the subway / warned / .

3

Look at the website. Then write sentences about the underlined advice.
 Use the simple past of the verb in parentheses.

Hi friends! I'm going to Sydney, Australia, in June. I don't know much about Sydney.
 What should I pack? What should I do there? Thanks! -Heather

JaneB92 It isn't very warm in Sydney in June. Take a sweater!

MelvinJones See the Sydney Opera House! It's amazing.

Ahmet1986 Don't forget your passport! Last time I traveled, I forgot mine. I missed my flight!

LingLee Do you like wildlife? Go whale watching. It's incredible!

LoriTravel Don't forget an umbrella. It might rain a lot while you are there.

FreddyD Do you like nature? Well, don't go to the Royal Botanic Gardens. I think you should go hiking in the Blue Mountains. You can see flowers and plants in the mountains.

1 (Jane / advise) Jane advised her to take a sweater.

2 (Melvin / advise) _____

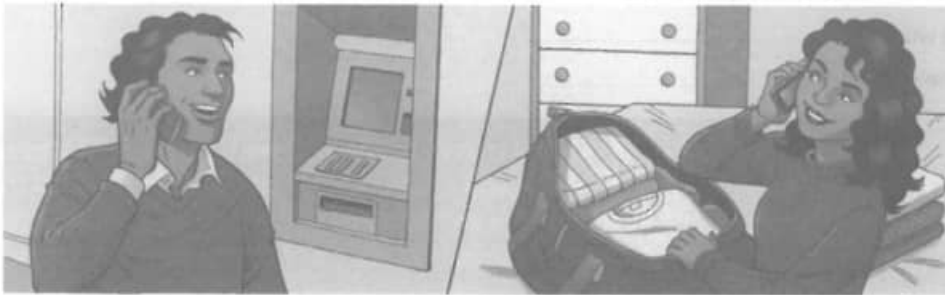
3 (Ahmet / warn) _____

4 (Ling / tell) _____

5 (Lori / remind) _____

6 (Freddy / tell) _____

- 4** Mateo and Pilar are talking on the phone and will meet at the airport. Write what they said. Use reporting verbs.



- 1 **Mateo** "Pilar, use the big bags for the clothes."
(advise) Mateo advised Pilar to use the big bags for the clothes.
- 2 **Pilar** "Mateo, bring enough cash."
(remind) _____
- 3 **Mateo** "Pilar, remember the passports."
(tell) _____
- 4 **Pilar** "Mateo, don't forget to pick up our tickets."
(remind) _____
- 5 **Mateo** "Pilar, don't forget to lock the doors!"
(tell) _____
- 6 **Pilar** "Mateo, don't be late to the airport!"
(warn) _____

- 5** What commands or advice have people given you in the past? Use reporting verbs with your own ideas or some of the expressions from the box.

Example: My friend reminded me to take an umbrella on my trip to Seattle. or
My mother warned me not to stay out late.

be careful driving	get a visa	not stay out late
call someone	not forget something	remember a key to something
do your homework	not go out alone	take something on vacation

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

D My town, the best town

1 Read the travel information. Then answer the questions.

- Which city is colder in the winter? _____
- Which city is warmer in the summer? _____

Moscow, Russia

Moscow is a world-famous city with many sights to see. You'll want to spend at least a week here.



Geography and Population: Moscow is 130 meters above sea level. The population is 10.5 million with about 9,800 people per square kilometer.

Climate: The average temperature is -5°C in the winter and 16°C in the summer.

Getting around: The worst way to get around Moscow is by car. Take the subway (called the Metro) or a bus or tram instead. The Metro is usually faster.

Things to see and do: Moscow has many museums, and you can visit historic sites like the Bolshoi Theater, the most famous theater in Russia. There are also many parks. Don't forget to take a boat trip on the Moscow River!

For more information, call 1-800-555-4310 or visit www.visitmoscow/cup.com.

Moscow, Idaho, the United States

Moscow is a safe and friendly town in Idaho. All seasons are beautiful, and it's an easy getaway for a weekend trip.



Geography and Population: Moscow is 786 meters above sea level in a mountainous area. It is a small town with a population of about 23,000 and about 1,440 people per square kilometer.

Climate: The average temperature in the winter is 2°C , and in summer it is 18°C .

Getting around: The best way to get around in Moscow is to drive. You can also call the Dial-A-Ride bus company to pick you up and take you where you want to go.

Things to see and do: In the summer, Moscow is a great place to hike and ride bikes. In the winter, you can ski or ride snowmobiles. Every February, Moscow hosts a jazz festival.

For more information, call 1-866-555-6000 or visit www.travelmoscowus/cup.com.

2 Read the travel information again. Then read the sentences and write where each person went. Write *Russia* or *the United States*.

- Susan went to the city that is higher above sea level.
- Carlos went to the city that has fewer people.
- Ji Sung and Lilly took the subway around the city.
- Bianca went to a concert in a famous theater.
- Dan and Ken went to a music festival in February.
- Marcia and Mel took a boat trip on a river.

the United States

The way we are

A Who I am

1 Put the letters in the correct order to make words for character traits.

1 y o l a l l o y a l

2 c e g r e e n t i _____

3 a i l d t e i i s c _____

4 a l l g i o c _____

5 d u u s o i s t _____

6 v c i e p t m i o t e _____

7 e a t m i a i i g n v _____

8 n n d d e e i p n e t _____

9 r s u e b l l e i o _____

2 Daisuke is going to meet Yumiko's family. Complete the conversation with words for character traits.

Daisuke So, Yumiko, what is your family like?

Yumiko Well, my parents are great. They're very

_____ ¹ loyal _____. They always
support me! My older sister is an artist.

She's very _____ ² _____ and

has a lot of interesting ideas. She can also

be very _____ ³ _____.

She thinks her art is going to save the world!

Daisuke That's funny! What's your younger sister like?

Yumiko She's great, too, but we're very _____ ⁴ _____. I'm only a year

older than she is. We both want to be the best player on our soccer team.

Daisuke My brother and I are like that, too, especially with math. We're both _____ ⁵ _____

when we make decisions, too. But he's more _____ ⁶ _____ than I am. I don't spend
very much time studying.

Yumiko I know! Maybe that's why you're always so _____ ⁷ _____!

I never have energy at school because I stay up so late studying.

Daisuke Anyway, tell me about your brother. What's he like?

Yumiko He's nice, but he's very _____ ⁸ _____. He's 21, and he doesn't

do a lot with the family now. When he was younger, he was pretty _____ ⁹ _____

and didn't want to follow the rules.



3Complete the sentences with *who* or *which*.

- 1 Danielle is the kind of person _____ *who* _____ likes to be with her family.
- 2 Her parents are people _____ are very energetic.
- 3 They took a vacation _____ was very adventurous.
- 4 Danielle has a brother _____ is pretty rebellious.
- 5 She has a sister _____ is sensitive and quiet.
- 6 Her sister has a job _____ is difficult.
- 7 She works in an office _____ is often busy.
- 8 Danielle has a lot of friends _____ enjoy coming to her house.

4Rewrite the sentences about Lea and Omar. Change *that* to *who* or *which*.

- 1 Lea and Omar have a house that is near the ocean.
Lea and Omar have a house which is near the ocean.
- 2 Lea is someone that loves the ocean.

- 3 But Omar is the kind of person that doesn't like the water.

- 4 They have a boat that he never uses.

- 5 Omar is a person that likes to play golf.

- 6 Lea and Omar are people that don't always do things together.

**5**

Read the text and look at the underlined pronouns. Cross out the pronouns that are optional.

My friend Paul is a person who other students want to work with. He has personality traits that people like. For example, he's the kind of student that usually knows the answers to the teacher's questions, and he's someone who always finishes his work. He's also a person who doesn't mind helping his classmates with their work.

Outside of class, Paul is a person who is a good friend. People say he's a friend that they can talk to. Paul is also the kind of person who is interested in a lot of things. He's a great musician. The instrument that he plays best is the guitar, but he plays the piano, too. He's the kind of musician that I want to be!

6

Check (✓) TWO phrases that can complete each sentence.



1 Burak has imaginative ideas ...

- ☒ that are hard to understand.
☒ which are useful for his job.
☐ who is also logical.

2 My parents are energetic people ...

- ☐ that like adventure.
☐ are idealistic.
☐ who do many interesting things.

3 Penelope is a person ...

- ☐ teachers like.
☐ is my best friend.
☐ who sings really well.

4 TSmart is a new smartphone ...

- ☐ that I have to have.
☐ has a 3D screen.
☐ people are buying.

5 Chicago is a city ...

- ☐ people travel to for fun.
☐ that gets a lot of snow.
☐ who is very windy.

6 I have a lot of friends ...

- ☐ who are loyal.
☐ want to be musicians.
☐ that like to be independent.

7

Complete the sentences with your own ideas. Use *who*, *which*, or *that*.

Example: I like cities that are exciting . or I like cities which are small and quiet .

- 1 I like cities _____.
 2 I dislike people _____.
 3 I want a job _____.
 4 A loyal person is someone _____.

B Sorry, but can I ask something?

Complete the conversation with the correct words.



Paulo Listen to this. This article says your favorite color says a lot about your personality.

Amelia Really? What does it say?

Paulo Well, first tell me your favorite color.

Amelia It's yellow.

Paulo OK, it says you are idealistic. It also says...

Amelia Sorry 1, but c 1 I ask s 1 ?

Paulo Y 2, of c 2.

Amelia What does it mean by idealistic?

Paulo You know, you're determined to make good things happen.

Amelia Oh, OK. What else does it say?

Paulo It says you are good at making plans, but you're often not energetic enough to do them. And it says...

Amelia B 3 you g 3 on, could I a 3 something?

Paulo OK. S 4.

Amelia What magazine is this from? It sounds kind of crazy.

Paulo It's a psychology magazine. Let me tell you more. It says...

Amelia I'm sorry, b 5 could I ask o 5 t 5 ?

Paulo You mean, one more thing? Sure. G 6 a 6.

Amelia What's the name of the magazine?

Paulo *Modern Psychology*. OK, now let me finish. It says you are logical and you like to know the facts. Now, doesn't that sound like you?

Amelia Well, yes, but...

C Wishing for change

1 Label each picture with a sentence made from the correct phrase from the box.

balance work and play
be more organized

find time to relax
lead a healthier lifestyle

live within a budget
✓ manage time better



1 He needs to manage time better.



2



3



4



5



6

2

Answer the questions with your own information.

Example: I try to do something fun for an hour every day after work.

1 How do you balance work and play?

2 Do you manage your time well? How could you manage your time better?

3 Do you usually live within your budget? How could you save more money?

4 Do you find time to relax during the week? What's your favorite way to relax?

5 Are you more organized at work or at home? What could you do to be more organized?

6 Do you lead a healthy lifestyle? What could you do to be healthier?

3

Match each situation with the correct wish.



1 I can't find anything in my office! f

2 I can't go to the concert with you.

3 I'm really thirsty.

4 I never feel like exercising.

5 I don't understand how this puzzle works.

6 I really like music.

7 I only got 34% on my history test.

8 I got so angry when we lost the soccer game.

a I wish I didn't have plans on Friday.

b I wish I were more energetic.

c I wish I weren't so competitive.

d I wish I had a glass of water.

e I wish I could take it again.

f I wish I could be more organized.

g I wish I could play an instrument.

h I wish I were more logical.

4

Circle the correct word to complete each wish.

Top Ten Wishes

What do you wish for? We took a survey and here are the top results. Have you ever said any of these things?

- | | |
|---|---|
| 1 "I wish I travel / <u>could travel</u> around the world." | 6 "I wish I can see / <u>could see</u> my future." |
| 2 "I wish I had / have a new car." | 7 "I wish I live / lived within a budget." |
| 3 "I wish I were / am rich." | 8 "I wish I could lost / <u>could lose</u> weight." |
| 4 "I wish I not have / <u>didn't have</u> to work." | 9 "I wish I were / are healthier." |
| 5 "I wish I weren't / were so stressed." | 10 "I wish I <u>didn't spend</u> / <u>don't spend</u> so much money." |

5

Read the sentences. Write wishes with the opposite information.

- | | |
|-------------------------------------|-----------------------------------|
| 1 I'm not imaginative. | <u>I wish I were imaginative.</u> |
| 2 My sister is extremely talkative. | <u>I wish my sister weren't.</u> |
| 3 My travel budget is small. | _____ |
| 4 I'm not studious. | _____ |
| 5 My soccer team isn't competitive. | _____ |
| 6 I'm always busy on weekends. | _____ |

6

Read the sentences. Write complete sentences with your own information.

Example: I wish I could read fast.

- | | |
|---|-------|
| 1 Write two things you wish you could do. | _____ |
| | _____ |
| 2 Write two things you wish you had. | _____ |
| | _____ |
| 3 Write two personality traits you wish you had or didn't have. | _____ |
| | _____ |

D Alternative therapies

1

Read the text. What is the name of the job for a person who uses music to help people?



Music Heals

Music therapy is using music to help people with a variety of problems. For example, it can help people with communication and speech problems speak better. It can help people with memory problems remember things from their past. Music therapy can also help people manage stress and be more relaxed. It can even make people with bad pain feel better.

In music therapy, a music therapist works with one person alone or with small groups. The therapist meets with the person and does tests to find out what the problem is and what the person can do with music. Then the therapist decides what kind of music therapy to use. Some people sing, and others might compose music, but a person doesn't need to know about music to be helped by music therapy. There are options such as listening to music and dancing to music. Research shows that these activities are good for the body and for the mind.

Homes that take care of elderly people often have music therapy programs. The programs help the elderly be more energetic and also help with memory problems. Some hospitals have music therapy for patients who are in a lot of pain. Music can affect a part of the brain that reduces pain.



Trevor Gibbons is one example of a person who was helped by music therapy. In 2000, he was putting in windows on the fourth floor of a building when he fell. He was in the hospital for over a year. He was in a lot of pain, and he couldn't talk. He went from the hospital to a rehabilitation center that has a music therapy program, and a music therapist worked with him for several years. He could sing more easily than he could talk. Trevor says that music also helped him manage loneliness, sadness, and pain after he was hurt. Music and the music therapist inspired him, and he has written and sung many songs. He has even recorded CDs and performed at Lincoln Center in New York.

2

Read the text again. Then write T (true), F (false), or NI (no information).

- 1 Music therapy can help people with many different problems. T
- 2 You do not have to be good at music to benefit from music therapy.
- 3 Music therapy is only for very old people.
- 4 Music therapy didn't help Trevor with his pain.
- 5 It took Trevor five years to get better.

Reading



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World Issues

unit 2

Our responsibility is to protect the Earth for a million years.
—Robert Hunter, environmentalist



World Population Growth



Before You Read

1. How many people live in your country? In your city?
2. Think about your city with twice as many people as it has now. How would things be different?
3. Do you want to have any children? How many?



Context Clues

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

1. In the eighteenth century, the population of the world increased **gradually**. However, in the nineteenth century, the world's population grew very rapidly.
2. By the year 2050, researchers **predict** that the population of the world will be 9.1 billion.
3. Fresh water is **crucial** for health and food production.
4. What **effect** will 3 billion more people have on the air we breathe?
5. We don't know how long the world's supply of petroleum will **last**.

1 World Population Growth



- For thousands of years, the population of the world increased **gradually**. Then, in the mid-nineteenth century, the world's population started to increase rapidly. In the 100 years between 1830 and 1930, the population of the
- 5 world grew from 1 billion to 2 billion people. By 1960, just thirty years later, the world's population had hit 3 billion. Fifteen years later, the population reached 4 billion. Then, just eleven years later, there were 5 billion people on Earth. In 1999, we passed the 6 billion mark.
- 10 Today, the world's population grows by 76 million people every year. That is about 240,000 people every day. By the year 2050, researchers **predict** that the population of the world will be 9.1 billion.



Does the Earth have the **natural resources** to
15 support this many people? Unfortunately, the answer to
this question **depends on** information we don't have.
For example, we don't know how people will choose to
live in the future. We don't know what their **standard of**
living will be. We also don't know what new
20 **technologies** will be **available** in the future.

raw materials found
in nature, such as
trees, oil, and
natural gas

the overall quality
of life that people
experience

We do know that the Earth's natural resources are
limited. Fresh water, for example, is **crucial** for health and
food production. However, more than 97% of the water
on Earth is salt water, which is poisonous to both people
25 and crops. Only 3% of the water on Earth is fresh water,
and three quarters of that fresh water is frozen at the
North and South Poles. Today, the **demand** for fresh
water is greater than the supply in roughly eighty
countries around the world. By 2025, scientists predict
30 that forty-eight countries will have **chronic** shortages of
water. At present, desalinization, or the removal of salt
from salt water, is not a solution to the shortage of fresh
water. It takes a lot of energy to remove the salt from
ocean water, and that makes the desalinization process
35 very expensive.

long-lasting

The amount of land we can use to produce food is
also limited. Today, roughly 11% of the land on Earth
can be used for crops, while another 20% is available for
raising animals. Each year, however, more of this land is
40 lost as cities grow and roads stretch across the land. In
addition, overcultivation has **already** damaged an
amount of farmland equal to the size of the United
States and Canada **combined**. It is possible to increase
the amount of farmland, but only a little. Some
45 farmland can be more productive if people start using
different farming methods, but this will not increase
worldwide production very much.

Clean air is another important natural resource.
However, it too is **threatened** by the growing
50 population. The average person today puts about
1.1 metric tons of carbon into the atmosphere each year.
Most of it comes from burning fossil fuels—gasoline,



coal, oil, wood, and natural gas. Scientists say that the amount of carbon dioxide in the air is already 18%
55 higher than it was in 1960. What **effect** would 3 billion more people have on the air we breathe?

While we have many different **sources** of **commercial** energy, there is a limited supply of many of them. Today, most of the world's commercial energy
60 comes from three **nonrenewable** energy resources—petroleum, natural gas, and coal. Three quarters of this commercial energy is used by **developed** countries. As the standard of living goes up in other countries, so will the demand for energy. Some scientists predict that if
65 everyone in the world lived like an American, our fossil fuel supply would **last** for just fifteen more years.

Clearly, the number of people that the Earth can support in the future will depend on many things. The Earth may be able to support 9 billion people, but what
70 will their standard of living be? And what effect will all these people have on the environment?

sold in the marketplace

economically strong



Vocabulary

gradually	predict	natural resources	depends on
technology	available	limited	standard of living
crucial	demand	chronic	combined

1. There is a _____ amount of oil in the Earth.
2. When automobiles first became _____, very few people could buy them.
3. If you have a _____ problem, it never goes away.
4. Some countries are poor because they have very few _____.
5. We don't yet have the _____ to supply the world with energy without using oil.
6. People are _____ learning that we must take care of the environment.
7. When there is an increase in the _____ for oil, the price usually goes up.
8. The health of the Earth _____ how we use its natural resources.
9. Researchers _____ that the use of coal will increase more than 50% over the next two decades.
10. It's _____ for everyone to have a supply of clean water.

b Vocabulary

threat	already	effect	source
commercial	developing	last	nonrenewable
combine	limit	prediction	standard

1. The population is growing faster than the food supply in many _____ countries.
2. In our town, all of the businesses are in the _____ district.
3. Wind is a renewable resource, while oil is a _____ resource.
4. It's only 8 p.m., but I'm _____ tired.
5. If you use the hot water slowly, it will _____ longer.
6. Overpopulation could be a _____ to the health of the Earth.



7. Using more solar and wind energy would have a positive _____ on the environment.
8. If you _____ salt and water, you get salty water.
9. The _____ of living is higher in some countries than in others.
10. The Internet is a good _____ of information about population growth.



Vocabulary Review

skill	rather	mistake	blind
experts	supply	surrounded	include
exhausted	civil war	species	ashore

1. Mr. Rossi was _____ after driving for ten hours.
2. For my research paper, I read many books written by _____ on air pollution.
3. Typing is a very useful _____ for students. They can learn by practicing.
4. I do not use the sun to heat my house but _____ oil.
5. Alice injured her eyes in an accident. Now she is _____.
6. There was a terrible _____ in Spain in the 1930s. Almost a million people died.
7. The demand for food and water is already greater than the _____.
8. Overpopulation is a threat to many animal _____.
9. The children _____ their teacher, who was giving away candy.
10. Many people think it's a _____ to depend on oil for our energy.



Multiple Choice

For the rest of the book, there will be no asterisks (*) before any multiple-choice items. You will have to decide if the answer is in one of the sentences or if you have to figure it out yourself. In this exercise, use the text and the charts to answer the questions.

World's Largest Urban Areas in Population (2004)

1. Tokyo/Yokohama, Japan	31,224,700
2. New York City, U.S.A.	30,107,600
3. Mexico City, Mexico	21,503,700
4. Seoul, South Korea	20,156,000
5. Sao Paulo, Brazil	19,090,200
6. Jakarta, Indonesia	18,206,700
7. Osaka/Kobe/Kyoto, Japan	17,608,500
8. Bombay, India	17,340,900
9. Los Angeles, U.S.A.	16,710,400
10. Cairo, Egypt	15,863,300

World's Largest Countries in Population (2004)

1. China	1,298,847,624
2. India	1,065,070,607
3. U.S.A.	293,027,571
4. Indonesia	238,452,952
5. Brazil	184,101,109
6. Pakistan	159,196,336
7. Russia	143,782,338
8. Bangladesh	141,340,476
9. Nigeria	137,253,133
10. Japan	127,333,002

1. There were _____ as many people in the world in 1930 as there were in 1830.
 - a. twice
 - b. three times
 - c. four times
2. Between 1960 and 2000, the population of the world _____.
 - a. doubled
 - b. grew three times larger
 - c. increased by more than a billion people
3. About _____ of the Earth's land can be used for raising food.
 - a. 11%
 - b. 20%
 - c. 30%
4. The wind and the sun are _____.
 - a. nonrenewable energy resources
 - b. renewable energy resources
 - c. limited energy resources



5. The amount of _____ in the air has increased since 1960.
 - a. fossil fuels
 - b. carbon dioxide
 - c. natural resources
6. The developed countries use _____ commercial energy than the developing countries.
 - a. a little more
 - b. two times more
 - c. a lot more
7. Some scientists predict that, by the year 2025, _____.
 - a. the population will reach 9 billion
 - b. some countries will have serious problems getting fresh water
 - c. 11% of our farmland will be gone
8. _____ has the urban area with the largest population.
 - a. Brazil
 - b. Nigeria
 - c. Japan
9. In _____, the population of the whole world was about the same as the population of China today.
 - a. 1750
 - b. 1850
 - c. 1950
10. _____ has almost the same population as Cairo and Los Angeles together.
 - a. Mexico City
 - b. Tokyo
 - c. Seoul



Comprehension Questions

For the rest of the book, there will be no asterisks () before any questions. You will have to decide if the answer is in one of the sentences or if you have to figure it out yourself. Use the text and charts to answer these questions.*

1. How has the population of the world changed in the past 2000 years?
2. Why is the standard of living different in different countries?
3. Can the amount of farmland on Earth be increased?
4. Why can't we use most of the Earth's water?



5. What is a nonrenewable energy resource?
6. Why is the demand for energy increasing everywhere in the world?
7. Is it better to have a smaller population with a higher standard of living for everyone or to have a larger population with a lower standard of living?
8. How many people can the Earth support?
9. Which European country is among the world's largest?
10. Which urban area of the world has the largest population?
11. Do you think your country has too many people? Give a reason for your answer.



Main Idea

What is the main idea of this reading? Write it in a sentence.



Two-Word Verbs

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

cut down = cut and remove (as in cut down a tree)

figure out = find (the answer)

go up = increase

hang up = end a telephone conversation

make up = think of (a new story or idea)

1. Mr. Hasegawa _____ funny stories to tell his children.
2. The big old tree in our front yard is dead. We have to _____ it _____.
3. I can't _____ the answer to this math problem.
4. When Tom finished talking to his friend on the phone, he said "Goodbye" and _____.
5. When there is a shortage of something, the price usually _____.





Irregular Verbs

Memorize these verb forms. Then put the right form of a verb in each of the blanks.

Simple	Past	Past Participle
freeze	froze	frozen
forbid	forbade	forbidden
sink	sank	sunk
shoot	shot	shot

1. The law _____ driving over 40 kilometers an hour on side streets in the city. You can drive 60 or 75 on main streets.
2. A small sailboat hit a rock, and within an hour it had _____.
3. _____ food is quick and easy to cook.
4. Bob went hunting and _____ a bear.



Word Forms: Adjectives

Adjectives describe nouns. They are usually before the noun. They are sometimes after the verb **be**.

These are **difficult** questions.

These questions are **difficult**.

Participles are often used as adjectives. The third form of the verb is the past participle—for example, **talked** or **frozen**. The **-ing** form of the verb is the present participle—for example, **talking**.

The world is **overpopulated**.

The **growing** population is causing environmental problems.



Choose a word from the chart for each sentence below. Use the right verb forms and singular or plural nouns.

	Verb	Noun	Adjective	Adverb
1.	predict	prediction	predictable	predictably
2.	shorten	shortage	short	shortly
3.	depend	dependence	dependent	dependently
4.	limit	limit	limited	
5.	populate	population	populous	
6.	care	care	careful careless	carefully carelessly
7.	use	use	useful useless	usefully uselessly
8.	combine	combination	combined	

1. Anne likes to read books with a _____ ending. She doesn't like surprises.
2. The secretary was _____ of paper and had to order some.
3. Many countries are _____ on oil for fuel.
4. The speed _____ in my area is 30 miles per hour.
5. What is the _____ of your country?
6. If you are _____ when you write your composition, you will probably get a good grade. If you write _____, you may fail.
7. A sled is _____ if you live in Kuwait.
8. They use a _____ of resources for energy in their house—the sun, oil, and wind power.



j

Articles

Put an article in each blank if one is necessary.

1. For thousands of years, _____ population of _____ world increased gradually.
2. By _____ year 2050, researchers predict that _____ population of _____ world will be 9.1 billion.
3. We don't know how _____ people will choose to live in the future.
4. More than 97% of _____ water on Earth is _____ salt water.
5. Today, _____ demand for _____ fresh water is greater than _____ supply.
6. It is possible to increase _____ amount of farmland, but only _____ little.
7. Overcultivation has already damaged an amount of farmland equal to the size of _____ United States and _____ Canada combined.
8. We have many different sources of _____ commercial energy.

k

Guided Writing

Write one of these two short compositions.

1. Describe what your country is doing to help the world population problem. If it isn't doing anything, what do you think it should do? Why?
2. Describe life in your city ten years from now if twice as many people live there.



lesson

2

Changes in the Family



Before You Read

1. How many people are in your family?
2. Where do the people in your family live?
3. How is your life different from your grandparents' lives?



Context Clues

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

1. In some families, grandparents, parents, children, uncles, and other **relatives** all live together.
2. In some families, mothers stay at home to **take care of** the children.
3. Since 1970, there has been a 200% increase in the number of single-parent families. The number has increased **tremendously**.
4. **Industrialization** made it possible for many young people to move to the city to work in factories.

2 Changes in the Family



Barbara Todisco, 35, and her husband, Ted, 37, have two children. They live together in what is called a **nuclear** family. A nuclear family consists of two generations—two parents and their children.

is made up of

- 5 Esme Tanguay, 43, lives with her daughter, Maria, 11. They live together in a single-parent family. In the United States, a quarter of American children now **grow up** in single-parent families.

- 10 Juan Diego, 45, of Miami, Florida, has two children from his first marriage. His second wife, Nancy, has two children from her first marriage. Juan and Nancy also have a child together. Juan and Nancy and the five children live together in what is now called a blended family.

- 15 Carl Jacobs, 32, lives with his wife, their two children, and his wife's mother and father. They are an **extended** family. Extended families consist of more than



one set of parents and children. The most common type of extended family consists of a **married couple** and one or more of their married children all living together in one **household**. An extended family might also consist of two brothers and their wives and children. A large extended family might consist of grandparents, parents, children, uncles, and other **relatives**.

For centuries, the extended family was the most common type of family. One benefit of living in an extended family is that there are more people to share the work. This was especially important in societies where mothers had to work outside the home, raising crops or gathering food. In an extended family, mothers could work outside the home while other family members were available to **take care of** the children and do other household **tasks**.

In the United States, one of the biggest changes in families in the last century has been a decrease in the number of extended families. One very important reason for this decrease was **industrialization**. The growth of industry made it possible for many young people to leave their families and move to the city to work in factories. By the 1920s, a **majority** of children in the United States were no longer living in extended families. Instead, they were living in families with a father who went to work and a mother who stayed at home.

more than half but not all

As long as a family could **afford** to have the mother stay at home, this type of family was able to survive. For many families, however, this was not **financially** possible. As the cost of living rose in the United States, more and more women needed to work outside the home. At the same time, an **emphasis** on equality for men and women opened the door to new job **opportunities** for women. Before long, single-parent families, blended families, and even extended families were becoming more common.

have enough money (for something)

special importance (placed on)

chances for advancement

Since 1970, the number of single-parent families in the United States has increased **tremendously**. Today, there are roughly 90 million single-parent families with



children under the age of 18. That is a 200% increase since 1970. Nearly 99% of these single-parent families
60 are headed by women. Many **sociologists** have studied single-parent families to find out why they are increasing in number. The fact that it is now easier to get a **divorce** in the United States does not fully explain this increase. In many countries, divorce rates **stabilized**
65 in the 1980s but the number of single-parent families continued to increase. In order to get a better explanation for the increase in the number of single-parent families, it is also necessary to look at why people aren't remarrying and why there are more births
70 outside of marriage today. These two factors are also contributing to the rise in the number of single-parent families.

Boutros Boutros-Ghali, the former Secretary-General of the United Nations, once said that families "are at the
75 leading edge of change and are adapting to serious challenges, often under very demanding conditions." The truth is that families have always had to change and adapt, but somehow the family has always survived.



Vocabulary

married	took care of	emphasized	opportunities
consisted of	stabilized	industrial	industry
grew up	extended	nuclear	sociologists

- The _____ family is larger than the _____ family.
- Her mother _____ the children while she was in the hospital.
- When his temperature finally _____ at 100°F, the doctors were able to operate.
- Lunch _____ salad, soup, and sandwiches.
- Mr. and Mrs. Gorder are a _____ couple.
- Japan is an _____ nation. It has heavy and light _____.
- He _____ in Canada, but he spent his adult life in France.
- Their parents _____ the importance of studying and learning, and now all of the children are professors.
- He had so many job _____ after graduate school that he had trouble deciding what to do.

b Vocabulary

divorced	afford	household	stable
majority	sociologist	task	opportunity
financial	couple	tremendous	relatives

- Maria is from Mexico, but she has several _____ in California. Three of her aunts live there with their families.
- Her brother was married for ten years before he got _____.
- There are fifty students in my sociology class. The _____ of students are from the United States, but there are also five international students.
- A _____ studies how a society is organized.
- A bank is a type of _____ organization.



6. The car I saw costs \$10,000, but I can _____ to pay only \$7,000. I guess I'll have to find a cheaper car.
7. I need a _____ of dollars, not just one.
8. My father grew up in a _____ of twelve people.
9. My least favorite household _____ is washing dishes.
10. In my opinion, a house with eight bedrooms is a _____ house.

C Vocabulary Review: Definitions

Match each word with its definition.

- | | |
|---------------------|--|
| _____ 1. blizzard | a. instead |
| _____ 2. inland | b. living things |
| _____ 3. rather | c. worse |
| _____ 4. belongings | d. stop running or working |
| _____ 5. remain | e. things you own |
| _____ 6. creatures | f. bad snow and wind storm |
| _____ 7. expert | g. make a guess |
| _____ 8. break down | h. stay in one place |
| _____ 9. depend on | i. someone who knows a lot about a subject |
| _____ 10. predict | j. away from the ocean |
| | k. need |
| | l. better than |

d True/False/Not Enough Information

- _____ 1. A blended family consists of one parent.
- _____ 2. A nuclear family is smaller than an extended family.
- _____ 3. Parents and children are from the same generation.
- _____ 4. The family has changed because of industrialization.
- _____ 5. A single-parent family and a blended family both have more than one generation.
- _____ 6. In the 1920s, most children in the United States lived in blended families.



- _____ 7. The best way to raise children is in a nuclear family.
- _____ 8. There is just one reason why the number of single-parent families has increased.
- _____ 9. As countries industrialize, family size decreases.

Comprehension Questions

1. What is a nuclear family?
2. What is a blended family?
3. What is one benefit of living in an extended family?
4. What is one effect that industrialization has had on families?
5. How are families changing in your country?

f Main Idea

What is the main idea of paragraph 5 (lines 25–33)? Write it in a sentence.





Word Forms: Adjectives

These are some common adjective suffixes: **-able, -al, -ful, -ive, -less, -like, -ous, -t, -y.**

Choose a word form from the chart for each sentence below. Use the right verb forms and singular or plural nouns.

	Verb	Noun	Adjective	Adverb
1.	socialize	society	social	socially
2.	industrialize	industry industrialization	industrial	industrially
3.	marry	marriage	marriageable	
4.	afford		affordable	affordably
5.	control	control	(un)controllable	(un)controllably
6.	limit	limit	limitless (un)limited	
7.	separate	separation	separable (in)separable	
8.	depend	dependence	dependable	dependably

1. Industrialization causes serious _____ problems in a country.
2. Many countries are trying to _____ their economies.
3. When his daughter reached a _____ age, he sent her to live with his sister.
4. For many people, a car is not _____.
5. If you drive too fast, you might lose _____ of the car. The car will become _____.
6. The supply of petroleum in the Earth is not _____.
7. The two children are _____. They start crying when they can't be together.
8. The last person who worked here was not _____. He said that he would do things, but he didn't always do them.



h Articles

Put articles in the blanks if they are necessary.

1. They live together in _____ single-parent family.
2. In the United States, _____ quarter of American children grow up in _____ single-parent families.
3. Juan and Nancy also have _____ child.
4. For centuries, _____ extended family was _____ most common type of family.
5. In _____ extended family, _____ mothers could work outside _____ home.
6. One of _____ biggest changes in _____ families in _____ last century has been _____ decrease in _____ number of _____ extended families.

i Summarizing

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A **summary** of a paragraph gives all the important information in the paragraph. It is usually just one sentence. A summary of a complete reading text has a few sentences.

Choose the best summary sentence for each paragraph.

1. Paragraph 4 (lines 15–24)
 - a. Carl Jacobs lives in an extended family that consists of his wife and children and his wife's parents.
 - b. There are different kinds of extended families, but they all consist of more than one set of parents and children.
 - c. Extended families consist of more than one set of parents and children.
2. Paragraph 6 (lines 34–44)
 - a. One of the biggest changes in American families has been the decrease in the number of extended families.
 - b. By the 1920s, most American children lived in nuclear families.
 - c. The growth of industry in the United States caused a decrease in the number of extended families and an increase in the number of nuclear families.





Guided Writing

Write one of these two short compositions.

1. In your country, how are the family lives of you and your friends different from the family lives of your grandparents when they were young? Give examples.
2. Right now, do you live in a nuclear, blended, single-parent, or extended family? What do you think your family life will be like in the future? What kind of family will your children and grandchildren live in? Why do you think this?



lesson

3

Women and Change



Before You Read

1. In your country, do girls and boys get the same education?
2. Who does most of the work in your house?
3. How many women work in the government of your country?
What do they do?



Context Clues

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

1. Many reports have been **published** on the rights of women.
2. The reports have a lot of good news, but they also have some **negative** news.
3. Women do most of the **domestic** work—for example, cooking and washing clothes.
4. Women do **nearly** 66% of the world's work.
5. Many programs help women, **as well as** men, improve their standard of living.

3 Women and Change



“Women hold up half the sky.” This is an old Chinese saying. However, research suggests that perhaps women do more than their share of “holding up the sky.”

- 5 Many reports have been **published** on the conditions and rights of women **throughout** the world. Some of the news in the reports is very **positive**. For example, 90% of all countries have **official** organizations to improve the lives of women. More than
- 10 half of the countries have laws to protect the rights of women, and 90% of all countries have **passed** laws to give women equal pay for equal work. WHO (World Health Organization) and UNICEF (United Nations International Children's Emergency Fund) have
- 15 programs to improve the health of people in developing countries, **especially** women and children. Birth-control methods are now available to more than half of the women in the world. Almost half of the children in



school now are girls, a big change from the past,
20 because in many countries education was not available
to girls.

The reports also have **negative** news. Although most
countries have official organizations to improve
women's lives, many of these organizations don't do
25 anything. Women make up 50% of the world's
population, but they do **nearly** 66% of the world's
work. They do most of the **domestic** work—for
example, cooking and washing clothes. Millions of
women also work outside the home. They have become
30 50% of the **workforce** in many countries. For this work,
however, they earn about half as much as men, and,
of course, they earn nothing for their domestic work.

almost

total number of
people working

naturally; clearly

Reports also show that there are still very few
women in high government **positions**. In fact, only
35 about 15% of the positions in government are held by
women. In addition, more than half of the people who
can't read and write are women. Being **illiterate** doesn't
mean people are not intelligent. However, not being
able to read and write does make it more difficult for
40 people to change their lives.

jobs; places

In developing countries, where three quarters of the
world's population lives, women produce more than
half of the food. In Africa, 80% of all **agricultural** work is
done by women. In some parts of Africa, this is a typical
45 day for a woman. At 4:45 a.m., she gets up, washes, and
eats. It takes her a half hour to walk to the **fields**, and
she works there until 3:00 p.m. She collects firewood and
gets home at 4:00. She spends the next hour and a half
preparing food to cook. Then she collects water for
50 another hour. From 6:30 to 8:30, she cooks. After dinner,
she spends an hour washing the dishes and her children.
Finally, around 9:30 p.m., she goes to bed.

farming



fields

There are many programs to help people improve
their agricultural skills. However, for years, these
55 programs provided money and training for men but not
for women. Now this is changing. International
organizations and programs are helping women, **as
well as** men, improve their agricultural production.



- Clearly, women's lives have changed in many ways.
- 60 Some of these changes have been positive, giving many women legal rights and better living conditions. Ideally, in the future, more and more women will benefit from new opportunities, good education, and legal rights.

a Vocabulary

published
agriculture
throughout

official
illiterate
pass

especially
as well as
positive

domestic
of course
nearly

1. What book company _____ this book?
2. I like all kinds of fruit, but I _____ like bananas.
3. A _____ worker does a family's housework.
4. There are many programs available to help _____ people learn to read and write.
5. Getting a new job was the most _____ thing that happened to her last year.
6. Overpopulation affects the environment _____ the standard of living.
7. In some countries, school students must _____ an exam before they graduate.
8. If you have \$9.80, you have _____ ten dollars.



b Vocabulary

official	of course	agricultural	throughout
negative	field	position	workforce
publish	passed	nearly	domestic

1. He wants to go to an _____ school to learn about farming.
2. Her 12-year-old son wanted to drive the car, but _____ she wouldn't let him.
3. They put a fence around the _____ so that the cattle couldn't leave the farm.
4. After working at several low-paying jobs, he finally got a good _____ at a bank.
5. The _____ of a country is made up of both men and women.
6. There have been wars _____ human history.
7. The child was unhappy because his teacher said something _____ about his writing.
8. WHO is an _____ organization of the United Nations.

c Vocabulary Review: Definitions

Match the words with their meaning.

- | | |
|----------------------|---|
| _____ 1. relative | a. a person who studies society |
| _____ 2. divorced | b. become an adult |
| _____ 3. population | c. small job |
| _____ 4. task | d. have enough money to buy (something) |
| _____ 5. sociologist | e. extremely tired |
| _____ 6. majority | f. person |
| _____ 7. grow up | g. number of people in an area |
| _____ 8. afford | h. way |
| _____ 9. descend | i. more than half |
| _____ 10. exhausted | j. family member |
| | k. no longer married |
| | l. go down |





Multiple Choice

Use the text and this chart to answer the questions below.

	Percentage of Total Work Hours Put In by	
	Men	Women
Cuts down forests, prepares fields	95	5
Turns the soil	70	30
Plants seeds and cuttings	50	50
Hoes and weeds	30	70
Gathers crops	40	60
Carries crops home	20	80
Stores crops	20	80
Processes food crops	10	90
Sells the extra crops	40	60
Carries water and fuel	10	90
Cares for domestic animals	50	50
Hunts	90	10
Feeds and cares for the family	5	95

Source: UN Handbook on Women in Africa.

1. According to the chart, women in Africa do about _____ of the cooking.
 - a. 50%
 - b. 70%
 - c. 90%
2. _____ of the world's countries have official organizations to improve the life of women.
 - a. All but 90%
 - b. Half
 - c. All but 10%
3. The average woman earns _____ the average man.
 - a. more than
 - b. the same as
 - c. less than



4. _____ in the world are literate.
 - a. More men than women
 - b. More women than men
 - c. About the same number of women and men
5. In Africa, _____ of the farmwork is done by men.
 - a. 80%
 - b. 50%
 - c. 20%
6. An illiterate person _____.
 - a. can't think
 - b. can't speak
 - c. can't read
7. In an African village, men do about half of the _____.
 - a. weeding
 - b. planting
 - c. hunting
8. In Africa, village _____ carry most of the crops, water, and fuel.
 - a. men
 - b. women
 - c. children

Comprehension Questions

1. What does the saying "Women hold up half the sky" mean?
2. How many countries have laws to protect the rights of women?
3. Why are more women than men illiterate?
4. Give a reason why some women work more hours than men.
5. What organizations have programs to improve the health of women?

Main Idea

What is the main idea of this reading? Write one or two sentences.





Scanning

Scan the reading to find answers to these questions. Write a short answer and the number of the line where you found the answer.

1. What percentage of jobs are held by women?

2. What percentage of positions in government are held by women?

3. What percentage of countries have laws about equal pay?

4. In Africa, what percentage of the farmwork do women do?

5. What percentage of women have birth-control methods available?

6. What percentage of children in school are boys?



Articles

Put articles in the blanks if they are necessary.

1. This is _____ old Chinese saying.
2. Some of _____ news in _____ reports is very positive.
3. For example, 90% of all _____ countries have _____ official organizations to improve _____ lives of _____ women.
4. Almost half of _____ children in _____ school now are _____ girls.
5. _____ millions of women also work outside _____ home.
6. More than half of _____ people who can't read and write are _____ women.
7. In _____ Africa, 80% of all agricultural work is done by _____ women.



Word Forms

There is always a noun after an article. There might be an adjective before the noun.

Women do most of the **housework**.

An illiterate **person** cannot read or write.

Choose a word from the chart for each sentence below. Use the right verb forms and singular or plural nouns.

	Verb	Noun	Adjective	Adverb
1.	publish	publication publisher	published	
2.	pass	passage		
3.		(il)literacy	(il)literate	
4.	position	position		
5.		agriculture	agricultural	agriculturally
6.		official	official	officially

1. *Newsweek* is a popular _____.
2. The government _____ a law requiring equal pay for equal work. The _____ of this law made many people happy.
3. _____ is not a problem in Japan.
4. For the photograph, he _____ himself between his two daughters.
5. Very few people work in _____ in northern Russia. It is not an _____ area.
6. My brother is a government _____. He says you can't get into a government building without _____ papers.





Connecting Words

Use the word **but** to connect a sentence from the second column with one from the first column. Use a comma before **but**. Write the new sentences on a separate piece of paper.

- | | |
|---|---|
| 1. Some of the news in the reports is positive. | a. Only 41% go to school. |
| 2. Half of the world's children are girls. | b. They use the most natural resources. |
| 3. Many women work outside the home. | c. It can be increased only a little. |
| 4. Rich countries have the fewest people. | d. Some of it is bad. |
| 5. It is possible to increase the amount of farmland. | e. Most of it is salt water. |
| 6. There is enough water in the world. | f. Their husbands don't help them with the housework. |



Guided Writing

Write one of these two short compositions.

1. Is it easy to change the life of women in a society? Give reasons for your answer.
2. In your country, is the life of a young woman today different from the lives of young women fifty years ago? Give examples.



Rain Forests



Before You Read

1. Do you have forests in your country? Describe them.
2. Compare the number of trees in your country today with the number of trees there 100 years ago. Do you think there are more trees, fewer trees, or about the same number?
3. What do you already know about tropical rain forests?



Context Clues

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

1. People cut down a quarter of the trees to make fields for their cattle. They cut down the **remaining** trees for fuel or to sell the wood or to start farms.
2. The world needs more food, and it seems like a good idea to **clear** the rain forests and use the land for agriculture.
3. One **surprising** thing about rain forests is that the land under them is not very good. Most people think it is, but it isn't.

4 Rain Forests



Tropical rain forests are found in the Amazon **region** area of South America, as well as in Central America, Africa, and Asia. Almost half of the rain forests are in Brazil.

- Tropical rain forests are very old, thick forests where it
- 5 rains more than 1.8 meters per year. The oldest rain forest in the world is in Sarawak. It is 10 million years old, and it has 2,500 different kinds of trees.

- In rain forests, there are huge trees forty-five meters high. The lowest **branches** of the trees are about ten
- 10 meters above the ground. Below the trees, there is another **level** of plants that consists of many kinds of smaller trees, shrubs, and flowers.



- Each level of the rain forest is its own world. The lower level is protected by the trees above. The
- 15 temperature and **humidity** (the amount of water, or **moisture**, in the air) stay about the same in the lower level. There is not much sunlight. In the upper level, the sun, rain, and wind change the temperature and humidity often.

- 20 An amazing animal world lives in the upper level. There are monkeys, members of the cat family, birds,



and insects **such as** bees, butterflies, and many kinds of flies. Other animals that usually live on the ground also live here—mice, ants, and even earthworms. **for example**

25 This upper level of the forest is thick with plant life because the trees are covered with other plants. Most plants get **nutrients** from the ground **through** their **roots**. These plants in the upper level take their nutrients from the trees they live on and from the other plants that die there. **food**

The animals in the rain forest need “streets” so that they can move along the upper level without going down to the ground. They make **paths** along the branches of the trees. A researcher found a path that stretched for eighteen meters in one tree. One kind of tiny ant makes a path only three millimeters wide. **narrow ways for walking**

Unfortunately, humans are still destroying the Earth’s tropical rain forests. Nearly 80,000 square kilometers are being destroyed every year. About a quarter of the **destruction** comes from people cutting down trees for fuel. Another quarter is to make grassland for their cattle. The **remaining** trees are cut down to sell the wood or to start farms.

The population in cities all over the world is growing, and more and more wood is needed to build huge new buildings. For example, 5,000 trees from the Sarawak rain forest in Malaysia were used to build just one tall building. If people continue cutting down that many trees in the Sarawak rain forest, all the trees could be gone in eight years.

The world needs more food, and it seems like a good idea to **clear** the rain forests and use the land for agriculture. Many people think that the land under these huge, thick forests must be very rich in nutrients, but it isn’t. This is another **surprising** thing about rain forests.

Most of the land in tropical rain forests is very poor. The plants are able to live because of all the dead **leaves** and other plant parts that fall to the ground. This **carpet** of dead plants provides nutrients for the living plants. When the land is cleared for agriculture, there are **floor covering**



no longer any plants to die and provide nutrients for living plants. The cycle is broken. Agriculture is **not any more** **unsuccessful** because the land cannot support it. Trees
65 cannot grow again because the carpet of dead plants is gone. The land becomes **empty** and useless.

Why should it **matter** to a businessperson, a farmer, or a student that people are destroying rain forests thousands of kilometers away? For anyone who takes
70 medicine, wears running shoes, or uses envelopes, the destruction of the rain forest does matter. Rain forests cover less than 6% of the Earth's area, but they have 100,000 kinds of plants, probably half of all the kinds of plants on the Earth. Three fourths of all known kinds
75 of plants and animals call the rain forest their home. Twenty percent of our different kinds of medicine come from rain forests. The glue on an envelope and in shoes comes from tropical plants. Rain forests provide materials for hundreds of other products.

80 Rain forests are also very important to the world's climate. The Amazon rain forest alone receives about 30 to 40% of the total rainfall on the Earth and produces about the same percentage of the world's **oxygen**. Many scientists believe that the decreasing size of rain forests
85 will affect the climate on the Earth, making it uncomfortable or even dangerous for life.

The destruction of our rain forests is an international problem. One country—or even a few countries—cannot solve the problem alone. The nations of the world must
90 work together to find a solution before it is too late.



a Vocabulary

through	path	branch	such as
destruction	region	no longer	nutrients
humidity	remain	level	roots

1. The northern _____ of Canada is very cold.
2. He plans to _____ in Brazil for several years and then return to England.
3. When students do well in their English classes, they move up to the next _____.
4. Masako left the university to go back to Japan. She will _____ study English in an American classroom.
5. The _____ of most plants are below the ground.
6. Anne and Ken like to walk on a _____ along the river in the evening.
7. A _____ is part of a tree.
8. All living things need _____ to live.
9. If you want to get to Canada from Mexico, you have to go _____ the United States.
10. The temperature and the _____ are both high in Malaysia.

b Vocabulary

cleared	surprise	nutrients	path
successful	matter	moisture	destruction
oxygen (O)	such as	carpet	leaves

1. After dinner, they _____ the dishes from the table.
2. The living room has a wood floor, but the bedroom has a _____.
3. The _____ of the rain forests should be a concern for everyone.
4. It doesn't _____ to me if we stay at home or go to a movie.



5. _____ is necessary for life.
6. People in Latin American countries _____ Ecuador, Peru, and Venezuela speak Spanish.
7. In cold climates, trees drop their _____ in the winter.
8. He's a _____ businessperson because he works very hard.
9. It was a _____ to see him at the party because he rarely goes out.
10. The amount of _____ in the air is called humidity.



Vocabulary Review: Synonyms

Match the words that mean the same.

- | | |
|---------------------|----------------|
| _____ 1. gradually | a. very |
| _____ 2. nearly | b. slowly |
| _____ 3. such as | c. almost |
| _____ 4. extremely | d. not old |
| _____ 5. enclose | e. about |
| _____ 6. surprising | f. for example |
| _____ 7. fresh | g. unexpected |
| _____ 8. turn into | h. become |
| _____ 9. humid | i. moist |
| _____ 10. roughly | j. surround |



True/False/Not Enough Information

- _____ 1. Some rain forests are not in the tropics.
- _____ 2. There is more change in weather in the upper level of a rain forest than in the lower level.
- _____ 3. In the upper level, some plants support the life of other plants.
- _____ 4. Plants get nutrients through their branches.
- _____ 5. People destroy about 20,000 square kilometers of tropical rain forest every year so that they can burn the wood.



- _____ 6. The land in tropical rain forests is rich.
- _____ 7. Tropical rain forest land can support forests although it cannot support agriculture.
- _____ 8. Material from rain forests is used to make cassette tapes.
- _____ 9. Earthworms make paths on the branches of trees in rain forests.
- _____ 10. There are rain forests in Brazil.
- _____ 11. Rain forests have 100,000 kinds of plants.

Comprehension Questions

1. How is the weather in the lower level of a rain forest different from the weather in the upper level?
2. Why is it amazing to find mice and earthworms in the upper level?
3. Where do most plants in the upper level get their nutrients?
4. Why do people cut down trees in rain forests?
5. Where do plants in the lower level get their nutrients?
6. What happens to the land when the trees are cut down?
7. Why are rain forests important to the world's climate?
8. What are some other reasons that rain forests are important to all of us?

Paraphrasing

Use your own words to say the ideas found in these sentences from the text. It is not necessary to use the same number of sentences. You may use more.

1. The plants in the upper level take their nutrients from the trees they live on and from the other plants that die there.
2. When the land is cleared for agriculture, there are no longer any plants to die and provide nutrients for living plants.

g

Main Idea

1. Which sentence is the main idea of paragraph 3 (lines 13–19)?
2. Write your own sentence for the main idea of paragraph 13 (lines 87–90).





Cause and Effect

Match the causes in the first column with the effects in the second column. Write the letter of the effect by the number of the cause.

Cause	Effect
— 1. There are fewer rain forests.	a. The weather doesn't change much in the lower level.
— 2. The trees are all cut down.	b. They make paths along branches.
— 3. A carpet of dead plants provides nutrients.	c. This may affect the climate on the Earth.
— 4. Animals want to travel in the upper level.	d. Tropical plants can live on poor land.
— 5. The lower level is protected by the upper level.	e. Tropical land becomes useless.



Word Forms

Choose a word form from the chart for each sentence below. Use the right verb forms and singular or plural nouns.

	Verb	Noun	Adjective	Adverb
1.		tropics	tropical	
2.	humidify	humidity	humid	
3.	moisten	moisture	moist	
4.	empty	emptiness	empty	
5.	destroy	destruction	destructive	destructively
6.	surprise	surprise	surprising	surprisingly
7.	remain	remainder	remaining	
8.	succeed	success	successful	successfully

- Indonesia is in the _____.
- It's hot and _____ today.



3. It's rainy today, and my skin is _____.
4. After the children left, there was an _____ in the house.
5. War is _____. It takes human life and _____ cities, villages, and agricultural land.
6. The beauty of the forest _____ me. It is a _____ beautiful place.
7. We ate half of the salad and put the _____ in the refrigerator.
8. She _____ flew the plane across the country. After her _____ trip, her friends had a big party.



Noun Substitutes

Find each noun substitute in the reading. Decide what it is a substitute for. It is usually a substitute for one word, but it might be a substitute for a whole sentence.

In parts of Africa, this is a typical day for a village woman. At 4:45 a.m., **she** gets up, washes, and eats. (**She** is a substitute for **a village woman**.)

1. page 90 line 28 their _____
2. page 90 line 29 they _____
3. page 90 line 30 there _____
4. page 90 line 32 they _____
5. page 90 line 55 it _____
6. page 90 line 55 this _____
7. page 91 line 64 it _____
8. page 91 line 72 they _____



Articles

Put an article in each blank if it is necessary.

1. Below _____ trees, there is another level of plants.
2. Each level of _____ rain forest is its own world.
3. _____ temperature and humidity (amount of water, or moisture, in the air) stay about _____ same.



4. In _____ upper level, _____ sun, _____ rain, and wind change _____ temperature and humidity often.
5. Most plants get _____ nutrients from _____ ground through their roots.
6. These plants in _____ upper level take their nutrients from _____ trees they live on and from _____ other plants that die there.
7. _____ researcher found _____ path that stretched for _____ eighteen meters in one tree.
8. One kind of _____ tiny ant makes _____ path only three millimeters wide.

I Guided Writing

Write one of these two short compositions.

1. Why are rain forests important?
2. You are walking through a rain forest. Describe what you see, hear, smell, and touch.



lesson

5

The Garbage Project



Before You Read

1. The photograph on this page shows a landfill. Based on the photograph, how would you define a landfill?
2. Where do people in your country put old cars, old newspapers, and old clothes?
3. What do you do with food that is no longer fresh?



Context Clues

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

1. **Archaeologists** study buried houses, broken objects, and other old things to learn about ancient societies.
2. Students had to travel to **landfills**, where cities bury the things they don't want.
3. Many of the things we throw away, such as newspapers, glass bottles, and some metals, are **recyclables**. We shouldn't throw them away.
4. We are in **deep** trouble. If we don't do something soon, it may be too late.
5. **Hazardous** materials contain poisonous chemicals.

5 The Garbage Project

Most **archaeologists** study buried houses, broken objects, and old **garbage** to learn important things about ancient societies. At the University of Arizona in the United States, however, archaeology students are

- 5 **investigating** today's garbage. They hope to learn important things about **modern** society by studying its garbage. The Garbage Project started at the University of Arizona in 1973. Since then, students have studied garbage in cities in the United States, Canada,
- 10 and Mexico.

- To study the modern world's garbage, students had to travel to **landfills**, the places where cities bury their garbage. While the students were studying the garbage, they wore special clothes and used safety equipment.
- 15 Students were also very careful when they opened bags of garbage.



garbage

today's



What have students in the Garbage Project learned from studying modern garbage? One important thing they learned is that the garbage in landfills disappears
20 very slowly. That was surprising to the students, as well as to many scientists who had predicted that roughly 70% of the garbage in landfills would disappear naturally and quickly. Even in cities where it rains a lot, the students found newspapers from 1948, forty-year-
25 old hot dogs, and lettuce from 1970.

The Garbage Project also **revealed** that what people say they do is often very different from what they **actually** do. The archaeology students asked people what they bought, ate, and drank, and then they
30 compared this to what people threw away. For some reason, the two didn't match. For example, the students found many more empty bottles of alcohol than people said they drank.

Information from the Garbage Project has also
35 helped us to see how much garbage we actually put in landfills. The students are hopeful that this will encourage us to find better ways to **dispose of** our garbage. Of course, the best way to dispose of garbage depends on what kind of garbage it is: regular garbage,
40 **hazardous** materials, or **recyclables**, such as newspapers, glass bottles, and some metals. Regular garbage goes to regular landfills. Hazardous materials, **on the other hand**, contain poisonous chemicals or metals. They shouldn't go into regular landfills.

Ordinary houses are full of hazardous **waste**. The
45 most problematic hazardous waste in homes is **batteries**. When batteries **end up** in a landfill, they often break open. The poison inside them moves through rain water and other liquids to the bottom of the landfill.
50 Then it can pollute the natural water in the ground. People could avoid this problem by using **rechargeable** batteries.

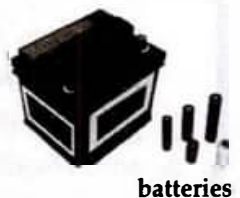
Another hazardous waste from homes is motor oil. When people pour old motor oil on the ground or
55 throw it in the garbage, it poisons the environment. They should recycle old motor oil instead.

showed

really

throw away

dangerous



batteries



Unfortunately, recycling is expensive. It takes time, equipment, and special treatment. Toronto began the first recycling program in North America in 1982. The city started by recycling newspapers, and later it added glass and cans to its recycling program. When students from the Garbage Project studied the Toronto landfills, they found that recycling was having a positive effect. Since 1982, Toronto has reduced the amount of garbage going into its landfills by 25%.

A health official once said, "We're in deep trouble here. We have too much garbage, our landfills are closing, and we can't open new ones because people don't want them. If we don't do something about our garbage, we're going to be buried in it." The health official made that statement in 1889! Clearly, our garbage problem is not new, but as the world's population continues to grow, it will become a bigger and bigger problem.

(This article is based on an interview with Dr. William Rathje, the director of the Garbage Project at the University of Arizona.)



Vocabulary

dispose of	archaeologist	hazard	investigate
waste	battery	landfill	modern
reveals	actual	hopeful	on the other hand

1. I am not very _____ that people will start recycling more of their garbage.
2. The hole in the street is a _____ to cars.
3. That light won't work without a _____.
4. I know we make a lot of garbage, but I don't know the _____ amount.
5. _____ societies produce more hazardous waste than ancient societies did.
6. An _____ needs to have a strong interest in history.
7. Bottles, paper, and cans are examples of dry _____.
8. After you cut the grass, please do not put it into a bag and take it to the _____; spread it on the garden instead.
9. It is sometimes difficult to _____ an old automobile.
10. At the end of the movie, the hero _____ her true identity.

Vocabulary

rechargeable	investigated	hazardous	on the other hand
archaeologist	end up	actually	reveal
recycle	deep	garbage	batteries

1. Don't throw that empty juice bottle away. We can _____ it.
2. They _____ the area for a week, but they couldn't find anything.
3. She didn't feel comfortable with him because he asked a lot of _____ questions.
4. I could stay home tomorrow and get some work done; _____, I could take the train to visit my family.
5. Putting out fires is _____ work.



6. They said they recycled all of their newspapers, but _____ they didn't recycle any at all.
7. The _____ for my new camera are _____.
I just plug them in overnight, and in the morning they are as good as new.
8. That _____ smells terrible.
9. That woman is a famous _____. She discovered an ancient city.
10. I don't want to _____ in a boring job. I hope to find an exciting job.



Vocabulary Review: Antonyms

Match the words that mean the opposite.

- | | |
|-------------------------|-------------------|
| _____ 1. get along | a. literate |
| _____ 2. remote | b. on time |
| _____ 3. separate | c. increase |
| _____ 4. illiterate | d. underpopulated |
| _____ 5. roughly | e. solid |
| _____ 6. hollow | f. combine |
| _____ 7. delayed | g. nearby |
| _____ 8. no longer | h. fight |
| _____ 9. humid | i. training |
| _____ 10. decrease | j. group |
| _____ 11. overpopulated | k. exactly |
| | l. still |
| | m. dry |



Multiple Choice

1. The Garbage Project is _____.
a. a university program b. a type of landfill c. both a and b
2. Poisonous chemicals pollute _____.
a. water b. wastes c. batteries



3. The Garbage Project is more than _____ years old.
a. twenty b. thirty c. fifty
4. The first recycling program in North America was in _____.
a. the United States b. Mexico c. Canada
5. Garbage in landfills disappears _____.
a. slowly b. completely c. quickly
6. The most serious hazardous waste in homes is _____.
a. newspapers b. batteries c. motor oil
7. The Garbage Project showed that people _____.
a. don't know where their garbage goes
b. sometimes say one thing and do something else
c. cannot change their behavior toward garbage
8. Hazardous waste comes from _____.
a. ordinary houses b. factories c. both a and b



Comprehension Questions

Use the text to answer these questions.

1. Name two kinds of hazardous waste in homes.
2. Why is hazardous waste dangerous?
3. Why did students use safety equipment when they went to the landfills?
4. What is the best way to dispose of garbage?
5. What is the connection between the Garbage Project and archaeology?
6. Why did the Garbage Project go to Toronto?
7. What are three things that we can recycle?
8. Do you think the problem of disposing of garbage is serious? Give a reason for your answer.



Main Idea

1. Write a sentence that gives the main idea for the paragraph that starts on line 17.
2. Which sentence is the main idea of the last paragraph?





Two-Word Verbs

- check in = tell the airline that you are there for the flight or tell the hotel that you are there for your room
- drop out = stop going (for example, to school)
- get through = finish
- put back = put (something) where it was before or where it belongs
- think over = think about carefully

1. I can't give you my answer right away. I have to _____ it _____.
2. You have to _____ at the airport forty-five minutes before your flight leaves.
3. Did you _____ with your homework yet?
4. David didn't finish college. He _____ after his second year.
5. Please _____ the food _____ in the refrigerator. Don't leave it out on the table.



Compound Words

Use a word from the first column and one from the second column to make a one-word or two-word compound. (More than one answer may be possible.)

- | | | |
|-------|-------------|---------------|
| _____ | 1. work | a. report |
| _____ | 2. search | b. land |
| _____ | 3. fire | c. bag |
| _____ | 4. food | d. work |
| _____ | 5. half | e. light |
| _____ | 6. sun | f. place |
| _____ | 7. house | g. production |
| _____ | 8. research | h. party |
| _____ | 9. garbage | i. wood |
| _____ | 10. farm | j. way |
| | | k. worker |



Connecting Words

Use *and* to connect a sentence from the first column with a sentence from the second column. Use a comma before *and*. Write your answers on a separate piece of paper.

- | | |
|--|---|
| 1. Studying old garbage can teach us about ancient societies. | a. They open bags of garbage very carefully. |
| 2. Students in the Garbage Project wear safety equipment. | b. Studying fresh garbage can teach us about modern society. |
| 3. We dispose of regular garbage in regular landfills. | c. It can pollute the natural water in the ground. |
| 4. Hazardous waste contains poisonous chemicals. | d. We should dispose of hazardous waste in special landfills or by recycling. |
| 5. The poison inside batteries can go to the bottom of a regular landfill. | e. We must keep it out of regular landfills. |

Main Idea

What is the main idea of paragraph 6 (lines 45–52)?

Guided Writing

Write one of these two short compositions.

1. Describe the Garbage Project. Tell what it is, who is in it, what they do, and why.
2. What kind of hazardous waste do we have in our homes, and how can we dispose of it?



Video Highlights

a Before You Watch

1. In Lesson 3, you read about women in different parts of the world. Write two facts you remember about women and education.
 - a. _____
 - b. _____
2. Read the dictionary definition of *obey*. Do you always obey your parents? What happened when you disobeyed your parents? Discuss with a partner.

obey /ou' bei, ə-/ *v.* [I;T] **obeyed, obeying, obeys**
to do what is asked or ordered: *Soldiers obey their commander's orders.*

b As You Watch

In this video you will meet a girl named Lalita. Watch the video and decide if the sentences are true or false. If the sentence is false, correct the mistake.

- _____ 1. Lalita lives in Pakistan.
- _____ 2. Only one in four girls goes to school where Lalita lives.
- _____ 3. Lalita disobeyed her parents.
- _____ 4. She went to a village school when she was 13.
- _____ 5. Lalita went to a special boarding school when she was 18.
- _____ 6. Lalita teaches karate now.
- _____ 7. Lalita's parents are happy that she goes to school now.





After You Watch

1. What was life like for Lalita, her parents, and her village before she went to school? What is life like now? Write notes in the chart. Discuss your answers in class.

Before	After

2. Circle adjectives that you think describe Lalita. Discuss in class why you chose those words.

brave proud clever shy weak
positive successful modern expert kind
normal strong rude wealthy lonely

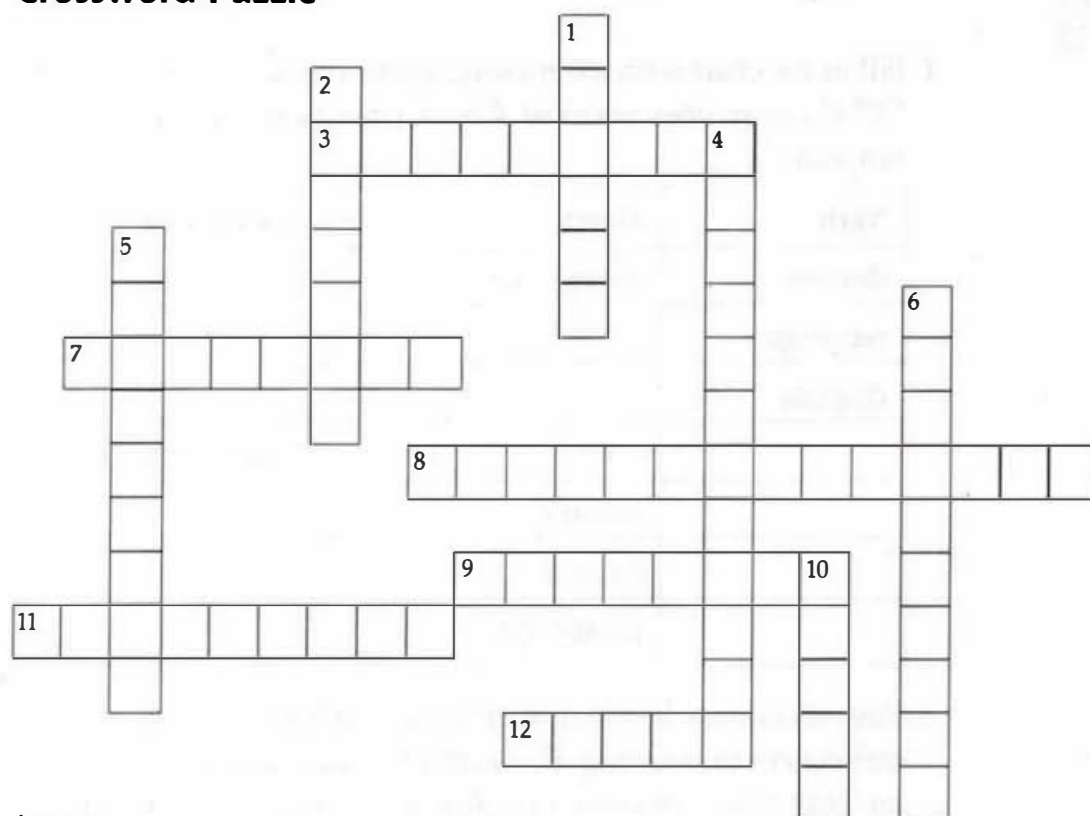
3. Using the words in Exercise 2, write sentences describing Lalita.

Example: Lalita is proud because she helped many girls in her village.



Activity Page

Crossword Puzzle



Across

3. Another word for dangerous is _____.
7. More than half of something is a _____.
8. People who study old things are called _____.
9. The opposite of *negative* is _____.
11. Your aunts, uncles, and cousins are your _____.
12. The _____ of a plant are usually under the ground.

Down

1. The opposite of *ancient* is _____.
2. A _____ pain is a long-lasting pain.
4. People who study how societies work are called _____.
5. Another word for *slowly* is _____.
6. An _____ person is someone who can't read.
10. The opposite of *full* is _____.



Dictionary Page

Working with Word Forms

1. Fill in the chart with the missing forms of each word. Write an "X" if a form does not exist. Check your dictionary if you are not sure.

Verb	Noun	Adjective
destroy	<i>destruction</i>	<i>destructive</i>
recharge		
dispose		
		surprising
	literacy	
	hazard	
	protection	

2. Your dictionary has sample sentences to help you understand differences in meaning. For example, *industrious* and *industrial* are both adjective forms of *industry*. However, they are not used in the same way. Read these sentences to understand the difference:

Ali is wealthy because he is so *industrious*.

Tokyo is a modern, *industrial* city.

3. Use the information on this page to help you complete these sentences.

Example: Floods and earthquakes can cause a lot of destruction.

- a. Most parents will do everything they can to _____ their children from harm.
- b. A _____ person can read and write.
- c. _____ materials are dangerous.
- d. It is important for people to _____ of their waste in ways that will not harm the environment.



Vocabulary



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Suffixes: forming adjectives

Common suffixes that form adjectives include: **-able** (comfortable), **-al** (musical), **-y** (cloudy), **-ous** (famous) and **-ive** (attractive).

A -al

Adjectives ending **-al** are usually formed from nouns, and often mean 'relating to the noun', e.g. a **musical** instrument (from music), a **political** issue (from politics), an **electrical** fault (related to electricity), a **personal** opinion (the opinion of one person).



Shichi-Go-San (meaning 7, 5, 3) is an **annual** ceremony in Japan for three- and seven-year-old girls, and three- and five-year-old boys. It is on November 15, but it is not a **national**¹ holiday, so people often have it on the nearest weekend. Seven, five and three are seen as important years in the growth of a child, and the numbers also have **cultural significance**² because odd numbers (1, 3, 5, 7, 9, etc.) are lucky in Japan. This is one of the special days when the older boys and girls are allowed to wear **traditional**³ clothes: a kimono for girls and hakama trousers for boys. Now it is quite **normal**⁴ for children to wear western-style clothes at this ceremony. The children visit a shrine and are then given special sweets called *Chitose-Ame* by their parents.

¹ a holiday for the whole country

² they are important in Japanese culture

³ in a style that has continued for many years

⁴ usual

B -able /əbl/

This suffix forms adjectives from nouns *and* verbs, and the prefix **un-** often forms the opposite:

an **enjoyable** party [something that you enjoyed]

a **comfortable** chair (*opp* **uncomfortable**)

a **suitable** word or phrase [right/correct for a particular situation; *opp* **unsuitable**]

a **reliable** service; reliable information [able to be trusted or believed; *opp* **unreliable**]

fashionable clothes [popular now with many people; *opp* **unfashionable**]

a **reasonable** decision or price [fair; not a bad decision or price; *opp* **unreasonable**]

a **sociable** person [enjoys being with people; *opp* **unsociable**]

Sometimes the opposite form is the more common adjective:

an **unforgettable** experience [something that cannot be forgotten]

an **unbelievable** story [something that is very surprising and very difficult to believe]

C -ful and -less

The suffix **-ful** often means 'full of' or 'having the quality of the noun', e.g. a **colourful** room has a lot of colour in it; a **helpful** person gives a lot of help; a **peaceful** place is calm and quiet.

The opposite meaning is sometimes formed by adding the suffix **-less** to the noun.

a **useful** machine [having a lot of uses; *opp* a **useless** machine]

a **painful** injection [giving pain and being unpleasant; *opp* a **painless** injection]

a **careful** driver [drives with care and attention; *opp* a **careless** driver]

Common mistakes

The suffix is **-ful** (NOT *fuh*), so **useful** and **careful** (NOT *usefuh* or *carefuh*).

Exercises

71.1 Correct the spelling mistakes. Be careful: one word is correct.

- | | | |
|------------------------------------|---------------------|-----------------------|
| 1 enjoyable <u>enjoyable</u> | 4 peaceful | 7 unforgettable |
| 2 carful | 5 comfortable | 8 reasonable |
| 3 relyable | 6 anual | 9 unbelievable |

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

- | | | |
|-----------------|-------------------------------------|-----------------|
| 1 a national | ☒ | a injection |
| 2 a useful | ☐ | b mistake |
| 3 a painful | ☐ | c price |
| 4 fashionable | ☐ | d holiday |
| 5 a careless | ☐ | e man |
| 6 an electrical | ☐ | f bit of advice |
| 7 an unsociable | ☐ | g clothes |
| 8 a reasonable | ☐ | h fault |

71.3 Write an adjective formed from these nouns or verbs. 11–15 are not on the opposite page, but you can find them in the index if you don't know them.

- | | | |
|--------------------------------------|---------------------|------------------|
| 1 tradition <u>traditional</u> | 6 fame | 11 wind |
| 2 attract | 7 electricity | 12 danger |
| 3 person | 8 politics | 13 create |
| 4 cloud | 9 enjoy | 14 emotion |
| 5 colour | 10 nation | 15 fog |

71.4 Tick (✓) the words which form opposites with the suffix -less.

- | | | | |
|-----------|-----------------|---------|-----------|
| wonderful | No (wonderless) | useful | beautiful |
| careful | | painful | peaceful |

71.5 Complete the sentences.

- You must be very careful..... when you drive in wet weather.
- She told us an story about a dog that could speak.
- The tourist information office was very, and told us everything we needed to know.
- The festival is an event, held on the first Monday in September.
- It was very when I hit my leg against the corner of that table.
- This bag is ; it's too small for me to put anything in it.
- We've never had any problems with our TV in ten years; it's been very
- Most people agreed with it, so I think it was a decision.
- This is just my opinion; others may not agree.
- Travelling round China and the Far East was an experience.
- Children perform dances at the ceremony, as they have done for hundreds of years.
- Do you think this dress is for a wedding?

71.6 Choose three adjectives from the opposite page which could describe these people or things.

- a village: attractive....., famous....., peaceful.....
- a jacket:,,
- an event:,,
- a person you know:,,
- an opinion:,,
- a room:,,

A Nouns and verbs

Many words in English function as a noun and a verb with the same form, and often a similar meaning. When you use these words as nouns, you often need to know which verbs to use with them.



She kissed me.
She gave me a kiss.



He said 'Hi' and smiled at me.
He said 'Hi' with a big smile.



I dreamt about Ethan.
I had a dream about Ethan.



He washed the car.
He gave the car a wash.



I queued for the bus.
I waited/stood in a queue for the bus.



I braked.
I put on the brakes.

I'll ring them / give them a ring. [phone someone]

We often chat / have a chat. [have a friendly conversation; *informal*]

If you don't know, guess / have a guess. [give an answer without knowing the facts]

Have you replied to his email yet? Have you sent him a reply yet?

It may help to diet / go on a diet. [eat less in order to lose weight]

Can doctors cure this? / Have doctors found a cure for this? OR Is there a cure for this?
[make someone with an illness healthy again]

B A rescue attempt

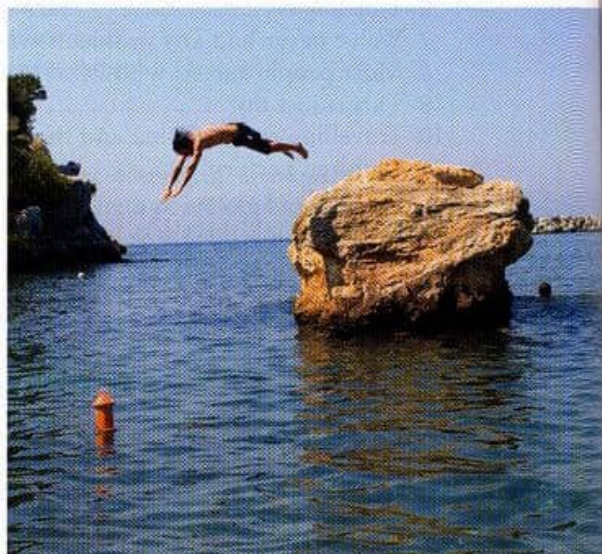
"I regret¹ going to Three Cliffs Bay. I promised² my mother not to go there, but I'm not very good at keeping promises. I was swimming near the rocks with friends and I dived off one of the rocks. I thought it was a good dive, but I hit another rock as I entered the water. I hit my head and couldn't move. One of my friends attempted³ to rescue⁴ me, but couldn't reach me; someone else made an attempt to swim out to me. In the end, two of the boys pulled me to safety. I had to go to hospital, but I was lucky: there were several unsuccessful rescue attempts that summer."

¹ v + -ing feel sadness for something you did in the past (*n* regret)

² v + *inf* say that you will certainly do something

³ v + *inf* try to do something

⁴ v + *obj* make someone safe when they have been in a dangerous situation; *syn* save



Exercises

72.1 Choose the correct word to complete the sentences.

- 1 They attempted *saving* / (to save) the boy.
- 2 I regret *leave* / *leaving* home.
- 3 We had to wait *in* / *on* a queue.
- 4 I'd like to go *for* / *on* a diet.
- 5 She promised *helping* / *to help* me.
- 6 He gave *her a big kiss* / *a big kiss for her*.
- 7 I dreamt *about* / *for* you.
- 8 If you don't know the answer, *do* / *have* a guess.

72.2 Replace the underlined words with a verb that keeps a similar meaning in the sentences. Make any other changes that are necessary.

- | | |
|---|--------------------------|
| 1 Can you <u>phone</u> him? | <u>Can you ring him?</u> |
| 2 We <u>talked</u> for a bit. | ..... |
| 3 The policeman <u>saved</u> her from the burning car. | ..... |
| 4 I <u>tried</u> to help James with his homework. | ..... |
| 5 Have you <u>answered</u> the letter? | ..... |
| 6 I <u>am</u> sorry that I left home. | ..... |
| 7 I <u>said</u> that I would <u>definitely</u> go to the party. | ..... |
| 8 They told us to <u>wait</u> in a queue if we wanted tickets. | ..... |

72.3 Rewrite the sentences using the underlined verbs as nouns.

- | | |
|---|--|
| 1 I'll <u>ring</u> him this evening. | I'll <u>give him a ring this evening</u> |
| 2 I'll <u>diet</u> if necessary. | I'll |
| 3 Did you know, or did you <u>guess</u> ? | Did you know, or did you ? |
| 4 He always <u>smiles</u> at me when I see him. | He always greets me |
| 5 I <u>dreamt</u> about my mother. | I |
| 6 We can't <u>cure</u> this disease. | We |
| 7 I <u>braked</u> but it was too late. | I |
| 8 She <u>washed</u> the kitchen windows. | She |
| 9 They <u>attempted</u> to help her. | They |
| 10 We sat down and <u>chatted</u> . | We sat down and |

72.4 Sometimes the same word can be a verb and noun but with a different meaning. Read the pairs of sentences. Do the verb and noun have a similar meaning, or are they different in meaning? Note: these words are not on the opposite page.

- 1 a We had a long wait for the bus. *Similar*
b We waited a long time for the bus.
- 2 a There's a book on the table.
b I had to book a table.
- 3 a I took a break at work.
b I broke my arm at work.
- 4 a How much did the holiday cost?
b What was the cost of the holiday?
- 5 a I dropped the milk.
b I had a drop of milk.
- 6 a Someone behind me screamed.
b I heard a loud scream.

A Formation

We form compound nouns by putting two words together (or three) to create a new idea. Compound nouns are very common in English.

Ice hockey is a game of hockey played on ice.

Public transport is transport that can be used by the public.

A **campsite** is a **site** for camping. [a place used for a special purpose]

A **babysitter** is someone who looks after young children when their parents go out.

Income tax is money you pay to the government out of your **income**. [the total amount of money you receive every year from your work and other places]

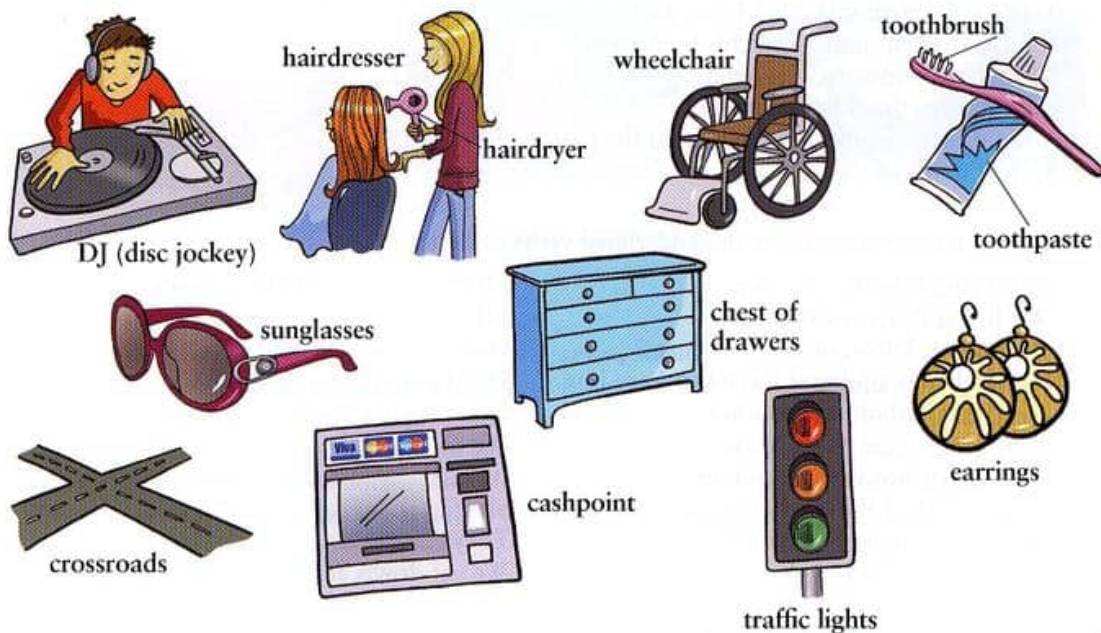
Your **mother tongue** is the first language you learn as a child.

A **travel agent** is someone whose job is to make travel arrangements for you.

A **film-maker** is someone who makes films for the cinema or television.

A **full stop** is a punctuation mark at the end of a sentence.

A **haircut** is the act of cutting someone's hair, e.g. *That boy needs a haircut.*



B One word or two?

Some compound nouns are written as one word, e.g. **wheelchair**; a few are written with a hyphen, e.g. **T-shirt**; many are written as two words, e.g. **credit card**, **bus stop**. Use a dictionary to check if necessary.

C Pronunciation

The main stress is usually on the first part, e.g. 'haircut or 'income tax, but sometimes it is on the second part, e.g. public 'transport, full 'stop. Use a dictionary to check if necessary.

D Forming new compounds

One part of a compound often forms the basis for a number of compound nouns.

airport e.g. Heathrow
airline e.g. Lufthansa, KLM
aircraft e.g. Airbus A380

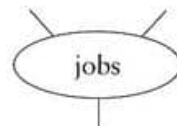
bus driver
bus stop
bus station

ID card (identity card)
credit card
birthday card

Exercises

73.1 Complete the circles with compound nouns from the opposite page.

public
transport



73.2 Complete the sentences.

- 1 I got some money from the cashpoint.
- 2 I booked our holiday through a
- 3 We stayed on a very nice, but unfortunately our tent wasn't really big enough.
- 4 He can't walk at all now, so he has to use a to move around.
- 5 I sent her a but she never received it; it must have got lost in the post.
- 6 Liz and Mark wanted to go out, but they couldn't find a for the children.
- 7 When I'm driving I always wear if it's very bright and sunny.
- 8 Most people have to pay on their salary; the more you earn, the more you pay.
- 9 I washed my hair, then discovered that the wasn't working.

73.3 Which words are being defined?

- 1 A substance that you use to clean your teeth. toothpaste
- 2 A piece of furniture for keeping clothes in.
- 3 Someone who plays music on the radio or at discos.
- 4 A card with your name, photograph and information to prove who you are.
- 5 The first language you learn as a child.
- 6 A game played on ice using sticks.
- 7 A punctuation mark at the end of a sentence.
- 8 A card you use to pay for things.

73.4 Make new compounds using one part of the compounds below. Answers for 1–6 are on the opposite page, answers for 7–12 are in other parts of the book.

- | | | | |
|---------------|----------------|-------------------|-------|
| 1 airport | <u>airline</u> | 7 living room | ..... |
| 2 full stop | ..... | 8 brother-in-law | ..... |
| 3 hairdresser | ..... | 9 sunglasses | ..... |
| 4 credit card | ..... | 10 traffic lights | ..... |
| 5 toothpaste | ..... | 11 wheelchair | ..... |
| 6 bus driver | ..... | 12 tin-maker | ..... |

A What do we mean by word partners?

If you want to use a word naturally, you often need to know other words that are commonly used with it. These are called word partners or collocations, and they can be different from language to language. For example:

I **spent** time in Paris. (NOT I ~~passed~~ time in Paris.) I **missed** the bus. (NOT I ~~lost~~ the bus.)

We **have** children. (NOT We ~~get~~ children.)

I **made** a mistake. (NOT I ~~did~~ a mistake.)

It was a **serious** injury. (also a **serious** illness)

It's **quite** likely that we'll stay here.

[we'll probably stay here]

It **depends** on my parents. (NOT It depends ~~of~~ my parents. See Unit 77.)

Language help

More word partners can be found in the *Cambridge Learner's Dictionary* for intermediate learners and the *Cambridge Advanced Learner's Dictionary*.

B Verbs and nouns

There are many verbs and nouns that are often used together.

Pavel **told** me a **joke** but I can't remember it. [told me a funny story]

I need to **lose** **weight**. [become less heavy; *opp* **put on** weight]

The doctor told my father that he should **go** on a **diet**. [eat less in order to lose weight]

It's very difficult to **predict** the **future**. [say what will happen in the future]

We won the game 2-1, and my brother scored the first **goal**¹.

My neighbour's **alarm** **went** off² in the middle of the night.

They **fell** in love and got married. Now Emily is **expecting** a **baby**³.

1



2



3



C Adjectives and nouns

Many adjectives and nouns are often used together. These are all examples where the meaning is 'big' or 'a lot', but where we usually use a particular adjective.

We've got a **large** number of students/tourists this year. (*opp* a **limited**/small number)

I will need a **large** amount of money.

There's a **wide** choice of food available. (*opp* a **limited**/narrow choice)

Claude has a **wide** vocabulary in English. (*opp* a **limited** vocabulary)

It's only a toy gun but it makes a very **loud** noise.

Her family is of **great** importance to her.

We went to a party last night and it was **great** fun. [very enjoyable; we enjoyed it a lot]

There was **heavy** traffic on the motorway going out of town. (*opp* **light** traffic)

D Adverbs and adjectives

The adverbs in the first three sentences mean *very*, the adverbs in the last sentence mean *fully/completely*. In each case, the adverbs and adjectives are common word partners.

I'm **terribly** sorry I'm late.

She's **well** aware of the problem. [She knows all about the problem.]

It's **vital** important that we get the right person for the job.

Lorna is **fast** asleep, but the other two are **still** wide awake.

Exercises

74.1 Correct the mistakes.

- 1 Why does she ~~do~~ so many mistakes? make
- 2 My sister got a baby last month.
- 3 I'm sorry I'm late; I lost the bus.
- 4 There was an accident and Tommy has a grave head injury.
- 5 I don't know if I can come – it depends of the weather.
- 6 We passed three days in Amsterdam.
- 7 I wouldn't like to try and say the future.
- 8 My sister is waiting for a baby next month.
- 9 Axel said me a very funny joke.
- 10 She gave us a big amount of money.

74.2 Complete the text.

My mum went to see the doctor, and he told her to go on a ¹ diet . I think she knows that she needs to ² weight, but she's not happy about giving up chocolate. Anyway, I told her it's ³ important that she keeps to the diet, because if she ⁴ any more weight, it's quite ⁵ that she'll end up with a more ⁶ illness. Fortunately, I think she's ⁷ aware of that.

74.3 Replace *big* or *little* with a more suitable adjective.

- 1 You won't need a *big* amount of money. large
- 2 Why are they making such a *big* noise?
- 3 I've got quite a *big* vocabulary in French.
- 4 There is only a *little* choice of things we can buy.
- 5 We had a very *big* number of tourists this year.
- 6 I think the event had *big* importance for her.
- 7 Lola only has a *little* vocabulary in English.

74.4 Complete the sentences and dialogues.

- 1 A: Why were they late? B: They got stuck in heavy traffic.
- 2 When I went into her bedroom, she was asleep.
- 3 A: Did you enjoy last night? B: Yes, it was fun.
- 4 I met Sasha in town. She told me she's a baby in June. Isn't that fantastic news?
- 5 A: We won 1–0. B: Who the goal?
- 6 Leif me a joke, but I'm afraid I didn't understand it.
- 7 A: Are the boys asleep? B: No, they're still awake.
- 8 My neighbour's burglar alarm at 2 o'clock this morning and woke me up.
- 9 A: Why is she staying in Paris? B: She in love with a French guy.
- 10 I'm sorry, but I've lost your book – I'll buy you a new one.

74.5

Over to you

Look at the verbs and nouns in section B, and the adjectives and nouns in section C on the opposite page. Are they the same in your language? If possible, compare with someone else who speaks your language.

A What are fixed phrases?

There are many groups of words which you need to learn as complete phrases, because they often have a meaning which is different from the words on their own. Many of these are called idioms.

They arrived **out of the blue**. [I didn't know they were coming; it was unexpected]

Does the name Merchant **ring a bell**? [sound familiar]

You'll have to **make up your mind** soon. [make a decision]

Some fixed phrases are easier to understand, but the same idea may be expressed in a different way in your language.

I think we'll have to **get rid of** some of this furniture.

[remove it, e.g. sell it, throw it away, give it away, etc.]

I'm afraid I can't talk to you now; I'm **(just) about to**

leave. [I am going to leave very soon]

I don't know what Martin said, but Natalie **burst into tears**. [suddenly started crying] She was very upset.

Everyone was there **apart from** Yasmine.

[not including Yasmine; *syn* except for]



B Time phrases

He's leaving **in four days' time**. [four days from now; also in three weeks'/six months'/two years' time, etc.]

I got here **the week before last**. [during the week/month, etc. before the previous one]

The course is fine **so far**. [up until now]

I rang our local doctor and fortunately she was able to come **at once**. [now, immediately; *syns* right away / straight away]

He's so busy at work; he comes home late **night after night**. [every night; also day after day, etc.]

C Pairs of words

A number of fixed phrases consist of two words, usually joined by **and**, and sometimes **or**.

I go to the theatre **now and again**. [occasionally; *syns* now and then]

Andy had **one or two** [a few] suggestions.

I've got a house in the country, and I like to go there whenever possible for a bit of **peace and quiet**. [a calm situation without noise]

I've been **up and down** the street, but I can't find their house. [first in one direction, then the other]

I've been to Paris **once or twice**. [a few times]

I'll finish this report **sooner or later**. [I don't know when, but I'll finish it.]

D Introducing advice, opinions, etc.

Many fixed phrases are used to introduce advice, an opinion, an example, etc.

If I were you [in your situation], I'd accept the job they offered you.

In general [usually, or in most situations; *syn* on the whole] the summers are quite warm in this part of the country.

There were lots of questions. **For instance** [for example], how much will it cost?

I'm sure you'll have a great holiday. **By the way**, what time does the train leave? (used to introduce a new subject to the conversation)

To be honest, I didn't like her boyfriend very much. (used to say what you really think)

Exercises

75.1 Using all the words in the square, find eight more phrases.

ON	DAY	SOONER	AND	RIGHT
SO	AND	NOW	TWO	LATER
UP	OR	OFF	PEACE	AFTER
FAR	AND	ONE	AWAY	AGAIN
AND	DAY	QUIET	OR	DOWN

on and off

.....

.....

75.2 Complete the sentences with one word, then underline the full fixed phrase in each sentence.

- 1 She's been working on that essay night after night
- 2 I'm arranging everything for next week. By the, is your sister coming this evening?
- 3 My parents always turn up at my flat out of the
- 4 Some people enjoyed the book, but to be, I thought it was boring.
- 5 I'd like to get of these CDs because I don't listen to them any more.
- 6 In, people are much happier when they have jobs that they enjoy.
- 7 I don't know what to do at the moment but I'll have to make up my soon.
- 8 It's a flexible ticket. For, you can use it during the week or at weekends.
- 9 Can I ring you later? I'm just to have lunch.
- 10 If I you, I'd get a new dictionary.

75.3 Complete the fixed phrase in each dialogue.

- | | |
|---|--|
| 1 A: Do you go there much?
B: Now <u>and again</u> | 7 A: Have you been there often?
B: Once |
| 2 A: Have you had any ideas?
B: Yeah. One | 8 A: Do you need me there now?
B: Yes. Could you come at? |
| 3 A: Was she very upset?
B: Yes. She burst | 9 A: When are you going back?
B: In two weeks' |
| 4 A: You arrived ten days ago?
B: Yeah, the week | 10 A: How's the course?
B: It's good so |
| 5 A: Should I accept the job?
B: Yes, I would if | 11 A: I spoke to Chris Myler. Do you know him?
B: No, the name doesn't ring |
| 6 A: Will they get here?
B: Yeah, sooner | 12 A: Have you done all the housework?
B: Yes, apart the washing. |

75.4 Here are more idioms. Can you underline one in each sentence, and guess what it means?

- 1 I've been in the job a few days, but I already feel at home. feel comfortable and relaxed
- 2 I've just bought these shoes and they cost a fortune.
- 3 Could you keep an eye on my bag for me?
- 4 The answer's on the tip of my tongue.
- 5 We had a night on the town last night.
- 6 I could do with a new computer; mine's quite old now.

A Common responses

A large number of fixed phrases are used as common responses in everyday conversation.

A: What time did he get here?

B: I've **no idea**. [I don't know]

A: Are you going tonight?

B: **That depends**. [used to say you are not sure because other things affect your answer; also **It depends**]

A: Shall we go out tonight?

B: Yeah, **why not**. [OK]

A: Did you like the film?

B: **Not really**. [used to say *no* but not strongly]

A: I'm going to Sweden next week.

B: Really. **What for?** [why?]

A: Can I borrow your car?

B: **No way**. [that's impossible; *informal*; *syn* **no chance**]

A: They're coming tonight, aren't they?

B: I **suppose so**. [used to say *yes* but not strongly]

A: Jason has grown a beard.

B: I know. I **couldn't believe my eyes!** [I was very surprised when I saw it]

A: We have to work tonight.

B: You **must be joking**.

A: Eli got top marks.

B: I **don't believe it!** [used to express great surprise]

Language help

We can use **you must be joking** (*syns* **you're joking/kidding**) when someone has just said something that is a surprise. It may be an unpleasant surprise (as above), or a nice surprise, e.g.

A: *My father said he would pay for all of us to go on holiday.*

B: *You're kidding. Fantastic!*

B In conversation

Notice how fixed phrases can form an important part of an everyday conversation.

A: I had to **have a word with** Jiri and Milan today.

[speak to them without others listening]

B: Oh yeah? Are they causing trouble again?

A: Well, **you know**, [used to fill a pause in conversation]

they just keep talking to each other, and they don't **pay attention** [listen] – **that sort of thing**.

B: Why don't you make them sit in different places?

A: I tried that, but they still talked to each other.

B: Well, **in that case** [because of the situation described], you'll have to move one of them.

A: Maybe, but I'd **feel bad about** that [be unhappy about]. They're quite nice boys, you know, they just **can't help it**. [can't control some actions or behaviour]

B: Sure ... but you can't let **that kind of thing** continue.

A: No, you're right. But I've given them a final warning today, so let's **wait and see** what happens. [wait to discover what will happen]

B: OK. But **what if** they don't improve? [what will you do if they don't improve?]

A: I think it'll be OK.

B: Well, if you **change your mind** [change your decision], come and see me again, and I'll arrange for one of them to be moved to another class.



Language help

We use **sort/kind** in several common phrases in informal speech. (**and**) **that sort/kind of thing** [examples of that type]

e.g. *I grow onions and carrots – **that sort/kind of thing**.*

sort/kind of [approximately/more or less] e.g. *Her new top is **sort of** blue; I thought he was **kind of** strange.*

Exercises

76.1 Put the responses in the most suitable column below.

~~no way~~ not really I suppose so why not
you're kidding that depends I don't believe it

positive	negative	not sure <i>or</i> either
	no way	

76.2 Choose the correct word. Sometimes both are correct.

- I need to have a word / *speak* with Catalina.
- I don't know what they plan to do; we'll have to wait and *see* / *watch*.
- He usually wears jeans, trainers, and that *sort* / *kind* of thing.
- Little children shout and scream all the time; they can't *help* / *leave* it.
- A: I went to Cambridge last week. B: Really? *What* / *Why* for?
- The trouble with Mark is that he doesn't *pay* / *give* attention.
- A: Are you working tonight? B: *It* / *That* depends.

76.3 Complete the dialogues with a suitable fixed phrase.

- A: Did you hear that Daniel's getting married?
B: Yeah. I don't believe it!
- A: Sofia doesn't listen.
B: No. She never
- A: Did you speak to Nathalie?
B: Yes, I
- A: Dad wasn't happy about forgetting my birthday.
B: No, he felt
- A: Do you know what time he'll be here?
B: No, I'm afraid I've
- A: Are you still planning to sell the flat?
B: No, I've I'm going to keep it now.

76.4 Where could you add the phrases in the box to the dialogues below?

~~you know~~ I couldn't believe my eyes kind of in that case
that sort of thing you must be joking why not

- A: What did you say to him?
B: Well, it was quite difficult. you know
- A: What colour was it?
B: Blue.
- A: He's not coming this evening, so you won't be able to ask him.
B: Well, I'll phone him and ask him.
- A: Jerry says we'll have to walk all the way to the campsite.
B: That's ten miles!
- A: Do you want to get a takeaway?
B: Yeah.
- A: What do they sell?
B: Oh, burgers, pizzas, ...
- A: Did you see Chloe wearing those high-heeled shoes?
B: Yes.

A Verb + preposition

Pay special attention to prepositions that are different in your language.

Paul doesn't like the manager's decision and I **agree with** him. [have the same opinion as]

Don't **worry about** your exam. [be nervous about]

His teachers were **satisfied with** his progress. [pleased with]

Many people **spend** a lot of money **on** clothes.

I'm **thinking of** going to China. [it's my plan to go] (used in the continuous form)

This land **belongs to** the company. [it is the company's land]

I **translated** the letter **into** French. [changed from one language into another]

She **complained to** the manager **about** the food. [said she wasn't happy/satisfied with]

I can't **concentrate on** [think about] my work when the radio is playing.

We can **rely on** this photocopier. [trust it; it will not go wrong]

I may go but it **depends on** the weather. [used to say you are not sure about something]

Language help

Depend (on) has other meanings:

Martha **depends on** her son for money. [she needs his money]

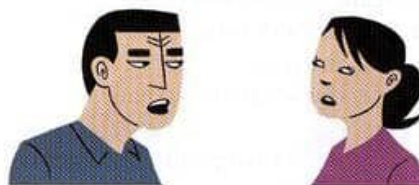
We can **depend on** the others for support. [we can trust the others to support us]

Remember: it **depends on** something or someone (NOT it depends ~~of~~ something or someone)

B Prepositions that change the meaning



She **shouted to** me. [spoke in a loud voice to be heard]



He **shouted at** me. [spoke in a loud voice because he was angry]



He **threw the ball to** me. [for me to catch it]



He **threw the ball at** me. [in order to hit me]

C Adjective + preposition

I've never been very **good at** maths. (*opp* bad at)

She's **afraid of** flying. [frightened of]

The neighbours are **fond of** the children. [like]

She's **similar to** her sister [the same as her in some ways], but very **different from** her brother.

He's very **interested in** photography.

I think she's **aware of** the problem. [knows about]

I'm **tired of** people telling me what to do. [bored or a bit angry about]

Katya is **mad about** Brad Pitt. [likes him very much; *infnl*]

We're **short of** coffee at the moment. [we don't have much]

There's **something wrong with** this TV. [the TV is not working correctly]

Exercises

77.1 Match the sentence beginnings on the left with the best endings on the right.

- | | | |
|------------------------|-------------------------------------|---|
| 1 He's tired | ☒ | a me, but it missed. |
| 2 She wasn't aware | ☐ | b to the manager. |
| 3 He threw the pen to | ☐ | c of working at weekends. |
| 4 She complained | ☐ | d his friend on the other side of the lake. |
| 5 He shouted at | ☐ | e me, but I dropped it. |
| 6 He shouted to | ☐ | f with them. |
| 7 He threw the book at | ☐ | g us to get out of his garden. |
| 8 I don't agree | ☐ | h of her mistakes. |

77.2 Complete the questions with the correct preposition, then write an answer for each one.

- | | |
|--|-----------------------|
| 1 A: What is she worried <u>about</u> ? | B: <u>Her exams</u> . |
| 2 A: What subjects is she good ? | B: |
| 3 A: Who does this belong ? | B: |
| 4 A: What does he spend all his money ? | B: |
| 5 A: What are you afraid ? | B: |
| 6 A: What kind of films are you interested ? | B: |
| 7 A: What does the decision depend ? | B: |
| 8 A: I know he's angry, but who's he shouting ? | B: |
| 9 A: Who can we rely ? | B: |
| 10 A: What language is the book being translated ? | B: |

77.3 Complete the dialogues.

- | | |
|---|---|
| 1 A: Are you going to the exhibition?
B: Yes, I'm very <u>interested</u> in art. | 6 A: Did you like the course?
B: No, I wasn't very satisfied it. |
| 2 A: Is she to her sister?
B: No, they're completely different. | 7 A: What's the matter?
B: I can't on this with the TV on. |
| 3 A: What did she about?
B: She wasn't happy with the food. | 8 A: It's a big problem.
B: Yes, but we're of that. |
| 4 A: Angel is very good-looking.
B: That's why I'm about him! | 9 A: We're a bit of milk.
B: OK. I'll buy some when I go out. |
| 5 A: What's with the radio?
B: I don't know, but it's not working. | 10 A: Do Max's children have jobs?
B: No, they still on their parents. |

77.4 Do you know which preposition follows the words below? They are all in this book. If you don't know, use the index to help you. A good dictionary will tell you if a verb or adjective is usually followed by a special preposition.

keen succeed apply
suffer get married apologise

77.5

Over to you

Complete the sentences about yourself. If possible, compare your answers with someone else.

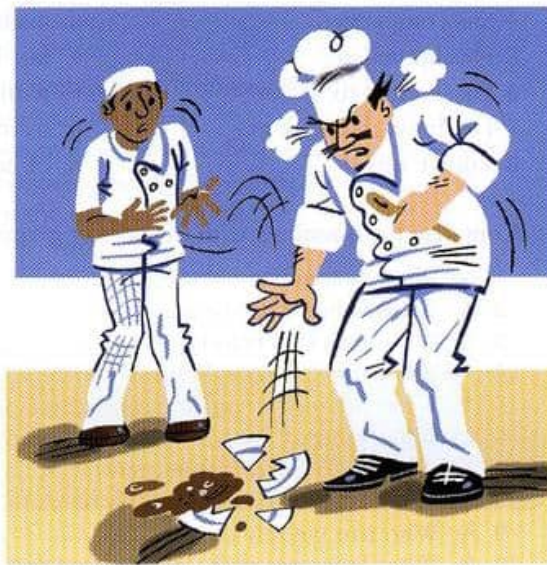
- I'm not very good
- I've always been interested
- I'm not very fond
- I spend most of my money
- For my next holiday, I'm thinking

A *By, on or in + noun*

I took his pen **by mistake**. [I thought it was my pen]
 These shoes are made **by hand**. [not using a machine]
 I met them **by chance**. [it wasn't planned; it was luck]



He broke the plate **by accident**. [he did not want or plan to do it]



He broke the plate **on purpose**.
 [he wanted to do it; it was his intention]

My boss is **on the phone** at the moment. [using the phone]
 The workers are **on strike**. [they refuse to work because of a problem over pay, hours, etc.]
 The books were **on display** in the window. [in the window for people to look at]
 Part of the building was **on fire**. [burning]
 Most of the passengers are now **on board**. [on the train, boat, plane, etc.]
 Why are they always **in a hurry**? [needing to do something or go somewhere very quickly]
 I explained everything **in detail**. [including all the important information]
 She won't make that mistake again **in future**.
 The poor little girl was **in tears**. [crying]

B *Phrases easily confused*

Sometimes two prepositions can be used with the same noun, but the meaning is different.

Lessons begin at 8.30 and the students are usually here **on time**. [at 8.30]

If we hurry, we'll be there **in time**. [before the time we need to be there]

We were tired of waiting, so **in the end** we went home. [finally, after a lot of time or thought]

At the end of the book they get married. [in the last part]

To be successful **in business** it's important to get on well with people. [working as businesspeople]

They're both in Germany **on business**. [they are there for work, not a holiday]

I'm afraid this book's a bit **out-of-date**. [old and not useful, or not correct in its information]

I try to keep **up-to-date** with all the changes. [knowing all the most recent ideas and information]

I'll see you **in a moment**. [not now, but very soon; *syn* in a minute]

I can't speak to you **at the moment**. [now; *syn* right now]

Common mistakes

I'm busy at the moment. (NOT I'm busy in this moment.)

Exercises

78.1 Put the nouns into the correct columns.

board	hand	accident	display	detail
fire	future	mistake	tears	strike

on	in	by
board		

78.2 Choose the correct word to complete the sentences.

- 1 I'm afraid I deleted your email *on / in / (by)* accident.
- 2 Did she hit him *on / by / in* purpose?
- 3 I just saw them *with / by / on* chance.
- 4 Most of these files are *out-of- / out-from- / out-for* date.
- 5 My wife is away *in / on / by* business at the moment.
- 6 I'm afraid I'm busy *on / in / at* the moment.
- 7 I've got to go; I'm *in / on / at* a hurry.
- 8 I won't go there again *on / in / at* future.

78.3 Complete the missing noun in these prepositional phrases.

- 1 I saw smoke coming out of the window, and I realised the house was on fire.
- 2 Nobody is at the factory. The workers are all on
- 3 These chocolates are expensive because they are all made by
- 4 I'm just going to the shop but I'll be back in a
- 5 I'm sure she broke that vase on; she never liked it.
- 6 I'm sorry I can't stop to talk now – I'm in a
- 7 She never thanked me for the present, so I won't buy her another one in
- 8 You can't trust things you read on the Internet; a lot of the information there is
out-of-
- 9 I told them everything they wanted to know. I explained it all in
- 10 I went to the exhibition, and some of Katya's paintings were on
- 11 The manager can't speak to you at the; I'm afraid she's on the
- 12 It was a terrible journey but we got there in the

78.4 Replace the underlined word(s) with a prepositional phrase.

- 1 The meeting was planned for 11 am and we got there at 11 am. on time
- 2 Did you get to the cinema before the film started?
- 3 Most of the factory is burning.
- 4 I had great difficulty finding the camera I wanted, so finally I bought one on the Internet.
.....
- 5 He gets killed in the last scene of the film.
- 6 I'm afraid I'm very busy right now.
- 7 I saw her yesterday but we didn't plan to meet.
- 8 I'm writing an email, but I'll be with you very soon.
- 9 Most of these books are old and the information is wrong.
- 10 I explained the system with all the important information.

A Formation

A phrasal verb is a verb + adverb or preposition, and sometimes a verb + adverb *and* preposition.

He **fell over** [fell to the ground] and hurt his knee.

I'll try to **find out** [learn/discover] the quickest way to get there.

He didn't like his coat, so he **gave it away**. [gave it to someone for no money]

If you don't understand the meaning, **look it up**. [find the meaning in a book/dictionary]

Who's going to **sort out** the problem? [deal with it successfully; solve it]

He doesn't **get on with** [have a good relationship with] his parents. (verb + adv. + prep.)

B Meaning

The adverb or preposition does not always change the meaning of the verb, and is not always used.

I didn't **wake (up)** until 7 o'clock.

She's **saving (up)** for a new computer.

Hurry (up) or we'll be late.

I went to **lie (down)** on the bed.

Sometimes an adverb adds a particular meaning to the verb. For example, **back** can mean *return*.

I bought this jacket yesterday, but I'm going to **take it back** to the shop; it's too small.

You can look at the books, but remember to **put them back** on the shelf.

They liked Greece so much they want to **go back** next year.

Often, the adverb or preposition changes the meaning of the verb: *give up* doesn't mean the same as *give*, and *carry on* doesn't mean the same as *carry*.

My wife has decided to **give up** [stop] smoking.

We'll take a short break and then **carry on** [continue] with the meeting.

The shops are going to **put up** [increase] the price of bread.

When the hotel gets busy, we have to **take on** [employ] more staff.

C Multiple meanings

Many phrasal verbs have more than one meaning.

go away

I was busy, so I told him to **go away**. [leave]

We try to **go away** in August. [go on holiday]

Pick something / someone up

I **picked up** most of the rubbish. [lifted it from the floor]

I'm going to **pick Jane up** at the station. [collect someone, usually in a car]

Put something on

Could you **put the light on**? [make a piece of equipment work by pressing a switch; *syn* **switch sth on**]

I **put on** my best suit. [put clothes on your body]



Exercises

79.1 Choose the correct adverb or preposition to complete the sentence.

- | | | | |
|---|--------|-------------|--------|
| 1 I can't see. Could you put the light | a in | b on | c out |
| 2 If he doesn't want it, he can give it | a out | b away | c up |
| 3 Have they sorted it | a out | b over | c up |
| 4 It was broken, so I had to take it | a over | b on | c back |
| 5 I went to the airport to pick her | a up | b down | c over |
| 6 What time did you wake | a to | b up | c for |
| 7 I get married next year. I need to start saving | a out | b on | c up |
| 8 Could you switch the TV | a down | b on | c in |

79.2 Replace the underlined word(s) with a phrasal verb that keeps a similar meaning.

- We never discovered what it means. *found out*
- I'd like to return next year.
- We collected Kelly from the station.
- We'll have to increase the price this year.
- I've decided to stop eating chocolate.
- Is Hana going to continue with her English course?
- I told them to leave.
- I have a good relationship with my parents.
- We are planning to employ ten new drivers next year.

79.3 Look at the dictionary entry for *go off* and match the meanings with the sentences below.

- When the light goes off, the machine has finished.3....
- My alarm clock went off early this morning.
- I think this meat has gone off.
- The bomb went off without any warning.
- Faye went off early; she had to meet a friend.

go off 1 **LEAVE** to leave a place and go somewhere else *She's gone off to the pub with Tony.* 2 **FOOD** UK informal If food goes off it is not good to eat anymore because it is old. 3 **STOP** If a light or machine goes off, it stops working. *The heating goes off at 10 o'clock.* 4 **EXPLODE** If a bomb or gun goes off, it explodes or fires. 5 **MAKE NOISE** If something that makes a noise goes off, it suddenly starts making a noise. *His car alarm goes off every time it rains.*

79.4 Complete the dialogues.

- A: Can you afford that bike?
B: No, I'll have to *save up* for it.
- A: Is there still a problem?
B: Don't worry. I'll *sort it out*.
- A: Can we look at some books?
B: Yes, but *wait* them *over* afterwards.
- A: Did you feel unwell?
B: Yes, I had to *rest* on the bed.
- A: What's the matter?
B: I *fell over* and cut my knee.
- A: I don't know what this means.
B: Well, *look it up* in a dictionary.
- A: Does he look smart?
B: Yes. He's *tidied up* his suit.
- A: *Be quick* or we'll be late.
B: OK, I'm coming.

A Phrasal verbs with no object

Some phrasal verbs don't have an object. We cannot put other words between the parts of the verb.

When does your train **get in**? [arrive]

Hold on [wait a moment], I just need to get my coat.

The car **broke down** on my way to work. [stopped working]

I'll **call for** them at 8 o'clock. [go to collect them]

We **set off** [started the journey] about 7.30.

B Phrasal verbs with an object

Many phrasal verbs need an object. We can usually put the object in different positions.

Put on your shoes.

Turn on the TV.

Take off your coat.

Put your shoes **on**.

Turn the TV **on**.

Take your coat **off**.

These are separable phrasal verbs, but if the object is a long phrase, it usually goes at the end, e.g. I **turned off** the lights in the living room. If the object is a pronoun, it must go in the middle, e.g. Turn **it** off.

Common mistakes

Put them **on**. (NOT Put ~~on~~ them.); Take it **off**. (NOT Take ~~off~~ it.)

There are some phrasal verbs where the object must come after the phrasal verb.

I will **look after** the children for you. [take care of them]

How did the two men **break into** the shop? [enter the shop using force, e.g. breaking a window]

C In dictionaries

Dictionaries usually show the grammar of a phrasal verb like this:

No object

hang around (also UK hang about) to spend time somewhere, usually without doing very much: *There's nowhere for teenagers to go, so they just hang around on street corners.*

Separable

hand sth out to give something to all the people in a group: *A girl was handing out leaflets at the station.*

Not separable (the object must come after the phrasal verb)

get over sth to begin to feel better after being unhappy or ill: *It took her months to get over the shock of Richard leaving.*

D Style

Phrasal verbs are commonly used in spoken and written English. Many phrasal verbs are quite informal, and sometimes there is a single word with the same meaning as a phrasal verb, which sounds more formal. We use this word instead of the phrasal verb in more formal situations.

leave sb/sth out [not include sb/sth; *syn* omit], e.g. He made a list of people but left me out.

make sth up [create sth from your imagination; *syn* invent], e.g. We had to make up a story.

put sth off [put sth back to a later date; *syn* postpone], e.g. They put the game off till Friday.

turn sth/sb down [refuse an offer or request; *syn* reject], e.g. I offered her a job but she turned it down.

Exercises

80.1 Correct any mistakes with word order in the sentences. Be careful: some are correct.

- 1 She asked me to hand ~~out them~~. hand them out
- 2 I've got some boots but I'll put on them later.
- 3 Could you turn the light on?
- 4 My boots were tight and I couldn't take off them.
- 5 We set off very early this morning.
- 6 Why did they turn down it?
- 7 The boys were hanging the station around.

80.2 Replace the underlined word with a phrasal verb that makes the sentence more informal.

- 1 Could you wait a minute, please? hold on
- 2 As so many people are ill, I've had to postpone the meeting till next week.
- 3 The teacher told us to invent a story to go with the picture in our books.
- 4 They omitted a number of the names from my list.
- 5 I don't know why he rejected my offer of help.
- 6 The train should arrive by ten o'clock.

80.3 Write a sentence to describe what is happening or what has happened in the pictures.



1 He's putting on his jacket.



3



5



2



4



6

80.4 Complete the phrasal verbs.

- 1 I'm not stopping, so I won't take off my coat.
- 2 We didn't think Mike was good enough, so we left him
- 3 He told me he was 25, but I don't believe him. I think he's making that
- 4 We'll get there by seven if we set now.
- 5 I'll call you a bit later. I should be at your house by 7 o'clock.
- 6 They offered him the job but he turned it

80.5 Complete these sentences in a suitable way.

- 1 It was cold so I put on my gloves/coat/scarf.
- 2 Monica is still getting over
- 3 I'm not very good at making up
- 4 She asked me to turn on
- 5 Two men tried to break into
- 6 She's going out, so I said I'd look after

HOLTA

B.2.b (14)

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