

HOLTA

B.2.c (15)

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



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Student's Book



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7

New ways of thinking

LESSON A

- Positive and negative descriptions
- *So and such*

LESSON B

- Eliciting an idea
- Suggesting a solution

LESSON C

- Verb and noun formation
- The passive

LESSON D

- Reading: "Technology Helps Japan's Elderly"
- Writing: An invention



Warm Up

A Look at the pictures. What do you see?

B What problem did each of these creations try to solve? Do you think they were successful?

A Inventions

1 Vocabulary Positive and negative descriptions

A Make the words negative. Write them in the chart. Then listen and check your answers.

convenient	creative	eventful	significant
conventional	effective	imaginative	successful

un-	in-

B PAIR WORK What do you think? Discuss the sentences. Circle the correct word.

- 1 The first computers were huge. They filled an entire room. They were very **convenient** / **inconvenient** for everyday use.
- 2 Coco Chanel's fashion designs are world famous. They were so **imaginative** / **unimaginative**. Many people have copied them.
- 3 The new hybrid car is **conventional** / **unconventional**. I've never seen one like it. It uses air, not gasoline.
- 4 One day in 1847, Joseph Fry discovered a way to make chocolate bars. What an **eventful** / **uneventful** day that was! What would we do without them?

2 Language in context Early inventions

A Read the descriptions of early inventions. What was each invention used for?



The abacus is over 5,000 years old. It was used to count numbers. It was such an effective tool in China and the Middle East that it spread to other parts of the world and is still used in many countries today.



Rubber was first used by the ancient Mayans in Mexico and Central America about 3,500 years ago. They took rubber from trees, boiled it, and made rubber balls, which they used in ancient ball games.



More than 2,000 years ago, the ancient Romans built aqueducts to bring water into their cities from miles away. Some of these aqueducts were so well made that they still carry water today.

B What are some modern examples of these inventions? Do you know any other early inventions?

3 Grammar So and such

Use *so* and *such* with an adjective to make the adjective

so + adjective

It was **so** creative.

It was **so** well made.

such + a / an + adjective + singular noun

It was **such** a creative idea.

It was **such** a well-made aqueduct.

Use a *that* clause with *so* or *such* to show a result.

The abacus was **so** effective **that** it spread to other places.

The abacus was **such** an effective tool **that** it spread to other places.

A Complete the sentences with *so* or *such*. Then compare with a partner.

- The wheel was _____ a significant invention.
- Her ideas were _____ unimaginative.
- His inventions have been _____ successful.
- His thinking is _____ unconventional.
- She was _____ a creative woman.
- Wireless Internet access is _____ convenient.

B Complete the sentences. Use *so* ... *that* or *such* ... *that*. Then compare with a partner.

- Online streaming is _____ (popular) cable TV subscriptions have decreased.
- I think the Perfect Cake Cutter was _____ (an ineffective invention) no one wanted to buy it.
- Smartphones are _____ (inexpensive) almost everyone has one.
- MP3 players were _____ (a big success) they changed the way we listen to music.

4 Pronunciation Emphatic stress

A Listen and repeat. Notice the extra stress on *so* and *such* for emphasis.

That is **so** conventional. That is **such** a conventional thing to say.

B **PAIR WORK** Practice the sentences in Exercise 3A. Pay attention to your pronunciation of *so* and *such*.

5 Speaking Top inventions

GROUP WORK Discuss three important inventions in each category. Why are they so important?

communication technology transportation

6 Keep talking!

Go to page 137 for more practice.



3 Got any suggestions?

1 Interactions Solutions

A Look at the picture in Part B. What problem do the people have?
How can they solve it?

B Listen to the conversation. How do they plan to solve the problem?
Then practice the conversation.

Ralph Here we go . . . almost there.

Carl This sofa is going to look great in my living room.
Thanks again for helping me.

Jim No problem.

Ralph Wait a minute. It doesn't fit.

Carl What? Are you kidding?

Jim Did you measure it before you bought it?

Carl Of course. There should be enough room. I even made a sketch, see?

Ralph Well, I'm sure there's something we can do. Do you have any ideas?

Jim Well, one idea could be to turn the sofa the other way.

Carl It's worth a try. If that doesn't work, I'm not sure what else to do.



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

Eliciting an idea

Got any ideas?

Got any suggestions?

Suggesting a solution

Something we could try is to . . .

One solution might be to . . .

D GROUP WORK Have conversations like the one in Part B. Use these ideas.



go through the window



remove the legs

2 Listening Sticky situations

A Look at the pictures. What problems do you see?



B Listen to people discuss how to solve the problems in Part A. Number the pictures in Part A from 1 to 4.

C Listen again. Check (✓) the solution they decide to try.

- | | |
|---|---|
| 1 ☐ Stand on the reef and lift the boat. | 3 ☐ Pour oil around the opening. |
| ☐ Wait and let the tide lift the boat. | ☐ Put the jar under hot running water. |
| 2 ☐ Take the parrot's cage outside. | 4 ☐ Add weight to push the truck down. |
| ☐ Give the parrot treats. | ☐ Remove all the air from the tires. |

3 Speaking Inventive solutions

A **GROUP WORK** What could you do in these situations? Discuss your answers.

- | | | | |
|---|---|--|--|
| 1 You forgot your wallet and have no money to pay for the dinner you have just eaten at a restaurant. | 2 Your pet cat is sitting at the end of a high tree branch. It's so scared that it won't come down. | 3 You realize you made plans with your best friend and your mother for the same night. | 4 You discover you locked your keys inside your apartment. |
|---|---|--|--|

A: Do you have any ideas about situation 1?

B: Well, one idea could be to call a friend for help.

C: Or one solution might be to wash the dishes to pay for your meal.

B **CLASS ACTIVITY** Share your solutions. Vote on the best solution for each situation.

I can elicit ideas. ✓

I can suggest solutions. ✓

1 Vocabulary Verb and noun formation

- A Read about the inventions. Complete the chart with the missing form of words. Then listen and check your answers.



Sometimes a successful **invention** happens by accident: the tea bag, for example. Thomas Sullivan **introduced** tea bags to the world in 1908. He was a New York tea importer. He sent tea to his clients in tin cans. But tin was so heavy and expensive that he needed a more convenient way to send it. So he **designed** inexpensive bags to hold the tea leaves and sent them instead. Thomas's customers were supposed to open the bags and put the leaves in hot water. Instead, they used the entire bag. But this **innovation** worked! Immediately, tea bags **proved** to be a big **success**.



Ruth Wakefield **created** another accidental invention in her Massachusetts hotel in 1930. One day, Ruth didn't have enough chocolate for her usual chocolate cookie recipe. So she cut a chocolate bar into small pieces and made more cookies with less chocolate. The chocolate chips didn't melt completely, but her guests loved them! Ruth **developed** the original chocolate chip cookie. And her recipe has never needed much **improvement**. It's still the world's most popular chocolate chip cookie recipe today.

Verb	Noun
invented	invention
	introduction
	design

Verb	Noun
innovated	
	proof
succeeded	

Verb	Noun
	creation
	development
improved	

- B **PAIR WORK** Choose four of the words from the chart. Make sentences with these words about something you have done. Tell your partner.

2 Conversation A delicious discovery

- A Listen to the conversation. Why did the chef get angry?

Dana Do you know how the potato chip was invented?

Emma I have no idea.

Dana Apparently, in 1853, a customer in a restaurant sent his French fries back to the kitchen several times because they weren't thin enough. The chef was so angry that he sliced them even thinner, fried them again, and sent them back to the customer.

Emma And the customer liked them?

Dana Yeah, he asked for more! The chef's creation was such a success that they were requested by other customers, too. At that time they were only salted, but since then, lots of different flavors have been developed.

Emma Fascinating. So, can I have my chips back?



- B Listen to the rest of the conversation. What three countries do they mention? What flavors of potato chips are mentioned for each country?

3 Grammar The passive

Active	Passive
<i>Simple present:</i> People still use her recipe today.	Her recipe is still used today.
<i>Simple past:</i> A chef invented it in 1853.	It was invented in 1853.
<i>Present perfect:</i> Companies have developed many flavors since 1853.	Many flavors have been developed since 1853.

A Rewrite these sentences. Use the passive voice. Then compare with a partner.

1 Thomas Sullivan introduced tea bags to the world in 1908.
Tea bags were introduced to the world in 1908.

2 Sullivan designed small bags to hold the tea.

3 A man produced the first flavored potato chip in the 1950s.

4 Potato chip makers have developed many unique flavors.

B Complete the sentences. Use the passive voice with the simple present, simple past, or present perfect form. Then compare with a partner.

The 3M company _____ (know) for its innovation for a long time. But there have been mistakes along the way. Today, employees _____ (encourage) to learn from past mistakes. That's how Arthur Fry learned about a special glue. It _____ (create) in the 3M lab in 1968. The glue wasn't strong enough, so it _____ (forget). But Fry found it in 1974 and used it to develop Post-it Notes. The original Post-it Notes _____ (improve) since then, and now they _____ (sell) all over the world.



4 Speaking Early innovations

GROUP WORK Look at these products. What improvements have been made to the products recently? Have all of the improvements been good ones?



"Tennis shoes have been made lighter. Their design has been improved a lot."

5 Keep talking!

Go to page 138 for more practice.

D Making life easier

1 Reading

A Look at the picture. What do you think this article is about?

B Read the article. Check (✓) the best title.

- | | |
|---|---|
| ☐ Top Innovations in Japan | ☐ Technology Helps Japan's Elderly |
| ☐ The Future of Technology | ☐ Growing Old in Japan |

ONCE UPON A TIME,

there was a land where robotic bears helped lift the elderly out of bed and into wheelchairs. In this land, robotic seals comforted lonely people and were an **essential** part of elder care.

Is this science fiction? Not in Japan. These robots already exist, and you may actually experience them as you get older. These examples of **state-of-the-art** technology are helping to solve a big problem for the Japanese – the problem of taking care of their **senior citizens**.

It is estimated that 40% of the population in Japan will be over 65 by 2055. At the same time, there will be an estimated 16% decrease in the size of the workforce by 2030. This **shortage** of labor presents a serious challenge:

Who will look after all the people in their **golden years**? There are simply not enough younger people to care for this older population. And with the breakdown of traditional family responsibilities, a growing number of elderly are living away from their families and the family care they have been given in the past.



Robots to the rescue! Robotic beds that are controlled by voice can change from a bed to a wheelchair on command. The robotic bear nurse can lift patients who weigh up to 135 pounds (61 kilos). And for comfort and friendship, a soft robotic pet seal has been designed to show emotions with facial expressions, movement, and noises, and to respond to touch. These are just a few of the inventions that are so promising. Robots are the future of elder care.

C Find the words in **bold** in the article. Circle the correct meanings.

- | | | |
|---------------------------|---------------------------|--------------------------|
| 1 essential | a. necessary | b. unnatural |
| 2 state-of-the-art | a. the most advanced | b. imaginary |
| 3 senior citizens | a. elderly people | b. people who need help |
| 4 shortage | a. too much of | b. not enough of |
| 5 golden years | a. time before retirement | b. time after retirement |

D **CLASS ACTIVITY** What is your opinion of using robots and technology to help the elderly? What are some other ways that robots and technology are helping people? Discuss your ideas.

2 Listening A robot pet?

A Listen to a commercial for i-Cybie, a robot dog. Check (✓) the things the i-Cybie can do.

- | | | |
|-------------------------------|--|--|
| ☐ eat | ☐ scratch its ear | ☐ show emotion |
| ☐ sing | ☐ dance | ☐ sleep |
| ☐ play | ☐ taste | ☐ respond to commands |
| ☐ sit | ☐ smell | ☐ do a yoga position |



B Listen to Jason tell his friend Tina about his new i-Cybie. Write two things he likes and two things he doesn't like about his new pet.

What he likes	What he doesn't like
1 _____	1 _____
2 _____	2 _____

3 Writing and speaking An invention

A **GROUP WORK** Brainstorm inventions that would make your life easier. Make a list.

B Choose one of the inventions. Draw a picture of it. Then write a paragraph about it. Give it a name, explain who it's for, and discuss what it does.

Charger Baseball Cap

The Charger Baseball Cap is for anyone who loves laying out in the sun, but doesn't want to worry about their phone battery. The front of the cap has a solar charging panel that wirelessly charges your cell phone. It looks like a stylish baseball cap, but...



C **CLASS ACTIVITY** Walk around the class. Show the picture of your invention to five people. Describe it and try to convince your classmates that they need your invention.

"You have to get a Charger Baseball Cap. You can charge your phone battery while you're outside, but you also..."

D As a class, vote on and give these awards for the best inventions.

the best overall invention	the most innovative invention
the greatest improvement to people's lives	the most useful invention

Wrap-up

1 Quick pair review

Lesson A Test your partner!

Say a positive descriptive adjective. Can your partner write the negative adjective correctly? Take turns. You and your partner have one minute.

"Conventional."

1 unconventional

3 _____

5 _____

2 _____

4 _____

6 _____

Lesson B Give your opinion!

What are solutions to these problems? Elicit ideas and suggest solutions.

Take turns. You and your partner have two minutes.

- You have only one day to study for a test.
- You have a broken-down car and need to get to work.
- You can't find your keys.
- You have to fit a big piano through a small door.

A: I have only one day to study for a test. Got any suggestions?

B: One idea could be to stay up all night and study.

Lesson C Do you remember?

Write A for active and P for passive. You have one minute.

- 1 The Internet was invented in the 1970s. _____
- 2 My mother doesn't like new technology. _____
- 3 This cell phone has won an award for best design. _____
- 4 That movie has been seen all over the world. _____

Lesson D Guess!

Describe an invention, but don't say its name. Can your partner guess what it is? You and your partner have two minutes.

A: This invention is so useful. It helps you see.

B: Glasses?

A: No. It goes in a lamp.

2 In the real world

What's a great invention? Find information online about one of these inventions, or choose your own idea. Then write about it.

computer mouse pencil sharpener Silly Putty TV remote control

- What is it?
- Who invented it?
- When was it invented?
- What do you think about the invention?

Silly Putty

Silly Putty is a toy for children. It was invented by James Wright in the 1940s.

3 Lessons in life

LESSON A

- Prefixes: *mis-*, *dis-*, and *re-*
- Past perfect

LESSON B

- Expressing worry
- Reassuring someone

LESSON C

- Expressions with *make* and *get*
- Third conditional

LESSON D

- Reading: "Tuesday, January 9, 2007"
- Writing: About a memorable day



Warm Up

- A** Describe the pictures. What's happening? How do you think each person feels?
- B** What would you do if these things happened to you?

A Why did I do that?

1 Vocabulary Prefixes: *mis-*, *dis-*, and *re-*

A Read the sentences. Match the prefixes *mis-*, *dis-*, and *re-* and their meanings.

- | | |
|---|-----------------------|
| 1 I misspelled your name. Can you correct it? _____ | a. do something again |
| 2 Please disregard my email. It wasn't important. _____ | b. do something wrong |
| 3 Let's reconsider. There might be a better way. _____ | c. don't do something |

B Add the correct prefixes to the words, and write them in the chart. Then listen and check your answers.

agree	continue	judge	make	regard	think
consider	do	like	pronounce	spell	understand

mis-	
_____	_____
_____	_____

dis-	
_____	_____
_____	_____

re-	
_____	_____
_____	_____

C **PAIR WORK** Answer the questions.

- What word do you often misspell? What word do you often mispronounce?
- Do you ever disagree with your friends? Do you disregard their advice? Why?

2 Language in context Awkward situations

A Listen to two people describe awkward situations. What was awkward about each situation?



When I was emailing my classmate about a surprise party for my friend Leo, I hit "send" and it went to Leo. I'd sent the email to Leo before I realized my mistake. I called him and asked him to disregard the email. Luckily, he hadn't read it yet.

– John



The other day, my boss mispronounced my name in the elevator. He had done it once before, and I hadn't corrected him. But this time, I reconsidered. Unfortunately, by the time I started to say something, my boss had already left the elevator.

– Angelica

B What do you think? Did John and Angelica do the right thing? Has anything similar ever happened to you?

3 Grammar Past perfect

Use the past perfect to describe an action that took place before another action in the past.

I'd sent the email to Leo before I realized my mistake.

The words *yet* and *already* are often used with the past perfect.

I asked him to disregard the message. Luckily, he **hadn't** read it yet.

By the time I started to say something, my boss **had** already left.

Contraction I'd = I had

Complete the sentences. Use the simple past and past perfect in each sentence.

Then compare with a partner.

- I _____ (plan) on working all weekend, but then I _____ (reconsider) and went to the beach instead.
- I was so late this morning. By the time I _____ (get) to work, I _____ (miss) the whole meeting.
- Alice _____ (wake up) at 9:30 because she _____ (forget) to set her alarm clock for 8:00.
- Before Richard and Alex _____ (meet), they _____ (be) e-pals for a year.
- I _____ (call) my friend to cancel our plans. Luckily, he _____ (not / leave) yet.

4 Pronunciation Reduction of *had*

A  Listen and repeat. Notice how *had* is pronounced /d/ in the past perfect.

I'd sent the email to Leo. My boss **had** already left the elevator.

B **PAIR WORK** Practice the sentences in Exercise 3. Pay attention to your pronunciation of the past perfect.

5 Speaking I'd forgotten to ...

A Choose a situation and prepare to talk about it. Think about the events that happened *before* and *after*.

you disagreed with someone	you misjudged someone	you redid something incorrectly
you forgot something	you misunderstood someone	you were very late

B **GROUP WORK** Tell your classmates what happened. Answer any questions.

A: I was embarrassed at a job interview once. I'd forgotten to turn off my cell phone.

B: Really? Did the job interviewer say anything?

6 Keep talking!

Go to page 139 for more practice.

3 I'm sure you'll do fine.

1 Interactions Worries and reassurance

A In which of these situations do you feel the most confident? The least confident?

public speaking in English

speaking in front of a large group

public speaking in your own language

speaking in front of a small group

B Listen to the conversation. What is Feng worried about? Then practice the conversation.

Mei Hi, Feng. How are you?

Feng Oh, hi, Mei. I'm fine, I guess. But I have to give a presentation in my English class, and I'm kind of worried about it.

Mei Really? Why?

Feng Well, I always forget what I'm planning to say. I'm not confident speaking in front of people.

Mei Can you use notes?

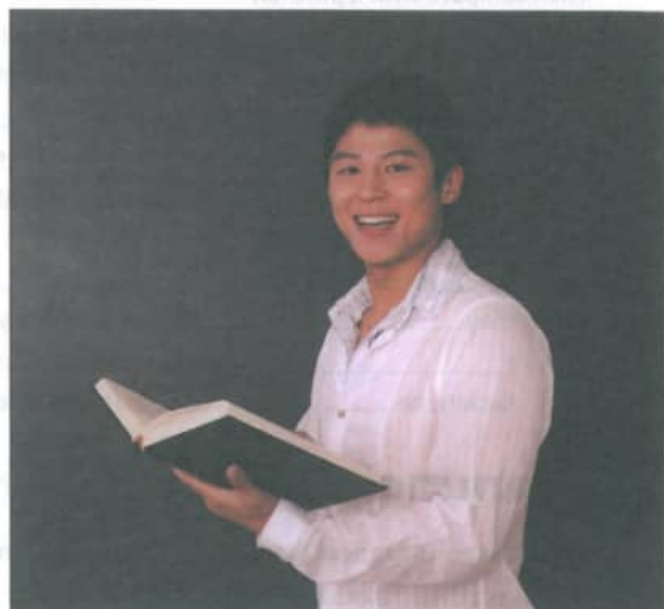
Feng Yeah, I can, so that will help.

Mei I'm sure you'll do fine. You're great in front of people.

Feng Do you really think so?

Mei I do. Just try to relax.

Feng Well, thanks. We'll see how it goes.



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

Expressing worry

I'm a little anxious about it.

I'm pretty nervous about it.

Reassuring someone

I'm sure you'll be OK.

Don't worry. Everything will work out.

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

_____ **A** When is it?

_____ **B** Really? I'm not so sure. But thanks anyway.

_____ **1** **A** Hi, Bill. How are you?

_____ **B** It's this weekend.

_____ **A** This weekend? Well, I'm sure you'll do OK.

_____ **B** Fine, I guess. But I'm pretty nervous about my driver's test.

2 Listening Feeling anxious

- A**  Listen to four friends talk about situations that worry them. Number the pictures from 1 to 4.



- B**  Listen again. What do their friends say to reassure them? Write the sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3 Speaking Please don't worry.

- A** **PAIR WORK** Role-play the situation.

Student A: You have been invited to a party. You are a little anxious about it. You're afraid you won't know anyone. Tell Student B how you feel.

Student B: Student A is a little anxious about going to a party. Find out why. Reassure your friend.

A: I'm pretty nervous about going to this party.

B: Why are you so nervous?

A: I won't know anyone there.

B: But you can meet new people there. Don't worry. ...

- B** Change roles and role-play the situation.

Student A: You are changing schools. You are worried about it. You're afraid you might not make new friends easily. Tell Student B how you feel.

Student B: Student A is changing schools and is worried about it. Find out why. Reassure your friend.

- C** **PAIR WORK** Write a role play about reassuring someone in a difficult situation. Give it to another pair to role-play. Use one of these situations, or use your own ideas.

doing a home-stay abroad getting a new roommate traveling alone

I can express worry. 

I can reassure someone. 

C What if...?

1 Vocabulary Expressions with *make* and *get*

A Match the statements. Then listen and check your answers.

- | | |
|---|---|
| 1 I hate to make a fool of myself . _____ | a. I sometimes don't even tell anyone. |
| 2 I always make an effort to do my best in school. _____ | b. I dislike it when people laugh at my mistakes. |
| 3 I often make mistakes . _____ | c. I try very hard. |
| 4 I never make a big deal about my birthday. _____ | d. I am careless. |
| 5 I make up my mind easily. _____ | e. It's not difficult for me to decide things. |
| 6 I never get into trouble . _____ | f. I just disregard it. |
| 7 If someone isn't nice to me, I try to get over it quickly. _____ | g. I always try to follow the rules. |
| 8 I always try to get out of doing the dishes. _____ | h. I get annoyed when they play loud music. |
| 9 My friends sometimes get on my nerves . _____ | i. It's my least favorite chore. |
| 10 I like to get rid of things I don't need. _____ | j. I don't like to keep unnecessary things. |

B **PAIR WORK** Which statements in Part A are true for you?

Discuss your answers.

"I like to *get rid of* old newspapers and magazines, but my roommate likes to *save them*."

2 Conversation A new boyfriend

A Listen to the conversation. What mistake did Alicia make?

- Dan** So, how was Aki's party?
- Alicia** Well, the party was fun. But I'd forgotten it was her birthday, so I was a little embarrassed.
- Dan** Why?
- Alicia** I didn't bring a gift. If I'd remembered, I'd have brought her something really nice.
- Dan** Well, I'm sure she didn't mind.
- Alicia** Then, I think I made a fool of myself at the party. We all had to sing, and you know how bad my voice is.
- Dan** Oh, come on.
- Alicia** I tried to get out of it, but I couldn't. And that's when I met Santiago. Just think. If I hadn't sung at the party, I wouldn't have met Santiago.
- Dan** Santiago? Who's Santiago?
- Alicia** He's my new boyfriend.

B Listen to the rest of the conversation. What's Santiago like? What gets on Alicia's nerves?



3 Grammar Third conditional

Third conditional sentences describe hypothetical situations in the past.

Use the past perfect in the if clause and would have + past participle in the main clause.

If I'd remembered, I would have brought her something.

If I hadn't forgotten, I would have brought her a gift.

If she had missed the party, she wouldn't have met Santiago.

If she hadn't gone to the party, she wouldn't have met him.

Remember: I'd = I would or I had

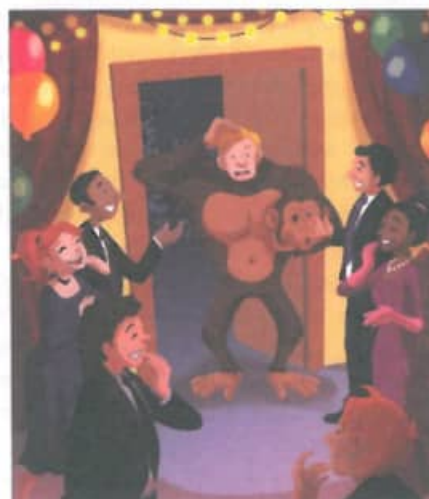
A Read the conditional sentences. Circle the true statements about them.

- If Henry had made an effort, he would have passed all of his exams.
 - Henry made an effort.
 - Henry didn't make an effort.
- If Mike had followed the instructions, he wouldn't have made a mistake.
 - Mike made a mistake.
 - Mike didn't make a mistake.
- If Luz hadn't become a doctor, she would have become an artist.
 - Luz became a doctor.
 - Luz didn't become a doctor.
- If Andrea hadn't sold her old books online, she wouldn't have gotten rid of them.
 - Andrea got rid of her books.
 - Andrea didn't get rid of her books.

B Complete the sentences with the third conditional.

Then compare with a partner.

- If I _____ (know) about the party,
I _____ (not / make) such a fool of myself.
- If you _____ (come) home before midnight,
you _____ (not / get) into trouble.
- If I _____ (not / get) rid of my old cell phone,
I _____ (let) you have it.
- I _____ (make) up my mind easily if
I _____ (not / have) so many choices.



4 Speaking If only I hadn't ...

A Check (✓) the things you've done.

- | | |
|---|--|
| ☐ made a mistake | ☐ gotten rid of something important |
| ☐ made an effort to do something | ☐ gotten out of something |
| ☐ made a fool of yourself | ☐ gotten into trouble |

B PAIR WORK Tell your partner the things you checked in Part A. What would have been different if you hadn't done these things? Share your stories.

5 Keep talking!

Go to page 140 for more practice.

A day to remember

1 Reading

A The great hockey player Wayne Gretzky once said: "I skate to where the puck is going to be, not where it has been." Why do you think Steve Jobs liked this quote so much?

Tuesday, January 9, 2007

STEVE JOBS

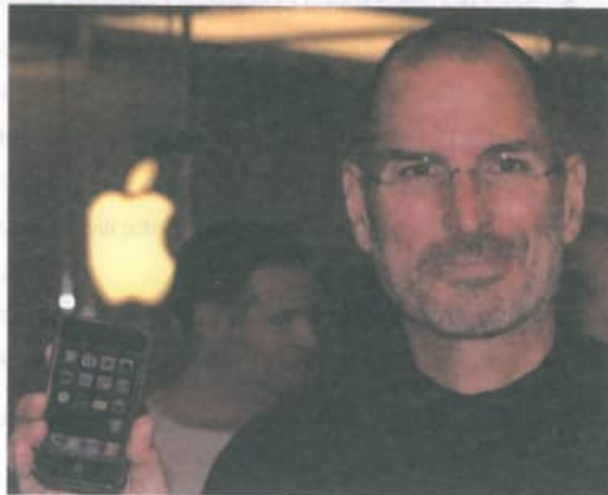
co-Founder and CEO of Apple, was about to walk onto a stage in San Francisco. Moments before, he had gathered his team together and told them to remember this moment, because in the next hour, everything would change.

Jobs was about to unveil the iPhone, which would become one of the most popular products of all time.

The team was more than a little nervous about the event. When they had arrived that day, the iPhone didn't actually work yet. It would often crash when trying to play a song or run an app. But the company had been working to remake the mobile phone for 2 ½ years, and Jobs made up his mind it was time to introduce the iPhone to the world. The engineers had prepared a presentation with features they thought could work, but they were terrified they might have made some mistakes.

It wasn't the first time that Apple had launched a revolutionary product. When Apple introduced the Macintosh computer in 1984, it changed personal computing forever. And when the company launched the first iPod music player in 2001, it revolutionized the way we listen to music – and the way music is sold.

Despite the pressure, Jobs was calm. He was used to speaking in front of a large group. After he had taken the stage, he told the crowd he actually had three revolutionary new products to show them – a touchscreen iPod, a mobile



phone, and an Internet device. "Are you getting it?" he asked. "This is one device. And we are calling it iPhone."

If the presentation had failed, it would have been a disaster. But everything went perfectly. Jobs showed the crowd of 4,000 how you could easily switch from surfing the Internet to making a call to listening to music. He demonstrated how you could use your fingers to zoom in on a photo, and how Apple had gotten rid of the physical keyboard with buttons that was common on other phones. And he showed how the iPhone put the Internet in your pocket for the first time, letting you check your email or surf the Web from anywhere.

A number of other products had included some of these features, but the iPhone was the first to combine them all – and a lot more. When Jobs had finished his presentation, mobile phones would never be the same again.

B Read the excerpt again. Number the events from 1 to 8.

- | | |
|---|--|
| _____ Jobs told his team to remember this moment. | _____ Jobs demonstrated the iPhone's features. |
| _____ Jobs took the stage. | _____ Apple launched the iPod. |
| _____ The Apple team prepared a presentation. | _____ The Apple team developed the iPhone. |
| _____ Jobs made up his mind to unveil the iPhone. | _____ 1 Apple introduced the Mac computer. |

C Do you remember a time before the iPhone? What do you imagine that mobile phones were like at that time? How do you think people surfed the Internet, took pictures, listened to music, and followed maps before the iPhone?

2 Listening Looking back

- A** Listen to four people talk about important days in their lives.
Check (✓) which day they're talking about.

	Day	What made it a memorable day?
1	☐ first day of middle school ☐ first day of high school	☐ Her friend was a teacher at the school. ☐ Her friend was going to the same school.
2	☐ wedding day ☐ birth of a child	☐ Their parents were there. ☐ The announcement appeared in the newspaper.
3	☐ first day at work ☐ last day at work	☐ His co-workers gave him a party. ☐ He'd traveled on his own in Europe.
4	☐ first airplane trip ☐ first trip over seas	☐ She could speak Korean with her host family. ☐ Her hosts were so kind and friendly.

- B** Listen again. Check (✓) what made the day memorable.

3 Writing and speaking About a memorable day

- A** Think about a memorable day. Use these ideas or your own ideas.

the day you got accepted to college	your first airplane ride
the day you spoke English to a native speaker	your first day at a new job
the first time you rode a bicycle	your first day of school
a special celebration	

- B** Write a paragraph about your memorable day. Use the questions and the model paragraph to help you.

- When was it?
- What made the day memorable?
- Did you look forward to this day?
- What did you do that day?
- How did you feel then?

A Memorable Day

One of the best days of my life was when I got accepted to City University. I had always wanted to go there. I'd been pretty worried until I got my official acceptance letter. I remember I called some of my friends to tell them. Then that night, I went out with my family to celebrate. I was so happy that day.

- C** **GROUP WORK** Share your writing. Ask and answer questions about that day.
As a group, decide which day was the most interesting, unusual, or exciting day.

Wrap-up

1 Quick pair review

Lesson A Do you remember?

Cross out the words that don't belong. You have one minute.

- | | | | | | | |
|---|------|-------|------------|----------|-----------|-------|
| 1 | mis- | spell | understand | think | pronounce | judge |
| 2 | re- | do | think | consider | make | agree |
| 3 | dis- | agree | make | continue | regard | like |

Lesson B Brainstorm!

Make a list of ways to express worry and ways to reassure someone. How many do you remember? You have two minutes.

Lesson C Give your opinion!

Imagine these things happened to you. Ask your partner what he or she would have done. Take turns. You and your partner have two minutes.

- You forgot to take your passport to the airport.
- You didn't remember a friend's birthday.
- You didn't go to class on the day of a test.

A: What would you have done if you had forgotten your passport?

B: If I had forgotten my passport, I would have called my friend and asked her to bring it to me. What about you?

Lesson D Guess!

Think about important first days in a person's life. Guess how old your partner was for each of these firsts. You and your partner have two minutes.

- | | |
|-------------------------------------|------------------------------------|
| first time he or she traveled alone | first time he or she spoke English |
| first time he or she rode a bicycle | (your own idea) |

A: Were you 18 the first time you traveled alone?

B: No, I was younger.

2 In the real world

What was the first day of school like for someone in your family or for a close friend? Interview the person. Then write about it.

First Day of School

My father was nervous on his first day of school. His father, my grandfather, took him to school. My father met Charlie on the first day of school. Charlie became his best friend.

9

Can you believe it?

LESSON A

- Suffixes: *-ful* and *-less*
- Past modals for speculating

LESSON B

- Expressing probability
- Expressing improbability

LESSON C

- Mysterious events
- Embedded questions

LESSON D

- Reading: "The Woman Who Can't Forget"
- Writing: A story



Warm Up

A Describe the pictures. What do you see?

B Can you explain the pictures? Think of several possible explanations.

A Everyday explanations

1 Vocabulary Suffixes: *-ful* and *-less*

A Circle the correct words to complete the sentences. Then listen and check your answers.

- 1 I can't get this old computer to work at all. It's **useful** / **useless** for me to even try.
- 2 The storm was so **powerful** / **powerless** that it destroyed a hundred homes.
- 3 I read about a man who raised a lion as his pet. He was totally **fearful** / **fearless**.
- 4 The police made people leave the building because the bad odor was **harmful** / **harmless** to their health.
- 5 Jane was fined \$300 for **careful** / **careless** driving.
- 6 I couldn't understand his explanations at all. They were so **meaningful** / **meaningless**.
- 7 Sara gave me a lovely graduation present. That was very **thoughtful** / **thoughtless** of her.
- 8 I'm **hopeful** / **hopeless** that I'll get a good grade on my exam. I have been studying a lot.

B **PAIR WORK** Make sentences about your experiences. Use the words you did *not* circle in Part A. Tell your partner.

2 Language in context Explainable behavior

A Read the online chat between co-workers. Why are they talking about Kenny?

Online Chat

Maria, Ethan, James...

Maria: Ethan, did you see Kenny yesterday?

Ethan: How could I miss him? He was wearing a suit. He looked so impressive in his suit and tie! 😊.

Maria: Yeah, I know. But it was really hot yesterday, so he couldn't have been comfortable in a suit.

Ethan: Did you ask him why he was so dressed up?

Maria: Yeah, but it was useless. He wouldn't say a word.

Ethan: He might have had a presentation to give.

Maria: Yeah, that's possible. Or maybe it wasn't meaningful at all. He could have simply felt like dressing up in a suit.

James: Hi, you guys. Did you hear about Kenny?

Ethan: Actually, we were just chatting about him.

James: Well, he called me earlier today. He said he had interviewed for a new job yesterday. And they offered it to him!

Maria: That explains it! He must have gone to his interview after work. He wasn't very careful about it, was he?

B What are some other reasons that people dress up for work?

3 Grammar Past modals for speculating

Speculating with more certainty

He **must have gone** to his interview.

It was really hot yesterday, so he **couldn't have been** comfortable in a suit.

Speculating with less certainty

He **might have had** a presentation.

He **could have felt** like dressing up.

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

- 1 **A** Why hasn't Kate been answering her phone?
B Who knows? She could _____ (turn) off the ringer.
- 2 **A** Why did Randy quit his job yesterday?
B I'm not sure. He might _____ (get) a better one.
- 3 **A** Have you seen Nancy?
B No, she hasn't come to work yet. She could _____ (oversleep) again.
- 4 **A** Is Emma here? She's late for her appointment. That never happens.
B Something important must _____ (delay) her.
- 5 **A** What's wrong? Did Jack forget your birthday?
B He could _____ (not/forget) it. He always remembers.

B Read the questions in Part A. Write different explanations. Then practice with a partner.

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

4 Speaking Possible explanations

GROUP WORK Discuss possible explanations for these situations.

- 1 Your classmate seemed very forgetful today.
- 2 Your friend is fluent in Russian after only three months of study.
- 3 Your friend used to be very careless, but suddenly you can depend on her for anything.
- 4 Your cousin used to be afraid of animals, but now he is fearless.

"My classmate **might have had** very little sleep. That **could have** made him forgetful."



5 Keep talking!

Students A and B go to page 141 and Students C and D go to page 142 for more practice.

B I'm pretty sure that ...

1 Interactions Probability and improbability

A PAIR WORK Try this experiment. Do it ten times, then change roles.

Student A: Think of a number between 1 and 10.

Student B: Try to read your partner's mind by guessing if the number is *even* (2, 4, 6, ...) or *odd* (1, 3, 5, ...).

Did you guess correctly? Who else in the class guessed correctly? How many times?

B  Listen to the conversation. How does Daniela explain mind-reading between twins? Then practice the conversation.

Daniela I saw a TV show yesterday about twins who read each other's minds. Do you think that's possible?

Jenny Well, twins spend a lot of time together. It's likely that they can read each other's thoughts.

Daniela Really?

Jenny Why not? When they're young, some twins develop a secret language only they understand. That shows that twins can be special.

Daniela But I doubt that anyone can really read minds. They could have guessed each other's thoughts because they spend a lot of time together. But that's not mind reading.

Jenny You are so skeptical.

Daniela I know. So, should we order now?

Jenny You just read my mind!



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

Expressing probability

I'm pretty sure that ...

It's very probable that ...

Expressing improbability

It's doubtful that ...

It's highly unlikely that ...

D **GROUP WORK** Check (✓) the sentences you think are probable. Then talk to your group about what is probable and what is improbable.

☐ Twins have a special relationship.

☐ Twins are more alike than different.

☐ Only some people can read minds.

☐ All twins can read each other's minds.

2 Listening Likely ... or unlikely?

A PAIR WORK Which of these things can help you know what others are thinking?

body language	emotions	hairstyles	memory
dreams	facial expressions	laughing	tone of voice

B Listen to Karl tell his friend Jenna about an article on mind-reading. How do people read minds? Look at Part A again, and circle the ways that are mentioned in the article.

C Listen to the rest of the conversation. Correct the statements.

- Strangers can read each other's minds ^{20%} ~~30%~~ of the time.
- Married couples can read each other's minds 45% of the time.
- No one can read minds more than 6% of the time.
- There's a big difference in how well men and women can read minds.
- It's likely that Jenna believes what Karl says about men and women.

3 Speaking Anything's possible.

A Read the statements. Do you think they are probable? Write P (probable) or I (improbable) next to each statement.



_____ People will travel through time someday.



_____ Some people can remember their past lives.



_____ Some people can predict the weather.



_____ Some people can communicate with animals.



_____ Some people can predict trends in the stock market.



_____ Some people can heal themselves with their mind.

B GROUP WORK Share your ideas.

A: I doubt that people will travel through time someday.

B: I agree. It's highly unlikely.

C: I'm not so sure. I bet it will happen someday because ...

1 Vocabulary Mysterious events

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

- | | |
|---|---------------|
| a | abduction |
| b | disappearance |
| c | discovery |
| d | escape |
| e | explosion |
| f | theft |

- | | | |
|--|--|---|
| 1 _____ In 1962, three men broke out of San Francisco's Alcatraz prison. They were never seen again. | 2 _____ In 1908, a huge object from space exploded over Siberia. It destroyed 80 million trees. | 3 _____ In 1937, Amelia Earhart disappeared during a flight over the Pacific Ocean. She was never seen again. |
| 4 _____ In 1961, Betty and Barney Hill claimed they were taken aboard a UFO by unfriendly aliens. | 5 _____ In 1985, divers found large rocks near Japan that some believe are a lost underwater city. | 6 _____ In 1990, robbers in Boston stole paintings worth \$300 million. They have never been recovered. |

B **PAIR WORK** Choose three words from Part A. What are other examples of these types of events? Tell your partner.

2 Conversation It remains a mystery.

A Listen to the conversation. What does the tourist learn about the Great Pyramid?

Guide No one really knows how the Egyptian pyramids were built. There are many theories and new discoveries, but it remains a mystery.

Tourist Do you have any idea how long it took to build them?

Guide Yes. It took about 20 years to build the tallest one, the Great Pyramid.

Tourist Can you tell me how tall it is?

Guide It's more than 450 feet, or about 139 meters. It was the tallest structure in the world for thousands of years.

Tourist Really?

Guide Yes. It was the world's tallest structure until the Eiffel Tower was built.

Tourist That's amazing! Do you know how many pyramids were built in Egypt?

Guide No one knows. But at least 80 pyramids have survived, and many more are still under the sand.



B Listen to the rest of the conversation. Why was the Sphinx built? What happened to its nose?

3 Grammar Embedded questions

An embedded question is a question included in another question.

Wh- questions	Embedded Wh- questions
How many pyramids were built?	Do you know how many pyramids were built ?
How long did it take to build?	Do you have any idea how long it took to build ?
How tall is the Great Pyramid?	Can you tell me how tall the Great Pyramid is ?
Yes / no questions	Embedded yes / no questions
Was the Sphinx painted?	Do you know if the Sphinx was painted ?
Are there any chambers?	Can you tell me if there are any chambers ?
Did its nose fall off?	Do you know if its nose fell off ?

Rewrite the questions. Use embedded questions. Then compare with a partner.

- Have there been many thefts from the pyramids?
A Do you know _____? B Yes, many.
- How long was the Great Pyramid the world's tallest structure?
A Do you know _____? B For 3,800 years.
- How many chambers are there in the Great Pyramid?
A Can you tell me _____? B There are three.
- Can tourists climb the Sphinx?
A Do you have any idea _____? B No, it's not allowed.
- Did aliens build the pyramids?
A Do you know _____? B It's highly unlikely.

4 Pronunciation Intonation in embedded questions

A Listen and repeat. Notice the falling intonation in embedded questions.

Can you tell me how tall it is?

Do you know if the Sphinx was painted?

B **PAIR WORK** Practice the embedded questions in Exercise 3. Pay attention to your intonation.

5 Speaking Endless possibilities

PAIR WORK Discuss possible explanations for the mysteries in Exercise 1.

A: Do you have an idea what happened to Amelia Earhart?

B: No one does. But she might have crashed on an island.



6 Keep talking!

Go to page 143 for more practice.

Unexplained abilities

1 Reading

A "You don't remember what happened. What you remember becomes what happened." – John Green
What do you think this quote means? Do you trust your memory?

B Read the article. Do you think Jill Price views her ability as a gift or a curse?

THE WOMAN WHO CAN'T FORGET

Jill Price has a powerful memory. She can remember every detail of her life since age 14 — whether she wants to or not. "Since 1980, I remember everything." She remembers where she was, what she felt, what she was wearing, who she was with, what the weather was, and what was in the news.



When she contacted memory researchers in 2000, she was hopeful they could explain her abilities. But they were stumped. After lots of tests, the researchers identified a new medical condition for her called hyperthymesia, meaning "superior memory." Only a handful of people have been diagnosed with the condition.

Does she remember when the big plane crash in Scotland occurred? "December 21, 1988." Can she recall the first time she heard the song, "Jessie's Girl"? "March 7, 1981." She was driving in a car with her mother. Does she know what she was doing on August 29, 1980? "It was a Friday," she says. She went on a trip to the desert with her friends. Scientists have checked her memories against news reports and her own diaries. Her memories are right almost every time.

"I walk around with my life right next to me," said Price, who lives in California. "I always explain it to people like I'm walking around with a video camera on my shoulder. And every day is a videotape. So if you throw a date out at me, it's as if I pulled a videotape out...and just watch the day."

She doesn't remember everything — only things that happened in her own life. School was awful for her, she says, because she had problems remembering facts and numbers. "I can't look at a phone book and memorize names. I don't do that."

Sometimes she might like to forget, especially when bad things happen in her life. "I still feel bad about stuff that happened 30 years ago," Price said. "It's not as though I'm looking back on the events with the distance of time and adult perspective; it's as though I'm actually living through them again."

Price's condition reminds us that it's probable our happiness might not only depend on what we remember, but what we are able to forget.

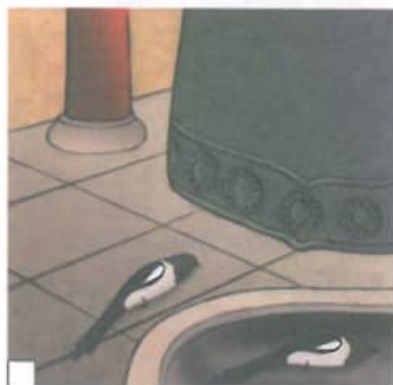
C Read the story again. Answer the questions.

- 1 Since what year does Jill Price remember every day of her life? _____
- 2 What kinds of things does Jill remember? _____
- 3 What thing does Jill have trouble remembering? _____
- 4 How many people have been diagnosed with the same condition as Jill? _____
- 5 How does Jill describe the experience of remembering a day in her life? _____
- 6 How do scientists know her memory is correct? _____

D PAIR WORK Would you want to be able to remember everything? Why or why not?

2 Listening "The Magpies and the Bell"

A Listen to a story from South Korea. Number the pictures from 1 to 6.



B Listen again. Answer the questions.

- 1 Where was the man going?
- 2 Who was the woman that the man met at the house?
- 3 What did the snake tell the man to do?
- 4 Who saved the man? How? Why?

C What lesson about life do you think the story tells?

3 Writing and speaking A story

- A Think of a story in your culture that explains something. What does it explain? How does the story explain it?
- B Write the story, or retell the story in Exercise 2. Use the model paragraph to help you.
- C **GROUP WORK** Share your stories. Are there any similarities among your stories? Are there any similarities to other stories you know?

The Sleep Tree, a Myth

One day, a man in the rain forest saw a huge, old tree he'd never seen before. Its roots went deep into the ground, and its branches spread all across the sky. The man was amazed. He saw a large group of animals sleeping under the old tree...

Wrap-up

1 Quick pair review

Lesson A Do you remember?

How certain are the sentences? Write M (more certain) or L (less certain). You have one minute.

- _____ 1 Tom might have been sick yesterday.
- _____ 2 The glass must have fallen off the table and broken.
- _____ 3 Wendy couldn't have had lunch with Michael yesterday.
- _____ 4 Lola could have been at the party.
- _____ 5 The storm might have started in Florida.

Lesson B Give your opinion!

What do you think? Use phrases of probability and improbability.

Discuss your answers and give your reasons. You have two minutes.

- 1 Will cars run on water one day?
- 2 Will people be able to control the weather?
- 3 Will we find life on other planets?

A: Do you think cars will run on water one day?

B: It's highly unlikely. There isn't enough energy in water. What do you think?

Lesson C Test your partner!

Say four questions. Can your partner write them as embedded questions?

Take turns. You have three minutes.

"Where is Sheila?"

- | | |
|--------------------------------|---------|
| 1 Do you know where Sheila is? | 3 _____ |
| 2 _____ | 4 _____ |

Lesson D Brainstorm!

Make up myths about one of the items with a partner. Be creative! You have three minutes.

why fish live in the ocean why snakes don't have legs why the sky is blue

A: A long time ago the sky was white, but a boy found blueberries, and threw them in the sky. It turned the sky blue.

B: The sky was black, but when it rained for the first time, it turned blue.

2 In the real world

Why are these animals unusual? Go online and find information in English about one of them. Then write about them. What do they look like? Where do they live? What do they eat?

- | | |
|------------------|-----------------|
| ● tree kangaroos | ● albino snakes |
| ● magpies | ● wombats |

Tree Kangaroos

Tree kangaroos are unusual because they live in trees. They have shorter legs than most kangaroos. They live in Australia and Papua New Guinea.

Workbook



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New ways of thinking

A Inventions

1 Put the letters in the correct order to make adjectives. Then write the negative forms with *in-* or *un-*.

1 tncenoevin	convenient	inconvenient
2 enictonnaivo		
3 fsiiancnitg		
4 ginvimtaiae		
5 icrevaet		
6 ulcucefs		
7 vecfeifet		
8 veefutln		

2 Complete the text with the word in parentheses or its negative form.



Ansafone

Today, people think answering machines are inconvenient¹ (convenient) because they usually use voice mail. But when Willy Müller made the first automatic answering machine in 1935, it was a significant² (significant) invention. In 1960, the Ansafone, invented by Dr. Kazuo Hashimoto, was the first successful³ (successful) answering machine sold in the U.S. It was followed by the PhoneMate in the 1970s. However, many of these early answering machines were ineffective⁴ (effective) because they were so big and heavy! Then a man named Gordon Matthews changed everything. Matthews was an imaginative⁵ (imaginative) man who looked at things in new and unconventional⁶ (conventional) ways. In 1979, he started VMX, the company that made the first voice mail system. Voice mail is effective⁷ (effective) because you can listen to your messages using your phone. The system is more convenient⁸ (convenient) than an answering machine.

3

Put the words in the correct order to make sentences.

1 great / a / is / designer / My sister / such / .

My sister is such a great designer.

2 creative / She / so / is / .

3 Her / are / interesting / ideas / so / .

4 She / she decided to open / that / imaginative / so / is / her own store / .

5 online store / good / a / such / idea / was / Her / .

6 It / successful / her other job / that / she quit / was / so / .

7 ten people working for her / is / a big company / that / she has / such / Now it / .

8 She / I / hardly ever see her / that / busy / so / is / .

4

Complete the conversation with *so* or *such*.

Dennis Hey, Laila. Did you see that online article on new smartphones and tablets that scientists are developing? It was such
1
an amazing article.

Laila No, I didn't see it.

Dennis Well, some of the ideas were so
2
creative, and there were so
3
cool pictures of some of them, too.

Laila Tell me about the article.

Dennis Well, there were so
4
great ideas. One idea was a flexible smartphone that you can bend in different directions.

Laila That's so
5
cool!

Dennis Yes, it is. And there is another tablet that folds in half so it is the size of a smartphone. Those are really so
6
imaginative ideas!

Laila Wow. I love new inventions. The article sounds so
7
interesting... What's the website?



5 Rewrite the sentences with *so* or *such* in the correct position.

- 1 Wow! That salesman is enthusiastic about the Easy Broom.

Wow! That salesman is so enthusiastic about the Easy Broom.

- 2 But it looks like an ineffective product!

- 3 The inventor's idea is unimaginative.

- 4 His design is conventional.

- 5 He'll have a difficult time getting people to buy it.



6 What do you think of the invention in Exercise 5? Write your own opinion with some of the words in the box. Use *so* or *such*.

convenient / inconvenient	design
creative / uncreative	idea
significant / insignificant	invention

Example: It's so creative, but it's such an insignificant invention.

7 Make one sentence. Use *so . . . that* or *such . . . that*.

- 1 That new phone is popular. There aren't any left in the store.

That new phone is so popular that there aren't any left in the store.

- 2 Daniel is creative. He won an award for his idea.

- 3 Eva is a successful businessperson. She got two promotions this year.

- 4 That new car is cheap. I might be able to buy it.

- 5 The smartphone is a great invention. Most people have one.

B Got any suggestions?

Read the pairs of questions and responses. Complete each conversation with the correct pair.

Do you have any ideas?

One idea could be to invite her.

Got any ideas?

One solution might be to keep it in the refrigerator.

✓ Got any suggestions?

Something we could try is to put them on top of each other.

A. Hee Jin You have such a big book collection!

Debbie I know. There isn't room for all of the books on my bookshelf.

Got any suggestions?

1

Hee Jin

2

2

Debbie What do you mean?

Hee Jin You know, instead of standing them up, put them on each other, like this.

Debbie Oh, I see. Good idea.

B. Lydia Hey, my cell phone isn't working.

Josh Oh, no. What are you going to do?

Lydia Hmm . . . I don't know.

1

Josh

2

Lydia That's a weird idea. Why?

Josh Well, it really works. But it only keeps the phone working for a while. You'll probably have to get a new one soon.

C. Mario Hey, do you want to go to a concert on Friday?

Hank Yes! But I can't. I have plans with Jill.

Mario But it's our favorite band . . . The Pines.

Hank Oh, no! I have to go. But what about Jill?

1

Mario

2

Hank That's a good idea. I think she'll like the band, too. Thanks!



C Accidental inventions

1

Circle the correct words to complete the texts.



Something New to Eat!

The **invention**₁ / **invented** of the ice cream cone was an accident!

It was **invention**₂ / **invented** in 1904 at the World's Fair in

St. Louis, Missouri. Arnold Fornachou's ice cream stand was such

a **success**₃ / **succeeded** at the fair that he ran out of dishes. Next

to Arnold, Ernest Hamwi was selling waffles – a flat type of cake.

When Arnold ran out of dishes, Ernest rolled one of his waffles

and **creation**₄ / **created** a dish. Ernest put the ice cream in the

waffle. This **innovation**₅ / **innovated** became the ice cream cone!

After the fair, Ernest Hamwi **development**₆ / **developed** a new company that sold ice

cream in waffle cones. His company **success**₇ / **succeeded**. The **design**₈ / **designed** has

changed over the years, but waffle cones are still popular.

A New Color

In 1856, William Perkin was a young scientist. He **introduction**₉ / **introduced** a new

dye to the world – by accident! Dyes are used to change the color of cloth. Perkin

was trying to make a new medicine, but by accident he made a beautiful purple

dye. Perkin's dye was the first that was not made from a plant or an animal. It was

an **improvement**₁₀ / **improved** over other dyes because it was less expensive and

easier to make. The dye **proved**₁₁ / **proof** to be successful. Perkin's **creation**₁₂ / **created**

was also a new color. He called it *mauve*.

2

Answer the questions with your own information.

Example: I designed a tree house for my yard. My parents helped me make it.

- 1 Have you ever designed anything? What was it? _____
- 2 What's your biggest success in life? _____
- 3 What do you think is the best invention in the past ten years? _____
- 4 Have you ever been asked for proof of who you are? When? _____

3

Circle the correct phrase to complete each sentence.

- 1 The crossword puzzle _____ by Arthur Wynne in 1913.
a is invented **b was invented** c have been invented
- 2 At first, Arthur's puzzle _____ a word-cross.
a is called b was called c have been called
- 3 Crossword puzzles _____ in newspapers for about 100 years.
a is printed b was printed c have been printed
- 4 The first crossword puzzle book _____ in 1924.
a is made b was made c have been made
- 5 Today, some crossword puzzles _____ online.
a are done b were done c have been done
- 6 *The New York Times* newspaper _____ for its crossword puzzles. Many people buy the newspaper because they want to do the crossword puzzle.
a is known b was known c were known

4

Complete the text with the correct form of the verb in parentheses. Use the passive form of the simple present, simple past, or present perfect.

Fun facts about the zipper

- The zipper was invented ¹ (invent) in 1913 by Gideon Sundback.
- It _____ ² (call) the "Hookless Fastener" for over ten years. Then, in 1925, it _____ ³ (name) the zipper. A person using a zipper on a boot said "zip" because that was the sound that it made. It _____ ⁴ (call) the zipper ever since that time.
- Zippers _____ ⁵ (use) today on all types of clothing. In the past, they _____ ⁶ (use) on clothing for people in World War I.
- Zippers _____ ⁷ (made) of metal since 1913. Today, many of them _____ ⁸ (made) of plastic.
- Pants with zippers _____ ⁹ (wear) by men for many years, and they still wear them today. But women's clothing did not have zippers until about 1930. Then zippers _____ ¹⁰ (put) on women's clothing, too.

5

Write sentences with the words in parentheses and the passive form of the simple present, simple past, or present perfect.



windshield

windshield wiper

- 1 (Today, / car windshields / make / of glass)
Today, car windshields are made of glass.
- 2 (Windshield wipers / invent / in 1905 by Mary Anderson)

- 3 (The design of windshield wipers / improve / since 1905)

- 4 (Windshield wipers / put / on the front of cars / for many years)

- 5 (Today, / windshield wipers / find / on the front and the back of some cars)

6

Rewrite the sentences in the passive form.

- 1 Alexander Graham Bell invented the telephone.
The telephone was invented by Alexander Graham Bell.
- 2 People have used telephones since 1876.

- 3 Someone made the first cell phone call in 1973.

- 4 1.4 billion people used cell phones in 2003.

- 5 Over 5 billion people use cell phones today.

- 6 People develop new kinds of cell phones every year.



D Making life easier

1 Read the text. Then number the items in the order they were invented.

_____ refrigerator _____ vacuum cleaner 1 sewing machine _____ microwave

Remember when?

Many inventions make life easier. We forget what life was like before these things were invented. Here are some inventions that made life easier at home.



The Refrigerator The refrigerator was invented in 1876 by Carl von Linde. Before that, many people had icehouses. They bought ice and kept it in a building outside of the house. People put their food in the icehouse to keep it cold and fresh. But the icehouse didn't keep things fresh for long. The refrigerator makes keeping food fresh much easier.



The Vacuum Cleaner Before the vacuum cleaner was invented, people used brooms to clean their floors. The first vacuum cleaner was invented in 1860 by Daniel Hess, but it was very heavy. One person had to move the base of the machine, and another person moved the part that picked up dirt and dust. Many people improved Hess's design, but vacuum cleaners were still expensive and heavy. In 1908, James Spangler made an effective and less expensive vacuum cleaner. After that, people started buying them for their homes.



The Sewing Machine Imagine not being able to buy clothing in a store! Before the invention of the sewing machine, everyone made their clothing at home by hand. Many people tried to invent a sewing machine in the 1800s, and Elias Howe invented the first useful sewing machine in 1846. Others followed. The invention of the sewing machine allowed companies to make large amounts of clothing that could be sold in stores.



The Microwave The microwave was invented by accident. Percy Spencer was working with radar waves at his job. The radar waves cooked a candy bar that was in his pocket! This gave him an idea, and he created the microwave oven in 1945. The first microwave was called the Radar Range. It was used mostly in restaurants.

2 Read the text again. Then rewrite the sentences to correct the underlined mistakes.

- 1 Carl von Linde invented the microwave. Carl von Linde invented the refrigerator.
- 2 You needed only one person to use the first vacuum cleaner.

- 3 Daniel Hess made a cheaper vacuum cleaner. _____
- 4 Before sewing machines were invented, people made their clothes in stores.

- 5 The first microwave was called the Percy Spencer Oven. _____

Lessons in life

A Why did I do that?

1 Write new words with the correct prefixes. Add *dis-*, *mis-*, or *re-*.

- | | | | |
|------------|-----------------|----------|-------|
| 1 judge | <u>misjudge</u> | 4 think | _____ |
| 2 continue | _____ | 5 regard | _____ |
| 3 spell | _____ | 6 make | _____ |

2 Complete the conversations. Use the words in the box with the correct prefixes: *dis-*, *mis-*, or *re-*.

agree consider do ✓like pronounce understand

A. Carla Let's go to a Tom's Hamburgers for lunch.

Dae Ho I'd rather not. I dislike ¹ _____
red meat.

Carla Really? Please _____ ² _____
They have good salads there, too.

Dae Ho Oh, OK. We can go to Tom's, then.

B. Mary This painting is beautiful!

Jill I _____ ¹ _____. I think it's ugly!

C. Claire I'm sorry. I didn't mean to _____ ¹ _____ your name.

Sean That's OK. It's hard to say. You say "Shawn," but it's spelled S-E-A-N.

D. Mr. Ito Did you _____ ¹ _____ the directions, Kelly? Your homework
is completely wrong.

Kelly I understood the directions, but I think I did the wrong page.

Can I _____ ² _____ it?

Mr. Ito OK. Give it to me tomorrow.



3 Complete the conversation with the past perfect of the verbs in parentheses.

Sheila How was the movie with Amanda last night, Felipe?

Felipe The movie was OK, but I was really embarrassed. I started to pay for the movie, but I realized I had left ¹ (leave) my money at home.

Sheila So, did Amanda pay for the movie?

Felipe Yes, she did. I ² (also / forget) to turn off my cell phone before we went into the theater. My mom called!

Sheila Did you answer it?

Felipe Yes. The movie ³ (not start / yet), so I went outside. When I got back, it ⁴ (already / begin).

Sheila Oh, no!

Felipe Then I realized I ⁵ (not bring) my glasses, so we moved to the front of the theater. It was really uncomfortable.

Sheila I'm sure Amanda didn't mind.

Felipe I don't know. I emailed her. I checked an hour ago and she ⁶ (not respond / yet).

4 Write sentences with the words in parentheses. Tell what Kim *had* done and *had not* done by the time the guests arrived for her party. Use the past perfect with *yet* or *already*.



- 1 (Kim / not take out / the garbage) Kim hadn't taken out the garbage yet.
- 2 (she / wipe off / the kitchen counters) She had already
- 3 (she / wash / the dishes) _____
- 4 (she / do / the laundry) _____
- 5 (she / not hang up / the clothes) _____
- 6 (she / go / grocery shopping) _____
- 7 (she / not put away / groceries) _____
- 8 (she / not make / the pizza) _____

- 5** Write sentences with the words in the chart. Use the simple past and the past perfect in each sentence.

Happened first	Happened second
1 Ms. Jones / mispronounce / my name	she / ask / me how to spell it
2 she / know / his brother for two years	Sandra / meet / Jake
3 Jackie / call / her dad ten times	she / heard his message / on her voice mail
4 we / already / ask / him a lot of questions	we / agree / to John's idea
5 he / think about it / carefully	Hai / disregard / Tim's advice
6 the company / borrow / a lot of money	it / close

- 1 Ms. Jones had mispronounced my name
before she asked me how to spell it.
- 2 By the time Sandra met Jake,
_____.
- 3 _____
before _____.
- 4 By the time _____,
_____.
- 5 Before _____,
_____.
- 6 _____
before _____.



- 6** Write sentences with your own information. Use the past perfect and simple past.

Example: I'd taken English classes before I began this class. or
I hadn't taken English classes before I began this class.

- 1 (not) take English classes / before / begin this class

- 2 (not) thought about other cultures / before / start studying English

- 3 (not) often misspelled English words / before / take this class

- 4 (not) mispronounced a lot of English words / before / practice them in this class

- 5 (not) read my email / by the time / do my homework last night

B I'm sure you'll do fine.

1 Complete the conversation with the sentences from the box.



Do you have a list of their names?
 ✓ Hi, Tia. How are you?
 I know Mandarin. I can help you.
 I'm pretty nervous about it.
 Really? That would be great!
 Well, I don't want to mispronounce their names.
 I'm sure you'll do fine tomorrow.

Chao Hi, Tia. How are you?

Tia I'm OK, I guess. But people are coming to my office tomorrow from China, and

Chao Really? Why?

Tia _____

Chao _____

Tia Yes, I do. Why?

Chao _____

Tia _____

Chao We'll practice tonight, and _____

2 Complete the conversations with phrases for expressing worry and for reassuring someone.

A. John I have to meet Sue's parents tomorrow, and I'm kind of
 worried about it 1 _____

Mark I'm 2 _____

B. Mi Yon I have an English test tomorrow, and I'm a little
 a 1 _____

Brenda D 2 _____

E 3 _____

C What if ... ?

1 Complete the chart with *get* or *make* and the correct phrases from the box.

✓ a big deal	an effort	mistakes	out of	rid of things
a fool of myself	into trouble	on my nerves	over it	up my mind

get ...	make ...
	make a big deal

2 Complete the email with expressions with *get* and *make*. Use the simple present.

Subject: Oh, no!

Hi Sharon!

How are you? I'm OK, but I need some advice. I'm having a problem with my roommate. Jack gets on my nerves a lot. First of all, he's very messy. He never ¹ he doesn't need. I try not to ² about it, but I might have to say something. No one is perfect. We all ³ , but I would just like him to ⁴ . You know, try a little!

Oh, and he always tries to ⁵ doing the chores. I wash the dishes, I take out the garbage, and I even hang up *his* clothes! I know I should try to ⁶ and disregard his behavior. He's a really nice person. He lent me \$100 last week and said it was no problem. What's your advice? I have a hard time with decisions, and I can never ⁷ . I don't want to say the wrong thing.

What should I do? ⁸

Write soon!

Ian

3

Read the sentences. Then answer the *yes / no* questions. Use short answers.

- 1 If Dana had listened to her parents, she wouldn't have gotten into trouble.

Did Dana listen to her parents? No, she didn't.

Did she get into trouble? _____

- 2 If Carlos had made up his mind, he would have a new car right now.

Did Carlos make up his mind? _____

Does he have a new car? _____

- 3 If Paul had said he was sorry, Carolina would have gotten over it quickly.

Did Paul say he was sorry? _____

Is Carolina still upset? _____

- 4 Mona wouldn't have made a fool of herself if she hadn't sung so loudly at the party.

Did Mona sing loudly? _____

Did she make a fool of herself? _____

- 5 Vicky would have understood the homework if she hadn't been late for class.

Was Vicky late for class? _____

Did she understand the homework? _____

4

Circle the correct forms to complete the conversation.

Hiro Hi, Lydia. Did you and Kyle get home OK last night?

Lydia Not really. It took us over an hour.

Hiro Really? Didn't you drive home?

Lydia Well, if I hadn't dropped ¹ / wouldn't have dropped
my keys out the window by mistake, we
had driven ² / would have driven home.

Hiro Oh, no! Did you look for your keys?

Lydia Yes, but we couldn't find them. We probably
had found ³ / would have found them if it
hadn't been ⁴ / wouldn't have been so dark.

Hiro So, did you take the bus home?

Lydia No. If we had left ⁵ / would have left earlier, we
had taken ⁶ / would have taken the bus. But
it was too late, so we walked home!



5 Complete the story. Change the main clause of the last sentence to an *if* clause in the next sentence.

If I hadn't gone to the concert, I wouldn't have seen Julia.

- 1 If I hadn't seen Julia _____, she wouldn't have gotten on my nerves.
- 2 If she hadn't _____, I wouldn't have made a fool of myself.
- 3 _____, Julia would have invited me to her party.
- 4 _____, I would have talked to Brenda.
- 5 _____, I would have asked her to dinner tonight.
- 6 _____, I wouldn't have had a boring night watching TV alone!

6 Look at each picture. Then write a third-conditional sentence about it with words from the box.

buy the computer
forget her credit card

get rid of some things
go to the baseball game

have room for the sofa
✓ pass the test

rain
✓ study



- 1 If she had studied, she would have passed the test. *or* She would have passed the test if she had studied.



- 2 _____



- 3 _____



- 4 _____

D A day to remember

1 Read the text. What three types of memory are mentioned?

What will you remember?

Patricia Sanders remembers the day she met her husband perfectly. It was over 50 years ago. She remembers that it rained the day that they met in a bookstore. She remembers he was wearing a blue raincoat, and she was wearing a red dress. She even remembers what he said to her. But she can't remember what she had for lunch today.

The brain has different ways to store memories. It stores some information in short-term memory, which can only keep the information for about 30 seconds. For example, if you look up a phone number, you can store the number in your brain long enough to make the phone call. But a minute later, you might forget the number. The brain also stores information in what some people call "recent memory." This allows you to remember what you had for lunch or what you did yesterday. Important information is stored in long-term memory. Some information is stored in long-term memory after you repeat it a lot. For example, if you call the same phone number over and over again, your brain will remember it for a long time. If you read one book on a subject, you may forget a lot of it. But if you read several books and articles about the subject, you will remember the information for a lot longer. Significant events are also stored in long-term memory. So a year from now, you might forget what you had for lunch today, but you will remember the first time you met your husband or wife or got a promotion at work.

Research shows that it's natural for people to have recent memory loss as they get older. People often experience this memory loss after the age of 50. So, it's normal that Patricia remembers the day she met her husband. It's in her long-term memory. And it's normal that she can't remember what she did yesterday. Her brain's recent memory is not working as well as it used to. Some people have severe memory loss, but Patricia's problems are normal.

Tips to help with "recent memory" loss:

- Make a list of things you want to remember.
- Take medicine at the same time every day.
- Put your keys in the same place every day.
- Don't make a big deal about forgetting things. Relax, be honest, and laugh about the problem.

2 Read the text again. Answer the questions.

- 1 What has Patricia forgotten? what she had for lunch today
- 2 How long can the brain store information in short-term memory? _____
- 3 What kind of memory stores information that is repeated often? _____
- 4 Which type of memory is it normal for older people to lose? _____
- 5 How could an older person remember to take his or her medicine? _____

Can you believe it?

A Everyday explanations

1 Add -less or -ful to the word in parentheses to complete each sentence.

- 1 I just broke my smartphone. Now it's
_____ useless (use)!
- 2 I got _____ (meaning) information from Dr. Jacobs. I think I will be healthier if I follow her advice.
- 3 A lot of trees fell last night in that _____ (power) windstorm.
- 4 Benny and Tom went bungee jumping. They're
_____ (fear)!
- 5 Laura is such a _____ (care) driver. She always drives too fast.
- 6 Air pollution is _____ (harm). It can make you sick.
- 7 I don't know how to help you. I feel so _____ (power).
- 8 Penny has a big dog, but it's _____ (harm). It won't hurt you.
- 9 Mr. Garcia's explanation was very _____ (use). I finally understand algebra!
- 10 You can borrow my computer, but please be _____ (care) with it.
- 11 Sue is very _____ (fear) of animals. She won't even go to a zoo!
- 12 That question was completely _____ (meaning). No one knew how to answer it.



2 Write your own ideas.

- 1 Two things that are useful for school: a backpack and _____
- 2 Two things that are harmful to the environment: _____ and _____
- 3 Two things you should be careful doing: _____ and _____
- 4 Two people who are fearless: _____ and _____
- 5 Two meaningful classes you have taken: _____ and _____
- 6 Two inventions that are useful: _____ and _____

3

KimKim Last night I saw a strange light in the sky. Did anyone see it?

What could it have been (be)?

DonRJ The city might _____ (have)
some fireworks.

Rita86 Fireworks make noise. It was too quiet last night. You couldn't
_____ (see) fireworks.

QT007 I saw the light, too. I think something could (fall) from an airplane.

CindyT It couldn't _____ (come) from a plane. Look at the picture . . .
It's going *across* the sky, not *down*.

WhyMe OK. KimKim must _____ (take) this picture with her camera open for a long time. I'm sure she's kidding!

PeteOP Did anyone hear a strange noise on Main Street last night? I think it might _____ (be) a wild animal!

Jeff1982 You couldn't _____ (hear) a wild animal, PeteOP.
There aren't any wild animals around here.



4

- 1 I don't know why Patricio wasn't in class today. He could have been (be) sick.
- 2 Tracey was at a concert last night, and she saw her favorite band. I'm sure she _____ (have) fun!
- 3 Jackie _____ (drink) milk. She can't have dairy at all.
- 4 My sister hasn't called me all week. She usually calls me every day. I wonder if she _____ (lose) her cell phone.
- 5 I've been waiting for Tonya at the airport for an hour. I'm sure her plane _____ (leave) late.
- 6 Marianna is really good at math. She _____ (got) a bad grade on the test.
- 7 Oh, no! My mother _____ (try) to call me. My cell phone has been off, and there's a missed call. She always calls me at this time.

- 5** Why wasn't Larry in class yesterday? Complete the sentences with past modals. Use *must*, *couldn't*, or *might* and the correct form of the phrases in the chart.

	Not sure	Sure
Steve	be sick	be at home
Clara	go out with friends	not stay at home
Diana	miss the bus	have a good reason
Ken	watch the baseball game on TV	forget about class
Tina	go to a job interview	need to miss class
Mr. Anderson	think there was no class	not check the class schedule

- Steve thinks Larry might have been sick.
He must have been at home because his car was there.
- Clara thinks Larry _____.
She says he _____ because she went to his house after school, and he wasn't there.
- Diana thinks Larry _____.
She says he _____ for not coming.
- Ken thinks Larry _____.
He says Larry _____.
- Tina thinks Larry _____.
She says he _____.
- Mr. Anderson thinks Larry _____.
He says Larry _____.

- 6** Look at each picture. Write what you think happened. Use past modals.

Example: She must have broken her arm.



- She _____.
- She _____.



- He _____.
- He _____.

B I'm pretty sure that ...

1 Complete the chart. Write the sentences from the box in the correct column.

But it's likely that there is water on Mars.
 But it's very probable that some kind of life was there.
 ✓ I doubt that people ever lived on Mars.
 I'm pretty sure that there used to be trees on Mars.
 It's highly unlikely that there were trees on Mars.
 Well, it's doubtful that I would ever get the chance.

Expressing probability	Expressing improbability
	<i>I doubt that people ever lived on Mars.</i>

2 Complete the conversation with the sentences from Exercise 1.

Josh Look at this article, Brian. It says that at one time there might have been life on Mars.
 Do you believe that's possible?

Brian Well, *I doubt that people ever* ¹ *lived on Mars* ¹ . I mean, scientists would have figured that out.

Josh I agree that people couldn't have lived on Mars. ² ² .

Brian What do you mean?

Josh Well, you know, like plant life. ³ .

Brian No way! ⁴ . Scientists ...

Josh OK, OK. Maybe you're right. ⁵ .
 I think there are rivers or maybe even a lake.

Brian Well, *maybe* in the past, but I don't think there's that much water now. ...
 Hey, would you go to Mars if you had the chance?

Josh ⁶ . But if I did get the chance, I guess I would go!



C History's mysteries

1 Complete the news report with the words from the box.

abduction	discovery	explosion
✓ disappearance	escape	theft

"Coming up tonight on PSB news in Miami . . . Our first story, from Houston, Texas, is about the disappearance¹ of Terrance Wellington, a well-known Houston artist. His family says they haven't seen him since Tuesday morning. Next, Jamie Sanders is in Mexico, and she'll tell you about the discovery² of a new pyramid near Mexico City. That's exciting news because a new pyramid has not been found in several years. In San Francisco, we have news about a big explosion³. People in the area say the noise was frightening and extremely loud. Two restaurants burned. And don't miss this story . . . There was a theft⁴ in a museum in New York on Saturday. Robbers took a painting worth 15 million dollars. We also have a local story that happened right here in Florida. Carl Frey will tell you about a prison escape⁵. Two men broke out of a prison in Jacksonville. Fortunately, police caught them a few hours later. And our last story tonight is about an alien abduction⁶. Is it true or not? Dan Alvarado interviews two people in Phoenix, Arizona, who claim they were taken aboard a UFO by aliens. All this and more after these messages."

2 Label each picture with the number and word from the correct news story in Exercise 1.



1 disappearance

3

Circle the correct words to complete the conversation.

Greg Hi, Ahn. Do you have any idea what₁ if a total solar eclipse is?

Ahn Sure. It's what happens when the moon is between the sun and earth.

Greg Oh, OK. Do you know how₂ if that's why the sky gets black?

Ahn Yes, it is. You can't see light from the sun because of where the moon is.

Greg And can you tell me how long₃ what it lasts?

Ahn Well, it depends. The shortest eclipses are usually about a minute.

Greg Do you have any idea how long₄ how many the longest eclipse can be?

Ahn It can be over seven minutes, but that hardly ever happens.

Greg Do you know how tall₅ if solar eclipses happen every year?

Ahn Yes, they do.

Greg And can you tell me how many₆ if there are each year?

Ahn There can be between two and five eclipses each year, but there can never be more than two total eclipses.

Greg Interesting. Thanks, Ahn.



4

Write embedded yes / no questions with the words in parentheses. Use the simple past.

1 (Can you tell me / Zorro / be / a real person)

Can you tell me if Zorro was a real person?

2 (Do you know / anyone / find / Amelia Earhart's plane)

3 (Do you have any idea / the Egyptians / build / the first pyramid)

4 (Can you tell me / people / find / an underwater pyramid in Japan)

5 (Do you have any idea / anyone / escape / from Alcatraz prison)

6 (Do you know / the abduction / be / on the news)



5

Look at B's responses. Use *Can you tell me* or *Do you know* to write embedded *Wh-* questions about these famous places.



1 A Can you tell me how long the Tsing Ma Bridge is?

B Yes, I can. The Tsing Ma Bridge is about 1.4 kilometers long.

2 A Do you know _____?

B Yes, I do. The Eiffel Tower is 324 meters tall.

3 A _____

B Yes, I can. Two people escaped from Alcatraz prison.

4 A _____

B Yes, I can. The Sphinx is 60 meters long.

5 A _____

B Yes, I do. The Pyramid of the Sun is about 75 meters tall.

6 A _____

B Yes, I do. There are about 250 hotels in New York City.

6

Answer the questions with *Yes* or *No*. Add more information.

Example: No. But I know there are over one million. or

Yes. There are 2.5 million people in my country.

1 Do you know how many people there are in your country?

2 Do you have any idea what the population of your city is?

3 Do you know if there are any mysteries about people or places in your country?

4 Do you have any idea what famous writers are from your country?

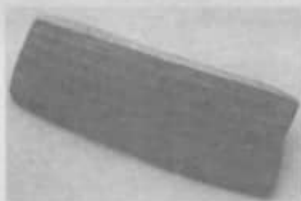
5 Do you know where famous people go for vacation in your country?

D Unexplained abilities

1 Read the magazine interview. What is rongorongo? Circle the correct answer.

- a the name of a people b the name of a writing system c the name of an island

Lisa Olsen talks about rongorongo with Dr. Gomez . . .



EASTER ISLAND, in the Pacific Ocean, is famous for its large stone statues that were made hundreds of years ago. But not many people know about rongorongo. It is the name of the writing found on tablets, large pieces of wood, on Easter Island. I spoke with Dr. Ramiro Gomez about this mysterious writing system.

Q: Dr. Gomez, what is rongorongo?

A: Rongorongo is a writing system found on Easter Island. It doesn't have letters like English. It uses *glyphs*, which are pictures or symbols, to represent different things. In the 1860s, people discovered wooden tablets with the rongorongo glyphs on them. Today, there are only 21 of these tablets. The rest have disappeared.

Q: Can you tell me what the tablets say?

A: Many people have tried to figure out what the different glyphs mean. But so far, no one has figured out rongorongo completely. Some of the glyphs look like different animals in the area . . . birds, sea turtles, and fish. It also seems that some of the glyphs represent plants. We're pretty sure that one of the tablets has a calendar on it, but no one has figured out exactly how the calendar works.

Q: Do you know how and when the tablets were made?

A: We know that the glyphs were carved with shark's teeth. We also know that they are very old. Researchers say they might have been made in the late 1600s.

Q: If we can't read the language, are the tablets useless?

A: Definitely not. They still tell us a lot about the people who made them. For example, they had their own written language and wanted to record their history.

Q: Is there more to learn from the tablets?

A: Yes, there is. People will be studying rongorongo for many years. Hopefully, someone will solve the mystery of what is on the tablets.

2 Read the interview again. Write T (true), F (false), or NI (no information).

- 1 Rongorongo has 21 letters. F
- 2 Some of the symbols in rongorongo look like animals.
- 3 There are sea turtles near Easter Island.
- 4 The symbols were made with shark's teeth.
- 5 Rongorongo doesn't tell us anything.
- 6 Dr. Gomez will continue researching rongorongo.

Reading



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A Mishmash, or Hodgepodge

unit
3

*The world is so full of a number of things,
I'm sure we should all be as happy as kings.*
—Robert Louis Stevenson



lesson

1

Roadrunners



Before You Read

1. How would you describe this bird to another person?
2. Why do you think this bird is called a roadrunner?
3. What would you like to find out about this kind of bird?



Context Clues

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

1. Roadrunners live in the desert **zone** of the southwestern United States.
2. A roadrunner eats plants **once in a while**, but it is mostly a meat eater.
3. The bird doesn't always eat the food right there. Sometimes it **carries** the food home.
4. Most of its **diet** is insects, but it also catches birds, mice, and other small animals.
5. The male bird gives the female bird **presents** such as twigs (tiny branches of a tree) or something to eat.

1 Roadrunners



If you say the word *roadrunner* to people in the United States, they will probably think of a famous cartoon program that was on television. In the cartoon, a funny-looking bird was always outsmarting a coyote.

- 5 The bird in this cartoon program was based on a bird called a roadrunner.

- Real roadrunners live in the desert **zone** of the southwestern United States and northern Mexico. A roadrunner is a bird, but it can fly only about as much
- 10 as a chicken can. People gave it its name because they usually see it running across a road, but, of course, a roadrunner spends more time among the plants of the desert than it does on roads.

- The roadrunner is quite a large bird—about
- 15 forty-five centimeters long and twenty-five centimeters high. People laugh when it runs because it looks so funny. It holds its head **straight** out in front, and its tail

not curved or bent



sticks straight out in back. It takes long steps and can run 30 kilometers an hour.

- 20 A roadrunner eats an amazing variety of food. Most of its **diet** is insects, but it also catches birds, mice, and other small animals. It is even brave enough to catch tarantulas, snakes, and black widow spiders. A roadrunner eats plants **once in a while**, but it is
- 25 mostly a meat eater. The bird doesn't always eat the food right there. Sometimes it **carries** the food home.

- In the spring, a male roadrunner begins looking for a female to be his **mate**. When he finds one, he gives her
- 30 **presents**—snakes to eat or twigs (tiny branches of a tree) to use in building a **nest**. After they build their nest, the female lays eggs and the male and female raise their young.

- Some roadrunners become very friendly with
- 35 people. One couple in Arizona feeds a pair of roadrunners that come to their house every day. One at a time, each bird makes a noise outside the window. If someone doesn't immediately give the bird a piece of hamburger, the bird **knocks** on the window with its
- 40 beak. According to this couple, the birds behave like a pet dog or cat. For example, when the woman whistles, the birds come running. When the man leaves the house, the roadrunners walk along behind him. Clearly, roadrunners are not **shy**.

- 45 Another couple in Arizona feeds a pair of roadrunners that come right into their house. The two birds will stand on a chair or table and watch television, and they seem really interested in what is happening on the program. In the spring, the male sometimes
- 50 brings gifts to the couple—an insect, or a leaf or twig for building a nest.

- In the winter, when nighttime temperatures in the desert can be 20°C colder than daytime temperatures, a roadrunner lowers its body temperature during the
- 55 night to save body heat. In the morning, however, the bird needs to warm up quickly so that it can run if it needs to. To warm up quickly, the roadrunner stands



makes a sound by blowing air through the lips

with its back to the sun. It holds out its wings and **lifts** the feathers on its upper back. Under these
60 feathers, there is a dark **spot** on the bird's skin. This spot collects heat from the weak morning sun and quickly warms the bird's body and raises its body temperature.

Some people in Mexican villages use roadrunner
65 meat as medicine. They believe that because roadrunners can eat poisonous animals and not die, their meat should be good for human sickness.

Maybe we shouldn't laugh at the roadrunner.
Even though it looks funny when it runs, it has
70 developed a special way to keep warm, and it can eat poisonous animals. It can even make friends with humans. It **fits** into its environment very well, and it doesn't matter that it looks funny.

perhaps
although

a Vocabulary

present	diet	straight	shy
mate	knock	fit	lift
even though	snakes	maybe	whistled

1. Some _____ are dangerous, but most are not.
2. Both the female bird and her _____ take care of the young.
3. On the _____ part of the road, people drive a lot faster.
4. Tourists don't usually _____ into their surroundings because they talk and act differently than everyone else.
5. The class is going to walk to the museum _____ it is raining hard.
6. The majority of people in China live on a _____ based on rice and vegetables.
7. I thought it was a roadrunner, but _____ it wasn't.
8. John _____ for a taxi, and one stopped.
9. I can _____ the box, but I can't carry it very far.
10. When she finished college, Joan received a car from her parents as a _____.





Vocabulary

knock	carries	spot	once in a while
spider	shy	stick out	lifts
fits	snakes	nest	zones

1. The largest _____ in the world are more than thirty feet long.
2. When I heard a _____ at the door, I went to answer it.
3. Mary watches television a lot, but she goes to the movies only _____.
4. An insect has six legs; a _____ has eight.
5. Don't _____ your tongue; it is very impolite.
6. Jean has a _____ on her new shirt, and she can't get it out.
7. The Earth has several different temperature _____.
8. He usually _____ his wallet in his pocket.
9. Birds build a _____ in the spring.
10. Even though she is very _____, she is good at making speeches.



Vocabulary Review: Definitions

Match the words with their definitions.

- | | |
|------------------------|---------------------------------------|
| _____ 1. hazardous | a. print and distribute books |
| _____ 2. literate | b. moisture in the air |
| _____ 3. landfill | c. someone who studies ancient things |
| _____ 4. humidity | d. someone who studies families |
| _____ 5. publish | e. for example |
| _____ 6. region | f. having nothing inside |
| _____ 7. archaeologist | g. able to read and write |
| _____ 8. recyclable | h. area |
| _____ 9. empty | i. very dangerous |
| _____ 10. such as | j. domestic |
| | k. a place for garbage |
| | l. able to be used more than once |



d True/False/Not Enough Information

- _____ 1. The roadrunner runs around the desert, looking for food.
- _____ 2. Roadrunners live only in Mexico and the United States.
- _____ 3. The female gives the male gifts in the spring.
- _____ 4. A roadrunner is afraid of people and stays away from them.
- _____ 5. This bird can learn to depend on people.
- _____ 6. A big difference between daytime and nighttime temperatures is typical in the desert.
- _____ 7. A roadrunner uses a lot of energy keeping warm in winter.
- _____ 8. The roadrunner is a typical bird.



Comprehension Questions

- 1. Explain why the roadrunner is not a typical bird.
- 2. What does a roadrunner eat?
- 3. Why does a male give gifts to a female?
- 4. Why do people laugh at the roadrunner?
- 5. Explain how the roadrunner gets warm in winter.
- 6. Do you think sick people will get better if they eat roadrunner meat?
Explain your answer.
- 7. Do you think it is a good idea to feed wild animals? Give a reason.
- 8. Explain how a roadrunner fits into its environment.

f

Main Idea

Many paragraphs have one sentence that gives the main idea. It can be in different places in a paragraph.

- 1. Which sentence is the main idea of paragraph 4 (lines 20–27)?
- 2. Which sentence is the main idea of paragraph 6 (lines 34–44)?
- 3. Which sentence is the main idea of paragraph 9 (lines 64–67)?
- 4. Which sentence is the main idea of paragraph 10 (lines 68–73)?



Nouns are often used to describe other nouns. The meaning is different than when the adjective form of the same word is used.

Cuba had a **literacy** program in the 1960s.

A **literate** person can read and write.

Choose a word form from the chart for each sentence below. Use the right verb forms and singular or plural nouns. Then circle any nouns in the sentences that describe another noun.

	Verb	Noun	Adjective	Adverb
1.		environment	environmental	environmentally
2.	complicate	complication	(un)complicated	
3.	hope	hope	hopeful hopeless	hopefully
4.	waste	waste	wasteful	wastefully
5.	dispose	disposal	disposable	
6.	depend (on)	(in)dependence	(in)dependent	(in)dependently
7.	succeed	success	successful	successfully
8.	vary	variety variation	various	
9.	finance	finances	financial	financially
10.	know	knowledge	(un)known knowledgeable	(un)knowingly knowledgeably

1. Water pollution is an _____ problem.
2. This is a _____ problem, and I can't find the solution.
3. There was a bad accident on the highway this morning. I am _____ that no one died.
4. Some _____ products from factories can be reused.



5. Doctors and dentists use _____ gloves so that they don't spread disease from one patient to another.
6. Instead of working in groups, we are supposed to work _____.
7. The movie was a huge _____, making its director a happy and rich person.
8. A supermarket sells a large _____ of products.
9. If you don't stop spending so much money, you are going to have serious _____ problems.
10. Barbara is very _____ about birds. She has been studying them for years.



Prepositions

Put a preposition in each blank.

1. The bird _____ this cartoon program was based _____ a bird called a roadrunner.
2. Roadrunners live _____ the desert zone _____ the United States and Mexico.
3. It spends more time _____ the plants _____ the desert than it does _____ roads.
4. Once _____ a while, it eats plants.
5. _____ the spring, a male roadrunner begins looking _____ a mate.
6. Roadrunners can also become friendly _____ people.
7. The birds come one _____ a time and make a noise _____ the window.
8. The bird knocks _____ the window _____ its beak.
9. These birds come right _____ the house.
10. They seem really interested _____ what is happening _____ the program.
11. _____ the winter, nighttime temperatures _____ the desert can be 20°C colder than daytime temperatures.
12. To warm up quickly, the roadrunner stands _____ its back _____ the sun.



Connecting Words

Use **even though** to connect a sentence from the first column with one from the second column. Write the new sentences on a separate sheet of paper.

- | | |
|---|------------------------------------|
| 1. A roadrunner is considered to be a bird. | a. They have plants. |
| 2. The Garbage Project studies landfills. | b. It is sometimes dangerous. |
| 3. Rain forests cannot support agriculture. | c. They work outside the home too. |
| 4. We still use petroleum in cars. | d. We know it pollutes the air. |
| 5. Women do most of the domestic work. | e. It can't fly very far. |

j Summarizing

Which sentence is the best summary?

1. Paragraph 4 (lines 20–27)
 - a. It eats insects, mice, and other small animals.
 - b. It eats both plants and meat.
 - c. It eats a large variety of food, both plants and meat.
2. Paragraphs 6 and 7 (lines 34–51)
 - a. Roadrunners follow people, ask for food, and watch television.
 - b. Roadrunners can become friendly with people.
 - c. Roadrunners sometimes bring gifts to people.
3. Paragraph 8 (lines 52–63)
 - a. Temperatures are much colder at night than during the day.
 - b. A roadrunner has an unusual way to keep warm in winter.
 - c. A roadrunner collects heat from the sun through a black spot on its back.



Guided Writing

Write one of these two short compositions.

1. Describe a roadrunner. Include the three most interesting things about a roadrunner, in your opinion.
2. Exactly how does a roadrunner fit into its environment?



lesson

2

Afraid to Fly



Before You Read

1. What are some common problems airplane passengers have?
2. What makes you nervous when you are flying in an airplane?
3. Do any of these things make you nervous—standing on the roof of a building, giving a speech, snakes, or spiders?



Context Clues

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

1. It's smart to be afraid of some things. For example, being afraid of poisonous spiders is **logical**.
2. Some people are afraid of going through a **tunnel** on a highway.
3. A plane **crash** is always in the news, but we never hear about the millions of flights every year that are safe.
4. They listen to a tape recording of an airplane **takeoff** and landing at an airport.

2

Afraid to Fly



How do you feel about flying in an airplane? Do you find it boring, exciting, or downright **terrifying**? People who have to fly all the time for business often find it boring. People who fly only once in a while think
5 it's exciting. However, some people feel only terror when they get on an airplane. Their **fear** of flying can prevent them from traveling to other countries or visiting friends far away.

very frightening

It's smart to be afraid of some things. For example,
10 being afraid of poisonous spiders is **logical**. However, if you are afraid of all spiders, even **harmless** ones, you have an illogical fear, or a **phobia**. Three common phobias are fear of **heights**, fear of being enclosed in a small area, and fear of being in a large open area. It is
15 not logical to be afraid of these things when there is no danger, but a phobia is not logical.

not dangerous

plural noun for *high*

Fear of flying is another phobia. A plane **crash** is always in the news, but we never hear about the



millions of flights every year that are safe. Riding in a
20 car is thirty times more dangerous than flying, but most
of us are not afraid every time we get into a car. It is not
logical to be afraid of flying, but research indicates that
about 12% of people have this fear.

People with a phobia about flying are afraid for one
25 or more reasons. They might be afraid of heights.
People who have a fear of heights avoid high places,
and if they are in a high-rise building, they don't look
out the windows.

They might also be afraid of being in an enclosed
30 place like an elevator or a **tunnel** on a highway. When
they get on an airplane, they can't get out until the end
of the flight, and the flight might last several hours.



tunnel

People with a fear of flying might be afraid of the
crowds and all the noise and people rushing around at
35 an airport. This especially **bothers** older people.

Some people are afraid of the unknown. They don't
understand the technology of flying and can't believe
that a huge airplane can stay up in the air.

Others are afraid of **loss** of control. They need to
40 control every **situation** they are in. When they drive a
car, they have some chance of avoiding an **accident**. In
a plane, they have no control over anything. It terrifies
them to give up control to the pilot and the rest
of the crew.

noun for lose

45 For some people, a fear of flying is not important
because they don't really need to fly. But what about
someone who works for an international company?
What about an entertainer who has to sing in twenty
different places in a month? These people have to fly if
50 they want to continue in their professions.

There is help for these people. There are special
classes in which people learn how to control their fear.
They probably can't lose it, but they can learn to control
it. Then they can fly when they need to, even though
55 they probably won't enjoy it.

The class visits an airport and learns how airplane
traffic is controlled and how planes are kept in safe
condition. A pilot talks about flying through storms, the



different noises an airplane makes, and air safety in
60 **general**. The class learns to do relaxation exercises, and
the people talk about their fear.

Next, the class listens to tape recordings of a **takeoff**
and landing, and later the people ride in a plane on the
ground around the airport. Finally, they are ready to
65 take a short flight.

The **instructors** of these classes are sometimes **teachers**
psychologists. They say that between 80 and 90% of the
people who take the classes are successful. They still
have their phobia, but they learn to control their fear.
70 Some of them even learn to enjoy flying.



Vocabulary

terror	height	fear	logical
situation	crash	takeoff	tunnels
harm	bother	phobia	losses

1. A plane _____ usually kills a lot of people.
2. Tom found himself in a difficult _____, and he didn't know what to do.
3. A _____ is an illogical fear of something.
4. _____ is a very strong word for *fear*.
5. _____ is the feeling you have when you are afraid.
6. Ali's company had so many financial _____ that it went out of business.
7. Some dogs bite, but most of them won't _____ anyone.
8. There are several _____ under the rivers from Manhattan Island to New Jersey and the other parts of New York.
9. After _____, the airplane crew usually brings around drinks and food.
10. What is the _____ of the tallest building in your city?



b Vocabulary

bother	accidents	tunnels	psycho
terrified	traffic	in general	harmle
logical	instructor	terrifying	

1. There is a lot of _____ on the roads between 4 and 5 when people leave work to go home.
2. Anne was _____ when she saw a car coming straight at her.
3. Many more people die in car _____ than in plane crashes.
4. A _____ can help you learn to control your fear.
5. An _____ is a teacher.
6. It's raining today, but _____ the weather here is perfect.
7. What is the _____ thing to do when the telephone rings?
8. For some people, descending to the ocean floor would be a _____ experience.
9. Most snakes are _____; only a few kinds are poisonous.
10. Please don't _____ me now. I'm busy.

c Vocabulary Review

Cross out the word that does not belong with the other two.

1. roots, snakes, branches
2. once, couple, pair
3. knock, touch, run
4. threaten, take care of, help
5. even, even though, although
6. often, sometimes, once in a while
7. pollution, surroundings, environment
8. twenty-five, two-thirds, 40%
9. hazardous, dangerous, positive
10. married, divorced, published





Multiple Choice

1. _____ may think flying is boring.
 - a. People who fly once in a while
 - b. People who fly often
 - c. People who have a phobia about flying
2. A phobia is _____.
 - a. positive
 - b. illogical
 - c. chemical
3. About _____ of people are afraid to fly.
 - a. 6%
 - b. 12%
 - c. 15%
4. A person with a fear of enclosed places doesn't like _____.
 - a. walking on a path
 - b. high places
 - c. being in a tunnel
5. _____ especially bother older people.
 - a. Crowds at airports
 - b. High-rise buildings
 - c. Spiders
6. A fear of flying is not important to some people because _____.
 - a. they are entertainers
 - b. they don't need to fly
 - c. they can take a class about flying
7. The instructor of a class for people who are afraid of flying _____.
 - a. explains about airplane crashes
 - b. learns to relax
 - c. takes them to an airport
8. More than _____ of the people who take these classes are successful.
 - a. 12%
 - b. 80%
 - c. 90%



Comprehension Questions

1. Have you ever flown in an airplane? If you have, when was the last time you flew?
2. What are two examples of phobias?
3. Why aren't most people afraid when they get into a car?
4. Give four reasons people are afraid of flying.
5. Give four examples of people who need to fly.
6. What are three things that people learn in a class for those who are afraid of flying?
7. How does learning how airplane traffic is controlled help people who are afraid of flying?
8. Why does the class learn about the different noises a plane makes?
9. How do relaxation exercises help the people in the class?

Main Idea

1. Which sentence is the main idea of paragraph 8 (lines 39–44)?
2. Which sentence is the main idea of paragraph 11 (lines 56–61)?
3. Write a sentence for the main idea of the last paragraph.

Word Forms: Adverbs

Adverbs describe verbs. They also describe adjectives and other adverbs. Many adverbs end in **-ly**— for example, **badly** and **nicely**. But there also are a few adjectives that end in **-ly**—for example, **friendly** and **lovely**. There are also some common adverbs that do not end in **-ly**, such as **fast** and **hard**.

Please return to the office **immediately**.

Your solution to this math problem is **completely** wrong.

Ali worked **especially** hard today.

Ann is a **friendly** person.

Mike works **hard** at his job.



Sometimes an adverb or an adverbial phrase describes the whole sentence. It is followed by a comma.

Most importantly, you must hand in a report of the meeting by tomorrow morning.

Ordinarily, the class finishes at 2:00. Today, it will last until 2:30 because we have a special lecture.

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.		accident	accidental	accidentally
2.		profession	professional	professionally
3.	secrete	secret	secretive	secretly
4.	separate	separation	separate	separately
5.	fear	fear	fearful fearless	fearfully fearlessly
6.	lose	loss	lost	
7.	terrify	terror terrorist	terrified terrifying	terrifyingly

- During lunch, the waiter _____ dropped a glass of water on a customer. Even though it was an _____, he lost his job.
- They did a _____ job on my house. No one could have done it better.
- She took off her shoes so that she could enter the building _____. She wanted her arrival to be a _____.
- I don't want to ride _____. Let's ride together.
- Superman is _____.
- The Student Union has a _____ and Found office. If you are lucky, you might find something there that you left in the cafeteria by mistake.
- Two _____ hijacked an airplane and made the pilot fly to Paris. The passengers were _____. It was a _____ experience for them.





Articles

Put articles in the blanks if they are necessary.

1. _____ people who have to fly all _____ time for _____ business often find it boring.
2. However, some people feel only _____ terror when they get on _____ airplane.
3. Being afraid of _____ poisonous spiders is logical.
4. Three common _____ phobias are fear of _____ heights, fear of being enclosed in _____ small area, and fear of being in _____ large open area.
5. A plane crash is always in _____ news, but we never hear about _____ millions of _____ flights every year that are safe.
6. People who have a fear of heights avoid _____ high places, and if they are in _____ high-rise building, they don't look out _____ windows.
7. They might also be afraid of being in _____ enclosed place like _____ elevator or _____ tunnel on _____ highway.
8. When they get on _____ airplane, they can't get out until _____ end of _____ flight, and _____ flight might last several hours.



Connecting Words

*Use **and**, **but**, or **even though** to connect a sentence in the second column with a sentence in the first column. Use a comma before **and** or **but**. Write the sentences on a separate piece of paper.*

- | | |
|---|--|
| 1. Businesspeople are bored with flying. | a. They didn't have good equipment. |
| 2. A roadrunner fits well into its environment. | b. It looks funny. |
| 3. People started exploring the ocean floor. | c. Amundsen had arrived there first. |
| 4. The boat was caught in a bad storm. | d. People who don't fly very often find it exciting. |
| 5. Scott reached the South Pole. | e. It sank. |





Summarizing

Write a sentence to summarize each of these paragraphs. Number 2 will have a long sentence. For numbers 1 and 3, write a sentence with only the most important idea.

1. Paragraph 3 (lines 17–23)
2. Paragraphs 5, 6, 7, 8, and 9 (lines 29–50)
3. Paragraph 10 (lines 51–55)



Guided Writing

Write one of these two short compositions.

1. Do you have a phobia? Describe it. If you wanted to control it, what would you do?
2. Describe the most terrifying trip you have ever taken, on an airplane or any other kind of transportation.



lesson

3

Languages and Language Diversity



Before You Read

1. What languages do you speak?
2. How is your first language different from English?
3. How many languages do you think there are in the world?



Context Clues

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

1. All languages have rules for **forming** words and for ordering those words into sentences.
2. People invent new words for their language and **borrow** words from other languages.
3. Languages are now disappearing at a rapid **rate**.
4. Experts **estimate** that the world loses a language every two weeks.
5. In one study, researchers looked at **bilingual** adults. Some of the adults learned a second language when they were children, and some learned a second language as adults.

3 Languages and Language Diversity



A language is a **system** of sounds, gestures, or **characters** used to communicate ideas and feelings. There are roughly 6,000 languages in the world today. Some languages are used by millions of people. Others

5 have only a few speakers.

All languages have rules for **forming** words and for ordering those words into **meaningful** sentences. In written languages, meaning is expressed through a system of characters and rules for combining those

10 characters. In spoken languages, meaning is expressed through a system of sounds and rules for combining those sounds. Many hearing-impaired people use sign languages, in which gestures do the work of the sound system of spoken languages.



15 Word order is more important in English than it is in some other languages such as Russian. The sound system is very important in Chinese and in many languages spoken in West Africa.

Languages are always changing, but they change
20 very slowly. People invent new words for their language, **borrow** words from other languages, and change the meanings of words as needed. For example, the English word *byte* was invented by computer **specialists** in 1959. The English word *tomato* was
25 borrowed from Nahuatl, an American Indian language spoken in Mexico. The English word *meat* once **referred** to food in general.

There are several major language families in the world. The languages in each family are related, and
30 scientists think that they came from the same parent family. Language families come in different sizes. The Austronesian family contains at least 500 languages, including Pilipino, Malay, and Maori. The Basque language, spoken in northern Spain, is the only member
35 of its language family.

The Indo-European language family contains fifty-five languages, including English. German, Spanish, Russian, and Hindi are also Indo-European languages. Another language family is Sino-Tibetan, which
40 includes Chinese, Burmese, and Tibetan. The Afro-Asiatic family includes Arabic, Hebrew, and Amharic. There are about 150 American Indian languages spoken today. These languages have many differences among them and have been **divided** into **separated**
45 more than fifty language families.

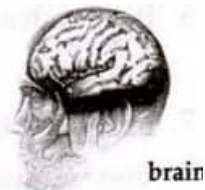
Today, 50% of the world's population speaks one of the top fifteen languages. The world's most common language is Mandarin Chinese, which has more than 1 billion speakers. English is the international language
50 for science and business. In fact, English has more second-language speakers than first-language speakers.

People learn languages by listening, reading, and using the language. Most children learn their first language easily—and sometimes other languages as



55 well. Adults often must work harder at learning a second language.

Recent research indicates that a child's **brain** actually learns a new language differently than an adult's brain does. In one study, scientists used a special machine to look at the brains of **bilingual** adults. Some of the adults learned a second language when they were children, and some learned a second language as adults. The study showed that children use the same part of their brain to learn both their first language and a second language. Adults, on the other hand, used a different area of their brain to process the second language.



able to speak two languages

Languages have come and gone in the **past**, but they are now disappearing at a rapid **rate**. Experts **estimate** that, on average, the world loses a language every two weeks. Some **linguists** believe that half of the world's languages could disappear in the next 100 years if we don't do anything. That would be roughly 3,000 languages lost forever. Should we let that happen?

judge; calculate

people who study languages

Vocabulary

systems
borrow
past

characters
specializes
rate

form
refer to
estimate

meaningful
divided
linguists

1. There are many different writing _____. The English language uses the Roman alphabet.
2. A dermatologist is a doctor who _____ in problems of the skin.
3. The United States is _____ into fifty states.
4. In the _____ fifty years, the population of the world has increased rapidly.
5. Can I _____ your pen for just a minute?



6. It's much easier to _____ wet snow into balls than to use dry snow.
7. In some countries, students _____ their professors by their first names.
8. Noam Chomsky, a professor at MIT, is one of the most famous _____ in the world.
9. A team of workers can build a car at a faster _____ than people working alone.
10. The word *diversity* has nine _____.



Vocabulary

rate	estimate	meaningful	bilingual
brain	specialist	reference	divide
past	system	characters	linguistics

1. The best way to become _____ is to live in a foreign country.
2. His friends began to worry about him when he said that there was no longer anything _____ in his life.
3. If you want to study how people learn languages, you should take a _____ course.
4. Motorcyclists wear helmets to prevent _____ injury in an accident.
5. I don't know the exact population of my city, but I _____ that there are about 2 million people.
6. My dentist said that I need to go to a _____ to get my tooth fixed.
7. During the president's speech, she made _____ to an important new medical study.
8. The computer _____ for the whole office was down for two days.
9. When you exercise, your heart _____ goes up.
10. We had such a large class that the instructor had to _____ it up into three groups.





Vocabulary Review: Antonyms

Match the words that mean the opposite.

- | | |
|--------------------------|--------------|
| _____ 1. harmless | a. negative |
| _____ 2. instructor | b. full |
| _____ 3. once in a while | c. certainly |
| _____ 4. lift | d. often |
| _____ 5. maybe | e. student |
| _____ 6. terrify | f. request |
| _____ 7. empty | g. calm |
| _____ 8. positive | h. land |
| _____ 9. demand | i. fear |
| _____ 10. take off | j. hazardous |
| | k. drop |



True/False/Not Enough Information

- _____ 1. We don't know the exact number of languages used today.
- _____ 2. Word order is the same in all languages.
- _____ 3. There is more than one kind of sign language.
- _____ 4. Many hearing-impaired people use a sign language.
- _____ 5. Many food words in English come from other languages.
- _____ 6. A language family can be small or large.
- _____ 7. There is nothing we can do to prevent the loss of half the world's languages.
- _____ 8. More people speak Chinese than any other language.
- _____ 9. Fifty percent of the world's population speaks Chinese.
- _____ 10. Adults and children use different parts of their brain to learn a second language.





Comprehension Questions

1. What is the definition of a language?
2. What is a sign language?
3. In English, the basic order of words in a sentence is subject, verb, object. What is the basic order of words in your first language?
4. What is an example of a borrowed word?
5. What is an example of an invented word?
6. What is one difference between the Austronesian language family and the Indo-European language family?
7. Why is it useful to group languages into families?
8. Should we try to keep languages alive? Why or why not?
9. Why is it more difficult for adults than children to learn a second language?



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. There are about 150 American Indian languages spoken today. These languages have many differences among them and have been divided into more than fifty language families.
2. Most children learn their first language easily—and sometimes other languages as well. Adults often must work harder at learning a second language.



Main Idea

1. Write a sentence for the main idea for paragraph 4 (lines 19–27).
2. Write a sentence for the main idea for paragraph 7 (lines 46–51).



h Scanning

1. Half of the world's population speaks one of _____ languages.
2. We might lose half of the world's languages in the next _____ years.
3. The word *byte* entered the English language in the year _____.
4. Maori is a language in the _____ language family.

Word Forms: Active and Passive

In an active sentence, the subject performs (does) the action:

Computer specialists invented the word *byte*.

In a passive sentence, the subject receives the action. The passive is formed with the verb **to be** and the past participle. Sometimes the person (the agent) who performed the action is included in the sentence after the word **by**. The agent is not included if it is unknown or unimportant. Sometimes everyone knows who the agent is, so naming it is not necessary.

The **word** *byte* was invented by computer specialists.

About 150 American Indian **languages** are still spoken today. (Everyone knows they are spoken by people.)

American Indian **languages** have been divided into more than fifty language families. (The people who divided the languages into families are not important in this sentence.)



Choose a word form from the chart for each blank. Use the passive form where needed.

	Verb	Noun	Adjective	Adverb
1.	instruct	instruction	instructive instructor	
2.		(dis)honesty	(dis)honest	(dis)honestly
3.	imagine	imagination	(un)imaginative	(un)imaginatively
4.	invent	invention	inventive inventor	inventively
5.	interview	interview interviewer		
6.	characterize	character	(un)characteristic	(un)characteristically
7.		psychology	psychological psychologist	psychologically
8.	beg	beggar		
9.	depend (on)	dependability	(un)dependable	dependably

- The lecture on safe driving was very _____.
- _____ is an important characteristic for someone working in a bank.
- That mystery program was very _____. I didn't know how it was going to end until the last minute.
- The telephone _____ by Alexander Graham Bell.
- The Minister of Health didn't like some of the questions that the _____ asked him. He _____ by a foreign journalist.
- Marge started a fight with her sister. This was very _____ of Marge; she is usually nice to her sister.
- Barbara is going to study _____. Then she will work with people who have _____ problems.
- Dan _____ his friend to lend him his car.
- Mr. Thompson is a _____ person. You know that he will do what he says. You can _____ him.



j

Noun Substitutes

What does each noun substitute stand for?

1. page 134 line 15 **it** _____
2. page 134 line 19 **they** _____
3. page 134 line 30 **they** _____
4. page 135 line 61 **they** _____
5. page 135 line 68 **they** _____

k

Articles

Put articles in the blanks if they are necessary.

1. Some languages are used by millions of _____ people.
2. Many hearing-impaired people use sign languages, in which _____ gestures do the work of _____ sound system of _____ spoken languages.
3. Word order is more important in _____ English than it is in some other languages such as _____ Russian.
4. _____ English word *byte* was invented by _____ computer specialists in 1959.
5. _____ English word *meat* once referred to _____ food in general.
6. Experts estimate that, on average, the world loses _____ language every two weeks.
7. Today, 50% of _____ world's population speaks one of _____ top fifteen languages.
8. Recent research indicates that _____ child's brain learns _____ new language differently than _____ adult's brain does.



Two-Word Verbs

pick (someone) up = go somewhere (for example, with your car) to
get someone

stand for = be a symbol for (as in *U.S.* stands for *United States*)

see (someone) off = go with someone to the place from which he or she is
going to leave (for example, the airport)

clean up = make clean and orderly (as in clean the house after a
party or after some children had a lot of toys out)

help out = help someone to do something

1. *U.N.* _____ *United Nations*.
2. Tom had a big party. Afterwards, he had to _____ the house.
Three of his friends stayed to _____.
3. Ali studied at New York University for five years. When he left, twenty
people went to the airport to _____
him _____.
4. Let's go to the party together. I'll _____ you
_____ at 9:00.

m Guided Writing

Write one of these two short compositions.

1. Compare your first language to the English language. How are they
similar? How are they different?
2. What is easy about learning a second language? What is difficult?



Skyscrapers

lesson

4



Before You Read

1. What is the tallest building in your country? How old is it?
2. Why couldn't people build very tall buildings 100 years ago?
3. Do you think we should continue building tall buildings?
Why or why not?



Context Clues

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

1. One of the tallest buildings in the late nineteenth century was the fourteen-story Pulitzer Building.
2. Cesar Pelli was the **architect** of the Petronas Towers. He worked on the building for several years.
3. A building with windows is more **pleasant** than a building without windows.
4. Architects had to find a way to prevent skyscrapers from moving too much in the wind. **In addition**, they wanted to make the buildings as beautiful as possible.
5. During World War Two, the **centers** of many cities in Europe were destroyed by bombs.

4 Skyscrapers



In 1998, the Petronas Towers in Malaysia became the tallest building in the world, **stealing** the number one spot from the Sears Tower in Chicago. Four years later, in 2003, the Taipei 101 building in Taiwan stole the **title** from the Petronas Towers. It seems that no **skyscraper** can hold the title of "the world's tallest building" for very long. But how high can a skyscraper go? Some experts believe that a mile-high building (5,280 feet, or 1,609 meters) is possible with the technology we now have.

For centuries, the tallest buildings were made of stone. The base, or lower walls, of a tall building had to be very thick in order to support the upper walls. The taller the building was, the thicker the lower walls had to be. One of the tallest buildings in the late nineteenth



century was the fourteen-**story** Pulitzer Building in New York. To support the upper walls of the building, the stone walls at the base were nine feet (three meters) thick!

floor

- 20 It took two important technological **advancements** to make real skyscrapers possible. The first advancement was the mass production of iron and steel. The second was the production of lightweight metal **beams**. In the 1880s, **architects** started using these beams to support the walls of buildings. These buildings didn't need thick walls at the base, so they could be much taller.

people who design buildings

- 30 There were other **advantages** to building with metal beams. The building walls were thinner, and they could have more windows, which made the rooms much more **pleasant**. With thin lower walls, there was more room for stores and offices on the ground floor. It was also faster to build with iron and steel than with stone.

nice

- 35 However, there was still one problem. How would people get to the top floor of a tall building? The solution, of course, was the elevator. Elisha Otis invented the safety elevator and first showed it to the **public** in 1853. By the 1880s, there were elevators run by electricity, which were fast and light enough to use in skyscrapers. They were developed at just the right time.

- 40 There were other problems that architects and engineers had to solve. They had to figure out a way to get water to all the floors. They had to prevent the buildings from moving too much in the wind.

- 45 **In addition**, they wanted to make the buildings as beautiful as possible.

and

- 50 At the same time that architects were **designing** the first high-rise buildings, thousands of **immigrants** were entering the United States from Europe. These people needed housing, and tall buildings could provide plenty of it in the cities. Before long, skyscrapers were rising in cities across the United States.

- 55 Over the years, many problems connected to high-rise buildings were solved, and buildings got taller and taller. In 1909, a fifty-story building was built in



New York, and in 1913, one with sixty floors. In 1931, the Empire State Building in New York was finished; it was 102 stories high.

Throughout the twentieth century, other countries
60 were building skyscrapers too. In Europe, the **centers** of many cities had been destroyed by **bombs** during World War Two. City planners rebuilt many of the buildings **exactly** as they had been, but they also included high-rises in their plans. Most European cities today are a
65 mixture of old and modern buildings.

Tokyo did not have tall buildings for a long time because of **earthquakes**. Then engineers figured out how to keep a high-rise standing during an earthquake.

sudden, violent movements of the earth

Today, there are many tall buildings in Tokyo. In fact,
70 there are tall buildings in cities throughout the world. As the population of a city increases, the number of high-rises increases because they take less **space**.

We have the technology for skyscrapers, but do we really need them or want them? With the invention of
75 computers, a company doesn't need to have all its offices in one huge building. People can communicate by computer from offices spread out all over the city or even from their homes. And do we want 200-story buildings? Do people want to work and live that far above the
80 ground? The architects and engineers who are planning these new skyscrapers have to think about these questions, or they may build buildings that no one will use.



Vocabulary

skyscraper
immigrants
stole

advantages
designs
pleasant

title
stories
in addition

advancement
beams
architect

1. Someone _____ his car during the night. When he got up, it was gone.
2. There are many _____ to learning a second language.



3. A high-rise building is also called a _____.
4. The Nile River in Africa holds the _____ of longest river in the world.
5. Thousands of _____ arrive in Australia from Asia and Europe every year.
6. What was the most important scientific _____ in the twentieth century?
7. In some skyscrapers, the walls are made of steel _____ and glass.
8. An architect _____ buildings.
9. The Taipei 101 building has 101 _____.
10. Metal beams are used to build bridges _____ to skyscrapers.

b Vocabulary

pleasant	immigrant	bomb	space
in addition	architect	story	earthquake
advantage	center	exact	public

1. One _____ of steel is that it is lighter than stone.
2. We've had _____ weather lately. It has been warm and sunny.
3. We tried to get twenty chairs into the room, but there wasn't enough _____.
4. An _____ in Turkey destroyed several villages.
5. The sun is at the _____ of our solar system.
6. A famous _____ designed the whole city of Brasilia.
7. I don't know the _____ height of the Sears Tower, but I think it's more than 400 meters tall.
8. Another word for a floor of a building is _____.
9. The lecture on modern architecture tonight is open to the _____. Anyone can go.
10. There was an explosion caused by a _____.



Vocabulary Review: Definitions

Match the words with the definitions.

- | | |
|---------------------|-------------------------------|
| _____ 1. estimate | a. better |
| _____ 2. interior | b. half of the Earth |
| _____ 3. border | c. get away from |
| _____ 4. delay | d. guess; predict |
| _____ 5. blind | e. not dangerous |
| _____ 6. harmless | f. to the shore |
| _____ 7. escape | g. line between two countries |
| _____ 8. hemisphere | h. not able to see |
| _____ 9. ashore | i. remote |
| _____ 10. blizzard | j. inside |
| | k. accident |
| | l. bad winter storm |
| | m. cause to be late |

Multiple Choice

1. The first skyscraper was built in _____.
 - a. the late nineteenth century
 - b. 1853
 - c. Tokyo
2. It's impossible to build a skyscraper in stone because _____.
 - a. the building walls would be too thin
 - b. the lower walls would be too thick
 - c. people couldn't get to the top of the building
3. Many European cities _____.
 - a. were destroyed by earthquakes
 - b. have only new buildings
 - c. have both old and new buildings
4. A building with steel beams does not need _____.
 - a. technology
 - b. thick walls
 - c. stores and offices on the first floor



5. The first building with sixty floors was built only _____ years after a fifty-story building.
 - a. 1913
 - b. four
 - c. eighteen
6. As population increases, _____ increases.
 - a. immigration
 - b. the number of skyscrapers
 - c. the number of old buildings
7. There weren't any skyscrapers in Tokyo for a long time because of _____.
 - a. earthquakes
 - b. the population
 - c. immigration



Comprehension Questions

1. What technological advancements made skyscrapers possible?
2. Why don't buildings with steel beams need thick lower walls?
3. Name an advantage of buildings with thin lower walls.
4. Why does the text say that elevators were invented at just the right time?
5. What effect did the arrival of thousands of immigrants in the United States have on skyscrapers?
6. What is the tallest building in the world today?
7. What is the advantage of high-rise buildings over lower buildings?
8. Why can Japan have skyscrapers today when it couldn't before?
9. Do you think people would use 200-story buildings? What is your reason?



Main Idea

1. Which sentence gives the main idea in paragraph 3 (lines 20–27)?
2. Which sentence gives the main idea in paragraph 6 (lines 41–46)?
3. Write a sentence that gives the main idea of paragraph 7 (lines 47–52).
4. Write a sentence that gives the main idea of the last paragraph.



These are some common verb prefixes and suffixes:

en-: encircle, enclose

-en: darken, shorten

-ize: industrialize, publicize

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.	compare	comparison	comparative	comparatively
2.	please	pleasure	(un)pleasant	(un)pleasantly
3.	add	addition	additional	additionally
4.	advance	advancement	advanced	
5.		(dis)advantage	(dis)advantageous	(dis)advantageously
6.	prevent	prevention	preventive	
7.	immigrate	immigration immigrant	immigration immigrant	
8.	popularize	popularity	popular	popularly
9.	enclose	enclosure	enclosed	
10.	strengthen	strength	strong	strongly

- Spanish spelling is _____ easy to learn. By _____, English spelling is difficult.
- It was a _____ to meet you.
- People who are afraid to fly don't like being closed in. _____, they sometimes fear heights and don't understand the technology of flying.
- What can you do to _____ in your profession?
- It is _____ to learn English. Are there any _____ to learning it?



6. Providing _____ medicine is better than helping people after they are sick.
7. The _____ office is open from 9:00 to 5:00.
8. _____ is very important to teenagers.
9. The farmer put his sheep in an _____ for the night.
10. I agree with you _____.

h Two-Word Verbs: Review

Put the right word in each blank.

1. There was a long line waiting to check _____ at the airport.
2. A large truck broke _____ on the highway.
3. Alice goes to the gym every weekend to work _____.
4. Do you have enough money to live _____?
5. Could you help me _____ this weekend?
6. Fixing my car turned _____ an all-day job.
7. Mr. Brown is working too hard and has to slow _____.
8. Jean had to drop _____ of school and get a job.
9. Children don't like to put _____ their toys when they finish playing.
10. Bob was an hour late because he ran _____ gas.

i Articles

Put articles in the blanks if they are needed.

1. In 1998, _____ Petronas Towers in _____ Malaysia became _____ tallest building in _____ world.
2. For centuries, _____ tallest buildings were made of _____ stone.
3. In _____ 1880s, _____ architects started using these beams to support _____ walls of buildings.
4. Elisha Otis invented _____ safety elevator and first showed it to _____ public in _____ 1853.
5. In 1931, _____ Empire State Building in _____ New York was finished; it was 102 stories high.
6. With _____ invention of _____ computers, _____ company doesn't need to have all its offices in one huge building.



Summarizing

Write a sentence to summarize each of these paragraphs.

1. Paragraph 1 (lines 1–10)
2. Paragraph 2 (lines 11–19)
3. Paragraph 5 (lines 34–40)

Guided Writing

Write one of these two short compositions.

1. Do you think we should continue to build higher and higher buildings? Why or why not?
2. Describe a skyscraper you have seen. Be very specific and give complete details.



Left-Handedness

lesson

5



Before You Read

1. How many people in the picture are writing with their left hand?
2. Are you left-handed, or is anyone else in your family left-handed?
3. What advantages and disadvantages are there to being left-handed?



Context Clues

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

1. Do you **prefer** to write with your left hand or your right hand?
2. In the past, left-handed people were often **forced** to use their right hand.
3. One part of the brain controls how a person uses the five **senses**—sight, hearing, smell, taste, and touch.
4. Some left-handed children see letters and words **backwards**. They read *d* for *b* and *was* for *saw*.
5. In the 1930s, some teachers started **permitting** schoolchildren to write with their left hand.

5 Left-Handedness



Do you **prefer** to write with your left hand? If you do, you are one of the millions of “lefties” in the world. There would be even more left-handed people in the world if many people weren’t **forced** to use their
5 right hand.

like better

To understand left-handedness, it is **necessary** to look at the brain. The brain is divided into two hemispheres. In most right-handers, the left hemisphere is the center of language and logical thinking. This is where they do their
10 math problems and **memorize** vocabulary. The right hemisphere controls how they understand **broad**, general ideas and how they **respond** to the five
senses—sight, hearing, smell, taste, and touch.

covering many topics

The left hemisphere of the brain controls the right
15 side of the body, and the right hemisphere controls the left side. Both sides of the body receive the same information from the brain because both hemispheres



are connected. However, in right-handed people, the left hemisphere is stronger. In left-handed people, it is the right hemisphere that is stronger.

Different handedness causes differences in people. Although the left hemisphere controls language in most right-handers, 40% of left-handers have the language center in the right hemisphere. The other 60% use the left side of the brain or both sides for language.

Lefties prefer not only the left hand but also the left foot. They prefer using the left foot to kick a ball because their whole body is “left-handed.”

There has been an increasing amount of research on handedness. For example, one psychologist says that left-handers are more **likely** to have good imaginations. They are also more likely than right-handers to enjoy swimming underwater. That is because left-handers can **adjust** more easily to seeing underwater.

change

Left-handedness can cause problems for people. Some left-handed children see letters and words **backwards**. They read *d* for *b* and *was* for *saw*. Another problem is **stuttering**. Some left-handed children start to stutter when they are forced to write with their right hand. Queen Elizabeth II’s father, King George VI, had to change from left- to right-handed writing when he was a child, and he stuttered all his life.

repeating words or parts of words

Anthropologists think that the earliest people were about 50% right-handed and 50% left-handed because ancient **tools** from before 8000 B.C. could be used with either hand. But by 3500 B.C., the tools, which were better designed, were for use with only one hand. More than half of them were for right-handed people.

people who study different cultures

The first writing system, invented by the Phoenicians (3000–2000 B.C.) in the Middle East, went from right to left. The Greeks began to write from left to right around the fifth century B.C. because they increasingly believed that right was “good” and left was “bad.” As time passed, more and more customs connected left with “bad.” This belief is still common in many countries today, and left-handed people **suffer** because of it.

experience difficulties or pain



As the centuries passed and **education** spread to more levels of society, more and more people became
60 literate. As more children learned to write, more of them were forced to write with their right hand. In the 1930s, some teachers finally started **permitting** schoolchildren to write with their left hand. In some countries, however, left-handed children are still forced to write
65 with their right hand.

Many famous people were left-handed. Napoleon, Michelangelo, Beethoven, Isaac Newton, and Albert Einstein were all left-handed. Alexander the Great and Queen Victoria of England were left-handed too. Paul
70 McCartney of the Beatles plays the guitar the **opposite** way from other guitarists because he is left-handed.

Are you left-handed even though you write with your right hand? Take this test to find out. Draw a circle first with one hand and then with the other. If you draw
75 the circles **clockwise** (the direction the hands of a clock go in), you are probably left-handed. If you draw them **counterclockwise** (in the other direction), you are right-handed. The test does not always work, and some people draw one circle in one direction and the other
80 circle in the other direction. But don't worry if you are left-handed. You are **in good company**.

with a lot of other
good people

a Vocabulary

necessary	broader	backwards	stutter
senses	responding	force	prefer
memorize	tool	adjust	likely

1. The main streets of a city are _____ than the side streets.
Broadway is a common street name.
2. A left-handed person who is forced to write with the right hand may begin to _____.
3. A car can go forward and _____.



4. Did you _____ any poems when you were a child?
5. Do you _____ to have coffee or tea in the morning?
6. A blind person is lacking one of the _____.
7. Some students are shy about _____ to questions in class.
8. As you drive off the highway, you need to _____ your speed.
9. Many businesspeople agree that it's _____ to know English today.
10. There are no clouds in the sky today, so it's not _____ to rain.

b Vocabulary

suffering	tools	force	anthropologist
broad	respond	permit	counterclockwise
education	opposite	clockwise	company

1. A mechanic cannot fix a car without _____.
2. If you want to get a good _____, where should you go to school?
3. The hands of a clock move in a _____ direction.
4. Parents should not _____ their children to swim in the pool without an adult there.
5. We had lots of _____ this weekend. My relatives and my wife's relatives all came over.
6. If you turn to the left, you are turning in a _____ direction.
7. The _____ of *north* is *south*.
8. A person who studies ancient cultures is called an _____.
9. He tried to _____ the door open, but it wouldn't move.
10. During a war, there is a tremendous amount of _____.



Vocabulary Review

sticks out	borrow	mates	nests
once in a while	specialist	exactly	crash
fear	tunnel	loss	terrified

1. Do you know _____ how tall you are?
2. In spring, animals search for _____.
3. Spiders and birds build _____.
4. A roadrunner's head _____ straight in front when it runs.
5. The Simplon _____ goes under the Alps between Italy and Switzerland.
6. Being afraid to fly is an illogical _____.
7. We heard a loud _____ and knew that there had been an accident.
8. You can _____ my books, but please don't forget to return them.
9. Would you be _____ to meet Frankenstein?
10. Most people fly only _____.

d True/False/Not Enough Information

- _____ 1. Some Eskimos are left-handed.
- _____ 2. Most right-handers do calculus with the left hemisphere of the brain.
- _____ 3. When people look at a beautiful building, most of them use the right hemisphere of the brain.
- _____ 4. The right hemisphere controls the right side of the body.
- _____ 5. Most people in the world use the left hemisphere for language.
- _____ 6. Left-handedness can cause children to see letters backwards.
- _____ 7. It is easier to write from left to right.
- _____ 8. Left-handed people are more intelligent than right-handers.



e Comprehension Questions

1. What does the right hemisphere of the brain control?
2. Which hemisphere is stronger in left-handed people?
3. Why do lefties prefer to kick with the left foot?
4. What problems do lefties have in using machines?
5. When do some left-handers start to stutter?
6. Why do anthropologists think that the earliest people were equally divided between left- and right-handers?
7. Why did the Greeks start writing from left to right?
8. What does "You are in good company" mean?
9. How can you tell if a 2-year-old child is left-handed?
10. Are you left-handed?

f Main Idea

1. What sentence is the main idea for paragraph 4 (lines 21–25)?
2. What sentence is the main idea for paragraph 6 (lines 29–34)?
3. Write a sentence for the main idea in paragraph 9 (lines 49–57).
4. Write the main idea of the last paragraph.

g Word Forms

	Verb	Noun	Adjective	Adverb
1.	communicate	communication(s)	(un)communicative	
2.	exist	existence	(non)existent	
3.	prefer	preference	(un)preferential	(un)preferentially
4.	divide	division	(in)divisible	
5.	force	force	forceful	forcefully
6.			(un)common	(un)commonly
7.	respond	response	(un)responsive	
8.	permit	permission permit	(im)permissible	(im)permissibly
9.		reality	(un)real	really



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

1. I tried to get the information from the president's secretary, but he was very _____.
2. Frank told everyone that he worked for a large company, but the company is _____.
3. Professors should not give _____ treatment to the students they like.
4. Ten is not evenly _____ by 3.
5. John was _____ to leave the university because his grades were so bad.
6. It is _____ believed that girls learn languages faster than boys.
7. The injured person _____ to the doctor's treatment. She is well now.
8. You cannot build a house in this city without a building _____.
9. It seemed _____ to Abdullah that he had finally finished his doctorate degree and was going home.



Missing Words

Fill in the missing words.

1. _____ understand left-handedness, it is necessary
_____ look _____ the brain.
2. The brain _____ divided _____ two
hemispheres.



3. Both sides of _____ body receive the same information
_____ the brain because both hemispheres
_____ connected.
4. There has been _____ increasing amount
_____ research _____ handedness.
5. But _____ 3500 B.C., the tools, which _____
better designed, were for use _____ only one hand.
6. _____ the centuries passed and education spread
_____ more levels _____ society, more and
_____ people became _____.



Connecting Words

Put after, before, when, since, or until in the blanks.

1. I'll give you the book _____. I see you tomorrow.
2. People who are afraid of flying can control their fear _____
they take a class.
3. The Garbage Project has been in existence _____ 1973.
4. Toronto knew that it had done a good job recycling _____ the
Garbage Project proved that the amount of its garbage had become smaller.
5. Sometimes _____ the roadrunner gets a piece of meat, it
takes it back to its nest.
6. There were no skyscrapers _____ 1884.
7. _____ Burke started across Australia, he organized
the expedition.
8. _____ the 1930s, teachers forced all children to write with
their right hand.





Finding the Reason

Write the reason for each statement.

Statement	Reason
1. Many left-handers have to use their right hand.	
2. For some people, the center of language is in the right hemisphere.	
3. Both sides of the body receive the same information.	
4. Lefties prefer kicking with the left foot.	
5. King George VI stuttered.	
6. Anthropologists think that more than 50% of people were right-handed by 3500 B.C.	
7. Paul McCartney plays the guitar differently.	



Guided Writing

Write one of these two short compositions.

1. Write a short history of left-handedness. Start with the earliest people and continue until today.
2. Your 3-year-old child is left-handed. Your friend thinks that you should teach the child to use the right hand instead. What are you going to do and why?



Video Highlights

a Before You Watch

1. How much do you remember about skyscrapers? Work with a partner to recall the following information from Lesson 4.
 - a. The building material that made tall buildings possible:

 - b. Two problems that architects and engineers had to solve:

2. Read these comments from the video "Green Skyscraper":

"Lights, tourists, traffic. Times Square is not where you would expect to find an environmental experiment in progress."

"But, slowly rising is a forty-eight-story building designed to save energy and other natural resources."

Then discuss the questions below with your partner.

 - a. What do you know about New York? List three facts.
 - b. Why do you think this new building is called a "green skyscraper"?

b As You Watch

Listen for information that will help you complete this list:

Ways the Green Skyscraper Will Save Energy

1. It will use solar panels to generate clean _____.
2. Extra insulation will be used to keep heat (or cool air) _____.
3. Oversized _____ will let in light, but not too much heat.





After You Watch

1. Check the facts. Is the underlined information in the following sentences correct? If not, change the sentence to make it correct. Write your correction above the mistake. If the information is already correct, do not change the sentence.

40%

Example: It's going to cut energy use by ~~80%~~ over a conventional building.

- a. The builder, architects, and suppliers communicate via airmail and the Internet.
 - b. We believe we've eliminated about 40,000 sheets of paper.
 - c. The building was designed to cut down on the use of glass and other energy-intensive building materials.
 - d. Keeping buildings running takes up about one half of the energy used in America each year.
2. Why is the statement below important? Discuss it with a partner. Share your explanation with the class.

"The building is going to cut energy use by 40% over a conventional building That's significant, particularly in a building this big. That's a lot of carbon dioxide (CO₂) that won't be going into the atmosphere."



Activity Page

Familiar Phrases

A phrase is a group of words that has a special meaning. Use this key to figure out the familiar phrases.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Write the phrase on the top line, and then use it in a sentence of your own on the bottom line.

Example: R M T L L W X K N K Z M B

in good company

If you like to swim, you are in good company with fish.

1. G Z K B L F I U L L G

2. Z S R T S-I R H V Y F R O W R M T

3. L M X V R M Z D S R O V



Dictionary Page

Understanding Grammar Codes

1. You can use your dictionary to learn about regular verbs.

Ending	Form	Example
-ed	simple past	They designed the building to save energy.
-ed	past participle	The building was designed to save energy.
-ing	present participle	The architects are designing a new building.
-s	third person singular	He designs buildings for a living.

Your dictionary also gives you the forms of all irregular verbs. Look at this entry for the verb *swim*. Label each of its main forms.

swim /swɪm/ v. **swam** /swæm/, **swum** /swʌm/, **swimming**, **swims** 1 [I] to move through water by moving parts of the body (legs, arms, fins, tails): *He swam across the river and back again.*

2. Complete these sentences with the correct form of the verb in parentheses. Use your dictionary to check for the correct spelling.

Example: The audience (clap) clapped their hands and stamped their feet.

- a. The Taipei 101 building (steal) _____ the title of "tallest building in the world."
- b. I (lose) _____ my wallet somewhere.
- c. Many left-handers (excel) _____ in tennis, baseball, and swimming.



Vocabulary



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A Things we *make*, *do* and *take*

Common mistakes

We use all three of these common verbs with particular nouns. These word partners (collocations) are often different in other languages, so look at them carefully.

I've **made** a mistake.
She **took** a photo of me this morning.
They **made** a big effort to finish the work.
Sometimes two different verbs are possible.
I'm just going to **take/have** a shower.
Take/Have a look at these pictures.
We must **make/take** a decision.

I'm afraid I haven't **done** my homework.
I haven't **done** the housework yet.
The children are **making** too much noise.
I'm **doing/taking** a computer course next month.
I don't **do/take** much exercise.

B Make

Make can mean 'to cause something to happen or cause a particular state'.

I like Boris – he **makes** me laugh.

It **made** them angry when Karen refused to help with the washing-up.

Make can also mean 'to force someone to do something'.

My parents **made** me do my homework when I was a child.

The police **made** us wait outside the main gates.

If you **make** friends with someone, you get to know them and like them.

I **made** friends with a couple of guys from Canada when I was on holiday.

If you **make up** your mind, you decide something.

He's **made up** his mind to leave work at the end of next month.

C Do

We use **do** to describe a general action when we don't know what it is, or there's no noun.

What shall we **do** this afternoon?

Don't just stand there, **do** something.

If you **do** your hair/make-up, you make it look nice.

I'll just **do** my hair, then we can go out.

If you **do** your best, you try as hard as possible.

I'm not a good student, but I always **do** my best.

D Take

Take can mean to:

- remove something from a place/person, e.g. I **took** the key out of my pocket.
- remove something without permission, e.g. Someone has **taken** my pen.
- accept something, e.g. Did he **take** the job they offered him? Do they **take** credit cards there?
- write something down, e.g. I **took** notes during the lesson. The man **took** my name and address.
- wear a particular size in clothes, e.g. I **take** size 43 shoes.

If you **take** it/things easy, you relax and don't do very much.

I'll **take** things easy today.

If you **take** a break, you stop work and rest for a short period.

Let's **take** a ten-minute break.

Exercises

81.1 Choose the correct verb(s). Sometimes both are correct.

- 1 Did he do / make many mistakes?
- 2 I couldn't do / make the homework.
- 3 We must take / make a decision soon.
- 4 I want to do / make a course in English.
- 5 Could you take / have a look at this letter?
- 6 How many photos did they make / take?
- 7 I don't often make / do the housework.
- 8 They did / made a lot of noise at the party.

81.2 What are the people doing in the pictures?



1 She's taking a photo.



3



5



2



4



6

81.3 Replace the underlined word or phrase with a phrase including the verb in capitals. Keep a similar meaning.

- 1 I clean the flat at the weekend. DO I do the housework at the weekend.
- 2 They forced us to go. MAKE
- 3 I'm trying as hard as possible. DO
- 4 OK, let's stop work and relax for a bit. TAKE
- 5 He is definitely trying. MAKE
- 6 When are they going to decide? MAKE
- 7 I'm going to relax and do nothing this weekend. TAKE

81.4 Complete the sentences.

- 1 Someone took my coat. It was here a minute ago and now it's gone.
- 2 I can't go to the next lesson. Could you notes for me?
- 3 We friends with Yuki when we were in the same class last year.
- 4 I've nothing today.
- 5 If they offered him a job with more money, why didn't he it?
- 6 Could you take a at my essay? I think there are lots of mistakes in it.
- 7 When he shouted out the wrong answer, it him look stupid.
- 8 What size do you ?
- 9 I'm putting on weight because I don't enough exercise.
- 10 I've up my mind. I'm going to go to Thailand for my holiday.

81.5

Over to you

Answer the questions. If possible, ask someone else the same questions.

- 1 What things make you happy, make you sad, and make you angry?
- 2 What things do your parents, or your boss, or your teachers make you do (or made you do in the past)?

A

Give

We can use **give** when someone or something causes a certain effect.

All that noise has **given me a headache**.

The walk this morning **gave me an appetite**. [made me hungry]

Listening to Wai Sin has **given me an idea**.

We often use **give** with different nouns to express an action.

He **gave me some advice**. [advised me]

Marie **gave us a shock** when she shouted like that. [shocked us]

I had to **give a speech** at the wedding. [talk formally to a group of people; also **give a lecture**]

I'll **give her a ring**. [ring/phone her]

I had lots of work to do, but fortunately Ollie **gave me a hand**. [helped me]



She gave me a hug.



He gave the car a push.

B

Keep

Keep can mean to stay or cause someone to stay in a particular state or condition.

Keep right. [stay on the right side]

This coat will **keep you warm**.

She asked us to **keep quiet**.

Going to the gym **keeps me fit**.

Keep (on) doing something means to repeat doing something, and often it is something you don't want to do or happen.

I **keep losing** my glasses.

I **keep getting** backache.

She **keeps on interrupting** me. [talks to me / disturbs me when I am doing something]

If you **keep in touch**, you continue to communicate with someone, especially by phone or email.

I met Asha on holiday and we've **kept in touch** ever since.

If you **keep a secret**, you don't tell other people something that you know.

Tom told me not to tell anyone about his new job, but I'm not very good at **keeping a secret**.

If you **keep something up**, you continue doing something at a high level.

You're working hard and your English is improving. That's good – **keep it up**.

C

Miss

If you **miss** a person, you feel sad because that person is not there.

When I went to work in Hungary, I really **missed my girlfriend**.

If you **miss** what someone says, you don't hear it.

I'm sorry, I **missed that**. What did you say?

If you **miss a chance/opportunity**, you don't use an opportunity to do something.

Cathy's been chosen for the team, but now she's injured, she might **miss her chance** to play.

If you **miss something**, you manage to avoid it or not experience it.

I left home early in order to **miss the rush hour**.

Exercises

82.1 Match each verb with three phrases on the right.

give	a speech	in touch
		a speech
		an opportunity
miss		on doing something
		someone a hug
		a person
keep		someone a hand
		what someone says
		a secret

82.2 Complete the sentences with a suitable adjective or -ing form.

- I never drink coffee at night; it keeps me awake.
- This umbrella should keep you
- I don't know why she keeps – it wasn't a very funny story.
- If you do lots of exercise, it'll keep you
- It's really stupid, but I keep to lock the doors and windows when I go out.
- They're making a lot of noise in there. Could you tell them to keep ?
- I know his name is Stuart, but I keep it's Stephen.
- I keep up early in the morning because it's so light in my bedroom.

82.3 Complete the dialogues using a verb + noun. Don't repeat the underlined phrases.

- A: He's sad without Gina.
B: I know. He misses her.
- A: Did you phone her?
B: Yes, I her a last night.
- A: He didn't put his arms round her, did he?
B: Yes. He her a big
- A: Have you stayed in contact with your old school friends all this time?
B: Yes, I've tried to in as much as possible.
- A: Could anyone help me with this?
B: Yeah, I'll you a
- A: It's his own fault. He had a chance to go and he didn't take it.
B: I know. He his
- A: I expect you're hungry after all that work.
B: Yes, it's me an

82.4 Complete the sentences with the correct verb and a word from the box.

shock fun headaches secret push up dog idea rush hour

- She gave me a shock when she broke that window.
- If we leave the party early, we'll all the
- The guys are working really hard, but I don't know if they can it
- I couldn't get the car started, but fortunately someone me a
- We left before seven because we wanted to the
- She doesn't know what the problem is, but she getting
- I saw a fascinating programme on TV, and that's what me the
- When I go on holiday alone, I really my
- I didn't say anything to Annie about the wedding because she can't a

A Uses

Get is an informal word and is very common in spoken English. It can have many different meanings.

OBTAIN	I got a ticket from my brother.	I need to get some help.
RECEIVE	I got a CD for my birthday.	Did you get my email?
BUY	Where did you get that watch?	I went to get a paper.
ARRIVE	What time did you get here?	I'll phone when I get home.
BECOME	It gets dark very early in winter.	My hands are getting cold.
FETCH	↔ Could you (go and) get my glasses from the kitchen for me?	
ANSWER the door/phone	A: Is that the phone?	B: Yes, I'll get it.



DO a task, or arrange for someone to do it for you, using get + past participle

I'll never get this essay finished; it's too difficult.
I need to get my hair cut.
I got my watch repaired today.

B Phrases

You can **get in touch with** me via email. [make contact by email, phone or letter]
A bedtime story helps children **get to sleep**. [start sleeping]
The salsa classes are a chance for us to **get together**. [meet and spend time together]
I'm sorry I **got** the number **wrong**. [said or wrote something that was not correct]
My cold is **getting worse**. [becoming more unpleasant; *opp* getting better]
I'd like to **get rid of** my old CDs. [throw them away, give them away, or sell them]
I **got to know** lots of Americans when I stayed in San Francisco. [met and became friends with]

C Phrasal verbs

He stopped the car and I **got out**. [left the car; also leave a building]
I gave her £25, but I'll get it **back** tomorrow. [have it returned to me]
The door was locked so we couldn't **get in**. [enter a place, especially when it is difficult]
Our train should **get in** around midnight. [arrive]
What time did you **get up** this morning? [get out of bed]

Exercises

83.1 Write a synonym for *get* in each of these sentences.

- 1 I usually get about five emails a day. *receive*
- 2 Where can I get something to eat round here?
- 3 I'm just going to get some paper from the office. I'll be back in a minute.
- 4 What time did they get here last night?
- 5 He got very angry when I told him what you did with his CDs.
- 6 I couldn't get a room; all the hotels were full.
- 7 The phone's ringing. Could you get it for me?
- 8 Molly sent me a card but I never got it.

83.2 Complete the dialogues using *getting* + a suitable adjective. Add other words if necessary.

- 1 A: It's *getting cold in here*.
B: Yes, it is. I'll turn on the heating.
- 2 A: I'm
B: Me too. Let's have something to eat.
- 3 A: I'm
B: Yes, me too. I'll open the window.
- 4 A: It's
B: Yes, it is. I'll put the lights on.
- 5 A: It's
B: Yes, it is. I think I'll go to bed.
- 6 A: My English is
B: No, it isn't – it's much better now.

83.3 Rewrite the sentences using a phrase or phrasal verb with *get*. Keep a similar meaning.

- 1 Will the books be returned to you?
Will you *get the books back*?
- 2 We must meet up and have a meal.
We must
- 3 How do you meet people and make friends in this country?
How do you
- 4 I must contact the travel company.
I must
- 5 I'd like to throw away these old magazines.
I'd like to
- 6 The train won't arrive before 10 o'clock.
The train won't
- 7 The doors were locked; we couldn't leave.
The doors were locked; we couldn't
- 8 I was awake for hours last night.
I couldn't

83.4 Continue these statements in a suitable way.

- 1 The window is broken. We *need to get it repaired*.
- 2 My hair is getting long. I
- 3 This essay is taking me hours. I
- 4 My watch isn't working. I
- 5 Lola has still got my CDs. I

83.5 Write down examples of *get* that you see or hear, and try to group your sentences according to the different meanings. This will help you to understand how this important word is used in English.

A Different meanings of *go*

- When we leave a place in order to do an activity, especially for enjoyment, we often express it with **go + -ing** or **go (out) for a + noun**.
We could **go shopping/sightseeing/swimming/clubbing** [to a nightclub] tomorrow.
Why don't we **go (out) for a walk/drive/drink/meal/picnic** at lunchtime?
- Go** can also describe a changing state (usually to a bad one) with certain adjectives.
My dad's **going grey** [his hair is becoming grey] and I'm **going bald**. [losing my hair]
My grandmother is **going deaf**. [deaf = cannot hear]
Our 12-year-old dog is **going blind**. [blind = cannot see]
He'll **go mad** if you wear his jacket. [become very angry; *informal*]
- We use **go** when we want to ask/say if a road or form of transport takes you somewhere.
Does this bus **go** to the National Gallery?
I think this road **goes** through the village.
- Go** can also mean 'disappear'.
When I looked in the drawer, my watch **had gone**. [it was there before, but not now]
- Go and get** means **fetch**. [go to a place and bring something back with you]
You stay here, and I'll **go and get** the bags from the car.



going bald

B Phrasal verbs and expressions

A: What's **going on** in here? [happening]

B: I don't know. I touched this switch and the lights **went out**. [stopped working]

A: Shall we wait for George or **go on** to the theatre? [continue or move to another place/thing]

B: Er, I'm not sure of the way; let's wait for George.

A: How's the business?

B: Well, it was **going well** [successful; *opp* going badly] up until the summer, but since then a few things have **gone wrong** [there have been problems], and we've lost a few customers.

A: Are you **going away** this year? [going on holiday]



B: Yes. We had a lovely time in Turkey last year, so we've decided to **go back** in June. [return]

A: I think I'll have the chicken. How about you?

B: I'm **going for** the roast beef. [choosing]

A: How's it **going**? [How are you? *informal*]

B: Not bad. And you?

Exercises

84.1 Complete the sentences with an *-ing* noun, e.g. riding, or *(out) for a + noun*, e.g. (out) for a walk.

- 1 I went shopping this morning and bought some new clothes.
- 2 It was a lovely day, so we made some sandwiches and decided to go
- 3 Why don't we go in that nice new café near the square?
- 4 I wanted to go because it was my first time in Rome.
- 5 My brother has just got a new sports car. We could go at the weekend.
- 6 The pool is at the end of the road, so we often go
- 7 I'm just going to take the dog
- 8 We went last night and didn't get home until three this morning.
- 9 It was my father's birthday, so we decided to go

84.2 Replace the underlined words with a different word or phrase. Keep a similar meaning.

- 1 He went mad when he saw me. got angry
- 2 Hi Sue. How's it going?
- 3 Could you go and get my handbag from the other room?
- 4 Do you want to go on and do the next exercise?
- 5 What's going on in the next classroom?
- 6 When I got back, the others had gone.
- 7 I can't stay for the weekend; I have to go back on Friday.
- 8 Excuse me. Does this road go to the bus station?
- 9 My girlfriend had fish but I went for the chicken dish.

84.3 Complete the dialogues with a phrasal verb or expression using *go*.

- 1 A: I hear you had problems with your exam?
B: Yes, everything went wrong I couldn't answer any of the questions.
- 2 A: Can't he see very well?
B: No, I'm afraid he's
- 3 A: Your uncle's just opened a new restaurant, hasn't he? How's it doing?
B: Great. It's
- 4 A: I imagine your parents were angry that you had a party when they were away.
B: They were. My dad
- 5 A: Simon isn't losing his hair already, is he?
B: Yes, I'm afraid he's
- 6 A: Are the books downstairs in the staffroom?
B: Yes. Could you them for me?
A: Yeah, sure.
- 7 A: Are you having a holiday this year?
B: Yes, we're hoping to in the summer.
- 8 A: What have you done?!
- B: I don't know. The lights just

84.4

Over to you

Answer the questions. If possible, ask someone else the same questions.

- Do you often go swimming in the summer?
- Do you go clubbing most weekends?
- Do you often go shopping with a friend?
- Did you often go for picnics as a child?

- Do you often go for a walk on your own?
- Do you like going out for a meal?
- Do you often go sightseeing on holiday?
- Do you enjoy going out for a drive in the country?

A The five basic senses



sight



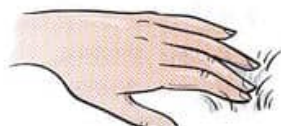
hearing



taste



smell



touch

To express it another way, the ability to see, hear, taste, smell and feel.

B Sense verbs with adjectives

You **look** tired this evening. [from what I can see]

That man **sounded** foreign. [from another country, from what I could hear]

This cake **tastes** a bit strange.

Fresh bread **smells** wonderful.

This shirt **feels** damp. [slightly wet, often in an unpleasant way]

Language help

The verbs above can all be used as nouns.

I like **the look** of this hotel. [the appearance of it]

I love **the sound** of his voice.

C Sense verbs with like or as if/though

We can describe things using sense verbs with **like** + noun or **as if/though** + clause, but **not** like + adjective (NOT She looks like nice). When we use **like** + noun, we are often describing how similar two things are.

Have you ever had a nectarine? They **look** like peaches.

Did you hear that noise? It **sounded** like an alarm.

That shampoo **smells** like coconut. (also **smells** of coconut)

Don't you think this material **feels** like silk?

That boy **looks** as if he's trying to get over the wall.

I spoke to Isobel. It **sounded** as though they had a good time on holiday.



nectarine



alarm



coconut



silk

Language help

We also use **seem** and **appear** to describe a sense or feeling about someone or something, after we have seen them, talked to them, etc. Before **like** + noun, we usually use **seem**.

I saw Will and he **seemed/appeared** quite happy. The shop **appears/seems** to be very busy.

Carrie said she wanted to travel a bit, which **seems** like a good idea.

D Verbs easily confused

If you **look** [look carefully] at the map, you can **see** [are able to see] the church on the left. They've been **watching** that man for weeks. [paying attention to something, often for a long time]

He ran into me because he wasn't **looking**. [paying attention]

I **watched/saw** a film on TV. I **saw** a film at the cinema. (NOT I **watched** a film at the cinema.)

I **heard** [was able to hear] what she said but I wasn't **listening**. [paying attention]

Don't **touch** the oven [put your hand on it]. It's hot!

Just feel my feet [put your hand on them to discover something about them]. Aren't they cold?

Exercises

85.1 Cover the opposite page. What are the five basic senses?

sight

85.2 Choose the correct word to complete the sentences.

- 1 I was very angry with Tom – he just wasn't *hearing* / *(listening to)* what I was saying.
- 2 I was *listening to* / *hearing* the radio when I *listened to* / *heard* a terrible noise outside.
- 3 She turned up the volume but I still couldn't *listen to* / *hear* it.
- 4 There's a good film on at the cinema. Have you *watched* / *seen* it?
- 5 Quick. Come and *watch* / *look at* this man walking by.
- 6 We *watched* / *looked at* the birds while they were eating food from the bird table.
- 7 If you stand near the fire, you can *touch* / *feel* how hot it is.
- 8 You mustn't *touch* / *feel* the paintings in the museum.
- 9 If you *see* / *look* carefully, you can *look* / *see* how the man does the magic trick.
- 10 Anya wants to get a parrot, which *seems* / *appears* like a strange thing to do.

85.3 Complete the sentences with a different sense verb and a word from the box. Add *like* where necessary.

delicious a church an alarm very nice
damp coconut calm and relaxed silk

- 1 Petra has just taken the cakes out of the oven and they *smell delicious*.
- 2 The sheets on her bed looked expensive, and when I touched them, they
- 3 I could see something quite tall in the distance. It
- 4 When I heard the noise I jumped out of bed because it
- 5 Have you tried these biscuits? They
- 6 I've just met my new class; they
- 7 I don't want to sit on the grass. It
- 8 I saw her before the exam and she

85.4 Complete the middle part of the sentences.

- 1 Alexei said that Lola was doing well, so it *sounds as if/though* she'll pass the exam.
- 2 Erin told me about the accident. It it was quite serious.
- 3 Put your hand on the radiator. Does it it's getting warm?
- 4 I've just spoken to Tom. He he's got a cold.
- 5 Have you tried the soup? It it needs a bit more salt to me.
- 6 Is that your little boy on the floor? It he's fallen over.
- 7 Anezka didn't ask any questions. It she wasn't interested.

85.5

Over to you

Complete the sentences about your own likes and dislikes. If possible, ask someone else the same questions.

- I love the smell of
- I hate the smell of
- I love the sound of
- I hate the sound of
- I love the taste of
- I hate the taste of

A

Common uncountable nouns

One of the problems with uncountable nouns is that many of them are countable in other languages.

Common mistakes

I need information. (NOT I need ~~an~~ information.) (no indefinite article)

I need some information. (NOT I need ~~informations~~.) (no plural form)

The homework was difficult. (NOT The homework ~~were~~ difficult.) (use with a singular verb)

- You can put all that **rubbish** in the bin over there. [things that you throw away because you do not want them]
- Is there any more **news** about the man who was injured?
- She gave me some good **advice** about buying a car. [what you think someone should do]
- Do the children get **pocket money**? [money that parents give regularly to their children]
- You need a lot of **equipment** for camping, e.g. tent, sleeping bag, torch, things for cooking, etc. [the things that are used for a particular activity]
- We sold the **furniture**. [tables, chairs, armchairs, etc.]
- The **scenery** is really beautiful. [the natural beauty you see around you]
- My **knowledge** of Russian is limited. [what I know about it]
- She's worked very hard and I believe she is **making progress**. [improving / getting better]
- Can you take the dog? We haven't got any **room** in our car. [empty space]
- Would anyone like some more **toast**?
- The children's **behaviour** was terrible: they were climbing all over the furniture and making a lot of noise. [the way you do and say things]



bin



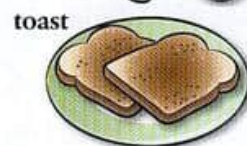
tent



sleeping bag



torch



toast

B

Uncountable nouns in dictionaries

Dictionaries show countable nouns with a (C) and uncountable nouns with a (U). Some nouns can be countable with one meaning, and uncountable with another.

experience (U) [the knowledge you get from doing a particular job or activity]

She's got a lot of **experience** of working with children.

experience (C) [something that happens to you that affects the way you feel]

I had so many fantastic **experiences** on my trip to Thailand and Japan.

chance (U) [luck]

Lotto is a game of **chance**.

chance (C) [the opportunity to do something]

He's had several **chances** to go abroad, but he's just not interested.

C

Making uncountable nouns countable

You can make some uncountable nouns singular. Sometimes we do this with a word like *piece* (for advice, equipment, toast, furniture, news), but in spoken English we often use a *bit* (*informal*) with most uncountable nouns.

a good **piece** of advice

an interesting **bit** of news

another **piece** of toast

just a **bit** of rubbish

Exercises

86.1 Correct the mistakes.

- 1 I need some ~~informations~~. information
- 2 Our teacher has a news about the trip.
- 3 She gave me some good advices.
- 4 Her progress are very good.
- 5 We had a lot of homeworks yesterday.
- 6 The furnitures were very old.
- 7 I have no experiences of using these equipments.
- 8 I need to improve my knowledges of this new technology.

86.2 Make the uncountable nouns countable.

- | | |
|--------------------------------------|----------------------------------|
| 1 I did some homework. | I did <u>a bit of homework</u> . |
| 2 It's useful equipment. | It's |
| 3 It was good advice. | It was |
| 4 Do you want some more toast? | Do you want |
| 5 She's making progress. | She's making |
| 6 There's some rubbish on the floor. | There's |
| 7 I gave them some pocket money. | I gave them |
| 8 I heard some news this morning. | I heard |

86.3 Complete the dialogues.

- 1 A: Have you been given all the details?
B: No, I need more information.
- 2 A: She hasn't worked there long enough.
B: No, she needs more
- 3 A: Is your flat big enough?
B: No, we need more
- 4 A: Does she know what to do when she leaves school?
B: No, she needs some
- 5 A: Don't you think the room looks empty?
B: Yes, we need more
- 6 A: Is his English getting better?
B: No, he isn't making any

86.4 Complete the sentences. The first letter has been given to help you.

- 1 I asked my teacher for some advice about grammar books.
- 2 I've had some great e..... when I've travelled on my own.
- 3 If we give him another c....., I'm sure he'll be able to do it.
- 4 That stuff over there is r.....; just throw it in the bin.
- 5 We camped on the hill above the lake because the s..... is so beautiful.
- 6 I don't know what's wrong with Celia, but her b..... was very strange this morning.
- 7 Do you have any e..... of working with computers?
- 8 I don't have any k..... of this subject; you'd better ask Fariah.

86.5 Use a dictionary to find out if these nouns are countable or uncountable. Keep a record of them in your notebook.

transport luggage suitcase pasta traffic accident

A Verb + *-ing* form

A number of verbs are commonly followed by an *-ing* form.

QUESTIONNAIRE

QUESTIONS

- Do you **enjoy** studying?
- Do you **mind** getting up early? [Is it OK for you, or not?]
- Do you **like** or **dislike** having your photograph taken?
- Do you usually **avoid** speaking to strangers at parties? [try not to do something]
- Can you **imagine** being without a car? [think of yourself in a situation with no car]
- Have you ever **considered** [thought about] living in another country?
- Would you **recommend** [advise] having a holiday in the capital city of your country? If so, would you **suggest** going at a particular time of the year?

ANSWERS

Yes, I do.

No, I don't mind at all.

I hate having my picture taken.

Yes, I prefer to talk to people that I already know.

No, I can't. I need my car.

Yes, many times. I'd like to live abroad.

Yes, I would, and I would suggest going in spring or autumn.

Common mistakes

I enjoy going there. (NOT I enjoy ~~to go~~ there.) They suggested leaving early. (NOT They suggested ~~to leave~~ early.) He recommended staying there. (NOT He recommended ~~to stay~~ there.)

B Verb + *to* infinitive

- I **hope** to see them next week. [want to see them and believe I will see them]
 They **agreed** to help me. [said they will help]
 I **intend** to leave next month. [plan]
 I **offered** to help them. [said I was happy to help]
 I **attempted** to cook the dinner, but it was terrible. [tried]
 I **promised** to bring her book back. [said I would definitely bring it back]
 The shop assistant was very rude, so I **demand**ed to see the manager. [said in a firm way]

C Verb + (object) + preposition + noun/*-ing*

- A: Jo has just rung and asked me for advice about Turkey. They're **thinking of**¹ going there.
 B: Well, be careful. They went to India last year on your advice and then **blamed**² you for the terrible holiday they had.
 A: That was their fault. They **insisted on**³ going in the summer when it was far too hot.

¹ thinking about going to Turkey (often used in the continuous and followed by a noun/*-ing* form (NOT I'm thinking ~~to go~~ there.))

² said you were responsible for something bad, in this case the terrible holiday

³ said they must go (in the summer)

Exercises

87.1 Choose the correct word(s) to complete the sentences.

- 1 I hope *seeing* / *(to see)* them.
- 2 They agreed *helping* / *to help* me.
- 3 We enjoy *staying* / *to stay* by the sea.
- 4 I suggested *going* / *to go* on the train.
- 5 She insisted *in* / *on* paying for our meal.
- 6 We must attempt *getting* / *to get* there on time.
- 7 Have you considered *working* / *to work* in a bank?
- 8 I demanded *speaking* / *to speak* to the doctor in charge.
- 9 I asked *him help* / *him for help*.
- 10 They blamed me *for* / *of* it.
- 11 I don't mind *waiting* / *to wait* for you.
- 12 I try to avoid *travelling* / *to travel* in the rush hour.

87.2 Complete the sentences with the most suitable verb.

- 1 Have you *asked* the waiter for the bill?
- 2 My sister is of spending the summer in France if she can afford it.
- 3 I've had a computer for about 20 years; I can't being without one.
- 4 We always try to driving into town in the rush hour.
- 5 The accident wasn't my fault but they me for it.
- 6 We're to see my parents later this week. We had to go last week, but Marsha was ill and we couldn't go.
- 7 I meeting your friends; they were really nice.
- 8 Have you ever moving out of a town and going to live in the country?
- 9 I offered to drive, but Harry on taking his car because he said he being a passenger.
- 10 Aleisha's parents weren't happy with the school, and they to see the head teacher.

87.3 When you learn new verbs, you may need to know the constructions that are used with them. A good dictionary will give you this information, usually with examples. Using a good English dictionary, find the constructions that commonly follow these verbs.

○ FORMAL *Might I suggest a white wine with your salmon, sir?* ○ [+ (that)] *I suggest (that) we wait a while before we make any firm decisions.* ○ *Liz suggested (that) I try the shop on Mill Road.* ○ [+ -ing VERB] *I suggested putting the matter to the committee.*

fancy + pretend + or
decide + or accuse +

87.4

Over to you

Answer the questions in the questionnaire on the opposite page. If possible, ask someone else the same questions. Then complete the sentences about yourself using the correct construction after each verb.

- I like
I dislike
I don't mind
I'm thinking
I can't imagine
I hope
I intend

88 Verb constructions 2

A

A great opportunity

“I’m 24 years old, and I work in a photography studio. It’s not a very exciting job but I love photography and the pay isn’t bad. But, two months ago, I was given the chance to go to Italy and work on a film by a famous director. My best friend thought that it was a fantastic opportunity and **advised**¹ me to go. Dad wasn’t so sure. He didn’t try and **persuade**² me not to go, but he **warned**³ me that it would be hard work, and **reminded**⁴ me that it was only three months, then I’d be out of a job. I **realised**⁵ that my girlfriend wasn’t happy about it either, but I **promised**⁶ her that I would phone every day, and **suggested**⁷ that she could come out to Italy for a holiday while I was there. I didn’t **mention**⁸ that I was part of a small team with three other women. Anyway, I’m going.”



¹ say what you think someone should do

² make someone agree to do something by talking a lot

³ tell someone that something bad may happen, to stop it happening

⁴ tell someone something so that they don’t forget it

⁵ understand something (that) you didn’t understand before

⁶ say (that) you will certainly do something

⁷ tell someone about a possible idea or plan

⁸ say something, often briefly or quickly

advise + obj + inf

persuade + obj + inf

warn + obj + (that) ...

remind + obj + (that) ...

realise + (that) ...

promise + (obj) + (that) ...

suggest + (that) ...

mention + (that) ...

Language help

Some verbs can be followed by different constructions. We can also say, for example:

I suggested going there.

suggest + -ing

She warned me not to go.

warn + obj + inf

He reminded me to post the letter.

remind + obj + inf

B

Other verbs

Here are some more verbs which are used with the same constructions.

Verb + (that) ...: *say, hope, notice, recommend* and *expect*.

I said that I was busy. (NOT I said him that I was busy.)

I hope (that) you’ll come and see us soon.

When I left, I noticed that the door was open. [could see]

I recommended that we all go together, so no one gets lost.

I expect (that) he’ll ring us later. [think or believe that something will happen]

Verb + object + (that) ...: *tell, show* and *convince*.

I told them (that) they could leave early.

He tried to convince me that I needed some new clothes. [make me believe]

Verb + object + to infinitive: *ask, tell, want, allow, expect, remind, help* and *encourage*.

Tracey asked me to look after her cat.

They told us to wait outside.

They want us to stay at school.

I expected them to be here by now.

I had to remind him to buy the food. [tell somebody so that they do not forget]

She helped me to write the report. (You can also say: She helped me write the report.)

My parents encouraged me to read. [gave me support and confidence to make it possible]

Exercises

88.1 Correct the mistakes.

- 1 She encouraged me going. She encouraged me to go.
- 2 He told it's impossible.
- 3 I asked that Talia stay with me.
- 4 She suggested us to go to an Italian restaurant.
- 5 I warned them not going.
- 6 He helped me buying my suit.
- 7 She allowed us go.
- 8 He said me the film was terrible.
- 9 She advised me buy a dictionary.
- 10 I recommended to stay there.
- 11 He reminded me go to the bank.
- 12 I want that he leaves.

88.2 Complete the sentences with a verb from the box in the correct form.

realise	warn	expect	remind	convince	encourage
help	persuade	mention	recommend	notice	hope

- 1 She couldn't breathe easily, so I realised that something was wrong.
- 2 When we went in, I that people were looking at us.
- 3 Martin knew the area was dangerous but he didn't me not to go there.
- 4 I didn't want the job but my mother me to take it. It was a mistake.
- 5 I wasn't sure about the plan, but my boss me that it would work.
- 6 My uncle that we try the new Chinese restaurant.
- 7 When I spoke to Jodie, I that we were busy tonight.
- 8 Our teacher has always us to practise our English outside of class.
- 9 Fortunately Aidan me that it was Marsha's birthday; I'd forgotten.
- 10 I said I would Ian to put up the shelves.
- 11 They said they'd come, so I that they'll be here soon.
- 12 I that I pass my exams.

88.3 Complete the sentences in a suitable way.

- 1 He was given some money and I recommended that he put it in the bank.
- 2 Some of them were getting hungry so I suggested
- 3 She said there were strange noises outside her flat, so I advised
- 4 When I saw her face, I noticed
- 5 When I was young, my parents sometimes allowed
- 6 As soon as I put on the coat, I realised
- 7 It was only a few minutes to the beach, but I still couldn't persuade
- 8 Her train was delayed, so I expect
- 9 The water can make you ill and I warned
- 10 I borrowed his laptop yesterday but promised him that

88.4

Over to you

Look at the verbs on the opposite page again and translate them into your own language. Do you use the translated verbs with the same constructions? If not, these are the verbs that may cause you the most problems when you are speaking English.

A Extreme adjectives

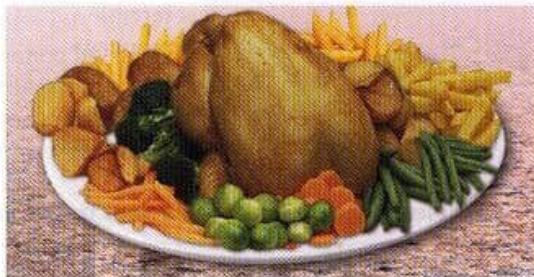
There are many 'extreme' adjectives we use to say that something is very good, or very small, or very surprising, etc.

We were lucky – the weather was **marvellous**. [very good; *syns* terrific, wonderful, amazing]

Don't go and see that film – it's **awful**. [very bad; *syn* dreadful]

I was **delighted** she passed her exam. [very pleased]

It's a nice modern flat, but it's absolutely **tiny**. [very small]



I wasn't very hungry, but they gave us a **huge** meal. [very big; *syn* enormous]

You should watch that programme; you'll find it absolutely **fascinating**. [very interesting]

Everyone was really **exhausted** by the end of the day. [very tired]

Bungee jumping is the most **terrifying** thing I've ever done. [very frightening]

Computers are an **essential** part of modern life. [very important and necessary]

The food was **delicious**. [very good; but usually only for food]

Language help

The food was **absolutely marvellous**. (NOT The food was ~~very marvellous~~.) We can use **absolutely** or **really** before extreme adjectives, e.g. *absolutely awful*, *really terrific*, but we can't use **very**.

We use **very** or **really** with gradable adjectives which do not have an extreme meaning, e.g. *very big*, *very good*, *very nice*, *very tired*, *really good*, *really tired*, etc. (NOT ~~absolutely big~~)

B Adjectives ending in -ing and -ed

A large group of adjectives can have an -ing or -ed ending. The -ing ending describes a person, thing or situation; the -ed ending describes the effect on someone of this person, thing or situation.

I don't know if other people were **bored**, but I thought it was a very **boring** lesson.

The weather is so **depressing** at the moment; it's making everyone feel **depressed**.

Common mistakes

I was bored by that film. (NOT I was ~~boring~~ by that film.)

We're very interested in the new designs. (NOT We're ~~very interesting~~ in the new designs.)

These adjectives can all end in -ing or -ed, depending on the meaning.

It was really **tiring** going up that hill. [making you feel tired]

I was **amazed** she could climb that wall. [very surprised]

My exam results were very **disappointing**. [not as good as I expected]

She was **annoyed** that I forgot to tell her. [angry]

I kept calling her Emma, so I was **embarrassed** when Ben told me her name was Angela.

[feeling a bit stupid because of something you have said or done]

The map he gave us was very **confusing**. [difficult to understand]

We were **shocked** by the violence in the film. [very surprised in an unpleasant way]

Exercises

89.1 Put the words into the correct column.

bad dreadful important small exhausted
terrified tired essential frightened tiny

gradable adjectives	extreme adjectives
bad	dreadful

89.2 Change the adjectives where possible to give the email a more positive and/or more extreme effect. Include *absolutely* or *really* two or three times.

Dear Sandy

an (absolutely) exhausting

Arrived on Sunday evening after a ~~very~~ tiring journey. We're very pleased with the hotel: our room is very big, and the food is very nice. We've been lucky with the weather as well. The first day was wet but the last three days have been very nice.

Tomorrow we're going to walk the coastal path to Dartmouth Castle. It's quite a difficult route and people tell us it's very important to take a map, but it sounds very interesting, so I'm looking forward to it.

I'll write again in a couple of days and tell you all about it.

love

Benita

89.3 Complete the dialogues so that B agrees with A, using a suitable adjective from the opposite page.

- 1 A: I was very interested in her talk.
B: Yes, it was fascinating.
- 2 A: Were you very frightened?
B: Yes, it was absolutely
- 3 A: It was surprising to see the children behave so badly.
B: I know. We were
- 4 A: Did you have a nice holiday?
B: Yes, absolutely
- 5 A: I expect you were very pleased with your score.
B: Yes, I was absolutely
- 6 A: I expect you were a bit angry when they arrived an hour late?
B: Yes, I was very

89.4 Write an adjective to describe how the people felt in these situations.

- 1 They walked ten miles, then spent the afternoon cutting down trees. exhausted
- 2 From the description in the travel brochure, they expected a beautiful big villa by the sea. In actual fact it was quite small, not very nice, and miles from the beach.
- 3 I arrived in jeans, but everyone else was wearing very formal clothes.
- 4 One person told them the street was on the left, another told them to turn right, and a third person said they had to go back to the station.
- 5 My brother has a flat and it's usually in a terrible mess – he's very untidy. But yesterday when I visited him, the place was incredibly tidy. In fact, everything looked new.
- 6 I got my results yesterday and I passed every exam with a grade A.

A *At, on and in*

At a point or place, e.g. I met her **at** the bus stop. He's **at** work at the moment.
On a surface, e.g. The book's **on** the desk. They sat **on** the floor. I put the picture **on** the wall.
In an area, space, or inside something, e.g. He's **in** the kitchen. She lives **in** Warsaw/Poland. The knife's **in** the top drawer.

Common mistakes

I met them **at** the airport. (NOT I met them ~~on~~ the airport.)
 There's a computer **on** my desk. (NOT There's a computer ~~in~~ my desk.)
 The conference is being held **in** Delhi. (NOT The conference is being held ~~at~~ Delhi.)

B *Where exactly?*

I know they live **in** Danvers Street, and I think they're **at** number twenty-three.

Their house is **beyond** the farm [on the other side of the farm], **by** [near] the old church.

They've just bought a house **right** [exactly] **beside/by** [next to] the river.

Their office is **above** the shop (*opp* below).

I'm sure there's a chemist **on** the left **before** the bank. [first there is a chemist, and then a bank; *opp* after]

I saw your bike in the back garden **against** the wall. [touching the wall]

Your photographs are in the spare room **beneath/underneath** a pile of newspapers. [under]

You can just see the top of the building **among** the trees. [somewhere in the middle of the trees]

C *Movement*

We came **over** the bridge (*opp* under), then **through** the tunnel and **round** the lake.



The woman came **after** us [followed in order to catch us], but we managed to climb **into** the back of my dad's van. Fortunately she went **past** the van and didn't see us.

The mouse ran **out of** the back door (*opp* into), **towards** the gate, then disappeared **down** a hole.



Exercises

90.1 Complete the sentences.

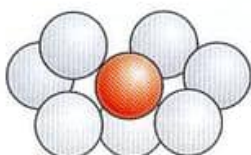
- 1 I put the milk in the fridge.
- 2 They live the next road.
- 3 They live 34 Lawrence Street.
- 4 Your clothes are the floor.
- 5 I met her a party.
- 6 She works Moscow.
- 7 The dictionary is my desk.
- 8 I sat the bed and wrote the letter.
- 9 I left my books school.
- 10 There was snow the ground when I arrived.
- 11 The key is my jacket pocket.
- 12 Mausha's work this morning.

90.2 Put the prepositions in the box under the correct picture.

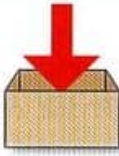
beside towards out of down among into up underneath



1 down



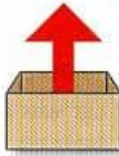
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3



4



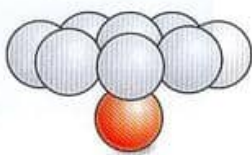
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6



7



8

90.3 Complete the dialogues so that B says the opposite to A.

- 1 A: Did you go up the hill?
B: No, down the hill.
- 2 A: Did you climb over the fence?
B: No, we went
- 3 A: Did you see her get into the car?
B: No, but I saw her
- 4 A: Did you say we had to turn left before the bridge?
B: No, turn left
- 5 A: Does she live in the flat above you?
B: No, she's in the flat
- 6 A: Did you say the bed was in the middle of the room?
B: No, it's the wall.

90.4

Over to you

Answer the questions, and give reasons for your answers. If possible, compare your answers with someone else.

- 1 Is it a good idea to live right beside a hospital?
- 2 Would you like to live above a restaurant?
- 3 Are you happy to drive on icy roads?
- 4 Do you like putting lots of things on your bedroom wall?
- 5 In a plane or train, do you like sitting by the window?
- 6 Would you like to live among lots of rich and famous people?

HOLTA

B.2.c (15)

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