

HOLTA

B.2.d (16)

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



Hoomaan Online Language Teaching Academy

0900 10 50 955

www.hoomaanacademy.com

Student's Book



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10 Perspectives

LESSON A

- Three-word phrasal verbs
- Reported statements

LESSON B

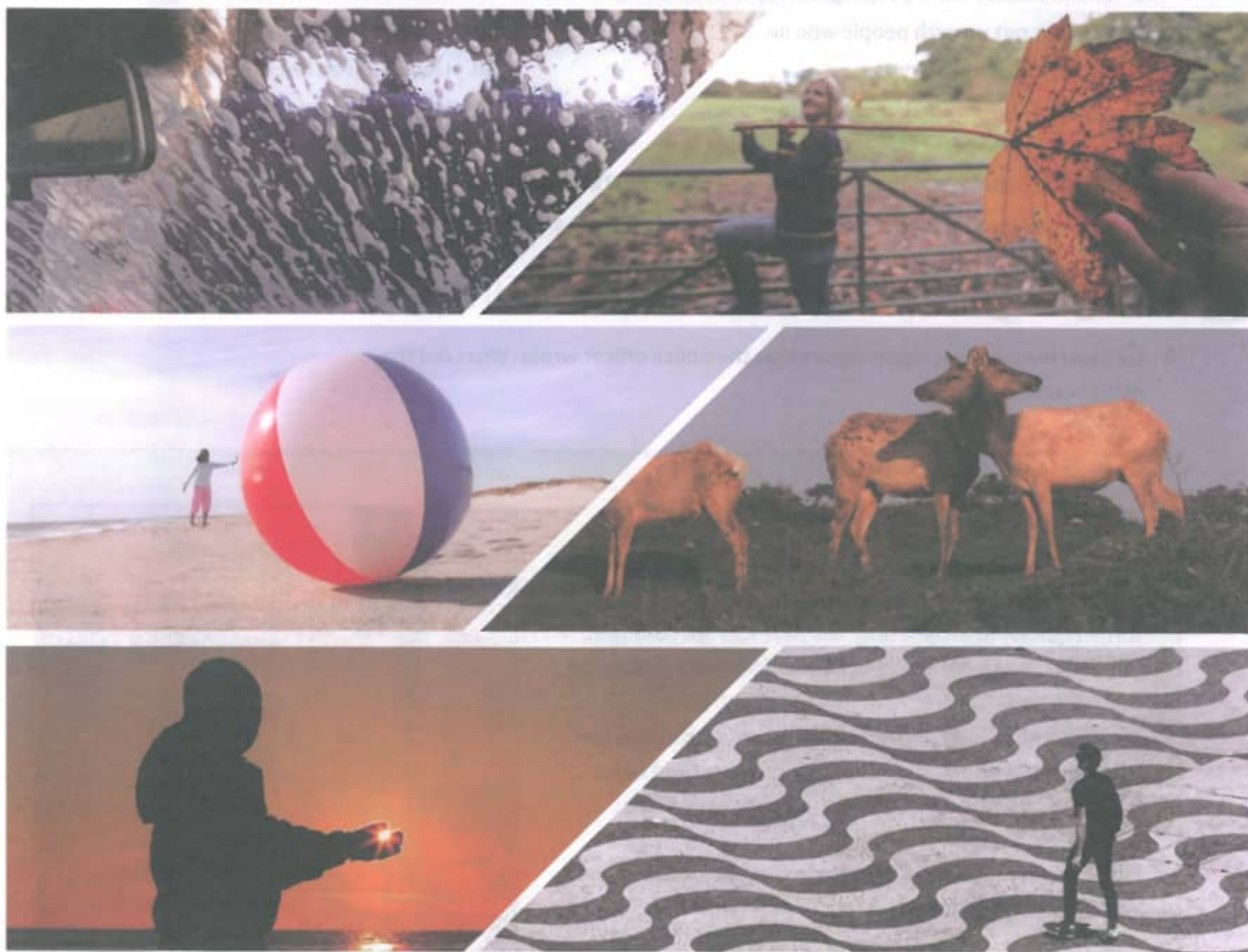
- Changing the topic
- Returning to a topic

LESSON C

- Verbs + prepositions
- Reported *yes / no* questions

LESSON D

- Reading: "The Dress" - A Lecture for Professor Lin's Psychology Class
- Writing: Questionnaire results



Warm Up

- A** Look at the pictures. What do you see? What is the most unusual perspective?
- B** Do you always see things the same way as your friends?

A A traffic accident

1 Vocabulary Three-word phrasal verbs

A Match the statements in columns A and B. Then listen and check your answers.

- | A | B |
|---|---|
| 1 I like to catch up with friends online. _____ | a. I really respect him. |
| 2 I can come up with imaginative ideas. _____ | b. We chat several times a week. |
| 3 I look up to my father. _____ | c. I'm a very creative person. |
| 4 I get along with everybody. _____ | d. The police should give more tickets. |
| 5 It's hard to keep up with my friends. _____ | e. People think I'm very friendly. |
| 6 I think that too many people get away with speeding. _____ | f. We don't have time to get together. |
| 7 I cannot put up with people who lie. _____ | g. I change the oil every six months. |
| 8 I try to take care of my car. _____ | h. I love to sleep late on weekends. |
| 9 I always look forward to Sunday mornings. _____ | i. I get very angry when people don't tell the truth. |

B **PAIR WORK** Which statements in Part A are true for you? Discuss your answers.

"It's hard to keep up with my friends. I have a lot of friends because I get along with everybody."

2 Language in context Whose fault was it?

A Read the traffic accident report that the police officer wrote. What did the witness see?

Traffic Accident Report

Mrs. Fran Perry, 35, hit a traffic light pole on the corner of First and Lexington at 6:45 this evening. She said she had turned quickly to avoid a dog. The pole was not damaged, but her car had a broken light. She said she would take care of it right away.

Mr. Jerry Thomas, 62, told an officer he'd seen the accident from his bedroom window. He saw a man who had taken his dog off its leash. He said the driver had been on her cell phone.

Both the driver and the witness said that they would come in and make a full statement.



B What about you? Who do you feel is more responsible for the accident – the driver or the dog owner? Why?

3 Grammar Reported statements

Use reported speech to tell what a speaker has said without using the person's exact words. When using reported speech, you often have to change pronouns and the tense of the verb.

Direct speech	Reported speech
"I am in a hurry."	She told me (that) she was in a hurry.
"I am telling the truth."	She told me (that) she was telling the truth.
"I have an appointment."	She told me (that) she had an appointment.
"I saw the accident."	He said (that) he had seen the accident.
"The dog has disappeared."	He said (that) the dog had disappeared.
"We will make a statement."	They said (that) they would make a statement.

A Complete the report with *said* or *told*. Then compare with a partner.

Car Accident on Main St.

Last night, Darren Jones, 18, was riding his bicycle when a car suddenly stopped in front of him. He crashed his bicycle into the car. Darren _____ police that he hadn't seen it stop. He _____ police he was sorry, but he _____ it hadn't been his fault. The driver, Lacey Reed, 45, _____ that she had stopped because a man was crossing the road. A witness, James Lee, 68, _____ police he had seen everything. Everyone _____ they would make a formal report.

B Rewrite these sentences. Use reported speech. Then compare with a partner.

1 Lacey said, "I want to call my husband."

Lacey said she wanted to call her husband.

2 Darren told me, "It's not my fault."

Darren told me

3 James told me, "I heard a loud crash."

4 James said, "I have seen accidents here before."

5 Lacey told me, "I'll take care of the bills."

4 Speaking What did he say?

A Choose one question. Write the answer in one sentence.

- What do you do to catch up with your friends?
- What are you looking forward to doing?
- How do you keep up with the news?

B **GROUP WORK** Whisper your sentence to the person on your right. That person whispers your sentence to the person on the right. Continue until the sentence is reported back to you. Was it your sentence, or was it different?

A: I'm looking forward to graduating next year.

B: Jason told me he was looking forward to graduating next year.

C: Maria said that Jason was looking forward to ...

5 Keep talking!

Student A go to page 144 and
Student B go to page 146 for more practice.

3 As I was saying ...

1 Interactions Changing and returning to the topic

A Do you enjoy sports? Which do you prefer, watching sports live or on TV?
Why? Have you ever disagreed with a referee's call?

B Listen to the conversation. What topics are they discussing?
Then practice the conversation.

- Maria** I don't believe it!
- Kate** What?
- Maria** He used his hands. That goal shouldn't have counted.
- Kate** Are you sure he used his hands?
- Maria** He did. I saw it clearly.
- Kate** That reminds me, did you see the game last weekend? I didn't see it, but my brother told me that the same player had scored the winning goal. They won 1-0.
- Maria** No, I missed it. But as I was saying, I don't think that was a real goal.
- Kate** Maybe the referee just didn't see it. I know it happens sometimes.
- Maria** That's possible. Referees are only human, after all.



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

Changing the topic

By the way ...

I just thought of something.

Returning to a topic

To finish what I was saying ...

To get back to what I was saying ...

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

- _____ **A** I know. It was. I wish I could go to the game next Sunday, but I don't have tickets. And I have to –
- _____ **A** I can't. Because to finish what I was saying, I have to study all weekend.
- _____ **A** Did you see the soccer game last night?

- _____ **B** I did. I watched it on TV. It was awesome.
- _____ **B** That's too bad. But I have tickets for the game the following weekend, too. Want to go then?
- _____ **B** Hang on. I just thought of something. I have two tickets! Want to go?

2 Pronunciation Linked vowel sounds with /w/ and /y/

- A** Listen and repeat. Notice how the vowel sounds at the beginning and end of words are linked with a /w/ sound or a /y/ sound.

/w/
know if

/w/
do it

/w/
go over

/y/
say anything

/y/
see it

/y/
I am

- B** Listen. Write 'w' or 'y' over the linked sounds. Then practice with a partner.

//
pay any

//
how exactly

//
be in

//
too old

//
no one

//
who is

3 Listening Sports talk

- A** Listen to three conversations between Alex and Celia. What do they discuss in each conversation? Check (✓) the answers.

What do they begin to discuss?	What is the topic changed to?
1 ☐ extreme sports ☐ the dangers of sports	
2 ☐ sports on TV ☐ the Olympics	
3 ☐ sports fads ☐ sports fans	

- B** Listen again. What is the topic changed to in each conversation? Write the topics in the chart.

4 Speaking Stick to the topic

- A** Choose one of these topics or another related to sports. Prepare to talk about it for at least a minute.

extreme sports	a great team
ads in sports	sports equipment
benefits of sports	sports fads
a great athlete	sports fans

- B** **GROUP WORK** Take turns. Discuss your topic. The other students keep trying to change the topic. Return to your topic each time.

- A:** I think snowboarding is an amazing extreme sport.
B: I agree. You know, that reminds me, did you see the ice skating at the Olympics this year?
A: Um, no. I couldn't watch the games. But as I was saying, snowboarding is really ...





There's always an explanation.

1 Vocabulary Verbs + prepositions

- A** Match the verbs and the prepositions. Add the verbs to the chart.
Then listen and check your answers.

believe	depend	forget	participate	rely
decide	dream	hear	plan	worry

about	

on	

in	

- B** **PAIR WORK** Complete these questions with the correct prepositions.
Ask and answer the questions. Do you see things the same way?

- Do you believe _____ UFOs?
- Who do you rely _____ the most?
- What do you plan _____ doing in the future?
- What's the most important news event you have heard _____ recently?
- What did you dream _____ last night?
- Do you participate _____ any community organizations?

2 Conversation Strange behavior

- A** Listen to the conversation. Who do you think Chad is?

- Gina** I'm worried. Chad's been acting strangely.
- Marissa** What do you mean?
- Gina** Well, I asked him if he wanted to see a movie on Friday. He told me he couldn't, but he wouldn't say why.
- Marissa** That's odd.
- Gina** Then last night he asked me if I was free for dinner on Saturday and if I'd ever been to Michel's.
- Marissa** I've heard about Michel's. It's one of the nicest places in town.
- Gina** I know. We never go to places like that. We usually just get a pizza and sodas as takeout.
- Marissa** Well, I wouldn't worry about it. Just enjoy your dinner.



- B** Listen to a phone conversation between Marissa and Chad. What did Chad do on Friday night? What's he planning to do on Saturday night?

3 Grammar Reported yes / no questions

Use reported yes / no questions to tell what a speaker has asked without using the person's exact words. When using reported yes / no questions you often have to change pronouns and the tense of the verb.

Direct questions

- "Are you free for dinner?"
- "Are you **having** a good day?"
- "Do you **want** to see a movie?"
- "Did you **speak** to your mother?"
- "Have you **been** to Michel's?"
- "Will you **marry** me?"

Reported questions

- He asked me if I **was** free for dinner.
- He asked me if I **was having** a good day.
- He asked me if I **wanted** to see a movie.
- He asked me if I **had spoken** to my mother.
- He asked me if I **had been** to Michel's.
- He asked me if I **would marry** him.

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

- 1 Marissa asked Chad, "Have you spoken to Gina yet?"
Marissa asked Chad if he **had spoken** to Gina yet.
- 2 Marissa asked Chad, "Are you planning on asking Gina to marry you?"

- 3 Marissa asked Chad, "Are you worried about Gina's answer?"

- 4 Chad asked Marissa, "Will Gina say yes?"

- 5 Gina asked Marissa, "Do you believe in love at first sight?"

- 6 Marissa asked Gina, "Did you dream about the perfect wedding as a child?"

- 7 Marissa asked Gina, "Have you already decided on a wedding date?"

4 Speaking Ask me anything!

A CLASS ACTIVITY Imagine you are someone famous. Walk around the class. Find out who your classmates are. Ask and answer yes / no questions.

A: Hello. I'm Will Smith.

B: Can I ask you a question? Do you participate in any charities?

B GROUP WORK Report the most interesting questions and answers.

"Francesca asked me if I participated in any charities. I told her I had participated in a lot of charities – especially ones that work with safe water."



5 Keep talking!

Go to page 145 for more practice.

Seeing things differently

1 Reading

A What color is the dress below? How certain are you?

B Read the lecture by Professor Lin. What is the real color of the dress?

"THE DRESS" – A Lecture for Professor Lin's Psychology Class

Do you remember this meme from a few years ago? A young woman posted a picture of this dress online. She said she and her friends couldn't decide on what color it was. The image went viral. Within 10 hours, an online poll had received 1.8 million votes. About 72% of people reported that they saw white and gold and 28% saw black and blue. The question on everyone's mind was, how is that possible?

The dress is actually black and blue, but nearly three out of four people saw the wrong colors. *Here's why:*



Figure 1



Figure 2

Scientists think that our perception of color depends on our perception of lighting. For example, look at Figure 2 – the squares marked A and B are exactly the same color, but because the B square looks like it's in shadow and is where a lighter square should be, our brain tells us it's a lighter shade.

Now, looking at the picture of the dress, we don't know how it is lit. Is it natural light or artificial light? Is it in shadow? Our brains are really good at filling in details we don't know, so we make assumptions about the color of the lighting. People who assume the dress is in shadow or lit by natural light (which has more blue in it) tend to subtract the blue tones in the photo and see the dress as white and gold. People who assume the lighting is artificial (which has more yellow) assume the dress is black and blue.

The next question is, why do some people assume the dress is lit by natural light and others assume artificial light? Scientists think it may have to do with when we get up and go to sleep. People who are early risers spend more time in natural daylight and might assume the dress is lit by that same light. People who are night owls and are awake more at night might assume the dress is lit by the artificial light they spend more time in.

So the lesson is, whenever you're absolutely sure the way you see things is right, remember that there's a possibility that others have a perfectly good explanation for why they see it differently!

C Read the dialogue again. Answer the questions using reported speech.

- 1 Why did the original user post the photo? She said she and her friends couldn't decide on the color.
- 2 How many votes did the poll receive? _____
- 3 How did scientists explain the difference in people's perception of color? _____
- 4 What did Professor Lin say our brains are really good at? _____
- 5 According to scientists, who might assume the dress is lit by artificial light? _____

D **PAIR WORK** What are other things that people see very differently?
Can you imagine why they might have different opinions?

2 Listening Justin's turn

- A** Listen to Allie ask her friend Justin some of the questions from a questionnaire. Number them from 1 to 5 in the order she asks them.

Questions	Answers
☐ What is your greatest fear?	
☐ What is your idea of perfect happiness?	
☐ What word do you most overuse?	
☐ What is your current state of mind?	
☐ What is your greatest regret?	

- B** Listen again. Write Justin's answers.

3 Writing Questionnaire results

- A** Choose any two questions from Exercise 2, and write them in the chart. Think about your answers. Then ask each question to two classmates and write their answers.

	Questions	Name: _____	Name: _____
1			
2			

- B** Write about the questionnaire results in Part A. Use the model to help you.

Questionnaire Results

The three of us have very different regrets. Eun-ju said her greatest regret was quitting piano lessons. Antonio said that his was not listening to his grandfather's advice. I think my greatest regret is something I said to my brother once ...

- C** **GROUP WORK** Share your writing with your classmates.

4 Speaking Imagine that!

- A** Look at the questions below. Think about your own answers.

- If you could have one superpower, what would it be?
- What famous person do you think you look like?
- What song title best describes your feelings about life?
- If you could be any animal for a day, what would you be?
- If a movie were made about your life, what would the title be?

- B** **PAIR WORK** Ask your partner the questions in Part A. Write the answers.

- C** **GROUP WORK** Report the most interesting information you found out.

Wrap-up

1 Quick pair review

Lesson A Test your partner!

Say four sentences to your partner using direct speech. Can your partner say the sentences using reported speech? Take turns. You and your partner have one minute.

A: My sister will take good care of my dog.

B: You told me that your sister would take good care of your dog.

Lesson B Do you remember?

Complete the expressions for changing a topic and returning to a topic.

Circle the correct words. You have one minute.

- 1 I back / just thought of something.
- 2 By the way / what, I saw a concert on Friday.
- 3 That says / reminds me, are you driving to work tomorrow?
- 4 As I was saying / finishing I look up to my teachers. They work very hard.
- 5 To finish way / what I was saying, let's have Chinese food.
- 6 To get me / back to what I was saying, Carly gets along with everybody.

Lesson C Find out!

Who is one person both you and your partner depend on? Worry about a lot?

Have heard about recently in the news? Plan on visiting soon? You and your partner have two minutes.

A: I depend on my brother. He's older and knows a lot of things. What about you?

B: I don't have a brother. But I depend on my father. Do you?

A: Yes, I do.

Lesson D Give your opinion!

Who are people that you could describe using these phrases? You have two minutes.

a talented athlete _____	an amazing singer _____
a hardworking actor _____	a quick thinker _____
a friendly teacher _____	a confident woman _____

2 In the real world

Whose side are you on? Go online and find information in English about one of these topics. Then write about it. What do people think about it? What do you think?

- art made from recycled trash
- extreme sports
- hybrid cars
- reality shows

Trash Art

Many people think art made from recycled trash is good for the environment. Other people think it's ugly.

I agree with both opinions. It is good for the environment, but it's usually ugly!

The real world

LESSON A

- Word partners
- Causative *get* and *have*

LESSON B

- Taking time to think
- Closing an interview

LESSON C

- Setting goals
- Future continuous vs. future with *will*

LESSON D

- Reading: "Jobs of the Future"
- Writing: A letter of interest



Warm Up

A Match the jobs and the pictures.

- | | | |
|------------------|--------------------|-------------------------|
| 1 animal trainer | 4 fashion designer | 7 singer / songwriter |
| 2 archaeologist | 5 hairstylist | 8 tour guide |
| 3 DJ | 6 race-car driver | 9 social media marketer |

B What three jobs do you think would be the most interesting? What would you like about them? Why?

A Getting it done

1 Vocabulary Word partners

A  Cross out the words that do not go together. Then listen and check your answers.

- | | |
|---------------|-----------------------------------|
| 1 accept | a job offer / a job ad |
| 2 apply for | a letter / a job |
| 3 format | an interview / a résumé |
| 4 prepare for | a business card / an interview |
| 5 print | an email / a job |
| 6 proofread | a résumé / a job offer |
| 7 provide | a company / references |
| 8 research | a job / a résumé |
| 9 send | a thank-you note / a phone call |
| 10 translate | a job / a letter |



B **PAIR WORK** Ask and answer the questions.

- 1 If you were looking for a job, what things in Part A would you do?
- 2 Have you ever applied for a job? What was it?
- 3 What would you include on your résumé?

2 Language in context Tips from a recruiter

A  Read the tips from a recruiter to job hunters. Which tip should you do after the interview?

   		
Find references Get people that you trust to provide references for you.	Invest in your résumé Get your résumé formatted, proofread, and printed on good quality paper.	Prepare for the interview Have a friend prepare possible interview questions. Practice answering them.
Know the way Research directions to the interview site and have someone drive you there.	Don't be late Arrive at the interview site at least 15 minutes before the interview.	Look your best Have your best clothes dry-cleaned and pressed. Dress for success!
Remember to smile Show a pleasant face the minute you walk into the interview. Keep smiling.	Do the research Research the job and the company. Ask questions about information that is not found on the company's website.	Say thanks Send a short thank-you note or email to the person or people who interviewed you.

B What about you? Are all the tips appropriate in your culture? What other tips can you add?

3 Grammar Causative *get* and *have*

get + someone + to + verb

Get people to **provide** references for you.

get + someone + verb

I plan to **have** a friend **practice** with me.

get + something + past participle

Where can I **get** my résumé **printed**?

Have + something + past participle

I need to **have** my clothes **dry-cleaned**.

A Circle the correct words. Then compare with a partner.

- 1 My company is trying to get Greg **accept** / **to accept** / **accepted** our job offer.
- 2 I need to have someone **translate** / **to translate** / **translated** my résumé into English.
- 3 I'd like to get my former boss **provide** / **to provide** / **provided** a reference letter.
- 4 You should have your suit **dry-clean** / **to dry-clean** / **dry-cleaned** before the interview.
- 5 Where can I get some business cards **print** / **to print** / **printed**?

B Put the words in order. Then compare with a partner.

- 1 Paul / his brother / gets / his hair / cut / to Paul gets his brother to cut his hair.
- 2 I / to / a reference letter / got / write / my boss I _____.
- 3 Where / have / proofread / I / can / my résumé Where _____?
- 4 Jay / his house / on Saturday / had / cleaned Jay _____.
- 5 Liz / to get / proofread / her presentation / needs Liz _____.

4 Listening So much to do!

A Listen to three busy people talk about their plans. Write what they are going to do themselves.

	Do themselves	Have or get done
1		
2		
3		

B Listen again. Write one thing each person is going to have or get done.

5 Speaking Do it yourself?

GROUP WORK Imagine you are preparing for an interview. Look at the "to do" list.

What would you do yourself? What would you have or get done? Share your ideas.

- | | | |
|---|--|---|
| ☐ cut my hair | ☐ iron my shirt | ☐ proofread my résumé |
| ☐ dry-clean my suit | ☐ photocopy my résumé | ☐ take photos |
| ☐ format my résumé | ☐ print business cards | ☐ translate my résumé |

A: I'd format my résumé, but I'd get someone else to proofread it.

B: Me, too. I'd have my résumé translated, and then I'd photocopy it myself.

6 Keep talking!

Go to page 147 for more practice.

3 Let me see ...

1 Interactions Interviewing

A Imagine you've applied for a job at a company and are preparing for an interview. What topics do you think you would discuss in the interview?

benefits	hours	salary	your education
break times	retirement plan	travel opportunities	your skills and abilities

B  Listen to the conversation. How does Mr. Reed describe himself?
Practice the conversation.

Interviewer I just have a few more questions, Mr. Reed.
Why do you want to work here?

Mr. Reed I'd like to get some experience in this field and put my skills to work.

Interviewer And what are your best skills?

Mr. Reed Oh, let's see. ... I'm responsible, hardworking, and can work independently.

Interviewer That's good. Can you work weekends?

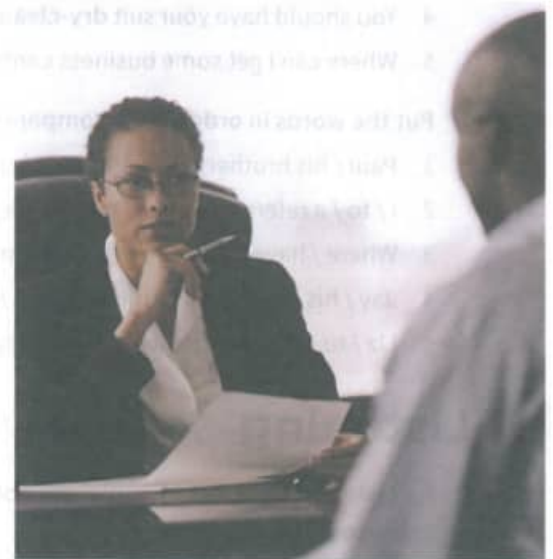
Mr. Reed Sure. That's not a problem.

Interviewer Can you provide references?

Mr. Reed Of course.

Interviewer Well, it's been nice meeting you. I want to thank you for coming in for this interview.

Mr. Reed Thank you very much.



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

Taking time to think

Um, let me see ...

Hmm, let me think ...

Closing an interview

Well, it's been great talking to you.

Well, I've really enjoyed talking to you.

D Number the sentences from 1 to 8. Then practice with a partner.

_____ **A** You're welcome. We'll be in touch.

_____ **B** Thank you for the interview.

_____ **1** **A** So, what skills do you have?

_____ **B** Good-bye. Thank you again.

_____ **A** Good. Well, it's been nice meeting you.

_____ **B** Um, let me see. I could start in a week.

_____ **A** That's good. What's the earliest you can start?

_____ **B** I'm good with people, and I can use all of the latest office software.

2 Listening Getting the job?

A Listen to the last part of a job interview. Check (✓) the job the man is most likely applying for.

- ☐ TV host ☐ soccer coach ☐ radio DJ ☐ translator ☐ scientist

B Listen again. How does the man answer the interviewer's questions? Complete the interviewer's notes.

- 1 What skills do you have? _____ and asking questions
- 2 What would you like about the job? the _____
- 3 What is your greatest strength? _____ skills
- 4 What is your greatest weakness? doesn't _____ some current _____
- 5 What is your career goal? host TV _____
- 6 Can you work weekends? can work _____ but not _____

C **PAIR WORK** Did the man interview well? Why or why not?

3 Speaking Help wanted

A Prepare for a job interview. Choose one of the jobs. Think of answers to the questions below.

JOBS

MAGAZINE COLUMNIST

Trendy magazine seeks outgoing person to write weekly column on what's hot around town. Latest knowledge of music, food, movies, and fashion required. Must be able to write quickly under pressure. Pay per word.

ASSISTANT COACH

Energetic and patient person needed to work as part-time assistant to head coach at local high school. No experience necessary. Strong ability in several sports desired. Applicant must be a team player. Pay negotiable.

ONLINE TUTOR

Work from home! Reliable tutor needed to teach English and / or math to high school students online. Must have own phone and computer and be able to work independently. Flexible hours. Hourly pay. Perfect for college students.

- Can you tell me a little about yourself?
- What skills do you have?
- What is your greatest strength?
- What is your greatest weakness?
- What is your career goal?
- Can you work weekends?
- How would your friends describe you?
- How do you cope with stress?

B **PAIR WORK** Role-play the job interview for a job in Part A. Then change roles.

Student A: Tell your partner which job you have chosen. Answer Student B's questions. Take time to think when you need to.

Student B: Interview Student A. Ask the questions in Part A and questions of your own. Then close the interview.

I can take time to think in an interview.

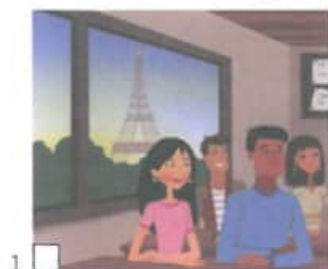
I can close an interview.

C Future goals

1 Vocabulary Setting goals

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

- | | | | |
|------------------------------|---------------------------|------------------------|------------------------|
| a be financially independent | c have a big wedding | e prepare for my exams | g work as a journalist |
| b do volunteer work | d live in the countryside | f study abroad | h write travel books |



B **PAIR WORK** Do you have any of these goals? Which ones? Have you already reached any of these goals? Tell your partner.

2 Conversation Planning ahead

A Listen to the conversation. Who will Zac marry in five years?

Zac Guess what! I've decided to study abroad next year. At this time next year, I'll be studying in Paris!

Lucy Really? That sounds wonderful.

Zac I've been thinking a lot lately about what I want to achieve in my life. In five years, I'll be working as a journalist. In seven years, I'll be living in the countryside. In twenty years –

Lucy But what about family? Will you get married?

Zac Oh, yes. I'll have a big wedding in five years.

Lucy OK... and who will you marry?

Zac I have no idea. But I'm sure I'll meet someone.

B Listen to the rest of the conversation. What two things is Lucy doing these days? What job does she think she'll have in five years?



3 Grammar Future continuous vs. future with will

Use the future continuous form to describe actions in progress at a specific time in the future.

Where **will you be studying** next year?

I'll **be studying** in Paris. I **won't be working** as a journalist then.

Use the future with will verbs that are not usually used in the continuous form.

What **will you achieve** in twenty years? **Will you be** financially independent?

Yes, I **will**. But I'll **have to** work really hard.

Complete the conversations with the future continuous or future with will.

Then practice with a partner.

- 1 A What _____ you _____ (do) a year from now?
B I _____ (study) abroad.
- 2 A What _____ (happen) to your friends after graduation?
B Sam and Ann _____ (have) a big wedding. Jacob _____ (work) in the city.
- 3 A Where _____ you _____ (live) in ten years?
B I don't know, but I probably _____ (not / live) here.
- 4 A What _____ your life _____ (be) like in the future?
B I _____ (not / work) for a large company. I _____ (write) travel books.
- 5 A _____ you _____ (go) on vacation in July?
B Yes, I _____ (go) to Rome. I _____ (see) the Colosseum and the Trevi Fountain.

4 Pronunciation Reduction of will

- A  Listen and repeat. Notice how *will* often gets reduced to 'll after *Wh-* question words and nouns.

When will your friends finish this class? What will they be doing afterwards?

John will still be studying, and Beth will be looking for a job.

- B **PAIR WORK** Practice the questions and answers in Exercise 3A. Pay attention to the reduction of *will*.

5 Speaking My own goals

- A What goals do you have? When do you hope to reach those goals?

- B **GROUP WORK** Share your goals. Ask and answer questions to get more information.

A: I'll be married in five years. I think I'll be working for a large company.

B: What kind of large company will you be working for?

6 Keep talking!

Go to page 148 for more practice.

1 Reading

A The jobs of today may not be the jobs of the future. Which of these jobs do you think will exist in the future? Will they be different in any way? Which will disappear? Why?

cashier doctor farmer pilot reporter soldier teacher travel agent

B Read the article. What is it about? Check (✓) the main idea.

☐ jobs that will appear

☐ jobs that will disappear

☐ current jobs that will stay the same



JOBS OF THE FUTURE

Drone Manager – More businesses and government agencies will be relying on drones to take video from the air, or even to deliver packages. Companies will need drone managers to keep track of all their drones, to make sure they operate within the law and don't cause damage or injuries.

Rewilder – Rewilders will help to repair environmental damage by returning developed areas to their natural state. From tearing down buildings and ripping up roads to replacing industrial areas with forests, rewilders will be undoing the damage that buildings, cars, factories, and human beings have done to the planet.

Robot Technician – Nearly half of all jobs today will be taken over by robots during this century. Companies will have robots to repair watches, make phone calls, sew clothing, and handle many other routine tasks. Robot programmers and technicians will be needed to tell the robots what to do and to take care of the mechanical problems that these robots will certainly have.

Space Tour Guide – More and more people will be taking vacations in space, and they will need tour guides. Several companies have already begun space programs with trips that cost between \$75,000 and \$2 million. In the future, these high prices should become more affordable, and more space guides will be needed.

Organ Designers – Millions of people today are waiting for new hearts, lungs, livers, and other organs. In the future, organ manufacturers will be making artificial organs, organs grown in a laboratory from a patient's own cells, or combinations of both. Organs will be designed to fit each individual patient.

C Check (✓) the true sentences. Then correct the false ones.

☐ 1 A drone manager may be a needed job in the future.

☐ 2 Rewilders will help build new roads and factories.

☐ 3 Robots will take over almost all future jobs.

☐ 4 Space travel for tourists has already begun.

☐ 5 Organs will be made only from a patient's own cells.

D PAIR WORK Which of the jobs in the article do you think is most likely to be a popular career? What qualifications would someone need for these jobs? Discuss your ideas.

2 Writing and speaking A letter of interest

A Read these job ads for positions at Carolina Industries. Then read the letter below.

What job is Teresa interested in?

Tech Support Officer

Maintain and ensure smooth running of computer systems and internal network. Must be familiar with latest hardware and software. Flexible hours.

Recruiter

Find, interview, and test applicants to locate qualified employees for job openings. Must be organized and able to travel to colleges and job fairs.

Marketing Assistant

Entry-level job for recent graduate. Assist staff in Marketing Department. Duties include filing, research, and working with new customers.

Your address

Portal Bravo #19D
37529 Leon, Mexico

Date

June 7, 2019

Name, title, company,
and address of the
person you're writing to

Ms. Susan Dodd
Personnel Manager
Carolina Industries
662 Beacon Road
Salt Lake City, Utah 84110

Try to use the name of
the person.

Dear Ms. Dodd:

State why you are
writing.

I would like to express my interest in the marketing assistant job recently advertised on your website.

Briefly state your
education and any
experience or skills.

I will be graduating next month with a B.A. in Marketing from Monterrey University. I am fluent in English and Spanish, with a basic knowledge of Japanese. Enclosed is my résumé, which contains detailed information on my education and experience.

Say how you can be
contacted.

I would appreciate the opportunity to discuss this position with you.
I can be reached by cell phone at 319-555-8116 or by email at teresasanchez@cup.org.

Thank the person.

Thank you very much for your time and consideration.

Use a formal closing.

Sincerely,

Sign your name.

Theresa Sanchez
Theresa Sanchez

B Choose a job from this lesson or use your own idea. Write a letter of interest.

C **GROUP WORK** Share your letters. What kinds of jobs are your classmates interested in? What do you think they will be doing in five years?

A: Jean is interested in the tech support job.

B: Really? I think Jean will be working as a space tour guide in the future, not a tech support officer. She's so friendly and outgoing.

Wrap-up

1 Quick pair review

Lesson A Find out!

What are two things both you and your partner usually have done or get done?

You and your partner have two minutes.

A: I get my photos printed at the drugstore.

B: Really? I print my pictures on my computer. I usually have my nice clothes dry-cleaned. What about you?

A: Yes. I do, too.

Lesson B Do you remember?

What can you say when you need time to think? Check (✓) the correct answers.

You have one minute.

_____ 1 Oh, let's see.

_____ 2 Well, it's been great talking to you.

_____ 3 I'm not sure that's really true.

_____ 4 Oh, really?

_____ 5 Um, let me see.

_____ 6 Hmm, let me think.

Lesson C Guess!

Describe something you will be doing in the future, but don't say where it will be.

Can your partner guess the place? You have two minutes.

A: I'll be sitting in the sun in two months, and I'll be swimming in the ocean.

B: Will you be on vacation? Will you be going to the beach?

A: Yes, I will.

Lesson D Give your opinion!

How important will these jobs be in 50 years? Rank them from 1 (the most important) to 8 (the least important). Compare your answers. You have three minutes.

- | | |
|---------------------------|------------------------|
| _____ computer programmer | _____ lawyer |
| _____ librarian | _____ TV host |
| _____ English teacher | _____ flight attendant |
| _____ art teacher | _____ chef |

2 In the real world

How can you prepare for jobs of the future? Go to a university website.

See what classes they offer, such as video-game design, robotics, or solar

energy. Then write about a job of the future.

Preparing for Jobs of the Future

In the future, most jobs will be high-tech. Everyone will have to study math and science to get a good job. I want to design video games, so I will ...

12

Finding solutions

LESSON A

- Preventing pollution
- Present continuous passive; infinitive passive

LESSON B

- Supporting an opinion
- Not supporting an opinion

LESSON C

- Community improvement
- Linking words

LESSON D

- Reading: "El Sistema: Social Change Through Music"
- Writing: A letter to a community leader



Warm Up

- Describe the cartoons. What are the problems in each cartoon?
- How do you feel about the problems?

A Environmental concerns

1 Vocabulary Preventing pollution

A Match the bold words and their meanings. Then listen and check your answers.



Ways of preventing air pollution

- 1 **Combine** tasks if you drive. _____
- 2 **Commute** by bicycle if possible. _____
- 3 **Maintain** your car so that it's more efficient. _____
- 4 **Avoid** products that come in spray cans. _____

- a. don't use
- b. go to work
- c. do together
- d. keep in good condition



Ways of preventing water pollution

- 5 **Store** paint and chemicals in safe containers. _____
- 6 **Limit** your use of harmful cleaning products. _____
- 7 **Discard** paint and batteries properly. _____
- 8 **Conserve** water whenever possible. _____

- e. save
- f. put or keep
- g. throw away
- h. control the amount



Ways of preventing land pollution

- 9 **Purchase** products with little packaging. _____
- 10 **Recycle** any item you can. _____
- 11 **Identify** where trash cans are. _____
- 12 Never **dump** motor oil on the ground. _____

- i. use again
- j. find or locate
- k. put carelessly
- l. buy

B **PAIR WORK** Which things in Part A do you think you could do? Which do you already do? Tell your partner.

2 Language in context Promoting "green" travel

A Read about a high-tech solution to traveling "green." What problem did it solve?

Bicycles are being parked in a whole new way in Tokyo. Commuters used to leave their bicycles on the sidewalks outside train stations, but people couldn't move around them and something clearly had to be done. Now, at Kasai Station, commuters can leave their bikes in a 10-level underground parking garage that is controlled by robots. Robots store nearly 10,000 bicycles a day. When commuters want their bicycles, they use cards to identify them. Within seconds, a robot finds and brings it to them. The Tokyo garage is so successful that more "green" garages are being considered.



B How does the underground parking garage help "green" travel? Could Tokyo's solution work for you?

3 Grammar Present continuous passive; infinitive passive

Use the present continuous passive to describe an action in progress when you want to focus on the receiver of the action instead of on the doer of the action.

Active

Commuters **are parking** bicycles in a new way.

Passive

Bicycles **are being parked** in a new way.

Use the infinitive passive after verbs like *have* and *need* when you want to focus on the receiver of the action instead of the doer of the action.

Active

Somebody **had to do** something.

People **needed to put** the bikes somewhere.

Passive

Something **had to be done**.

The bikes **needed to be put** somewhere.

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

- 1 People are reusing more items every day. _____
- 2 People need to maintain cars for safety. _____
- 3 Guests are conserving water in hotels. _____
- 4 You have to discard old batteries properly. _____
- 5 Homeowners need to store chemicals safely. _____

B Complete the sentences with the present continuous passive or the infinitive passive.

Then compare with a partner.

The Billabong clothing company has found an unusual way to make clothes. Plastic soda bottles and discarded clothing _____ (combine) to make "eco-friendly" shorts.

The company says that with this new material, environmental pollution _____ (limit). For example, ten recycled bottles have _____ (use) to make one pair of Billabong shorts; that means ten fewer bottles in landfills. Currently, the shorts _____ (sell) for about \$50.



4 Speaking Environmental trends

A Which trends are happening in your town, city, or country? Check (✓) your answers.

- | | |
|---|--|
| ☐ More products are being reused. | ☐ More hybrid cars are being purchased. |
| ☐ More water is being conserved. | ☐ Money is being spent on "green" technology. |
| ☐ The air is becoming less polluted. | ☐ More solar energy is being produced. |

B **GROUP WORK** Compare your answers. What do you think is causing each trend?

Choose one trend that is not happening. What do you think needs to be done about it?

5 Keep talking!

Go to page 149 for more practice.

3 That's a good point.

1 Interactions Opinions

A Do you do any of these activities when you travel? How could these activities affect the environment?

bicycling camping hiking kayaking snorkeling viewing wildlife

B Listen to the conversation. Where does Daniela want to stay on vacation? Then practice the conversation.

Elena Where are you going on vacation?

Daniela Maybe to this eco-friendly resort.

Elena What do you mean, "eco-friendly"?

Daniela Well, it combines eco-tourism and helping the local community. It's important to be responsible when you travel, don't you think?

Elena That's a good point.

Daniela So, this place looks good. They're trying to conserve water. And they want you to purchase handmade objects from the local businesses.

Elena Do you know who owns it?

Daniela I have no idea. Why do you ask?

Elena Well, some eco-resorts are owned by big companies, so the money they make doesn't help the local community very much.

Daniela I don't see it that way. Eco-resorts give jobs to local people and help raise environmental awareness, no matter who owns them.



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

Supporting an opinion

I see what you mean.

You make a very good point.

Not supporting an opinion

I see it a little differently.

Actually, I have a different opinion.

D **PAIR WORK** Share your opinions about eco-tourism. Use the ideas below or your own idea. Support or don't support one another's opinions.

builds environmental awareness

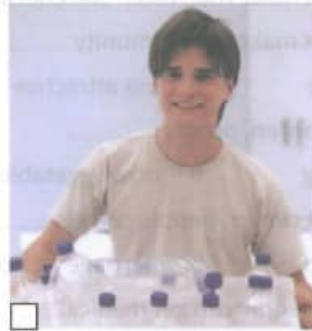
helps locals more than it hurts them

can actually damage the environment

is only a trendy marketing word

2 Listening A case for tap water?

- A**  Listen to the conversation between Eric and Mandy about bottled water. Number the pictures from 1 to 4.



- B**  Listen again. Complete the sentences with the correct numbers.

- 1 People in the U.S. spend more than _____ billion dollars a year on bottled water.
- 2 More than _____ % of bottled water is just tap water.
- 3 People are drinking _____ % more bottled water every year.
- 4 Manufacturing bottles uses _____ times the amount of water in the bottle.
- 5 The energy used to make plastic bottles can drive _____ million cars a year.
- 6 People in the U.S. buy _____ billion bottles of water a year.
- 7 Only _____ % of the bottles are being recycled.
- 8 It only costs _____ cents a gallon to get tap water in your home.

- C** **PAIR WORK** Does Eric approve of buying bottled water? How do you feel about buying bottled water?

3 Speaking Seeing both sides

GROUP WORK Check (✓) the opinions you agree with. Then compare and discuss your opinions.

- ☐ Schools should be required to serve only healthy food.
- ☐ Kids at school should be free to eat whatever food they want.
- ☐ Rich countries have to pay more to fight climate change.
- ☐ Every country has to pay more to fight climate change.
- ☐ The worst kind of pollution is air pollution.
- ☐ The worst kind of pollution is water pollution.
- ☐ The worst kind of pollution is land pollution.

A: I think the worst kind of pollution is air pollution.
If the air is dirty, people can't breathe.

B: I see it a little differently. Water pollution
is worse because ...



C My community

1 Vocabulary Community improvement

A Complete the sentences. Then listen and check your answers.

- 1 A beautiful project makes a community _____.
a. more attractive b. less attractive
- 2 At a community garden, people _____.
a. can go camping b. grow vegetables or flowers
- 3 At an employment center, people can get _____.
a. job information b. marriage advice
- 4 At a health clinic, people can get medical _____.
a. problems b. help
- 5 With a neighborhood watch, neighbors try to limit _____.
a. crime b. pollution
- 6 A public library is used by _____.
a. members only b. everyone
- 7 A recreation center is a place to _____.
a. help build homes b. play sports or games
- 8 A recycling center is a place to _____.
a. take used materials b. get housing advice



B PAIR WORK Which services in Part A do you have in your community? What other services do you have in your community? Who do these services help?

A: I know we have a public library, a health clinic, and a recreation center.

B: But I don't think there's a community garden.

2 Conversation A better place to live

A Listen to the conversation. Who will a recreation center help?

- Interviewer** Hi. I'm with the community improvement board.
- Mr. Brown** Great. You guys are doing a fantastic job.
- Interviewer** Thank you. As you know, we no longer have a community garden because of a lack of interest. Would you want to build a recreation center instead?
- Mr. Brown** That's a good idea. We should build one so teens have a place to go.
- Interviewer** OK. Now, although we have a neighborhood watch, there's still crime. So we're planning on putting video cameras on streetlights –
- Mr. Brown** Great. There goes our privacy.
- Interviewer** So you won't support these cameras?



B Listen to the rest of the conversation. Which community improvement would Mr. Brown support? Which one wouldn't he support?

3 Grammar Linking words

Reason: We no longer have a community garden **because of** a lack of interest.

Result: There's still crime, so we're planning to install video cameras.

Contrast: **Although** we have a neighborhood watch, there's still crime.

Condition: Teens will have a place to go **if** we build a recreation center.

Purpose: We should build a recreation center **so (that)** teens have a place to go.

A Circle the correct words. Then compare with a partner.

- The city stopped all beautification projects **because of** / **so that** a lack of money.
- Why don't you visit the employment center **if** / **so that** you need a job?
- Let's go to the public library **because of** / **so that** we can borrow some books.
- I'm not feeling well, **although** / **so** I'm going to go to the health clinic.
- Although** / **So** we have a community garden, few people know about it.
- Crime in our community is down **because of** / **so that** the neighborhood watch.

B PAIR WORK Complete these sentences with your own ideas.

Although our town is safe, ... If you want a place to relax, ...

I have a bag of empty cans, so ... We need to make changes because of ...

4 Pronunciation Rise-falling and low falling tones

 Listen and repeat. Notice the rise-falling and low falling tones in the responses.

A rise-falling tone means you really mean what you're saying. A low falling tone can mean that you don't mean what you're saying.

A I'm with the community board.

B  Great. You guys are doing a fantastic job.

A We're putting in video cameras.

B  Great. There goes our privacy.

5 Speaking Quality of life

GROUP WORK How can you improve the quality of life for these people in your community? Share your ideas.

children	families	teenagers
the elderly	new arrivals	unemployed people

"Although there's playground equipment in the park, it's old. So I think we should raise money for new equipment."



6 Keep talking!

Go to page 150 for more practice.

D Getting involved

1 Reading

- A** What are some of the challenges young people face today?
- B** Read the article. According to Dr. Abreu, how can orchestra training help with the problems that children in poor neighborhoods face?

04/10/18

El Sistema: Social Change Through Music

In 1975, Dr. José Abreu, a musician and economist, wanted to do something about the poverty, violence, and hopelessness that many children experienced in his home nation of Venezuela. So he started an orchestra training program for children, known today as El Sistema.

It was not an obvious solution. At the time, there were just two orchestras in the entire country, and a classical music audience of only about 1,000. But Abreu believed that daily music instruction after school in a safe place would help protect children from violence on the streets. He thought that playing and learning together as a group could give children a sense of community and help them to learn to live in harmony with others. As Abreu says, "The orchestra is the only group that comes together with the sole purpose of agreement."

El Sistema is very different than most music programs. In traditional music education, a student might have one lesson each week for 30 minutes. In El Sistema, students study three to four hours every day. El Sistema students play and study in groups, rather than practicing alone.

Every learner is expected to be a teacher—once students have mastered a skill, it is their responsibility and privilege to teach it to another student. And while many music programs are available only to the best musicians, El Sistema is free and open to any child who wants to participate and work hard to improve.



The impact of this program is remarkable. Venezuela today has hundreds of orchestras for children, youth, and adults, and hundreds of thousands of children are being given daily music education. El Sistema has spread to 60 countries throughout the world. Although most who participate in El Sistema will not become professional musicians, the program is helping countless children gain a sense of accomplishment, develop strong social connections, and build creative and leadership skills.

C Read the article again. Answer the questions.

- 1 Why did Dr. Abreu start El Sistema?
- 2 What does playing music together help children to do?
- 3 How much time do students study each day?
- 4 Who may join an El Sistema program?
- 5 What skills is El Sistema helping to build?

- D PAIR WORK** How might this program change the adults and children who participate in it? Discuss your ideas.

2 Writing A letter to a community leader

A Write a letter to a community leader about an issue that you feel needs to be addressed. Use these questions and the model to help you.

- Who are you?
- What is the issue?
- What is currently being done?
- What needs to be done?

B PAIR WORK Exchange letters with a partner. Do you agree?

Dear Councilman Perez,

I am a third-year student at Union University. I am writing to express my concern about how difficult it is for people in wheelchairs to enter many buildings on campus. Although some public buildings have wheelchair ramps, most do not. The city needs to require that all buildings have ramps. ...

3 Listening Helping out

A Listen to three people talk about issues. Check (✓) the issue they're involved in.

	Issue	What they're doing to help
Fernando <i>Fortaleza, Brazil</i>	☐ translating ☐ job training	
Aicha <i>Casablanca, Morocco</i>	☐ beautification projects ☐ parking issues	
Ingrid <i>Düsseldorf, Germany</i>	☐ helping new arrivals ☐ recreation centers	

B Listen again. What are they doing to help? Write one example in the chart.

C Which issue in Part A are you concerned about? What other ways can people help?

4 Speaking Raising awareness

A Work with a partner. Agree on a charity, a cause, or an organization you would like people to be aware of. Then plan a way to raise awareness of the problem or its solution. Consider these ideas and ideas of your own.

organize a community event
 create a social networking group
 give presentations at schools
 have a contest to raise money
 pass out information on the street
 put up informational posters around town
 run public-service announcements on the radio
 set up an information table on the sidewalk
 set up an email marketing campaign



B CLASS ACTIVITY Share your ideas with the class. Ask and answer questions for more information.

Wrap-up

1 Quick pair review

Lesson A Do you remember?

Match the active and passive sentences. You have one minute.

- | | |
|--|---|
| 1 You need to limit your use of running water. _____ | a. Your printer ink needs to be discarded at an office store. |
| 2 Our building is limiting our use of running water. _____ | b. Our use of running water is being limited. |
| 3 The office store is discarding printer ink. _____ | c. "Green" items have to be purchased online. |
| 4 You need to discard your printer ink at an office store. _____ | d. Printer ink is being discarded by the office store. |
| 5 You have to purchase "green" items online. _____ | e. Your use of running water needs to be limited. |

Lesson B Give your opinion!

What do you think about these eco-friendly activities? Use expressions to support or not support your partner's opinion. You and your partner have two minutes.

Avoid using plastic bags.	Don't purchase a new cell phone every year.
Buy energy saving lightbulbs.	Take your own bags to a store.
Don't dump paint.	Walk to work.

A: Don't dump paint.

B: That's a good point. Recycle it. For example, give it to a friend to use.

Lesson C Brainstorm!

Make a list of community improvement ideas. How many can you remember? You have two minutes.

Lesson D Find out!

Who are two people that both you and your partner think are role models? You and your partner have two minutes.

2 In the real world

What is a problem in your community? Go online and find information about one of these problems, or choose your own idea. Find out about possible solutions. Then write about it.

- parking
- pollution
- traffic
- trash

Trash

People dump trash everywhere. There aren't enough trash cans for people to throw things away in. Trash cans need to be put on every corner in every city.

Workbook



Hoomaan Online Language Academy

0900 10 50 955

www.hoomaanacademy.com

Perspectives

A A traffic accident

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

- 1 Brenda / care / her sister's cat / takes /
on weekends / of / .

Brenda takes care of her sister's cat

on weekends.

- 2 with / up / comes / great ideas / Larry / .

- 3 doesn't put / send text messages in class / students /
Ms. Nelson / up / with / who / .

- 4 friends / with / up / online / catches / Paulina / .

- 5 going through / shouldn't get / Drivers / away with / a red light / .

- 6 looks / to / Arturo / his favorite musician / up / .

- 7 along / all of his classmates / gets / Omar / with / .

- 8 to their trip / forward / Sandra and Mike / are looking / to Peru / .



2 Write sentences with your own information.

Example: *I get along with my sister and my friend Josh.*

- 1 Two people you get along with: _____

- 2 Two characteristics you can't put up with: _____

- 3 One person you look up to: _____

- 4 Two things you're looking forward to: _____

3

Circle the correct verb form to complete each sentence.

- 1 **Kendra:** "I saw an accident on Main Street."

Kendra said that she _____ an accident on Main Street.

a sees b has seen **c had seen**

- 2 **Jack:** "I look up to my grandfather."

Jack told me he _____ to his grandfather.

a will look up b looked up c would look up

- 3 **Shan:** "I will take care of my brother's daughter."

Shan said she _____ of her brother's daughter.

a would take care b won't take care c is taking care

- 4 **Sibel:** "The driver of the car has disappeared!"

Sibel told me that the driver of the car _____.

a had disappeared b were disappearing c disappear

- 5 **Matt:** "I'm getting along well with my roommates."

Matt told me that he _____ with his roommates.

a has gotten along well b was getting along well c would get along well

- 6 **Ricardo:** "I have a doctor's appointment."

Ricardo said he _____ a doctor's appointment.

a has had b had had c had

4

Match each sentence to the correct picture.

- 1 She said that she was working on Tuesday.

- 3 She said that she worked on Tuesday.

- 2 She said that she had worked on Tuesday.

- 4 She said that she would work on Tuesday.



"I work on Tuesday."



"I am working on Tuesday."



"I worked on Tuesday."



"I will work on Tuesday."

5 Complete the sentences. Use said or told and reported speech. Use that if you wish.

- 1 Olivia "I have an important meeting, Doug."

Olivia _____ told _____ Doug _____ (that) she had an important meeting _____.

- 2 John "I did well on my test."

John _____.

- 3 Paula "I'm riding my bicycle to the movie theater, Sue."

Paula _____ Sue _____.

- 4 Victor "I'll tell the police about the accident."

Victor _____ me _____.

- 5 Fred "I have come up with a great idea for your birthday."

Fred _____.

- 6 Sally "A UFO is sitting in front of my house."

Sally _____.

6 Read the news story. Then write what each person said.

ROBBER ESCAPES WITH EXPENSIVE PAINTING

Last night there was a theft at the art museum. The museum director said, "A robber has taken a painting worth \$2 million." Many people were visiting the museum at the time. Oliver Jones, 52, told a police officer, "I saw a man leave the museum with a large bag." Cindy Milton, 33, was there with her two sons but could offer no help. "I didn't see anything," she said. The theft is surprising because the museum is in a quiet, safe neighborhood. Jen Kennedy, a 25-year-old art student, told reporters, "I am surprised and a little scared." Tom Weston, 76, said, "The robber won't get away with it!" Donna Lawrence, who works at the museum, agrees with Weston. She told reporters, "The police are already looking for the robber." Then she said, "He will get caught." If you saw anything that might help catch the robber, please call the police.

- 1 The museum director _____ said that a robber had taken a painting worth \$2 million _____.

- 2 Oliver Jones _____ told a police officer that _____.

- 3 Cindy Milton _____.

- 4 Jen Kennedy _____.

- 5 Tom Weston _____.

- 6 Donna Lawrence _____.

- 7 Then she _____.

B As I was saying ...

Complete the conversations with the sentences from the box.

To get back to what I was saying, I'm really upset with Melanie.

By the way, I saw a great movie on Friday.

I just thought of something.

✓ That reminds me, I chatted with Ellie online last night.

To finish what I was saying, I'm going on vacation next week.

But as I was saying, chatting online is a great way to connect with old friends.

A. Ana I love catching up with friends online.

Lei That reminds me, I chatted with Ellie
1
online last night.
1

We talked for an hour!

Ana Really? How is she doing?

Lei She's great. She told me she had moved to Canada.

Ana Wow. That's interesting. _____
2

Lei It really is. I wonder if my old friend Blanca ever chats online.

Ana I bet you could find her by using one of those websites for finding old friends.

B. Sarah You know, I can't put up with people who lie.

Drew Who lied to you?

Sarah Well, Melanie told me she couldn't go the movies with me because she was sick, but then Tom told me they went to the movie together.

Drew _____
1

Sarah What did you see?

Drew That new Brad Pitt movie.

Sarah That sounds great. _____
2

C. Carl Martin is taking care of my plants while I'm on vacation.

Tito Hey, _____
1

Carl What?

Tito I heard that Joe's Green Place is having a sale on plants. Do you want to go?

Carl Sure. We could go tomorrow. _____
2



C There's always an explanation.

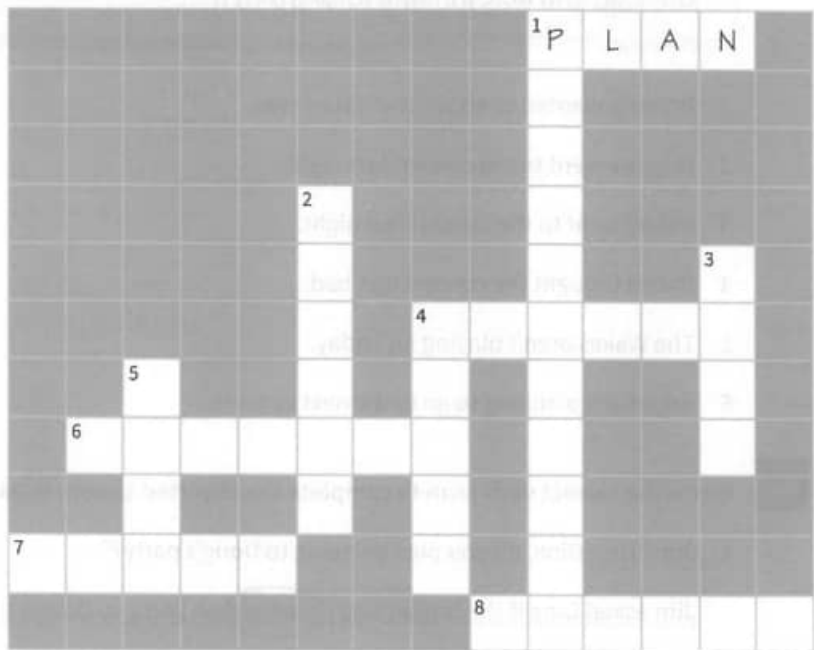
1 Complete the puzzle and the sentences with the correct verbs.

Across

- 1 I don't _____ on going to the restaurant with you tonight. It's too expensive.
- 4 We can't _____ on a dress. Do you like the blue one or the red one?
- 6 I don't _____ in UFOs, but my brother thinks they are real.
- 7 I never _____ about my problems. It always seems to be OK in the end.
- 8 You can _____ on me. I'll help you with anything.

Down

- 1 Carmela doesn't _____ many sports, but she plays tennis with her family.
- 2 Don't _____ about your mother. You have to pick her up at the airport today.
- 3 Nick can _____ on his sister. She is always helpful when he needs her.
- 4 I didn't _____ about anything while I was sleeping last night.
- 5 Did you _____ about Brendon? John said that he was going to Spain!



2 Answer the questions with your own information.

Example: I worry about my classes. or I worry about my children.

- 1 What or who do you worry about?
- 2 What sports do you participate in?
- 3 Who can you depend on?
- 4 What do you plan on doing this weekend?
- 5 What have you dreamed about more than once?

3

Read about Brianna and Rafael's conversation. Then write T (true) or F (false).

Brianna asked Rafael if he was OK. Rafael said he was fine. Then Rafael asked Brianna if she had gone to the Wakes concert last night. Brianna told him that she hadn't gone. Rafael said that he had gone to the concert and it had been great. Brianna said she was sorry she hadn't gone. Then she asked if the Wakes were playing again soon. Rafael told her that they were. He said they would play at the CC Café on Friday. Brianna said that she would definitely go on Friday. Then she said she was looking forward to it.

- 1 Brianna wanted to know how Rafael was. T
- 2 Brianna went to the concert last night.
- 3 Rafael went to the concert last night.
- 4 Rafael thought the concert was bad.
- 5 The Wakes aren't playing on Friday.
- 6 Brianna is planning to go to the next concert.

4

Circle the correct verb form to complete the reported speech in each sentence.

- 1 **Jim** "Hey, Dina, do you plan on going to Doug's party?"
Jim asked Dina if she is **planning** / **planned** on going to Doug's party.
- 2 **Larissa** "Did you hear about the big storm, Kayla?"
Larissa asked Kayla if she **had heard** / **was hearing** about the big storm.
- 3 **Nancy** "Will you take care of my cat next week, Janet?"
Nancy asked Janet if she **would take care of** / **took care of** her cat next week.
- 4 **Jason** "Are you driving to Chicago, Tiago?"
Jason asked Tiago if he **drives** / **was driving** to Chicago.
- 5 **Linda** "Hey, Tim, have you tried the dumplings yet?"
Linda asked Tim if he **would try** / **had tried** the dumplings yet.
- 6 **Sakura** "Are you nervous about the test, Dan?"
Sakura asked Dan if he **is** / **was** nervous about the test.
- 7 **Mario** "Hi, Lori. Do you want to go shopping?"
Mario asked Lori if she **wanted** / **had wanted** to go shopping.

5 Complete the sentences with the correct pronouns.

1 Jennifer "Mom, are you tired?"

Jennifer asked her mother if she was tired.

2 Carol "Joe, have you seen my sister?"

Carol asked Joe if _____ had seen _____ sister.

3 Jack "Will you help me with my homework?"

Jack asked me if I would help _____ with _____ homework.

4 Debbie "Hi, Mr. and Mrs. Lee. Are you going to buy a new car?"

Debbie asked Mr. and Mrs. Lee if _____ were going to buy a new car.

5 Mr. Garza "Good morning, students. Have you done your homework?"

Mr. Garza asked the students if _____ had done _____ homework.

6 Read the conversation. Then rewrite the underlined questions as reported questions.

Erica I'm really worried.

Paul Are you worried about Ben? He wasn't in class yesterday.

Erica Yes, I am. Have you talked to him?

Paul No, I haven't, but I'm sure he's OK.

Erica Will you call him?

Paul I guess so. Why? Is your phone at home?

Erica No, but I don't want to call him. I'm embarrassed.

Paul Embarrassed? What's going on? Did you and Ben have a fight?

Erica Oh, no. I had a dream about him last night. He was in an accident in the dream, and now I want to make sure he's OK.

Paul OK. I'll call him. Do you have Ben's number?

Erica It's 820-555-2962. Are you going to tell Ben about my dream?
Please don't!



- 1 Paul asked Erica if she was worried about Ben.
- 2 Erica asked Paul _____.
- 3 Erica asked Paul _____.
- 4 Paul asked Erica _____.
- 5 Paul asked Erica _____.
- 6 Paul asked Erica _____.
- 7 Erica asked Paul _____.

D Seeing things differently

1 Read the story. Who does James Lipton interview during the TV show?

Inside the Actor's Studio



James Lipton is a TV host in the United States. He has a TV show called *Inside the Actor's Studio* that has been on TV since 1994. He interviews actors and actresses about their careers. The hour-long interviews are always interesting, but people really look forward to the end of the show. At the end, Lipton asks his guests questions based on the Proust Questionnaire. He asks each guest the same ten questions every week. Some of the questions are: *What's your favorite word?*, *What's your least favorite word?*, *What sound or noise do you love?*, and *What sound or noise do you hate?*

Many actors have given similar answers to the questions. When actress Gwyneth Paltrow was on the show, Lipton asked her what sound or noise she loved. She said that she loved the sound of her mother's voice when she said "goodnight." When Johnny Depp answered the same question, he said

that he loved the sound of his daughter's voice. Angelina Jolie said she loved the sound of her son when he couldn't stop laughing. Jolie said her least favorite sound was children in pain. Comedian and actor Dave Chappelle said he didn't like the sound of children crying.

Depp told Lipton that his favorite word was *why* and his least favorite word was *no*. Chappelle, Jolie, and actor Will Smith also said their least favorite word was *no*. Jolie said her favorite word was *now*.

Lipton has also heard some interesting and unique answers to the questionnaire over the years. Singer Jennifer Lopez said her favorite word was *love* and her least favorite word was *can't*. British actor Hugh Laurie said that his favorite word was *marsupial*, which is a word that describes animals with a pouch, like a kangaroo. Several of Laurie's answers were funny. He said his favorite noise was someone playing a guitar badly. Lipton asked him why, and Laurie said he couldn't explain it.

After the questions are finished, Lipton's students get to come up with their own questions to ask the guest. Lipton wants to entertain his audience, but he believes in giving his acting students an interesting way to learn.

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

- 1 Before *Inside the Actor's Studio*, James Lipton used to be an actor. NI
- 2 Lipton asks all guests the same questions based on the Proust Questionnaire.
- 3 Johnny Depp has a son, but he doesn't have a daughter.
- 4 Many of the guests mentioned in the story said their favorite word was yes.
- 5 Hugh Laurie's favorite word is *kangaroo*.
- 6 Lipton's students ask the guests interesting questions.

The real world

A Getting it done

1 Complete the text with the correct phrases from the box.

accepted the job offer	printed the email	researched the job
applied for the job	✓ proofread and formatted his résumé	sent a thank-you note
prepare for the interview	provide references	translate a letter

John Torres didn't have a job after he finished college, but he worked hard to find one. First, he wrote his résumé. His friend Kyle proofread and formatted his résumé ¹ for him. John had forgotten to provide references ² on his résumé, so Kyle added them. John looked for jobs on the Internet. He saw an ad for a translator, and he researched the job ³. Mrs. Baker from TB Trans called him to schedule an interview. Kyle helped him prepare for the interview ⁴. He asked John questions that he thought Mrs. Baker would ask. John accepted the job offer ⁵, and he read a lot of information about the company. Before the interview, he printed the email ⁶ from Mrs. Baker with the directions to her office. His interview went really well. He went home and translated a letter ⁷ to Mrs. Baker. Two days later, Mrs. Baker offered him a job. John applied for the job ⁸. His first assignment was to translate a letter ⁹ from English to Spanish.

2 Answer the questions with your own information.

Example: Yes, I have. I looked up information about the company online,
and I practiced answering questions.

1 Have you ever had a job interview? What did you do to prepare for it?

2 Have you ever made a résumé? Who proofread it?

3 Have you ever accepted a job offer? What job was it?

Read each sentence. Then check (✓) the correct answer to the question.

1 John gets Pete to print the business cards.

Who prints the business cards?

☐ John☒ Pete

2 Martha has her clothes washed at Mindy's Laundry.

Does Martha wash her own clothes?

☐ Yes☐ No

3 Yoko had her reference letter translated.

Did someone translate Yoko's reference letter?

☐ Yes☐ No

4 Mr. Clark gets Ned to photocopy his important papers.

Who photocopies the papers?

☐ Mr. Clark☐ Ned

5 Frank has Ben wash his car on the weekends.

Who washes the car?

☐ Frank

☐ Ben

6 Jennifer plans to get her hair cut on Tuesday.

Will Jennifer cut her own hair?

☐ Yes☐ No

4

Complete the text with the correct phrases from the box.

get a friend to help you

have someone clean

get a neighbor to take care of

have your bank pay

get your clothes washed

- ✓ have your clothes dry-cleaned

Create More Time at Home

- Are you tired of doing laundry? Do you have nice suits and dresses?

Have your clothes dry-cleaned . You can also

1

at many places.

2

- Don't stress about a clean house. _____ your house for you. It's a little expensive, but it will give you time for other things.

- If you have children, get some help. _____
your children for a few hours. Then you can get things done.

- _____ with jobs around the house. Later, you can help your friend. It is sometimes more fun to work together.

- Set up automatic payments and _____ your bills automatically. It's easy and saves you time. You don't have to worry about late bills.

5

Circle the correct word to complete each sentence.

- 1 Rachel has / gets her sister translate letters for her.
- 2 Sammy has / gets Jeff to do the laundry.
- 3 The managers have / get the assistant format their presentations.
- 4 I usually have / get my father to drive me to the airport.
- 5 Asami has / gets Jessie to help her with her homework.
- 6 We have / get Park Press print our business cards.
- 7 Do you have / get anyone proofread your résumé?
- 8 Who do you get / have to clean your house?
- 9 Josh has / gets Pam feed his cat when he's on vacation.
- 10 Mona has / gets her neighbor to pick up her mail when she's in London.

6

Look at Michio's "To Do" list. He has checked (✓) the things that he has already gotten done.

Write sentences about what he has already had done and what he still needs to have done.

Use the verbs in parentheses.

TO DO

- 1 suits - dry-clean ✓
- 2 shirts - iron
- 3 hair - cut ✓
- 4 apartment - clean
- 5 résumé - proofread ✓
- 6 résumé - translate into English
- 7 business cards - print ✓
- 8 car - fix



- 1 (have) Michio had his suits dry-cleaned.
- 2 (get) He needs to get his shirts ironed.
- 3 (get) _____
- 4 (have) _____
- 5 (get) _____
- 6 (have) _____
- 7 (have) _____
- 8 (get) _____

B Let me see . . .

- 1** Three people are interviewing for a job as a salesperson. Complete the interviews with sentences from the box. Sometimes more than one answer is possible. Use each sentence only once.

Hmm, let me think.	Well, it's been great talking to you.
✓ Oh . . . let's see.	Well, it's been nice meeting you.
Um, let me see.	Well, I've really enjoyed talking to you.

- A. Interviewer One more question, Ms. Jones. What is your greatest strength?

Ms. Jones Well, I really enjoy working with people.

Interviewer OK. And what do you like best about working with people?

Ms. Jones Oh . . . let's see.

1

I like to learn new things from them. I also like to help other people get things done.

Interviewer Very good. _____

2

We'll call you in a few days.

- B. Interviewer I have one last question, Mr. Harris. What is your greatest strength?

Mr. Harris _____

1

I know . . . I'm very outgoing. I love to talk to people.

Interviewer _____

2

Mr. Harris Thanks. Did I get the job?

Interviewer We have a few more interviews. We'll call you in a few days.

- C. Interviewer OK, I have only one more question. What is your greatest strength?

Mr. Gomez I'm very responsible. I'm always on time. I'm also energetic and hardworking.

Oh, and I'm very good with computers.

Interviewer OK. And if you had to pick one thing . . . which one would it be?

Mr. Gomez _____ I guess that I'm responsible.

1

I think it's important to be on time and to get your work done.

Interviewer _____ Thank you for coming in for

2

this interview, Mr. Gomez. We'll call you in a few days.



- 2** Who do you think would be best for the job? Check (✓) your answer.

☐ Ms. Jones ☐ Mr. Harris ☐ Mr. Gomez

C Future goals

1

Complete the text with the correct phrases from the box.

doing volunteer work

✓ I'm already financially independent

studying abroad

having a big wedding

I'm working as a journalist

write travel books

live in the countryside

preparing for my exams



About me:

Birthday:

October 22

Current City:

Boston

I finished school two years

ago, and I ¹ already

¹ financially independent.

I have my own apartment, and

I have a great job. I ²

² I go to a lot of different coun-

tries for my job,

and I want to ³

³ about the places I've

been. I love living in the

city, but I hope to

⁴ someday!

Claudia Rodriguez is going to Seoul!



Jen Lewis: Have a great trip, Claudia! Send me a postcard. I'll be _____ while you're gone! I have three big tests ⁵ next week.



Claudia Rodriguez: Thanks, Jen, and good luck with your tests!



Peng Liu: Will you be back by April 3? I'm getting married! We're ⁶ I hope you can come.



Claudia Rodriguez: I'm sorry, Peng. I won't be home until April 15. Near the end of my trip, I'm ⁷ I'm teaching English at a Korean high school for two weeks, and I'm also giving free classes about how to be a good journalist.



Peng Liu: Too bad. Well, I'll show you pictures when you get home!



Mark Goldman: Hey, Claudia. I'm ⁸ right now. I'm taking classes in Incheon. Maybe you can visit me when you're in Seoul!



Claudia Rodriguez: That's great, Mark! I could come to Incheon on March 29. Is that good for you?



Mark Goldman: Yes, it is! We can have lunch in Jayu Park, my favorite place here.

2

Circle the correct verb form to complete each sentence.

- 1 What _____ next year?
a will you be b were you doing **c will you be doing**
- 2 Jacob _____ Chinese at a university next year.
a will be studying b be studying c was studying
- 3 Tonya _____ her new car by next week.
a having b will be having c will have
- 4 Larry and Samantha _____ financially independent in a year.
a were being b will be c will be being
- 5 _____ with Mr. Harding this week?
a Will you be working b You are working c Working
- 6 I'm sure that Kyle _____ his goals.
a will be achieving b will achieve c achieving

3

Check (✓) the sentences that are correct. Change the sentences that are not correct to the future with *will* and write the new sentence.

- 1 ☐ Will you be remembering my birthday in two months?
Will you remember my birthday in two months?
- 2 ☐ Min Woo will be preparing for his exams this weekend.

- 3 ☐ Susana will be being financially independent when she gets a job.

- 4 ☐ Will you be achieving your goals in two years?

- 5 ☐ Beatriz will be doing volunteer work on Saturday.

- 6 ☐ Do you think they'll be having a good time in Spain?

- 7 ☐ Tim will be working as a doctor in Los Angeles for the next three years.

- 8 ☐ We'll be believing your story when you prove it.



4 Complete the email with the future continuous of the verbs in parentheses.

Hi Fatih!

How are you? Will you be home soon? We miss you in class. This week we had to write about what we think our lives will be like in the future. I started thinking about it a lot. Five years from now, I won't be working (not / work) for a large company. Instead, I _____ (work) as a travel writer.

I _____ (live) in a large apartment in the city.

I _____ (travel) a lot for work. I _____ (go) to Mexico and Brazil. I don't know if all this will happen, but it's OK to dream, right?

What do you think you _____ (do) in five years?

_____ you _____ (study) abroad?

Your friend,

Nick

5 Complete the email with the future with *will* of the verbs in parentheses.

Hey Nick!

It was great to hear from you. I'll be (be) home on Tuesday. I'm having a great time in Spain. Your question was interesting. Let's see... in five years, what will I be doing? Well, first I _____ (finish) school next year, but then I _____ (go) to work for my father. In five years, I _____ (not / be) his assistant. I _____ (have) to make the decisions! I hope I _____ (meet) someone really nice in the next few years, but I _____ (not / be) married in five years. I do think that I'll be living in the countryside. _____ you _____ (visit) me there?

See you soon!

Fatih

6 What will you be doing in five years? Write two sentences about each topic.

Example: I'll be studying abroad in Canada. Maybe I'll learn French!

- 1 School: _____
- 2 Work: _____
- 3 Travel: _____

D My career

1 Read the article. What is causing some jobs to disappear?

DISAPPEARING JOBS

Have you ever thought about jobs disappearing? As technology improves and new things are invented, some jobs are no longer needed. For example, before the invention of the automatic elevator, there were elevator operators. The operator controlled the elevator as it went up and down, and he or she opened and closed the doors of the elevator. Once elevators became automated, this job was no longer needed. Here are some other jobs that might disappear some day.

Travel Agents: In the past, people had travel agents plan their trips and buy their tickets. Today, it is easy to buy plane tickets online. It's also easy to research different places to go, find hotels, rent cars, and much more. There will be fewer travel agents in the future because more and more people will be planning their vacations online.

Bank Tellers: Bank tellers inside a bank help you get cash, deposit your checks, and transfer money. But since the invention of automated teller machines (ATMs), online banking, and banking by phone, many people rarely go inside a bank. They don't need to get help from the bank teller because they can use new technologies to do those things at the ATM, online, or by phone.

Cashiers: Shoppers don't have to wait in long lines for cashiers anymore. They can use the



self-checkout option to check out their goods quickly. Also, some stores give customers scanners to scan the prices of their goods while they shop. It's possible that future scanners will scan everything in your cart and charge your account as you leave the store.

Postal Workers: Postal workers sell stamps, sort mail, and deliver mail. With the increased use of email to send letters and secure websites to pay bills, the need for this job has been reduced. In addition, many people are using private companies such as Fedex, UPS, or DHL to send packages quickly. Some of these companies have started using pilot-free cargo planes and drones instead of employees to deliver packages.

We'll know in time which of these jobs will last and which ones won't. We'll also see what other jobs might disappear as technology improves. Even though some jobs are lost, technology also creates new jobs. For example, someone has to put money in ATM machines and repair them when they break.

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

- 1 The automatic elevator was invented 100 years ago. NI
- 2 There are no travel agents now. NI
- 3 Because of ATMs, people never go into banks now. NI
- 4 A lot of shoppers use the self-checkout option. NI
- 5 It's very expensive to use drones to send packages. NI
- 6 New jobs are often created when old ones disappear. NI

Finding solutions

unit 12

A Environmental concerns

1 Complete the sentences and the puzzle with the correct verbs. What's the mystery word?

- 1 Dana wants to _____ her old computer, but she doesn't know where to take it.
- 2 Lydia _____ tasks when she goes out in her car. For example, she buys food at a store near her office.
- 3 Don't _____ oil on the ground.
- 4 Jack's car is in great condition. He _____ it by checking the oil often.
- 5 You should _____ where the recycling room is in your new apartment building.



2 Complete the text with the correct verbs from the box.

avoid	conserve	limit	store
commute	discard	purchase	✓ recycle

Simple Ways You Can Reduce Pollution



- _____ ¹ *Recycle* items like newspapers, magazines, and plastic bottles from your home.
- _____ ² products that are harmful for the environment. Instead, _____ ³ "green" products for your home.
- _____ ⁴ old batteries and printer ink properly. Be sure you _____ ⁵ them in a safe place until you find the right place to throw them away.
- How do you _____ ⁶ to work? Can you walk, take a bus, or ride a bicycle to work? If you have to drive, try to go to work with other people in your car.
- _____ ⁷ water. When you wash your hair or brush your teeth, turn the water off until you are ready to use it again. In this way, you can _____ ⁸ how much water you use.

- 3** Complete the sentences with the present continuous passive of the verb in parentheses.

STAYING GREEN

Many hotels do things that are not good for the environment. For example, water is being wasted¹ (waste) every day in many hotels, and many items are not being recycled² (not / recycle). The good news is that there is a growing number of "green" hotels around the world. The Alto Hotel in Melbourne, Australia, is one that is making a difference. For example, the lights at the hotel are powered by renewable sources, and the guests' newspapers are recycled every day. Other environmentally friendly things are being done³ (do) every day at the Alto Hotel, too. If you go there, you'll see that refillable dispensers are being used⁴ (use) for shampoo, conditioner, and hand soap. Rain water is collected and stored⁵ (collect and store) at the hotel and then used later for cleaning and for watering plants. Hotel guests are being taught⁶ (teach) how to help the environment, too. The hotel provides free recharging for electric cars. And guests are being reminded⁷ (remind) that they can walk to places close to the hotel. Not only is the hotel environmentally friendly⁷, it's a beautiful place to stay, too.

- 4** Write sentences with the verbs in parentheses. Use the simple present with the infinitive passive.

- 1 (Something / have / do / about the parking problem)

Something has to be done about the parking problem.

- 2 (More "green" buildings / need / create)

- 3 (Chemicals / have / store / in safe containers)

- 4 (Batteries / have / discard / properly)

- 5 (More water / need / conserve)

- 6 (Newspapers / need / recycle)

5 Circle the correct words to complete the conversation.

Rosa Something has to be done₁ / is being done about the pollution in this city.

Jake I agree that the problem needs to be taken care of / is being taken care of,₂ but it's too big for us to do anything about it.

Rosa We can help a lot! A lot of pollution to be made / is being made₃ by our cars.

Jake But we have to get to work!

Rosa There are other ways to go. You know, in some cities cars not to be allowed / aren't being allowed₄ on the road with only one person.

Jake Hmm, that's interesting. I guess if changes have to be made / are being made₅, people will make them!

Rosa Maybe we can talk to people at work and start a carpool . . . you know, ride together.

Jake That's a good idea. That new highway to be built / is being built₆ right now. It will be easy for me to pick up you and Tonya on my way to work.

Rosa That'd be great. But don't remind me about the new highway! Think of all the pollution that to be created / is being created₇ by all those cars!



6 Complete the sentences with your own ideas about your country. If you need help, you can use some of the words in the box.

clean	fix	paper	pollution	technology
conserve	health clinics	parks	recycle	trash
education	newspapers	plastic	recycling programs	waste

Example: Something has to be done about maintaining our bridges. or
Something has to be done about the pollution in our air.

- 1 Something has to be done about _____.
- 2 Not enough money is being spent on _____.
- 3 A lot of money is being spent on _____.
- 4 _____ is / are being recycled.
- 5 _____ isn't / aren't being recycled.
- 6 The highways need to be _____.

B That's a good point.

1 Complete the conversation with the sentences from the box.

I see it a little differently.
It's better to pay more for something that doesn't harm the environment.
Thanks. I like the idea of "green" products.
That's great, but these products are really expensive.
✓ This store is great. They only sell "green" products.
Wow. You make a very good point.
Yes, but you have the money to pay more.



Ken This store is great. They only sell "green" products.

Bill _____

Ken I think that's OK. _____

Bill _____

I think everyone should be able to buy products that help the environment.

Ken Well, I don't mind paying more!

Bill _____

What about people who don't have the money? They should be able to buy "green" products, too.

Ken _____

Bill _____

I just think they should be cheaper.

2 What do you think about these opinions? Use a phrase from the box to give your own response.

Actually, I have a different opinion.

I see what you mean.

I don't see it that way.

That's a good point.

1 Ken People should have to drive with two or more people in their cars.

You _____

2 Bill People shouldn't have to recycle if they don't want to.

You _____

C My community

- 1** Label each picture with the correct community improvement phrase.
Use one word from each box.

✓ beautification	employment	neighborhood	recreation
community	health	public	recycling

center	center	garden	✓ project
center	clinic	library	watch



1 beautification project

2 _____

3 _____



4 _____

5 _____

6 _____



7 _____

8 _____

2

Put the words in the correct order to make sentences.

- 1 don't recycle / a recycling center here, / Although / there's / many people / .

Although there's a recycling center here, many people don't recycle.

- 2 after school / Jen goes / Jen's mom / so / works late, / to a recreation center / .

- 3 a city rule / because of / We / about maintaining cars / have cleaner air / .

- 4 a beautification project / so that / this area / We / will look better / should start / .

- 5 Our yard / at the garden center / we / if / will look nice / get plants / .

3

Circle the correct words to complete the email.

Dear Councilman Sanders:

I am a concerned citizen in your area. So / **Although** the city council office is working to fight crime in our neighborhood, we still need more help. This is a significant problem, and many people in the neighborhood no longer go out at night if / **because of** the crime. A few of my neighbors and I want to try to help solve the problem. We feel things will get better if / **so** we start a neighborhood watch. But we don't think that's enough. We think the police need to be in our neighborhood more **because of** / **so** criminals know they will get caught. We're dedicated to changing things, **so** / **although** we will be at the next community meeting on May 8 at 7:00 p.m. in the Oakmont Community Center. We hope you or someone from your office will be there **because of** / **so that** you can help. **Although** / If this email may seem negative, we appreciate your work on the city council. I'm asking for your help **so that** / **because of** what you have done in the past for our great city.

Please contact me if you have questions or if you'd like more information about our plan for a neighborhood watch.

Thank you,
Brenda Quinton
-Concerned citizen

4 Combine the phrases to make sentences. Add *although*, *because of*, *if*, *so*, or *so that*.
Add a comma when necessary.

- 1 you should go to the health clinic / you don't feel well
You should go to the health clinic if you don't feel well.
- 2 Dennis doesn't like sports / he plays basketball with his brother once in a while
Although Dennis
- 3 Carla loves sports / she plays soccer and tennis at the recreation center

- 4 my mother enjoys being outside / she works a lot in the community garden

- 5 Mr. and Mrs. Quinton don't go out at night / the crime in the neighborhood

- 6 I'll go to the employment center tomorrow / I don't get this job today

- 7 we should ask for volunteers / the beautification project won't be too expensive

- 8 we have a great public library here / some people rarely read a book

5 Read the text. Then answer the questions.

Neighbors! Although I'm happy that we have a new recycling center in the neighborhood, I think it needs to be improved. The containers aren't big enough, so there are always items on the floor. The area would be much cleaner if the containers were bigger. There is also no place to recycle newspapers, so I think that needs to be added. Someone told me the recycling center is small because of a lack of money. We need to write to Councilman Steven Sanders and tell him how important this center is so that something can be done about it. Neighbors – please help yourselves, and write a letter today so we can get this problem fixed! Email Shawn Davis for more information at SDavis@cup.com.

- 1 Is Shawn happy that there is a new recycling center? Yes, he is.
- 2 Are the containers at the center big enough? _____
- 3 Is the recycling center clean? _____
- 4 What needs to be added to the center? _____
- 5 Why is the recycling center small? _____
- 6 Why does Shawn want people to write to Steven Sanders? _____

D Getting involved

1 Read the text. What are three benefits of mobile health clinics?

They _____, _____,
and _____.

Health Clinics on the Move

Health care is a concern around the world. There are often too many people at hospitals, and in some areas people have to commute a long way to get to them. One solution to this problem is mobile health clinics. Mobile health clinics are like a small doctor's office in a van. The van drives to different locations so that people can get to it easily. Mobile clinics don't provide everything that a doctor's office or a hospital can, but there are a lot of services they do have. Doctors and nurses in mobile health clinics help people who are sick, test people for medical problems, and give patients information.

One benefit of mobile health clinics is that they can save money. When people are being checked at a mobile health clinic, they can avoid expensive trips to the emergency room. In the United States, a visit to an emergency room can cost thousands of dollars. However, a visit to a mobile health clinic costs much less, and some do not turn away those who cannot pay for a visit.

Mobile health clinics can also help people avoid serious health problems. The St. Joseph Mobile Health Clinic in Santa Rosa, California, has helped more than 30,000 patients in the past 20 years. These are people who might not go to a doctor



regularly if there weren't any mobile health clinics. They would only go to a hospital if they had serious problems. The mobile health clinic can catch problems before they get serious.

Mobile health clinics also bring care to people who don't live near medical services. For example, in Kenya, the clinics, hospitals, and doctors' offices are in large cities. So the mobile health clinics take the doctors and nurses to communities that are not near the large cities.

One program in Peru has mobile health clinics that include dental care. The program brings dentists to small communities with no dentists and educates people on how to take care of their teeth. Then they can keep their teeth healthy after the clinic leaves the area.

2 Read the text again. Then answer the questions.

- 1 What are three things doctors do in mobile health clinics? help people who are sick, test people for medical problems, and give patients information
- 2 What advantage does a mobile health clinic have over an emergency room visit in the United States? _____
- 3 How many patients have gone to the St. Joseph Mobile Health Clinic in the past 20 years? _____
- 4 Why don't some people in Kenya go to doctors' offices or hospitals? _____
- 5 What is one kind of medical service provided by mobile clinics in Peru? _____

Reading



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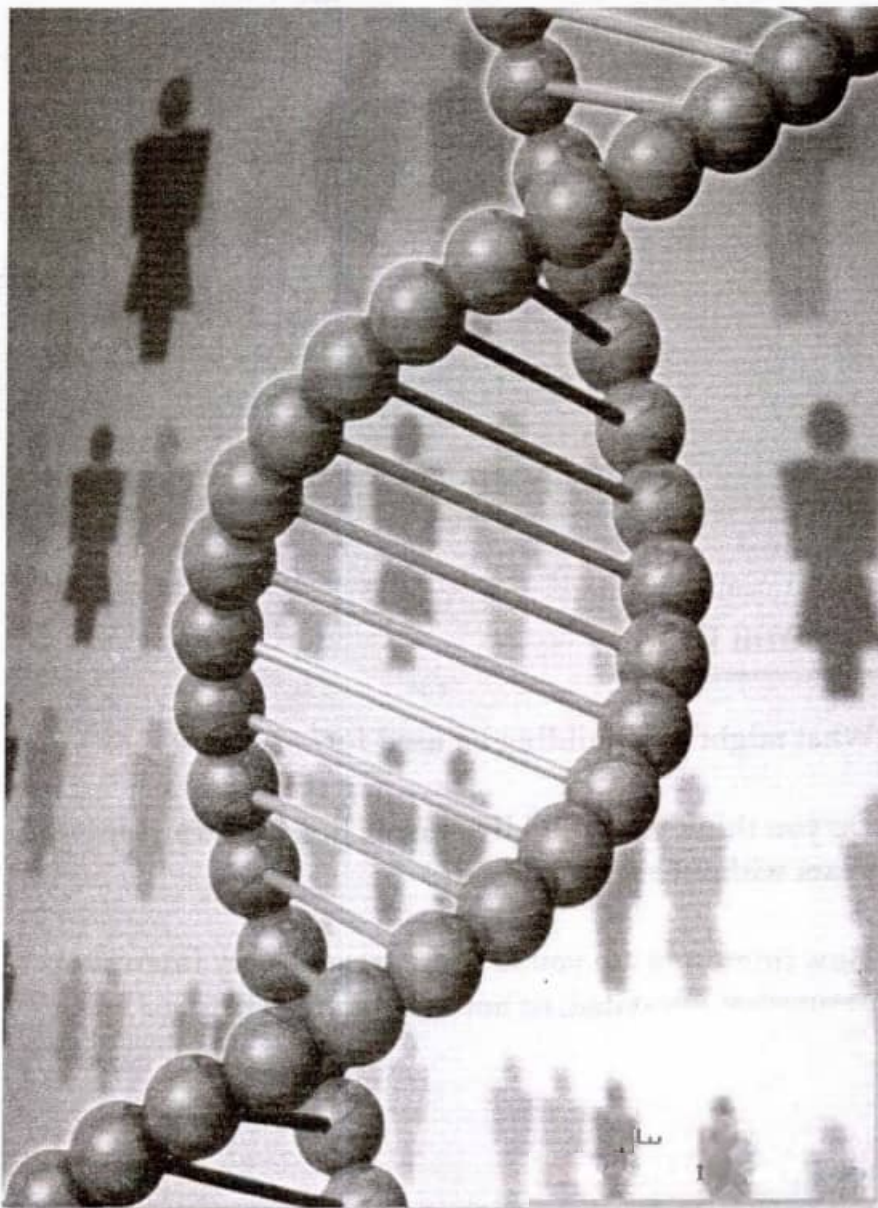
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Science

unit 4

Minds are like parachutes. They only function when they are open.
—Sir James Dewar



Biospheres in Space



Before You Read

1. What might this building be used for?
2. Do you think you could live inside this building for two years without ever leaving it?
3. How interested are you in space travel—very interested, somewhat interested, or not very interested?



Context Clues

The words in **bold print** are from this lesson. Use context clues to guess the meaning of each word.

1. Will it ever be possible for people to live on faraway **planets** such as Mars and Jupiter?
2. Scientists at the Environmental Research **Laboratory** are doing experiments on the Earth's environment.
3. A biosphere will need **bacteria** or something else to take care of the wastes.
4. **So far**, only a few experimental biospheres have been built on Earth.

1 Biospheres in Space



Will it ever be possible for people to live on faraway **planets** such as Mars? In the past, **colonies** in space were possible only in **science fiction** stories. Today, however, we are experimenting with ways to build real space colonies. Many scientists actually **consider** it possible that people will live far from the Earth sometime in the future.



The Environmental Research **Laboratory** at the University of Arizona is one place that designs biospheres (*bio* means *life*, and a *sphere* is a *circle*, like a ball) which could be used to live on other planets. Biospheres are complete, enclosed environments where people can be born, live their whole lives, and die without returning to the Earth. To be successful, a biosphere has to have a perfect **balance** among everything within it—the plants, the animals (including humans), and the chemical **elements**. Specialists and experts from many different fields are needed to work on these **complex projects**.

complicated



Building a greenhouse for growing plants in winter
20 is the first step in **creating** a biosphere. A greenhouse
is a closed environment except for the sun's heat
entering through the glass or plastic. Of course, there is
a water system from outside, and people bring in
nutrients for the plants and take out the waste material.

25 A biosphere in space will have to have its own system
to provide water that can be used and reused. It will
need **bacteria** or something else to take care of the
wastes. Everything must be perfectly balanced, or else
the whole system will break down.

30 The Earth itself is the best example of a real
biosphere. Nothing important enters except sunlight,
and nothing leaves as waste except some heat.
Everything in the Earth's environment needs to be in
balance. If we destroy that balance, the system will
35 break down.

There are several reasons for building biospheres.
One reason is to help out when there is an energy
shortage. Dr. Gerard K. O'Neill, a famous **physicist**
from Princeton University, has said that in the future we
40 will have **satellites** in space to produce **solar** energy
and send it to the Earth. It will be too expensive to
continually send people and materials to the satellites,
so biospheres will be necessary. He thinks that 10,000
people could live in a space colony sometime in the
45 future. There is another interesting reason to build
biospheres. We can use them to do all kinds of research
about our own environment and how it works. By
studying biospheres, we can understand better what
will happen as humans destroy tropical forests, as they
50 create more **carbon dioxide** by burning fuel, and as they
pollute the oceans and the air.

So far, only a few experimental biospheres have
been built on Earth. One is in Oracle, Arizona, near the
University of Arizona. In 1991, four men and four
55 women tried to live inside the biosphere without
getting anything from outside. During the experiment,
things got out of balance. Oxygen and carbon dioxide
levels fell, and the crew had to get help and supplies

making



of the sun

until now



from outside. In space, people living in a biosphere
60 would not be able to do this.

Learning how a biosphere works is one of the most
important things we can do. The information we get
from biospheres may **keep** us **from** destroying our own
environment. This information will also help us to
65 travel where once only science fiction could go.

a Vocabulary

colony	planet	project	science fiction
solar	satellite	complex	balance
physicist	bacteria	consider	carbon dioxide

1. The Earth is a _____. It is part of the _____ system.
2. _____ can cause disease. They also destroy wastes.
3. Ants live together in a _____.
4. Julia likes to read _____.
5. It's difficult to _____ a book on your head while you are walking.
6. The government's biggest _____ is to build a dam to store water for agriculture.
7. Another word for *complicated* is _____.
8. We must _____ the advantages and the disadvantages before we start the project.



b Vocabulary

create	satellite	bacteria	carbon dioxide
so far	keep	laboratory	elements
balance	project	physicist	consider

1. CO₂ stands for _____.
2. Gold (Au), oxygen (O), and uranium (U) are all _____.
3. Destroying rain forests can _____ problems for the whole world.
4. Scientists in a _____ often wear white coats.
5. _____, there are no buildings over 120 stories high.
6. A _____ teaches or does research in physics.
7. Before the large increase in population, there was a _____ between the needs of the people and what the land could produce.
8. Much international communication is now done by _____.
9. Designing a space colony would be a difficult _____.
10. They locked the door to _____ people from coming in.
11. I _____ you to be a good friend.

c Vocabulary Review

diet	tools	clockwise	story
takes off	dispose of	harmful	phobia
straighten	position	permission	remained

1. You need to turn the door knob _____ in order to open the door.
2. You should turn off your cell phone before the plane _____.
3. It's not healthy to live on a _____ of junk food.
4. If they _____ the road, people will drive a lot faster.
5. Smoking is _____ to your health.
6. His office is on the twenty-sixth floor of a forty-_____ building.
7. What _____ do you need to build a house?



8. You need to get special _____ to go inside the laboratory.
9. How would people in a space colony _____ their garbage?
10. Only three people _____ in the theater to see the whole movie. Everyone else left early.

d Multiple Choice

1. Fiction is _____.
 - a. true
 - b. imaginative
 - c. boring
2. Biospheres are complicated projects because _____.
 - a. everything must be perfectly balanced
 - b. scientists don't know what materials to use to build them
 - c. people from different professions work on them
3. The experimental biosphere in Arizona _____.
 - a. was very successful
 - b. had serious problems
 - c. stayed in perfect balance
4. Biospheres in space could support _____ people.
 - a. two or three
 - b. ten
 - c. 10,000
5. A greenhouse _____.
 - a. is a partly enclosed environment
 - b. is a biosphere
 - c. supports plant life independently
6. _____ might take care of the wastes in a biosphere.
 - a. A water system
 - b. Balanced nutrients
 - c. Bacteria
7. Dr. O'Neill thinks that _____.
 - a. satellites can produce solar energy
 - b. about ten people could take care of a satellite
 - c. we need a space colony to study the solar system





Comprehension Questions

- 1. Why is it a complex project to create a biosphere?
- 2. How is a greenhouse different from a biosphere?
- 3. Explain why the Earth is a biosphere.
- 4. How does Dr. O’Neill think that we will solve the energy shortage?
- 5. Why can we learn about our environment from a biosphere?
- 6. What happened when people moved into the Arizona biosphere?
- 7. Would you like to live in a biosphere on Mars? Why or why not?



Main Idea

- 1. What is the main idea of paragraph 4 (lines 30–35)?
- 2. What is the main idea of paragraph 5 (lines 36–51)?
- 3. Write a sentence that gives the main idea for paragraph 6 (lines 52–60).



Cause and Effect

What is the cause of each of these effects?

Cause	Effect
1.	People can live their whole lives in biospheres.
2.	The whole system might break down.
3.	The same water must be used and reused.
4.	We will need solar energy.
5.	A biosphere will be necessary to run solar energy production.
6.	We create more carbon dioxide.



h

Word Forms: Verbs and Nouns

Many English words are used as both a verb and a noun. Use ten of these examples in sentences, using some verbs and some nouns.

Verb	Noun
balance	balance
crash	crash
force	force
design	design
escape	escape
party	party
fear	fear
harm	harm
bother	bother
whistle	whistle
knock	knock

i

Noun Substitutes

What do these noun substitutes stand for?

1. page 170 line 26 **it** _____
2. page 170 line 41 **it** _____
3. page 170 line 46 **them** _____
4. page 170 line 47 **it** _____
5. page 170 line 53 **one** _____

j

Articles

Put articles in the blanks if they are necessary.

1. _____ Environmental Research Laboratory at _____ University of Arizona is one place that designs _____ biospheres.
2. _____ greenhouse is _____ closed environment except for _____ sun's heat entering through the glass.
3. _____ Earth itself is _____ best example of _____ real biosphere.



4. Everything in _____ Earth's environment needs to be in _____ balance.
5. So far, only _____ few experimental biospheres have been built on _____ Earth.
6. Oxygen levels fell, and _____ crew had to get _____ help and _____ supplies from outside.
7. Learning how _____ biosphere works is one of _____ most important things we can do.

k Guided Writing

Write one of these two short compositions.

1. Should we build biospheres? Why or why not?
2. You are living in a biosphere on Mars. Describe your life.



Earthquakes

lesson

2



Before You Read

1. What happened in this picture?
2. Have you ever felt an earthquake?
3. What should you do if you feel an earthquake?



Context Clues

The words in **bold print** are from this lesson. Use context clues to guess the meaning of each word.

1. A large movement causes a violent earthquake, but a small movement causes a **mild** one.
2. When the ocean waves hit land, they **flood** coastal areas.
3. During the earthquake, bridges fell and cars were **crushed**.
4. Estimates of deaths **ranged** from 250,000 to 695,000.
5. **Seismology** is the study of earthquakes.

2

Earthquakes



What causes earthquakes? The outer layer of the Earth is divided into huge pieces that are constantly moving. When two of the pieces move against each other or move in opposite directions, an earthquake

- 5 happens. A large movement causes a violent earthquake, and a small movement causes a **mild** one. There are thousands of earthquakes every year, but most of them are very small.



layers

- 10 The place where an earthquake begins is called the **epicenter**. When an earthquake happens, vibrations move outward from the epicenter. These **rolling** vibrations are called **seismic** waves. Usually, an earthquake is only strong enough to cause damage near its epicenter.

shaking movements

- 15 When the epicenter of an earthquake is at the bottom of the ocean, it can create huge sea waves as tall as fifteen meters. These waves cross the ocean in several hours. Rushing toward land, they destroy small islands and ships in their path. When they hit land, they flood coastal areas far from the epicenter of the earthquake. In 20 1868, a wave reached 4.5 kilometers inland in Peru.

cover with water

After an earthquake happens, people can die from lack of food, water, and medical supplies. The amount



of destruction caused by an earthquake depends on where it happens, what time it happens, and how strong it is. It also depends on the types of buildings in the area, the soil conditions, and the size of the population. Of the thousands of earthquakes in the world each year, only about 1 in 500 causes damage.

In 1556, an earthquake in northern China killed 830,000 people—the most in history. At that time, there was no way to measure its strength. In 1935, scientists started using the Richter Scale to measure seismic waves. A seriously destructive earthquake measures 6.5 or higher on the Richter Scale.

How can scientists predict earthquakes?

Earthquakes are not just **scattered** anywhere on the surface of the Earth; they happen in areas where pieces of the Earth's surface meet. For example, earthquakes often occur on the west coasts of North and South America, around the Mediterranean Sea, and along the Pacific coast of Asia.

One way to predict earthquakes is to look for changes in the Earth's surface, like a sudden drop in the water level in the ground. Some people say that animals can predict earthquakes. Before earthquakes, people have seen chickens sitting in trees, fish jumping out of the water, snakes leaving their holes, and other animals acting strangely.

On February 4, 1975, scientists predicted an earthquake in northeastern China and told people in the earthquake zone to leave the cities. More than a million people moved into the surrounding countryside, into safe, open fields away from buildings. That afternoon, the ground rolled and shook beneath the people's feet. In seconds, 90% of the buildings in the city of Haicheng were destroyed. The decision to tell the people to leave the cities saved 10,000 lives.

However, more than a year later, on July 28, 1976, the scientists were not so lucky. East of Beijing, Chinese scientists were discussing a possible earthquake. During their meeting, the worst earthquake in modern times hit. Estimates of deaths **ranged** from 250,000 to 695,000.



The earthquake measured 7.9 on the Richter Scale.

In late 1984, strong earthquakes began shaking the
65 Nevado del Ruiz **volcano** in Colombia. On November
14, 1985, the volcano finally **erupted**. A nearby river
became a sea of mud that buried four towns, and more
than 2,100 people were killed. This combination of an
earthquake and a volcanic eruption was not a **unique**
70 event. In fact, it's not unusual for earthquakes and
volcanic eruptions to happen at the same time.

one of a kind

Mexico City has frequent earthquakes. An
earthquake there on September 19, 1985, measured 8.1
on the Richter Scale and killed 7,000 people. Most
75 **victims** died when buildings fell on them.

San Francisco, California, also has frequent
earthquakes. However, newer buildings there are built
to be safe in earthquakes. When an earthquake
measuring 7.1 on the Richter Scale hit northern
80 California on October 17, 1989, only 67 people were
killed. The earthquake hit in the afternoon, when
thousands of people were driving home from work.
Freeways and bridges broke and fell. Buried under the
layers of the Oakland Freeway, people were **crushed** in
85 their flattened cars. Explosions sounded like **thunder**
as older buildings seemed to **burst** apart along with
the freeways. As electric power lines were broken by
the falling bridges and buildings, the sky, covered with
huge clouds of black dust, appeared to be filled with
90 **lightning**. Water from broken pipes rushed into the
streets and mixed with gas from broken gas lines,
causing more explosions.



volcano



lightning

Emergency workers had to **cope** with medical
problems. Everyone worked together to save survivors
95 and comfort victims. The next day, the disaster sites
looked terrible. Victims couldn't find their houses,
their cars, or even their streets. Boats were destroyed,
and **debris** covered the surface of the sea. There was no
water, no electricity, no telephone service, only the
100 smell of garbage **floating** in **melted** ice in refrigerators
open to the sun. Losses and **property** damage from the
earthquake amounted to millions of dollars.

trash



Seismology is the study of earthquakes, and a seismologist is a scientist who **observes** earthquakes.

105 Seismologists have given us valuable knowledge about earthquakes. Their equipment measures the smallest vibrations on the surface of the Earth. They are trying to find ways to use knowledge about earthquakes to save lives and to help solve the world's energy

110 shortage. The Earth's natural activity underground creates energy in the form of heat. **Geothermal** means *earth heat*.

If seismologists could predict earthquakes, we could save about 20,000 human lives each year.

115 Humans can control many things about nature, but they cannot control earthquakes.

a Vocabulary

volcanoes	rolled	floods	unique
vibrate	thunder	erupted	crush
victim	lightning	bursts	melts
float	layer	geothermal	mild

1. When snow _____ in the mountains, it can cause _____ in the lowlands.
2. Earthquakes can happen before the eruption of _____.
3. _____ energy comes from heat under the Earth.
4. Mount St. Helens, a volcano in Washington State in the United States, _____ in 1980.
5. When Peter set his pencil down, it _____ off onto the floor.
6. A blowout happens when a tire _____ while a car is moving.
7. The weather has been _____ this week. Even though it is winter, it hasn't been very cold.
8. They built their house themselves, so it's truly _____.
9. There are both heat and activity below the outer _____ of the Earth.
10. A storm with both _____ and _____ is sometimes called an electrical storm.





Vocabulary

layer	scattered	floating	roll
observe	debris	ranges	seismology
victim	cope	crushed	thunder
vibration	epicenter	property	unique

1. After the huge wave sank the ship, all you could see was some _____ on the surface of the sea.
2. The wind _____ my papers all over the room.
3. In a rain forest, the lower _____ of plant growth is protected by the upper one.
4. Students who plan to become teachers usually have to _____ classes as a first step toward teaching.
5. The freeway bridge fell down because it was near the _____ of the earthquake. Its weight _____ many cars.
6. When we stand near a busy freeway, we can feel the _____ of the traffic under our feet.
7. The yearly pay of an engineer _____ from \$17,000 to \$75,000.
8. Mr. Dahood used to be a rich man, but he was a _____ of the earthquake and lost all of his _____.
9. Sometimes when people have serious problems, they cannot _____ with them.
10. _____ has helped us find possible earthquake sites.





Vocabulary Review

Write the correct synonym and antonym for each word in the chart.

Synonyms

answer	small	dangerous	pick up
complicated	make	take away	balance
consider	allow	until now	wide

Antonyms

uncomplicated	give	forbid	safe
ignore	drop	not yet	actual
narrow	unit	destroy	huge

	Synonyms	Antonyms
1. lift	<i>pick up</i>	<i>drop</i>
2. complex		
3. so far		
4. create		
5. respond		
6. steal		
7. broad		
8. hazardous		
9. tiny		
10. permit		



True/False/Not Enough Information

- _____ 1. Today, scientists know something about the causes of earthquakes.
- _____ 2. Most earthquakes cause a lot of property damage.
- _____ 3. More than half of the world's earthquakes are too small to cause serious damage.
- _____ 4. More people are killed by huge sea waves than by falling buildings.



- _____ 5. Seismologists can measure the size of seismic waves.
- _____ 6. Removing water from the ground causes earthquakes.
- _____ 7. Most of the world's earthquakes are mild.
- _____ 8. An earthquake in 1989 destroyed the city of Oakland.
- _____ 9. People can predict earthquakes by studying the weather.
- _____ 10. *Thermal* means *heat*.



Comprehension Questions

1. How does movement in the Earth cause earthquakes?
2. What is the epicenter of an earthquake? What is a seismic wave?
3. Why does most of the damage from an earthquake happen near the epicenter?
4. Why are earthquakes dangerous when they happen in the middle of the ocean?
5. What can you look for to predict an earthquake?
6. What was lucky about the earthquake that happened in northeastern China in 1975?
7. How can people protect themselves and their property from earthquakes?
8. Why do people continue to live where there are earthquakes?



Paraphrasing

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

Usually, an earthquake is strong enough to cause damage only near its epicenter.

The amount of destruction caused by an earthquake depends on where it happens, what time it happens, and how strong it is.



Main Idea

Write or copy a sentence that is the main idea for these paragraphs.

1. Paragraph 3 (lines 14–20)
2. Paragraph 8 (lines 49–57)
3. Paragraph 10 (lines 64–71)





Word Forms

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

	Verb	Noun	Adjective	Adverb
1.	respond	response	responsive	responsively
2.	consider	consideration	(in)considerate	(in)considerately
3.		complexity	complex	
4.	educate	education	educational	
5.	create	creation creativity	(un)creative	creatively
6.	value	value	valuable	
7.	observe	observation observatory	(un)observant	
8.	specialize	specialist	special	
9.	explain	explanation	(un)explainable	
10.	believe	belief	(un)believable	(un)believably

- The police _____ immediately to our call for help.
- Marge is a very _____ person. She thinks of others and what they want, instead of thinking of herself most of the time.
- The _____ of modern society affects family life.
- There are a few _____ programs on TV.
- Pablo Picasso was a very _____ artist. He was known for his _____.
- Most people want to have friends. They _____ the friendship of people they like.
- After the director of the English program _____ classes, she writes up her _____.
- She wants to be a doctor who _____ in childhood diseases.



9. Can scientists give a clear _____ of what actually happens deep in the Earth? No, some of the details are _____ so far.
10. Scientists consider it _____ that gods create volcanic eruptions.

i

Scanning

Scan the text to find this information. Write a short answer and the number of the line where you found the information.

1. In 1975, what percentage of the buildings in the city of Haicheng were destroyed? _____
2. What did the Mexico City earthquake measure on the Richter Scale?

3. What time of day did the earthquake hit northern California in October 1989? _____
4. What is the largest number of people killed in an earthquake?

1

Two-Word Verbs

Learn these two-word verbs and then fill in the blanks with the right words. Use the correct verb form. Numbers 2 and 3 use the same expression twice.

- mix up = mistake one thing for another
dress up = put on special clothes
have on = be wearing
look out = be careful
spread out = spread over a certain area or time

1. Don't try to learn forty irregular verbs in one day. _____
them _____ over a week or two.
2. People usually _____ for a party. Children like to
_____ in their parents' old clothes and pretend that they
are adults.



3. She _____ her homework assignments and gave the reading homework to the wrong teacher. Then she found out that she had done the wrong page. She was _____.
4. _____! There's a child in the street!
5. Mike _____ his running clothes because he was going to exercise.



Sequencing

Put these sentences about the October 17, 1989, earthquake in the right order. Number 1 is done for you.

- _____ a. Freeways and bridges broke and fell.
- _____ b. As electric power lines broke, the dark sky seemed to be full of lightning.
- 1 c. People were driving home in their cars in the afternoon after work.
- _____ d. Buildings exploded and pipes broke.
- _____ e. Water and gas from broken lines mixed and exploded.
- _____ f. The Earth began to shake and roll.
- _____ g. People died in their cars when freeways and bridges fell on top of them.
- _____ h. Huge clouds of black dust began to cover the sky.
- _____ i. Victims could find nothing when they came back.
- _____ j. Emergency workers hurried to find survivors and save victims.



Summarizing

Summarize paragraph 9, lines 58–63. Use your own words to tell the main idea.



Write one of these two short compositions.

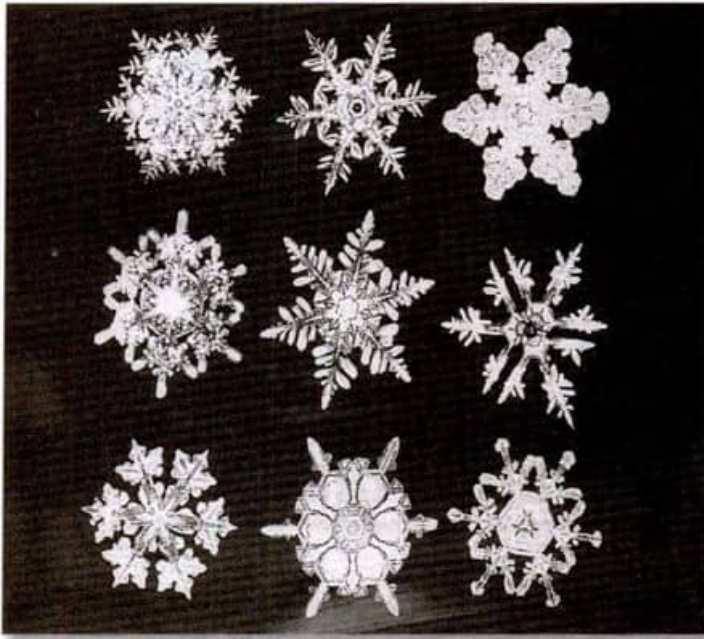
1. You are in a city when an earthquake hits. Describe what happens. Tell what you feel, see, hear, and smell.
2. You are a seismologist. Tell what scientific information you know about earthquakes. Include how and where they happen and what you are studying right now.



Snow and Hail

lesson

3



Before You Read

1. What is the difference between snow and hail?
2. What problems can snow and hail cause?
3. Do you like to look at snow? Do you like to be outside in it?



Context Clues

The words in **bold print** are from this lesson. Use context clues to guess the meaning of each word.

1. This happens in the **atmosphere**, ten kilometers above the Earth.
2. This sounds **simple**, but it is actually very complex.
3. Hail is a small round ball of **alternating** layers of snow and clear ice.
4. All snowflakes are six-sided, but no one understands why this is so.

3 Snow and Hail



Millions of people in the world have never seen snow. Others see more of it than they want to. Hail is much more common; it **occurs** even in deserts.

happens

- Each tiny piece of snow is called a **snowflake**, and
- 5 each flake has six sides or six points. Billions of snowflakes fall every winter, and the **astonishing** fact is that each one is different. A snowflake is as individual as someone's handwriting or **fingerprint**.

amazing

- A snowflake forms inside a winter storm cloud
- 10 when a **microscopic** piece of dust is **trapped** inside a tiny drop of water. This happens in the **atmosphere**, ten kilometers above the Earth. The water freezes around the dust, and as this flake is blown by the wind, it collects more drops of water. These drops freeze too,
- 15 and the snowflake becomes heavy enough to fall to the Earth. As it falls, it passes through areas where the temperature and humidity vary. It collects more and more tiny drops of water, and the shape continually changes. Some drops fall off and start to form
- 20 new snowflakes.

not able to escape
air around the Earth

fingerprint



This sounds **simple**, but it is actually very complex. It is so complex that **mathematicians** using computers are just beginning to understand what happens. Every change in temperature and humidity in the air
25 around the snowflake causes a change in the speed and **pattern** of the snowflake's formation as it makes its trip to the Earth. Since no two flakes follow exactly the same path to the ground, no two snowflakes are exactly alike. However, they are all six-sided. So far, no one
30 understands why this is **so**.

true

Hail is a small round ball of **alternating** layers of snow and clear ice. It forms inside thunderclouds. There are two theories about how hailstones form.

One theory says that hail forms when drops of water
35 freeze in the upper air. As they fall, they collect more drops of water, just as snowflakes do. They also collect snow. The ice and snow build up in layers. If you cut a hailstone, you can see these alternating layers.

The other theory says that hail starts as a raindrop.
40 The wind carries it higher into the atmosphere, where it gets covered by snow. It becomes heavy and begins to fall. As it falls, it gets a new layer of water, which freezes. Then the wind carries it back up to the snow region, and it gets another layer of snow. This can
45 happen **multiple** times. Finally, the hailstone is too heavy to travel on the wind, and it falls to the ground.

many; a number of

Only thunderstorms can produce hail, but very few of them do. Perhaps only one in 400 thunderstorms creates hailstones. Hail **ordinarily** falls in a strip from
50 ten to twenty kilometers wide and **up to** forty kilometers long.

usually

no more than

A hailstone is usually less than eight centimeters in diameter. However, hailstones can be much bigger than that. Sometimes they are as big as baseballs. The largest
55 hailstone ever recorded weighed over 680 grams and had a diameter of thirteen centimeters.

Hail can do a lot of damage to agriculture, especially since hail usually appears in **midsummer**, when the plants are partly grown. If the crops are destroyed, it is
60 too late to plant more, and the farmer has lost

the middle of



everything. The most damage is done by hailstones that are only the size of peas. In one terrible hailstorm in 1923 in Rostov, in Ukraine, twenty-three people and many cattle were killed.

- 65 Snow can cause damage too. It can cave in the roof of a building. A heavy snowstorm can delay airplane flights and cause automobile accidents. Farm animals sometimes die in snowstorms, and when country roads are closed by snow, people can be trapped in their cars
70 and freeze to death. Yet there is nothing more beautiful than the sight of millions of snowflakes falling at night. That is when people think of the beauty, and not the science, of snowflakes.

a Vocabulary

ordinarily	mathematics	midsummer	traps
so	atmosphere	snowflake	microscopic
alternating	multiple	up to	fingerprint

- Hail falls in a strip _____ forty kilometers long.
- In _____, the study of lines, angles, and shapes is called geometry.
- The weather is usually warm or hot in _____.
- Some people use _____ to catch animals.
- Some people still believe that volcanic eruptions are caused by angry gods, but we know this isn't _____.
- Every _____ has six sides.
- The boys and girls lined up in _____ rows.
- Bacteria are _____. They can't be seen without a microscope.
- There are _____ reasons to study earthquakes, not just one.



b Vocabulary

occur	fingerprint	up to	atmosphere
ordinarily	hail	so	pattern
trap	microscope	simply	astonished

1. I was _____ that I was able to lift 100 pounds. I never thought I could.
2. When did the last eruption of Kilauea _____?
3. The police _____ criminals.
4. There is a _____ to her behavior. She's always happy in the morning and sad in the evening.
5. Humans are polluting the Earth's _____.
6. That's a difficult question. I really can't answer it _____.
7. _____ he leaves for work late, but today he's leaving early.
8. _____ can destroy a farmer's crops.

c Vocabulary Review: Definitions

Match each word with its definition.

- | | |
|--------------------------|--------------------------|
| _____ 1. observe | a. movement of the Earth |
| _____ 2. so far | b. also |
| _____ 3. in addition | c. ÷ |
| _____ 4. earthquake | d. top layer |
| _____ 5. story | e. CO ₂ |
| _____ 6. prefer | f. floor |
| _____ 7. divide | g. fiction |
| _____ 8. respond | h. of the sun |
| _____ 9. permit | i. watch |
| _____ 10. surface | j. answer |
| _____ 11. carbon dioxide | k. like better |
| _____ 12. solar | l. allow |
| | m. until now |



d Short Answers

Write *hail*, *snow*, or *hail and snow* after each of these sentences.

1. As it is blown by the wind, it collects water. _____
2. It occurs only in the colder regions of the world. _____
3. It is formed of layers of ice and snow. _____
4. It can destroy crops. _____
5. It can cause the death of humans. _____
6. It is sometimes formed around a piece of dust. _____
7. It always has six sides or points. _____
8. It is produced only by thunderstorms. _____
9. It is a small round ball. _____
10. It can cause damage. _____

e Comprehension Questions

1. Why do all snowflakes have six sides or six points?
2. Snowflakes start forming around two things. What are they?
3. What does a change in humidity do to the formation of a snowflake?
4. Why are no two snowflakes alike?
5. Where do hailstones form?
6. What causes both snowflakes and hail to fall to the ground?
7. How big is the average hailstone?
8. How does hail destroy crops?
9. Give an example of how snow can be destructive.
10. Which is more destructive, hail or snow? Why?
11. Do roadrunners ever see hail?

f Main Idea

1. Write a sentence for the main idea of paragraph 2 (lines 4–8).
2. Write a sentence for the main idea of paragraph 4 (lines 21–30).
3. Which sentence is the main idea of paragraph 10 (lines 57–64)?



g

Word Forms: Negative Prefixes

These are common negative prefixes. Put a word from Number 1 in the first sentence below, and so on. Use the right form of the word.

1. **dis-**: dislike, discomfort, displease, disconnect, dishonest
2. **un-**: unequipped, uncreative, unprepared, unobservant
3. **non-**: nonsmoking, nonalcoholic, nonviolent, nonindustrial
4. **in-**: inactive, inconsiderate, incorrect, inexpensive
5. **im-**: impossible, improbable, immovable, imperfect
6. **il-**: illogical, illiterate
7. **ir-**: irregular, irreligious
8. **mis-**: misbehave, misspell, misunderstand, misspeak

1. Alice always _____ the television during a thunderstorm.
2. Bering and his men were _____ for living on the island after their boat sank.
3. Coke and Pepsi are _____ drinks.
4. It is _____ to eat something in front of someone else and not offer him or her some.
5. It is _____ to squeeze water out of a stone.
6. It is _____ to think that someone who is _____ is unintelligent.
7. _____ verbs must be memorized.
8. There are three _____ words in your homework paper.

h

Articles

Put articles in the blanks if they are needed.

1. _____ snowflake forms inside _____ winter storm cloud when _____ microscopic piece of dust is trapped inside _____ tiny drop of _____ water.
2. This happens in _____ atmosphere, ten kilometers above _____ Earth.



3. _____ water freezes around _____ dust, and as this flake is blown by _____ wind, it collects more drops of _____ water.
4. As it falls, it passes through _____ areas where _____ temperature and _____ humidity vary.
5. It is so complex that _____ mathematicians using _____ computers are just beginning to understand what happens.
6. Every change in _____ temperature and _____ humidity in _____ air causes _____ change in _____ speed and _____ pattern of _____ snowflake's formation as it makes its trip to _____ Earth.
7. _____ hail is _____ small round ball of _____ alternating layers of _____ snow and _____ clear ice.



Compound Words

Make a one-word or two-word compound using a word from the first column and one from the second.

- | | | |
|-------|------------|------------|
| _____ | 1. sky | a. sign |
| _____ | 2. science | b. surgery |
| _____ | 3. thunder | c. storm |
| _____ | 4. traffic | d. walk |
| _____ | 5. diet | e. scraper |
| _____ | 6. ground | f. force |
| _____ | 7. brain | g. floor |
| _____ | 8. work | h. branch |
| _____ | 9. side | i. fiction |
| _____ | 10. tree | j. plan |



Summarizing

Write a summary of the information about snow. Write five or six sentences.

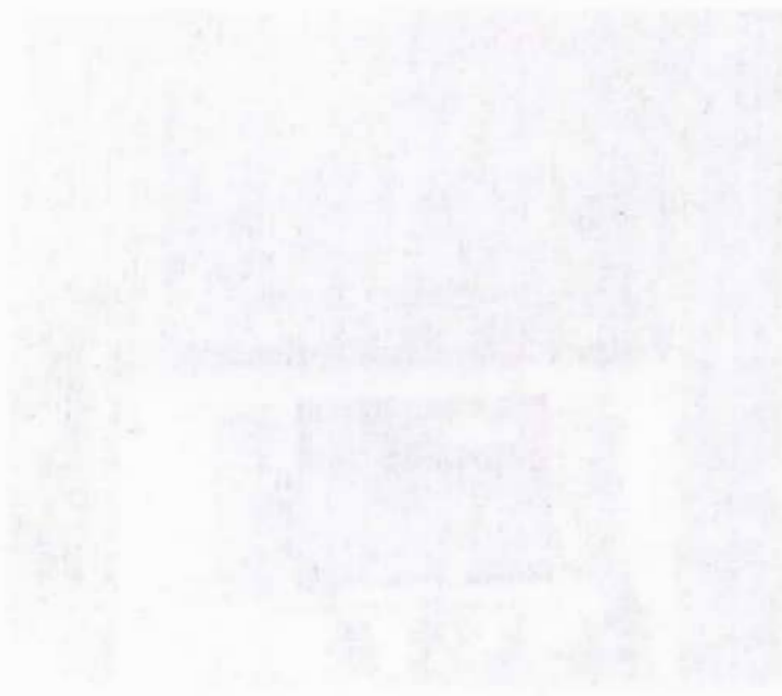




Guided Writing

Write one of these two short compositions.

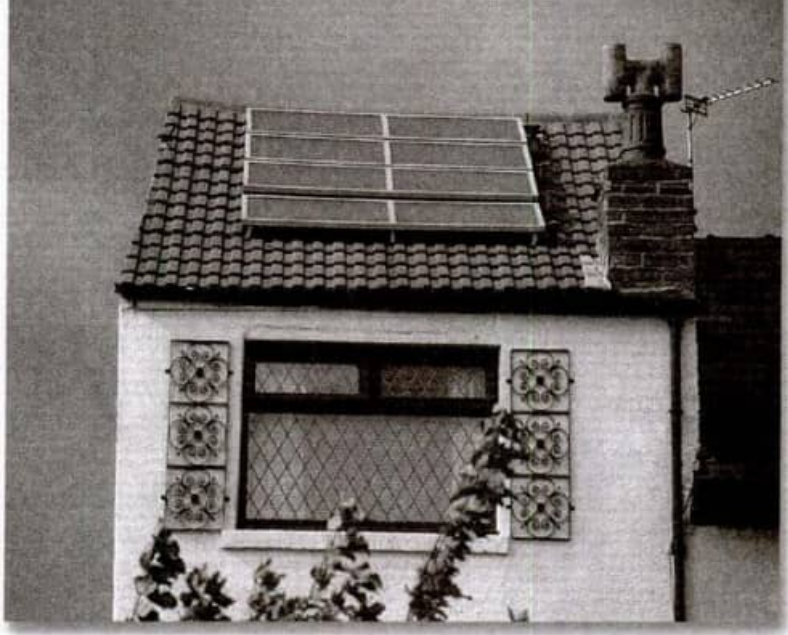
1. Compare snow and hail.
2. Describe a serious winter storm that you experienced or heard about.



lesson

4

Photovoltaic Cells: Energy Source of the Future



Before You Read

1. What is solar energy?
2. Do you have anything with you right now that works by solar energy? If so, what is it?
3. How do we produce electricity? Name as many ways as you know.



Context Clues

The words in **bold print** below are from the reading in this lesson. Use context clues to guess the meaning of each word.

1. A **conductor** is something that electricity can pass through. Water and metals conduct electricity, but wood does not.
2. Another advantage is that it is **solid-state**; that is, there are no moving parts.
3. If the top gets dusty, less light enters, and it doesn't work as **efficiently** as it should.
4. Developing countries cannot export enough agricultural products and other **raw materials**.

4 Photovoltaic Cells: Energy Source of the Future



- As populations increase and countries industrialize, the world's demand for energy increases. Our supply of petroleum and gas is limited, but the **photovoltaic cell** offers a solution to the problem of a future energy
- 5 shortage. This cell is already an important source of energy. In fact, it seems almost like **magic**. The photovoltaic cell changes sunlight directly into energy. Solar energy—energy from the sun—is clean, easily available, **inexhaustible**, and free, if the equipment
- 10 is available.

without end;
limitless

- Did you ever reach to open the door at a store or hotel and see it open by itself? Does your camera always let in the right amount of light for your pictures? These are examples of uses of photovoltaic cells. They
- 15 are also used in calculators and watches, in remote telecommunication units, and in central power stations to produce electricity. Another important use is in the space exploration program. This program could not **exist** without the energy produced by photovoltaic cells.



20 The photovoltaic cell is simple. It has **transparent** able to be seen
metallic film at the top. Below this is a layer of **silicon** through.
A metal base is at the bottom.

The sunlight falls on the **boundary** between the two
different types of **semiconductors** in the photovoltaic
25 cell, the silicon and the metal base. A **conductor** is
something that electricity can pass through. Water and
metals conduct electricity, but wood does not. A
semiconductor conducts electricity poorly at low
temperatures, but when heat or light is added,
30 conductivity is increased.

As the light falls on this boundary between the two
types of semiconductors, it creates an electric current.
The sunlight is **converted** directly into electricity.

changed

One advantage of the photovoltaic cell is that it is
35 **solid-state**; that is, there are no moving parts. **Since**
there are no moving parts to break down, the cell will
last a long time if it is protected from damage. This
protection is important. If the top of the cell gets dusty,
less light enters, and the cell doesn't work as **efficiently**
40 as it should.

because

In addition, silicon is one of the most common
elements in the world; for example, sand is made up
mostly of silicon. At one time, the chemical preparation
of silicon for use in a photovoltaic cell was very
45 expensive. Now the cost has gone down a great deal.
Scientists have also found a way to produce silicon in
long sheets, similar to the way plastic for plastic bags is
made today. This is helping the cost of a unit of solar
energy to fall even more. Today, there are large factories
50 using solar-cell systems in a number of countries.

About 18% of the sunlight that reaches the
photovoltaic cell is converted into electricity. This is a
small amount, so many cells must be used to create a
reasonable amount of electricity. However, technology
55 can be developed to make the cells more efficient and
raise the percentage of sunlight converted to 27%.

What does solar energy mean to the world?
Photovoltaic cells have several advantages over fossil
fuels (gas, oil, and coal). Fossil fuels that we use today



60 were formed from plants and animals that lived
millions of years ago. Those plants and animals were
able to exist because of the sun. Obviously, we can't
wait a million years for more fossil fuels. The
photovoltaic cell gives us the ability to produce energy
65 directly from the sun. The sun's energy can be
converted for our use immediately.

At the present time, gas and oil are expensive.
Developing countries cannot export enough agricultural
products and other **raw materials** to allow them to
70 **import** the fuel that they need to produce energy. At the
same time, petroleum supplies are limited, and in a few
decades, they will run out. However, the supply of
sunlight is limitless, and most of the poor countries of
the world are in the tropics, where there is plenty of
75 sunlight.

The photovoltaic cell has another very important
advantage. It is a clean source of energy. The fossil fuels
that we use today are the main source of the pollution
in our atmosphere.

80 Although many individuals and governments have
been reluctant to reduce their dependence on fossil
fuels, there is a growing market for solar energy. There
is even discussion of collecting solar energy on satellites
and then beaming it to Earth. This process is called
85 Space Solar Power. If we truly want cheaper and
better ways to create energy, solar power offers
many possibilities.

sell to other
countries

hesitant; afraid;
unwilling



a Vocabulary

photovoltaic cell	inexhaustible	silicon	semiconductors
solid-state	reluctant	import	exports
magic	raw material	reasonable	exist

1. Scientists think that the _____ will be an important energy source for the future.
2. The number of snowflakes is limitless and _____.
3. A photovoltaic cell has two different types of _____.
4. Many people are _____ to try new things.
5. Do you know how many kinds of birds _____ in the world today?
6. Children like to see _____ shows.
7. Japan _____ television sets but has to _____ oil.
8. _____ is used to make glass.
9. Iron is the main _____ for making steel.

b Vocabulary

exist	reluctant	since	efficient
magical	export	reasonable	transparent
boundary	import	conducts	converts

1. Electric current can pass through metal because metal _____ electricity.
2. He was _____ to drive at first, but now he loves to drive.
3. Much of the _____ between Canada and the United States is a straight line.
4. Abdullah missed the test _____ he was late for class.
5. Thirty minutes is a _____ length of time for a short test.
6. There is something _____ about watching the sun rise.
7. It is more _____ for thirty people to ride in a bus than in thirty different cars.



8. Glass is _____.
9. A hydroelectric power station _____ water power into electricity.

C Vocabulary Review

Underline the word that does not belong with the others.

1. hail, snowflake, trap, rain
2. create, damage, destroy, harm
3. definite, sure, exact, bacteria
4. satellite, planet, star, sun
5. consider, object, discuss, talk over
6. backwards, forward, clockwise, sideward
7. physicist, anthropologist, chemist, geologist
8. burst, eruption, flood, earthquake
9. fly, bee, ant, snake

d Multiple Choice

1. Solar energy will not be _____ in the future.
 - a. expensive
 - b. easily available
 - c. limitless
2. Sunlight first enters a photovoltaic cell through _____.
 - a. a metal base
 - b. metallic film
 - c. a layer of silicon
3. The place where the two semiconductors meet is called the _____.
 - a. border
 - b. conductor
 - c. boundary
4. A semiconductor works best when _____.
 - a. there is wood available
 - b. the temperature is low
 - c. light or heat is added
5. A photovoltaic cell _____ light into electricity.
 - a. current
 - b. converts
 - c. conducts



6. The cell must be protected from _____.
 - a. dust
 - b. light
 - c. movement
7. At first, these cells were expensive to make because _____.
 - a. the chemical preparation of silicon was expensive
 - b. silicon is expensive and hard to find
 - c. it is hard to keep dirt off the cells
8. Most of today's air pollution comes from _____.
 - a. automobiles
 - b. burning fossil fuels
 - c. factories



Comprehension Questions

1. Why do we need a new way to produce energy?
2. Describe a photovoltaic cell.
3. Give three advantages of photovoltaic cells over fossil fuels.
4. In what part of the cell is the electric current created?
5. What does *solid-state* mean?
6. What happens when a photovoltaic cell gets dusty?
7. Why was energy from photovoltaic cells expensive in the beginning?
8. How can these cells help developing countries?
9. Why are photovoltaic cells so important in the space program?



Main Idea

1. Which sentence is the main idea of paragraph 1 (lines 1–10)?
2. Write a sentence for the main idea of paragraph 2 (lines 11–19).
3. Write the main idea of paragraph 6 (lines 34–40).
4. What is the main idea of paragraph 9 (lines 57–66)?



Scanning

1. Name a material in the reading that does not conduct electricity.
2. Name a material in the reading that is made mostly of silicon.
3. Name three fossil fuels.



h Two-Word Verbs

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

get in = arrive (for example, a bus or plane)

bring up = raise (for example, children)

show up = appear

stand by = wait at a certain place (for example, for a seat on an airplane when you do not have a reservation)

leave out = skip; forget to include (something)

1. When Ali did his homework, he _____ the third exercise. He forgot to do it.
2. What time does the train from Paris _____?
3. The airline said there were no seats available on this flight, but if someone doesn't _____, I can have that person's seat. I have to _____ until everyone has boarded.
4. Mary was born on a farm, but she was _____ in a small town.

i Missing Words

Fill in the blanks with any word that fits in the sentence.

1. _____ populations increase and countries industrialize, _____ world's demand _____ energy increases.
2. This cell _____ already _____ important source _____ energy.
3. _____ you ever reach _____ open _____ door _____ a store _____ hotel _____ see it open _____ itself?
4. This program could _____ exist _____ the energy produced _____ photovoltaic cells.



5. It has transparent metallic film _____ the top.
_____ this is _____ layer of silicon.
6. The sunlight falls _____ the boundary _____
the two different types _____ semiconductors,
_____ silicon _____ the metal base.
7. One advantage _____ the photovoltaic cell is that it is solid-
state; _____ is, _____ are no moving parts.
8. Since there _____ no moving parts to break
_____, the cell _____ last
_____ long time _____ it is protected
_____ damage.
9. If _____ top of _____ cell
_____ dusty, less _____ enters,
_____ the cell _____ work as efficiently
_____ it should.



Word Forms

A common use of adjectives is in sentences of this form:

It is + adjective _____.

There are two sentence patterns:

It is necessary *to memorize irregular verbs.*

It is beautiful *to walk by the ocean on a moonlit night.*

It is important *that you fill out these papers immediately.*

It is wonderful *that you won first place in the competition.*



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.	trap	trap trapper	trapped	
2.	alternate	alternate alternative	alternate alternative	alternately alternatively
3.	occur	occurrence		
4.	bound	boundary	bound	
5.	theorize	theory	theoretical	theoretically
6.		efficiency	(in)efficient	(in)efficiently
7.		reasonableness	(un)reasonable	(un)reasonably
8.	exhaust	exhaustion	exhausted (in)exhaustible	(in)exhaustibly
9.		transparency	transparent	transparently
10.	convert	conversion	convertible	

1. When an animal is _____, it can't get away.
2. There is no _____ to our plan. We can find no _____ plan.
3. There were three _____ of breakdowns at the electric power station.
4. Norway is _____ by Sweden, Finland, Russia, the Atlantic Ocean, and the North Sea.
5. Scientists _____ about the center of the Earth, but they can't know for sure.
6. It is _____ to write by hand instead of using a computer.
7. It is _____ to expect a student to memorize fifty new words a day.
8. Scott and his men became _____ on their journey back from the South Pole.
9. _____ is a characteristic of water and glass.
10. Missionaries try to _____ people to their religion.



k Finding the Reason

Write the reason for each statement.

Statement	Reason
1. The entrance door at a hotel opens by itself.	
2. Electricity can pass through water.	
3. The first photovoltaic cells were very expensive.	
4. These cells can help developing countries.	
5. Energy from the sun is inexhaustible.	
6. The photovoltaic cell can't break down.	
7. The photovoltaic cell might work inefficiently.	

l Guided Writing

Write one of these two short compositions.

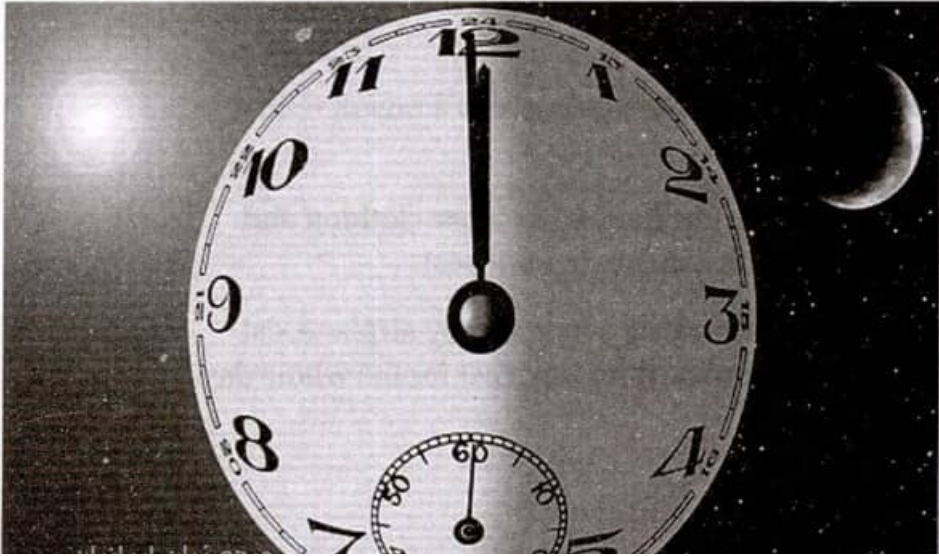
1. What are some of the advantages of solar energy over energy made from fossil fuels?
2. What are some of the disadvantages of solar energy?



Biological Clocks

lesson

5



Before You Read

1. How do you feel when you have to get up much earlier than usual?
2. Do you feel best early in the morning, in the middle of the day, in the afternoon, at sunset, or late at night?
3. If you take a long trip on an airplane, do you have trouble getting used to the time change?



Context Clues

The words in **bold print** are from this lesson. Use context clues to guess the meaning of each word.

1. In the **temperate** zones of the Earth, trees lose their leaves in the fall. In the spring, leaves and flowers begin growing again as the days lengthen.
2. When winter comes, some birds **migrate** to a region with a warmer climate.
3. To be comfortable on an airplane, wear **loose** clothing and take your shoes off while you are in your seat.
4. On the fourth day before taking a long trip by airplane, eat three big meals. Then, on the third day, **fast** for the whole day.

5 Biological Clocks



If you have ever flown across several time zones, you have experienced **jet lag**. You arrived in a new time zone, but your body was still living on the time in the old zone. You were **wide awake** and ready for dinner in the middle of the night, and you wanted to sleep all day.

People suffer from jet lag because all living things have a **biological** clock. Plants and animals are all in **rhythm** with the natural divisions of time—day and night and the seasons.

a regular beat

- 10 At sunrise, plants open their leaves and begin producing food. At night, they rest. In the **temperate** zones of the Earth, trees lose their leaves in the fall as the days grow shorter and there is less sunlight. In the spring, leaves and flowers begin growing again as
- 15 the days lengthen.

Rain sets the rhythm of desert plants. Plants in the desert may appear dead for months or even years, but when it begins to rain, the plants seem to come to life



overnight. The leaves turn green, and flowers appear.
20 The plants produce seeds quickly, before the rain stops. These seeds may lie on the ground for years before rain starts the cycle of growth again. The plants' biological clock gives the **signal** for these things to happen.

25 At **dawn**, most birds wake up and start singing. **sunrise**
When the sun goes down, they go to sleep. When spring arrives, they start looking for a mate. When winter comes, some birds **migrate** to a region with a warmer climate. Their biological clocks tell them that it is time to
30 do all of these things.

Animals that live near the sea and depend on both the land and water for their food have their biological clocks set with the **tides**. When the tide goes out, they know that it is time to search for the food that the
35 sea left behind.

Some insects seem to set their **alarm** clocks to wake them up at night. They stay out all night looking for food, and then they sleep during the day. Honeybees have a very strong sense of time. They can tell by the
40 position of the sun exactly when their favorite flowers open.

Some French scientists did an experiment with honeybees. They put out sugar water every morning at 10:00 and at noon, and the bees came to drink the
45 water at exactly the right time. Then the scientists put the sugar water in a room that was brightly lit twenty-four hours a day. They started putting the sugar water out at 8:00 p.m. It took the bees a week to find it at the different hour, but from then on, they
50 came to eat in the evening instead of in the morning. Later, the scientists took the honeybees to New York. The bees came for the food at the time their bodies told them, only it was 3:00 p.m. New York time. Their bodies were still on Paris time.

55 Humans, like other animals, have a biological clock that tells them when to sleep and eat. It causes other changes too. Blood pressure is lower at night, the **heartbeat** is slower, and the body temperature is a little



lower. We even go through several levels of sleep, cycles
60 of deep and light sleep.

Other events occur in cycles too. More babies are born between midnight and dawn than at any other time. More natural deaths occur at night, but more heart **attacks** happen early in the morning. Most deaths from
65 diseases in hospitals occur between midnight and 6:00 a.m. Some police say that there are more violent crimes and traffic accidents when there is a full moon.

The honeybees in the experiment reset their biological clock for different feeding hours. Humans do
70 this too. People who work at night learn to sleep during the day and eat at night. Students who fly halfway across the world to study in another country get used to the new time zone after a few days. When they go home, they change back again. Our bodies are
75 controlled by a biological clock, but we can learn to reset it to a different time.

How to Lessen Jet Lag

make less; decrease

1. Try not to become exhausted before you leave. Get
80 plenty of sleep, and leave enough time to get to the airport and check in without having to hurry.
2. Wear **loose** clothing and take your shoes off while
you are in your seat.
3. Walk around the plane and move around in your seat.
- 85 4. Figure out breakfast time in the time zone you are flying to. Four days before your flight, start a **feast** (eating a lot) and **fast** (eating nothing or very little) schedule. On the fourth day before you fly, eat three heavy meals. If you drink coffee, tea, or cola drinks
90 that contain **caffeine**, have them only between 3:00 and 5:00 p.m. On the third day before your flight, eat very lightly—salads, light soups, fruits, and juices. Again, have drinks with caffeine only between 3:00 and 5:00 p.m. On the next to the last
95 day before you leave, feast again. On the day before you leave, fast. If you are flying west, drink caffeinated drinks in the morning; if you are going east, drink them between 6:00 and 11:00 p.m.

not tight



- 100 5. On the day you leave, have your first meal at the time people in the new time zone eat breakfast. If the flight is long, sleep on the plane until the new breakfast time, and don't drink any alcohol. When you wake up, have a big meal. Stay awake and **active**, and eat at the new time zone hours.



Vocabulary

signal	active	wide awake	attack
alarm	biology	rhythm	jet lag
temperate	migrate	heartbeat	fast

1. Countries with _____ climates have four different seasons.
2. The science and study of life is called _____.
3. You should drive a car only when you are _____.
4. Some people like to listen to the _____ of the falling rain.
5. Many people _____ for religious reasons.
6. When the fire _____ sounded, everyone left the building.
7. Doctors listen to a person's _____ through a stethoscope to see if there are any irregularities.
8. Larger animals will often _____ smaller animals.
9. Pilots don't usually suffer from _____ because they never stay in the new time zone very long.



b Vocabulary

rhythm	dawn	temperate	tides
feast	lessens	migrate	signal
active	caffeine	loose	attack

1. Chocolate, tea, coffee, and cola drinks contain _____.
2. The police officer gave a _____ for the cars to stop.
3. Some birds _____ to a warmer climate in the winter.
4. The villagers prepared a _____ to entertain the visiting government officials.
5. There are high and low _____ in the ocean twice a day.
6. The sun rises at _____.
7. _____ is the opposite of *tight*.
8. A different diet _____ the effects of jet lag.
9. People who are _____ seem to live longer than people who don't get much exercise.

c Vocabulary Review

astonishing	ranges	tools	senses
cope	projects	rolls	layers
flood	colony	mild	surface

1. If you don't like cold winters, you should move to a _____ climate.
2. A carpenter cannot work without _____.
3. Your biological clock has an _____ effect on your body.
4. In cold climates, it makes sense to wear several _____ of clothing.
5. Dust on the _____ of a photovoltaic cell makes it work inefficiently.
6. Hearing is one of the five _____.
7. A ball or other round object _____.
8. The temperature here _____ from 30°F to 90°F.



9. Biospheres are special _____ at some environmental research laboratories.
10. It's difficult to _____ when several bad things happen at the same time.

d True/False/Not Enough Information

- _____ 1. Jet lag occurs when your body is in one time zone but your biological clock is in another.
- _____ 2. Plants begin producing nutrients when the sun rises.
- _____ 3. Plants in Iceland and Greenland can produce nutrients twenty-four hours a day during the summer.
- _____ 4. A biological clock gives birds the signal that it is time to migrate.
- _____ 5. Animals that live near the sea search for food at night when it is safer.
- _____ 6. The honeybees in the experiment reset their biological clocks.
- _____ 7. After a few days, the bees probably changed their biological clocks to New York time.
- _____ 8. The human biological clock affects many parts of the body.
- _____ 9. Humans cannot change their biological clocks once they are set, but bees can.
- _____ 10. You can decrease the effects of jet lag.

Comprehension Questions

1. What makes desert plants produce seeds?
2. Why do birds wake at dawn?
3. How do honeybees know when a flower opens?
4. Why do honeybees want to know when a flower opens?
5. What is the time difference between New York and Paris?
6. Why should you wear loose clothing on a long flight?
7. Why should you have breakfast at breakfast time in the new time zone on the day you leave?



Main Idea

Copy or write a sentence for the main idea of each of these paragraphs.

1. Paragraph 4 (lines 16–24)
2. Paragraph 8 (lines 42–54)
3. Paragraph 9 (lines 55–60)
4. Paragraph 11 (lines 68–76)



Word Forms: Adjectives

Both the **-ing** form of the verb (the present participle) and the **-ed** form (the past participle) are used as adjectives. The **-ed** form often shows that the noun received the action, or it describes how a person feels. The **-ing** form often shows some action that the noun took, or it describes an object or possibly a person. However, there are many exceptions.

David was **bored** because the movie was **boring**.

Tome is **interested** in stamps. He thinks stamps are **interesting**.

Mary is an **interesting** person because she can talk about a lot of different things.

Put the right participle form of the verb in parentheses in each sentence.

1. Climbing a mountain is (exhaust) _____ work.
2. Al was (exhaust) _____ after the soccer game.
3. Mr. Davis is a very (demand) _____ teacher. He makes the students work hard and do their best.
4. There are two kinds of electric current, direct and (alternate) _____.
5. The (trap) _____ animal couldn't escape.
6. A (damage) _____ car needs to be fixed.
7. Children like to play (guess) _____ games.
8. The breakup of their marriage was a (surprise) _____ event.
9. American football is a (complicate) _____ game.
10. Being in an airplane crash is a (terrify) _____ experience.



Word Forms: Semi-

Semi- is a prefix that means *half* or *partly*. These are some common words with this prefix:

semicircle
semicolon (;)
semitransparent
semifinal (describing the next-to-last round in sports competitions);
semifinalist
semitropical (Hawaii is semitropical, but it is not in the tropics.)
semiyearly (twice a year)
semiretired
semiprivate (describing a hospital room with beds for two or three patients)
semiprecious

Use five of these words in interesting sentences.

Prepositions

Put the right preposition in each blank.

1. If you have ever flown _____ several time zones, you have experienced jet lag.
2. You arrived _____ a new time zone, but your body was still living _____ the time _____ the old zone.
3. You were wide awake and ready _____ dinner _____ the middle _____ the night.
4. Plants and animals are all _____ rhythm _____ the natural divisions _____ time.
5. _____ the temperate zones _____ the Earth, trees lose their leaves _____ the fall as the days grow shorter.
6. Plants _____ the desert may appear dead _____ months or even years.
7. Some animals depend _____ the sea for their food.
8. Some insects wake up _____ night.



9. Honeybees can tell _____ the position _____ the sun exactly when their favorite flowers open.
10. Scientists put out sugar water every morning _____ 10:00 and _____ noon.



Connecting Words

Use *since, when, until, or even though* to connect a sentence from the first column with one from the second column.

- | | |
|---|---------------------------------------|
| 1. The bees were ready to eat their evening meal. | a. It was only 3:00 p.m. in New York. |
| 2. It has been snowing. | b. It kept her awake. |
| 3. Chris stopped drinking coffee in the evening. | c. It becomes dusty. |
| 4. Birds start singing. | d. The sun went down. |
| 5. A photovoltaic cell is efficient. | e. The sun rises. |



Sequence

Put these sentences about the French experiment in the right order.

- _____ a. The scientists took the bees to New York.
- _____ b. Some French scientists did an experiment.
- _____ c. They put the sugar water out at 8:00 p.m.
- _____ d. They put the sugar water out at 10:00 a.m. and at noon.
- _____ e. The bees looked for food at 3:00 p.m. New York time.
- _____ f. The bees took a week to find the food at a different time.
- _____ g. The bees came every evening at 8:00 p.m.





Guided Writing

Write one of these two short compositions.

1. What does *biological clock* mean? Give examples.
2. Describe a time when you experienced jet lag.



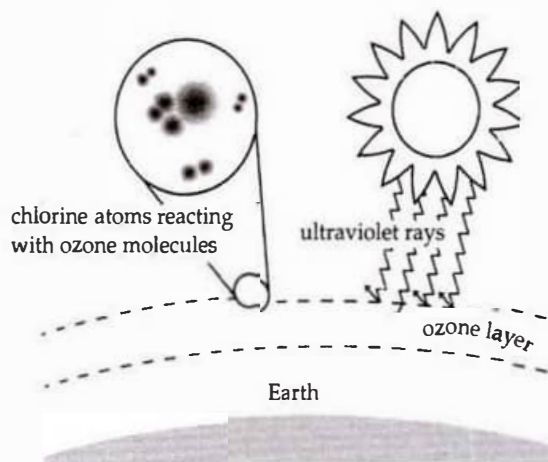
Video Highlights



Before You Watch

1. Use your own knowledge and a world map to discuss these questions.
 - a. Which hemisphere of the Earth do you live in, the Northern Hemisphere or the Southern Hemisphere?
 - b. Is it safe or dangerous to spend a lot of time in direct sunlight? Why?
 - c. What are some of the things people use that cause damage to the Earth's atmosphere?
2. The paragraph below describes a chemical process that takes place in the Earth's atmosphere. Use the diagram to fill in the missing words.

The ozone layer is part of the atmosphere that surrounds the Earth. It is made up of ozone (O_3) molecules, which form a protective shield against the _____ rays of the sun. Some of the things people use every day are causing serious damage to the ozone layer. For example, chemicals used for air conditioning and refrigerators release harmful chlorine (Cl) molecules into the atmosphere. The chlorine molecules react with the _____ molecules to break them down. This process gradually eats up the ozone layer.



b As You Watch

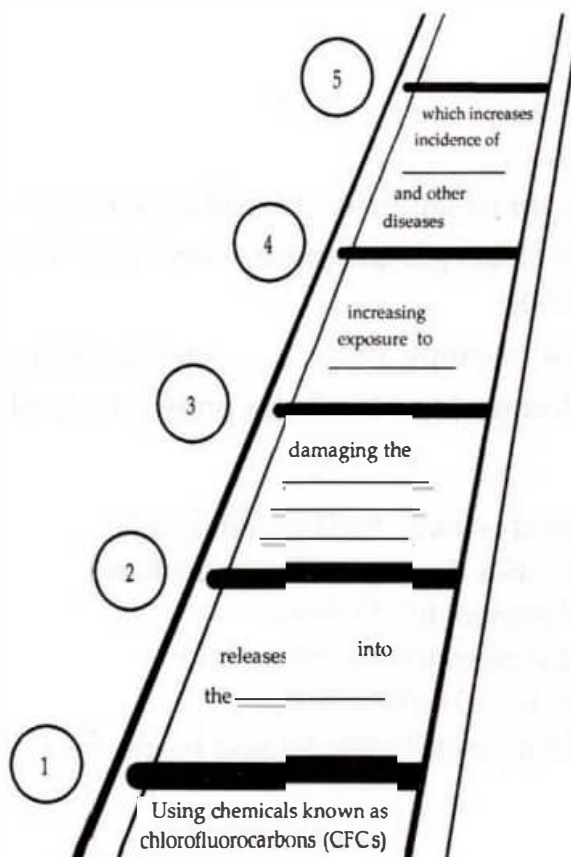
According to the scientists in the video, which of the following is the main cause of damage to the ozone layer?

- ☐ flights over the Northern Hemisphere
- ☐ ultraviolet rays from the sun
- ☐ widespread use of manmade chemicals

c After You Watch

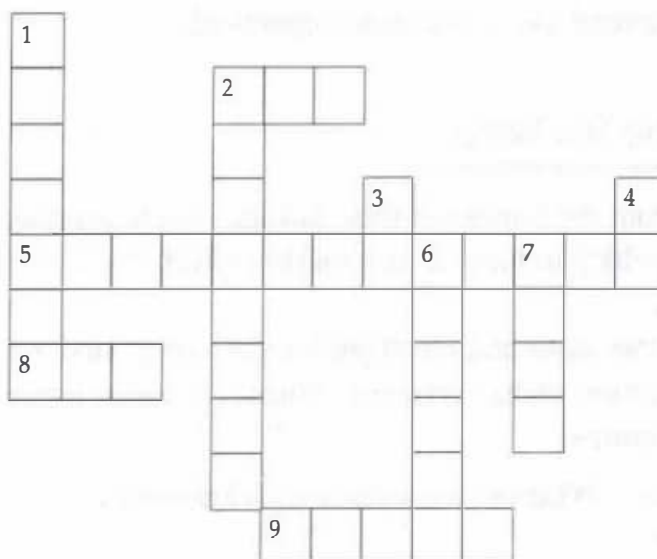
1. Start from the bottom of this “ladder.” Each cause leads to an effect, which in turn causes another effect. Fill in the missing words.
2. Using the cause and effect ladder you completed, explain to a partner how using certain chemicals can cause harm to all living things.

Example: When you use chemicals known as CFCs, they release . . .



Activity Page

Chemical Crossword Puzzle



Across

2. Common abbreviation for chlorofluorocarbon
5. Too much of this gas can cause destruction of the rain forest (two words).
8. Silicon is an example of a _____-metallic element.
9. This gas forms a layer that helps protect the Earth from the sun.

Down

1. This element is used in photovoltaic cells.
2. This gas causes damage to the ozone layer.
3. Chemical symbol for #1 down
4. Chemical symbol for #7 down
6. Necessary for all animal life
7. A very strong metal used to make beams for skyscrapers



Doing Dictionary Research

1. Look up the word *geothermal* in your dictionary. How many other words do you see that begin with *geo-*?

ge·og·ra·phy /dʒi'agrəfi/ *n.* **1** the scientific study of the earth's surface, features, climate, people, etc.: *I bought a new atlas for my geography class.* **2** the way parts of a place are positioned within it, (*syn.*) layout: *I can't meet you inside the mall because I don't know the geography of the place, and I might get lost.* -*adj.* **geographic** /dʒiə'græfɪk/.

ge·ol·o·gy /dʒi'ulədʒi/ *n.* the scientific study of the earth through its rocks, soil, etc.: *In geology we studied the rocks and deserts of California.* -*n.* **geologist**; -*adj.* **geologic** /dʒiə'lədʒɪk/.

ge·o·met·ric /dʒiə'metɪk/ *adj.* with regular shapes and lines: *The mosque's walls are decorated with geometric designs.*

ge·om·e·try /dʒi'əmətri/ *n.* the study in mathematics of lines, angles, shapes, etc.: *It is important to study geometry if you want to be an architect.*

ge·o·phys·ics /dʒiə'fɪzɪks/ *n.pl. used with a sing. v.* the study in geology that uses physics to examine the movements and activities of the earth

ge·o·pol·i·tics /dʒiə'pələtɪks/ *n.pl. used with a sing. v.* the study of how geography affects the politics of a country

ge·o·ther·mal /dʒiə'θɜrməl/ *adj.* related to heat found deep inside the earth: *The geysers in Yellowstone National Park are geothermal because of hot water coming from inside the earth. See: geyser.*



2. This dictionary page has seven words beginning with *geo-*. Read their definitions and answer the following questions.
 - a. How are the meanings of the words *geography*, *geology*, *geometric*, *geophysics*, and *geopolitics* alike?
 - b. What do you think the prefix *geo-* means?
3. Look up the words *psychology*, *microscopic*, and *semiconductor* in your dictionary. Look for other words nearby that have related meanings. Then complete the chart below.

Word	Related Word	Prefix	Meaning
psychology	<i>psychopath</i> <i>psychic</i>	<i>psych-</i>	<i>related to the mind</i>
microscopic			
semiconductor			



Vocabulary

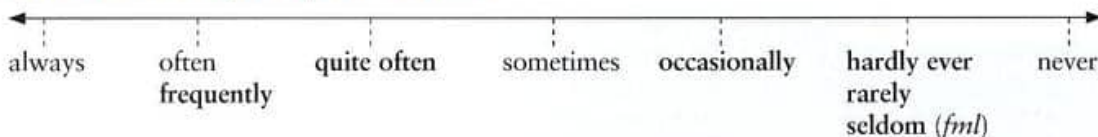


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A Adverbs of frequency: how often



She **hardly ever** plays tennis now.
 I **occasionally** go to the theatre.
 We see them **quite frequently**.

I am **often** late.
 He **rarely** works at weekends.
 I have **never** been to America.

Language help

Remember that frequency adverbs usually go before the main verb, with the exception of the verb *be*. Notice the position of the adverb when the present perfect is used.

B Adverbs of degree: how much

I was a **bit** tired. (infml) The flat was a **little** (bit) small. She was **slightly** nervous.

Language help

A bit, *a little* and *slightly* have the same meaning and are mostly used before adjectives that express negative ideas, e.g. *We were a bit bored.* *I was slightly upset.* (NOT *I was a bit happy.*)
A bit and *a little* cannot be used with adjectives before a noun.
It was a slightly small flat. (NOT *It was a bit small flat.*)

The next four adverbs all mean 'more than *a bit* but less than *very*'.

The hotel was **quite** busy.

We had **quite** a nice room. (NOT ~~a quite nice~~ room)

The food was **fairly** boring.

It was a **fairly** wet day.

I was **rather** annoyed I missed the film.

It was a **rather** good party. OR **rather** a good party.

The weather was **pretty** good. (infml)

We had a **pretty** difficult journey.

The restaurant was **completely/totally** empty. I **totally/completely** agree with you.

We had an **extremely** interesting trip. [very interesting]

It's an **incredibly** good book.

C Adverbs of manner

These adverbs describe the way in which someone does something, or the way that something happens.

Nina had **secretly**¹ put all of the letters into her bag.

Petra was in pain, and I could see she needed help **urgently**³.

I went in and shut the door **quietly**. The curtains were closed and the room was dark, but I **suddenly**² realised I wasn't alone.

I spoke to Charles **briefly**⁴ this morning. I asked him very **politely** if he could work an extra hour this evening, but he reacted quite **angrily** and walked off.

¹ in a way that others couldn't know about

² quickly

³ very quickly because of something important

⁴ for a short time

Exercises

91.1 Form sentences from the words.

- 1 get occasionally I early up I occasionally get up early.
- 2 me ever phones she hardly
- 3 have leg my broken never I
- 4 frequently them I at visit weekends
- 5 brother often me Sunday calls quite on my
- 6 summer saw I him rarely the during
- 7 office always in she the is eight before

91.2 Replace the underlined adverb with a different adverb that has a similar meaning.

- 1 The film was pretty good. rather
- 2 She hardly ever goes to conferences now.
- 3 The shops were quite busy.
- 4 They are two sisters, but they look totally different.
- 5 I thought the film was a bit disappointing, didn't you?
- 6 I'm afraid I'm extremely busy next week.
- 7 We often ask them to turn their music down.

91.3 Put the two ideas into one sentence by using a suitable adverb.

- 1 I walked up the path. I didn't make a noise. I walked up the path quietly.
- 2 I must speak to her. It's important.
- 3 I asked him to move his car. I did it in a nice and correct way.
- 4 I spoke to her. I made sure the others didn't know.
- 5 He ran out of the room. It was very quick and unexpected.
- 6 I spoke to her this morning. It was only for a few minutes.

91.4 Change the underlined adverbs in 1-4 to make them more positive. Change the underlined adverbs in 5-7 to make them less negative.

- 1 The play was quite interesting. very
- 2 I thought they were very good.
- 3 He's been getting quite good marks in his exams.
- 4 It's a pretty nice house.
- 5 John said the flat was very small.
- 6 They said it was fairly boring.
- 7 His clothes were very dirty.

91.5

Over to you

Make the sentences true for you by adding a suitable adverb, in the correct place.

- 1 I clean my teeth after breakfast. I always clean my teeth after breakfast.
- 2 I buy clothes I don't like.
- 3 I lose things.
- 4 I forget things.
- 5 I remember my dreams.
- 6 I speak to strangers on buses and trains.
- 7 I give money to people in the street if they ask me.

Now think about each of your answers to the sentences above. Do you think they are:

- a) fairly typical? b) slightly unusual? c) quite unusual?

If possible, compare your answers with someone else.

A *When / As soon as*

The meaning of these two time expressions is almost the same, but **as soon as** suggests something more immediate or important.

I'll phone my uncle **when / as soon as** I get home.

As soon as / When you've finished this exercise, you can go home.

Common mistakes

I'll see you **when** I get there. (NOT I'll see you **when** I ~~will~~ get there.)

We don't use a future form after **when / as soon as**.

B *Two things happening at the same time*

Carla got ready **while** I cooked the dinner. [two long actions]

The accident happened **while** I was on my way to work. [a longer action 'on my way to work' and a short action 'the accident'; we can also use **when** or **as** here.]

I saw him (**just**) **as** I came out of the office. [two short actions happening at the same time; we can also use **when** here]

C *One thing after another*

We met the others in the café, and **then / after that / afterwards** we went to the match.

I talked to Joe, and **afterwards** [at a later time but usually the same day] I came home.

I was in Caracas for three months, and **then / after that** I went to Colombia.

After my visit to New York, I decided to have a rest.

We had something to eat **before** going out.

Common mistakes

After seeing the film, we went home.

(NOT **After see** the film, we went home.)

D *A sequence* of actions*

We had a really nice holiday. **First of all / First** we spent a few days in St Moritz. **After that / Then** we drove down the coast and stayed in Portofino for a week. **Finally**, we went back to Switzerland to stay with my uncle. (*Finally* is used here to introduce the last thing in a list.)

* one action after another, and so on

E *At first ... eventually*

To begin with, the two girls got on very well when they shared the flat. But after a **while** [a period of time], they started arguing about various things, and **eventually** [finally, after a long time or a lot of problems] Beth walked out and found a new place.

At first I enjoyed the classes, but after a while it got a bit boring, and **in the end** [finally, after a period of time or thought] I left.

F *A list of reasons*

We can use **firstly / for one thing / for a start** to introduce a first reason for something, and then **secondly/besides/anyway** to add a further reason.

A: What's wrong with her new dress?

B: **Firstly**, it's a horrible colour, and **secondly**, I don't think it suits her.

A: Why can't we go out tonight?

B: Well, **for one thing / for a start**, I've got a lot of work – and **besides/anyway**, I can't afford it.

Exercises

92.1 Find five more pairs of words/phrases that are similar in meaning.

then	for one thing	when	besides	finally	at first	for a start
in the end	after that	to begin with	as soon as	anyway		

then / after that

92.2 Choose the correct word to complete the sentences. Sometimes both are correct.

- 1 I rang my mum when / while I was waiting for my train.
- 2 I'll give them your message as soon as I get / will get there.
- 3 Maria cleaned the kitchen as / while I did the bathroom.
- 4 Before leave / leaving they went to an exhibition in a little gallery.
- 5 We can have lunch when / as soon as we've finished this.
- 6 The phone rang while / just as I was shutting the front door.
- 7 We spent the morning in the park and after that / afterwards we went home for lunch.
- 8 The letter arrived while / just as we were having lunch.
- 9 I met the others when / as I was on my way to the station.
- 10 After to clean / cleaning my room, I was exhausted.

92.3 Complete the dialogues.

- 1 A: Why do you want to stay in this evening, when we could go to Karl's party?
B: Well, for one thing, I'd like to watch a programme on TV, and , I don't think it'll be a very good party.
- 2 A: What did you do in Portugal?
B: Well, we flew to Lisbon and spent a few days there. we took the train down to Lagos and spent a week on the Algarve with a couple we met in London. And we went to Faro and flew back from there.
- 3 A: Did Matt enjoy his time in India?
B: Well, I think he found it difficult because the food and weather are so different. But after a he got used to it, and didn't want to come home.
- 4 A: Why can't the company pay for me to go to the conference?
B: Well, the boss doesn't seem to think it's very important, and we're too busy at the moment to give anyone time off work.
- 5 A: Did the new company do well?
B: Yeah, it did very well. But then the manager left, and after a they started losing money. , they had to close down.

92.4 Complete the sentences in a suitable way.

- 1 We had a game of table tennis and afterwards we went for a drink.
- 2 I'll give you the answers to this exercise when
- 3 I'll text you as soon as
- 4 I must remember to lock the back door before
- 5 He thinks he dropped the letter as
- 6 I worked with a partner in class. I looked up half of the words while
- 7 We were in a traffic jam for hours but eventually
- 8 If we phone his home, he probably won't be there. Anyway,

A *As well (as), what's more, in addition (to), besides*

We often link ideas using *and*, e.g. The food's nice **and** very good value. There are other words and phrases we also use to add more information. Sometimes we still include *and* or *also*.

The restaurant has excellent food; it's **also** very good value.

You always get a good view, *and* the seats are comfortable **as well**. (*syn too*)

As well as getting cheaper tickets, I *also* got the opportunity to buy them in advance.

The clothes are nice, *and what's more*, the shop is open every day of the week.

The scheme gives young people experience. **In addition**, companies can afford to employ them.

In addition to the new food department, they're *also* planning to open a café.

Besides being a mum with four children, she's *also* a successful designer.

B *Although, despite, in spite of*

We use these link words when there are two ideas in a sentence, and the second is surprising or not expected. They can be used at the beginning or in the middle of the sentence.

Although / Even though the sun was shining, it wasn't very warm.

We found the place quite easily, **although / even though** we didn't know where it was.

They went for a walk **despite the fact that** it was raining.

Despite having no money, he **still** seemed very happy.

They got there on time **in spite of** the delay.

In spite of all the problems, we **still** enjoyed the trip.

Language help

We can use **still** to emphasise that we didn't expect something to happen or be true, e.g. *He didn't do any work but he **still** passed the exam; The work is very hard, but he **still** enjoys it.*

C *However, yet, though*

We can use **however** and **yet** when the second part of an idea is surprising after the first part. *However* is often used to link ideas in two separate sentences. **Though** can be used in a similar way in spoken English, but usually comes at the end of the sentence. Notice the use of commas (,) here, and the different positions of *however*.

I don't agree with a lot of his methods. **However**, he is a very good teacher.

We didn't particularly like the house. The garden, **however**, was wonderful.

It was warm and sunny when we were there. Most of the time, **however**, it's quite cold.

We went in the autumn, yet it was still quite warm.

I didn't like the film much. I'm glad I went to see it, **though**.

They told us the shop was next to the station. We never found it, **though**.

D *While and whereas*

We can use **while** and **whereas** to compare two different facts or situations.

Alex is very quick to understand, **whereas/while** the others are quite slow.

I get £20 an hour, **while** Josh only gets £12.

The speed limit on this road is 80kph, **whereas** it's 130kph on the motorway.

I was very keen on the film, **whereas** Ali didn't like it at all.

Exercises

93.1 Put the words into the correct column.

~~in addition~~ although in spite of as well however also what's more despite

words that add more information	words that introduce surprising information
in addition	

93.2 Choose the correct word(s) to complete the sentences. Sometimes both are correct.

- Although / *In spite of* we left late, we still got there in time.
- She's going on holiday with friends. Her parents, *however* / *whereas*, are not very happy about it.
- We decided to work *in spite of* / *despite* the fact we were on holiday.
- They enjoyed the course, *even though* / *as well* it was very difficult.
- I told John the car was too expensive. *However* / *Although*, he still bought it.
- Most people tried to help us. They were very friendly *too* / *as well*.
- Ethan spends his time in the library, *while* / *whereas* the others are always playing football.
- It was a fantastic evening, *although* / *despite* the terrible food.

93.3 Combine parts from each column to form five short texts.

She went to school today	in spite of	she was never happy in the job.
She always worked hard in class,	although	she is very experienced.
She has the ability to do the job.	However,	the help I gave her.
She didn't pass the exam	whereas	she didn't feel very well.
She worked there for ten years.	What's more,	most of her classmates were lazy.

She went to school today although she didn't feel very well.

93.4 Complete the sentences.

- People say the hotel is very good. It's also quite cheap.
- the fact that they were busy, they helped us.
- It's not the best dictionary you can buy. , it's better than nothing.
- She managed to get there, she didn't have a map like the others.
- heavy rain, they've also had very strong winds.
- She's the youngest in the group, and she's better than most of them .
- I think you can do it. It won't be easy, .
- I was right at the back at the concert, I could hear everything.

93.5 Complete the sentences in a suitable way.

- Although it's an old skirt, I still like it. (OR it still looks nice.)
- My parents get up at 7.30, whereas
- We enjoyed the holiday in spite of
- If you buy a season ticket, you can travel as often as you like. What's more,
- The exam was very difficult. However,
- I understood what she was saying, although
- My uncle is nearly 70, but he still

A Reason

I went home early **because** I was feeling tired.

As/Since I was feeling tired, I went home early. (We don't usually start a sentence with *because*.)

I was feeling tired, **so** I went home early. (This is very common in spoken English.)

The **reason** I went home early **was that** I was feeling tired.

We can also use **because of** with a different construction. Compare:

They go there **because** the weather is wonderful. (because + noun + verb)

They go there **because of** the wonderful weather. (because of + (adjective) + noun)

Due to means the same as **because of**, and is often used to explain the reason for a problem.

The plane was late **due to** bad weather. (**Due to** is often used after the verb *be*.)

Common mistakes

It's a pity you can't go on holiday **because** Chiclayo is very nice. (NOT It's a pity you can't go on holiday ~~because of~~ Chiclayo is very nice.)

We moved house **because of** my father's work. (NOT We moved house ~~because~~ my father's work.)

B Purpose

A **purpose** is an intention or reason for doing something.

The **purpose** of the meeting is to plan next year's timetable. [the reason *for* the meeting]

We often introduce a purpose using **so (that)** or **(in order) to**:

I bought this book **so (that)** I could improve my English.

They went home early **(in order)** to watch the match on television.

We moved house **so (that)** we could send our children to this school.

She went into town **(in order)** to do some shopping.

C Result

These link words/phrases are used when one thing happens because another thing has happened. **Therefore** and **as a result** are more formal than **so**, and less common in spoken English.

I left my ticket at home, **so** I had to buy another one.

They've got more money, and **therefore** they can afford to buy the best football players.

I forgot to send the email. **As a result**, no one knew about the meeting.

D Conditions

We sometimes use **whether** [if] when we are not sure about something.

I didn't buy it because I wasn't sure **whether** you'd like it.

I spoke to the others, but I don't know **whether** they're coming.

We'll be late **unless** we leave now. [if we don't leave now]

Unless the weather improves [if the weather doesn't improve], we won't be able to go.

I have to go now, **otherwise** [because if I don't] I'll miss the last bus.

You'll have to turn up the music, **otherwise** [because if you don't] they won't be able to hear it.

You can borrow it **as long as** you bring it back by Thursday. [but you *must* bring it back]

You can wear what you like **as long as** you look quite smart. [but you *must* look quite smart]

I'm taking my umbrella **in case** it rains. [I'm doing A because B might happen later.]

Take some money **in case** you need to get a taxi.

Exercises

94.1 Rewrite the sentences using *because of*. Make any necessary changes.

- 1 I couldn't play because my arm was broken. *I couldn't play because of my broken arm.*
- 2 Teresa got the job because her exam results were good.
- 3 The weather was terrible, so we couldn't eat outside.
- 4 As she had a cold, she didn't go to school.
- 5 The light was bad, so the referee stopped the game.
- 6 The traffic was terrible; I was late.
- 7 He's only 17, and therefore he can't vote.

94.2 Complete the sentences.

- 1 I must write that letter now, *otherwise* I'll forget to do it.
- 2 I'll take some sandwiches with me I get hungry.
- 3 We agreed to buy my daughter a dog she takes it for a walk every day.
- 4 I left early miss the rush-hour traffic.
- 5 My girlfriend didn't feel very well, we left the party quite early.
- 6 there's a problem, I won't disturb you.
- 7 You can borrow my dictionary you bring it back on Monday.
- 8 You'd better tidy your room, your mother will be angry.
- 9 I sent Luiza an invitation, but I don't know she's coming.
- 10 The I didn't ring you was that I'd lost your phone number.

94.3 Complete the memo.

To: All staff
From: Daniel Myers
Date: 09 August
Subject: Temporary roadworks

From next Monday, the council are closing both approach roads to the factory. The ¹ *purpose* of this, I believe, is to install new gas pipes. ² this will create long delays, could I please ask staff to leave home a few minutes early in the morning ³ everyone gets here on time. The roadworks also mean that you won't be able to park on the street, and ⁴ it may be a good idea to leave your cars at home ⁵ it is absolutely impossible for you to use public transport.

I haven't been told ⁶ the roadworks will continue for the whole week, but I will let you know as soon as possible, and I apologise for the inconvenience.

Daniel Myers
 Office manager

94.4

Over to you

Complete the sentences in a way that is true for you.

- I want to improve my English because
- I don't know whether my English
- I often need to write words down in my notebook, otherwise I
- I don't get many opportunities to practise my English, therefore
- Speaking English may be important in order to

A Formal English

Formal English is more common in writing, but you will also hear examples in more formal spoken English, e.g. announcements, speeches, television news, or discussions.

NOTICE IN CAFE: Only food **purchased** [bought] here may be eaten **on the premises** [here].

POLICE STATEMENT: The man is being questioned **regarding** [about] the robbery last night.

BUSINESS LETTER: I **regret to inform you** [I am sorry to say] that we are unable to ...

THEATRE ANNOUNCEMENT: The play will **commence** [start] in two minutes.

INFORMATION NOTICE: If you **require** [need] **further assistance** [more help], please contact the above address.

STATION ANNOUNCEMENT: The next train to **depart** [leave] from platform 7 will be the 7:22 to Reading.

FORMAL LETTER: We are not in a position to **grant** [give or allow] you a visa to this country.

AIRPORT ANNOUNCEMENT: Will passengers for Miami please **proceed to** [go to] gate 36.

B Informal English

Informal language is more common in spoken English, and also in most emails or letters to friends. The words and phrases in **bold** in these dialogues are all informal.

A: Who's Callum?

B: A **mate** [a friend] of mine.

A: Really?

B: Yeah, I see him **quite a bit** [often]; he's a nice **bloke** [man].

A: Toby, I'm afraid I can't **make it** [come] this evening.

B: Oh, that's a shame.

A: Yeah, I'm sorry, but **the thing is** [the problem is], Ella's not well, so I'll have to look after the **kids** [children].

B: OK, don't worry. There will still be twelve **or so** [about twelve] at the meeting, and I'll ring you later and let you know what happens.

A: Cheers [thanks]. That would be great.

A: I **bet** [I'm sure] you're hungry.

B: Yes, I'm **dying** for something to eat. [want to eat something very much]

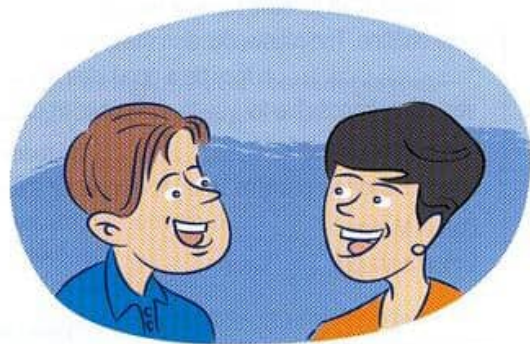
A: Well, I think you'll find some **stuff** in the fridge.

A: What **are you up to** this evening? [What are you doing?]

B: Nothing much. Why?

A: Well, would you like to see the new Coen Brothers film? I've heard it's **great**. [very good; *syn* terrific]

B: Really? My brother saw it and said it was a **load of rubbish**. [terrible]



Language help

We often use the uncountable noun **stuff**, especially in spoken English, to refer to an uncountable noun or a group of things. We do this when others know what we are talking about, or if we don't need to be exact. Put this **stuff** in the cupboard. [e.g. plates, food, toys] We carried our camping **stuff**. [equipment] What's this **stuff** in the fridge in the blue bottle? [liquid]

Exercises

95.1 Put the words into the correct column on the right.

depart	mate
cheers	commence
regarding	terrific
purchase	bloke
proceed to	kids

formal	informal
depart	

95.2 Now write a synonym for each of the words in 95.1.

depart	leave	mate	
cheers		commence	
regarding		terrific	
purchase		bloke	
proceed to		kids	

95.3 Replace the underlined words and phrases with more informal words or phrases.

- I'm sure your parents are pleased? I bet
- I'd love to come, but the problem is, my mother wants us to go and see her.
- I watched that new series on TV last night. It was absolutely terrible.
- What are you doing this weekend?
- I really want something to drink.
- None of them can come on Monday.
- Jamie is a friend of mine.
- We go there often.
- You can leave all those books, files and papers on the desk.
- We should be able to get approximately 40 on the coach.

95.4 Rewrite the underlined parts of this letter in more suitable formal English.

- regarding
-
-
-

Dear Mr Collins

We are writing about¹ your application to the council for a disabled parking space outside your home. We're sorry to say² that we are unable to allow³ this request as parking is the sole responsibility of the Highways Agency.

We suggest that if you need more help⁴, you should contact them on 01727 717 317.

95.5 Dictionaries will tell you if a word is *formal* or *informal/spoken*. Use your dictionary to find out if the underlined words here are *formal* or *informal/spoken*. What do they mean?

- I thought the film was a drag.
- Smoking isn't permitted.

3 It's a scary film.

4 This watch cost fifty quid.

A Types of form

- a **registration form** where you enter your name on an official list, e.g. at a school or college (also called an **enrolment form** when you are applying to do a course of study)
- an **entry form** if you want to enter for an exam, e.g. Cambridge First Certificate
- a **landing card** for people from some countries when they enter the UK
- a **visa application form** when you make an official request to enter or leave some countries

B Language of forms

When you **fill in** [complete] a form, you will see that they often have more formal expressions. In spoken English, ideas may be expressed differently.

written	spoken
date of birth	= When were you born?
place of birth	= Where were you born?
country of origin	= Where do you come from?
marital status	= Are you single or married?
date of arrival	= When did you arrive?
date of departure	= When are you leaving? OR When did you leave?
signed	= Write your signature [the special way you have of writing your own name]

C Curriculum vitae

If you **apply** for a job, you need to send a letter and a CV (**curriculum vitae** or **résumé** in American English), which should give:

- **personal details** [information about you such as your name, address, email address, etc.]
- details about your **education** and **qualifications**, e.g. university degree, teaching certificate, etc.
- your **work experience** [the jobs you have done]
- your **interests** [what you enjoy doing]
- **skills** [abilities you have learned and practised, e.g. ability to speak a foreign language]
- **career aims** [what you want to do in your future working life]
- names of people who will give you a **reference** [a letter written by someone who knows you which says if you are suitable for a particular job]

If you **apply** to university, they **require** [need; *fm*] a **personal statement** in which you must explain why you want to go to this university; why you want to follow this particular course; details of your educational background; your skills; your interests.

D Tips for writing a CV or personal statement

A **tip** is a useful piece of advice. Here are some tips for writing a CV or personal statement.

- A CV should be no longer than two pages; a personal statement no more than 45 lines of text.
- Type your CV or personal statement (**handwriting** is not suitable).
- Keep it simple. Don't make it **complicated**. [difficult to understand]
- Check there are no mistakes.
- Make sure the information you give is **relevant** [connected to and useful for the particular job]. For example, if you are going to be working **on your own** [without others], don't say that you are good at working **in a team** [with a group of people].

Exercises

96.1 What forms do you have to complete in these situations?

- 1 You are just arriving in Britain and you come from a country outside the European Union. A landing card.
- 2 You are applying to do an English course at a school in Britain.
- 3 You are going to do a Cambridge exam.
- 4 You want to travel to the United States this summer.

96.2 Write these sentences in more informal English.

- 1 What was your date of arrival? When did you arrive/get here?
- 2 What's your date of birth?
- 3 What's your country of origin?
- 4 What's your marital status?
- 5 What's your date of departure?

96.3 Match the words on the left with the information on the right.

- | | | |
|--------------------|-------------------------------------|---|
| 1 personal details | ☒ | a I would like to become a radio producer. |
| 2 education | ☐ | b Trainee at Northern Radio Station, Jan-June 2007 |
| 3 qualifications | ☐ | c Leona Phillips, 18 Mansion Road, Beckington BE2 3RJ |
| 4 work experience | ☐ | d I direct plays for a theatre group, and help with a children's charity. |
| 5 career aims | ☐ | e letter from Mr J. Tobin BA, MA (University tutor) |
| 6 interests | ☐ | f BA Honours degree in Media Studies |
| 7 references | ☐ | g Kent University 2007-2010, Ainslie Grammar School 1999-2006 |

96.4 Answer *correct* or *incorrect*.

- 1 It's OK to make one or two mistakes in my CV. incorrect
- 2 I need to type my CV.
- 3 It's OK if my CV is three pages long.
- 4 My CV should be complicated.
- 5 For an admin job, it is relevant to say I have computer skills.
- 6 I can put down a driving licence as one of my skills.
- 7 I can put down travelling abroad as a career aim.

96.5 Replace the underlined words with a word or phrase that has a similar meaning.

- 1 Do I have to complete this form? fill in
- 2 Monica gave me a useful piece of advice about shopping in America.
- 3 I shall be alone most of the time.
- 4 They sent the form back to me because I didn't write my signature at the bottom.
- 5 Please contact us if you need any more help.
- 6 I think I'm good at working as part of a group of people.

96.6

Over to you

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

- 1 Have you ever written a CV? If so, what information did it include?
- 2 Have you had to write a personal statement? If so, why?
- 3 On a CV, what would you put as your interests, your skills, and your career aims?

A The basis of a discursive essay*

In a discursive essay you have to express your own ideas and **point of view** [opinion]. It is also important to show that you understand **both sides of an argument** [reasons for something and reasons against something]. This means you need to understand and use different link words and phrases such as **in addition**, **however**, etc. (See Unit 93.)

* an essay that discusses a subject

B Expressing a point of view

Some people believe [Some people think] that no one should be sent to prison under the age of 18.

There is **an argument** [a reason to think] that everyone should have a university education.

Language help

You can express a personal point of view with phrases such as **I believe/think that ...** or **It seems to me that ...** but you can also use less personal and direct ways of expressing a point of view, as in the phrases on the left. Many people think it is better not to use *In my opinion* in written essays.

C Giving both sides of an argument

One of the advantages of being an only child is that you have more attention from your parents. **However**, it can be lonely without the company of brothers and sisters.

On the one hand, computers can do so many things faster than human beings. **On the other (hand)**, some people are becoming dependent on them, which is not a good thing.

D Comparing and contrasting*

We often **make comparisons** between groups of people, or between the past and the present.

Compared with/to my grandparents, I have had much more opportunity to travel abroad.

In the past people didn't have computers, **but nowadays** there is one in almost every home.

Most parts of the developed world have become richer in the last thirty years. **In contrast**, many countries in Africa have become much poorer.

* saying how two things are similar and how they are different

E Making generalisations

Sometimes a simple statement is not accurate, e.g. *Young people prefer to watch American films*. This is not true for *all* young people, so we use certain words and phrases to show that we are **making a generalisation** [saying that something is true most of the time or in most situations].

In general, Japanese society is more focused on groups than individuals. (*syn on the whole*)

Teenagers **tend to** have [usually have] more freedom than in the past.

F Cause and effect*

Poor diet and lack of exercise are the main **causes of obesity**. [reasons for being very fat]

Obesity is often the **result of** a bad diet and not enough exercise.

People don't eat the right food or get enough exercise, and **consequently** [because of this; *syn as a result*] they put on weight.

Poor diet can cause obesity, and this can have a bad **effect on** people's health.

* how something happens, and then makes something else happen

Language help

Don't confuse the verb **affect** and the noun **effect**.

Pollution can **affect** people's breathing.

Pollution can **have an effect on** people's breathing.

Exercises

97.1 Match the definitions on the left with the examples on the right.

- | | |
|--------------------------------------|---|
| 1 expressing a point of view | ☒ a Canada has a smaller population than the USA. |
| 2 making a comparison | ☐ b People tend to retire at a later age. |
| 3 describing the result of something | ☐ c Some people believe we should never go to war. |
| 4 showing both sides of an argument | ☐ d Animals die because we're cutting down the forest. |
| 5 making a generalisation | ☐ e Television can make children lazy. However, there are many programmes with real educational value. |

97.2 One word is missing in each sentence. What is it, and where should it go?

- It seems ~~me~~ that there is a problem. to
- One of the advantages studying law is that it should lead to a good career.
- It is important to give sides of the argument.
- Too much time spent in front of a television can have a bad effect children.
- People like to have freedom of choice. On the other, too much choice can be a bad thing.
- Time tends go faster as you get older.

97.3 Choose the correct word to complete the sentences. Sometimes both are correct.

- There is not enough food, and consequently / *on the other hand* people are dying.
- Advertising is so powerful that it *causes* / *affects* people to buy things they don't want.
In addition / *However*, it can help them make the right choice when they buy things.
- In general* / *On the whole* people have more access to education than fifty years ago.
- Supermarkets are very convenient because you can buy almost everything you want.
On the other side / *hand*, they are putting small shops out of business.
- The north of the country is much richer compared *with* / *to* the south.

97.4 Complete part of this essay on the advantages and disadvantages of the Internet for children.

One of the 'advantages' of the Internet is that children have access to so much knowledge and information. ², many children can access this knowledge from their own homes; they don't have to go to libraries. ³, some of the information on the Internet is unreliable and out-of-date, and there are some websites we would not want our children to look at. ⁴, we need to control the way that our children use the Internet, and there is certainly an ⁵ for much stricter controls on the websites that people are allowed to create. If we don't do this, the Internet could have a bad ⁶ on children.

97.5 Rewrite the sentences following the instructions in (brackets).

- People who drink and drive should go to prison. (*Show that this is a personal opinion.*)
I believe that people who drink and drive should go to prison.
- People are conservative. (*Make this statement a generalisation.*)
.....
- Cars should not be allowed in town centres. (*Make this opinion less personal.*)
.....
- Children played on their bikes. Children spend most of their time in front of a computer. (*Make this a comparison between the past and the present in one sentence.*)
.....
- Many people work longer and longer hours. They don't have time for hobbies. (*Show the connection between these two statements in one sentence.*)
.....

A A formal letter

10 Baldwyn Gardens
Ealing
London W5 8PR

8 August

Dear Sir or Madam¹

I am writing² in response to³ your advertisement about job opportunities for graduates⁴. I have just completed a degree in Economics at Durham University, and I would be grateful if you could⁵ send me further details⁶ of the graduate training schemes you mention. I am available⁷ for interview at any time.

I look forward to hearing from you.⁸

Yours faithfully⁹

Nicole Drew¹⁰

Nicole Drew

¹ use this beginning if you don't know the person's name

² This is a common way to start a letter.

³ in reply to

⁴ people with a university degree

⁵ this is slightly more polite/formal than Please could you ...

⁶ information about something (plural noun)

⁷ free

⁸ This sentence is often used to close a letter when you expect a reply.

⁹ Use this ending if you don't know the name of the person you are writing to. If you know the name, end the letter with Yours sincerely, or Kind regards.

¹⁰ Writing your name like this in a particular way is a signature. It is normal at the end of a formal letter to sign your name first [write your signature], and then print it, e.g. Nicole Drew.

B

Useful words and phrases

Thank you for your letter regarding [about] the damage to your vehicle.

I regret to inform you [I am sorry to say] that your application [official request for something] has not been successful.

I am pleased to inform you that your application has been successful. [I am happy to say]

I am writing to enquire about English courses at your school. [ask about]

You will need to confirm the booking in writing. [write to say that the booking is certain]

We would like to thank you for offering your support. [say thank you for offering your help]

We would like to apologise for [say sorry for] the delay [when something arrives later than expected]. OR Please accept our apologies for the delay.

I enclose a cheque for £100. [I am sending a cheque for £100 in the same envelope as this letter.]

Exercises

98.1 Correct seven more mistakes in the letter.

Dear ~~sir~~ Sir or Madame

I write with response to your advertisement for trainees in yesterday's newspaper, and I would be grateful if you could send me further detail.

I look forward to hear from you.

Kind regards,

Michael Ridley

Michael Ridley

98.2 Finish the sentences.

- 1 If you don't know the person you are writing to, you start *Dear Sir or Madam*
- 2 If you would like more information, you ask for further
- 3 A common way of closing a letter is *I look forward*
- 4 If you don't know the person you are writing to, you end *Yours*
- 5 If you know the name of the person, you can end *Yours*
- 6 Another way of ending a letter is *Kind*
- 7 At the end of the letter you also write your

98.3 Rewrite the phrases and sentences in more formal English, starting with the words given. Keep a similar meaning.

- | | |
|--|---|
| 1 Thanks for the letter about the fire. | Thank you for your letter <i>regarding the fire</i> |
| 2 I'm sorry to tell you ... | I |
| 3 I'm happy to tell you ... | I am |
| 4 Are you free on Wednesday? | Are you |
| 5 I want to ask about the dates of the course. | I would like to |
| 6 We want to say sorry for the delay. | Please accept |
| 7 Please send me the details. | I would be |
| 8 Could you say that's definite in a letter? | Could you |
| 9 I'm sending a copy of my CV. | I |

98.4 Complete the letter.

¹ Dear Mr Wilkinson,

I am ² in ³ to your letter of 10 February ⁴ the delivery of the Maxwell dining table and four chairs that you ordered.

In the middle of January there was a fire at the factory and it had to close down for almost a week. The recent heavy snow has caused further problems, and coming so soon after the busy Christmas period, we ⁵ to inform you that there are ⁶ of up to four weeks on most orders.

We promise to do everything we can to speed up deliveries, but in the meantime we would like to ⁷ for the obvious inconvenience this has caused.

Yours ⁸

James Porter

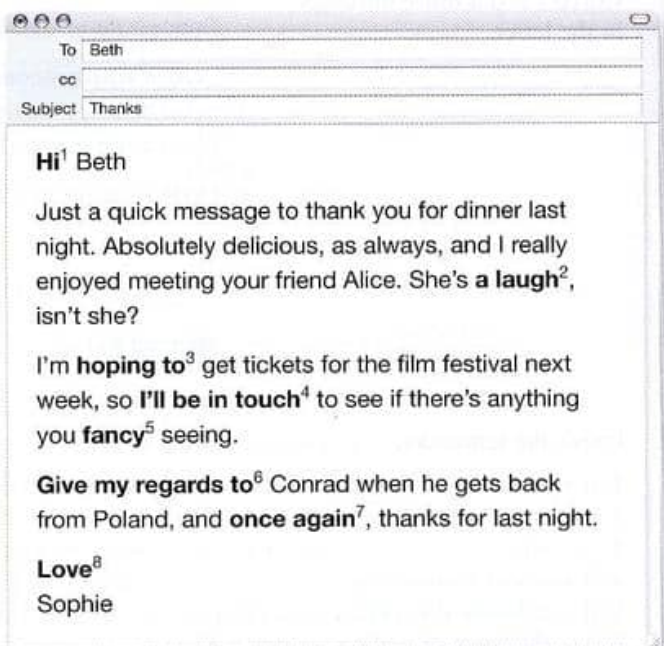
James Porter

Customer services manager

A

An email

- ¹ We can begin an informal email or letter with **Hi** Beth, **Hello** Beth, or **Dear** Beth.
- ² a funny person
- ³ planning or intending to
- ⁴ make contact, e.g. by phone, email or text
- ⁵ want (to see) *informal*
- ⁶ say hello to Conrad from me; also **send my regards** to Conrad. With family members and very close friends we also say **give/send my love** to.
- ⁷ again, as before (here it is used to say thank you one more time)
- ⁸ We can end an informal email/letter to a close friend or family member with **Love** or **Lots of love**. We also often use **Best wishes** or **All the best** when we end a letter or email to a friend.



B

A letter

8 Daniel Street
Bath BA1 2PH

Dear Rob

I know it's **ages¹ since²** I last got in touch, but I wanted to **let you know³** that I'm hoping to spend a few days in Birmingham in **two weeks' time⁴** - **actually⁵** just before your birthday. I thought we could **get together⁶** and go out for a meal. And if it's OK with you, perhaps Mark could **join us⁷** as well.

Anyway⁸, it would be great to see you. If you haven't got my mobile number, it's 07732 268024.

Best wishes,
Sean

Language help

We can use **actually** to give more exact information, as in the letter (**syn in fact**). We also use it a great deal in spoken English to say something which is surprising or different from what you expect, e.g. He looks Italian, but **actually** he's not. (**Syn in fact**) **Actually** does *not* mean *at the moment*, e.g. The land is **currently** for sale (NOT The land is ~~actually~~ for sale).

- ¹ a long time
- ² from a time in the past until now
- ³ tell you
- ⁴ two weeks from now

- ⁵ (see Language help)
- ⁶ meet for a social reason
- ⁷ come with us
- ⁸ used to change the subject or end a conversation/letter

Exercises

99.1 Find five more phrases using words from the box.

in give be once best let in to again you
week's touch my a regards time wishes know

be in touch

99.2 Write these phrases in different ways. The phrases can be similar but don't repeat exactly the same words.

- | | |
|----------------------------|----------------|
| 1 Hello Julie | Hi..... Julie |
| 2 Hello Mark | Mark |
| 3 Give my love to Patricia | Patricia |
| 4 Love, Trudie |, Trudie |
| 5 Best wishes, Sam |, Sam |

99.3 Rewrite the sentences using the word in capitals. Keep a similar meaning.

- | | | |
|--|-------|-------------------------|
| 1 Do you want to come with us? | JOIN | Do you want to join us? |
| 2 Do you want to go? | FANCY | Do you |
| 3 I'll write soon. | TOUCH | I'll |
| 4 It looks new, but actually it isn't. | FACT | It looks new, but |
| 5 I'll tell you as soon as possible. | LET | I'll |
| 6 I'm going three weeks from now. | IN | I'm going |
| 7 Jamie is very funny. | LAUGH | Jamie is |
| 8 Let's meet for lunch. | GET | Let's |
| 9 I haven't written for ages. | SINCE | It's |

99.4 Complete the email with words from the box.

touch join fact together hoping in
let since give ages actually anyway

Inbox
Junk
Drafts
Sent
Deleted
Manage folders

New Reply Reply all Forward Delete Junk Options

Dear Gilberto

I haven't been in ¹..... touch..... for ²..... – I'm sorry about that. In ³....., I've been really busy ⁴..... I last wrote because I've got a new job in TV – ⁵..... it's with the BBC. I'm doing research for various documentary programmes and I'm ⁶..... to go to Brazil ⁷..... three months' time. If so, I'll obviously get in touch. It would be great if we could get ⁸....., and maybe Filipe could ⁹..... us if he's free.

¹⁰....., I'll write again soon. I hope things are going well with you, and ¹¹..... me know when the baby arrives. And, of course, ¹²..... my love to Teresa.

All the best,
Jonny

A Letters or words?

Most abbreviations are spoken as individual letters.

EU	European Union
UN	United Nations
PM	Prime Minister
MP	Member of Parliament
BBC	British Broadcasting Corporation
ID	identification, e.g. Do you have an ID card?
PC	personal computer
CV	curriculum vitae [a history of your job experience]
ISP	Internet Service Provider



Occasionally abbreviations are spoken as words, e.g. AIDS /eɪdz/ and PIN /pɪn/ [personal identification number, especially used with a bank/credit card]

Language help

We use the verb **stand for** to ask about the meaning of an abbreviation.

A: What does EU stand for?

B: European Union.

B Written forms only

Some abbreviations are written forms only, but pronounced as full words.

Mr Scott [mɪstər skɒt]

St Mark's Church [saɪnt mɑːk's tʃɜːtʃ]

Mrs Bryant [mɪsɪz braɪənt]

Dean St [diːn streɪt]

Dr Chapman [dɒktər tʃæpmən]

C Abbreviations as part of the language

Some abbreviations (from Latin) are used as part of the language.

Latin	abbreviation	pronunciation	meaning
et cetera	etc.	/et 'setərə/	and so on
exempli gratia	e.g.	/ɪ'ɛdʒi/	for example
id est	i.e.	/aɪ'ɪz/	that's to say / in other words

D Shortened words

Some common English words can be shortened, especially in spoken English. In some cases, the shorter form is more common and the full form sounds quite formal, e.g. refrigerator, influenza, gymnasium and veterinary surgeon.

phone (telephone)

fridge (refrigerator)

maths (mathematics)

exam (examination)

board (blackboard)

plane (aeroplane)

case (suitcase)

photo (photograph)

ad/advert (advertisement)

flu (influenza) [illness like a cold but more serious]

gym (gymnasium)

lab (laboratory) [special room where scientists work]

bike (bicycle)

sales rep [sales representative; syn salesperson]

TV/telly (television)

vet (veterinary surgeon)

paper (newspaper)

Exercises

100.1 Are these sentences correct or incorrect? If a sentence is incorrect, change it to make it correct.

- 1 ISP stands for Internet Service Player. Incorrect. It's Internet Service Provider.
- 2 BBC stands for British Broadcasting Company.
- 3 MP stands for Minister of Parliament.
- 4 PC stands for personal computer.
- 5 UN stands for Unified Nations.
- 6 ID stands for identification.
- 7 CV stands for curricular vitae.

100.2 What abbreviations in written English are often used for these words or phrases?

- | | | | |
|---------------|-----------|------------------|-------|
| 1 Mister | <u>Mr</u> | 5 in other words | |
| 2 for example | | 6 Saint | |
| 3 and so on | | 7 Doctor | |
| 4 Street | | | |

100.3 Rewrite this note, making it more informal by using short forms where possible.

LUKE maths

Oilly had a ~~mathematics~~ examination this afternoon and then had to take his bicycle to the repair shop, so he'll probably be a bit late home. You can watch television while you're waiting for him, and please help yourself to anything in the refrigerator. If there's a problem – for example, if Doctor Brown rings about the influenza vaccination, my telephone number is next to the photographs on the dining room table. I should be home myself by about five.

Pam (Oilly's mum)

100.4 Complete the sentences with suitable words, shortened words or abbreviations.

- 1 It was a warm day, so I put the milk and butter in the fridge.
- 2 He didn't want to walk, so he went on his
- 3 If you go to Mediterranean islands, Sardinia or Corsica, it's a good idea to hire a car.
- 4 If you want to apply for the job, you'll need to send your with a letter of application.
- 5 The dog was sick, so we had to take her to the
- 6 In that shop on the corner you can get books, pens, writing paper,
- 7 I took my large bag with me on the plane, but I didn't have a
- 8 When I sold my CDs, I put an in the paper and had three replies the same day.
- 9 If you use the cashpoint, remember you'll need your number.
- 10 What does MP for?
- 11 We did some experiments in the chemistry
- 12 My uncle is a sales

100.5 Here are some more abbreviations. What does each one stand for, and where will you see them?

- | | | |
|-----------|------------|------------|
| PTO | RSVP | asap |
| IMO | DOB | PS |

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