

Workbook

SECOND EDITION

TOP NOTCH

Joan Saslow • Allen Ascher



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3

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Joan Saslow • Allen Ascher

With Wendy Pratt Long and Penny Laporte



PEARSON
Longman

**Top Notch: English for Today's World 3, Second Edition
Workbook**

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UNIT

1

Make Small Talk

Preview

1

Read the tips on business etiquette. Then read the situations below. Decide if the behavior in each situation is appropriate or inappropriate.

TIPS ON BUSINESS ETIQUETTE

- ▶ Always introduce the most important person first.
- ▶ Use your business card as a way to stay in touch with people you meet. Exchanging and saving business cards can help you "network" later.
- ▶ Being on time is absolutely necessary for business appointments. The rule is to arrive ten to fifteen minutes early. However, for social events, such as business parties, it is considered impolite to arrive early.
- ▶ In major cities, business clothing is usually formal. Blue, black, or gray suits are conservative and always appropriate. In warm climates, neat and comfortable khakis, jeans, or slacks, sometimes with a jacket, are OK. However, the first time you visit a company, it is always best to start with a conservative look.
- ▶ Business conversations often take place during meals. The meals are a time to relax, get to know the other person socially, and then talk a little business. Depending on the person's schedule, these meetings can be at breakfast, lunch, or dinner.
- ▶ Eye contact is very important. Always look at everyone in your conversation group. Move your eyes from one person to another. It makes people feel important and holds their attention.



SOURCE: www.cyborlink.com

1. While you're meeting with a client, the CEO of your company comes into your office. You introduce the CEO to your client first. ☐ appropriate ☐ inappropriate
2. You are meeting with a group of four people. While speaking, you're looking only at the highest level manager in the group. ☐ appropriate ☐ inappropriate
3. You have an interview at a new company on Friday. You know the company allows employees to dress casually on Fridays, so you decide to wear casual clothing. ☐ appropriate ☐ inappropriate
4. You don't have time during the regular business hours to meet with a client. You decide to meet over dinner. ☐ appropriate ☐ inappropriate
5. You're invited to a business party and the invitation says the party is from 7:00 to 9:00 P.M. You arrive at 6:45. ☐ appropriate ☐ inappropriate

2 Match the correct response to each statement or question. Write the letter on the line.

- | | |
|---|--|
| 1. Nice to meet you. _____ | a. Not really. People tend to be more formal here. |
| 2. What is the custom here? _____ | b. Please call me by my nickname. |
| 3. How would you like to be called? _____ | c. Nice to meet you, too. |
| 4. Are most people on a first-name basis? _____ | d. No need to be so formal. Please call me Robert. |
| 5. Nice to meet you, Mr. Reston. | e. I'm not sure. It's probably best to watch what others do. |

3 WHAT ABOUT YOU? Answer the questions in your own way.

- What do you prefer to be called by your family? _____
- What do you like to be called by your friends? _____
- What do you prefer to be called by your colleagues or classmates? _____

LESSON 1**4 Put the conversation in the correct order. Write the number on the line.**

- _____ Hi! It's a great day, isn't it?
- _____ Nice to meet you, too. Would it be rude to call you Joe?
- _____ It really is. Allow me to introduce myself. I'm Amanda Decker.
- _____ Absolutely not. Please do.
- _____ Great. And call me Amanda.
- _____ I'm Joe Hanson. It's nice to meet you.

5 Complete each statement with a tag question.

- He didn't know about that custom, _____?
- It's a great day to go to the beach, _____?
- You learned Japanese in school, _____?
- Mike will be here later, _____?
- You're not from Turkey, _____?
- The program in Bali wasn't very successful, _____?
- I'm presenting my report at 2, _____?
- There weren't a lot of people at the conference, _____?

6

Read the situations and complete the tag questions.

- You think your friend got a good grade on her science test.
"She got a good grade on her science test, didn't she?"
- You see two people talking, but you don't think that they know each other.
"They don't know each other, do they?"
- You're talking to your friend. You think he'll be late to the party tonight.
"You _____ late to the party tonight, _____?"
- When you get to class, you think your friend Diane hasn't gotten there yet.
"Diane _____ here yet, _____?"
- You heard that your friend Bill was in a car accident yesterday, but you don't think that's true.
"Bill _____ in a car accident yesterday, _____?"
- You think that Dr. Jenkins doesn't like to be called by her first name.
"Dr. Jenkins _____ to be called Kate, _____?"

7

Read the information about Allison McFarland. Then use the information on the form to write statements with tag questions.

Name:	Allison McFarland
Preferred title:	Ms.
Date of birth:	October 27, 1985
Place of birth:	Hong Kong
Country of residence:	Canada
Occupation:	student



- You're Allison McFarland, aren't you?
- _____
- _____
- _____
- _____

8

WHAT ABOUT YOU? Which topics are appropriate for small talk in your country? Check yes or no. If you check no, then explain why the topic is not appropriate.

	yes	no	
1. what someone would like to be called	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. how much money a person makes	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. a person's work or studies	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. someone's marital status	<input type="checkbox"/>	<input type="checkbox"/>	_____

LESSON 2

- 9 Look at Ken Klein's weekly planner. Then circle the letter of the answer that completes each sentence. Today is Sunday.

MONDAY 12:00 travel to Copenhagen 7:00 meet Jason Bailey for dinner	THURSDAY 9:00 read TechServe report 1:00 have meeting with TechServe
TUESDAY 8:30 have meeting with Computech 12:30 prepare client presentation	FRIDAY 8:00 have meeting with Nelson Company 3:00 present results of Nelson Company meeting 8:30 fly home to London
WEDNESDAY 9:00 fly to Brussels 1:30 meet Clark Sampson for lunch 4:00 give presentation to clients 7:30 take clients to dinner	SATURDAY relax all afternoon! 7:45 go to the movies with Tania
	SUNDAY exercise in morning at gym

- By 5:00 P.M. on Monday, Ken _____ to Copenhagen.
a. had already traveled b. hadn't yet traveled
- On Tuesday, Ken _____ Clark Sampson for lunch.
a. had already met b. hadn't yet met
- On Wednesday evening, Ken _____ to Brussels.
a. hadn't yet flown b. had already flown
- Ken _____ the results of the Nelson Company meeting at 2:00 on Friday.
a. hadn't yet presented b. had already presented
- Ken _____ all week before he was able to relax on Saturday.
a. had worked b. hadn't worked

- 10 Look at Ken Klein's weekly planner again. Complete the statements using the past perfect and already or not yet.

- By the time he flew to Brussels, Ken had already had the meeting with Computech, but he hadn't yet had the meeting with TechServe.
- At 7:00 P.M. on Wednesday, he _____ the presentation to the clients, but he _____ the clients to dinner.
- Ken _____ the TechServe report when he had the meeting with TechServe.
- Ken _____ the meeting with Nelson Company when he had the meeting with TechServe.
- By Saturday evening, Ken _____ at the gym.
- At 8:00 on Saturday, Ken _____ to the movies with Tania.

11

Read the Conversation Model on page 7 in the Student's Book again. Then read each sentence below. Circle the letter of the sentence that has the same or similar meaning.

1. "By 9:00 I had already bought my books."
 - a. I bought my books before 9:00.
 - b. I bought my books at 9:00.
2. "What did you do about lunch?"
 - a. Did you have lunch?
 - b. Do you want lunch?
3. "When I got to class, I hadn't eaten yet."
 - a. I got to class after I ate.
 - b. I got to class before I ate.
4. "You must be pretty hungry."
 - a. I think you're hungry now.
 - b. I'm sure you're hungry now.

12

WHAT ABOUT YOU? Complete the sentences in your own way.

1. When I left the house this morning, I had already _____
2. At 8:00 today, I hadn't yet _____
3. By the time I started to study English, I had already _____
but I hadn't yet _____

LESSON 3

13

Cross out the word or phrase that has a different meaning from the others.

- | | | |
|--------------|-------------|-------------------|
| 1. offensive | very rude | polite |
| 2. customary | not allowed | taboo |
| 3. impolite | nice | rude |
| 4. not usual | traditional | customary |
| 5. etiquette | punctuality | manners |

Did you know ...

that etiquette and rules for behavior have a very long history? The first instructions for etiquette were written in the year 2400 B.C.E by an Egyptian named Ptahhotep. His guide included advice about how to get along with others and how to advance in the world.



SOURCE: www.canoe.ca

14

Read the article about punctuality. Then read the statements on page 6 and check true, false, or no information, according to the article.

RIGHT ON TIME

Everyone knows that different cultures have different ideas about punctuality. But one country—Ecuador—is trying something new.

A group called Citizens' Participation has found that being late costs the country about \$724 million each year. They report that more than half of all public events, as

well as many government appointments and social activities, begin late. The group is trying to make people aware of punctuality and is reminding them to be on time. The government, including the Ecuadorian president, is supporting the effort.

Hundreds of Ecuadorian organizations and companies have signed agreements to be on time. Posters have been

put up that remind people: "If you're late, someone else is waiting." One newspaper prints a list of government officials who arrive to events late.

The campaign has generally been well-received by the Ecuadorian people, and it seems to be working. Many businesses have reported that more meetings are now beginning on time.

INFORMATION SOURCE: www.economist.com

	true	false	no information
1. The country of Ecuador made more money because people were often late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Citizens' Participation doesn't think punctuality is very important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The government of Ecuador wants people to be on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Signs and posters have been made to remind people to be punctual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Punctuality is more important now in Ecuador than in most other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ecuadorians are on time less often than they used to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15

WHAT ABOUT YOU? How important is punctuality to you for each of the following events?
Explain your answers.

	Very important	Somewhat important	Not important	Why?
work or school				
dinner at a friend's house				
a meeting with a co-worker				
a doctor's appointment				
a movie				



“ BETTER THREE HOURS TOO SOON
THAN A MINUTE TOO LATE. ”

—William Shakespeare, English playwright and poet

LESSON 4

16

Extra reading
comprehension

Read the article *Formal Dinner Etiquette* on page 10 in the Student's Book again. Check the behavior that would be considered rude at a dinner party in the 1940s. Then write the correct behavior.

- ☐ You arrive five to ten minutes after the hour set for the dinner.
- ☐ You arrive late and dinner has started, so you take your seat as quickly as possible and start eating.
- ☐ If you are a man, you enter the dining room after the women.
- ☐ You take the seat at the table that your hostess has planned for you.
- ☐ You start to eat as soon as the food is served to you so that it is still hot when you eat it.
- ☐ If you are the hostess, you should leave the table as soon as you're done eating.
- ☐ You leave immediately after the dinner is over.

17 Read the article and then circle the letter of the answer that best completes each sentence.

→ Dressing for Work

HOW CASUAL IS TOO CASUAL?

Thirty years ago or so, most people in the United States, Canada, and Europe didn't think about what to wear to work in an office. Men always wore suits and ties. Women wore suits or conservative skirt outfits. But in the 1990s, that started to change.

It began with "casual Fridays." During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work on Fridays. The policy quickly became popular with employees. After this, it didn't take long for employees to start dressing more casually every day of the week.

Many employees welcomed the new dress policy and the more comfortable work environment that came with it. Etiquette had definitely changed, and suits and ties were rarely seen in many offices. Some employees went as far as wearing jeans, T-shirts, and sneakers to the office. Many people felt that casual attire made the workplace a friendlier place. Co-workers were more relaxed

with each other. People enjoyed coming to work knowing it was a comfortable place to be.

Then some people began to change their minds about casual dress at work. Many managers felt that casual dress had led to casual attitudes toward work. Some people started to notice an increase in employees being late to work. If "clothes make the man," as the saying goes, then casual clothes make a casual person who is less committed to company productivity and quality.

One of the biggest reasons why there have been such mixed opinions about dressing down is that there is no real standard for appropriate casual dress. Is it shorts, T-shirts, brightly colored tops, and flip-flops? Is it designer jeans, polo shirts, and trendy sneakers? Is it khakis and sport jackets? Or are Hawaiian shirts and torn jeans OK? Without a casual dress code policy, the etiquette for dress in many companies is beginning to change back to more formal business attire—a style that everyone understands.

casual (adjective):

1. not caring; 2. suitable for everyday use;
3. without attention; 4. not planned

ONLINE

INFORMATION SOURCE: www.careerknowhow.com

1. Men used to wear _____ to work in an office.
 - a. suits
 - b. conservative skirt outfits
 - c. jeans and ties
2. Casual Fridays started _____.
 - a. about thirty years ago
 - b. in the summer
 - c. with women
3. Employees in most companies _____ the idea of casual Fridays.
 - a. liked
 - b. didn't enjoy
 - c. didn't know about
4. Now many managers think that employees should _____.
 - a. wear jeans
 - b. not dress casually
 - c. work on casual Friday
5. Etiquette for dressing for work is once again becoming _____ in many companies.
 - a. more casual
 - b. less professional
 - c. more professional

18 WHAT ABOUT YOU? Answer the questions in your own way.

1. How has the etiquette for dressing changed in your country?

2. Is this change for the better?



table manners

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. A vertical margin line is present on the left side. The bottom edge of the paper is irregular and torn, suggesting it was pulled from a binder. There are some faint stains at the bottom edge.

-

B Complete each sentence with the correct form of the words in parentheses. Use the present continuous or the simple present tense.

1. It sounds (sound) like they had a great vacation.
2. I _____ (have) English class every Tuesday at 5:30.
3. The children are hungry, so I _____ (make) them sandwiches.
4. Dr. Angle always _____ (tell) her patients to exercise more.
5. Our boss _____ (go) to Cairo next Monday.
6. What _____ you _____ (do) tomorrow evening?
7. The bus _____ (leave) at 3:00 on the weekends.
8. I _____ (bake) a cake for Emma's party tomorrow.

C Complete each sentence in the e-mail with the present perfect or the present perfect continuous.

Dear Sydney,

Hi! How are you? So far, I _____ a great time in Mexico. The sun

1. have

_____ the whole time! I started my trip in Cancún, and spent a

2. shine

few days there. Now I'm in San Cristobál. I _____ here

3. be

before, so it's nice to be back. I _____ some other travelers.

4. meet

They _____ for a long time, so they have a lot of great tips.

5. travel

We're all going to Oaxaca next. I can't wait!

Talk to you soon!

Chris

D Correct the verbs in the following sentences.

1. Sheila was studying in London when she ^{met} ~~was meeting~~ her boyfriend.
2. My family was going to Cairo last summer. It was a great trip!
3. They have know her since 2003.
4. He didn't used to work there, but now he does.
5. I watched a movie when he called, but I didn't mind the interruption.
6. I already seen that movie.
7. We have been traveling to Mexico three times.

WRITING BOOSTER

A Match the emoticon and abbreviation with the phrase that has the same meaning. Write the letter on the line.

- | | |
|----------------------------|---------------------------|
| 1. <u> b </u> 😊 | a. "Let me know." |
| 2. <u> </u> LOL | b. "I'm smiling." |
| 3. <u> </u> IMHO | c. "I'm not happy." |
| 4. <u> </u> 😞 | d. "Laughing out loud" |
| 5. <u> </u> GR8 2 C U | e. "By the way" |
| 6. <u> </u> BTW | f. "In my humble opinion" |
| 7. <u> </u> LMK | g. "See you later." |
| 8. <u> </u> C U L8R | h. "Great to see you." |
| 9. <u> </u> R U OK? | i. "Are you okay?" |

B Complete the chart. Write the letter of the things you should do and the things you shouldn't do in formal e-mail etiquette.

- Use a title, last name, and colon to address someone you don't know well.
- Write in complete sentences.
- Use correct spelling.
- Use emoticons.
- Use all lower-case letters.
- Punctuate carefully.
- Date the e-mail.
- End with your name.
- Close the e-mail as a formal letter, for example, *Thank you so much*.
- Include abbreviations.
- Use a first name and comma to address someone you know well.

Do's: a

Don'ts: d

C Read the following e-mail and circle all the formal e-mail etiquette errors. Then, on a separate sheet of paper, rewrite the e-mail and correct the etiquette errors.

Maria, Thanks 4 lunch yesterday. it was GR8 2 C U. let's continue our conversation about the project. maybe Wednesday next week? My place? There's still lots 2 discus. 😞 BTW, please don't forget to bring the info we talked about. LMK about next week. C U L8R.
Peter

UNIT

2

Health Matters

Preview

- 1 What dental emergency does each person have? Write broken tooth, lost filling, loose tooth, swollen gums, or toothache on the line. You will not use all of the phrases



I have a terrible pain in my tooth. I need to find a dentist as soon as possible.

1. _____



They've been bothering me since yesterday. They're all red and painful.

2. _____



I'm in a lot of pain. I hear you can put chewing gum in the hole until you see the dentist.

3. _____



A piece of it broke off when I was eating candy yesterday. Luckily, it doesn't hurt that much.

4. _____

- 2 WHAT ABOUT YOU? Which of the following health-related items do you take when you travel?

- ☐ extra medication
- ☐ an extra pair of glasses or contact lenses
- ☐ special food
- ☐ exercise clothes or equipment
- ☐ the name and number of a doctor at your destination
- ☐ other: _____

Here are a few tips to maintain good dental health:

- You should brush your teeth at least twice a day, especially after meals.
- Brush your teeth for at least two minutes each time you brush. (Try timing yourself. Very few people actually brush for this long.)
- Brush gently with a soft toothbrush. Brushing too hard can hurt your teeth and gums.
- Don't forget to brush your tongue and the roof of your mouth.
- Change your toothbrush every three to four months.



3

Complete the conversations. Choose the letter of the correct answer.

1. A: I hear you're from England.

B: _____

- a. London.
- b. Yes, I am.
- c. I really appreciate it.

2. A: Thanks for fitting me in.

B: _____

- a. Would you like me to make an appointment for you?
- b. If you could. Thanks.
- c. Luckily, I had a cancellation.

3. A: _____

B: Well, let's have a look.

- a. Can you recommend a dentist?
- b. Actually, there's one not far from here.
- c. This tooth is killing me.

4. A: I need to see a dentist. I think it's an emergency.

B: _____

- a. Thanks for fitting me in.
- b. OK, there's one not far from here.
- c. When did it first begin to hurt?

LESSON 1

4

Write the word from the box that matches each definition. You will not use all the words.

chest	coughing	dizzy	hip	nauseous
short of breath	sneezing	stomach	weak	wheezing

- _____ part of the body between the neck and stomach
- _____ not strong, without energy
- _____ feeling that you're going to vomit
- _____ making a noise by air suddenly coming out of the nose
- _____ suddenly pushing air out of the throat with a short sound
- _____ part of the body below the chest and above the legs

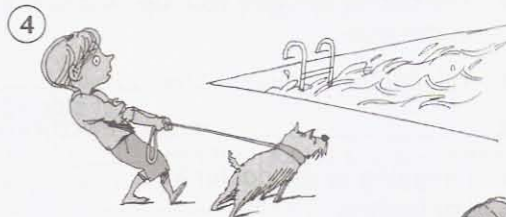
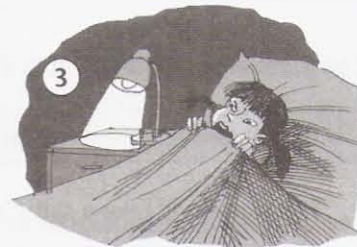
5

Complete the statements with must or must not to draw conclusions.

- He hasn't slept for two days. He _____ tired.
be
- If Heather didn't eat any pizza, she _____ well. She loves pizza.
feel
- Tim broke his leg. It _____ a lot.
hurt
- She's been sneezing all day. She _____ a cold.
have
- Karen hasn't left yet. She _____ in a hurry.
be
- Bob's allergies are bothering him today. He _____ to go hiking with us.
want

6

Look at the pictures. Complete each sentence with **must** or **must not** to draw conclusions.



1. He _____ be getting a checkup.
2. He _____ be going on vacation.
3. She _____ like the dark.
4. The dog _____ want to go swimming.
5. She _____ have gloves with her.
6. She _____ be feeling well.

7

WHAT ABOUT YOU? Think about the last time you were sick. Fill in this patient information form from a doctor's office.

Name: _____

Date of visit: _____ / _____ / _____

month day year

Date of your last visit: _____ / _____ / _____

month day year

Please check all of your symptoms:

1. Are you:

- ☐ dizzy?
☐ short of breath?
☐ nauseous?
☐ weak?

2. Do you have any pain in your:

- ☐ stomach?
☐ ribs?
☐ hips?
☐ chest?
☐ other: _____

3. Have you been:

- ☐ wheezing?
☐ coughing?
☐ sneezing?
☐ vomiting?

4. Please give a brief description of your illness:



"An apple a day keeps the doctor away."

—This line comes from an old poem that was told to children to encourage them to eat healthy foods like fruits and vegetables. It's still a common saying today in English.

LESSON 2

8 Complete each sentence with a word from the box.

a blood test a checkup an EKG a shot an X-ray

- The nurse will take a sample of blood so _____ can be done.
- The doctor will give you the medicine by giving you _____ in the arm.
- The doctor is going to take _____ to look at the broken bone.
- _____ records electrical signals from the heart's activity.
- I'm going to the doctor for _____ to make sure that I'm healthy.

9 Complete the conversation. Use the words and phrases from the box. You will not use all of the words and phrases.

an appointment appreciate chest a checkup an EKG
fit an injection need a pain a toothache

Receptionist: Hello, Dr. Winters' office.

Alexander York: Hello. I'm calling because I'd like to make
_____ to see the doctor.

I have _____ in my _____.

Receptionist: I think you might need _____. Let's see—

I can _____ you in this afternoon.

Would you be able to come in at 4:00?

Alexander York: Yes, that's great. I really _____ it.



Pictures taken with X-rays show inside the body because different parts of it absorb the rays of radiation at different rates. Calcium in bones absorbs the most radiation, so bones look white on an X-ray image (also called a radiograph). Fat and other softer body parts absorb less and look gray. Air absorbs the least amount of radiation, so lungs look black on an X-ray.

INFORMATION SOURCE: <http://science.howstuffworks.com>

10 Now answer these questions about the conversation. Check **yes**, **no**, or **no information**.

- | | yes | no | no information |
|---------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Does Mr. York have chest pain? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the receptionist need an EKG? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is Mr. York from overseas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Can the doctor see Mr. York today? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Mr. York needs a checkup. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11 Circle the word that correctly completes each sentence.

1. The dentist **may** / **will** be able to see you today, but I'm not sure.
2. Your gums are really swollen. You **might** / **must** be in a lot of pain.
3. Bill hates to miss class. He **must** / **might** be really sick if he's not here today.
4. We **will** / **might** be able to go shopping this weekend. It depends on if we have time.
5. You lost a filling? That **must** / **may** really hurt!
6. The patient **might** / **must** need a blood test. The doctor will have to examine him to be sure.
7. Susan **will** / **must** be able to meet us for dinner, but she said she'd be a little late.

12 Rewrite each sentence using may, might, or must and be able to.

1. She has a lot of work to do, so she might not be able to keep her doctor's appointment.
2. Dr. Morris isn't in until this afternoon. He _____ see you.
3. I'm sorry, but I have to cancel today. I _____ see you until the end of the week. I'll have to check my schedule.
4. If I leave work at 5:00, I _____ get there by 5:30. It depends on how much traffic there is.
5. Mrs. Graham has called several dentists. She _____ get an appointment for today.

LESSON 3**13 Read the article *Consider the Choices* on page 20 in the Student's Book again. Write the names of the treatments.**Extra reading
comprehension

1. When modern medicine and surgeries are unsuccessful, a person might try one of these treatments.

2. A person who is afraid of needles would not want this treatment.

3. A person who needs surgery would want this treatment.

4. A person who feels strongly that there is a mind and body connection would choose this treatment.

5. A lot of conventional medicines are based on the study of this treatment.

6. A person who is using a remedy that can actually cause the symptoms the person suffers from is using this treatment.

14

WHAT ABOUT YOU? What are some pros and cons of each type of treatment? Use your own ideas.

	Pros	Cons
acupuncture	<i>It can help you quit smoking. It's 5,000 years old, so it must work.</i>	<i>I don't like needles!</i>
conventional medicine		
herbal therapy		
homeopathy		
spiritual healing		

15

Read the website about a type of medical treatment. Then circle the letter of the answer that correctly completes each sentence.

The screenshot shows a web browser window with the address bar displaying "allaboutreflexology.com". The website has a navigation menu with the following links: home, a short introduction, origins and history, recent popularity, more about treatments, and reflexology near you. The main content area contains the following text:

Reflexology is a natural treatment dating back to ancient times. It is based on the idea that there are zones, or areas, in the feet and hands that are related to other parts and systems of the body. For example, the tips of the toes and fingers are related to the head and neck, and the ball of the foot is related to the heart and chest. A reflexologist applies pressure to specific areas in a patient's feet and hands to relieve symptoms or pain in other related areas.

This type of treatment does not cure or diagnose specific health problems, and it does not involve any medication. Yet many patients find that it successfully relieves symptoms of stress and disease. Reflexology is effective for pain, headaches, and sleeping difficulties, among other ailments. Applying pressure to the feet and hands relieves tension, improves blood circulation, and relaxes muscles. It promotes the natural, healthy functions and well-being of the entire body. Reflexology is often used along with other types of treatments, including conventional medicine.

This gentle therapy is safe and simple. A reflexologist's only tools are his or her hands. Pressure is strong, but not uncomfortable. It's not uncommon for patients to fall asleep during treatments.

A typical treatment session lasts one hour. Treatment is usually focused on the feet for most of the session. A patient is asked to remove his or her shoes and socks, to sit in a comfortable reclining chair, and then to relax as the reflexologist warms the patient's feet with his or her hands and applies pressure to the appropriate parts of the foot. The last ten minutes of the session are dedicated to the hands.

After relieving specific problems, many patients continue a regular program of treatment to maintain good health. Some reflexologists suggest building at least a five-minute reflexology session into every day for long-term relief of stress and pain.

- A reflexologist is a _____.
 - person who provides reflexology treatment
 - patient
 - person who receives reflexology treatment
 - doctor
- The article doesn't mention that reflexology can relieve _____.
 - headaches
 - problems with the feet
 - tension
 - symptoms of disease
- Reflexology _____ with other treatments.
 - can be combined
 - is never combined
 - isn't usually combined
 - might be combined in the future
- In a typical session of reflexology, about _____ is spent on the feet.
 - one hour
 - fifty minutes
 - ten minutes
 - half the time
- The ideas behind reflexology are most similar to those of _____.
 - conventional medicine
 - spiritual healing
 - herbal therapy
 - acupuncture

16 Complete the chart. Use the information from the website in Exercise 14 and the Reading on page 20 in the Student's Book.

Type of treatment	How it's similar to reflexology	How it's different from reflexology
homeopathy		
herbal therapy		
acupuncture		

LESSON 4

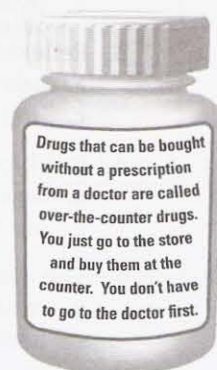
17 Suggest medications for the following symptoms. In some cases, more than one type might be helpful. Explain why you think each medication is helpful.

Symptom	Medication	Reason
sneezing	Cold tablets,	
a toothache		
weakness		
coughing		
stomach problems		
a burn from hot oil		
red eyes		
an infection		

18

WHAT ABOUT YOU? How do you buy medications in your country? Which ones do you need a prescription for? Which ones can you buy without a prescription? Which are available both ways?

	Prescription always needed	Prescription not needed	Some kinds require a prescription
antacids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
painkillers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
antibiotics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vitamins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cold tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
antihistamines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



19

WHAT ABOUT YOU? Answer the questions in your own way.

- What are some of the medications listed in Exercise 18 that you have taken? _____
- What is the normal dosage? _____
- Do you need a prescription to get them? _____
- What are some warnings or side effects of these medicines? _____

GRAMMAR BOOSTER

A

Rewrite the sentences, using probably and most likely.

- He feels terrible. He must have the flu.

- My arm aches. It must be from the shot I got yesterday.

- My doctor is not answering the phone. He must not be in today.

- An herbalist must know a lot of different plants.

- Lucy is not eating anything. She must not be feeling well.

B**Rewrite each sentence with maybe.**

1. She's been sneezing since she got here. She may be allergic to my cat.

2. I'm not feeling well. I may have the flu.

3. He's taking a lot of medication. He may be sick.

4. He has pain in his chest. He may need an EKG.

5. She hates to fly. She may prefer to take the train.

6. It looks like a bad infection. The doctor may want to prescribe antibiotics.

C**Each sentence below has an error. Rewrite each sentence correctly.**

1. I think I forgot probably to take my medication.

2. He doesn't have a fever. May be it's just a cold.

3. She is dizzy because she doesn't most likely get enough sleep.

4. We don't have probably any cough medicine at home.

5. He maybe able to return to work tomorrow.

6. He likes natural medicine so he prefers probably herbal therapy.

7. They're late probably because they overslept.

8. She prefers maybe to wait until Monday.

WRITING BOOSTER

A

Read the sentences. Are they comparing or contrasting things? Check the correct answer.

	Comparison	Contrast
1. My sister is different from my brother in the way she acts toward her friends.		
2. Vegetables are healthy and low in carbohydrates. Likewise, fruit is healthy even though it is higher in carbohydrates.		
3. Unlike New York, San Diego is on the west coast.		
4. High school and college are alike in many ways.		
5. Riding a bicycle is good exercise. On the other hand, driving a car uses little energy.		
6. If you have an infection, you can take antibiotics, but if you have the flu, the antibiotics will not work.		
7. Many of the subjects he is studying require a lot of reading. They also require essay writing.		
8. A broken ankle is very painful. A sprained ankle is very painful as well.		
9. I enjoy traveling by train. However, I really dislike plane travel.		
10. Both Saturday and Sunday are my favorite days of the week.		

B

Circle the word that correctly completes each sentence.

- A very painful ankle may require an X-ray. A painful tooth may require one, _____.
a. too b. similarly
- _____ acupuncture and spiritual healing are considered holistic medicine, not conventional medicine.
a. Whereas b. Both
- Doctors that prescribe conventional medications must have a medical degree. _____, doctors that prescribe natural medications don't have to have one.
a. On the other hand b. Likewise
- _____ a slight headache, a severe headache might need a painkiller.
a. Whereas b. Unlike
- You need a prescription to buy antibiotics. _____, you don't need a prescription to buy vitamins or some painkillers.
a. However b. Similarly

C

Look at the chart comparing Chinese health massage and acupuncture. On a separate sheet of paper, write a short paragraph comparing the two. Use these ideas or your own ideas.

Chinese health massage	Acupuncture
has been used for a very long time	has been used for thousands of years
increases energy flow in the body	increases energy flow throughout the body
helps the body's immune or defense system	improves the body's immune or defense system

D

Look at the chart contrasting the Japanese and American healthcare systems. On a separate sheet of paper, write a short paragraph contrasting the two. Use these ideas or your own ideas.

Japanese healthcare system	American healthcare system
universal healthcare system (available to all citizens)	not universal
Japanese employees pay more for healthcare if they are overweight.	American employees do not pay more if they are overweight.
Healthcare companies are not allowed to make a profit.	Healthcare companies can make a profit.
Employers are encouraged to check the weight of employees. Higher weight tends to indicate a less healthy employee.	Employers cannot check the weight of employees. It is against the law.

INFORMATION SOURCE: www.bukisa.com/articles/216630

digi-zaban.ir
Getting Things Done

Preview

1 Look at the pictures. Which person is a procrastinator? Which person is well-organized? Check (✓) the correct box.

Oh, no! I have to get these pressed for my interview today!



I need to get this package to Jakarta by Wednesday. Do you think it will get there in two days?



I'd like 100 more pages just like this by next week, OK?



1. ☐ procrastinator ☐ well-organized 2. ☐ procrastinator ☐ well-organized 3. ☐ procrastinator ☐ well-organized

I need 50 copies of my report printed from this CD for my meeting in Beijing next month.



4. ☐ procrastinator ☐ well-organized

What a mess! And the guests are coming in an hour!



5. ☐ procrastinator ☐ well-organized

“Procrastination is the art of keeping up with yesterday and avoiding today.”

~Wayne Dyer



2 Match the sentences with similar meanings. Draw a line.

- | | |
|--------------------------------|---|
| 1. I have a really urgent job. | a. I am really busy. |
| 2. I've got a lot on my plate. | b. I have to get this done as soon as possible. |
| 3. I need this a.s.a.p. | c. I don't want to take up more of your time. |
| 4. I won't keep you then. | d. I'm working on a really important task. |
| 5. I owe you one. | e. No problem. |
| 6. No sweat. | f. I really appreciate your help. |

LESSON 1

3 Circle the word or phrase that best completes each sentence.

1. You can have someone **do** / does / to do that for you.
2. The lawyer will make them **signed** / sign / to sign the papers.
3. She got a service **to clean** / cleaned / clean her house before the party.
4. Why don't you get someone **helped** / to help / help you?
5. Mrs. Oliver always makes people **to do** / did / do whatever she wants.
6. Have someone else **taken** / to take / take care of that.

4 Complete the paragraph with the correct form of the verbs.

BEFORE:



My life used to be so crazy. I tried to do everything myself, and I never got anyone _____ me. Then I realized that it's OK to have other people _____ a few things for me. For example, now I make the kids _____ their rooms themselves. And I have my husband _____ at the grocery store on his way home from work if I need something. I've even gotten the kids _____ a little bit. It's not always the best food, but at least I don't have to do it! I've found that my life is much calmer when I have everyone _____ the responsibilities.

AFTER:



5 Match each request with a similar sentence. Write the letter on the line.

- | | |
|--|-----------------------------|
| _____ 1. Would you fill in for me at the soccer game this weekend? | a. Can you get it? |
| _____ 2. Is it possible for you to give me a ride home? | b. Can I use it? |
| _____ 3. Will you pick up dinner on your way home? | c. Could you watch it? |
| _____ 4. Could you lend me your phone for a minute? | d. Can you drive me? |
| _____ 5. Would you keep an eye on the soup? | e. Could you take my place? |

6 Complete the conversation. Use the words in the box. You will not use all of the words.

get	favor	fill in for	have	lend
lifesaver	owe	pick up	problem	understand

Anna: Hey, Greg. Are you busy? Could you do me a _____ 1. ?

Greg: No _____ 2. . What can I do for you?

Anna: Well, I have a meeting in a few minutes, but I need to _____ 3. some documents from the copy place down the street.

Greg: Why don't you _____ 4. them deliver the documents?

Anna: I'm afraid that might be difficult. There's no time.

Greg: I _____ 5. .

Anna: Thanks a million, Greg. You're a _____ 6. .

Greg: No sweat. You just _____ 7. me one.

LESSON 2

7 What kind of service does each person want to have done? Use the words in the box.

copying	printing	haircut	delivery
dry cleaning	framing	shoe repair	

"I just bought this great poster. Now I need to get it fixed so that I can hang it above my desk."



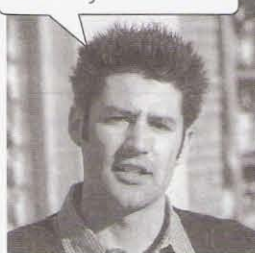
1. framing

"Can you shorten it by about 3 inches?"



2. _____

"Could I have these packages in my office by noon?"



3. _____

"I need this sweater done a.s.a.p. It's urgent."



4. _____

"I lost the heel on these sandals. Can you fix it for me?"



5. _____

"Can you have this sign for me by tomorrow?"



6. _____

"I have to get more handouts for tomorrow's meeting."



7. _____

8 Read the services in Exercise 7. Complete the sentences with the service each person needs. Use the passive causative.

1. He would like to have his poster framed.
2. She wants to get _____.
3. He would like to have _____.
4. She needs to have _____.
5. She wants to have _____.
6. He needs to get _____.
7. He has to get _____.

9 Complete each sentence with the passive causative. Use the correct tense.

1. We will have the sign copied tomorrow because the printer is closed today.
have / the sign / copy
2. Don't _____ there. They've lost my shirts twice!
have / your shirts / press
3. Can you please _____ before this afternoon's meeting?
get / these pages / copy
4. Last week I _____, and now it looks like new.
have / my blouse / dry-clean
5. Mr. Sutton needs to _____ today.
have / these flowers / deliver
6. Would it be possible to _____ by this afternoon?
get / this photo / print
7. Bill's pants were too long, but then yesterday, he _____.
have / them / shorten
8. Sometime next week she _____.
get / her computer / repair

10 CHALLENGE. Correct the mistake in each sentence.

1. You can have the packages ^{delivered} ~~delivering~~ to your home or office.
2. If you're getting ~~dry-cleaned~~ your suit, make sure you can pick it up tomorrow.
3. You can have your shoes repair for much less than it costs to buy a new pair.
4. We're having signs to print to announce the big event next week.
5. Where did you got your pants lengthened? They did a great job.
6. You should get your skirt shorten so it looks more fashionable.
7. I'd like to have framed this diploma so I can hang it up.
8. They didn't had the house cleaned yesterday.

11 WHAT ABOUT YOU? Which services do you use? Complete each sentence in your own way. Use the passive causative.

1. I always have _____.
2. I've never had _____.
3. I have gotten _____.
4. Sometimes I get _____.

LESSON 3

12

Extra reading
comprehension

Read the article *The Tailors of Hong Kong* on page 32 in the Student's Book again. Check true, false, or no information.

	true	false	no information
1. You used to be able to have a suit tailored in 24 hours in Hong Kong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There are still a lot of places in Hong Kong that can make a garment in just one day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If you buy a ready-made garment at a store at home, it will cost about the same as a custom-made garment in Hong Kong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If the garment doesn't fit, you will need to pay more money to have it fixed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A deposit is required before the tailor starts working on your garment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If you don't like the garment you ordered, you can get all your money back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13

Read the article. Then write **T** for true or **F** for false for each statement, according to the information in the article. Correct the false statements.

"Dry" cleaning

When you need your delicate garments cleaned, you take them to your local dry cleaning store. You give them your clothes, get a ticket, and after a few hours or a few days, your clothes are as good as new. But do you know what dry cleaning is? Do you know how it first started?

Despite its name, dry cleaning is actually not a dry process. Clothes are washed in liquid chemicals, but without water. (That's why the process became known as *dry cleaning*.) Dry cleaning is often used instead of washing delicate fabrics by hand. It can also remove stains that can't be removed at home.

The invention of dry cleaning was an accident. In 1855, a Frenchman named Jean Baptiste Jolly made a discovery: A lamp filled with kerosene fell on a greasy cloth in his home (kerosene is a type of oil that burns well). When the kerosene dried, the cloth was cleaner where the liquid had been.

Based on this discovery, people began to use chemicals to clean clothes. But most of these chemicals, such as kerosene and gasoline, could easily catch on fire, so dry cleaning was very dangerous.

In the 1930s, people started to use a new chemical, called *perchloroethylene*, or *perc* for short. This chemical cleaned well, was gentle on most fabrics, and most importantly, it didn't catch on fire easily, so it was much safer than the chemicals that were used earlier. It is still used today by most dry cleaners. However, in recent years, some people have been worried about possible health issues related to perc.

While perc does not catch on fire easily, people who work in dry cleaning shops have complained of dizziness, headaches, sleepiness, sore eyes and throat, and other more serious illnesses from the chemical smells. Some new machines have been developed to help keep the fumes from escaping during the cleaning process and to keep the air in the shops cleaner, fresher, and safer.

- _____ 1. No liquid is used in the dry cleaning process.
- _____ 2. Jean Baptiste Jolly was trying to find a new way to clean clothes.
- _____ 3. When kerosene got on the cloth in Jolly's home, the cloth caught on fire.
- _____ 4. Kerosene can clean greasy cloth.
- _____ 5. People stopped using gasoline and kerosene because they were dangerous.
- _____ 6. Perc doesn't burn as easily as kerosene and gasoline.
- _____ 7. Perc isn't used in dry cleaning anymore.

14 Read the article again. Then answer the questions.

- How is dry cleaning different from the way people normally wash their clothes at home?

- What chemicals did people use to dry clean their clothes in the late 1800s?

- Why did people start using perc for dry cleaning?

15 Look at the completed customer survey. Then answer the questions about the customer's experience. Write yes, no, or no information.

Thank you for choosing **Sew Clean** for your tailoring and dry cleaning needs. We want to know about your experience. Please take a moment to complete this survey and evaluate our quality of service.

	5 excellent	4 good	3 average	2 poor	1 unacceptable
Quality of work	⑤	4	3	2	1
Speed of service	5	④	3	2	1
Price of service	5	4	3	②	1
Knowledge of employees	⑤	4	3	2	1

Do you have any other comments? The tailor knew what she was doing. She shortened my pants perfectly. And they were ready on time. She told me that they would be finished the next day, and they were!

- Does the customer think that the business is efficient? _____
- Does the customer think that the business is professional? _____
- Does the customer think that the prices are reasonable? _____
- Does the customer think that the employees are helpful? _____
- Does the customer think that the employees are reliable? _____
- Does the customer think that the business offers a lot of different services? _____
- Did the customer use the tailoring services? _____
- Did the customer use the dry cleaning services? _____

- 16** Read and respond to the instant message. Describe the quality of the service and the workmanship of one business in your area.

Rudy425

File Edit Actions Tools Help

rudy425: I'm new to the area and would really like to know about the local services. Can you recommend any businesses?

you: _____

LESSON 4

- 17** Look at the plans for the party. Answer the questions.

Plans for Shannon's surprise party:

- Mike:** call Shannon's family to see who to invite
write down all the friends who we'll invite
- Kayla:** call friends and family to see when they are available
decide which day most people can come
- Alan:** visit Bryce Park and Shady Grove
decide which one is best for the party
- Ryan:** decide how to spend the money
- Page:** let everyone know about the party
- Abby:** buy balloons and "Happy Birthday" sign
get place ready for party
- Samantha:** get information and compare prices of food
- Carrie:** find someone to provide music

1. Who is going to pick a date? _____
2. Who is going to arrange catering? _____
3. Who is going to make a list of attendees? _____
4. Who is going to pick a place? _____
5. Who is going to arrange music? _____
6. Who is going to set up the place? _____
7. Who is going to send out invitations? _____
8. Who is going to make a budget? _____

18 WHAT ABOUT YOU? Answer the questions in your own way.

1. Which step for planning a social event would you most like to do? Why?

2. Which step would you least like to do? Why?

19 Read the article. Then circle the letter of the correct answer to each question.

HOW TO ENJOY YOUR OWN

PARTY

Sometimes hosts are so busy planning a party that they don't enjoy themselves at the actual event. Here are some tips to help you relax and have fun!

Make lists of:

- everything you're going to clean
- how you'll decorate
- food that you'll serve
- stores you need to go to (grocery store, florist, party store, etc.)
- personal preparations (buy an outfit, get hair done, shower, etc.)

- Assign cleaning, cooking, decorating, and other responsibilities. Have your family and friends help, or hire someone.
- Decide which foods you can make before the day of the party. Have a caterer make everything else.
- Make a schedule for the day of the party. Include cleaning and decorating tasks as well as personal preparations.

Now, follow the schedule you've made, and enjoy the party!

1. According to the article, you'll enjoy your own party more if you _____.
 a. plan for it well b. look fabulous c. serve delicious food
2. Make lists to help you _____.
 a. choose which foods to serve b. make a hair appointment c. plan
3. You should make food _____ the party.
 a. during b. before the day of c. on the day of
4. The article doesn't mention _____.
 a. getting people to help you b. shopping c. how to choose the menu

20

WHAT ABOUT YOU? Answer the questions in your own way.

1. What do you think is most important at a party? Rate the details from 1 to 5, 1 being the most important, 5 being the least important.

_____ music
 _____ food
 _____ decorations
 _____ place
 _____ other: _____

2. Explain why you think that _____ is the most important detail in party planning.

3. What are some reasons for having a party?

_____ _____ _____
 _____ _____ _____

GRAMMAR BOOSTER

A

Look at the chart about what each child is permitted to do. Complete each item with information from the chart. Use let.

	Go to bed late	Eat a lot of sugar	Stay home from school
Tina	X	✓	✓
John	✓	X	X
Michael and Jim	✓	✓	X

1. Tina's parents don't let her go to bed late. But they let her eat a lot of sugar.
 And sometimes they _____ home from school.
2. John's mother _____ to bed late. But she _____ a lot of sugar.
 And she _____ home from school either.
3. Michael and Jim's parents _____ to bed late. They also _____
 a lot of sugar. But they _____ home from school.

B

Read each statement. Give advice about what the person should or shouldn't permit. Use let or don't let.

1. "The kids are running all over the house."

YOU Let them play outside. OR Don't let them climb on the furniture.

2. "My daughter broke a tooth on a piece of candy."

YOU _____

3. "My little sister watches too much TV"

YOU _____

C**Read each sentence and then answer the question.**

- | | |
|--|--------------------------------------|
| 1. We had made some cookies for the kids. | Who made the cookies? <u>We did.</u> |
| 2. Lisa had her parents send in the form. | Who sent in the form? _____ |
| 3. They had their friends move the furniture. | Who moved the furniture? _____ |
| 4. Jeff's boss, Brian, had cancelled the meeting. | Who cancelled the meeting? _____ |
| 5. We had talked to the clients about the problem. | Who talked about the problem? _____ |
| 6. Taylor had Steve take the messages for Christine. | Who took the messages? _____ |

D**Read each sentence. Cross out the by phrase if it is not important.**

- I had my shirt's sleeves shortened ~~by someone~~.
- The gallery always gets things framed by Colin's Frames.
- We get our holiday cookies made by a professional bakery down the street.
- You should get your photos printed by the people at the mall.
- They're having the package sent by Zipp's Delivery Service.
- She got the kids' pictures taken by the person with the camera.
- I get my clothes dry cleaned by a person at Summit Cleaners.
- She always gets her hair cut by Clara at Shear Perfection.

WRITING BOOSTER**A**

Write a sentence expressing your personal opinion in response to each of the following questions. Use expressions for stating opinions from the chart on page 142 in the Student's Book.

- Do you think people who are very organized get more done with less stress?

- Do you think it's important for people to get along at work?

- Do you think children should be required to study music at school?

- Do you think getting people to help is better than trying to do everything yourself?

- Do you think speed and reliability are the most important reasons to choose one store over another?

- Do you think employers should be allowed to check their employees' health?

B**Complete each statement with a personal example.**

1. I'm a very organized person. For example, _____
_____.
2. Some people are good at making a budget, but I am not one of them. Whenever _____
_____.
3. I feel great every time _____
_____.
4. There are a lot of times I have to run late for an appointment. For instance, _____
_____.
5. I used to be a terrible procrastinator. When I was _____
_____.
6. The people where I live are so nice, and they always help me in a lot ways, such as _____
_____.

C

Look at the opinions you stated in Exercise A. Choose one opinion and list three personal examples to support your view. Use the expressions for stating personal examples from Exercise C.

Your opinion: _____

Personal examples:

1 _____

2 _____

3 _____

Reading for Pleasure

Preview

1 Read the book covers. Write the type of book. Use the types from the box. You will not use all of the types.

an autobiography

a biography

a mystery

a romance novel

science fiction

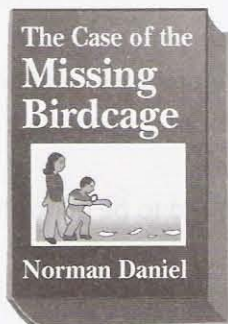
a self-help book

short stories

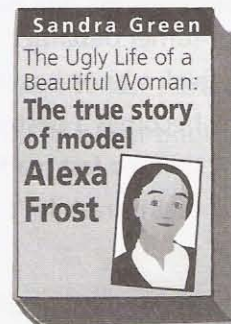
a travel book



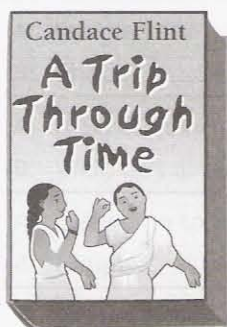
1. _____



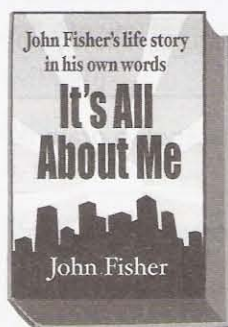
2. _____



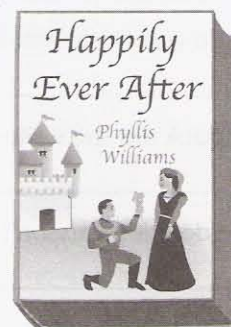
3. _____



4. _____



5. _____



6. _____

2 Read each pair of sentences. Write "=" if the sentences have the same or similar meanings and "≠" if the sentences have different meanings.

- | | | |
|-------------------------|-------|----------------------------------|
| 1. I can't get into it. | ≠ | I can't put it down. |
| 2. It's not my thing. | _____ | I don't like it. |
| 3. I can't put it down. | _____ | It's a real page-turner. |
| 4. I can't get into it. | _____ | I can't get enough of it. |
| 5. It puts me to sleep. | _____ | I really like it. |
| 6. I'll lend it to you. | _____ | You can borrow it. |
| 7. I'm just browsing. | _____ | I'm looking for a specific book. |

“ A room without books is like a body without a soul.”

— Marcus Tullius Cicero (Ancient Roman politician, writer, and public speaker)

SOURCE: www.seasonedwithlove.com

3

WHAT ABOUT YOU? Answer the questions in your own way.

1. Name a book or other reading material that you can't get enough of.

2. Name a book or other reading material that puts you to sleep.

LESSON 1

4

Read each sentence. Check true or false.

1. A page-turner describes a book that you can't put down.
2. If you think a book is a cliff-hanger, you probably can't get into it.
3. A book becomes a best-seller when a lot of people buy it.
4. A book that is a fast read is very difficult.
5. A book that is trash isn't usually considered to be good literature.

true false

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

5

Respond to each question with a clause using that. Use the prompts.

1. What's in the latest issue of *Car Magazine*? (an article on hybrid cars / I think)

I think that the latest issue of Car Magazine has an article on hybrid cars.

2. What do you think about this book? (hard to follow / I believe)

3. What book did she write? (a book about English grammar / I think)

4. Where do Stieg Larsson's novels take place? (in Sweden / I guess)

5. Who are the main characters in the *Twilight* novel? (Bella and Edward / I believe)

6. What is Adam Johnson's short story "Hurricanes Anonymous" about? (a single father / I think)

7. What is Alice Sebold's most famous novel? (*The Lovely Bones* / I suppose)

8. They don't have any articles on knitting in this magazine, do they? (disappointed / I)

6

WHAT ABOUT YOU? Complete the sentences in your own way. Use noun clauses.

1. I believe (that) _____.
2. I used to think (that) _____.
3. I didn't know (that) _____.
4. I'm sure (that) _____.
5. I'm happy (that) _____.

7

Write the letter of the sentence that best answers each question.

- | | |
|---|--|
| _____ 1. Has Kristin Hannah stopped writing novels? | a. I think so, but I can't remember the title. |
| _____ 2. Are you reading anything good these days? | b. I hope not. I really like her books. |
| _____ 3. Do you think the new Jody Picoult novel is going to be any good? | c. I'm afraid not. I'm surprised I can't find anything good. |
| _____ 4. Is your book any good? | d. I believe so. I've just started reading it. |
| _____ 5. Have you read anything by Amy Tan? | e. I guess so. All of her books are great. |

8

Complete each conversation with a logical response. Use so or not.

1. A: Does this magazine cost less than this book?
B: I think _____.
2. A: I'm glad the interview went well. Do you think they'll offer you a job?
B: I hope _____. I really like the company.
3. A: Is Scott going to meet us tonight?
B: Well, he's already an hour late, so I guess _____.
4. A: Is it going to rain for our picnic tomorrow?
B: I hope _____.
5. A: Do the stores close at 4:00 in the afternoon?
B: I don't believe _____.

9

WHAT ABOUT YOU? Complete the conversation in your own way. Recommend a book to a friend. Explain why you recommend it.**Your friend:** I'm looking for something good to read. Do you have any recommendations?**(YOU)** You should read _____. I highly recommend it.**Your friend:** Really? Why's that?**(YOU)** _____

LESSON 2

10 Put the conversation in order. Write the number on the line.

- _____ I know. I think I bought the last copy.
- _____ Yes, I just bought it at the newsstand downstairs.
- _____ I'll lend it to you when I'm done with it.
- _____ I was just down there, but it's sold out.
- _____ Really? That's great. Thanks.
- _____ Is this the latest issue?
- _____ Too bad. There's an article in there I really want to read.

*"Tell me what you read and
I shall tell you what you are."*

— anonymous proverb

INFORMATION SOURCE: www.seasonedwithlove.com

11 Look at the pictures and complete each sentence. Make embedded questions.



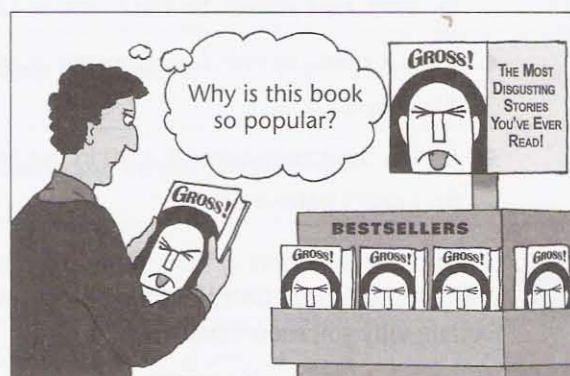
1. She would like to know if (whether) Red Thunder is the author's second novel.



2. He'd like to know _____.



3. She wonders _____.



4. He wonders _____.

12 Read each pair of embedded questions. Circle the letter of the correct sentence in each pair.

- a. I don't know if it's trash.

b. I don't know if is it trash.
- a. Would you mind asking Angie whether I could see her book?

b. Would you mind asking Angie that I could see her book?

3. a. Do you know why Helen Keller wrote about her life?
b. Do you know why did Helen Keller write about her life?
4. a. I wonder who is Anne's new friend.
b. I wonder who Anne's new friend is.
5. a. Tell me when did you get this.
b. Tell me when you got this.
6. a. Could you tell me where the children's books are?
b. Could you tell me where are the children's books?

13 Circle the word that correctly completes each embedded question.

1. I wonder **whether** / **who** John Steinbeck wrote this.
2. I'd like to know **if** / **that** anyone recommends reading this book.
3. Do you know **who** / **when** you bought it?
4. Tell me **what** / **whether** this book is about.
5. I don't know **what** / **if** the book is available online or not.

14 Change each sentence to an embedded question. Begin each question in a different way.

1. Who took my novel? *I'd like to know who took my novel. OR Tell me who took my novel.*
OR I wonder who took my novel.

2. Is this a best-seller?

3. Why didn't you finish reading this?

4. When did she write her memoir?

5. Who is this present for?

6. Do you like to read non-fiction?

7. Are we ready to go to the library?

15 WHAT ABOUT YOU? Complete the sentences with embedded questions in your own way.

1. I don't know _____.
2. I wonder _____.
3. I'd like to know _____.

16 Complete the paragraphs with the phrases in the box.

curled up with

did puzzles

listened to an audio book

read aloud

read the travel section online

skimmed through

Yesterday, Madison Jeffries and her mom started the day by looking at the paper. They didn't have plans for the weekend, so they quickly _____ the entertainment section of the newspaper to see what events were going on around town. Then they _____ because their family is planning a vacation and they're not sure where to go. So they looked at several articles about places that they thought were interesting.

Later that day, Madison went with her mom for a car ride. Since it was a long trip and they didn't want to get bored, they _____ in the car. When they got home, they _____ together. Her mom helped her figure out the items she couldn't answer.

At the end of the day, Madison got ready for bed, and her mother _____ to her. After Madison fell asleep, her mother _____ a romance novel.

17 Look at the pictures and label them with the phrases from the box in Exercise 16. Then number the activities in the order they occurred in the paragraph.

a. _____ ☐b. _____ ☐c. _____ ☐d. _____ ☐e. _____ ☐f. _____ ☐

18

WHAT ABOUT YOU? Answer the questions with your own information.

1. What time of day do you usually read? _____
2. Do you mostly read for pleasure or for school / work? _____

3. Where do you like to read? _____
4. Do you like to hear other noise (music, television, etc.) when you read? Why or why not?

5. Have you ever read an e-book? How does it compare with a traditional book?

6. What do you read online? _____

LESSON 4

19

Extra reading
comprehension**Read the article *Comics: Trash or Treasure?* on page 46 in the Student's Book again. Then answer the questions.**

1. What are three reasons people have criticized comics as reading material for young people?

2. What are three advantages educators see in reading comics?

3. How have comics been used as a way to communicate social and political information?

4. How are publishers using comics in Japan?

5. Where can you buy comics in Japan?

6. *Spider-Man* is one of the world's most popular comics. How do you know?

Letters to the Editor

Stop Book Banning Now!

From Alicia Vohn, age 16

You might think that book banning is a thing of the past. However, it is certainly not the case. If you are looking for a copy of *Ordinary People* or *The Catcher in the Rye* in my school library, don't bother. Those books have been removed from the shelves. In fact, according to the American Library Association (ALA), since 1990, over 10,000 books have been banned from schools and public libraries around the country. Many types of books: classics, fiction, non-fiction, award-winning books, and even children's picture books have been objected to by angry parents or banned completely, by either removing them from the schools or preventing their purchase.

Why do books get banned?

The reason people give for removing books from school bookshelves is to protect people, especially children and young adults like me, from content that might be dangerous.

Most banned books contain violent, religious, sexual, political, or racial content or contain offensive language. Some people think that banning such books will discourage children and young adults from developing bad attitudes, speech, and behavior. But, personally, I don't think young people find words or details in books that they have not yet seen or heard in real life!

Who bans a book?

A "challenge" is a formal written complaint requesting that a book be removed from a curriculum or a library. A book can be challenged by any person or group of people who think its content is inappropriate. Once that happens, a group of experts reviews the book to see if it might be harmful to young people. If they decide that it is, the book is removed. However, schools can ban books without such a review. They just choose not to buy the books at all!



Book banning is wrong and should stop! It's wrong to limit young people's access to books. Book banning limits our freedom to make choices! It stops us from examining different ideas and beliefs and learning to form our own opinions. Schools should teach us to be tolerant of others' ideas and respect our differences. How can tolerance be taught in a classroom that bans books with "unacceptable" ideas?

INFORMATION SOURCE: www.ALA.org**According to the article, . . .**

1. over 10,000 books have been banned in 1990.
2. if a book is banned, it is not allowed in a school or library.
3. people object to some books because their content might be harmful to young people.
4. young people learn offensive language only from books.
5. anyone can challenge a book.
6. the American Library Association reviews challenges against books.
7. a school must wait for the experts' review before it bans a book.
8. a school can ban a book by not buying it.
9. young people should be free to choose what books they can or can't read.
10. banning inappropriate books will teach children tolerance and respect.

true	false
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>

21

Read about two books that have been banned from some schools and libraries. Check agree if you agree with the ban and disagree if you don't agree with the ban. Then explain your opinion.

1. *Scary Stories to Tell in the Dark* by Alvin Schwartz is a collection of short stories for children ages nine through twelve. The stories are filled with horror and scary images that are meant to make the reader jump with fear. The collection includes traditional horror tales, contemporary folklore, and scary stories with surprise endings. Beautifully illustrated with Stephen Gammell's spine-chilling pictures, this series is often considered a page-turner that you won't be able to put down. But this series has been listed as one of the most challenged. Many people don't approve of its violence, and parents worry that the stories and frightening illustrations will terrify their children and cause nightmares.

agree ☐ disagree ☐

2. *Bridge to Terabithia* by Katherine Paterson is a story of two fifth-graders, a boy named Jess and a girl named Leslie. Jess is shy, and he often gets angry or sad. Leslie is a talented and outgoing girl who makes friends easily. Once they become friends, the two are inseparable. Jess shows Leslie his love of art, and Leslie shares with Jess her love of fantasy stories. They create an imaginary kingdom, called Terabithia, in the woods where they spend every day after school. Terabithia is filled with imaginary creatures, and while there, Jess and Leslie pretend to fight fears they face in real life. Although many critics consider this book one of the best novels for young readers, it has often been banned because of the disrespect the children show to adults, their impolite behavior, some offensive language, the confusion of combining fantasy with reality, and the death of a child.

agree ☐ disagree ☐

GRAMMAR BOOSTER

A

Complete the sentences in your own way. Use clauses with that.

- It's nice that your children play well together.
- Many children are afraid _____.
- Some people are worried _____.
- Most people agree _____.
- Until recently, I had never noticed _____.
- We were surprised _____.
- I'm disappointed _____.

B

Read each sentence with an embedded question. Circle the letter of the underlined word, phrase, or punctuation that contains an error. Each sentence contains only one error.

- Do you know who she is .
a. b. c.
- Could you tell me when does the bus arrives?
a. b. c.
- I can't decide whether I should go to the movies or stay home ?
a. b. c.
- Does anyone know who is the author ?
a. b. c.
- Can you remember do they sell newspapers at that store ?
a. b. c.

C Check the correct sentence in each pair and correct the error(s) in the incorrect sentence.

- ☐ Let's ask how much ~~does~~ it cost?
☒ She asked how much it costs.
- ☐ We're wondering if the baby is a boy or a girl.
☐ We're wondering whether is it going to rain.
- ☐ Can you tell me what is the time?
☐ Could you explain what the problem is?
- ☐ I'm not sure when did they arrive.
☐ I want to know when their plane left.
- ☐ Can you tell me the book is a page-turner?
☐ Can you tell me if the book is based on a true story?

D Rewrite the sentences. Use an infinitive.

- I don't know what I can do for you.
I don't know what to do for you.
- She can't decide what she should have for dinner.

- They're not sure whether they should stay or leave.

- I wonder when I could call her.

- Let me know if I should invite Janet.

- Mark can't decide where he should buy a new car.

E Use the prompts in parentheses to write sentences with noun clauses.

- (I completed my article in one day.) That I completed my article in one day is amazing.
- Let's ask _____ (How much does it cost?)
- (What did she write in her book?) _____ shocked many people.
- (This book is a page-turner.) _____ doesn't surprise me.
- I don't know _____ (Should I read a thriller or a romance novel?)
- (How did this book become a best-seller?) _____ is a pretty interesting story.
- Do you know _____ (Who wrote *My Sister's Keeper*?)

WRITING BOOSTER

A Read each sentence. Check true or false.

- | | true | false |
|---|--------------------------|--------------------------|
| 1. A summary of a long reading provides a lot of details about the topic. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. When you write a good summary, focus on the main ideas. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The main ideas of a reading do not give enough information to tell the story. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. For a short reading, step number one of writing a summary is to identify the details. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You should use your own words in the summary. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. It helps to answer basic information questions about the reading before writing the summary. | <input type="checkbox"/> | <input type="checkbox"/> |

B Read the article and answer the questions.

In her 70s, Anna Mary Robertson Moses enjoyed sewing. But as she grew older, it became painful for her. So at age 75, Anna began to paint instead. Many of her early paintings were given as gifts to family members and friends. She also tried to sell a few of her paintings to make a little money. She charged \$2 for a small painting and \$3 for a larger one.

In 1938, an art collector saw her paintings and bought them all. He was so impressed that he convinced an art dealer to show her paintings in his gallery in New York City. This made many art collectors and museums all over the world interested in her work. She became one of the best-known American artists in the world, with art shows in America, Europe, and Japan.

She became known as "Grandma Moses" and continued to paint until she died at the age of 101. In 26 years she produced over 3,600 paintings. Her paintings show scenes from daily life in rural upstate New York, where she lived most of her life. Some of her paintings were used on Hallmark greeting cards and on U.S. postage stamps. In 2006, a 1943 Grandma Moses painting sold for \$1.2 million.



Joy Ride by Grandma Moses

- What is the article about?

- When did Grandma Moses begin painting?

- How did she become a famous painter?

- What did she paint?

- How many paintings did she create?

C On a separate sheet of paper, write a summary of the article. Use your answers to the questions in Exercise B.

Natural Disasters

Preview

1 Look at the news source. Then check true, false, or no information.

www.breakingnews.com

Huge natural disaster: Earthquake in Indian Ocean causes tsunami



AFFECTED COUNTRIES

THE LATEST NUMBERS

HOW CAN I HELP?

MORE ABOUT EARTHQUAKES

MORE ABOUT TSUNAMIS

OTHER RECORD DISASTERS

After yesterday's disaster, the search for survivors continues. Reports say the number of casualties is increasing. There is a record amount of property damage. Breakingnews.com is your online center for disaster news and information about relief efforts.

Different cultures around the world have tried to explain what causes earthquakes. Here is one ancient legend from India:

- The earth is held up by four elephants that stand on a turtle's back. The turtle stands on top of a snake. When any of these animals move, the earth moves and shakes.



SOURCE: www.fema.com

- The news source for this information is the Internet.
- The tsunami caused the earthquake.
- Three countries were affected by this disaster.
- This is the worst tsunami ever.
- The number of dead or injured is increasing.
- There was no property damage.

true	false	no information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Complete the conversation. Use the words from the box.

blizzard breaking news casualties enormous property damage

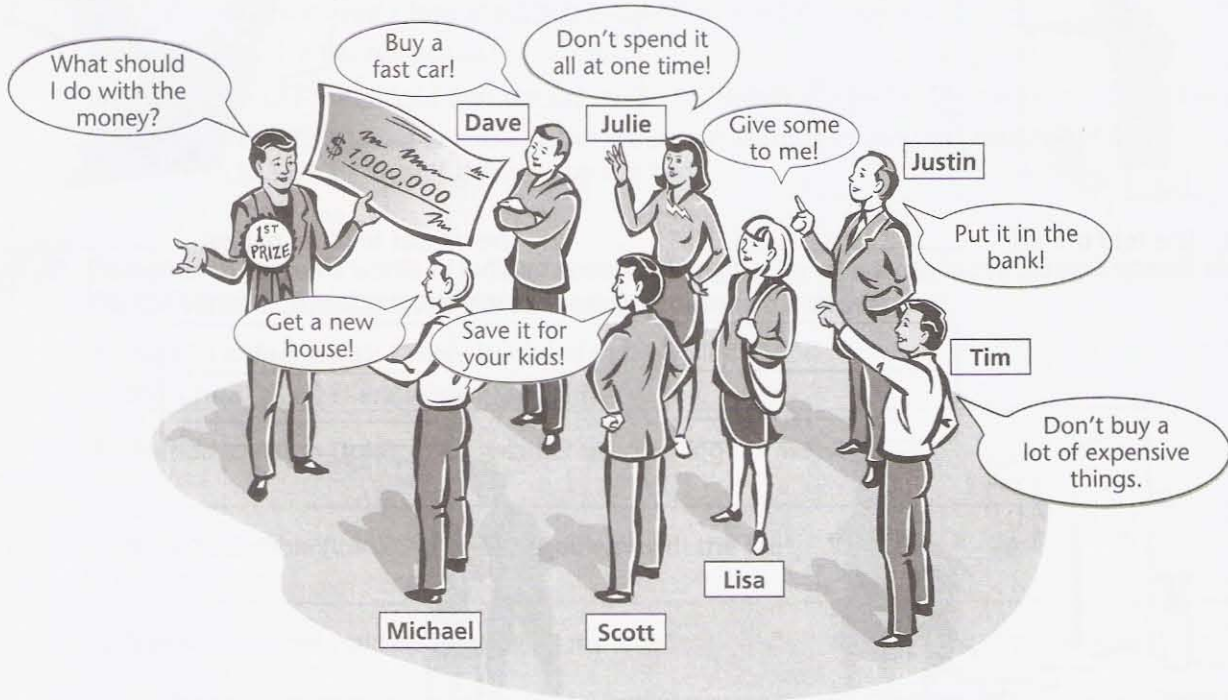
George: Look at this _____ from the north. There was a major _____ there last night. Almost five feet of snow fell.

Christie: That's an _____ amount of snow. That much snow can be dangerous.

George: There was some _____ because of fallen trees. There were also some accidents because of slippery roads. Luckily, there were no _____, just minor injuries.

LESSON 1

- 3 Look at the illustration. What did each person say? Write sentences in indirect speech. Make changes in pronouns if necessary.



1. Dave said to buy a fast car.
2. Michael said _____.
3. Julie told him _____.
4. Scott said _____.
5. Lisa said _____.
6. Justin told him _____.
7. Tim told him _____.

- 4 Rewrite each statement in indirect speech. Make changes in pronouns if necessary.

1. My mom told me, "Heather, go help your cousins."

My mom told me to go help my cousins.

2. Tina said, "Don't make a mess in the kitchen!"

3. Sarah told Katie, "Eat all your vegetables."

4. Rebecca said, "Don't touch my stuff!"

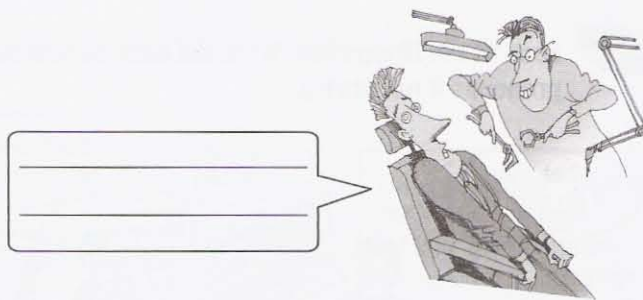
5. Dad told the kids, "Put away your things."

5

Look at the pictures. What is each person saying? Write an imperative in the speech bubble. Then rewrite the imperative in indirect speech.



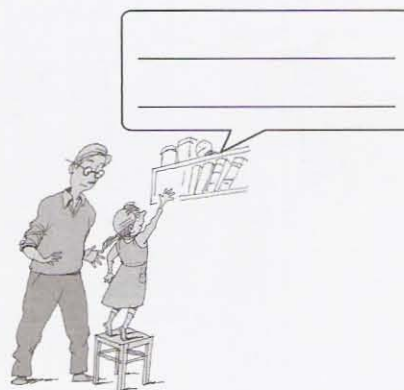
1. She told the cat _____.



2. The dentist told the patient _____.



3. She said _____.



4. Her dad said _____.

6

WHAT ABOUT YOU? Complete each sentence in your own way. Use indirect imperatives.

- When I was younger, people told me _____.
- Our teacher often tells us _____.
- Today someone said _____.

LESSON 2

7

Complete each sentence with the correct word from the box.

drought	flood	hurricane	landslide	tornado
---------	-------	-----------	-----------	---------

- When there is a _____, a lot of water covers an area where there usually isn't water.
- A _____ refers to a long time without rain.
- When there is a _____, a lot of rocks and earth fall down a hill.
- A _____ is a storm with a lot of wind that moves over water.
- A _____ is a storm in which the air moves very quickly in a circle.

8

Complete the conversation. Circle the correct word or phrase in each pair.

Jonathan: I just talked to Gary Feldman on the phone.

Barbara: Oh, what did he (1.) **tell** / **say**?

Jonathan: He (2.) **said** / **told** me (3.) **don't go** / **not to go** to work today. He (4.) **told** / **said** that he (5.) **has tried** / **had tried** to go, but he (6.) **can't** / **couldn't**.

Barbara: Why? What happened?

Jonathan: He (7.) **said** / **told** that the storm (8.) **is** / **was** really awful. The roads are covered in ice.

Barbara: Really? I listened to the weather report last night, and they (9.) **told** / **said** it (10.) **isn't** / **wasn't** going to be too bad.

9

Change each person's words to indirect speech, changing the verb tense in the indirect speech statement. Use the verbs in parentheses. Make changes in pronouns if necessary.

1. Nick to Joshua (said): "There is a flood in the valley."

Nick said (that) there was a flood in the valley.

2. Brenda to Aaron (told): "Bad weather was coming our way."

3. Ryan to Debbie (told): "There's a problem with the car."

4. Valerie to Daniel (said): "They called me late."

5. Kathy to Colleen (told): "I'm ready to go any time."

6. Paul to Doug (said): "Everyone got sick."

10

Change each sentence from indirect speech to direct speech. Make necessary changes to the tense and pronouns.

1. Ms. Jones told us that the storm was going to be strong.

Ms. Jones: *"The storm is going to be strong."*

2. Alexa said that the blizzard was coming in our direction.

Alexa: _____

3. Mr. Kirk said that the weather in the islands had been terrible.

Mr. Kirk: _____

4. The radio announcer said that a flood covered the roads.

The radio announcer: _____

5. Howard Denton told me that the hurricane had damaged a lot of houses.

Howard Denton: _____

11 Rewrite each conversation. Use indirect speech to tell what each person said. Use the correct form of say or tell. Change pronouns and verb tenses if necessary.

1. Linda: Terri and I are going to the mall later.

Stacy: I want to go with you!

Linda told Stacy that she and Terri were going to the mall later.

Stacy said that she wanted to go with them.

2. Chris: I just got back from Machu Picchu in Peru.

Theresa: Show me the pictures!

3. Little girl: Tell me the story about the princess.

Father: You've already heard that story a thousand times!

4. Joey: I got the fruits and vegetables at a farmer's market.

Brooke: They're very fresh and delicious.

LESSON 3

12

Extra reading
comprehension

Read the article *Earthquakes* on page 56 in the Student's Book again. Check the statements that are true. Correct the false statements.

- ☐ 1. The most catastrophic earthquake recorded was in Sumatra.
- ☐ 2. Severe earthquakes cause casualties, damage to property, and serious economic consequences.
- ☐ 3. The tsunami in 2004 was caused by an earthquake.
- ☐ 4. Earthquakes with a magnitude of over 6 on the Richter Scale are generally moderate.
- ☐ 5. Location can determine the severity of an earthquake just as much as magnitude.
- ☐ 6. Older-style buildings are safer than modern buildings.
- ☐ 7. Earthquakes that happen when people are outdoors usually have a higher death toll.

13

Rate the following adjectives from 1 to 5, 1 being the worst.

_____ severe

_____ mild

_____ deadly

_____ catastrophic

_____ moderate

Did you know?

- Four out of five of the world's earthquakes take place along the rim of the Pacific Ocean, a zone called the Pacific Ring of Fire.
- Most earthquakes last a minute or less.
- Each year, there are about a million earthquakes around the world. But only about 100 of these cause serious damage.

SOURCE: www.earthquakefacts.net

STORM CHASERS

Tornadoes. Hurricanes. Enormous storms. Just reading these words makes people imagine catastrophic events that can cause countless injuries and severe damages. No one looks forward to weather reports or breaking news that announce these natural disasters. No one, except a small group of about 100 people known as "storm chasers."

Who are these people, and what do they do? A storm chaser is a person who tries to get as close to a severe storm as possible. A few storm chasers are scientists who want to learn more about storms and how they develop. They want to be able to learn more so that someday they can better predict when and where storms will occur. With more information, they could help people avoid the catastrophic destruction and high casualties that often happen when huge storms hit. Others are professional photographers, movie makers, or TV reporters. Some are tour guides who take people close to the center of a storm as part of an adventure vacation. Most are just people who are fascinated by nature and chase storms as a hobby.

Storm chasers travel thousands of miles a week in cars loaded with laptops, cameras, videos, emergency supplies, and a lot of scientific equipment. The most famous storm chases occur in the springtime in an area called Tornado Alley. It is in the Great Plains states of the United States—such as Nebraska, Oklahoma, Iowa, and Texas—where severe storms and tornadoes frequently happen.



Storm chasers study weather data and look closely at the sky to guess the timing and location of storms as they form. They hope to be there when a tornado forms and to follow it as it touches ground. If they are lucky, they will catch a tornado at least once in every five to ten trips.

In 1996, the thriller *Twister* introduced storm chasing to moviegoers. Since then, a lot of people have been fascinated by the topic. There have been TV shows, documentaries, and hundreds of books written about this exciting "sport."

But storm chasing is not for everyone. It is a dangerous hobby. Roads are often wet and dangerous to drive; severe floods can wash away cars; hailstorms can cause injuries and damage to cars; and lightning storms can cause casualties. So why do storm chasers do it? They say that it is amazingly fun, exciting, and always enormously beautiful.

SOURCES: www.stormtrack.org/library/faq/index.htm, www.stormchasing.com, and www.skydiary.com/kids/chasing.html

	true	false	no information
1. Storm chasers look for opportunities to study and photograph huge storms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There are a lot of women storm chasers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There are over 1,000 people who are storm chasers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Storm chasers look forward to tornadoes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Storm chasers know exactly when a tornado will hit a town.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There are TV shows about storm chasing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>Twister</i> is the best movie about storm chasing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Storm chasing is easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 Read the article again. Answer the questions.

1. Why do people become storm chasers? _____
2. How do storm chasers predict when a storm will hit? _____
3. What is Tornado Alley? _____
4. When do storms usually occur? _____
5. Why is storm chasing dangerous? _____

16 Look at the picture. Write about the disaster. What do you think happened? Describe what's happening now.

Handwriting practice lines for the student's response.

LESSON 4**17 Put a check next to the words that are examples of emergency preparations and supplies.**

- | | | |
|--|---|--|
| <input type="checkbox"/> tornado | <input type="checkbox"/> flood | <input type="checkbox"/> shelter |
| <input type="checkbox"/> first-aid kit | <input type="checkbox"/> power outage | <input type="checkbox"/> bottled water |
| <input type="checkbox"/> evacuation | <input type="checkbox"/> flashlight | <input type="checkbox"/> earthquake |
| <input type="checkbox"/> non-perishable food | <input type="checkbox"/> battery-operated radio | <input type="checkbox"/> other: _____ |

18

Read the statements from an emergency radio broadcast. Write the letter of the word that is described in each sentence. You will not use all of the words.


- | | | |
|----------|--|------------------------|
| <u>h</u> | 1. "All residents must leave their homes immediately." | a. shelter |
| _____ | 2. "The situation is dangerous, and residents must respond immediately." | b. matches |
| _____ | 3. "The city has been without electricity for four hours now." | c. non-perishable food |
| _____ | 4. "Beds have been set up at local schools until people can return to their homes." | d. first-aid kit |
| _____ | 5. "Buy items that will last a long time, such as canned beans and tuna fish, in case of emergency." | e. power outage |
| _____ | 6. "If the lights go out, you'll need a battery-powered source of light." | f. batteries |
| _____ | 7. "Prepare a small set of medications and supplies to treat injuries." | g. emergency |
| | | h. evacuation |
| | | i. flashlight |
| | | j. bottled water |

19

Read the following brochure. Then check the statements that the article recommends.

A Family Emergency Plan

The thing about emergencies and disasters is that there usually isn't a lot of time to prepare for them. An emergency can strike any place at any time. Is your family prepared?



The best way to deal with an emergency is to prepare for it before it happens. You can do this by making a family emergency plan. Here are some tips on how to prepare one:

- Put a list of emergency phone numbers, including the police, fire, and emergency medical departments, near every phone. Review with children how to call these numbers.
- Make an emergency supplies kit. This should include non-perishable food, bottled water, flashlights, matches, batteries, blankets, a battery-operated radio, a first-aid kit, etc.
- Teach responsible family members how and when to shut off water, gas, and electricity sources in the house.
- Learn basic first aid.
- Decide what you will take and where you will go if you have to evacuate.
- Decide what to do if your family is separated. Choose a place to meet in case you can't return to your home. Pick a friend or family member who lives out of the area to stay in contact with.
- Regularly review and practice your plans.

SOURCE: www.newport-news.va.us

- ☒ Have a plan in case there is an emergency or disaster.
- ☐ Write down emergency telephone numbers.
- ☐ Gather together some things you might need in an emergency.
- ☐ Show young children how to turn on and off the water, gas, and electricity.
- ☐ Know how to use the items in a first-aid kit.
- ☐ Decide when to evacuate.
- ☐ Find a place for everyone in your family to go if you aren't together.
- ☐ Practice your plans one time.

20

Complete the indirect speech statements with information from the article.

1. The article says to prepare for an emergency before it happens.
2. The article tells people _____ a family emergency plan.
3. The article says _____ with children how to call emergency phone numbers.
4. The article says _____ where you'll go if you have to evacuate.
5. The article tells you _____ a place to meet if you can't go home.

21

WHAT ABOUT YOU? Are you prepared for an emergency? Which of the following supplies do you have in your home?

- | | | |
|--|--|---|
| <input type="checkbox"/> bottled water | <input type="checkbox"/> non-perishable food | <input type="checkbox"/> battery-operated radio |
| <input type="checkbox"/> candles | <input type="checkbox"/> matches | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> flashlights | <input type="checkbox"/> first-aid kit | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> extra batteries | <input type="checkbox"/> fire extinguisher | |

GRAMMAR BOOSTER

A Read each sentence. If the punctuation is correct, write C. If the punctuation is incorrect, write I and correct the punctuation.

1. Mom said, "don't go in the water." I
2. The child said please read me a story. _____
3. I said not to touch anything. _____
4. We told the dog to stay. _____
5. The travel guide tells visitors try to take a tour of the island. _____
6. The woman told her son don't play with your food. _____

B Change each statement from indirect speech to direct speech. Use correct punctuation.

1. The teacher told us to have a good weekend.
The teacher told us _____
2. Tammy told her assistant to put the mail on the desk.
Tammy told her assistant _____
3. The waiter said to try the salmon.
The waiter said _____
4. The actor said not to believe everything on television.
The actor said _____
5. Mom said not to come home too late.
Mom said _____

C Write each direct speech statement in indirect speech. Change the tense only if necessary.

1. Mom just told me, "I need to get some emergency supplies before the storm."

2. Sarah said, "We bought a new car last year."

3. Our teacher told us yesterday, "Water boils at 100 degrees Celsius."

4. His doctor told him, "You need to exercise more."

5. Last month my parents told me, "We're going to Peru in December."

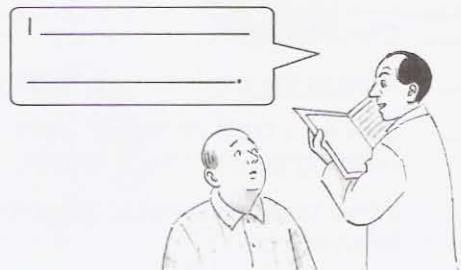
D Look at the pictures. Complete the speech bubbles. Then complete each sentence in indirect speech. Change the verb in indirect speech only if necessary.

1.



Jodi just said that she has a terrible
headache

2.



Yesterday, the doctor said _____

3.



Kimmy told her mother _____

4.



The coach said _____

WRITING BOOSTER

A Read the paragraph below. Add words and expressions to show the order of importance of the details in the paragraph.

It is very important to know what to do in the case of a fire. Fires can be deadly, so knowing what to do in a fire can save your life. _____ 1. _____, look around and locate the nearest escape route, usually the nearest door. _____ 2. _____, if the door is closed, check it for heat before you open it. If the door is hot, do not open it. Escape through a window instead. If the door is not hot, open it slowly to check whether smoke or fire will block your way out. _____ 3. _____, close the door behind you when you leave that room. This can help prevent the fire from spreading to other places and rooms. _____ 4. _____, drop down and crawl towards the exit. It is important not to run or walk as smoke and heat rise. _____ 5. _____, once outside, call the emergency number to alert firefighters to the fire. Sit down and try to stay calm until the firefighters arrive. Never go back into the house.

SOURCES: www.fema.gov, kidshealth.org

B Read the statements about what to do in an earthquake. Organize the statements in order of importance.

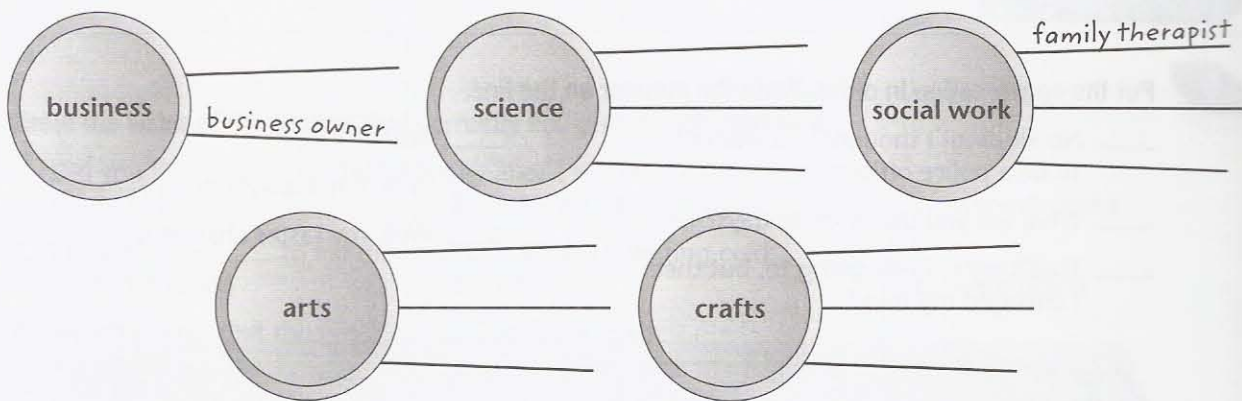
- _____ Check for injuries and damage. See if you can find your way out.
- _____ Drop to the ground. If you're standing up, you could fall and hurt yourself.
- _____ Look for a table or another piece of furniture and take cover. This will help protect you from breaking glass or things that fall. Do not move from that place until the shaking stops.
- _____ When the shaking stops, move slowly away from where you are. Be careful not to trip over fallen objects.

SOURCE: www.fema.gov

C Use the statements in Exercise B to write a short paragraph about what to do in an earthquake. Use words and expression of importance. Begin with a topic sentence. Add more information if necessary.

1 Complete the word webs. Write the professions on the lines.

builder	business owner	furniture maker	dentist	designer
doctor	family therapist	manager	marriage counselor	painter
scientist	song writer	tailor	teacher	



2 WHAT ABOUT YOU?

a. On a scale of 1–5, how important are the following qualities for you in a job? A 5 indicates that the quality is very important to you. A 1 indicates that the quality is not important to you at all.

- | | |
|--------------------------------|--|
| _____ make a lot of money | _____ work outside |
| _____ travel | _____ work with people |
| _____ work in a big company | _____ be able to work anywhere (from home, when traveling, etc.) |
| _____ have a flexible schedule | _____ have a lot of time to spend with my family |
| _____ be creative | _____ have a job that people think is important |

b. Look at one of the qualities you gave a 5. Why is this quality important to you?

3 WHAT ABOUT YOU? Answer the questions with your own information.

- Which field do you work in / plan to work in? _____
- Why did you choose this field? _____

4 Read each sentence. Then circle the letter of the sentence that has a similar meaning.

1. I made my decision.
a. I made up my mind. b. It's on my mind.
2. I'll think about your ideas.
a. I'll keep them in mind. b. I'll change my mind.
3. What can I do for you?
a. Have you made up your mind? b. What's on your mind?
4. I've been thinking about something a lot lately.
a. It's been on my mind lately. b. I've changed my mind lately.
5. He was thinking about traveling, but he's going to work instead.
a. He'll keep traveling in mind. b. He's changed his mind about traveling.

LESSON 1**5 Put the conversation in order. Write the number on the line.**

- | | |
|--|--------------------------------|
| _____ No kidding! I thought you wanted
to be a police officer. | _____ Really? Why? |
| _____ What are you doing these days? | _____ Well, I'm a lawyer now. |
| _____ That's right. I was going to, but then
I changed my mind. | _____ Well, my tastes changed. |

“Life is what happens to you / While you're busy making other plans”

—John Lennon, British composer and musician from the song “Beautiful Boy,”
which he wrote for his son Sean

“Beautiful Boy” Words and Music by John Lennon

6 Complete each sentence with was going to or were going to.

1. We _____ (not) visit Robert, but then we changed our minds.
2. Everyone _____ find out the truth, sooner or later.
3. They _____ (not) see that movie, but it was the only one at 9:00.
4. _____ she _____ move to an apartment in the city?
5. Who _____ watch the children this evening?
6. Mr. Nan _____ make the announcement at today's meeting.
7. _____ (not) Charlie and Kim _____ get married last month?
8. You _____ talk to your boss about getting a raise, weren't you?
9. I thought I _____ (not) like the book, but I really enjoyed it.
10. People _____ start complaining if something wasn't done soon.

LESSON 2

11 Read the conversation. Answer the questions.

Jessica: I should have continued playing the guitar.

Joshua: Why do you say that?

Jessica: I love music. It makes me so happy. I might have been famous!

Joshua: Maybe. But you never know. You might not have liked the lifestyle of a musician.

1. Does Jessica still play the guitar? _____
2. Does she regret her decision? _____
3. Is Jessica famous? _____
4. Does Jessica have the lifestyle of a musician? _____

“ I would rather regret the things that I have done than the things that I have not. ”

—Lucille Ball, American comedienne

SOURCE: www.saidwhat.co.uk

12 Complete Stacy's thoughts. Circle the correct word.



Stacy

I can't believe what I did! Everyone (1.) **may** / **must** have laughed so hard when they heard about it—I'm sure of it. I (2.) **should** / **must** have taken Jason's good advice. If I had listened to him, I (3.) **would** / **wouldn't** have made such a fool of myself! And I (4.) **shouldn't** / **must** have left immediately, either. I (5.) **might** / **must** have made the situation better by staying there for a little while. I (6.) **must not** / **should not** have been thinking clearly. But I just had to leave. Everyone (7.) **should** / **must** have talked about it afterward. I'm so embarrassed!

13 Read the completed paragraph in Exercise 13. Then check the box that answers each question.

- | | | | |
|--|------------------------------|--------------------------------|-----------------------------------|
| 1. Did Stacy take Jason's advice? | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> maybe |
| 2. Did Stacy make a mistake? | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> probably |
| 3. Did Stacy leave immediately? | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> probably |
| 4. Did Stacy's leaving make the situation worse? | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> maybe |
| 5. Did everyone talk about it afterward? | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> probably |

14 Read each sentence and question. Then check the box that answers the question.

- "Someone might have heard us talking on the phone."
Did anyone hear them talking? ☐ yes ☐ no ☒ maybe
- "Jen, you could have gone with Steve."
Did Jen go with Steve? ☐ yes ☐ no ☐ probably
- "We should have invited Rita to come to dinner with us."
Did they invite Rita? ☐ yes ☐ no ☐ maybe
- "I must have left my keys at home."
Did she leave her keys at home? ☐ yes ☐ no ☐ probably
- "The kids shouldn't have watched that scary movie."
Did the kids watch a scary movie? ☐ yes ☐ no ☐ maybe
- "Peter might not have talked to Jill yet."
Did Peter talk to Jill yet? ☐ yes ☐ no ☐ maybe

15 CHALLENGE. Complete the sentences with a perfect modal and the verb in parentheses. In some cases, more than one answer is possible.

- I shouldn't have left (leave) before I finished my work, but I did.
- James _____ (take) the job offer, but he didn't.
- Bethany _____ (talk) to Dave. I haven't talked to her yet, but she'll tell us tonight.
- Kelly _____ (get) stuck in traffic. I can't think of another reason for her to be late.
- You _____ (sell) your car, but unfortunately, you did.
- Harry _____ (get) home already, but I doubt it.
- We _____ (do) anything differently, could we?

“Nobody on his deathbed ever said, ‘I wish I had spent more time at the office.’”

—Paul Tsongas, United States senator and presidential candidate

SOURCE: www.zona-pellucida.com

LESSON 3

16 Complete each sentence with a word in the box.

experience	knowledge	a skill	a talent
------------	-----------	---------	----------

- _____ is an ability that you are born with.
- _____ is an ability that you learn.
- _____ refers to the time a person has spent working at a job in the past.
- _____ refers to the understanding of a certain subject.

17 Read each person's statement. Decide if the person is talking about a talent, a skill, experience, or knowledge. Write your answers on the lines.



I've been a teacher for five years. I also worked as a teacher's assistant when I was in college.

1. _____



I have a good ear for music. I can play any song on the piano after hearing it just once.

2. _____



I love to create new dishes, and everyone says I'm an excellent cook.

3. _____



I'm very familiar with the history of the French Revolution. In fact, I wrote a few articles about it.

4. _____

18 Read the conversation. Check the skill, ability, or experience that each person has.

- Ms. Pitts:** So, we're looking at three candidates for this job: Simon Clark, Clayton Boyer, and Christina Nelson. Let's talk about their skills and experiences.
- Ms. King:** Well, I was impressed with Christina's leadership skills. She has a lot of leadership experience.
- Mr. Warton:** That's true, but she doesn't have knowledge of sales.
- Ms. Pitts:** But she seems to have common sense. She must be able to learn quickly.
- Mr. Warton:** Well, if we're looking for knowledge of sales, Simon Clark is the best choice. He's been a sales representative for twelve years.
- Ms. King:** But what about other skills? Clayton speaks Spanish, French, and Portuguese.
- Mr. Warton:** Yes, and he is very artistic, too.
- Ms. King:** But the ability to think logically is more important than artistic ability for this job. And Simon can definitely think logically.
- Ms. Pitts:** Okay, let's look at Simon . . .

	Simon Clark	Clayton Boyer	Christina Nelson
1. good leadership skills			
2. common sense			
3. experience in sales			
4. good language skills			
5. artistic ability			
6. logical thinking ability			

19

Read the circled job advertisement. Check the qualities that are important for the job.

- ☐ artistic talent
- ☐ management skills
- ☐ good communication skills
- ☐ experience in a similar position
- ☐ organizational ability
- ☐ computer skills
- ☐ mathematical ability
- ☐ compassion
- ☐ common sense
- ☐ manual dexterity

Assistant

President of
ds someone
yday tasks.
n Excel,
Good
uiored.
ful.
-555-6390.

Assistant

nancial
ng group.
must have
and
3 years
e required.
'00, ext. 3232.

ADMINISTRATIVE ASSISTANT TO DIRECTOR

This is an exciting opportunity for a talented individual. The successful candidate will work with high-level individuals in the company. Responsibilities include managing the director's calendar and commitments, managing special projects, serving as the director's representative to other offices and individuals, and supervising the administrative staff. This position requires 5+ years in a senior-level executive/administrative position. Experience and strong knowledge in a variety of computer software applications is also required. The successful candidate will be quick-thinking, flexible, and have common sense. He/She will have strong organizational skills and attention to detail. He/She should also have excellent oral and written communication, problem-solving, and project-management skills. Apply online at <http://www.jobs.sanbellcorp.com>, Job #0009838.

Administrative
Full-time
small com
to assist hi
Must be p
Word, Pov
phone etc
Good men
Fax resum

Administrative
Marketing
Small, but
seeks moti
support bu
Successful
excellent
people ski
administra

20

WHAT ABOUT YOU? Answer the questions in your own way.

- What is one of your talents? _____
- What is one of your skills? _____
- What do you have experience with? _____
- What do you know a lot about? _____

LESSON 4

21

Read the article *The Five Most Effective Work Habits* on page 70 in the Student's Book again. Circle the one item that does not complete the sentence correctly.

- The five basic habits in the workplace _____.
 - are common sense
 - help you succeed
 - should be consistent
- Volunteer for an assignment only when you _____.
 - want to learn about it
 - have the skills for it
 - have the knowledge for it
- Always be nice to _____.
 - everyone
 - only your manager
 - people at levels above you and below you
- Make a to-do list _____.
 - to prioritize your work
 - of things you want to accomplish
 - of urgent tasks for your company
- When you stay positive, you _____.
 - face challenges better
 - stay focused on your work
 - succeed in office politics
- If you see a problem, _____.
 - don't mention it to management
 - think about solutions
 - present the problem and solutions to your boss

Extra reading
comprehension

Creating Your Life Plan

If you have goals in your life, but no plan to complete them, you will not be successful. That's why in order to have success in school, business, and your personal life, you need a life plan. A plan will help you turn your dreams into reality. To create your life plan, ask yourself two questions: *Where am I going? How will I get there?*

Where am I going?

To answer this question, follow these steps:

- Create a life map—not an ordinary map, but a map of where you have been in your life and where those experiences can take you. Write down the important events in your life over the past few years. You decide what is important. It is different for everyone. For example, did you get a new job last year that you love? Did you pass an exam? Did you learn something interesting? Did you get married? To see your life in the future, you should first look into your past.
- Next, look carefully at your list. Do you have regrets? Have your tastes changed over time? Planning for the future means making decisions that make you happy and match your interests and talents. Use your past experiences to set your goals for the future. Your life map can help you avoid making the same mistakes or having regrets.
- Finally, set your goals to achieve over the next weeks, months, and years.

How am I going to get there?

Once you've decided on your life destination, you can start following your plan. Here are some tips to help you:

- Break your large goals into smaller ones. Almost any goal, no matter how difficult, will be easier to achieve if you break it down into several smaller goals.
- Focus on your goals and don't get distracted by unimportant things.
- Don't give up. You won't be successful at everything right away, so you should always try again.
- Make friends. It's difficult to succeed if you're alone, so support from good friends is very important.

Once you have created your life plan, go forward with it, but also go back to it. Tastes change. Circumstances change. Don't be afraid to tailor your life to changes in your life.

"A goal without a plan is just a wish."

~ Antoine de Saint-Exupéry



INFORMATION SOURCE: www.lifeoptimizer.org

- ☐ 1. A life plan can help you plan your career choices.
- ☐ 2. A life map is a list of your daily goals.
- ☐ 3. Don't use a life map if you don't have regrets.
- ☐ 4. It's helpful to analyze your past experiences when you plan for the future.
- ☐ 5. One of the first steps in life planning is to determine what makes you happy.
- ☐ 6. It's better to have a few big goals than many small goals.
- ☐ 7. Making a life plan helps you listen to others.
- ☐ 8. Once you make a life plan, you should not change it.

GRAMMAR BOOSTER

A Answer each question with your own information. Use the correct form or tense for expressing the future. Write complete sentences.

1. What will the weather be like tomorrow?

YOU _____

2. What are you going to do this weekend?

YOU _____

3. When are you going on vacation?

YOU _____

4. What will probably be your biggest expense next year?

YOU _____

5. What time are you leaving your house tomorrow?

YOU _____

6. What time can we meet on Friday?

YOU _____

7. When should I start dinner?

YOU _____

B Read the conversations. Cross out the incorrect choice.

1. A: Do you want to go to the park later?

B: Well, they say it is **going to rain** / **will rain** / ~~rains~~ this afternoon.

2. A: My car broke down! How will I get to work? I guess I **could take** / **have to take** / **may take** the bus.

B: Don't worry. I **am going to take** / **will take** / **might take** you. Let's go.

3. A: Do you want to go to the movies tomorrow night?

B: I can't. I **am seeing** / **will see** / **am going to see** a play. You **could come** / **should come** / **are going to come** with me.

4. A: Let's go to Bloomfield's this weekend. I need a new pair of shoes.

B: I don't know . . . Bloomfield's is **having** / **can have** / **will have** their big sale tomorrow. There **are** / **will be** / **might be** too many people there!

5. A: The cable's out again! That's it! I **am calling** / **call** / **am going to call** a repairman!

B: Go ahead, but it **will take** / **takes** / **is taking** hours for him to get here on the weekend.

6. A: We need 100 copies of this report by the end of the week. **Will you make** / **Can you make** / **Do you make** them tomorrow, Frank?

B: I'm sorry. I **will be** / **am** / **can be** busy all day tomorrow.

C Read the sentences. Are they about future plans or predictions? Check the correct box.

	future plan	prediction
1. I'm going to see the doctor tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>
2. He'll be a good doctor.	<input type="checkbox"/>	<input type="checkbox"/>
3. My sister is going to study Spanish in Mexico.	<input type="checkbox"/>	<input type="checkbox"/>
4. I'm going to buy a new car next year.	<input type="checkbox"/>	<input type="checkbox"/>
5. She's going to be very successful.	<input type="checkbox"/>	<input type="checkbox"/>
6. The airport will be crowded.	<input type="checkbox"/>	<input type="checkbox"/>

D Read the first sentence in each item. Circle the letter of the sentence that is closest in meaning.

- I shouldn't have talked to him.
 - I talked to him, but it was a mistake.
 - I didn't talk to him, and it was a mistake.
- We ought to have moved to Chicago.
 - We are going to move, but we don't know when.
 - It was a good idea to move, but we didn't do it.
- I wish I had told them what I thought.
 - I didn't tell them, and now I regret it.
 - I told them, and that was a big mistake.
- They should have warned us about the traffic.
 - They didn't know, so they couldn't tell us.
 - They knew, but they didn't tell us.
- Mark wishes he hadn't taken the job in Tokyo.
 - He took the job, but it was a bad idea.
 - He didn't take the job, and now he regrets it.

E Rewrite each sentence expressing regret about the past. Use the word in parentheses.

- I didn't go to college, and I regret that decision. (wish)
I wish I had gone to college.
- I ordered chicken, but now I'm sorry that I did. (should)

- Steve borrowed only two books from the library, but a few more would have been better. (ought to)

- Christina and Mark went skiing for their vacation, but it was a bad choice. (wish)

- Katie ate so many cookies that now she feels sick. (should)

- Daniel studied law in college, but he'd prefer to be a doctor. (ought to)

WRITING BOOSTER

A Read the following short biography of the famous female aviator, Amelia Earhart. Choose the correct headings and write them to divide the paragraphs into sections. You will not use all the headings.

Headings:

Amelia's Education

Amelia's Marriage

Amelia's Mysterious Disappearance

Amelia's Flying Records

Amelia's Family Life

Amelia's Love of Flying

Amelia's Childhood Years

Amelia Earhart

Amelia Mary Earhart was born on July 24, 1897, in Atchison, Kansas. At three years old she went to live with her grandparents who lived fifty miles away. Amelia was a tomboy, and loved snow sledding and climbing trees. She lived with her grandparents until she was ten. At ten she moved back with her parents and her younger sister, Muriel.

Amelia saw her first airplane at the 1908 Iowa State Fair. At this fair, there was a stunt-flying exhibition, and it fascinated Amelia. It was here, as she watched these planes twirling and swooshing, that Amelia fell in love with the idea of flying. Amelia actually had to wait thirteen years to take her first ride in a plane, and just six months after that, she bought her first plane. It was bright yellow and she called it *Canary*.

Amelia was very competitive, and entered many flying contests over the next several years. She continually broke the records of other aviators. To mention just a few:

In June of 1928, she became the first woman to fly across the Atlantic.

In May of 1932, she became the second person to fly solo across the Atlantic

From August 24 to 25, 1932, she flew a solo nonstop flight from the west coast of the United States to the east coast, making her the first woman to do that.

From April 24 to 25, 1935, she was the first person to fly solo from Hawaii to California.

At the age of forty, in 1937, Amelia Earhart wanted to be the first woman to fly around the world. She and her navigator took off from Oakland, California, and flew to Miami, then through the Caribbean to Brazil and through Africa to India. After India, they flew to Bangkok, Indonesia, Australia, and then Papua New Guinea. From Papua New Guinea, they flew toward Howard Island, 2,200 miles away. They never arrived, and despite extensive searches, they were never found.

No one knows for sure what happened to Amelia and her navigator, but the world knows that Amelia is one of the most important and influential aviators in history.

INFORMATION SOURCE: www.acepilots.com/earhart.html

B On a separate sheet of paper, write a short biography of someone you know or someone famous. Include information on this person's childhood, family, education, achievements, regrets, or any other information you would like to add. Divide the biography into sections. Include a heading for each section.

Holidays and Traditions

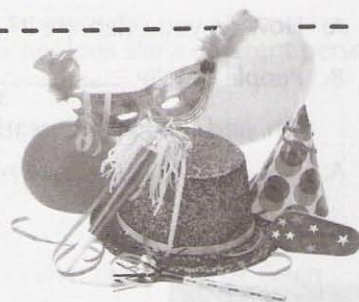
Preview

1 Read the newspaper ad for an event. Check true or false.

Join us at the **Dexter Hotel** on
December 31 to welcome the New Year!

Here's just some of what you'll enjoy:

- beginning at 7:00, a five-course dinner planned and prepared by world-famous chef Pierre Raynaud
- live dinner music performed by pianist Oscar Herman
- at 9:00, a two-hour concert starring the Sassies, one of the hottest new bands in the city
- at 11:00, popular hits and all your favorite dance songs played by DJ "Raging" Robin Collins from radio station WROC
- hats and horns passed out at 11:30
- a countdown to midnight by DJ "Raging" Robin
- a perfect view of the fireworks over the Charlton River



Tickets must be purchased in advance.
Go online to www.dexterhotel.com to
buy tickets or get more information.

- | | true | false |
|---|--------------------------|--------------------------|
| 1. The ticket includes dinner. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Oscar Herman is a radio DJ. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Sassies will perform until 11:00. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You need to bring your own hats and horns to this event. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You can view the fireworks on a large TV screen. | <input type="checkbox"/> | <input type="checkbox"/> |

2 Choose an important holiday in your country. Using the ad above as a model, write an ad for a party for the local newspaper. Include the same type of information as the ad above.

3 Complete the conversation. Use the words from the box.

get together with it's impossible mobbed takes place reminds me

A: Wow, the airport is _____. Why are there so many people here?
1.

B: It's because it's almost Thanksgiving. It's an important holiday here in the U.S.

A: Really? What's the holiday for?

B: It started as a harvest celebration. It _____ every year on the fourth Thursday of November.
2.

A: How do you celebrate it?

B: People usually _____ their families. That's why _____ to get around.
3. 4.
Oh, and the food is great! This holiday is about families . . . and eating!

A: It _____ of one of our traditional holidays.
5.

LESSON 1

4 WHAT ABOUT YOU? Complete the conversation in your own way.

Visitor: Tell me about a holiday that you celebrate in your country.

YOU Well, one holiday is _____.

Visitor: What kind of holiday is it?

YOU It's a(n) _____ holiday that takes place in _____.

Visitor: How do you celebrate it?

YOU Well, in my family we usually _____.

Visitor: That sounds great!

5 Complete each sentence with historical, religious, or seasonal.

1. A _____ holiday is a celebration of a particular time of year.
2. On _____ holidays, people celebrate something that happened in the past.
3. A harvest festival is an example of a _____ holiday.
4. A _____ holiday is related to people's beliefs.

6 Match each word with the correct definition. Use the words from the box.

a card	a costume	the dead
fireworks	a gift	a parade
a picnic	pray	wish each other well

- _____: something that you give someone, especially to thank them, or on a special occasion
- _____: a public celebration when musical bands, brightly decorated vehicles, etc., move down the street
- _____: clothes worn by someone to make him or her look like a different person, an animal, etc.
- _____: to speak to God or gods in order to ask for help or give thanks
- _____: colorful explosives that people burn when celebrating a special day
- _____: people who have died
- _____: a meal that is prepared at home and then taken outside to be eaten
- _____: a written greeting, often with a picture on the front, that you send to people on special occasions
- _____: to say that you hope someone will have good luck, a happy life, etc.

7 Circle the word(s) that correctly completes the sentence. In some sentences, both choices are correct.

- Anyone **who** / **that** tries this dessert loves it.
- The parties **that** / **who** take place on New Year's Eve are always so much fun.
- The New Fire Ceremony was an Ancient Aztec celebration **that it** / **that** was celebrated every 52 years.
- An emcee, or master of ceremonies, is a person **who** / **he** acts as the host at a formal occasion.
- The flowers **that** / **who** arrived yesterday were absolutely gorgeous.
- A host is someone **that** / **who** invites a person to his or her home.

8 Write the adjective clause that correctly completes each sentence. Use the clauses in the box.

that is celebrated in Latin America	who enjoy being outside
who is invited to someone's home	that are celebrated with the whole family
that come by e-mail	who talked about David

- This is a great holiday for people _____
- I love holidays _____
- It's a holiday _____
- A person _____ is called a guest.
- I'm surprised by the number of greeting cards _____
- She's the woman _____

LESSON 2

9 Complete the conversation. Circle the best response to each question or statement.

Mitch: Do you mind if I ask you something?

Vanessa: (1.) Yes, of course. / Of course not.

Mitch: I'm not sure about the appropriate behavior here. When you go to someone's house for dinner, what should you bring?

Vanessa: (2.) You should bring a small gift. / You should bring the host.

Mitch: (3.) Definitely. / Thanks. It's a good thing I asked.

Gift-giving Etiquette

- In Japan, China, and Vietnam, it is not customary to open a gift in front of the person who gave it to you. The gift is set aside and opened later in private.
- In Russia, gifts for children are usually opened in private, while gifts for adults are usually opened in the presence of others.
- In Germany, you should avoid giving large or expensive gifts in private. The larger the gift, the more public the gift-giving should be.



INFORMATION SOURCE: www.1worldglobalgifts.com

10 Read each sentence. If the relative pronoun can be omitted, cross it out. If it can't be omitted, circle it.

1. The dress ~~that~~ I wore to the party is in my closet.
2. Anyone who travels on that holiday should plan for delays.
3. The woman ~~that~~ you were talking with is a professional party planner.
4. The couple ~~who~~ we saw at the movies last night used to live in our building.
5. Ella is someone ~~who~~ always makes people feel good about themselves.
6. On Valentine's Day I think about the people ~~that~~ I love.
7. It's great to meet someone ~~who~~ goes out of his way to help you.
8. What should a person ~~who's~~ invited to dinner take?

11 Combine the two sentences into one, using the relative pronoun in parentheses. Omit the relative pronoun where possible.

1. The holiday takes place in July. I told you about the holiday. (that)
The holiday (that) I told you about takes place in July.
2. The person should bring flowers. The person comes for dinner. (who)

3. Hanbok is a dress. Women in Korea wear it for Chuseok. (that)

4. People enjoy Halloween. People like wearing costumes. (who)

5. The celebrations are a lot of fun. The celebrations take place during Mardi Gras. (that)

6. The food was amazing. I ate the food during Eid al-Adha. (that)

7. The friend went to Thailand for his vacation. I told you about the friend. (whom)

8. My friends spent New Year's Eve with me. They came from Germany. (who)

12 Correct the error in the adjective clause in each sentence.

1. The package who we received came from Hong Kong.
2. We really liked the restaurant the book recommended it.
3. Children's Day is a holiday is celebrated in many countries.
4. That holiday is fun for anyone whom loves to celebrate.
5. The costumes that Carnaval dancers wear them are gorgeous.

LESSON 3

13 Read the article *Holidays Around the World* on page 80 in the Student's Book again. Answer the questions.

Extra reading
comprehension

1. When is Ramadan celebrated?

2. Why do Muslims celebrate Ramadan?

3. When is the Chinese New Year celebration?

4. How do people prepare for the Chinese New Year?

5. Which two countries celebrate Simón Bolívar's birthday on July 24th?

6. Why is Simón Bolívar called "the Liberator"?

14

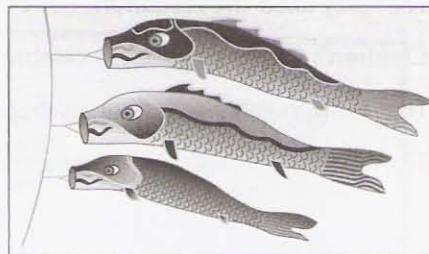
Read about how one holiday is celebrated in different countries. Then answer the questions.

CHILDREN'S DAY

In 1954, The United Nations General Assembly suggested that all countries set aside a special day for children. The idea behind Children's Day was to encourage all nations to focus on the needs, rights, and well-being of children everywhere. Since then, and in some places even before then, Children's Day has been celebrated in many countries, on different days, and in different ways.

Japan

Children's Day in Japan used to be celebrated separately for girls (on March 3) and for boys (on May 5), but today it's a holiday for all children on May 5. On Children's Day, families with boys often hang carp decorations, since a carp is a fish that symbolizes strength and success. They also display figures that look like warriors, or fighters. People eat rice cakes filled with bean paste and covered with leaves. There are many sporting and art events for children all over Japan on that day.



Korea

Celebrated on May 5, Children's Day is a national holiday in Korea. Many parents don't work and spend the day with their children. Families often visit parks, zoos, and movie theaters because they're free for children on this day. Parents traditionally give their children gifts and money.

India

Jawaharlal Nehru, the first prime minister of India, deeply loved children. His birthday, November 14, became Children's Day in India. Schools celebrate by having cultural programs and handing out treats and snacks. There are competitions and games of all kinds.

Turkey

Mustafa Kemal Atatürk, founder of the Turkish Republic, established April 23 as Children's Day in this country. People enjoy festivals and performances by children. Children replace the president, prime minister, members of the Grand National Assembly, and other officials for one day. They address children's and educational issues.



Samoa

Lotu-Tamiatu, or Children's Day, is celebrated in Samoa on White Sunday, the second Sunday in October. It is both a religious and national holiday in Samoa. Children dress all in white and parade in line from tallest to shortest into church. They perform songs and religious plays and dance for their parents and relatives. Then they return home for a celebration meal. They are honored by their parents by being served first and receiving gifts.

INFORMATION SOURCES: www.holidayinsights.com, www.aglobalworld.com

1. In which two countries do children receive gifts on Children's Day?

2. In which country was Children's Day traditionally celebrated separately for boys and girls?

3. In which country do children participate in government on Children's Day?

Right now Carrie, the _____ 6. _____ is putting on her dress. She is so excited! Neil, the _____ 7. _____ is pretty excited, too, but he's also really nervous.

Tomorrow morning the _____ 8. _____ are going to Tahiti for a seven-day _____ 9. _____. After all the stress and excitement of the wedding, they'll need a vacation!



The word honeymoon comes from an old Irish tradition. Newlyweds drank wine made from honey for the first month (or moon) after being married. They believed that by doing this, they would have a son within the first year of marriage.

INFORMATION SOURCE: www.irishcultureandcustoms.com

18

Read the article. Then circle the letter of the word or phrase that best completes each sentence.

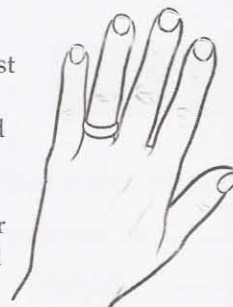
The Wedding Ring

At weddings in many parts of the world, brides and grooms give one another wedding rings. These rings remind them of the commitment they made to one another when they got married. They are also a sign to others that they are married.

No one knows for sure how this tradition started, but there is evidence that it began long ago, in ancient Egypt. Coins at that time had a hole in the center. An Egyptian groom used to place a coin on his bride's finger to show that he would take care of her.

In many ancient cultures, the circle is a symbol of eternity. The wedding ring has come to symbolize endless love and commitment.

Wedding rings have almost always been worn on the fourth finger, but the hand it's worn on depends on where you live. In some cultures, people wear their rings on the left hand, and in others, they wear them on the right.



INFORMATION SOURCE: www.our-wedding-plans.co.uk

- Rings are traditionally given _____.
 - only in Egypt
 - during weddings
 - just to brides
- Ancient Egyptian grooms gave their brides _____.
 - money to buy a ring
 - money shaped like a ring
 - a ring for every finger
- A wedding ring is a symbol of _____.
 - a circle
 - eternity
 - love without end
- Most people wear their wedding rings _____.
 - on both hands
 - on the fourth finger
 - only on the left hand

GRAMMAR BOOSTER

A Read each sentence. If the sentence is correct, write **C**. If the sentence is incorrect, write **I** and correct it.

1. Babootie is a traditional food from South Africa who is originally from Malaysia. _____
2. Japan is a country that has a lot of festivals. _____
3. The most expensive trip I took was the one that it went to Antarctica. _____
4. My best friend is a woman that lives in Brazil. _____
5. The Grand Hotel is a seaside hotel that everyone likes. _____

B Rewrite each item as one sentence with a reciprocal pronoun.

1. Adam sees Barb and Linus every day. Barb sees Linus every day, too.
Adam, Barb and Linus see one another every day.
2. Ms. Heidle waved at Ms. Cook and Ms. Cook waved back at her.

3. Gerry meets Trish for lunch every day.

4. James, Barb, and Jessie were lost. All of them tried to find the others.

5. The employees in my office buy gifts for the other people in the office.

C Choose the phrase that correctly completes each sentence.

- | | | | |
|---|----------------|------------|----------------|
| 1. Don't talk to ____. | a. you | b. herself | c. yourself |
| 2. Did he hurt ____? | a. herself | b. himself | c. each other |
| 3. You should be really proud of ____. | a. her | b. herself | c. you |
| 4. She's feeling really sorry for ____ right now. | a. one another | b. myself | c. herself |
| 5. I think he should believe in ____ more. | a. myself | b. himself | c. each other |
| 6. They always see ____ on weekends. | a. themselves | b. they | c. one another |

D Complete each sentence with a phrase from the box.

by herself by himself by ourselves by themselves by yourself each other

1. Nobody went with Kate to the movies. She decided to go _____.
2. You can't dance the tango _____. You need a partner.
3. Young children often want to do things _____, even if it's difficult for them.
4. The players wished _____ good luck before the game.
5. Mrs. Jackson often works very late, so her husband eats dinner _____.
6. We decided to do the work _____ instead of paying someone to do it.

E Circle who or whom and complete the sentences in your own way.

1. Mrs. Reilly is my neighbor who / whom moved in three years ago.
2. People who / whom talk a lot can be very _____.
3. My friend who / whom lives in _____ is a really _____ person.
4. The people who / whom I met when I was in _____ were really _____.
5. _____ is a family friend who / whom I have known for a long time.
6. My friend _____ is someone who / whom I talk to almost every day.

WRITING BOOSTER**A** Read the sentences. Write the underlined words in the correct column in the chart. Think of other words and add them to the chart.

1. The traditional sweet and salty candy felt so good on my tongue that I closed my eyes in happiness.
2. My ears were filled with the sweet sound of children laughing.
3. The fragrant odor perfumed the air.
4. The women looked like a rainbow in their many-colored traditional robes.
5. The food was very spicy and rich, and I was reminded of the flavors of Morocco.
6. The banging of the drums in the parade made a sound as loud as thunder.

Sight	Sound	Taste	Smell
		sweet	

B A simile is a way of describing something by comparing it to something else. Think about your happiest holiday as a child. Then complete the similes below with your own information.

Examples: On Children's Day, I was as happy as a clown. The food was so good I ate like a horse.

1. On _____, I was . . .

as happy as _____.

as excited as _____.

as _____ as _____.

2. On that day, . . .

I _____ like a _____.

I _____ like a _____.

_____ like _____.

C Look at the photographs. Write a sentence with interesting details about the sounds, sights, smells, and tastes.



Songkran celebrations—Thailand

Sight: _____

Sound: _____



Independence Day barbeque—Canada

Smell: _____

Taste: _____



Carnaval parade—Brazil

Sight: _____

Sound: _____



Thanksgiving dinner—United States

Smell: _____

Taste: _____

D Choose one photograph from exercise C. On a separate sheet of paper, write a paragraph describing the event. Use interesting details to describe what things look like, smell like, sound like, or taste like.

Inventions and Discoveries

Preview

- 1** **WHAT ABOUT YOU?** Think about products that use electronic technology. Complete the chart with some products that you use.

At home	At school or work	Outside (for entertainment or transportation)

- 2** Now list the top five products, in order of importance to you. (1 is the most important.)

1. _____
2. _____
3. _____
4. _____
5. _____

In 1898 an executive at the U.S. Patent* Office said that the office should be closed because everything had already been invented.

(*A patent is a legal document that gives you the right to make or sell a new invention that no one else is allowed to copy.)

INFORMATION SOURCE: www.devicelink.com

- 3** Look at the product you listed as most important. Answer the questions in your own way.

1. Was this product invented before you were born? _____
2. When did you begin using it? _____
3. How would your life be different without it? _____
4. How could this product be better? _____

- 4** Choose the best response. Circle the letter.

1. "The drive home was brutal."
 - a. "I know. The traffic was awful."
 - b. "I know. The scenery was beautiful."
2. "Did the bugs bother you?"
 - a. "No, I bit the bullet."
 - b. "Yes, I got eaten alive!"
3. "There were tons of people at the mall."
 - a. "What a nightmare!"
 - b. "What fun!"
4. "Let's go camping this weekend."
 - a. "Sure. My mom won't hear of it."
 - b. "I can't. My mom won't hear of it."
5. "I need to get my car fixed, but it's going to cost so much!"
 - a. Well, you'll have to bite the bullet and pay for it.
 - b. Well, you'll have to bite the bullet and not pay for it.

LESSON 1

5 Cross out the word or phrase that has a different meaning from the others.

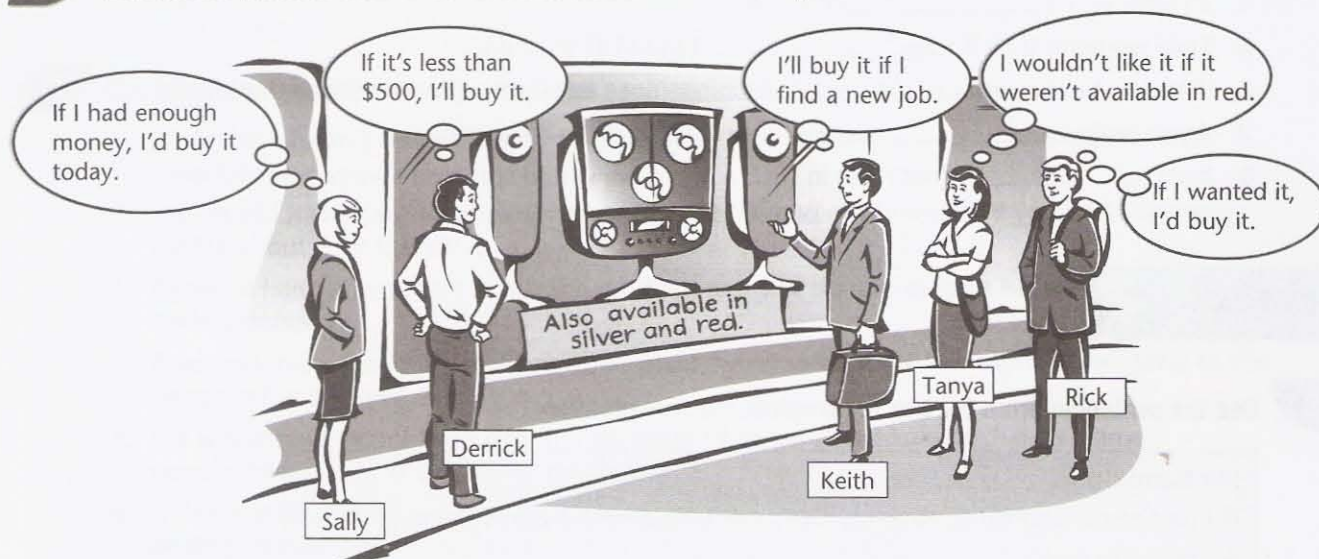
- | | | |
|--------------------------|----------------------|-----------------------|
| 1. high-tech | using new technology | first-rate |
| 2. offering high quality | novel | top-of-the-line |
| 3. innovative | high-end | revolutionary |
| 4. state-of-the-art | cutting-edge | high-end |
| 5. top-of-the-line | high-end | fast |
| 6. novel | revolutionary | high-tech |
| 7. innovative | first-rate | high-end |

Sylvan Goldman, the owner of a grocery store, invented the shopping cart in 1937 when he realized he should make it easier for his customers to buy more things.



INFORMATION SOURCE: www.knowledge-finder.com

6 Look at the picture. Then check the box that answers each question.



- | | yes | no | maybe |
|-----------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Is the stereo less than \$500? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does Sally have enough money? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Will Sally buy it today? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Will Derrick buy it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does Keith have a new job? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does Tanya like it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Does Rick like it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is Rick going to buy it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7 Circle the word or phrase that correctly completes each conditional sentence.

1. This old car **would be** / **is** / **will be** worth more if it were in good condition.
2. Heather wouldn't trust Nathan if they **aren't** / **weren't** / **wouldn't be** such good friends.
3. People **will have** / **had** / **would have** a great time if they relax a little bit.
4. If you exercise every day, you 'll **lose** / **would lose** / **lost** weight.
5. You have to be responsible if you **will get** / **get** / **got** a pet.
6. I wouldn't pay so much for this phone if I **don't think** / **didn't think** / **wouldn't think** it was worth it.
7. If the car **cost** / **would cost** / **costs** less, more people would buy it.
8. If you don't lower your price, people **don't buy** / **wouldn't buy** / **won't buy** your product.

8 Complete the conditional sentences with the correct form of the verbs. Use the words in parentheses.

1. If you don't look hard enough, you _____ (not / find) it.
2. There are always people at the park if the weather _____ (be) nice.
3. It's good to follow the directions if you _____ (not / want) to get lost.
4. If I were you, I _____ (not / do) it.
5. They wouldn't try it if they _____ (know) all the risks.
6. If Andrea buys a new car, she _____ (not / have) enough money for other things.
7. If you really _____ (want) to do it, you'll make it happen.
8. If we _____ (not / be) in such a hurry, we would stop and take pictures.

LESSON 2**9 Use the sentences from the box to complete the conversation.**

No harm done.

If I had remembered to take my GPS, we would have been on time.

Sorry we're late.

It can happen to anyone.

I'm ashamed to say we got lost.

A: _____

B: What happened?

A: _____

B: That's OK. _____

A: _____

B: _____ Let's get started.

10 Read the statements. Then circle Yes or No.

"We wouldn't have gotten lost if you had asked for directions."

- | | | |
|--------------------------------|-----|----|
| 1. Did they get lost? | Yes | No |
| 2. Did she ask for directions? | Yes | No |

"If I'd known we were going out to lunch, I wouldn't have brought lunch with me."

- | | | |
|--|-----|----|
| 3. Are they going out to lunch? | Yes | No |
| 4. Did the woman know about the lunch plans? | Yes | No |
| 5. Did she bring lunch with her? | Yes | No |

"If we hadn't bought tickets early, we wouldn't have been able to see *Alien Invasion*."

- | | | |
|--|-----|----|
| 6. Did they buy tickets early? | Yes | No |
| 7. Were they able to see <i>Alien Invasion</i> ? | Yes | No |

"They wouldn't have been on time if they had taken the 8 o'clock train."

- | | | |
|---------------------------------------|-----|----|
| 8. Were they on time? | Yes | No |
| 9. Did they take the 8 o'clock train? | Yes | No |

11 Circle the phrase that correctly completes each sentence.

- If television **hadn't been** / **wouldn't have been** invented, I would have read more when I was growing up.
- You **would have had** / **had had** more money at the end of the month if you had been more careful about your spending.
- If people had known more about the product, many of them **wouldn't have bought** / **hadn't bought** it.
- If we had really thought about our travel plans, we **wouldn't go** / **wouldn't have gone** to the desert in the summer.
- We would have bought more food if we **hadn't known** / **had known** that so many people were going to come over for the party.
- If they **had trained** / **would have trained** the puppy better, she wouldn't have destroyed their home.

12 Complete the sentences. Use the phrases in the box. You will not use all of the phrases.

had been	had eaten	had made	hadn't talked to
would have been	would have chosen	would have had	wouldn't have eaten

- If I _____ a mistake, I would have accepted responsibility.
- Tom wouldn't have heard the news yet if he _____ Eddie last night.
- If there had been another option, we _____ it.
- They _____ more time for their children if they hadn't worked so much.
- If I'd known what was in it, I _____ that dessert.

13

WHAT ABOUT YOU? Complete the sentences in your own way.

1. If I had forgotten about an appointment, _____.
2. I would have done things differently _____.
3. If I hadn't _____, I wouldn't have _____.

LESSON 3

14

Write the letter of the definition that matches each word. You will use some definitions more than once.

- | | | |
|--|--|---|
| a. is silly in an exciting or amusing way | d. doesn't use time, money, energy, etc., in the best way | g. uses new ideas |
| b. works well without wasting time, money, or energy | e. doesn't use the most modern machines or methods in business or industry | h. is the only one of its kind |
| c. uses new technology | f. offers high quality | i. uses the most modern machines or methods |

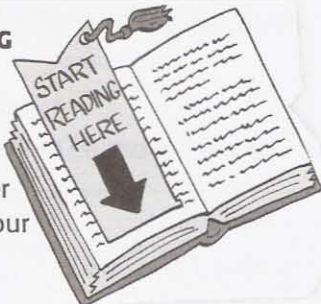
- | | | |
|----------------------|------------------------|---------------------------|
| 1. ____ cutting-edge | 6. ____ inefficient | 11. ____ state-of-the-art |
| 2. ____ efficient | 7. ____ innovative | 12. ____ top-of-the-line |
| 3. ____ first-rate | 8. ____ low-tech | 13. ____ unique |
| 4. ____ high-end | 9. ____ novel | 14. ____ wacky |
| 5. ____ high-tech | 10. ____ revolutionary | 15. ____ high-tech |

15

Look at the ads. Check the word that best describes each product. Explain your choice.

TIRED OF RUINING YOUR BOOKS BY FOLDING THE PAGES?

Don't ruin another page! Never lose your place again!



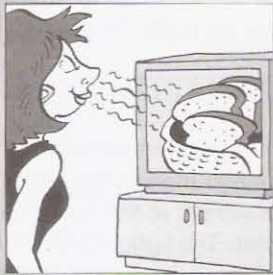
How much time do you waste writing your return address?

Never write your return address again!



1. ☐ low-tech ☐ novel ☐ unique

2. ☐ efficient ☐ wacky ☐ cutting-edge



Now you can hear, see, and *smell* your favorite programs! This will change cooking shows forever!

3. ☐ high-tech ☐ low-tech ☐ efficient

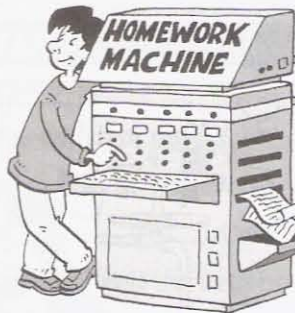


WHO NEEDS BAND MEMBERS WHEN YOU'VE GOT *ONE MAN BAND*?

4. ☐ wacky ☐ state-of-the-art ☐ cutting-edge

EVERY KID'S DREAM COMES TRUE.

Just type in the assignment, and out comes your homework!



5. ☐ innovative ☐ inefficient ☐ wacky

DON'T LET RAINY DAYS SLOW YOU DOWN!



6. ☐ inefficient ☐ low-tech ☐ top-of-the-line

LESSON 4

16

Extra reading comprehension

Read the article *The Printing Press* on page 94 in the Student's Book again. Match the inventions and the consequences. Write the letters on the lines.

- | | |
|-------------------------------|--|
| 1. _____ writing by hand | a. greatly increased the speed of printing because metal letters could be used more than one time per page |
| 2. _____ letterpress printing | b. was more efficient because separate character blocks could be re-used many times in many different places instead of carving each page whole |
| 3. _____ moveable type | c. few books existed, so few people read |
| 4. _____ typesetting | d. increased the number of books made because carved print blocks could be inked many times to create a whole page; in this way many copies could be made of each page |

... RUBE GOLDBERG

Of all the wacky inventions people have designed, none can compare to the innovative creations of an award-winning cartoonist Rube Goldberg. Rube Goldberg was born in San Francisco in 1883. He earned a degree in engineering, but he wasn't interested in it. He preferred drawing cartoons that made fun of the changes that were happening in the early twentieth century.

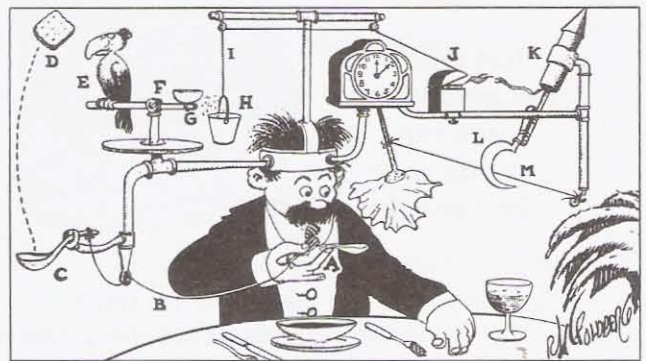
In the early 1900s, people were busy creating new machines to help make life easier and get things done faster. The U.S. Patent Office was flooded every year with new inventions for absolutely everything. Rube Goldberg saw the humor and dangers in the new inventions that were changing the lives of ordinary people. And so, for over fifty years, he drew cartoons that made fun of the new machines. He drew "inventions" that used simple everyday items—buckets, cups, balls, sticks, etc.—connected to each other in funny ways to get the simplest task done in many complicated steps. Rube Goldberg took the simplest task and using the most low-tech technology, made it the most complicated task with high-tech design. His inventions became so famous that his name has been included as a noun in Webster's Dictionary.

One invention, for example, was the "Self-Operating Napkin," which automatically wipes a person's chin. Here's how it works: A person lifts a soup spoon to his/her mouth. The spoon pulls a string, which makes a larger spoon throw a cracker to a parrot. The parrot

jumps to catch the cracker. The stand, on which the parrot was sitting, falls over and makes bird seeds fall into a bucket. The extra weight in the bucket pulls a string, which lights a lighter. The lighter sets off a fire cracker that causes a knife to cut another string. A pendulum that was attached to the string swings back and forth. It has a napkin attached to it, so when it swings, it wipes the person's chin. Thirteen steps make the chin clean, just by lifting a spoon!

Today, in memory of Rube Goldberg, The National Rube Goldberg Machine Contest is held each year. Teams compete to create machines to do the simplest tasks in no less than twenty steps. Recent winning inventions have included a machine to squeeze orange juice, a machine to toast bread, and a machine to turn off an alarm clock.

Self-Operating Napkin



Rube Goldberg (n.) a comically involved, complicated invention, laboriously contrived to perform a simple operation

INFORMATION SOURCE: www.rubegoldberg.com

1. In the early twentieth century there were a lot of dangerous inventions.
2. Rube Goldberg designed wacky inventions.
3. He wanted to have his inventions patented.
4. His designs used new technology.
5. The "Self-Operating Napkin" was an efficient tool.
6. Rube Goldberg was serious about his inventions.
7. High-tech inventions that are too complicated are called *Rube Goldberg*.
8. The inventions sent to The National Rube Goldberg Machine Contest shouldn't take more than twenty steps to complete a task.

true	false	no information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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18 Think of an invention that you use. In what ways is it useful to you? How would life be different without it? What do you think people would use or do if that invention had never been created?

This is a scan of a single sheet of white, lined notebook paper. It features horizontal blue or grey ruling lines spaced evenly down the page. A single vertical line runs parallel to the left edge, creating a narrow margin. The paper appears slightly aged or off-white. The most prominent feature is the bottom edge, which is irregularly torn and ragged, suggesting it was pulled from a stack or binder. There are no markings, text, or drawings on the paper itself.

19 CHALLENGE. Create a Rube Goldberg machine that completes a simple task in many complicated steps. Describe the machine on a separate sheet of paper. You can also draw a picture of the machine.

GRAMMAR BOOSTER

A Complete the sentences with *if* or *unless*.

1. She's not going to go to Brown University _____ they offer her a big scholarship.
2. I wouldn't say that _____ I didn't have the documents to prove it.
3. _____ I didn't need the item now, I'd order it online. It's much cheaper.
4. Jan doesn't wear boots _____ they're from this store.
5. Mr. Winston always eats lunch in the park _____ it's not raining or cold.
6. _____ they offer her a really high salary, she's not going to take the job.

B Read each pair of sentences. Complete the second sentence in each pair with wish + the correct clause so that it has the same meaning as the first sentence.

1. Yesterday, I wanted it to snow.
Yesterday, I wished it would snow.
2. I want to arrive early tomorrow.
I _____ in early tomorrow.
3. I should have invented the computer.
I _____ the computer.
4. Kevin Moran wants to have a driver's license.
Kevin Moran _____ a driver's license.
5. The doctor wants the patient to start eating more fruits and vegetables.
The doctor _____ more fruits and vegetables.
6. I shouldn't have eaten so many cookies last night!
I _____ so many cookies last night!

C Complete the past unreal conditional sentences, using active or passive forms.

1. Mark is a great student who was chosen to represent the school. If he weren't such a good student, he wouldn't have been chosen.
2. The house wasn't damaged by the hurricane, so we didn't get any insurance money. But if the house _____, we would have gotten some money.
3. The guests aren't dancing because the DJ left. If the DJ hadn't left, the guests _____.
4. People aren't looking for the treasure anymore because it's already been discovered. If it hadn't yet been discovered, people _____ it.
5. They're still thinking of a name for the baby, because she hasn't been given one yet. If the baby _____ a name, they wouldn't be thinking of one.
6. Marcia isn't working for Hunter Corporation because she moved out of the country. If she hadn't moved out of the country, she _____ for Hunter Corporation.

WRITING BOOSTER

A Read the article. Write the main idea of each paragraph on the line.

How to Become an Inventor

Many people think that becoming an inventor is a simple process of three steps: having a bright idea, researching the market for the idea, and then selling that idea to a large company. It's not that simple, however, and can often be a time-consuming, difficult process. So let's take a look at what you need to do to become an inventor.

Main idea: _____

Every invention starts with an idea. Brainstorm your ideas with colleagues, friends, and family. For any idea they like, do research to check that your idea is original. Decide if you want to protect or patent your idea from being copied. Think carefully about this, as you do not want to be an inventor who says, "He wouldn't have been able to steal my idea if I had patented it."

Main idea: _____

So now you have the idea, what's next? Once you settle on the idea for your invention, study the market you want to sell it to. Get to know as much as you can about the customers who will buy your product. Make sure it will be profitable.

Main idea: _____

Once you have identified the market for your invention, write a business plan, possibly create a sample of your product, and then go out and try to sell it. This is a challenging stage because you could meet with a lot of rejection. Keep going and don't give up. Do not lose sight of your goal—seeing your product used and enjoyed by millions.

Main idea: _____

B Read the two summary paragraphs for the article in Exercise A. Check the one that best summarizes the article.

- ☐ **Summary 1:** Becoming an inventor is not as easy as it seems. It is a complex process that involves many steps, and takes a lot of time and energy. However, success will more likely come to those inventors who keep positive and never give up.
- ☐ **Summary 2:** It is a long and time-consuming process to become an inventor. It involves a lot of steps: brainstorming ideas, checking competition, applying for patents, studying the market, writing business plans, and then going out and selling the idea. The latter can be discouraging at times, but inventors need to stay positive and not give up.

C Read the article. Write the main idea of each paragraph on the line. Then write your own summary paragraph at the end of the article.

Global Positioning Systems

If you've ever said, "I wish I knew where I was going" or "If only there were some way to find this address" then it may be time to consider buying yourself a Global Positioning System, or GPS.

Main idea: _____

Let's look at some of the uses of a GPS device. Maybe you travel a lot by car and cannot look at a paper map to find your way around. There is a GPS for cars that speaks to you and tells you exactly how to get to your destination. Maybe you're a golfer who has lost his golf ball and you need to find it on the field. There's a GPS for this. How about you're a runner and want to track your speed, distance, and the courses you run. Well, there's a GPS for this, too.

Main idea: _____

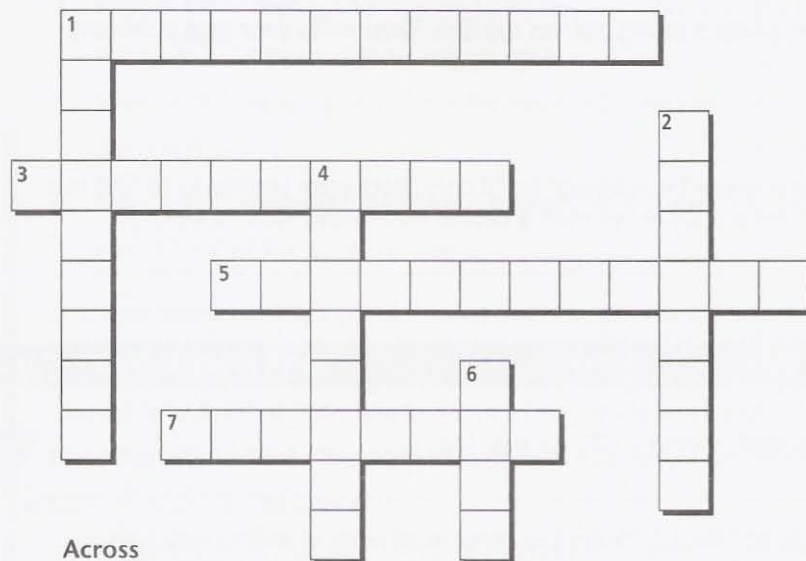
What kinds of GPS devices are there? Well, GPS devices come in all kinds of shapes and sizes, and are available in a variety of prices. Some are small and can fit into a pocket, and others are waterproof. And for people who don't like to carry anything extra with them, GPS systems are also available on smart phones.

Main idea: _____

Controversial Issues

Preview

1 Complete the crossword puzzle. Use the clues below the puzzle to help you.



Across

1. In a _____, one person holds all the political power.
3. A democracy, a dictatorship, and a monarchy are three types of _____.
5. A _____ establishes the basic laws of a democratic country.
7. An _____ is held so that people can choose someone for an official position.

Down

1. In a _____, people in the government are elected by citizens.
2. The activities involved with gaining power in a country's government are called _____.
4. A king or queen is the head of government in a _____.
6. Citizens in a democracy _____ to choose their leaders.

FACTOID

Denmark is the oldest monarchy in the world, going back more than 1,000 years.



SOURCE: www.workindenmark.dk

2 Read each pair of sentences. Write "=" if the sentences have the same or similar meanings. Write "≠" if the meanings are different.

- | | | |
|-----------------------------------|-------|-------------------------------|
| 1. I won't bring it up. | _____ | I won't talk about it. |
| 2. What are you up to these days? | _____ | What are you doing tomorrow? |
| 3. I've been meaning to do it. | _____ | It wouldn't be nice to do it. |
| 4. It would not be cool. | _____ | It wouldn't be a good idea. |
| 5. I tend to talk a lot. | _____ | I often talk a lot. |

3 WHAT ABOUT YOU? Answer the questions in your own way.

1. Which kind of politics interests you most: local, national, or international? Why?

2. How do you learn about politics?

☐ books ☐ newspapers ☐ television ☐ discussions ☐ other: _____

LESSON 1

4 Organize the words in the box. Write them on the lines, in order. Begin on the left with the word that describes a person most supportive of change, and finish on the right with the word that describes a person least supportive of change.

conservative	liberal	moderate	radical	reactionary
--------------	---------	----------	---------	-------------

← _____ →

5 Write each word from the box in Exercise 4 next to its definition below.

- _____ having reasonable, not extreme political views
- _____ wanting to avoid all political or social changes
- _____ wanting political and social changes that give people more freedom
- _____ wanting extreme political and social changes
- _____ preferring not to risk political or social changes

6 Put the conversation in order. Write the number on the line.

_____ I hope it's not inappropriate to ask, but are you a bit reactionary?

 1 Would you mind if I asked you a question?

_____ That's a good question! But I feel a little uncomfortable discussing politics these days.

_____ I guess you could say that.

_____ Not at all. What do you want to know?

_____ I understand. It's kind of a controversial subject.

7 Circle the word or phrase that correctly completes each sentence.

- We can ask the teacher for **advice** / **advices**.
- Progress **have** / **has** been made on this issue.
- We need to submit our project soon. **The time** / **Time** is running out.
- Even when he's very busy, he won't ask for **help** / **a help**.
- Crime **has** / **have** been on the rise in our city for the past two years.

8

Read each sentence. If the sentence is correct, write **C**. If the sentence is incorrect, write **I** and correct it.

1. She loves to discuss work. C
2. A career counselor can give you a lot of helpful advices. I
3. There are a lot of news to tell you about! _____
4. Do you have times to help us? _____
5. He has made a lot of progress with this issue. _____
6. Good informations are hard to find. _____
7. Government officials from both sides are meeting to discuss a peace. _____
8. They organized a conference on children's health and education. _____
9. Money is collected to help families living in the poverty. _____
10. Without proofs, the police can't arrest him. _____

LESSON 2

9

Match each word or phrase with the correct definition.

- | | |
|----------------------|--|
| _____ 1. in favor of | a. have a different opinion |
| _____ 2. against | b. opposed to, not supporting |
| _____ 3. agree | c. not right |
| _____ 4. disagree | d. have the same opinion |
| _____ 5. wrong | e. supporting, thinking something is a good idea |

10

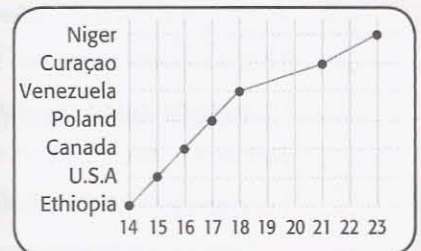
Read each sentence. Write **True** or **False**.

1. A controversial issue often causes disagreement among people. _____
2. If an action is prohibited, then it is allowed or permitted. _____
3. If you lower something, then you reduce it or make it smaller. _____
4. If something is compulsory, it is optional. _____
5. When something is censored, it is not permitted because it is considered by some people to be offensive, morally harmful, or politically dangerous. _____
6. To raise something is to move it to a different, but equal level. _____

FACTOID

How young is too young?

The minimum driving age refers to the youngest age at which a person can legally obtain a driver's license. Here are some minimum driving ages around the world. (Note that the ages shown here are minimums in a country, and in some cases, certain states or provinces may have higher minimum ages.)



INFORMATION SOURCE: www.2pass.co.uk

11

Read each pair of sentences. Circle the letter of the correct answer in each pair.

1. a. Management requires all employees to attend the meeting.
b. Management requires to attend the meeting.

2. a. The organization encourages to vote in the upcoming election.
b. The organization encourages everyone to vote in the upcoming election.
3. a. I can't afford to buy anything extra right now.
b. I can't afford me to buy anything extra right now.
4. a. The city prohibits everyone overnight parking on all major streets.
b. The city prohibits overnight parking on all major streets.
5. a. They invited a band to play at their party.
b. They invited to play at their party.
6. a. The children can't wait to open presents.
b. The children can't wait the family to open presents.

12

Complete the sentences with an appropriate object. Write X if an object isn't necessary.

1. She decided X to vote for the liberal candidate.
2. The managers permitted the workers to leave early on the holiday.
3. He invited _____ to go to the party.
4. Experts encourage _____ to read to children.
5. The police were warning _____ to stay away from the area.
6. Most students can't afford _____ to buy a lot of luxuries.
7. The baby refuses _____ to eat peas and carrots.
8. Will you please remind _____ to give me the money tomorrow?
9. Did you agree _____ to participate in the study?
10. Where can I learn _____ to knit?

13

WHAT ABOUT YOU? Complete the sentences in your own way. Use verbs followed by an infinitive or an object and an infinitive.

1. When I was a child, I pretended _____.
2. My school allows _____.
3. If I were having a party, I'd invite _____.
4. In my opinion, everyone deserves _____.

LESSON 3

14

Extra reading
comprehension

Read the article on page 104 in the Student's Book again. Complete the sentences. Circle the letter of the correct answer.

1. Corruption is _____.
a. people taking bribes b. power c. racial discrimination
2. Poverty causes _____.
a. people to earn \$1.00 a day b. children to die c. bad government policies
3. Acts of terrorism are increasing because some people _____.
a. are poor b. use military force c. watch too much TV

4. Racism is _____.
 - a. natural
 - b. intolerance of others
 - c. genocide
5. Discrimination leads to _____.
 - a. racial minorities
 - b. ethnic groups
 - c. unfairness towards others
6. One item not mentioned in the article as a solution to current world problems is _____.
 - a. better education and understanding of others
 - b. reduction of poverty and exposing corruption
 - c. cross-cultural student exchanges

15 Read the blog. Then answer the questions.

http://my blog-your blog.net

MY BLOG-YOUR BLOG

Today's topic: Global warming

Every day light from the sun warms the earth, causing it to release heat. Gases in the earth's atmosphere—mostly carbon dioxide (CO₂)—stop some of the heat from escaping into space so that the earth is kept warm. For the past 10,000 years, this heat has kept the earth at regular temperatures. However, over the past 100 years, scientists have noticed higher levels of CO₂. More CO₂ means more heat, which means higher temperatures on earth. We've already seen some consequences of global warming. Nine of the ten warmest years in history have occurred in the last fifteen years. Ground that has been frozen since the last Ice Age is melting. There are more hurricanes and catastrophic storms than ever before.

So, what do YOU think is causing global warming? What, if anything, should we do about it?

[Post your comment](#)

Comments

Gloria yesterday, 9:00 A.M.
What's the big deal? The earth is warmer by only 1 degree Fahrenheit. Talk to me when it's 7 degrees warmer.

Brad yesterday, 9:20 A.M.
Look at the facts. Higher temperatures have already made the ice in Antarctica melt faster, causing higher sea levels. By 2100, when the temperatures are 7 degrees higher, many coastal areas will be flooded.

Skeptical-in-Seattle yesterday, 10:30 A.M.
Climate has changed many times in the history of our planet. It is only natural. Let's not lose sleep over it, alright?

Kris yesterday, 12:07 P.M.
I totally disagree! Climate change is natural, but what is happening today is not! Global warming is the fault of everyone who drives a car, flies on a plane, builds factories, and cuts trees. All of that creates more CO₂. We must stop damaging our planet for future generations. We must urge our government leaders to control industries that harm the air.

Reactionary yesterday, 1:13 P.M.
This whole debate is useless. People who say we need to change the way we live are radicals. The earth is always warming and cooling. We just need to accept it and learn how to live in a naturally changing climate. We could, for example, build homes farther away from the water to avoid higher sea levels.

Winston yesterday, 2:17 P.M.
The Intergovernmental Panel on Climate Change (IPCC) reported after reviewing the scientific research that it is more than 90% certain that humans are causing global warming. Gases from cars and factories are causing temperatures to rise. We need to do something before it's too late!

Linda yesterday, 2:33 P.M.
HA! 90% certain leaves 10% uncertain. The IPCC report has lots of errors and is exaggerated. It isn't only the cars and factories that are causing global warming. What about the changes in the sun's brightness during its 11-year solar cycle? It causes temperatures to increase. Erupting volcanoes can produce lots of CO₂ too.

1. What is global warming? _____
2. What are the effects of global warming? _____
3. What did the IPCC's report say? _____
4. How much has the temperature of the earth increased? _____
5. What are two possible human causes of global warming? _____

6. What are two possible natural causes of global warming? _____

16 Read each statement. Would the blogger agree or disagree with the statement? Circle agree or disagree. Explain your answer.

1. Gloria would agree / disagree with this statement: "Global warming is not a problem." _____
2. Winston would agree / disagree with this statement: "Global warming is a natural event." _____
3. Skeptical-in-Seattle would agree / disagree with this statement: "Changes must be made to address global warming." _____
4. Kris would agree / disagree with this statement: "Global warming is caused by people." _____
5. Linda would agree / disagree with this statement: "IPCC is a reliable source for information about global warming." _____

April 22 is Earth Day. It was first established in 1970. The purpose of this global holiday is to raise awareness of environmental problems and issues and to promote a healthy environment for all people, plants, and animals. Each year on this day people rededicate themselves to taking care of the earth.

SOURCE: www.earthday.net

LESSON 4

17 Write your own response to each statement. Agree or disagree and explain your opinion.

1. Everyone in a democracy should vote. It's their responsibility.
YOU That's one way to look at it, but I think it's each person's choice whether to vote or not. OR
I agree with you on that one. A democracy doesn't work if people don't participate.
2. Sometimes capital punishment is necessary.
YOU _____

3. All students should be required to wear uniforms to school.
YOU _____

4. The world would be a better place if all countries were democracies.
YOU _____

18 Write a letter to your newspaper editor presenting your views on one of the issues below.

- censorship of video games
- prohibiting smoking in public places
- raising the driving age to 21
- another important issue in this country

GRAMMAR BOOSTER

A Complete each phrase with the correct unit expression from the box.

act	bowl	piece	pot	slice	year
-----	------	-------	-----	-------	------

- | | |
|-----------------------|----------------------------|
| 1. a(n) _____ of news | 4. a(n) _____ of peace |
| 2. a(n) _____ of tea | 5. a(n) _____ of apple pie |
| 3. a(n) _____ of rice | 6. a(n) _____ of violence |

B Circle the word or phrase that correctly completes each sentence.

- Sandra Jensen wanted to work in the government to make sure that **justices are** / **justice is** served.
- People who want to be lawyers study **laws** / **law** in school.
- I got my **hairs** / **hair** cut at a new salon last week.
- You shouldn't eat too **much sugar** / **many sugars** if you're trying to loose weight.
- The United Nations works for **peaces** / **peace** in countries all over the world.
- Over time, the **light** / **lights** from the sun can change the color of fabrics.
- Medicine is** / **Medicines are** a very interesting but difficult field.
- In some parts of the world, **coffee is** / **coffees are** more popular than **tea** / **teas**.

C Complete each sentence with a gerund or an infinitive. When either a gerund or an infinitive is correct, fill in the blank with both forms.

- On weekends, I enjoy _____ late.
sleep
- Some people don't like _____ about politics.
talk
- Jerome decided _____ his father's advice.
take
- _____ movies is one of my favorite activities.
Watch
- You should avoid _____ on the phone when you drive.
talk
- I would like _____ for the government when I finish college.
work

7. _____ is important if you want to make a difference.
Vote
8. Nate will continue _____ medicine next year.
study
9. Tom expects _____ home by eight.
be

D WHAT ABOUT YOU? Complete each sentence in your own way. Use a gerund or an infinitive.

- I don't mind _____ even though a lot of people don't like it.
- Sometime in my life I would like _____.
- I generally try to avoid _____.
- When I'm on vacation, I usually feel like _____.
- In the future, I hope _____.
- For many people, it's very difficult to quit _____.
- If I decided _____, I would have to think about it a lot first.
- I really hate _____.

WRITING BOOSTER

A Read the words and expressions. Circle the ones that introduce contrasting ideas.

- | | | | |
|----------------------|------------------|-----------------|--------------------|
| 1. as . . . as | 2. in my opinion | 3. in contrast | 4. even though |
| 5. on the other hand | 6. nevertheless | 7. for instance | 8. however |
| 9. on the one hand | 10. to me, | 11. in favor of | 12. no matter what |

B Read the issues listed below. Choose one issue and underline it. Then in the chart, write three arguments in favor of (pros) and three arguments against (cons) the issue.

Issues:

- Prohibiting students to use cell phones in class
- Banning certain books from school libraries
- Censorship of violent movies

Pros	Cons

C On a separate sheet of paper, write at least two paragraphs about the issue you chose in Exercise B. Include both the pros and the cons of the issue. Use the expressions for introducing contrasting ideas you identified in Exercise A.

Beautiful World

Preview

- 1 Complete the map of South America. Use the information under the map to label the places. Write the letter on the line.



- Caracas is the capital city of Venezuela.
- Rio de Janeiro is a city in Brazil.
- Brasilia is the capital of Brazil.
- Lake Titicaca is on the border of Bolivia and Peru.
- Bogota is the capital of Colombia.
- The Atlantic Ocean is east of South America.

- 2 Look at the map again and answer the questions.

- Name the capital of Ecuador. _____
- Paramaribo is the capital of which South American country? _____
- Name a city in Bolivia that is not the capital city. _____
- What is the capital of Uruguay? _____

5. In which mountain range is Santiago located? _____
6. Buenos Aires is the capital city of which country? _____
7. Which two South American countries do not share a border with an ocean or sea?
_____ and _____

3**WHAT ABOUT YOU? Name the following geographical features of your country.**

1. capital city _____
2. another city _____
3. border countries _____
4. a body of water _____
5. another geographical feature _____

4**Circle the best response to each question.**

1. "Is it worth seeing?"
a. "Yes, you should definitely go." b. "No, you don't want to miss it."
2. "Should we drive up to see Nunobiki Waterfall in Kiwa Town?"
a. "No, it's worth seeing." b. "Yes, it's spectacular!"
3. "Have you ever seen the volcanoes on Reunion Island?"
a. "I can't say I have." b. "What a coincidence!"
4. "Get a look at the mountains while you're there."
a. "Thanks, we'll take it slow." b. "Thanks for the suggestion."
5. "Is that schedule doable in one week?"
a. "It'll be busy, but you can handle it." b. "Yes, it's worth seeing."

LESSON 1**5****Complete the reading with in, on, or of.****PORTUGAL**

Portugal is a nation _____^{1.} southwestern Europe, and is _____^{2.} the western coast _____^{3.} the Iberian Peninsula. Spain is both north and west _____^{4.} Portugal, which is on the Atlantic Ocean.

There are many mountains ranges _____^{5.} the north, but the largest and highest mountain range in the country, Serra da Estrela, is located _____^{6.} the central region of the country.

The capital city, Lisbon, is _____^{7.} the west coast _____^{8.} Portugal. It is also located _____^{9.} the Tajo River, which is the longest river in Portugal.

The city of Porto is located _____^{10.} the Douro River, which is _____^{11.} the North.

6

Look at the map. Complete the sentences in your own way.

1. _____ is/are in _____.
2. _____ is/are southwest of _____.
3. _____ is on _____.
4. _____ is/are located on _____.
5. _____ is/are north of _____.
6. _____ is/are located to _____.

Did you know...

- Russia covers 1/8 of the earth's surface and is the largest country in the world in terms of land area?
- Russia spans 11 time zones?
- The Ural Mountains are a natural border between Europe and Asia?
- Russia has more movie theaters than any other country in the world?
- In northern parts of the country, there are a few days in June when the sun shines all day and all night?

INFORMATION SOURCE: www.worldinfozone.com

7

WHAT ABOUT YOU? Describe the location of your city in relation to some other places. Use prepositions of geographical place.

1. _____
2. _____
3. _____

8

Read each conversation. Answer the question. Check Yes or No.1. **Jeremy:** What did you think of the trip to the waterfalls?**Erin:** I thought it was a waste of time.

Should Jeremy go on the trip?

☐ Yes☐ No2. **Bethany:** We might go to Wonder World. Do you think we should go?**Carl:** Oh, you don't want to miss it.

Does Carl think Bethany should go to Wonder World?

☐ Yes☐ No3. **Adam:** What do you think of that new science fiction movie?**Mark:** It's a must-see.

Did Mark like the movie?

☐ Yes☐ No4. **Chad:** Have you heard anything about the newest Las Vegas hotel?**Valerie:** I hear it's overrated.

Does Valerie think the hotel is great?

☐ Yes☐ No5. **Sarah:** I'm thinking of taking the train to Pinewood. Have you ever been there?**Jennifer:** Yes. Be sure to see it.

Does Jennifer think Sarah should go to Pinewood?

☐ Yes☐ No

9

Complete the conversations in your own way.1. **Your friend:** I'm thinking about going on vacation. Do you have any recommendations?**YOU** Yes! Don't miss _____.**Your friend:** Why's that?**YOU** _____.2. **Your friend:** What do you think about _____?**YOU** Well, I think it's overrated.**Your friend:** Really? Why do you say that?**YOU** _____.

LESSON 2

10

Complete the sign with the correct words from the box. You will not use all of the words.

**Attention All Hikers:** Hiking is great exercise, and it can be a lot of fun. But hiking can also be dangerous. Follow these rules to stay safe.

cave	foggy
cliff	path
dangerous	rocky
dark	slippery
exhausting	steep

- Take plenty of food and water. This is a long hike, and it can be _____. You'll need food to give you energy.

- Don't ever go into a _____. Animals might be living there, and they'll fight to protect their territory.

- Be careful if you hike early in the morning. Sometimes it's _____, and it can be difficult to see.

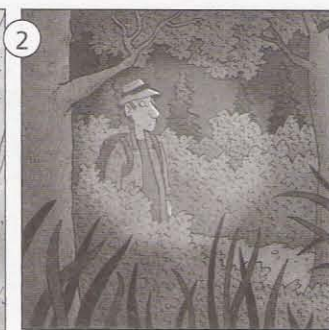
- If you hike in the evening, take a flashlight. If you're not back before it gets _____, you'll need it to find your way back.

- Be careful in the winter. The paths can get icy, and then they're really _____.

11 Look at the pictures. Check the sentence that matches each picture.



- ☐ The path can be very slippery.
- ☐ Wow! This is steep!



- ☐ It's really dark.
- ☐ It can be quite foggy.



- ☐ This path is exhausting.
- ☐ The cliff is extremely high.



- ☐ The path is really rocky.
- ☐ It's really dark.

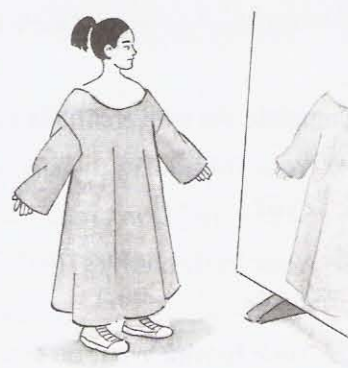
12 Look at the pictures and answer the questions. Use too + an adjective and an infinitive.



1. Why doesn't he want to go swimming? It's too cold to go swimming.



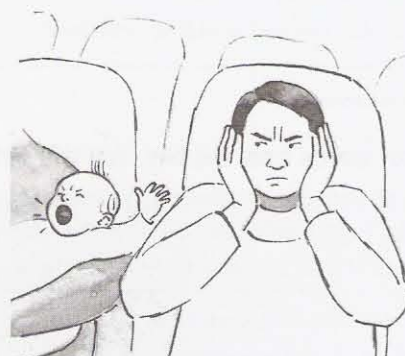
2. Why can't he read this whole book today? _____



3. Why isn't she going to wear this dress? _____



4. Why don't they see Shark Attack? _____



5. Why isn't he sleeping? _____



6. Why don't they keep walking? _____

13 Complete the sentences, using too + an adjective and an infinitive. Add a for phrase where necessary.

1. This bag is _____ heavy / me / carry
2. The monuments you want to see aren't _____ steep / climb
3. Jessica is _____ young / vote
4. The trip to France is _____ expensive / my friends / afford
5. This concert is going to be _____ good / us / miss
6. I was _____ sleepy / finish _____ my homework last night.

14 Rewrite each pair of sentences using too + an infinitive and a for phrase.

1. The path is very slippery. Don't walk on it.
The path is too slippery for you to walk on.
2. That sweater is quite expensive. She shouldn't buy it.

3. It's not very late. You can call Matt now.

4. It's so hot. I couldn't possibly drink coffee!

5. That movie is very violent. Beverly can't see it.

6. It's 9:00, and the movie is at 9:15. We won't get to the theater on time.

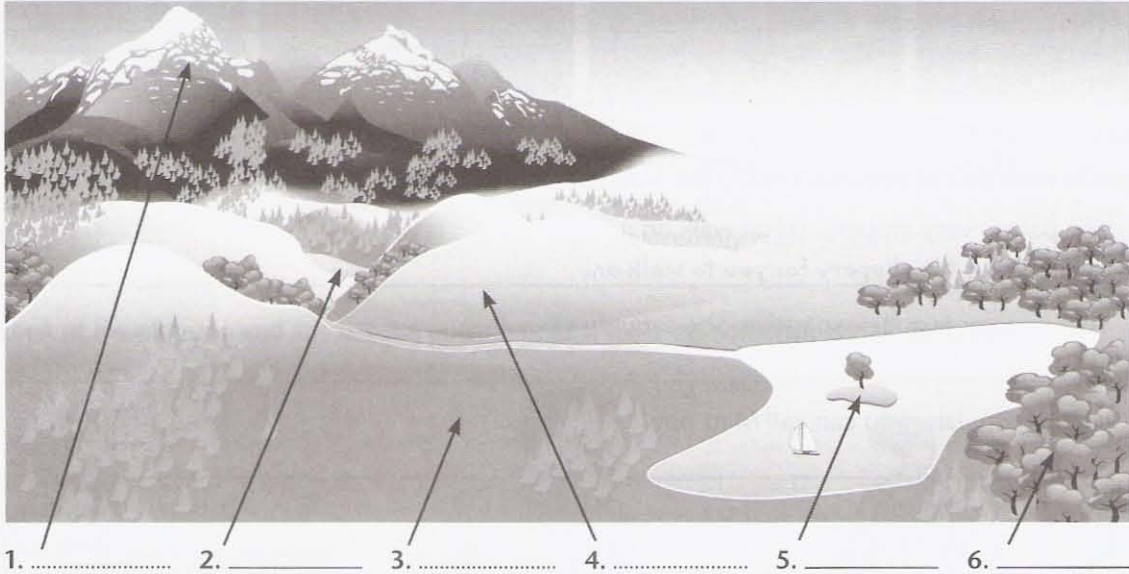
15 Circle the word or phrase that best completes each conversation.

1. A: Can you tell me the way to the beach?
B: Not at all. / Yes, it's that way.
2. A: Be careful at the beach. The water can be / isn't really dangerous.
B: OK, thanks.
3. A: The undertow is dangerous / too cold.
B: I'll be careful.
4. A: You need to be careful.
B: Thanks for the risk / warning.

LESSON 3

16 Label the drawing with the words in the box. Write the correct nouns on the solid lines. Write the correct adjectives on the dotted lines.

flat forest hilly island mountainous valley



17 Match each word to the correct definition or description.

- | | |
|----------------------|---|
| _____ 1. arid | a. an area of lower land between two mountains or hills |
| _____ 2. a canyon | b. a piece of land that is completely surrounded by water |
| _____ 3. flat | c. very dry, receiving very little rain |
| _____ 4. a forest | d. a thick forest with many large plants and tall trees growing very close together, usually in an area that receives a lot of rain |
| _____ 5. an island | e. having a lot of healthy plants |
| _____ 6. a jungle | f. smooth and level, without higher or lower areas |
| _____ 7. lush | g. very impressive |
| _____ 8. a valley | h. a deep valley with very steep sides of rock that usually has a river running through it |
| _____ 9. spectacular | i. a large area of land that is covered with trees |

18 WHAT ABOUT YOU? Write the names of places you know for each of the following natural settings.

1. a spectacular place: _____
2. a mountainous place: _____
3. a canyon: _____
4. an island: _____
5. an arid place: _____

LESSON 4

19 Match each person to the sentence that best describes him or her.



1. "I'd like to learn more about the relationships between plants, animals, and the conditions they live in." _____



2. "I help people find alternative ways to heat their homes." _____



3. "I want to make sure that humans don't ruin the earth's clean air and water." _____



4. "I have a business that sells environmentally-friendly refrigerators and air-conditioners." _____

- a. This person is interested in the environment.
- b. This person is interested in preventing pollution.
- c. This person is interested in renewable energy.
- d. This person is interested in energy efficiency.

20

Extra reading comprehension

Read the article *Choose Clean Energy and Help Curb Global Warming* on page 118 in the Student's Book again. Check true, false, or no Information.

	true	false	no Information
1. Oil, coal, and natural gas are examples of fossil fuels that increase global warming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Taking care of your car tires can help the environment and your budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Incandescent light bulbs use less electricity than fluorescent bulbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Foods with pesticides are bad for your health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Global warming is responsible for extreme changes in the weather.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Wind and solar power are renewable energy alternatives to fossil fuels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21

Extra reading
comprehension

Match the beginning of each sentence on the left with the best ending on the right, according to the information in the Reading on page 118 in the Student's Book.

- | | |
|---|---------------------------------------|
| _____ 1. An increase in CO ₂ . . . | a. causes flooding. |
| _____ 2. Energy-efficient appliances. . . | b. reduces pollution by 70 to 90%. |
| _____ 3. Compact fluorescent bulbs. . . | c. contributes to global warming. |
| _____ 4. Recycling. . . | d. take steps to curb global warming. |
| _____ 5. Rise in sea levels. . . | e. save electricity. |
| _____ 6. People can. . . | f. cut down electricity use by 25%. |

22

Read about the Rainforest Flyway Company. Then circle the letter of the answer that best completes each sentence.



Come "fly" over the Rainforest
We'll take your breath away!

Located in Cairns, Australia, Rainforest Flyway is a world leader in ecotourism. We take our guests on a breathtaking "flight" over rainforest trees and straight into the heart of the rainforest for an unforgettable experience.

On the Flyway, you'll experience over 7.5 kilometers of living rainforest while learning about this spectacular place. Did you know that Australia's rainforests are home to over 3,000 different plant species? And some of the trees here are more than 3,000 years old! After this visit you'll understand why it's so important to preserve the rainforests. And you'll see that environmentally responsible travel can be fun, educational, and breathtaking.

Even if you're a world traveler, you've never experienced anything like the Rainforest Flyway. You'll start your unique journey above the rainforest, as you "fly" in a comfortable gondola only a few meters above the trees. Sit back and enjoy the extraordinary scenery. You will be amazed at the breathtakingly rich and lush foliage. And rest assured, there was no damage done to the rainforest ecology during the construction of your gondola. That's why the development of the Flyway took over 40 months to complete!

Your gondola will bring you down into the rainforest itself, where you follow a path to see, hear, and smell the rainforest environment from the ground. Free tours are available several times a day. Tour guides can point out some unusual plants, provide you with interesting facts about rainforest ecology, and answer your questions.

Your Rainforest Flyway experience lasts 90 minutes and ends in the small town of Kuranda, just 25 kilometers northwest of Cairns. Here, you can continue your eco-tour with a visit to the protected areas that 2,000 tropical butterflies call home. You can also buy original arts and crafts made by the people of Kuranda. And if that isn't enough, you can continue on to the wildlife reserves located a short 9 kilometers west of Kuranda to see animals from all parts of the world.

Rainforest Flyway has won numerous awards, including *Travel Planet* magazine's "Best Ecotourism Destination." Call or visit us online to make your reservations.

INFORMATION SOURCE: www.skyrail.com.au

- On this trip you can learn about _____.
 - some great ecotourism destinations
 - tour guides
 - the ecology of Australia's rainforests
- A gondola is _____.
 - a rainforest animal
 - a person who leads the tour
 - a type of transportation
- On this trip, guests _____ into the rainforest.
 - don't go
 - are lowered
 - are raised
- Rainforest Flyway encourages guests to _____.
 - follow a path to explore the rainforest
 - make a new path in the rainforest
 - take a souvenir from the rainforest
- Tour guides can _____.
 - give you souvenirs
 - make reservations for you
 - teach you about the rainforest
- The rainforest has _____.
 - many types of arts and crafts
 - 3,000 different types of plants
 - 2,000 different types of tropical butterflies

23

Read the article again and answer the questions.

- How long is the Rainforest Flyway tour? _____
- Who can answer questions about the rainforest? _____
- How can you make plans to visit the Rainforest Flyway? _____
- Where is the wildlife reserve? _____

GRAMMAR BOOSTER

A

Correct the capitalization.

- the headquarters of the ^T ~~u~~nited ^N ~~n~~ations are located in ^N ~~n~~ew ^Y ~~y~~ork ^C ~~c~~ity.
- the novel *dracula*, by irish author bram stoker, was first published in great britain in 1897.
- in canada, thanksgiving is celebrated on the second monday in october. but in the united states, the holiday is celebrated on the fourth thursday of november.
- the beginning of the middle ages is often called the dark ages. by this time the great civilizations of greece and rome had fallen, and life in europe was very hard.
- city of god* is a brazilian movie about life in one part of rio de janeiro. The movie is in portuguese.

B**Complete the sentences. Write the if it's necessary or X if it isn't.**

- Several international organizations, such as the World Health Organization, and ____ International Committee of the Red Cross have their headquarters in ____ Geneva. This city is in the western part of ____ Switzerland on ____ Lake Geneva.
- ____ Roman Empire reached its most powerful point in the year 116. At this time, much of ____ Europe, ____ Asia, and parts of ____ Africa were under Rome's control.
- ____ Caspian Sea is the largest lake in the world. It is a saltwater lake that is surrounded by ____ Kazakhstan, ____ Turkmenistan, ____ Iran, ____ Azerbaijan, and ____ Russia. The largest fresh water lake is ____ Lake Superior, which is located on the border between ____ Canada and ____ United States.
- The explorer Marco Polo is often credited with introducing pasta from ____ China to his native country ____ Italy. Although this fact is debatable, it is known that Marco Polo did travel to ____ Far East and is responsible for some of the first introductions of eastern culture to ____ West.
- Can you name the tallest mountain in the world? You've probably learned that it's ____ Mount Everest (8,850 meters tall) in ____ Himalaya Mountains. The top of this mountain is the highest point on earth. But did you know that there is another mountain that is actually taller? Its name is ____ Mauna Kea, and it's located in ____ Pacific Ocean. This mountain is 9,750 meters tall from its bottom to its top. But since the bottom of this mountain is on the ocean floor, it doesn't reach as high as ____ Mount Everest.
- ____ Gulf of Aqaba is in ____ Middle East. It separates ____ Sinai Peninsula, which is part of ____ Egypt, from ____ Kingdom of Saudi Arabia.

C**Circle the correct preposition of place.**

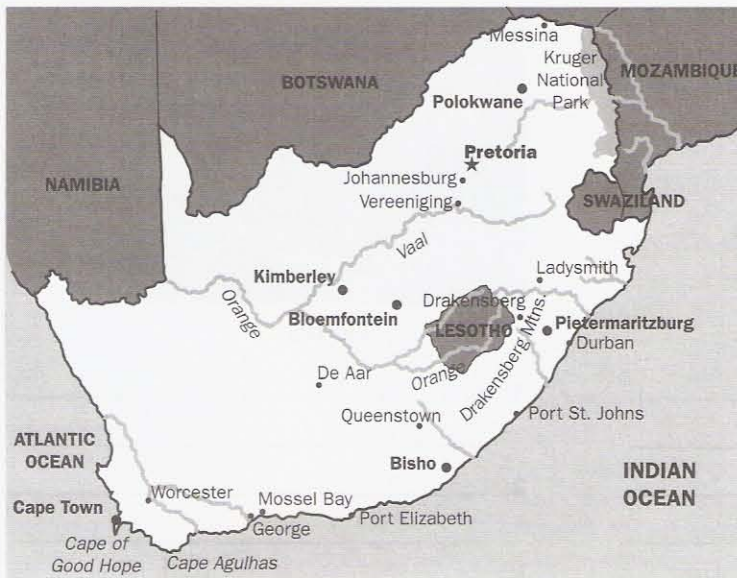
- Bangkok is **on** / **in** / **of** the country of Thailand.
- Honolulu is **on** / **in** / **of** the island of Oahu **on** / **in** / **of** the state of Hawaii.
- Which country is north **on** / **in** / **of** Namibia?
- The Philippines are islands **on** / **in** / **of** the Pacific Ocean, to the north **on** / **in** / **of** Malaysia.
- Senegal is **on** / **in** / **of** the west coast of Africa.
- Finland is east **on** / **in** / **of** Sweden and Norway.

D**Complete the sentences in your own way. Use an infinitive or an adjective + an infinitive.**

- Your health is too important to ignore
- Five o'clock in the evening isn't late enough
- Designer clothes are too
- _____ is a movie that's not good enough
- Children at fourteen are too
- These shoes are too
- _____ isn't big enough
- _____ is pretty enough

E Complete the sentences, using too or enough and the adjective and an infinitive.

- The path to the volcano is _____ if you're not wearing good shoes.
rocky / walk on
- The water isn't _____ because of the sharks.
safe / swim
- The waterfall is _____.
spectacular / miss
- Tom's daughter is _____ hiking with us.
old / go
- It's _____ on the path because it's very slippery.
dangerous / run
- The waterfall is _____ to from the beach.
close / walk
- That cliff is _____.
steep / climb
- The waves are _____, but the undertow is dangerous.
big / surf

WRITING BOOSTER
A Look at the map of South Africa. Complete the sentences with the phrases from the box. You will not use all the phrases.


along the coast	along the river	at the end of
in the center of	south of	to the north of

- Johannesburg is located _____ the capital city of Pretoria.
- The Indian Ocean is _____ the Orange River, the longest river in South Africa.
- _____ South Africa is the country of Namibia.
- Bloemfontein is almost _____ the country.
- _____ are Cape of Good Hope and Cape Agulhas.

B

Look at these pictures of South Africa. Write three sentences to describe each place. Use geographic nouns and adjectives and prepositions of place to provide details.



Cape Town

1. _____
2. _____
3. _____



Kruger National Park

1. _____
2. _____
3. _____



Drakensberg Mountains

1. _____
2. _____
3. _____



Durban

1. _____
2. _____
3. _____

C

Imagine you are on vacation in South Africa and you are writing a letter about the places you've seen. Choose two places from Exercise B and describe them on a separate sheet of paper. Include the location, descriptions of geographical features, and what a person could do there. Use the map in Exercise A and your sentences in Exercise B. Here is also some additional information about each place you can use.

“Cape Town is often very windy.”

“It can be foggy and slippery in the Drakensberg Mountains.”

“Kruger National Park is flat in some places and hilly and mountainous in most parts.”

“It tends to be extremely humid in Durban.”

Workbook Answer Key

UNIT 1

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

1. appropriate 2. inappropriate 3. inappropriate
4. appropriate 5. inappropriate

Exercise 2

1. c 2. e 3. b 4. a 5. d

Exercise 4

Correct order: 1, 4, 2, 5, 6, 3

Exercise 5

1. did he 2. isn't it 3. didn't you 4. won't he
5. are you 6. was it 7. aren't I 5. were there

Exercise 6

3. will / 'll be; won't you
4. hasn't gotten; has she
5. wasn't; was he
6. doesn't like; does she

Exercise 7

Possible answers.

2. You're not married, are you?
3. You like to be addressed by your first name, don't you?
4. You are 25 years old, aren't you?
5. You don't live in Hong Kong, do you?
6. You go to school, don't you?

Exercise 9

1. a 2. b 3. b 4. a 5. a

Exercise 10

2. had already given; hadn't yet taken
3. had already read
4. hadn't yet had
5. hadn't yet exercised
6. had already gone

Exercise 11

1. a 2. a 3. b 4. b

Exercise 13

2. customary 3. nice 4. not usual 5. punctuality

Exercise 14

1. False 2. False 3. True 4. True 5. No information
6. False

Exercise 16

1. You should arrive five minutes before the hour set for the dinner.
2. You should apologize before taking your seat.
5. You should wait for others to be served before you start eating.
6. If you're the hostess, you should wait until the guests are done eating before leaving the table.
7. You should wait at least 30 minutes before you leave.

Exercise 17

1. a 2. b 3. a 4. b 5. c

GRAMMAR BOOSTER

Exercise A

3. isn't it; Yes, it is.
4. can she; No, she can't.
5. wasn't it; No, it wasn't.
6. have they; No, they haven't.
7. are they; No, they aren't.
8. doesn't he; Yes, he does.

Exercise B

2. have 3. am / 'm making 4. tells 5. is going
6. are; doing 7. leaves 8. am / 'm baking

Exercise C

1. 've been having 2. has been shining 3. have been
4. have met 5. have been traveling

Exercise D

2. My family was going **went** to Cairo last summer. It was a great trip!
3. They have know **known** her since 2003.
4. He didn't used **use** to work there, but now he does.
5. I watched **was watching** a movie when he called, but I didn't mind the interruption.
6. I **have** already seen that movie.
7. We have been traveling **traveled** to Mexico three times.

WRITING BOOSTER

Exercise A

2. d 3. f 4. c 5. h 6. e 7. a 8. g 9. i

Exercise B

Do's: a, b, c, f, h, i, k

Don'ts: d, e, g, j

Exercise C

Errors are underlined.

Maria, Thanks 4 lunch yesterday. it was GR8 2 CU. let's continue our conversation about the project. maybe Wednesday next week? My place? There's still lots 2 discuss. © BTW, please don't forget to bring the info we talked about. LMK about next week. CU L8R.

Peter

Possible answer.

Maria
Thank you for lunch yesterday. It was great to see you. Let's continue our conversation about the project. Are you available on Wednesday next week? Can you come to my office? There's still a lot to discuss. By the way, please don't forget to bring the information we talked about.

Let me know about next week.

Thanks so much.

Peter Benson

Workbook Answer Key

UNIT 2

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

1. toothache 2. swollen gums 3. lost filling
4. broken tooth

Exercise 3

1. b 2. c 3. c 4. b

Exercise 4

1. chest 2. weak 3. nauseous 4. sneezing
5. coughing 6. stomach

Exercise 5

1. must be 2. must not feel 3. must hurt
4. must have 5. must not be 6. must not want

Exercise 6

1. must 2. must 3. must not
4. must 5. must not 6. must not

Exercise 8

1. a blood test 2. a shot 3. an X-ray
4. An EKG 5. a checkup

Exercise 9

1. an appointment 2. a pain 3. chest
4. an EKG 5. fit 6. appreciate

Exercise 10

1. Yes 2. No 3. No information 4. Yes 5. No

Exercise 11

1. may 2. must 3. must 4. might
5. must 6. might 7. will

Exercise 12

2. may not / might not be able to
3. may not / might not be able to
4. may / might be able to
5. must not be able to

Exercise 13

1. acupuncture, herbal therapy, homeopathy, spiritual healing
2. acupuncture
3. conventional medicine
4. spiritual healing
5. herbal therapy
6. homeopathy

Exercise 15

1. a 2. b 3. a 4. b 5. d

Exercise 16

Possible answers.

Type of treatment	How it's similar to reflexology	How it's different from reflexology
homeopathy	They are both natural treatments. They are ancient treatments.	It uses remedies that cause similar symptoms.
herbal therapy	They are both natural treatments. They are ancient treatments.	It uses teas and pills.
acupuncture	They both believe areas of the body are connected. They are ancient treatments.	It uses needles.

Exercise 17

Possible answers.

Symptom	Medication	Reason
sneezing	cold tablets, nasal spray, antihistamine	They can all help reduce sneezing.
a toothache	a painkiller	It relieves pain.
weakness	vitamins	They may give energy.
coughing	cough medicine	It can help reduce coughing.
stomach problems	an antacid	It can help reduce stomachaches.
a burn from hot oil	an ointment	It can help reduce the burning.
red eyes	eye drops	They can help get rid of the redness.
an infection	an antibiotic	It can help fight the infection.

GRAMMAR BOOSTER

Exercise A

Answers may vary.

- He feels terrible. He probably has the flu. / Most likely he has the flu.
- My arm aches. It's probably from the shot I got yesterday. / Most likely it's from the shot I got yesterday.
- My doctor is not answering the phone. He's probably not in today. / Most likely he's not in today.
- An herbalist probably knows a lot of different plants. / Most likely an herbalist knows a lot of different plants.
- Lucy is not eating anything. She's probably not feeling well. / Most likely she's not feeling well.

Exercise B

1. She's been sneezing since she got here. Maybe she's allergic to my cat.
2. I'm not feeling well. Maybe I have the flu.
3. He's taking a lot of medication. Maybe he's sick.
4. He has pain in his chest. Maybe he needs an EKG.
5. She hates to fly. Maybe she prefers to take the train.
6. It looks like a bad infection. Maybe the doctor wants to prescribe antibiotics.

Exercise C

1. I think I probably forgot to take my medication.
2. He doesn't have a fever. Maybe it's just a cold.
3. Most likely she is dizzy because she doesn't get enough sleep.
4. We probably don't have any cough medicine at home.
5. He may be able to return to work tomorrow.
6. He likes natural medicine so he probably prefers herbal therapy.
7. Probably they're late because they overslept.
8. Maybe she prefers to wait until Monday.

WRITING BOOSTER**Exercise A**

1. contrast
2. comparison
3. contrast
4. comparison
5. contrast
6. contrast
7. comparison
8. comparison
9. contrast
10. comparison

Exercise B

1. a
2. b
3. a
4. b
5. a

Workbook Answer Key

UNIT 3

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

1. procrastinator 2. procrastinator 3. well-organized
4. well-organized 5. procrastinator

Exercise 2

2. a 3. b 4. c 5. f 6. e

Exercise 3

1. do 2. sign 3. to clean 4. to help 5. do 6. take

Exercise 4

1. to help 2. do 3. clean 4. stop 5. to cook 6. share

Exercise 5

1. e 2. d 3. a 4. b 5. c

Exercise 6

1. favor 2. problem 3. pick up 4. have 5. understand
6. lifesaver 7. owe

Exercise 7

2. haircut 3. delivery 4. dry cleaning 5. shoe repair
6. printing 7. copying

Exercise 8

2. her hair cut
3. his packages delivered
4. her sweater dry-cleaned
5. her shoes repaired
6. his sign printed
7. more handouts copied

Exercise 9

2. have your shirt pressed
3. get these pages copied
4. had my blouse dry-cleaned
5. have these flowers delivered
6. get this photo printed
7. had them shortened
8. will get her computer repaired

Exercise 10

3. You can have your shoes **repaired** for much less than it costs to buy a new pair.
4. We're having signs ~~to~~ **printed** to announce the big event next week.
5. Where did you ~~got~~ **get** your pants lengthened? They did a great job.
6. You should get your skirt **shortened** so it looks more fashionable.
7. I'd like to have ~~framed~~ this diploma **framed** so I can hang it up.
8. They didn't ~~had~~ **have** the house cleaned yesterday.

Exercise 12

1. True 2. No information 3. True 4. No information
5. True 6. False

Exercise 13

1. False; Liquid chemicals are used.
2. False; The discovery of dry cleaning was an accident.
3. False; The cloth got clean.
4. True
5. True
6. True
7. False; Perc is still used in the dry cleaning process.

Exercise 18

Possible answers.

1. Dry cleaning doesn't use water. It uses liquid chemicals to clean clothes.
2. They used kerosene and gasoline.
3. People started using perc because it's safer than gasoline and kerosene.

Exercise 15

1. Yes 2. Yes 3. No 4. Yes
5. Yes 6. No information 7. Yes 8. No information

Exercise 17

1. Kayla 2. Samantha 3. Mike 4. Alan
5. Carrie 6. Abby 7. Page 8. Ryan

Exercise 19

1. a 2. c 3. b 4. c

GRAMMAR BOOSTER

Exercise A

1. let her stay
2. lets him go; doesn't let him eat; doesn't let him stay
3. let them go; let them eat; don't let them stay

Exercise B

Possible answers.

2. Don't let her eat candy.
3. Don't let her watch too much TV.

Exercise C

2. Lisa's parents
3. their friends
4. Jeff's boss, Brian
5. We did.
6. Steve

Exercise D

2. The gallery always gets things framed by Colin's Frames.
3. We get our holiday cookies made by a professional bakery down the street.
4. You should get your photos printed ~~by the people~~ at the mall.
5. They're having the package sent by Zipp's Delivery Service.
6. She got the kids' pictures taken ~~by the person with the camera~~.
7. I get my clothes dry-cleaned ~~by a person~~ at Summit Cleaners.
8. She always gets her hair cut by Clara at Shear Perfection.

Workbook Answer Key

UNIT 4

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

1. a travel book
2. a mystery book
3. a biography
4. a science fiction book
5. an autobiography
6. a romance novel

Exercise 2

2. It's not my thing. = I don't like it.
3. I can't put it down. = It's a real page-turner.
4. I can't get into it. ≠ I can't get enough of it.
5. It puts me to sleep. ≠ I really like it.
6. I'll lend it to you. = You can borrow it.
7. I'm just browsing. ≠ I'm looking for a specific book.

Exercise 4

1. True 2. False 3. True 4. False 5. True

Exercise 5

2. I believe (that) it's / the book is hard to follow.
3. I think (that) she wrote a book about English grammar.
4. I guess (that) they / Stieg Larsson's novels take place in Sweden.
5. I believe (that) Bella and Edward are the main characters in the *Twilight* novel.
6. I think (that) it's / Adam Johnson's short story "Hurricanes Anonymous" is about a single father.
7. I suppose (that) it's / Alice Sebold's most famous novel is *The Lovely Bones*.
8. I'm disappointed (that) they don't have any articles on knitting in this magazine.

Exercise 7

1. b 2. c 3. e 4. d 5. a

Exercise 8

1. so 2. so 3. not 4. not 5. so

Exercise 10

Correct order: 4, 2, 6, 3, 7, 1, 5

Exercise 11

2. what this magazine is about
3. if there are any other books by Vanessa Heart
4. why this book is so popular

Exercise 12

1. a 2. a 3. a 4. b 5. b 6. a

Exercise 13

1. whether 2. if 3. when 4. what 5. if

Exercise 14

Possible answers.

2. I'd like to know if this is a best-seller. / I wonder if this is a best-seller. / Can you tell me if this is a best-seller?
3. Tell me why you didn't finish reading this. / I'd like to know why you didn't finish reading this. / I wonder why you didn't finish reading this.
4. I'm wondering when she wrote her memoir. / Do you know when she wrote her memoir?
5. I'd like to know who this present is for. / Tell me who this present is for.
6. I'd like to know if you like to read non-fiction. / Can you tell me if you like to read non-fiction?

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7. I'd like to know if we are ready to go to the library. / Can you tell me if we are ready to go to the library?

Exercise 16

1. skimmed through 2. read the travel section online
3. listened to an audio book 4. did puzzles
5. read aloud 6. curled up with

Exercise 17

- a. did puzzles; 4
- b. read the travel section on line; 2
- c. listened to an audio book; 3
- d. read aloud; 5
- e. curled up with; 6
- f. skimmed through; 1

Exercise 19

Answers may vary.

1. Causes bad behavior
Causes bad reading habits
Offensive content: sex and violence
2. It encourages reading.
It encourages creative thinking.
It encourages ease of computer and software use.
3. In Brazil they were used to give information about AIDS.
4. To teach school subjects, such as history
5. On newsstands during rush hour and in vending machines
6. Fifteen million *Spider-Man* comics are sold each year in 75 countries and in 22 languages.

Exercise 20

1. False; Over 10,000 books have been banned since 1990.
2. True
3. True
4. False; Young people learn offensive language from real life.
5. True
6. False; A group of experts reviews challenges against books.
7. False; A school can ban a book without the experts' review.
8. True
9. True
10. False; Banning inappropriate books will prevent children from learning tolerance and respect.

GRAMMAR BOOSTER

Exercise B

2. b 3. c 4. c 5. a

Exercise C

2. ☒ We're wondering if the baby is a boy or a girl.
We're wondering whether ~~is~~ it is going to rain.
3. Can you tell me what ~~is~~ the time is?
☒ Could you explain what the problem is?
4. I'm not sure when ~~did~~ they arrived.
☒ I want to know when their plane left.
5. Can you tell me if the book is a page-turner?
☒ Can you tell me if the book is based on a true story?

Exercise D

2. She can't decide what to have for dinner.
3. They're not sure whether to stay or leave.
4. I wonder when to call her.
5. Let me know whether to invite Janet.
6. Mark can't decide where to buy a new car.

Exercise E

2. how much it costs.
3. What she wrote in her book
4. That this book is a page-turner
5. whether to read a thriller or a romance novel.
6. How this book became a best-seller
7. who wrote *My Sister's Keeper*?

WRITING BOOSTER**Exercise A**

1. False
2. True
3. False
4. False
5. True
6. True

Exercise B

Possible answers.

1. The article is about Anna Mary Robertson Moses, one of the best-known American painters of the twentieth century.
2. Grandma Moses began painting at age 75 when it was too painful for her to sew.
3. She became famous when an art collector saw her paintings and convinced an art dealer to show them in his gallery.
4. She painted rural scenes from upstate New York.
5. She created over 3,600 paintings.

Workbook Answer Key

UNIT 5

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

1. True 2. False 3. No information
4. No information 5. True 6. False

Exercise 2

1. breaking news 2. blizzard 3. enormous
4. property damage 5. casualties

Exercise 3

2. to get a new house
3. not to spend it all at one time
4. to save it for his kids
5. to give some to her
6. to put it in the bank
7. not to buy a lot of expensive things

Exercise 4

2. Tina said not to make a mess in the kitchen.
3. Sarah told Katie to eat all her vegetables.
4. Rebecca said not to touch her stuff.
5. Dad told the kids to put away their things.

Exercise 5

Possible answers.

1. She told the cat to get out.
2. "Open your mouth"
- The dentist told the patient to open his mouth.
3. "Clean this mess!"
- She said to clean this mess.
4. "Be careful!"
- Her dad said to be careful.

Exercise 7

1. flood 2. drought 3. landslide 4. hurricane
5. tornado

Exercise 8

1. say 2. told 3. not to go 4. said
5. had tried 6. couldn't 7. said 8. was
9. said 10. wasn't

Exercise 9

2. Brenda told Aaron (that) bad weather had been coming their way.
3. Ryan told Debbie (that) there was a problem with the car.
4. Valerie said (that) they had called her late.
5. Kathy told Colleen (that) she was ready to go any time.
6. Paul said (that) everyone had gotten sick.

Exercise 10

2. "The blizzard is coming in our direction."
3. "The weather in the islands was terrible."
4. "A flood covers the roads."
5. "The hurricane damaged a lot of houses."

Exercise 11

2. Chris told Theresa (that) he had just gotten back from Machu Picchu in Peru.
Theresa said to show her the pictures.
3. The little girl told her father to tell her the story about the princess.
The father said (that) she had already heard the story a thousand times.

4. Joey told Brooke (that) he had gotten the fruits and vegetables at the farmer's market.
Brooke said (that) they were very fresh and delicious.

Exercise 12

1. False; It was in China in 1556.
2. True
3. True
4. False; They are often deadly.
5. True
6. False; Modern buildings are safer than older-style buildings.
7. False; Earthquakes that happen when people are indoors usually have a higher death toll.

Exercise 13

- 3 severe 5 mild 2 deadly 1 catastrophic 4 moderate

Exercise 14

1. True 2. No information 3. False 4. True
5. False 6. True 7. No information 8. False

Exercise 15

Possible answers.

1. They want to learn more about how storms happen. They want to get close to a storm to take pictures or make movies. They are fascinated by nature.
2. They study weather data and look at the sky.
3. It is an area in the Great Plains in the United States. 4. In the spring
5. Because of the flooding, hailstorms, and lightning storms

Exercise 17

first-aid kit evacuation non-perishable food flashlight
battery-operated radio shelter
bottled water

Exercise 18

2. g 3. e 4. a 5. c 6. i 7. d

Exercise 19

Write down emergency telephone numbers.
Gather together some things you might need in an emergency.
Know how to use the items in a first-aid kit.
Find a place for everyone in your family to go if you aren't together.

Exercise 20

2. to make 3. to review 4. to decide 5. to choose

GRAMMAR BOOSTER**Exercise A**

2. I; The child said, "Please read me a story."
3. C
4. C
5. I; The travel guide tells visitors, "Try to take a tour of the island."
6. I; The woman told her son, "Don't play with your food."

Exercise B

1. , "Have a good weekend."
2. , "Put the mail on the desk."
3. , "Try the salmon."
4. , "Don't believe everything on television."
5. , "Don't come home too late."

Exercise C

1. Mom just told me (that) she needs to get some emergency supplies before the storm.
2. Sarah said (that) they had bought a new car last year.
3. Our teacher told us yesterday (that) water boils at 100 degrees Celsius.
4. His doctor told him (that) he needs to exercise more.
5. Last month my parents told me (that) we were going to Peru in December.

Exercise D

Possible answers.

2. "You have to lose weight."
Yesterday, the doctor said I have to lose weight.
3. "He took my doll."
Kimmy told her mother that he took her doll.
4. "We're going to win!"
The coach said we're going to win.

WRITING BOOSTER**Exercise A**

1. First and most important
2. Second
3. Next
4. Following that
5. Finally

Exercise B

Correct order: 3, 1, 2, 4

Exercise C

Possible answer.

Earthquakes are natural disasters that can result in serious injuries, so knowing what to do in an earthquake can save your life. Here is a list of things to remember if you are ever caught in an earthquake. First and most important, drop to the ground when you start to feel the ground shaking. If you're standing up, you could fall and hurt yourself. Second, look for a table or another piece of furniture and take cover. This will help protect you from breaking glass or things that fall. Do not move from that place until the shaking stops. Next, check for injuries and damage. See if you can find your way out. Finally, when the shaking stops, move slowly away from where you are. Be careful not to trip over fallen objects.

Workbook Answer Key

UNIT 6

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

business: manager
science: dentist, doctor, scientist
social work: marriage counselor, teacher
arts: designer, painter, song writer
crafts: tailor, builder, furniture maker

Exercise 4

1. a 2. a 3. b 4. a 5. b

Exercise 5

Correct order: 3, 1, 4, 5, 2, 6

Exercise 6

1. weren't going to
2. was going to
3. weren't going to
4. Was; going to
5. was going to
6. was going to
7. Weren't; going to
8. were going to
9. wasn't going to
10. were going to

Exercise 7

2. When I was young, I believed I would study Chinese, but I never did.
3. We were sure Rick would become a doctor, but he didn't.
4. We didn't know we would have so many children, but now we have six!
5. I never thought I would get this job, but I did.
6. When he was a child, Jim thought he would be a firefighter, but he became a teacher instead.

Exercise 8

1. a 2. c 3. b 4. c 5. c

Exercise 10

1. c 2. a 3. b 4. e 5. d

Exercise 11

1. No 2. Yes 3. No 4. No

Exercise 12

1. must 2. should 3. wouldn't 4. shouldn't
5. might 6. must not 7. must

Exercise 13

1. no 2. yes 3. yes 4. maybe 5. probably

Exercise 14

2. no 3. no 4. probably 5. yes 6. maybe

Exercise 15

Answers may vary.

2. should have taken
3. might have talked
4. must have gotten
5. shouldn't have sold
6. might have gotten
7. couldn't have done

Exercise 16

1. A talent
2. A skill
3. Experience
4. Knowledge

Exercise 17

1. experience 2. talent 3. skill 4. knowledge

Exercise 18

1. good leadership skills: Christina Nelson
2. common sense: Christina Nelson
3. experience in sales: Simon Clark
4. good language skills: Clayton Boyer
5. artistic ability: Clayton Boyer
6. logical thinking ability: Simon Clark

Exercise 19

management skills
good communication skills
experience in a similar position
organizational ability
computer skills
common sense

Exercise 21

1. c 2. a 3. b 4. b 5. c 6. a

Exercise 22

1. True
2. False; A life map is a list of important things in your past.
3. False; Use a life map at any point in your life. It helps you look at your past and see if you have regrets so you can avoid them in the future.
4. True
5. True
6. False; It's better to break goals into smaller goals so they are easier to achieve.
7. False; No information in the text
8. False; It's OK to change your life plan at any time if your life situation changes.

Exercise 25

1. b 2. a 3. a 4. a 5. b

GRAMMAR BOOSTER

Exercise A

Possible answers.

1. It'll be ... tomorrow.
2. I'm going to ...
3. I'm going on ...
4. ... will probably be my biggest expense.
5. I'm leaving at ...
6. We can / could meet ...
7. You should / could start ...

Exercise B

2. may take; might take
3. will see; are going to come
4. can have; are
5. call; is taking
6. Do you make; can be

Exercise C

1. Future plan
2. Prediction
3. Future plan
4. Future plan
5. Prediction
6. Prediction

Exercise D

1. a 2. b 3. a 4. b 5. a

Exercise E

Possible answers.

2. I should have ordered fish.
3. He ought to have borrowed more books.
4. They wish they had gone to the beach.
5. She shouldn't have eaten so many cookies.
6. He ought to have studied medicine.

WRITING BOOSTER**Exercise A**

Amelia's Childhood Years
Amelia's Love of Flying
Amelia's Flying Records
Amelia's Mysterious Disappearance

Workbook Answer Key

UNIT 7

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

1. True 2. False 3. True 4. False 5. False

Exercise 3

1. mobbed 2. takes place 3. get together with
4. it's impossible 5. reminds me

Exercise 5

1. seasonal 2. historical 3. seasonal 4. religious

Exercise 6

1. a gift 2. a parade 3. a costume
4. pray 5. fireworks 6. the dead
7. a picnic 8. a card 9. wish each other well

Exercise 7

1. who; that
2. that
3. that
4. who
5. that
6. that; who

Exercise 8

1. who enjoy being outside
2. that are celebrated with the whole family
3. that is celebrated in Latin America
4. who is invited to someone's home
5. that come by e-mail
6. who talked about David

Exercise 9

1. Of course not.
2. You should bring a small gift.
3. Thanks.

Exercise 10

3. *that* can be omitted
4. *who* can be omitted
5. *who* cannot be omitted
6. *that* can be omitted
7. *who* cannot be omitted
8. *who* cannot be omitted

Exercise 11

2. The person who comes for dinner should bring flowers.
3. Hanbok is a dress (that) women in Korea wear for Chuseok.
4. People who like wearing costumes enjoy Halloween.
5. The celebrations that take place during Mardi Gras are a lot of fun.
6. The food (that) I ate during Eid al-Adha was amazing.
7. The friend (whom) I told you about went to Thailand for his vacation.
8. My friends who came from Germany spend New Year's Eve with me.

Exercise 12

1. The package ~~who~~ **that** we received came from Hong Kong.
2. We really liked the restaurant the book recommended ~~it~~.
3. Children's Day is a holiday **that** is celebrated in many countries.
4. That holiday is fun for anyone ~~whom~~ **who** loves to celebrate.
5. The costumes that Carnival dancers wear ~~them~~ are gorgeous.

Exercise 13

1. Ramadan is celebrated on the ninth month of the Islamic calendar, for one month.
2. Ramadan marks the time when Muhammad received the word of God through the Koran.
3. Chinese New Year celebration usually takes place in February and lasts 15 days.
4. They clean their homes, decorate the doors, have a meal, and set off fireworks.
5. Venezuela and Ecuador
6. He led his army in the fight for independence from Spain, which helped liberate Venezuela, Bolivia, Colombia, Ecuador, Peru, and Panama.

Exercise 14

1. Korea and Samoa
2. Japan
3. Turkey
4. Turkey and India
5. Korea and Japan
6. Samoa

Exercise 16

Correct order:

- 1 an engagement
3 a reception
4 a honeymoon
2 a wedding

Exercise 17

1. got engaged 2. engagement 3. ceremony
4. wedding 5. reception 6. bride
7. groom 8. newlyweds 9. honeymoon

Exercise 18

1. b 2. b 3. c 4. b

GRAMMAR BOOSTER

Exercise A

1. I; *Babootie* is a traditional food from South Africa ~~who~~ **that** is originally from Malaysia.
2. C
3. I; The most expensive trip I took was the one that ~~it~~ went to Antarctica.
4. I; My best friend is a woman ~~that~~ **who** lives in Brazil.
5. C

Exercise B

2. Ms. Heidle and Ms. Cook waved at each other/one another.
3. Gerry and Trish meet each other/one another for lunch every day.
4. James, Barb, and Jessie were lost and tried to find each other/one another.
5. The employees in my office buy gifts for each other/one another.

Exercise C

1. c 2. b 3. a 4. c 5. b 6. c

Exercise D

1. by herself 2. by yourself 3. by themselves
4. each other 5. by himself 6. by ourselves

Exercise E

2. who 3. who 4. whom 5. whom 6. whom

WRITING BOOSTER**Exercise A**

Sight: looked, like a rainbow, many-colored

Sound: ears, sweet sound, laughing, banging, sound, as loud as thunder

Taste: salty, tongue, spicy, rich, flavors

Smell: fragrant, odor, perfumed

Workbook Answer Key

UNIT 8

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 4

1. a 2. b 3. a 4. b 5. a

Exercise 5

2. novel 3. high-end 4. high-end
5. fast 6. high-tech 7. innovative

Exercise 6

1. maybe 2. no 3. no 4. maybe
5. no 6. yes 7. no 8. no

Exercise 7

1. would be 2. weren't 3. will have 4. 'll loose
5. get 6. didn't think 7. cost 8. won't buy

Exercise 8

1. won't find 2. is 3. don't want 4. wouldn't do
5. knew 8. won't have 9. want 10. weren't

Exercise 9

Sorry we're late.

I'm ashamed to say we got lost.

It can happen to anyone.

If I had remembered to take my GPS, we would have been on time.

No harm done.

Exercise 10

1. yes 2. no 3. yes 4. no 5. yes
6. yes 7. yes 8. yes 9. no

Exercise 11

1. hadn't been 2. would have had
3. wouldn't have bought 4. wouldn't have gone
5. had known 6. had trained

Exercise 12

1. had made 2. hadn't talked to 3. would have chosen
4. would have had 5. wouldn't have eaten

Exercise 14

1. g 2. b 3. f 4. f 5. c
6. d 7. g 8. e 9. g 10. g
11. c 12. f 13. h 14. a 15. i

Exercise 16

1. c 2. d 3. b 4. a

Exercise 17

1. No information
2. True
3. No information
4. False; His designs used everyday, simple items. 5. False;
The "Self-Operating Napkin" was a complicated
tool that took many steps to complete a simple task of
wiping one's mouth.
6. False; He presented his inventions in a humorous way. 7.
True
8. False; They should take no less than 20 steps.

GRAMMAR BOOSTER

Exercise A

1. unless 2. if 3. If 4. unless 5. if 6. Unless

Exercise B

2. wish I would arrive 3. wish I had invented 4. wishes he
could have 5. wishes the patient would start eating
6. wish I hadn't eaten

Exercise C

2. had been damaged 3. would still be dancing
4. would still be looking for 5. had been given
6. would still be working

WRITING BOOSTER

Exercise A

Paragraph 1: Becoming an inventor isn't a simple process.

Paragraph 2: The idea for the invention

Paragraph 3: The market for the invention

Paragraph 4: Selling the invention

Exercise B

Summary 2

Exercise C

Paragraph 1: Buy a GPS

Paragraph 2: GPS uses

Paragraph 3: GPS types

Possible summary paragraph:

GPS devices are extremely useful and practical devices.
They meet a variety of needs and come in a variety
of shapes and sizes. In other words, there's a GPS for
everyone.

Workbook Answer Key

UNIT 9

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

Across

1. dictatorship
3. government
5. constitution
7. election

Down

1. democracy
2. politics
4. monarchy
6. vote

Exercise 2

1. = 2. ≠ 3. ≠ 4. = 5. =

Exercise 4

radical liberal moderate conservative reactionary

Exercise 5

1. moderate
2. reactionary
3. liberal
4. radical
5. conservative

Exercise 6

Correct order: 3, 1, 4, 6, 2, 5

Exercise 7

1. advice 2. has 3. Time 4. help 5. has

Exercise 8

3. I; There ~~are~~ **is** a lot of news to tell you about!
4. I; Do you have time ~~s~~ to help us?
5. C
6. I; Good information ~~s are~~ **is** hard to find.
7. I; Government officials from both sides are meeting to discuss ~~a~~ peace.
8. C
9. I; Money is collected to help families living in ~~the~~ poverty.
10. I; Without proof ~~s~~, the police can't arrest him.

Exercise 9

1. e 2. b 3. d 4. a 5. c

Exercise 10

1. True 2. False 3. True 4. False 5. True 6. False

Exercise 11

1. a 2. b 3. a 4. b 5. a 6. a

Exercise 12

Sample answers.

3. us 4. parents 5. the crowd 6. X 7. X 8. him 9. X 10. X

Exercise 14

1. a 2. b 3. a 4. b 5. c 6. c

Exercise 15

Answers may vary.

1. warming of the earth
2. higher temperatures on earth; melting of the Arctic ice; more hurricanes and catastrophic storms
3. Humans are causing global warming.
4. It's warmer by 1 degree Fahrenheit.
5. driving cars, flying planes, building factories, cutting trees
6. changes in the sun's brightness, erupting volcanoes

Exercise 16

Answers may vary.

1. agree; She says, "What's the big deal?"
2. disagree; He quotes the IPCC report that states humans cause global warming.
3. disagree; The person says climate changes are natural, so we shouldn't lose sleep over global warming.
4. agree; The person says that global warming is caused by all the people who drive cars, fly on planes, build factories, and cut trees.
5. disagree; She says that the report is exaggerated and full of errors.

GRAMMAR BOOSTER

Exercise A

1. piece 2. pot 3. bowl 4. year 5. slice 6. act

Exercise B

1. justice is 2. law 3. hair 4. much sugar
5. peace 6. light 7. Medicine is 8. coffee is; tea

Exercise C

1. sleeping 2. talking/to talk 3. to take
4. Watching 5. talking 6. to work 7. Voting 8. studying/to study 9. to be

Exercise D

Answers will vary. Students should use these forms:

1. gerund 2. infinitive 3. gerund 4. gerund
5. infinitive 6. gerund 7. infinitive 8. gerund or infinitive

WRITING BOOSTER

Exercise A

3. in contrast
4. even though
5. on the other hand
6. nevertheless
8. however
9. on the one hand

Workbook Answer Key

UNIT 10

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

1. e 2. a 3. c 4. b 5. f 6. d

Exercise 2

1. Quito 2. Suriname 3. Santa Cruz 4. Montevideo
5. Andes Mountains 6. Argentina
7. Bolivia; Paraguay

Exercise 4

1. a 2. b 3. a 4. b 5. a

Exercise 5

1. in 2. on 3. of 4. of 5. in 6. in
7. on 8. of 9. on 10. on 11. in

Exercise 6

Possible answers.

1. Murmansk is in the north.
2. Moscow is southwest of Nizhniy Novgorod.
3. Irkutsk is on the south west shore of Lake Baikal.
4. Novosibirsk is located on the Ob' River.
5. Finland and Sweden are north of Russia.
6. Kazakhstan is located to the south of Russia.

Exercise 8

1. No 2. Yes 3. Yes 4. No 5. Yes

Exercise 10

exhausting
cave
foggy
dark
slippery

Exercise 11

1. Wow! This is steep!
2. It's really dark.
3. This path is exhausting.
4. The path is really rocky.

Exercise 12

Possible answers.

2. It's too long to read in one day.
3. It's too big to wear.
4. It's too late to see the movie.
5. It's too noisy to sleep.
6. They are too tired to keep walking.

Exercise 13

1. too heavy for me to carry
2. too steep to climb
3. too young to vote
4. too expensive for my friends to afford
5. too good for us to miss
6. too sleepy to finish

Exercise 14

2. That sweater is too expensive for her to buy.
3. It's not too late for you to call Matt now.
4. It's too hot for me to drink coffee.
5. That movie is too violent for Beverly to see.
6. It's too late for us to see the movie.

Exercise 15

1. Yes, it's that way.
2. can be
3. dangerous
4. warning

Exercise 16

1. mountainous 2. valley 3. flat
4. hilly 5. island 6. forest

Exercise 17

1. c 2. h 3. f 4. i 5. b 6. d 7. e 8. a 9. g

Exercise 19

1. a 2. c 3. b 4. d

Exercise 20

1. True 2. True 3. False 4. No information 5. True
6. True

Exercise 21

1. c 2. e 3. f 4. b 5. a 6. d

Exercise 22

1. c 2. c 3. b 4. a 5. c 6. b

Exercise 23

1. 7.5 km
2. The tour guide
3. Call or visit online
4. 9 km from Kuranda

GRAMMAR BOOSTER

Exercise A

2. The novel *Dracula* by Irish author Bram Stoker was first published in Great Britain in 1897.
3. In Canada, Thanksgiving is celebrated on the second Monday in October, but in the United States, the holiday is celebrated on the fourth Thursday of November.
4. The beginning of the Middle Ages is often called the Dark Ages. By this time the great civilizations of Greece and Rome had fallen, and life in Europe was very hard.
5. *City of God* is a Brazilian movie about life in one part of Rio de Janeiro. The movie is in Portuguese.

Exercise B

1. the; X; X; X
2. The; X; X; X
3. The; X; X; X; X; X; X; the
4. X; X; the; the
5. X; the; X; the; X
6. The; the; the; X; the

Exercise C

1. in 2. on; in 3. of 4. in; of 5. on 6. of

Exercise E

1. too rocky to walk on
2. safe enough to swim
3. too spectacular to miss
4. old enough to go
5. too dangerous to run
6. close enough to walk
7. too steep to climb
8. big enough to surf

WRITING BOOSTER**Exercise A**

1. south of
2. at the end of
3. To the north of
4. in the center of
5. Along the coast