B2-C1

York MISSION POSSIBLE

Mastery 2B



Student's Book with Workbook

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with Edwina Johnson

YORK PRESS

This edition York Mission Possible 2017

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تمام حقوق و مالکیت معنوی این کتاب محفوظ و متعلق به انتشارات آنیل است.

Anil Publications

Flat 16, No 197, Next to Hakim Highway, Asharafi Isfahani Highway, Tehran, Iran

Tel: +982144383513

عنوان کتاب: York Mission Possible Mastery 2 B Student's Book with Workbook

مولف:Pelteret, Cheryl. پلترت،چریل. 1960 – م

ناشر: آنیل

چاپ و صحافی: هدف نوین

نوبت و سال چاپ: چاپ اول 1396

قطع و تیراژ: رحلی ، 3000

قیمت: 270000 ریال

شابک: 978-600-98053-9-6

موضوع: English language – Textbooks for foreign speakers

موضوع: زبان انگلیسی – کتابهای درسی برای خارجیان

موضوع :English language – problems, exercises, etc

موضوع : زبان انگلیسی – مسائل ، تمرین ها و غیره

همکار:Mushin, Sue. موشین، سو. 1960 – م

همکار:Johnson, Edwina. جانسن،ادوینا. 1961 – م

Scope and sequence

UNIT	LANGUAGE	SKILLS
Module 1 People *page 5*		
1 Sleep and relaxation *page 6*	**Grammar:** present and past tenses **Vocabulary:** sleep; adjectives to describe feelings; verbs **Functions:** expressing routines; expressing feelings; giving advice	**Reading:** the importance of sleep; how four people relax or deal with stress; how to relax **Listening:** young people and sleep **Speaking:** talking about your and your family's daily routines; talking about sleep; talking about relaxing; expressing feelings; giving advice **Writing:** a description of a dream; a paragraph about how you and your family relax; a journal entry
2 Free time *page 12*	**Grammar:** *used to/would* **Vocabulary:** toys; free-time activities **Functions:** expressing past routines; expressing opinions; making preferences; expressing likes	**Reading:** free time in the past; what makes us happy **Listening:** a woman's childhood memories; three people's happy childhood memories **Speaking:** talking about your childhood; talking about life in your country in the past; talking about what makes you happy; talking about hobbies, interests, and sports **Writing:** a paragraph about your childhood; a paragraph about a happy memory
Project: Write about your free-time activities.		
Module 2 Celebrations *page 19*		
3 Celebrations around the world *page 20*	**Grammar:** future forms **Vocabulary:** decoration and clothing; celebrations **Functions:** expressing future plans; expressing opinions; describing an event	**Reading:** three celebrations; Chinese New Year **Listening:** three special events **Speaking:** describing celebrations in your country; talking about your plans for the future; talking about festivals and events **Writing:** a paragraph about your plans for your next vacation; an account of a celebration you have attended
4 Customs and traditions *page 26*	**Grammar:** modal verbs of obligation **Vocabulary:** customs and traditions; celebrations for a newborn baby; celebrations; phrasal verbs **Functions:** expressing obligation; expressing routines; inviting to an event; describing an event	**Reading:** customs and traditions across the world; customs and traditions for newborn babies around the world; invitations and replies **Listening:** a typical party for the arrival of a new baby in India **Speaking:** comparing customs and traditions; talking about obligations at school and at home; talking about what makes an occasion special **Writing:** about the customs and traditions in your country; about traditions for newborn babies in your country; an invitation and a reply
Project: Plan a celebration.		**Review A** *page 33*
Module 3 The world *page 35*		
5 Wonders of the World *page 36*	**Grammar:** the simple present, simple past and simple future passives **Vocabulary:** materials; competitions **Functions:** recounting past events; making descriptions; expressing opinions; agreeing and disagreeing	**Reading:** the Seven Ancient Wonders of the World; old and new wonders; Abu Simbel temple **Listening:** the Great Wall of China **Speaking:** describing a trip; talking about what makes a wonder; describing four amazing places in your country **Writing:** an advertisement for a trip; a description of the Taj Mahal; short descriptions of four amazing places in your country
6 Travel and vacations *page 42*	**Grammar:** reported speech (simple present, present progressive) **Vocabulary:** means of transportation; descriptive adjectives; places to stay **Pronunciation:** /ʃ/ or /dʒ/ **Functions:** reporting events; expressing likes	**Reading:** four postcards; journal entries **Listening:** three great journeys **Speaking:** reporting information about your partner's typical day on vacation; talking about a journal entry; talking about your vacations **Writing:** a report about events in a postcard; a journal entry; an account of a journey
Project: Find a New Wonder of the World.		
Module 4 Sport *page 49*		
7 The Olympic Games *page 50*	**Grammar:** subject/object questions **Vocabulary:** sports; sport venues **Functions:** inquiring about information; stating advantages; giving facts	**Reading:** the Paralympic Games; the Special Olympics **Listening:** the history of the Olympic Games **Speaking:** participating in a sports quiz; talking about sports; talking about sports facilities in your town or city **Writing:** three quiz questions; a paragraph about the benefits of taking part in sporting events; a quiz about the Olympics, the Paralympics, and the Special Olympics
8 Recreation *page 56*	**Grammar:** the present perfect progressive **Vocabulary:** swimming; sports equipment; sports **Functions:** describing past actions; expressing obligation and prohibition; stating advantages	**Reading:** Adam Peaty; the past, present, and future of soccer **Listening:** the history of three sports **Speaking:** talking about what people have been doing; talking about how sports improve fitness **Writing:** an essay about the benefits of playing sports
Project: Research a sport.		**Review B** *page 63*

Module 5 Art *page 65*		
9 Types of art *page 66*	**Grammar:** defining and non-defining relative clauses **Vocabulary:** art; materials **Functions:** adding information; making descriptions; expressing likes and dislikes	**Reading:** art forms; the Sand Sculpting Championship; a painting **Listening:** three paintings **Speaking:** talking about art forms; talking about works of art **Writing:** four sentences about a painting; a description of a work of art
10 Exhibitions *page 72*	**Grammar:** reported speech (simple past, present perfect) **Vocabulary:** exhibitions; compound adjectives; word formation **Functions:** reporting an event; making descriptions; recounting a personal experience	**Reading:** galleries and museums; the Chinese Terracotta Army; accounts of museum or gallery visits **Listening:** a talk by an art gallery curator **Speaking:** reporting a 'to do' list; talking about your ideal job **Writing:** an e-mail in reported speech; an account of a museum or gallery visit

Project: Write about a work of art.

Module 6 The written word *page 79*		
11 Literature *page 80*	**Grammar:** verbs followed by gerunds or base forms **Vocabulary:** types of writers; types of books **Functions:** expressing preferences and intentions; expressing likes and dislikes; making recommendations	**Reading:** Charles Dickens; a blurb and a book review of *Great Expectations* **Listening:** four people talking about books **Speaking:** talking about types of books; talking about your favorite book **Writing:** about your reading habits; about your favorite book; a blurb and book review
12 Communication *page 86*	**Grammar:** narrative tenses **Vocabulary:** parts of a newspaper; means of communication **Pronunciation:** the /ʊ/ and /uː/ sounds **Functions:** recounting recent activities; recounting past experiences	**Reading:** the language of Braille; childhood activities; four articles; an extract from a novel **Listening:** a young journalist **Speaking:** talking about the past; talking about newspapers and magazines; talking about childhood experiences **Writing:** a paragraph about childhood experiences; a story about an unusual or exciting childhood event

Project: Write about an author. **Review C** *page 93*

Module 7 World cultures *page 95*		
13 Food *page 96*	**Grammar:** reported questions **Vocabulary:** food groups; cooking verbs **Functions:** reporting conversations; expressing habits; giving instructions	**Reading:** food in different cultures; the history of pizza; three writers' favorite foods **Listening:** a recipe **Speaking:** reporting an interview; talking about pizza; talking about a healthy diet; talking about a recipe **Writing:** a report about a memorable meal; a recipe
14 World treasures *page 102*	**Grammar:** modal verbs of possibility in the past: *must/could/would/might have* (+ past participle) **Vocabulary:** natural disasters; treasures **Functions:** making speculations; making suggestions; recounting a personal experience	**Reading:** three world treasures; the Minoan civilization **Listening:** Pompeii **Speaking:** speculating about events; talking about a person who had left a bag; talking about treasures **Writing:** a paragraph about your life in another country; a paragraph about a treasure

Project: Write about the culture of a country.

Module 8 Education *page 109*		
15 Schools and learning *page 110*	**Grammar:** the third conditional and mixed conditionals **Vocabulary:** types of tests; technology **Pronunciation:** silent letters **Functions:** expressing conditions; giving congratulations, wishes, and commiserations	**Reading:** three different schools; Schools of the Air **Listening:** education in different countries **Speaking:** comparing education systems in different countries; describing situations **Writing:** a paragraph about different outcomes in your life; a paragraph about technology in schools
16 Careers *page 116*	**Grammar:** *I wish …/If only …* **Vocabulary:** study and qualifications; jobs **Functions:** expressing regrets; expressing opinions; applying for a job	**Reading:** four people's regrets; two inspirational people; job advertisements, and a letter of application **Listening:** an interview with an elderly woman **Speaking:** stating regrets about the past; talking about jobs **Writing:** a letter of application

Project: Write about schools in another country. **Review D** *page 123*

Extra reading *page ER1*: ***Around the World in Eighty Days*** **by Jules Verne;** ***Robinson Crusoe*** **by Daniel Defoe**

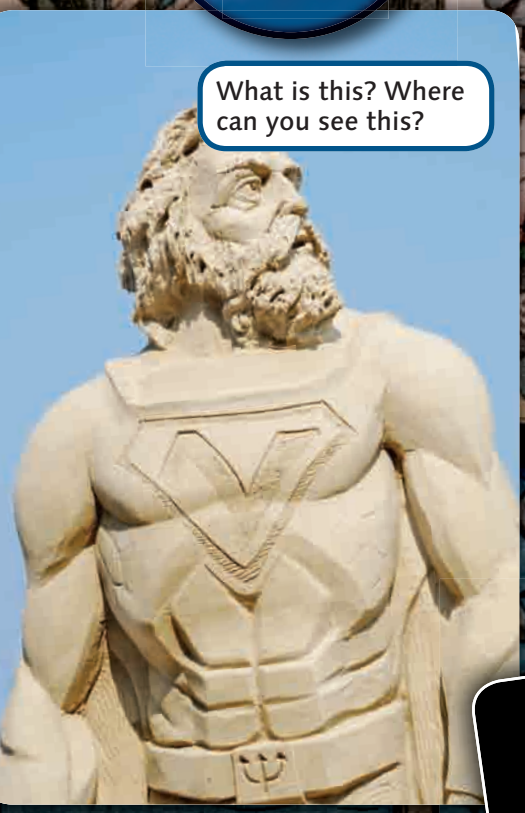
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MODULE 5

Art

What can you see? What type of art is this?

What is this? Where can you see this?





What can you see? Where can you use items like these?

Outcomes

- To read about art forms, the Sand Sculpting Championship, a description of a painting, galleries and museums, the Chinese Terracotta Army, and accounts of visits to a museum or gallery
- To listen to an art historian talking about paintings, and an interview with an art gallery curator
- To use vocabulary related to art materials, galleries, and museums
- To talk about works of art, a "to do" list, your ideal job, and a visit to a museum or an art gallery
- To use defining and non-defining relative clauses, and reported speech (simple past, present perfect)
- To write sentences about a painting you know well, a paragraph describing a work of art, an e-mail in reported speech, and a text about a museum or an art gallery you have visited

Project

Write about a work of art.







Unit 9

Types of art

Grammar

defining and non-defining relative clauses

Reading strategies

Completing a text

- Read the text first to have an idea of what it is about.
- Look at the words in the box. Think about how each word can be used.
- Look at each blank and consider the best word to insert in the blank.

BEFORE YOU BEGIN

1 Look at the examples of different forms of art in the pictures. Do you know what the different forms are called?

2 Read the words in the box. Which words refer to materials and which words refer to surfaces for creating images? Check the meaning of any words you don't know in a dictionary.

chalk watercolor charcoal acrylic paint crayon cloth oil canvas

3 9.1 Read and listen to the text. Complete the text with the words in the box.

drawings ~~paintings~~ print sculpture mixed-media art

ART FORMS

The first **(1)** paintings appeared 40,000 years ago, when people used to decorate the walls of their caves.

A painting is an art form which consists of layers of colors on a surface, which could be stone (as in cave paintings), paper, wood, cloth, or canvas. There are many types of paintings, but those that are most well known use oil, acrylic paint, and watercolors.

As with paintings, the earliest **(2)** _____ also appeared in prehistoric times. They are made by making lines and shading areas on a flat surface, using ink, pencil, crayon, pastels, charcoal, or chalk.

Many artists still use sketches in preparation for paintings or other forms of art. Studying famous artists' sketches can help us understand the ideas and thought processes that led to the final work.

A **(3)** _____ is an art form which involves transferring an image from one surface to another. Since the late nineteenth century, artists have been signing each print along with a number.

(4) _____ refers to works that use a combination of materials, for example, a work on canvas that combines paint and ink. Pablo Picasso and George Braque are two artists whose work illustrates this.

A **(5)** _____ is created by carving and shaping materials, for example, marble, metal, glass, wood, or bronze. In the earliest examples of sculpture (40,000 years ago), stone and ivory were used to create small figures.

COMPREHENSION

4 9.1 **Read and listen to the text again and answer the questions.**

1 Which forms of art that are mentioned in the text are the oldest?
2 Which is the only form of art mentioned in the text which is not created on a flat surface?
3 How does a drawing differ from a painting?
4 What was the earliest surface available to artists for drawing on?
5 Why do you think that many painters do sketches first?
6 Which materials were first used to create sculptures?

GRAMMAR: Defining and non-defining relative clauses

Student grammar review page W95

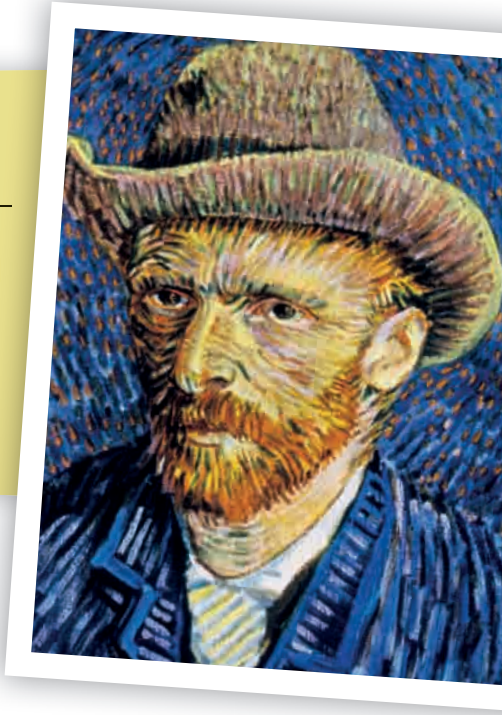
5 **Add *whose*, *where*, *when*, or *which/that* to the sentences below.**

1 The first paintings appeared 40,000 years ago, ___when___ people used to decorate the walls of their caves. non-defining
2 A painting is an art form _____ consists of layers of colors on a surface.
3 Mixed-media art refers to works _____ use a combination of materials.
4 Pablo Picasso and George Braque are two artists _____ work illustrates mixed-media art.

6 **Are the sentences examples of defining or non-defining relative clauses? Write *defining* or *non-defining* next to each sentence.**

7 **Complete the text with *who*, *whose*, *where*, *when*, *which*, or *that*.**

Vincent van Gogh was a Dutch painter **(1)** ___whose___ work is very important in the history of art. He died **(2)** _____ he was only thirty-seven. At that time, there weren't many people **(3)** _____ knew or appreciated his art, and they probably didn't realize that he would become one of the most influential artists of the twentieth century. Van Gogh began to draw **(4)** _____ he was a child. He spent some time in Belgium, **(5)** _____ he sketched people from the local area. One of his best-known paintings is *Van Gogh's Chair*, **(6)** _____ is a favorite for many people.



SPEAKING

8 **Work in pairs. Student A makes a sentence about one of the topics in the box. Student B then adds more information to the sentence using non-defining relative clauses.**

my best friend	my city	my school	my country
painting	drawing	the Olympics	Math
English	cycling		

A: My best friend is in my class at school.
B: My best friend, who lives near me, is in my class at school.

WRITING

9 **Write four sentences about a painting that you know well.**

? In which country have the oldest cave paintings been found?





Talk together

1 What form of art can you see in the pictures? What material was used to create them? Discuss with a partner.

READING

2 Read about a sand sculpture competition in the U.S. What sand sculptures have been made?

Reading strategies

Reading for specific information

- Read the text and underline the keywords.
- Find the corresponding information in the text and use this to help you answer the question.

Welcome to the Virginia Beach Sand Sculpting Championship

The annual Neptune Festival in Virginia Beach, Virginia, U.S. has been holding an International Sand Sculpting Championship for more than forty years. Every year, artists from eleven different countries compete to make the best sand sculpture. They have to do this in three days!

The sculptures are always unique. Sand is shaped, molded and carved in various ways to create the sometimes life-size works of art. More than 300 tons of sand are used in the creation of the sculptures, which are kept in a giant tent.

The sculptors can work individually or in teams of two people. There are prizes for the best three sculptures in each category. In 2014, the winning sculptor made a huge sculpture of Victoria, Queen of England. It even had a crown and a long cloak.

Over the years, sculptures have also been made of a man playing a giant piano and Pandora's Box.

All the sand sculpting championships to date have been very successful. In addition to the professional category, there is also a schools category. Teams of students from local schools can make their own sculptures and compete for a prize.

Sand sculpture is becoming increasingly popular worldwide, and the championship is attracting media attention from all around the world. This year, organizers are preparing for the biggest championship ever and expect visitor numbers to be even greater than in previous years.

COMPREHENSION

3 Read the text again and choose the correct answers.

1 The sculptors at Neptune Festival Sand Sculpting Championship make the sand sculptures
- **a** over a few weeks.
- **b** on the beach.
- **c** in a few days.

2 The winner of the 2014 championship was
- **a** a woman playing the piano.
- **b** someone jumping out of a box.
- **c** a recreation of a famous queen.

3 The championship has a competition for
- **a** visitors.
- **b** schools.
- **c** tourists.

4 The festival
- **a** has only recently started attracting visitors.
- **b** is not very popular.
- **c** attracts more visitors every year.

VOCABULARY: Materials

4 Complete the descriptions with adjectives from the box.

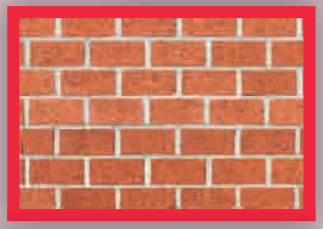
marble stone bronze brick gold silver charcoal ~~paper~~



1 It's a paper lantern.



2 It's a _____ trophy.



3 It's a _____ wall.



4 It's a _____ chain.



5 It's a _____ statue.



6 It's a _____ coin.



7 It's a _____ block.



8 It's a _____ sketch.

> *A sculptor is a person who is interested in the shape of things, a poet in words, a musician in sounds.*
> Henry Moore, English sculptor and artist (1898–1986)



LISTENING

1 Work in pairs and talk about the paintings. Do you like them?

2 9.2 Listen to an art historian talking about the paintings. Number the paintings in the order that he describes them.

3 9.2 Listen again and complete the notes.

The French **(1)** Impressionists were a group of artists working in and around Paris, France, in the late **(2)** _____ century. They painted mostly **(3)** _____, using rapid brush strokes and **(4)** _____ colors. They created their paintings on small **(5)** _____ that they could carry outside with them, so they would go outside and paint directly what they saw.
Monet painted this scene, done in **(6)** _____, in his yard at Giverny, in Northern France. We can see a water lily pond in his yard, with the Japanese bridge that goes across it.

This is quite an interesting **(7)** _____ of a couple, Mr. Andrews and his new wife. Mr. Andrews was a farmer. The artist, Gainsborough, painted them inside, one by one, and then painted the **(8)** _____ around them afterward.

The **(9)** _____, *Sunflowers*, was painted by the Dutch artist Vincent van Gogh. In some of van Gogh's sunflower paintings, he echoed the Impressionists' use of color by placing **(10)** _____ colors next to each other, such as the yellow flowers on a blue **(11)** _____, but in other versions he used several yellows in the same painting and the paintings still seem to radiate **(12)** _____. Van Gogh used a variety of techniques – from tiny **(13)** _____, which seem to suggest the seed heads of the flowers, to thick, sculptural **(14)** _____.

SPEAKING

4 Look at these works of art. What do you think is happening in each painting? Which painting do you find most pleasing? Are there any paintings that you don't like? Work in pairs, giving your reasons.

a



b



c



d



READING

5 Read the text. Which painting in Exercise 4 does it describe?

The painting shows a charming landscape. In the far distance is a small house. There is a field of brightly colored, red poppies. Above this is the bright blue sky. Two people, a woman and a child, are walking in the field. The presence of the two people gives a personal feeling to the painting.

The colors create a feeling of happiness and optimism, and that's why I like looking at this painting. You feel as if you are in the beautiful field, and you can almost smell the flowers and hear the noises of insects in the air. It reminds me of days I spent in the country as a child.

WRITING

6 Take notes about one of the works of art on this page. Think about the aspects in the box.

the subject the colors what is happening in the painting
what you like or dislike about it
how it makes you feel and what it reminds you of

7 Use your notes to write a paragraph describing your chosen work of art.

Writing strategies

Writing from notes

- Read your notes.
- Consider how you can organize your material into paragraphs.
- Prepare a simple plan.
- You are then ready to start writing.



Unit 10

Exhibitions

Grammar

reported speech (simple past, present perfect)

BEFORE YOU BEGIN

1 Look at the pictures. What can you see?

2 Read the words in the box. Which words refer to items found in exhibitions? Check the meaning of any words you don't know in a dictionary.

sculpture	display	ceramics	jewelry	textiles
graphics	gallery	glasswork	ironwork	silver

3 10.1 Read and listen to the text. What museums or galleries have the visitors written about? Where are the four museums and galleries?

Reading strategies

Reading for specific information

- Read the question and underline the keywords.
- Find the corresponding information in the text and use this to help you find the names of the museums or galleries in the text and where they are.

Galleries and museums

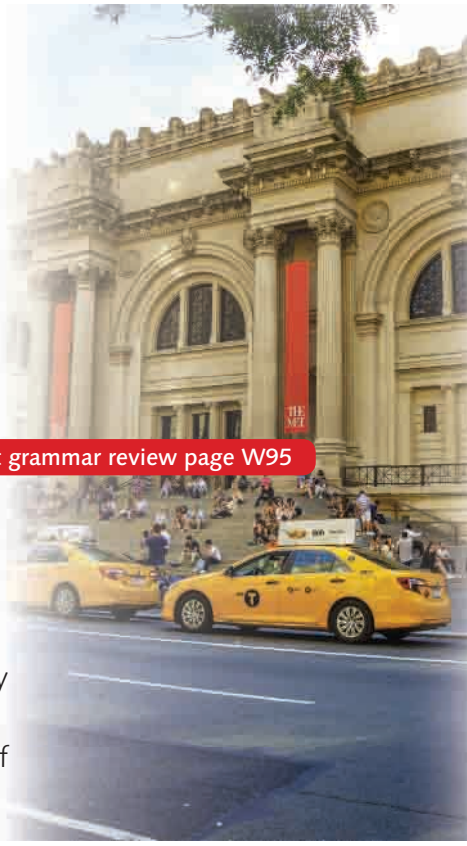
Last week we asked readers to tell us about their visits to art galleries or museums that they have enjoyed visiting. Here's a selection of your choices.

I have just returned from a trip to Iran, where I visited the National Museum of Iran in Tehran. It taught me a lot about Persian history through its amazing display of 300,000 artifacts. I've never seen such an extensive display of coins and seals made from gold, silver, and marble. It is highly recommended.
James Wilson

I recently visited the Victoria and Albert Museum in London. I was very impressed. It was established in 1852. Its ceramics, glasswork, textiles, costumes, silverwork, ironwork, jewelry, furniture, sculpture, paintings, prints, and pictures span the cultures of Europe, North America, Asia, and North Africa, and date from ancient times to the present day.
Mr. Barclay

Last year when I was in New York City on business, I visited the Metropolitan Museum of Modern Art. It has a vast collection of more than two million paintings, graphics, and sculptures by modern artists. I only saw a small part of the museum – it's impossible to see everything in one day!
Lydia Stone

We visited the Prado Museum on a vacation to Madrid, Spain, two months ago. I read in my guidebook that the collection comprises 7,600 paintings, 1,000 sculptures, 4,800 prints, and 8,200 drawings!
Mr. and Mrs. Paterson



COMPREHENSION

4 10.1 **Read and listen to the text again and answer the questions.**

1 Which museum was opened in 1852?
2 What was the reason for Lydia's visit to New York City?
3 What were Mr. and Mrs. Paterson doing in Spain?
4 Which museum features collections of clothing on display?
5 Which gallery features modern art only?

GRAMMAR: Reported speech (simple past, present perfect)

Student grammar review page W95

5 **Read the sentences in reported speech. Then write the speaker's original words.**

1 James Wilson said that he had just returned from a trip to Iran.
"I have just returned from a trip to Iran."
2 Lydia Stone said that when she had been on business in New York City the year before, she had visited the Metropolitan Museum of Modern Art. "_____ the Metropolitan Museum of Modern Art."
3 Mr. Barclay said that he had recently visited the Victoria and Albert Museum.
"I _____ the Victoria and Albert Museum."
4 Mr. and Mrs. Paterson said that they had visited the Prado Museum on a vacation to Madrid two months before.
"_____ the Prado Museum on a vacation to Madrid _____."

SPEAKING

6 **Work in pairs. Read your 'to do' list. Check (✓) four things you have done and make a note of when you did these things. Then work in pairs and ask and answer questions.**

A: Have you cleaned your room?
B: Yes, I have. I cleaned it yesterday afternoon.

- clean my room
- check my e-mails
- write a thank you letter to Grandma
- pack my backpack
- practice my music
- do my homework
- watch the news on television
- learn my vocabulary

7 **Now work in new pairs. Tell your new partner what your first partner said.**

She said that she had cleaned her room and she said that she had cleaned it the previous afternoon.

WRITING

8 **Write the e-mail in reported speech.**

Dear Catherine,

Today I went to the Metropolitan Museum of Modern Art in New York City. I read a lot about the gallery and was very impressed with the work displayed there. I especially enjoyed the self-portrait painting of van Gogh. I've always wanted to see it.

Best wishes,
Helena

Writing strategies

Post-writing

- After you have written your first draft, read your work again carefully.
- Pay special attention to your spelling and use of grammar.
- If you like, you can switch pieces of work with a classmate. Give each other useful feedback.





Reading strategies

Reading for main idea

- Read the text quickly.
- Don't worry about the words you don't know. You want to have a general idea of what the text is about.

READING

1 Look at the pictures. What do they show? Where were the objects found? Discuss your ideas with a partner.

2 Read the text and check your answers to Exercise 1.

The Chinese Terracotta Army

More than 2,000 years ago, with the help of his army, the first Emperor of China conquered large areas of his Qui state in China. He then asked for a replica of his army to be hand-crafted in terracotta. This collection of over 7,000 terracotta figures and horses, known as the Terracotta Army, was buried with him in around 210 BCE.

In 1974, farmers digging in the fields discovered a terracotta head. It led to an extensive investigation by Chinese archeologists. They unearthed about 1,000 life-size terracotta figures in two pits under the ground. The warriors in armor, with chariots and horses, all standing ready for battle, had been buried under the earth for thousands of years. Later, figures of servants, musicians, acrobats, and animals were found. It is believed that many more figures are still waiting to be discovered.

The finely-detailed terracotta warriors are unique. The hands and the heads of the terracotta warriors were made separately, and each head is different. Many of the figures had been broken in the pits, and had to be restored by highly-skilled craftsmen.

A collection of 120 objects and twenty terracotta warriors were displayed at an exhibition at the British Museum in 2008. It was described by reviewers as spellbinding and awe-inspiring and has been the biggest-selling exhibition at the museum to date.

More than twenty huge crates carrying the fragile, 2,000-year-old figures were shipped to Britain for the special museum loan. When the figures and their five 360-kilogram horses arrived, they couldn't fit through the museum doors. The door frame had to be removed and the horses had to be unpacked outside and carried gently into the exhibition space.

The curators described it as a nail-biting experience. They were nervous that something would break but, luckily, nothing did.

The exhibition then traveled to several museums in Canada, Australia, and Sweden, and was a sell-out success in all those countries.

? What was the name of the First Emperor of China?



COMPREHENSION

3 **Read the text again and choose the correct answer.**

1 What happened to the Terracotta Army after it was created?
- **a** The Emperor buried it in pits under the ground.
- **b** The Emperor conquered large parts of the Qui state.
- **c** It was buried with the Emperor after he died.

2 What was the first discovery of the hidden treasures?
a part of a chariot **b** a part of a warrior's body **c** a horse

3 Why were highly-skilled craftsmen used?
a to carry out restoration work on the figures **b** to build the heads and hands separately
c to carry the huge figures into the museum

4 What was the public's reaction to the exhibition at the British Museum?
a They found it very interesting. **b** Nobody managed to get tickets.
c The exhibition was a huge success.

5 Why were the curators at the British Museum Exhibition nervous?
- **a** They didn't know if the exhibition would be a success.
- **b** They were afraid that the figures would be damaged by accident.
- **c** They didn't know if the restoration work had been done successfully.

VOCABULARY: Compound adjectives

4 **Underline all the compound adjectives in the text. One word has been done for you.**

5 **Make compound adjectives from the following phrases.**

1 A material that lasts a long time is a long-lasting material.
2 An exhibition that is famous all over the world is a _____ exhibition.
3 A book that is twenty pages long is a _____ book.
4 A discussion that never ends is a _____ discussion.
5 Diving that takes place deep in the sea is _____ diving.
6 Ticket sales that break all records are _____ sales.
7 A child who behaves well is a _____ child.
8 A race that is one hundred meters long is a _____ race.

VOCABULARY: Word formation

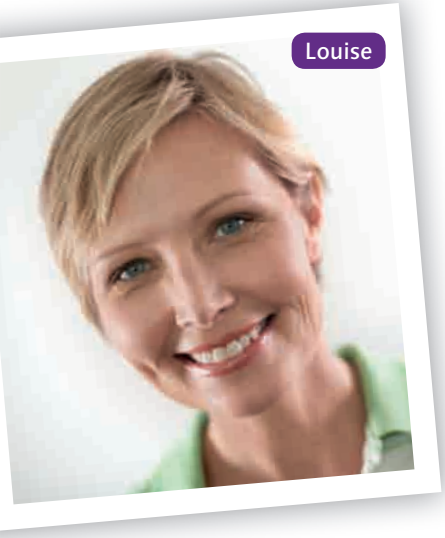
6 **Make adjectives from these nouns, using the correct suffixes.**

Noun	Adjective			
	-al	-ing	-ful	-(i)ous
1 mystery				mysterious
2 fame				
3 surprise				
4 amazement				
5 skill				
6 wonder				
7 success				
8 profession				

Listening strategies

Listening for information

- Underline the keywords in the questions so you know what you are listening for.



LISTENING

1 What do you think an art gallery curator does?

2 Read these extracts from an interview with a curator. What do you think the questions are? Work with a partner and write your ideas.

1 I organize exhibitions. What do you do?
2 There isn't really ever a typical day.
3 I love writing and researching.
4 I did a Fine Arts degree in college. Then I got a job as a gallery assistant.
5 I recommend doing voluntary work at a museum or gallery.

3 10.2 Listen to the interview with Louise, an art gallery curator, and check your answers to Exercises 1 and 2. Does Louise mention any of the points that you made in Exercise 1?

GRAMMAR: Reported speech

Student grammar review page W95

4 Write Louise's sentences in reported speech.

1 "I arrived at the gallery at about eight thirty in the morning yesterday."
She said that she had arrived at the gallery at about eight thirty the previous morning.
2 "We are doing preparations for a major exhibition that is opening here next weekend."
3 "I saw some school students reading what I'd written."
4 "I still haven't finished cataloging."
5 "I have always loved art."
6 "It's essential to get as much experience as you can."

Talk together

5 What is your ideal job? What skills and qualifications do you need in this job? Discuss with a partner.

6 Describe the duties of someone doing a certain job. How soon can your partner guess the job?

A: I spend a lot of time in art galleries, looking at paintings.
B: Are you a curator?
A: No, I'm not. I study the paintings and take notes about them. I also do research about the artists.
B: I know! You're an art critic!
A: That's right.

> *Art speaks.*
> **Proverb**



7 Look at the pictures. What can you see? Match each picture with a place in the box where each object may be seen.

an art gallery a natural history museum a national or city museum

8 Work in pairs. Have you ever been to a museum or an art gallery? What did you see?

READING

9 Read three people's accounts of visits to a museum or gallery. Which objects in the pictures are they describing?

I went to the Museum of London two years ago where I spent about three hours. It's a museum showing the history of the city. I enjoyed the exhibition of the Romans in London. It was interesting to see objects showing the way people lived long ago. I even bought a souvenir Roman coin. I also found the Modern London section very thought-provoking. I'd recommend the museum to anyone visiting London.

Robert

Seeing this painting at the Musée d'Orsay in Paris in 2014 was a very memorable event for me. I stood in front of it for about an hour! I had a print of this famous painting in my bedroom when I was a child, so seeing the real work of art was very special for me. I love the detail of it, and the thickness of the paint.

Anna

I saw this amazing creature at the American Museum of Natural History two years ago. The most surprising thing about it was the size. I hadn't realized how enormous it was! There's also a fascinating multimedia display which tells the story of these giant prehistoric animals and their world millions of years ago. It's a great day out for children and adults alike. My family and I spent a whole morning in just one room!

Sara

GRAMMAR: Reported speech

Student grammar review page W95

10 Look at the underlined sentences. Change them into reported speech. Begin *Robert said* ..., *Anna said* ..., *Sara said* ...

WRITING

11 Write about a museum or an art gallery that you have visited. Use the texts above to help you.

Project

Write about a work of art.

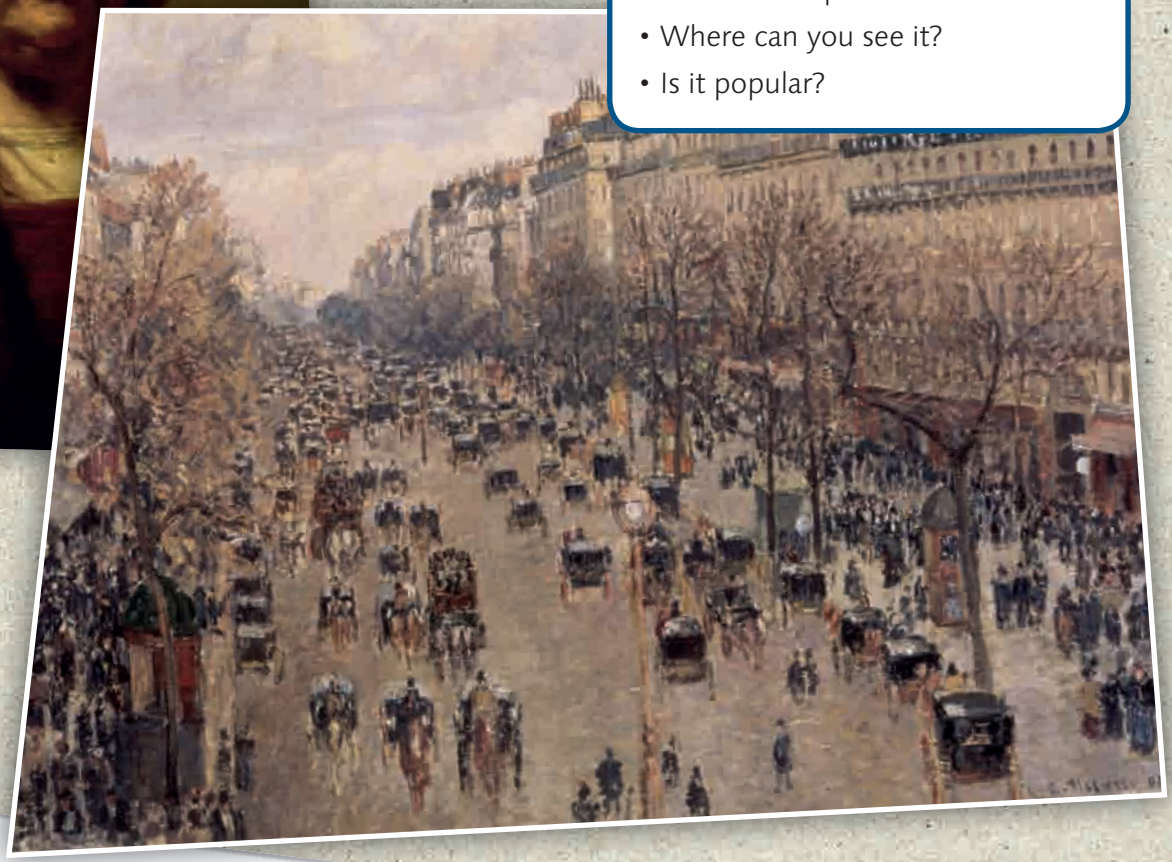
Your task

- Find out about an interesting work of art, which can be either traditional or modern. Then write a description of it (100–150 words) for a magazine.
- Answer the questions. Use the Internet to research information.
- Illustrate your review with a picture of the work of art.
- Share your work with the class.



Questions

- What is this work of art like?
- What is it made of?
- How is it created?
- How and why is it different from other similar works of art? What makes it unique?
- Where can you see it?
- Is it popular?



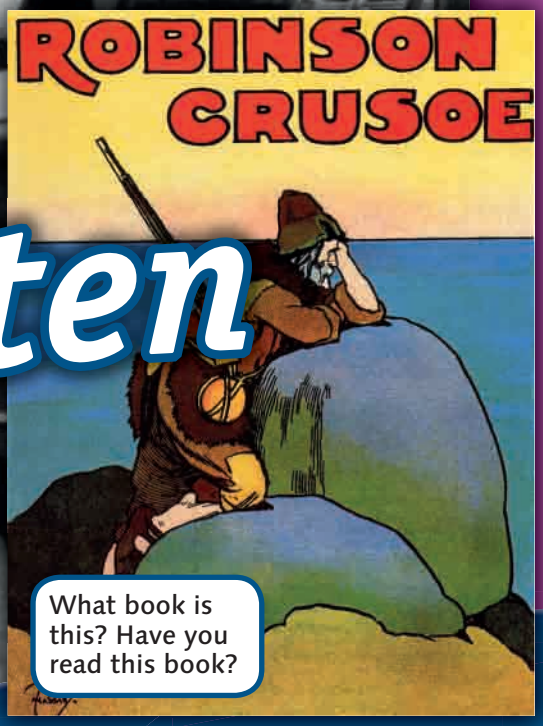
MODULE 6

The written word



What can you see? Who can read this newspaper?

Who is this author? What books did he write?



What book is this? Have you read this book?

Outcomes

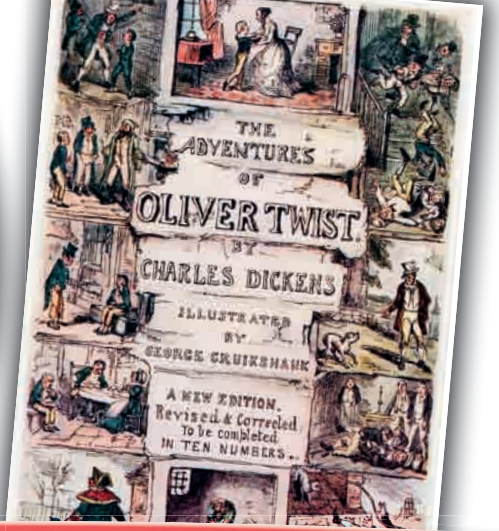
- To read about Charles Dickens, *Great Expectations*, the language of Braille, activities you did before you were twelve, four articles about communication, and an extract from a novel
- To listen to four people talking about books, and a young journalist talking about his work
- To use vocabulary related to types of books and writers, parts of a newspaper, and means of communication
- To talk about types of books, your favorite book, which newspapers or magazines you read, and experiences you had before you were twelve
- To use verbs followed by gerunds or base forms, and narrative tenses
- To write about reading habits, your favorite book, a blurb and a review of a book, a paragraph about childhood memories, and a story about when you were a child

Project

Write about an author.

Unit 11





Literature

Grammar

verbs followed by gerunds or base forms

Reading strategies

Reading for specific information

- Read the text and underline the keywords.
- Find the corresponding information in the text and use this to help you check your information about Charles Dickens.

BEFORE YOU BEGIN

1 What do you know about Charles Dickens? Can you name any of his books?

2 Read the words in the box. Which words refer to types of writers? Check the meaning of any words you don't know in a dictionary.

journalist	novelist	narrator	clerk
author	lawyer	playwright	poet

3 11.1 Read and listen to the text and check your answers to Exercise 1.

Charles Dickens

Charles Dickens was born on February 7, 1812, in Portsmouth, on the southern coast of England.

He was a quiet boy, who loved reading. When he spoke later of his childhood, he said that he remembered listening to children playing outside, as he sat indoors. He always preferred reading to playing with other children.

At the age of twelve, life for his family changed very suddenly. His father had financial problems and was sent to prison in London. Charles was no longer able to attend school regularly. The rest of the family were sent to join his father at the prison, and Charles had to work in a factory. The loneliness he felt there was an important influence on his writing, especially in his books *Great Expectations* and *David Copperfield*.

When he was fourteen, Charles stopped going to school altogether and started working as a clerk in a lawyer's office in London. He hated working there.

Luckily, things changed for him again. Charles had always wanted to be a writer, and he became a very respected journalist. He began to write short pieces for publication in the newspaper. In 1836, a series of pieces called *The Pickwick Papers* appeared monthly in the newspaper and were very popular. Dickens was now a famous author.

Throughout his life, Dickens enjoyed traveling. He traveled to many countries, writing novels and giving talks about the cruelty of slavery. Novels such as *Oliver Twist* and *Dombey and Son* highlighted the cruel treatment of people, especially children, and child labor in the nineteenth century.

He died on June 8, 1870, at the age of fifty-eight.

COMPREHENSION

4 11.1 **Read and listen to the text again and answer the questions.**

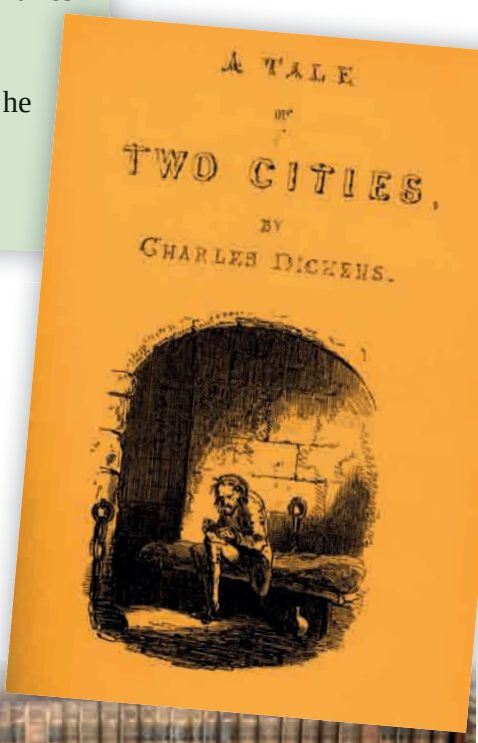
1 Why did Charles Dickens have to stop going to school?
He stopped going to school because he had to work.
2 How did Dickens's experiences of work influence his writing?
3 How did his fortunes change as he became an adult?
4 What was his first successful published work?
5 How did he spend his time when he was traveling?
6 What issues did many of his novels highlight?

GRAMMAR: Verbs followed by gerunds or base form

Student grammar review pages W95 and W96

5 **Complete the summary of the text with the base form or gerund form of the verbs in parentheses.**

Charles was a quiet boy, who loved **(1)** *reading* (read). He remembered **(2)** _____ (listen) to children playing outside. When he was twelve, Charles was no longer able **(3)** _____ (attend) school regularly. At the age of fourteen, he stopped **(4)** _____ (go) to school altogether and started **(5)** _____ (work) as a clerk in a lawyer's office in London. After that, he began **(6)** _____ (write) short pieces for the newspaper. He enjoyed **(7)** _____ (travel) very much too, and traveled all over the world.



SPEAKING

6 **Work in pairs. Choose the correct answer. Then ask and answer the questions.**

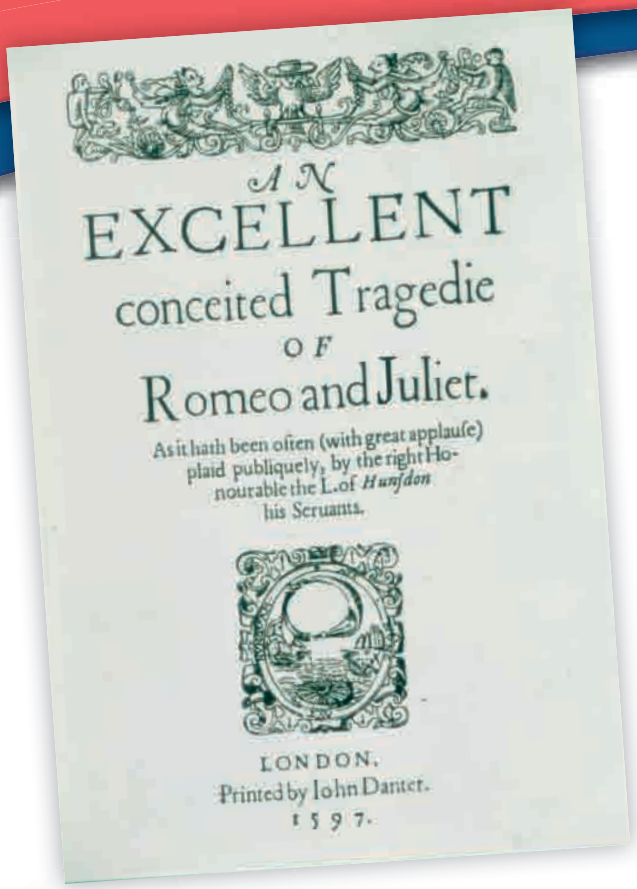
1 Do you mind *studying* / *to study* on weekends?
2 What do you prefer – *playing* / *to play* sports or *reading* / *to read*?
3 When did you start *learning* / *to learn* English?
4 What do you hope *doing* / *to do* when you finish school?
5 What do you enjoy *to do* / *doing* in your free time?
6 Where do you want *going* / *to go* on vacation?
7 What are you planning *doing* / *to do* this weekend?
8 Do you remember *starting* / *to start* school for the first time?
9 Would you ever consider *moving* / *to move* to another country?

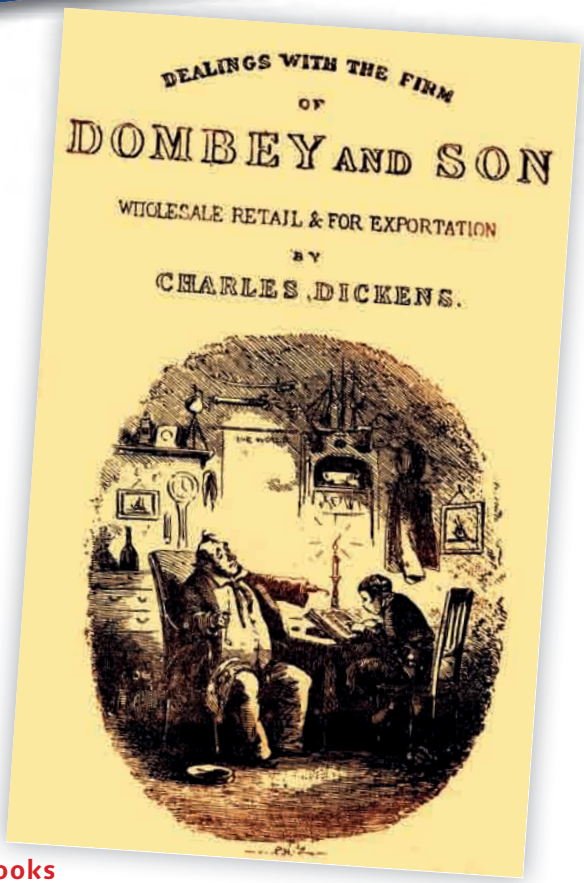
WRITING

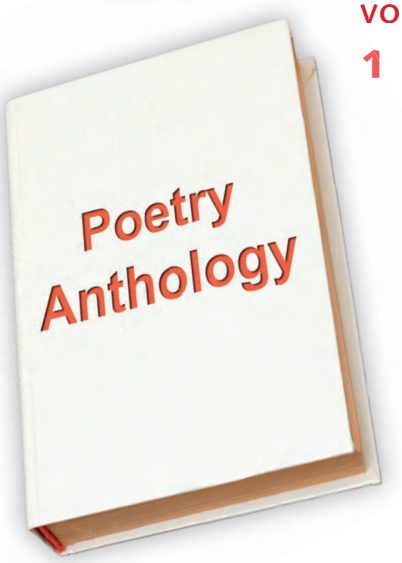
7 **Write about your reading habits. Think about the books you have read or want to read in the future. Use the verbs in the box.**

love hate like dislike prefer
decide don't want intend try









VOCABULARY: Types of books

1 Complete the book descriptions with the words in the box. You do not need all of the words.

short stories	autobiography	biography	novel	poetry
play	nonfiction	~~anthology~~		

1 An anthology of poems from the Romantic period.
2 *Romeo and Juliet* – a _____ by Shakespeare.
3 *Dombey and Son* – a _____ by Charles Dickens.
4 *A Story for Every Day* – 365 _____ by different writers.
5 *Shakespeare's Life* by J. Maxwell. Read J. Maxwell's _____ of this famous writer.
6 *All About Volcanoes:* Learn about volcanoes in this informative _____ book.
7 *Traveling Around the World*: Henry Clark writes about his life in his famous _____ .

Talk together

2 Which of the types of books in Exercise 1 do you like reading? Which types of books do you never read? Why not?

Listening strategies

Listening for information

- Look at the keywords in the box so you know what you are listening for.

LISTENING

3 11.2 Listen to four people talking about some of the books in Exercise 1. Match a type of book from Exercise 1 with each speaker.

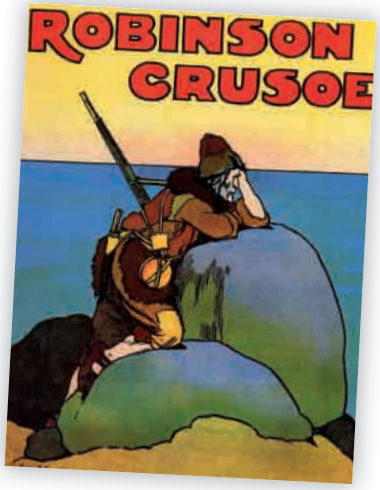
COMPREHENSION

4 11.2 **Listen again. Choose the correct speaker.**
Which speaker …

1 has just finished reading a very long book?
2 has just read a book that she wouldn't normally read?
3 recommends reading this book when you are on vacation?
4 had to check the meaning of some of the words in a dictionary?
5 mentions her favorite character in the book?
6 says her book covers a long period in history?
7 mentions that the book includes her favorite writer?
8 found it very hard to stop reading the book?

5 11.2 **How do the speakers express their opinions?**
Complete the sentences, then listen again and check.

1 I prefer …
2 I didn't like …
3 It was too …
4 I found the story …
5 I enjoyed …
6 I've always been interested …
7 This isn't usually …
8 The best thing was …



SPEAKING

6 **Work in pairs. Express your opinions about books. Use these titles, or think of your own.**

Robinson Crusoe **Tom Sawyer** **Sinbad the Sailor** **Of Mice and Men**
To Kill a Mockingbird **Hard Times** **Emma** **Pride and Prejudice**

I enjoyed Robinson Crusoe. I found it exciting.

7 **Choose your favorite book. Take notes about the aspects in the box.**

the title and the author **the type of book** **the length** **the setting**

8 **Answer these questions in your notes.**

- Why did you decide to read this book?
- What did you like or dislike about it?
- Who would enjoy reading this book?
- Would you recommend the book to your partner? Why / Why not?

9 **Work in pairs or groups and discuss your books.**

> ***A book is like a garden carried in the pocket.***
> **Chinese proverb**

Speaking strategies

Planning

- Consider your question. Your teacher will give you time to think about what you want to say.
- Think about which book you are going to talk about.
- Take notes about what you want to say. Think about what you want to say first, in the middle and at the end.
- Look up words in a dictionary if there is anything you don't know how to express.

WRITING

10 **Write about your favorite book. Answer the questions in Exercise 8.**



READING

1 Read the blurb of *Great Expectations* and answer the questions.

1 Who is the main character?
2 Where and when is the novel set?

> *This engrossing tale tells of the mystery surrounding an orphaned boy and wealth he is promised.*
>
> *The story takes place mainly in the English country and in London, in the mid-nineteenth century. As a young boy, Pip meets two people who will affect the rest of his life – an escaped prisoner he is forced to help, and the strange Miss Havisham, in whose house Pip meets the girl he will grow to adore.*

2 Read this review of *Great Expectations*. Does the writer recommend the book? Why / Why not?

Great Expectations

Of all Charles Dickens's novels, *Great Expectations* is my favorite. It's a fascinating story that is witty and informative at the same time. Set in the Victorian era, it's a very realistic and honest look at morals and the differences between the rich and the poor, and between rural and city life. It makes it clear that money can't always bring happiness.

In the opening chapter, we meet the central character, Pip. He is a young orphan who lives with his sister and her husband Joe. One day, Pip learns that a man has escaped from the local prison. Later Pip finds the prisoner Magwitch hiding in the fields near his home. Pip puts his life in great danger when, out of fear, he agrees to bring food to Magwitch. Pip continues to help Magwitch until he is recaptured.

One day, Pip is taken by an uncle to play at a rich woman's house. This woman is Miss Havisham. At the house, Pip meets a young girl, Estella, who thinks that she is superior to him and treats him unkindly. Pip can't help falling in love with her and wants to be able to marry her – but he realizes that he isn't of the same social status.

Then a lawyer arrives to tell Pip that a mysterious person has offered to pay for his education so that he can become a gentleman. Pip goes to London and begins to make his 'great expectations' come true. As he becomes richer, he starts feeling embarrassed about his poor origins and turns away from his family.

Pip believes that Miss Havisham is the one who is providing him with the money in order to prepare him for his future marriage to Estella. But then, Magwitch appears suddenly and says that he has been providing Pip's money. Pip helps Magwitch escape again. In the meantime, Estella has married someone else. Magwitch is caught again and can no longer provide Pip with money. Pip and a friend leave England and begin to make money by working hard. In the final chapter, Pip returns to England and meets Estella again. Her husband has died, and the book suggests a happy future for the two of them.

Pip believes that if he becomes a gentleman, he will have everything he wants. But when he realizes that all his money has come from the criminal Magwitch, he finally understands the true value of life.

Like all Dickens's novels, his characters are complicated and engaging, never dull, and the plot is full of interesting and unexpected events. It never gets boring – you always want to know what is going to happen next. It's a wonderful moral tale of romance, bravery, and hope.

? When and in which form was *Great Expectations* first published?





COMPREHENSION

3 **Read the text again and answer the questions.**

1 What two differences does the writer mention that the novel highlights?
The writer mentions the differences between rich and poor people, and between rural and city life.

2 Why does Pip agree to help the escaped prisoner when he first meets him?

3 What makes him think that he won't be able to marry Estella?

4 In which way does Pip think Miss Havisham is helping him achieve his goals?

5 Why does Pip have to stop living as a gentleman?

6 How do you think Pip feels when he discovers whose money is paying for his education?

7 What does the writer of the review think of the author's characterization and plot?

8 Why does the novel never become boring, according to the review?

WRITING

4 **Read these extracts from some book reviews. Which of the questions in the box are they answering?**

What is the title and who is the author? What kind of book is it? What is the plot? Where is the story set? Who is the main character? Who is the narrator of the story? Do you like the way that the book is written? Why / Why not? Would you recommend this book? Why / Why not?

1 It's told in the first person.

2 It follows the story of a family through four generations.

3 The main character is a boy named Oliver.

4 Yes, I do. It's lively and funny.

5 It's called *The Old Man and the Sea* and it's by Ernest Hemingway.

6 It's an exciting thriller. I couldn't put it down.

7 The story takes place in Medieval Italy.

8 I would recommend this book. It is very exciting.

5 **Choose a book that you have read. Then take notes to answer the questions in Exercise 4.**

6 **Use your notes to write a blurb and a review of your chosen book.**

7 **Share your work with the class. Have any of the reviews made you want to read a certain book?**

Writing strategies

Writing a review

- Look at the questions and take notes of your answers.
- Read your notes and pick out the most important parts of the story.
- Organize your notes – check that the events in your review are in the same order as the story.
- Make sure you plan for an introductory paragraph at the beginning of your review, and a recommendation paragraph at the end.
- You are now ready to write your review.



Unit 12

Communication

Grammar
narrative tenses

Reading strategies

Reading for main idea
- Read the text quickly.
- Don't worry about the words you don't know. You want to have a general idea of what the text is about.

BEFORE YOU BEGIN

1 How do blind people read? Discuss with a partner.

2 Read the words in the box. Which words refer to forms of communication? Check the meaning of any words you don't know in a dictionary.

signal drum beat picture alphabet symbol
mass media Braille newspapers software

3 12.1 Read and listen to the text and check your answers to Exercise 1.

The language of Braille

Communication, the sharing of information, ideas, and thoughts, can take many forms. Before the development of writing, people communicated via smoke signals, cave paintings, and drum beats. The first systems of writing used pictures to convey meaning. Gradually, as language developed, alphabets evolved, with letters and symbols representing sounds. These sounds in turn made up words.

The invention of the printing press in the fifteenth century led to the first forms of mass media: newspapers and magazines. Until then, it hadn't been possible to reach thousands of readers at the same time. But only sighted people could access these forms of media.

This all changed in 1821. It happened when an officer in the military in France was visiting the Royal Institute for Blind Youth, in Paris. He wanted to demonstrate to the students a system of dots he had invented, which allowed soldiers to communicate without speaking. This method of communication caught the attention of Louis Braille, a young man who was studying at the Institute.

After many years of work, Louis Braille had improved and completed the system of raised dots, known as Braille. The characters consist of six tactile dots that can form sixty-four combinations, spelling out letters, numbers, and symbols.

In 1868, sixteen years after Louis Braille's death, blind people all over the world were using Braille every day. It has also been adapted to scripts in different languages. It enables blind people to read books, maps, and labels, and even to press buttons in an elevator. A wide range of national daily newspapers are available in Braille, too.

Nowadays, screen-reading software means that the text on a computer screen can be heard out loud. Digital talking books that simultaneously generate output in Braille are also available.

? How do blind people identify bills correctly?

COMPREHENSION

4 12.1 **Read and listen to the text again. Choose the correct answer.**

1 The first step in the development of writing was *the use of pictures* / *letters and symbols*.
2 In the fifteenth century, newspapers and magazines could reach thousands of *sighted* / *sighted and blind* readers.
3 Louis Braille improved *a system of writing* / *the printing press*.
4 Several years after Louis Braille's death, people all over the world were using *digital talking books* / *Braille*.
5 *Screen-reading software* / *Braille in books* makes it possible for blind people to listen to written text.

GRAMMAR: Narrative tenses

Student grammar review page W96

5 **Choose the correct answer in the sentences from the text.**

1 Until the fifteenth century, *it wasn't* / *hadn't been* possible to reach thousands of readers at the same time.
2 Louis Braille first saw the system of dots when an officer in the military in France *was visiting* / *had visited* the Royal Institute for Blind Youth, in Paris.
3 This method of communication *was catching* / *caught* the attention of Louis Braille, a young man who *studied* / *was studying* at the Institute.
4 After many years of work, Louis Braille *was improving and completing* / *had improved and completed* the system of raised dots.
5 In 1868, blind people all over the world *had used* / *were using* Braille every day.

6 **Complete the text about sign language. Use the correct form (simple past, past perfect or past progressive) of the verbs in parentheses.**

Sign language as we know it today **(1)** originated (originate) in 1755, when a Frenchman, Charles Michel de L'Epée, **(2)** _____ (start) a school for deaf people in Paris. His form of communication **(3)** _____ (consist) of gestures, hand signs and finger spelling. The L'Epée system was the first example of French sign language.

Around the same time, in 1778 in Germany, Samuel Heinicke **(4)** _____ (work) on a system to teach deaf people how to lip-read.

Meanwhile, in Britain, Thomas Braidwood opened the first school for the deaf in 1783. At that time, students were using his form of sign language.

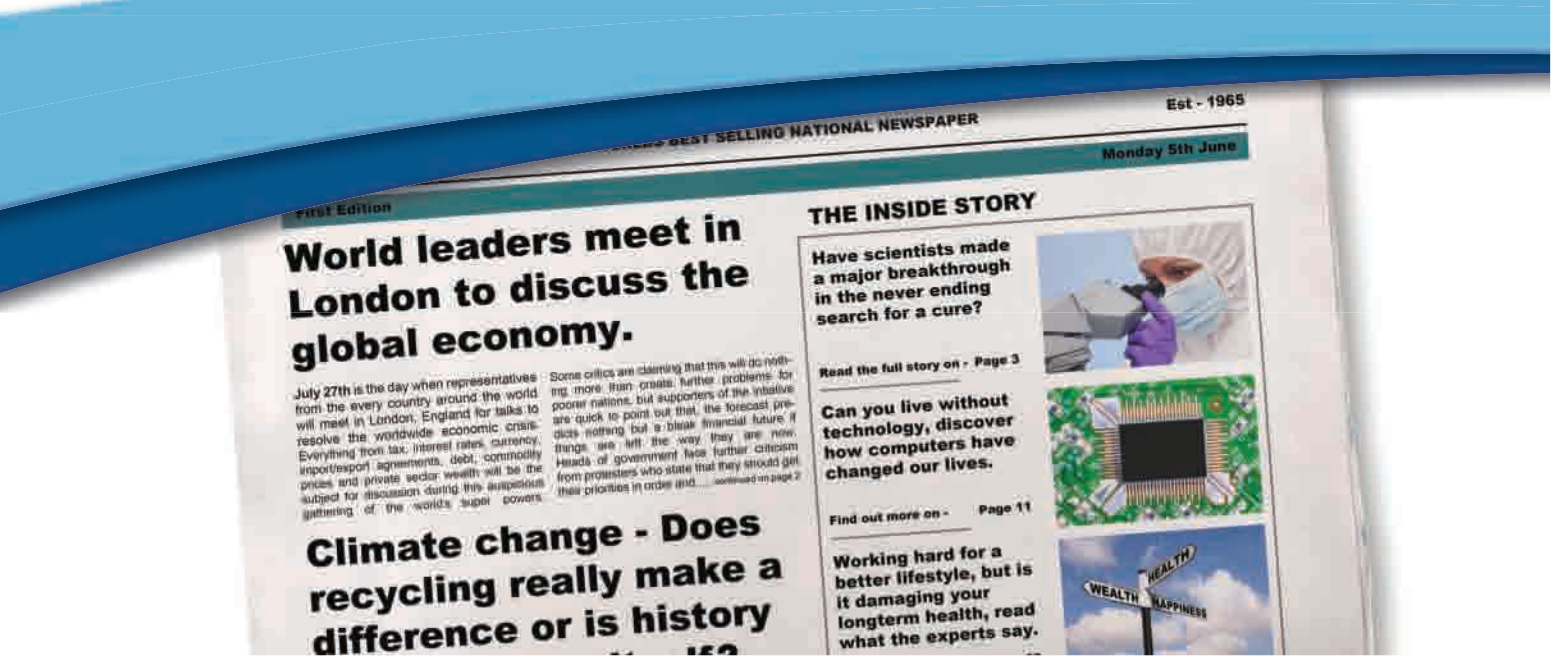
When visitors from abroad **(5)** _____ (see) this system in Britain, they **(6)** _____ (introduce) it to their own countries. In 1817 Dr. Thomas Hopkins Gallaudet **(7)** _____ (open) the American School for the Deaf. People from all over came to the school and **(8)** _____ (bring) their own signs and gestures with them. These, combined with the British form of sign language, formed American Sign Language.



SPEAKING

7 **Work in pairs. Ask and answer the questions.**

1 What did you do last weekend?
2 What were you doing yesterday between five o'clock and seven o'clock in the afternoon?
3 What had you already done by nine o'clock yesterday evening?





SPEAKING

1 Which newspapers or magazines do you read? What kind of story interests you the most?

VOCABULARY: Parts of a newspaper

2 Look at a recent newspaper. Find the following in your newspaper.

masthead headline lead story
byline article caption

LISTENING

3 12.2 Listen to a young journalist talking about his work. Which of the words in Exercise 2 does he mention?

4 12.2 Listen again and answer the questions.

1 How can people read the work of the young journalists?
2 How did Deniz first become involved in the newspaper?
3 Name a story that Deniz has worked on.
4 How has being a journalist changed Deniz's personality?
5 What does he enjoy about seeing his finished work?
6 Why does Deniz think that journalists have an important job to do?

Listening strategies

Listening for information

- Underline the keywords in the questions so you know what you are listening for.

PRONUNCIATION: The /ʊ/ and /uː/ sounds

5 12.3 Listen to the underlined sound in these words. Does it sound the same as *news* or *good*?

look newspaper woman put school
pull blue student rules should

6 12.3 Listen again and repeat the words.

> *A good newspaper, I suppose, is a nation talking to itself.*
> Arthur Miller, American playwright (1915–2005)

READING

7 Work in pairs. Look at the pictures on this page. What were your favorite recreation activities when you were a child?

8 Read the newspaper article. Choose the best headline.

a Twelve-year-olds list their favorite activities
b Report recommends ban on computer games
c Fifty things to do before you are twelve

Think back to your childhood: climbing a tree, cooking on a campfire, and flying a kite. Are these things that you had done by the time you were twelve? If not, you've missed out on some important experiences, according to a new report.

The report contains a list of activities that children should experience. The report has been written to try to limit the amount of time that children are spending indoors and on computer games these days. Volunteers were asked to contribute their favorite childhood memories to the list, and from the 400 suggestions, a short list of fifty was compiled.

On the list were these activities:

catching fish with a net
eating an apple straight from the tree
looking for treasure on the beach
balancing on a fallen tree
running around in the rain
canoeing down a river
exploring rock pools on the beach

The report says that many adults can remember a different type of childhood: one in which they had more freedom than children do these days. The author of the report says that she and other colleagues felt that children today hadn't been given the chance to experience nature and learn about the world in the same way.

COMPREHENSION

9 Read the article again. Decide if the sentences are true or false. Correct the false sentences.

1 Climbing a tree, cooking on a campfire, and flying a kite are not important experiences for children.
2 The report was written to encourage children to do more outdoor activities.
3 Children in the past did the same activities as children do now.

Talk together

10 Work in pairs. Read the list of activities again. Which of those on the list had you experienced before you were twelve?

WRITING

11 Think about your childhood. By what age had you learned the skills in the box? Write a paragraph using the past perfect. Add other ideas of your own.

walk **ride a bike** **read** **fly a kite** **write** **tell the time**
tie shoelaces **add and subtract sums** **speak a second language**

By the time I was one, I had learned to walk.

READING

Reading strategies

Matching

- Read the headlines, underline keywords.
- Read the paragraphs, look for matching keywords.
- Choose the headline which best describes each paragraph.

1 Look at the headlines. What do you think that all the articles have in common?

1 Postcard takes fifty years to arrive
2 One hundred thousand text messages in a book
3 Message brings two Lauras together
4 Chimpanzees use sign language of sixty-six gestures

2 Match the headlines in Exercise 1 with the articles A to D.

A

A scientific research project has found that wild chimpanzees use at least sixty-six gestures to communicate with each other.

After researchers had spent time with the animals in Borneo, they studied 120 hours of footage they had obtained. They were looking for signs that the animals were using signals to communicate with each other.

They looked to see if the gesturer was looking at the audience, in order to be sure that the gestures had a purpose, that is, to communicate something. If the animal didn't respond to the gesture, the gesture was made over and over again, until there was a response.

The results suggest that there is a common system of communication across the species.

B

A postcard sent from Sydney has finally reached its destination in England. It had been mailed in 1957!

This postcard had been addressed to a member of staff at an education center. The building had once been a school. Recently, staff at the education center have been trying to trace the addressee.

The card, which appears to have been written by a grandparent, describes a trip to Sydney, Australia. He wrote that it had rained a little that day but it was still hot.

A spokesperson for the Post Office said that the postcard had probably been put back in a mailbox recently. He said the mail was probably not in the sorting office for such a long time.

C

In 2001, a girl named Laura Buxton, from Staffordshire, U.K., wrote a message with her name and address on a helium-filled balloon. She then sent it into the air, where it disappeared.

A few weeks later, the balloon landed nearly 200 kilometers away in southern England. The man who found it took it to his neighbors, the Buxtons, who had a daughter named Laura. They were surprised to learn that it was from another girl with the same name.

The two girls got in touch with each other, and decided to meet.

The girls had another shock when they met. They were the same age and height, and both had brown hair. And they were wearing almost identical clothes!

D

Most people delete their text messages after a few days. Some people delete them instantly. But one woman, an artist, has kept all her text messages. After twelve years, she had collected about 100,000 messages. She kept the first few messages because she enjoyed reading them over again – it was like a personal journal. It is also a record of history, covering world events.

Every time a text message arrived, she saved the contents. She wrote them in notebooks when her cell phone ran out of space to store them. She eventually filled more than sixty notebooks. Then she started copying them on to her computer.

The woman took her collection to a publisher, and the book has now been published and translated into several languages.



VOCABULARY: Means of communication

3 Underline all of the words that are forms of communication in the articles. One word has been done for you. Which words are written forms of communication?

COMPREHENSION

4 Read the articles again and answer the questions.

1 What are the four forms of communication in the four articles?
2 How do chimpanzees communicate with each other, according to the scientists in Borneo?
3 Why did the postcard take such a long time to be delivered?
4 What did the postcard say?
5 Why did the man in southern England take the balloon that he had found to his neighbors?
6 What did the two girls in article C have in common?
7 Why did the woman in article D keep her text messages?
8 Why do you think that the book of text messages was published?

READING

5 Read this extract from a novel. Which newspaper article from Exercise 2 has the same content?

When I was ten, my grandparents had a fiftieth wedding anniversary party. It was a nice summer's day, and the party was in the yard. I suddenly had an idea. I untied one of the brightly colored helium-filled balloons and wrote a message with my name and address on it. Then I sent it into the air, where the gentle breeze carried it off, high above the clouds.

A few weeks later, the green balloon landed in some thick bushes nearly 200 kilometers away in southern England. A man, who was working in his yard, found it lying there. He read the message and a puzzled look came across his face. He thoughtt hati tm ustbe longt ohi sne ighbors' daughter and took it to his neighbors' house. They were shocked to learn that it was from another girl with the same name – me!

When the other Laura and I met, we couldn't believe it. We were the same age and height, and we both had brown hair cut in exactly the same style. And we were wearing almost identical clothes – jeans and the same color T-shirt!

Of course, we became friends and we have been best friends ever since.

COMPREHENSION

6 Work in pairs. What are the differences in the two ways of telling the story? What extra information do you learn in the novel in Exercise 5?

WRITING

7 Write a story about an unusual or exciting event that happened to you when you were a child.

Writing strategies

Post-writing

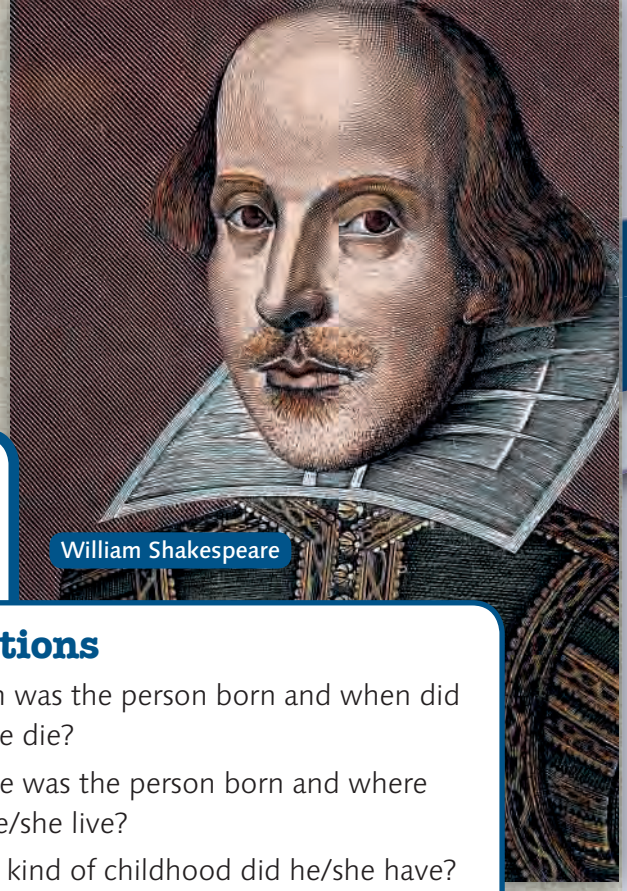
- After you have written your first draft, read your work again carefully.
- Pay special attention to your spelling and use of grammar.
- You can switch pieces of work with a classmate. Give each other useful feedback.

Project

Write about an author.

Your task

- Choose an author, poet, or playwright (not Charles Dickens) that you admire and find out more about him or her. Then write a biography.
- Use the texts in Unit 11 to help you.
- Share your work with the class.



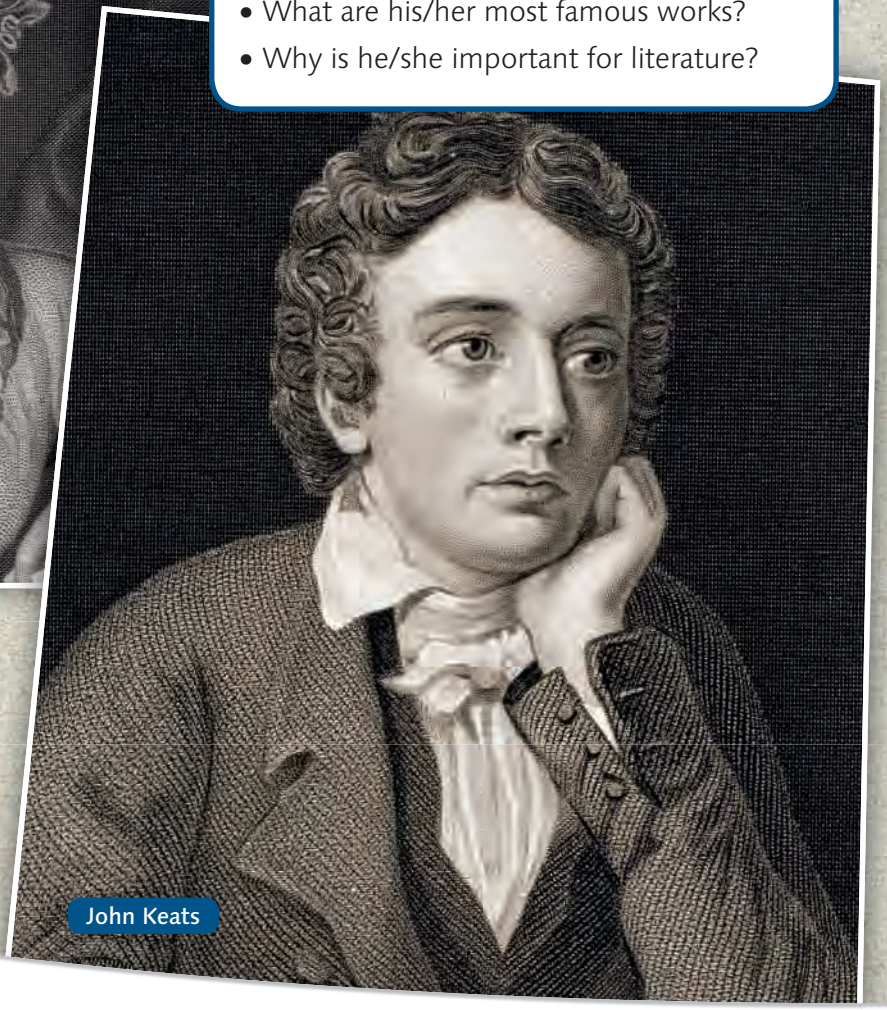
William Shakespeare

Questions

- When was the person born and when did he/she die?
- Where was the person born and where did he/she live?
- What kind of childhood did he/she have?
- What kind of schooling did he/she have?
- When and why did he/she begin to write?
- What are the main topics of his/her work?
- What are his/her most famous works?
- Why is he/she important for literature?



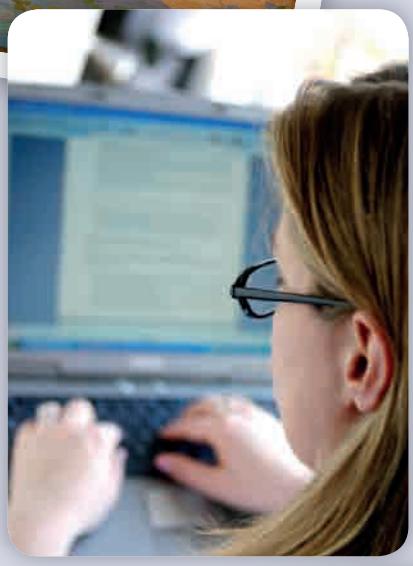
Jane Austen



John Keats

Review C





VOCABULARY

1 Which word isn't a type of art?

a print **b** sketch **c** sculpture **d** brushstroke **e** painting

2 Which word isn't an artist's material?

a charcoal **b** oil **c** clay **d** watercolor **e** cave

3 Which word isn't part of a novel?

a page **b** headline **c** chapter **d** cover **e** title

4 Which word isn't a type of writer?

a playwright **b** curator **c** author **d** journalist **e** poet

5 Which word isn't an example of written communication?

a sign language **b** text message **c** newspaper **d** Braille **e** postcard

6 Which word is not a material?

a sculptor **b** brick **c** silk **d** sand **e** gold

7 Which word isn't related to newspapers?

a setting **b** journalist **c** caption **d** byline **e** article

8 Match words with similar meanings.

1 contemporary	**a** display
2 sketch	**b** life story
3 exhibition	**c** drawing
4 biography	**d** journalist
5 artist	**e** modern
6 reporter	**f** painter

9 Match words with opposite meanings.

1 credible	**a** contemporary
2 success	**b** replica
3 raised	**c** unbelievable
4 traditional	**d** flat
5 original	**e** sighted
6 blind	**f** failure



GRAMMAR

10 Write down a word or name in each box. Then work in pairs. Talk about what you have written and explain why you wrote it.

a teacher who has inspired you
_____

a book which you enjoyed
_____

an artist whose work you admire
_____

a place where you have been on vacation
_____

a skill that you learned when you were a child
_____

Mrs. Field is a teacher who has inspired me. She has helped me enjoy learning English.

11 Work in pairs. Make the sentences longer by adding one or more non-defining relative clauses. Compare your sentences with another pair. Who has the longest sentence?

The artist painted a picture. The journalist wrote an article. I visited a museum.

The artist, who was from France, painted a picture of a river scene, which was very beautiful.



12 Work in pairs. Tell your partner about your hobbies and interests. Give as much information as you can, using the verbs in the box.

start do go like dislike prefer learn be able enjoy want try use

I really enjoy drawing. I started drawing when I was twelve. I prefer using pencils.

13 Work in new pairs. Tell your partner something about your first partner, using reported speech.

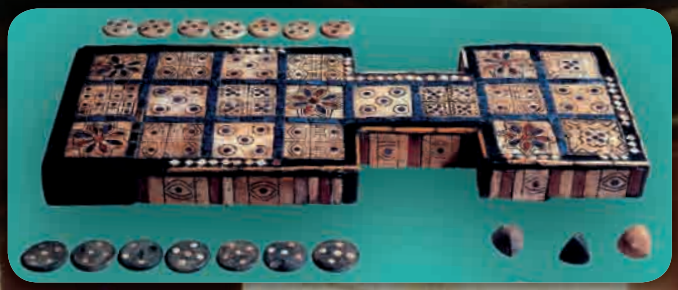
Samira said that she really enjoyed drawing. She said she had started drawing when she was twelve.



14 Work in pairs. You are going to build a story, using some or all of the following words, and adding your own if you wish. Each student builds on the story by adding another sentence. Remember to make your story interesting by using adjectives, descriptive words, and describing feelings. Use the correct narrative tenses.

orphan mysterious sketch gentleman amazing artist headline newspaper treasure castle

MODULE 7



What can you see?
Where do you think this treasure was found?



What can you see?
In which country do people eat this?

Where can you see this archeological site?
Do you know how the civilization was destroyed?

World cultures

Outcomes

- To read about food in different cultures, the history of pizza, favorite foods, three world treasures, and the Minoan civilization
- To listen to a recipe and a report about Pompeii
- To use vocabulary related to food, food groups, cooking, natural disasters, and treasures
- To talk about your favorite food, the correct amount of each food type, a recipe, what could have happened, a person who had left a bag, and treasures
- To use reported questions, and modal verbs of possibility in the past (*must/could/would/might have* + past participle)
- To write about your favorite food, a recipe for your favorite dish, a paragraph about the things that would have been different about your life, and a paragraph about a treasure

Project

Write about the culture of a country.



Unit 13

Food

Grammar
reported questions

Reading strategies

Matching
- Read the interview.
- Underline words describing food.
- Match the foods to the correct picture.

BEFORE YOU BEGIN

1 Look at the pictures. Which foods would you like to try? Discuss in pairs.

2 13.1 Read and listen to the interview. Match the foods mentioned in the interview with the correct picture.

Different cultures, different food

Sam has just returned from a trip around the world, and he's going to tell us about some of the food he ate. Can you tell me about the strangest thing you ate?

That was definitely the durian.

What's that?

It's a very strange fruit with a spiky skin.

Where did you eat it?

I ate it in Thailand.

Why is the durian fruit unusual?

It is huge, and it's very spiky. But its smell is so strong that it has been officially banned from many public places in Asia!

How do you eat it?

You cut it open, chop the flesh, and eat it raw.

What was it like?

I didn't like it very much! I preferred the other strange thing I ate, which was in South Africa. It was a stew made from flowers. This dish smelled incredible! The flowers grow on top of the water in lakes. You cook them with meat and vegetables in a large pot.

Did you eat any raw meat on your trip?

No, I didn't, but I tried raw fish. It's called ceviche, and I had it in Peru. It's a seafood dish, made from fresh raw fish which has been marinated in lemon juice.

What does it taste like?

It's very nice, actually!

Have you ever eaten any unusual meat?

Yes, I've had ostrich meat in South Africa. And I had barbecued crocodile steaks in Australia once.

Did you enjoy ostrich meat and crocodile steaks?

Yes, I did. They were delicious.



COMPREHENSION

3 13.1 **Read and listen to the article again and answer the questions.**

1 Why has the durian been banned from some public places?
2 What was Sam's opinion of the durian?
3 What three ingredients were in the stew that he tried in South Africa?
4 How is *ceviche* prepared before it is eaten?
5 Which two types of meat did Sam try?
6 Have you ever tried any unusual foods? What were they like?

GRAMMAR: Reported questions

Student grammar review page W96

4 **Write the original questions that the interviewer asked Sam.**

1 The interviewer asked Sam if he could tell her about the strangest thing he had eaten.
Can you tell me about the strangest thing you ate?
2 The interviewer asked Sam where he had eaten durian.
3 The interviewer asked Sam why the durian fruit was unusual.
4 The interviewer asked Sam what durian was like.
5 The interviewer asked Sam if he had eaten any raw meat.
6 The interviewer asked Sam what *ceviche* tasted like.
7 The interviewer asked Sam if he had ever eaten any unusual meat.
8 The interviewer asked Sam if he had enjoyed ostrich meat and crocodile steaks.



SPEAKING

5 **Work in pairs. Ask and answer the questions. Take notes of your partner's answers.**

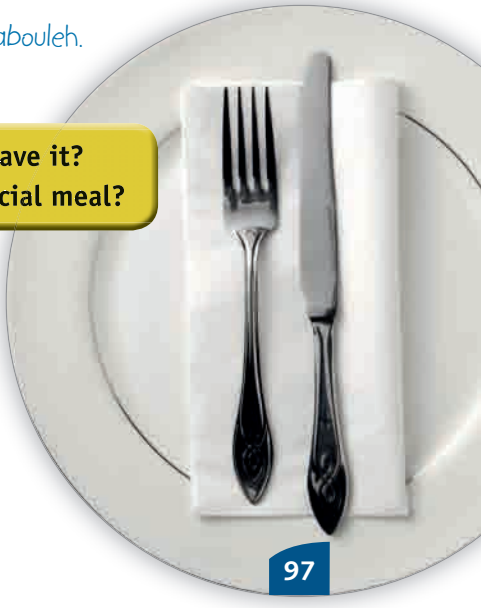
1 What's your favorite food?
2 Do you like fish?
3 What's the nicest food that you've ever eaten?
4 What are you going to have for dinner tonight?
5 Did you eat any fruit yesterday?

6 **Work with a new partner. Tell your new partner the questions that you asked and what your partner's answers were. Use reported speech.**

I asked Helia what her favorite food was. She said that her favorite food was tabouleh.

7 **Answer the questions in the box. Take notes.**

What was your most memorable meal? Where and when did you have it? What did the dish consist of? Who was with you? Why was it a special meal?



8 **Work in pairs. Ask and answer the questions in Exercise 7. Take notes of your partner's answers.**

WRITING

9 **Write about the conversation that you just had. What did you ask your partner, and what were your partner's answers?**

I asked Mani what his most memorable meal was. He told me that it was a dish called Gheimeh. He said he had eaten it at his sister's wedding.









Reading strategies

Reading for specific information

- Read the question and underline the keywords.
- Find the corresponding information in the text and use this to help you answer the question.

SPEAKING

1 Work in pairs. Do you like pizza?

READING

2 What three ingredients do you think are traditionally in a Margherita pizza? Read the text and check your answer.

The history of pizza

Although many people claim that pizza is of Italian origin, a form of pizza has been enjoyed by people in many different parts of the world for centuries. The earliest form of pizza was a rough bread that was baked beneath the stones of a fire. It was then seasoned with different toppings. In the sixth century BCE, the soldiers of Darius the Great (521–486 BCE), who needed food to take with them on long marches, baked a kind of flat bread on their shields and then covered it with cheese and dates. Pizza is also mentioned in the third century BCE, when there was written evidence of a flat round bread with olive oil, herbs, and honey on the top. It was baked on hot stones.

When people explored the remains of Pompeii, Italy, which had been covered in ash after the eruption of the volcano Mount Vesuvius, they found evidence of a flat flour cake that was baked and widely eaten in Pompeii at that time. There was also evidence of the first pizza restaurants in Pompeii in the sixteenth century. Visitors can see the pizza ovens in the ruins, even today.

In 1522, travelers returning to Europe from Peru brought back tomatoes with them. The people of Naples added the new tomatoes to their bread, which consisted of flour, oil, salt, and yeast, and created the first simple pizza.

In 1889, the King of Italy and his wife, Queen Margherita, were on vacation in Naples in Italy. They asked a famous pizza chef, Raffaele Esposito, to come and cook for them. He prepared three kinds of pizza. The Queen's favorite one was the one made with a white cheese called mozzarella, a green herb called basil, and ripe, red tomatoes. These were exactly the colors of the Italian flag. Raffaele Esposito named this pizza in honour of the Queen: the Margherita.

In the late nineteenth century, pizza became a popular snack sold from stalls in the streets in Naples. The stalls soon developed into the pizzeria, an open-air restaurant where people could meet and eat pizza together.

When many Italians emigrated to America in the nineteenth century, they took the recipe for pizza with them. Its popularity there spread all over the world, and today it is a favorite dish in almost every country.

? Which animal provides the milk that is used to make mozzarella cheese?



COMPREHENSION

3 **Read the text again and answer the questions.**

1 What did soldiers put on pizzas in the sixth century?
2 On which flat surface did the soldiers bake their pizzas?
3 What was found at Pompeii after the eruption of Mount Vesuvius?
4 When did Europeans first taste tomatoes?
5 Who created the first Margherita pizza?
6 What did the colors of the Margherita pizza represent?
7 How did people use to sell pizzas in Naples?
8 When did people start eating pizza in the U.S.?

4 **Write three more questions about the text for your partner to answer. Ask and answer each other's questions.**

5 **Tell the class what questions you were asked and what your answers were. Use reported speech. Were you correct?**

Farid asked me how the earliest form of pizza had been cooked. I said that it had been baked beneath the stones of a fire.

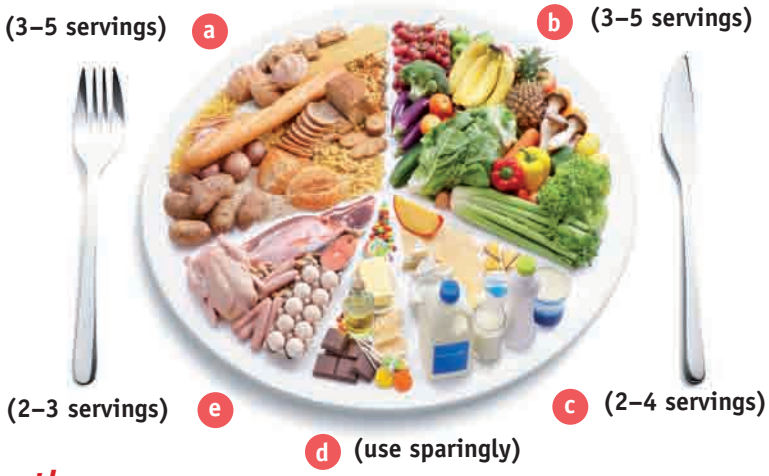
VOCABULARY: Food groups

6 **Underline all the pizza ingredients mentioned in the text.**

7 **Label the food groups 1–5 in the correct place on the healthy-eating plate. Then put the foods in the box under the correct food group.**

1 Carbohydrates **2** Proteins **3** Dairy **4** Fruit and vegetables
5 Fats and sugars

rice **zucchini** **flour** **butter** **eggplants** **milk** **chips** **oranges**
cheese **tuna** **apples** **chicken** **nuts** **bananas** **eggs** **candy**



Talk together

8 **Look at the healthy-eating plate again. It shows you how much of each food group you should eat per day. Do you eat the correct amount of each food type?**

A: I drink two glasses of milk a day. That's the right amount.
B: I eat too much candy.
A: I don't eat enough dairy foods.

SPEAKING

1 Do you like eggs? How do you like to eat them? Work in pairs.

2 Look at the pictures. What dish is being prepared? How do you make it?

3 Put the pictures in the correct order. Work in pairs.



Listening strategies

Listening for information

- Look at the spaces for the missing words. What kind of word do you think is missing?
- Listen and check to see if you are correct.

LISTENING

4 13.2 Listen to Jane and Kate. Check your answers to Exercise 3.

5 13.2 Listen again. Complete the recipe below with the missing verbs in the box.

add beat cook fold sprinkle break melt pour ~~grate~~ slice

Recipe: Cheese omelet

Ingredients (serves 1)
two eggs, salt, herbs, butter, grated cheese, mushrooms

a Grate some cheese.
b _____ the mushrooms.
c _____ the eggs into a bowl.
d _____ some salt and the herbs into the bowl.
e _____ the mixture well with a wooden spoon.
f _____ the butter in a frying pan.
g _____ the egg mixture into the hot butter.
h _____ it for a few minutes, then _____ the cheese and mushrooms.
i _____ the omelet over and put it on a plate.

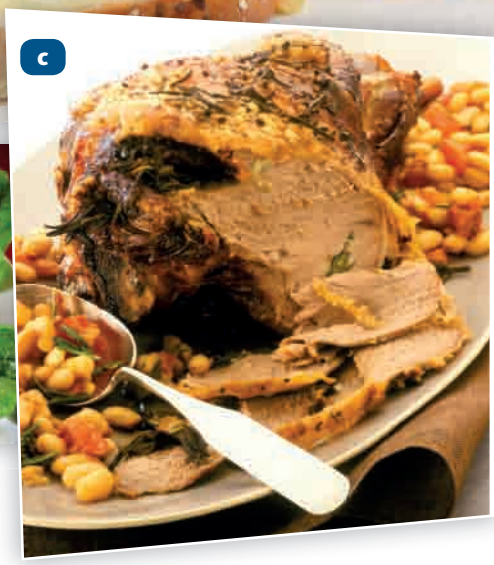
GRAMMAR: Reported questions

Student grammar review page W96

6 13.2 Listen again and complete the reported questions that the speakers asked. Use reported speech.

1 Jane asked Kate what she was making (she / making).
2 Kate asked _____ (Jane / want to help).
3 Jane asked _____ (she / have to do first).
4 Jane asked _____ (Kate / filling / going to have).
5 Jane asked _____ (she / doing it right).
6 Jane asked Kate _____ (they / ready to cook the omelet).







READING

7 Read the texts. What are the writers' favorite foods? Match each text with the correct picture above.

1

My favorite dish is lamb and white beans. My mother **(1)** boils / *grills* the beans in salted water. She also **(2)** *chops* / *marinates* the lamb overnight in olive oil, lemon juice, and spices. Then she **(3)** *grates* / *roasts* it in the oven, and serves the beans next to it. Before we eat, we **(4)** *sprinkle* / *melt* fresh herbs and salt and pepper on the dish.

2

To make tabouleh, **(5)** *fry* / *chop* the vegetables into small pieces and **(6)** *grill* / *mix* them with the grain. Make sure you **(7)** *slice* / *season* the dish well with salt and pepper.

3

My favorite snack is grilled cheese. I like to **(8)** *sprinkle* / *slice* the cheese into thick pieces and **(9)** *boil* / *melt* it under the grill. It's delicious!

VOCABULARY: Cooking verbs

8 Read the texts again and choose the correct answers in the sentences.

WRITING

9 Write a recipe for your favorite dish. Use the model on page 100 to help you.

Writing strategies

Preparing to write

- Decide which recipe you are going to write.
- Check you have all the information you need.
- List the ingredients.
- Prepare a simple plan for writing the stages.
- You are then ready to start writing.

> ***Tell me what you eat, I'll tell you who you are.***
> **Jean Anthelme Brillat-Savarin, lawyer and politician (1755–1826)**



Unit 14

World treasures

Grammar

modal verbs of possibility in the past: *must/could/would/might have* (+ past participle)

BEFORE YOU BEGIN

1 Look at the pictures. Where do you think these treasures come from? What do you think they might have been used for? Discuss with a partner.

2 14.1 Read and listen to the text and check your answers to Exercise 1.

Three World Treasures

The Vindolanda tablets are thin pieces of wood with writing on them, from Roman times. They were found at an ancient Roman site in England, and give us useful information about the Romans in Britain. There are official documents, personal letters, announcements, and invitations.

Some of the tablets have holes in the corners, and experts believe that the writers must have tied several tablets together to make a long letter. Burn marks on the tablets suggest that the Romans must have burned the letters after reading them.

The Lewis Chessmen were used to play the game of chess. The pieces are made of ivory and whales' teeth. They were found on the island of Lewis, Scotland, and date back to the twelfth century. The carving on each piece is unique, which suggests that each piece must have been carved by a different person. Some of the pieces were stained red. Experts believe therefore that the original chess board might not have been black and white as it is today, but that it might have been red and white.

The pieces must have belonged to a trader, who might have buried them in order to keep them safe along the route. The discovery shows how popular the game of chess must have been in Europe at the time.

Another board game found in Ur, Iraq, tells us more about a popular game that was played between 2600 and 2400 BCE. It seems that two players must have competed, moving their pieces from one side of the board to the other. Some of the boards were hollow, so it's possible that playing pieces would have been stored inside the board.

COMPREHENSION

3 14.1 **Read and listen to the text again and answer the questions.**

1 Why are the Vindolanda tablets useful to us today?
2 What were the Vindolanda tablets used for originally?
3 What is a possible explanation for the holes in the tablets?
4 What is a possible reason for the burn marks on the tablets?
5 What is the significance of the individual carvings on the Lewis Chessmen?
6 Why were some of the chess pieces stained red?
7 What possible reason was there for the burial of the chess pieces in the ground?
8 Why might the board games that were found in Ur, Iraq, have been hollow?

GRAMMAR: Modal verbs of possibility in the past

Student grammar review page W96

4 **Complete the following sentences from the text, using the past form of the modal verbs in parentheses. Check your answers in the text.**

1 Writers must have tied several tablets together to make a long letter. (*must tie*)
2 The Romans _____ the letters after reading them. (*must burn*)
3 The original chess board _____ black and white. (*might not be*)
4 A trader _____ them. (*might bury*)
5 The game of chess _____ popular in Europe. (*must be*)
6 Playing pieces _____ inside the board. (*would store*)

5 **Choose the correct modal verb in the sentences.**

1 It *must have been / couldn't have been* Tom you saw in the street yesterday – he's gone away for a week.
2 I'm sorry to hear that your trip has been canceled. That *might have been / must have been* a disappointment.
3 I don't know where I've put my glasses. I *must have left / might have left* them on my desk at home. Or I *might have left / couldn't have left* them on the kitchen table.

SPEAKING

6 **Look at the pictures. Work in pairs and make sentences about what might have happened. Use *must have/might have/could have*.**

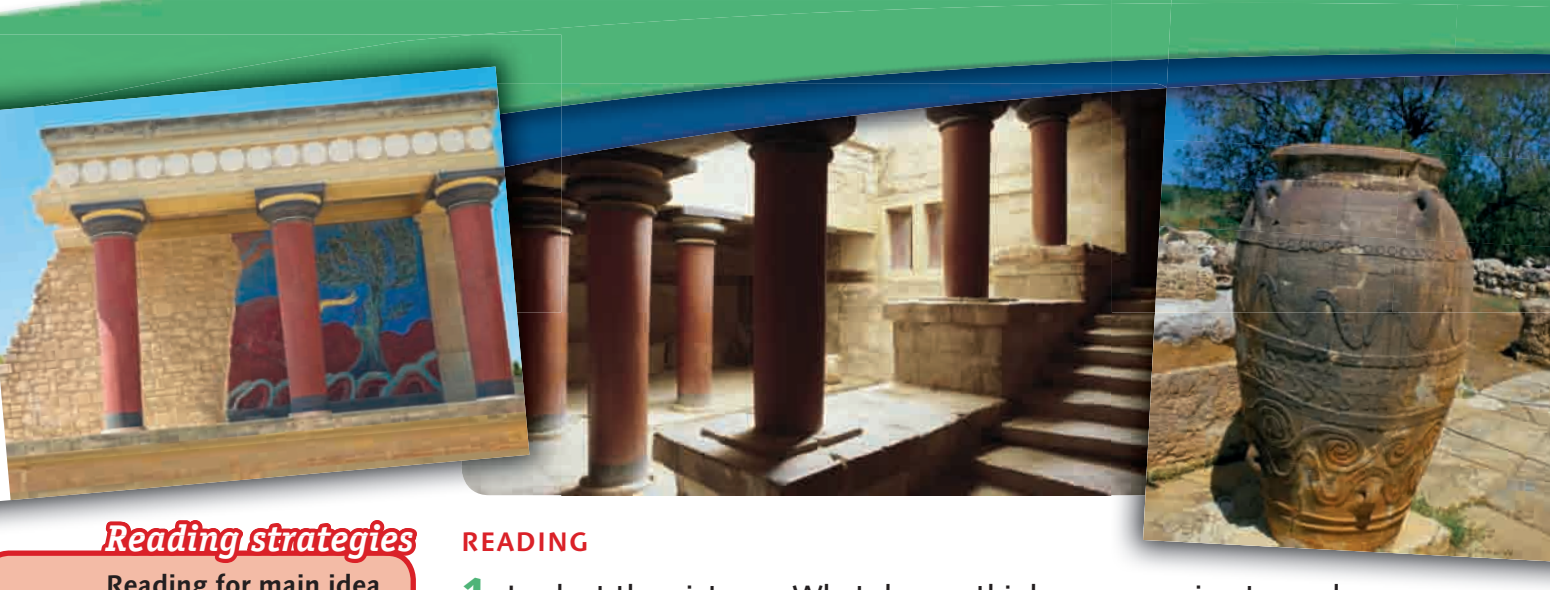
A car might have broken down on the road.











Reading strategies

Reading for main idea

- Read the text quickly.
- Don't worry about the words you don't know. You want to have a general idea of what the text is about.

READING

1 Look at the pictures. What do you think you are going to read about? Choose the correct topic.

a the climate of Crete
b the ancient people of Crete
c the people living on the island of Crete today

2 Read the article and check your answer to Exercise 1.

The Minoan civilization ruled the Mediterranean island of Crete for 1,500 years, until it was destroyed in 1450 BCE. Their palace at Knossos was huge and luxurious. The Minoans built the first paved roads in Europe and introduced running water. They had a powerful navy, which might explain why they were such a strong civilization for so long.

For many years, people have been trying to figure out why this thriving civilization might have disappeared. Even after Crete was hit by a large earthquake around 1700 BCE, the Minoans rebuilt their cities. So what caused their civilization to end?

Many experts say that the end of the Minoan civilization might have been caused by the eruption of a volcano on the nearby island of Santorini, almost 3,500 years ago.

However, at Knossos in Crete, scientists have been examining deposits of ash, marine species, cattle bones, and seashells in the soil. How could these deposits have gotten there? The only answer is that they must have been deposited in Crete by a tsunami. Maybe the volcano on Santorini caused a giant wave, which flooded and destroyed a large part of the Minoan civilization of Crete.

Experts have now pieced together a possible explanation of what might have happened. They believe that several tsunamis might have hit the northern and eastern shores of the island, every thirty minutes. It must have been a terrifying experience for the Minoans living there.

The south and west of Crete survived the effects of the tsunamis. But when a number of Minoan ships were destroyed, the navy became weakened. The Minoans became more vulnerable to invasion by other tribes, and this might have led to the invasion of the Mycenaeans, who ruled Crete after the Minoans. Whatever the reason, about 150 years after the volcano's eruption, the Minoan civilization had disappeared completely.



COMPREHENSION

3 **Read the text again and choose the correct answers.**

1 The Minoan civilization ruled Crete *for 1,500 years / from the year 1450 BCE.*
2 Their civilization *was / wasn't* destroyed by an earthquake in 1700 BCE.
3 Many experts say that the Santorini volcano *might have been / couldn't have been* the cause of the end of the Minoan civilization.
4 Deposits at Knossos suggest that the *earthquake / volcano* must have caused a tsunami.
5 *The whole of / Only part of* Crete was hit by the tsunami.

VOCABULARY: Natural disasters

4 **Match each natural disaster with its definition.**

1 earthquake	**a** a huge wave in the ocean that causes terrible damage
2 flood	**b** a powerful, destructive windstorm
3 tornado	**c** a large amount of water that has overflowed from its original place, e.g. a river or dam
4 tsunami	**d** an opening in the earth's surface through which material explodes
5 volcano	**e** the shaking of the earth from deep underground

SPEAKING

5 **A bag was found at a train station. It contained the objects shown below. Make suggestions about the person who left the bag using *might (not) have/must (not) have/would (not) have/could (not) have*. Work in pairs.**



The person couldn't have been a child, because there's an adult train ticket.
The person must have eaten some candy or chocolate.

Speaking strategies

Planning

- Consider the question. Think about what you want to say.
- Think about why someone would have had those things in their bag and what kind of person the things might have belonged to.
- Take notes about what you want to say.
- Look up words in a dictionary if there is anything you don't know how to express.

WRITING

6 **Imagine that you were born in another part of your country, or even another country. Write a paragraph about the things that would have been different about your life. Use *could (not) have/ might (not) have/would (not) have*.**

I might not have spoken the same first language as I do now.

LISTENING

1 What do you know about Pompeii? Answer the questions.

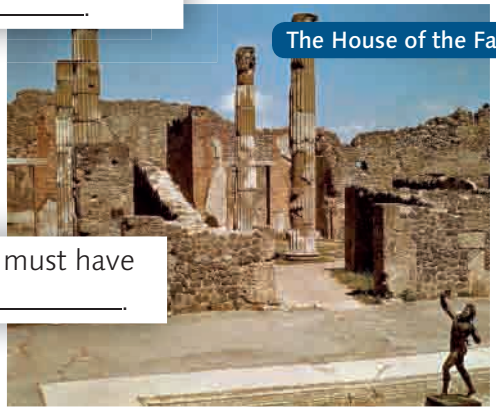
1 Where is it?
2 What was the population of the city?
3 When was the city destroyed?
4 How was the city destroyed?

2 14.2 Listen and check your answers to Exercise 1.

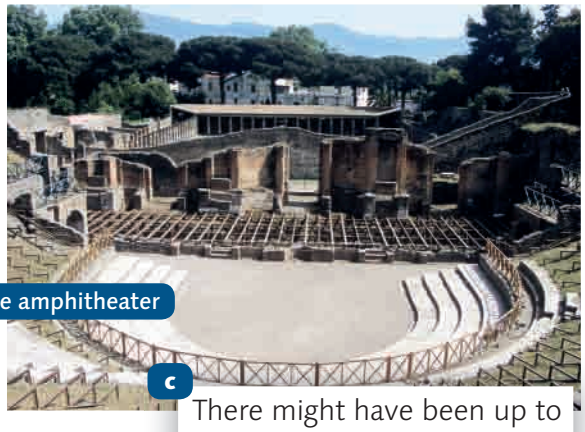
3 14.2 Look at the pictures. What can you see? Listen again. Place the pictures in the order that each is mentioned.


The main street

a These stones were used as _____.


The House of the Faun

b This house must have been _____.


The amphitheater

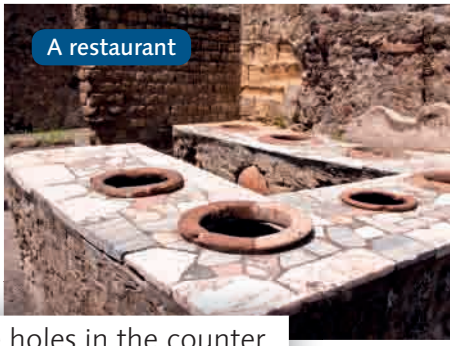
c There might have been up to _____ here.


The main square

d The volcano hadn't erupted _____.


The bakery and the mill

e The brick oven looks like _____.


A restaurant

f The holes in the counter _____.

4 14.2 Listen again. Complete the sentences under each picture.

? When did UNESCO declare Pompeii a World Heritage Site?

Talk together

5 Have you ever visited an archeological site? What did you see there?

> *The past is the future of the present.*
> **Japanese proverb**

VOCABULARY: Treasures

6 Match the words in the box with the correct picture.

board game bracelet helmet jar teapot

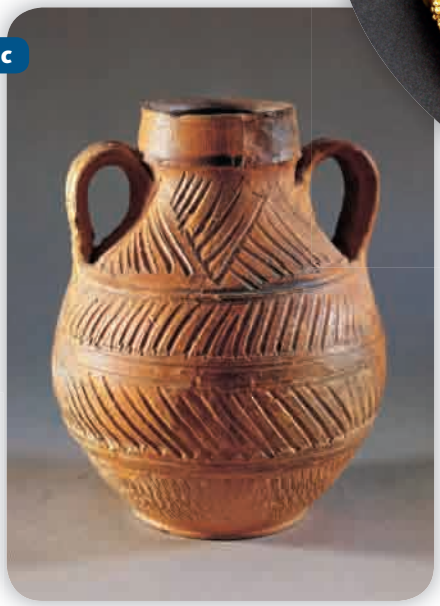
a



b



c



d



e



SPEAKING

7 Work in pairs and answer the questions.

1 What do you think each treasure might have been used for?
2 What is each treasure made of?
3 How might archeologists have found these objects?

WRITING

8 Now choose one of the treasures in Exercise 6 and write a paragraph about it. Answer the questions in Exercise 7 and use *would (not) have/could (not) have/might (not) have/must (not) have*.

9 Share your work with the class. Who has the most interesting ideas about what these objects might have been used for?

Project



Write about the culture of a country.

Your task

- Choose a country that interests you. Focus on the country's culture.
- Write about the culture of your chosen country. Answer the questions. Research the answers using books, magazines, and the Internet.
- Share your work with the class.

Questions

- What customs and traditions are there in this country?
- What are the typical foods and dishes in this country?
- What is the history of this country?
- What archeological sites and treasures can be seen in this country?



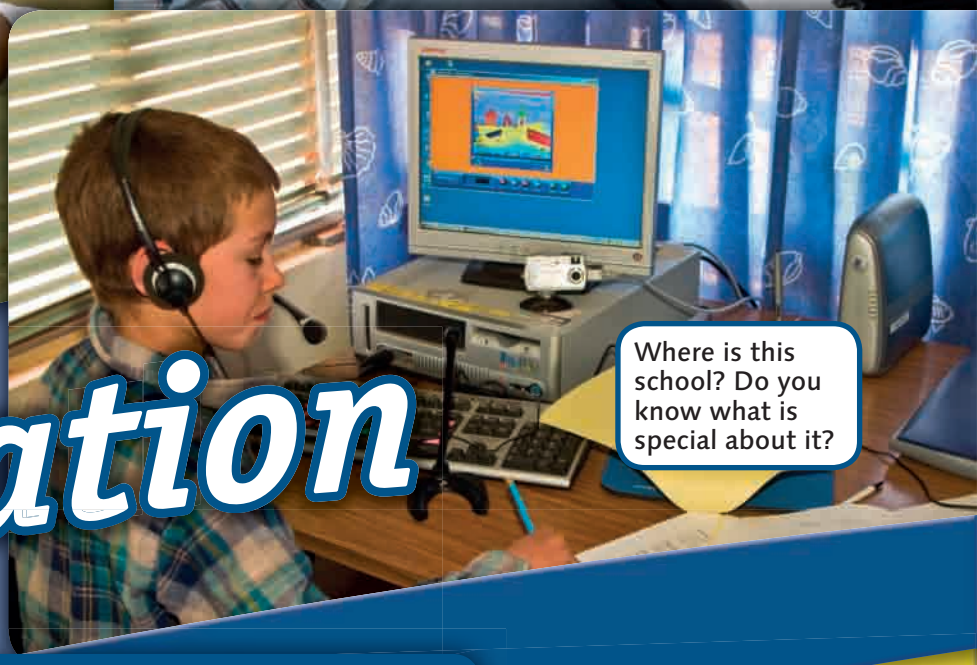


MODULE 8

Education







Outcomes

- To read about different kinds of schools, Schools of the Air in Australia, four people who have regrets, two inspirational people, and job advertisements and a letter of application
- To listen to students talking about schools around the world, and a woman talking about her achievement
- To use vocabulary related to types of tests, technology, study and qualifications, and jobs
- To talk about what you would have done, what you find unusual about schools in other countries, regrets you have about the past, job preferences, and personal qualities needed for a job
- To use the third conditional and mixed conditionals, and *I wish …/If only …*
- To write a paragraph about how life would be if you hadn't attended school, a paragraph about how different life at school would be without technology, and a letter of application for a job

Project

Write about schools in another country.



Unit 15

Schools and learning

Grammar
the third conditional and mixed conditionals

BEFORE YOU BEGIN

1 How many different kinds of schools are there in your country? Is your school typical or unusual? Why?

2 Read the words in the box. Which words refer to types of tests? Check the meaning of any words you don't know in a dictionary.

contest trial concert exam coaching curriculum audition

3 15.1 Read and listen to the texts. Match each text with the correct picture.

Reading strategies

Matching
- Read the text quickly.
- Underline keywords about each school.
- Match the picture to the text which best describes it.

At my school, all the students study music as well as the other subjects for the national exams. But it's very different from other high schools because music is at the heart of everything at this school. It's a specialist music school. Music practice and preparation for concerts and contests takes several hours of our daily free time. We don't mind, though. If we hadn't practiced so hard and passed our auditions, we wouldn't have been accepted in the first place!
Ben

When my parents moved from the U.S. to work here in Zambia, I started attending an international school. The school follows the American curriculum. Most of the students are from families who have come to work here from other countries, but I have some local friends at school, too. They come here because they want to be educated in English, and to do American exams. It's a great school. If I hadn't come to an international school, I wouldn't have met so many people from so many countries!
Ruby

There are about 900 students at my high school in Salt Lake City. We all study the same subjects. In addition, selected students get to take specialist classes in a local technical college. Of course, we still have to find the time to do well in all our other subjects, so every day is a busy day for us! All students who want to enter the specialist technical program at the school have to have an interview with the principal. I take special classes in business web page design. If I hadn't come here, I wouldn't have had a chance to start my own business selling T-shirts!
Adam

COMPREHENSION

4 15.1 **Read and listen to the texts again and answer the questions.**

1 What makes Ben's school different from other schools?
2 Why doesn't Ben have a lot of free time?
3 How do the students at Ben's school feel about the amount of practice they have to do?
4 What does Adam study alongside his regular classes?
5 What has Adam been able to do?
6 Why doesn't Ruby go to school in the U.S.?
7 What education system does Ruby's school follow?
8 Why is Ruby happy to be at her school?

GRAMMAR: The third conditional

Student grammar review page W97

5 **Complete these sentences from the texts with the third conditional form of the verbs in parentheses.**

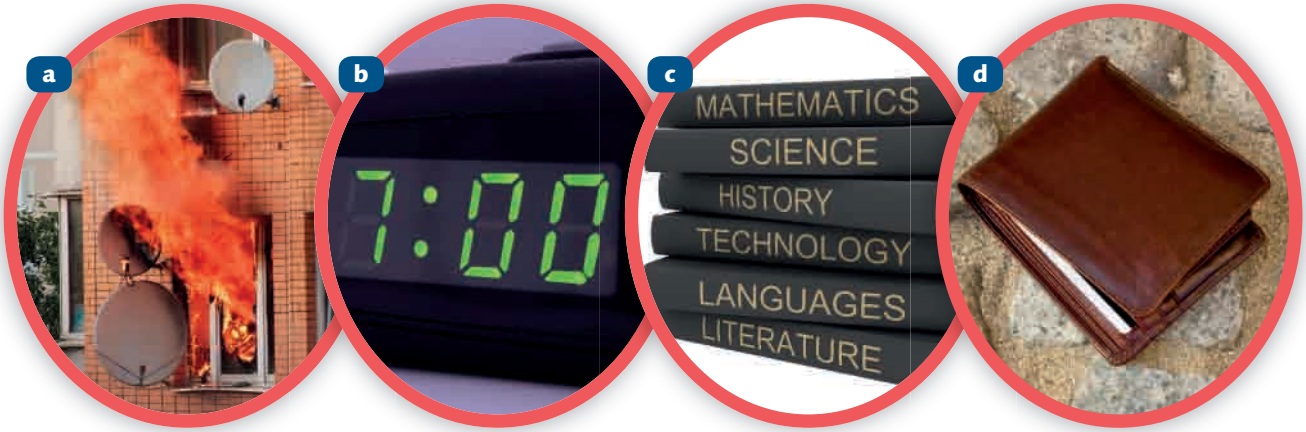
1 If we hadn't practiced (not practice) so hard, we wouldn't have been accepted (not accept) in the first place.
2 If I _____ (not come) here, I _____ (not have) a chance to start my own business selling T-shirts!
3 If I _____ (not come) to an international school, I _____ (not meet) so many people from so many countries!

6 **Complete the sentences in the third conditional.**

1 If I hadn't lost (not lose) my ticket, I wouldn't have had (not have) to buy a new one.
2 If she _____ (know) we were coming to visit, she _____ (stay) at home.
3 I _____ (help) you if you _____ (ask) me to.
4 I _____ (not read) the book if I _____ (realize) it was so sad.
5 I _____ (not know) you were English if you _____ (not tell) me.
6 He _____ (find) his book if he _____ (look) for it more carefully.

SPEAKING

7 **Work in pairs. Choose one of the pictures, but don't tell your partner which one you have chosen. Complete the sentences about what you would have done if this situation had happened. Do not say the part of the sentence beginning with *if*. Can your partner guess which situation you are describing?**



If I had seen a fire, ...
If I had woken up late, ...
If I had forgotten my schoolbooks, ...
If I had seen a wallet on the sidewalk, ...



Reading strategies

Reading for specific information

- Read the text and underline the keywords.
- Find the corresponding information in the text and use this to help you answer the question.

READING

1 Look at the pictures. How do you think that this student is having classes?

2 Read the text and check your answers.

It's 7:30 a.m. and it's time for the principal to talk to the students at this Australian school before they start the day's classes. But this principal is speaking into a video camera, and all the students are at home.

Australia has several different Schools of the Air to teach children who live too far away to attend the nearest school. If this program hadn't started, many Australians in these remote areas would not have access to education in their own homes today.

Until 1960, children living in remote communities had to attend a boarding school, or complete their classes by mail. If it hadn't been for Schools of the Air, they would still use this method today. Schools of the Air used to deliver classes via radio air waves. Now classes can be delivered via satellite, the Internet, and teleconferencing. Students use high-frequency radio transmitters which allow the user to send and receive messages. This means that students can talk to each other as well as to the teacher during classes.

Students really look forward to the classes because that is often the only time they are able to talk to other children, too. To help them socialize, there are residential camps and activity days at the school's headquarters, and these are also opportunities for students and teachers to interact face-to-face.

High school students receive at least one half-hour class per week for each subject in which they are enrolled. The rest of the day is spent working at home with their parents, and students' work is sent back to the school by mail.

Technology has made communication between students and teachers much easier and faster. Teachers can now use video cameras and electronic whiteboards, and students can watch classes via webcam. Students can e-mail teachers and each other, and use interactive technology to participate in group discussions with other students, as well as answer questions on the whiteboard. If it hadn't been for the Internet, this wouldn't be possible. Thanks to technology, the future of Schools of the Air looks very promising.

? Where was the first School of the Air in Australia?

COMPREHENSION

3 **Read the text again and choose the correct answers.**

1 The main difference between assembly at the school in the text and other schools is that
- **a** the students at this school live on farms.
- **b** the students at this school aren't in the assembly hall.

2 Before Schools of the Air started, students
- **a** had to go to boarding school or study by mail.
- **b** didn't have any education.

3 Students enjoy their classes because
- **a** they can see their teachers and other students.
- **b** it's the only time that they can use the Internet.

4 There are residential camps and activity days for students to
- **a** hand their work in to teachers.
- **b** meet each other.

5 The Internet has meant that
- **a** communication between teachers and students is faster and easier.
- **b** students work harder.

GRAMMAR: Mixed conditionals

Student grammar review page W97

4 **Complete these sentences from the text using mixed conditionals.**

1 If this program hadn't started (not start), many Australians in these remote areas wouldn't have (not have) access to education in their own homes today.

2 If it _____ (not be) for School of the Air, they _____ (still use) this method today.

3 If it _____ (not be) for the Internet, this _____ (not be) possible.

SPEAKING

5 **Work in pairs. Choose a sentence to complete, describing a situation in the present. Don't say the beginning of the sentence. Can your partner guess which sentence you are completing?**

1 I would be happier if …
2 I could have done better if …
3 If I hadn't been born in this country, …
4 If I hadn't come to this school, …
5 If I'd been more talented at …,
6 If I hadn't chosen the subjects I'm doing now, …

A: … I had gotten a better grade in my English test.
B: Is that sentence 1?
A: Yes, it is! I would be happier if I had gotten a better grade in my English test.

WRITING

6 **How different would your life be now if you hadn't attended your current school? Write a paragraph, using mixed conditionals.**

If I hadn't come to this school, …

Writing strategies

Post-writing

- After you have written your first draft, read your work again carefully.
- Pay special attention to your spelling and use of grammar.
- Switch pieces of work with a classmate. Give each other useful feedback.



Listening strategies

Predicting answers

- Underline the keywords in the statements so you know what you are listening for.

LISTENING

1 Look at the pictures. Where do you think these students go to school?

2 How much do you know about schools around the world? Work in pairs. Read the statements in the chart and guess the country.

the U.S. China Denmark France Iran

	Country (my guess)	Correct answer
1 Students use their teacher's first name.		
2 Most students go to school on Saturday mornings and have Wednesday mornings or afternoons off.		
3 Students go to school from Saturday to Wednesday.		
4 Students don't have to wear a school uniform.		
5 Students stay at school until the early evening.		

3 15.2 Listen and complete the second column in the chart above.

Talk together

4 What would you find unusual if you had gone to school in any of the other countries you have heard the speakers mention? Discuss with a partner. Use conditionals in your answers.

If I'd gone to school in Denmark, I would have found it very unusual not to wear a uniform.

PRONUNCIATION: Silent letters

5 15.3 Look at the following words. Each one has a silent letter or letters (a letter or letters that is/are not pronounced). Say the words. Which are the silent letters? Listen and check.

evening difference Wednesday vegetable
interesting restaurant chocolate comfortable

6 15.3 Listen again and repeat the words.







SPEAKING

7 Look at the pictures above. What is happening in each picture? What would you say to a person in each picture either before or after each event?

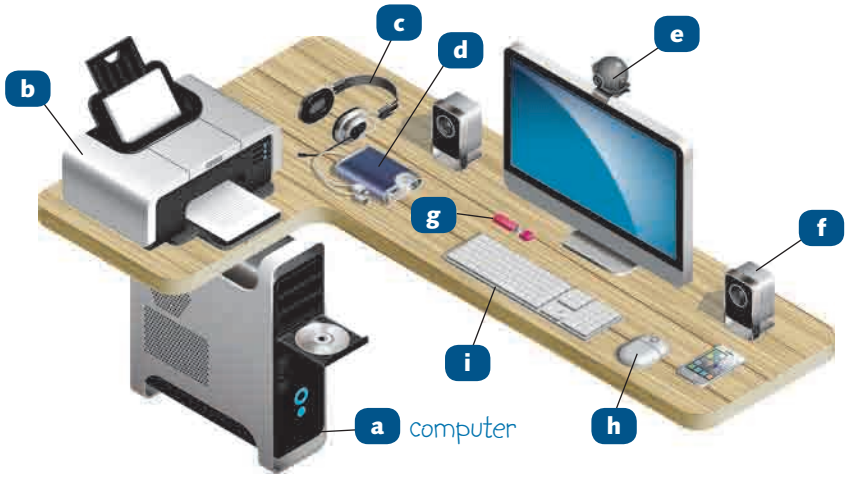
8 Read the situations. Match each situation with what you should say.

1 A couple has gotten engaged.	**a** Better luck next time.
2 Someone has achieved high grades in a test.	**b** Congratulations!
3 You have heard that someone's relative is sick.	**c** Good luck!
4 A team is disappointed to have lost a game.	**d** Great job!
5 Your friend is going to have an exam.	**e** I'm sorry.

VOCABULARY: Technology

9 Label the picture with the words in the box.

~~computer~~
headphones
keyboard
USB stick
mouse
portable hard drive
printer
speaker
webcam



10 Work in pairs. Make a list of all the technology items that you use. Where do you use these items?

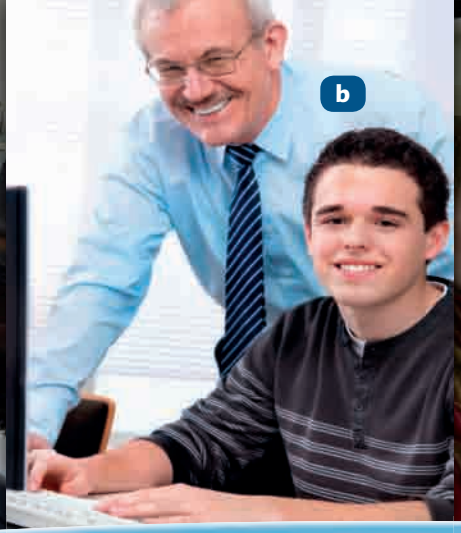
WRITING

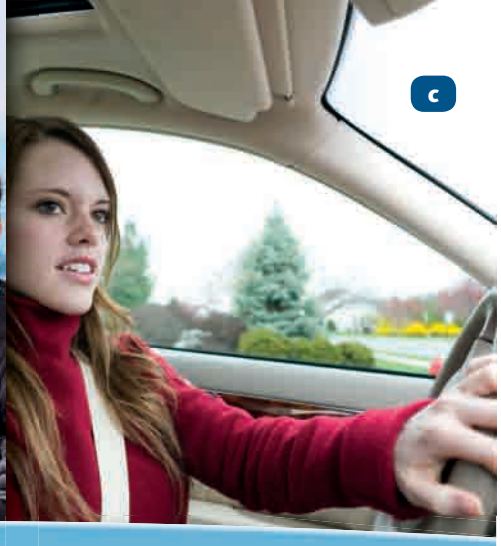
11 Write a paragraph imagining how different life at school would be without the technology items that you listed in Exercise 10. Use third and mixed conditionals.

We wouldn't be able to look up so much information if the Internet had not been invented.

> ***Practice is the best of all instructors.***
> **Publilius Syrus, Roman author (first century BCE)**







Unit 16

Careers

Grammar

I wish .../If only ...

BEFORE YOU BEGIN

1 What are the teenagers doing in the pictures? Discuss with a partner.

2 Read the words in the box. Which words are related to study and qualifications? Check the meaning of any words you don't know in a dictionary.

college	degree	volunteer	license
lesson	graduate	intensive course	

3 16.1 Read and listen to the texts. What regret does each person have?

I wish I'd learned to play the piano when I was younger. My children all take lessons, and if they find something hard, I can't help them. The good thing is that one day I'll learn to play the piano after all. My children will be able to teach me!
Alfred

Ever since I was a child, I've wanted to learn to fly planes. By the time I had my pilot's license, I had also graduated in engineering. So when I got the opportunity to work for an engineering company in Australia, I was overjoyed. It was my dream job! But my English wasn't good enough. If only I had worked harder at speaking English! I'm taking an intensive course in English right now, but I wish I'd practiced more when I was at school.
William

When I finished my college degree in Medicine, I had an opportunity to work as a volunteer for a medical charity in Africa. But I was too nervous to leave home. I'm very happy in my job at the local hospital – but I wish I'd been able to help people in other countries, too. Still, there's always time to volunteer when I retire!
Anne

I was so busy studying when I was a student that I didn't have time to take driving lessons. Now I live quite far from my parents, and it's hard to get to see them by public transportation. I have a good job and enough money to buy a car now. If only I'd taken driving lessons earlier!
Emily

COMPREHENSION

4 16.1 **Read and listen to the texts again and answer the questions.**

1 Why does Alfred wish that he had learned to play the piano?
2 Why does Alfred think that he will learn to play it some day?
3 What did William want to do when he was a child?
4 Why couldn't William take the job in Australia?
5 What is William doing to enable him to do the job in the future?
6 What opportunity does Anne wish she had taken?
7 What stopped Anne from taking the opportunity?
8 When does Anne think that she might still fulfill her wish?
9 Why didn't Emily take driving lessons when she was younger?
10 What would Emily be able to do if she had learned to drive?

GRAMMAR: *I wish .../If only ...*

Student grammar review page W97

5 **Complete the sentences from the text about past regrets.**

1 I didn't learn to play the piano.
I wish I'd learned to play the piano.
2 I wasn't able to help people in other countries.
I wish _____ to help people in other countries.
3 I didn't work hard at speaking English.
If only _____ at speaking English.
4 I didn't practice enough when I was at school.
I wish _____ more when I was at school.
5 I didn't take driving lessons.
If only _____ driving lessons earlier.

6 **Look at the pictures. What are the people thinking? Use *I wish .../If only ...***







SPEAKING

7 **Work in pairs. What regrets do you have about the past? Use *I wish .../If only ...***





Reading strategies

Predicting content

- Look at the pictures. Talk to your partner about what you can see.
- Look at the words in the box. Which words go with each picture?
- Use those words to make predictions about what you are going to read about.

READING

1 Work in pairs. Tell your partner about the teachers who have had the most influence on you. What makes them admirable?

2 Look at the pictures and these words from the texts. What do you think you are going to read about?

change	train	educate	helping
remote	school	borrow	community

3 Read the text and check your answers to Exercise 2.

Two inspirational people

Muhammad Yunus was born in 1940 in East Bengal. In 1974, while he was teaching Economics in a college in Bangladesh, he took his students on a trip to a poor village. There they spoke to a woman who was making and selling furniture. She had had to borrow money from a bank to buy the materials. It was very expensive for her to borrow the money from the bank, which meant she had made very little profit when she sold her goods. If only she had been able to borrow money more easily, she would have earned more from the goods she sold.

Mr. Yunus started a special bank which has helped millions of poor people to start successful businesses. The bank lends them money that they can pay back more easily, and earn more from their work. If it hadn't been for Mr. Yunus, nothing would have changed for these people.

Sanjit "Bunker" Roy was born in 1945 in West Bengal, India. He attended an exclusive private school there. He would probably have become a civil servant or diplomat. But he decided to travel to a famine-struck area of India, and what he saw there moved him so much that he devoted his life to helping the people of that area. He set up a college in Rajasthan to educate illiterate people from all the villages in the area. Students are trained to become engineers, architects, teachers, midwives, IT workers, accountants and marketing managers. They then go out to work within their local communities.

Engineers from the college have provided solar-powered lighting to over 136 remote villages in the area. More than 15,000 people now have water supply systems which were put in place by the local people.

? What famous prize was Mr. Muhammad Yunus awarded, and when?

COMPREHENSION

4 **Read the text again and choose the correct answers.**

1 Why did Muhammad Yunus want to start a special bank?

a He realized poor people had to pay a lot of money to borrow money from a bank.
b He realized that poor people were making and selling goods to earn money.
c He wanted to help the students he was teaching in college.

2 How has Yunus's bank helped people?

a They can make and sell more furniture.
b Many have become successful in business.
c Many successful businesses also began to help poor people.

3 Why didn't Sanjit "Bunker" Roy become a diplomat or civil servant?

a There was a famine in the part of India where he was from.
b He wanted to help the people he had met on his travels instead.
c He hadn't had the right education for that type of career.

4 What do students from Roy's college do when they graduate?

a They go to other countries to work.
b They work in their local communities.
c They train other village people to do jobs.

VOCABULARY: Jobs

5 **Find and underline the words for jobs in the text on page 118.**

6 **Match the advertisements with the professions or jobs in the box.**

telephone engineer **accountant** **IT worker** **teacher** **marketing manager** **nurse** **midwife** ~~**architect**~~

We are looking for an **(2)** _____ who can work with the latest software programs.

Our successful company is looking for a junior **(1)** architect to join our team, helping design a new school and hospital. This is an excellent opportunity for a graduate to put their design skills into practice.

Our busy sales and marketing department needs a **(3)** _____ to lead a team of sales and marketing consultants.

(4) _____ needed to join our voluntary team in Africa, assisting with the delivery of babies in a rural community.

Do you like caring for people who are sick? If you are a qualified (5) _____, or work in healthcare, come and talk to us.

Elementary school has a vacancy for an experienced **(6)** _____.

Telecommunications company needs (7) _____ to join busy team.

Finance department of busy firm needs an **(8)** _____ who is brilliant with numbers and budgets.

Talk together

7 **Work in pairs. Which of these, or other jobs, would you like to do most or least? Why? What skills or personal qualities do you need for each job?**

A: You have to be patient and creative to be a teacher.
B: And you have to like working with children!





Listening strategies

Predicting

- Look at the pictures and talk to your partner about what you can see.
- Use this information to make predictions about what you are going to hear.

LISTENING

1 Look at the pictures. What can you see?

2 Read the following extracts from the recording. What do you think you are going to hear about? Discuss with a partner.

- I only wish I'd done it sooner, because many people have told me they have found it inspirational.
- Everything was a struggle.
- So I enrolled … and it's made such a difference to my life!
- I wish I'd had the courage to seek help years before.
- If only there had been special tests to find out what my problem was when I was at school.

3 16.2 Listen to an interview with an elderly woman and check your answers to Exercise 2.

4 16.2 Listen again and answer the questions.

1 Why is it an especially admirable achievement that Wendy has written a book?
2 Why does Wendy wish that she had written the book earlier?
3 What three things couldn't Wendy do in the past, before her life changed?
4 Why did Wendy's social life suffer as a result of her lack of skills?
5 What did Wendy see at her son's school that inspired her to speak out about her lack of skills?
6 What advice did Wendy receive?
7 What job does Wendy do now, and how does she feel about it?

> ***Learning is not a product of schooling but the lifelong attempt to acquire it.***
> **Albert Einstein (1879–1955)**

GRAMMAR: *I wish .../If only ...*

Student grammar review page W97

5 What regrets do these people have? Say sentences with *I wish .../If only ...* Compare in pairs.

1 I didn't go to college.

If only/I wish I'd gone to college.

2 I didn't write a book.

3 I was too nervous to apply for my dream job.

4 I didn't want to travel.

5 I didn't become a teacher.

6 Nobody helped me.

READING

6 Read the job advertisements. Then read the letter of application. Which job is the writer applying for?

a

Office assistant
Mature young person needed to help out in busy office. Good communication skills, neat appearance, some experience of working with databases and spreadsheets preferable. Knowledge of foreign languages would be useful.

b

Salespeople
Confident, friendly young people needed during summer as salespeople at our busy tourist attraction. Must speak at least one foreign language. No experience is necessary, but a knowledge of and interest in talking to people about our country is essential.

c

Care assistant
Patient, caring, responsible young person needed to help elderly person with daily tasks. Must have basic first aid knowledge. Good references essential.

d

Telephone market researchers needed
Charity needs lively young people with good communication skills to conduct telephone surveys for market research. No experience is necessary, but applicants must be polite and prepared to work long hours.

Dear Sir/Madam,

A I am very interested in applying for the job advertised on the job vacancies website.

Although I have no direct experience, I have lived in this city all my life and know it very well. We often have relatives from abroad staying with us, and I always enjoy talking to them about their countries and our own country.

B I am very good at Math, and I am quick at doing simple sums, so I think working in a store would not present a problem for me at all. I help out occasionally at my uncle's store, so I am familiar with working with money and cash registers. I speak English and French, and have a working knowledge of German.

C I am available for work during the summer, as I am saving for my college education next year.

D I am hardworking and able to work long hours. I enjoy meeting and talking to people, and I am very proud of my country and keen to promote a greater understanding of it, and our culture, to visitors.

I look forward to hearing from you and arranging an appointment to meet and discuss my application further.

Yours faithfully,

Jane Harper

7 Read the letter again. In which paragraph does the writer mention:

1 skills
2 experience
3 availability
4 personal qualities

WRITING

8 Write a letter of application for one of the jobs advertised. Use the model letter to help you.

Writing strategies

Post-writing

- After you have written your first draft, read your work carefully.
- Pay special attention to your spelling and use of grammar.
- If you like, you can switch pieces of work with a classmate. Give each other useful feedback.
- Share your work with the class.

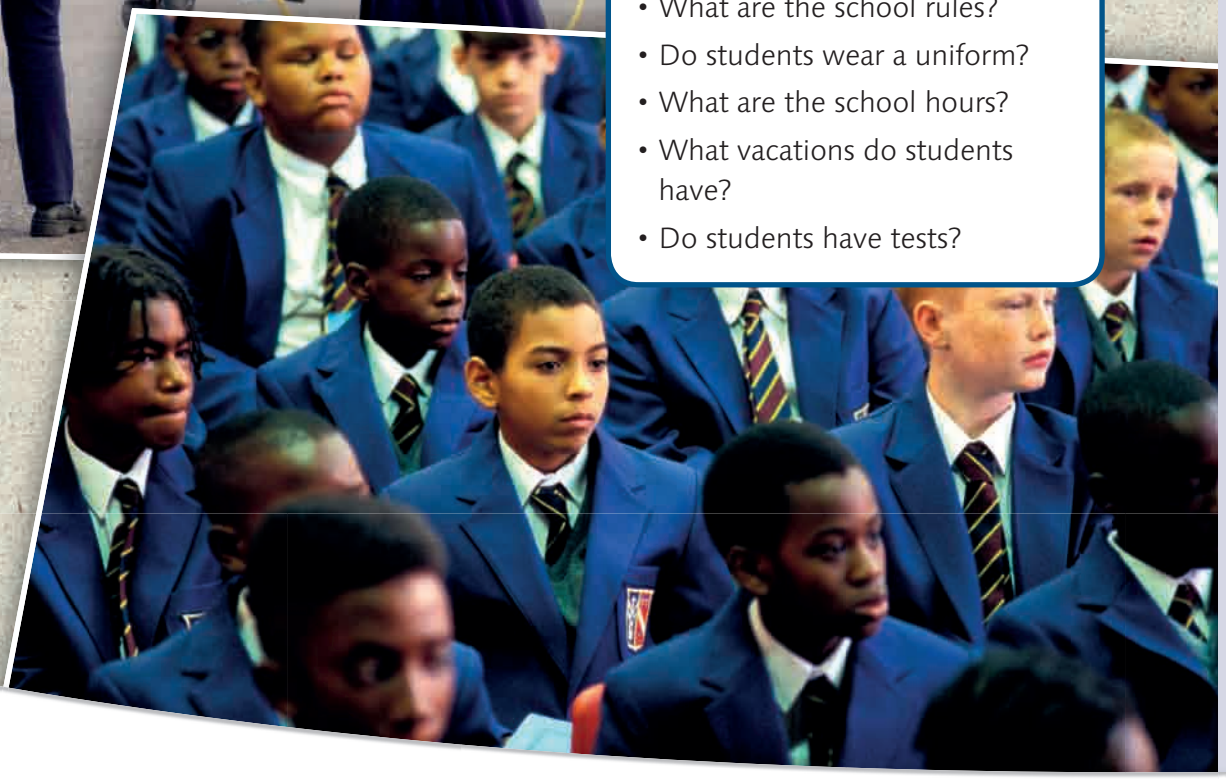
Project

Write about schools in another country.

Your task

- Choose a country other than your own.
- Research schools in that country. Use books, magazines, or the Internet. Take notes. Try not to copy – use your own words.
- Consider the schools in your country. Think about what is similar and what is different about schools in the country that you are researching. Answer the questions.
- Share your work with the class.





Questions

- What types of schools are there?
- What are the stages of schooling?
- How old are students at each stage of schooling?
- What subjects do students learn?
- What are the school rules?
- Do students wear a uniform?
- What are the school hours?
- What vacations do students have?
- Do students have tests?

Review D





VOCABULARY

1 Which word isn't a cooking verb?

a boil **b** fry **c** recipe **d** grill **e** roast

2 Which word isn't a type of meat?

a mozzarella **b** beef **c** lamb **d** ostrich **e** chicken

3 Which word isn't a dairy product?

a butter **b** yogurt **c** egg **d** cheese **e** milk

4 Which word isn't a natural disaster?

a wave **b** flood **c** earthquake **d** tornado **e** tsunami

5 Which word isn't a type of test?

a competition **b** contest **c** exam **d** tournament **e** career

6 Which word isn't a school facility?

a laboratory **b** library **c** diploma **d** canteen **e** gym

7 Which word isn't a job?

a receptionist **b** accountant **c** engineer **d** charity **e** diplomat

8 Match words and phrases with similar meanings.

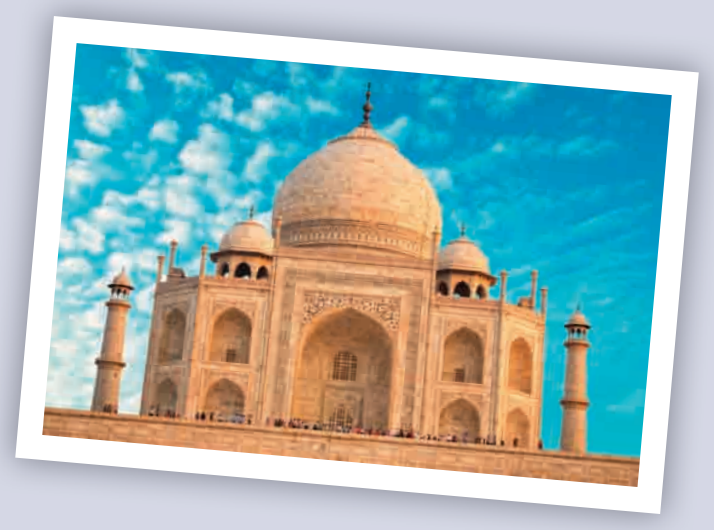
1 curriculum	**a** remote
2 selected	**b** syllabus of subjects studied
3 national	**c** uncooked
4 raw	**d** chosen
5 isolated	**e** trial
6 audition	**f** countrywide



9 Match words with opposite meanings.

1 banned	**a** create
2 savory	**b** success
3 simple	**c** allowed
4 destroy	**d** sweet
5 failure	**e** confident
6 nervous	**f** luxurious

GRAMMAR



10 Imagine that your partner has just returned from a trip to another city or country. Write six questions to ask your partner.

Where did you go?
Did you enjoy your trip?

Work in pairs to ask and answer your questions.

A: Where did you go?
B: I visited India.

Now write about your interview. Write the questions that you asked and your partner's answers, using reported speech.

I asked Farid where he had gone. He told me that he had visited India.



11 Look at pictures a to c. Work in pairs and say sentences about what may have happened. Use *must (not) have*, *might (not) have* and *could (not) have*.

The window might have been broken by a ball.



12 Work in pairs. Make sentences in the third conditional about these situations.

1 I ran so fast that I tripped and fell.
If I hadn't run so fast, I wouldn't have tripped and fallen.
2 I forgot to put a stamp on the envelope, so you didn't get my letter.
3 I entered the competition and I won!
4 I studied really hard for the test and I got a good grade.
5 I didn't feel well, so I didn't go to school.
6 I was studying, so I forgot to call you.



13 Think of five situations in the past that you wish you could change. You can use the ideas in the box.

things you learned to do friends school
sports and hobbies your personality

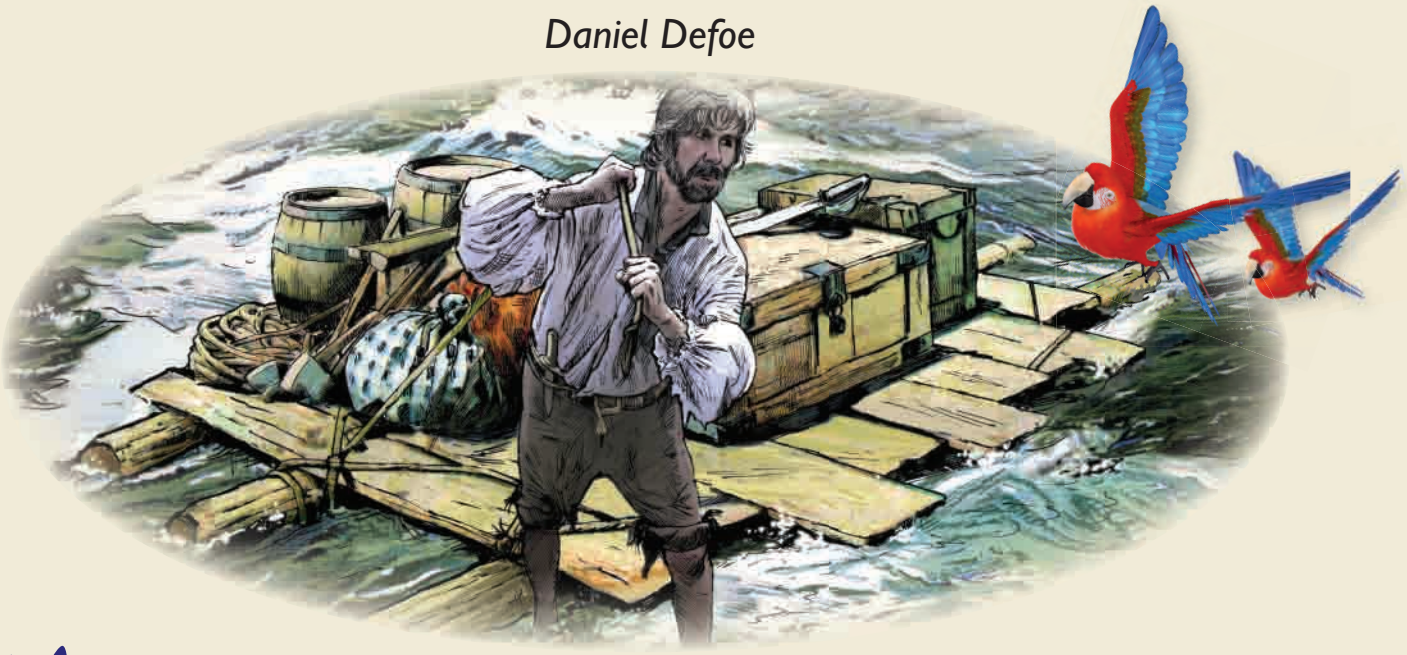
A: I once broke my finger when I fell off my bike.
B: I was so shy when I was in elementary school.

When you are ready, work in pairs. Talk about your regrets. Use *I wish .../If only ...*

A: I wish I hadn't broken my finger.
B: If only I hadn't been so shy.

Robinson Crusoe

Daniel Defoe



Many years ago, there lived a boy named Robinson Crusoe. He wasn't interested in school or books; all he wanted to do was go to sea.

As soon as Crusoe was old enough, he began to travel, and after a few years he decided to go on a journey to Africa with some friends. They thought that Africa was full of treasures, such as gold and ivory, and that they would become rich if they went there. They were halfway over the ocean when a storm blew up and their ship hit a sandbank. They were forced to leave the ship in a small boat, but this was soon wrecked by the giant waves. Crusoe swam for his life and eventually reached land.

Crusoe looked around him. He was on an island and exhausted, but still alive. All he had in his pockets was a knife, and nothing else. How would he survive?

A new life

The next day the sea was calm, and Crusoe searched the beach. All he found were some shoes and a hat. He was totally alone, but he was able to see his ship in the water, not far away.

He decided to go back to the ship to see what was left, so he swam out to the ship, found a rope and pulled himself on board. Luckily for him, there was still some food there. He also found many other useful things on board, so he decided to make a raft from pieces of wood and rope, and use it to take everything back to the island.

Crusoe went back to the ship many times, carrying away tools, clothes, wood, and even some of the ship's sails. When he found the ship's cats alive, he took them with him to the island. Soon, he had enough things to make a home there. He found a place on the island next to a hill, where it wasn't windy, and built a house there with pieces of wood and sail. Then he built a bigger house over the top of the first, to protect it from the rain.

Crusoe was able to use a cave next to his house as a room where he could put things. Inside, he had shelves, a table, and a chair.

Every day, Crusoe hunted on the island. He killed birds and other small animals for food, and ate any eggs that he was able to find. One day, he

found some crops growing nearby. He cooked his food on a fire, and carefully kept any animal skins, in case he needed to use them later. The afternoons were very hot, so he spent them asleep in a hammock. Later in the day, he made things, and when it was dark, he wrote a journal by the light of a candle.

Time passed quickly. Every day, Crusoe made a small mark on a piece of wood, so that he always knew the day of the week and the month. He soon knew the island very well; to his surprise, it was beautiful and full of good things. There was a valley in the middle, where orange trees grew, and there were also grapes on vines.

After a few weeks, Crusoe decided to plant some crops, and they grew fast. With some difficulty, he eventually managed to use them to make bread.

Alone

After some months, Crusoe began to feel very lonely, so he made friends with some of the animals on the island. He spent hours with a young parrot, and taught it how to speak! But one day, as he was walking around the island, he saw land far away, and he decided that it was time to leave.

He cut down a tree and began to make a huge boat with it. It took him weeks to make, and when it was finished, he discovered that it was too heavy to move. Although he tried to dig around the boat in the sand, to try to float it in water, nothing worked. One man on his own wasn't strong enough.

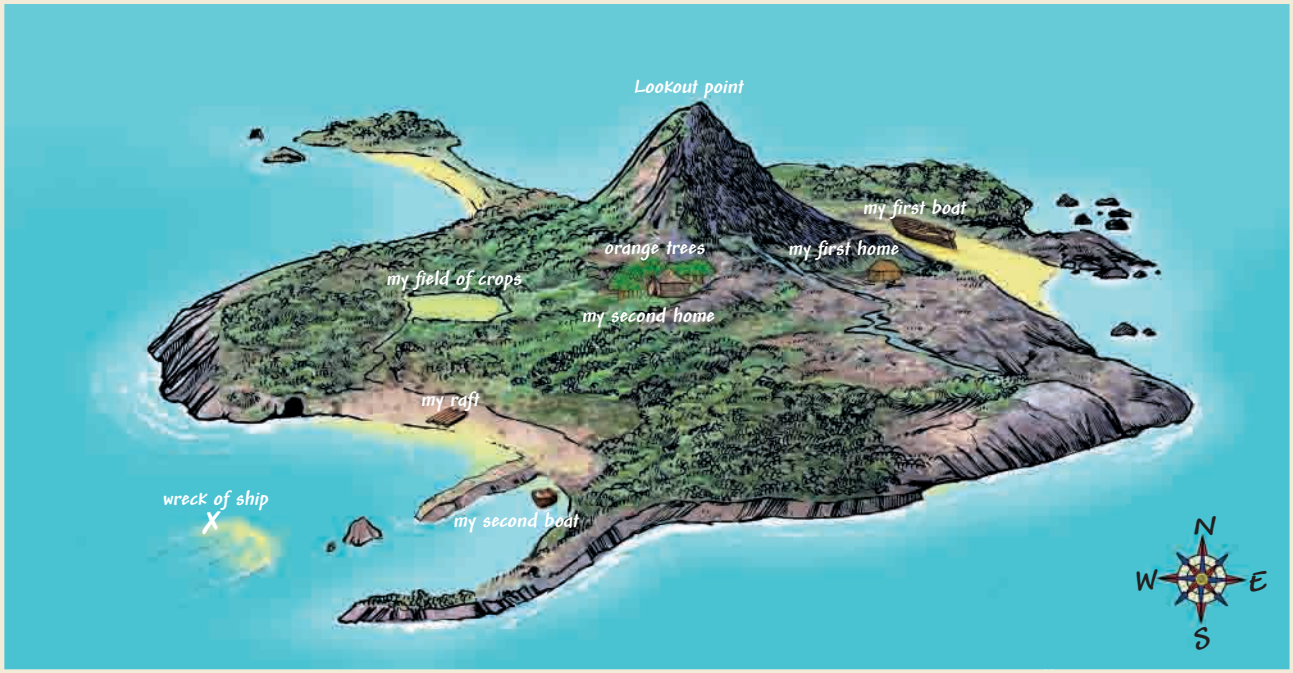
By this time, Crusoe was exhausted. It had been four years since his arrival on the island, and his clothes were very old, so he sat down and made himself some new clothes out of animal skins. He even made an umbrella out of sticks, covered in skin. This helped him stay dry when it rained, and protected him from the fierce sun as well.

Then he decided to build himself another home, in the valley where the orange trees grew. It was a good place to relax in the hot summer months.

One day, he thought he would explore the coast, so he made a small boat and used it to sail all the way around the island. When he returned, he drew a map, and marked all the places that he knew on it. He now felt happy, because he had everything he needed. Several years passed.

Visitors

One day, everything changed when Crusoe found a human footprint on the beach. It was bigger than his own, so it obviously belonged to someone else. Crusoe felt very scared, but after this, months passed and no one came.



However, one day Crusoe made a horrible discovery.

On the beach, he found a burned-out fire and human bones. Something terrible was happening. He watched and waited. Then, early one morning some weeks later, he saw another fire on the beach. There were people eating next to it, and dancing. Crusoe watched as they finally jumped into their canoes and went away.

He felt very worried now, but two years passed before he saw any canoes again. This time, however, there were a lot of people on the beach, and they had two prisoners with them. They started to hit one of the prisoners, but the other prisoner escaped and ran. Two men followed him, but one fell over, and the second was hit by Crusoe, who was waiting for him.

Crusoe took the escaped prisoner to his home and gave him some food. Crusoe decided to call the man Friday, and gave him some clothes to wear. The next day, the beach was empty and all the canoes were gone. Crusoe began to teach Friday English, and the two men slowly became friends.

One day, Friday pointed to some land far out to sea, and Crusoe realized that it was his home. Together, they built a boat to try to make the journey there, and after several weeks it was finished.

Before they were able to leave the island, however, something quite unexpected happened: they saw an English ship in the sea, close to the beach. Crusoe was amazed, and ran to get a telescope. To his excitement, he saw a small boat in the water, with some sailors in it. But when the boat reached the beach, the sailors tied three men to a tree, and walked away.

Friday and Crusoe ran down to see what was happening. One of the men tied to the tree spoke to them. "I'm the captain of that ship," he said, "but my crew is angry with me and my two officers. They say they're going to leave us here, and take the ship back to England!"

Crusoe had an idea. "We'll help you escape," he said, "if you promise to take us back to England with you."

The captain and his two officers agreed. Crusoe and Friday cut the ropes that tied them to the tree, and when the sailors returned, they all jumped out at them. They managed to overcome the sailors, who promised to help the captain and Crusoe get the ship back.

That night, Crusoe, Friday, the captain and the other sailors on the island went out to the ship in the small boat, and took control of it again. The captain decided to sail back to England immediately, and Crusoe put on his first real clothes for thirty-five years!

Friday decided to sail to England, too, and he and Crusoe stayed friends for the rest of their lives. They were both happy when they reached England, but they never forgot the time they had spent on the island together.





Robinson Crusoe
Daniel Defoe

VOCABULARY

1 **Find these words in the story. Match each word with its correct meaning.**

1 wrecked	**a** a bed made from cloth and hung between trees
2 exhausted	**b** plants growing in the ground and used for food
3 raft	**c** to stay on the top of water
4 crops	**d** a long object which you can look through and see places that are far away more clearly
5 hammock	**e** destroyed
6 to float	**f** a person taken by force and kept
7 footprint	**g** very tired
8 canoe	**h** a mark in the shape of a foot left in sand, earth, etc.
9 prisoner	**i** a boat made from pieces of wood and tied together with rope
10 telescope	**j** a long, narrow boat with points at each end

COMPREHENSION

2 **Are these sentences about the story true or false? Correct the false sentences.**

1 Crusoe was traveling to Africa when his ship was destroyed and he came to the island.
2 There wasn't anything of use left behind on the ship after the storm.
3 Crusoe built a home that was protected from the rain and the wind.
4 Crusoe didn't manage to find any food on the island.
5 Crusoe explored all of the coast of the island in a small boat.
6 Crusoe was happy to find that there were other people on the beach.
7 Friday was one of the prisoners of the people on the island.
8 Crusoe and Friday became good friends.
9 Crusoe and Friday didn't want to help the captain of the English ship.
10 Crusoe returned to England without Friday.

SPEAKING

3 **Work in pairs. Student A is the captain of the English ship. Student B is Robinson Crusoe. The captain asks Crusoe questions about his time on the island while they are traveling back to England on the ship. Crusoe answers the questions.**

A: How long did you live on the island?
B: I lived on the island for thirty-five years.

WRITING

4 **Imagine that you are Robinson Crusoe. Write a newspaper article about your life on the island.**

Daniel Defoe c. 1659–1731

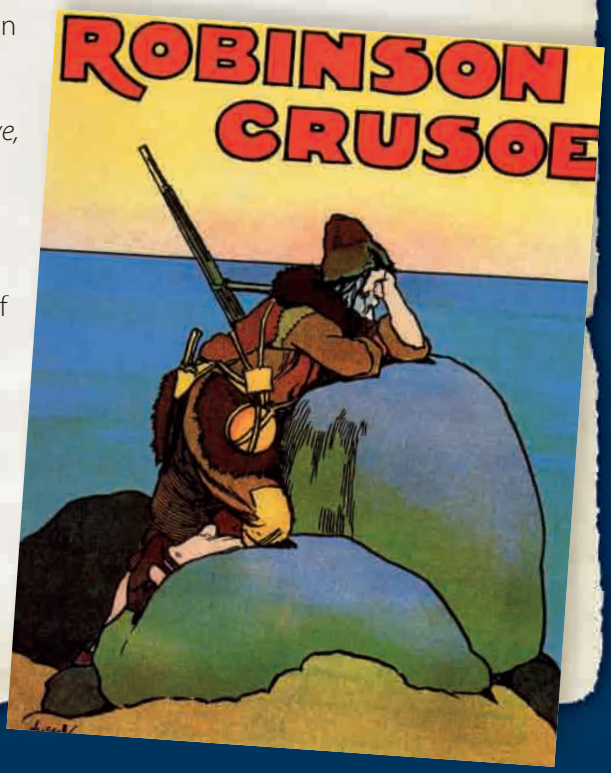


Daniel Defoe was born in London around the year 1659 in an area that was affected by the Great Fire of London in 1666. However, his family were very lucky as their house was not destroyed in the fire, like so many others. Defoe left school at the age of eighteen and he became a merchant, mainly selling woolen goods across Europe. Defoe's business was successful, though he still had money problems, which affected him for much of his life. In 1684, he married the daughter of a London merchant and they later had eight children.

Defoe was involved in the politics of the time, and he wrote many leaflets, poems, and essays about his political views. He became quite well known at the time, and he spent a short time in prison. On his release from prison, Defoe wrote *The Storm*, which was a collection of witness accounts of the Great Storm of 1703 in the cities of London and Bristol. Defoe's journalistic work was much admired. In the early 1700s, Defoe wrote many other political documents, but it was not until later that Defoe's more well-known novels were published, beginning with *Robinson Crusoe* in 1719.

Scholars have debated the inspiration for the story and character of Robinson Crusoe. One possibility is the Latin translation of the novel *Alive, Son of Awake*, written by the Muslim scholar Ibn Tufail in the twelfth century. The publication of *Robinson Crusoe* brought about a new genre in travel literature and was the first of many novels later written by Defoe.

Daniel Defoe died in 1731. Over the course of his lifetime, he wrote more than 500 books, leaflets, and journals on a variety of topics. Defoe is also well known for making the novel popular in England.



York MISSION POSSIBLE

Mastery 2 B

Workbook

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Unit 9 Types of art

GRAMMAR

1 **Choose the correct relative pronoun to complete the defining relative clauses. Then complete the sentences about you.**

1 _____ is the art form *who* / *that* gives me greatest pleasure.
2 _____ is a country *which* / *who* has beautiful beaches.
3 _____ is a great person *whose* / *who* lived in the twentieth century.
4 _____ is the time of year *when* / *which* it rains.
5 _____ is an artist *whose* / *who* paintings I admire.

2 **Complete the sentences with defining relative clauses.**

1 I like people … who aren't too serious.
2 I enjoy trips to places …
3 I admire people …
4 My favorite books are the type …
5 August is the time of year …

3 **Join the two sentences into one long sentence with a non-defining relative clause. Use *where*, *when*, *whose*, *who,* or *which*.**

1 I traveled by train to Mumbai. It was very slow.
I traveled by train, which was very slow, to Mumbai.
2 I went to Paris last week. There are some beautiful buildings there.
3 Emma has started to work in a bank. She lives in your street.
4 Sami visited his friend after school today. His friend's parents are on vacation.
5 My teacher is nice. She's going to help me.

4 **Complete the text with *who*, *whose,* or *which*.**

Is it art? Read about the work of three Turner Prize winners, and decide for yourself!

The Turner Prize, **1** which is named after one of Britain's most famous painters, J.M.W. Turner, is Britain's most important prize for modern art. It is awarded in December each year by the Tate Art Gallery, and the winner, **2** _____ must be British and under the age of fifty, receives £25,000. It is likely that J.M.W. Turner, **3** _____ lived more than 150 years ago and **4** _____ works were much more conventional, would be very surprised to see today's modern art.



An empty room
A room that had nothing in it once won the Turner Prize. It had a light inside the room, **5** _____ switched on and off automatically, but it was criticized by a lot of people. One woman was so angry when the winner was announced that she threw eggs at the walls of the Tate Gallery!



A garden shed, or a boat?
An artist named Simon Starling found a wooden garden shed, and he turned it into a boat, **6** _____ he used to travel down a river, but afterwards he turned the boat back into a shed, and it was put in an art gallery. Although some British newspapers laughed at Starling's work, he was awarded the Turner Prize in 2005.

VOCABULARY

5 Name the materials. Choose from the words in the box.

~~paper~~	gold	crayon	bronze
silver	charcoal		

1 We use this to write on. paper
2 The medals of the Olympic champions are made of this. _____
3 Young children often color their pictures using this. _____
4 This is made from burned wood. _____
5 This material is popular for jewelry, but it isn't gold. _____
6 There are many statues made from this material. _____

READING

6 Put the words below in the correct places in the text.

~~sculpture~~	event	create	carved
admire	theme	works of art	exhibits

There are many exciting events that are happening in our city in the next few days.

It's nearly time for the annual festival of ice **1** sculpture, which is always very popular. This **2** _____ takes place every year from December 1 through to December 31. It's an amazing sight. Visitors can **3** _____ over one hundred different ice sculptures, which will have "hobbies" as their **4** _____.

The **5** _____, which can be viewed all over the central city park, have been **6** _____ from large blocks of natural ice. The sculptors, who are well-respected artists, shape the ice to **7** _____ beautiful life-sized **8** _____.

The organizers, who are hoping to raise more money for charity this year than ever before, have set entrance prices at ten dollars for adults and five for children.

The festival will open on Wednesday evening, when a sound and light show will set the scene for what promises to be a fantastic event.

7 Circle *True* or *False*. Correct the false sentences.

1 The festival takes place every four years.
True (False)
The festival takes place every year.

2 There will be over one hundred sculptures to see.
True False
_____

3 The sculptures will be carved from sand.
True False
_____

4 The exhibits will be very small.
True False
_____

5 Adult tickets cost five dollars.
True False
_____

GRAMMAR

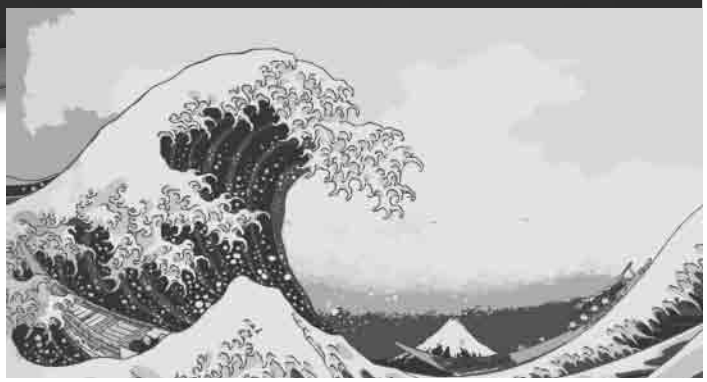
8 Find one defining relative clause and two non-defining relative clauses in the text in Exercise 6. Write them below and underline the relative pronoun in each one.

1 _____
_____

2 _____
_____

3 _____
_____





READING

9 **Read Ali's description of his favorite picture. What do you think it is called? Choose from below. Then read the text and check your answer.**

a A Japanese Tsunami
b The Great Wave
c Fishermen in Danger

This work of art by the Japanese artist Hokusai is probably one of the most famous **1** images in the world and although you see it everywhere, I never get bored of looking at it. In the painting, a huge wave threatens to crash down on three small fishing boats and their crews. In the **2** background you can see Mount Fuji, the highest mountain in Japan. But here the artist has made it look small **3** in comparison to the enormous wave.
The mountain has a feeling of calm as if it is safe from the danger of the wave in the foreground. When I look at the picture, I can almost feel the spray that is falling down from the wave.
Hokusai made the woodblock print, which is called 'The Great Wave', in 1830 and thousands of prints were then **4** taken from it. Hokusai didn't use strong bright colors in the scene but different shades of blue. The black sky on either side of Mount Fuji suggest that the scene is taking place early in the morning perhaps.
I really admire this picture because it creates such a strong impression of the **5** power of the sea. In some ways, it is quite scary, but actually the fishermen in the boats don't look **6** afraid. It's as if they know they will survive. The picture appeals to me because it inspires a real sense of **7** awe and respect for nature. It reminds me of the terrible tsunami that took place in 2004.

10 **Answer the questions.**

1 What is the main geographical feature in the picture?

_____

2 What is about to happen in the picture?

_____

3 How did the artist make the picture?

_____

4 What impression of the sea does the picture create?

_____

5 How does the picture make Ali feel?

_____

VOCABULARY

11 **Replace the underlined words from the text with words from the box.**

made	scared	unlike	strength
~~pictures~~	distance	admiration	

1 pictures
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

WRITING

12 **Look at the picture above. Answer the questions.**

1 What do you think of the picture? Do you like or dislike it?

_____

2 What do you feel and think about when you look at it?

_____

3 What do you think will happen when the wave falls?

_____

4 Imagine what the wave sounds like when it crashes. Write some adjectives.

_____

WRITING: A description

13 **Write a description of your favorite work of art.**
Read the description below. Match each section to a question below.

1 What is it made of, and what does it show? _____
2 Why do you like it? _____
3 What and where is it? Who made it? _____

A My favorite works of art are sculptures on a beach at Crosby, near Liverpool in England. They were designed by British artist Antony Gormley, who is famous for his sculptures.

B On the beach, there are one hundred life-size statues of people, which are made of bronze. They are 1.89 meters tall, because they have all been created to be exact replicas of the artist's body. The sculptures cover three kilometers of beach and have now become a tourist attraction, which brings hundreds of people to Crosby each year.

C I think this work of art is interesting, because it's strange to see statues in the sea. Sometimes, when the waves come up the beach, you can't see them at all!

14 **These words all appear in the text in Exercise 13. Think of some more words to add to each list.**

Nouns: work of art, sculpture, _____
Verbs: create, design, _____
Adjectives: strange, interesting, _____

15 **Write some notes about your own favorite work of art. Include answers to the following questions.**

- What is it? (painting, sculpture, etc.)
- Where is it, and who made it?
- What is it made of, and what does it show?
- Why do you like it?

16 **Now write a description of your favorite work of art. Use the text in Exercise 1 as a model, and refer to your notes from Exercises 2 and 3 to help you. Write three paragraphs, as follows.**

Paragraph 1: title, name of artist, location
Paragraph 2: more detail, e.g. materials used and what it shows
Paragraph 3: reasons why this is your favorite work of art

17 **Read your description to the class. Which other work of art would you most like to go and see, and why?**

Unit 10 Exhibitions

VOCABULARY AND READING

1 Read the newspaper article and complete the text with the words in the box.

~~treasures~~	on display	vase	valuable
collection	artifacts	featured	curator

Priceless treasure stolen

Thieves this morning broke into the city's central museum and stole **1** treasures worth hundreds of thousands of dollars. Among the items taken were **2** _____ prints and drawings by contemporary artists, as well as jewelry and other precious **3** _____ from the ancient Egyptian galleries. Also stolen was a porcelain **4** _____ from Persia, acquired only recently by the museum from a private collector. The vase, which is priceless, has only been **5** _____ in a special exhibition for a few days. The exhibition was the first of its kind in the city and **6** _____ numerous vases. "We have lost some highly valuable works of art, which are irreplaceable", David Wilson, the museum's **7** _____ said. The museum, which holds a vast **8** _____, including over 600 paintings and 400 prints, and hundreds of artifacts, modern and ancient, has never been targeted before."This was probably the work of a professional gang," said Simon Johnston, the police officer in charge of the investigation. A visitor who arrived this morning commented "I am shocked and disappointed. I came especially to see the Persian vase."

2 Who said the following sentences? Choose from the people in the box. Then write statements using reported speech.

writer of the article	police officer		
curator	visitor		

1 "Thieves stole treasures from the city museum."
The writer of the article said that the thieves had stolen treasures from the city museum.

2 "I came especially to see the Persian vase."
_____

3 "The vase has only been on display for a few days."
_____

4 "The special exhibition was the first of its kind in the city."
_____

5 "The museum lost some irreplaceable works of art."
_____

6 "It was probably the work of a professional gang of thieves."
_____

GRAMMAR

3 Put the sentences into reported speech.

1 "I had a great vacation in Rome."
She said that she had had a great vacation in Rome.

2 "I haven't finished my homework."
Mark _____

3 "We saw a great movie on Saturday."
They _____

4 "My father was on a business trip in the north."
I _____

5 "I forgot to bring my lunch bag."
She _____

VOCABULARY

4 **Circle the word that is different in each group.**

1 artist exhibition display collection
2 print painting drawing jewelry
3 museum art gallery space textiles
4 modern ancient present-day contemporary
5 comprise include feature visit

READING

5 **Read the article and write down the six cities mentioned in the text. Which countries are they in?**

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

What is *Cow Parade*?

Cow Parade, which is the largest and funniest art exhibition in the world, started in 1999. Since then, it has taken place in cities in every continent of the world. *Cow Parade* is an exhibition in which **1** mass-produced sculptures of **2** life-_____ cows are decorated by local, **3** well-_____ artists. When they are ready, the **4** sixty-_____, fiberglass cow sculptures are placed around the city in places where everyone can see them, such as parks and streets.

The **5** ever-_____ idea began in Zurich in 1998, when **6** Swiss-_____ sculptor Pascal Knapp was asked to design some cows. His sculptures, which were all the same size, showed the cows in different positions. A businessman named Peter Hanig, who saw Knapp's sculptures, was so delighted with them that he decided to organize a similar event in his hometown, in 1999. Neither he nor Knapp knew what was going to happen next!

At the end of the exhibition, the cow sculptures were all sold online, for a **7** mind-_____ three million dollars. Most of this money was given to charity. Since then, there have been sales of *Cow Parade* sculptures in **8** world-_____ locations around the world, which have all raised large sums of money for good causes.

Cow Parade, which is **9** ever-_____ and changing, always includes sculptures that are **10** hand-_____ by local artists. This means that every *Cow Parade* has its own culture and style. There has been a *Cow Parade* in London (2002), Barcelona (2005), Lima (2009), Tunis (2010), Hong Kong (2013), and Cartagena (2015). Many more are planned.

Cow Parade is becoming more and more popular today. So look out for one in a city near you, soon!

6 **Read the article again and answer the questions.**

1 What is *Cow Parade*?
It's the largest and funniest art exhibition in the world.

2 What are the cow sculptures made of, and how big are they?
_____

3 Where and when did the idea for *Cow Parade* start?
_____

4 Who organized the second *Cow Parade*?
_____

5 What happens to the cow sculptures after each exhibition?
_____

VOCABULARY

7 **Choose the correct word to complete the compound adjectives in the text above.**

sized ~~**produced**~~ **known painted born blowing popular growing kilogram famous**

1 mass-produced
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

READING

8 **Read the texts and circle the correct job.**

1 Justine is *a picture framer / a fashion designer / a tourist guide*.

2 James is *an illustrator / a graphic designer / a writer*.



Justine: 1 I always knew that this was the job for me. I spent hours making clothes for my dolls when I was only ten. I usually start by making sketches of my ideas and often make samples. But the job is not just about being creative. **2** It's essential to be aware of fashion trends and keep up-to-date on contemporary styles. You have to be able to see new possibilities and develop them. You also need to have originality.

It's a very exciting field to work in. I often travel to major European cities, like Paris and Milan. Last week **3** I was in New York City for the annual fashion show. There's never a dull moment. I love seeing my ideas come to life on the models. It's a very competitive industry, so you can't just rely on your artistic ability. **4** I have had to master the basic principles of business and marketing, too. If you want to do this job, I'd recommend going to art school first. **5** I did a Fine Arts degree after school.

James: I work a lot with authors. I have to create drawings and graphics that bring the text to life and communicate their message to the reader. I used to create all my images by hand but now I do a lot on the computer. **6** I have worked on many children's books, but recently **7** I have also illustrated reference books for schools. You need different skills for that. I have to be very precise and follow the editor's brief very carefully so that the information is accurately conveyed. To do this work, you have to have some skill in drawing or design and be able to work to strict deadlines. But nowadays it's also really important to have skill, or at least experience, with computer programs.

8 I like the job because it can be very creative. I enjoy being able to work independently, but I also like liaising with a team of authors and editors.

9 **Read the texts again and write *Justine* or *James*.**

1 Who said they had to be original as well as creative? _____

2 Who said that they worked a lot on the computer? _____

3 Who said that they had to work to deadlines? _____

4 Who said that their job was very exciting? _____

5 Who said that they had just been to New York City? _____

6 Who said that they enjoyed working as part of a team? _____

GRAMMAR

10 **Rewrite the underlined sentences in the texts above in reported speech.**

1 Justine said that she had always known that this was the job for her.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

WRITING: An interview

11 **Write an interview with someone about their job. It could be someone famous or imaginary.**

1 Choose a job. There are some possibilities below. What skills and qualifications do you need for this job?

politician soccer player doctor nurse lawyer scientist teacher librarian actor musician TV presenter

2 What are the tasks and duties of the person doing this job? What is a typical day?

3 Why do you think someone would like this job?

12 **Now write the interview.**

13 **In pairs, read your interviews to the class. Which job is the most popular?**

Unit 11 Literature

GRAMMAR

1 **Complete the sentences with the base form or gerund form of the verbs in the box.**

swim	have	read	study
open	~~learn~~		

1 I started learning English when I was seven.
2 I don't like _____ in the sea. It's too cold.
3 Do you mind _____ the door for me?
4 Sami stopped _____ the novel because he found it boring.
5 They suggested _____ lunch at the Japanese restaurant.
6 He's hoping _____ Medicine in college.

2 **Complete the dialogue with the correct form of the verbs in parentheses.**

Leila: Hi Helia, where are you going?
Helia: I'm just off to the library. I want **1** to take out (take out) some books as we're going on vacation tomorrow. I just finished **2** _____ (read) *Jane Eyre*. Have you read it?



Leila: Oh, I prefer **3** _____ (listen) to books on CDs or my MP3 as I spend so much time **4** _____ (travel) in the car.
Helia: I'm considering **5** _____ (download) e-books from the Internet. That way, I'll be able **6** _____ (take) more books with me when I travel.
Leila: That's a good idea.
Helia: Yes, I just love **7** _____ (sit) by the pool in the hotel with a great novel. Is your family planning **8** _____ (go) on vacation this year?
Leila: I'm not sure. We were hoping **9** _____ (have) a week in July and travel around Italy, but when my father tried **10** _____ (book) a flight last week there weren't any cheap ones left.
Helia: I hope he manages **11** _____ (arrange) something soon.

3 **Read the dialogue again and answer the questions using full sentences.**

1 Why is Helia going to the library?
She's going to take out some books to read on vacation.

2 Why does Leila prefer listening to books instead of reading them?
_____

3 What is the advantage of downloading books from the Internet according to Helia?
_____

4 What was Leila planning to do in Italy?
_____

5 How was her family intending to travel?
_____

VOCABULARY

4 **Match the people with the definitions.**

1 A reporter	**a** writes novels.
2 An author	**b** writes poems.
3 A playwright	**c** writes short pieces for a newspaper, TV, or radio.
4 A poet	**d** writes books.
5 A novelist	**e** writes plays for the theater.
6 A journalist	**f** finds stories for a newspaper, TV, or radio.

READING

5 Read the text and complete it with the types of books from the box.

novel	anthology	~~biography~~
nonfiction	autobiography	translation

This week's top six titles

1 *The life and work of Ibn Battuta*: This ___biography___ gives an in-depth account of the journeys and writings of the fourteenth-century traveler.
2 *Pride and Prejudice*: a new edition of perhaps Jane Austin's most famous romantic _____.
3 *The Young Person's Encyclopedia of Space*: a _____ work that is an essential reference book for all schoolchildren.
4 *Rhymes that make you laugh*: You won't stop laughing with this _____ of comic verse.
5 *My journey to the top*: How a great American athlete became a champion is revealed in this gripping _____.
6 *War and Peace*: an excellent _____ of the Russian classic by Leo Tolstoy.

6 Find words in the text above that mean

1 in great detail: _____
2 something famous that is considered excellent: _____
3 exciting and interesting: _____
4 containing useful information: _____
5 a particular version: _____
6 poems: _____
7 names of books: _____



7 Read George's book review. Did he enjoy *Escape! The Story of the Great Houdini*, or not?

Book review

I just finished reading this biography and I thoroughly enjoyed it. It's a book about the life of the Great Harry Houdini. I took the book out of the school library because we were doing a project about great escapes.

Harry Houdini was a Hungarian escapologist and the book tells the true story of Houdini's life – how he rose from poverty to world fame. He was famous when he was alive for his incredible escapes from handcuffs, from ropes hung from skyscrapers and from straitjackets, among others. The book gives a lot of interesting information about Houdini's adventures, and describes his famous acts in detail. The book also talks about his success in Europe and all over the world. The author provides great insight into the character of the legendary Great Houdini.

There are lots of good pictures in the book, and I think that the author wrote about Houdini in a very entertaining way. His writing style in the book was informal, though there were a few places where the words were a little hard to understand. I found the story of his life fascinating and moving. The best parts are the descriptions of Houdini's unbelievable escape acts.
This book is a great read for anyone who is interested in Harry Houdini's life and work. I really enjoyed reading it!

8 Answer the questions.

1 Why did George read the book?
_____
2 What is the book about?
_____
3 What did George enjoy reading about the most?
_____
4 What was his one criticism of the book?
_____

9 Would you like to read *Escape! The Story of the Great Houdini*? Why / Why not?

_____
_____
_____
_____

READING AND VOCABULARY

10 **Read the summary of a popular book. What kind of book is it? Choose from the items below.**

1 A historical novel
2 A detective novel
3 A romantic novel

> This is both a heartwarming tale of a teenage boy's struggle with Asperger's Syndrome, and a murder mystery novel. Christopher Boone, who finds it hard to relate to other people in the usual way, finds his neighbor's pet murdered and sets out to discover who killed it. Along the way, he learns some family secrets. Written in 2003 by Mark Haddon, this book was an instant success all over the world and has become a modern classic.

11 **Now read the review and check your answer to Exercise 10. Then complete the text with the words in the box.**

gripping	**literary**	**brilliant**
unusual	**striking**	~~**moving**~~

A
This book by Mark Haddon is my all-time favorite novel. It is funny and **1** moving at the same time.

B
The story is narrated in the first person by Christopher Boone, a fifteen-year-old boy who has a type of autism called Asperger's Syndrome. This means that he finds it hard to judge other people's emotions and does not always behave in a way that is socially acceptable. After finding his neighbor's pet dead on the lawn one morning, Christopher decides to follow in the footsteps of his favorite **2** _____ detective Sherlock Holmes, and solve the mystery of who killed it, against the orders of his father, who told him to keep away from trouble. During his search, he discovers that his mother, who he thought was dead, is in fact living in London and he sets off to find her.

C
In Christopher, Mark Haddon created an **3** _____, but totally endearing protagonist. The author shows great insight into the autistic mind. Christopher loves lists, patterns and the truth. He hates the colors yellow and brown. He is a **4** _____ mathematician but he has a lot of difficulty dealing with everyday situations that most people don't think twice about.

D
The story is set in Swindon, a town in central England, but Christopher also goes to London, where he has to deal with the noise and crowds. The style is simple and straightforward, which reflects the age of the narrator and makes the book suitable for children to read. After each chapter of action, there is usually one that includes memories and ideas. One of the most immediately **5** _____ features of the book is the way the chapters are numbered – not in the usual order, but according to prime numbers, which is one of Christopher's pet loves. There are also pictures and graphic representations.

E
I would really recommend reading this book. It is an amazing portrayal of a teenage boy's search for his own identity and it is a real page-turner. Although there are several digressions where Christopher expands on a topic that particularly bothers or fascinates him, the plot is **6** _____. It's for children and adults alike.

12 **Match the paragraphs A–E with the summaries 1–5 below.**

1 Main character
2 Opinion and reasons why you should read it
3 Narrator and plot
4 Title, author, and type of book
5 Setting and way book is written

13 Describe a fictional character from a novel or a play.

1 Choose a character from a book or play that you know. Write down the name of the character, the title and type of the work, and the author's name.

2 What is your character like? Write down some adjectives to describe him/her. Why would/wouldn't you like to meet him/her?

3 What happens to your character? You can use these phrases.

- At the start …
- One day
- First/Next
- Then
- In the end/At last/Finally

4 Write your character description using your notes above.

14 Read your character description to your class. Which other character would you most like to meet? Why?

Unit 12 Communication

GRAMMAR

1 Choose the correct form of the verbs to complete the summary about Braille.

Before Louis Braille **1** *was developing / developed* his method of communication using raised dots, blind people **2** *were not able / had not been able* to communicate without speaking.
While Louis Braille **3** *was studying / had studied* at the Royal Institute for Blind Youth in France in 1821, a young military officer **4** *demonstrated / was demonstrating* the system of dots he **5** *had invented / was inventing* that **6** *was allowing / allowed* soldiers to communicate without speaking.
After Braille **7** *had seen / was seeing* the system, he **8** *had worked / worked* for many years to improve and complete the communication method that soldiers used. He **9** *created / was creating* a reading system that used six dots in sixty-four combinations of letters, numbers and symbols. Blind people could 'read' this by running their fingers lightly across the page. Sixteen years after the death of Louis Braille, blind people **10** *were using / had used* Braille all over the world.

2 Complete the sentences with the past progressive or the simple past of the verbs in parentheses. Use each tense once in each sentence.

1 I was writing (write) an e-mail when the phone rang (ring).
2 While he _____ (stay) in Paris, he _____ (visit) his grandparents.
3 I _____ (watch) TV when my father _____ (return) home from work.
4 The sun _____ (shine) when they _____ (get out) of the car.
5 The plane _____ (have) to make an emergency landing when it _____ (fly) over Switzerland.
6 I _____ (go) to call an ambulance while my sister _____ (help) the injured cyclist.
7 Uthal _____ (break) his leg when he _____ (climb) last week.

3 Complete the sentences using the past perfect or the simple past of the verbs in parentheses.

1 People had found (find) simple ways to communicate before writing was invented.
2 My daughter _____ (learn) the alphabet by the time she started school.
3 A man named Charles Michel de L'Epée _____ (invent) the French sign language.
4 I _____ (call) Pat this morning but she didn't answer. I think she's away.
5 My father _____ (read) the whole newspaper before he finished his breakfast.
6 We _____ (take) a cab because the bus didn't come.

4 Answer the questions about you.

1 What were you doing at ten o'clock this morning?

_____

2 Who were you talking to five minutes ago?

_____

3 What did you do yesterday evening?

_____

4 What had you learned to do by the time you started school?

_____

VOCABULARY

5 Complete the text with the words below.

investigates	~~online~~	article	style
media	journalists	page	reporter
lead	web forum	interview	video link

New times for news

Much has changed in the world of written news in the last fifteen to twenty years.
1 Online tools and, in particular, the Internet, has revolutionized the world of **2** _____ and journalism.
The ways **3** _____ source, tell and share news has greatly diversified.
Reporters need stories and of course, these still result from meetings with a contact the **4** _____ already has or from someone just ringing in and asking to speak to a journalist. Nowadays, though, a reporter is just as likely to get a **5** _____ from an e-mail or from a comment posted on a **6** _____.
As before, a reporter researches or **7** _____ a lead. So they might well arrange an **8** _____ with the contact. But they will also go on the Internet to find out more information.
Once the news **9** _____ is written, it is sent to the news desk, where it is checked for **10** _____ and content. The layout is approved and then the article may be uploaded to the newspaper's website and an online version created with a **11** _____.
The newspaper is available on the street and in the stores for around twelve hours. But on the website, the story and images stay on the main **12** _____ until they are replaced by other news.

6 Complete the activities using prepositions from the box.

~~with/in~~	on	from	around
in	down	at	on

1 catch fish with/in a net
2 look for treasure _____ a beach
3 balance _____ a fallen tree
4 eat an apple straight _____ a tree
5 run _____ on a fallen tree
6 canoe _____ a river
7 explore rock pools _____ the beach
8 sit _____ a canoe

GRAMMAR

7 Write eight sentences in the past perfect to say what Daisy, Mark, Lulu, and Steve had and hadn't done by the time they started school.

	Fly a kite	Learn to tell the time	Cook on a campfire	Climb a tree
Daisy	✓	✗	✓	✗
Mark	✗	✓	✗	✓
Lulu	✓	✗	✓	✗
Steve	✗	✓	✓	✗

1 Daisy had flown a kite, but she hadn't learned to tell the time.
2 Mark _____
3 Lulu _____
4 Steve _____
5 Daisy _____
6 Mark _____
7 Lulu _____
8 Steve _____

READING

8 Read the text about a floating message. What record has been broken?

Message in a bottle

In August 2012, the captain of a Scottish fishing boat found a message in a bottle that was floating in the sea ninety-eight years after it had been put there. Andrew Leaper found the bottle in his fishing nets while he was sailing off the northern coast of Scotland. The message was on a postcard in the bottle and it was the longest time that a bottle had been afloat in the sea.

The bottle found by Andrew Leaper was one of 1890 bottles that Captain C.H. Brown from the Glasgow School of Navigation, had released in 1914 in order to study local ocean currents. Each bottle contained a postcard, which asked the finder to record where the bottle was found. It also promised a small financial reward.

The previous record for a message in a bottle had been ninety-three years ago. By an amazing coincidence, it was a friend of Captain Leaper's, Mark Anderson, who found this message while he was sailing the same ship as the one Andrew Leaper was traveling on when he found his bottle. It is possible that still more bottles will be found in future years and the record will be broken once again by a Scottish bottle.

9 Answer the questions.

1 Where was the bottle with the message found?

_____

2 What was Andrew Leaper doing when he found the bottle?

_____

3 Who had put the message in the bottle, and why?

_____

4 Who had held the record before Andrew Leaper?

_____

5 Why did the writer of the article mention the boat Mark was sailing?

_____

WRITING

10 Imagine you are a reporter for a newspaper. You are interviewing Andrew Leaper. Write down your questions and his answers.

You may want to include the following:

- where Andrew was when he found the bottle
- what he was doing when he found the bottle
- what the message said
- who sent the message
- how Andrew felt about finding the bottle

11 Write a short story called *The Message*.

1 Imagine you receive one of the messages below. Choose one.

a *You have won first prize of a vacation of your dreams.*
b *I need your help! Come quickly! 12 Beach Road.*
c *I have something important to tell you. Call me on 08823 455665.*

2 How did you receive the message? Who was the message from?

3 How do you respond to the message? What happens?

12 Write your story.

13 Read your story to the class.

Progress test 3

GRAMMAR

1 Complete the dialogue with the correct relative pronouns from the box below. You can use a pronoun more than once. (1 point each)

who	where	that
when	whose	which

Parviz: Do you see that boy **1** _____'s standing by the door?
Taha: Do you mean the one **2** _____'s eating an apple?
Parviz: No, the other boy, **3** _____ backpack is on the floor. Well, do you remember that gallery **4** _____ we saw those unusual paintings?
Taha: You mean the one **5** _____ has now closed down?
Parviz: Yes, we went there that day **6** _____ we came home early from school. Well, that boy's dad is the artist **7** _____ paintings we saw and really liked.
Taha: Oh, did he paint that really huge portrait **8** _____ was hanging by the entrance?
Parviz: Yes, and the landscape **9** _____ reminded us of Kadinsky's work.
Taha: Did you know that painting won first prize in a national competition?
Parviz: Really? That doesn't surprise me. That was the painting **10** _____ most impressed me.

10

2 Rewrite the sentences adding a non-defining relative clause from the box. (1 point each)

who were friends
which are made from terracotta
which is an annual award
whose most famous work is probably the *Mona Lisa*
which is open daily from ten in the morning until five in the afternoon

1 The gallery displays contemporary art.
_____

2 Picasso and Braques were influential artists in the twentieth century.
_____

3 The Turner Prize is named after the famous British painter J.M.W. Turner.
_____

4 Leonardo da Vinci was an Italian Renaissance artist.
_____

5 The detailed figures are unique.
_____

5

3 Rewrite the sentences using reported speech. (1 point each)

1 I have read several novels by Charles Dickens.
She said that _____

2 The painting reminded me of the country near the house where I lived as a child.
He said that _____

3 We have never been to Portugal.
They said that _____

4 I practiced the piano all afternoon.
He said that _____

5 Her daughter always does her homework before dinner.
She said that _____

6 We are hoping to see the new Picasso exhibition at the National Gallery.
They said that _____

6

4 Complete the sentences with the gerund or base form of the verbs in parentheses. (2 points each)

1 I don't usually enjoy _____ (read) long novels but I'm considering _____ (try) *Great Expectations* by Dickens.

2 Where are you hoping _____ (go) on vacation? Are you planning _____ (travel) abroad again this year?

3 I stopped _____ (learn) the piano when I was ten but I want _____ (take) lessons again now.

4 Have you finished _____ (look) at the newspaper? Do you mind _____ (help) me with my homework now?

5 They suggested _____ (eat) at a restaurant, but I decided _____ (cook) a meal at home.

10

5 Choose the correct answers to complete the sentences. (1 point each)

1 He didn't call me this morning because he *lost / had lost* my phone number.

2 When the doctor *arrived / was arriving*, Lewis was sleeping.

3 Amelia hurried to the station. She bought a ticket and *boarded / had boarded* the train.

4 By the time I was fifteen, I *had written / written* three articles for my local newspaper.

5 I could see that he *didn't wear / wasn't wearing* a coat, even though it was snowing heavily.

5

VOCABULARY

6 Insert the correct words from the box to complete each sentence. (1 point each)

well-known **gallery** **sketch** **statue**
hand-made **exhibitions** **sculptures**
curator **highly-talented** **nine-year-old**

A A **1** _____ at an art **2** _____ is in charge of organizing **3** _____ of paintings.

B The terracotta army is a collection of **4** _____ terracotta **5** _____ of over 7,000 warriors and horses.

C The **6** _____ of a Parthian nobleman is a very **7** _____ work of art found at the National Museum of Iran.

D "Who did that charcoal **8** _____ on your wall in the kitchen?" "Oh, my **9** _____ son did that. His teachers say he's a **10** _____ artist."

10

7 Choose the correct answers to complete the sentences. (1 point each)

1 *Macbeth, Romeo and Juliet,* and *King Lear* are *novels / poems / plays* by Shakespeare.

2 "Look at this *headline / text message / reporter* in the newspaper: 'Plane crash in the desert'. Yet another disaster story."

3 I really enjoyed reading the latest *anthology / biography / fiction* of Omar Khayyam. His life was so interesting and inspiring.

4 Many animals use *gestures / text messages / postcards* to communicate with each other.

4

Total 50

Unit 13 Food

GRAMMAR

1 Write the questions for the answers to complete an interview about a memorable meal. Choose from the box.

Did you like it?
What is the most traditional Mexican dish?
~~**What was the food like?**~~
How is it made?

Samira: I just came back from vacation in Mexico. It was fantastic.
Faranak: **1** What was the food like?
Samira: It was really good. We had the usual things like enchiladas, burritos, and tacos.
Faranak: **2** _____
Samira: It's a dish called *mole poblano*. It's chicken or other meat with a reddish-brown sauce.
Faranak: **3** _____
Samira: There are lots of ingredients, but the main ingredient is chilli and it also includes chocolate! That gives it its brownish color. But there are different varieties of the sauce called *mole*. It can be black, red, or yellow.
Faranak: **4** _____
Samira: I didn't like it the first time I tried it, but I got used to it after I had eaten it a few times. I'm not sure I would like to eat it every day.

2 Write the questions that Faranak asked in Exercise 1 and write Samira's answers. Use reported speech.

1 Faranak asked Samira what the food had been like in Mexico.
Samira said that it had been really good.

2 _____
_____

3 _____
_____

4 _____
_____

3 Put the words in order to make reported questions.

1 his / was / Ali / what / food / Vahid / asked / favorite
Vahid asked Ali what his favorite food was.

2 eaten / shark / if / had / asked / ever / Ali / Vahid / he / meat
Vahid _____
_____

3 Ali / most / had / been / asked / meal / his / Vahid / what / memorable
Vahid _____
_____

4 why / hadn't / he / Vahid / Ali / asked / eaten / the stew
Vahid _____
_____

4 Write reported questions and your own answers using reported speech.

1 "What is your favorite food?"
He asked me what my favorite food was.
I said that my favorite food was fish and chips.

2 "Have you ever eaten sushi?"
He asked me _____
I said _____

3 "What was your most memorable meal?"
_____
_____

4 "What do you eat for breakfast?"
_____
_____

VOCABULARY

5 **Circle the word that is different in each group. Then name each food group using the words in the box.**

meat	vegetables	dairy	fruit	~~fats~~

1 oil butter (beef) fats

2 spinach peas fish broccoli _____

3 wheat yogurt milk cheese _____

4 bananas chips oranges grapes _____

5 beef chicken lamb flour _____

6 **Complete the pizza menu using the words in the box.**

oven	toppings	mozzarella	herbs
~~baked~~	dairy	chicken	ingredients
vegetables	seafood		

Pizzeria Mission Possible

All our pizzas are **1** baked on the premises in our special **2** _____ using the freshest **3** _____. These include ripe, sun-drenched tomatoes from Italy and the finest cheeses.

Pizza Herbivore

Three of the most popular **4** _____ are used to flavor the cheese and tomatoes on this delicious pizza: basil, oregano, and parsley.

Marine Pizza

This **5** _____ pizza will delight all of you who love all kinds of fish and shellfish.

Three Cheeses

The melted slices of favorite pizza cheeses, ricotta, **6** _____, and parmesan, will satisfy **7** _____ lovers.

Meat Feast

This is a carnivore's dream, with plenty of beef, **8** _____ and mince.

Vegetarian

Mushrooms, onions, and peppers are the main **9** _____ that top this healthy pizza.

Make your own

Choose your own **10** _____ to create your favorite personal pizza.

GRAMMAR

7 **Write the original questions that the server and the customer asked.**

1 The server asked me which pizza I had chosen.
"Which pizza have you chosen?"

2 The server asked me what I wanted to drink.
_____

3 The server asked me if I wanted any bread.
_____

4 I asked the server if the *Meat Feast* pizza was very spicy.
_____

5 I asked the server if he could bring me the dessert menu.
_____

8 **Look at the list of recommended daily servings and the chart showing what Megan, Luke, and Jim eat each day. Then choose the correct answers to complete the sentences.**

Recommended daily servings
Fats and sugars: very little
Dairy: 2–4
Fruit and vegetables: 3–5
Proteins: 2–3

✗ = serving

	Number of servings of candy	Number of servings of cheese	Number of servings of fruit and vegetables	Number of servings of meat and fish
Megan	✗✗✗✗✗✗	✗	✗✗	✗✗✗✗✗✗✗
Luke	✗✗	✗✗✗✗	✗✗✗✗✗✗	✗✗✗✗✗
Jim	✗	✗✗✗✗	✗	✗

1 Megan (*eats too much*) / *doesn't eat enough* candy.
She *doesn't eat enough / eats too much* dairy food.

2 Luke *eats the correct amount of / doesn't eat enough* dairy food.
He *eats too much / doesn't eat enough* meat and fish.

3 Jim doesn't eat *too many / enough* fruit.
He eats *the correct amount of / too much* dairy food.

VOCABULARY

9 **Match the methods of cooking with the definitions.**

~~roast~~ fry grill boil

1 roast: cook in the oven
2 _____: cook in a pan with a little bit of butter or oil
3 _____: cook in very hot water on the stove
4 _____: cook under a hot part of the oven

READING

10 **Match pictures a–g with sections 1–7 of the dialogue.**

a  b  c  d 

e  f  g 

1 [a]

Zahra: I want to make a Victoria sponge. What ingredients do I need?
Mom: You need some self-raising flour, sugar, butter, and four eggs. For the filling, you need cream and jam. You can also use some icing sugar for decoration. I think we already have all of those things.

2 [ ]

Zahra: What do I have to do first?
Mom: First, put the butter and sugar in a bowl and stir them together until they are smooth.
Zahra: Like this?
Mom: Yes, that's fine.

3 [ ]

Zahra: Now, what do I have to do next?
Mom: Break the eggs into a cup and beat them well.
Zahra: Am I doing it right?
Mom: Yes, that's perfect.

4 [ ]

Mom: Add the beaten eggs a little at a time. Sieve the flour and then add some of it at the same time as the eggs and fold it in until it makes a smooth mixture. Do you want me to show you how to do that?
Zahra: Yes, thanks.

5 [ ]

Mom: Now, pour the mixture into two cake containers that you have already greased and put them in the oven. When the cake is ready, take it out to cool.

6 [ ]

Zahra: How are we going to make the filling?
Mom: You have to whip the cream, spread the jam on the bottom part of the cake, and then spoon the whipped cream on top of the jam. Then place the top part of the cake on the bottom part.

7 [ ]

Zahra: Is that finished now?
Mom: Almost. Just sprinkle a little icing sugar on top for decoration.

11 **Write five questions that Zahra asked her mother. Write reported questions.**

1 Zahra asked her mother what ingredients she needed.
2 Zahra asked her mother _____
3 _____
4 _____
5 _____

VOCABULARY

12 **Match the verbs in the box from the dialogue with the correct meaning.**

~~grease~~ spread sieve beat whip

1 grease: put oil or butter on a container to prevent the cake sticking to it
2 _____: mix cream up until it is stiff
3 _____: stir very quickly, usually with a fork
4 _____: put flour through tiny holes so there are no lumps in it
5 _____: use a knife to put on a thin layer of something

WRITING: A description

13 Write a description of a traditional dish from another country.

1 What is the dish called? Which country does it come from?

2 Think about the following questions.

- What does the dish consist of?
- Does it have meat or fish?
- Is it sweet or savory? Is it spicy or bland?
- How is the dish made? (Are the ingredients boiled/fried/roasted/grilled/baked, etc?)

3 What is the history of the dish?

4 Now write the description of your traditional dish.

14 Read your description to the class. Which dish would most people like to try?

Unit 14 World treasures

GRAMMAR

1 **Complete the text, using the past form of the modal verbs in parentheses.**

The giant heads of Easter Island have been a mystery for centuries. Scientists have wondered how the huge stone statues **1** could have been transported (could transport) eighteen kilometers from the quarry where they were made. The islanders did not have wheels or cranes, which leads some experts to believe that they **2** _____ (must use) sledges, ropes, and rollers made from trees to move the "Moai", as the statues are called. Another theory that archeologists have put forward is that the islanders **3** _____ (might move) the statues that weigh on average ten tons, by rocking them forward with ropes. The islanders **4** _____ (could be able) to do this because of the large stomachs that had been carved on the statues.

2 **Read the sentences. Write *True* or *False* and correct the false sentences.**

1 The statues might have been transported by planes.
False. The statues might have been transported by sledges, ropes, or rollers.

2 Some scientists have suggested that the islanders could have used rollers made from trees to move the statues.
_____

3 The islanders might have rocked the statues with ropes to move them.
_____

4 The large stomachs on the statues made it hard for the islanders to move the statues.
_____

3 **Write your own theories about how the statues were transported and why they were built. Use *might have* and *could have.***

The islanders might have _____
_____
_____
_____
_____

4 **Choose the correct modal verbs to complete the dialogue.**

Mom: Where's Dad?
Parsa: I don't know. His shoes aren't here, so he **1** (*must have* / *can't have*) gone out.
Mom: I hope he's back soon. Supper will be ready in five minutes.
Parsa: He **2** *can't have / must have* gone very far because his cell phone is here and he usually keeps it with him all the time. He **3** *might have / couldn't have* driven to the stores, I suppose.
Mom: I can see his wallet on the table there, so he **4** *might have / can't have* done that.
Parsa: I suppose he **5** *might have / can't have* gone next door to see the neighbors.
Mom: He **6** *can't have / must have* gone there because they are away on vacation. He **7** *might have / couldn't have* gone for a quick walk.
Parsa: I can hear the front door. He **8** *must have / couldn't have* just come back.
Dad: Hi, everyone. I've just been sitting in the yard. I sat on the bench and I was so tired, I **9** *must have / can't have* fallen asleep!

VOCABULARY

5 Write the words.

a 

b 

c 

d 

e 

READING

6 Read the text and answer the questions.

The ancient civilization of the Aztecs existed in the Valley of Mexico in the fourteenth century. The Aztec Sun Stone, which is kept in the National Museum of Anthropology in Mexico City, is perhaps the best-known Aztec treasure. Four of the symbols on the stone depict four eras, or 'suns' which the Aztecs believed were the four worlds that had already existed. According to their mythology, each of these had been destroyed by a cataclysmic event. The Aztecs believed that they were in the fifth world, which would end with earthquakes. In fact, their great city Tenochtitlan and temples were destroyed by the conquering Spanish in the fifteenth century. It is not clear what the exact purpose of the Sun Stone was, but it might have been used as a calendar. Around the edge of the stone are eight holes. Sticks may have been placed in these and the stone might have been used as a sundial.

1 In which century did the Aztec civilization exist?

2 Where can you find the Sun Stone?

3 How had the four previous worlds been destroyed, according to the Aztecs?

4 What happened to their city Tenochtitlan?

5 How do we know that the stone might have been used as a sundial?

VOCABULARY

7 Find words in the text that mean

1 images that represent other things: symbols

2 a set of traditional stories: _____

3 sudden and violent: _____

4 victorious: _____

5 an instrument for telling the time using the Sun: _____

GRAMMAR

8 Imagine that you had been born one hundred years ago. Write sentences about how your life would have been different. Use the modal verbs shown and add one more of your own.

1 (might have)
I might have traveled to school on a horse instead of by car.

2 (could have)

3 (couldn't have)

4 (might not have)

5 (might have)

6 _____

READING

9 Match texts 1 and 2 with pictures a–c. You do not need one of the pictures.

a  b  c 

1 ☐

Place stamp here

Hi Peter,
This is a section from the mosaic floor at the Roman baths in Bath, England where I am staying with my family. You can see part of a seahorse. The colors have faded now, but the mosaic must have been stunning during Roman times. Men visiting the baths might have first gone into the hot room, then sat in the cold room before having a dip in the swimming pool. They might also have sat around chatting to their friends.
See you soon
Adam

2 ☐

Place stamp here

Hi Megan,
We went to see the pyramids in Cairo, Egypt. The Great Pyramid, which you can see on this postcard, is absolutely huge! It must have taken a lot of people to build it. The guide told us that as many as 100,000 people might have been needed. It must have been hard work pulling those blocks. The Ancient Egyptians built the pyramids by the River Nile, so they could transport the stone blocks more easily to the building site. The pyramids were made for the Pharaohs of Egypt when they died, and to store their belongings, but robbers have taken a lot of the treasure from the tombs.
See you soon
Rowan

WRITING

10 Write a postcard from an archeological site. Use *could (not) have*, *might (not) have*, or *must (not) have*. Mention the following.

- where it is
- which civilization lived there
- a brief description of what you have seen
- what you think of it

11 Write sentences about this treasure using the past form of the modal verbs and some of the words below.



archeologists glass porcelain China ~~Italy~~ fruit

1 (could not / come)
This treasure couldn't have originally come from Italy.

2 (might / find)

3 (could / make)

4 (might / use)

5 (might not / use)

12 Write five sentences about the treasure in the picture below, using the modal verbs in Exercise 11.



WRITING: A discovery story

13 Write a newspaper article about an archeological discovery.

1 What kind of discovery was it – an archeological site or treasure or both?

2 Where was the treasure/site found?
Who found it and how?

3 Describe the treasure/site. Include the following.

- Who the treasure/site might have belonged to
- How the artifacts found might have been used
- What might have happened to the civilization that the site/treasure belonged to

14 Now write your article.

15 Read your article to the class. Whose discovery is the most exciting? Why?

Unit 15 Schools and learning

GRAMMAR

1 **Match the two parts to make sentences.**

1 If he had studied more,	**a** they wouldn't have passed the audition.
2 If I hadn't gone to an international school,	**b** he would have gotten a better grade.
3 If they hadn't practiced so much,	**c** if you hadn't helped him.
4 The school wouldn't have accepted the students	**d** if it had been included in the curriculum.
5 I would have studied French	**e** if they hadn't had been such good musicians.
6 My brother wouldn't have been able to do his homework	**f** I wouldn't have been educated in English.

2 **Complete the sentences with the third conditional form of the verbs in parentheses.**

1 If we had gone (go) to Paris, we would have seen (see) the Eiffel Tower.
2 They _____ (play) tennis if it _____ (not rain).
3 If you _____ (not call), she _____ (not know) you were coming to visit her.
4 We _____ (be) late if we _____(take) the bus.

3 **Read the e-mail. What kind of school does Clara attend?**

Hi Minoo,
I just had my first week at my new ballet school in Texas. It's so exciting – every day we spend the morning doing ballet and exercises. The rest of the day we follow a normal high school curriculum. I feel exhausted now, but I am really enjoying it. There are students here from all over the country and I have already made some new friends. I'm so glad I passed the auditions to get in to the school. If I hadn't come here, my parents would have sent me to the ballet school in California. If I had gone there, I wouldn't have been able to see my friends on weekends. I can't wait to see you next Saturday!
Write soon
Love, Clara

4 **Write sentences using the third conditional form.**

1 Clara / not pass / auditions / not be able to go / ballet school / Texas
If Clara hadn't passed the auditions, she wouldn't have been able to go to ballet school in Texas.
2 Clara / not be able to go / school / Texas / go / ballet school / California
_____
_____
3 Clara / attend / school / California / not be able / see / friends / on weekends
_____
_____

5 **Answer the questions about you.**

1 What would you have done if you had been sick today?
_____
2 What would you have done if you had been late to school today?
_____
3 If you had forgotten your English book, what would you have done?
_____
4 What would you have bought if you had gone to the mall?
_____

READING AND VOCABULARY

6 **Read Mark's account of how he uses technology in the classroom and complete the text using the words in the box.**

coursework	motivate	interaction
~~technology~~	whiteboard	student
Internet	research	



Classroom **1** technology has changed dramatically in the last few years. If I hadn't done a training course, I wouldn't know how to use all the modern tools like the **2** _____, which we have available in the school and which I can use to research all kinds of things.

New technology greatly enhances teaching and learning nowadays. I can't do without it now in my daily classes.

I find that using technology in the classroom helps **3** _____ the students. It's a way of presenting old material in an exciting way that appeals to our computer-literate generation of students. I often use the electronic **4** _____ for brainstorming ideas and to do Web searches. If the school hadn't introduced this new technology, our students would be less engaged in their learning and we wouldn't be able to give them so much support, for example with their **5** _____.

The technology allows us to create a more **6** _____-centered approach to learning and the students develop good **7** _____ skills. Much of the home/school **8** _____ can be done via e-mail and the school website, too. If we hadn't introduced this, then we wouldn't be able to contact parents when we have urgent messages.

7 **Read the sentences and check (✔) those which Mark considers to be the benefits of using new technology in the classroom.**

1 ☐ It motivates the students.
2 ☐ It helps introduce students to their teachers.
3 ☐ You can present material in an exciting way.
4 ☐ It means the students engage in their learning.
5 ☐ It creates a more teacher-centered approach to learning.
6 ☐ It enables teachers to support the students in their coursework.

GRAMMAR

8 **Write sentences. Use a mixture of the third conditional and the second conditional.**

1 If / Mark / not do / training course / not be able / use / modern technology / class / now
If Mark hadn't done a training course, he wouldn't be able to use modern technology in class now.

2 If / school / not introduce / new technology / students / not be engaged / in their learning
_____

3 If / Mark / not have access / new technology / not be able / support / students / with their coursework
_____

4 If / school / not introduce / e-mail / not be possible / contact / parents / urgently
_____

9 **Match the sentence halves to make sentences.**

1 If I had used the Internet,	**a** I wouldn't be feeling so tired.
2 If I had lived in France for three years,	**b** if she hadn't gotten so sick.
3 Sam would be at the party	**c** I would be able to speak fluent French.
4 She wouldn't be in the hospital	**d** if we had invited him.
5 If I hadn't played soccer for three hours,	**e** I would have found more information.

READING

10 **Read about schools in Japan. Then answer the questions below using complete sentences.**

The school day in Japan lasts from around 8 a.m. to 3 p.m., but many students take part in extracurricular activities such as baseball, soccer, or debating. Sometimes these take place after school, but they can happen on the weekend.

The classrooms are quite small. When the teacher enters the room, all the students get up and bow to show respect. Every day, there is a period of about fifteen minutes when the students and staff clean the school. Every school has their own uniform. Most schools provide lunch at the school, which all the students eat together in their classroom. They eat with chopsticks of course.

If you had gone to school in Japan, …

1 … what time would you have started school each day?
If I'd gone to school in Japan, I would have started school at eight o'clock each day.

2 … what would you have done when the teacher came into the classroom?
_____
_____

3 … what would you have worn?
_____
_____

4 … where would you have eaten your lunch?
_____
_____

5 … what would you have used to eat your lunch?
_____
_____

VOCABULARY

11 **Complete the dialogues using the phrases below.**

Good luck! **Thanks very much!**
~~Great job!~~ **I'm sorry to hear that.**
Congratulations!
Better luck next time.

1 A: I just passed my driving test.
B: Great job!

2 A: We've just had a baby girl.
B: _____

3 A: I didn't win the tournament.
B: _____

4 A: I'm going for an interview tomorrow.
B: _____

5 A: I broke my arm yesterday.
B: _____

6 A: I'll give you a ride to the station.
B: _____

12 **Order the letters to make technology items. Then match them to the pictures.**

1 dpnesoheah headphones
2 nrpietr _____
3 rksepsea _____
4 cSstkUiB _____ _____
5 bmweca _____
6 bkdeyrao _____

a  ☐

b  ☐

c  ☐

d  [1]

e  ☐

f  ☐

WRITING: A letter

13 Write a letter about your school to a friend in the U.S.

1 What type of school do you go to? Is it a typical school, or is there something unusual about it?

2 What is your school like? Include some of the following.

- what days you go to school
- how long the school day is
- how much homework you get
- where you eat lunch
- if you wear a uniform
- if the teachers are strict or not
- what you call teachers
- what you like most about your school

3 Tell your friend four things she would have done/do if she had come to your school.

If you had visited my school last year, you would have studied the Ancient Greeks.

If you had visited my school, you would know some of my friends.

14 Now write your letter.

15 Read your letter to your class. What does the class like best about your school?

Unit 16 Careers

READING AND GRAMMAR

1 Complete the dialogue using *I wish …* or *If only …* and the correct form of the verb in parentheses.

Maryam: Hi Leila. How are you?

Leila: I'm really busy right now. I'm applying to go to college so I'm filling in application forms and writing letters. **1** I wish I'd started (start) sooner as each application takes a long time.

Maryam: Yes, I know what you mean. I'm also looking at different degree courses. I've been thinking about studying Law but I can't decide which college to apply to. **2** _____ (visit) more colleges when they had open days. What course are you hoping to do?

Leila: Well, I want to be a teacher so I am applying to study Education. I worked as a volunteer at a local elementary school and I really enjoyed it, but I realized that I need to improve my computer skills. **3** _____ (do) more training. It would be so helpful now.

Maryam: You could always do an intensive two-week course. My brother did one in the summer. It was really useful because he then got a temporary job in an office to earn some money. He's saving up because he wants to learn to drive. He'll be able to get a better job with a driving license.

Leila: **4** _____ (know) about the course. I had time in the summer. Still, I could always do one next vacation.

2 Answer the questions.

1 Why are Leila and Maryam busy right now?
They are applying to colleges.

2 What does Maryam want to study?
_____

3 What difficulty is Maryam having in making her choice?
_____

4 What regret does Leila have about computers?
_____

5 What does Leila wish she had done in the summer?
_____

VOCABULARY

3 Match the words with the definitions.

touch-type **driving license**
~~temporary job~~ **application form**

1 temporary job: a job that is only for a short period of time

2 _____: use a computer keyboard without looking at it

3 _____: a piece of paper with questions you have to answer if you want to get a job

4 _____: a permit that allows you to drive

GRAMMAR

4 Write the regrets.

1 "I spent a lot of money when I went shopping."
I wish that I hadn't spent a lot of money when I went shopping.

2 "I have been sick all week."
If only _____

3 "I didn't go skiing last winter."
I wish that _____

4 "I didn't finish my homework last night."
If only _____

5 **Do you have any regrets? Write them below.**

1 I wish that I'd learned to play the piano.
2 I wish that _____
3 I wish that _____
4 If only _____
5 If only _____

READING

6 **Read the text and answer the questions.**



Wangari Maathai was born in Nyeri, a rural area of Kenya (Africa), in 1940. Able to study in college, which was rare for girls in rural Kenya, she went on to become the first woman in central or eastern Africa to hold a Ph.D., the first woman head of a college department in Kenya, and the first African woman to win the Nobel Peace Prize, in 2004. She worked passionately all her life for the environment and to help poor people. In 1977, she founded the Green Belt movement in Kenya, because she saw a link between poverty and environmental damage. She fought for the preservation of Africa's forests. The movement she created has planted an estimated forty-five milllion trees around Kenya. These prevent soil erosion and provide firewood for cooking fires. The movement has also helped provide employment in rural areas, and to give new skills to women. Wangari Maathai died in Nairobi in 2011 of cancer, but her passion and commitment have inspired countless people to continue her work.

1 What position did Wangari hold at the college in Kenya?

_____

2 What movement did she set up?

_____

3 What prize did she win in 2004?

_____

4 What did the Green Belt movement do to help the environment in Kenya?

_____

5 What were the main benefits of the trees that were planted?

_____

VOCABULARY

7 **Find words in the text that mean**

1 unusual: _____
2 section of a college: _____
3 protection: _____
4 enthusiasm: _____
5 gradual destruction: _____

8 **Which word is different in each group?**

1 nurse midwife doctor (accountant)
2 educate teach train borrow
3 budget finance design accountant

9 **Match the jobs in the box with the skills and qualities.**

engineer nurse architect
teacher IT worker ~~accountant~~

1 You have to be good at math and budgets.
accountant

2 You need to be caring and practical.

_____

3 You need to like children and be patient.

_____

4 You need to be good at design.

_____

5 You need to have good computer skills.

_____

6 You need to have a good understanding of how machines work.

_____

GRAMMAR

10 **Complete the regrets these people have, using *I wish … / If only …* and the correct form of the verbs below.**

learn French ~~be sunny~~
take the train

1 "We had a big family celebration yesterday on the beach. It started out fine, but then it poured with rain and we had to leave early. If only it had been sunny all day."

2 "We went skiing last winter and flew there, but there were terrible delays at the airport. We had to wait about twenty hours at the airport for our flight. _____ instead."

3 "I went to France on a business trip last week. When I went to restaurants, it was really hard as I couldn't understand the menus and couldn't understand the servers. _____ at school when I was younger."

READING

11 **Match the people 1–3 with the jobs a–c they might like to apply for.**

a Gardening assistant
Young person required to join the city parks team as an assistant. Duties will include trimming grass, maintaining flower beds, and planting for different seasons. Some experience is needed and applicants should be prepared to work long hours on weekends.

b Catering assistant
Young person needed to help in the college kitchen, preparing meals for students. Knowledge of food hygiene is essential and some catering experience would be helpful, though not absolutely necessary.

c Babysitter
Kind, patient young woman needed to look after my lively six-year-old daughter on weekends. Needs to know first aid and to have good references. May be required to give her lunch sometimes.

1 ☐ **Sandy:** I really like working with children and I am very patient and responsible. I have done a first aid course at my school and I have looked after my younger sister on several occasions, collecting her from school and entertaining her whilst my parents have been out. I am able to cook small meals as well.

2 ☐ **Dominic:** I love being outside in the fresh air. I look after our garden and my grandma's garden – mowing the lawn and cutting back the bushes. It's hard work, but I am physically in very good shape. I love planting things and watching them grow. I have a lot of free time on the weekends and in the evenings, too.

3 ☐ **Alice:** I have always enjoyed cooking. I started out baking cupcakes with my mother, but now I often make supper for the whole family. I still bake cupcakes for my friends' birthdays. I think presentation is really important – making the food look nice on the plate so that it appeals to people. I did a short cookery course at my local college so I know how to make a balanced, healthy meal and how to choose fresh ingredients.

12 **Write the name.**

1 She/He has some medical training. _____
2 She/He cooks for her/his family. _____
3 She/He has a younger sister. _____
4 She/He does work for her/his grandma. _____

13 **Write a paragraph about your skills and what you enjoy doing. Use the information in Exercise 11 to help you.**

_____
_____
_____
_____
_____

14 Write a letter of application for a job.

1 Look through Unit 16 and choose a job that you would like to apply for.

2 What skills and personal qualities are required for this job? You may want to consider the following.

Skills:
- communication skills
- foreign languages
- medical knowledge
- previous training or experience
- good at Math
- IT skills

Qualities:
- patient
- hardworking
- caring
- confident
- friendly
- responsible
- lively
- polite
- in good shape

3 Write down

- your skills
- your qualities
- your experience
- your qualifications (if any)

… that would make you a suitable applicant for the job you wish to apply for.

15 Now write your letter of application.

16 Read your letter to your class. Which is the best letter of application? Why?

Progress test 4

GRAMMAR

1 Write the following as reported questions. (1 point each)

1 Where did you go on vacation?
I asked Minoo _____

2 Who did you go with?
I asked her _____

3 How did you travel?
I asked her _____

4 Where did you stay?
I asked her _____

5 What was the food like?
I asked her _____

6 Did you try any local dishes?
I asked her _____

7 Did you visit any archeological sites?
I asked her _____

8 Did it rain while you were there?
I asked her _____

	8

2 Complete the sentences using a modal verb from the box and the correct form of the verbs in parentheses. In some cases, there is more than one possible answer. (1 point each)

must have could have might have couldn't have

1 The ring is gold and has a lot of diamonds. It _____ (cost) a lot of money.

2 There were no goals so it _____ (be) a very exciting game.

3 My cell phone isn't working. I think the battery _____ (run out).

4 "I don't know why they haven't arrived yet." "Do you think they _____ (break down) on the way?"

5 Some scientists believe that dinosaurs _____ (become) extinct due to changes in climate.

6 He _____ (lock) the door because he didn't have a key.

	6

3 Complete the text with the third conditional form of the verbs in parentheses. (1 point each)

If I **1** _____ (hear) the alarm yesterday morning, I **2** _____ (get up) on time. If I **3** _____ (get up) on time, I **4** _____ (leave) the house at 8:30. If I **5** _____ (leave) the house at 8:30, I **6** _____ (not miss) the bus. If I **7** _____ (not miss) the bus, I **8** _____ (not be) late for school. If I **9** _____ (not be) late for school, I **10** _____ (see) my class teacher. If I **11** _____ (seen) my class teacher, I **12** _____ (find out) that there was no school today. If I **13** _____ (find out) that there was no school today, I **14** _____ (not get up) on time today!

	14

4 **Write the regrets using *I wish* … or *If only* … (1 point each)**

1 I didn't learn an instrument when I was younger.

_____

2 I lost my wallet on the way home from school.

_____

3 You didn't come to the party with me.

_____

4 I didn't go to college.

_____

5 My parents sold our car last month.

_____

6 I broke my leg.

_____

6

VOCABULARY

5 **Choose the correct answers to complete the sentences. (1 point each)**

1 Milk, cheese, and yogurt are all *dairy / meat / fat* products.

2 You should try to eat three to five servings of vegetables such as broccoli, carrots, and *chips / tuna / spinach* every day.

3 To make an omelet, it's best to *sprinkle / melt / beat* the eggs first in a bowl before putting them in a frying pan.

4 It's very easy to *fry / boil / roast* meat in an oven.

5 It helps use a sharp knife when you *grate / chop / fold* vegetables to make a soup or salad.

6 Have you ever tried sushi? It's a Japanese dish that often includes *raw / baked / melted* fish.

7 A huge area of land remained covered with water from the *flood / earthquake / volcano*.

8 When the *volcano / tsunami / earthquake* struck, all the books fell off the shelf and the ground moved beneath my feet.

8

6 **Insert the correct word(s) from the box to complete each sentence. (1 point each)**

USB stick	audition	webcam
degree	test	great job	trains	license

1 I've been practicing really hard for the _____. I hope I get the main part.

2 My brother is taking his piano _____ today. He's very nervous.

3 A _____ in Engineering is very useful if you want to work in the construction industry.

4 I'm getting my driving _____ today. I had already passed the test.

5 He qualified as a doctor many years ago. He now _____ medical students in local communities in Africa.

6 I need to transfer this file from my computer to my laptop. Can I borrow your _____ as I've lost mine?

7 I really like being able to see the person I'm talking to on the computer _____.

8 "I got one hundred percent in my English test!" "_____!"

8

Total 50

Final test

1 Choose the correct words to complete the sentences. (1 point each)

1 Teenagers _____ on average about nine hours sleep a night.
a are needing **b** need **c** needed

2 I can't play now. I _____ my homework.
a 'm doing **b** do **c** did

3 My father _____ a lawyer for fifteen years. He loves his job.
a is **b** is being **c** has been

4 I _____ have a cell phone, but now I can't do without one.
a used to **b** didn't use to **c** would

5 Last Friday, I _____ shopping with my friends dowtown.
a am going **b** went **c** have been

6 It's really cold outside. I think it _____ snow later.
a 's **b** 's going to **c** snows

7 "I'll be home late tonight." "Ok. I _____ wait to eat with you then."
a won't **b** don't **c** –

8 What time do you _____ be in school in the morning?
a must **b** should **c** have to

9 More than 200 treasures _____ in the New Wonders of the World competition that took place in 2007.
a nominated **b** will be nominated
c were nominated

10 The Olympic Games _____ every four years in a different city.
a are held **b** are taking place
c are holding

11 I _____ over an hour for a bus. I hope one comes soon.
a waited **b** 'm waiting
c 've been waiting

12 "Did Zahra go on vacation today?" "Yes, she said she _____ really early in the morning."
a was leaving **b** leaves **c** is leaving

13 Did you enjoy _____ *David Copperfield*? It's my favorite book.
a to read **b** reading **c** read

14 He couldn't open the front door when he got home because he _____ his key.
a was forgetting **b** had forgotten
c forgot

15 My brother, _____ is studying Medicine in college, is older than me.
a what **b** who **c** which

16 I like visiting galleries _____ both paintings and sculptures are on display.
a which **b** that **c** where

17 She said that she _____ her room last week but it didn't look very tidy.
a is cleaning **b** had cleaned
c was cleaning

18 I asked her if _____ ceviche.
a she had tried **b** was trying
c tried

19 You _____ been very worried when Peter was sick and in the hospital.
a couldn't have **b** would have
c must have

20 If I _____ this book, I wouldn't have learned so much English!
a haven't used **b** have used
c hadn't used

	20

2 Choose the correct answers. (1 point each)

Penicillin **1** *is used / was used* as a cure for many illnesses today. It **2** *was discovered / has been discovered* in 1928 by Alexander Fleming, **3** *who / which* was a scientist from Scotland. Fleming wanted **4** *to find / finding* a cure for infections caused by bacteria because he **5** *had seen / was seeing* many soldiers die from infections in the First World War. Fleming **6** *discovered / has discovered* penicillin by mistake, when he **7** *was working / has worked* on an experiment that became contaminated. In 1945, Fleming **8** *was awarded / was awarding* the Nobel Prize. If he hadn't made this **9** *exciting / excited* discovery, many people **10** *would not have been cured / had not been cured* when they were sick.

	10

3 Complete the sentences with the correct form of the verbs in parentheses. (1 point each)

A If only I **1** _____ (take) a cab! If I **2** _____ (not walk) all the way, I **3** _____ (arrive) on time.

B Amelia: How long **4** _____ (you, learn) English? You speak really well.

Neda: I **5** _____ (have) classes since I was five.

C Charlie: Do you remember **6** _____ (sail) our toy boats at the beach?

Oscar: Yes, and I remember how we **7** _____ (use to) have competitions to build the biggest sandcastle. We **8** _____ (have) so much fun on vacation as children!

D Helen: I **9** _____ (not decide) yet about applying for the job.

Karen: Did you just say that you **10** _____ (not decide) about the job? It's such a great opportunity!

	10

4 Choose the correct answers. (1 point each)

1 You *should / can't* give your homework in on time.

2 You *shouldn't / don't have to* cross the street without looking first to see if a car is coming.

3 You *have to / shouldn't* work hard if you want to pass your tests.

4 You *must not / don't have to* run at the swimming pool. It's dangerous.

5 I'm leaving very early tomorrow so I *should / have to* get up at five o'clock.

6 I don't know where my wallet is. I *could have / couldn't have* left it in the post office when I was buying some stamps.

7 Scientists are not certain, but it's possible that a change in climate *might have caused / must have caused* the extinction of dinosaurs.

8 We're sitting in a huge traffic jam. There *must have been / couldn't have been* an accident.

9 He *couldn't have driven / might have driven* downtown as he doesn't have his driving license yet.

10 She was smiling and laughing when she came out of the test, so she *couldn't have done / must have done* well.

	10

Total | | 50 |
|---|---|

Key:
adj = adjective
adv = adverb
n = noun
v = verb

All nouns are listed in the singular and can be assumed to form the plural by adding *s*, unless the noun has no plural form (e.g. *caving*) or an alternative plural is listed (e.g. *biographies*, *gentlemen*).

A

absorbed (adj)
accountant (n)
ache (v/n)
acrylic (adj)
add (v)
adulthood (noncount n)
alphabet (n)
alpine (adj)
anniversary/anniversaries (n)
announce (v)
anthology/anthologies (n)
apple (n)
appreciate (v)
archery (noncount n)
architect (n)
armor (n)
arrangement (n)
article (n)
artifact (n)
ash (noncount n)
assist (v)
associate (v)
audition (n)
author (n)
autobiography/
autobiographies (n)
awake (adj)
awe-inspiring (adj)
awesome (adj)

B

bake (v)
baked goods (n)
balance (n)
banana (n)
band (n)
banner (n)
baseball (n)
basil (noncount n)
basketball (n)
bat (n)
bean (n)
beat (v)
bed and breakfast (B&B) (n)
biography/biographies (n)
blanket (n)
blurb (n)
board game (n)
boil (v)
borrow (v)
bowl (n)
bracelet (n)
Braille (noncount n)
brain (n)
brainwave (n)
bravery (noncount n)
bread (noncount n)
break (v)
breaststroke (n)
brick (adj)
brick (n)
broccoli (noncount n)
bronze (adj)
bronze (noncount n)
bus (n)
byline (n)

C

cab (n)
cabin (n)
cable car (n)
calorie (n)
camel (n)
camper (n)
campfire (n)
candy (noncount n)
canoe (n)
canvas/canvases (n)
caption (n)
carbohydrate (n)
carve (v)
catch up with (v)
caving (noncount n)
celebrate (v)
celebration (n)
ceramics (noncount n)
ceremony/ceremonies (n)
chalk (noncount n)
challenging (adj)
championship (n)
chapter (n)
character (n)
charcoal (adj)
charcoal (noncount n)
charming (adj)
chat (v)
cheer up (v)
cheese (noncount n)
chicken (noncount n)
chip (n)
chop (v)
chopstick (n)
civilization (n)
class (n)
clerk (n)
cloth (n)
coaching (n)
coal (n)
college (n)
combination (n)
commemoration (n)
commitment (n)
community/communities (n)
competition (n)
complicated (adj)
comprise (v)
computer (n)
concert (n)
constantly (adv)
contest (n)
convey (v)
cook (v)
costume (n)
cot (n)
couple (n)
court (n)
crate (n)
crayon (n)
creature (n)
critic (n)
crowd (n)
curator (n)
curriculum (n)
custom (n)
cycling (noncount n)

D

dairy (n)
deaf (adj)
decoration (n)
dedicate (v)
deep-sea diving
(noncount n)
deforestation
(noncount n)
degree (n)
delete (v)
desert (n)
design (v)
destination (n)
disability/disabilities (n)
disabled (adj)
display (n)
diving (noncount n)
document (n)
doll (n)
doll's house (n)
donkey and cart (n)
doorbell (n)
dot (n)
dragon (n)
drawing (n)
dream (n)
dress (n)
drum beat (n)
dye (v)

E
earthquake (n)
echo (v)
egg (n)
eggplant (n)
elevation (n)
embarrassed (adj)
embroidery (noncount n)
emperor (n)
engaged (adj)
engineer (n)
entry/entries (n)
event (n)
exam (n)
exchange (v)
exhausted (adj)
exhibition (n)
expectation (n)
experiment (n)
extensive (adj)
eyelid (n)

F
fabled (adj)
factory (n)
fantastic (adj)
fascinating (adj)
fat (n)
fencing (noncount n)
ferry/ferries (n)
festival (n)
field (n)
financial (adj)
find out (v)
firework (n)
flesh (noncount n)
flood (n)
flour (noncount n)
fold (v)
footage (noncount n)
footstep (n)
frying pan (n)

G
gallery/galleries (n)
gardening (n)
generate (v)
gentleman/gentlemen (n)
gesturer (n)
get on (v)
get out of (v)
get-together (n)
gift (n)
glasswork (noncount n)
gold (adj)
gold (noncount n)
goods (noncount n)
graduate (v)
graphics (n)
grate (v)
grateful (adj)
grill (v)
guidebook (n)

H
hang (v)
harbor (n)
headline (n)
headphone (n)
heart (n)
heartbeat (n)
helium (noncount n)
helmet (n)
herb (n)
herder (n)
hike (v)
historic (adj)
honeymoon (n)
hoop (n)
hopscotch (noncount n)
hormone (n)
host (n)
host (v)
hostess (n)
hotel (n)
house-warming (noncount n)
huge (adj)

I
ice sculpture (n)
ice skate (n)
immune system (n)
impolite (adj)
increasingly (adv)
incredible (adj)
influential (adj)
informative (adj)
intensive course (n)
invention (n)
invitation (n)
invite (v)
ironwork (noncount n)
IT worker (n)
ivory (noncount n)

J
jagged (adj)
jar (n)
jewelry (noncount n)
jigsaw puzzle (n)
join (v)
journalist (n)
join in (v)
judge (v)
judo (noncount n)
jump rope (v)

K
keyboard (n)
kimono (n)
knit (v)
knock (v)

L
lake (n)
landmark (n)
lantern (n)
last (v)
lawyer (n)
layer (n)
lead (v)
lead story/lead stories (n)
leaving party/leaving parties (n)
lesson (n)
license (n)
light (v)
lip-read (v)
literature (n)
loan (n)
lonely (adj)
look (someone) up (v)
look forward to (v)
luxurious (adj)

M
mainland (noncount n)
make up (v)
mail (v)
mailbox (n)
marble (adj)
marble (n)
marinate (v)
marketing manager (n)
mask (n)
mass media (noncount n)
masthead (n)
melt (v)
memorable (adj)
midwife/midwives (n)
milk (noncount n)
miserable (adj)

mix (v)
mixed-media art (noncount n)
model (n)
moral (n)
mother-to-be (n)
mold (v)
mountaineering (n)
mozzarella (n)
muscle (n)
music (n)
mushroom (n)

N

nail-biting (adj)
nap (n)
narrator (n)
narrow (adj)
neighborhood (n)
newborn (n and adj)
newspaper (n)
nice (adj)
nod (n)
noisily (adv)
nominate (v)
nonfiction (adj and n)
noodle (n)
note (n)
novel (n)
novelist (n)
nurse (n)
nut (n)

O

oar (n)
offend (v)
oil (n)
omelet (n)
operate (v)
optimism (n)
optimistic (adj)
orange (n)
origin (n)
orphan (n)
output (noncount n)

P

paint (n)
painting (n)
paper (adj)
parade (n)
party/parties (n)
pasta (noncount n)
pastel (n)
peak (n)
perfume (n)
photography (noncount n)
picture (n)
pit (n)
plane (n)
play (n)
playwright (n)
poet (n)
poetry (noncount n)
pool (n)
poppy/poppies (n)
popularity (noncount n)
positive (adj)
pour (v)
prehistoric (adj)
pressure (n)
print (n)
printer (n)
procession (n)
promote (v)
protein (n)
proverb (n)
provide (v)
psychologist (n)
publicity (noncount n)
publisher (n)
put up (v)

R

race (n)
racket (n)
radiate (v)
raised (adj)
raw (adj)
rebuild (v)
recapture (v)
receptionist (n)
record (n)
recover (v)
recreate (v)
redecorate (v)
relative (n)
relax (v)
relaxation (noncount n)
rely on (v)
remote (adj)
respected (adj)
respond (v)
response (n)
rest (v)
restoration (noncount n)
restore (v)
review (n)
reviewer (n)
rewarding (adj)
rice (noncount n)
rigorous (adj)
rink (n)
ripe (adj)
river (n)
rock pool (n)
rocking horse (n)
role (n)
romance (n)
rope (n)
rowing (noncount n)
rude (adj)
rugby (noncount n)
run (v)
running (nouncount n)
rural (adj)

S

sad (adj)
sailing (noncount n)
sample (n)
scenery (noncount n)
scooter (n)
sculptor (n)
sculptural (adj)
sculpture (n)
sea (n)
season (v)
self-catering vacation home (n)
sell-out (adj)
set (v)
sew (v)
shade (v)
shake (v)
shield (n)
shine (v)
shoe (n)
shooting (noncount n)
short story/short stories (n)
sidewalk (n)
sighted (adj)
sign (n)
signal (n)
silver (adj)
silver (noncount n)
simultaneously (adv)
sketch (v)
skiing (noncount n)
slavery (n)
slice (v)
snack (n)
software (noncount n)
sorting office (n)
soundly (adv)
souvenir (n)
sparkling (adj)
speaker (n)
spectacular (adj)
speech/speeches (n)
spellbinding (adj)
spiky (adj)
spinning top (n)

sprinkle (v)
sprint (v)
staff (noncount n)
stamp (n)
statue (n)
status/statuses (n)
stick (n)
sticker (n)
stone (adj)
stone (n)
store (v)
story (n)
strange (adj)
stream (n)
stressful (adj)
string (n)
superior (adj)
switch (v)
symbol (n)
symbolize (v)

T

tactile (adj)
take off (v)
take part (v)
take place (v)
tap (v)
teacher (n)
teapot (n)
tea set (n)
technique (n)
telephone engineer (n)
temple (n)
tennis (noncount n)
tense (adj and n)
tent (n)
terrace (n)
terracotta (n)
text message (n)
textiles (n)
thickness (n)
thriving (adj)
tomb (n)
topping (n)
tornado/tornadoes (n)
tour (n)
track (n)
trader (n)
tradition (n)
train (n)
training (noncount n)
tram (n)
trek (n and v)
trial (n)
tsunami (n)
tuna (noncount n)

U

unearth (v)
unexpected (adj)
unique (adj)
unpack (v)
unwritten (adj)
upset (adj)
USB stick (n)

V

vacation (n)
valuable (adj)
venue (n)
visible (adj)
vivid (adj)
volcano/volcanoes (n)
voluntary work (noncount n)
volunteer (n)
volunteer (v)
vote (v)
vow (n)

W

watercolor (n)
wealthy (adj)
webcam (n)
wedding (n)
weight (n)
weightlifting (noncount n)
wheelchair (n)
winner (n)
work (n)
worldwide (adv)
worn out (adj)
worried (adj)
wrap up (v)

Y

yeast (noncount n)
yogurt (noncount n)
youth hostel (n)
yurt (n)

Z

zucchini (n)

Module 5

Unit 9

Defining and non-defining relative clauses

● We use relative clauses to give additional information about something, within the same sentence.

● Relative clauses are usually introduced by the relative pronouns *that*, *which*, *who,* or *whose*.
Van Gogh was a Dutch painter whose work is very important in the history of art.
My best friend, who is the same age as me, is in my class at school.
The exhibits, which take at least two weeks to complete, are always unique.

● Relative clauses are either defining or non-defining. A defining relative clause gives essential information about the main part of the sentence. The sentence will not make sense without the defining relative clause. A non-defining relative clause gives additional information that is not necessary for the sense of the sentence. The non-defining clause is separated from the main part of the sentence by a comma or commas.
Is this the painting that you were talking about? (defining)
One of van Gogh's best-known paintings, which was painted in 1889, was The Starry Night. (non-defining)

Unit 10

Reported speech (from direct speech in the simple past and the present perfect)

● As explained in Unit 6 above, when we change a statement from direct speech to reported speech, the tense of the verb changes. We use *said* (or other reporting verb) plus *that* to introduce what the person said. Sometimes other words such as expressions of time have to change too.

● When we change a statement in the simple past to reported speech, we change the verb into the past perfect.
"I went to the National Gallery last week." (direct speech)
She said that she had gone to the National Gallery the week before. (reported speech)
"I checked my e-mails this morning." (direct speech)
He said that he had checked his e-mails that morning. (reported speech)

● When we change a statement in the present perfect to reported speech, we change the verb into the past perfect.
"Archeologists have found an ancient statue buried in the field." (direct speech)
He said that archeologists had found an ancient statue buried in the field. (reported speech)
"We have been to several art galleries in London during our visit." (direct speech)
They said that they had been to several art galleries in London during their visit. (reported speech)

Module 6

Unit 11

Verbs followed by gerunds or base forms

● Some verbs can be followed by an *-ing* form (gerund), but not by a base form. These include *avoid*, *consider*, *dislike*, *enjoy*, *finish*, *practice,* and *suggest*.
He enjoyed traveling, and traveled all over the world.
Would you consider moving to another country?

● Some verbs can be followed by a base form, but not by an *-ing* form. These include *agree*, *ask*, *attempt*, *choose*, *decide*, *expect*, *forget*, *hope*, *manage*, *offer*, *prepare*, *promise*, *seem,* and *want*.
Dickens wanted to highlight the cruel treatment of children.
He decided to write about the cruelty of slavery.

● Some verbs can be followed by either a base form or an *-ing* form, with no difference in meaning. These include *begin*, *continue*, *hate*, *intend*, *like*, *love*, *prefer,* and *start*.
My brother likes reading poems.
I prefer to read historical novels. I love getting to know the characters.

● Some verbs can be followed by either a base form or an *-ing* form, but there is some difference in meaning. These include *forget*, *remember*, *stop,* and *try*.
Dickens stopped going to school at the age of fourteen.
We stopped to visit the Dickens museum.
I remember reading Oliver Twist *when I was at school.*
Remember to borrow that book from the library!
Try reading another book by him. Maybe you would enjoy that more.
(try = experiment)
I tried to finish the book during my vacation, but it was too long.
(try = attempt)

Unit 12

Narrative tenses

● Narrative tenses are verb tenses that we use to talk about the past. They are often used when we tell stories and when we describe past events. Three tenses that we use for narratives are the simple past, the past progressive, and the past perfect.

● When we describe past events or tell stories in the past, it is important not to mix past and present tenses. The reader or listener will not understand when the events happened and your story will not be clear.

● We use the simple past to describe the main events of a story, and to describe sequences of events. We use the simple past for completed events in the past.
Laura Buxton wrote a message on a helium-filled balloon. She sent it into the air, and it disappeared. A few weeks later, the balloon landed.

● We use the past progressive for unfinished actions and events at a point of time in the past, and for repeated actions that were happening over a period of time.
The young man was studying at the Institute.
Blind people all over the world were using Braille every day.

● We also use the past progressive to describe the situation or background in which the events of a story happen.
That day my grandparents were celebrating their wedding anniversary.
In the yard, the sun was shining and the birds were singing.

● We use the past perfect to talk about things that happened before the main events of the story.
Dr. Gallaudet had seen people using sign language in Paris.
By seven o'clock in the evening, he had completed his homework.

Module 7

Unit 13

Reported questions

● We use reported questions to report a question that someone has asked. We use *ask* (or another reporting verb) to introduce reported questions. Reported questions do not have question marks at the end. The verb tenses change as in reported speech.

● When the direct question has a question word such as *who*, *where*, *when,* or *why*, the reported question uses the question word.
"Where did you eat this strange fruit?" (direct question)
The interviewer asked where Sam had eaten that strange fruit. (reported question)
"When did people in the U.K. start eating pizza?" (direct question)
She asked when people in the U.K. had started eating pizza. (reported question)

● When the direct question does not have a question word (questions with *do* or *does*), we use *if* or *whether* to introduce the reported question.
"Do you like broccoli?" (direct question)
Jane asked me if I liked broccoli.
(reported question)
"Did they eat any eggs last week?" (direct question)
Kate asked whether they had eaten any eggs the week before. (reported question)

Unit 14

Modal verbs of possibility in the past

● We can use modal verbs with *have* plus the past participle to talk about possibility in the past.

● We use *could have* plus the past participle or *might have* plus the past participle for a specific possibility in the past (when we are not sure if something happened or not).
A car might have broken down on the road.
The deposits could have been carried there by a tsunami.

● We use *must have* plus the past participle for a deduction about the past when we believe that something is true and quite often when we have evidence.
Writers must have tied several tablets together to make a long letter.
I lost my bag. I must have left it on the train.

● We use *can't have* + past participle or *couldn't have* + past participle to talk about something we are certain about. We also use these to express disbelief or surprise.
The person couldn't have been a child, because there's an adult train ticket.
It couldn't have been Andy you saw yesterday. He's in Spain this week.
He can't have robbed the bank. He's such a nice person.

● We use *would have* + past participle or *wouldn't have* + past participle to talk about a definite outcome in the past, if the situation had been different. In this case, the *if* is not spoken.
I would have called you last night (*if I had known you were upset*.)
I would have gone with you to the movies, but you didn't ask!
It is possible that the woman would have left her bag on the train because she was in a hurry.

Module 8

Unit 15

The third conditional

● We use the third conditional to talk about a situation or event in the past that did not happen or was impossible. We form the third conditional with *if* plus the past perfect in one part of the sentence and *would/wouldn't have* plus the past participle in the other part.
If she had known we were coming to see her, she would have stayed at home.
If I hadn't come to this school, I wouldn't have met people from so many countries.
He would have helped me if I had asked him.
Students wouldn't have known about this writer if they hadn't read the book.

● We can also use the third conditional to express criticism of someone.
If you had worked harder, you would have passed the test.
Their team would have won the game if they had tried a little harder.

Mixed conditionals

● We use sentences with the third conditional and the second conditional to talk about the likely result in the present if an event in the past had had a different outcome. The first part of the sentence is in the third conditional and expresses the past event. The second part of the sentence is in the second conditional and expresses the outcome in the present.
If the Schools of the Air program hadn't started, many Australians living in remote areas would not have access to education.
If it hadn't been for the invention of the Internet, it wouldn't be possible for students to e-mail their teachers.

● In both of the sentences above, the first part of the sentence (in the third conditional) had the opposite outcome in reality, so the Schools of the Air program did start and the Internet does exist. The second part of the sentence shows the likely present result if this alternative version of the past had occurred.

Unit 16

I wish .../If only ...

● We use *wish (that)* and *If only* to express a regret about the past or to say we would like something to be different in the present. *If only* is a stronger way of expressing regret than *I wish*.

● We use *I wish/If only* plus the simple past to say we would like something to be different now.
I wish I had more qualifications.
If only we lived in the city!

● We use *I wish/If only* plus the past perfect to express a regret about something that happened, or didn't happen, in the past.
I wish that I'd practiced more when I was young.
I wish I'd finished writing my novel.
If only I'd learned Italian when I was at school.
If only he had been braver.

Base form	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
leave	left	left
make	made	made
put	put	put
ride	rode	ridden

Base form	Simple past	Past participle
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
write	wrote	written