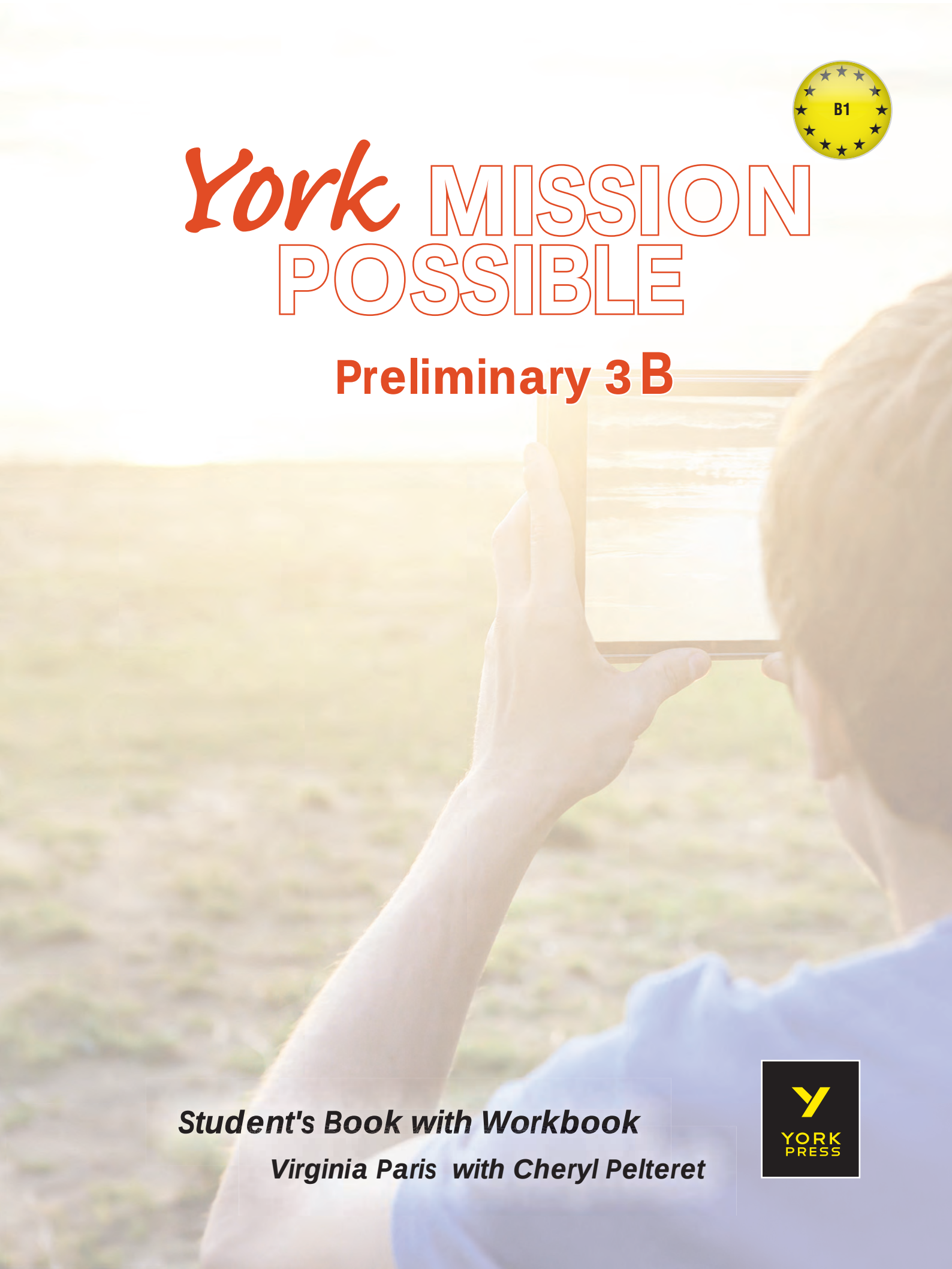


York MISSION POSSIBLE

Preliminary 3 B

Student's Book with Workbook

Virginia Paris with Cheryl Pelteret

YORK PRESS

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Scope and sequence

UNIT	LANGUAGE	SKILLS
Module 1 Health *page 5*		
1 Helping others *page 6*	**Grammar:** the simple present and the present progressive **Vocabulary:** health **Functions:** expressing routines; describing present activities; persuading	**Reading:** a hospital in Ethiopia; the snake milkers; send an animal and change a life **Listening:** World Blood Donor Day **Speaking:** talking about what people are doing; talking about snake milkers; explaining how you and your classmates can help people in Africa **Writing:** an e-mail about donating blood; a leaflet about helping others
2 Staying healthy *page 12*	**Grammar:** modal verbs *should, shouldn't, ought to* and *must* **Vocabulary:** injuries and illnesses **Functions:** giving advice; describing a state of health or illness	**Reading:** first aid; being fit and healthy; why we should vaccinate; problems and advice **Listening:** how to prevent the spread of germs **Speaking:** giving advice; talking about being fit and healthy; talking about vaccinations **Writing:** a paragraph about an illness or an injury; an e-mail giving advice

Project: Write a leaflet about healthy living.

Module 2 Heroes *page 19*		
3 Ordinary heroes *page 20*	**Grammar:** the simple past **Vocabulary:** newspapers **Pronunciation:** simple present and past forms **Functions:** talking about the past; giving facts; expressing admiration	**Reading:** seven-year-old hero; a man saving a little girl; people's heroes **Listening:** Jane and Sally's story **Speaking:** telling stories; talking about someone you admire **Writing:** a letter to a newspaper; a story about saving someone
4 Heroes in literature *page 26*	**Grammar:** the simple past and the past progressive; *when* and *while* **Vocabulary:** stories and heroes; word types **Pronunciation:** /k/, /tʃ/ and /ʃ/ **Functions:** describing past events; describing heroes; telling stories	**Reading:** Rostam and Sohrab; the farmer and the tourist; the hero in literature **Listening:** Shapur I **Speaking:** talking about what people were doing; talking about heroes; telling stories **Writing:** a story about a hero

Project: Write about a hero.
Review A *page 33*

Module 3 Ancient cities *page 35*		
5 Ancient civilizations *page 36*	**Grammar:** the present perfect with *ever* and *never*; the simple past **Vocabulary:** history; ancient monuments **Functions:** recounting past experiences; describing places	**Reading:** Angkor Wat; The City of the Forty Columns; Malaysia **Listening:** Copan **Speaking:** talking about activities you have done; talking about ancient places you have visited **Writing:** about a World Heritage Site; a postcard about a trip
6 Ancient peoples *page 42*	**Grammar:** the present perfect with *for* and *since*; *How long …?* **Vocabulary:** geographical features; animals **Functions:** inquiring about possessions; recounting past experiences; giving facts	**Reading:** Machu Picchu; the Nazca Lines; the Olympic Stadium in Amsterdam **Listening:** an archeologist's daily routine **Speaking:** talking about possessions; talking about animals; talking about an ancient civilization **Writing:** about a mystery; a presentation about a building

Project: Write about an ancient civilization.

Module 4 Design and homes *page 49*		
7 Buildings old and new *page 50*	**Grammar:** defining relative clauses with *that* and *who*; relative pronouns *where*, *which*, *who,* and *whose* **Vocabulary:** shapes; buildings; word types **Functions:** making descriptions; expressing opinions	**Reading:** the design and construction of the pyramids; Burj Khalifa; the Milad Tower **Listening:** Taipei 101 **Speaking:** explaining why items/people are important to you; talking about skyscrapers and modern buildings **Writing:** an advertisement for a building
8 Home life *page 56*	**Grammar:** comparative adjectives; *as … as, not as … as* **Vocabulary:** homes **Functions:** making comparisons; describing places; stating advantages and disadvantages	**Reading:** megacities; skyscrapers and towers; living in a rural area **Listening:** living in a high-rise apartment **Speaking:** describing your home; talking about cities **Writing:** three paragraphs about your home; an essay describing your town or city

Project: Design and describe your ideal home.
Review B *page 63*

Module 5 The future *page 65*		
9 Computers and technology *page 66*	**Grammar:** *will, won't, going to* **Vocabulary:** computers; word families **Pronunciation:** contractions **Functions:** making predictions; expressing certainty about the future; expressing opinions	**Reading:** predictions for the future; the flying car **Listening:** the future of the Internet **Speaking:** talking about the future; talking about computers and technology; making predictions **Writing:** predictions for the future
10 Making plans for the future *page 72*	**Grammar:** the present progressive for the future; *will* for future actions **Vocabulary:** education and college; vacations **Functions:** making plans; inquiring about plans; describing places	**Reading:** vacation plans; a journey to Greece **Listening:** Maryam's schedule **Speaking:** making plans for next week; talking about a trip you have been on **Writing:** your schedule for next week; a leaflet about a country

Project: Describe life in your country in fifty years.

Module 6 Communication *page 79*		
11 Keeping in touch *page 80*	**Grammar:** the zero and first conditionals **Vocabulary:** methods of communication **Functions:** expressing conditions; describing an invention; giving facts	**Reading:** a short history of written communication; writing long ago; the pen **Listening:** scribes in early Egypt **Speaking:** describing the rules of a game; talking about everyday activities; talking about conditions **Writing:** a description of an invention
12 Languages *page 86*	**Grammar:** the zero and first conditionals with *before, after, as soon as,* and *until* **Vocabulary:** learning styles; communication **Functions:** making suggestions; expressing conditions; role-playing a situation	**Reading:** a learning quiz; learning a foreign language **Listening:** learning styles; a summer language course **Speaking:** talking about learning styles; talking about learning languages; talking about summer language courses **Writing:** a brochure for a language school

Project: Research and write about a disappearing language.
Review C *page 93*

Module 7 Money *page 95*		
13 The history of money *page 96*	**Grammar:** *a lot of, lots of, (a) little, (a) few, much, many, some, any;* count and noncount nouns; *How much/How many* **Vocabulary:** money **Functions:** expressing quantity; telling a story; describing items	**Reading:** a traditional Turkish story; a short history of money; an item for sale **Listening:** John Freyer's possessions **Speaking:** talking about traditional stories; talking about what is important to you; talking about quantities of food; talking about possessions; talking about bidding **Writing:** an advertisement for an item
14 A new business idea *page 102*	**Grammar:** modal verbs of obligation *must, should, shouldn't, can't, have to,* and *don't have to* **Vocabulary:** products and inventions; business **Functions:** expressing obligations; expressing opinions; describing a product	**Reading:** how to start a business; a young inventor; two job advertisements **Listening:** Daniel's business **Speaking:** talking about job skills and personal qualities; talking about inventions and products **Writing:** a description of a product; an advertisement for an ideal job

Project: Design and describe a new product or service.

Module 8 The natural world *page 109*		
15 Animal facts *page 110*	**Grammar:** superlative adjectives; adjective order **Vocabulary:** animals **Functions:** making descriptions; making comparisons; agreeing and disagreeing	**Reading:** the most endangered animals in the world; the deer and the crow **Listening:** the ant and the chrysalis **Speaking:** talking about animals; talking about fables; describing animals and objects **Writing:** a fable
16 Marine life *page 116*	**Grammar:** modal verbs of possibility *must, could, might, might not,* and *can't* **Vocabulary:** sea creatures; word types **Functions:** expressing possibility; making deductions; describing a place	**Reading:** monsters of the deep; self-defense under the sea **Listening:** shark cage diving **Speaking:** talking about sea creatures; talking about shark cage diving **Writing:** a description of your favorite place to visit

Project: Write a report about your favorite animal.
Review D *page 123*

Extra reading *page ER1: Treasure Island* **by Robert Louis Stevenson**

Wordlist *page W89*
Student grammar review *page W91*
Irregular verbs *page W94*

MODULE 5

The future



Where can you see this building? Have you visited it?



What is this? Would you like to travel using this? Why / Why not?



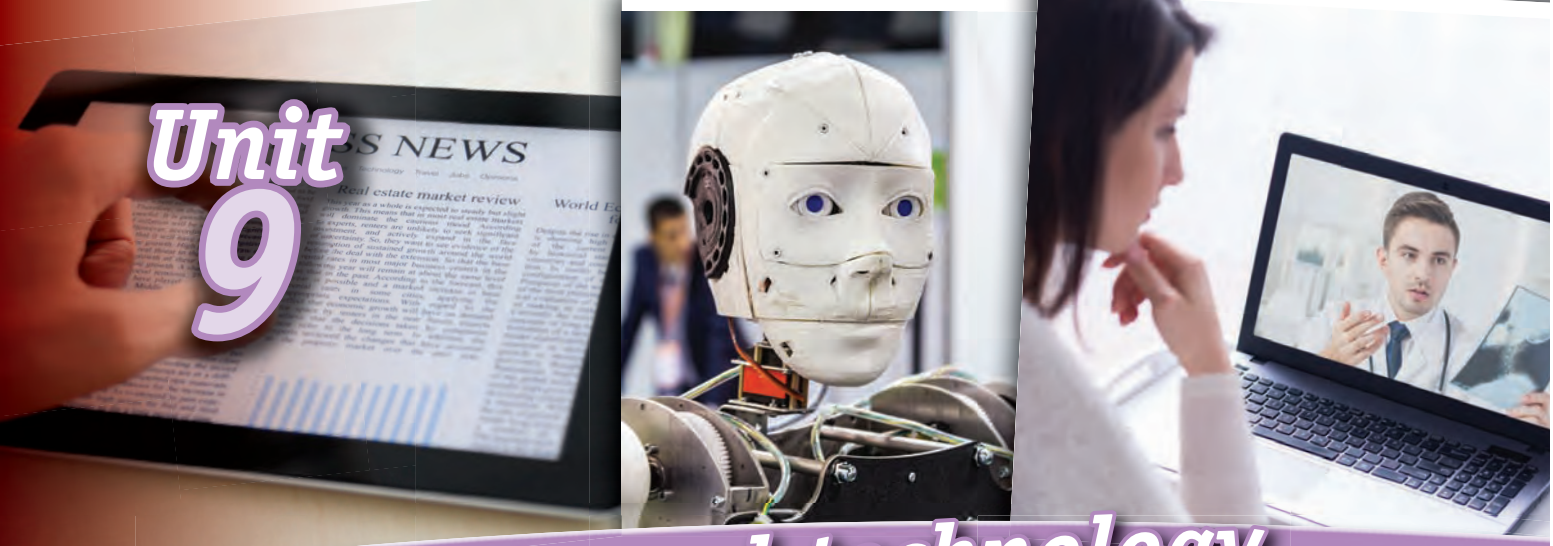
What is this? Would you like to use one? Why / Why not?

Outcomes

- To read about predictions for the future, the flying car, vacation plans, and a journey to Greece
- To listen to a talk about the future of the Internet and someone's schedule
- To use vocabulary related to computers, education and college, and vacations
- To talk about the future, computers, opinions about predictions, making plans and visiting places
- To use *will*, *won't*, *going to*, the present progressive for the future, and *will* for future actions
- To write about your predictions for the future, your schedule for next week, and a leaflet about a country

Project

Describe life in your country in fifty years.



Unit 9 Computers and technology

Grammar
will, won't, going to

BEFORE YOU BEGIN

1 Look at the pictures. What objects do you recognize?

2 The words in the box are related to computers. Check the meaning of the words you don't know in a dictionary. Can you think of more words to add?

tablet | smartphone | app | touch screen | laptop | upload | download

3 9.1 Read and listen to this article about predictions for the future. Do you think the predictions will come true?

Reading strategies

Reading for main idea

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

What will the future bring? Here are some predictions ...

Computers

Computers will become our personal assistants. They'll know what we like and dislike, so they will help us make decisions: what to wear, what to buy, etc. Our lives will be much easier! We will always be online because we will wear a tiny computer in our clothing. This will connect us to the millions of other tiny computers there will be around us – receiving and sending information to our own, built-in "personal assistants."

Medical science

We can already visit a doctor by chatting online, but in the future more options may be possible. Telemedicine is trying to help doctors treat patients in rural areas, where hospitals don't have specialized doctors. Using remote technology, the doctor will be able to move a special robot around to check a patient's heart, take X-rays, and get a close-up view of the patient.

Robots

Imagine you are lost in a forest. Soon it's going to get too dark for rescue workers to find you. And there's going to be a storm, so it will be too windy for planes to search from the air. But in ten years' time, we will have hundreds of tiny, intelligent robots that will search the area for you. They will send information about where you are to a large central computer, and you'll soon be home!

Flying cars

Long ago, people predicted flying cars. But this is no longer just a prediction. It's going to happen – a company is already making a flying car, which is going to cost about $300,000! Are you going to buy one? It will let you drive down a road, and then, when the traffic is busy, you can take off and fly to your destination!

COMPREHENSION

4 9.1 **Read and listen to the article again. Are these predictions about the future true or false according to the article? Correct the false sentences.**

1 We will wear computers in our clothing. True
2 We will be online all the time.
3 Doctors will help sick robots get better.
4 Doctors will treat patients in their own homes.
5 Robots will help us get lost.
6 Flying cars will be cheap.

Reading strategies

Reading for information

- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the sentences.
- Find the words in the text that match the words in the questions.

GRAMMAR: *will*, *won't*, *going to*

Student grammar review page W91

5 **Look at these sentences from the article. Which ones are predictions, and which ones are more certain? Write *P* for a prediction or *C* for a certainty.**

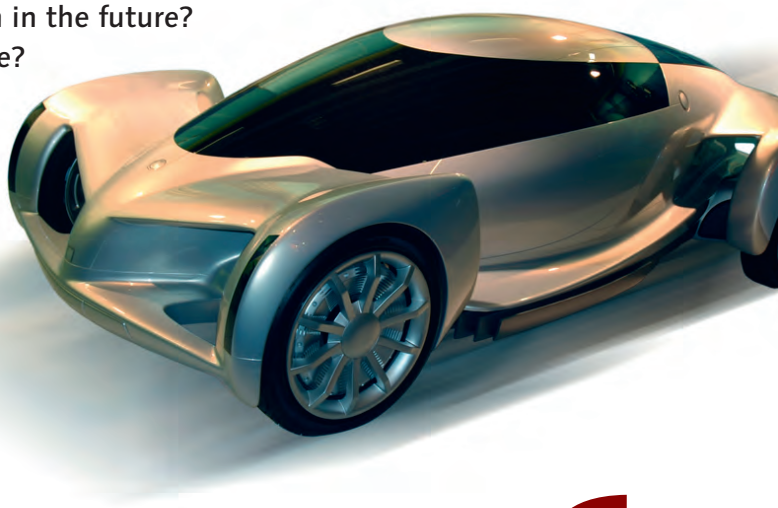
1 Computers will become our personal assistants. P
2 We will always be online because we will wear a tiny computer in our clothing.
3 We will have hundreds of tiny, intelligent robots.
4 Using remote technology, the doctor will be able to get a close-up view of the patient.
5 It's going to happen – a company is already making a flying car.
6 The flying car is going to cost about $300,000!

6 **Complete the sentences using *will*, *won't*, or *be going to*.**

1 "Look at those clouds. It _____ is going to _____ rain."
2 "It _____ rain. Today is Monday, and it never rains on Mondays."
3 "If it does rain, I _____ take an umbrella with me when I go out."
4 "Who do you think _____ win the running race?"
5 "I think number six _____ definitely win."
6 "Those bags look heavy. I _____ carry them if you like."
7 "If he watches lots of television every day when he ought to be studying, he _____ pass his exams."
8 "I don't think I _____ watch TV tonight. I might go to the movies."

SPEAKING

7 **Work in pairs. What do you think will happen in the future? What do you think won't happen in the future?**



VOCABULARY: Word families

8 **Find words in the text to complete the chart.**

Noun	Verb
assistant	assist
	connect
	inform
	predict
treatment	



SPEAKING

1 Look at the pictures. What do you think you will hear?

2 Work in pairs and answer the questions.

1 Do you use computers? Do you use the Internet?
2 What do you use computers and the Internet for?
3 What objects do you use that are computerized?
4 Imagine life in the next twenty years. How do you think computer technology and the Internet will change our lives?

3 Share your ideas with other pairs. Are your ideas the same?

Listening strategies

Listening for detail

- Look at the blanks in the text before you listen.
- Underline the word before each blank.

LISTENING

4 9.2 What are people doing in Silicon Valley? Listen to the text to find out. Listen again and complete the text.

In Silicon Valley and other places around the world, people are constantly working to improve the **(1)** Internet. The creators of the first generation of the web wanted to make **(2)** _____ accessible to everyone. The second generation was about enabling users to **(3)** _____ with each other. The third generation of the Internet is **(4)** _____ to be focused on making it much more **(5)** _____. Our computers can already identify our interests based on previous web **(6)** _____ and can suggest other products or websites we might like. **(7)** _____ are now designing search tools that can handle more **(8)** _____ searches. For example, you **(9)** _____ be able to type in several things you are looking for in one search instead of doing multiple searches. Of course, Internet searches and other functions are going to be **(10)** _____ in the future. Some experts predict that future **(11)** _____ will be "pageless." In other words, there will be more **(12)** _____ and no clicking from one page to another on a site.

PRONUNCIATION: Contractions

5 9.3 **Listen and circle the words that you hear.**

1 (I'll) / *I will* carry your bags for you.
2 *There's / There is* going to be a storm tonight.
3 In the future, *there'll / there will* be no schools. *We'll / We will* all learn from home.
4 *She's / She is* going to college next year, but she doesn't know what *she'll / she will* study yet.
5 *They're / They are* all going to the museum today.
6 Don't worry. *We'll / We will* find our way to the bus station.
7 *They're / They are* all wearing white sneakers.
8 *I'm / I am* going to do my homework later.
9 *I'll / I will* call you when I get there.
10 *He's / He is* going to study Political Science when he finishes high school. *He'll / He will* probably study in New York City.

6 9.3 **Listen again and repeat the sentences.**

Listening strategies

Listening for detail

- Read the sentences first.
- Listen carefully for any contractions.

Talk together

7 **In pairs, take turns making predictions about life in 2050. Use the words in the box to give you ideas.**

transportation education work families the environment buildings
rural areas health world population books newspapers telephones









We're changing the world with technology.
Bill Gates, businessman (1955–)

What does *www* stand for?



READING

1 Look at the pictures and describe what you can see.

2 When you were making predictions about life in 2050, what did you decide?

3 Read the article and insert the questions in the correct place in the article.

a) How will I learn to fly and drive this car?

b) What will the price of the flying car be?

c) Where will I be able to use the flying car?

d) When will I be able to buy this car?

e) How does the car work, and how fast will it be able to go?

Landing near you soon!

Over the years, people have made predictions about future technology and inventions. We still haven't built a city on another planet. We have robots, but we don't have robots that can replace people. But one prediction will soon come true: the flying car.

One company is making the world's first flying car. But will it mean the end of traffic jams for car drivers?

1 c

The flying car will be able to take off or land at any airport. On the ground, you can drive it on any road and park it in any parking lot or garage.

2 _____

It will be able to travel as fast as 159 kilometers per hour on the road and 200 kilometers per hour in the air. Another advantage of this car is that it will use the same fuel as any other car. When you're flying, and the weather becomes worse, you'll be able to land and drive the rest of the way. All you'll need to do is press a button and the wings will fold up. And if you get stuck in traffic, just drive to the nearest airport and take off!

3 _____

You'll need a special pilot's license, so you'll have to complete a course that includes twenty hours of flying time, with a test afterwards. You'll also need a driver's license, just as for any other car.

4 _____

The car could be going on sale in about a year. You'll have to hurry up and order one – a lot of people will probably want this luxury vehicle.

5 _____

It will cost about $300,000. That's about as expensive as a sports car. But this is a sports car that can fly!

COMPREHENSION

4 **Are the sentences true or false? Correct the false sentences.**

1 You can take off in the flying car from your garage or a parking lot.
False. You can take off from an airport.
2 It's very easy to change the vehicle from a plane into a car.
3 If you find a lot of traffic on the road, you can just fly up into the air instead of continuing your journey on the road.
4 Anyone with a car driver's license will be able to fly and drive this car.
5 You can buy the flying car now.
6 It's cheaper than a sports car.

SPEAKING

5 **Read the following questions and predictions. In pairs, discuss your opinions.**

In the 22nd century:

- How will computers look different?
- Will we have robots instead of teachers?
- Will we still read books, or will we only read online?
- What jobs in the house will computers and robots do?
- Will we have roads and houses underground?
- Will cars drive on roads above ground level?
- Will we still carry passports?
- Will we have airports in the sky?
- Will we take vacations on other planets?

In the 22nd century:

- We won't have to go to school. We'll register online and take part in classroom activities through the Internet and video calls.
- Technology will be built into clothes, so we will be able to send e-mails from our shoes or coats!
- We'll all have small computers under our skin, and these will have all our personal information on them – name, address, age, etc.
- We'll be more intelligent. We'll be able to download computer programs into our brains.

WRITING

6 **Write your predictions for the future. Answer the questions above, or use your own ideas to say what you think will happen in the next century. How will these things change *your* life?**

Useful phrases to use

I think … / I don't think …	I believe … / I don't believe …
In my opinion …	It's possible that …
I'm sure …	Maybe …

Writing strategies

Making predictions

- Look at the questions.
- Look at the predictions other people have made.
- Look at the box with useful phrases you could use to give your opinions.
- Think about illustrating your ideas.



Unit 10

Making plans for the future

Grammar

the present progressive for the future; *will* for future actions

Reading strategies

Reading for main idea

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

BEFORE YOU BEGIN

1 What are your vacation plans for this summer? Are you going away? Where are you going? What are you doing?

2 10.1 Read and listen to the text. What kind of text is it? Is it from a book, a magazine, a newspaper, or a website? How do you know?

It's that time of year – summer vacation!

How are *YOU* spending your vacation – traveling, or staying at home?

I'm taking a class to improve my English. The school is in Los Angeles, so I'm staying with my aunt and uncle, who live there. My cousin is joining me for the class, which lasts from Monday to Thursday. On Friday, my parents are driving from San Diego and spending the weekend with my aunt and uncle. When we go home, my cousin's coming with us. He hasn't been to San Diego in years, so we've planned lots of activities for him. We're going to the San Diego Zoo and Balboa Park . I can't wait for summer vacation to start! It's going to be fun. **Zach**

My sister is graduating from college in New York City, so we're going to her graduation ceremony. We're staying in a hotel, and we're also planning to have lunch at a restaurant in the Empire State Building. I'm really looking forward to it because I haven't seen my sister since last semester. **Nina**

I'm not doing anything really. Most of my friends are going away, so I don't know what I'm going to do. Does anyone have any ideas? **Henry**

I think vacation is for relaxing and doing what you want. For most of the summer, I'm staying at home because my dad is working, but at the end of the summer we're going to stay with my grandparents for a week. They live by a beach, so I hope the weather will be nice! **Brittany**

COMPREHENSION

3 10.1 **Read and listen to the text on page 72 again and write the name of:**

1 one person who is hoping for good weather Brittany
2 one person who doesn't have any plans
3 one person who is going to take a class
4 three people who are visiting relatives
5 one person who is going to a zoo
6 one person who is going to stay in a hotel

Reading strategies

Reading for information

- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

VOCABULARY: Education and college

4 **Complete the text using the words and phrases in the box.**

graduates **graduation ceremony** **I can't wait** **improve** **last** **looking forward** **planning** ~~**college**~~

My brother's starting **(1)** college next semester. His program is going to **(2)** _____ for four years. My brother thinks studying is a good way to **(3)** _____ yourself. When he **(4)** _____, we'll all go to the formal **(5)** _____.

(6) _____ to go to college myself. I'm **(7)** _____ to study Medicine and become a doctor. I'm really **(8)** _____ to that. I love helping people, and I'm going to work really hard to make my dreams come true.



GRAMMAR: The present progressive for the future

Student grammar review page W91

5 **Read these sentences from the text on page 72 and choose the correct phrase.**

Next week …

1 *I take / I'm taking* an English class.
2 *I'm staying / I will stay* with my aunt and uncle.
3 My sister *will graduate / is graduating* from college.
4 *We stay / We're staying* in a hotel.
5 *I'm not doing / I won't do* anything really.
6 My dad *works / is working*.

6 **Rewrite the sentences using *going to*, *will*, or the present progressive and the verb in parentheses.**

1 Our plans are to travel to India next month.
We are traveling to India next month. (travel)
2 I have decided to take the 7:45 train.
I _____ the 7:45 train. (take)
3 They predict a sunny day tomorrow.
It _____ sunny tomorrow. (be)
4 What have you decided to buy for Mom for Mother's Day?
What _____ for Mom for Mother's Day? (buy)
5 I have decided to buy her a new umbrella.
I _____ her a new umbrella. (give)
6 What are your plans for this evening?
What _____ this evening? (do)









GRAMMAR: The present progressive and *will* for future actions

Student grammar review page W91

1 **A friend is planning a vacation. Use the words in parentheses to write questions in the present progressive. Then work in pairs to ask and answer the questions.**



1 (where you go) Where are you going?
2 (how long you stay)
3 (when you go)
4 (you go alone)
5 (you travel by car)
6 (where you stay)
7 (when you return)
8 (look forward to your vacation)

2 **Rewrite the sentences using *will* and the verb in parentheses.**

1 Are you hungry? Let me offer you one of my sandwiches.
I 'll give _____ you one of my sandwiches. (give)
2 Do you need a ride to the train station? Ahmad is happy to drive you.
Ahmad _____ you a ride to the train station. (give)
3 It's raining. Tala is offering to let you borrow her umbrella.
Tala _____ you her umbrella. (lend)
4 There are no trains today, so they have to take a cab to the airport.
They _____ a cab to the airport. (take)
5 Arvin can't come with you to the movie theater now. Do you know anyone else who likes movies?
Who _____ to the movies with you today? (go)
6 You can't ride your bike because your brother has just borrowed it. What other plans do you have?
What _____ now? (do)



3 **Complete the sentences with the correct phrase.**

1 _____ the computer tonight? I want to check my e-mails when I get home.
ⓐ Are you using **b** Do you use **c** You are using **d** You will use

2 Hurry up! The bus _____ in ten minutes!
a is leaving **b** was leaving **c** are leaving **d** can leave

3 What _____ next weekend?
a are you doing **b** do you doing **c** do you do **d** did you do

4 We _____ dinner in a restaurant this evening. We've reserved a table.
a will have **b** are having **c** have **d** having

5 I'm _____ out tonight. I'm _____ at home and doing my homework.
a not going / not staying **b** going / staying **c** going / going to stay **d** not going / staying

6 I _____ a headache, so I _____ the doctor this afternoon.
a am having / am seeing **b** have / see **c** have / am seeing **d** am having / see

LISTENING

4 **Look at Maryam's schedule and try to answer the questions.**

1 What is Maryam doing on Monday?
2 What is she doing on Wednesday? When?
3 What is she practicing on Thursday?
4 Is she doing anything on Thursday afternoon?
5 When is she doing her homework project?

Listening strategies

Listening for detail

- Look at the blanks in the text before you listen.
- Underline the word before each blank.

	morning	afternoon	evening
Monday		play tennis with Dan	have dinner with _____
Tuesday	meet Tala to do homework project		
Wednesday	_____	meet _____	
Thursday	have a piano lesson for music exam	_____	

5 **10.2 Listen and complete the rest of Maryam's schedule. When is she meeting Dan to play tennis?**

WRITING

6 **Write your own schedule for next week.**

Writing strategies

Writing a schedule

- Think about who your reader is – it's yourself!
- Look at the example above. Separate each day into morning, afternoon, and evening.

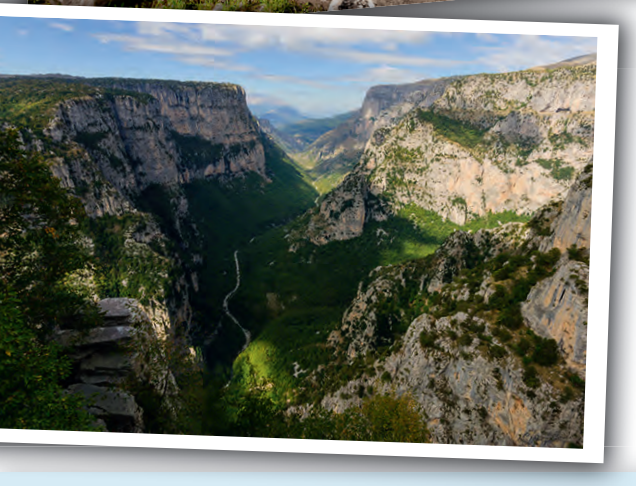
Talk together

7 **Work in pairs. Ask and answer questions about your schedules. Try to find a time to do something together.**

A: What are you doing on Thursday afternoon?
B: I'm playing soccer.







READING

1 Look at the text and the pictures. What kind of text is it? Is the text from a vacation brochure, a report of a trip, or a schedule?

2 Read the text and match the headings to the paragraphs.

a A perfect trip
b To bed in a tent
c A capital beginning
d Swimming with a snorkel

A JOURNEY TO GREECE

1 c

Athens is home to the famous Acropolis. This is where we are going to start our adventures, here in the capital. First, we're going to the Acropolis, the greatest monument on our planet. From there, we're moving to the famous Acropolis Museum to see the many precious treasures. Don't miss the Archaic Gallery.

2 _____

After exploring the city, we're heading to Zagori. We'll be exploring the beautiful canyon by hiking through a route in the Vikos Gorge. For those who aren't afraid of heights, it's an experience of a lifetime. It's a challenging hike – we're warning you! But you won't forget the amazing scenery. You can even camp there!

3 _____

Now we're going to Crete. Our journey will take us through fantastic mountain scenery until we arrive in Plakias, a town on the south coast of Crete. Have you ever swum with brightly colored fish? This is what you should do here; get a snorkel and get into the water!

4 _____

Finally it's time to travel to Delphi, famous for its incredible ancient treasures. We're going to the Temple of Apollo. From there we'll continue to the Athenian Treasury – the perfect end to an amazing trip!

? When was the Acropolis built?

VOCABULARY: Vacations

3 The words in the box are in the text on page 76. Check the meaning of the words you don't know in a dictionary. Then use the words to complete the sentences. There is one word you don't need.

camp	canyon	~~route~~	planet
snorkel	treasures		

1 They are planning to drive from Macedonia to Peloponnese, but they don't know which _route_ they are taking.
2 To reach Vikos you have to pass through a _____, but it's worth it: Vikos is one of the great _____ of the ancient world.
3 It's wonderful to _____ in the desert and sleep under the stars.
4 If you are going to swim underwater, you should use a _____.





COMPREHENSION

4 Read the text on page 76 again. Find evidence in the text to show the following.

1 Tourists will need to be in good shape.
They will hike through the Vikos Gorge.
2 Tourists will get a chance to sleep out in the mountains.
3 Tourists will get a chance to go into the ocean.
4 Tourists will see a famous landmark.
5 The trip won't end in Athens.

Talk together

5 Work in pairs. Have you visited any of the places mentioned in the text? Would you like to? Why / Why not? Talk about a trip you have been on.

WRITING

6 First, read the text on page 76 again. Circle all the adjectives.

7 Now underline examples of *will*, *won't*, *going to*, and the present progressive tense for future arrangements.

8 Take notes about a place you have been, or places in your country that tourists enjoy visiting. Write a leaflet about the place you have visited or about your own country. Use the model text on page 76 to help you.

> *A journey of a thousand miles begins with a single step.*
> **Lao Tzu, Chinese philosopher (604 BCE–531 BCE)**

Writing strategies

Writing a leaflet

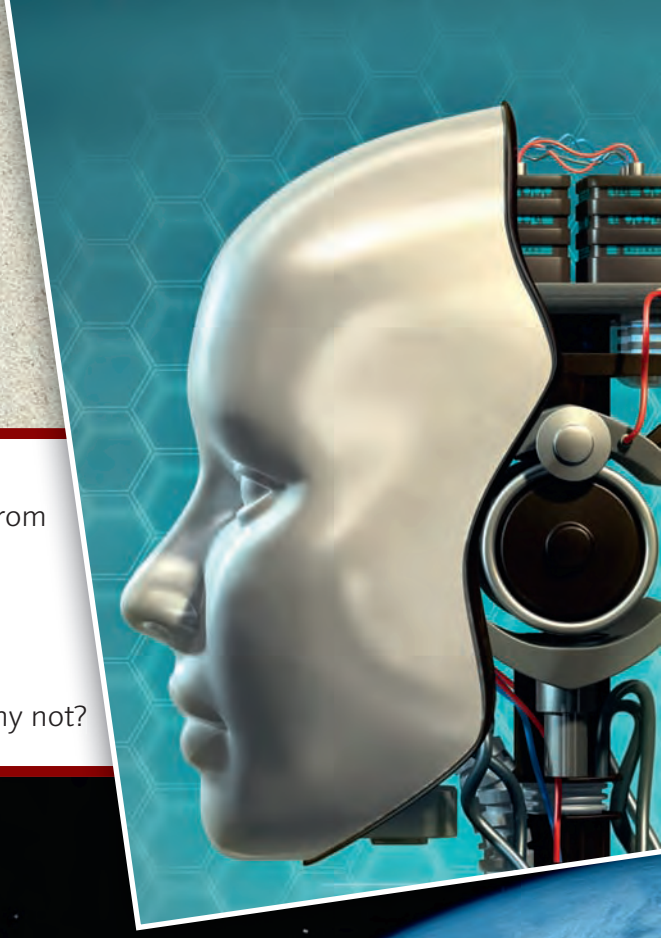
- Think about who your reader is.
- Decide where you are going to write about.
- Write a list of the things you think tourists would enjoy.
- Think about the order of visiting these places and how the tourists will get to them.

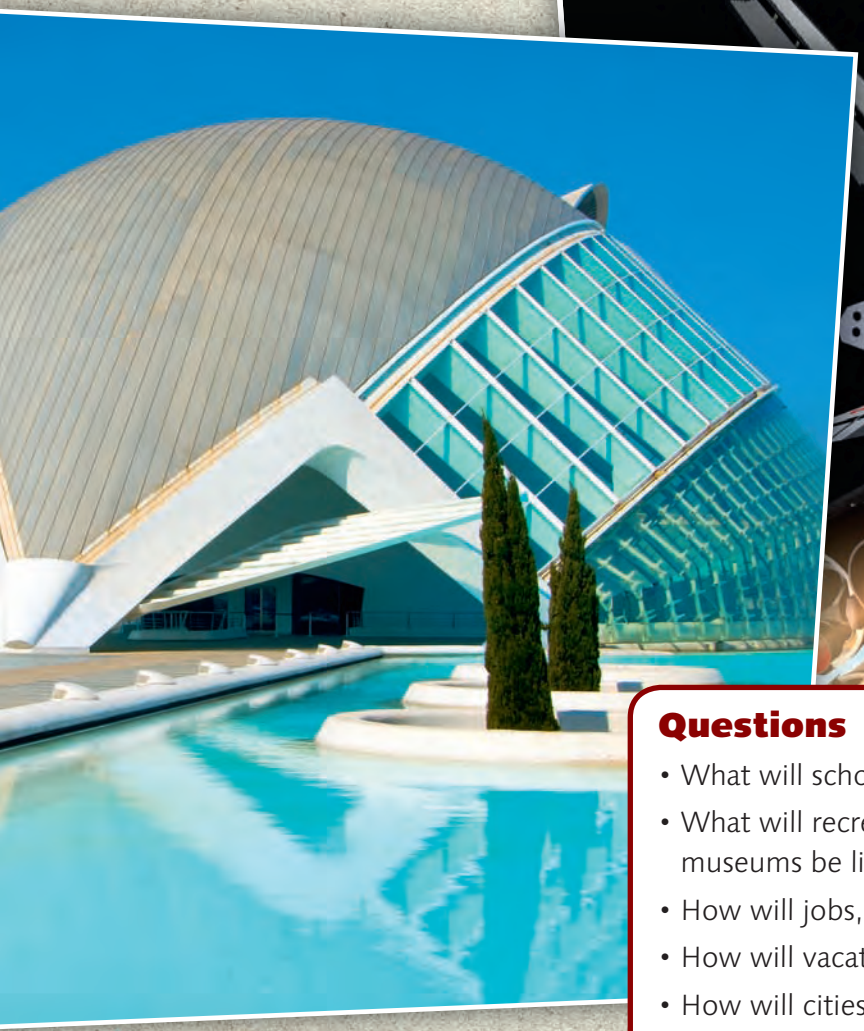
Project

Describe life in your country in fifty years.

Your task

- Make predictions about life in your country fifty years from now.
- Answer the questions.
- Prepare a talk for the class.
- Which predictions do you think will come true? Why?
- Which predictions do you think will not come true? Why not?



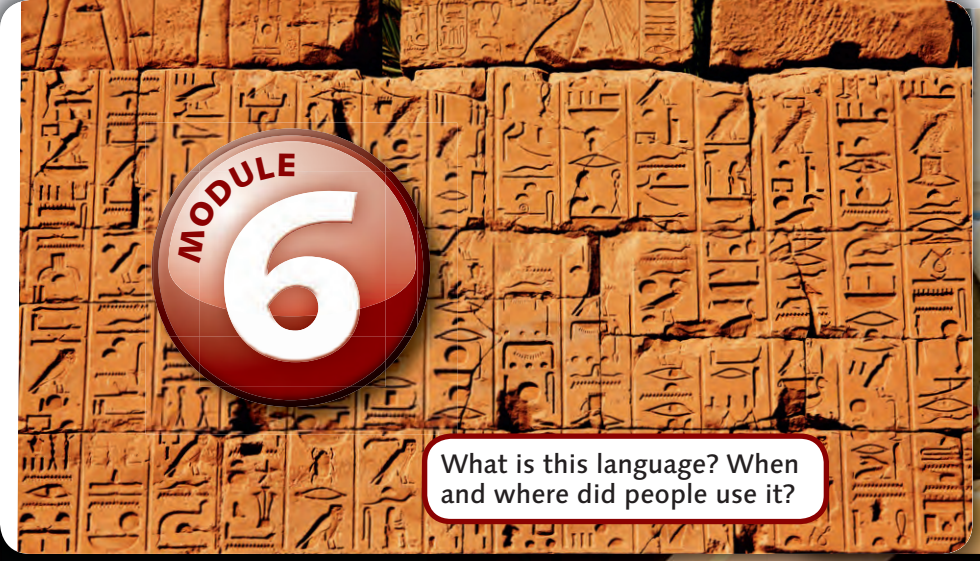




Questions

- What will schools, homes, stores, and hospitals be like?
- What will recreation centers, movie theaters, and museums be like?
- How will jobs, offices, and factories change?
- How will vacations and tourism change?
- How will cities develop?
- How will transportation develop?
- What effects will changes in technology have on people's everyday lives?

MODULE 6



What is this language? When and where did people use it?



Have you tried this method of learning a language? What is the best way to learn a language?

What is this writing instrument? What do we use now for writing?

Communication

Outcomes

- To read about the history of written communication, writing long ago, the pen, learning styles, and learning a foreign language
- To listen to a talk about scribes in early Egypt, learning styles, and an advertisement for a summer language course
- To use vocabulary related to methods of communication and learning styles
- To talk about a game you often play, everyday activities, conditions, learning styles, learning English, and a summer language course
- To use the zero and first conditionals, and *before*, *after*, *as soon as,* and *until*
- To write about an invention and a brochure for a language school

Project

Research and write about a disappearing language.



Unit 11

Keeping in touch

Grammar
the zero and first conditionals

BEFORE YOU BEGIN

1 How do you communicate with friends and family who live in a different part of the country? How do you think these methods of communication have changed in the last fifty years?

2 The words in the box are all related to methods of communication. Check the meaning of the words you don't know in a dictionary. How many of these methods do we use now?

e-mail **letter** **fax** **painting** **telephone** **telegraph** **hieroglyphics** **messenger service**

3 11.1 Read and listen to the text about the history of written communication. Which came first: the alphabet, hieroglyphics, or cave paintings?

Reading strategies

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

A short history of written communication

When people talk about the most important developments of civilization, they usually mention writing. Writing makes it possible for people to send messages over long distances and across time.

Imagine living on Earth 30,000 years ago. If you are good at drawing, you will cover the walls of your cave with paintings of your hands. If you are a good hunter, you will draw the animals you've hunted to show people. Such drawings are among the earliest examples of writing.

Thousands of years pass, and writing moves from drawings to hieroglyphics and then to alphabets. As written language develops, people realize they can communicate with people farther away by sending letters. But if you want to send a letter, you need a postal service.

The earliest example of a postal service comes from ancient Egypt. It is a clay letter nearly 4,000 years old. The first government postal service began in China about 3,000 years ago. But people still needed something suitable to write on.

Then, 2,500 years ago, the Egyptians discovered a light, portable writing material: papyrus. Soon afterwards, messengers on foot or horseback carried messages in Egypt and China. In the year 14 BCE, the Romans organized Europe's first postal service, but after the Roman Empire collapsed, the service stopped.

In the late Middle Ages, private postal systems carried personal and business mail, and that increased greatly with the invention of the printing press in the fifteenth century. People still send letters today, but if they want others to get their news immediatly, they send an e-mail.

COMPREHENSION

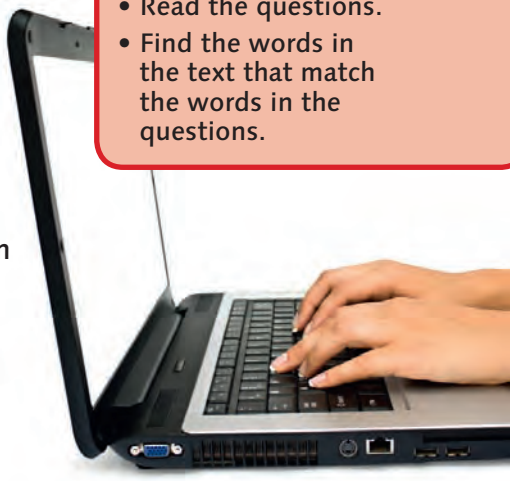
4 11.1 **Read and listen to the text again. Answer the questions.**

1 When did the first form of writing begin? It began 30,000 years ago.
2 Why did people draw on the walls of their caves?
3 Why did people need a postal service?
4 How old is the oldest letter? What was it made of?
5 Where was the first government postal service?
6 Who made the first suitable writing material, and when?
7 What development to postal services happened at the beginning of the first century?
8 When did printing begin?
9 How do you think people will communicate in twenty years' time?

Reading strategies

Reading for information

- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.



GRAMMAR: The zero conditional

Student grammar review page W91

5 **Complete these sentences based on the text with the correct form of the verbs in parentheses.**

1 If you want to send a letter, you need a postal service. (need)
2 When people talk about the most important developments of civilization, they usually _____ writing. (mention)
3 If you want others to get your news immediatly, _____ an e-mail. (send)

6 **Complete the sentences with the words and phrases in the box.**

it becomes **I travel** **it melts** ~~**comes**~~ **you aren't** **I don't know** **go** **you get**

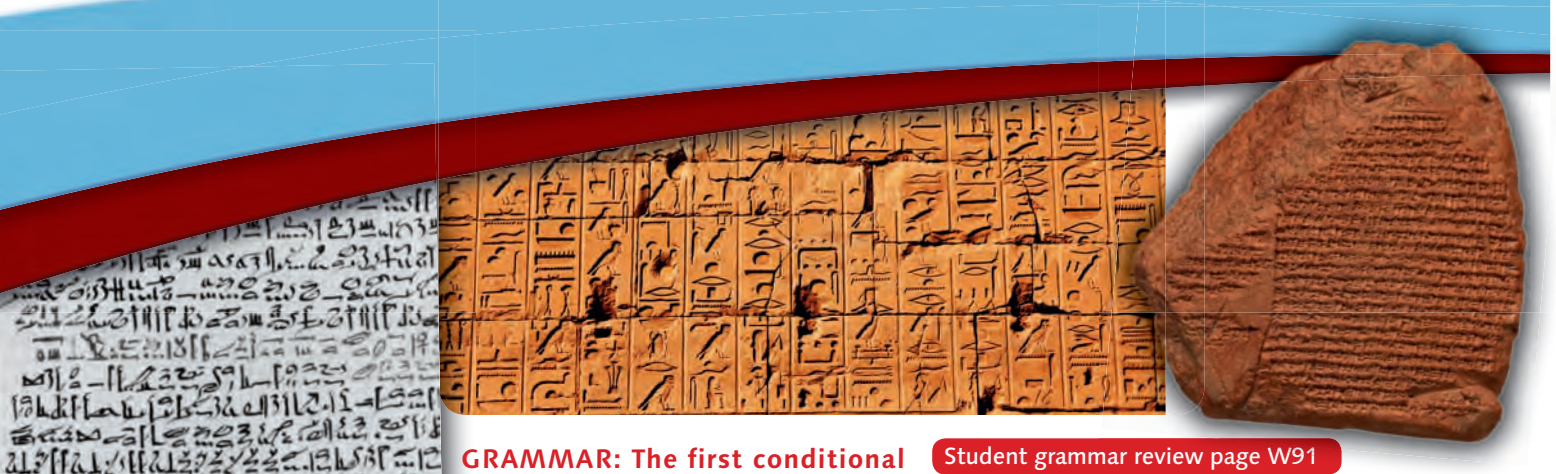
1 When you press that button, the light comes on.
2 It's difficult to sleep if _____ tired.
3 If _____ on a boat, I always feel sick.
4 If you add blue to yellow, _____ the color green.
5 If _____ a word, I always look it up in my dictionary.
6 When you freeze water, _____ ice.
7 If you leave ice in the sun, _____.
8 When it rains, I _____ inside.



Talk together

7 **Work in pairs. Think of a game you often play. This can be a sport, like soccer, or a board game, like chess. Tell your partner the rules for the game using the zero conditional. Your partner guesses the name of the game.**

A: If you capture the king, you win the game.
B: Is it chess?
A: Yes, it is!



GRAMMAR: The first conditional

Student grammar review page W91

1 **Complete these sentences with the correct form of the verbs in parentheses.**

1 You will see the Washington Monument if you go (go) to Washington, DC.
2 If you need a stamp for your letter, I _____ (give) you one.
3 If he _____ (go) to bed late, he _____ (feel) tired the next day.
4 She _____ (pass) the exam if she _____ (study) hard.



SPEAKING

2 **Work in pairs. Ask and answer the questions about everyday activities using the zero conditional.**

1 What do you do if you don't know what a word means?
2 How do you feel if you have to take an exam?
3 What can you see if you go to the zoo?
4 What happens if you go to bed too late?
5 What do you do if you can't get to sleep at night?
6 What do you do if you get hungry between meals?

3 **Make a chain of first conditional sentences, using these beginnings.**

1 If I study hard, …
A: If I study hard, I will get good grades.
B: If I get good grades, I will go to college.
A: If I go to college, I will study Chemistry.
2 If I don't have anything to do this weekend, …
3 If my parents agree, …
4 If I finish my homework early enough, …



WRITING

4 **Look at the chart. In pairs, take turns completing the chart with conditional phrases. Write down the complete sentences.**

Activity	You	Your partner
I will play soccer this weekend if …		
I will travel abroad this summer if …		
If I listen to my parents, …		

I will play soccer this weekend if I don't have too much homework.

READING

5 What can you see in the pictures at the top of page 82? What do you think these writings are?

6 Read the article. How has our system of writing changed?

WRITING LONG AGO

The Egyptians developed writing about 6,000 years ago. Priests and scribes were the only people who could read and write. **They** decorated their temples with hieroglyphs, which Egyptians called "the words of God." The Egyptians developed hieroglyphic writing at the same time as the Sumerians developed writing on soft clay. But the Egyptians didn't write on clay; **they** wrote on papyrus, wood, and rock walls.

The Sumerians used writing only in accounting documents. The Egyptians were the first to use writing in everyday life. That is how **they** found that hieroglyphs were great for decorating temple walls, but not very useful in daily business. For these more common activities, people used a simpler script called "hieratic."

Hieroglyphic writing used symbols or pictures to represent objects. People wrote hieroglyphs in rows or columns. In the case of rows, you can read **them** from left to right or from right to left. You must look at the human or animal figures to figure out which direction to read. (**They** always face toward the beginning of the line.) In the case of a column, you must read from top to bottom.

Hieroglyphic symbols are divided into alphabetical signs that represent a single sound and signs that represent a combination of two or three consonants. There are also "word-signs." These are pictures of objects. There were at least 700 symbols, and each symbol had up to three meanings. Also, a symbol could represent just one sound or it could represent the picture **it** showed. Our writing system today is much simpler!

COMPREHENSION

7 What do the highlighted pronouns in the text stand for?

1 **They** decorated … (line 3)
a the Egyptians **b** priests and scribes **c** people

2 … **they** wrote on papyrus … (line 9)
a the Egyptians **b** the Sumerians **c** "the words of God"

3 That is how **they** found … (line 13)
a the Egyptians **b** priests and scribes **c** the Sumerians

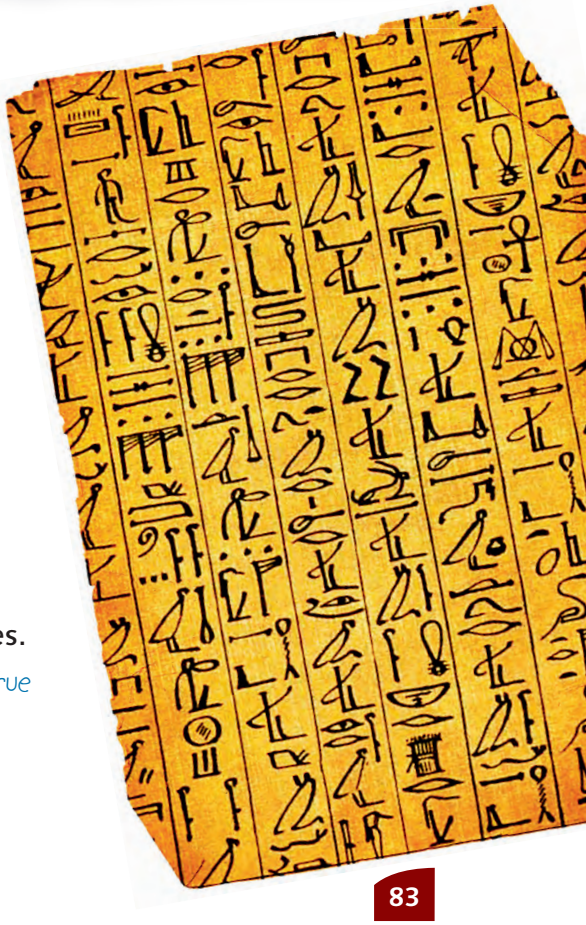
4 … you can read **them** … (line 21)
a columns **b** rows **c** hieroglyphs

5 **They** always face toward … (line 24)
a animal figures **b** rows **c** columns

6 … the picture **it** showed … (line 35)
a a sound **b** a symbol **c** a meaning

8 Are these sentences true or false? Correct the false sentences.

1 The Egyptians developed writing about sixty centuries ago. True
2 Only priests knew how to write.
3 Before they discovered papyrus, the Egyptians wrote on clay.
4 People wrote hieroglyphs only in rows.
5 You should read symbols in columns from left to right.
6 Symbols could have more than one meaning.





LISTENING

1 Look at the pictures. What can you see? How many of these objects have you used?

2 11.2 Listen to the text. What was a scribe?

3 11.2 Listen again and complete the sentences.

Reading and **(1)** writing were two of the most powerful developments in ancient **(2)** _____ civilization. That is why **(3)** _____ played an important role in early Egypt. Only scribes and **(4)** _____ could read and write. There were schools for scribes in the gardens and **(5)** _____ inside **(6)** _____.

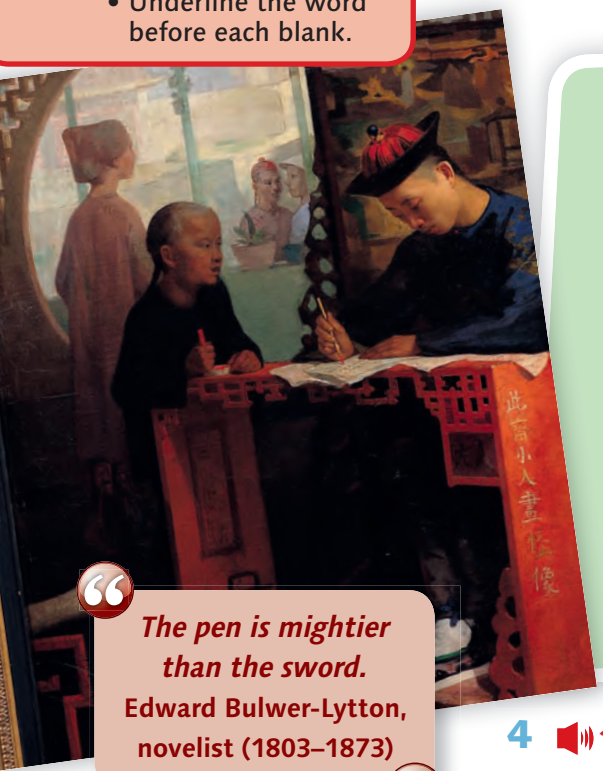
Students had to memorize all the hieroglyphic **(7)** _____. Scribes didn't only keep records of important events; they also had to make important **(8)** _____. Later, a scribe sometimes became a **(9)** _____ man of the court, a leader for other people, or maybe an ambassador. The job of scribe was often passed from **(10)** _____ to son in the same family.

4 11.2 Listen again and check your answers.

Listening strategies

Listening for detail

- Look at the blanks in the text before you listen.
- Underline the word before each blank.



The pen is mightier than the sword.
Edward Bulwer-Lytton, novelist (1803–1873)

READING

5 **What do you most often use to write with?**

6 **Read the text about an invention. What is this invention?**

THE PEN

If you want to write, you need something to write with and something to write on. These days, this is usually paper. The word "paper" comes from the word "papyrus," an invention that is 6,000 years old.

But people needed something to write with on papyrus. Many types of pens were invented, including reed pens, quill pens, and dip pens. However, these pens had many problems. Cleaning up smudges and continually filling the cartridges was a waste of time. Someone had to think of an easier way to write, so Laszlo and George Biro invented the ballpoint pen. They thickened the ink, but this created another problem. It wouldn't flow through the nib. So they put a tiny ball in its tip, which rotates and picks up the ink as it moves along the paper.

Today, ballpoint pens have improved. They are much easier and cleaner than the older ones. The invention is one of the most important for writing.



COMPREHENSION

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

1 Who invented the ballpoint pen?
2 Why was it invented?
3 How does it work?
4 What is different about pens today?
5 Do you use ballpoint pens?

WRITING

8 **Research another invention. Look at the ideas below or use your own. Then write about the invention, and try to answer the questions below.**

Some inventions to think about:

- the pencil
- paint
- the ruler
- the envelope
- the postage stamp
- glue
- the cardboard box

Some questions to answer:

- Who invented it, when, and where?
- What is it made of?
- How does it work?
- Do people still use it today?
- Have you used this invention?

Writing strategies

Writing a description

- Look at the list of inventions.
- Look at the list of questions.
- Decide which invention you are going to write about.
- Research and take notes on it.
- Think about pictures as well as words.

? **Do pens work underwater?**







Unit 12

Languages

Grammar

the zero and first conditionals with *before*, *after*, *as soon as*, and *until*

BEFORE YOU BEGIN

1 Work in pairs. Make a list of useful ways to help you learn and remember information for a test.

2 12.1 Read and listen to the quiz introduction. How do you think you learn best? Are you a mostly visual, auditory, or tactile learner? Take the quiz. Answer each question with a, b, or c.

Learning quiz

1 When I study I like to
- a use colors to make keywords stand out.
- b explain the information to someone else.
- c memorize information by saying a chant or rhyme.

2 I like to study
- a alone in a quiet place.
- b in a group so I can listen to others.
- c with one other person using role-playing games.

3 I remember things better if I
- a write things down and read them back.
- b record the information and listen.
- c make lists and copy them again and again.

4 I don't remember things well if I don't
- a see pictures or illustrations.
- b say the information out loud.
- c watch a demonstration.

5 I remember information as soon as I
- a draw a picture of a process.
- b create songs with the information.
- c act out the information.

6 I remember things best when I
- a read them.
- b hear them.
- c say them.

7 Do you usually remember people's names?
- a I can't remember people's names until I see them – then I remember.
- b I never forget names and faces after I've shaken hands with someone.
- c As soon as I hear someone's name, I remember it.

8 Before I take a test I like to
- a make an outline.
- b trace pictures, diagrams, and charts with my finger.
- c read out loud.

3 Now check your answers. Do you have mostly *a*s, *b*s, or *c*s?



SPEAKING

4 In pairs, tell each other your answers. Take down notes.

I like to study alone in a quiet place. What about you?

LISTENING

5 12.2 Listen and complete the sentences.

A You like to see **(1)** demonstrations, diagrams, charts, and other visual aids in the classroom. You enjoy taking **(2)** _____ and using **(3)** _____ to highlight key information. If you draw **(4)** _____ of your notes and create **(5)** _____ of processes or events, you will remember things better. Always write down explanations and instructions as soon as you hear them.

B You don't remember information well until you have actually **(6)** _____ to it. For you, listening is more important than **(7)** _____. If you listen to music while you study, it will distract you and you won't concentrate. When you travel to a new place, you will find it easier to remember **(8)** _____ if someone tells you before you go. This will be more **(9)** _____ to you than following a map. If you listen to **(10)** _____ before you take an exam, you'll remember things better, too.

C You like to take an **(11)** _____ role in learning and enjoy activities like role-playing and sports. You remember things best after you've **(12)** _____ them. You don't understand things as well if you only read about them. You're probably the kind of person who talks with your hands a lot! You like to study in **(13)** _____ because you enjoy group **(14)** _____. When you study, it will help if you take short **(15)** _____.

6 12.2 Listen again and check your answers. Match the texts with the learning styles – auditory, tactile, or visual.

A _____

B _____

C _____



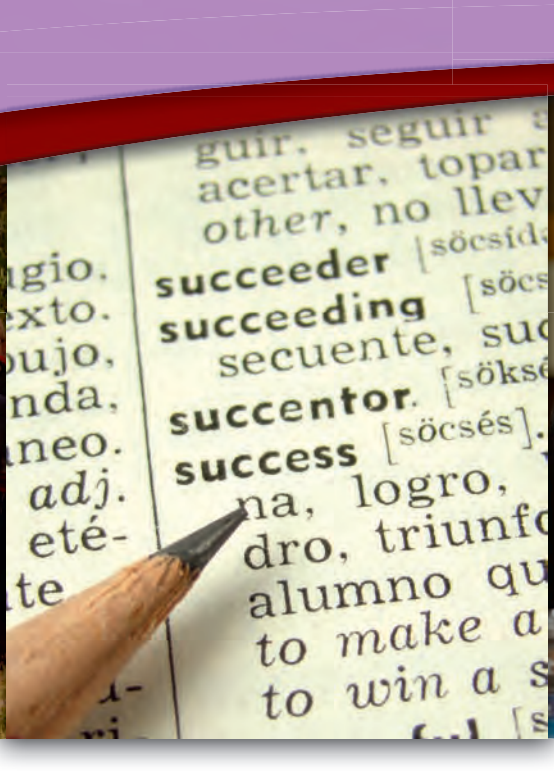
SPEAKING

7 Find out how many other students have the same learning style as you.

8 Work in pairs. Work with someone who has a different learning style from you and suggest useful ways to learn vocabulary and grammar.

9 Compare answers with other pairs and make a list of ideas that you can use.







Reading strategies

Reading for main idea

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

READING

1 Do you think it's important to study another language? Why / Why not? Work in pairs and compare your ideas.

2 Read the text and choose the best title.

1 Why it is important to learn another language
2 If you don't learn another language, you won't find a good job
3 Everyone should learn English

Did you know that if you learn a foreign language, it can help you improve your math skills and your grades in other subjects? And the longer you study, the more you will improve. It doesn't matter which language you choose, learning it will make a difference to you and to the way people see you.

You can't understand another culture until you can "enter" that culture. And how can you "enter" a culture if you can't communicate in their language? We live in a world where nations need to interact with each other – in business, politics, and social life. A person who can communicate in other languages can bring cultures together and help create global understanding.

Knowledge of other languages will also bring employment opportunities. This isn't the main reason for learning a language, but it's true that you will be able to ask for a better wage, too. Business is only one area of employment where people need language skills. Government offices, the travel business, engineering, communications, education, international law, publishing, advertising, entertainment, and scientific research are all areas that need people with foreign language skills.

When you learn a language you use a variety of learning skills. You improve your creativity and thinking skills such as problem solving. As language learners learn to deal with new cultural ideas, they can change to fit in with a fast-changing world. They learn to understand and accept different lifestyles and traditions. Research shows that knowledge of other languages helps students' understanding of their native language, too.

So take the opportunity to make your life better – learn another language as soon as possible!

COMPREHENSION

3 **Read the text again and decide if the sentences are true or false. Correct the false sentences.**

1 You won't do well in math until you've learned another language. False. Learning another language can improve your math skills.
2 Only some languages will make a difference to your life and the way others see you.
3 You can understand another culture even if you don't speak their language.
4 The main reason for learning a language is to get a good job and more money.
5 Engineers and scientists don't need foreign language skills as much as businessmen and women do.
6 Language learning helps people deal with change and new ideas.
7 If you want to understand your own language better, it can help learn a foreign language, too.

Reading strategies

Reading for information

- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.



VOCABULARY: Communication

4 **Complete the questions with the words in the box.**

international	employment	~~foreign~~	native	
culture	interact	social	wage	law

1 Is it true that some people can speak a ___foreign___ language just as well as their _____ language?
2 Are there good _____ opportunities for people who speak more than one language?
3 Do language teachers earn a good _____ in your country?
4 Do you have a busy _____ life on weekends?
5 Is it true that the language people speak can tell you a lot about their _____?
6 Have the Internet and the telephone made _____ communication much easier?
7 Do tourists _____ better with the native people if they learn some of the language?
8 Is it against the _____ in your country for sixteen-year-olds to quit school and start working?

> ***A different language is a different vision of life.***
> **Federico Fellini, Italian movie director (1920–1993)**

Talk together

5 **Work in pairs. Ask and answer the questions in Exercise 4.**

Which of these languages do people still use, and where?
Latin Sanskrit
Gaelic Nubian





GRAMMAR: The zero and first conditionals with *before*, *after*, *as soon as*, and *until*

Student grammar review page W91



1 Choose the correct words to complete the sentences.

1 *As soon as* / *Before* I act out information, I remember that information.
2 I never forget names and faces *as soon as* / *after* I've shaken hands with someone.
3 *Until* / *As soon as* I hear someone's name, I remember it.
4 *Before* / *Until* I take a test, I like to make an outline.
5 It is easier to remember directions if someone tells you *before* / *after* you go.
6 You don't remember information well *as soon as* / *until* you have actually listened to it.
7 *Until* / *As soon as* I have finished breakfast, I go to school.
8 My sister washes the dishes *as soon as* / *before* we have finished eating.
9 My father doesn't eat dinner *until* / *as soon as* he's listened to the news.
10 My brother never goes to bed *before* / *as soon as* he finishes his homework.

2 Complete the sentences with the correct form of the verbs.

1 As soon as the teacher arrives (arrive), the class will start (start).
2 After we _____ (find) a new house, we _____ (buy) some furniture.
3 John _____ (say) good-bye to all his friends before he _____ (go) to college.
4 She _____ (not go) to bed until she _____ (finish) her homework.
5 They _____ (not start) the game until the rain _____ (stop).
6 He _____ (not apply) for jobs until he _____ (finish) school.
7 As soon as he _____ (get) a job, he _____ (buy) a car.
8 What _____ (you do) after you _____ (finish) the French class?
9 They _____ (go) to the beach as soon as they _____ (have) their breakfast.
10 _____ (you text) me before you _____ (leave)?

3 Read this brochure and complete it with the words in the box.

after (x2)	as soon as	
before (x2)	if	until
~~want~~		
will choose	you will	

If you (1) want **to learn English in the United States, read our brochure!**

At the American School of English, you start having fun **(2)** _____ you arrive!

(3) _____ you have taken a short test, we **(4)** _____ the best class for you. **(5)** _____ you have to pay anything, **(6)** _____ have a free lesson to see **(7)** _____ you like it. You won't have to pay for the class **(8)** _____ you are sure it's appropriate for you. Only **(9)** _____ you have made up your mind, will you have to pay.

But **(10)** _____ you decide, read what last year's students say about our classes, and you'll be sure we are the right school for you!

Talk together

4 What do you find difficult or easy about learning English? What do you want to improve? Work in pairs and compare your ideas.

LISTENING

5 12.3 Listen to an advertisement for a summer language course. Complete the notes.

Location of school: in a **(1)** building that is **(2)** _____
Number of classrooms: **(3)** _____
Maximum number of students in a class: **(4)** _____
How will I know my level before I take the class? **(5)** _____
What English skills can I learn? **(6)** _____
How many hours does each class last? **(7)** _____
What time do classes start and finish? **(8)** _____
What facilities are there on site? **(9)** _____
What do students do after classes? **(10)** _____
When can I enroll? **(11)** _____

Listening strategies

Listening for detail

- Look at the blanks in the text before you listen.
- Underline the word before each blank.

6 12.3 Listen again and check your answers.

WRITING

7 Look at the notes you made in Exercise 5. In pairs, write a brochure for a language school. Use the brochure in Exercise 3 to help you.

Writing strategies

Writing a brochure

- Think about who your reader is and what your reader wants to know.
- Think about what you want the reader to do.
- Write a list of the things you want to mention.
- Take notes and plan the order of topics.
- Think about pictures as well as words.

Talk together

8 Work in pairs and do a role play. Choose role A or role B.

A: You are a student. You want to find out more about the summer language course. Write the questions you want to ask (hours, content, classes, location, activities, etc.).

B: You work at the language school. Take notes about your summer courses (hours, content, classes, location, activities, etc.).

Now practice your role play.

Project

Research and write about a disappearing language.

Your task

- Work in pairs. Make a list of the languages that people speak in your country.
- Read the article.
- Choose a language that is in danger of disappearing. Write about it.
- Answer the questions about this language.
- Write about this language, and prepare a talk for the class.

Questions

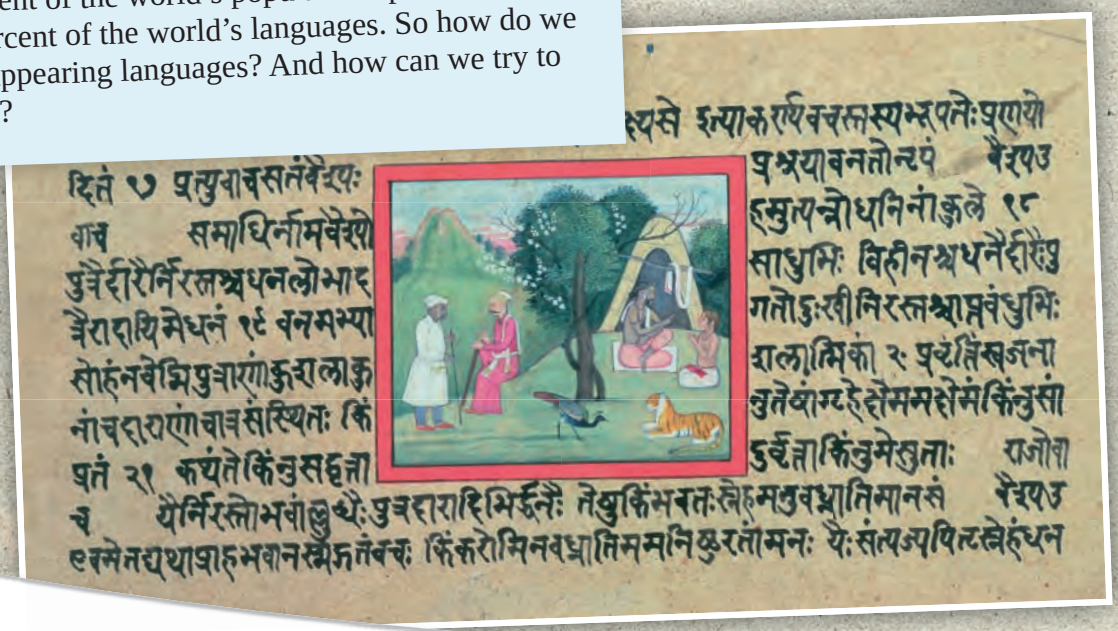
- Which group of languages does your chosen language belong to?
- Where can you still find people who speak it?
- How many people still speak it?
- Are people trying to encourage use of the language? How?



Languages that are disappearing

We can't be sure exactly how many languages there are in the world. Experts believe there are between 6,500 and 7,000 languages in the world today. Many experts believe that by the end of the century, over half of these languages will be gone. In today's world, global languages are replacing some smaller languages. This is why several projects have begun to try to save these disappearing languages. The projects want to help cultures that might lose their native languages. The project leaders are asking native speakers to record stories, songs, chants, and poems in their languages before they disappear.

Only five percent of the world's population speak ninety-five percent of the world's languages. So how do we find these disappearing languages? And how can we try to preserve them?



Review C



VOCABULARY

1 Which word doesn't have the same vowel sound?

a fast **b** mask **c** law **d** camp **e** passed

2 Which word is not related to writing?

a paper **b** hieroglyphics **c** scribes **d** hunters **e** a keyboard

3 Which word doesn't describe language?

a first **b** foreign **c** global **d** nation **e** native

4 Where do you use a snorkel?

a in the desert **b** in a canyon **c** in the ocean
d in a car **e** up a mountain



5 Which word isn't an adjective?

a auditory **b** politics **c** social **d** tactile **e** visual

6 Which word describes a way of showing information?

a chair **b** cabinet **c** desk **d** oven **e** chart

7 Which word isn't a noun?

a advertising **b** business **c** engineering **d** research **e** scientific

8 What can't you learn in a language school?

a grammar **b** pronunciation **c** spelling **d** Math **e** vocabulary

9 Which word doesn't rhyme with the others?

a more **b** floor **c** wore **d** poor **e** car

10 Match words with similar meanings.

1 auditory	**a** acting
2 tactile	**b** a guess about the future
3 role-playing	**c** related to seeing
4 treasures	**d** related to hearing
5 visual	**e** easy to carry
6 prediction	**f** related to touching
7 portable	**g** plays, the theater
8 drama	**h** valuable objects



GRAMMAR



11 In pairs, choose an area of activity (health, education, transportation, music, technology, etc.) and discuss what it will be like in 2025. Take notes. Then tell the class.

In 2025, all schools will use tablets instead of books. There won't be any books in libraries – we'll all read digital books.

12 Work in pairs. Ask and answer questions about your weekend plans.

A: What are you doing on Saturday afternoon?
B: I'm going shopping. What are your plans?

13 In groups, talk about your plans for your next vacation.

My family and I aren't going to go away for our vacation. I'm going to take driving lessons, and my sister's going to visit our grandparents.



14 Make true sentences from the words in the chart.

You have to …	… if you …
1 buy a ticket	**a** visit England.
2 wear sneakers	**b** want to cross the road.
3 see a dentist	**c** go to the theater.
4 speak English	**d** get any exercise.
5 look left and right	**e** swim underwater.
6 be polite	**f** have a toothache.
7 use a snorkel	**g** talk to teachers.

You have to buy a ticket if you go to the theater.

15 Work in pairs. Talk about what you do in the afternoon after school. Use these ideas or your own, and the words *before*, *after*, *as soon as*, and *until*.

do my homework **go home** **have dinner**
go shopping with my mother **set the table**
clean my room **watch television** **play a sport**
play computer games **help my father**
see my grandparents





MODULE 7



Can you think of an idea for a new product like this one?



This is what we use today for money. What did people use in the past?

Who is this woman? What did she invent?

Money

Outcomes

- To read about a traditional Turkish story, the history of money, an advertisement for an item on sale, how to start a business, a young inventor, and two job advertisements
- To listen to a talk about John Freyer and someone talking about his business
- To use vocabulary related to money, products and inventions, and business
- To talk about traditional stories, what is important to you, quantities of food, possessions, bidding, job skills and personal qualities, inventions, and products
- To use *a lot of*, *lots of*, (*a*) *little*, (*a*) *few*, *much*, *many*, *some*, *any*, count and noncount nouns, *How much/How many* and the modal verbs of obligation *must, should, shouldn't, can't, have to,* and *don't have to*
- To write an advertisement for an item, a description of a product, and a job advertisement

Project

Design and describe a new product or service.







Unit 13

The history of money

Grammar

a lot of, *lots of*, *(a) little*, *(a) few*, *much*, *many*, *some*, *any*; count and noncount nouns; *How much/How many*

Reading strategies

Choosing a title for a text

- Read the text quickly.
- Don't worry about the words you don't know. You want to get a general idea of what the text is about.
- Choose the best title, considering the overall message of the text.

BEFORE YOU BEGIN

1 How many of the objects in the pictures do you have in your pocket, purse, or wallet today?

2 Read the words in the box. What do you and your family use most often? Check the meaning of the words you don't know in a dictionary.

bills cash coin checks credit cards gold

3 13.1 Read and listen to this traditional Turkish story and choose the best title.

1 How much does a smell cost? **2** The poor man who stole some soup
3 A little dry bread is better than a lot of soup

One day, a poor man was walking past a restaurant. He was very hungry, and there was a lot of food with many delicious smells, but he didn't have any money. "Can you please give me some food?" he asked the cook. The cook gave him a small piece of dry bread.

As he was walking past the kitchen, the poor man smelled some delicious soup. "If I hold my bread over the soup, perhaps the bread will taste better," he thought. He entered the kitchen and held his bread over the pot of soup. Suddenly the cook came into the kitchen. "You were stealing some soup!" he shouted.

"No, I wasn't," said the poor man. "I only wanted to smell it."

"Then you must pay for the smell," answered the cook. "Give me a few coins."

"I don't have any money," said the poor man. "I only have a little dry bread."

The cook took him to a wise man in the town and explained the problem. "I don't want much money, but I want some payment for smelling my soup."

The wise man thought for a few minutes. Then he took a few coins from his pocket. He held them next to the cook's ear and shook them. They made a loud noise. Then the wise man put the coins back in his pocket.

"Why did you do that?" the cook asked.

"That was your payment," answered the wise man.

"That wasn't payment. That was only the sound of coins!" complained the cook.

"The sound of coins is payment for the smell of the soup," answered the wise man. "Now return to your kitchen."

COMPREHENSION

4 13.1 **Read and listen to the story again and choose the correct answer.**

1 How much food did the cook give the poor man?
He gave the poor man *a lot* / *a small piece* of dry bread.

2 How much soup did the poor man steal?
He stole some soup, but not much. / He didn't steal any soup.

3 How much money did the cook want?
He wanted *a little* / *a lot of* money.

4 How much money did the poor man have?
He didn't have any. / He had some money, but not a lot.

5 How long did the wise man think?
He thought for *two or three* / *twenty or thirty* minutes.

6 How many coins did the wise man take out of his pocket?
He took out *two or three* / *a lot of* coins.

Reading strategies

Reading for information

- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

GRAMMAR: *a lot of, lots of, (a) little, (a) few, much, many, some, any*

Student grammar review pages W91 and W92

5 **Rewrite the sentences. Use the words in the box.**

a few ~~a lot~~ any much a little many

1 The supermarket was very crowded.
There were a lot of people in the supermarket.

2 The poor man had no money.
The poor man didn't have _____ money.

3 There were hundreds of delicious cooking smells.
There were _____ delicious cooking smells.

4 The poor man was hungry. He wanted a small amount of food.
The poor man didn't want _____ food. He only wanted _____ food.

5 The wise man shook two or three coins.
The wise man shook _____ coins.





Talk together

6 **There are many other stories about the wise man in this story. Do you have a similar "wise man" in your country's traditional stories?**

7 **What is most important to you? Tell the class.**

- to have lots of money?
- to be healthy?
- to take a lot of vacations?
- to have a lot of free time so you can do everything you want to?
- to have a happy family?
- to have few problems and little to worry about?
- to have many friends?
- to speak some foreign languages?



SPEAKING

1 Look at the picture above. Describe it using as many of the words in the box as you can.

a	a few	a little	a lot	any	many	much	not any	some

2 In pairs, ask and answer questions using *How much …?*, *How many …?*, *a few*, *a little*, *a lot*, *lots*, *not many*, and *not much*, and the phrases and verbs in the box.

… TV shows a month (watch)?
… chocolate a week (eat)?
… pizzas a month (have)?
… money on comics or magazines (spend)?
… time studying English every week (spend)?
… exercise (get)?
… water every day (drink)?

A: How many TV shows do you watch a month?
B: I don't watch many TV shows.

GRAMMAR: Count and noncount nouns

Student grammar review page W92

3 Put the words in the box in the correct column of the chart.

apple	banana	~~cash~~	~~coin~~	cup of coffee	egg
gold	milk	money	sugar	coffee	water

Count nouns	Noncount nouns
coin	cash

READING

4 **Work in pairs and discuss these questions.**

1 When do you think people first bought things?
2 What did they buy?
3 How do you think money has changed since people first bought things?

5 **Read about the history of money. Put these forms of currency in the correct order from the oldest to the newest.**

bills **cattle** **coins made from old knives** **credit cards** **shells** **silver coins**

A short history of money

The earliest form of money walked on four legs. From 9000 until 6000 BCE, people traded cattle for food. This kind of exchange is nearly as ancient as humans themselves, and in some parts of the world, it still happens.

The Chinese used the first forms of money about 3,200 years ago. They used shells collected on the beach to buy food, clothes, and other objects.

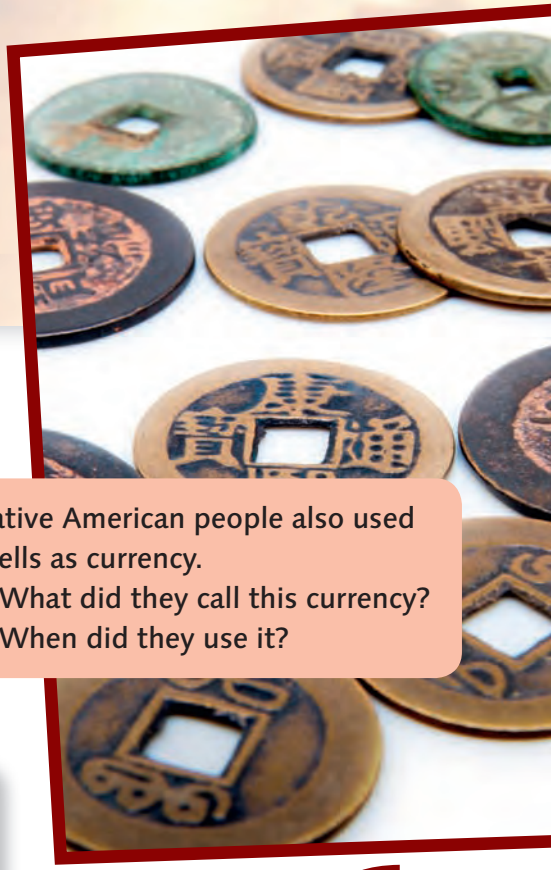
A form of money that we still use today also came from China. These were coins made of metal from old knives or tools, and they had a hole in the middle so that people could hang them on strings.

About 500 years after the Chinese began to use different kinds of metal for coins, people in Turkey began to use silver. Other countries, such as Greece and Persia, then followed.

China became the first country to use bills as a form of currency. In the seventh century, China developed bills made of paper, which are also called bills.

Money became more valuable when England started using the Gold Standard in the 1800s. This meant that the people valued all currency according to how much gold it was worth. The U.S. followed in 1900, but in the 1930s the bad business situation led to the end of the Gold Standard. After that, governments, not gold, decided how much money was worth.

We don't have to carry coins and bills in our pockets, purses, and wallets anymore. The first credit card appeared in the 1920s, and today many people use credit cards instead of cash. We also use them to pay for many things over the Internet.



COMPREHENSION

6 **Read the text again and answer the questions. Which words mean ...**

1 animals such as cows used for trade? *cattle*
2 the names of two metals?
3 a tool used to cut things?
4 three things people use to carry money with them?
5 something we can use instead of cash?
6 something we can measure the value of something against?

? Native American people also used shells as currency.
- What did they call this currency?
- When did they use it?

> ***It is health that is real wealth and not pieces of gold and silver.***
> **Mohandas Gandhi, politician (1869–1948)**



LISTENING

1 Look at the title of the article. What do you think it is about?

2 13.2 Listen and check your answer.

3 13.2 Listen again and complete the article.

Listening strategies

Listening for detail

- Look at the blanks in the text before you listen.
- Underline the word before each blank.

All my life for sale

In 2000, John Freyer did an amazing **(1)** thing. He was living in Iowa at the time. He decided to move to New York to find a new **(2)** _____. He wanted everything he owned to fit into his car. But there was a problem: he had too **(3)** _____ possessions.

So he invited his friends to his apartment, and they **(4)** _____ all of John's possessions. They gave everything a **(5)** _____, and John advertised them on an online auction website. **(6)** _____ person who offered to pay the highest price for anything could buy that item. John sold **(7)** _____ than 600 items including **(8)** _____ false teeth, a typewriter, personal pictures, and his winter coat. He even sold **(9)** _____ sugar! The project lasted for over a year. Soon his possessions were all over the world. Someone in Japan bought a bag of chips, and in the Museum of Modern Art in New York, you can see one of John's chairs. After the **(10)** _____, he didn't have **(11)** _____ left at all. Then he started another unusual project. He decided to travel around the world to see where all his possessions were. He wrote a book about his journey.

The experiment made John ask **(12)** _____ questions about his life. What is the relationship between what we own and who we are? Do the things we buy really reflect the person we want to be? If you have only **(13)** _____ possessions, will your life become **(14)** _____ easier, or **(15)** _____ difficult?

The project didn't make John rich or famous, but it taught him **(16)** _____ about happiness.

Talk together

4 Ask and answer the following questions in pairs. What do you think of John's experiment? Do you think you have too many possessions? Which things do you have that you don't really need?

GRAMMAR: *How much/How many*

Student grammar review page W92

5 Write questions using *How much …?* or *How many …?* and the words in the box. Ask your partner the questions.

DVDs	CDs	TVs	pairs of jeans	pairs of shoes
books	games	money	toys	free time
phones	computers	sports equipment	homework	

A: How many DVDs do you have?
B: I have about ten DVDs.



READING

6 Look at the picture. How much do you think the item is worth?

7 Read the advertisement and check your answer.

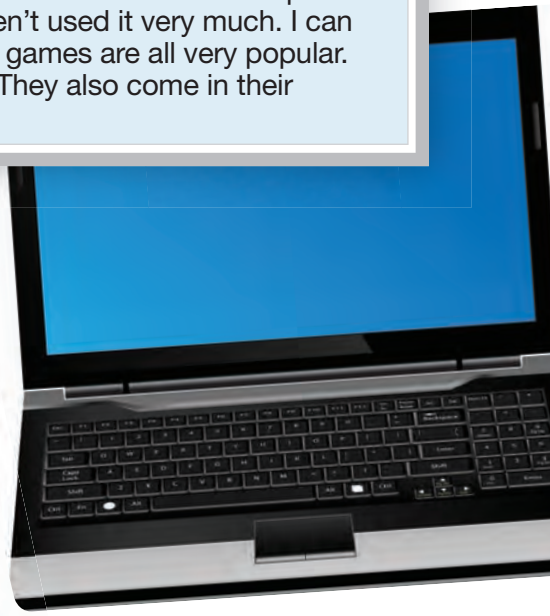


Game console with five games $20 Item number: 65742367123

You are signed in Watch this item

Description

This item is in excellent condition. It has a very low starting price because I need more space in my room. I have had the game console for five years, but I haven't used it very much. I can send it to you in the original box, with the instruction manual. The games are all very popular. I have played them and checked that they are in good condition. They also come in their original boxes. If you want to get a bargain, bid on this item!



COMPREHENSION

8 Read the advertisement again and answer these questions.

1 Why is the item for sale?
2 Is the item new?
3 Is the item damaged?



WRITING

9 Write descriptions for the items in the pictures. Make sure you answer the questions in Exercise 8.

10 Choose one of the items in the pictures or something that you own. Write an advertisement for it for an auction website.

Writing strategies

Writing an advertisement

- Think about who your reader is.
- Think about what you want the reader to do.
- Take notes.
- Think about pictures as well as words.

Talk together

11 Work in groups. Show your descriptions to your classmates. Imagine you have a lot of money. Which item do you want to bid on?

Unit 14



A new business idea

Grammar

modal verbs of obligation *must*, *should*, *shouldn't*, *can't*, *have to*, and *don't have to*

BEFORE YOU BEGIN

Reading strategies

Reading for main idea

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

1 Have you ever had a good idea for a new product or service? Work in pairs and compare your answers.

2 14.1 Read and listen to the text. What do you need to do to make your business successful?

Do you think you have a great business idea?

1 Can you afford to start your business?
2 Do you have the right experience and skills?
3 Do you have something special?
4 Is the price right?
5 Is there a big enough market for the product?
6 Who will your customers be?
7 Will you make a profit?
8 Will your business grow?

A Do you have something special?

Your business idea doesn't have to be original, but it has to be different from everything else. You have to offer something new.

B _____

Is your idea going to be popular with enough people? Is it something people feel they must have? To find out, you have to do some market research.

C _____

If your product or service costs too much, your customers won't buy it. Talk to your future customers to find out whether your price is affordable.

D _____

You have to find out as much as you can about your future customers. Who are your typical customers? What will they value in your product or service?

E _____

How much will it cost to produce your idea? When you figure out your costs, you can't forget about factory costs, salaries, office equipment, etc.

F _____

You must have enough money to support yourself and your business until you start making a profit from it.

G _____

Even the best business ideas won't work if you don't have the skills and the ambition. You must want to succeed!

H _____

Can you build on your idea in the future by adding new products or services, entering new areas, or improving the original design?

COMPREHENSION

3 Match the questions with the correct paragraph.

4 14.1 Read and listen to the text again and answer the questions. In which paragraph can you read about …

1 the need for the right skills to succeed? G
2 the things you will need to make the product?
3 asking people if they are going to buy your product if you make it?
4 other business people like you, who are going to produce similar products?
5 continuing to have new ideas for other products?
6 what will happen if your customers think your product costs too much?

Reading strategies

Reading for information

- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

GRAMMAR: Modal verbs of obligation *must*, *should*, *shouldn't*, *can't*, *have to*, and *don't have to*

Student grammar review page W92

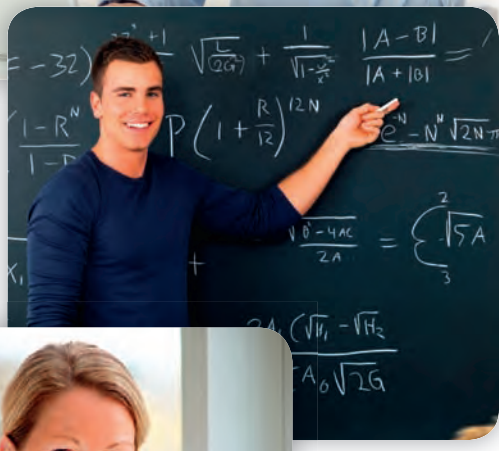
5 Complete the sentences from the text. Use the correct form of *have to*, *don't have to*, *must*, *should*, *shouldn't*, *or can't*.

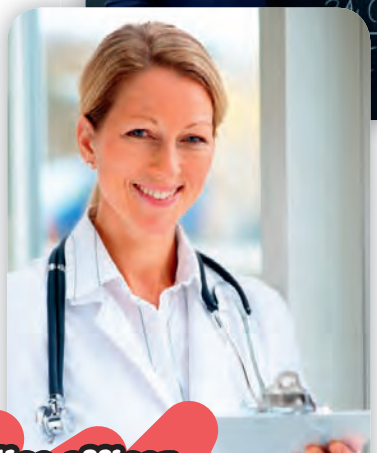
1 Your business idea doesn't have to be original.
2 It _____ be different from everything else.
3 You _____ find out as much as you can about your future customers.
4 You _____ forget about factory costs, salaries, office equipment, etc.
5 You _____ want to succeed!

6 Complete the sentences. Use the correct form of *have to*, *don't have to*, *must*, *should*, *shouldn't*, *or can't*.

1 If Sara wants to be a musician, she has to practice for several hours a day.
2 There's no school tomorrow, so I _____ get up early.
3 You _____ wear white clothes to play tennis, but you can if you want to.
4 You _____ talk when someone else is talking.
5 It's Mother's Day next week! We _____ forget to buy Mom a gift.
6 It's such a good book that you really _____ read it!
7 You _____ eat too many candies. They're bad for you.
8 We're going shopping, but you _____ come with us if you don't want to.







SPEAKING

7 Work in pairs. What skills or personal qualities do you have to have for these jobs?

A teacher has to be patient.

a teacher · a police officer · a pilot · a doctor · a veterinarian · a business person



READING

1 Look at the pictures. How useful do you think the two products are?

2 Read the article and check your answer.

A young inventor

Emily Cummins began "inventing" when she was only four. She enjoyed creating things from recycled materials, like making toys from old things she found in her grandpa's yard.

As she got older, she learned more about different materials and how to use different tools. She was working on a school project when she had an idea to help millions of people – a small, portable refrigerator to keep medicines or small food items clean, dry, and cool.

In many parts of the world, people don't have electricity. But that doesn't mean they have to live without a refrigerator. Emily's refrigerator doesn't use electricity, but "dirty water" instead. The design is ideal because people can build it using old car parts and other objects from their homes.

After she finished school, Emily went to Africa to work on her design. She spent five months in Namibia, testing out her refrigerator. She decided not to produce the refrigerator for profit. Instead, she gave the design to the people in Africa for free, so that they could produce their own portable refrigerators from her instructions.

Emily also invented a special water carrier. African women and children often have to walk long distances every day to collect water, and they can only carry a few containers at a time. But with Emily's water carrier, they can carry up to five containers of water. She made the wheel out of tree branches and used old tires to keep the containers in place. People can also use the product to carry firewood or other heavy objects.

Emily has won many awards, including Woman of the Year in 2009 and a "Save-the-Planet" award in 2008.

COMPREHENSION

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

1 What was Emily's first invention?
a a tool
b a refrigerator

2 Why is her refrigerator ideal for people in many parts of Africa?
a because they don't make a profit from it
b because it is portable, easy to make, and doesn't use electricity

3 Why did she go to Africa?
a because she wanted to give her design to the people there
b because she wanted to test and improve her design there

4 Why didn't she sell her refrigerator design?
a because she wanted to help people – she didn't want to make a profit
b because she didn't think there was a market for her product

5 Why is her water carrier a useful product?
a because people can carry more containers at a time
b because everyone in the world likes to carry water with them

A refrigerator needs water to make ice. But how can you use water to make electricity?

Reading strategies

Multiple choice

- In this type of exercise, you are given two or three choices as an answer to a question.
- First, read the question and the possible answers. What do you think the most likely answer is?
- Go back to the text and check your answer. Why is the answer correct and the other options not correct?

VOCABULARY: Products and inventions

4 **Answer the questions using words from the text.**

1 Which one is not part of a car?
a wheel **b** branch **c** tire

2 What should you read if you have to make or fix something in your home?
a containers **b** awards **c** instructions

3 What can you use if you have to make or fix something in your home or car?
a awards **b** tools **c** tires

4 What do you have to have in your home to watch TV?
a water **b** waste **c** electricity

5 What do some people get if they have done something that helps lots of people?
a awards **b** instructions **c** tools



Talk together

5 **Work in pairs. What do you think of Emily's inventions?**

VOCABULARY: Business

6 **Match the verbs with the correct nouns.**

1 start	**a** market research
2 do	**b** a business
3 find out	**c** a profit
4 figure out	**d** a service
5 make	**e** a product
6 provide	**f** about your customers
7 design	**g** a loss
8 have	**h** your costs









Listening strategies

Listening for detail

- Look at the blanks in the text before you listen.
- Underline the word before each blank.





LISTENING

1 What type of business do you think a teenager could start?

2 14.2 Listen to Daniel talking about his business. What does his business do?

3 14.2 Listen again and complete the information in the box.

1 Name: Daniel, age 19.....
2 Kind of business: .....
3 Started business: age .....
4 Customers: .....
5 Two main differences between this business and competitors: .....
6 First started selling (where?): .....
7 A year later, started selling (where?): .....
8 Learned a lot about business from: .....
9 Plans for the future: .....
10 Advice for young businesspeople: .....

WRITING

4 Work in pairs. Write a list of the jobs you have to do at home or at school.

5 Now design a product to make one of these jobs easier. Your product should ideally only use recycled materials and old things from your home or yard. Describe your product in two paragraphs.

SPEAKING

6 Describe the materials and the product to the class. Who has the best product?

> ***Human subtlety will never devise an invention more beautiful, more simple or more direct than does nature because in her inventions nothing is lacking, and nothing is superfluous.***
> **Leonardo da Vinci, artist and inventor (1452–1519)**

READING

7 Read the two job advertisements. What jobs are they advertising?





Child-care worker

A family is looking for an enthusiastic, hardworking person to look after young children during school vacations.

You have to plan indoor and outdoor activities daily. You also have to clean up after all activities and give the children simple meals and drinks.

If you are friendly and enjoy games and sports, you can earn a good wage and do an enjoyable, useful job at the same time.

Tour guide

Our city needs a tour guide to help us during the summer, Sundays to Thursdays, from 10 a.m. to 5 p.m.

Pay will be low at first, but you don't have to have any qualifications or experience except enthusiasm and ambition.

You have to learn some facts about the city's history and take people on tours of the most important historical sites.

This job is ideal for anyone, male or female, unemployed or recently graduated.

COMPREHENSION

8 Read the two advertisements again. Answer the questions.

1 What kind of work does each job involve?
2 Do you think you would enjoy these jobs, and why?
3 What skills and qualifications do you need to do these jobs?
4 How much money do you think you could earn?
5 When will you have to work for each job?

WRITING

9 Now think about your ideal job and design your own advertisement for it.

Fantastic job for the right person!

We are looking for a top _____ to work for us.
You have to have the following skills: _____.
You must have these qualifications: _____.
Your hours of work will be _____.
You will earn _____.

If you think you are the ideal person for the job, write a letter of application and tell us why.

Writing strategies

Writing an advertisement

- Think about what your ideal job is.
- Describe the job and the ideal person for it.
- Think about who you want to apply for the job.
- Look at the model to help you.

10 Look at the other job advertisements your class has designed. Choose one and write a letter applying for that job.

Project

Design and describe a new product or service.



Your task

- Read the details of the competition and then, with a partner, try to win it.
- Answer the questions.
- Design and describe your new product or service. Include an illustration if possible.
- Prepare a talk about your product or service for the rest of the class. The class will vote on the best idea.

New Product Competition

We are looking for new business ideas! The winner will get an award, and top companies will help produce their product or service.

- ★ You don't have to create your product, but you must send us an illustration and a detailed description of how it works.
- ★ The product doesn't have to be original, but you can't copy an existing product. Your product must be different from anything that already exists in the market.
- ★ You don't have to enter on your own; you can work as a pair or group.
- ★ You must be under eighteen and a school student.
- ★ You must apply before the end of next semester.

Questions

- What is your product or service?
- Where and how can you use it?
- What materials is it made of?
- How will you make it? Will you need help?
- How much will it cost to make?
- How much will it cost to buy?
- Is it similar to anything else on the market? How?





MODULE 8



What is this animal? Where does it live? What do you know about it?

What is this sea creature? How big do you think it is?

The natural world



What is this sea creature? How do you think it can defend itself?

Outcomes

- To read about endangered animals, the fable of the deer and the crow, the giant squid, the octopus, and the Red Sea
- To listen to the fable of the ant and the chrysalis and an interview with a shark cage diver
- To use vocabulary related to animals and sea creatures
- To talk about animals, the message of a fable, and about shark cage diving
- To use superlative adjectives, correct adjective order, and the modal verbs of possibility *must, could, might, might not,* and *can't*
- To write a fable and a description of your favorite place to visit

Project

Write a report about your favorite animal.







Unit 15

Animal facts

Grammar

superlative adjectives; adjective order

Reading strategies

Reading for main idea

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

BEFORE YOU BEGIN

1 What are the three animals in the pictures? What do you think they have in common?

2 Read the words in the word box. Are these creatures mammals, insects, or birds? Check the meaning of the words you don't know in a dictionary.

butterfly panda gorilla penguin polar bear
rhino tiger walrus

3 15.1 Read and listen to the text about the animals in Exercise 2. Check your answers to Exercise 1.

The most endangered animals in the world

Animals become endangered for three reasons: hunters target them because of their skins or fur, their habitat is under threat from development, or their habitat is changing because of global warming.

The **tiger** is one of the largest and fiercest of the big cats. Although their numbers are starting to increase, scientists believe that there are fewer than 4,000 tigers left in the wild. They are threatened by illegal hunting, loss of habitat, and climate change.

The **polar bear** and the **walrus** are endangered species because of global warming. Of all habitats, theirs is probably the coldest and also under the greatest threat. Polar bears can swim for a long time. There is a record for the longest swim by a polar bear: nearly 700 kilometers! Walruses are best known for their long tusks: some can grow up to one meter long!

Penguins are at risk because of water pollution and oil spills. They are the fastest swimmers of all birds, and they can dive the deepest.

There are about 900 **mountain gorillas** surviving in the wild. They are one of the most intelligent animals; they can even cry, though not with real tears!

Millions of **monarch butterflies** migrate every year, and their forest habitat is at risk. They are among the most colorful and most beautiful of all butterflies, but their numbers are decreasing rapidly.

The **Javan rhino** is one of the rarest animals: there are fewer than sixty Javan rhinos left in the wild because their rainforest habitat is under threat.

The **giant panda** is the most recognized symbol of animal conservation. Pandas may look like one of the world's cuddliest animals, but they are also one of the most dangerous types of bear!

COMPREHENSION

4 15.1 **Read and listen to the text again. Answer the questions. Which creature is ...**

1 the fastest swimmer? penguin
2 the most recognized symbol of animal conservation?
3 one of the rarest animals?
4 one of the most intelligent animals?
5 one of the largest of the big cats?
6 one of the most colorful of all butterflies?
7 best known for its long tusks?
8 able to swim farther than 600 kilometers?

Reading strategies

Reading for information

- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

SPEAKING

5 **Which animals are endangered in your country or region? What are people doing to help them?**

GRAMMAR: Superlative adjectives

Student grammar review page W92

6 **Complete the sentences with the superlative form of the adjective in parentheses.**

1 This is the best (good) book I've ever read.
2 In a busy city, buses are _____ (fast) form of transportation.
3 The whale is _____ (heavy) animal in the world.
4 Noon is usually _____ (hot) time of the day.
5 Victoria isn't shy at all. She's _____ (outgoing) student in the class.
6 Some people say dolphins are _____ (intelligent) animals.
7 Who gets up _____ (early) in your family?
8 To me, the crocodile is _____ (scary) of all reptiles.
9 Last year, we had _____ (wet) summer in a decade.
10 Today is _____ (happy) day of my life.

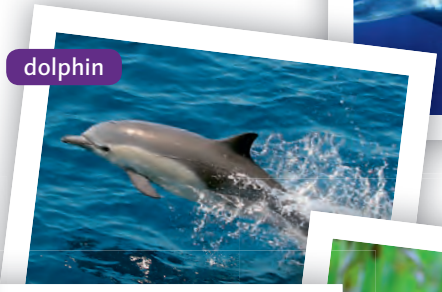
SPEAKING

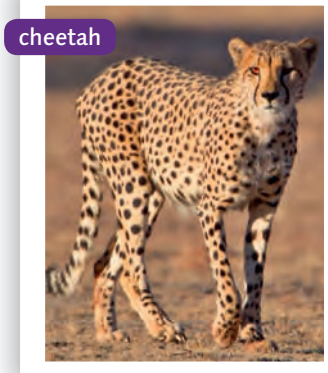
7 **Look at the pictures of these animals. Talk about them using superlative adjectives.**

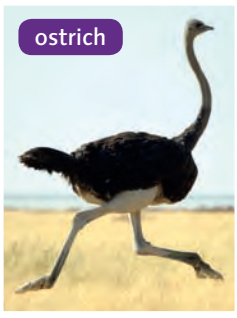
The blue whale is the biggest animal in the world.


butterfly


blue whale


dolphin


cheetah


ostrich


sloth


bumblebee



READING

1 What are the animals in the pictures?

2 There are many stories about animals. These stories, called fables, have important messages for us – about friendship, helpfulness, and kindness. What do you think the story below will be about?

3 Read the fable and check your answer.

THE DEER AND THE CROW

There was a gentle young deer that lived in a forest. The deer's best friend was a small black crow. There was also a smart brown fox, who wanted to eat the deer. So he said to Deer, "You are so friendly with Crow. Why won't you be my friend instead?" Deer replied, "Yes, you can also be our friend." But Crow warned Deer, "Be very careful with Fox. Don't trust him, and try to stay away from him."

One day a hunter with a long wooden stick came to the forest. He also wanted to catch the deer. Fox went to the hunter and said, "I can help you catch the deer, but you must share the meat with me." The hunter agreed. Then Fox said, "Hide a net under some large green leaves. When Deer comes, he will get stuck in the net. As soon as that happens, I'll call you.''

So the hunter did as Fox said, and the poor little deer fell into the trap. Crow, who was flying by, saw his friend and came to rescue him. He whispered, "My dear friend, don't be afraid. I'll save you. Lie still and they will think you're dead. I'll pretend I'm eating you. That's what crows do! But what I'll really do is make a big hole in the net so you can escape."

The deer agreed and lay very still while Crow made the hole. When the hunter saw Deer running away, he shouted, "They tricked us!" He threw a small sharp stone at Deer, but the stone hit Fox instead. "Ow!" he shouted in pain. "But I deserved it. I wasn't a good friend."

COMPREHENSION

4 Which words in the fable have these meanings?

1 to say yes to an idea *agree*
2 scared
3 to divide something
4 to seem like you are doing something you aren't
5 put something somewhere so that people can't see it
6 to run away to safety

> ***Nature teaches beasts to know their friends.***
> **William Shakespeare, playwright (1564–1616)**

Talk together

5 Work in pairs and discuss the fable of *The deer and the crow*. What message do you think it teaches?

GRAMMAR: Adjective order

Student grammar review page W92

6 These adjectives are used to describe things in the fable. Match them with the correct noun and put them in the right order.

1	sharp	small	fox	*small sharp stone*
2	large	green	deer	
3	black	small	stick	
4	brown	smart	leaves	
5	long	wooden	stone	
6	young	gentle	crow	

SPEAKING

7 Look at the pictures and describe the objects using two adjectives in the correct order.

an old Egyptian mask













LISTENING

Listening strategies

Listening for detail

- Look at the blanks in the text before you listen.
- Underline the word before each blank.

1 Do you know any stories about animals that teach us about life?

2 In the U.S. and some other countries, children first hear and then read Aesop's Fables. These stories were written to teach lessons about life. This lesson is called the moral of the story. Look at the pictures. What do you think this fable is about?

3 15.2 Listen to the fable. Check your answer to Exercise 2.

4 15.2 Listen again and complete the story.

The ant and the chrysalis

An ant was looking for **(1)** _____ when it came across a **(2)** _____. The chrysalis moved its **(3)** _____, and the ant saw **(4)** _____ it was alive. "Poor **(5)** _____!" cried the ant. "What a **(6)** _____ life! While I can **(7)** _____ where I want, you are caught inside **(8)** _____ little white shell." The chrysalis heard all this, **(9)** _____ did not say anything. A **(10)** _____ days later, the ant passed **(11)** _____ way again, but the **(12)** _____ was empty. Suddenly, the ant felt a **(13)** _____ breeze and saw a beautiful **(14)** _____. "Look at me," said the butterfly. "I can fly!" And it **(15)** _____ away into the **(16)** _____ blue sky.

5 15.2 Listen again and check your answers.

SPEAKING

6 In groups, discuss your ideas about the moral of this story. Do you all agree?

? There are similar fables in an old Arabic book. What is the name of the book? Who translated it, and when?







7 Read the two fables on pages 112 and 114 again and compare them.

WRITING

8 Look at the pictures and prepare a plan to write your own fable. Choose one of these morals for your fable.

1 Even the weakest and smallest can help those who are bigger and stronger.
2 Everyone deserves help when they are in trouble.
3 If you help someone, you will also get help one day when you most need it.
4 What looks like the worst thing may really be the best thing.

Plan your writing.

Paragraph 1: Introduce the characters. Use adjectives to describe them. Where were they? What happened?
Paragraph 2: What happened next? Use dialogue. What did your characters say? How did they feel?
Paragraph 3: Conclusion. What happened in the end? How did the characters feel?

9 Now write your fable. Then read it to your classmates.

Writing strategies

Writing a fable

- Decide which moral you will write about.
- Decide on your characters and where the story takes place.
- Decide how what happens to your characters shows the moral of the story.







Unit 16

Marine life

Grammar

modal verbs of possibility *must*, *could*, *might*, *might not*, and *can't*

Reading strategies

Reading for main idea

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

BEFORE YOU BEGIN

1 Look at the pictures. What do you think you are going to read about? Where were these pictures taken?

2 The words in the box are from the article, but which four words are all adjectives meaning very large? Check the meaning of the words you don't know in a dictionary.

beak **colossal** **diameter** **enormous** **giant** **hook** **huge** **monster** **muscle** **powerful** **razor** **scar** **sharp** **shrink** **squid** **steel** **tentacle** **ton** **weigh**

3 16.1 Read and listen to the article. What is the largest squid?

Monsters of the deep

For many years, scientists thought that the giant squid must be the largest squid in the world. This enormous creature lives in the deepest, darkest, coldest parts of the ocean. Scientists think that the giant squid can grow up to eighteen meters in length, and it might weigh as much as a ton. Giant squids have eight powerful arms and two long tentacles. These tentacles surround a beak that is so strong it could cut through steel! The giant squid's huge eyes, which can measure up to twenty-five centimeters in diameter, are the biggest eyes in the animal kingdom.

But some people believed there might be an even bigger squid – the "colossal squid." When, in 2003, fishermen near Antarctica caught the most amazing squid, scientists realized the giant squid might not be the biggest squid after all. Then, in 2007, a New Zealand fishing boat caught the largest squid ever recorded. The fishermen couldn't believe what they'd found. Scientists estimate that it could be about ten meters long and weigh 450 kilograms. We can't be sure of its true length because the tentacles shrink after the squid's death. Scientists now believe that the adult colossal squid could grow to over twenty meters, which is longer than a bus.

So now we can be sure that the world's largest, and probably scariest, squid is the colossal squid. Its body is heavier and has more muscles than the giant squid. It also has twenty-five tooth-like hooks as sharp as razors at the ends of its tentacles. Whales, elephant seals, and sharks eat squid, and scientists think that these hooks could have caused the scars found on some whales.

It can't be very enjoyable having your dinner fight back!

COMPREHENSION

4 16.1 **Read and listen to the article again. Are these sentences true or false? Correct the false sentences.**

1 The giant squid lives in the deepest part of the ocean. True
2 The giant squid has eight tentacles.
3 The giant squid has the largest eyes of all animals.
4 The giant squid uses its beak to cut through steel.
5 A squid's tentacles continue to grow after the squid dies.
6 The colossal squid is larger than a bus.

Reading strategies

Reading for information

- Read the text again, but more slowly and carefully.
- Try to guess the meaning of the words you don't know from the context.
- Read the questions.
- Find the words in the text that match the words in the questions.

GRAMMAR: Modal verbs of possibility *must*, *could*, *might*, *might not*, and *can't*

Student grammar review page W93

5 **Choose the correct word in these sentences from the text.**

1 The giant squid (*might*) / *can't* weigh as much as a ton.
2 The tentacles surround a beak that is so strong it *could* / *must* cut through steel!
3 Scientists realized the giant squid *can't* / *might not* be the biggest squid after all.
4 They estimate that it *could* / *might not* be about ten meters long.
5 The adult colossal squid *could* / *can't* grow to over twenty meters.
6 Scientists believe the hooks *must* / *could* have caused the scars.

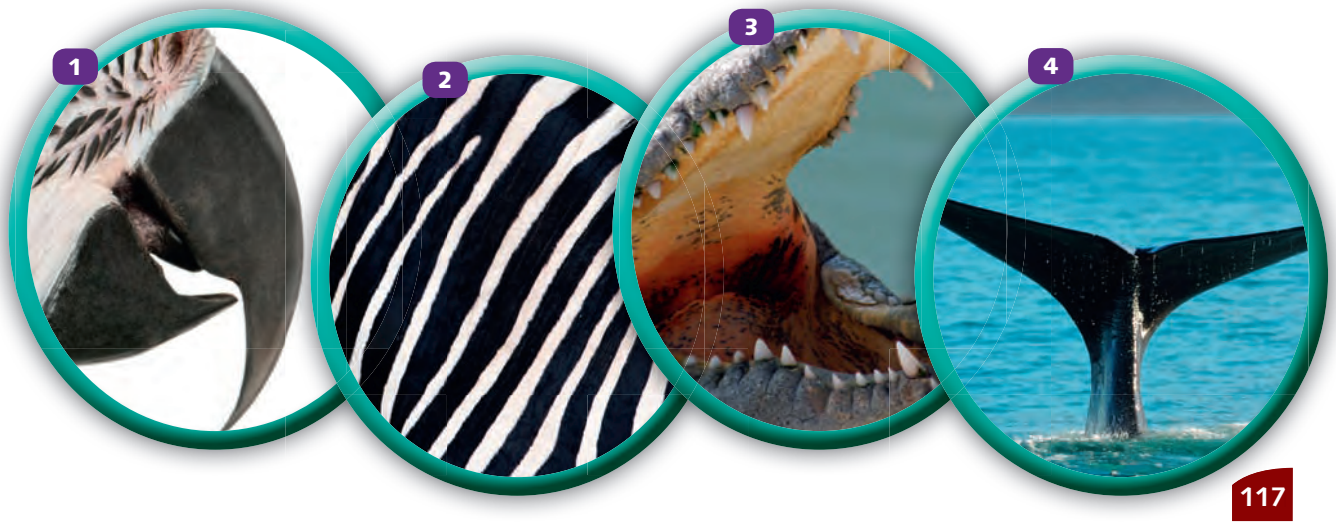
6 **Choose the correct word in the dialogues.**

1 **A:** I'd like a cheese sandwich.
B: There *can't* / (*must*) be some cheese in the refrigerator. I bought some yesterday.
2 **A:** Where's Nancy?
B: She *might* / *can't* be at the library. She always goes there after school.
3 **A:** I don't know where my phone is.
B: It *can't* / *must* be in your room. You didn't take it with you this morning.
4 **A:** It's getting dark. It must be after six o'clock.
B: It *must* / *can't* be because the six o'clock news isn't on yet.

SPEAKING

7 **Work in pairs. Look at the pictures of parts of animals. Do you recognize what the animals are? Use *can't*, *might*, *must*, or *could*.**

? What has three hearts, eight arms, and one huge brain?





READING

1 Look at the pictures. What sea creatures can you see? What do you know about them?

2 Do you think these sentences are true or false? Correct the false sentences. Work in pairs.

1 Octopuses can defend themselves very well against predators.
2 Octopuses have teeth.
3 An octopus can change the color of its skin.
4 Octopuses can hide in small spaces.
5 Octopuses grow a new tentacle if one breaks off.

3 Read the article about octopuses. Check your answers to Exercise 2.



Self-defense under the sea

Octopuses are extremely intelligent. They can learn new things just like humans. They've even learned a few tricks to help them in difficult situations. If a predator like a shark comes near an octopus, the octopus can defend itself quite well. Octopuses don't have teeth or poison to defend themselves against enemies. Instead, when in difficulty, they use even smarter ways to chase away their predators.

One of these ways is camouflage. Octopuses like to hide themselves in the sand on the bottom of the ocean. Just like a chameleon, the octopus can change the color of its skin to match the sand. And this camouflage happens in less than a minute.

Another self-defense trick is to squeeze themselves into small spaces between rocks and stay hidden.

Although they don't have poisonous fangs, octopuses do have secret weapons, like being able to apparently disappear. They can spit ink, and the ink forms a cloud that hides the octopus. By the time the ink disappears and the predator can see again, the octopus has also disappeared.

If a shark tries to attack an octopus, the octopus can also "pretend" it's a venomous sea snake. It buries itself in the sand, with just two tentacles visible. Those tentacles change color to look like a sea snake. And if there's no time for this pretense or for hiding, the octopus can break off one of its tentacles. The tentacle will change color and swim around in the sea to distract the predator. And over the next few weeks, the octopus will grow a new tentacle!

COMPREHENSION

4 **Read the text again and then choose the correct word to make each sentence true.**

1 Octopuses are very *smart* / *stupid*.
2 If *a friend* / *an enemy* comes near an octopus, the octopus can *protect* / *watch* itself quite well.
3 This *chance* / *change* happens in less than sixty seconds.
4 Another self-defense trick is to *fit* / *fix* themselves into small spaces between rocks.
5 Although they don't have poison or *teeth* / *arms*, octopuses do have secret weapons.
6 The tentacle swims in the sea to *confuse* / *help* the predator.

SPEAKING

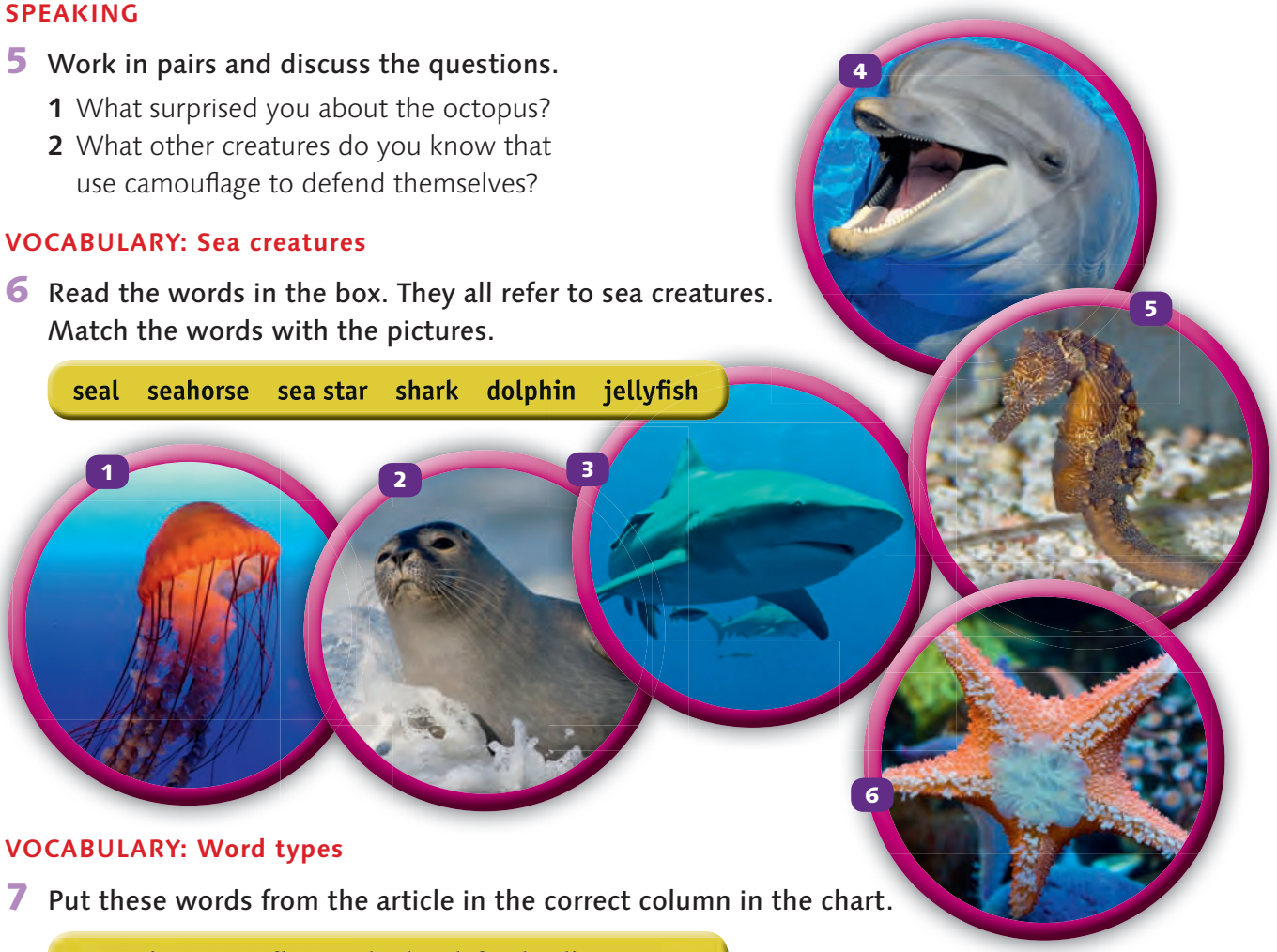
5 **Work in pairs and discuss the questions.**

1 What surprised you about the octopus?
2 What other creatures do you know that use camouflage to defend themselves?

VOCABULARY: Sea creatures

6 **Read the words in the box. They all refer to sea creatures. Match the words with the pictures.**

seal seahorse sea star shark dolphin jellyfish



VOCABULARY: Word types

7 **Put these words from the article in the correct column in the chart.**

~~spit~~ camouflage shark defend distract
pretend chameleon pretense self-defense swim

Noun	Verb
	spit



Listening strategies

Multiple choice

- In these types of exercise, you are given two or three choices as an answer to a question.
- First, read the question and the possible answers. What do you think the most likely answer is?
- Listen again and check your answer. Why is the answer correct and the other options not correct?

LISTENING

1 Look at the pictures and try to explain what is happening.

2 16.2 Listen to an interview with a tour guide. The guide mentions the start of a trip, but what time does it end?

COMPREHENSION

3 16.2 Listen again and choose the correct answers to the questions.

1 When is the best time to go shark diving?
- **a** when the sharks are looking for food
- **b** after you have taken a diving lesson
- **c** when you're in South Africa

2 When do the guides drop food in the water?
- **a** after five hours
- **b** when they see a shark
- **c** at about 9:00 a.m.

3 Why do the sharks come up to the boat?
- **a** because they know there is a cage there
- **b** because they can smell the blood in the water
- **c** because they are swimming toward the shore

4 Why is it safe in the cage?
- **a** because the cage is one meter deep
- **b** because the cage is close to the shore
- **c** because the cage is very strong

5 How can you see the sharks underwater?
- **a** You can see them through a special tube.
- **b** The sharks come close to the cage.
- **c** The sharks are in a special cage.

6 Why don't sharks usually attack people?
- **a** because sharks are scared of cages
- **b** because sharks don't eat meat
- **c** because humans are not their natural prey

> ***My soul is full of longing for the secrets of the sea, and the heart of the great ocean sends a thrilling pulse through me ...***
> **Henry Wadsworth Longfellow, poet (1807–1882)**

Talk together

4 Work in pairs and answer the following question. Do you think you will ever go shark cage diving? Why / Why not?

VOCABULARY: Word types

5 Put these words in the correct column in the chart.

~~hidden~~ intelligence dive poison danger difficult hide disappearance poisonous difficulty intelligent disappear diver interesting dangerous interest

Adjective	Noun	Verb
hidden		

READING

6 Read the description. What places is the writer writing about?

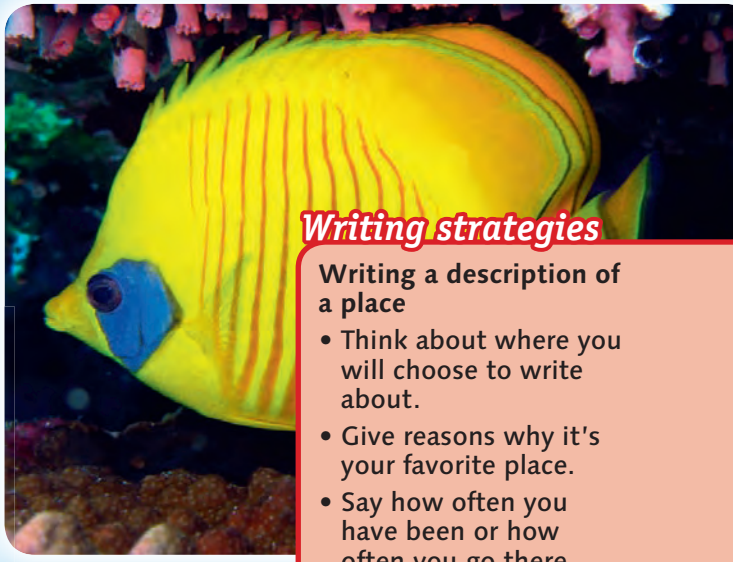
The most beautiful place I have ever been is the Red Sea on the coast of Egypt. The sea got its name from the dark red mountains around it.

The Red Sea is full of the most amazing marine life. It's one of the best and most popular fishing and diving areas in the world. Here there are over 800 species of fish, including the deadly stonefish, poisonous lionfish, striped angelfish, and yellow butterfly fish, as well as some species of shark.

My favorite place in the area is El Quseir. It is one of the most important ports of the Red Sea. It is a peaceful place with soft, white sandy beaches, clear blue water, wonderful coral reefs, and good weather. The town's narrow streets are full of busy colorful markets, and there are some wonderful mountain walks with breathtaking views. It's perfect for a relaxing vacation.







Writing strategies

Writing a description of a place

- Think about where you will choose to write about.
- Give reasons why it's your favorite place.
- Say how often you have been or how often you go there.
- How do you travel there? Is it easy to find?
- Decide if you need to do any research.
- Think about pictures. Do you have any pictures of this place?

WRITING

7 Underline all the adjectives in the description.

8 Now write a description of your favorite place to visit. Use adjectives.

Project

Write a report about your favorite animal.

Your task

- Read Tala's report about the sloth.
- Choose an animal that you would like to write about.
- Answer the questions about your chosen animal.
- Write your report and include pictures and a map of the area where the animal lives.
- Present your report to your class.

Questions

- What does the animal look like?
- Where does it live?
- What does it eat?
- What special characteristics does it have?

My favorite animal – the sloth

Sloths originated in South America about thirty-five million years ago.

They are herbivores, which means they only eat leaves. Their teeth are too weak to chew anything else.

Sloths live by night. During the day they sleep, hanging upside down from the branches of trees. They move very little and very slowly, so you might think they're not alive. Even though they could, they seldom come down to the ground. They must like being high up.

Most sloths can't survive in captivity. They can't adapt to a colder climate.

Tala



Review D



VOCABULARY

1 Which word does not refer to a metal?

a gold **b** glass **c** silver **d** steel

2 Which word refers to an insect?

a butterfly **b** crow **c** fox **d** giant panda **e** shark

3 Which word does not refer to an animal with four legs?

a deer **b** elephant **c** gorilla **d** polar bear **e** snake

4 Which word does not refer to a creature that lives in the water?

a ant **b** stonefish **c** squid **d** octopus **e** shark



5 Which word does not refer to an animal?

a crow **b** camouflage **c** chameleon **d** chrysalis **e** tiger

6 Which word means the opposite of "very big"?

a colossal **b** enormous **c** giant **d** huge **e** tiny

7 What is similar about a chameleon and an octopus?

a They both have tentacles.
b They can both change color.
c They are both poisonous.

8 Which animal is not endangered?

a crow **b** giant panda **c** polar bear **d** penguin **e** tiger



9 Which word doesn't begin with the same sound?

a challenge **b** chameleon **c** cheap **d** children **e** choose

10 Match words with similar meanings.

1 chase	**a** strong
2 trade	**b** very dangerous
3 scars	**c** found in the ocean
4 ideal	**d** protect
5 defend	**e** exchange
6 valuable	**f** follow
7 invention	**g** perfect
8 marine	**h** worth a lot
9 powerful	**i** marks on the skin
10 deadly	**j** creation



GRAMMAR

11 Work in pairs. Look around you and make sentences about things you can/can't see. Use the words in the box.

a	some	any	a lot	a few
a little	many	much	not any	

I can see a lot of desks and a few pencil cases.

12 Play "What's my job?" Work in pairs. Think of a job, but don't tell your partner. Take turns asking and answering questions to find out what your partner's job is. Use the words in the box.

have to	don't have to	must	
can't	should	shouldn't	

A: I have to work with animals. I have to be careful. I don't have to work outside.
B: Are you a veterinarian?
A: Yes, I am!



13 Work in pairs. Make comparisons between the animals you can see on this page. Use as many superlative adjectives as you can. Who can make the most sentences?









14 Work in pairs. Take four or five objects out of your pencil case or backpack and put them on your desk. Take turns describing all the objects on your desk, using at least two adjectives in the correct order for each object.

Treasure Island

Robert Louis Stevenson

My name is Jim Hawkins, and I live with my family at the Benbow Hotel in England. The hotel is in a small, quiet village near the ocean. When I was younger, my mother and I worked hard in the hotel, but my father, who was very sick, often went to see Dr. Livesey.

One day, an old seaman with a large wooden chest came to stay at our hotel. He was a very tall man with a long scar on one side of his face. He said he wanted somewhere quiet to stay. He told me, "If you see a seaman with one leg, tell me immediately. I'll give you a silver coin every month." A few months later, a blind man came to the hotel. He asked for the old seaman. When he talked to the old seaman, he gave him a message from some pirates. The old seaman looked very scared. Soon after that he disappeared.

The old seaman's chest was still in his room. Mother and I decided to open it. We found an old map inside. It looked fascinating. Then we heard a lot of noise outside the hotel. I knew it was pirates. I was sure they wanted the map. I told my mother we had to leave, and we went quickly and quietly out the back door. I decided to take this map to Mr. Trelawney, a man I knew who was very smart, important, and rich. When I got there, Dr. Livesey was there, too. They looked at the map. Dr. Livesey



asked Mr. Trelawney, "Have you heard of Captain Flint?" Mr. Trelawney replied, "Yes, he was a terrible pirate who was very rich." "That's right," said Dr. Livesey. "Well, I think this map shows where Flint buried his treasure." Mr. Trelawney immediately said, "We have to go and find it."

We agreed to go to the island, so the next day, Mr. Trelawney went to a nearby town and hired a ship. He also found a captain and a crew to sail the ship for us. Dr. Livesey, three friends, and I arrived the following day. On the ship we met a man with one leg – Long John Silver. I remembered what the old seaman had said, but this man was the cook. He looked very friendly.

The next day, the weather was good, so we set off for Treasure Island. We had plenty of food, and the seamen seemed very happy. During the voyage, I sometimes helped the cook and I sometimes helped the other seamen. I liked being at sea although it was very tiring. The day before we arrived at Treasure Island, I decided to have an apple. They were kept in a big barrel, but the barrel was almost empty. I climbed inside it. As I picked an apple up, I heard Long John Silver's voice. He was talking to the crew. He said that when we found the treasure, they were going to take the ship. They were going to leave us on the island! They were pirates! I waited until they had gone away and then I quickly ran to tell the doctor and Mr. Trelawney.

The next day, we reached the island. We looked at the map again, and Dr. Livesey pointed to a fort on the island. He said we had to go there so that we would be safe. Long John Silver and some of the pirates wanted to go to the island. I hid in their boat and went to the island with them. Mr. Trelawney, the doctor, his three friends, and the captain came later and ran to the fort, carrying food and water with them.

I was hiding in the trees when I saw my friends run to the fort and close the big doors. The pirates couldn't get in. I was trying to decide what to do when I heard a noise in the trees. Was it an animal? Was it a pirate? I felt scared, but then I saw a scared little man. He told me that his name was Ben Gunn and that some pirates had left him on the island three years before. Ben Gunn helped me get to the fort that night.

The next morning, Dr. Livesey spoke to Ben Gunn. Ben had told me that he had a boat, so I decided to go and find it. I wanted to get back to our ship. I ran quickly to the east coast of the island and found the little boat. When it was dark, I rowed it to our ship. I quietly climbed onto it. Were there any pirates on the ship? Fortunately, there was only one pirate who was hurt. I helped him and then he helped me sail the ship to the north coast of the island, which was near the fort.

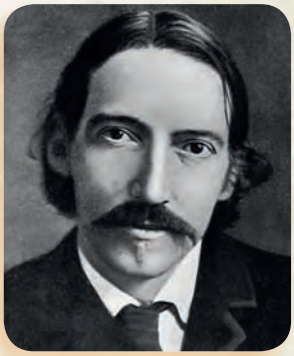
When I got to the fort, my friends were not there. Suddenly, Long John Silver caught me. The pirates were in the fort! They had the map because Dr. Livesey had given it to them! Why did he do that? A few hours later, Dr. Livesey arrived and helped the hurt pirates. I didn't understand what was happening.

Long John Silver wanted to dig up the treasure. Dr. Livesey whispered to me that everything was all right. He told me that Mr. Trelawney and our friends were safe. Long John Silver and the pirates followed the map to the treasure. They tied ropes around our hands and made us go with them. They had shovels with them so they could dig up the treasure. However, when we arrived at the place, we saw a big hole. Somebody had taken the treasure. The pirates began to fight and fell into the deep hole. They couldn't get out. Hurrah!

Dr. Livesey and I ran away quickly. We went to Ben Gunn's cave, where Mr. Trelawney and the others were waiting for us. Ben had lived there all the time, and he had all the treasure there. Ben had told Dr. Livesey this before the doctor gave the map to the pirates. The map didn't help the pirates because Ben Gunn already had the treasure!

We took all the treasure to the ship and sailed back to England. Ben Gunn was very pleased to be back home – and so were we! We all took some gold home. My mother was very pleased to see us!

Robert Louis Stevenson



Robert Louis Stevenson, a novelist and a poet, was born in Edinburgh, Scotland, in 1850. His father was an engineer, and in 1867, Robert went to Edinburgh University to study Engineering. When he finished his first degree in 1871, he began studying Law. He graduated in 1875. However, he was always interested in writing and soon began to write novels, short stories, and poetry.

As a young boy, he was often sick and frequently traveled abroad to stay in places where the weather was warmer than in Scotland. He was very thin and suffered all his life from illness. His first books were all about his journeys abroad. In 1880, while he was on one of his journeys, he met Frances Osbourne and married her. In 1889, Robert and Frances moved to Samoa, where the climate was better for Robert's health. He loved living in Samoa, and they lived there until he died in 1894.

Robert Louis Stevenson was popular with children because his stories were very exciting. He wrote thirteen novels, but his most famous stories were *Treasure Island*, *The Strange Case of Dr. Jekyll and Mr. Hyde,* and *Kidnapped*. He also wrote a number of short stories as well as poetry. The book *A Child's Garden of Verses* has some of Robert's best poems in it.



Treasure Island
Robert Louis Stevenson

VOCABULARY

1 **Find the words in the story and choose the correct definition.**

1 chest (line 7)
a a bag to put clothes in **b** a kind of box **c** a kind of hat

2 blind (line 13)
a you can't hear **b** you can't talk **c** you can't see

3 fascinating (line 20)
a colorful **b** uninteresting **c** very interesting

4 voyage (line 46)
a a journey by road **b** a journey by sea **c** a journey by air

5 cave (line 108)
a a large hole in the side of a hill **b** a special house on top of a hill **c** a kind of boat

COMPREHENSION

2 **Answer the questions about the story.**

1 Why do you think the old seaman wanted somewhere quiet to stay?
2 Why was the old seaman scared when he got the message?
3 What did Jim think of Long John Silver at first?
4 How did Jim find out that Long John Silver was a pirate?
5 Why did Jim trust Ben Gunn?
6 How did Jim manage to sail the ship to the north coast of the island?
7 What happened when Jim got back to the fort?
8 Why did Dr. Livesey give the pirates the map?

SPEAKING

3 **Work in groups of three. Student A is Jim. Student B is Dr. Livesey. Student C is Mr. Trelawney. Jim has just found out that the men on board the ship are pirates. He tells Dr. Livesey and Mr. Trelawney. They have to decide what to do.**

A: Dr. Livesey, Mr. Trelawney, I've just heard Long John Silver talking to the men.

WRITING

4 **Choose one of the topics to write a newspaper article or a letter.**

a The newspapers want to write about Jim and how he found the treasure. Use the information in the story and write a short newspaper article.

OR

b Jim has to decide what to do with all his treasure. Write a letter to Jim giving him some advice.

York MISSION POSSIBLE

Preliminary 3 B

Workbook

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Unit 9 Computers and technology

GRAMMAR

1 Complete the text with the verb forms in the box.

is going to affect **are not going to take** **are going to make** **is going to be**
is also going to play ~~**is going to be**~~ **are going to do** **are going to transform**



The future of computers

As the world of computers and computer technology continues to change, many people have wondered what the future of computers and related technologies **1** *is going to be*.

Take robot technology. It has come a long way, but it still has a long way to go. Robots in the future **2** _____ human form. Instead, they **3** _____ a great deal of work that is too dangerous for humans. From spaceflight to search and rescue, robots **4** _____ human lives safer and better.

Quantum computers **5** _____ computers. The quantum computer **6** _____ the next giant leap forward in computing technology. Nanotechnology **7** _____ an important part in the future of computers, and **8** _____ people all around the globe.

2 Circle the correct option. Use *will* for predictions.

1 Next year Mary
(**a**) is going to be fifteen.
b will be fifteen.

2 Ben rides that motorbike too fast.
a He's going to have an accident!
b He'll have an accident!

3 This vacation is very expensive.
a We're going to need more money from the bank.
b We'll need more money from the bank.

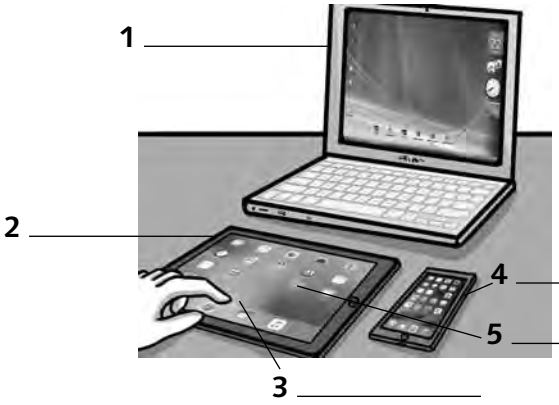
4 I think every family
a will have an electric car by 2030.
b is going to have an electric car by 2030.

5 Our exams
a will start in June this year.
b are going to start in June this year.

VOCABULARY

3 Label the picture with the words in the box.

app **smartphone** **tablet** **laptop**
touch screen



GRAMMAR

4 **Complete the text with the correct form of the verbs in parentheses.**



According to a survey of Internet experts, most people agree with predictions that by 2030 a successful inexpensive global network **1** will create (create) new opportunities in a difficult world.

They also agree that we **2** _____ (grow) more dependent on computers. However, 42% of those surveyed think that humans **3** _____ (not have) the ability to control this technology.

However, experts predict that some people **4** _____ (choose) to live without the network – perhaps because they **5** _____ (want) to limit the amount of information computers give them.

Most of the experts agree that English **6** _____ (be) a universal language of global communications, but they predict that other languages such as Mandarin and Arabic **7** _____ (become) as important.

Experts are divided on one key question: **8** _____ (the world / be) a better place in 2030 because of the Internet? 48% agreed and 52% disagreed.

5 **Complete the sentences. Use *will/won't* or *is/are (not) going to*.**

1 **A:** Look! There's smoke coming from the grass over there.
B: Someone dropped a match. Quick, get some water. There _____ be a fire!

2 **A:** This orchestra is really the best in the competition.
B: I agree. I hope they _____ win.

3 **A:** Do you think it _____ be warm enough to go to the park tomorrow?
B: I don't know, but I hope it _____ be windy because we _____ have a picnic lunch!

6 **Answer the questions and make your own predictions for the future.**

1 What do you think the weather will be like this weekend?

_____
_____

2 What subjects will you do best in this semester?

_____
_____

3 What job do you think you will do one day?

_____
_____

4 Do you think you will ever live in another country? Which one, and why / why not?

_____
_____

5 What important things do you think will happen in the world in the next two years?

_____
_____

READING

7 **Read the text and answer the questions.**

An incredible video clip on the Internet shows you a picture of how life might change in the future, using glass in new, innovative ways.
The video shows how we will wake up in the morning with a giant flat screen on the wall displaying the time and alarm. We won't have drapes – glass in windows will be photosensitive, and we'll be able to set the alarm to lighten them only when we want to wake up. In the bathroom, mirrors will double as touch screens, so we will be able to read our e-mails, check the weather, and watch videos while we brush our teeth.
In the kitchen, we'll be able to cook while we watch the news on the very same surface. Instead of attaching pictures to the refrigerator doors as we do now, we'll be able to download pictures from our digital cameras, and watch downloaded videos on the refrigerator door. We already have touch screen phones for video calls. But in the future, we'll be able to place the phone on the interactive worktop and talk to the caller while we cook and clean.
A glass touch screen control panel in the car will make driving to work much easier. At the office, desks will be interactive, and large screens will bring other people in offices around the world, "into the room" when we need to talk to them.
We won't need to worry about routes or which bus to take at the bus stop, we'll just press our destination on a map, and the route and all information we need will be displayed. We'll be able to download that information straight to our smartphones.
At home, we'll sit back and watch the world come to life from a 3D TV or read a book on a portable flat-panel reader.
Will all this be reality one day? Of course! Some of it has already happened!



1 Why won't we need drapes in future?
because glass in windows will be photosensitive

2 How will we be able to e-mail while we brush our teeth?

_____

_____

3 How will TV screens be different in the future?

_____

_____

4 How will touch screens help us find our way around a city?

_____

_____

5 Why won't business people need to fly to other countries or cities for meetings?

_____

_____

VOCABULARY

8 **Find words in the text with the following meanings.**

1 a surface on which pictures and text are displayed screen

2 to transfer data from the Internet to another computerized object

_____

3 able to lighten or darken depending on natural light _____

4 able to exchange information with a machine or computer _____

5 directions from one place to another

_____

6 able to be carried around easily

_____

WRITING: A newspaper column about predictions

9 **Imagine you are living one hundred years ago. Write a newspaper column with future predictions.**

1 Read the model texts.



One day, we won't need to carry money in our pockets. We'll all carry a small plastic card. It will have a special strip or chip on it that contains all the information about our bank accounts and how much money we have in them. When we go shopping, we'll just have to put the card into a special machine, and we'll be able to buy things – without ever handing over money.

One day, we won't read from paper books. Our books will all be contained in one small handheld screen. A special chip inside will store hundreds of books. When we want to read one, we'll just press a button and the text will appear on the screen!

2 People made the predictions in Exercise 1 – and they came true. Do you know what objects they are describing?

_____

_____

_____

_____

3 Make a list of other everyday objects we use today that people might have predicted one hundred years ago. Think about home appliances, transportation, work, space, and recreation time.

_____

_____

10 **Imagine you are living one hundred years ago. Write about your predictions for the twenty-first century. How will these things change people's lives?**

Organize your writing into paragraphs, depending on the topic.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

11 **Read your work to the class.**

Unit 10 Making plans for the future

GRAMMAR

1 **Complete the sentences with the present progressive form of the verbs in parentheses.**

1 We are seeing our grandparents this weekend. It's a special family event, so all of the family will be there. (see)
2 Why are you learning English? _____ to live in the United States one day? (you plan)
3 My brother _____ in a race tomorrow. It starts at 8 a.m. (run)
4 Mark _____ Spanish in college. He wants to work in an office in Spain after he graduates. (learn)
5 What _____ tomorrow? Are you free? (you do)

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

Hi Sara!
I'm really excited about the trip – in fact, I **1** _____ (not can) wait for it! We **2** _____ (leave) tomorrow morning really early. As soon as we arrive in Athens, we **3** _____ (take) a cab to the ferry terminal. From there, we **4** _____ (sail) to the island of Crete. We **5** _____ (stay) in a hotel for a few days. Crete is famous for watersports, so Dad has booked us all different activities. He and Mom **6** _____ (learn) to sail, and I **7** _____ (take) a windsurfing class. Jack **8** _____ (have) scuba diving lessons. After our vacation in Crete, we **9** _____ (fly) direct to Tehran. Mom says you and your family **10** _____ (meet) us at the airport. See you soon!
Laura

Place stamp here



VOCABULARY

3 **Match the words related to education and college (1-6) with their meanings (a–f).**

1 graduation ceremony e
2 graduate _____
3 college _____
4 semester _____
5 improve _____
6 look forward _____

a a place of higher education, after high school
b to be excited about something that is going to happen
c to get better
d to complete your college studies successfully
e a formal event to celebrate completing your college studies
f the division of the academic year into periods of study

GRAMMAR

4 **Make sentences about the future.**

1 We / have / lunch / at the cafe / later.
We are having lunch at the cafe later.
2 What / you / do / next weekend?
_____
_____
3 you / need / a ride? I / go / that way / later.
_____
_____
4 Helia / go / to the library / tomorrow?
_____
_____
5 What / your parents / watch / on TV / tonight?
_____
_____

5 **Look at James's plans for tomorrow. Complete the sentences with the correct form of the verbs in parentheses.**

2 p.m.–5 p.m. – do homework
4 p.m. – take a break
6 p.m.–8 p.m. – watch TV
8 p.m. – eat dinner with family
9:30 p.m. – go to bed

1 At two o'clock, he ___is doing___ his homework. (do)

2 At four o'clock, he _____ a break. (take)

3 At six o'clock, he _____ TV. (watch)

4 At eight o'clock, he _____ dinner with his family. (eat)

5 At nine thirty, he _____ to bed. (go)

6 **Choose *will* or *won't*.**

1 Tina's really good at art. I'm sure she (*will*) / *won't* be a famous artist one day.

2 Don't worry, you *will / won't* have any problems making friends at your new school.

3 Can I borrow your bike to go to the recreation center? I *will / won't* be back before five o'clock, I promise.

4 I promise I *will / won't* forget to return your book. I *will / won't* bring it to school tomorrow.

5 I want to buy a new pen. *Will / Won't* the store still be open in an hour?

7 **Complete the sentences with *will/won't* and a verb from the box.**

be **buy** ~~**call**~~ **carry** **have** **tell**

1 I ___will call___ you tomorrow. What's your number?

2 Do you think we _____ still _____ teachers in the future – or robots?

3 That bag looks heavy. Here, I _____ it for you.

4 Who do you think _____ the next World Cup winner?

5 Don't worry. I promise I _____ anyone your secret.

6 I don't like this kind of smartphone. Next time, I _____ this brand.

WRITING

8 **Read the advertisement and write an e-mail to a friend about your future trip. Answer these questions in your e-mail.**

- How long will the trip take?
- Who will you travel with?
- Where will you start the tour?
- Where will you go, and how will you travel there?
- What will you see?

Tour of Morocco

How long?	ten days
Suitable for:	groups of students
Start:	Marrakesh
Visit:	markets and museums
Travel to:	Casablanca by train
Fly to:	Sahara Desert
Travel there:	on camels
See:	mountains and villages

READING

9 **Look quickly at the text. What kind of text is it?**

10 **Read and check your answer.**

Day 1:
Board the luxurious cruise before lunch. Visit Zadar and tour the beautiful historical streets. The monuments here are among the many historic treasures in Croatia. Enjoy the Krka National Park with its seven waterfalls and then sail Croatia's beautiful Inside Passage.



Day 2:
Breakfast on board. Sail to the Kotor to visit some of the world's most well-preserved sites.

Day 3:
Breakfast on board. Sail to Korcula. Visit the Marco Polo Tower. Enjoy a felucca ride to the uninhabited island of Badija.

Day 4:
Breakfast on board. Sail to Venice.
Lunch on board. Tour the beautiful city. Walk among the arched bridges and world-famous canals.

11 **Answer the questions.**

1 How long is the tour?
The tour lasts four days.

2 How are the tourists going to travel?
_____

3 Which town or city will they visit on Day 2?
_____

4 When will they visit Venice?
_____

5 What will they see in Zadar?
_____

VOCABULARY

12 **Find words in the text with the following meanings.**

1 precious objects treasures

2 water falling from a height _____

3 Earth _____

4 land surrounded by water _____

5 a small sailboat _____

6 protected _____

WRITING: About your perfect weekend

13 Write a few paragraphs about your perfect weekend.

1 Read Mana's notes.

My perfect weekend activities will include:
- cooking a delicious breakfast for my family
- doing my homework as soon as possible
- playing tennis with my friend
- going shopping for my mom
- reading my favorite book
- going to the museum with my family
- having a picnic lunch

2 Now imagine next weekend is Mana's perfect weekend. What is she going to do? Write some sentences.

On Friday, she's going to cook a delicious breakfast for her family.

14 Make a list of your perfect weekend activities.

15 Write a few paragraphs about your perfect weekend. What are you going to do? Where, and when? With who?

16 Read your work to the class.

Unit 11 Keeping in touch

GRAMMAR

1 **Match the beginnings (1–5) and ends (a–e) of the sentences.**

1 If you walk everywhere instead of taking the bus, b

2 If you get up early, ____

3 If you book your flight early, ____

4 If you mix blue and yellow, ____

5 If I stay in the sun too long, ____

a you're tired at night.

b it's better for the environment.

c I burn.

d you get green.

e you often save money.

2 **Write sentences using the zero conditional.**

1 When / the bell / ring, / the class / be / over.
When the bell rings, the class is over.

2 If / you / be / a student, / you / get / a discount.
_____

3 If / I / get / hot, / I / open / the windows.
_____

4 When / I / be / tired, / I / fall / asleep.
_____

5 Whenever / we / play / tennis, / he / always / win!
_____

3 **Complete the sentences with the correct form of the verbs in the box.**

bake	be	call	come	cough
cry	hurt	~~need~~	rise	~~want~~

1 If you want to send a letter, you need a stamp.

2 When I _____, my throat _____.

3 When my mother _____ us for lunch, we _____ to the table.

4 Bread _____ when you _____ it in the oven.

5 Babies _____ when they _____ hungry.

VOCABULARY

4 **Match the words (1–8) with their meanings (a–h).**

1 alphabet d

2 e-mail ____

3 fax ____

4 hieroglyphs ____

5 letter ____

6 messenger ____

7 telegraph ____

8 telephone ____



a a form of communication sent by computer

b a form of spoken communication by telecommunications equipment

c a form of written communication, sent by mail

d a set of fixed letters or symbols used for writing a language

e a form of written communication sent by a machine from one home or office to another

f a person who delivers messages as a job

g a form of written communication sent by a computer

h symbols used for writing in ancient Egypt

GRAMMAR

5 **Match the beginnings (1–6) and ends (a–f) of the sentences.**

1 If Anna doesn't come soon, c
2 If it doesn't rain soon, _____
3 If Jack plays the piano at the concert, _____
4 If you see Ben, _____
5 I'll help you _____
6 If you tell me a secret, _____

a if you can't do the work.
b I won't tell anyone else.
c we'll go without her.
d he'll play a Beethoven sonata.
e we'll have a drought.
f will you give him my best wishes?

6 **Complete the sentences with the correct form of the verbs in parentheses.**

1 If it's sunny tomorrow, we will go (go) on a picnic.
2 Mom _____ (be) happy if you make her a card for Mother's Day.
3 If you exercise more often, you _____ (get) in better shape.
4 If you eat too much candy, they _____ (damage) your teeth.
5 She will buy the tickets when she _____ (arrive) at the train station.
6 If you are trying to study, I _____ (not make) a noise.

READING

7 **Look at the picture. Can you name the type of writing (script) on the stone?**



8 **Read the text and check your answers.**

Hieroglyphic writing first began around 5,000 years ago. Egyptians wrote in hieroglyphs up to about 400 CE. After that, they began to use handwriting similar to the writing we use today. So how did researchers discover what ancient hieroglyphic writing meant?

In 1799, a soldier who was digging in some ruins in Rosetta, Egypt, found a large black stone. It was part of the stones that were left over from an ancient fort. The stone had the same text written three times in different scripts. One of the languages, at the bottom of the stone, was an ancient Greek script that was used for official information. The other two types of writing were (at the top) an ancient Egyptian hieroglyphic script, used by kings and priests, and (in the middle) another ancient Egyptian script, used for everyday writing.

Experts could read the Greek text, but they couldn't decide which hieroglyphic symbols corresponded to the Greek alphabet. They spent many years trying to figure out the hieroglyphs. In 1822, a researcher named Jean François Champollion finally figured it out. He noticed that one word was enclosed in an oval shape. Only the names of important people were enclosed this way. He knew then that the word represented the name Ptolemy (he was the ruler at the time). After that, Champollion was able to match the Greek letters and the hieroglyphs of the rest of the text. This was a very important discovery for the world: at last, people were able to read and understand ancient hieroglyphic writing.

9 **Complete the sentences in your own words.**

1 Researchers weren't able to figure out what hieroglyphic writing meant because _____.
2 An important discovery took place in 1799 when _____.
3 There were three different scripts _____.
4 Researchers were able to understand _____.
5 Champollion's important discovery was _____.
6 Thanks to him, people can now _____.

VOCABULARY

10 **Complete the text with the words in the box.**

decisions	**feathers**	**papyrus**
records	**reeds**	~~**scribes**~~

In ancient Egypt, people who learned to read and write professionally were called **1** scribes. They had to keep **2** _____ of events and make important, official **3** _____. At first, they used pens made from **4** _____ and wrote on a light plant material called **5** _____. Later, they used pens made from the **6** _____ of a bird.

GRAMMAR

11 **Write sentences in the first conditional.**

1 If you not wear a sweater / you get cold.
If you don't wear a sweater, you will get cold.

2 If you not study the new words / you not learn them.

_____

_____

3 If Aida write to me / I show you the letter.

_____

_____

4 What you do / if you pass your exams?

_____

_____

5 you go for a walk with me / if the weather be nice tomorrow?

_____

_____

6 We take pictures on our phones / if we lose our camera.

_____

_____

12 **Sara is nervous about her family's next vacation to Kenya. Write her questions and her brother's answers.**

1 it gets too hot / we stay out of the sun
What will we do if it gets too hot?
If it gets too hot, we will stay out of the sun.

2 we get too close to a wild animal / we run away

_____

_____

3 run out of gas in the desert / we ride camels

_____

_____

4 we can't speak the language / we use a dictionary

_____

_____

5 it's too cold in our tent / we stay in a hotel

_____

_____

WRITING

13 **Write a short paragraph about the different types of writing you do in your everyday life. Think about these questions:**

- How often do you write letters/cards/postcards/essays/stories/lists?
- What other kinds of writing do you do at school and at home?
- What do you usually write with?
- How often do you send e-mails or text messages?
- How does your language differ from other written forms when you write these electronic messages?

_____

_____

_____

_____

_____

_____

WRITING: An e-mail

14 Write an e-mail to a friend.

1 Read the model e-mail.

From: Amy
To: Olivia
Attachments: My family



Hi, Olivia!

How are you? I hope you and your family are all well. I haven't been in touch for some time because I'm studying hard for my exams.

How's life? Are you also studying hard?

These are the latest pictures of my family. Please send me some of your family's pictures!

Do you remember our friend Catherine? Well, her dad got a new job and they are all going to move to Mexico City! Can you imagine? Some people are really lucky!

Do you think you can come and visit during the summer vacation? We are going to my grandparents' house on the beach in August, and Mom says you can come if your parents agree. Please say yes!

Love from

Amy

2 Write *True* or *False*, and correct the false sentences.

a Amy has recently written to Olivia. False. Amy hasn't been in touch with Olivia for some time.

b Amy's exams are over. _____

c Catherine is moving to Mexico City. _____

d Amy's dad got a new job. _____

e Amy is going to her grandparents' house for vacation. _____

f Amy hasn't asked her mom if Olivia can come. _____

15 Write your e-mail.

_____

_____

_____

_____

_____

_____

_____

16 Exchange your work in groups and read each other's e-mails.

Unit 12 Languages

VOCABULARY

1 Match the characteristics to the type of learner. Then complete the sentences.

like talking and discussing.	listen carefully to every word.	write down every word.
like working on projects.	are not happy talking.	learn by doing.
learn through listening.	like practicing what they are learning.	~~learn through reading.~~

VISUAL LEARNERS	AUDITORY LEARNERS	TACTILE LEARNERS
a learn through reading.	a _____	a _____
b _____	b _____	b _____
c _____	c _____	c _____

2 Look at the following words and answer the questions.

recordings ~~slides~~ charts
role-playing diagrams demonstrations

1 Which four are visual aids?
slides, _____
_____

2 Which one is an auditory aid?
_____
_____

3 Which one involves acting?
_____
_____

3 Complete the chart.

Noun	Verb
concentration	concentrate
distraction	
	explain
	instruct
creation	
	demonstrate
	inform
	direct
memory	

4 Write four sentences of advice to yourself corresponding to your learning style.

I'm a visual learner. I should write down ... _____
_____
_____
_____
_____

READING

5 **Which language do you think is more difficult – Mandarin or English?**

6 **Read the text and check your answer. Fill in the blanks after you have read the text.**



Research has shown that _____ is more difficult than _____.
The reason for this is that in order to learn Mandarin, you need to use both sides of your brain. However, you can learn English using only half of your brain.
The findings come from some tests that a team of researchers and experts performed on volunteers in hospitals in the U.K. The volunteers had to listen to recordings of their native languages while undergoing brain scans.
When English speakers heard recordings in English, the left sides of their brains lit up on screen. When Mandarin Chinese speakers listened to recordings of Mandarin, both sides of their brains lit up.
The left brain plays an important role in the putting together of sounds to make words, while the right brain plays a role in processing intonation or "tune." In Mandarin, unlike English, this intonation or "tune" is essential for meaning. One syllable can mean several different, completely unrelated things, according to the way a speaker says it.
This research has highlighted the importance of left and right brain activity in language learning. "It might help explain why English speakers find learning Mandarin so difficult," says one expert. "We are hoping it will also help doctors understand what exactly happens in the brain when people have to learn to speak again, for example, after an accident or other traumatic experience."

7 **Answer the questions.**

1 Learning one language, English or Mandarin, involves more of the brain. Which language?
Mandarin

2 How did researchers find out this information?
_____
_____

3 Which two groups of people were the volunteers?
_____
_____

4 In which important way does English differ from Mandarin Chinese?
_____
_____

5 How might the research help medical science?
_____
_____

VOCABULARY

8 **Match the words in the box with their meanings.**

culture employment foreign interact ~~international~~ law native wage social

1 involving many different countries
international

2 having a job _____

3 referring to a country you don't live in
_____

4 referring to your home country
_____

5 a country's traditions and customs
_____

6 the money you earn from a job
_____

7 a rule in a country _____

8 communicate _____

9 relating to other people in a friendly way
_____

GRAMMAR

9 **Choose the correct option.**

1 If you don't eat breakfast *before / after* you go to school, you'll get hungry.
2 *Before / After* the sun sets, we will be able to see the stars.
3 I'll stay at your house *until / after* my parents come to pick me up.
4 I'll say good-bye *before / until* I leave.
5 Will you call me *until / as soon as* you get home?
6 *As soon as / Until* I get my driver's license, I'll take you for a ride!
7 *Before / After* we go to the show, I'll reserve tickets.
8 My father will buy a new car *after / until* he saves enough money.
9 They will go to the bus station *until / as soon as* they have breakfast.
10 They won't start the game *as soon as / until* the rain stops.

10 **Complete the sentences with the words in the box.**

if until ~~before~~ if after until as soon as

Class, tomorrow we are going on a walk in the hills. **1** Before we take off, we need to make sure we've packed everything we need. We'll be walking **2** _____ lunchtime, so **3** _____ you think you might get hungry, bring a snack with you.
4 _____ we get to the nearest village, we'll stop for lunch at a cafe. **5** _____ lunch, we'll continue our walk **6** _____ we reach our camp. I want to see you all at school tomorrow by 7 a.m. **7** _____ anyone is late, we'll leave without you!

VOCABULARY

11 **Complete the advertisement with the words in the box.**

course culture foreign ~~instruction~~ interaction native social



Languages International offers language **1** instruction for your whole family, regardless of age or level. Because "one size does not fit all," we will create a special course for you. Our Family Programs offer just the right mix of classroom discussions, **2** _____ with native speakers, and motivating extra activities. You'll live with a family of **3** _____ speakers, so that all your activities at home will be in the new **4** _____ language. We'll also provide you with the opportunity to learn about local **5** _____ through our many **6** _____ activities and excursions.
As soon as your **7** _____ is over, we'll fly you back home. Or, if you prefer, we'll arrange tours of the host country before you go home. So contact us today and start learning a new language soon!

WRITING

12 **In your notebook, write a similar advertisement for foreign students coming to your country to learn your language. Imagine that a family will be staying with you and your family.**

- How many hours of classes will they have every day?
- What kinds of things will they learn?
- What activities will they do?
- Will they interact with native speakers – how, and where?
- What do you suggest they do after their course?

WRITING: About a language learning experience

13 Write about your language learning experience(s).

1 Read the model text.

I studied German for three years when I was in high school. I thought I was pretty good at it, but that was before I had an opportunity to interact with native German speakers. I believe that you can't really "know" a language until you have spoken to native speakers in that language to see if they understand you. It's a really helpful way to see how you can do in the language.

Another thing that helped me was having a teacher from Germany because that way I learned a lot about the culture, too.

The most difficult thing about German is that there are three versions of the article "the." One is feminine, one is masculine, and the other is neutral. I keep getting them mixed up!

I think the easiest part of learning German was the alphabet, since it is so close to English. The letters just have different sounds.

I think that overall German is fairly easy for English speakers to learn because there are so many similarities between the two languages. I'm going to try to learn Arabic now, and I think that's going to be more difficult!

2 Answer the questions.

a What does the writer find easy/difficult about learning German?

_____

b What two things (apart from language learning in the classroom) helped the writer with the foreign language? How did these things help?

_____

3 Make a list of the things that you have found easy/difficult/helpful about learning a foreign language. Think about culture, grammar, vocabulary, spelling, reading, writing, speaking, and listening.

_____

_____

14 Write about your experience with learning a foreign language.

_____

_____

_____

_____

_____

_____

_____

_____

15 Read your paragraphs to each other in small groups.

Progress test 3

GRAMMAR

1 **Complete the conversation with the correct form of *will/won't* or *going to* and the verbs in parentheses. (1 point each)**

Leila: Oh! It's New Year's Eve again! Time to think about the things I **1** _____ (change) in my life. I have an idea. I **2** _____ (write) a list.

Helia: Really! Every year you say you **3** _____ (do) lots of things. I predict that you **4** _____ (not do) any of them.

Leila: This time things will be different – you **5** _____ (see)! To begin with, I **6** _____ (work) very hard this year. By the end of the year, I **7** _____ (be) the top student. Then my parents and teachers **8** _____ (be) very happy with me.

Helia: I know that **9** _____ (happen) because you always work hard. And I **10** _____ (work) hard, too.

Leila: Yes. Let's both be top students!

	10

2 **Look at a famous basketball player's busy schedule. Write about his plans for next week. (1 point each)**

Sunday: fly to Miami for an interview
Monday: open a new recreation center
Tuesday: give a talk about sports medicine at a local hospital
Wednesday: coach basketball at local schools
Thursday: attend an awards ceremony

1 On Sunday, he _____.
2 _____
_____.
3 _____
_____.
4 _____
_____.
5 _____
_____.

	5

3 **Complete the zero conditional sentences with the verbs in the box. (1 point each)**

call **connect** **go** **lie** **turn**

1 If you can't see clearly, you _____ the light on.
2 If you have a headache, you _____ down for a while.
3 If you feel tired, you _____ to bed.
4 If you want to print a document, you _____ the printer to your laptop.
5 If there's an accident, you _____ an ambulance immediately.

	5

4 **Complete the first conditional sentences with the correct form of the verbs in parentheses. (2 points each)**

1 What _____ (you do) if you _____ (get lost)?

2 If I _____ (not have) a map, I _____ (ask) someone for directions.

3 I _____ (call) you if I _____ (not be) too busy.

4 We _____ (have) lunch outside if it _____ (be) a nice day tomorrow.

5 If you _____ (not be) happy with the meal, the restaurant _____ (give) you a refund.

	10

5 **Choose the correct option. (1 point each)**

1 If it starts raining, I'll wait *until / after* the rain stops.

2 If I get to school *as soon as / before* you, I'll wait for you outside the gates.

3 I'll send you a text message *until / as soon as* I hear the results.

4 What are you going to do *before / after* you graduate?

5 I always fall asleep *as soon as / until* I get into bed.

	5

VOCABULARY

6 **Look at the following words. (1 point each)**

auditory environment laptop download population scribe snorkel visual transportation app

Which one …

1 is a small, portable computer? _____

2 means to take from the Internet? _____

3 is a program on a phone or computer? _____

4 refers to how we get from place to place? _____

5 refers to the number of people in a country? _____

6 refers to nature and our surroundings? _____

7 is used under water? _____

8 refers to something you can see? _____

9 refers to something you can hear? _____

10 is a person who records events in writing? _____

	10

7 **Circle the word that doesn't belong. (1 point each)**

1 wage employment carriage

2 newspaper e-mail letter

3 college camp graduate

4 hieroglyphics script telephone

5 reed diagram papyrus

	5

Total | | 50 |
|---|---|

Unit 13 The history of money

VOCABULARY

1 **Look at the words in the box and answer the questions.**

~~bill~~ coin check credit card gold

1 Which two are cash?
bill _____

2 Which two are made of paper?
_____ _____

3 Which one is made of plastic?
_____

4 Which two are made of metal?
_____ _____

GRAMMAR

2 **Choose the correct option.**

1 I can't buy a sandwich. I only have *a little* / (*a few*) coins in my pocket today.
2 There weren't *much / many* people at the concert – only about ten.
3 He's very rich. He has *a lot of / much* money.
4 I wanted to buy *some / a little* apples, but there weren't *some / any* left, so I bought *a few / a little* oranges instead.
5 Hurry up. We don't have *some / much* time for shopping. The bus leaves soon.

3 **Choose the correct option to complete the dialogue.**

1 **A:** How (*much*) / *many* food is there for the picnic?
2 **B:** There is *a lot / a lot of*! There are *some / any* sandwiches and chips.
3 **A:** Is there *some / any* fruit juice?
4 **B:** Well, there is *a few / a little* – but it won't be enough for all of us. But there are *a little / a few* apples and pears. And there is *a lot / a lot of* cake!
5 **A:** How *much / many* people are coming to the picnic?
6 **B:** About ten, I think. It's going to be *much / a lot of* fun.

4 **Complete the story with the words in the box.**

~~some~~ a few a lot any



A wise man had a smart trick. He stood in the market every day. And every day, people offered him **1** some money – a large coin and a small coin. He always chose the small coin. "He is so foolish!" the people said. "He always takes the smaller coin!" They laughed and told their friends about him. So every day, **2** _____ more people came to the market to offer money to the man.
One day a kind man said to him, "Why don't you take the bigger coin? Then you will have **3** _____ of money and people won't laugh at you any more."
"Yes," said the wise man. "But if I take the larger coin, people will stop giving me money because they will see that I am not so stupid after all. If they stop giving me money, I won't have **4** _____!"

5 **Cross out the option that you can't use in these sentences.**

1 We have *a lot of / ~~many~~ / a few of* the same interests.
2 Can you give me *any / a few / a little* advice?
3 Be careful when you cross the street. There's *so much / many / a lot of* traffic on the roads.
4 I'm getting *a lot of / lots of / much* exercise, but I'm still not losing *some / a lot of / any* weight.
5 He's very popular. He has *many / a lot of / a lot* friends at school.

6 Write the words in the chart.

~~cow~~ ~~bread~~ money CD shell silver check food lemon juice credit card water

Count nouns	Noncount nouns
cow	bread

7 Look at the picture and complete the questions and answers.



1 How much water is there? A lot.

2 How _____ orange juice _____ there? There is _____. But the bottle is almost empty.

3 How _____ soup _____ there? There isn't _____.

4 How _____ there? Lots. There are three different types – cheese, chicken, and roasted vegetables.

5 How _____ there? There is some – three cartons.

6 How _____ there? Only _____. We really need some more fruit.

8 Rearrange the words and add *much* or *many* to ask questions.

1 did / books / you / buy / yesterday / How many / ?
How many books did you buy yesterday?

2 brothers and sisters / have / you / do / How _____ / ?
_____

3 times / you / brush / a day / How _____ / your teeth / do / ?
_____

4 your computer / How _____ / was / ?
_____

5 you / How _____ / take / did / pictures / ?
_____

6 water / he / drink / How _____ / did / ?
_____

7 people / invite / you / How _____ / did / ?
_____

8 mistakes / you / How _____ / make / did / ?
_____

VOCABULARY

9 Match these past and present forms of currency with their descriptions.

bills ~~cattle~~ coins credit cards shells

1 this early form of money walked on four legs cattle

2 people went to the beach to collect this form of money _____

3 people made holes in the metal and hung them on strings _____

4 these are made of paper _____

5 we use these on the Internet _____

10 Which of the types of currency in Exercise 9 do we still use today?

_____

READING

11 Read the title of the text and write what you think it means.

12 Read the text and check your answer.

Buy Nothing Day



The first Buy Nothing Day took place in Canada in 1992. It was a day of protest against "buying too much." An artist named Ted Dave had the idea. He became frustrated because although he had a well-paying job, he still couldn't afford to buy everyday things he needed. He decided to suggest one "shopping free" day for everyone and made some posters to get people's attention. Soon the idea became very popular. Now as many as sixty-five different countries around the world celebrate the day, which takes place toward the end of November.

On Buy Nothing Day, schools and community groups hold special events to encourage people not to spend any money on that day. One group, for example, is organizing a "give and take" event. It is a chance for people to give away unwanted items and perhaps find something nice or useful for themselves, their friends, or family. Other groups are encouraging recycling, growing your own food and making your own clothes and toys.

The organizers of Buy Nothing Day say, "We are not trying to stop consumers from shopping at all – but we want them to think more carefully about what they buy and where they shop. We should all be thinking about the products we buy and the companies that produce them. It's better, for example, to support smaller, local stores if that's possible. We want people to think about the environment when they buy something."

13 Write *True* or *False*, and correct the false sentences.

1 Buy Nothing Day started about ten years ago.
False. Buy Nothing Day started in 1992.

2 The idea of Buy Nothing Day is to shut down small, local stores.
_____

3 Buy Nothing Day isn't only celebrated in Canada, the U.S., or Europe.
_____

4 Ted Dave couldn't afford anything because he wasn't earning much money.
_____

5 At the "give and take," nothing is for sale.
_____

6 One important aspect of Buy Nothing Day is thinking about the effect of shopping on the environment.
_____

VOCABULARY

14 Match the words in the box with their meanings.

banana	~~coffee~~	cash	sugar	bill

1 a type of drink coffee

2 a sweet ingredient _____

3 a type of fruit _____

4 a word for bills and coins _____

5 paper money, not coins _____

15 Write descriptions of some of your possessions.

1 Read the model text.

My favorite possessions are also the cheapest. They cost very little. They are my picture albums. I make them myself, from old notebooks that still have lots of blank pages in them. I decorate the covers and paste my favorite pictures in the notebooks. Underneath each picture I write something – about the day or people in the picture. I love looking through my albums – they are like journals. The trouble is, I have so many albums now that I don't have much more space left on my shelves!

My most expensive possession is my smartphone. I spent a lot of money on it because I use it a lot – I use it as a camera and to send e-mails as well. I think it's worth the money because it's a very good model. Some of my friends have cheaper phones, but they often break. I've had mine for a few years now, and it's been very reliable. I'll keep it for as long as I can.

An unwanted item I own is my skateboard. I loved it when I was younger, but now I don't use it anymore, and I think someone else could find it more useful and more fun to own. It was pretty expensive, and I'm sure there are lots of children who can't afford to buy a new skateboard, so I would like to give away my old one.

2 Answer the questions.

a What possession doesn't the writer need anymore? Why not? What does the writer want to do with it?

_____

_____

b What are the writer's favorite possessions? Were they expensive? Why / Why not?

_____

_____

c What possession cost the most? Why did the writer spend so much money on it? Is the writer happy or unhappy with the purchase?

_____

_____

3 Think about your own possessions and answer the three previous questions.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

16 Write a description of some of the possessions you have taken notes about. When did you get these things? Why do you like them? Why don't you need them anymore?

Organize your writing into paragraphs, depending on the topic.

_____

_____

_____

_____

_____

17 Read your descriptions to the class.

Unit 14 A new business idea

GRAMMAR

1 Look at the list and complete the rules with *have to, don't have to, must, should, shouldn't,* or *can't*.

Camping trip

1 You ___have to___ bring a towel, because there aren't any towels at the camp.
2 Don't wear good clothes. If you wear good clothes, they might get ruined. You _____ only bring old clothes.
3 You _____ bring valuable items because things might get lost.
4 If you want to, you can bring a book to read. You _____ bring a book, but you might want to read before you go to bed.
5 You _____ bring your own alarm clock because there isn't one at the camp.
6 You _____ bring your phone if you have one. This is a technology-free camp!
7 You _____ bring a musical instrument, dance shoes, or other props if you'd like to participate in talent night, but you _____.

2 Rewrite the second sentence so that it has the same meaning as the first. Use the words in parentheses. Add or change any other words as necessary.

1 It's a good idea to write down any new vocabulary you learn. (should)
You should write down any new vocabulary you learn.
2 Don't cross the road without looking left and right. (shouldn't)
You _____
3 Is it necessary for you to wear a school uniform? (have to)
_____?
4 You can buy one in advance if you want to, but it isn't necessary. (don't have to)
You _____
5 It's impolite to look out of the window when someone is talking to you! (shouldn't)
You _____
6 It's essential to come to class on time every day. (must)
You _____

VOCABULARY

3 Replace the underlined words with the words or phrases in the box.

goods **interviewing and questioning**
create **money from it** ~~**new and fresh**~~
not too expensive
people who are buying things

1 I've never seen a design like that before. It's very <u>original</u> ___new and fresh___.
2 To find out whether people will like your idea, you have to do some <u>market research</u> _____.
3 It's important to give <u>customers</u> _____ good service.
4 Do you often try new <u>products</u> _____, or do you always use the same ones?
5 I think I'll buy this item. I like it, and it's <u>affordable</u> _____.
6 How much does this cost to <u>produce</u> _____ in a factory?
7 We are selling lots of cakes, but we still aren't making <u>a profit</u> _____ yet.

READING

4 **Look at the picture. What product do you think Jimmy invented?**

5 **Read the text and check your answer.**



Jimmy Tomczak enjoyed walking in the country, but he couldn't find the right shoes to wear. He didn't want sandals that were too thin, and he didn't want hot, heavy boots either. Most good quality, lightweight shoes cost too much, so he decided to **1** _____design_____ his own product.

He tried using materials he had at home. He used an old padded envelope for his first shoe. It was lightweight enough, but it didn't give his feet protection.

All through his college days and part-time jobs, Jimmy continued trying to produce an affordable, light shoe. One day, he was helping a builder to repair the roof of a house. Instead of using expensive roofing material, they used old advertising boards, which were made of a lightweight strong plastic. After six months, the roof was still in good condition. The plastic proved to be strong as well as waterproof. That gave Jimmy the idea to use it in his shoe production.

He created twenty shoe models before he was satisfied with the final design and could **2** _____ a business.
He **3** _____ some market research to identify potential customers and started a website. At first, he didn't sell his shoes to **4** _____ a profit, but after a while, he managed to **5** _____ the right costs in order to set a price. All the sandals are made locally, by local workers. Now Jimmy's business is very successful. He is selling about 1,000 pairs of his special shoes every month.

6 **Choose the correct answer.**

1 Jimmy wanted to produce his own footwear because …
- **a** there weren't any shoes on the market that were suitable for his needs.
- **b** there wasn't an affordable pair of shoes on the market.
- **c** there wasn't an affordable pair of shoes on the market that was suitable for his needs.

2 What did Jimmy think of the plastic advertising boards?
- **a** They were light and strong, but they didn't give protection.
- **b** They were light, strong and waterproof.
- **c** They were good for roofing, but not good for shoes.

3 How did Jimmy make sure there was a market for his shoes?
- **a** He started a website.
- **b** He found out after some market research.
- **c** He didn't try to make any money from his shoes at first.

4 How do we know that Jimmy's product is ethical and environmentally friendly?
- **a** because they are made of plastic
- **b** because he sells 1,000 pairs a month
- **c** because they are made of recycled material, and local workers produce them locally

VOCABULARY

7 **Complete the underlined phrases in the text with the verbs and phrases from the box.**

figure out	~~design~~	make
start	did	

1 _____design_____ his own product
2 _____ a business
3 _____ some market research
4 _____ a profit
5 _____ the right costs

GRAMMAR

8 **Look at the chart with rules for employees of Pete's Pizzeria. Then write the rules with *must*, *can't*, *have to*, or *don't have to*.**

✔	✘	Not essential! It's your choice.
• follow the rules • be on time • wear comfortable shoes • eat in the break room	• wear shorts • leave early • eat on the job	• arrive early • wear an apron • bring your own food

You **1** must follow a few rules. You **2** _____ be on time. It's a good idea to arrive a few minutes before your shift starts, but you **3** _____ arrive early. You **4** _____ leave early – unless you have permission. You need to dress appropriately. You **5** _____ wear comfortable shoes because you'll be on your feet all day. You **6** _____ wear shorts, but jeans are OK. We provide aprons, but you **7** _____ wear one. You **8** _____ eat on the job. You **9** _____ eat in the break room during your scheduled meal break. You can bring your own food, but you **10** _____ bring anything because we provide one free meal for each eight-hour shift.

VOCABULARY

9 **Read this job advertisement and answer the questions.**



International Hotel is looking for students to work with children at their family vacation hotels in Canada and Mexico during the summer months.
Do you enjoy working with children? Do you enjoy activities such as sports, arts and crafts, cooking, or music? Then this job will be perfect for you.
We would like students to work with children of all ages in the activity programs at the hotels. Please only apply if you have had previous experience working with children.
We need you to be friendly, enthusiastic, and energetic, and to have the ability to teach activities to young children.
We will provide training and a uniform.
Call International Hotel today for an interview.

1 Where will you work if you are successful in applying for this job? _____
2 What activities will you teach? _____
3 Do you need any previous experience? _____
4 What skills do you need? _____
5 Does the hotel give you training and a uniform? _____

WRITING: About jobs

10 Write about your best/worst future job.

1 Write qualities you need for these jobs.

teacher _____
doctor _____
business person _____
lawyer _____
artist or musician _____
architect _____
builder _____
sports coach _____

You are:
patient physically fit creative
a good listener good with money
good at drawing musically talented
good at convincing people

You like:
working with young people performing
helping people being outdoors

You have:
scientific knowledge
mathematical knowledge
a good understanding of people

2 Check (✔) the skills and qualities that you have, and add any others.

3 Read the model text. What job do you think would suit this person best? What job wouldn't suit him?

I'm very good at Art. I like drawing and designing things. I'm not very sociable, however. I'm shy, so I don't find it easy to talk to people. I'm good at working on my own. I'm very motivated, and I don't need anyone else to tell me what to do. I'm hardworking and very creative. I have good mathematical knowledge, and I am not bad at Science. I don't mind working outdoors.

11 Write about your own skills and qualities and what kind of jobs would/wouldn't suit you.

12 Read your text to another student. Do you agree with the best/worst jobs for your partner?

Unit 15 Animal facts

GRAMMAR

1 **Complete the sentences with the superlative form of the adjectives in parentheses.**

Long-distance travelers





Some animals migrate a long way every year to find food or to find a warmer or a cooler place to live.
The arctic tern travels the **1** farthest (far) distance of any animal. It lives in Canada and Russia, and every summer it flies an incredible 35,000 kilometers to the Antarctic.
The bar-tailed godwit makes the **2** _____ (difficult) journey: its non-stop flight is the **3** _____ (long) of any bird – 11,026 kilometers.
Monarch butterflies fly more than 3,000 kilometers, from Canada to Mexico, every year. There, they all live in the rainforest.
Sea turtles are born on the beach in Ras al-Jinz, Oman. It's dangerous on the beach, but they are under the **4** _____ (great) threat when they go into the water. Lots of other animals, fish, and birds prey on baby turtles, and that's why the turtle is an endangered animal.

2 **Complete the sentences with the superlative form of the adjectives in parentheses.**

1 These are the most poisonous snakes in the world. (poisonous)
2 The elephant is the _____ land animal. (big)
3 The panda looks like one of the _____ (harmless) animals in the world – but it can actually be one of the _____ (dangerous).
4 Although the cobra doesn't have the _____ (strong) venom, it is one of the _____ (deadly) snakes.

3 **Complete the questions with forms of *be* and superlative adjectives. Then write the answers.**

1 Who / intelligent / in your family?
Who is the most intelligent in your family?
_____
2 Who / healthy / of all your friends?
_____
_____
3 Where / beautiful / place in your country?
_____
_____
4 What / interesting / book you've read?
_____
_____
5 What / useful / thing you've ever bought?
_____
_____
6 What / exciting / experience you've ever had?
_____
_____

VOCABULARY

4 **Answer the questions, using the words in the box.**

butterfly	**gorilla**	**panda**	**penguin**
polar bear	**Javan rhino**	**tiger**	**~~walrus~~**

1 Which one has tusks? walrus
2 Which one is the most intelligent and lives in the mountains? _____
3 Which one has wings and black and white feathers, but doesn't fly? _____
4 Which one is a kind of bear, with black and white fur? _____
5 Which one is a kind of cat? _____
6 Which one has wings and can be very colorful? _____
7 Which one is very rare and lives in the rainforest? _____
8 Which one lives on ice and has thick, white fur? _____

GRAMMAR

5 Write the words in the correct place in the chart.

~~African~~ brown clay cooking leather old round talented tall walking young

Opinion	Size	Age	Shape	Color	Origin	Material	Purpose
					African		

6 Now write sentences using at least two adjectives from the chart in Exercise 5 to describe the athelete, pots, and boots in the pictures.







7 Circle the correct option.

1 The prince married a *young beautiful / beautiful young* princess.
2 I'm going to wear a *black nice / nice black* suit to the ceremony.
3 To make the pie, we need some *sweet red / red sweet* apples.
4 My friend lives in that *big square / square big* house on the corner.
5 Aila gave her mother a *pottery green / green pottery* bowl.
6 Who's that *tall Chinese / Chinese tall* girl?
7 We should all try to recycle *glass empty / empty glass* bottles.
8 There are two *colorful small / small colorful* butterflies in the garden.
9 When you go to Mexico, you must visit the *Mayan ancient / ancient Mayan* pyramid of Tikal.
10 That store sells *chocolate delicious / delicious chocolate* cake.

VOCABULARY

8 Match the words in the box with their meanings.

breeze ant come across shell ~~pass by~~ chrysalis

1 walk past pass by
2 a light wind _____
3 a stage in the development of an insect's life _____
4 meet or find suddenly _____
5 an insect _____
6 a hard covering to protect a living creature inside it _____

READING

9 **Read the fable. What message does it teach us?**

a If you help someone, they will help you in return.

b Even the strongest can be the weakest sometimes.

c The smallest creatures are often the best.

The lion and the mouse

One day in the forest, a small mouse crept quietly up to a sleeping lion. The mouse admired the lion's strength. Because the lion was asleep, the mouse decided to take a closer look at him. He jumped up onto the lion's tail, ran across his back, and jumped off again. But the lion woke up. When he saw the mouse, he held it tightly in his paw.

"Please," said the mouse, "let me go! I promise, one day I'll come back and help you when you are in trouble."

The lion laughed unkindly. "How can such a small creature help a huge creature like me?" he roared. He was laughing so much that the mouse was able to escape and run away.

The next day, two hunters came to the jungle. They wanted to catch the lion, so they set up a trap. They made a hole in the ground, put a rope net inside, and covered the hole with leaves. When the lion came home that night, he didn't see the hole. He fell into it, and soon he was stuck in the rope net. The lion roared with pain and anger, but he couldn't get free.

From a long distance away, the mouse heard the lion's roar and ran back to help him.

The mouse started chewing the rope with his sharp little teeth, and he chewed until it broke. Then the lion and the mouse both ran away as fast as they could.

The lion said, "You kept your promise. You are small, but you helped me after all."

10 **Answer the questions.**

1 Why did the mouse climb onto the lion's back?

He wanted to take a closer look at him.

2 Why wasn't the mouse afraid of climbing onto the lion's back?

_____

3 What happened when the lion woke up?

_____

4 Why did the lion let the mouse go?

_____

5 Why didn't the lion believe the mouse's promise?

_____

6 How did the lion get caught in the rope net?

_____

7 How did the mouse know the lion was in danger?

_____

8 How did the mouse keep his promise in the end?

_____

GRAMMAR

11 **Write descriptions of these things and people. Use two adjectives in the right order for each one.**

someone in your class _____

someone in your family _____

something on your desk _____

something in the classroom _____

your favorite possession _____

your favorite item of clothing _____

your home _____

your town _____

12 **Write a comparison between at least three animals of the same species.**

1 Read the model comparison.

The big cats

The lion is the largest of the big cats. Most wild lions live in Africa.

The tiger is the next largest of the big cats, but the biggest tigers are as big as lions. A tiger is usually smaller than a lion, but not as small as a jaguar. Tigers once lived throughout Asia, but they now live only in southeast Asia. The largest tiger population is in India.

The jaguar is the third largest of the big cats. It's a little bigger than a leopard. They have similar coats, but the jaguar has a larger head than the leopard. Leopards are more compact. The biggest difference between leopards and jaguars is their habitat. Leopards live in Asia, Africa, and the Middle East, while jaguars live in South and Central America.

Cheetahs are smaller than leopards. Cheetahs are thinner and more delicate – and they are the fastest runners of all the big cats.

2 Use your own ideas, or choose from these categories.

snakes **big cats** **sea creatures** **bears** **birds** **insects**
chimpanzees, monkeys, and gorillas **elephants, rhinos, and giraffes**

3 Research your animals. In which ways are they similar or different? Write notes comparing them using the ideas below, or your own ideas. Use comparative and superlative adjectives, and *(not) as … as*. Remember to write any adjectives describing your animals in the correct order.

size **habitat** **appearance** **strength** **speed** **number in the wild**
skills **food** **habits**

13 **Write your comparison. Organize your writing in paragraphs, according to the topic.**

14 **Read your comparison to the class.**

Unit 16 Marine life

GRAMMAR

1 **Choose the correct option.**

1 **A:** Look at that old car! I wonder how much it costs.
B: It *must* / *can't* be expensive – it's in very poor condition.
2 **A:** Oh, no! We're a litlle late. We *might* / *can't* have missed the bus.
B: Never mind. If we walk really quickly, we *could* / *must* be there in time.
3 **A:** Where's Mom?
B: I'm not sure. She *can't* / *might* be in the kitchen, or she *might* / *must* be in the yard. But she *can't* / *must* be home, because her purse is here.
4 **A:** How did the thieves break into the building?
B: They *must* / *can't* have broken a window, because there's a lot of glass on the ground.
5 **A:** I can't find my pen.
B: Look in your pencil case – it *can't* / *might* be in there.
A: It isn't in there. I *must* / *might* have left it in the classroom on my desk.

2 **Complete the sentences with *can't*, *must*, or *could*.**

1 I've called him several times, but there's no answer. He must have gone out already.
2 Did you really run a marathon? You _____ be in great shape!
3 I'm not sure where Andy went for vacation. He _____ have gone to Miami because I know he's somewhere warm.
4 They _____ be twins. They're identical!
5 I can't find my ticket. I've looked for it everywhere. I _____ have lost it.
6 Listen to this headline: "Fisherman catches colossal squid." I don't believe it. It _____ be true.

VOCABULARY

3 **Look at the words in the box, and answer the questions.**

beak ~~**colossal**~~ **diameter enormous giant huge sharp shrink steel tentacles ton**

1 Which four words mean very big?
colossal, _____
2 Which word means the mouth of a bird or animal?
_____
3 Which one refers to the "arms" of a squid?
_____
4 Which one can describe a razor?
_____
5 Which one is used to measure weight?
_____
6 Which one is a very strong metal?
_____
7 Which one means to grow smaller?
_____
8 Which one is the measurement straight across a circle?
_____

4 **Complete the sentences with the correct words from the box.**

hook muscles powerful razor ~~**scar**~~

1 She has a big scar on her knee. She must have fallen and cut herself once.
2 He is very _____ – he can lift heavy weights. He must have strong _____.
3 It's very sharp. You use it when you are fishing. It might be a _____. It can't be a _____ because you don't use that when you are fishing.

READING

5 Match the texts with the pictures.

1 The **cuttlefish** can perform an amazing show with lights! When it sees food, it gets excited and lights up with flashing colors. The yellow, red, and bright blue flashing lights blind the victim so the cuttlefish can shoot its tentacles out to capture its prey.

2 The **hagfish** lies on the ocean floor and squeezes a thick, sticky liquid out of itself when a predator gets too close. The liquid surrounds the predator and protects the hagfish. When the hagfish thinks it's safe, it ties itself in knots to get rid of all the liquid so that it won't hurt itself, too.

3 When a hungry fish comes near it, the **sea cucumber** spits out a sticky liquid to trap its predators. But that's not all. Some species of sea cucumber are able to remove parts of their body and shoot them toward the predator! When they do this, the predator gets very confused and distracted, and that gives the sea cucumber time to escape. Luckily, the sea cucumber can grow new organs almost immediately.

4 The **porcupine fish** is covered with sharp "needles" that lie flat on the body until there is a threat from a predator. Then the fish "drinks" water and grows larger – and the needles on its body stand up straight. It starts to look very scary, and predators don't want to attack it after all!


a


b


c


d

6 Choose the correct option.

1 The cuttlefish uses its "secret weapon" *to escape its predators* / *to become a better predator.*

2 The lights and colors of the cuttlefish *excite other fish / make other fish unable to see.*

3 The hagfish ties itself in knots to get rid of *the sticky liquid from its body / a predator.*

4 If a predator tries to attack a sea cucumber, parts of *the predator's / the sea cucumber's* body begin to shoot out at it.

5 A porcupine fish drinks a lot of water when it *is hungry / wants to scare a predator away.*

7 Answer the questions.

1 What part of its body does the cuttlefish use to catch its prey?

_____

_____

2 What is the hagfish's "secret weapon"?

_____

_____

3 What happens when the victim of a sea cucumber's "weapon" gets distracted?

_____

_____

4 Why does a predator change its mind when the porcupine fish grows larger?

_____

_____

GRAMMAR

8 **Read the situations and complete the sentences with *must*, *could*, *might*, or *can't*.**

1 You see your neighbor running out of the house to school. School starts in five minutes. He must be late.

2 You receive a postcard in the summer from your friend. It has a French stamp. She _____ be in France on vacation.

3 You see a watch on a desk at school. Tala said she couldn't find her watch. Ali is looking for his new watch, too. The watch _____ be Tala's and it _____ be Ali's.

4 You haven't seen any lights on in your neighbor's house for a week, and their car isn't there. They _____ be at home. They _____ be on vacation.

5 There are lots of reporters and photographers trying to take a picture of someone in a car. It _____ be a famous person.

6 There is a red fruit in the fruit bowl on the table. It _____ be a banana.

7 You see sun coming through the blinds in the morning. It _____ be a sunny day today.

8 You need your calculator for your Math homework. It _____ be in your backpack.

VOCABULARY

9 **Match the words with their opposites in the box.**

boring	~~cloudy~~	dull	harmless
narrow	peaceful	relaxing	

1 clear cloudy

2 colorful _____

3 energetic _____

4 interesting _____

5 noisy _____

6 poisonous _____

7 wide _____

10 **Choose a pair of adjectives from the box to describe these things. Write them in the correct order. Use each adjective only once.**

ancient	~~big~~	Egyptian	elegant	green
leather	poisonous	~~round~~		

1 a balloon a big round balloon

2 a pyramid _____

3 shoes _____

4 a snake _____

WRITING: A newspaper article

11 Write an article about the protection of a coral reef.

1 First, do some research on the Internet and find out about your nearest coral reef, including:

- location _____
- how popular it is with tourists _____
- what activities people can do there _____

2 Find out about any conservation problems and possible solutions in that coral reef. What is happening to the reef, and why? What are people doing about it?

_____

_____

3 Read some ideas about reef conservation. Can you think of any more tips?

Coral reefs around the world are in danger. How can we protect them?

- Don't leave litter on the beaches: unwanted fishing nets, etc., are harmful to fish and coral.
- Plant a tree: trees reduce the flow of water into the ocean, and they limit global warming and rising ocean temperatures.
- Practice responsible diving and snorkeling: touching a reef damages the delicate coral animals.
- Organize a beach clean-up.

12 Write an article to a newspaper about the importance of protecting our coral reefs. Add ideas to the tips above, or use only your own ideas. Organize your writing in paragraphs. Start like this:

Coral reefs around the world are in danger from human activity such as building, tourism, and global warming. We all need to work together to protect these valuable ecosystems. We can all help in the following ways ...

13 Read each other's articles in groups.

Progress test 4

GRAMMAR

1 **Complete the dialogues with *much, many, some, any, little, few, lot / lots (of)*. (1 point each)**

A: How **1** _____ magazines do you have? A **2** _____ – about one hundred, I suppose!

B: How **3** _____ do you spend on magazines every week?

A: Not **4** _____, because my mom works in a doctor's office, and she brings me a **5** _____ every week – about three or four. That's why I have such a big collection of magazines!

A: How **6** _____ fruit should we eat every day? I haven't had **7** _____ at all today. I'm sure that's not very healthy.

B: No, it isn't. You should eat five fruits and vegetables a day. Have **8** _____ grapes. And how about **9** _____ orange juice?

A: OK, just a **10** _____ juice, please. I'm not very thirsty.

10

2 **Complete the sentences with *must, can't, have to,* or *don't have to.* (1 point each)**

Fitness is important for health. Running is not the only way to keep fit, but it's cheap and you can do it anywhere. Read these tips for runners.

What to wear: Expensive designer running clothes are not essential! But not all socks are appropriate – wear special socks designed for running. Never run in new sneakers. Wear new sneakers for a few hours a day at home before you go for a run in them.

Food and drink: Avoid eating spicy foods before running. It's essential to keep drinking water.

Running a marathon: If you want to run a marathon, training before the marathon is essential.

We all **1** _____ keep fit. If you take up running, you **2** _____ buy expensive designer clothes for running. But you **3** _____ run in new sneakers. You **4** _____ wear your sneakers at home for a few hours a day before you go for a run in them. You **5** _____ run marathons, but if you do, training before the marathon is essential.

5

3 **Choose the correct option. (1 point each)**

1 You *can't / might not* expect to run a marathon without training.

2 Those socks are made of cotton. They *must / can't* be used for serious running practice.

3 If you are tired after just five minutes of running, you *might / must* be very unfit!

4 He's been training for six months already. He *couldn't / must* be ready for the marathon now.

5 He's had a big spicy meal, and now he's going for a run! That *could / can't* be good for him.

5

4 **Complete the sentences with the superlative form of the adjectives in parentheses. (1 point each)**

1 Dolphins are _____ (intelligent) animals.

2 The ostrich is _____ (heavy) living bird.

3 The Golden Poison Frog, from the jungles of South America, is _____ (poisonous) creature in the world.

4 The bear's sense of smell is _____ (good) of any land animal.

5 The rhino has _____ (bad) eyesight of any animal of its size.

5

5 **Write the adjectives in the correct order. (1 point each)**

1 a bag: leather, old

_____

2 a carpet: silk, Chinese

_____

3 food: Indian, spicy

_____

4 a stone: rough, big

_____

5 a snake: poisonous, long

_____

5

VOCABULARY

6 **Choose the correct option. (1 point each)**

1 I'd like to pay for this. Would you prefer *money / cash*?

2 What *trade / currency* do they use in Morocco – the euro or the dirham?

3 What *produce / product* do you use to wash your hair?

4 Before you start a business, you should do some market *costs / research*.

5 I didn't have any money in my wallet, so I wrote a *check / credit card*.

6 I'd like to buy this book. What is the *profit / price* of it?

7 This T-shirt was very cheap. In fact, it was *an auction / a bargain*!

8 Long ago, people collected *cattle / shells* on the beach to use as money.

9 Houses are very expensive. I think builders should build more *original / affordable* homes.

10 Would you like to *do / start* a business one day?

10

7 **Match the animals and their descriptions. (1 point each)**

ant butterfly crocodile deer penguin polar bear shark squid tiger walrus

1 It has white fur, and it lives in the ice and snow. _____

2 It's striped, and it lives in the jungle. _____

3 It lives in the ice and snow, and it has long tusks. _____

4 It spends some of its life as a chrysalis. _____

5 It has eight powerful arms and two tentacles. _____

6 Some species of this marine animal are very dangerous to swimmers in the ocean. _____

7 It's a hardworking insect with six tiny legs. _____

8 It's a reptile. _____

9 It's a large but gentle animal that lives in the forest and eats leaves. _____

10 This black and white bird is a very fast swimmer and a good diver, but it can't fly. _____

10

Total 50

Final test

1 Read the sentences carefully and choose the correct words to complete them. (1 point each)

1 A visual learner _____ through reading.
a learned **b** learn **c** learns

2 Andy and his father _____ fishing last summer.
a went **b** have gone **c** go

3 Water _____ when it reaches 100°C.
a boils **b** will boil **c** boiled

4 Neda's sister is a doctor. She _____ in Ethiopia right now.
a worked **b** will work **c** is working

5 He was listening to music while he _____ at the bus stop.
a has sat **b** sat **c** was sitting

6 UNESCO _____ Bath in its list of World Heritage Sites.
a has included **b** included **c** including

7 The archeologist found some ruins _____ nobody knew about.
a who **b** what **c** that

8 I think people's lives were _____ than ours one hundred years ago.
a more difficult **b** as difficult
c the most difficult

9 Beehive homes aren't _____ as homes made from bricks.
a as expensive **b** less expensive
c more expensive

10 English and Mandarin _____ the most spoken languages by 2030.
a are being **b** are **c** will be

11 What resolutions _____ for next year?
a do you make **b** are you going to make
c you're making

12 If you _____, you _____ the course.
a won't study / won't pass
b won't study / don't pass
c don't study / won't pass

13 The Egyptians _____ on papyrus.
a write **b** wrote **c** written

14 A bear in the desert? That's impossible! It _____ be true.
a must **b** could **c** can't

15 You _____ healthier if you _____ an apple a day.
a will be / eat **b** will be / will eat
c be / eat

16 The colossal squid is _____ squid in the world.
a the smallest **b** the largest
c larger than

17 I bought a _____ shirt at the market yesterday.
a cotton beautiful **b** beautiful cotton
c beautiful and cotton

18 You _____ smile at people when you greet them, but it's a good idea.
a must **b** have to **c** don't have to

19 _____ anything interesting next weekend?
a You do **b** Are you doing
c Do you do

20 The concert will start _____ the musicians are ready.
a before **b** until **c** as soon as

	20

2 **Complete the dialogues with the correct form of the verbs in parentheses. (1 point each)**

Dialogue 1

Tom: What **1** _____ (you do) for the summer vacation, Ben?
2 _____ (you already make) plans?
Ben: Yes, I **3** _____ (make) plans already. I **4** _____ (help) my dad in his computer store. What about you?
Tom: I **5** _____ (study) for my English exam.
Ben: What **6** _____ (you do) if you pass it?
Tom: If I pass it, I **7** _____ (go) to college in the U.S. But I think I **8** _____ (take) a short break first.
Ben: 9 _____ (you ever be) to the U.S. before?
Tom: Yes, I **10** _____ (go) two years ago. It was great.

Dialogue 2

Roy: Excuse me, which bus **1** _____ (you wait) for?
Jim: We **2** _____ (wait) for the number 4. But we **3** _____ (be) here for more than half an hour, and it **4** _____ (not come) yet!
Roy: Half an hour … When **5** _____ (you arrive)?
Jim: We **6** _____ (get) here at 7 o'clock, and there were ten people **7** _____ (stand) here then.
Roy: Oh, no. It looks like I **8** _____ (be late) for soccer practice. I think I **9** _____ (call) the soccer coach to explain. I **10** _____ (not get) into trouble if I call and explain.

	20

3 **Choose the correct option. (1 point each)**

Ashley: Look, I have **1** *some / many* time to spare before the tennis game starts. Why don't we buy a cold drink?

Brittany: OK. But I don't have **2** *many / much* money.

Ashley: No problem. I have **3** *a few / a little* money – enough for some cold drinks, anyway. Would you like **4** *some / any* fruit juice?

Brittany: Thank you, that sounds great. Wow – did you see how **5** *much / many* oranges they use to make one glass of juice? Three! That's a lot!

Ashley: Yes – that's why orange juice is so healthy for you.

	5

4 **Write the rules. Use *should, shouldn't, must / have to, can't* or *don't have to.* (1 point each)**

1 We aren't allowed to wear jewelry to school. It's against the rules.

_____

_____

2 Don't forget your homework.

_____

_____

3 It isn't necessary to wear a hat.

_____

_____

4 Mana helped you a lot today. It's polite to thank people who help you.

_____

_____

5 Is it necessary for me to rewrite my essay?

_____

_____

	5

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., *pants*) or an alternative plural is listed (e.g., *balconies*, *ceremonies*).

A
adventure (n)
antibody/antibodies (n)
apartment (n)
app (n)
apple (n)
archeologist (n)
architect (n)

B
backache (n)
balcony/balconies (n)
banana (n)
bank (n)
bath (n)
battle (n)
beak (n)
bear (n)
become (v)
bee (n)
bee sting (n)
big (adj)
bill (n)
bite (n)
block (n)
blood (noncount n)
book (n)
brick (n)
bring (v)
broken (adj)
bruise (n)
building (n)
burn (n,v)
butterfly/butterflies (n)

C
camouflage (noncount n)
camp (v)
canyon (n)
capital (n)
cash (noncount n)
cattle (plural n)
cell (n)
center (n)
century/centuries (n)
ceremony/ceremonies (n)
challenge (n)
chameleon (n)
character (n)
characteristic (n)
check (n)
cheese (noncount n)
chivalry (noncount n)
choose (v)
citadel (n)
clay (noncount n)
clean (adj)
clinic (n)
coffee (noncount n)
coin (n)
college (n)
colossal (adj)
computer (n)
construction (n)
cough (noncount n)
country (noncount n)
course (n)
create (v)
credit card (n)
culture (n)
cup (n)
cut (n,v)

D
danger (n)
dangerous (adj)
defeat (v)
defend (v)
design (n,v)
diameter (n)
diet (n)
difficult (adj)
difficulty (n)
disappear (v)
disappearance (n)
discovery (n)
disease (n)
distract (v)
dive (v)
diver (n)
dolphin (n)
download (v)

E
easy (adj)
education (noncount n)
egg (n)
e-mail (n)
employment (noncount n)
enormous (adj)
environment (n)
equipment (noncount n)
examination (n)
excavate (v)

F
family/families (n)
feel (v)
feel sick (v)
find (v)
first aid (noncount n)
floor (n)
foreign (adj)
forest (n)
fortified (adj)
free (adj)

G
game (n)
giant (adj)
giant panda (n)
gold (noncount n)
good (adj)
gorilla (n)
graduate (v)
graduation (n)
graduation ceremony/ceremonies (n)

H
happy (adj)
health (noncount n)
health center (n)
healthcare (noncount n)
heritage (noncount n)
heroism (noncount n)
hidden (adj)
hide (v)
hieroglyphic (adj)
high-rise (adj)
homework (noncount n)
hook (n)
huge (adj)
hurt (v)

I
immunity (noncount n)
improve (v)
increase (v)
injury/injuries (n)
insect (n)
insect bite (n)
intelligence (noncount n)
intelligent (adj)
interact (v)
interest (n, v)
interesting (adj)
international (adj)

J
jaguar (n)
jeans (plural n)
jellyfish (n)
jungle (n)

K
knife/knives (n)

L
laptop (n)
last (v)
law (n)
letter (n)
level (n)
lizard (n)
look forward (v)

M
market (n)
medical assistance (noncount n)
messenger (n)
milk (noncount n)
money (noncount n)
monkey (n)
monster (n)
mountain (n)
mud (noncount n)
muscle (n)

N
native (adj)
newspaper (n)
nosebleed (n)

O
operation (n)
organ (n)
oxygen (noncount n)

P
painting (n)
pair (n)
panda (n)
penguin (n)
plan (v)
planet (n)
poison (n, v)
poisonous (adj)
polar (adj)
polar bear (n)
population (n)
powerful (adj)
prescription (n)
pretend (v)
pretense (n)
prison (n)
prosper (v)
protagonist (n)
public (adj)

Q
quest (n)

R
ramp (n)
ranch/ranches (n)
razor (n)
rectangular (adj)
replace (v)
recycled (adj)
respected (adj)
reward (n)
rhino (n)
river (n)
rock (n)
roof (n)
route (n)
ruin (n)

S
sand (noncount n)
scar (n)
sea level (n)
self-defense (noncount n)
server (n)
service (n)
settlement (n)
share (v)
shark (n)
sharp (adj)
shell (n)
shoe (n)
show (v)
shrink (v)
sick (adj)
silver (noncount n)
site (n)
slave (n)
small (adj)
smallpox (noncount n)
smartphone (n)
snake (n)
snakebite (n)
snorkel (n)
social (adj)
spit (v)
sport (n)
square (adj)
squid (n)
stair (n)
staple food (n)
steel (noncount n)
sting (n)
stomach (n)
stomachache (n)
stone (n)
sugar (noncount n)
swim (v)
sword (n)

T
tablet (n)
take (v)
telegraph (n)
telephone (n)
temperature (n)
temple (n)
tentacle (n)
tiger (n)
time (n)
toe (n)
ton (n)
tooth/teeth (n)
toothache (noncount n)
tower (n)
toy (n)
transfusion (n)
transportation (noncount n)
treasure (n)
triangular (adj)
tribe (n)

U
upload (v)

V
vaccination (n)
valley (n)
victim (n)
virus/viruses (n)
volunteer (v)

W
wait (v)
walrus/walruses (n)
warrior (n)
waste (noncount n)
water (noncount n)
website (n)
weigh (v)
window (n)
window cleaner (n)
work (n, v)
world (n)
wound (n)
wrist (n)

X
X-ray (n)

Y
yard (n)

Module 5

Unit 9

will* and *going to

● We use *will* to make predictions, generally about either an imprecise future time or a fairly distant future.
Computers will become our personal assistants.
Our lives will be much easier.

● Where a prediction is based on past experience or an established fact, and we feel there is greater evidence now about the certainty of a future event, we use *going to* to make predictions. *Look at those clouds. It's going to rain.*
It's going to get dark soon.
The weather forecasters say there's going to be a storm tomorrow.

Unit 10

The present progressive for the future

● We use the present progressive to talk about future events that have already been arranged.
My brother's starting a course next semester.
We're traveling to India next month.
We're going to the movies tonight.

● We put *not* after the subject to form the negative.
I'm not doing anything tomorrow.

● We put *is/are* before the subject to form the interrogative.
Is he flying tomorrow?
Are you looking forward to your visit?

● We may put an interrogative word at the beginning of the sentence.
When is she returning from vacation?
When are they leaving tomorrow?

***will* for future actions**

● We use *will* for unplanned decisions, promises, and offers.
There are no trains today, so we'll take a cab.
I'll give him the news when I see him.

Module 6

Unit 11

The zero conditional

● We use the zero conditional to talk about situations that are always true.
When I don't eat breakfast, I feel hungry all morning.
If there is a ball on the ground, I kick it.
If you turn up the volume switch, the music gets louder.

● We form the zero conditional using the simple present for the verb in the *if* clause and either the simple present or a modal verb in the main clause. As well as *if, when* and *unless* may be used in the *if* clause.
When you press that button, the light comes on.
Unless you press that button, the light stays off.

The first conditional

● We use the first conditional to talk about the consequences of possible events and situations in the future.
If I don't eat breakfast, I'll feel hungry all morning.

● We form the first conditional using *if* + the simple present for the *if* clause and *will/will not* + the base form for the main clause. The *if* clause may precede or follow the main clause. When the *if* clause follows the main clause, there is no comma separating the two parts of the sentence.
If she studies hard, she'll pass the exam.
He won't (will not) feel hungry later if he eats breakfast.

Unit 12

The zero and first conditionals with *before, after, as soon as,* and *until*

● Conjunctions of time, such as *before, after, as soon as,* and *until*, show the relationship in terms of time between two events.
After I get home from work, I'll cook dinner.
As soon as I hear someone's name, I remember it.

Module 7

Unit 13

a lot of, lots of, (a) little, (a) few, much, many, some, any

● We use *a lot of* and *lots of* to talk about large quantities of both plural count and noncount nouns. It is more common to use *many* and *much* in negative sentences.
There were a lot/lots of people in the market.
There was a lot of food.
There is a lot of coffee, but there isn't much tea left.

● We use *a little* and *little* to talk about small quantities of noncount nouns.
I'd like a little sugar in my tea.
During a drought, there is little water.

● We use *a few* and *few* to talk about small quantities of plural count nouns.
The wise man shook a few coins.
Few people are able to pass that test.

● We use *much* to talk about large quantities of noncount nouns in negative sentences and questions, and *many* to talk about large quantities of plural count nouns in negative sentences and questions.
I don't want much money.
How much money did the cook want?
There weren't many people in the market.
How many coins did the man take out of his pocket?

● We use *some* and *any* with plural count nouns and noncount nouns. *Some* is used in affirmative sentences; *any* is used in negative sentences and questions.
The poor man smelled some delicious soup.
There was some tea in the pot.
I don't have any money.
Do you have any money?

Count and noncount nouns

● Count nouns can take *a/an* or *one* in front of the singular form.
This is a box with an apple in it.

● Count nouns can take a determiner (e.g., *some, many,* etc.) or a number in front of the plural form.
There are some bananas on the table.

● Some English nouns are noncount. These noncount nouns have no plural form and always appear with a singular verb.
This tea isn't very good.
Sugar can damage your teeth.

● Noncount nouns can't take *a/an* or a number in front of them.
There is warm water in the bathtub.
We need to buy tea and sugar.

● Noncount nouns take a determiner (e.g., *some, any, no, a little, a lot of,* etc.) in front of them.
There is some cash in the account.
There isn't any milk.

● Some English nouns are both count and noncount, depending on the context and usage.
There are lots of chickens and also some lambs on their farm.
We often eat chicken and sometimes eat lamb.

How much/How many

● We use *How much …?* to ask about amounts and quantities of noncount nouns.
How much homework do you have?

● We also use *How much …?* to ask about prices and value.
How much do you think it is worth?

● We use *How many …?* to ask about amounts and quantities of count nouns.
How many DVDs do you have?

Unit 14

Modal verbs of obligation *must, should, shouldn't, can't, have to,* and *don't have to*

● We use *have to* and *must* to talk about things that are necessary or obligatory. *Have to* and *must* are often interchangeable, and each conveys the same sense of necessity or obligation.
You have to/must finish your homework before you can go out to play.
You have to do some market research.
You have to learn some facts about the town's history.
Is it something people feel they must have?
You must have a passport to enter the country.
You must have enough money to support yourself.

● We use *don't have to* to talk about the absence of obligations or requirements.
Your idea doesn't have to be different.
There's no school tomorrow, so I don't have to get up early.

● We use *can't* to express a negative obligation, to say that something isn't allowed, that it is necessary that you don't do it.
We can't forget to buy her a gift.
You can't shout in the classroom.

● Notes about the use of *should* and *shouldn't* are found in Volume A, page W43, Unit 2.

Module 8

Unit 15

Superlative adjectives

● We use the superlative to compare more than two people or things.
The tiger is one of the largest of the big cats.

● We add *-est* to an adjective to form the superlative of adjectives with one or two syllables, *-st* if the adjective ends in *-e*, and if the adjective ends in *-y* we replace the *-y* with *-iest*. We put *the* before the adjective to make the comparison.
Which creature is the fastest swimmer?
The rhino is one of the rarest animals.
Who gets up the earliest in your family?

● If a one-syllable adjective ends with a vowel followed by a consonant, we double the final consonant before adding *-est* to form the superlative.
Last year we had the wettest summer for a decade.

● We use *the most* to form the superlative of adjectives with three or more syllables.
The crocodile is the most dangerous of all reptiles.

● *Good*, *bad,* and *far* are irregular adjectives. Their superlatives are *the best, the worst,* and *the farthest.*
The deer's best friend was a small black crow.
This is the worst book I've ever read.
Which animal is able to swim the farthest?

Adjective order

● When we use two or more adjectives together to describe the same noun, we generally follow an accepted order. First, adjectives of opinion, which are subjective (such as *ugly, smart, good, kind, well-loved*), precede descriptive adjectives, which are objective (such as *old, brown, Chinese, wooden*).
It was a beautiful blue butterfly.
A gentle young deer lived there.
Adjectives of description are usually placed in the following sequence:

size	*big, long, small, tall*
age	*ancient, modern, old, young*
condition	*broken, fresh, stale, torn*
color	*blue, green, red, white*
pattern	*checked, polka dot, spotted, striped*
shape	*flat, oval, square, triangular*
origin	*African, Mediterranean, American, submarine*
material	*cotton, leather, metal, plastic*

Unit 16

Modal verbs of possibility *must*, *could*, *might*, *might not*, and *can't*

- We use various modal verbs to talk about degrees of certainty and uncertainty and to speculate about possibilities and impossibilities.
- We use *must* to talk about relative certainty.
Scientists thought that the giant squid must be the largest squid in the world.
There must be some cheese in the refrigerator. I bought some yesterday.
- We use *could* to talk about possibility, including strong possibility or probability.
The colossal squid could grow to over twenty meters.
Scientists think that these hooks could have caused the scars.
- We use *might* and *might not* to talk more speculatively about things about which there is less certainty, only some degree of possibility.
Some people believed there might be an even bigger squid.
Scientists think they might weigh as much as a ton.
- We use *can't* to talk about impossibility or negative certainty.
It can't be very enjoyable having your dinner fight back!
They can't be there yet. They only left ten minutes ago.

Irregular verbs

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

Base form	Simple past	Past participle
make	made	made
put	put	put
ride	rode	ridden
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