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World Class

WORKBOOK

NANCY DOUGLAS | JAMES R. MORGAN

این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.



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1 Language and Life

Vocabulary and Grammar

Unit 1 Outcomes

- use quantifiers to talk about amounts
- bring up negative and sensitive topics
- work with restatement questions
- interpret and question the results of a report summary

A Read the words in the box. Complete the sentences with the correct word and form. Some words are extra.

1. This exam tests your _____ of how to use quantifiers.
2. It's not too difficult, so I don't want to hear you _____ about it.
3. All of the material in the exam is _____ from your textbook.
4. Think about the questions carefully. Don't be _____ when you answer.
5. When you finish the exam, be _____ to students who are still working. Don't talk!
6. Read the directions carefully. Is there anything you want me to _____?

adapted	knowledge
clarify	remark
collaborative	sensitive
impulsive	whine

B Read Bianca's e-mail to her cousin. Circle the correct quantifier to complete the sentence.

To: Chiara

Subject: Hi!

This week I started classes at the bilingual school. It's exciting to hear conversations in (1) either / both languages! (2) Every / A lot of day I learn (3) so much / so many vocabulary. (4) Some / Every students speak English very well. (5) A few / None students lived in England for a while. That's why they know so (6) much / many vocabulary. My new classmates and I spend a lot of time speaking English. My English is improving (7) many / every day!

OUTCOME MET: use quantifiers to talk about amounts

C Answer the questions with complete sentences.

1. Do you like to work on **collaborative** projects with your classmates? Why or why not? _____
2. What would you say to someone who **whines**? _____
3. Do all people who are **sensitive** try to avoid **conflict**, or can some sensitive people **adapt** themselves to tense situations? _____

D Finish the sentences with your own ideas.

1. A lot of my friends _____
2. Most people I know _____

3. Every student in my class _____
4. None of my friends _____
5. When I have some free time _____

E Use the word prompts to write sentences according to your own experiences. Be sure to pay close attention to the use of quantifiers. You may change the order of the words in the prompt.

Example: some / knowledge Most people have some knowledge of how to use a cell phone.

1. both / possess _____
2. a lot of / whine _____
3. quite a few / sensitive _____
4. every / adapt _____
5. many / remark _____
6. a few / conflict _____

OUTCOME MET: use quantifiers to talk about amounts

Video

A Watch the video and check (✓) *True* or *False*. Then correct the false sentences.

	True	False
1. There are nearly six thousand living languages known to scientists. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. The Enduring Voices team recorded the stories and vocabulary of the Koro speakers. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. The Koro language reflects a lot of knowledge about plant, animal, and human life in that valley. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. That knowledge exists in other Tibeto-Burman languages, too. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. Slaves may have been the first Koro speakers. _____	<input type="checkbox"/>	<input type="checkbox"/>

B Do you think Koro is an endangered language? Explain your answer.

Writing

A Read the summary of a report about disappearing languages. Then answer the questions below.

Overview: Today there are approximately six thousand languages spoken in the world. Half of those languages may disappear over the next one hundred years. The Enduring Voices team wants to reverse this trend. The Enduring Voices Project identifies endangered languages in order to save them from being lost.

Why every language matters

- every language is unique
- language is an important part of culture
- oral languages will be lost if they are not documented

Why languages die out

- languages of powerful groups become dominant
- official policies often require people to learn and speak the dominant language
- parents do not speak the ancestral language with their children

How Enduring Voices preserves languages

- record the sounds of the spoken language
- document the language in books and dictionaries
- record the stories, songs, and oral histories
- teach it to the younger generations

1. What is the purpose of the report? _____

2. What are the three main points of the report? _____

3. Did any of the information surprise you? Why or why not? _____

B Think of three questions you would ask the Enduring Voices team about the report.

Example: How do you write an oral language? _____

1. _____
2. _____
3. _____

C Use the information in the report to explain the work of Enduring Voices and why it is important. Include questions that the report raises in your mind.

Reading

The Dying Huilliche Languages of Chile

The Enduring Voices team went to the south central region of Chile to learn about the endangered South American language, Huilliche. They learned that there are actually two distinct languages spoken by the Huilliche community, and that both are more endangered than previously thought.

The Huilliche community includes the Choroy Traiguen people who live on the coast of the Osorno Province and the Wequetrumao who live on the island of Chiloe. The Choroy Traiguen speak *Tsesungun*, and the Wequetrumao speak *Huillichesungun*. The two languages share almost 80% of basic words, but have different sounds and different grammar. Both are Huilliche languages and are related to Mapudungun, the language of the much larger Mapuche ethnic community in Chile.

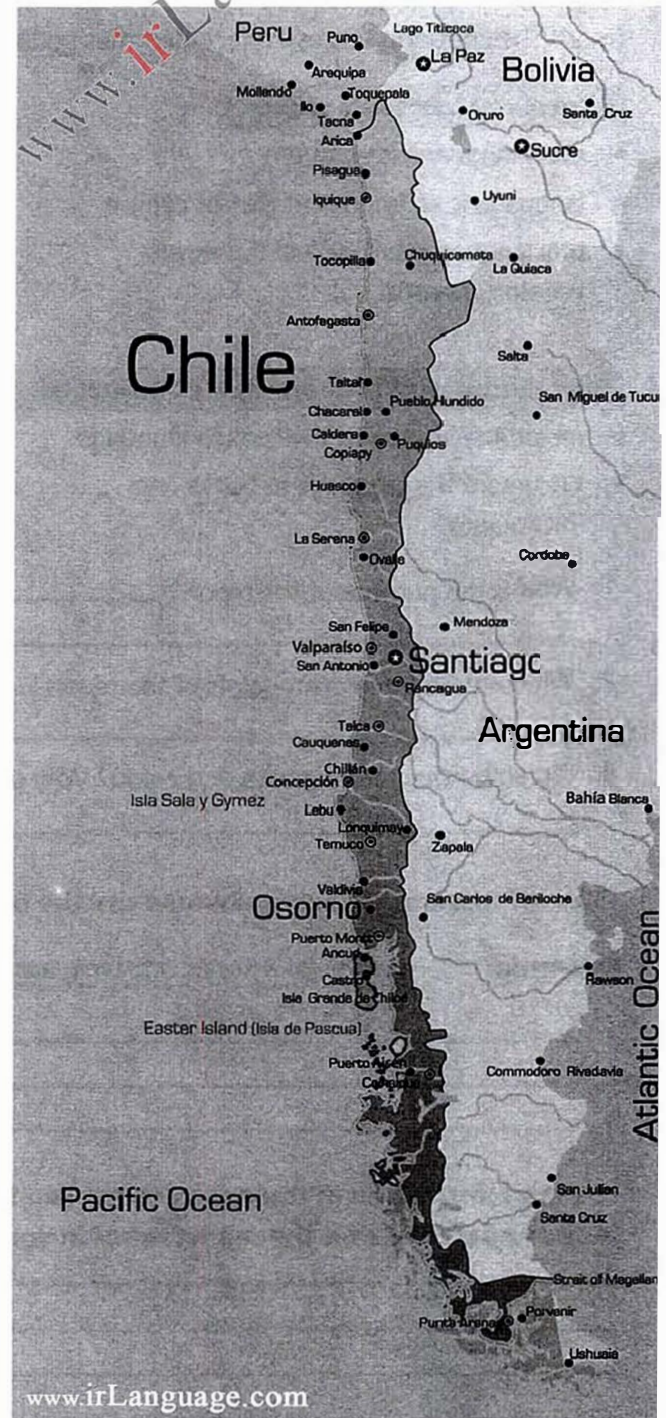
The people of both communities are aware of and alarmed by the severely endangered status of their languages. Among the Choroy Traiguen there are few, if any, speakers of *Tsesungun* younger than 70 years of age. And among the Wequetrumao there are less than a dozen fluent speakers of *Huillichesungun*. The youngest speaker, Hugo Antipani, is 40, but all the others are a generation older. The lack of young people fluent in a language greatly endangers it.

People in both communities are saddened about the disappearing languages. While they believe that the languages may soon disappear, they are trying to keep them alive.

In the village of Choroy Traiguen, people use *Tsesungun* greetings and even some words (such as the words for *mother earth* and *wisdom*) in their everyday Spanish as a way to show that they are proud of their language and their culture and want to keep them alive.

The Enduring Voices team noted that both ethnic and linguistic pride are extremely strong in the Wequetrumao community. A kindergarten in the Wequetrumao village teaches children the basics of the language and culture. And two young hip-hop performers have written song lyrics that include words in *Huillichesungun*.

Huilliche language activist Anselmo Nuyado Ancapichun said that language is important because it “gives access to other ways of thinking, helps combat acculturation, perpetuates cultural values, and unites the people.”



A Circle the correct word to complete the sentences.

1. The Huilliche community is located in Chile / Argentina.
2. The vocabulary of the Tsesungun and Huillichesungun languages is very similar / different.
3. The endangered languages have few / many fluent speakers.
4. The youngest / oldest speaker of Huillichesungun is 40 years old.
5. Some Choroy Traiguen / Wequetrumao use Tsesungun greetings and words in their conversations.

B Choose the best restatement of the given sentence.

1. There are actually two distinct languages spoken by the Huilliche community.
 - a. The Huilliche community includes people that speak a dying language.
 - b. The Huilliche community includes people that speak two different languages.
 - c. Most people in the Huilliche community speak Spanish.
2. The two languages share almost 80% of basic words, but have different sounds and different grammar.
 - a. If a person speaks one language he or she can understand the other.
 - b. The languages have the same verb forms.
 - c. The vocabulary is similar but the grammar is not, and the languages sound different.
3. The youngest speaker is 40, but all the others are a generation older.
 - a. Most speakers of the language are at least 60 years old.
 - b. The parents of the 40-year-old do not speak the language.
 - c. The older generation speaks Spanish.

OUTCOME MET: work with restatement questions

C If you were part of the Enduring Voices team and wanted to know more about the Huilliche community, what would you ask them? Write six thoughtful interview questions.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Outcomes

A Write three sentences about your classmates using the quantifiers in parentheses.

Example: (all) All students in my class speak English.

1. (either) _____
2. (quite a few) _____
3. (none) _____

How did you do?: On a scale of 1–5 (5 being the best), how well did you use quantifiers to talk about amounts? _____

B Write what you would say directly to the people in these situations.

1. A friend invites you to meet at a cafe. She never has any money and you always have to pay for her. _____
2. A classmate who copied his term paper from the Internet got a good grade. _____
3. You don't like your sister's new friend because she is rude. _____

How did you do?: On a scale of 1–5, how well did you bring up negative and sensitive topics? _____

C Read the restated sentence and then write the original sentence from the reading on page 4.

1. They know about and are concerned about the disappearing languages. _____
2. There are less than twelve Wequetrumao people that speak Huillichesungun fluently. _____
3. The Wequetrumao are very proud of their culture and language. _____

How did you do?: On a scale of 1–5, how well did you work with restatement questions? _____

D Read the report about communication and media in Bhutan and answer the questions.

In Bhutan happiness and tradition are very important and money and modern technology is less important. A report says 28% of families have a television, 11% of families own cell phones, 3% have a computer. There is a national TV network and some radio stations. There are three newspapers.

1. What does this report tell you about the people of Bhutan? _____
2. Is this report true for your country? Why or why not? _____
3. Is the information in the last two sentences of the report important? Explain. _____

How did you do?: On a scale of 1–5, how well did you interpret and question the results of a report? _____

2 Money Talks

Vocabulary and Grammar

Unit 2 Outcomes

- describe spending habits and preferences
- use noun clauses to explain thoughts in more detail
- determine the meaning of unfamiliar words in a text
- consider the advantages and disadvantages of something

A Match each word or phrase to the correct meaning.

- | | |
|---------------------------|---|
| 1. ____ loan | a. careful with money |
| 2. ____ materialistic | b. money that you owe |
| 3. ____ save up | c. the money remaining after your bills are paid |
| 4. ____ pay back | d. a plan that shows the amount of money available to spend |
| 5. ____ value | e. money you borrow or lend |
| 6. ____ debt | f. return the money you owe |
| 7. ____ affluent | g. put money aside for future use |
| 8. ____ thrifty | h. valuing money and possessions very highly |
| 9. ____ disposable income | i. wealthy |
| 10. ____ budget | j. attach importance to something |

B Circle the correct word to complete the sentences.

1. I wonder how / that much money I need to save.
2. Tony thinks where / that he will splurge on a new laptop.
3. They don't know how she can / can she afford such a nice apartment.
4. Diane told me that / how much the new TV cost.
5. She doesn't know how much / how to pay the money back.
6. He understands why / where people buy expensive cars.

OUTCOME MET: use noun clauses to explain thoughts in more detail

C Change the questions to statements that use noun clauses.

Example: How do affluent people spend their money? I wonder how affluent people spend their money.

1. Who splurges on their birthday?

2. Why does your brother value this old bicycle?

3. How does she spend her disposable income?

4. Why is she so thrifty?

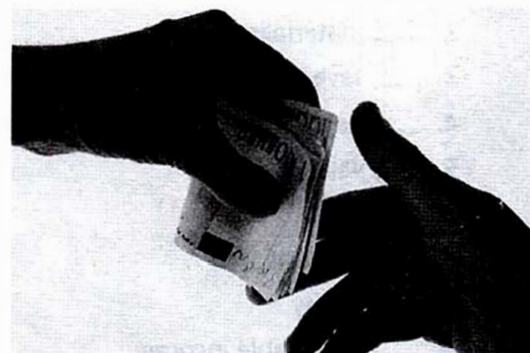
5. What is he saving up for?

6. When will the students pay back their loans?

OUTCOME MET: use noun clauses to explain thoughts in more detail

D Write a paragraph describing a big purchase that you would like to make. How would you accomplish the purchase? Use at least five words from the box in your paragraph.

budget	debt	loan	sacrifice	splurge
credit	disposable income	pay back	save up	thrifty



OUTCOME MET: describe spending habits and preferences

Video

A Watch the video and check (✓) *True* or *False*. Then correct the false sentences.

	True	False
1. Sometimes borrowing money can help us accomplish a goal.	<input type="checkbox"/>	<input type="checkbox"/>
2. Financial institutions can't help you purchase a car.	<input type="checkbox"/>	<input type="checkbox"/>
3. Interest is paid at the end of the loan term.	<input type="checkbox"/>	<input type="checkbox"/>
4. All loans have the same interest rate and time frame.	<input type="checkbox"/>	<input type="checkbox"/>
5. A bank may charge fees for late payments on a loan.	<input type="checkbox"/>	<input type="checkbox"/>

B Answer the questions about the video with complete sentences.

1. When is it a good idea to borrow money from a bank? _____
2. What does APR stand for and what does it mean? _____
3. What should you pay attention to before you take a loan from a bank? _____

Writing

- A** There are different ways to pay for things. Which do you prefer? Write words and phrases to describe the pictures.



- B** Make a list of pros and cons of paying by cash. Now make another list of pros and cons of paying by credit card.

Cash	
Pros	Cons
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Credit Card	
Pros	Cons
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



- C** Now imagine that your family is going to buy something expensive for the home such as a new refrigerator or television. Decide how they should pay: cash or credit card. Then explain the advantages and disadvantages of that method of payment.

OUTCOME MET: consider the advantages and disadvantages of something

Reading

The Real Price of Gold

Gold has great cultural significance in India. Some call it an obsession.¹ The country produces very little gold, but demand is high. India has had the highest demand for gold in the world for several decades. (China has the second highest, and the United States the third.) Some gold is kept in the country's central bank, but India's citizens possess most of the gold. They use it on special occasions and as their savings.

For many Indians, gold plays an important part in major life events. "We grow up in an atmosphere of gold," says Renjith Leen, a news magazine editor in Cochin, a major port city in the state of Kerala.

When a baby is born in Kerala, a grandmother rubs a gold coin in honey and places a drop of the liquid on the baby's tongue for good luck. Over the next six

months, the baby receives gifts of gold jewelry on special occasions. These occasions include baptism² and the first time he or she eats solid food. Then, when the child is three years old, a family member takes a gold coin and traces words on the child's tongue so that the child will speak beautifully.

"It's written into our DNA,"³ says K. A. Babu, a manager at a jewelry store in Cochin. "Gold equals good fortune."

Gold is an important part of almost all of the ten million weddings that take place in India every year for two reasons. First, for its beauty. Gold is woven into clothing and made into jewelry that is worn in the wedding ceremonies. Second, for its value. It is an important tradition for the bride's family to give the groom's family some amount of gold among other gifts.

Gold is also very important to the Indian economy. "Gold is the basis of our financial system," says Babu, the jewelry store manager. "People see it as the best form of security, and nothing else lets you get cash as quickly."

Keeping, rather than selling, gold is an ancient tradition for many families in India. But there is also a tradition of pawning gold. Sometimes, when people need money quickly or for an emergency, they pawn gold jewelry and plan to buy it back. Pawning jewelry is different than simply selling it because the seller can buy back the jewelry if he or she pays back the loan on time.

Some people pawn their jewelry at commercial banks while others go to a pawnbroker, a person who buys gold and holds it until the seller can buy it back. The interest rates on loans from pawned jewelry are usually very high.

George Varghese, a pawnbroker in Kerala, says that he handles around half a million dollars in pawned gold each month and even more during harvest and wedding seasons. Varghese says that almost everyone buys back their gold jewelry. Most Indians don't want to let go of their gold. "Even when gold hit \$1,000 an ounce, nobody sold their jewelry or coins," says Varghese. "This is their nest egg, and they trust it to keep growing."



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¹ **obsession** something people spend a lot of or too much time thinking about

² **baptism** ceremony in which a person becomes a member of a church

³ **written into our DNA** something that is common to all people of a certain group or family. In this case it refers to Indians.

A Choose the meaning of the underlined word(s).

1. Gold has great cultural significance in India.
 a. decoration b. importance c. official
2. India has had the highest demand for gold for several decades.
 a. amount of something wanted b. amount of something produced c. amount of something made
3. We grow up in an atmosphere of gold.
 a. living in b. surrounded by c. wearing a lot of
4. Gold is the basis of our financial system.
 a. currency b. wealth c. foundation
5. Some people pawn their jewelry at commercial banks.
 a. for public benefit b. for profit c. run by the government
6. This is their nest egg, and they trust it to keep growing.
 a. savings b. debt c. interest payments

OUTCOME MET: determine the meaning of unfamiliar words in a text

B Answer the questions about the reading.

1. What is the main idea of the reading? _____

2. How is gold used with babies? _____

3. What are two ways gold is used in weddings in India? _____

4. Why is gold important to India's economy? _____

5. How can people get money for their gold jewelry? _____

C When people in India need money they often pawn their gold jewelry. Write a paragraph describing the advantages and disadvantages of doing this.

OUTCOME MET: consider the advantages and disadvantages of something

Outcomes

A Answer the following questions based on your personal experience.

1. What do you do with your disposable income? _____
2. Are you saving up for anything? Explain. _____
3. Do you buy things on credit? Why or why not? _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you describe spending habits and preferences? _____

B Change each question about Indian spending habits and preferences into a noun clause.

1. How do many Indians get money when they need it? _____

2. Where can people go to pawn gold? _____

3. What is the risk of pawning gold? _____

How did you do?: On a scale of 1–5, how well did you use noun clauses to explain thoughts in more detail? _____

C Write a definition for the words in bold.

1. The **surplus** of housing has caused home prices to fall.

2. The bank **refunded** my account when I showed them the charge was a mistake.

3. Real estate in the city is a wise **investment** right now and sure to increase in value.

How did you do?: On a scale of 1–5, how well did you determine the meaning of unfamiliar words in a text? _____

D Write a paragraph on the advantages and disadvantages of the way you currently manage your money.

How did you do?: On a scale of 1–5, how well did you consider the advantages and disadvantages of something? _____

3 Bright Lights, Big Cities

Vocabulary and Grammar

Unit 3 Outcomes

- express actions and conditions in the passive voice
- use an outline to summarize
- use statistics to understand a writer's point of view
- write a summary

A Complete the paragraph with the correct vocabulary words. One word is used twice, and three words will not be used.

chaotic	cosmopolitan	district	global	inhabitants	manageable
community	descendants	dynamic	immigrants	livable	metropolitan

In Northern Patagonia, Chile, many people are (1) _____ of German settlers. This (2) _____ is referred to as the German Chileans. These (3) _____ continue to live in the same region as their distant relatives, who came as (4) _____ more than 150 years ago. At that time the (5) _____ was forestland. Most of the German settlers cleared the land for farming and made the area (6) _____. Others went to live in (7) _____ areas including Valdivia and the (8) _____ seaport city of Valparaiso. But they were not the only Europeans there. Valparaiso became a (9) _____ city because the busy port brought many visitors and (10) _____.

B Circle *correct* or *incorrect* for the underlined verb(s) in passive voice. If the passive voice verb(s) are incorrect, rewrite them.

- | | | |
|--|---------------------|-------|
| 1. Valparaiso <u>was built</u> on steep hills by early settlers. | correct / incorrect | _____ |
| 2. If you <u>acquaint</u> with the city, you know about the funicular ¹ elevators people ride up the hills. | correct / incorrect | _____ |
| 3. The hillsides <u>are crowd</u> with colorful houses. | correct / incorrect | _____ |
| 4. Besides culture and tourism, the city <u>is associated</u> with shipping, the navy, and the congress. | correct / incorrect | _____ |
| 5. The National Congress of Chile <u>was move</u> to Valparaiso from the capital Santiago in 1990. | correct / incorrect | _____ |

C Answer the questions with complete sentences.

- Do you live in a large **metropolitan** area or a small **community**? Explain. _____
- Is public transportation in your city or town **manageable**? _____
- What factors make your city or town **livable**? _____
- What **communities** or **districts** is your city or town known for? _____

¹ **funicular** a cable railway that goes up a very steep hill

- D** Use the word prompts to write sentences. Use the dynamic passive in sentences 1–3. Use the stative passive in sentences 4–6.

Example: New York City / known / the Big Apple New York City is known as the Big Apple.

1. scholarships / award / students _____
2. statue / move / location _____
3. Web site / create / students _____
4. city / fill / parks _____
5. children / dress / costumes _____
6. museum / crowd / tourists _____

OUTCOME MET: express actions and conditions in the passive voice

- E** Use the word prompts to write sentences in the dynamic passive or stative passive. You may change the order of the words in the prompt.

Example: involve / community The Greek community was involved in planning the festival.

1. crowd / district _____
2. know / cosmopolitan _____
3. establish / immigrants _____
4. build / dynamic _____
5. situate / metropolitan _____
6. make / descendants _____

OUTCOME MET: express actions and conditions in the passive voice

Video

- A** Answer the questions with complete sentences according to the video.

1. How many years has it taken for Ulan Bator's population to double?

2. Why has Namdag moved from the steppe to the city?

3. What has caused the extreme weather in Mongolia?

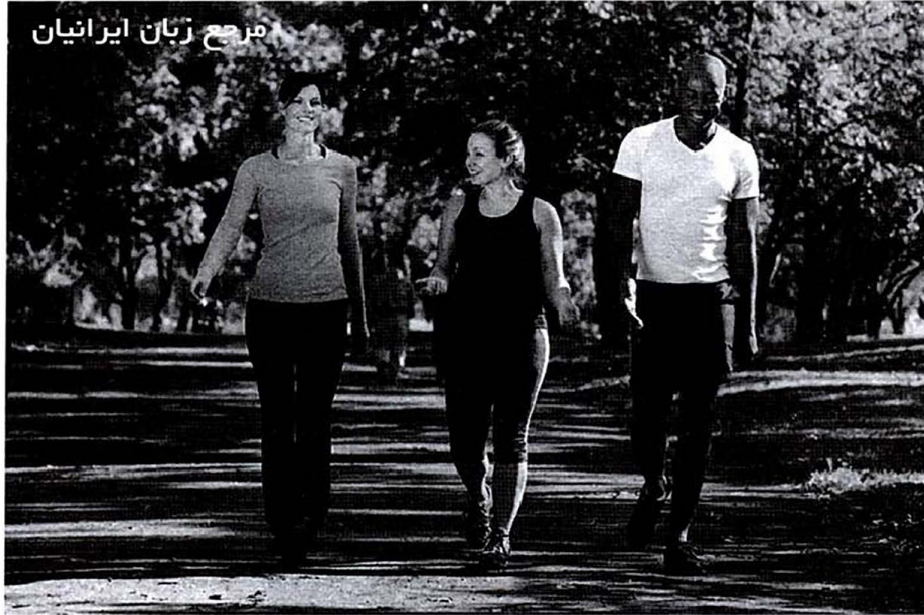
4. What is a possible consequence of the lack of rain and snow in Mongolia?

5. What does Basanjav want his children and grandchildren to do?

- B** In your own words, write a summary of the video on a separate piece of paper.

OUTCOME MET: write a summary

Writing



- A** Read *Green in the City* on page 16. Underline the main idea of the reading and the three supporting points.
- B** Complete an outline for the reading starting with the main idea and supporting points from Exercise A. Then give examples that reinforce the supporting points. Use note form (do not write complete sentences).

I. green spaces make cities livable and people healthy

II. trees and plants filter air

A. (1) _____

III. (2) _____

A. (3) _____

IV. (4) _____

A. (5) _____

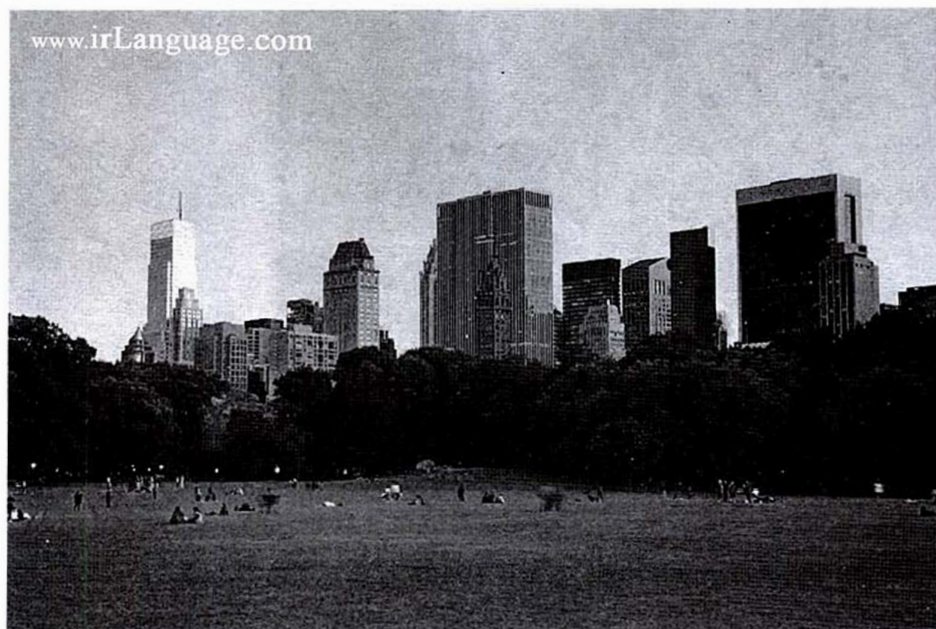
B. people were also less aggressive / violent and felt safer

- C** Write a summary of the reading in your own words using your outline in Exercise B.

OUTCOMES MET: use an outline to summarize; write a summary

Reading

Green in the City



In a busy metropolitan area it can be hard to find green space or a park. While many cities have parks and gardens, they are not in every district. But they should be. New research shows that green spaces make cities more livable and can help people stay healthier. This is important because half of the world's population lives in cities. Frances Kuo studies the effects of green space on people who live in cities. "Without access to grass and trees," she says, "we humans are very different creatures."

Scientific research shows that trees and plants filter pollution in the air and trap tiny particles of dirt and soot. For

example, trees along a street can reduce the amount of pollution from car and bus exhaust. And the more trees in an area, the better. In Chicago, scientists found that each year trees removed some 234 tons of particles, 98 tons of nitrogen dioxide, 93 tons of sulfur dioxide, and 17 tons of carbon monoxide from the air.

Trees also provide shade, which cools the heat given off by streets and sidewalks. The temperature of asphalt or concrete under a shade tree can be as much as 36°F (20°C) cooler than pavement in full summer sun.

Finally, parks and gardens are very important to people's social and psychological well-being. Kuo and her colleagues studied Chicago's public housing neighborhoods, where some high-rise buildings were surrounded by grass and trees, others by concrete and asphalt. The team discovered that people living in buildings near green areas had a stronger sense of community and coped better with everyday stress and problems than people living without any green space. Also, they were less aggressive and less violent, and felt safer when surrounded by green space. The greener the surroundings, says Kuo, the lower the crime rate against people and property. The team also found less litter and graffiti in natural landscapes.

Cities are dynamic and chaotic. Being close to nature in urban areas may be more important than ever to make city living manageable for inhabitants. Parks can help people stay physically healthy and avoid health problems like obesity and diabetes. Two big recent studies of people in metropolitan areas in the Netherlands and Japan showed that people living in areas close to green spaces where they could walk had better health and lower death rates than people living far from green spaces. Health studies suggest that almost any contact with nature lowers blood pressure and anxiety levels.

"Parks help people take care of themselves so cities don't have to spend as much on social, medical, and safety services trying to fix their problems," says Kuo.



A Choose the best answers according to the reading.

1. _____ of the world's population live in cities.
a. 40% b. 50% c. 60%
2. In Chicago trees removed _____ of carbon monoxide from the air.
a. 234 tons b. 93 tons c. 17 tons
3. The temperature of the sidewalk under a shade tree can be up to _____ cooler than the sidewalk in the sun.
a. 16°F b. 45°F c. 36°F
4. One researcher says that the crime rate is _____ in green surroundings.
a. lower b. higher c. increasing
5. Two studies showed that people living near green spaces had lower _____ rates.
a. diabetes b. death c. heart

B Answer the questions about the reading.

1. Based on the statistics in Exercise A, what is the writer's point of view (positive, negative, or neutral)?

2. What inferences can you make about the city of Chicago?

3. Based on the reading, do you think cities will increase the number of urban green spaces? Why or why not?

4. Do you agree with the idea that green spaces could save society money? Why or why not?

OUTCOME MET: use statistics to understand a writer's point of view

- C** Imagine that you work for your city or town. Write a paragraph to persuade it to plant more trees and create more green spaces.

Outcomes

A Answer the questions based on your own experience. Use the verb in parentheses in either the dynamic or stative passive.

1. How old is your house / apartment? (built) _____

2. What is special about your city or town? (know) _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you express actions and conditions in the passive voice? _____

B Complete the outline about the nomads in Mongolia based on the video.

- I. More Mongolians are leaving the plains and (1) _____
- II. Life on the steppe has become hard because of (2) _____ caused by (3) _____
- III. The heat and drought have (4) _____

How did you do?: On a scale of 1–5, how well did you use an outline to summarize? _____

C Newville is a city of 1.5 million people that has recently received 100,000 new people who are looking for work. About 60% of those people have been unable to find jobs and are using the city's social services. To help them, the mayor is proposing a 1% tax increase, which would help 25,000 people train for and find jobs within eighteen months.

What is the writer's point of view on the situation in Newville? How are the statistics used to support this point of view?

How did you do?: On a scale of 1–5, how well did you use statistics to understand a writer's point of view? _____

D Write a brief summary about the nomads in Mongolia based on the video. Use the outline in Exercise B to help you.

How did you do?: On a scale of 1–5, how well did you write a summary? _____

1-3 Review

Vocabulary Review

A Match the word to its definition.

- | | |
|---|---------------|
| 1. ___ affecting all parts of the world | a. value |
| 2. ___ to change | b. adapt |
| 3. ___ able to be dealt with easily | c. debt |
| 4. ___ to attach importance to something | d. possess |
| 5. ___ to change ideas or behavior in order to deal with something successfully | e. inhabitant |
| 6. ___ to have or to own | f. budget |
| 7. ___ a plan that shows the amount of money available to spend | g. manageable |
| 8. ___ a serious argument about something important | h. switch |
| 9. ___ money that you owe | i. global |
| 10. ___ a person who lives in a particular place | j. conflict |

B Complete each sentence by providing a definition for the word or phrase.

Example: *Thrifty* means careful with money.

1. *Credit* is _____
2. *A community* is _____
3. *Collaborative* means _____
4. *To pay back* is _____
5. *To splurge* means _____
6. *Sensitive* means _____

C Write four sentences about yourself or people you know. Use at least one different word or expression from the box in each sentence.

affluent	disposable income	impulsive	remark	save up
cosmopolitan	dynamic	loan	sacrifice	whine

Example: My brother is saving up to buy a car.

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

Grammar Review

A Change each question into a noun clause.

Example: Karina's birthday is Saturday. What should I give her for a gift?
I wonder what I should give her for a gift.

1. Dylan and Amanda had a baby girl. What's her name?

2. Andrew doesn't have a job. How can he afford a new car?

3. I want to take a vacation. Where should I go?

4. Some people ride motorcycles without helmets. Why do they do that?

5. There are two new people in the office. Who are they?

6. I'd like to see Jacob tonight. When does he get off work?

B Choose the correct form of the passive verb to complete the sentence.

1. Cities today _____ with millions of people.

- a. are crowded b. crowded c. was crowded

2. The capital of the United States _____ to Washington, DC, in 1800.

- a. move b. is moved c. was moved

3. The subway system in London _____ as the Tube.

- a. is known b. known c. knew

4. Are you _____ with the neighborhoods of Bogotá, Colombia?

- a. acquaint b. was acquainted c. acquainted

5. The Brooklyn Bridge _____ in 1883.

- a. was complete b. was completed c. is completed

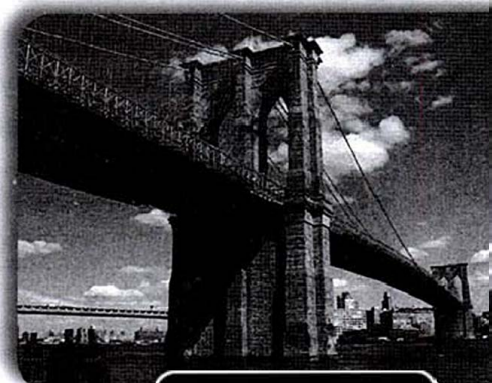
6. The city of Guayaquil _____ on the Guayas River in Ecuador.

- a. situates b. is situated c. is situating

C Write five sentences about yourself or someone you know. Use a different quantifier from the box in each sentence.

a few any either many much

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



The Brooklyn Bridge.

4 Being Yourself

Vocabulary and Grammar

Unit 4 Outcomes

- describe types of personalities
- use *wish* to talk about things you would like, to express regret, and to express displeasure
- compare and contrast your personality with another person's
- describe factors that contribute to happiness and well-being

A Circle the correct word to complete the sentences.

1. Caitlin is reserved / upbeat and rarely says what she thinks.
2. My job is difficult because my manager is sensible / demanding.
3. Ryan is very picky / affectionate and complains about everything.
4. Young professionals are often hardworking and ambitious / supportive.
5. Technology companies usually hire idealistic / innovative people.
6. Danielle is sensible / supportive and makes good decisions.

B Complete the sentences using the correct verb form. You may need to add an auxiliary verb.

1. Tito is afraid of spiders. He wishes he (be) _____ a little braver.
2. Khaled was lazy and didn't prepare for the test. Now he wishes that he (study) _____ more.
3. My friend was so stubborn last week. I wish she (listen) _____ to my advice.
4. Amanda is still single, but she wishes she (be) _____ married.
5. It's very hot in here. I wish that someone (turn on) _____ the air conditioner.
6. Courtney forgot to bring her passport. She really wishes she (remember) _____ to bring it.

C Answer the questions with complete sentences. Use words from the box for ideas.

affectionate	idealistic	pushover	sensible	stubborn	thorough
--------------	------------	----------	----------	----------	----------

1. What is your best friend's personality like? _____
2. How is your personality like your best friend's? How is it different? _____

OUTCOMES MET: describe types of personalities; compare and contrast your personality with another person's

D Read the real situations. Then write the ideal situation using *wish* and the word(s) in parentheses.

Example: Real situation: My cousin is really picky about her food.
Ideal: (be not / stubborn) I wish she weren't so stubborn.

1. Real situation: It's raining.
Ideal: (be / sunny) _____
2. Real situation: I am very stubborn.
Ideal: (be / flexible) _____

3. Real situation: The bus is late.

Ideal: (arrive) _____

4. Real situation: Maria didn't study for the test.

Ideal: (study / more) _____

5. Real situation: Sam doesn't care about his job.

Ideal: (be / ambitious) _____

6. Real situation: I don't understand the assignment.

Ideal: (teacher / explain / again) _____

OUTCOME MET: use *wish* to talk about things you would like, to express regret, and to express displeasure

E What do these types of people wish for? Complete each sentence according to your own experience.

Example: A picky person wishes that everything were perfect.

1. A stubborn person _____

2. An ambitious person _____

3. An idealistic person _____

4. What type of person are you? What do you wish for? _____

Video

A Watch the video and circle the letter of the correct answer.

1. These people eat a lot of low-calorie food.

a. Sardinians b. Okinawans c. Seventh-day Adventists

2. Men live as long as women in this place.

a. Sardinia b. Okinawa c. Loma Linda, California

3. For these people sharing meals with family is very important.

a. Sardinians b. Okinawans c. Seventh-day Adventists

4. In this culture people have *ikigai*, a reason for which they wake up in the morning.

a. Sardinians b. Okinawans c. Seventh-day Adventists

5. Among these people longevity is not losing its edge.

a. Sardinians b. Okinawans c. Seventh-day Adventists



B Answer the questions in complete sentences.

1. How is your lifestyle similar to the lifestyles in the video? How is it different? _____

2. What do you wish you could do in order to have a healthier lifestyle? _____

OUTCOMES MET: use *wish* to talk about things you would like, to express regret, and to express displeasure; describe factors that contribute to happiness and well-being

Writing

Imagine that you've placed an ad online for a roommate. Read the two e-mails describing the people who are interested.

Hi, I'm Kenji from Saitama, Japan. I'm 22 years old and just moved here. I am a graphic designer, so I'm working on my computer a lot or taking photos. I play the guitar and like to practice with others. I'm easygoing and friendly. I enjoy meeting new people and going out on the weekends. I hope we can be friends. Also, I smoke . . . but always outside.

Hello, my name is Veronica. I'm from Montreal, Canada, and I'm 24. I've been living here for three years. I work pretty long hours as a secretary at a law firm. So when I get home after a stressful day, I just want to relax. I don't like a lot of noise, and I must have a room with windows. I also have a cat, so I hope that's not a problem.

affectionate
ambitious
demanding

idealistic
innovative
pushover

reserved
sensible
stubborn

supportive
thorough
upbeat

A Describe the two people using words from the box or others you know.

Kenji: _____

Veronica: _____

OUTCOME MET: describe types of personalities

B How is each person like you and different from you? Refer to Exercise A and complete the chart.

	Similarities to You	Differences from You
Kenji		
Veronica		

OUTCOME MET: compare and contrast your personality with another person's

C Using the information in Exercises A and B, write a roommate ad that describes your ideal roommate.

Reading

Stop Food Cravings through Imaginary Eating? Don't eat dessert, just think about it!



Sometimes when people want to lose weight they try not to think about the foods they can't have. But a study suggests that not only thinking about the food, but also imaginary chewing and swallowing of it can reduce cravings.¹

According to new research, imagining eating a food reduces your interest in that food, so you eat less of it.

When people eat, they react to the food by becoming used to it. The body and mind begin to lose interest. This process is called *habituation*. It explains why the "tenth bite of chocolate, for example, is desired less than the first bite," wrote the study's authors.

The new research is the first to show that habituation can happen by simply thinking about the process of eating the food.

"A lot of people who diet try to avoid thinking about stimuli² they crave. This research suggests that may not be the best strategy," said study leader and psychologist Carey Morewedge.

"If you just think about the food itself—how it tastes, smells, and looks—[that will] increase your appetite," Morewedge said.

"This research suggests that it might be better, actually, to force yourself to repeatedly think about tasting, swallowing, and chewing the food you crave to reduce your cravings."

"This works with only the food you've imagined," he added. For instance, imagining eating chocolate would not stop you from eating too much pizza.

The researchers conducted five experiments, all of which showed that people who repeatedly imagined eating chocolate or cheese ate less of it than people who pictured eating the food fewer times, eating a different food, or not eating at all.

One experiment included three groups of people. The first group was told to imagine inserting thirty quarters into a washing machine—which requires the same physical movements as eating M&M's³—and then imagine eating just three M&M's. A second group was asked to imagine inserting three quarters into a laundry machine and then imagine eating thirty M&M's. A third group imagined just inserting thirty-three quarters into a laundry machine—without any M&M's.

Each group was then allowed to eat freely from bowls containing 1.5 ounces (40 grams) of M&M's each. When each group said they were done, the bowls were taken away and weighed.

The results showed that the second group, which imagined eating thirty M&M's each, ate fewer of the candies than the two other groups, who imagined eating less.

How much a person eats seems to be much more than a full feeling after a meal. Thinking about eating plays a role as well. Eating less can be easier than you imagined!



¹ **craving** a feeling that you want something very much

² **stimuli** something that causes a reaction

³ **M&M's** chocolate candies with a colorful candy shell

A Check (✓) *True* or *False*. Then correct the false sentences.

	True	False
1. Imagining chewing and swallowing a food again and again increases cravings.	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Habituation</i> happens when the body becomes used to something.	<input type="checkbox"/>	<input type="checkbox"/>
3. Thinking about how food smells and tastes increases your appetite.	<input type="checkbox"/>	<input type="checkbox"/>
4. If you imagine chewing and swallowing pasta over and over again, you won't crave ice cream either.	<input type="checkbox"/>	<input type="checkbox"/>
5. The group that imagined eating thirty M&M's actually ate the fewest.	<input type="checkbox"/>	<input type="checkbox"/>

B Match the words from the reading with their meanings. One meaning will not be used.

- | | |
|--------------------|-------------------------------------|
| 1. ____ craving | a. over and over |
| 2. ____ reduce | b. something that causes a response |
| 3. ____ stimuli | c. intense desire for something |
| 4. ____ appetite | d. occasionally |
| 5. ____ repeatedly | e. decrease |
| | f. desire to eat |

C In addition to stopping food cravings, how else could this research improve people's happiness and well-being? Write a paragraph describing another way people could use their imagination to help themselves.

OUTCOME MET: describe factors that contribute to happiness and well-being

Outcomes

- A** Which types of personalities do your family members have? Do you get along with them? Why or why not? Describe at least two.

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you describe types of personalities? _____

- B** Use the information below to write sentences using *wish*.

1. You are forgetful. _____
2. You were late to a meeting yesterday. _____
3. Your friend is always borrowing your computer. _____

How did you do?: On a scale of 1–5, how well did you use *wish* to talk about things you would like, to express regret, and to express displeasure? _____

- C** Choose a classmate and compare and contrast his / her personality with yours.

How did you do?: On a scale of 1–5, how well did you compare and contrast your personality with another person's? _____

- D** Answer the questions about cultures of longevity, according to the video.

1. How is family and food important to the Sardinians?

2. What activities do the older Okinawans do?

3. What are some of the healthy habits of the Seventh-day Adventists?

How did you do?: On a scale of 1–5, how well did you describe factors that contribute to happiness and well-being? _____

5 Mystery Solved!

Vocabulary and Grammar

Unit 5 Outcomes

- use modals of possibility in the past, present, and future
- speculate about mysteries
- refute ideas
- use *wh*- questions to help you plan a story

A Circle the correct word to complete the sentence.

1. Martin noticed something different about his surroundings / observation.
2. It took a few moments for him to reduce / absorb the situation.
3. He stood quietly at the door of his house and made some remarks / observations.
4. The mystery / theory was: Who opened the door to his house while he was at work?
5. Martin did not enter his home for fear that an aggressive / affectionate person was inside.
6. Instead he called the police to investigate the district / case.



B Choose the correct modal to complete the sentence.

- "I hear sirens. The police _____ be on their way," said Martin's neighbor.
a. could b. must c. must have
- "I _____ understand what happened," said Martin.
a. can't b. could c. must
- "I _____ locked the door this morning. I always do," he said.
a. must b. must have c. couldn't have
- "You can't enter your house because someone _____ be in there," the police officer said.
a. couldn't b. must c. may
- "We will search inside where we _____ find some clues," the police officer told Martin.
a. can't b. might c. must
- "I _____ left the door open this morning, could I?" Martin asked himself.
a. must have b. can't c. couldn't have

OUTCOME MET: use modals of possibility in the past, present, and future

C Answer the questions with complete sentences.

1. What do you think happened at Martin's house? _____
2. What theories do you have about a famous mystery, such as an unsolved crime, an ancient monument, or an unexplained phenomenon? Explain your idea(s). _____

OUTCOME MET: speculate about mysteries

D Use the prompts to write responses with modals of possibility.

Example: I didn't receive an e-mail from Megan.

(weaker certainty): You might have told her the wrong e-mail address.

1. What caused the car accident?

(strong certainty): _____

2. How is your new job?

(impossibility): _____

3. I can't find my keys anywhere!

(strong certainty): _____

4. Our teacher is not here yet.

(weaker certainty): _____

5. He told me not to call him again.

(impossibility): _____

OUTCOME MET: use modals of possibility in the past, present, and future

E Imagine that some strange events occurred last night when the power went out. On a separate piece of paper, write an entry in your blog describing the strange events and the possible causes of the events using modals of possibility and words from the box.

case	observation
cemetery	solve
clue	theory
mystery	uncover

OUTCOMES MET: use modals of possibility in the past, present, and future; speculate about mysteries

Video

A Watch the video and check (✓) *True* or *False*. Then correct the false sentences.

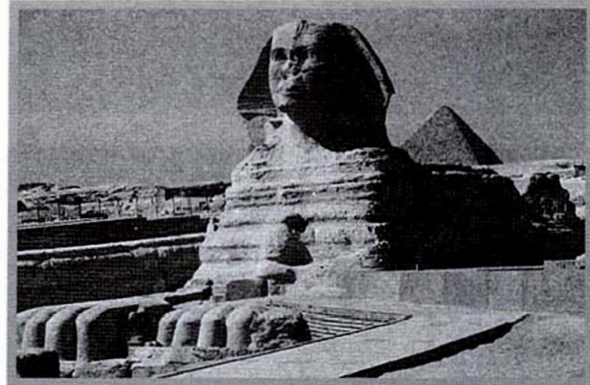
	True	False
1. Stonehenge is an ancient monument in England. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. Pearson believes that his team has found the settlement where the people who built Stonehenge lived. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. Durrington Walls was a small community with less than one hundred homes. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. The wood structures were for the living and the stone structures were for the dead. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. Stonehenge was not a cemetery according to Pearson. _____	<input type="checkbox"/>	<input type="checkbox"/>

B Answer the questions based on the video. Use modals of possibility in your answers.

1. What do you think about Pearson's theory that Stonehenge was part of a larger complex on Salisbury Plain?

2. How important is it to try to solve mysteries about ancient structures?

Writing



A Choose one of the photos and write down as many words as you can to describe what you see.

B Think of a story that explains the mystery in your photo. Make notes about the main details of the story for each *wh*-word. Use some of the words from Exercise A.

1. Who? _____
2. What? _____
3. When? _____
4. Where? _____
5. Why? _____
6. How? _____

OUTCOME MET: use *wh*- questions to help you plan a story

C Now imagine that you are making a documentary film about the mystery. Tell your story using the details from Exercise B.

[illegible]

OUTCOME MET: speculate about mysteries

Reading

Lost at Sea



On March 7, 1533, a trading ship named the *Bom Jesus*—the *Good Jesus*—set sail from Portugal. It was sailing to India for spices. But it never arrived. And no one knows exactly what happened.

The ship was lost for almost five hundred years. Then, in 2008, a copper ingot¹ was found on a beach in Namibia, Africa. The ingot was the type that Europeans traded for spices in India in the first half of the sixteenth century.

This one copper ingot led archaeologists to a sunken ship 20 feet below sea level, where they found 22 tons of these ingots beneath the sand.

“If it hadn’t been for those copper ingots weighing everything down, there would be nothing left here to find,” says Bruno Werz, director of the Southern African Institute of Maritime Archaeology. “Five centuries of storms and waves would have washed everything away.”

These ingots were a clue to the ship’s identity and voyage. The great quantity of ingots suggests the ship was on its way to India to trade for spices rather than returning to Portugal.

There were also more than two thousand heavy gold coins. One special coin, the portugueses, was a clue that helped archaeologists solve another piece of the mystery. The archaeologists had a theory that the ship was Portuguese and must have sailed between 1525 and 1538, because that was when the portugueses were minted, and many were found in the shipwreck.

Portuguese shipping records show that twenty-one ships were lost between 1525 and 1600, but only one ship disappeared near Namibia—the *Bom Jesus*, which sailed in 1533 and was “lost on the turn of the Cape of Good Hope.”

One theory says that the ship may have encountered a huge storm as it was sailing around the cape. In the aftermath the ship may have gotten lost and far off course. A further theory speculates that strong winds and ocean currents could have driven the ship hundreds of miles toward the coast, where it eventually hit rocks and sank.

Did anyone survive? Archaeologists uncovered the bones of only one person in the shipwreck. Also very few personal possessions were found among the artifacts. These details led archaeologists to believe that nearly everyone on the ship made it to land.

And then what? The coast is sandy with little vegetation, but there is a river only 16 miles away. The survivors could have eaten shellfish, seabird eggs, and desert snails. People who would have been living in this part of Africa in 1533 were hunter-gatherers. Perhaps they taught the Portuguese how to survive. But that is still a mystery.



¹ingot metal made into a shape that is easy for transport, such as gold bars

Outcomes

A Respond to the situations using modals of possibility.

1. My cell phone won't work. _____
2. Joshua said he didn't hear the phone ring. _____
3. I finally found my keys! _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you use modals of possibility in the past, present, and future? _____

B The article about the *Bom Jesus* says that twenty-one Portuguese ships were lost at sea between 1525 and 1600. Write a paragraph explaining what could have happened to these ships.

How did you do?: On a scale of 1–5, how well did you speculate about mysteries? _____

C Refute the statements with complete sentences.

1. The *Bom Jesus* was attacked by pirates. _____

2. Stonehenge was created by aliens. _____

3. Crop circles are a man-made phenomenon. _____

How did you do?: On a scale of 1–5, how well did you refute ideas? _____

D Imagine that you are going to write a story about the survivors of the *Bom Jesus*. Answer the *wh-* questions to help you think of the main details of the story.

1. What happened to the survivors? _____
2. Where did it happen? _____
3. How did they survive? _____
4. Why didn't anyone know about it? _____

How did you do?: On a scale of 1–5, how well did you use *wh-* questions to help you plan a story? _____

6 New Horizons

Vocabulary and Grammar

Unit 6 Outcomes

- make predictions using different future forms
- identify key words used to explain reasons
- describe skills needed to achieve future goals
- develop and write a counterargument

A Match the words or phrases with their meanings.

- | | |
|-------------------------------------|--|
| 1. ___ primitive | a. able to do tasks successfully, without wasting time or energy |
| 2. ___ inspire | b. good enough for people to live in |
| 3. ___ efficient | c. no longer necessary because something better has been invented |
| 4. ___ versatile | d. able to be used for many different purposes |
| 5. ___ habitable | e. to encourage or make someone want to do something |
| 6. ___ take (something) for granted | f. possible |
| 7. ___ obsolete | g. the most advanced or most exciting in a particular field |
| 8. ___ cutting-edge | h. to communicate as you work or spend time with others |
| 9. ___ interact (with) | i. accept that something is true or normal without thinking about it |
| 10. ___ feasible | j. simple; not well developed |

B Choose the correct future form for each sentence.

- By 2100 sea levels _____ significantly.
a. were going to rise b. will have risen c. would rise
- David knew that hiring more people _____ his job easier.
a. will be making b. will have made c. would make
- After just a few months of classes Alma _____ English very well.
a. will be speaking b. will have spoken c. would speak
- Someday soon computers _____ most appliances in our homes.
a. will be controlling b. will have controlled c. would control
- In one hour everyone _____ the results, so we should prepare an explanation.
a. will be seeing b. will have seen c. would see
- Emily thought that learning English _____ traveling in Europe easier.
a. will make b. will have made c. was going to make

C Answer the questions with complete sentences.

- Some technologies make **interacting with** other people **obsolete**. What are the benefits and **drawbacks** of this?

- Is it important for you to have a **cutting-edge** mobile phone, laptop, or other device? Why or why not?

D Write predictions about yourself or people you know using future forms. Use each future form (future continuous, future perfect, and future in the past) at least once.

1. A year from now _____
2. In five years, _____
3. I knew _____
4. By 2020, _____
5. When I'm 50 years old _____

OUTCOME MET: make predictions using different future forms

E Answer the questions in complete sentences using future forms.

1. Which cutting-edge technology will become obsolete in the next five years?

2. How will mobile devices be made even more versatile in the future?

3. Is it feasible that people will be living on other planets by 2200?

Video

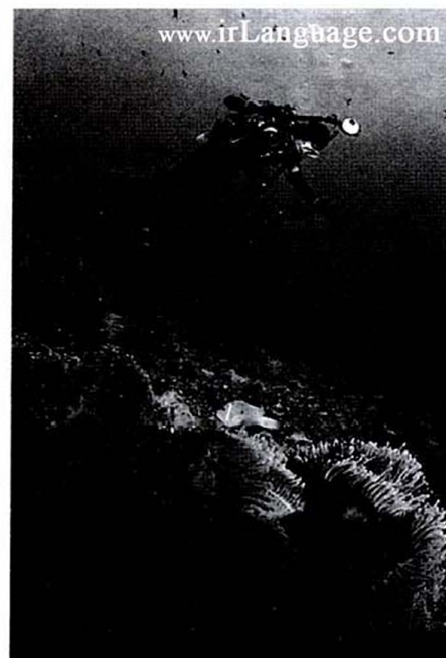
A Answer the questions according to the video.

1. What's the most exciting part of Alexandra Cousteau's work as an explorer?

2. What excited Johan Reinhard the most about finding the Inca mummies?

3. How did Johan Reinhard know that the mummy's body was frozen?

4. According to Sylvia Earle, what happens when you spend a lot of time exploring the ocean?



B Imagine you are an explorer. Where would you explore? Predict some of the things you will do or discover.

Writing

Read the article about robots on page 36.

- A** How does Hiroshi Ishiguro feel about robots and their role in society? Write a summary of his opinion.

- B** What reason does Ishiguro give for this view? Write his reason and then write one drawback to this reason.

Reason: _____

Drawback: _____

- C** Write a counterargument that argues against Ishiguro's reason in Exercise B. Remember to first state the opinion you disagree with, then give your opinion and reason for disagreeing.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

OUTCOME MET: develop and write a counterargument

Reading

Robots: Outsourcing to Machines

Androids are being designed to perform tasks in our homes, schools, and offices—tasks that until now have been done exclusively¹ by people. And believe it or not, these versatile robots may be available to you in the near future.

“In five or ten years robots will routinely be functioning in human environments,” says Reid Simmons, a professor of robotics at Carnegie Mellon University.

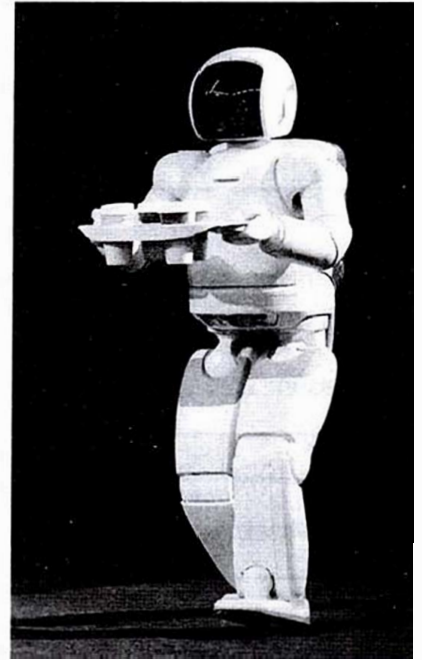
Robots can be helpful with tasks around the house. For example, the Roomba vacuum conveniently moves itself around furniture to keep floors clean. But would you want a robot to prepare your meals? Would you allow a robot to babysit your children or take care of your elderly parents?

Some scientists actually study the interaction between humans and robots. Keep in mind that people will need to adapt themselves in order to interact with robots. Scientists find that people respond positively to robots with a human appearance and movements, but only up to a certain point. As soon as people sense that a robot is too lifelike, their response turns very negative. One of the main reasons for this is because the robots are so close to being real without actually being alive.

One man, Hiroshi Ishiguro, has been involved with the development of many innovative robots, which he uses to explore human-robot interaction. He created a robot that is his own robotic twin. He created the robot so that he could be in two places at once. Ishiguro works in a lab in Kyoto, Japan, and also teaches at Osaka University, which is two hours away. The robot, which has the same hair, same facial expressions, and same clothing as Ishiguro, stays in Kyoto. Using the Internet, Ishiguro controls the robot through motion-capture sensors on its face so that he can interact with his colleagues at the lab while he stays at Osaka to teach.

“You believe I’m real, and you believe that thing is not human,” Ishiguro says, pointing to the robot. “But this distinction will become more difficult as the technology advances. If you finally can’t tell the difference, does it really matter if you’re interacting with a human or a machine?”

An ideal use for his robot-twin, Ishiguro says, would be to put it at the faraway home of his mother, whom he rarely visits, so she could be with him more.



“Why would your mother accept a robot?” I ask.

Two faces scowl² back at me. “Because it is myself,” says one.

However uncomfortable the facts may be, robots are being created that can and will interact more frequently with humans. As the technology improves, it’s likely you will see more and more robots performing human roles, such as caregiving. While most people would not consider a robot their equal, there may come a day when we take it for granted that robots are our equals.

¹ **exclusively** limited to a single individual or group

² **scowl** to contract the brow to make an angry or hostile expression

A Underline the key words and phrases used to explain reasons in the article.

OUTCOME MET: identify key words used to explain reasons

B Answer the questions based on the article.

1. What turns people's responses to robots negative?

2. How does / will Hiroshi Ishiguro's robot twin make life easier for him?

C Answer the questions with your own ideas.

1. What can you infer about the writer when he asks, "Why would your mother accept a robot?"

2. What inference can you make about Ishiguro based on his feeling of equality with his robotic twin?

3. What inference can you make about Ishiguro's relationship with his mother?

4. What can you infer about the current development of robotics based on the article?

D Imagine that robots start working in every home in your country. What kind of skills will people need to develop in order to successfully interact with the robots?

OUTCOME MET: describe skills needed to achieve future goals

Outcomes

A Write predictions about the subject in parentheses. Use each future form (future continuous, future perfect, and future in the past) once.

1. (a friend) _____
2. (my class) _____
3. (my country) _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you make predictions using different future forms? _____

B Circle the key words that explain reasons.

1. One of the main reasons / We take it for granted that robots will be used more in the future is because they are more efficient than humans.
2. I knew we would discover / Another reason is that the cost of this cutting-edge technology gets cheaper every year.
3. That said / Keep in mind, robots will not make humans obsolete.

How did you do?: On a scale of 1–5, how well did you identify key words used to explain reasons? _____

C Imagine that your job is to make robots more like humans. What skills will you need to achieve this goal?

How did you do?: On a scale of 1–5, how well did you describe skills needed to achieve future goals? _____

D Imagine that your school has decided to replace all English teachers with robots because robots will make language learning more efficient. Write a brief counterargument.

How did you do?: On a scale of 1–5, how well did you develop and write a counterargument? _____

4-6 Review

Vocabulary Review

A Complete each sentence with the correct word partnership.

aggressive behavior	cutting-edge technology	energy efficient	major drawback
become obsolete	demanding schedules	familiar surroundings	solve mysteries

- Detectives search for clues to _____.
- Mobile devices _____ very quickly.
- It's hard to keep up with _____ because it's constantly changing.
- This new refrigerator is so much more _____ than our old one.
- A _____ of new technology is the extremely high cost.
- The students at our university have _____ every semester.
- The dog is showing _____, so I think we should back away slowly.
- After a long business trip overseas, it feels nice to return home to _____.

B Circle the word or phrase that does not belong in each group.

- | | | | |
|-------------------|-------------|------------------|---------------|
| 1. aggressive | ambitious | idealistic | observation |
| 2. get along with | unharmd | take for granted | interact with |
| 3. efficient | versatile | innovative | primitive |
| 4. theory | observation | cutting-edge | mystery |
| 5. reserved | twist | absorb | solve |
| 6. case | clue | mystery | pushover |

C Write sentences about yourself and people you know. In each sentence, use at least one word from the box.

ambitious	get along (with)	interact (with)	solve	take for granted
efficient	idealistic	pushover	stubborn	upbeat

Example: My mother gets along well with her sisters.

- _____
- _____
- _____
- _____

Grammar Review

A Choose the correct phrase to complete the *wish* statement.

1. My sister wishes that it _____ because she likes to ski.
a. would snow b. snows c. will snow
2. There's so much traffic! I wish that we _____ the subway.
a. take b. had taken c. will take
3. Robyn wishes she _____ wake up so early for work.
a. won't b. didn't have to c. had
4. I wish that I _____ more for my driving test.
a. had practiced b. have practiced c. have been practicing
5. Tania wishes that she _____ more patient with her students.
a. is b. were c. was
6. I wish I _____ travel to the music festival with you.
a. would b. could c. will

B Circle the correct modal of possibility to complete the sentence.

1. Nadia isn't answering, but she must / might have her cell phone with her.
2. My car won't start. I guess I could / could not take the bus to work.
3. Someone sent these beautiful flowers. It couldn't / must be your husband.
4. Here . . . try my bicycle. It might / might not be easier for you to ride.
5. That's impossible! She might / couldn't have gotten the highest score.
6. Let's not use the alarm because it might / must scare away the cat.

C Complete the sentences using future forms. Use each future form (future continuous, future perfect, and future in the past) at least once.

1. By the time I am _____ years old I _____.
2. By the end of the day _____.
3. Five years from now _____.
4. Before my next birthday _____.
5. I thought that _____.
6. (your idea) _____.

7 Live and Learn

Vocabulary and Grammar

Unit 7 Outcomes

- use noun clauses with *wh-* words and *if/whether*
- recognize the meaning of *know* used in different expressions
- describe different learning experiences and how you feel about them
- develop a short essay with a clear thesis statement and conclusion

A Complete each sentence with the correct vocabulary word. Two words will not be used.

aptitude
common sense

excel
instinct

intellectual
outcome

street smarts
work out

1. Lena trusted her _____ and chose the university that felt like the best fit for her.
2. Meryem has read a lot of books, but she lacks _____ sometimes.
3. Juan has a lot of _____ because he grew up in New York City.
4. We want athletes that also _____ in academics.
5. Caroline must have an _____ for science because she learns the material so quickly.
6. Each group needs to _____ a solution to the problem in the next fifteen minutes.

B Circle the correct word to complete the sentences.

1. William wondered if / what he locked the door.
2. Let me know if / whether or not you're going to join the soccer team.
3. Marie is considering whether / where or not to go to college next year.
4. Ava finally understood whether / how the teacher solved the equation.
5. She's not sure whether / where he bought the jacket or received it as a gift.
6. They can't decide if / whether they should go on vacation or not.

C Combine the statements and questions with the words in parentheses to make noun clauses.

Example: Is the test on Friday? I'm not sure. (if) I'm not sure if the test is on Friday.

1. John read the whole book last night. How did he do it? (how)

2. Is this the way to Lauren's house? I'm not sure. (if)

3. Is it going to rain tonight? I don't know. (whether)

4. She went to lunch with someone. Who was it? (who)

5. Did you turn off the lights in the classroom? I don't remember. (whether)

OUTCOME MET: use noun clauses with *wh-* words and *if/whether*

D Answer the questions using noun clauses with *wh-* words and *if/whether*.

Example: Do **intellectuals** think the Internet is useful for education?
I'm not sure whether intellectuals think the Internet is useful for education.

1. Do German speakers have an **aptitude** for learning English? _____
2. How can I get a chess **master** to teach me **strategy**? _____
3. Will the **outcome** of the teachers' meeting affect the students? _____
4. Why doesn't Abe use some **common sense**? _____
5. Do you think the students will **accomplish** their goals? _____
6. Is it always a good idea to trust your **instinct**? _____

OUTCOME MET: use noun clauses with *wh-* words and *if/whether*

Video

A Read the statements about university rankings. Check (✓) if it is mentioned in the video.

1. University rankings have increased in popularity over the last twenty years. ☐
2. University rankings can help you narrow down your choices. ☐
3. University rankings can show information in a way that is favorable to a university. ☐
4. University rankings are mostly used by students with an aptitude for learning. ☐
5. The university ranking system needs only a few improvements. ☐
6. Universities cannot provide unbiased information about their institutions. ☐
7. UNESCO already has helpful information on their Web site. ☐
8. UNESCO can make objective recommendations about universities. ☐

B Read the statements from a woman in segment 2 of the video. How does she use expressions with the word *know*? Explain the meaning of each expression.

1. So whereas a university would put up on their Web site only good about it, organizations, like UNESCO, could put up the truth, you know. _____
2. . . . [international organizations] could probably put this up on their own Web site so that students can access it and know that the information here is real . . . _____

OUTCOME MET: recognize the meaning of *know* used in different expressions



TIP Understanding the Meaning of *Know* The word *know* is used in a number of common expressions in English to show agreement, to express certainty or uncertainty, to check for understanding, and to talk about possibility. Learning these expressions will help you follow cues that indicate the speaker's attitude towards what is being discussed.

Writing

A Name the source of learning in each of the images (1–4).



1. _____



2. _____



3. _____



4. _____

B Which source of learning in Exercise A is the most effective? Use your answer as the thesis statement of an essay. Then create an outline that supports this thesis statement.

1. (introduction) _____

A. _____

B. (thesis statement) _____

2. (body) _____

A. _____

B. _____

3. (conclusion) _____

A. _____

B. (concluding sentence) _____

C Write a brief three-paragraph essay about the most effective source of learning. Use your outline from Exercise B to help you write. Include a thesis statement and a concluding sentence. Write on a separate piece of paper.

OUTCOMES MET: describe different learning experiences and how you feel about them; develop a short essay with a clear thesis statement and conclusion

Minds of Their Own

Irene Pepperberg had a parrot named Alex and a **strategy**. She wanted to find out what was on the bird's mind by talking to it. "I thought if he learned to communicate, I could ask him questions about how he sees the world."

More than thirty years ago, when Pepperberg began working with Alex, many scientists believed animals did not have the intellectual ability to think. Common sense tells pet owners that their dog or cat has some intellectual **aptitude**. But that is people's gut instinct and not science. What Pepperberg hoped to **accomplish** was to prove that an animal is capable of thinking.

"Some people actually called me crazy for trying this," she said. "Scientists thought that chimpanzees were better subjects, although, of course, chimps can't speak."

Alex learned to speak. In fact, he **excelled** at speaking. Alex learned how to imitate almost one hundred English words. Alex could count to six and was learning the sounds for seven and eight.

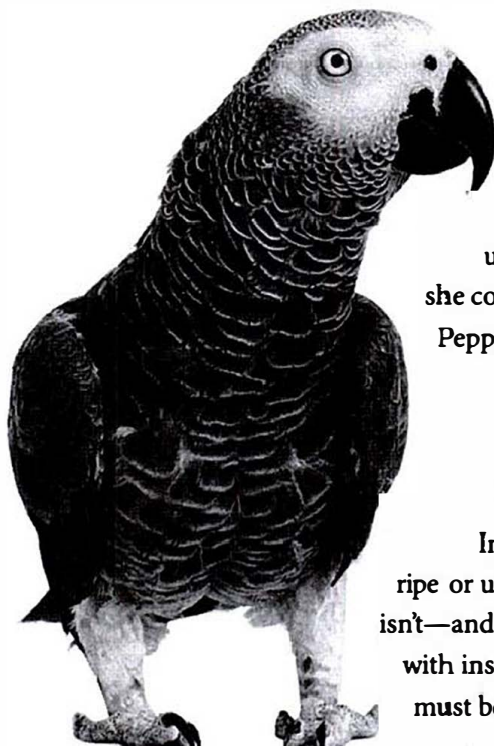
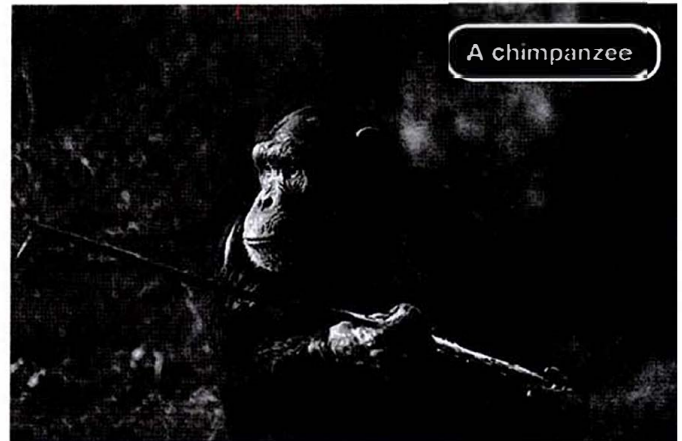
"I'm sure he already knows both numbers," Pepperberg said. "He'll probably be able to count to ten, but he's still learning to say the words. It takes far more time to teach him certain sounds than I ever imagined."

Alex leaned forward and opened his beak: "Ssse . . . won."

"That's good, Alex," Pepperberg said. "Seven. The number is seven."

"Ssse . . . won! Se . . . won!"

"He's practicing," she explained. "That's how he learns. He's thinking about how to say that word, how to use his vocal tract¹ to make the correct sound."



"He has to hear the words over and over before he can correctly imitate them," Pepperberg said, after pronouncing "seven" for Alex at least ten times in a row. "I'm not trying to see if Alex can learn a human language," she added. "My plan always was to use his imitative skills to get a better understanding of avian² cognition."

In other words, because Alex was able to produce the sounds of some English words, Pepperberg could ask him questions about a bird's basic understanding of the world. She couldn't ask him what he was thinking about, but she could ask him about his knowledge of numbers, shapes, and colors. To demonstrate, Pepperberg held up a green key and a small green cup to Alex's eye.

"What's same?" she asked.

Without hesitation, Alex's beak opened: "Color."

"What's different?" Pepperberg asked.

"Shape," Alex said.

In the wild, parrots "need to be able to distinguish colors to know when a fruit is ripe or unripe," Pepperberg noted. "They need to categorize things—what's edible,³ what isn't—and to know the shapes of predators. For a long-lived bird, you can't do all of this with instinct; cognition⁴ must be involved."

¹ **vocal tract** the airway used to produce speech

² **avian** relating to or coming from birds

³ **edible** safe to eat

⁴ **cognition** the mental process involved in learning and understanding

A Choose the correct answer based on the article.

1. Alex is a _____.
a. chimpanzee b. parrot c. cat
2. Irene Pepperberg worked with Alex to prove that _____.
a. animals can think b. animals can speak c. parrots can speak
3. Alex learned how to imitate the sounds of almost _____ words.
a. seven b. thirty c. one hundred
4. Alex has to hear words _____ before he can imitate the sounds correctly.
a. a few times b. daily c. over and over
5. Irene Pepperberg demonstrated how Alex can identify _____.
a. shape and number b. shape and color c. color and number
6. In the wild a parrot needs to identify color to know when fruit is _____.
a. ripe b. imitative c. categorized

B Answer the questions in complete sentences.

1. Define in your own words what "gut instinct" means.

2. Why did Irene Pepperberg choose a parrot instead of a chimpanzee for her research?

3. What can you infer from Alex's effort to pronounce the word *seven*?

C What sources of learning do you think Pepperberg used in her research with Alex? What can you learn from each of these sources? Write a paragraph that explains your opinion on these sources of learning.

OUTCOME MET: describe different learning experiences and how you feel about them

Outcomes

A Write sentences using noun clauses with *wh-* words and *if/whether*.

1. (*wh-* word) _____
2. (*if*) _____
3. (*whether*) _____

How did you do?: On a scale of 1–5, how well did you use noun clauses with *wh-* words and *if/whether*? _____

B Write the meaning of the expressions with *know*.

1. **I know, I know.** John told me about it yesterday. _____
2. They're coming to the barbecue **as far as I know**. _____
3. **Who knows** what she's thinking?! _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you recognize the meaning of *know* used in different expressions? _____

C Briefly describe two times you learned something outside of school. How did you feel about each experience?

1. _____

2. _____

How did you do?: On a scale of 1–5, how well did you describe different learning experiences and how you feel about them? _____

D On a separate piece of paper, write an outline using the following thesis statement: *Every student should take a year off after graduating from high school.* Use the outline to plan a three-paragraph essay. Be sure to write a concluding sentence.

How did you do?: On a scale of 1–5, how well did you develop a short essay with a clear thesis statement and conclusion? _____

8 The Cult of Celebrity

Vocabulary and Grammar

Unit 8 Outcomes

- use reported speech to report questions
- use key words to summarize a writer's ideas
- consider the advantages and disadvantages of fame
- write an opinion piece that is supported by facts

A Match the words with their meanings.

- | | |
|--------------------|---|
| 1. ____ appealing | a. those who follow and photograph celebrities |
| 2. ____ paparazzi | b. to put time or money into something |
| 3. ____ background | c. pleasing and attractive |
| 4. ____ celebrated | d. famous and much admired |
| 5. ____ invest | e. to be well known for something bad |
| 6. ____ notorious | f. the kind of work, life, and family experience you have |



B Circle the correct word to complete the dialogue.

David: I missed the interview with the royal family. What kinds of questions did they ask them?

Lisa: All kinds of questions. The interviewer asked the king if (1) he is going / was going to speak at the United Nations this year. Then, he asked the king what he (2) wants / wanted to see while he was here.

David: Hmm. Did he ask (3) what / whether or not he liked the food here?

Lisa: No, but he did ask the king (4) which / if he preferred the weather here.

David: What questions did he ask the queen?

Lisa: He wanted to know (5) what / whether charities she supported this year. He also asked her (6) what / whether she chose those charities herself.

C Answer the questions with complete sentences.

1. Strangers often ask celebrities about their **backgrounds** and their private lives. What are the advantages and disadvantages of this?

2. Some celebrities **invest** their time and money in charities. What are the advantages and disadvantages of this?

OUTCOME MET: consider the advantages and disadvantages of fame

D Complete the sentences with vocabulary words from the box. Then rewrite the exact quotes using reported speech.

cultivate	icon	renowned
exposure	remarkable	socialite

1. She asked the star, "What are you _____ for?"

2. Paulo asked her, "Do you consider yourself a cultural _____?"

3. I asked him, "Why do you think her performance was so _____?"

4. We are going to ask the beautiful _____, "Are you dating anyone?"

5. The agent asked, "Is it possible to _____ a young talent in six months?"

6. The reporter asked, "How do you feel about the negative _____ you're getting?"

OUTCOME MET: use reported speech to report questions

Video

A Answer the questions about the video with complete sentences.

1. Who is Kate Middleton?

2. How did her wedding to Prince William impact the economy?

3. Why does Kate have to be careful about her public image?

4. What is Kate interested in?

5. What does Kate's engagement ring remind people about?



B Answer the questions with complete sentences.

1. What are some of the advantages of Kate Middleton's fame? _____
2. What are some of the disadvantages of Kate Middleton's fame? _____
3. In the video, Kate is described as no longer being a private person. Would you become a public person in order to be famous? Why or why not?

OUTCOME MET: consider the advantages and disadvantages of fame

Writing

There are rumors that a famous celebrity (Ms. X) is moving into your neighborhood. The neighborhood association has received letters from concerned residents. Read the two letters and learn about their opinions.

A. With Ms. X moving to the neighborhood, I think things are going to be great. She will raise the profile of our neighborhood and make it seem more appealing. The values of our homes will definitely go up now that she's living here. The value of my home has remained the same for the past three years, but with a famous person next door, I bet it'll increase starting this month. Also, my daughter got her autograph at a concert last year, and she was so nice. As neighbors we might run into her at the supermarket or the park. We may even get on TV when the local news reports on her. I've been on TV before, and it was great!

B. Ms. X has a right to live where she wants, but I am sure this is going to have horrible consequences for our neighborhood. First, all of the media attention that follows her will be running through our quiet streets. It's likely that reporters and photographers will be asking us about her at every opportunity. That's not something I want to do. Next, she dresses so provocatively that I don't think she'll be a good influence on the children here. Last, I think security will be increased around here, causing us a lot of inconvenience. The police blocked off Rosemont St. for five hours last week when she was visiting with a real estate agent. I just don't want to deal with that.

A Underline the main idea in each letter.

B What facts and opinions support the main idea in each letter? Complete the chart.

	Facts	Opinions
A		
B		

C Choose a famous person. Imagine that this celebrity is going to move into your neighborhood. On a separate piece of paper, write a paragraph giving your opinion and use facts to support it.

OUTCOME MET: write an opinion piece that is supported by facts

Reading

The Reluctant Celebrity: Astronaut Neil Armstrong



In July 1969 Neil Armstrong became the first man to walk on the moon. This **remarkable** achievement made him instantly famous all over the world. More than half a billion people watched Armstrong climb down a ladder from the spacecraft and step onto the moon's surface. Moments later he was joined by fellow astronaut Buzz Aldrin. Together they spent two and a half hours on the moon taking pictures and collecting samples.

From the moon, Armstrong made the famous statement that it was "one small step for a man, one giant leap for mankind."

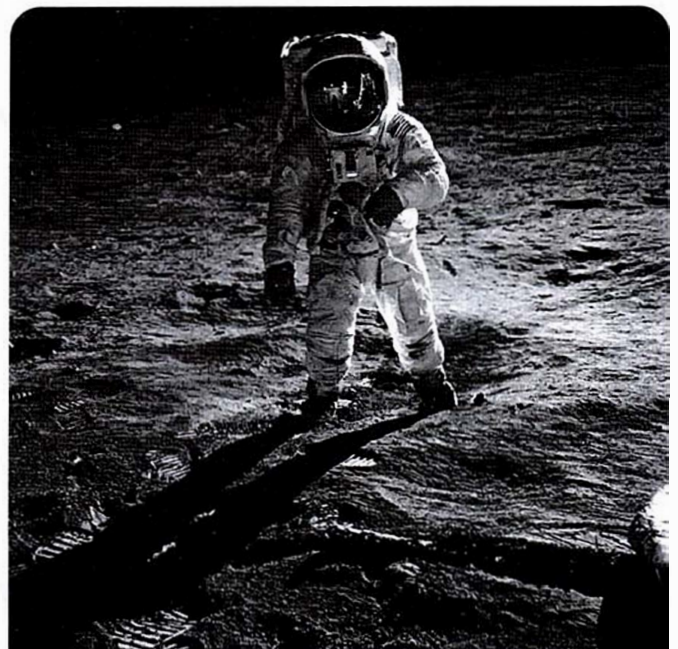
Armstrong's **background** in flying aircraft began when he was young. He could fly a plane before he was old enough to drive a car! He was an aviator (pilot) in the U.S. Navy, and joined NASA (the space program) in 1955. He flew many different aircraft such as jets, rockets, and helicopters. In 1962 he became an astronaut. In 1966 he was the command pilot for his first mission. Three years later, he was the spacecraft commander for the Apollo 11, which was the mission to the moon. In this **celebrated** mission, Armstrong became the first man to land a spacecraft on the moon and to step on the surface of the moon.

Back on Earth, the famous astronaut did not enjoy **exposure**. He did not give many interviews, and did not try to **cultivate** his legend as a hero. Armstrong received honors from the United States, as well as 16 other countries. Ten years after reaching the moon, he became a spokesman for a few U.S. companies. But he did not accept requests from political groups to be publicly associated with them. Colleges and universities offered him honorary degrees, many of which he did not accept.

In fact, fame brought Armstrong some frustration. He stopped signing autographs when he found out that people were selling them for large amounts of money, and that many **forged**¹ autographs were being sold. Armstrong's barber sold some of his hair for \$3,000 without his permission. The hair was sold to a celebrity hair collector. To avoid being sued, the barber agreed to donate the money to a charity chosen by Armstrong.

Armstrong left NASA in 1971 and became a professor, but he stayed involved with space programs in the United States. He worked on investigations of spaceflight accidents.

When he died in August 2012, flags across the United States flew at **half-mast**² on the day of his funeral to pay respect to this **remarkable** man.



¹ **forged** a fake copy, usually a signature

² **half-mast** the middle of the flag pole

A Read about Neil Armstrong and check (✓) *True* or *False*. Then correct the false sentences.

	True	False
1. Neil Armstrong was the first man to walk on the moon. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. His background was in the U.S. Air Force. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. Armstrong did not accept all honors that were offered to him. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. Armstrong never signed autographs. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. Armstrong sold his hair to raise money for charity. _____	<input type="checkbox"/>	<input type="checkbox"/>

B Identify the key words of each paragraph of the article and write them below.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

C Write a one-sentence summary of each paragraph using the key words from Exercise B.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

OUTCOME MET: use key words to summarize a writer's ideas

Outcomes

A Write the questions as reported speech.

1. He asked, "Who is your English teacher?" _____
2. I asked, "Where is your luggage?" _____
3. They asked, "Are you going to Ana's party?" _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you use reported speech to report questions? _____

B What are the key words in letter A on page 49? Use some of the key words to write a one-sentence summary of the letter.

Key words: _____

Summary: _____

How did you do?: On a scale of 1–5, how well did you use key words to summarize a writer's ideas? _____

C Write the advantages and disadvantages of having a celebrity for a neighbor.

Advantages: _____

Disadvantages: _____

How did you do?: On a scale of 1–5, how well did you consider the advantages and disadvantages of fame? _____

D Write a one-paragraph opinion piece on a famous person. Use facts to support your opinions.

How did you do?: On a scale of 1–5, how well did you write an opinion piece that is supported by facts? _____

9 To Your Health!

Vocabulary and Grammar

Unit 9 Outcomes

- describe health habits
- express conditions with words other than *if*
- explain how technology affects one's well-being
- analyze the cause/effect relationship between events

A Match each word with its opposite meaning.

- | | |
|-------------------|------------------|
| 1. ___ reinforce | a. deliberate |
| 2. ___ distracted | b. good-tempered |
| 3. ___ cranky | c. occasional |
| 4. ___ chronic | d. decrease |
| 5. ___ boost | e. weaken |
| 6. ___ automatic | f. composed |

B Choose the correct answer to complete each sentence.

- I can exercise in the morning before class _____. I go to bed early the night before.
a. but only if b. otherwise c. even if
- You should put a glove on first. _____ you might burn your hand.
a. As long as b. Otherwise c. Provided that
- I won't be able to stay up late tonight _____ I take a nap this afternoon.
a. as long as b. unless c. only if
- Lisa can go to the movies tonight _____ she finishes studying this afternoon.
a. only if b. unless c. even if
- We can make sandwiches for lunch _____ we have bread.
a. even if b. unless c. provided that
- You can go out with your friends _____ you're home by midnight.
a. as long as b. unless c. otherwise

C Answer the questions with complete sentences.

OUTCOME MET: describe health habits

- What healthy habits are **automatic** for you? _____
- What healthy habits are part of your daily **routine**? _____
- What are some **chronic** bad habits that you'd like to break? _____
- What **incentives** do you or could you use to help you break bad habits? Why would they be successful? _____
- Describe a situation when your **willpower** helped you to break a bad **habit**. _____

D Use the word prompts to write sentences. You may change the order of the words.

Example: habit / even if It's a good habit to wear your seatbelt, even if you're not the one driving.

1. cranky / unless _____
2. substitute / as long as _____
3. incentive / provided that _____
4. reinforce / otherwise _____
5. distracted / unless _____
6. automatic / even if _____



OUTCOME MET: express conditions with words other than if

Video

A Answer the questions about the video with items from the list. Three items will not be used.

eating well	head	increased aggressiveness	messaging
exercising	heart	increased anxiety	relaxing with family
experiencing burnout	ignoring e-mails	liver	releasing cortisol
faster aging	immune system	memory loss	symptoms of depression

1. Which parts of the body are affected by chronic stress? _____
2. Which items are caused by chronic stress / neuron damage? _____
3. Which activities will help remove stress from a person's life? _____

B Answer the questions according to the video.

1. What technology does Teresa Pahl use in the video?

2. Do you think technology causes stress for Teresa Pahl? Why or why not?

3. In what ways could this technology make Teresa Pahl's life easier and less stressful?

OUTCOME MET: explain how technology affects one's well-being

Writing

Two months ago Carolina got a smartphone. At first she sent text messages, e-mails, and used the Internet infrequently. She used her smartphone as long as it didn't interrupt whatever else she was doing. But slowly her habits and routines began to change. Instead of reading a book on the train, she began to play games or type messages on her phone. Carolina saw other commuters doing this, and that only reinforced her behavior. When walking with her coworker Lina at lunch she was often distracted, checking her social networking account every time a new message appeared. She would talk to her friend only if she didn't have any messages. Soon this behavior became automatic for Carolina. As a result she felt cranky and frustrated when she saw that she had no new messages or e-mails. Lina told her that she was addicted to her phone. Lina said she wasn't going out to lunch with Carolina unless she left her smartphone at the office. Other friends and coworkers have noticed that Carolina seems a little bit depressed and impatient. Finally Carolina even admits that she now has trouble concentrating, but does not know why.



- A** Underline the unit vocabulary in the story. Then write down the sentences that state conditions without *if*.

1. _____
2. _____
3. _____

- B** How has the smartphone affected Carolina's well-being? Complete the chart.

Pros	Cons

OUTCOME MET: explain how technology affects one's well-being

- C** Imagine you are Carolina's best friend. Write a letter to her explaining the cause/effect relationship between her smartphone use and her change in behavior. Use words and phrases that show cause and effect. Suggest ways for her to use this technology so that it doesn't harm her well-being.

OUTCOME MET: analyze the cause/effect relationship between events

The Secrets of Sleep

Sleep is something we all do, but understand very little about. In fact, we spend a third of our lives asleep! For some people it is automatic, as soon as their heads hit the pillow they're asleep. But for others, no amount of willpower can help them get a good night's rest, leaving them tired and cranky in the morning. The reason why people fall asleep is as mysterious as why some people cannot sleep well.

Even sleep researchers don't know the reason for sleep. After more than fifty years of studying sleep, expert Dr. William Dement said, "As far as I know the only reason we need to sleep that is really, really solid is because we get sleepy."

Sleep is necessary, that much we know. There is no substitute for it. We miss it if we don't have it. Sleep also plays a role in the lives of most living creatures. It's routine for all mammals and birds to sleep. Fish, reptiles, and insects all experience some kind of rest, too.

The predominant¹ theory of sleep is that the brain demands it. This idea is part common sense—whose head doesn't feel clearer after a good night's sleep? But we don't yet know how sleeping helps the brain. Some studies have connected sleep with memory. Researchers have found that the sleeping brain appears to be necessary for long-term memory. Other research has shown that the sleeping brain eliminates unnecessary information. So the purpose of sleep may be to help us remember what's important, by letting us forget what's not.

Sleep is also likely to help our physical health as well, such as boosting the immune system. Some research suggests that sleep is necessary for healing and helps the body control infection.

In premodern times people had different sleep habits than we do today. They went to bed at sunset and got up at dawn. In winter months, with so long to rest, our ancestors may have broken sleep up into blocks of time instead of sleeping for seven or eight hours continuously. In modern times we go to bed around the same time every night, sleep alone or with our partner, on comfortable mattresses covered with sheets and blankets, and a pillow. But we are losing sleep. We sleep on average about an hour and a half less a night than we did just a century ago.

If we can't sleep, perhaps it's because we've forgotten how. Some insomnia² or sleeplessness may be the result of being distracted with our busy lives and not paying attention to the needs of our bodies, such as getting enough sleep. It would not be practical for us to revert to the way people slept in premodern times, but it is important for us to have and reinforce good sleep habits.

¹ **predominant** the most important and influential

² **insomnia** prolonged, abnormal inability to get enough sleep



A Choose the correct answer based on the reading.

1. William Dement said the only solid reason why people sleep is because _____.
a. they feel sleepy b. it's necessary for memory c. the immune system demands it
2. Sleep is a part of life for all _____.
a. reptiles b. mammals and birds c. living creatures
3. The most accepted theory of sleep is that the _____ demands it.
a. immune system b. brain c. body
4. Our sleep _____ are very different from those of our ancestors.
a. willpower b. incentives c. habits
5. We sleep about _____ per night than people did one hundred years ago.
a. ninety minutes less b. thirty minutes less c. sixty minutes more

B Answer the questions with complete sentences.

1. The author writes "as soon as their heads hit the pillow they're asleep." Based on the context, what do you think *heads hit the pillow* means? _____

2. Why does the author mention the sleep habits of other living creatures? _____

3. According to research, what does the brain do during sleep? _____

4. How are the sleep habits of premodern people different from the sleep habits of people today? _____

5. What do you think people should do to get more sleep and also better sleep? _____

C Write a paragraph describing your sleep habits (e.g., times; amount; problems; feeling before, after, and without sleep; etc.). Use at least three words from the list.

automatic	boost	chronic	cranky	disrupt	routine
-----------	-------	---------	--------	---------	---------

OUTCOME MET: describe health habits

Outcomes

A Which of your friends or classmates has the best health habits? Describe his or her habits.

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you describe health habits? _____

B Use the prompts to write sentences stating conditions with words other than *if*.

1. I'll be tired _____.
2. You should call Monica _____.
3. I can meet you at 7:00 _____.

How did you do?: On a scale of 1–5, how well did you express conditions with words other than *if*? _____

C Imagine that you have just started a summer internship. You've been given a tablet computer to use. What do you think will be the pros and cons of this technology?

Pros: _____

Cons: _____

How did you do?: On a scale of 1–5, how well did you explain how technology affects one's well-being? _____

D Answer the following questions based on the video about stress.

1. What were some of the causes of stress? _____

2. What were some of the effects of stress? _____

3. What is the cause/effect relationship between technology and stress? _____

How did you do?: On a scale of 1–5, how well did you analyze the cause/effect relationship between events? _____

7-9 Review

Vocabulary Review

A Write the word or phrase from the box that has the opposite meaning.

alert	beginner	develop	indulgence	revolting
be inferior	cause	friendly	respectable	unknown

- notorious _____
- renowned _____
- willpower _____
- revert _____
- appealing _____
- distracted _____
- master _____
- cranky _____
- excel _____
- outcome _____

B Answer the questions using a word or phrase from the box. Not all items are used.

automatic	common sense	incentive	remarkable	routine
celebrated	habit	invest	renowned	work out

- Which word/phrase describes being famous? _____
- Which word/phrase describes things you do again and again? _____
- Which word/phrase is a synonym for *wisdom*? _____
- Which word/phrase would you use for something that impressed you? _____
- Which word/phrase completes the expression: _____ *my time and money*? _____

C Write sentences using the following word partnerships.

- get into the habit: _____
- stick to a routine: _____

D Complete each sentence with your own ideas.

- I **excel** at _____
- To **boost** my energy I _____
- One way to **cultivate** strong relationships is to _____
- When I prepare for a test, my **strategy** is _____

Grammar Review

A Combine the sentences with the words in parentheses to make noun clauses.

1. Is Ottawa the capital of Canada? I don't know. (whether)

2. Why does Vincent always arrive late? I don't know. (why)

3. Did Leo and Kate like the movie? I'm not sure. (if)

4. Did she drive or take the train? I wonder. (whether)

5. How did Jasmine learn the irregular verbs so quickly? I have no idea. (how)

6. Is Kari coming on Friday or Saturday? I don't know. (whether)

B You watched an awards show last night, and you want to tell your friend Hana about it. Read the questions that were asked and rewrite them in reported speech.

1. A reporter asked an actress, "Who is the designer of your dress?"

2. The paparazzi asked an actor, "Where is your date?"

3. A fan asked the star, "Are you nervous?"

4. A critic asked the director, "What project are you working on?"

C Use the prompts to write sentences stating conditions using words other than *if*.

Example: (provided that) Ivan said he'll go to the concert **provided that** Jan gives him a ride.

1. (as long as) _____.

2. (even if) _____.

3. (but only if) _____.

4. (otherwise) _____.

5. (provided that) _____.

6. (unless) _____.

10 Our Most Precious Resource

Vocabulary and Grammar

Unit 10 Outcomes

- refine your use of articles
- use key words to identify a speaker's purpose or attitude
- prepare and present a proposal
- write a formal e-mail message

A Circle the correct word to complete the sentences.

1. Agriculture must have scarce / adequate supplies of water to prosper.
2. It is extremely important to conserve / restore water now as population pressures are depleting resources.
3. There is a limited supply of symbiosis / freshwater on Earth.
4. We have started to chemically purify / accumulate unclean water for household use.
5. Many companies dumped adequate / toxic chemicals into rivers and streams in violation of the law.
6. A train transporting fertilizer crashed and contaminated / dwindled the entire river.
7. Our city limits the use of water for each household to avoid water rust / shortages.
8. Governments have failed to find long-term solutions as our water resources dwindle / restore.

B Complete each sentence with *a/an*, *the*, or \emptyset if no article is needed.

1. I don't remember _____ name of her husband.
2. This is one of _____ oldest churches in the city.
3. Do you have _____ umbrella I could borrow?
4. Mason doesn't know how to drive _____ car.
5. Are you going to buy _____ water filter that I recommended?
6. _____ water is the best thing to drink after you exercise.
7. Our country took _____ loan from the World Bank to build a desalination plant.
8. Those glaciers feed several major rivers in _____ North America.

OUTCOME MET: refine your use of articles

C Complete each sentence with your own ideas.

1. To **conserve** water I can _____

2. **Scarce** resources in my city/country include _____

3. A place that needs to be **restored** is _____

4. I wish I **had access to** _____

D Write sentences using vocabulary words from the box and the article in the prompt.

accumulate
adequate

conserve
have access to

purify
restore

scarce
shortage

Example: (the) freshwater

I need some **freshwater** to clean **the** fish I caught this morning.

1. (the) _____
2. (an) _____
3. (Ø) _____
4. (the) _____
5. (a) _____
6. (the) _____
7. (an) _____
8. (Ø) _____

OUTCOME MET: refine your use of articles

Video

A Match the phrases to complete each sentence about the video.

- | | |
|--|---|
| 1. On a tiny island in the Pacific _____ | a. into the lake from the sea. |
| 2. It was created when _____ | b. algae living in their bodies to feed them. |
| 3. The jellies trickled _____ | c. sunlight to make sugar. |
| 4. Five million jellies _____ | d. at dawn. |
| 5. The jellies depend on _____ | e. there is a lake like no other. |
| 6. The algae needs _____ | f. live in the lake. |
| 7. The sugar the algae makes _____ | g. melting glaciers fed rising seas. |
| 8. The jellies swim eastward _____ | h. feeds the jellies. |

B Answer the questions according to the video.

1. What are the key words used by the narrator? _____

2. What is the narrator's purpose? _____

OUTCOME MET: use key words to identify a speaker's purpose or attitude

Writing

Read the article about drought on page 64.

A Answer the questions based on the article.

1. What is the major problem facing the Southwest?

2. What do you think the Southwest will be like in five years? Fifty years? Explain.



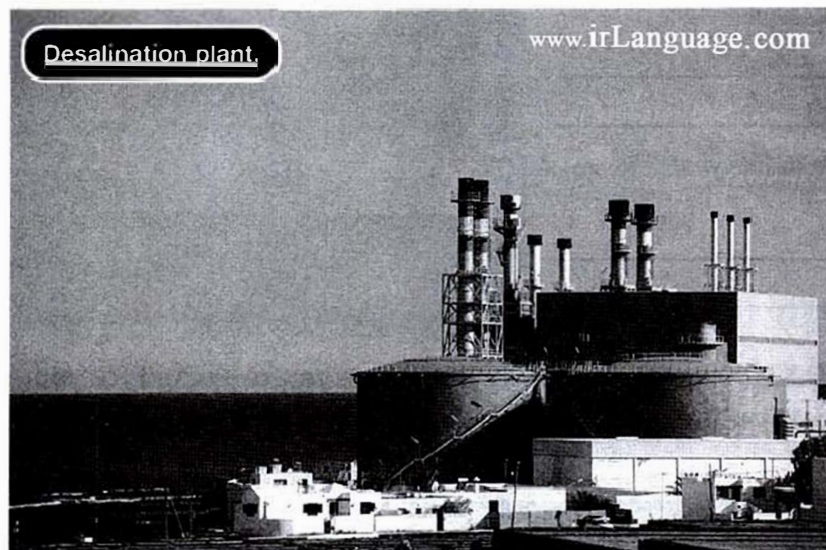
B Imagine that your friend is moving to the U.S. Southwest for a new job. While you're excited for your friend, you feel you should tell him/her what you just read about the Southwest. Write an informal e-mail to explain.

C After reading your e-mail, your friend has decided to decline the job offer. Help your friend write a formal e-mail to the manager, Mr. Gomez, explaining the situation.

OUTCOME MET: write a formal e-mail message

Reading

Drying of the American West



Scientist Dave Meko has been studying the climate history of the western United States for decades. His work shows that there have been wet periods and dry periods over the centuries. The twentieth century was a wet period in the area. Until the first signs of drought around the year 2000, there had been little interest in work on drought history.

“You don’t generate interest to study drought unless you’re in a drought,” he says. “You really need a catastrophe¹ to get people’s attention,” adds Meko’s colleague Connie Woodhouse.

Then, in 2002, the third dry year in a row and the driest on record in many parts of the Southwest, the flow in the Colorado River fell drastically.² That got people’s attention.

The Colorado River supplies water to 30 million people in seven U.S. states and Mexico. Seven big cities—Denver, Las Vegas, Phoenix, Tucson, Los Angeles, San Diego, and Albuquerque—all depend on it. It irrigates four million acres of farmland—land that would otherwise be desert. The dropping water levels of the river are a serious concern.

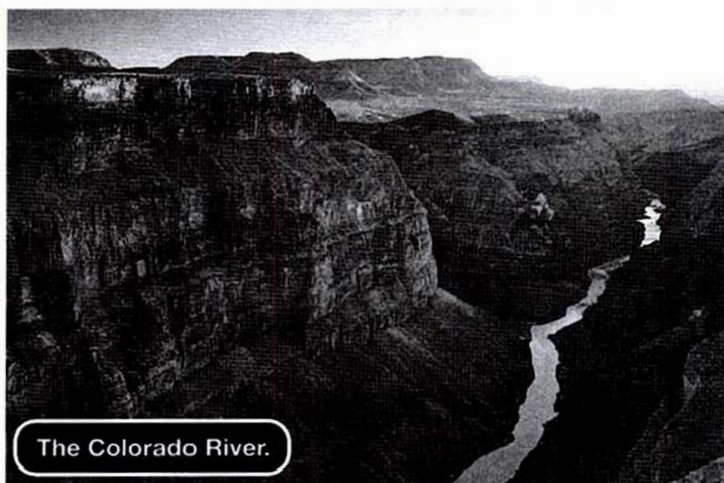
Research on droughts shows that the wet twentieth century, the wettest of the past millennium, is over in the Southwest.

“I look at the turn of the century as the defining moment when the New West began,” says Pat Mulroy, head of the Southern Nevada Water Authority. “It’s like the impact of global warming fell on us overnight.”

And global warming is a one-way trend toward higher temperatures. As the atmosphere warms, it seems almost certain that dry areas will become drier and the wet regions will get wetter.

Southwestern cities are aware of the risk of drought. Every water, electric, and natural gas company in the region strongly encourages conservation and sustainability. In some places it has worked. Las Vegas reduced its total consumption of water by about 20%, and Albuquerque too has cut its water use.

But experts know that conserving water isn’t enough. New long-term sources of water are needed. Possible sources include desalination³ of saltwater from the Pacific Ocean, water from aquifers,⁴ or buying irrigation⁵ water from farmers. But none of these are a perfect solution. Using ocean water requires building an expensive desalination plant. Water from aquifers often needs treatment; it is not necessarily freshwater. And finally, buying irrigation water often means farms stop operating and many people lose their jobs.



¹ **catastrophe** a very harmful natural event

² **drastically** severely

³ **desalination** the process of taking salt out of something

⁴ **aquifer** underground layer of rock or sediment surrounded by water

⁵ **irrigation** watering land artificially to make plants and crops grow

Outcomes

A Use the prompts to write sentences about water using at least one article.

1. (best way / conserve / water)

2. (lake / contaminated)

3. (water / Southwest / scarce)

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you refine your use of articles? _____

B Read the following lines from the article about drought and answer the questions.

"I look at the turn of the century as the defining moment when the New West began," says Pat Mulroy, head of the Southern Nevada Water Authority. "It's like the impact of global warming fell on us overnight."

1. What are some key words?

2. What is Mulroy's purpose?

How did you do?: On a scale of 1–5, how well did you use key words to identify a speaker's purpose or attitude? _____

C Explain the main idea of your proposal from page 65 in one or two sentences.

How did you do?: On a scale of 1–5, how well did you prepare and present a proposal? _____

D Imagine that you are the mayor of a drought-stricken city. On a separate piece of paper, write a brief formal e-mail to request water from the authorities of a neighboring city.

How did you do?: On a scale of 1–5, how well did you write a formal e-mail message? _____

- use adjective clauses with object relative pronouns
- identify referents and their antecedents
- write a definition essay
- critique and define art

Vocabulary and Grammar

A Complete the dialogue with the correct vocabulary words. One word will not be used.

Andre: Hey, Nina. Do you want to get something to eat tonight?

Nina: I'm trying to finish my research paper for Professor Martinez's class, but I've reached an (1) _____.

Andre: Maybe I can help. What's the problem?

Nina: I'm at a (2) _____ where I can't get any further. I don't know what else to write, and I'm starting to get pretty (3) _____.

Andre: Yeah, I was having the same problem. Funny enough, I was taking a shower when the main idea of my essay just came to me (4) _____.

Nina: I could really use that kind of a (5) _____ right now.

Andre: Well, don't get (6) _____ on the details right now. Let your mind (7) _____ a little and you'll hit upon the big ideas.

Nina: Maybe I need to take a break. When I reread my paper, the ideas seem so (8) _____ and weak.

Andre: Don't be so hard on yourself. It'll come to you.

breakthrough	frustrated	insight
faulty	impasse	stage
fixated	in a flash	wander

B Circle the letter(s) of the correct word(s) to complete each sentence. Some sentences may have more than one correct answer. Then identify the adjective clauses as *restrictive* or *nonrestrictive*.

- The color _____ she chose for the kitchen is bright and cheerful. _____
a. Ø b. that c. which d. who(m)
- For the bedroom, _____ I consider a quiet room, she painted the walls light green. _____
a. Ø b. that c. which d. who(m)
- This was painted by someone _____ we admire a great deal. _____
a. Ø b. that c. which d. who(m)
- The designer _____ I recommend is Patricia Winston. _____
a. Ø b. that c. which d. who(m)
- The museum, _____ he designed over fifteen long years, was finally opened last year. _____
a. Ø b. that c. which d. who(m)
- This blue color _____ you're wearing matches your eyes so perfectly. _____
a. Ø b. that c. which d. who(m)
- This is the sculpture _____ you've been talking about, right? _____
a. Ø b. that c. which d. who(m)
- Marc, _____ I share a studio with, told me about this inspirational place called Ferland Point. _____
a. Ø b. that c. which d. who(m)

OUTCOME MET: use adjective clauses with object relative pronouns

C Combine the two sentences into one using an adjective clause with object relative pronouns.

1. My sister went with me to Spain. I talk with her every day.

2. We went to the Prado Museum. You told me about the Prado Museum before.

3. I saw art. I'd only seen this art in books before.

4. It took us several hours to walk through the galleries. I felt the galleries were quite large.

5. My sister thought the portraits by Velasquez were absolutely amazing. I tease my sister for being uncultured.

6. We found some interesting souvenirs in the Prado Museum gift shop. My sister paid for the souvenirs.

OUTCOME MET: use adjective clauses with object relative pronouns

D Think of a creative/artistic place that you've been to. Write a paragraph about it using adjective clauses with object relative pronouns and words from the box.

insight

intense

masterpiece

mural

stage

OUTCOME MET: use adjective clauses with object relative pronouns

Video

A Choose the person that made each statement.

1. Graffiti art was spontaneous.

2. You got people that understand colors and understand what's aesthetically pleasing and want their stuff to stand out.

3. It feels fast, it feels bright, it feels very inventive.

4. Now they're being enjoyed. And that's a good thing.

5. You would use colors that contrast one another.

6. This is what happens when nobody respects any type of work that someone spent their paint and their time on.

Nick Posada

☐
☐
☐
☐
☐
☐

Chris Murray

☐
☐
☐
☐
☐
☐

B Imagine you are an art critic. On a separate piece of paper, write a review of Nick Posada's work. Is it "art"? Why or why not?

OUTCOME MET: critique and define art

Writing



A Look at the images above. Then answer the questions using your own ideas.

1. What words do you think of when you look at each image? _____

2. What things, people, or places give you ideas and help your creativity? _____

B You are going to write a definition essay on the word *inspiration*. First, create an outline using the definition below.

According to the *Collins COBUILD Advanced Dictionary of American English* "inspiration" is "a feeling of enthusiasm you get from someone or something that gives you new and creative ideas."

1. First Paragraph: Definition

A. (dictionary definition) _____

B. (agree / disagree) _____

i. _____

ii. _____

2. Second Paragraph: Example from Exercise A, Question 2

C. (description) _____

i. _____

ii. _____

D. (your opinion) _____

i. _____

ii. _____

C Write a two-paragraph definition essay for the word *inspiration* using the outline from Exercise B. Use a separate piece of paper.

OUTCOME MET: write a definition essay

Reading

Rising to Life



For decades, archaeologists in Xian, China, have been learning about the first two imperial dynasties¹ from the ancient statues they discovered in the tombs of this former capital. The emperors believed that the afterlife was a continuation of their life on Earth. So when archaeologists study these tombs, they gain important insights into these rulers and their cultures from more than two thousand years ago.

The imperial tombs are enormous and filled with more than a thousand life-size statues of warriors and horses. In one portion of a tomb the soldiers all stand in neat rows. “You might ask why there aren’t other quirks² in the soldiers—for example, why do they all pose the same way?” asks Liu Zhan-cheng, an archaeologist. “They can’t be disorganized, because they’re soldiers,” she says.

Among the many soldiers in the tomb, one figure stands out. This statue represents a very strong man, but he is not a soldier. His naked upper body is powerfully muscled and has no head. Nobody knows exactly what this statue represents, though archaeologists have been studying it since 1999.

The statue represents a breakthrough in understanding ancient Chinese sculpture. It is the earliest example ever found in China of a life-

size statue that shows the human body, though the face is missing, in realistic detail.

Archaeologist Duan Qingbo could be frustrated by the unusual statue. But rather than get fixated on the unknowns, he simply points out what he does see—the bulge of arm muscles, the muscles on the back—and he is amazed. “Look at those muscles and bones,” he says softly. “Most people have thought Chinese sculptors at that time didn’t portray the human body as it really is.”

Four other nonmilitary statues were found with the strong man. They may be performers that entertained the emperor with acrobatics, singing, dancing, and feats of strength. Many of these statues are also in motion. One appears to be in the act of lifting, another might be spinning something on his finger. “These figures are concerned only with everyday life, while the others all have military aspects. The military ones are very stiff and formal, but these are so different,” says Zhang Yinglan, vice-director of an archaeological team.

These figures suggest a lighter side to life under the emperor, but, most important, they represent a major artistic breakthrough in a culture whose traditional art never emphasized the human body. “You wouldn’t believe that they were Chinese if you didn’t know where they’d come from,” says Wang Tao, of the University of London. These nonmilitary statues have brought archaeologists and art historians to a new stage in understanding the history of Chinese sculpture.



¹ **imperial dynasty** a series of emperors from the same family

² **quirk** an unusual trait

A Match the phrases to make the correct sentences based on the reading.

- | | |
|---|---|
| 1. ____ So when archaeologists study these tombs, | a. a breakthrough in understanding ancient Chinese sculpture. |
| 2. ____ The imperial tombs are enormous and filled with more than | b. Chinese sculptors at that time didn't portray the human body as it really is. |
| 3. ____ The strong man statue represents | c. they gain important insights into these rulers and their cultures from more than two thousand years ago. |
| 4. ____ It is the earliest example ever found in China | d. emperor with acrobatics, singing, dancing, and feats of strength. |
| 5. ____ Most people have thought | e. a thousand life-size statues of warriors and horses. |
| 6. ____ They may be performers that entertained the | f. of a life-size statue that shows the human body, though the face is missing, in realistic detail. |

B Circle the antecedent that matches the underlined referent based on the reading.

- The emperors believed that the afterlife was a continuation of their life on Earth.
a. the Earth's b. the afterlife's c. the emperors'
- So when archaeologists study these tombs, they gain important insights into these rulers and their cultures from more than two thousand years ago.
a. tombs b. archaeologists c. ancient culture
- It is the earliest example ever found in China of a life-size statue that shows the human body, though the face is missing, in realistic detail.
a. the soldiers b. the strong man statue c. the tomb
- They may be performers that entertained the emperor with acrobatics, singing, dancing, and feats of strength.
a. the four nonmilitary statues b. the soldiers c. the archaeologists
- But rather than get fixated on the unknowns, he simply points out what he does see—the bulge of arm muscles, the muscles on the back—and he is amazed.
a. Duan Qingbo b. Zhang Yinglan c. Wang Tao
- The military ones are very stiff and formal, but these are so different . . .
a. the soldier statues b. the performer statues c. the tombs

OUTCOME MET: identify referents and their antecedents

- C Write a paragraph explaining in your own words how the strong man statue is different from the soldier statues. Why is this important in understanding Chinese sculpture? Use referents in your explanation.**

12 What's So Funny?

Vocabulary and Grammar

Unit 12 Outcomes

- use tag questions to query or confirm information
- tell a humorous story in English
- identify situations where humor can be useful
- practice persuasive writing

A Complete the paragraph with the correct vocabulary words.

comedians	exaggerate	off-color	point out	universal
delivery	hysterical	offensive	profanity	witty

Comedians that use (1) _____ and tell (2) _____ jokes that some people find (3) _____ do not have (4) _____ appeal. Not everyone likes it. The most popular comedians are (5) _____ and have good timing and (6) _____. Some comedians (7) _____ people's behavior to make us laugh. This can cause (8) _____ laughter for some. Other (9) _____ use humor to (10) _____ routine things we do and say, but upon second thought are quite odd or eccentric.

B Match each statement with the correct tag question.

- | | |
|--|-----------------|
| 1. They'll bring the drinks today, _____ | a. are we? |
| 2. You couldn't hear the teacher either, _____ | b. have you? |
| 3. You didn't say that, _____ | c. doesn't she? |
| 4. We don't have to leave now, _____ | d. isn't she? |
| 5. Bianca looks beautiful today, _____ | e. did they? |
| 6. This dessert is delicious, _____ | f. won't they? |
| 7. You haven't been there, _____ | g. isn't it? |
| 8. They didn't pay that much, _____ | h. do we? |
| 9. We're not going to be on time, _____ | i. did you? |
| 10. She's coming to the meeting, _____ | j. could you? |

C Write a prompt with a tag question for each answer.

- Q: _____
A: No, he's not very **witty**.
- Q: _____
A: No, I don't think he uses **profanity** in his show.
- Q: _____
A: Yes, Nora **exaggerates** too much.
- Q: _____
A: Yes, she really knows how to **point out** funny things.

OUTCOME MET: use tag questions to query or confirm information

D Write the questions below as tag questions.

Example: Anticipated answer is "yes." Did you use the **shortcut** to get here?
You used the shortcut to get here, didn't you?

Anticipated answer is "yes."

1. Are they upset by **off-color** humor? _____
2. Will the jokes be **offensive**? _____
3. Did they write some jokes that are **universal**? _____

Anticipated answer is "no."

4. Are you **kidding**? _____
5. Did you want to be a **comedian**? _____
6. Should we have him slow down his **delivery**? _____

OUTCOME MET: use tag questions to query or confirm information

Video

A Write the letter of the correct answer.

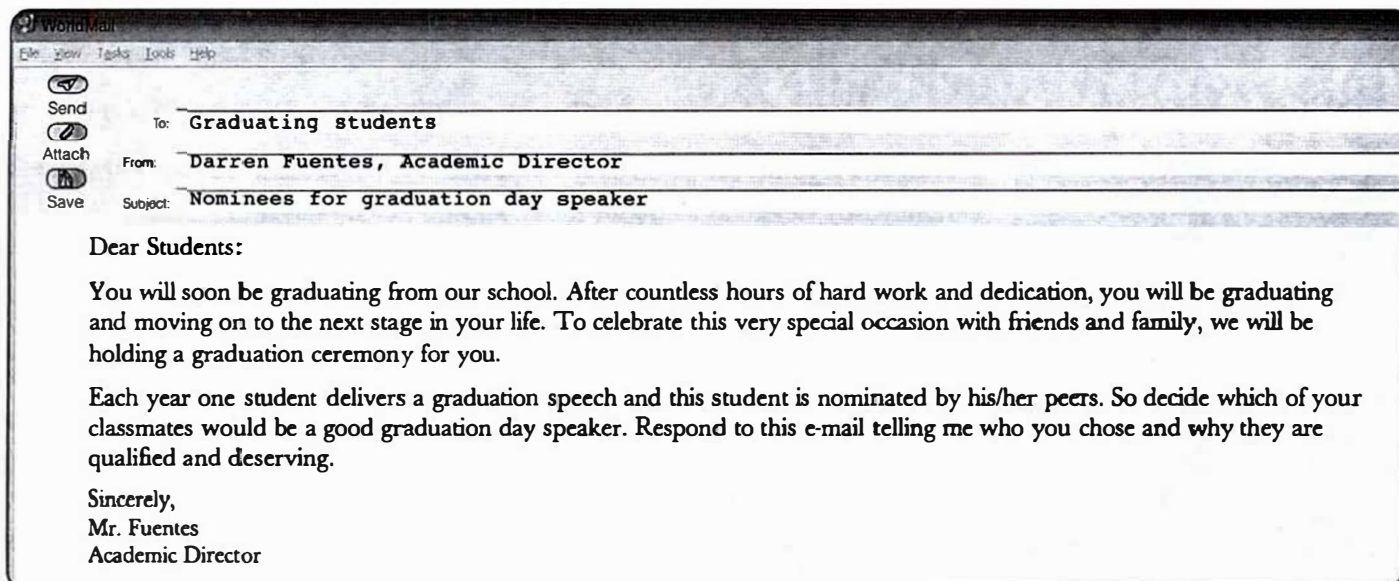
1. The Little Tramp removes his _____ when the woman cries.
a. money b. shoe c. hat
2. The Little Tramp takes money from his pocket and places it in the _____ pocket.
a. captain's b. waiter's c. woman's
3. The Little Tramp takes the money he placed in the woman's pocket, removes a small amount for himself, and _____ the rest.
a. loses b. returns c. spends
4. In the restaurant, the Little Tramp _____ his hat every time the waiter takes it off.
a. finds b. lowers c. replaces
5. The Little Tramp first eats his beans _____, then eats too many at once.
a. one by one b. carelessly c. noisily

B On several occasions the Little Tramp gets into awkward situations. Identify three such situations and explain how humor could be used to avoid or get out of those predicaments.

	Situation	Humor
1.		
2.		
3.		

OUTCOME MET: identify situations where humor can be useful

Writing



A Write the names of three classmates who could be the graduation speaker. Describe their strongest qualities.

1. Name: _____
Qualities: _____
2. Name: _____
Qualities: _____
3. Name: _____
Qualities: _____

B Choose one classmate from Exercise A to be graduation speaker. Write each of that person's qualities (from Exercise A) in the chart. Then list examples of how the student shows these qualities.

Quality	Examples	
1.		
2.		
3.		
4.		

C On a separate piece of paper, write a brief e-mail to Mr. Fuentes. Persuade him to choose your nominee for graduation speaker by citing examples or specific facts.

Reading

I'm Nobody! Who are you?



Portrait of Emily Dickinson taken in 1847.

During her lifetime, the poet Emily Dickinson was not considered a nobody, and she certainly isn't viewed as a nobody today. So who exactly was she?

Emily Dickinson was born in 1830 in Amherst, Massachusetts, in the northeastern part of the United States. She was the middle child of three children and came from a prosperous New England family. Her grandfather and father were prominent figures at Amherst College. She remained in Amherst for most of her life, traveling outside only for school and a few brief journeys. Having left school, she soon returned home and kept busy with activities around the house such as baking. Friends and family supplied her with literature of the time and encouraged her writing.

As a teenager Emily experienced the death of a cousin—a traumatic event that affected her deeply. When her mother became ill, Emily took responsibility for her care. She resigned herself to life in the family home, and her life became increasingly more solitary. Her mother's eventual death, and those of others close to her such as her

nephew and her dog Carlo, took a heavy toll¹ on Emily.

Coinciding with these deaths was the rise in her eccentricities.² She developed a strange habit of wearing only white clothing. She also refused to see visitors, talking to them from behind a closed door instead. She withdrew further from life outside and spent more time as a recluse³ in the family home. In spite of this, she kept up her correspondences with friends, writing frequent letters. But distraught over the accumulation of loss in her life, Dickinson's own health started to fail, and in 1886 she herself succumbed to death.

Only a handful of Emily Dickinson's poems were published while she was alive. Most came to public attention only after her death, when relatives helped edit and get the poems published. Strangely, she never titled her poems, so they are either numbered or use the first line as their title. The volume of work that Dickinson produced (over 1,700 poems) was more than anyone had realized, and by the early twentieth century her reputation had grown in stature. Once a rather obscure poet, she is now considered a very important poet in American literature and an important figure in American culture.

The poetry of Emily Dickinson is known for being dark and eccentric, preoccupied with the themes of death and melancholy.⁴ But Dickinson's poetry explores many other themes, such as nature, faith, grief, and emotion. It is also capable of presenting a unique humor, as is evident in the poem on this page.

I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us—don't tell!
They'd banish us, you know.

How dreary⁵ to be somebody!
How public, like a frog
To tell your name the livelong⁶ day
To an admiring bog!⁷



¹ **take a (heavy) toll** to cause wear or damage from use or hard living

² **eccentricities** habits that are different from the norm or odd

³ **recluse** a person who lives alone and avoids others

⁴ **melancholy** feeling of sadness and depression of spirit

⁵ **dreary** dull; boring; uneventful

⁶ **livelong** old-fashioned word for whole or entire

⁷ **bog** ground that is very wet and muddy

A Check (✓) *True* or *False*. Then correct the false sentences.

	True	False
1. Emily Dickinson was an only child.	<input type="checkbox"/>	<input type="checkbox"/>
2. The deaths of family members affected Emily Dickinson greatly.	<input type="checkbox"/>	<input type="checkbox"/>
3. At one point in her life, she wore only the color black.	<input type="checkbox"/>	<input type="checkbox"/>
4. Emily Dickinson wrote numerous letters and poems.	<input type="checkbox"/>	<input type="checkbox"/>
5. Emily Dickinson is known for the beautiful titles of her poems.	<input type="checkbox"/>	<input type="checkbox"/>

B Answer the questions with complete sentences according to the poem.

- What does the speaker in the poem mean when he/she says, "Then there's a pair of us—don't tell!"
- What does, "How dreary to be somebody!" mean?
- What does the poem compare being famous to?
- Which words at the end of lines rhyme?
- How does this poem use humor? Is it useful here? Why or why not?

OUTCOME MET: identify situations where humor can be useful

C Imagine that your friend is a poet. Your friend is having trouble writing and needs your help for some inspiration. Write a paragraph that tells a funny story to help him/her relax.

OUTCOME MET: tell a humorous story in English

Outcomes

A Complete the sentences with tag questions.

1. You're not going to wear that, _____?
2. Tony's bringing the water, _____?
3. We're leaving at 10:00, _____?
4. I won't get charged for this, _____?

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you use tag questions to query or confirm information? _____

B Imagine that your school is holding a comedy night, and you will be one of the performers. Write a paragraph about a funny experience that will make people laugh.

How did you do?: On a scale of 1–5, how well did you tell a humorous story in English? _____

C Complete the chart with a situation that goes with some use of humor or some use of humor that goes with a situation.

Situation	Humor
1.	1. Comment that at least the air conditioning is working.
2.	2. Make a joke about your love for the "delicious" food at the hospital.
3. Your friend's pet died.	3.
4.	4. Pretend not to know someone's name also.
5.	5. Tell a funny story about once losing your wallet.

How did you do?: On a scale of 1–5, how well did you identify situations where humor can be useful? _____

D On a separate piece of paper, write a paragraph explaining how the humor in the video *The Immigrant* is universal. Include examples to support your ideas.

How did you do?: On a scale of 1–5, how well did you practice persuasive writing? _____

10-12 Review

Vocabulary Review

A Match each word or phrase to the correct meaning.

- | | |
|-------------------------------------|--|
| 1. _____ insight | a. to use something carefully so it lasts a long time |
| 2. _____ adequate | b. part of an activity, process, or period |
| 3. _____ conserve | c. something that upsets or embarrasses |
| 4. _____ breakthrough | d. a clear, deep, and sometimes quick understanding of something complex |
| 5. _____ stage | e. to return something to its original state |
| 6. _____ have access to (something) | f. to have something available to see or use |
| 7. _____ restore | g. enough |
| 8. _____ offensive | h. to direct attention to something |
| 9. _____ shortage | i. an important development or achievement |
| 10. _____ point out | j. a lack of something |

B Circle the correct word to complete each sentence.

1. Lucy is in the final story / stage of training for the race.
2. When I'm on the bus I let my mind wake / wander.
3. John feels frustrated / fixated when he can't remember things.
4. Tina had a(n) impasse / breakthrough in her work and wrote several pages yesterday.
5. The sun was out but then in a flash / stage it was raining.
6. My parents are fixated / impasse with the idea of selling the car.

C Answer the questions using words from the list. Not all words are used.

exaggerate	off-color	point out	shortcut	universal
hilarious	offensive	profanity	(to be) kidding	witty

1. What are two terms that could describe a joke or comment that uses profanity?

2. What are two words that could describe a joke or comment that is funny?

3. What word describes taking a faster way to get to where you want to go?

4. Humor that everyone enjoys has what kind of appeal?

5. When you say something as a joke, you can say you're what?

Grammar Review

A Read the sentences below. If the use of articles in the sentence is incorrect, write it with the correct articles. In some cases no article is needed. If the sentence is correct, write *correct*.

1. The water is precious resource.

2. Most of water on Earth is not the freshwater.

3. It's important to conserve water to prevent water shortages.

4. Do you buy the bottled water or do you drink the tap water?

5. An inefficient washing machine can use up to 40 gallons of water per load of laundry.

6. A water supply for a city is not an adequate.

B Complete each sentence with the correct relative pronoun (that / which / who(m) / Ø).

1. Linda is the friendliest person _____ I have ever met.

2. This magazine, _____ I bought yesterday, has a good travel article about Rio de Janeiro.

3. The best thing _____ you can do to feel better is rest.

4. My cousin, _____ you met at the party last week, just got a scholarship to study in London.

5. It's important _____ you read the directions carefully.

6. This new phone, _____ is supposed to be the best, is not working!

C Choose the correct tag question to complete the sentence.

1. We spoke a lot of English on our trip to New York, _____?

a. didn't we

b. hadn't we

c. weren't we

2. You're not going out in the rain, _____?

a. will you

b. did you

c. are you

3. It's not too late to call you, _____?

a. was it

b. will you

c. is it

4. They're not going to win this the game, _____?

a. will they

b. are they

c. do they

5. Jack's coming to dinner, _____?

a. won't he

b. will he

c. isn't he

6. I don't have to read that whole book, _____?

a. can I

b. do I

c. should I

Review Surveys

Unit 1: Talking about language

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. Where do you speak English outside of class?
2. When you have a conversation in English and you don't understand something the other person says, what do you do?
3. How do you like to communicate in English: face to face, by e-mail, or by phone?

Name	Question 1	Question 2	Question 3

Unit 2: Save or spend?

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. Are you thrifty?
2. In your opinion, does paying with a credit card have more advantages or disadvantages?
3. Would you rather have a job that you enjoy doing, but doesn't pay well or a job that you don't enjoy, but pays a lot of money?

Name	Question 1	Question 2	Question 3

Unit 3: Where we live

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. What is the largest city you have visited?
2. What is the best thing about big cities?
3. What kind of transportation do you use in your city or town?

Name	Question 1	Question 2	Question 3

Unit 4: Getting along with others

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. How do you describe your personality?
2. Which personality types do you get along with?
3. Which personality types do you not get along with?

Name	Question 1	Question 2	Question 3

Unit 5: Mysteries

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. What is an unsolved mystery that you know about?
2. Do mysteries interest you? Why or why not?
3. Is it worthwhile for archaeologists to study mysteries from the past? Why or why not?

Name	Question 1	Question 2	Question 3

Unit 6: In touch with technology

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. What was the last technology product you bought?
2. What is something you use now that you predict will be obsolete in twenty years?
3. Would you go to a restaurant where the servers are robots? Why or why not?

Name	Question 1	Question 2	Question 3

Unit 7: What we know

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. In some countries, college tuition is very expensive. Is it worth the money?
2. If universities were free, do you think everyone would go? Why or why not?
3. What is something you can teach someone else to do?

Name	Question 1	Question 2	Question 3

Unit 8: Fame

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. Have you ever met a famous person, such as an actor, athlete, or singer? Who was it?
2. If you had a famous person's autograph, what would you do with it?
3. Do you think celebrities have a responsibility to be good role models?

Name	Question 1	Question 2	Question 3

Unit 9: Focus on health

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. How many hours a night do you usually sleep?
2. Are you addicted to technology?
3. How do you eliminate distractions when you need to concentrate?

Name	Question 1	Question 2	Question 3

Unit 10: Water

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. What is something you currently do to conserve water?
2. What is the largest body of water near to where you live?
3. Does your city or town ever restrict the amount of water residents can use?

Name	Question 1	Question 2	Question 3

Unit 11: Creativity

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. Who is the most creative person you know?
2. What is your favorite color?
3. Do you have a favorite artist or work of art?

Name	Question 1	Question 2	Question 3

Unit 12: Laugh out loud

Ask your classmates the following questions. Keep track of their responses in the chart below.

1. What TV shows or movies do you think are funny?
2. Who is the funniest person you know?
3. Do people say you have a good sense of humor?

Name	Question 1	Question 2	Question 3

Survey Result Reports

Record the results of your surveys as summaries. Use the phrases below to help you.

The majority of people ...

Quite a few people ...

Hardly any of the people ...

Most people ...

About half of the people ...

Almost no one ...

Unit 1: Talking about language _____

Unit 2: Save or spend? _____

Unit 3: Where we live _____

Unit 4: Getting along with others _____

Unit 5: Mysteries _____

Unit 6: In touch with technology _____

Unit 7: What we know _____

Unit 8: Fame _____

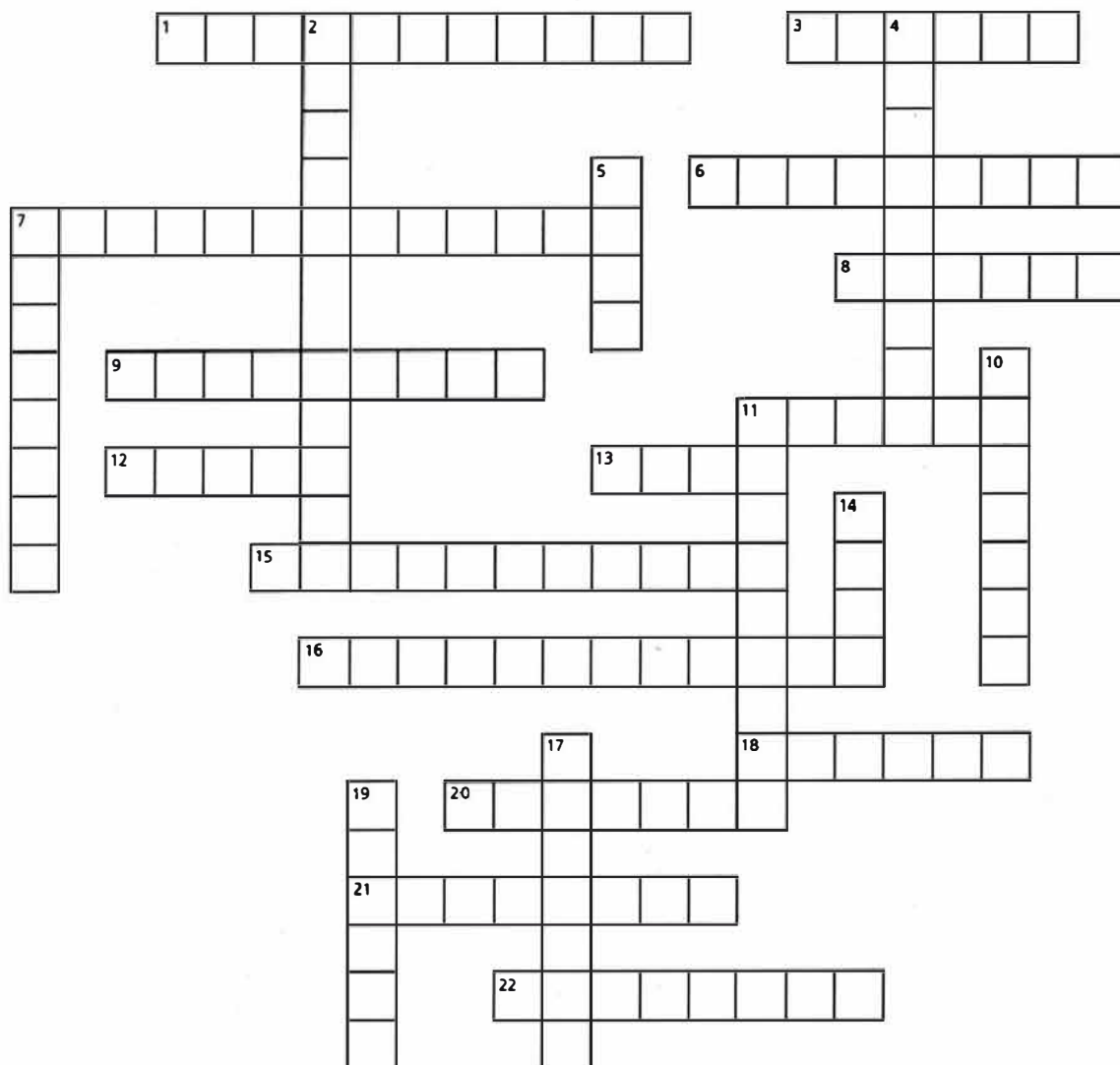
Unit 9: Focus on health _____

Unit 10: Water _____

Unit 11: Creativity _____

Unit 12: Laugh out loud _____

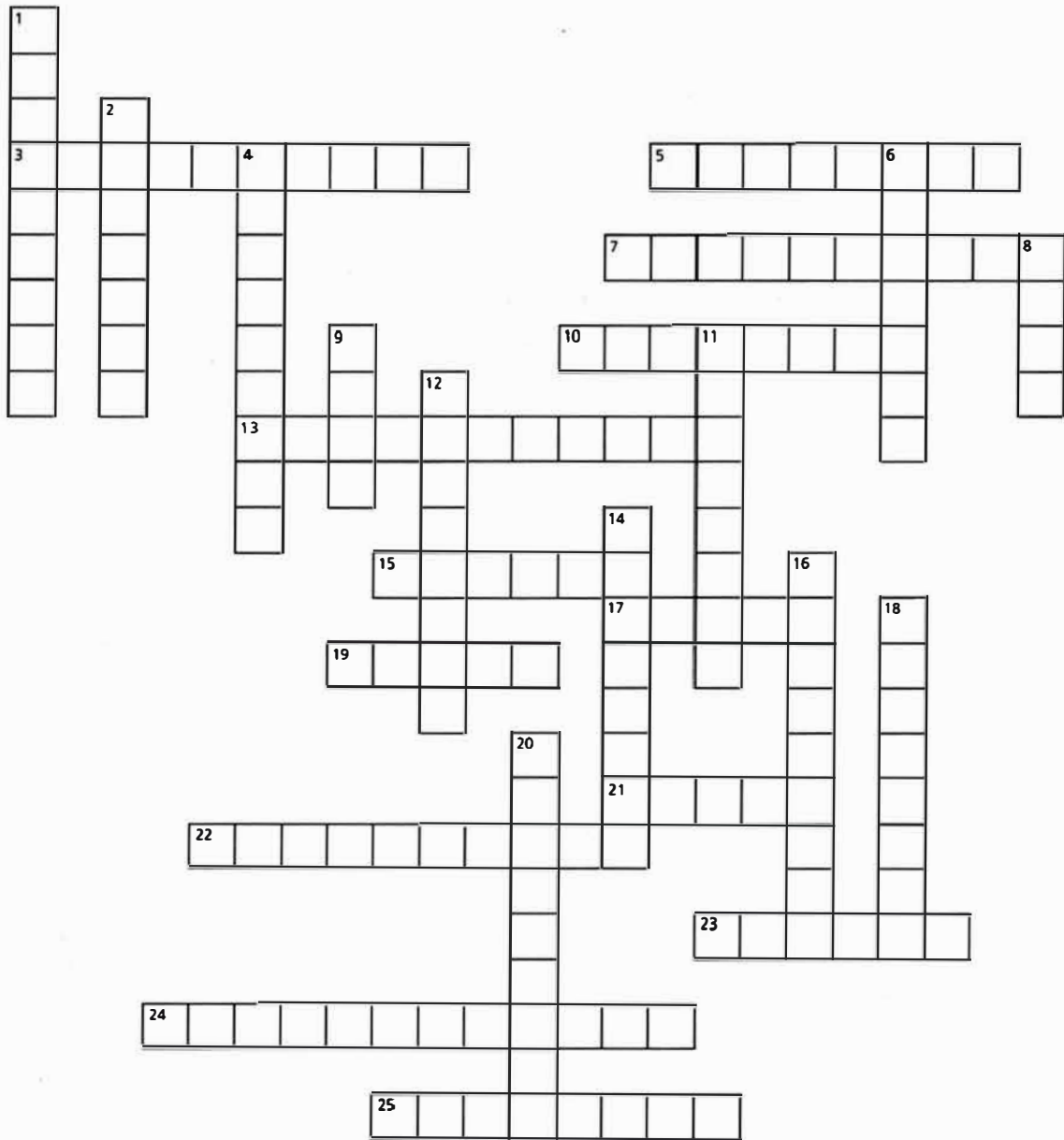
Review Puzzle Units 1–3



ACROSS	DOWN
1. people of later generations	2. London is a ____ city.
3. Perla does not like her job and ____ about it.	4. My grandmother was an ____ from Greece.
6. give something up	5. When you borrow money, you are in ____.
7. done by two or more people working together	7. There is a serious ____ between the two countries.
8. Are you going to pay with cash or ____?	10. If you are very careful with money, you are ____.
9. information and understanding about a subject	11. It is important to be ____ to others.
11. When did you ____ to a new phone?	14. I took a ____ from the bank to buy a car.
12. People have to ____ to changes in the world.	17. Can you please ____ the directions?
13. opposite of <i>spend</i>	19. The school has a very small ____ for books.
15. Iceland has about 320,000 ____.	
16. Boston has a large ____ area.	
18. My sister ____ her designer clothes.	
20. When I get paid, I want to ____ on a new coat.	
21. What ____ of the city do you live in?	
22. wealthy	

Review Puzzle

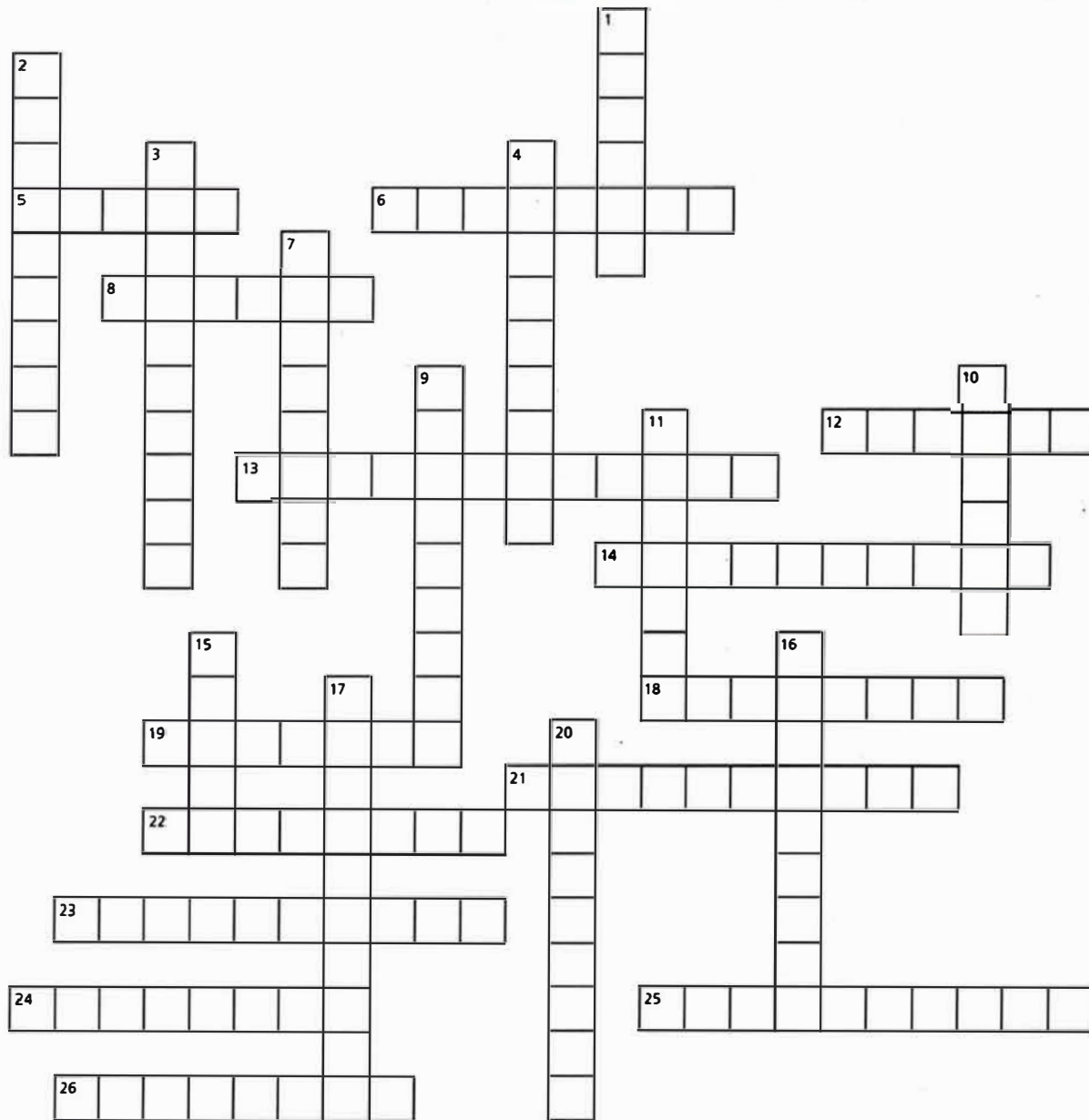
Units 4-6



ACROSS	DOWN
3. Apple makes ____ products.	1. Joan is a very ____ worker.
5. not hurt	2. a robot that looks human
7. Voters won't elect a candidate that is too ____.	4. An ____ person wants very much to succeed.
10. Traveling across the world by car is not ____.	6. something not understood or known about
13. act of carefully watching someone or something	8. something that helps you find the answer
15. Use a towel to ____ the water.	9. a situation or incident
17. I can't ____ this math problem.	11. My parents trust me to make ____ decisions.
19. My cousin is very ____ about food.	12. Long lines in airports are a ____ to flying.
21. ____ the handle to open the window.	14. New technology often becomes ____ quickly.
22. That dog bites. It's ____.	16. able to be used for different purposes
23. a formal idea that explains something	18. a person who is easily influenced by others
24. Animals are always aware of their ____.	20. The museum displays ____ tools that are more than one thousand years old.
25. Monica is quiet and ____.	

Review Puzzle

Units 7-9



ACROSS

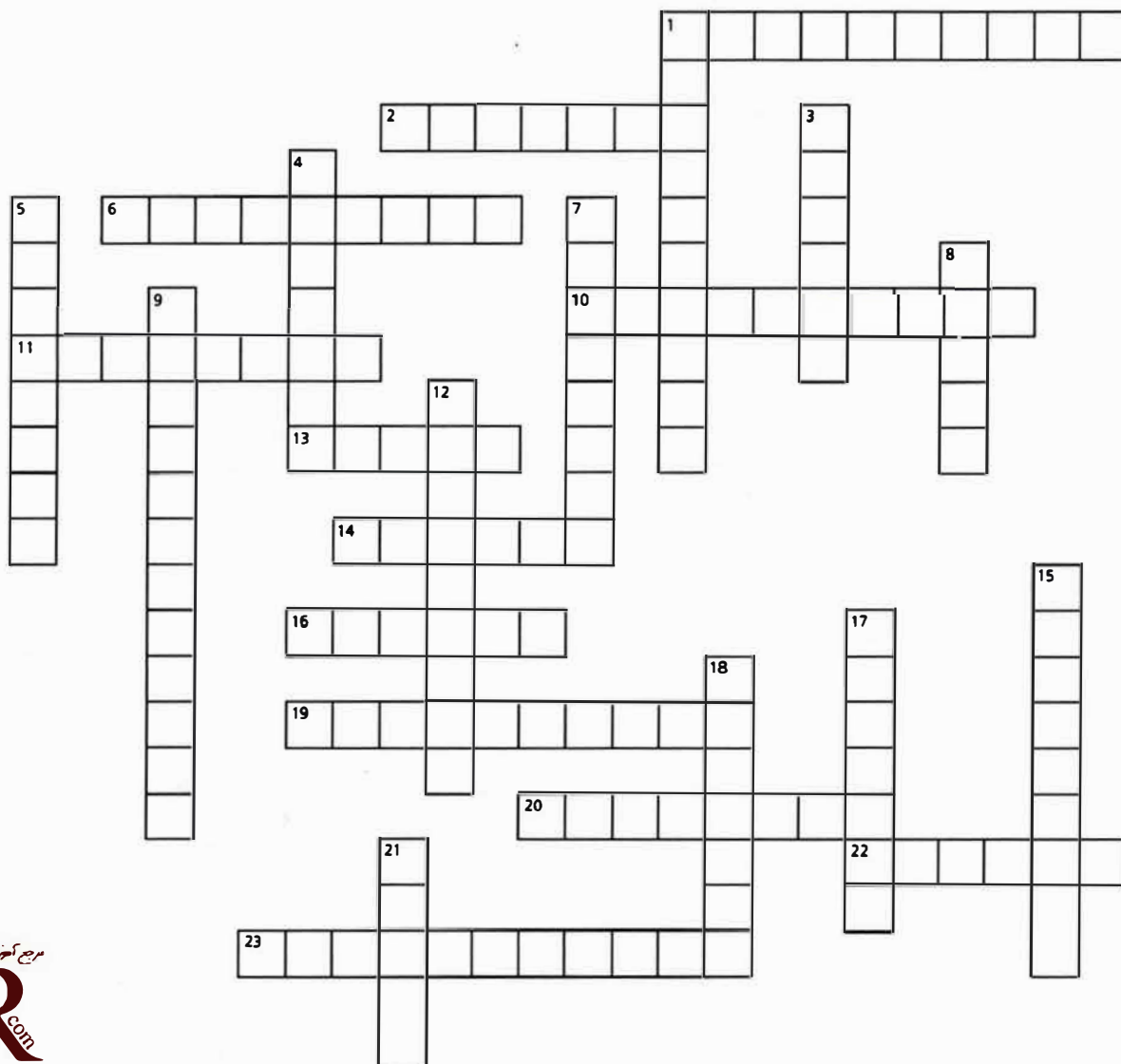
5. These players ____ at scoring goals.
6. Smokers are ____ to nicotine.
8. someone who is extremely skilled at a particular activity
12. in a bad mood
13. someone who thinks about complicated ideas
14. Ethan hopes to ____ a lot in college.
18. Some famous people do not like a lot of ____.
19. a habit
21. someone's work, life, and family experience
22. Skimming is an example of a reading ____.
23. famous and much admired
24. When I don't know what to do, I trust my ____.
25. change one thing for another
26. Eva has an ____ for learning languages.

DOWN

1. Rhea has good study ____.
2. Some parts of celebrity life are not ____.
3. Winning a Nobel Prize is ____.
4. It takes ____ to lose weight.
7. The designer was ____ for her sense of style.
9. The photographer tried to ____ a friendship with the star.
10. Celebrities ____ time in their looks.
11. the result
15. to increase
16. Al Capone was a ____ gangster.
17. I'm ____ by the noise.
20. Princess Diana was often pursued by ____.

Review Puzzle

Units 10–12



ACROSS

1. Martin is ____ with his job; he doesn't like it.
2. to decrease in number
6. The politician apologized for his ____ statement.
10. Comedians often ____ to make people laugh.
11. There is a ____ of qualified people for the job.
13. ____ chemicals were dumped in the river.
14. Tickets to the football game are ____.
16. clean (verb)
19. collect something together over time
20. Follow me, I know a ____ to the park.
22. uncover
23. Harmful substances ____ rivers and streams.

DOWN

1. water that is not salty
3. Nina lets her mind ____ during long lectures.
4. a clear understanding of something complex
5. It's important to ____ water.
7. enough
8. Making an outline is a ____ in the writing process.
9. The scientists made an important ____.
12. Listen, this joke is ____.
15. relates to everyone
17. The cyclist is ____ on winning the race.
18. My father likes to ____ old clocks.
21. Everyone laughed at Joseph's ____ remarks.

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Rockclimber, Center of Singularity (Arch 13b) in Sedona, Arizona, photographed by Chris Brundige

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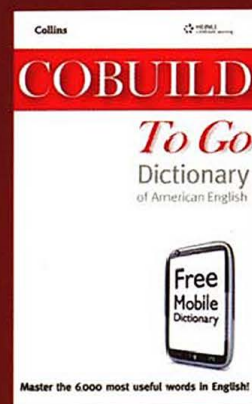
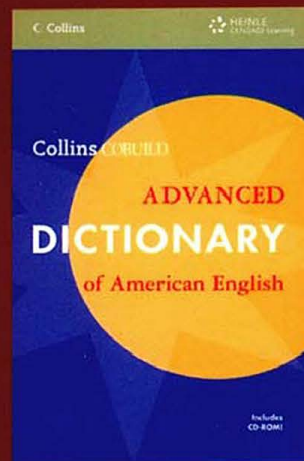
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