



WORLD ENGLISH 2



SECOND EDITION

مرجع زبان ایرانیان

Workbook

WORLD ENGLISH 2

SECOND EDITION

Real People • Real Places • Real Language

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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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STUDENT BOOK SCOPE AND SEQUENCE

	Unit Goals	Grammar	Vocabulary
UNIT 1 Food from the Earth Page 2 	<ul style="list-style-type: none"> • Contrast general and current actions • Describe geography, climate, and food • Describe favorite dishes • Describe a favorite food 	Verb tense review: Simple present tense vs. present continuous tense <i>I eat rice every day.</i> <i>She's cooking fish now.</i> Simple past tense (regular and irregular) <i>We learned how to make pizza yesterday.</i>	Geographical regions Climate Food staples
UNIT 2 Express Yourself Page 14 	<ul style="list-style-type: none"> • Talk about personal experiences • Make small talk with new people • Use small talk to <i>break the ice</i> • Learn to overcome a language barrier 	Present perfect tense <i>He has traveled to many countries.</i> <i>Already, ever, never and yet + the present perfect tense</i> <i>Have you ever seen a giraffe?</i>	Culture, communication, and gestures Small talk
UNIT 3 Cities Page 26 	<ul style="list-style-type: none"> • Describe your city or town • Explain what makes a good neighborhood • Discuss an action plan • Make predictions about cities in the future 	Future with <i>will</i> <i>The city will be cleaner.</i> <i>Will + time clauses</i> <i>I'll check out the neighborhood before I rent an apartment.</i>	City life Maps
TEDTALKS Video Page 38 Charlie Todd: The Shared Experience of Absurdity			
UNIT 4 The Body Page 42 	<ul style="list-style-type: none"> • Discuss ways to stay healthy • Talk about lifestyles • Suggest helpful natural remedies • Explain cause and effect 	The comparatives, superlatives, and equatives <i>Henry is healthier than his father.</i> Infinitive of purpose <i>You can drink tea with honey to help a sore throat.</i>	Human organs Parts of the body Everyday ailments
UNIT 5 Challenges Page 54 	<ul style="list-style-type: none"> • Talk about facing challenges • Discuss past accomplishments • Use <i>too</i> and <i>enough</i> to talk about abilities • Describe a personal challenge 	Past continuous vs. the simple past <i>I saw him yesterday. He was riding a bike.</i> Past continuous with the simple past <i>We were eating dinner when you called.</i> <i>Enough, not enough, too + adjective</i> <i>He was old enough to sail alone.</i>	Physical and mental challenges Phrasal verbs
UNIT 6 Transitions Page 66 	<ul style="list-style-type: none"> • Talk about milestones in your life • Talk about the best age to do something • Use <i>how</i> questions to get more information • Describe an important transition in your life 	Using the present perfect tense <i>I've lived alone for five years now.</i> <i>How + adjective or adverb</i> <i>How tall is he?</i>	Stages of life Adjectives for age
TEDTALKS Video Page 78 Hans Rosling: The Magic Washing Machine			

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
<p>Focused listening An interview: Rice farming</p>	<p>Comparing different regions: discussing their climate and their food</p> <p>Linking sounds: final consonant followed by a vowel</p>	<p>National Geographic: "A Slice of History"</p>	<p>Responding to an e-mail</p>	<p>National Geographic: "Forbidden Fruit"</p>
<p>General listening Conversations: Small talk</p>	<p>Talking about what you have or haven't done</p> <p>Making small talk</p> <p><i>Have</i> or <i>has</i> vs. contractions</p>	<p>National Geographic: "Taking Pictures of the World"</p>	<p>Writing opinions</p>	<p>National Geographic: "Orangutan Language"</p>
<p>General and focused listening A radio interview: Jardin Nomade in Paris</p>	<p>Discussing good and bad elements in a neighborhood</p> <p>Predicting the future of cities</p> <p>Emphatic stress</p>	<p>TEDTALKS "How Food Shapes Our Cities"</p>	<p>Writing a paragraph with predictions about cities in the future</p>	<p>National Geographic: "Fes"</p>
<p>Focused listening Discussions: Different lifestyles</p>	<p>Talking about food and exercise that are good for you</p> <p>Suggesting easy remedies</p> <p>Linking with comparatives and superlatives</p>	<p>National Geographic: "Tiny Invaders"</p>	<p>Writing an excuse for a sick child</p>	<p>National Geographic: "The Human Body"</p>
<p>General listening An interview: Jenny Daltry, herpetologist</p>	<p>Discussing challenges</p> <p>Talking about abilities</p> <p>Words that end in <i>-ed</i></p>	<p>National Geographic: "Arctic Dreams and Nightmares"</p>	<p>Writing a paragraph about a challenging experience</p>	<p>National Geographic: "Searching for the Snow Leopard"</p>
<p>General and focused listening A radio program: Healthy tips from an Okinawan centenarian</p>	<p>Talking about something you did</p> <p>Discussing the best age for life transitions</p> <p>The schwa sound /ə/ in unstressed syllables</p>	<p>TEDTALKS "Living Beyond Limits"</p>	<p>Writing a paragraph to describe a life transition</p>	<p>National Geographic: "Nubian Wedding"</p>

Unit Goals

Grammar

Vocabulary

UNIT 7 Luxuries Page 82

- Explain how we get luxury items
- Talk about needs and wants
- Discuss what makes people's lives better
- Evaluate the effect of advertising

Passive voice (present tense)
*Jewelry **is given** as a gift.*
 Passive voice with *by*
*This blouse **was made by** well-paid workers.*

Luxury items
 Import/export items
 Past participles of irregular verbs

UNIT 8 Nature Page 94

- Use conditionals to talk about real situations
- Talk about possible future situations
- Describe what animals do
- Discuss a problem in nature

Real conditionals in the future
*If I **have** time tomorrow, I'll **call** you.*
 Review of quantifiers
*Raccoons eat **many** different kinds of food.*

Nouns and adjectives to describe animals
 Adverbs of manner

UNIT 9 Life in the Past Page 106

- Discuss life in the past
- Contrast different ways of life
- Compare today with the past
- Talk about historical wonder

Used to
*Native Americans **used to** make their shoes out of deerskin.*
 Passive voice in the past
*Igloos **were built** with blocks of ice.*

Life in the past
 Separable phrasal verbs

TEDTALKS Video Page 118 **Beverly and Dereck Joubert: Life Lessons from Big Cats**

UNIT 10 Travel Page 122

- Talk about preparations for a trip
- Talk about different kinds of vacations
- Use English at the airport
- Discuss the pros and cons of tourism

Expressing necessity
*I **must** make a reservation.*
 Expressing prohibition
*You **must not** take pictures here.*

Travel preparations
 At the airport

UNIT 11 Careers Page 134

- Discuss career choices
- Ask and answer job-related questions
- Talk about career planning
- Talk about innovative jobs

Modals for giving advice
*You **should** choose a career that fits your personality.*
 Indefinite pronouns
***Everyone** in the audience **was** laughing.*

Careers and jobs
 Participial adjectives

UNIT 12 Celebrations Page 146

- Describe a festival
- Compare holidays in different countries
- Talk about celebrations
- Share opinions about holidays

Comparisons with *as...as*
*New Year's is **as** exciting **as** National Day.*
Would rather
*I'd **rather** have a big party.*

Festivals and holidays
 Expressions for celebrations

TEDTALKS Video Page 158 **Sylvia Earle: My Wish—Protect Our Oceans**

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
<p>Focused listening</p> <p>Discussions: The world flower market</p>	<p>Discussing luxuries and necessities</p> <p>Talking about improving your life</p> <p>Sentence stress—content words vs. function words</p>	<p>National Geographic: "Perfume: The Essence of Illusion"</p>	<p>Writing a print ad</p>	<p>National Geographic: "Cooper Pedy Opals"</p>
<p>General and focused listening</p> <p>A radio program: The bluefin tuna</p>	<p>Talk about issues that affect nature</p> <p>Role-playing to promote environmental action to make oceans sustainable</p> <p>Phrases in sentences</p>	<p>TEDTALKS "How Poachers Became Caretakers"</p>	<p>Writing a paragraph to give an opinion</p>	<p>National Geographic: "Happy Elephants"</p>
<p>General and focused listening</p> <p>A lecture: The Sami people</p>	<p>Talking about how technology has changed our lives</p> <p>Discussing daily life in the past</p> <p>Reduction of <i>used to</i></p>	<p>National Geographic: "Lord of the Mongols"</p>	<p>Writing a paragraph on one of the New 7 Wonders of the World</p>	<p>National Geographic: "Searching for Genghis Khan"</p>
<p>General and focused listening</p> <p>Conversations: Vacations</p>	<p>Planning a dream vacation</p> <p>Making your way through the airport</p> <p>Reduction of <i>have to, has to, got to</i></p>	<p>National Geographic: "Tourists or Trees?"</p>	<p>Writing a paragraph about how tourists can help a place they visit</p>	<p>National Geographic: "Adventure Capital of the World"</p>
<p>General and focused listening</p> <p>An interview: A restaurant owner in Thailand</p>	<p>Discussing career choices</p> <p>Intonation in questions</p>	<p>TEDTALKS "Making Filthy Water Drinkable"</p>	<p>Writing a letter giving advice</p>	<p>National Geographic: "Trinidad Bird Man"</p>
<p>General and focused listening</p> <p>Discussions: Local celebrations or holidays</p>	<p>Comparing different international celebrations</p> <p>Talking about personal celebrations</p> <p>Question intonation with lists</p>	<p>National Geographic: "Starting a New Tradition"</p>	<p>Writing a substantiated opinion</p>	<p>National Geographic: "Young Riders of Mongolia"</p>

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Lesson A GRAMMAR AND VOCABULARY

A Complete the sentences with words from the box.

1. Tranh is a _____ in Vietnam. He grows fruits and vegetables.
2. Lunch is the biggest _____ of the day in Mexico.
3. In my country, summer is very rainy and _____. The air feels wet all the time.
4. The land in Holland is very _____. There aren't any mountains there.
5. Many parts of Australia have a hot, sunny _____. The weather there is usually very nice.
6. There are a lot of _____ in Switzerland. Many tourists go there to see the Alps and to go climbing.
7. Coffee is a famous _____ from Brazil.
8. The north of Canada is very cold. Not many people live in that _____.
9. The _____ of a country is its land and climate.
10. People who live on the _____ usually eat a lot of fish.

meal geography
climate flat humid
farmer region coast
mountains crop

B Use the phrases to write sentences in the simple present and present continuous.

1. have dinner/at home/in a restaurant

- a. *Usually, Claudia has dinner at home.*
- b. *Tonight, she is having dinner in a restaurant.*

2. eat fish and rice/pizza and salad

- a. _____
- b. _____

3. drink water/iced tea

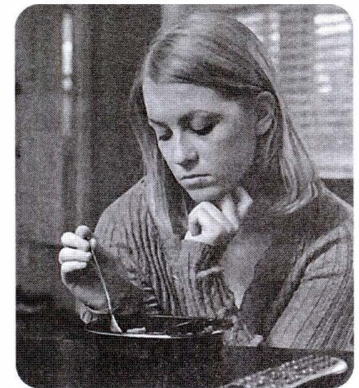
- a. _____
- b. _____

4. wear a T-shirt/a nice dress

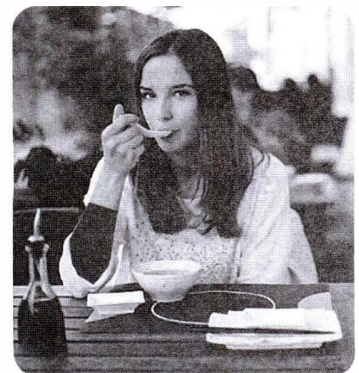
- a. _____
- b. _____

5. watch TV/talk to her friends

- a. _____
- b. _____



▲ usually



▲ tonight

Lesson B GRAMMAR AND VOCABULARY

A Read about food in China. Complete the text with words from the box.

staple food climate regions land mountains

China is a very large country with several different _____.
 In the northeast, the _____ is very cold. The
 _____ is flat. People there eat a lot of wheat bread. The
 south of China is hot and humid. There are a lot of _____.
 Rice is the _____ there.

B Write sentences about the land, climate, and food in two parts of India.



▲ North India: wheat bread

1. (land) _____
2. (climate) _____
3. (food) _____



▲ South India: rice

1. (land) _____
2. (climate) _____
3. (food) _____

C When a word ends in a consonant sound and the next word starts with a vowel sound, the words are linked together. Read each sentence out loud. Mark two places where the words are linked together.

1. He has a brother in Tokyo.
2. He always eats sushi for lunch.
3. We eat a lot of fish.
4. My English teacher is from Australia.
5. Australia has a hot and sunny climate.
6. Rice is the staple food in Korea.
7. What is the staple food in your country?
8. What crops do farmers usually grow in your region?

Lesson C GRAMMAR AND VOCABULARY



A Unscramble the names of these staple foods. Circle the foods you eat.

1. ecri _____
2. tosa _____
3. bcalk sneba _____
4. ncro _____
5. thewa _____
6. nosysabe _____
7. llisnte _____
8. soopatet _____
9. smay _____
10. caucy _____

B Complete the chart with the simple past form of each verb. Use your dictionary if necessary.

Present tense	Past tense	Present tense	Past tense
1. go		9. send	
2. say		10. write	
3. buy		11. find	
4. know		12. get	
5. fly		13. eat	
6. take		14. drink	
7. see		15. fall	
8. tell		16. give	

C Answer the questions. Write complete sentences in the simple past tense.

1. What did you eat for dinner last night?

2. What did you do during your summer vacation last year?

3. What did you do last week? (three things)

4. Where did you go last weekend?

D Complete the e-mail. Use your own information.

Hi!

You asked me about a traditional dish in my family. I really like _____ . It's made from

_____ and _____. We eat it on special days like _____ .

In my family, _____ usually cooks this dish. I hope you can try it sometime!

Your friend, _____

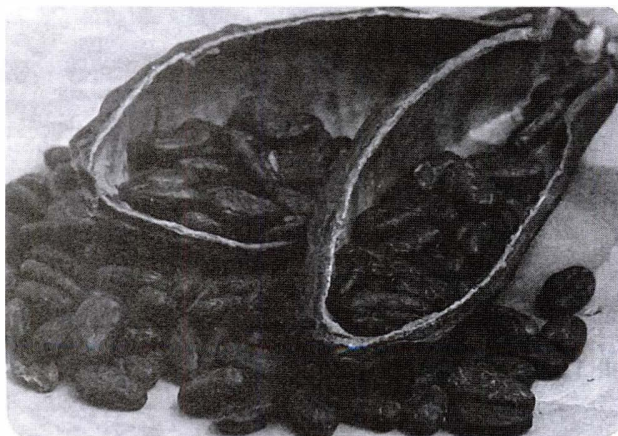
Sweet History

Chocolate is a new food, but a very old drink. About 3,000 years ago, the Maya people in Honduras began growing cacao trees. They used the seeds to make a bitter, spicy drink. They mixed the seeds, called "cocoa beans," with chile peppers and water and put spices in the drink. They drank chocolate on special days. It was also a medicine for stomach problems. In Mexico, the people liked chocolate so much that they used cocoa beans for money.

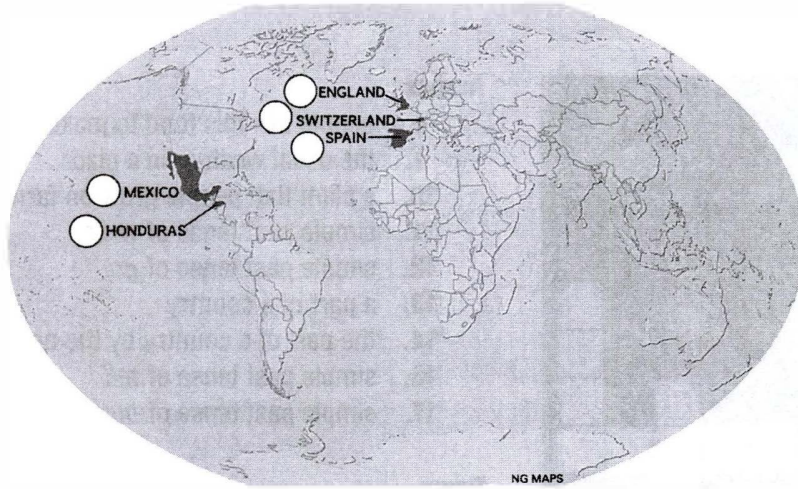
In the early 1500s, Spanish explorers went to Mexico. They brought chocolate back to Europe on their ships. It became a very popular drink for rich people in Spain. The Spanish didn't mix the cocoa beans with chiles. They put in other ingredients like sugar and vanilla to make it sweet. Later, the English added milk to the drink. In London, there were "chocolate houses." People could sit there and enjoy a cup of hot chocolate with their friends.

The first chocolate candy was made in the 1700s. Inventors in Switzerland made a machine to produce hard chocolate. But people made the candy by hand, so it was very expensive. Candy didn't become cheap until there were machines to make it. Factories in England made the first modern chocolate bars in 1847. In 1868, a company called Cadbury started selling boxes of chocolate candies.

Today, chocolate is popular in nearly every country in the world. Every year, we eat almost 6 million tons of it! It is one of the world's favorite foods.



- A** How did chocolate move around the world? Write numbers 1–5 on the places on the map, with 1 on the first place chocolate was used.



- B** Read the article again. Circle **T** for *true* or **F** for *false*.

- | | | |
|---|---|---|
| 1. The first chocolate was a drink. | T | F |
| 2. The Maya people's chocolate had the same taste as chocolate today. | T | F |
| 3. People in Switzerland made the first sweet chocolate. | T | F |
| 4. People went to chocolate houses in England to drink chocolate. | T | F |
| 5. The first chocolate candy was very cheap. | T | F |
| 6. Machines made the first chocolate bars in 1868. | T | F |

- C** Answer the questions.

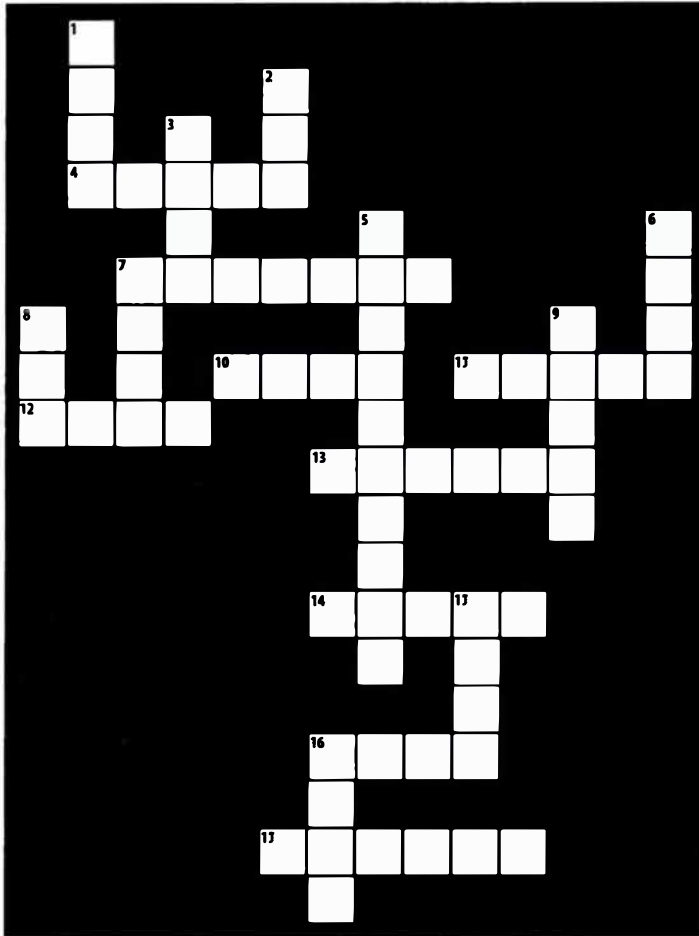
- How often do you eat chocolate? _____
- Is chocolate popular in your country? _____
- Do you think chocolate is good for you? Why or why not? _____

- D** Write about one of your favorite foods. Where do people make it or grow it? When do you eat it? Why do you like it?

UNIT 1

Review

- A** Complete the crossword puzzle using vocabulary and grammar from this unit.



Across

4. people use this food to make bread
7. the usual weather in a place
10. a plant that people grow on farms
11. simple past tense of *write*
12. simple past tense of *go*
13. a part of a country
14. the part of a country by the ocean
16. simple past tense of *tell*
17. simple past tense of *buy*

Down

1. simple past tense of *know*
2. simple past tense of *get*
3. breakfast, lunch, or dinner
5. something that people eat every day (2 words)
6. the staple food in China
7. the staple food in Mexico
8. simple past tense of *see*
9. simple past tense of *find*
15. simple past tense of *say*
16. simple past tense of *take*

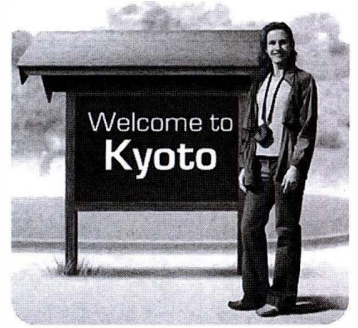
- B** Choose the correct words to complete the paragraph.

In every country, what (1) (meal | crops) farmers grow depends on the (2) (climate | staple food). For example, rice is the (3) (staple food | meal) in Malaysia because the climate is warm and wet and rice (4) (grows | is growing) in water. So Malaysians usually (5) (eat | are eating) rice every day, but they (6) (prepare | prepared) it in many different ways.

Lesson A GRAMMAR AND VOCABULARY

A Circle the word that completes the sentence.

- When I make **small talk** with my neighbor, we talk about (money | the weather).
- A **smile** usually makes people feel (good | bad).
- A **culture** is a group of people with (different | the same) ways of living.
- A **traditional** food is very (old | new).
- One **greeting** in English is ("Good afternoon" | "Thank you").
- A **custom** is a way to do things that is (usual | unusual) in a country.
- When two people **connect**, they (understand | don't understand) each other.
- A **rule** tells you the (right | wrong) way to do something.
- A **misunderstanding** is when you (understand | don't understand) something.
- A **gesture** is when you use (your body | language) to communicate with someone.



B Complete the chart with the present perfect form of each verb.

Present	Present perfect	Present	Present perfect
1. see	I have seen	7. bring	
2. take	I	8. come	
3. read		9. make	
4. go		10. eat	
5. be		11. give	
6. cook		12. hear	



C Look at the pictures in the margin and write questions and answers in the present perfect tense.

- (be, to Japan) Have you ever been to Japan?
(yes, Kyoto) Yes, I've been to Kyoto.
- (eat Japanese food) _____
(yes, sushi) _____
- (go shopping in a Japanese department store) _____
(yes, Sakura Department Store) _____
- (visit a Japanese temple) _____
(yes, Toji Temple) _____



Lesson B GRAMMAR AND VOCABULARY

A Number the sentences to make a conversation.

- 1 Hi, my name is Julio Perez.
- Really? Which class?
- It's nice to meet you. I'm Su-Mi Park.
- No, not this term. I'm studying art.
- I'm taking the drawing class. The teacher's name is Ms. Walker. I haven't met her, though.
- Drawing sounds interesting.
- Well, this term I'm taking Advanced English Conversation.
- Nice to meet you too, Su-Mi. So . . . are you studying English here?
- What about you? What are you studying?
- Wow, that sounds interesting too!



B Write a new conversation. It's the first day of the school term. You're talking to another student and making small talk. Use information about your school.

You: Hi, my _____

Other student: _____

You: _____

Other student: _____

You: _____

Other student: _____

You: _____

Other student: _____

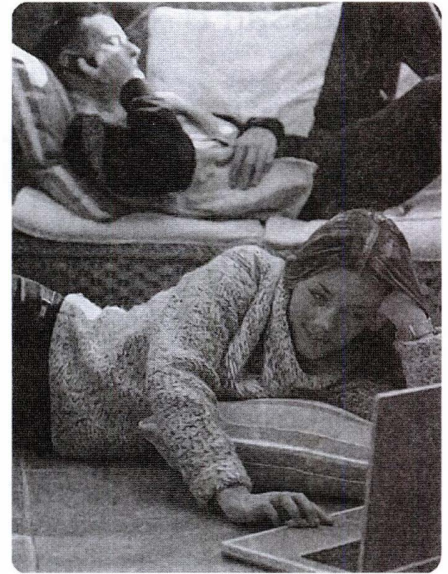
You: _____

Other student: _____

C Answer the questions.

1. Do you like to make small talk? Why? _____
What sport do you like? Why? _____
2. What are some good topics for small talk with . . .
 - a. a neighbor? _____
 - b. a classmate? _____

Lesson C GRAMMAR AND VOCABULARY



A Look at the picture and complete the conversation with the words from the box. You can use the same word more than once.

yet never haven't we've already have

Mother: Have you eaten dinner _____ ?

Son: Yes, we have. We've _____ washed the dishes, and _____ cleaned the kitchen. Can we watch a movie now?

Mother: Hmmmm . . . _____ you done your homework?

Son: We've _____ done some of it, but we _____ finished it _____.

Mother: Well, finish it now! You told me about your big math test tomorrow.

Son: Don't worry. We've _____ gotten a bad grade on a math test!

B Put the words in the correct order to write a question.

1. like/how/weather/you/this/do _____

2. you/this class/enjoying/are _____

3. hear/did/you/the accident/about _____

4. waiting/how/you/long/been/have _____

C Use one of the questions from exercise **B** to write a conversation.

You: _____

Other student: _____

You: _____

Other student: _____

You: _____

Other student: _____

Drinking Tea, Breaking the Ice

An American named Greg Mortenson has written a very popular book with a very unusual title. It's called *Three Cups of Tea*. In it, Mortenson talks about his experiences building schools for poor children in Pakistan and Afghanistan. Why did he do this? And how did the book get its title?

In 1993, Mortenson wanted to climb a mountain in Pakistan called K2. It's 28,251 feet (8,611 meters) high. He stayed on the mountain for 70 days, but he couldn't reach the top. After he turned to go down, he became very sick and weak. Two local men took him to a small village called Korphe. There, the Balti people took care of him for seven weeks until he got stronger. To thank the people of the village for their kindness, he decided to build a school in Korphe.

Mortenson worked hard for years to get the money for his first school. Since then, he has built more than 70 schools, and more than 25,000 boys and girls have studied in them. His work was sometimes very difficult, because he was a foreigner and his customs were different. Some men in the villages were very angry with him, because they didn't want schools for girls.

But Mortenson learned about the local cultures, and he found a good way to break the ice: by drinking tea with people. That's where the title of his book comes from. The Balti people have a saying: "The first time you drink tea with a Balti, you are a stranger. The second time you have tea, you are an honored guest. The third time you share a cup of tea, you become family."

By drinking three cups of tea with the people in the mountainous regions of Pakistan and Afghanistan, he could connect with them and learn about their villages and their problems. His schools have brought a better future to the children of the area.



A Put the events in the correct order.

- 1 Mortenson tried to climb K2.
- ___ Mortenson wanted to build one school.
- ___ Mortenson had to come back down.
- ___ Mortenson went back and built 70 schools.
- ___ Mortenson wrote a book about his work.
- ___ Village people took care of Mortenson.
- ___ Mortenson tried to get money for his first school.
- ___ Mortenson got sick.



B Match the sentence beginning with the correct reason.

- | | |
|---------------------------------------|---|
| 1. Mortenson wanted to build a school | ___ a. because he wanted to connect with them. |
| 2. Mortenson tried to get money | ___ b. because the people in Korphe helped him. |
| 3. Some people didn't like him | ___ c. because he wanted to build a school. |
| 4. Mortenson's work wasn't easy | ___ d. because he built schools for girls. |
| 5. Mortenson drank tea with people | ___ e. because he was from another country. |

C Look at these sentences from the reading. What do the underlined words refer to?

Paragraph 1: Why did he do this?

this = _____

Paragraph 2: There, the Balti people took care of him for seven weeks until he got stronger.

There = _____

Paragraph 3: Some men in the villages were very angry at him, because they didn't want schools for girls.

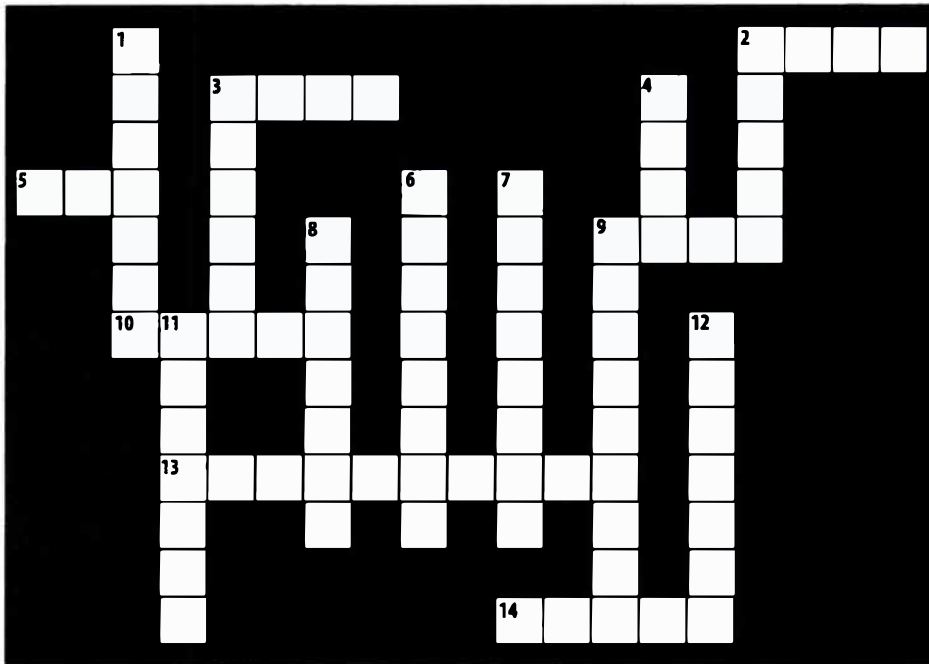
him = _____

D Write about a time when you met a new person. Where did you meet this person? How did you break the ice? What did you talk about?

UNIT 2

Review

A Solve the crossword puzzle with vocabulary and grammar from this unit.



Across

2. past participle of *go*
3. past participle of *be*
5. I haven't cleaned my room _____.
9. past participle of *see*
10. past participle of *eat*
13. If you look at someone's eyes, you make _____ (2 words)
14. past participle of *take*

Down

1. a group of people with the same way of living
2. past participle of *give*
3. past participle of *buy*
4. past participle of *do*
6. saying hello
7. not formal
8. put two people or things together
9. conversation about things that aren't important (2 words)
11. I've _____ finished all my homework today.
12. past participle of *write*

B Circle the correct words to complete the paragraph.

When you are learning a language, you need to learn about the (1) (connect | culture), too. I (2) (have been | was) to Mexico three times, and I always learn something new about the (3) (customs | small talk). For example, (4) (misunderstandings | greetings) are different: People shake hands and kiss when they say hello. When I (5) (have gone | went) there last year, I learned that (6) (gestures | smiles) can have different meanings—Mexicans use their hands a lot when they communicate.

CITIES

Lesson A GRAMMAR AND VOCABULARY

A Complete the sentences with words from the box. Use the correct form.

1. My city doesn't have much _____. There aren't many clubs or restaurants here.
2. Jason _____ to work every day by bus. It takes 45 minutes.
3. Many people like to live in _____ areas because there are lots of jobs there.
4. I live near the airport, so it's very _____. We can hear planes all night.
5. Kayla always drives on the _____ because it's much faster than the small streets.
6. The _____ of Mexico City is more than 20 million people.
7. My grandparents live on a farm in a _____ area. It's very quiet there.
8. Large cities are very _____ because there are so many people and cars.
9. My city has a big problem with _____, because many people have bought cars for the first time.
10. Paris has very good _____. There are buses, trains, and the subway.

urban highway
nightlife crowded
population traffic
noisy rural commute
public transportation

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B Write questions about the future with *will*. Then write your predictions.

1. how/people/commute

How will people commute?

2. most people/live in the city or in rural areas

Will

3. cities/be quiet or noisy

4. where/people/go shopping

5. young people/live in rural areas

Lesson B GRAMMAR AND VOCABULARY



1. _____



2. _____



3. _____



4. _____



5. _____

A Unscramble the sentences to make a conversation.

(you/how/do/neighborhood/like/in/living/your)

Tim: _____?

(has great nightlife/well/some problems/it/but/there/are)

Jesse: _____,

(like/what)

Tim: _____?

(it/transportation/have/doesn't/good)

Jesse: _____.

(problem/like/sounds/a/that/pretty big)

Tim: _____.

(the city/but/is building/now/a subway)

(better/we'll/next year/transportation/have)

Jesse: _____.

B Label the pictures with these expressions about neighborhoods.

a lot of noise beautiful old buildings heavy traffic
serious crime green space

C Write a new conversation like the one in exercise A. Use expressions from exercise B and your own ideas.

You: _____

Your friend: _____

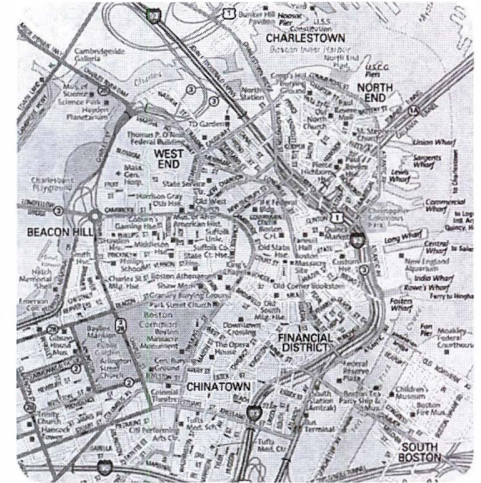
You: _____

Your friend: _____

You: _____

Your friend: _____

Lesson C GRAMMAR AND VOCABULARY



- A** Circle the correct word to complete each sentence.
- The (scale | key | north) tells you what the symbols on a map mean.
 - You go to the (museum | library | playground) to get books.
 - Government offices are in the (city hall | museum | post office).
 - On a map, the (scale | legend | north) shows how big things are.
 - New York is in the (east | west | south) of the United States.
 - We take our old newspapers to the (playground | recycling center | freeway) every month.
 - My soccer team practices at the (playground | museum | sports center) every week.

B Draw a map. Use symbols to show where things are, and make a key.

My neighborhood	irLanguage.com	Symbol meaning
		1. _____
		2. _____
		3. _____
		4. _____

C Circle *before* or *after* to complete the sentence. Then rewrite the sentence using the other word.

- I'll talk to my neighbors (before | after) I write a letter about the problem.

After I talk to my neighbors, I'll write a letter about the problem.

- We'll invite our neighbors to the meeting (before | after) we choose the date.
-

- The reporter will write an article (before | after) she talks to people in the neighborhood.
-

- I will look at the map carefully (before | after) I drive downtown.
-

- We'll make an action plan (before | after) we have the meeting.
-

- We'll go to city hall (before | after) we write a letter about the problem.
-

Forests for Cities



▲ Kasugayama Forest



▲ Thames Chase Forest

You are standing in a beautiful forest in Japan. The air is clean and smells like plants and flowers. There are 175 different kinds of trees, and 60 kinds of birds live here. But you are not in a rural area. You are downtown in the city of Nara, Japan, in Kasugayama Forest, the oldest urban forest in the world. It was started more than a thousand years ago, and today it's very popular with tourists and artists.

Cities around the world are working to protect their urban forests. Some urban forests are parks, and some are just streets with a lot of trees. But all urban forests have many good effects on the environment. Trees take pollution out of the air. They also stop the noise from heavy traffic. They even make the weather better because they make the air 3 to 5 degrees cooler, and they stop strong winds.

Urban forests also have many good effects on people. They make the city more beautiful. In a crowded area, they give people a place to relax and spend time in nature. In hot countries, urban forests are cool places for walking and other healthy exercise.

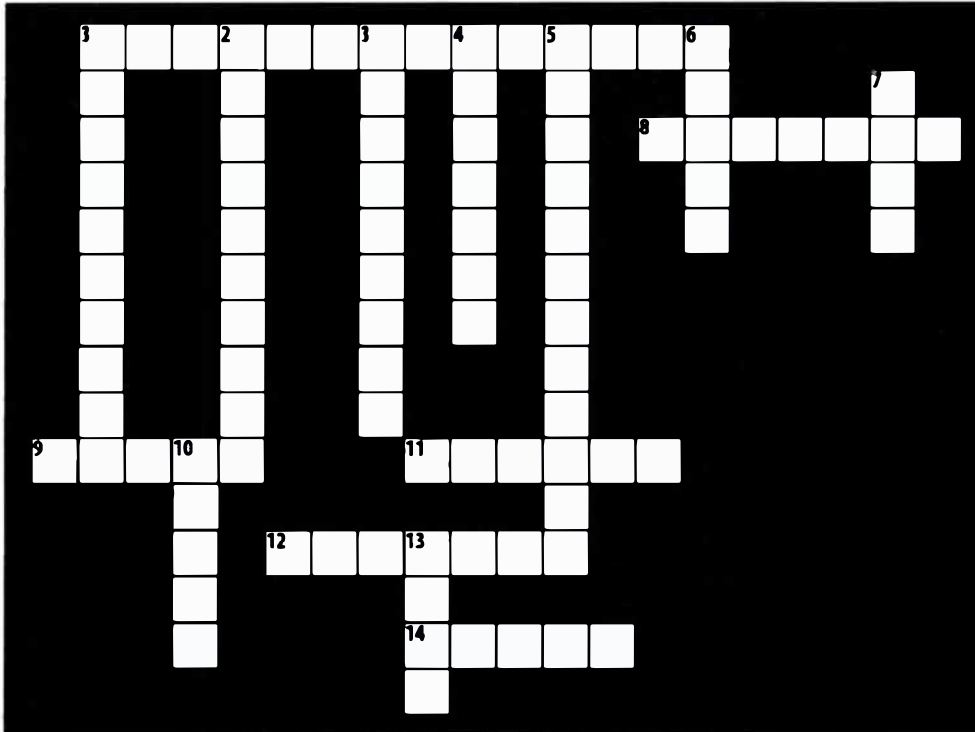
In some countries, people are starting new urban forests. In England, there are now 1.3 million trees in an urban forest called Thames Chase, east of London. It was started in 1990, and it has grown very fast. Walking and bicycle clubs use the forest, and there are programs for children and artists. In 2033, it will have 5 million trees.

Some older cities don't have space for a big urban forest, but planting trees on the streets makes the city better. Scientists found that commuters feel more relaxed when they can see trees. Trees are even good for business. People spend more time at shopping centers that have trees. In the future, urban forests will become even more important as our cities grow bigger. In the megacities of tomorrow, people will need more green space to live a comfortable life. Planting trees today will make our lives better in the future.

UNIT 3

Review

A Complete the crossword puzzle using vocabulary and grammar from this unit.



Across

1. a place with many stores (2 words)
8. all the cars on a street
9. an adjective for "in the city"
11. We'll study hard _____ we take the test.
12. with too many people in one place
14. This tells you how big things on a map are.

Down

1. a very tall building
2. the number of people who live in a place
3. things to do at night
4. travel to work to another place
5. one small part of a city
6. an adjective for "in the country"
7. In the year 2030, more people _____ live in cities.
10. I'll wash the dishes _____ we eat dinner.
13. California is in the _____ of the United States.

B Complete the paragraph with words from the box.

heavy traffic after neighborhood definitely
public transportation green spaces

I live in a nice (1) neighborhood in the city. There are a lot of (2) _____ where you can enjoy nature. But (3) _____ is a problem; the city needs better (4) _____. It will (5) _____ improve (6) _____ they finish the new subway.

Lesson A GRAMMAR AND VOCABULARY

A Label the parts of the body with words from the box.

artery bone brain heart liver
lungs muscle small intestine
stomach large intestine vein

B Complete the sentences with a word from **A**.

- Your _____ pushes blood around your body.
- You use your _____ to think.
- You take air into your body with your _____.

C Write sentences with the comparative form of each adjective. Give your opinions.

- friendly: e-mails/phone calls

Phone calls are friendlier than e-mails.

- nice: cats/dogs

- bad for you: eating junk food/smoking

- exciting: basketball/soccer

- healthy: meat/vegetables

- (adjective: your own idea)

D Write your opinion with the superlative form of each adjective.

- big/problem in the world

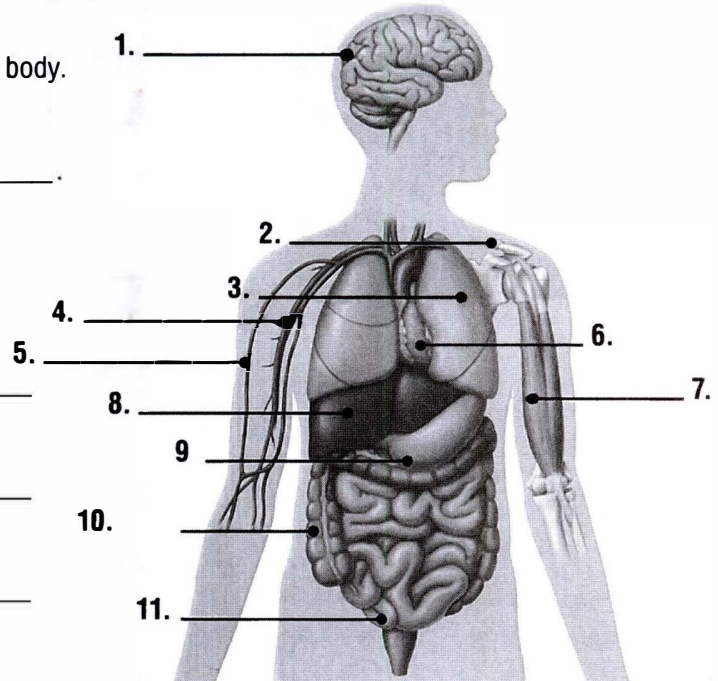
I think pollution is the biggest problem in the world.

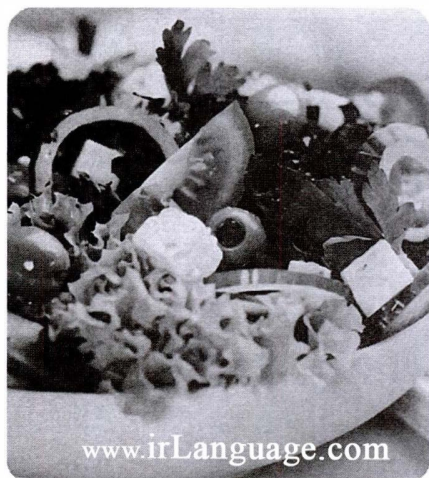
- great/athlete today

- healthy/food to eat every day

- beautiful/place in our country

- enjoyable/way to exercise





Lesson B GRAMMAR AND VOCABULARY

A Answer the questions.

How Is Your Health?

1. What kinds of exercise do you do? How often?

2. Do you have a lot of stress in your life? What causes it?

3. Do you think you eat a healthy diet? How could your diet be healthier?

4. Are the other people in your family healthy, particularly your parents and grandparents?

5. I think my lifestyle is:

___ very healthy ___ OK ___ not so healthy ___ very unhealthy

6. How could you make your lifestyle healthier?

B Write sentences comparing your lifestyle with someone you know.

My brother has a healthier lifestyle. He works out at the gym every day.

C Underline the sounds that are linked together. Then read the sentences out loud.

- | | |
|--|---|
| 1. That's the best <u>tomato</u> I've ever tasted. | 4. We need a bigger rug in the living room. |
| 2. My hardest test was in mathematics. | 5. He's the newest teacher in our school. |
| 3. Swimming is more relaxing than running. | 6. We're looking for a better restaurant. |

Lesson C GRAMMAR AND VOCABULARY

A Label the pictures with words from the box.

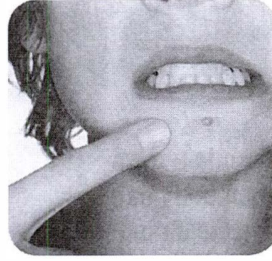
pimple fever headache sore throat insomnia indigestion nausea hiccups



1. _____



2. _____



3. _____



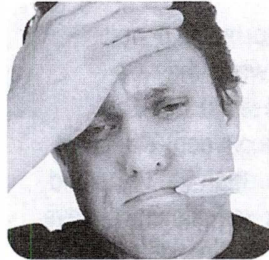
4. _____



5. _____



6. _____



7. _____



8. _____

B What do you do for these problems? Write sentences with reasons using infinitives of purpose. Write your own ideas.

1. indigestion (help)

I usually go for a walk to help with my indigestion.

2. headache (stop)

3. hiccups (cure)

4. insomnia (help)

5. nausea (end)

6. sore throat (cure)

7. (your own idea)

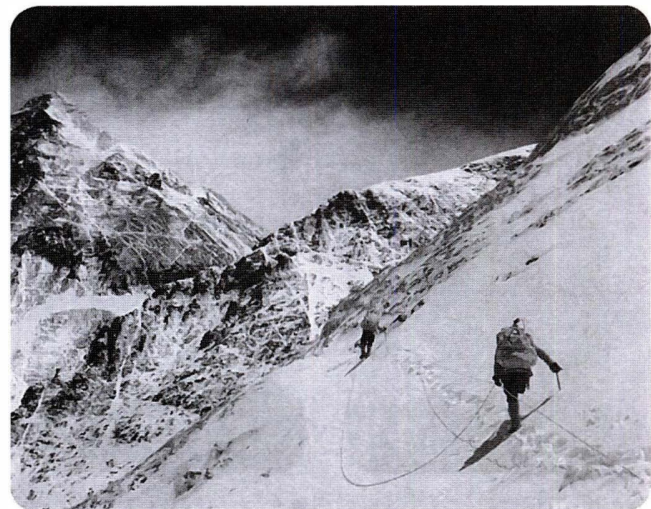
In the *Death Zone* of Mount Everest



Mountain climbers call the part of a mountain over 7,000 meters the *Death Zone*. The human body can't live for very long at this height, because the air is too thin and there isn't enough oxygen. Mount Everest, the world's highest mountain, is 8,848 meters high. What happens to the bodies of people who climb it?

Their lungs have to work very hard. Normally, people breathe about 20 times every minute when they are resting. On top of Everest, climbers must breathe 70 to 80 times a minute to get enough oxygen. The heart must beat faster to move the blood through the veins and arteries. Other parts of the body work very slowly, to save energy. For example, the stomach stops digesting food.

As they get closer to the top of the mountain, climbers feel worse and worse. They have insomnia, so they always feel tired. They get very bad headaches. The sun burns their skin through the thin air, and the bright light from the snow hurts their eyes. Because they have nausea and indigestion, they don't want to eat, and that makes them weaker. In the dry air, they feel thirsty all the time.



Climbing on Everest also affects the brain. Your brain thinks very slowly, because it doesn't have enough oxygen. Scientists have tested this by speaking to climbers with radios. They ask questions like, "If John is taller than Tom, who is shorter?" This is probably very easy for you to answer. But at the top of Everest, climbers have to think a long time to find the answer, and they often make mistakes. Because the climbers can't think well, they sometimes make bad decisions and get into accidents.

Even with all these difficulties, more than 2,500 people have reached the top of Mount Everest. Scientists have found ways to solve some of their problems. Now, almost all climbers breathe from oxygen tanks. They use radios to communicate with people at the bottom, so they can get advice if they're not thinking clearly. There are medicines to help them with headaches and lung problems.

But Mount Everest is still one of the most difficult and dangerous environments on Earth. Almost 200 people have died trying to climb it—with a few more dying every year. Only the strongest bodies can survive up there in the *Death Zone*.

A Read the article again. Circle **T** for *true* or **F** for *false*.

- | | | |
|--|---|---|
| 1. The <i>Death Zone</i> is at the bottom of a mountain. | T | F |
| 2. Problems in people's bodies on high mountains come from not having enough oxygen. | T | F |
| 3. Climbing Mount Everest affects many parts of a climber's body. | T | F |
| 4. On Mount Everest, people breathe very slowly because the air is so thin. | T | F |
| 5. Only a few people have climbed Mount Everest. | T | F |
| 6. New inventions have helped solve some health problems on Mount Everest. | T | F |
| 7. Climbers don't die on Mount Everest nowadays. | T | F |

B What happens to these parts of the body in the *Death Zone*? Match the columns.

- | | |
|------------------|-----------------------|
| 1. heart ____ | a. gets red |
| 2. arteries ____ | b. hurts a lot |
| 3. stomach ____ | c. works very slowly |
| 4. brain ____ | d. carry blood faster |
| 5. skin ____ | e. stops working |
| 6. head ____ | f. beats very quickly |

C Answer the questions.

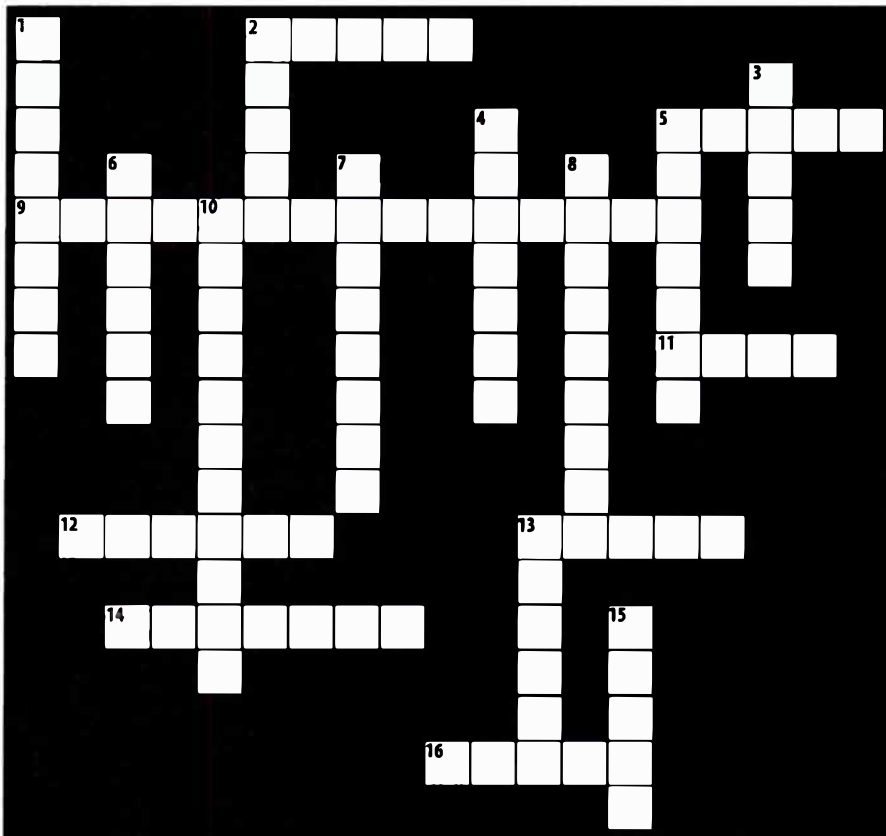
1. Why do you think people want to climb Mount Everest?

2. What's the highest mountain in your country? Would you like to climb it? Why or why not?

D Think about your favorite sport. What happens to people's bodies when they play it? Is it good for their bodies or harmful?

Review

A Solve the crossword puzzle with grammar and vocabulary from this unit.



Across

2. the hard parts that support your body
5. the red liquid in your body
9. comparative form of *interesting* (2 words)
11. it covers your body
12. comparative form of *good*
13. the organ that moves your blood
14. your food goes here
16. you take in air with them

Down

- | | |
|--|---|
| 1. I can't sleep. I have _____. | 7. pain in your head |
| 2. the part of your body that thinks | 8. the way you live |
| 3. Fruit is _____ calories. It doesn't have many calories. (2 words) | 10. a bad feeling in your stomach |
| 4. they make your body move | 13. Cheese is _____ fat. It has a lot of fat. (2 words) |
| 5. superlative form of <i>big</i> | 15. superlative form of <i>bad</i> |
| 6. it carries the blood from your heart | |

B Complete the paragraph with words from the box.

You need to get (1) _____ and have a healthy (2) *diet* _____ to have a healthy lifestyle. It is also important not to have a lot of (3) _____ in your life because it can cause (4) _____ and (5) _____. Sleep is important for a healthy (6) _____. Follow this advice and you will be happy and healthy!

stress insomnia
diet lifestyle
headaches exercise

Lesson A GRAMMAR AND VOCABULARY

A Match the words with their meanings.

- | | |
|-------------------|--|
| 1. challenge ____ | a. improvement |
| 2. progress ____ | b. things you need for a particular purpose |
| 3. mental ____ | c. very surprising and wonderful |
| 4. physical ____ | d. related to your body |
| 5. skill ____ | e. related to thinking and your mind |
| 6. adventure ____ | f. succeed in making something happen |
| 7. equipment ____ | g. something unusual and exciting to do |
| 8. goal ____ | h. something that is new and difficult to do |
| 9. amazing ____ | i. activity that needs special knowledge and practice |
| 10. achieve ____ | j. something you hope to do after some time and effort |

B Write sentences about two events using the simple past and past continuous.

1. I | take a bath | I | hear the doorbell.

I was taking a bath when I heard the doorbell.

2. while | we | play tennis | it | start raining
-

3. I | see an accident | while | I | wait for the bus
-

4. she | walk to school | when | she | meet her friend
-

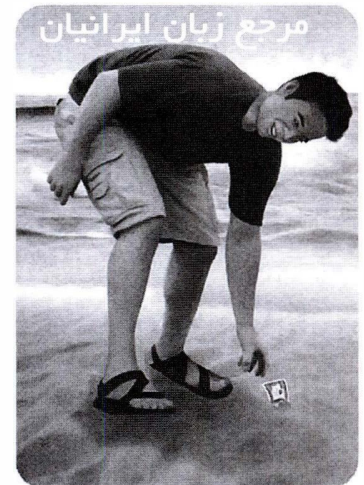
5. our boss | talk on the phone | when | we | go into his office
-

6. my brother | come home | while | I | watch a movie
-

C Write sentences about the people to the right using the simple past and past continuous tenses.

1. _____
-

2. _____
-



▲ Javier

irLanguage.com



▲ Mimi

Lesson B GRAMMAR AND VOCABULARY



- A** Think about your biggest achievement, and fill in Column 1. Then think about a friend or family member with an important achievement, and fill in Column 2.

	Column 1: You	Column 2: Name: _____
1. What was the achievement?		
2. What were the steps in achieving this goal?		
3. What was the most difficult part of the achievement?		

- B** Look at the achievements in exercise **A** and answer the questions.

- Which achievement was more important? Why? _____

- How do you feel about your achievement now? _____

- Did your achievement change your life? Explain your answer. _____

- C** Say each word out loud. Then check the column of the sound you hear.

	/t/	/d/	/ɪd/
1. learned			
2. talked			
3. discussed			
4. helped			
5. wanted			
6. used			
7. decided			
8. stopped			

Lesson C GRAMMAR AND VOCABULARY

A Complete the sentences with a phrasal verb from the box. Be sure to use the correct tense.

set out give up watch out break down grow up run out of put up with keep on

- We sometimes _____ coffee at home because we drink a lot of it and forget to buy more.
- I _____ in the country, and we always played outdoors all day when I was a child.
- If you ride a bicycle in the street, you always have to _____ for cars.
- Eric doesn't play the drums very well, but he _____ practicing because he really wants to play in a band some day.
- It's only 100 meters to the top of this mountain. You can do it! Don't _____ now!
- My apartment is very cheap, so I _____ all the noise from the busy street outside.
- Subaru Takahashi _____ from Japan to cross the Pacific Ocean.
- My car _____ yesterday while I was driving to work, so I called the mechanic.

B Write sentences with *too*, *enough*, or *not enough*.

- Alex can't get a driver's license this year. (he/old) He isn't old enough.
- I decided not to get a new computer. (it/expensive) _____
- I can't hear the sound on the TV. (it/loud) _____
- We're going to the beach to go swimming today. (the water/warm) _____

- My little sister can cook spaghetti for dinner. (the recipe/easy) _____

- I need something bigger to carry my books. (this backpack/big) _____

C Think about something that is a challenge, for example, running a marathon. Do you think you can do it? Write sentences with *too*, *enough*, *not enough*, and the adjectives in the box or your own ideas.

old strong fast fit expensive difficult

I'm old enough to run a marathon, but it's too difficult for me. I'm not strong enough.

Lesson D READING AND WRITING

How Do You Spell . . .

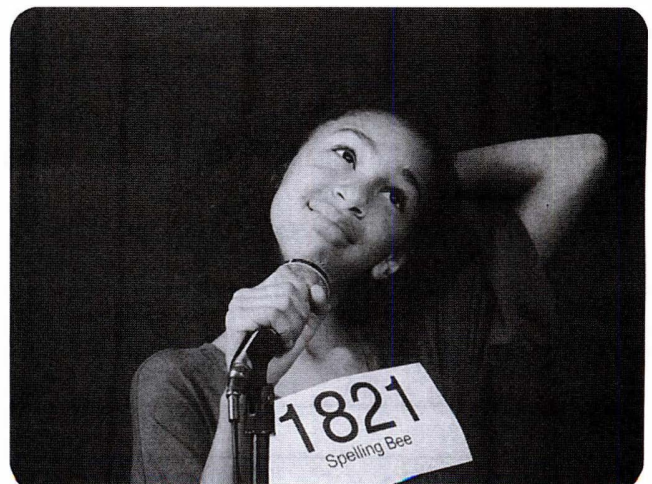
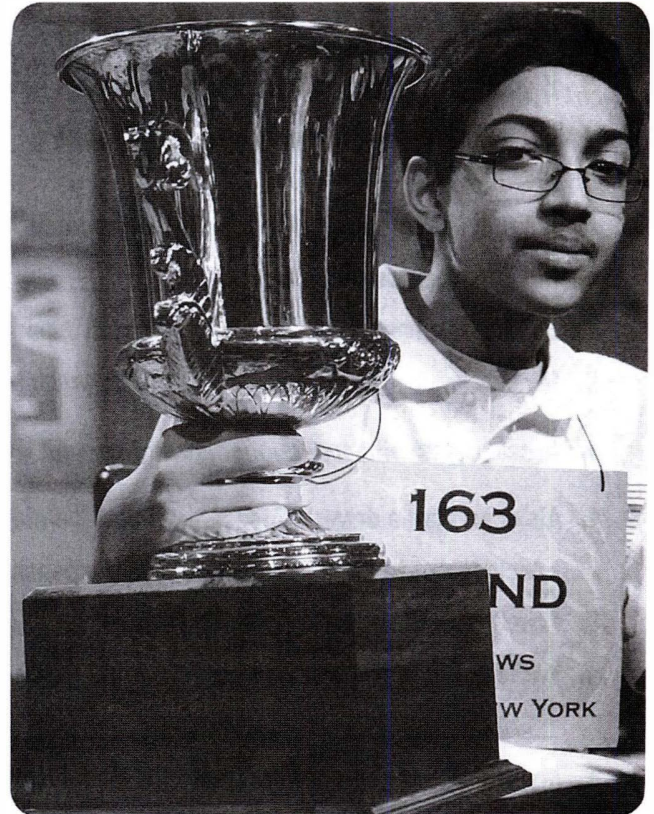
Spelling English words isn't easy, but a boy in Indiana, USA, set a very difficult goal for himself. Thirteen-year-old Sameer Mishra wanted to become the best speller in the whole country and win the National Spelling Bee.

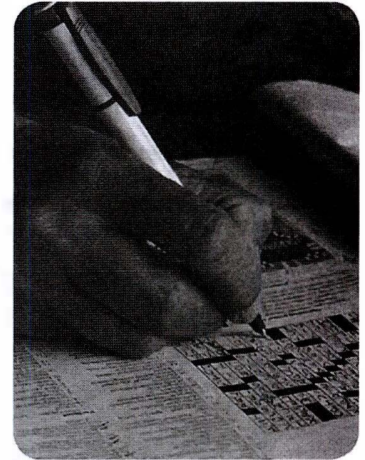
A spelling bee is a spelling contest for elementary school students in the United States. In a spelling bee, students stand in a line and spell words that the teacher pronounces. If they make a mistake, they must sit down. The last student who is standing is the winner. Every year, there are big spelling bees for cities and states. The winners go to the National Spelling Bee in Washington, D.C.

This year, 288 students from the United States, Canada, and other English-speaking countries entered the National Spelling Bee. In the contest, students have to spell very long, difficult, and unusual words from a very large dictionary. Students spend months, or years, preparing. Sameer spent at least four hours every day learning new words. He studied 23 pages of the dictionary each day, and his sister helped him practice.

The final night of the National Spelling Bee was on TV. The students spelled 24 of the first 25 words correctly, including words like *brankursine*, *cryptarithm*, and *empyrean*. Then, they started making mistakes. Finally, there were only two students in the contest: Sameer and a boy named Sidharth Chand. Sidharth made a mistake in the word *prosopopoeia*. To win, Sameer had to spell one more word correctly: *guerdon*. Sameer correctly spelled out "g-u-e-r-d-o-n" and became the best speller in America. (What does *guerdon* mean? A reward!)

Sameer won \$40,000 to pay for his university education—he hopes to become a doctor. He has many other interests besides spelling. He plays the violin and enjoys video games. His parents are from India, and they are very proud of him. "I told my mom I was going to do the Bee," Sameer said. "And if I was going to do it, I was going to win it one day."





A Fill in the missing words to make a summary of the article.

A spelling bee is a contest for (1) _____ students who speak English. They have to (2) _____ difficult words. All the students stand up. The teacher says a (3) _____. The first student has to (4) _____ it. If the student spells the word wrong, he or she (5) _____. At the end of the spelling bee, the winner is the (6) _____ student who is standing. There are spelling bees for schools, (7) _____, and states. Every year, there is the big National Spelling Bee in the city of (8) _____. This year, the (9) _____ was Sameer Mishra. He studied the dictionary for (10) _____ hours every day!

B Read the article again. Circle **T** for *true* or **F** for *false*.

- | | | |
|---|---|---|
| 1. Sameer didn't make any mistakes in the spelling bee. | T | F |
| 2. The words in a spelling bee are words that we use every day. | T | F |
| 3. You can see a spelling bee on television. | T | F |
| 4. Students prepare for a long time before the National Spelling Bee. | T | F |
| 5. Sameer's family helped him before the spelling bee. | T | F |
| 6. Sameer won a violin and computer games in the National Spelling Bee. | T | F |

C Answer the questions.

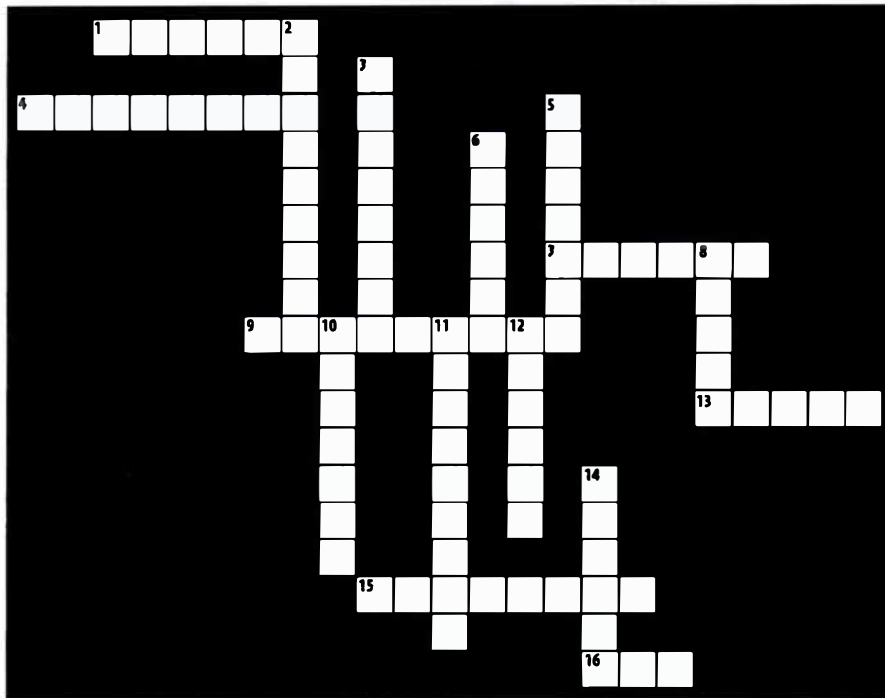
- How do you remember the spellings of English words? _____

- How many new words can you learn in one day? _____
- Do you think you could win a spelling bee? Why or why not? _____

D Write about a person you admire. What challenges did this person face? What did he or she achieve? Why do you admire this person?

Review

A Solve the crossword puzzle with vocabulary and grammar from this unit.



Across

1. I live in New York now, but I _____ in Hong Kong. (2 words)
4. You should _____ for dangerous animals in the jungle. (2 words)
7. I'm 16, so I'm not old _____ to drive.
9. something that is new and difficult to do
13. You need a lot of _____ to sail a small boat.
15. I always _____ money at the end of each month. (3 words)
16. I can't drink that coffee. It's _____ hot.

Down

2. Jenny Daltry _____ insects and hot weather in her work. (3 words)
3. Running in a marathon is a _____ challenge.
5. succeed in doing something difficult
6. I _____ learning more English words every day. I never stop. (2 words)
8. things that you hope to do
10. surprising and wonderful
11. You need a lot of _____ to travel to the North Pole.
12. Learning to ski is difficult, but I won't _____. (2 words)
14. Two men _____ to walk to the North Pole in winter. (2 words)

B Circle the correct words to complete the paragraph.

I really wanted a (1) (skill | challenge), so last year I (2) (decided | was deciding) to learn Japanese. You need a lot of (3) (mental | physical) skill to learn a language. At first, I thought it was (4) (enough | too) difficult, but while I (5) (took | was taking) classes, I (6) (met | was meeting) Aika, and she helped me practice. Thanks to her, I didn't (7) (keep on | give up)!

Lesson A GRAMMAR AND VOCABULARY

A Match the stage of life to the description.

- | | |
|---------------------|---------------------|
| 1. infancy ____ | a. an adult |
| 2. old age ____ | b. a baby |
| 3. adulthood ____ | c. a teenager |
| 4. adolescence ____ | d. a child |
| 5. childhood ____ | e. a senior citizen |



B When do most people do these things? Write the stage of life.

- learn to talk infancy _____
- get married _____
- stop working _____
- learn to read _____
- finish their education _____



C Circle the correct form of each verb—simple past or present perfect tense.

- I don't want to eat at Pizza Palace tonight. I (ate | have eaten) there twice this week.
- Jessica (knew | has known) her best friend since they (were | have been) six years old.
- I (worked | have worked) for this company since 2010, and I like it very much.
- Marina (had | has had) a baby last month.
- I (finished | have finished) my homework, so I can go out tonight.
- We (saw | have seen) that movie before. It (was | has been) terrible!



D Look at the pictures. Have you done these things? When did you do them for the first time? Write sentences with the present perfect and simple past.

- I've ridden a horse. I rode one in 2012. OR I've never ridden a horse.
- _____
- _____
- _____
- _____





Lesson B GRAMMAR AND VOCABULARY

A Unscramble the sentences and questions to make a conversation.

(hear/you/the big news/did) (to drive/is/Mark/learning)

Beth: _____ ? _____ .

(but/16/he's) (to/that's/too/young/drive)

Julia: _____ ! _____ .

(about/oh/I/know/that/don't) (careful/very/he's) (teaching/his father/is/him)

Beth: _____ . _____ .

(a few years/think/true/that's/but/I/he/wait/should)

Julia: _____ , _____ .

(the best age/to drive/what/do you think/is/to learn)

Beth: _____ ?

(graduated high school/I think/people/should/their driver's license/after/get/they've)

Julia: _____ .

B Melissa is 15. She just got a job. Write a new conversation like the one in exercise A.

Your friend: _____

You: _____

Your friend: _____

You: _____

Your friend: _____

You: _____

C Think of a different situation (for example, traveling alone, buying a car/apartment, etc.) and write another conversation like the one in A.

Your friend: _____

You: _____

Your friend: _____

You: _____

Your friend: _____

You: _____

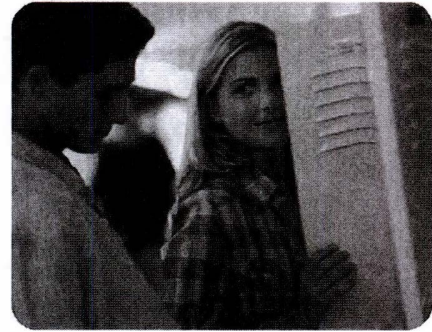
D Circle the unstressed syllables with the /ə/ sound in the words in the box.

- 1. important 2. travel
- 3. pizza 4. apartment
- 5. animal 6. woman
- 7. listen 8. transition

Lesson C GRAMMAR AND VOCABULARY

A Read the meanings and unscramble the expressions.

1. stopped working: (dertrie) _____
2. with the energy of a younger person: (flotuuyh) _____
3. between 30 and 39: (nirhetthrsiie) _____
4. acting like a child: (ilshidhc) _____
5. old enough to make good decisions: (tremau) _____
6. looking and acting old: (yeellrd) _____
7. between 40 and 60: (eilmdd-dega) _____



B Read the sentences. Use *how* to ask questions about the underlined words.

1. My friend Lana is very tall.
How tall is she?

2. My brother sings really badly.

3. I just found out that Mr. Sloan is very wealthy.

4. I love to eat at Janie's house because she cooks so well.

5. The test was really difficult, and now I'm worried.

C Katie has a new friend, and her parents are asking a lot of questions about him. Fill in their questions with *how*.

1. _____ ?

He's 19 years old.

2. _____ ?

He studies very hard.

3. _____ ?

He's very mature.

4. _____ ?

**He drives very carefully.
He's never had an accident.**

5. _____ ?

**He speaks English very well.
He's spoken it all his life!**

Celebrating Transitions



Every country has special celebrations to mark transitions in life. Here are three examples of important days for young people in different countries.

Do you remember your first day in school? Many children feel scared, but in Germany, the kids are very excited. Their first day in school, when they are six, is a big celebration called *Schulanfang*. All of the kids have new clothes, and their parents give them a *Zuckertuete*, a big colorful cone full of candy and small presents. Parents take pictures of their child holding the *Zuckertuete*. Then they meet their new teachers and classmates, and they sing songs and play games to celebrate. There is also a party for the parents after school with coffee and cake.

Girls in Mexico and other countries in Latin America are very excited about their fifteenth birthday. For them, it marks the transition from girl to young woman, and there is a special celebration called the *Quince Años*. The girl gets a beautiful and very expensive dress that looks a little bit like a wedding dress. On the morning of her birthday, the girl goes to church with her family and all of her friends. In the evening, there is a huge party in a restaurant, with a big cake in the same colors as the girl's dress. People enjoy music and dancing until very late at night.

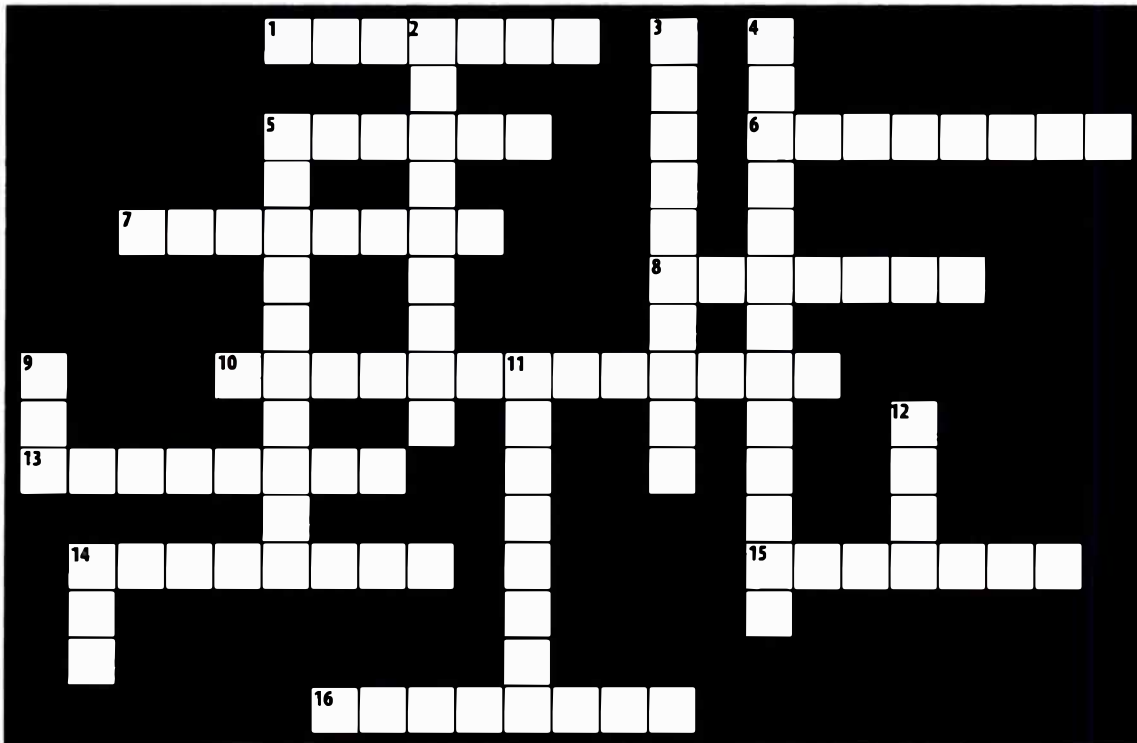


For young people in Japan, their twentieth birthday is very important, because that is when they become adults. There is a national holiday called Coming-of-Age Day to celebrate this. On the second Sunday in January, each city has a ceremony for people who had their twentieth birthday in the last year. All the new adults go to the City Hall to listen to speeches and get a present from the town's mayor. Everyone wears new clothes, and many women wear beautiful kimonos. Their families take lots of pictures.

UNIT 6

Review

A Solve the crossword puzzle with vocabulary and grammar from this unit.



Across

1. being a baby
5. old enough to make good decisions
6. I (see) _____ that movie three times. I love it! (2 words)
7. finish your education
8. stopped working
10. elderly person (2 words)
13. 13–19 years old
14. I (do) _____ all my homework, so I can go out tonight. (2 words)
15. looking and acting old
16. having the energy of a young person

Down

2. being an adult
3. become husband and wife (2 words)
4. He's 20–29 years old. (3 words)
5. 40–60 years old
9. My brother _____ married last year.
11. acting like a child
12. get a different house or apartment
14. My sister _____ a child two years ago.

B Circle the correct words to complete the paragraph.

My son is a (1) (youthful | teenager), but he is very (2) (mature | middle-aged). He (3) (got | has gotten) his first job when he was 14. Now he's 18 and he (4) (has already opened | opened) his own bank account, and last month he (5) (has bought | bought) himself a motorbike. I was really worried about that, but he drives very (6) (careful | carefully).

Lesson A GRAMMAR AND VOCABULARY

A Complete the sentences with words from the box.

- Elena likes to wear a lot of _____. She always wears a necklace, bracelets, and several rings.
- My country doesn't have any oil, so we _____ it from other countries.
- That dress is really beautiful. It's made of _____.
- Some people think it's bad to wear a _____ that's made from real animals.
- Factories in my city make cars and _____ them to many countries.
- Silver and gold are two _____.
- The queen wore a necklace made of diamonds and other kinds of _____.
- _____ come from oysters in Japan.

jewelry silk
precious metals
precious stones import
fur coat export pearls

B Rewrite these sentences in the passive voice.

- We import silk from China. Silk is imported from China.
- They make beautiful jewelry in Mexico.

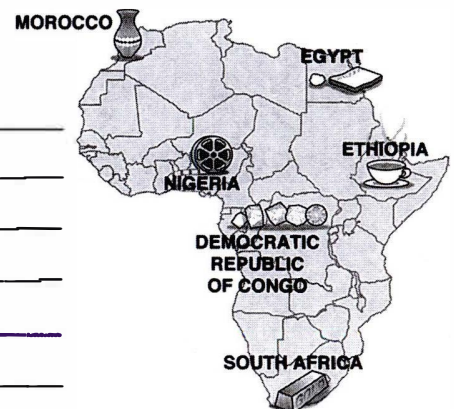
- Japanese companies export a lot of cars.

- Colombian farmers grow the best beans for coffee.

- People mine precious stones in Africa.

C Where are these things located? Write sentences in the passive voice.

- gold/mine Gold is mined in South Africa.
- coffee/grow _____
- diamonds/find _____
- pottery/make _____
- movies/film _____
- cotton/produce _____





Lesson B GRAMMAR AND VOCABULARY

A What are three things you **need** in your life? Why do you need them?

1. _____ Reason: _____

2. _____ Reason: _____

3. _____ Reason: _____

B What are things you **want** in your life? Why do you want them?

1. _____ Reason: _____

2. _____ Reason: _____

3. _____ Reason: _____

C Match each word type with the examples. The content words are in **bold**.

- | | | | |
|-------------------------------|-------------------------|---------------|-----------------------|
| 1. noun _____ | 7. auxiliary verb _____ | a. write, ask | g. old, green |
| 2. main verb _____ | 8. be _____carefully | b. the, an | h. happily, carefully |
| 3. question word _____ | 9. article _____ | c. can, will | i. after, under |
| 4. adjective _____ | 10. prepositions _____ | d. or, but | j. when, why |
| 5. adverb _____ | 11. conjunctions _____ | e. been, were | k. pizza, John |
| 6. pronoun _____ | | f. I, them | |

D Underline the content words in the sentences. Then say the sentences out loud.

1. On Sundays, I can eat dinner with my family in the afternoon.
2. Those fur coats are expensive, but I don't think they're beautiful.
3. Carrie is going to visit her cousins in Mexico during her vacation.
4. Where did you put those new DVDs about animals?
5. We need bread, milk, and eggs from the store.
6. Andy is sad because he failed his big math test.

Lesson C GRAMMAR AND VOCABULARY

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A Write the past participle of these verbs. Be careful! Many of them are irregular.

1. make	<i>made</i>	9. steal	
2. take		10. grow	
3. use		11. mean	
4. write		12. check	
5. ask		13. spread	
6. spin		14. see	
7. fly		15. dig	
8. cook		16. fix	

B Read the sentences and add a *by* phrase if the sentence needs it. Use your own ideas. Write OK if the sentence doesn't need a *by* phrase.

- Romeo and Juliet* was written by William Shakespeare.
- Coffee is grown in Mexico OK
- Her birthday cake was baked _____
- Toyota cars are made in Japan _____
- My favorite movie was made _____
- The homework was assigned for Monday _____
- Last week, my bicycle was stolen _____
- My brother was bitten _____
- My house was built in 1890 _____
- The telephone was invented _____

C Which of these things improves people's lives most? Rank them in order of importance from 1 (most) to 4 (least). Then explain your answers.

- _____ improves people's lives the most because _____
- _____ improves people's lives the least because _____



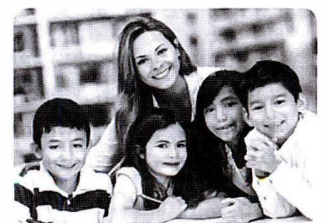
money _____



a nice house _____



good health _____



a good job _____

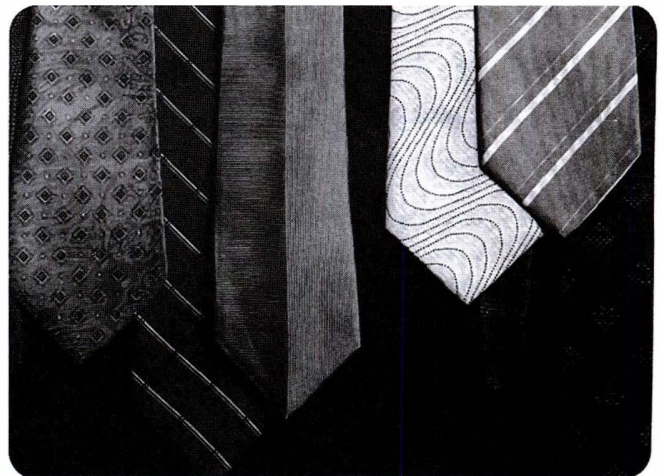
Where Does Silk Come From?



It's hard to believe—but a beautiful silk dress comes from thousands of tiny worms! Silk, one of the world's greatest luxuries, is made by insects called silkworms. It takes about 5,500 silkworms to make 2.2 pounds (1 kilogram) of silk. The process was discovered by the Chinese about 5,000 years ago.

How is silk made? The process starts with the eggs of a certain kind of insect. The eggs are collected and kept warm. After a few days, the silkworms come out of the eggs. They are fed leaves from mulberry trees every 30 minutes, all night and all day. The sound of thousands of silkworms eating sounds like rain falling! The room is kept warm, and the silkworms must not be disturbed by loud noises or bad smells. After a month, they start to make a cocoon that looks like a fluffy white ball. After four days, the cocoon is ready.

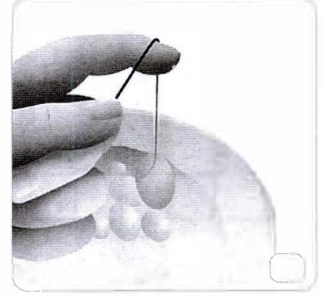
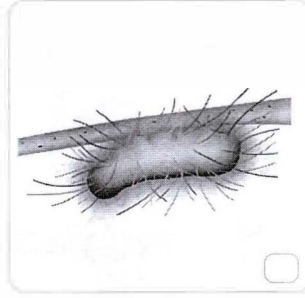
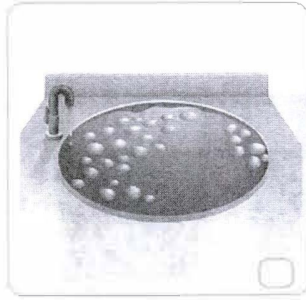
The cocoons are heated, and the silkworms are killed inside them. Then the cocoons are put into water to make the silk loose. The silk from three or four cocoons is put together and made into a thread. One cocoon can make a thread 0.6 miles (1 kilometer) long! Finally, the silk threads are woven to make cloth, and the cloth is used for



things like dresses, scarves, and neckties. Today, silk is produced in many countries, including India and Thailand, but more than 80 percent of the world's silk comes from China. Every year, enough silk thread is produced to go from the Earth to the sun 300 times. People love silk clothes because they are beautiful and comfortable—silk feels cool in warm weather and warm in cool weather.

Now you know why silk is so expensive!

A Number the pictures 1–8 to show the steps for making silk.



B Answer the questions.

1. Why do people like to wear silk? _____

2. Do you use or wear anything made of silk? Why or why not? _____

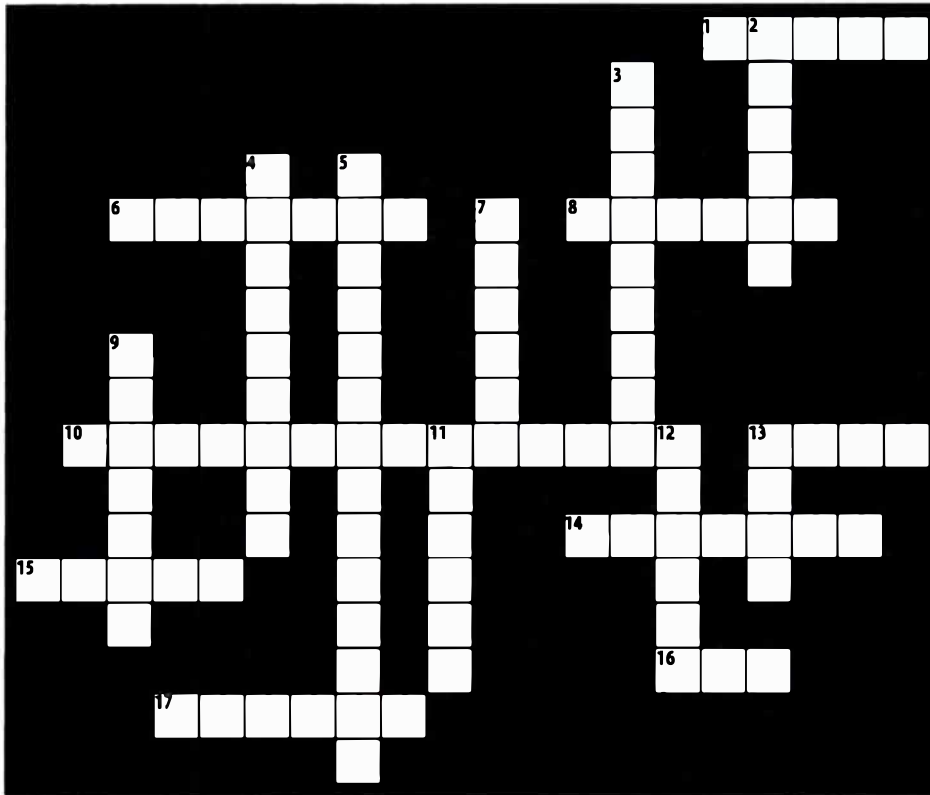
C Imagine you have won a contest and you can choose your prize. Which of these luxuries do you want for your prize? Why?

a gold watch 1 kilogram of caviar a diamond ring
1,000 red roses a painting by a famous artist 1 liter of perfume

UNIT 7

Review

A Solve the crossword puzzle with vocabulary and grammar from this unit.



Across

1. past participle of *fly*
6. rings, necklaces, and bracelets
8. buy from other countries
10. diamonds and rubies (2 words)
13. beautiful and expensive cloth
14. people use this to smell good
15. past participle of *mean*
16. past participle of *dig*
17. beautiful, round, white objects

Down

2. something expensive that you want
3. wine with bubbles
4. something that you need for life
5. gold and silver (2 words)
7. sell in other countries
9. something to wear made from animal skin (2 words)
11. past participle of *steal*
12. past participle of *spread*
13. past participle of *spin*

B Think of a luxury item you know about. How is it advertised? Describe the ad you have seen (Who is the target audience? What photograph is used? What is the message?) and explain why you like or don't like it. Use words and grammar from the unit.

Lesson A GRAMMAR AND VOCABULARY

A Complete the sentences with words from the box.

1. You can't see dinosaurs at the zoo because they are _____.
2. The _____ of monkeys is jungles in warm countries.
3. Many tourists go to Africa to see _____ such as elephants and lions.
4. A _____ is an animal that kills and eats other animals.
5. Sharks don't usually eat people. Their usual _____ is smaller fish.
6. In some countries, _____ pigs are a problem. They live in the forest and attack people!
7. In the past, rich people used to _____ tigers and use their skins for fur. Now there are very few tigers left.
8. You can see _____ elephants in the circus. They are friendly.
9. Save the Earth is an organization that _____ animals.
10. There are two different _____ of crocodiles in my country.

species habitat predator
prey hunt wild tame
protects extinct wildlife

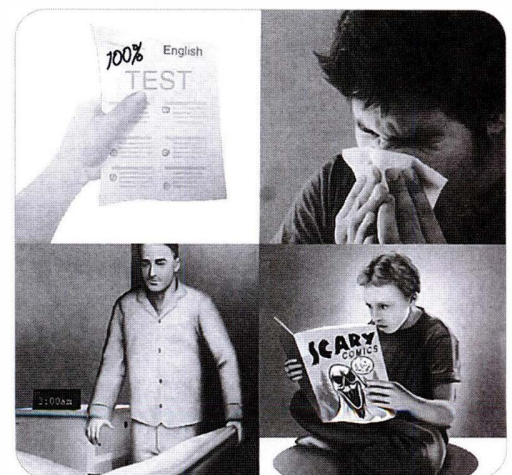


B Fill in the correct form of each verb to talk about real conditions in the future.

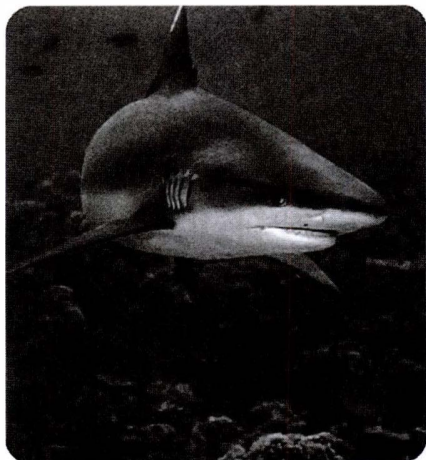
1. If we _____ (protect, not) the natural world, more animals _____ (lose) their habitat.
2. I _____ (go, not) swimming if you _____ (tell) me stories about sharks!
3. The polar bears' habitat _____ (disappear) if the ice _____ (continue) to melt.
4. If we _____ (cut) down all the forests, the animals _____ (have, not) a place to live.
5. If you _____ (go) to Kenya, you _____ (see) a lot of wildlife.
6. Tigers _____ (become) extinct if people _____ (stop, not) hunting them.

C What will you do? Look at the pictures and write sentences about these real conditions in the future.

1. If I _____
2. _____
3. _____
4. _____



Lesson B GRAMMAR AND VOCABULARY



The city of White Beach is a very popular place for vacations. People go swimming there and stay in hotels near the beach. Yesterday, a lifeguard saw a big shark in the water. The shark stayed for a few minutes and then swam away. What should the city do? Today, authorities are talking about three different plans.

A Look at the plans. What will happen if the city does these things? Write sentences about possible situations.

Plan 1: Close the beach

- a. (hotels/lose money) If they close the beach, hotels _____
- b. (people/be unhappy) _____
- c. (your own idea) _____

Plan 2: Put up a warning

- a. (people/not read it) _____
- b. (everyone/feel afraid) _____
- c. (your own idea) _____

Plan 3: Hunt the shark

- a. (it/be dangerous) _____
- b. (tourists/go home) _____
- c. (your own idea) _____

B What should the city do? Choose a plan or use your own idea. Explain your reasons.

C Divide the sentences into phrases. Then read them out loud.

1. Mark and I went to a national park last weekend.
2. Do you eat a lot of fish?
3. This fish is caught in a sustainable way.
4. I'll send you an e-mail about the safe fish project.
5. The zoo has three African elephants, four tigers, and two kangaroos.
6. Fishing laws are changing around the world.

Lesson C GRAMMAR AND VOCABULARY

A Write the adverb for each adjective.

1. bad _____
2. angry _____
3. wonderful _____
4. slow _____
5. good _____
6. fast _____
7. loud _____
8. interesting _____
9. sad _____
10. lazy _____

B How do you do it? Write sentences about yourself using adverbs.

1. walk I usually walk quickly.
2. sing _____
3. swim _____
4. cook _____
5. dance _____
6. speak English _____

C Read the paragraph. Circle the correct quantifier.

I always carry (1) (too much/too many) things in my backpack. Of course, I have (2) (a lot of/much) books because I'm a student! I have a really big dictionary with (3) (some/many) pages, so it's very heavy. And I carry (4) (too few/too many) notebooks—I have a different notebook for each class. I also like to bring (5) (a little/some) magazines to read between classes. Of course, I have (6) (a few/a little) cookies for a snack, and if I get thirsty, I have (7) (a few/a little) water in a bottle. And today, I have (8) (a little/a lot of) DVDs in my backpack—my friend wants to watch them. My backpack probably weighs 10 kilos!



D What's in your backpack or bag right now? Make a list of things. Use quantifiers like *a few*, *some*, *a little*, *a lot of*, *many*.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Elephants or People?

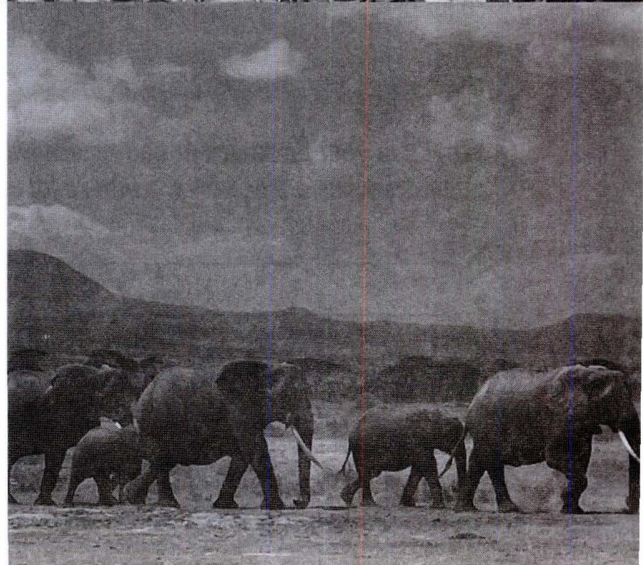
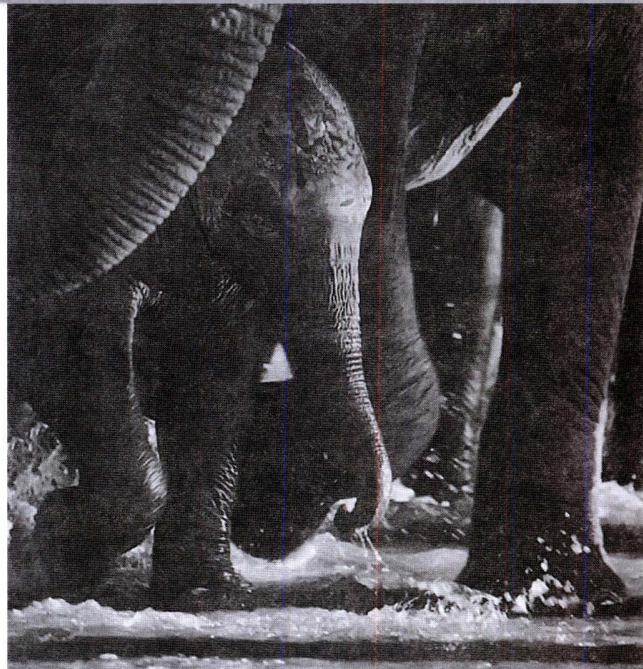
“Last night, there were 20 elephants on my farm,” says one man in Kenya. “We shouted and threw things to send them away, but they broke the fences and ate all my crops. What can I do?”

Elephants are fascinating animals, but they cause serious problems for the farmers near Mount Kenya National Park. The animals often leave the park and go into the farms outside it. There, they eat crops like corn and wheat and destroy houses. In one night, a family can lose all their crops—and their money for the year. Farmers have been hurt and even killed when they try to chase the elephants away.

“The problem began when more people came to Mount Kenya and started new farms,” a government official explains. “The land was used by elephants in the past. At some times of the year, elephants go from one part of the area to another. They remember their old routes, and they walk through anything that’s there—like a farm field or even a house. They also drink the water that is for the farm animals.”

Farmers and their children used to sleep in their fields every night. If elephants came, they built fires or played drums loudly to scare them away. But the next day, the farmers were too tired to do their work. They spent most of their time and energy trying to keep elephants away from their fields. Then, a local organization found a better solution for this problem. They built electric fences to keep the elephants out. The electricity for the fences comes from the sun. The farmers have more time for their work, and children can go back to school. However, these fences are expensive to build, and the farmers must repair them often.

Now the government of Kenya has a new idea. It wants the people around the park to start businesses for tourists. People around the world love elephants, and many tourists want to see elephants close up. The government hopes that this way, people and elephants will live together happily.



A Write numbers next to the events in the order they took place.

- ___ The government made a plan to bring tourists to see the elephants.
- ___ People built electric fences to stop the elephants.
- ___ Elephants lived everywhere in Mount Kenya.
- ___ People came to Mount Kenya and started new farms.
- ___ People stayed in their farm fields to keep elephants away.
- ___ Elephants started walking through the farms and destroying them.
- ___ Farming became easier.



B Match the sentence parts to show the reasons.

- | | |
|--|---|
| 1. More people came to Mount Kenya ___ | a. because they bring visitors to Kenya. |
| 2. Elephants walk through the farms ___ | b. because the fences keep elephants out. |
| 3. The farmers shouted ___ | c. because it was elephants' land in the past. |
| 4. The farmers were tired ___ | d. because they were scaring elephants all night. |
| 5. Farmers have more time for work now ___ | e. because they wanted land for farms. |
| 6. The government likes elephants ___ | f. because they wanted the elephants to leave. |

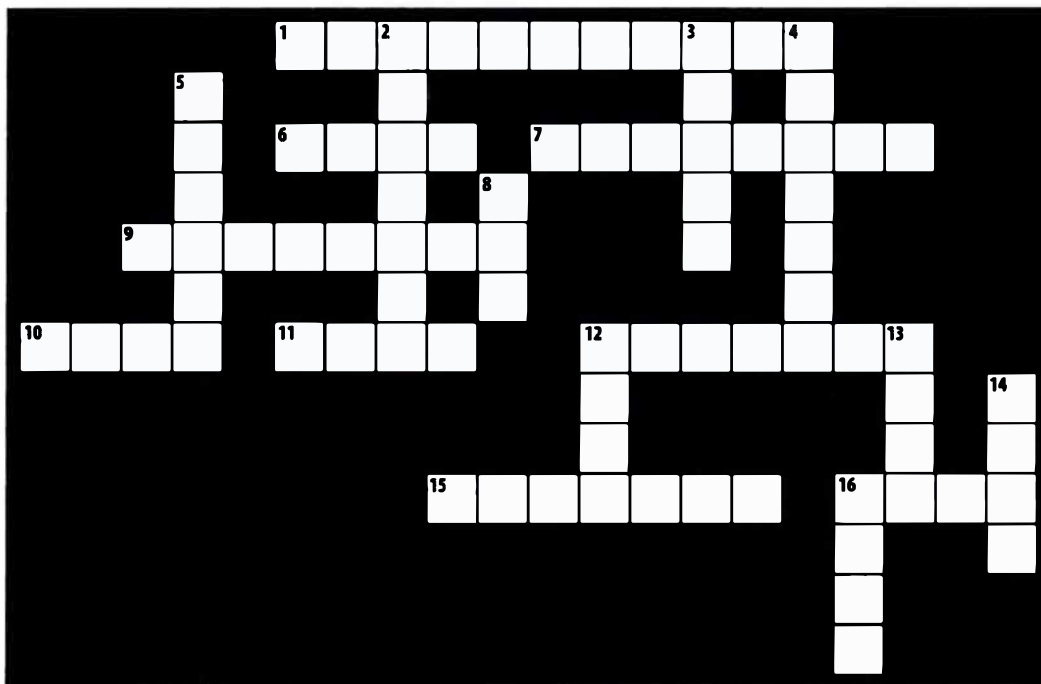
C In your opinion, what is the best solution for this elephant problem?

D Write about another kind of animal that causes problems for people. What does the animal do? How do people try to solve the problem?

UNIT 8

Review

A Solve the crossword puzzle with grammar and vocabulary from this unit.



Across

1. able to continue for a long time
6. an animal that other animals eat
7. an animal that kills other animals for food
9. Kangaroos, koalas, and foxes are Australian _____.
10. There are too _____ books in my backpack.
11. adverb of *fast*
12. the place where an animal usually lives
15. keep safe
16. adverb of *good*

Down

2. a kind or type of animal
3. adverb of *bad*
4. Dinosaurs are _____. They are all dead now.
5. adverb of *easy*
8. I have a _____ of DVDs in my bag.
12. try to find and kill animals
13. An animal that lives with people is _____.
14. If I have time, I _____ call you later.
16. An animal that lives in nature is _____.

B Complete the paragraph with words from the box.

National parks are important to help (1) _____ animals and their natural (2) _____. If we (3) _____ support national parks, we (4) _____ lose a lot of our (5) _____. Even though more people are taking care of the (6) _____, (7) _____ species are still at risk and need protection.

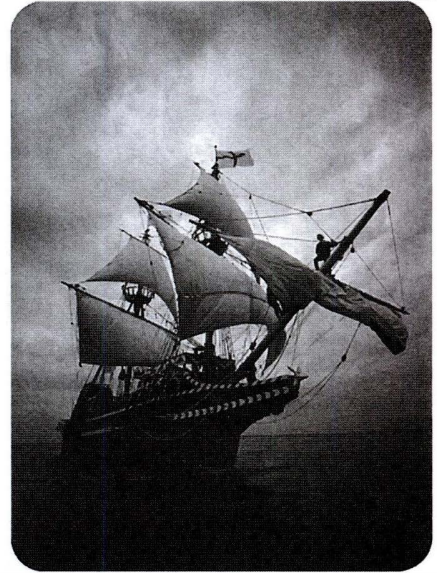
wildlife habitats
protect many don't
environment will

Lesson A GRAMMAR AND VOCABULARY

A Complete each sentence with a word from the box. Use the correct form.

despite distant exchange beyond publish
inspire remarkable search ship trade

- The stories from the first explorers _____ other people to travel the world.
- Thanks to explorers, countries began to _____ different goods.
- We learn more about the world when we _____ knowledge with people from different cultures.
- In the past, the only way to cross oceans was by _____.
- Many explorers _____ stories about their travels.
- When the first explorers traveled to _____ countries, it was a _____ experience because they learned so much.
- _____ the distance, traveling to new places is always interesting.
- We continue to _____ for new knowledge and experiences.
- New explorers always want to go _____ what we know about the world.



B Complete the sentences with *used to* and a verb from the box.

take play get travel
make use

- The Aztecs _____ ball games.
- The Maya _____ a chocolate drink from cacao beans.
- Explorers _____ gifts for the people in the lands they visited.
- A hundred years ago, people _____ by boat or on horses.
- The Aztecs _____ salt to clean their teeth.
- Sailors often _____ sick when they traveled for a long time by ship.

C Young-Mi is talking to her grandfather about his childhood. Complete her questions with *used to* and a verb.

- Did you use to help _____ your father with his work?
- _____ a lot of rice every day?
- _____ traditional clothes?
- _____ to school?
- _____ running water in your house?
- _____? (your own idea)

Lesson B GRAMMAR AND VOCABULARY



A Write sentences about the life of the Inuit in the past with *used to*.

1. boats made of animal skins

The Inuit used to use boats made of animal skins for hunting.

2. fur clothes

3. spear

4. sled

5. sled dogs

6. house made of snow

B Think about daily life in your country 100 years ago. Write sentences about these things with *used to*, *didn't use to*, and the simple past tense.

1. food _____

2. clothes _____

3. schools _____

4. houses _____

5. medicine _____

6. entertainment _____

Lesson C GRAMMAR AND VOCABULARY

A Write sentences by rearranging the phrasal verb.

1. I need to bring back the sweater I borrowed.
I need to bring the sweater back I borrowed.

2. I put my new shoes on before the party.

3. Jennie brought her little brother up after their parents died.

4. I help out my friends if they don't understand their classes.

5. When I wake up, I turn on my computer.

6. I can't figure this problem out.

B Who did it? Write past tense sentences in the passive voice.

1. chocolate/make
Chocolate was made by the Maya.

2. Macbeth/write

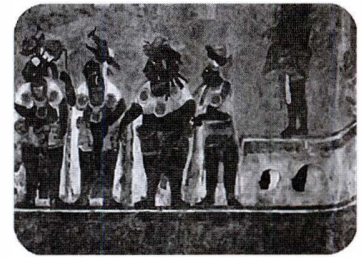
3. Great Pyramid of Giza/built

4. the telephone/patent

5. Mona Lisa/paint

C What are some famous things that were made, written, invented, or discovered in your country? Who did them? Write past tense sentences in the passive voice. Use *by*.

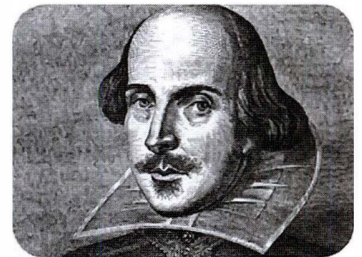
1. _____
2. _____
3. _____



▲ the Maya



▲ Alexander Graham Bell



▲ William Shakespeare

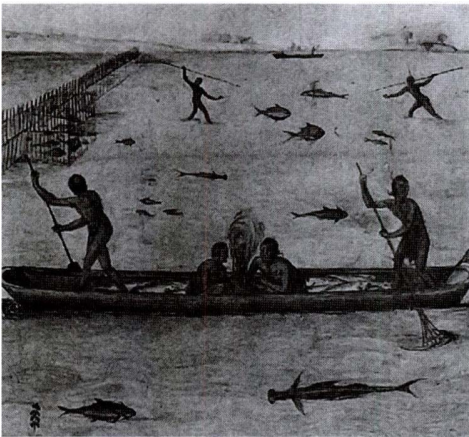


▲ Leonardo da Vinci



▲ ancient Egyptians

Living History at Jamestown Settlement



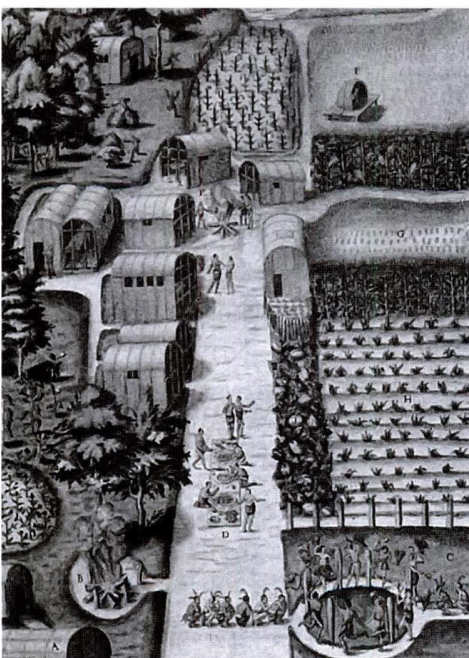
A woman in Native American clothes is sitting in the sun, sewing a dress from animal skin. Inside a building, a colonist is making a wooden chair, using very simple tools. And all around, tourists are taking pictures with their cameras and phones. This is Jamestown Settlement today.

Jamestown, Virginia, was one of the first places in the world where people from Europe, America, and Africa came together, in 1608. Today, it's a living history museum where children and adults come to experience history. In a living history museum, actors wear clothes from the past and demonstrate many of the activities of daily life back then. The actors also talk to the visitors and explain everything they do.

At a living history museum, there are always many things to touch, hear, and smell. Visitors at Jamestown Settlement can walk through copies of the three small sailing ships that carried colonists to Virginia and even lie down in a colonist's bed! The colonists stayed on the crowded, dangerous ships for more than four months. When they got to Virginia, they built a fort, an area of houses with a high wall around it. In today's fort, you can see houses, a church, and even a garden with foods that the colonists ate. Women in long dresses work inside their homes, and visitors can help them with their sewing and cooking.

There is also a Native American Village at Jamestown Settlement, and it looks very different from the fort. It shows how the Native Americans lived in long houses and grew corn and other crops in large fields. Actors there make pottery and teach visitors how to play Native American games. You can even help them make a Native American boat from a tree!

Today, the living history museum of Jamestown is very popular, especially with children and families. People go there to have fun, but also to learn. Many school classes visit to experience old ways of getting things done. A living history museum is the best way to understand how people lived in the past.



A Read the article again. Circle **T** for *true* or **F** for *false*.

- | | | |
|---|---|---|
| 1. Tourists like to go to Jamestown today. | T | F |
| 2. In Jamestown, people from three different cultures came together. | T | F |
| 3. At a living history museum, all of the things to see are inside glass cases. | T | F |
| 4. Actors work at a living history museum. | T | F |
| 5. The real ships that the colonists used are in Jamestown. | T | F |
| 6. You can see a copy of a Native American village in Jamestown. | T | F |
| 7. The Native Americans around Jamestown didn't know about farming. | T | F |
| 8. The Jamestown Settlement now is only for learning. | T | F |

B Which of these things are found in the Jamestown Settlement now?
Circle the things that are in the article.

- | | | |
|--------------------|--------------|----------------------------------|
| people making pots | actors | archaeologists |
| people cooking | dogs | people fighting with guns |
| an old school | staple foods | clothes that people used to wear |
| ships | a fort | Native American boats |

C Answer the questions.

1. Are there any living history museums in your country?

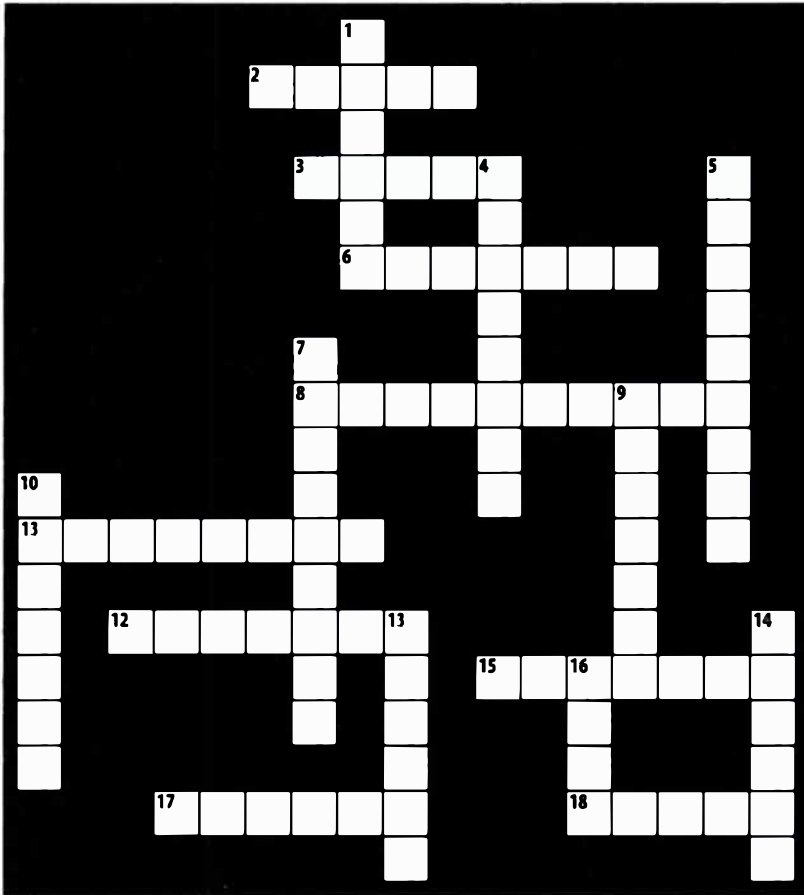
2. Where are some places that foreign visitors can learn about your country's history?

D Write about a historical wonder in your country. What happened there? What can people see there today?

UNIT 9

Review

A Solve the crossword puzzle with vocabulary and grammar from this unit.



Across

2. Fifty years ago people didn't _____ use cell phones to communicate. (two words)
3. buying and selling goods
6. do something good for someone (two words)
8. impressive
11. giving and taking
12. far away
15. give enthusiasm or ideas to other people
17. In the past, people _____ travel by horse. (two words)
18. When you get dressed, you _____ your clothes.

Down

1. look for
4. a person who travels to discover new places
5. solve a problem (two words)
7. return something (two words)
9. raise a child (two words)
10. even though
13. start a machine or light (two words)
14. past a limit
16. You travel in this to cross an ocean.

B How has the way of life in your country changed? In your notebook, explain which traditions have been lost and which traditions continue. Use words and grammar from the unit.

Lesson A GRAMMAR AND VOCABULARY

A Match the words with their meanings.

- | | |
|----------------------|--|
| 1. travel agent ____ | a. visiting famous places |
| 2. ticket ____ | b. an injection that stops you from getting a disease |
| 3. visa ____ | c. a stamp or paper that allows you to enter a foreign country |
| 4. itinerary ____ | d. a worker who arranges trips for other people |
| 5. passport ____ | e. a paper that says you paid for a place on a train, airplane, etc. |
| 6. reservation ____ | f. a place that is saved for you in a hotel or on transportation |
| 7. vaccination ____ | g. a document you must show when you enter or leave a country |
| 8. sightseeing ____ | h. a plan for where you will go on a trip |

B Match the verbs and phrases. Some verbs may be used more than once.

- | | |
|----------|--------------------------------|
| 1. apply | ___ a. the itinerary |
| 2. talk | ___ b. to the travel agent |
| 3. make | ___ c. for a passport |
| 4. get | ___ d. a reservation |
| 5. buy | ___ e. a ticket |
| 6. check | ___ f. a vaccination |
| | ___ g. for a visa |
| | ___ h. sightseeing information |



C Read the requirements for a tourist visa to the (fictional) country of Bertastan. Write sentences using the expressions for necessity *have to*, *don't have to*, or *must*.

REPUBLIC OF BERTASTAN

Tourist visa requirements:

- | | |
|---|--|
| 1. form V-02 (filled out) | 1. form <u>You have to fill out form V-02.</u> |
| 2. two photographs of your face (color, black-and-white) | 2. color photographs _____ |
| 3. photocopy of your plane ticket | 3. photocopy of plane ticket _____ |
| 4. pay \$20 (cash or credit card) | 4. cash _____ |
| 5. Bring all documents to the Visa Office.
Hours: 8 a.m. to 4 p.m., Monday to Friday | 5. go to Visa Office _____ |
| 6. Normal time to receive your visa: two weeks | 6. wait _____ |

Lesson B GRAMMAR AND VOCABULARY

A Read the vacation brochure and complete the descriptions with phrases below.

take a bus tour / hear lectures from famous professors / walk 10 miles
 campgrounds in nature areas / student apartments / castles
 college dining halls / local food in pubs / the finest restaurants

Spend this summer in Europe!



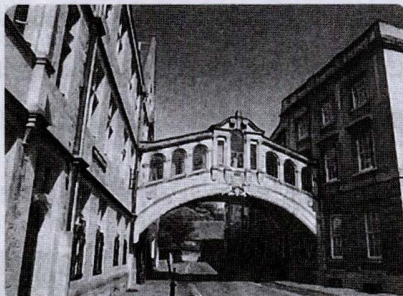
Adventure Vacation: Scotland!

Every day, you'll

(1) _____ in
 the beautiful mountains.

Every night, you'll stay in

(2) _____. We'll
 eat (3) _____ and
 enjoy talking to local people. The
 perfect vacation for people who like
 plenty of exercise and fresh air!



Learning Vacation: Oxford University!

Would you like to try student
 life at the world's most
 famous university? In this
 summer program, you'll
 (4) _____
 every day, and stay in
 (5) _____. In
 the evenings, we'll have dinner
 in (6) _____,
 where you can meet students
 from around the world.



Relaxing Vacation: Southern France!

We'll (7) _____
 through the most beautiful
 towns, with plenty of time for
 shopping. At night, we'll stay in
 (8) _____ and
 famous houses. And every day,
 you'll have lunch and dinner in
 (9) _____.

B Which of the vacations in exercise **A** would you enjoy the **most**? Explain your answer.

C Which of the vacations in exercise **A** would you enjoy the **least**? Explain your answer.

Lesson C GRAMMAR AND VOCABULARY

A Unscramble the words that match the meanings.

1. a card that shows your seat number on an airplane: drobagni saps _____
2. the part of an airport where travelers get their bags back: gggaabe imlac _____
3. a small bag that you can take on an airplane: racry-no agb _____
4. the part of an airport where travelers leave: speradtrue _____
5. a person who works for an airline at an airport: lairnei teang _____
6. the part of an airport where officers look for dangerous things: rucityse kechc _____
7. the part of an airport where travelers get on an airplane: tega _____
8. a large building in an airport: mertinla _____
9. the part of an airport where travelers come in: lariravs _____
10. where travelers show their tickets and give their bags to the airline: ckech-ni noucret _____

B Complete the conversation with words from the box.

security check carry-on bag gate flight ticket check boarding pass

- Check-in agent:** Good afternoon. Where are you flying to today?
- Rafael:** To Singapore. Here's my (1) _____.
- Check-in agent:** Thank you . . . And do you have any bags to (2) _____?
- Rafael:** Yes, I have two. This is my (3) _____.
- Check-in agent:** OK. Here's your (4) _____. You're in seat 14D. Boarding time is 3 p.m., but you must be at your (5) _____ 15 minutes before that.
- Rafael:** I have a question. Is there a gift shop after the (6) _____?
- Check-in agent:** Yes, there is. Thank you, and enjoy your (7) _____!

C Circle the correct expression in each sentence.

1. You (must | don't have to) get a passport before you go to another country.
2. Officers look in your bags because you (can't | have to) bring dangerous things on a plane.
3. You (must not | don't have to) bring food on that flight. Dinner is served on the plane.
4. At the airport, you (have to | don't have to) get a boarding pass before you get on your plane.
5. You (can't | don't have to) smoke tobacco on an airplane.
6. If you want to travel during a holiday, you (must | can't) make your reservations early.

D What are some rules that visitors in your country should know? Write sentences with expressions of necessity and prohibition in your notebook.

Letters to the Editor

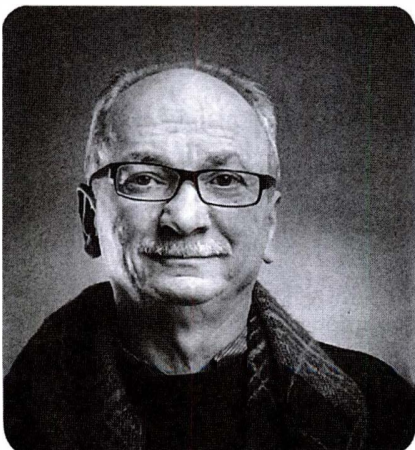
Today's topic: Should the city build a new tourist information center?



1. The government must not spend money for useless things like a tourist information center. This city already has too many tourists. The streets are full of taxis and tour buses, and I have to stand up on the subway every day when I go to work. The beaches are always crowded. When I try to go shopping in my neighborhood supermarket, it's full of foreigners, and I have to wait in long lines. A city is for its residents, not for tourists. If visitors want information, they can buy a guidebook! —*Carlo H.*



2. We should do more to help the tourists who come here. A lot of them are foreigners who don't speak our language, and they often have problems during their vacation. Tourists bring in a lot of money and give jobs to people in hotels, restaurants, and all kinds of shops. They also make our city a more interesting place. You can hear ten different languages when you walk down the street and meet people from around the world. Tourists bring a lot of good things to our city. —*Melissa Y.*



3. We need to think about the kind of tourism we want to develop. We don't want people who will just go to the beach for a party and then leave their garbage there when they go home. We're famous for our beaches, and that's why most people come here. But we also have wonderful museums and places for sightseeing. Too many visitors just go to the beach and don't learn anything about our country and our culture. We have to do more to help them enjoy their time here. —*Lee F.*

A Read the letters to the editor. Write the numbers by the titles.

- ___ Be careful about tourism
- ___ Good for the city
- ___ Too many visitors!



B Which of the writers would agree with these statements? One, two, or three answers may be correct.

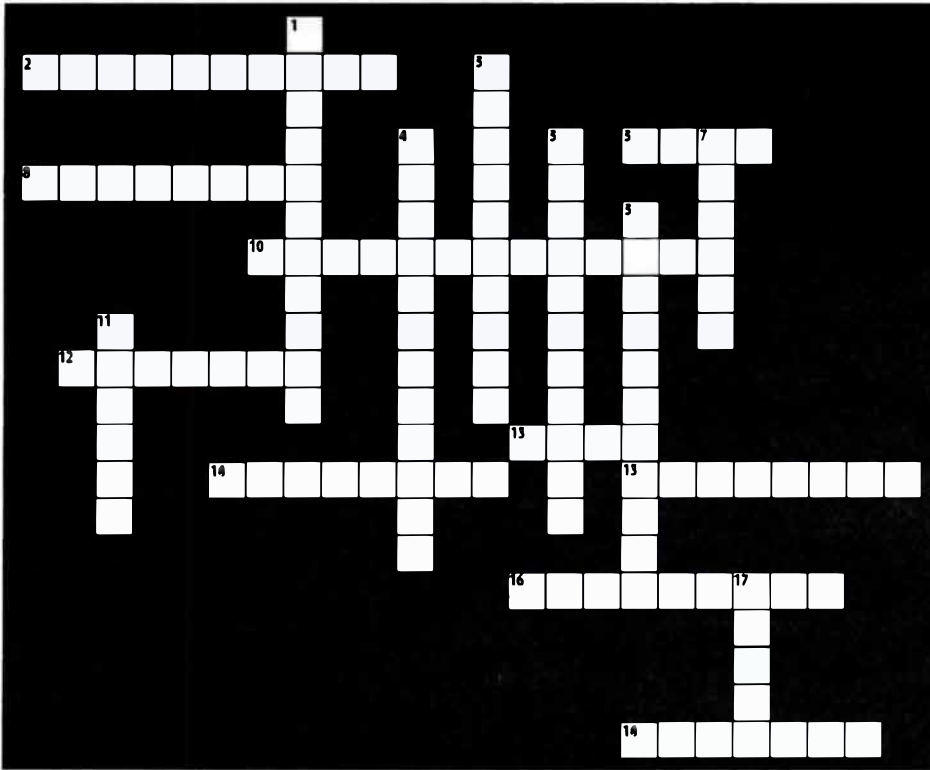
	Carlo	Melissa	Lee
1. We should build a new tourist center.			
2. Tourists sometimes cause problems.			
3. Tourists do good things for our city.			
4. The city would be better with fewer tourists.			
5. Tourists should learn about the places they visit.			
6. We shouldn't do more to help tourists.			
7. Tourists have a big effect on this city.			
8. There are good and bad kinds of tourism.			

C Circle one statement in **B** that you agree with. Why do you agree?

D Should your country (or your city) try to get more tourists? Write your answer and explain your reasons.

Review

A Solve the crossword puzzle with vocabulary and grammar from this unit.



Across

2. On a _____ vacation, you do something new.
6. _____ where you get on the plane
8. a travel document with your name and photo
10. where officers look for dangerous things in bags
12. This is my _____ - _____ bag for the airplane.
13. a paper that says you can enter one country
14. where travelers come into the airport
15. an airport building
16. a plan for a trip
18. You _____ take a gun on an airplane! (2 words)

Down

1. looking at famous places
3. where travelers go out from the airport
4. a card that shows your seat number on the airplane
5. get this so you won't become ill
7. a paper that shows you've paid for a trip on a plane, bus, etc.
9. a place saved for you in a hotel, on a plane, etc.
11. You _____ buy a ticket to get on an airplane. (2 words)
17. The airline _____ works at the airport.

B What do you need to do when you want to travel? In your notebook, explain the steps to organize a vacation. Use words and grammar from the unit.

First, you need to talk to the travel agent. Then, you have to apply for a passport.

Lesson A GRAMMAR AND VOCABULARY

A Complete the sentences with words from the box.

employee assistant
boss qualifications
volunteer training
experience owner

1. The _____ to the sales manager helps him do his work.
2. Angela is a _____ at her son's school. She doesn't get paid.
3. Brad has good _____ for any job in an office. He has worked for two large companies.
4. Ms. Baker has ten years of _____ as a sales representative.
5. My brother is the _____ of an Italian restaurant.
6. I am going to take a _____ program so I can get a job in a hospital.
7. I asked my _____ for a day off from work next Monday.
8. Shawn is a new _____ of the company. He started two weeks ago.

B Circle the expression that best completes each sentence.

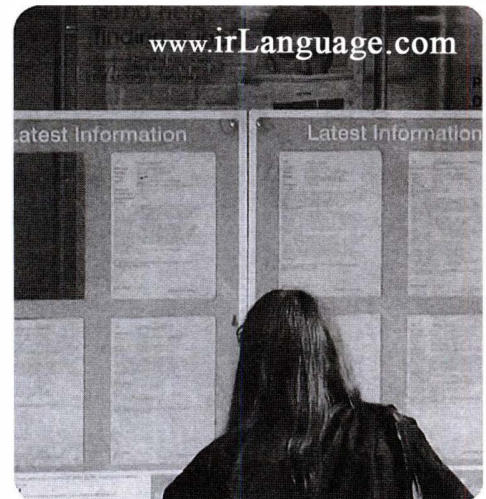
1. I think Andy (should | had better not) take a computer course. He could get a better job.
2. You (had better not | should) come to work late again. Our boss looked really angry this morning!
3. Mark (ought to | shouldn't) eat so much candy if he has problems with his teeth.
4. You (had better not | ought to) tell your father about your car accident before he sees the car.
5. You really (should | had better) try this chocolate cake. It's delicious!

C Your friend is looking for her first job. Give her advice, using modals.

1. should I think you should get a more serious haircut.
2. shouldn't _____
3. ought to _____
4. had better _____
5. had better not _____

D Write some advice for yourself to help you improve your English.

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



Lesson B GRAMMAR AND VOCABULARY



A Mike is talking to a career advisor about jobs. Unscramble the questions about jobs and write them on the lines.

1. other people/with/do/you/to/work/like

Advisor: _____?

Mike: Yes, I do. I get bored if I work alone.

2. you/salary/is/your/important/to

Advisor: _____?

Mike: I need a good salary because I have to help my parents.

3. a/want/you/lot of/do/vacation time

Advisor: _____?

Mike: I don't need much vacation time if I enjoy my work.

4. need to/you/near/work/your home/do

Advisor: _____?

Mike: Not really. I have a car, so I can drive to work.

B Choose the best job for Mike and explain your answer.

sales representative artist software engineer health care worker

C Lingua School is looking for an English teacher for children. Write three questions that the school might ask job applicants.

1. _____
2. _____
3. _____

D Circle the last content word in each question. Then read the sentences out loud.

- | | |
|--------------------------------|--------------------------------------|
| 1. Is she in your class? | 5. Have you seen that new movie? |
| 2. When is your interview? | 6. Can you speak Japanese? |
| 3. Why did you call me? | 7. Did you go to the party with her? |
| 4. What did the man ask about? | 8. Where did you leave your car? |

Lesson C GRAMMAR AND VOCABULARY

A Two kindergarten teachers are talking. Complete their conversation with *-ing* and *-ed* adjectives made from words in the box.

bore surprise satisfy
terrify interest tire

Adam: So, how was your first day?

Cassie: It was great! I felt so nervous at first; I was really (1) _____ .
But after that, I enjoyed it. The kids are great.

Adam: What did you do with them?

Cassie: First, they drew pictures, and then they told stories about the pictures. The stories were so
(2) _____ that I wanted to write them down!

Adam: Did the head teacher come in to see your class?

Cassie: Yes, he did, and he was very pleased. He said I'm doing well. I was really (3) _____ .
I thought I would have a lot of problems, but it went very well.

Adam: Teaching young children is really (4) _____ because they learn so fast.

Cassie: I'm sure I'll never be (5) _____ , but teaching kids is very (6) _____ .
I'm ready to go to sleep already!

B Complete the sentences with indefinite pronouns (*no one, everybody, something, etc.*).

- _____ knows what time the party is, because Peter forgot to tell us.
- I'm sorry, I can't help you with your homework. I don't know _____ about science.
- _____ called while you were at the library, but he didn't tell me his name.
- I didn't have time to put away the groceries, so I left _____ on the kitchen table.
- My eye really hurts. I think there's _____ in it.
- _____ really enjoyed the movie. They all said it was very, very funny.
- The box was empty. There was _____ in it.

C Complete the conversation with your own ideas.

Your friend: What will you use English for after you finish this class?

You: I'm planning to _____ .

Your friend: You sound happy about that.

You: I am! _____

Your friend: That sounds great! I need to start thinking about my future, too.

You: You really should _____

Lesson D READING AND WRITING

Dream Jobs: Mona Davis



Mona Davis is sitting in a dark theater, eating a chocolate bar, and laughing very loudly at the movie. After a few minutes, she takes out a notebook and writes a few words in the dark. For her, it's just a normal day at work.

Mona is the movie critic for *Tonight Magazine*. Every week, she writes about all the new movies and gives them ratings from **** (excellent) to * (awful). She sees at least two movies every day, even though she doesn't write about everything she sees. "I only write reviews of the most important movies—good or bad!"

It's a dream job, but Mona needed special qualifications to get it. She studied filmmaking in college and made short movies for her classes. "I've always loved watching movies," she says. "And it's fun to see a new movie before anyone has seen it."

Mona works hard. Some days, she sees three or even four movies in a row—starting in the afternoon and

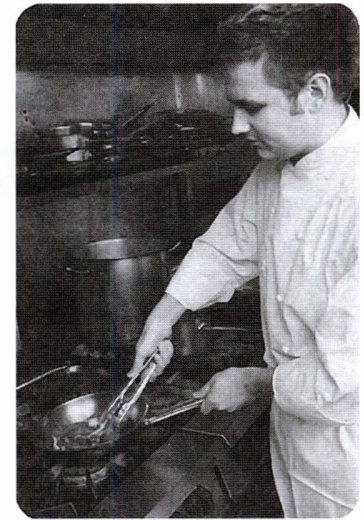
finishing at midnight. It's not always easy to stay awake for the last movie. "Sometimes I need a big cup of coffee during the evening," she says. She makes notes about each movie immediately after she sees it. Then, the next day, she writes her reviews in the afternoon—before going to see more movies!

The job does have a negative side, too. She often gets e-mails from people if they don't agree with her opinions. "Last week," she says, "a woman sent me a very angry ten-page letter because I said her favorite actor's new movie was awful."

But Mona really enjoys her job. She says, "I'm happy when I can get more attention for movies made by young actors and filmmakers. Sometimes I can really help their careers. And it's great that so many people read my reviews every week in *Tonight*. I'm not famous, but millions of people enjoy my work!"

A Complete the chart about this dream job. Use your own words.

Name	
Job	
Qualifications	
Job duties	watch write
Good things about job	can see can help
Bad things about job	sometimes feels people



B Is Mona's job a *dream job* for you? Explain your answer.

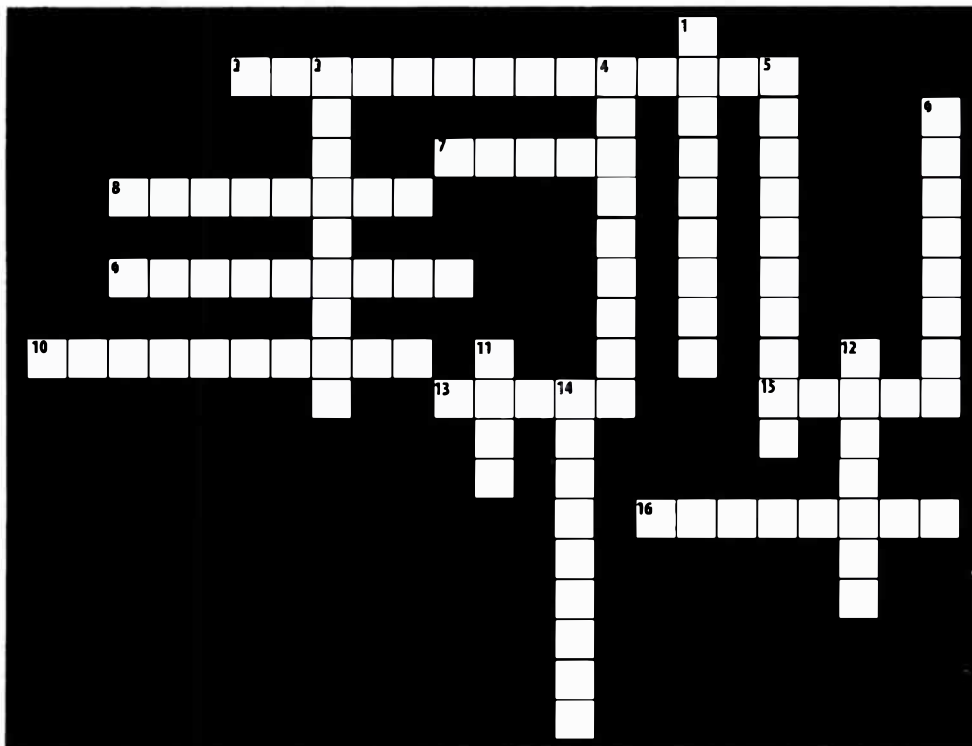
C Write about someone who has a great job. It can be someone you know or a famous person. Why is it a great job? What are this person's job duties? How did this person become qualified for the job?



UNIT 11

Review

A Complete the crossword puzzle with vocabulary and grammar from this unit.



Across

2. the qualities and skills that you need to do a job
7. someone with a business that belongs to him or her
8. Do you know _____ about ethnobotany?
9. someone who works for no money because he or she wants to
10. knowledge that you have from doing something
13. feeling not interested
15. I called, but _____ answered the phone.
16. education to do something

Down

1. a person who works taking care of his or her house
3. someone who helps another person do work
4. feeling strong fear
5. Something that meets your wants or needs is _____.
6. someone who works for a company or a person
11. the person in charge of others
12. There's _____ in the refrigerator. It's empty.
14. _____ in my class likes our teacher because she's so nice.

B What advice would you give these two people? In your notebook, write some advice for Joel and Alina. Use words and grammar from the unit.

- a. Joel has just graduated and is now looking for a job. He's excited about getting a job.
- b. Alina has been the boss's assistant at a cell phone company for ten years. Her job isn't satisfying; she feels bored.

Lesson A GRAMMAR AND VOCABULARY

A Complete the sentences with words from the box.

holiday celebrate
costumes festival
take place colorful
crowd participate
well-known annual

- I play the violin in the city orchestra, so I _____ in the city music fair every year.
- Hogmanay parties _____ in Edinburgh and other cities in Scotland.
- In some countries, people _____ the first day of summer with big fires in the evening.
- At the Carnival parade, there were more than 50,000 people in the _____.
- Carnival in Brazil is a very _____ celebration. It's famous all over the world.
- Christmas is my favorite _____.
- The Winter Fair is a/an _____ celebration in my city. It takes place every year in January.
- Rosa wore a very _____ dress for the National Day parade. It was green, yellow, and red—the colors of our flag.
- Next year, we will have a film _____ at our university. We will have three days of movies and talks by famous actors.



B Write sentences with *as . . . as* and the adjectives in parentheses.

- Thanksgiving/Hogmanay (not/long)

- The music festival/the movie festival (well known)

- The Carnival dance/the Carnival parade (not/popular)

- The art fair/the music festival (interesting)

C Make an advertisement for a celebration in your city or country.

Come and celebrate _____ with us! It's well known because _____ . You'll see colorful _____. You can participate in _____. The _____ is/are exciting. It's as _____ as _____. It takes place _____. Don't miss it!

Lesson B GRAMMAR AND VOCABULARY

A Complete the chart with information about two holidays in your country.



Holiday name	1.	2.
When does it take place?		
How do people celebrate?	* * *	* * *
Where do people celebrate?		
What are the special foods?		

B Think about the holidays you wrote about in exercise **A**. Which one is more interesting for foreign visitors? Explain your answer.

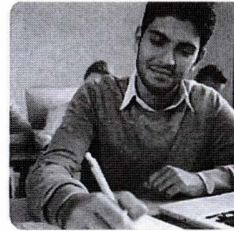
C Mark the intonation in these questions with arrows ↗ ↘. Then say the sentences out loud.

- Should we watch the video tonight or tomorrow?
- Would you like fish, chicken, or pasta?
- Do you want to make an appointment for Monday, Tuesday, or Wednesday?
- Would you rather study in Canada or England?
- What kind of pizza do you want—vegetable, sausage, ham, or cheese?

Lesson C GRAMMAR AND VOCABULARY

A Unscramble the expressions for these events.

1. (eond lewl) _____
2. (ginitvin su knshta rfo) _____
3. (enw phayp arye) _____
4. (ypahp yaneanvrir) _____
5. (insnarglatuocot) _____
6. (thribady payph) _____



B Write questions about these days. Then write your answers.

1. New Year's Eve/go out/stay home
On New Year's Eve, would you rather go out or stay home? I'd rather go out.

2. your birthday/get e-mails/get birthday cards

3. the last day of English class/take a test/have a party

4. your vacation/relax/do something exciting

5. the next holiday/spend time with your family/see all your friends



C Think about a celebration you **don't** enjoy. What do people usually do? What would you rather do? Why?

For the Autumn Holiday, people usually travel to their hometown. I would rather stay home, because the highways are very crowded and you can't get a train or bus ticket.

The Oldest Celebration in the World

The summer solstice is the longest day of the year. On that day (around June 21 in the northern half of the world), the sun is the highest in the sky, so the earth gets the most hours of light. People in many countries celebrate that day in a holiday called Midsummer.

Thousands of years ago, summer was the happiest time of the year in the northern countries. The snow was gone, the air was warm, the crops were planted, and food was easier to get. People celebrated Midsummer and did many things to bring good luck. In many cultures, they built big fires and jumped over them. They thought that the fire would make the sun's energy stronger and help the crops grow faster. In some places, people believed that the crops would grow as high as people could jump. People would swim in rivers to bring rain for the crops.

Today, Midsummer is still celebrated in many countries. In towns in Sweden, people put up a Midsummer Pole made of wood covered with flowers. They stand around it and sing. Afterwards, they eat fish, new potatoes, and strawberries. That night, young people pick seven different flowers and put them under their pillow when they sleep to dream about the person they will marry.

In Finland, people go out to the country and build huge fires to celebrate Midsummer. In the past, people believed that the fires kept away bad luck and evil spirits—now, they're a reason to get together with friends for a big party all night. Because Finland is so far north, the sky is light most of the night on Midsummer. Many Finnish people start their summer vacation on that day.

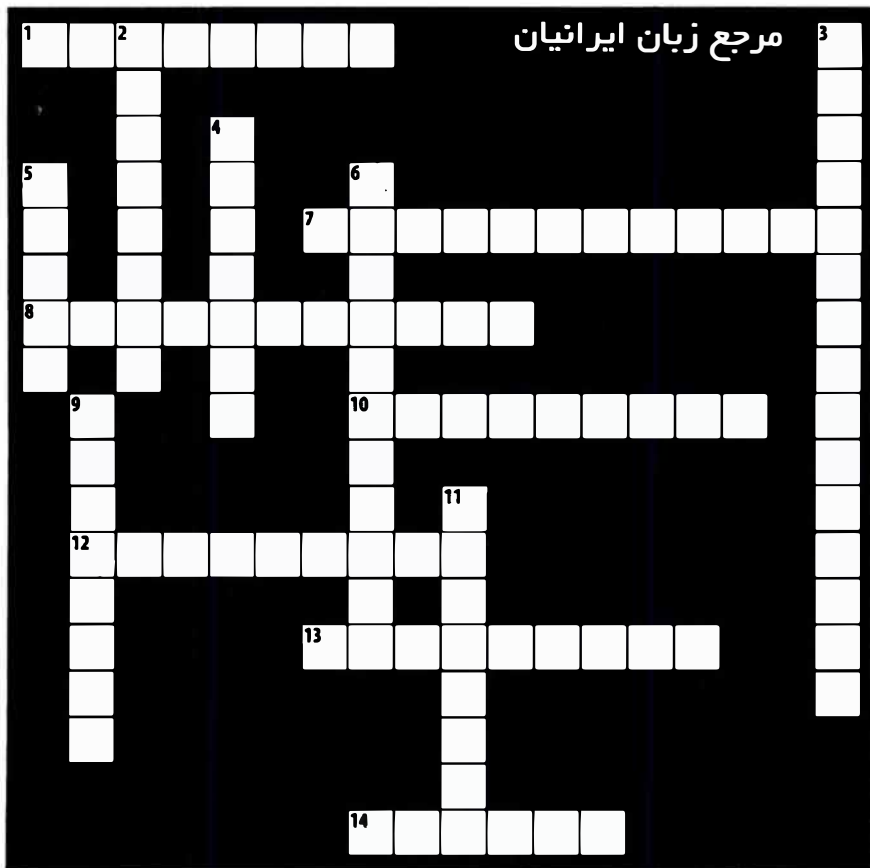
In some parts of Spain, people have big parties and fireworks on the beaches at night to celebrate Midsummer. Some people believe that plant medicines



work best if they are made on Midsummer, so women go out to collect the plants that night. Some people put the plants in water and then wash their faces with the water for good health. And, of course, there are special foods: fish, potatoes, and corn bread.

Review

A Solve the crossword puzzle with vocabulary and grammar from the unit.



Across

1. makes you feel happy and enthusiastic
7. expression for January 1 (three words)
8. I don't want to go out, I _____ stay home. (two words)
10. do something enjoyable for a special day
12. happen (two words)
13. famous
14. every year

Down

2. bright with many colors
3. expression for a graduation
4. a day when people don't work
5. many people together
6. take part in
9. a time with many performances of music, dance, etc.
11. an expression for a big achievement (two words)

B Compare two celebrations or festivals you know about. They can be from your country or from another country. In your notebook, describe them and explain how they are different and how they are the same. Use words and grammar from the unit.

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