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1

World Class

NANCY DOUGLAS
JAMES R. MORGAN



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World Class

WORKBOOK

NANCY DOUGLAS | JAMES R. MORGAN

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



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1 Who We Are

Vocabulary and Grammar

Unit 1 Outcomes

- use past tenses to ask and answer questions about memorable life events
- summarize the key outcomes of a study
- explain and evaluate qualifications
- handle challenging questions

A Circle the correct word to complete the sentences.

1. Beatrice has come up with / determined a plan for her project.
2. The survey she created is typical / ambitious because it requires a lot of effort.
3. She is analyzing some statistics / traits from a study about student e-mail use.
4. The survey shows that it is ambitious / typical behavior for a student to check e-mail fifteen times a day.
5. It also shows that the typical / average number of students who read the news online is 7 out of 10.
6. Beatrice is able to set out / determine that Internet use is becoming more important in students' lives.



B Read Javier's blog entry. Then complete the sentences with the correct past-tense verb form.

I moved to Toronto three years ago for work, and I have never taken a vacation. The project I am working on is very demanding. Sometimes I have to spend twelve hours a day at the office! But I'm starting to burn out, so I determined that I should ask my boss for some time off. When I arrived yesterday, I was surprised to see that she was waiting by my desk. "Good morning, Javier," she said. "You know, I've been thinking that you need a break from this project. You've shown me that you're ambitious, but everyone needs a vacation." What luck! Now I have to come up with a plan for where to go. Hmm . . . well, I've always wanted to visit Paris!

1. Javier _____ in Toronto for three years.
2. He _____ on a very demanding project.
3. He finally _____ that he should take some time off.
4. Javier's boss _____ by his desk when he _____.
5. She thinks Javier _____ that he's ambitious.
6. Javier _____ to go to Paris, so he'll probably spend his vacation there.

OUTCOME MET: handle challenging questions

C Answer the questions with complete sentences.

1. In what ways are you **typical** compared to other students in your school? In what ways are you different? _____
2. How do you **determine** if someone you meet might become a friend? _____
3. What is one personality **trait** that you wish you could change about yourself? _____
4. Is it good to be **ambitious**? Explain your answer. _____
5. What does it mean to be **average**? Is it a good thing? _____

D Read Irene's quotes. Then write the questions that prompted her answers.



1. "I've been teaching piano for thirty four years."

2. "Yes, I have been to Japan."

3. "We celebrated our twentieth anniversary in Tokyo."

4. "I was preparing for my grandson's birthday party when you called."

5. "I ate dinner at Magnolia's on Saturday night with my family."

OUTCOME MET: use past tenses to ask and answer questions about memorable life events

E Use the word prompts to write sentences according to your own experiences. Be sure to pay close attention to the use of the past tenses.

Example: during the last two weeks / come up with

During the last two weeks, I've come up with an idea for my term paper.

1. recently / notice _____
2. year(s) ago / set out _____
3. over time / determine _____
4. yesterday / (any verb) / when / (any verb) _____
5. my / (any relative) / best trait _____

Video

A Write the letter of the correct answer.

1. To get the DNA samples, the scientists use _____.
 - a. cheek swabs
 - b. pin pricks
 - c. hair samples
2. The people in the video are excited about the study because they want _____.
 - a. to research their family trees
 - b. to learn more about their deep ancestry
 - c. to find out about New York's history
3. Spencer Wells compares our DNA to _____.
 - a. the branches of a family tree
 - b. a family photo album
 - c. a historic document
4. According to Wells, the DNA sequence of two unrelated people is _____ identical.
 - a. only 10 %
 - b. almost 100 %
 - c. about 50 %

B In your own words, summarize what you know about the goals and outcomes of this study.

OUTCOME MET: summarize the key outcomes of a study

Writing

To whom it may concern:

I would like to apply for the job of Study Abroad Advisor at the University of Massachusetts. I am hardworking and motivated. Because I have spent the past two years working at a small company promoting study abroad for high school students, I feel that I am qualified for this job. One of my best traits is my ability to carry out several projects at once. In my last position, I advised students through the application process and helped prepare them for their trips. I also coordinated and problem-solved with host institutions in ten different countries. I worked with faculty to come up with ideas for the academic programs. It was a very ambitious task! At the same time, I helped find host families for students.

I also have personal experience in this field. When I was twenty, I set out to learn Spanish by participating in a study abroad program in Argentina and it changed my life! I'm fluent in Spanish and Portuguese and love to encourage others to travel and learn about other cultures. Please consider me for the position.

Sincerely,
Alyssa M. Davis

- A** Underline the key words in the letter that describe the candidate's qualifications.
- B** Imagine that you are going to interview Alyssa for the study abroad advisor job. Write three interview questions and the answers. Ask about the candidate's past experience and qualifications.

Example: Q: *So, why did you decide to apply to become a Study Abroad Advisor?*

A: *Well, I have a lot of personal and professional experience in study abroad programs.*

1. Q: _____
A: _____
2. Q: _____
A: _____
3. Q: _____
A: _____

OUTCOME MET: use past tenses to ask and answer questions about memorable life events

- C** Now imagine the interview with Alyssa is over. Write an e-mail message to a colleague summarizing the interview. Describe what the job candidate's qualifications are. Explain whether or not you should hire her.

OUTCOME MET: explain and evaluate qualifications

Reading

From Africa to Astoria by Way of Everywhere

The Astoria section of Queens, New York, is one of the most diverse communities on Earth. At a street festival in July 2008, people from all backgrounds walked among the booths. The sun was hot, and the mood was happy. A tall, blond man with pale skin walked through the crowd. He stopped to talk to people. If he found them willing, he asked if he could borrow a few skin cells from inside their mouths.

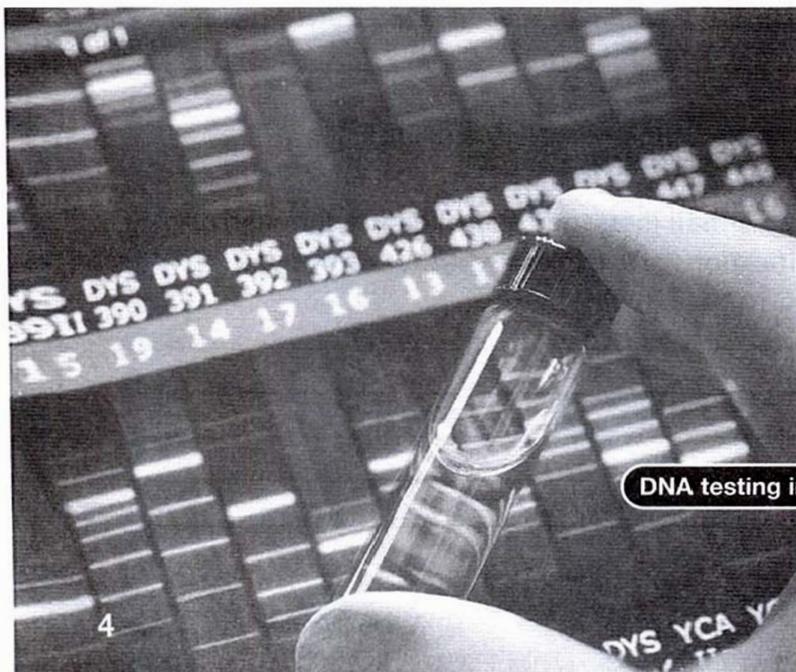
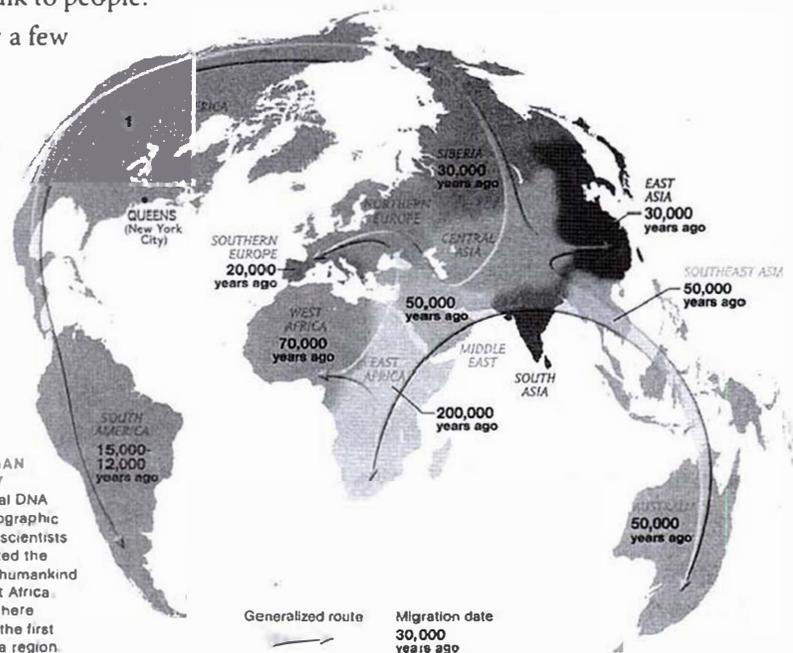
Spencer Wells and his coworkers with the Genographic Project have been traveling around the world for many years. They are collecting DNA samples from hundreds of ethnic groups. They compare the DNA of these groups and try to map the history of human movement over the past 200,000 years, when modern humans began in Africa.

The Genographic Project looks at the DNA that parents pass to their children. Over generations, small changes, called genetic markers, take place on this DNA. To Wells and other scientists, these markers are like a history book. After ancient humans moved out of Africa, they separated from each other and entered new lands. As they moved, they gathered different genetic markers that show the history of their movement. Each person today keeps such a pattern.

In more recent times, the groups have come together again in New York and other diverse areas. "From the beginning of the project," Wells says, "I've wondered if it would be possible to sample all the major lineages¹ on Earth on a single street." On 30th Avenue he almost did. The 193 volunteers in his project were carrying genetic markers for almost every major movement to the continents. The only missing lineage was the oldest one. The scientists found it in a group of hunter-gatherers in southern Africa. Their ancestors separated from other modern humans more than 100,000 years ago.

The DNA of small, separate groups like these still clearly shows the history of their movements. But in places like Queens, people from around the world have been sharing DNA for generations. Their histories are being lost. The Genographic Project tries to focus on populations that are not part of a big mix of genes, the way Astoria is.

"Everybody talks about Astoria like it's Greek," says George Delis, a retired community manager and a Greek immigrant himself. "Well, it's not Greek. It's everything."



DNA testing in a lab

¹ lineages members of a family through history

A Check (✓) *True* or *False*. Then correct the false sentences. Compare your answers with a partner.

	True	False
1. The main reason Spencer Wells went to Astoria was to attend the festival. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. Over generations, DNA patterns have remained exactly the same. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. Genetic markers from almost all of the major human movements were found in the DNA patterns of the 193 volunteers from 30th Avenue. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. Unfortunately, there were many missing lineages in the study. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. The history of movement is easier to trace in the DNA of small, separate groups, like the hunter-gatherers of southern Africa. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. In places like New York, with people from all over the world, genetic histories are very well preserved. _____	<input type="checkbox"/>	<input type="checkbox"/>

B Answer the questions about the reading.

1. What is the purpose of the reading? _____

2. What is the purpose of the Genographic Project? _____

3. Why is the project important? _____

4. Why was a group of hunter-gatherers important to the project? _____

5. Why is it hard for the scientists to find all of the genetic markers in places where ethnic groups are mixed? _____

C What do you think you would learn about your heritage if you had participated in the Genographic Project? Write a paragraph that includes what you already know and what you think you'd find out.

Outcomes

A Answer the following questions based on your personal experience.

1. What is something that happened to you when you were a child? _____

2. What were you doing around this time last year? _____

3. How long have you been studying English? _____

How did you do?: On a scale of 1–5 (5 being the best), how well did you use the past tenses to ask and answer questions about memorable life events? _____

B Answer the questions about the Genographic Project, according to the video and the reading.

1. What did the Genographic Project hope to find out? _____

2. What did the participants in the project learn about the people in their community? _____

3. What did the researchers learn from the Genographic Project? _____

How did you do?: On a scale of 1–5, how well did you summarize the key outcomes of a study? _____

C Explain why you would be qualified to teach English to a friend who cannot understand English. Provide at least three qualifications.

How did you do?: On a scale of 1–5, how well did you explain and evaluate qualifications? _____

D Answer the following questions.

1. You are applying for a job in an office. What is your best qualification? _____

2. You are trying out for the soccer team. Why should you be picked? _____

3. You didn't do an assignment that's due tomorrow. Why should your teacher allow you more time to work on it? _____

How did you do?: On a scale of 1–5, how well did you handle challenging questions? _____

2 The World Awaits

Vocabulary and Grammar

Unit 2 Outcomes

- use descriptive language effectively
- use gerund and infinitive structures to describe experiences
- make travel recommendations
- give, accept, and question advice

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

accessible	atmosphere	convenience	diverse	remote
adventurous	breathtaking	destination	get away	tranquil

Nancy: Hey, did I tell you I decided where I'm going on vacation?

Martina: No, you didn't. So where is it this time? Some luxurious tourist (1) _____ where people bring you food and drinks all day long?

Nancy: No. This time I'm going for something that isn't so busy. I want to relax, so I found someplace more (2) _____. It's called San Pedro La Laguna. It's in Guatemala on a lake surrounded by mountains. Here, I'll show you pictures. The views are (3) _____.

Martina: Wow, Guatemala, that's far . . . you are so (4) _____! It looks very (5) _____. I don't even see any roads. How do you get there?

Nancy: San Pedro is only (6) _____ by boat, and it only goes once a day. If I miss it, I have to wait another day.

Martina: So you won't have the (7) _____ of coming and going as you please.

Nancy: No, and that's how I want it. I can't wait to (8) _____ from everything and enjoy the natural charm of the mountains.

B Unscramble the words to make a correct statement.

Example: my summer vacation / to spend / like / in Maine / I
I like to spend my summer vacation in Maine.

1. shopping / and dining / of Camden / The picturesque town / is / famous for

2. wants / a souvenir / My cousin / to bring / her / from Portland / me

3. Acadia National Park / hiking / My parents / plan / on / at

4. it is / thinks / too / in the water / My sister / that / to / swim / cold

5. is / under the stars / Camping / breathtaking

C Answer the questions with complete sentences.

1. Why do people go on vacation? _____
2. What are you looking forward to on your next vacation?

3. What is a famous place you have visited, and why is it famous?

4. What is your favorite thing to do on vacation?

5. What is something that you find too hard to do when traveling on vacation?

OUTCOME MET: use gerund and infinitive structures to describe experiences

D You and a friend are going to travel together. You can either stay at a hotel in the city or go camping in the mountains. Write an e-mail to your friend using expressions or words from the list.

- | | |
|-------------------------|-------------------|
| charm | Let's go to . . . |
| get away | luxurious |
| I plan on . . . | picturesque |
| I think we should . . . | remote |
| It is great to . . . | spot |
| It's known for . . . | tranquil |

OUTCOMES MET: use gerund and infinitive structures to describe experiences; make travel recommendations



Video

A Answer the questions according to the video.

1. What is special about Barcelona? _____
2. Why did one speaker like it better than Amsterdam? _____
3. At what time of day is Las Ramblas lively? _____
4. What places did the speaker mention when describing the international music and theater?

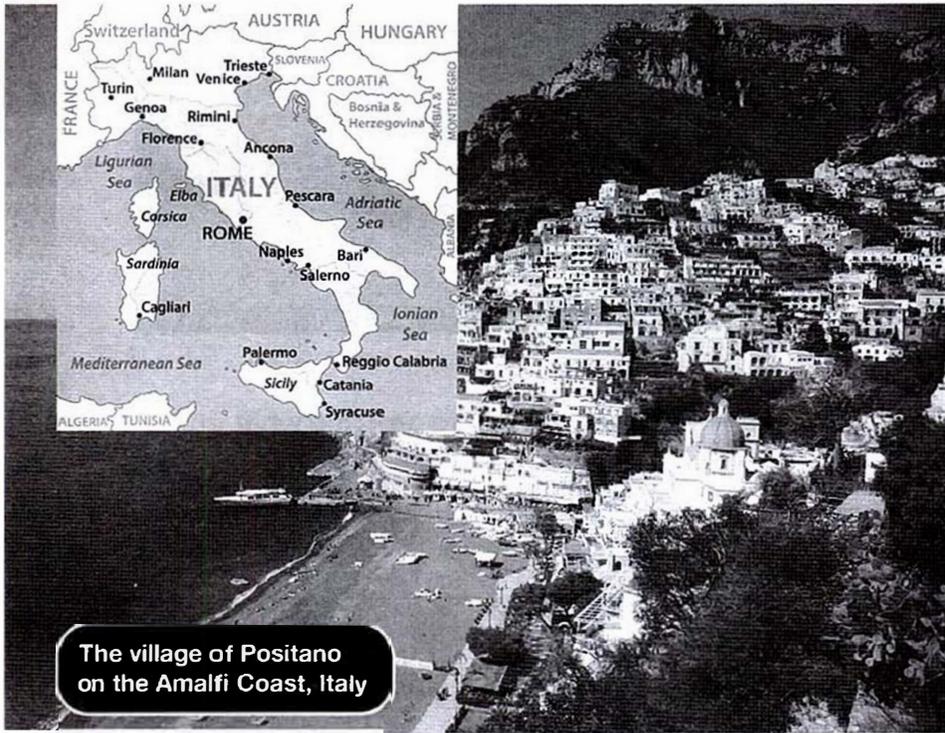
5. What are the flower shops like? _____

B Imagine you visited Las Ramblas. Describe it and recommend it to a friend.

OUTCOMES MET: use descriptive language effectively; make travel recommendations

Reading

Bella Costa: Italy's Amalfi Coast



With a coastline of 7,600 kilometers (4,700 miles), Italy has its share of seaside beauty. But travelers will tell you that no part of it is more breathtaking than the Amalfi Coast.

Located in southern Italy on the Sorrentine Peninsula¹ and overlooking the Bay of Naples, the Amalfi Coast offers one of the most scenic drives in all of Europe.

The best way to see the Amalfi Coast is by bus, for two reasons. First, the curvy roads and steep cliffs of the coast can be dangerous, so it's best to leave the driving to those with experience. Second, you won't be able to keep your eyes on the road, thanks to the clear blue sea and the charming villages that dot the coastline.

Sorrento

Buses leave Sorrento every hour between 5:00 a.m. and 10:30 p.m. First they cut across the tip of the

peninsula going east until they meet up with the coast. Travelers can get off at any of the 13 villages along the coast. The first and one of the most scenic is Positano.

Positano

Anyone who forms a mental image of Mediterranean Italy probably imagines Positano. The picturesque village has served as the setting for stories by Steinbeck and movies by Minghella. Tour the village and visit clothing stores and cafés, or enjoy the sun on the local (but rocky) beach.

Amalfi

Farther along the coast, you arrive to the village of Amalfi. Along with Genoa, Pisa, and Venice, Amalfi was a powerful trading port during the days of the Roman Empire. Now it gives its name to the entire coast, while the village itself is known for its luxurious resorts and expensive shops. Be prepared to pay an arm and a leg if you spend a long time there.

Ravello

Set back from the coast on a high hill is the village of Ravello. With only 2,500 people, it is one of the smallest towns on the Amalfi Coast but also one of the loveliest. Staring at the views of the coastline from Ravello helps you see why so many artists have spent time there for inspiration². Visit the Villa Rufolo to see where Richard Wagner wrote his opera *Parsifal*.

Trip's End

From Ravello, the coast road takes you through the villages of Minori—where you can see the ruins of a 2,000-year-old Roman villa—and Maiori—where the beach is finally sandy—until you end up at the large port city of Salerno. Getting the most out of a drive along the Amalfi Coast means picking the best time to do it. From October to May, there are fewer cars on the road and fewer tourists. No matter what time of year, be prepared for a drive you won't forget.

¹ **peninsula** a long strip of land surrounded by water and connected to the mainland

² **inspiration** something that makes a person work hard or be creative

A Match the place to its description based on the reading.

- | | |
|--|-------------|
| 1. ___ Once a major center of trade, now it's known for expensive shops. | a. Ravello |
| 2. ___ Authors and filmmakers have used this village in their stories. | b. Amalfi |
| 3. ___ This village is small but has breathtaking views. | c. Sorrento |
| 4. ___ Visitors can find ruins here that are thousands of years old. | d. Positano |
| 5. ___ Buses leave this town hourly on trips down the coast. | e. Minori |
| 6. ___ A sandy beach is the main attraction of this coastal village. | f. Maiori |

B Answer the questions with complete sentences.

1. According to the author, why won't you be able to *keep your eyes on the road*? What does that mean? _____

2. What does the author believe the village of Ravello did for Richard Wagner? _____

3. The author tells the reader to "be prepared to pay an arm and a leg." Based on the context, what do you think *pay an arm and a leg* means? _____

4. Why does the author think taking a bus is the best way to see the Amalfi Coast? _____

5. Do you think it would be an adventurous trip? Why or why not? _____

C Imagine that you are creating an itinerary for a trip to the Amalfi Coast. Write three questions for the travel writer based on the travel advice and recommendations he gave.

1. _____
2. _____
3. _____

OUTCOME MET: give, accept, and question advice

D Imagine that you just got back from your trip to the Amalfi Coast. Write a brief paragraph describing your favorite part of the trip and why you would recommend going there. Use at least three words from the list.

beautiful	crowded	magnificent	scenic
busy	impressive	romantic	spectacular

OUTCOMES MET: use descriptive language effectively; make travel recommendations

Outcomes

A Think about a place you love to visit and why you like it. Then write three sentences about it using adjectives and descriptive phrases.

1. _____
2. _____
3. _____

How did you do?: On a scale of 1–5 (5 being the best), how well did you use descriptive language effectively? _____

B Answer the questions with complete sentences. Be sure to use gerunds and infinitive constructions in your answers.

1. What do you think is rude to do when traveling? _____

2. What are you looking forward to doing next summer? _____

3. What do you really enjoy doing on weekends? _____

4. Why do people exercise? _____

5. What makes you tired? _____

How did you do?: On a scale of 1–5, how well did you use gerund and infinitive structures to describe experiences? _____

C Give travel recommendations to someone who is coming to visit your town.

1. How to get there / get around: _____
2. What to do: _____
3. Where to eat: _____

How did you do?: On a scale of 1–5, how well did you make travel recommendations? _____

D Read the situations. Then write complete sentences following the prompts.

1. Your friend is going to the beach. It's a very hot, sunny day and there are big waves.
Give her advice: _____
2. You plan on spending a semester in Argentina. Your professor suggests that you stay with a family rather than live in a dorm. Accept her advice: _____
3. A relative suggests that you avoid traveling on an overnight train in Europe.
Question his advice: _____

How did you do?: On a scale of 1–5, how well did you give, accept, and question advice? _____

3 The Great Energy Challenge

Vocabulary and Grammar

Unit 3 Outcomes

- refine your use of future tenses
- identify the pros and cons of an issue
- express an opinion and give examples to support it
- persuade an audience to make a change

A Match the vocabulary word to its definition.

- | | |
|---|----------------|
| 1. ___ to make something available to someone or something | a. consume |
| 2. ___ change something to the opposite | b. eliminate |
| 3. ___ to use a lot of | c. entire |
| 4. ___ able to be maintained | d. generate |
| 5. ___ to get rid of something | e. project |
| 6. ___ to use up all of something | f. residents |
| 7. ___ people who live in a specific area | g. reverse |
| 8. ___ the whole of something | h. run out |
| 9. ___ to guess about the future based on current circumstances | i. supply |
| 10. ___ to create something | j. sustainable |

B Choose the expression that best completes the sentence based on the future use in parentheses.

Example: I am going to / will send my résumé tomorrow. (promise)

1. Tomorrow I'm going on / I will have an interview at an environmental law firm. (definite plan)
2. I'm going to / will drive to the interview at 9:00. (definite plan)
3. My dad is sure that they are offering / will offer me the job. (prediction)
4. I'll / I'm going to call my parents after I get home from the interview. (promise)
5. They will be being / will be so excited for me. (prediction)
6. Satcha is going to / will work hard because she cares about the environment. (promise)
7. In 5 years, she is going to be / will be a partner in the firm. (prediction)
8. Within 10 years, it will be / is going to be known for protecting resources. (ongoing future action)

C Follow the prompts to write complete sentences about the future.

Example: ongoing future action at this time tomorrow:

At this time tomorrow, I'll be relaxing at home.

1. definite plans for next weekend: _____
2. prediction for 2030: _____
3. promise for later today: _____
4. ongoing future action in fifteen years: _____

OUTCOME MET: refine your use of future tenses

D Complete the sentences with your own ideas.

1. In the future, more people _____
because _____.
2. In the future, my family _____
because _____.
3. In the future, my country _____
because _____.

OUTCOME MET: refine your use of future tenses

E Imagine your workplace uses a lot of paper. Write a message to your coworkers expressing why you believe it's a problem. Give examples. Use as many of the words in the box as you can.

by next month	eliminate	run out	sustainable
consume	rely on	supply	within a year



OUTCOME MET: express an opinion and give examples to support it

Video

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

- | | True | False |
|---|--------------------------|--------------------------|
| 1. Lauren is worried about the impact of coal energy on the community.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. She grew up in a town that suffered from air pollution.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Lauren believes the coal plant in Bridgeport can provide new jobs.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Greenpeace wants to shut down the coal plant.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Lauren feels that the only way to help is to ask our leaders.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |

B Do you agree with Greenpeace's efforts to shut down the coal plant? Why or why not?

Writing

COME TO THE ENVIRONMENTAL ACTION COMMITTEE MEETING!

Thursday, February 16th 7:00 p.m. Port Regis Library Conference Room

The air quality in Port Regis is terrible! Pollution from cars, buses, and trucks makes the air too dirty to breathe. Traffic is a major problem. The factories are also contributing to the problem. Some residents have complained of the short-term health effects of air pollution such as sore throats and difficulty breathing. If we don't make a change, people will suffer from severe long-term health effects such as lung cancer and heart disease. We are concerned that our children and elderly residents will be affected the most. Because of this, we need to make changes. Start biking or walking instead of driving short distances. Take public transportation. Mow your lawns every two weeks instead of every week. Let's make our city a healthy place to live!

A Read the flyer and answer the questions with complete sentences.

1. What is the committee's opinion about the city's air quality?

2. What examples does the flyer give to illustrate the committee's opinion?

3. What changes does the flyer suggest? Why?

B Think of an environmental issue that affects your town, city, or region. Then fill in the chart below.

Environmental issue:	My opinion about the issue:	Two examples to illustrate my opinion:
		1. 2.
What will happen in the future if nothing is done:	My suggestions / ideas to help:	Why I think people should make a change:
1. 2.	1. 2.	1. 2.

C Now write a flyer for an environmental meeting in your area using the information from the chart.

OUTCOMES MET: refine your use of future tenses; express an opinion and give examples to support it; persuade an audience to make a change

Reading

The Price of Power

When I moved to a small town in western Colorado ten years ago, coal kept me warm at night. I bought a ton of coal each fall for cheap, partly because I lived near its source. Less than ten miles away, workers at three mines send coal into trucks, which transport it through the valley and beyond.

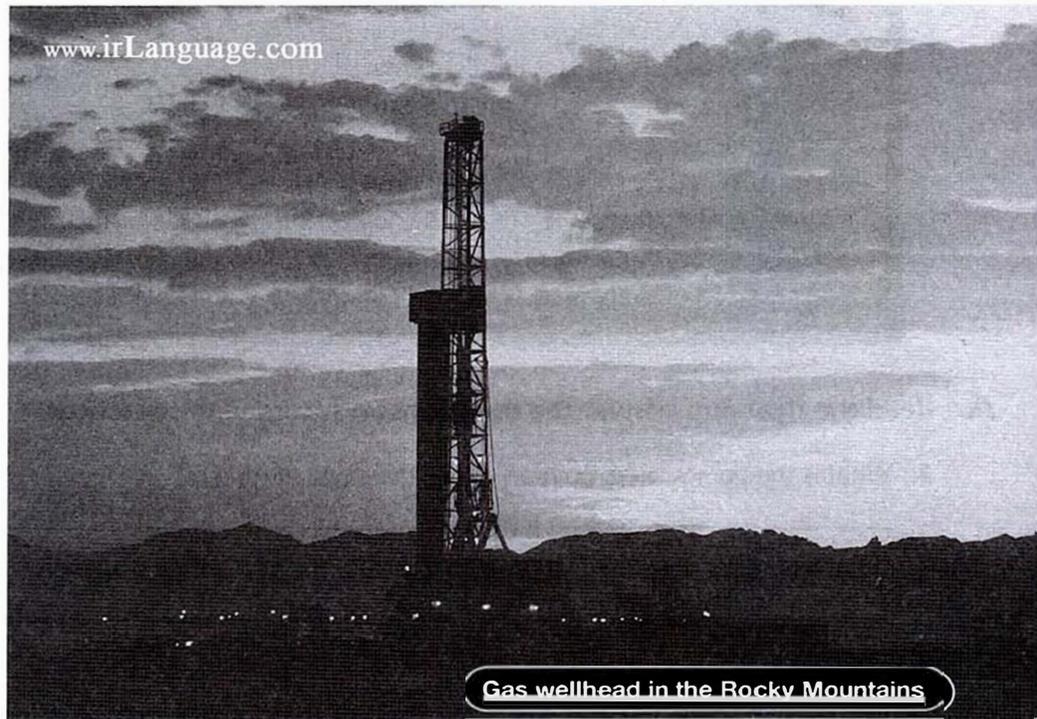
I stopped using coal long ago in favor of solar panels, but the valley's miners still work underground. The geology of this region is its future. Those who want cleaner fuels are looking to natural gas from the Rocky Mountains. From Montana to New Mexico, thousands of wellheads,¹ new roads, pipelines, and fences have been built because of the high demand

for natural gas. This construction disturbs animals and destroys the land, while ranchers and hunters alike are outraged. The search for fossil fuels causes destruction and suffering in these areas.

But the industry continues, partly because people all over the world need energy, and partly because the money it brings in helps local communities. To many small towns, the gas industry has benefits: In the tiny town of Pinedale, Wyoming, public-school students enjoy a \$20-million recreation center and classrooms with high-tech tools. It is paid for by taxes from gas companies.

Jobs in mines or around gas wells can be dangerous but pay well. Sometimes these jobs are the best option around for people without a college education. And workers in the energy industry all over the world are proud of their jobs; they're doing a dangerous job well, they're carrying on a family or community tradition, and they're serving fellow citizens. When change comes, it is often seen as a threat, not a help.

But change is coming, and some of it offers a better deal. Under a new Colorado law, the state's major energy companies must buy 20 % of their energy from renewable sources by 2020. Wind turbines and solar panels are appearing on Colorado farms. In my town, on the edge of the gas field, the old middle school still hosts safety training for coal miners. But less than a mile away, at the nonprofit Solar Energy International, experts on renewable energy are showing building contractors, electricians, and retired oil and gas workers how to make money from this new energy technology. Geology remains the future here, but not for long.



Gas wellhead in the Rocky Mountains

¹ **wellhead** the structure on top of an oil well

A Choose the correct answer based on the reading.

- The author now uses _____ to heat her home.
 - coal
 - solar panels
 - natural gas
- _____ from the Rocky Mountains is one source of cleaner fuel.
 - Coal
 - Solar energy
 - Natural gas
- The pipelines and wellheads in the Rocky Mountains have a negative impact on _____.
 - animals and land
 - air quality and crops
 - fish, rivers, and lakes
- The reason Pinedale, Wyoming, has a high-tech recreation center is due to _____.
 - gas-company taxes
 - government loans
 - profits from coal mining
- According to the author, jobs in mines are _____.
 - safe, but do not pay well
 - not worth the risk
 - a good option for people who can't go to college
- In Colorado, the increase in _____ reflects a greater interest in renewable energy.
 - wellheads and coal mines
 - solar panels and wind turbines
 - safety trainings for coal miners

B The author mentions the pros and cons of different energy sources. Fill in the chart with information from the article.

	Pros	Cons
Coal		
Natural gas		
Solar power		

OUTCOME MET: identify the pros and cons of an issue

C Imagine that you are an environmental activist living in Colorado. Using ideas from the reading along with your own opinions, try to convince the residents of your town to switch from coal to solar or wind energy.



OUTCOMES MET: persuade an audience to make a change; express an opinion and give examples to support it

Outcomes

A Write four sentences using future forms.

1. (definite plans) _____
2. (prediction) _____
3. (promise) _____
4. (ongoing future actions) _____

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

B List three pros and three cons of the following issue.

Issue: everyone should take public transportation instead of driving cars

Pros: _____

Cons: _____

How did you do?: On a scale of 1–5, how well did you identify the pros and cons of an issue? _____

C What do you think is the most important environmental concern today? Give your opinion along with two examples to support it.

How did you do?: On a scale of 1–5, how well did you express an opinion and give examples to support it? _____

D Think of a change that should be made at your school or in your town or city. Write three sentences to persuade your fellow students or residents to help make the change.

1. _____
2. _____
3. _____

How did you do?: On a scale of 1–5, how well did you persuade an audience to make a change? _____

1-3 Review

Vocabulary Review

advance	nearby	timid
consume	noisy	unmotivated
incomplete	supply	unusual

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

- run out _____
- tranquil _____
- remote _____
- ambitious _____
- typical _____
- conserve _____
- adventurous _____
- entire _____
- reverse _____

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

accommodations	breathtaking	picturesque	resort	sustainable
ambitious	diverse	remote	statistics	tranquil

- What are two words that could describe the view from the summit of Mount Everest?

- What are two words that could describe a tropical island where no one lives?

- What type of energy source is solar power?

- Which word best describes a plan that is difficult to carry out?

- What are two words that can come after *luxurious*?

C Write sentences using the following word partnerships.

- typical behavior: _____
- vacation spot: _____
- energy source: _____

D Complete each sentence with your own ideas.

- On a **typical** weekend, I _____
- My favorite vacation **destination** _____
- My most interesting personality **trait** is _____
- My most **adventurous** experience was when _____
- I **project** that by 2050 _____

Grammar Review

A Fill in the blank with the correct past-tense form of the verb in parentheses.

1. I _____ (to study) French for two years.
2. Before that, I _____ (to be) a server at a French restaurant and learned some words.
3. Then I _____ (to decide) to take some classes.
4. One day last semester, I _____ (to read) a French novel at home when my professor _____ (to call) me.
5. She said, "You _____ (to learn) a lot in my class, and I think you should study in Paris."
6. I _____ (to want) to go to Europe since I was a little boy, and I'm so excited for this opportunity!
7. My parents _____ (to say) that they want to visit me. I hope they do.
8. I'm excited to learn more French, but I _____ (to work) hard lately. I can't wait to see the sights!



B Circle the correct word or phrase.

(1.) **Camping / To camp** is best when you have a breathtaking waterfront view. There are lots of great places (2.) **camping / to camp** by the water. Have you ever (3.) **going / been** to Great Ocean Road Tourist Park in Australia? Located in a tranquil area, it's a great spot for (4.) **diving, fishing, and swimming / to dive, to fish, and to swim**. Last year, our tour company (5.) **sent / was sending** a group of twelve people on an Australian adventure tour for a month. Their favorite part of the adventurous trip (6.) **was / is** camping along the water. Next year, they all are (7.) **have gone / going to go** back again. Everyone is looking forward to (8.) **get / getting** away!

C Answer the questions in complete sentences using the correct future form (in italics).

1. What is a *definite plan* you have for next weekend?

2. What is a *prediction* you have about the world in ten years?

3. What is a *promise* you might make to a friend when you're saying goodbye?

4. What *ongoing future action* can you see yourself doing by the end of the year?

4 The World's a Stage

Vocabulary and Grammar

Unit 4 Outcomes

- use infinitives to complement certain types of verbs
- state the pros and cons of making a decision
- use time expressions to order life events
- paraphrase information from other sources

A Complete each sentence with a word from the box. Three words will not be used.

appearances	commercial	emerged	inspired	mainstream
audience	convinced	hard-core	launched	performance

1. Susan Boyle is a Scottish singer who _____ in 2009 after she appeared on the TV show *Britain's Got Talent*.
2. When the judges first saw her, they were not _____ that she could sing.
3. But her _____ of the song "I Dreamed a Dream" surprised everyone.
4. The _____ gave her a standing ovation when she finished singing.
5. The show _____ her singing career. Her first album, *I Dreamed a Dream*, was at the top of the charts in the United Kingdom.
6. She began to make many _____ on television and in concerts.
7. Millions of people also watched her performances online, and Susan Boyle's talent soon reached a _____ audience.



B Indicate the expression that best completes the sentence.

Example: His teacher, Mr. Lee, convinced Diego to apply / apply to music school.

1. The students consider Mr. Lee to be / be the best teacher they've ever had.
2. He arranged for Diego to study / study at Juilliard, a respected music school in New York.
3. Mr. Lee wanted them to perform / perform the play *Oklahoma* this year.
4. Unfortunately, the school did not let them to have / have a live orchestra for the play this time.
5. At rehearsal, he advised Tania to drop / drop out of the school play.
6. He said that he didn't to feel / feel her voice was right for the lead part.
7. He needed to find / find a new lead actress quickly.

C Respond to each statement with a sentence using "I," the verb in parentheses, and your own idea.

Example: Kristen wants to be a fashion model. (arrange) I'll arrange for her to go to Paris for a week.

1. Robert is an actor who can't sing well. (advise) _____
2. Zana is in a great band, and she's got an amazing voice. (consider) _____
3. Malia and Maya dance very well. They want to be on TV. (expect) _____
4. They would like to audition for *Oklahoma*. (arrange) _____
5. Unfortunately, Aryaman is not a very talented actor. (let) _____
6. He is better behind the scenes. (convince) _____

OUTCOME MET: use infinitives to complement certain types of verbs

D Your friend wants to compete in a talent show for several weeks far from home. She would miss school and an important family event. She asked you to help with her decision. Write an e-mail message to your friend in which you mention two pros and two cons. Use at least four expressions from the box.

convince	hard-core	I consider you...	performance
demanding	have / don't have them...	launch	They will arrange for you...
emerge	I advise you...	let / don't let them	You need to...



OUTCOME MET: state the pros and cons of making a decision



Video

A Write the letter of the correct answer.

- | | |
|--|---|
| <p>1. Iarla comes from a family known for its ____.</p> <p>a. singers
b. guitar players
c. artists</p> <p>2. On the first day of school, his teacher had him ____.</p> <p>a. audition for the school play
b. sing on top of a desk
c. eat a cold breakfast</p> | <p>3. Iarla learned ____ when he was 5.</p> <p>a. to sing Sean-nós
b. to speak English
c. to speak Gaelic</p> <p>4. He was able to join the Afro-Celt Sound System without ____.</p> <p>a. making an appearance
b. an audience
c. an audition</p> |
|--|---|

B Write a paragraph about Iarla's life. Be sure to include important events in the order in which they occurred.

OUTCOME MET: use time expressions to order life events

Writing



A What is the life of a celebrity like? Beautiful houses? Lots of attention? Privacy? Write words and phrases to describe the pictures.

B Make a list of the pros and cons of being a celebrity on a reality TV show.

Pros

Cons

C Imagine that you are an aspiring celebrity (model, musician, chef, actor, etc.). You are well-known by your hard-core fans, but you are not very famous in the mainstream media yet. You have been approached by a TV producer who wants to create a reality show about your life. Will you do it? Write a response to the producer with your decision. Include two pros and two cons of being on reality television along with at least two expressions from the list.

Arrange for me...

I consider myself...

You can / can't convince me to...

Have / Don't have me...

Let / Don't let me...

You want me to...

OUTCOMES MET: use infinitives to complement certain types of verbs; state the pros and cons of making a decision

Reading

Grupo Fantasma Brings Home the Grammy Gold

Over the past decade, Latin funk¹ band Grupo Fantasma has been praised by many critics for its new-world-meets-old-school music. Now, the Austin-based ten-piece orchestra has won its first Grammy Award² for its 2010 album, *El Existential*.

Guitarist Beto Martinez spoke with us about how the band got started, the roots of its music, and what it feels like to win a Grammy.

How did Grupo Fantasma come about?

It was really a merger of two bands. Our bass player Greg Gonzalez, drummer Johnny Lopez, and I had a band in Laredo, Texas, and we moved to Austin

in 1996. Once we were here, we met up with Adrian, the other guitar player, who had a band with Dave Lobel, who's our manager now. We decided to do a show in 2000, and that's how Fantasma was born.

Grupo Fantasma can fit into different genres and styles. Why do you think your music translates to so many different people?

A lot of it has to do with the variety of our backgrounds and the mix that we brought from the border.³ The border is a unique place. It's a mixing of cultures, where you're not quite totally on either side of the border, you kind of just straddle it. And you mix that with the whole range of people we have in the band—one guy from Nicaragua, one from Philadelphia, one from New York, one from LA—and you bring that all in. Even though our music may be sung in Spanish and it's really Latin⁴ in style, it has a universal feel.

After a decade of playing together, how did it feel to win a Grammy for *El Existential*?

We were completely blown away.⁵ Even when we got nominated we were pretty surprised. And then we saw the list of nominees, and there were a couple who are pretty well-known, and we were kind of the underdog.⁶ We went into it thinking that we wouldn't win. I think we surprised everyone.

What was the first thing you did when you found out you won?

The majority of the band was on a tour bus coming back from California when we found out. A bunch of the guys were in a truck stop restaurant trying to watch the live streaming telecast,⁷ and they screamed and everyone gathered around, so it was an exciting little thing.

What's next for Grupo Fantasma?

We'll be out there touring this summer, all over North America and Europe as well. We are a live band and that's really what we do. The best way to listen to us is to see us live.



Members of Grupo Fantasma after winning Best Latin Rock, Alternative, or Urban Album at the 53rd Annual Grammy Awards.

¹ **funk** genre of music originating in 1960s that blends soul, jazz, R&B, and other styles of music

² **Grammy Award** award given each year for achievement in music

³ **border** line that separates two countries (in this case the U.S. and Mexico)

⁴ **Latin** music from Latin America

⁵ **blown away** amazed, shocked, impressed

⁶ **underdog** someone who is expected to lose

⁷ **live streaming telecast** a television broadcast shown as an event is happening

A Fill in the timeline with information about Grupo Fantasma.

1. In 2000...
2. In 2010...
3. When they found out they won the Grammy...
4. This summer...

B Now write about Grupo Fantasma in your own words. Use at least two expressions from the box.

after	next	ten years later
first	ten years ago	today

OUTCOMES MET: use time expressions to order life events; paraphrase information from other sources

C These questions are similar to those in the interview. Answer them in your own words by paraphrasing what the guitarist said.



1. How did Grupo Fantasma get started?

2. Why does their music appeal to all different types of people?

3. After playing together for ten years, what was it like to win the award?

OUTCOME MET: paraphrase information from other sources

Outcomes

A Use the verb in parentheses to write a sentence. Make sure that you follow the pattern *verb + object + infinitive*.

1. (convince) _____
2. (want) _____
3. (consider) _____
4. (arrange) _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you **use infinitives to complement certain types of verbs**? _____

B List three pros and three cons about a decision to quit a band and become a solo artist.

- | Pros | Cons |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

How did you do?: On a scale of 1–5, how well did you **state the pros and cons of making a decision**? _____

C Think of four events from your life. Then list the events in order using time expressions.

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

How did you do?: On a scale of 1–5, how well did you **use time expressions to order life events**? _____

D Rewrite each statement from the reading using your own words.

1. "Even though our music may be sung in Spanish and it's really Latin in style, it has a universal feel."

2. "We were completely blown away. Even when we got nominated we were pretty surprised."

3. "The best way to listen to us is to see us live."

How did you do?: On a scale of 1–5, how well did you **paraphrase information from other sources**? _____

5 No Need to Panic

Vocabulary and Grammar

Unit 5 Outcomes

- use adverbial clauses to talk about challenging situations
- reach a compromise
- explain steps in a process
- follow steps to get through a difficult situation

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

collapse encouraging handle intense ordeal panic rescue trapped

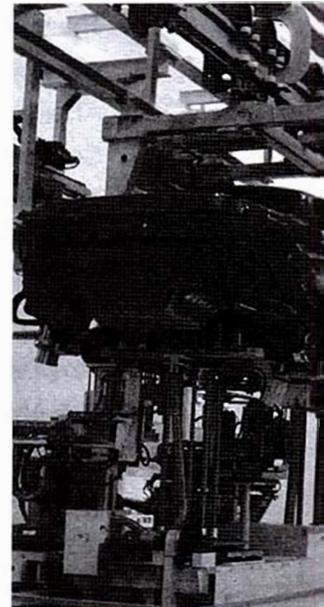
- Jin:** Would you mind pressing the button for the fifth floor?
Olga: Sure. Uh-oh. This elevator doesn't seem to be moving.
Jin: Oh, no! My biggest fear is to be (1) _____ on an elevator!
Olga: Let's try not to (2) _____. It's better to stay calm.
Jin: You're right. The best way to (3) _____ the situation is to remain calm and think it through.
Olga: Here, let's press the emergency button.
Jin: Good idea. Maybe someone will hear it and come (4) _____ us.
Olga: At least it's only been a few minutes so far.
Jin: True. I guess if we were stuck here for hours, *that* would be an (5) _____
Olga: Stay calm. I'm sure that help is on its way.
Jin: Thank you for (6) _____ me. You're very good in (7) _____ situations.
Olga: Thanks. Hey, we're moving again! See, there was no reason to get upset.

B Read the sentence. Then underline the adverbial clause and identify what the adverbial phrase is explaining: *time, reason, contrast, or purpose*.

Example: Marcos runs safety courses at the factory
so no one will get injured.

purpose

1. Marcos went to Japan so that he could visit a car factory.
2. After his work was completed, he traveled around the country.
3. Because a major earthquake hit Japan, he had to stay longer.
4. Many people were trapped since buildings collapsed.
5. Even though it was difficult, he helped many people.
6. Marcos started a charity foundation to help victims as soon as he returned to the United States.



C Imagine you are Marcos and a friend is asking about your experiences in Japan. Answer from his perspective, using the cues provided.

1. Why did you go to Japan? (because) _____
2. What was the first thing you did after the earthquake? (as soon as) _____
3. Why did you start a charity foundation? (so that) _____
4. Would you go back to Japan? (even though) _____

OUTCOME MET: use adverbial clauses to talk about challenging situations

D You are a rescue worker after an earthquake. A building collapsed and two people are trapped but not badly injured. You need to help them stay calm while your coworkers help get them out. Tell them what to do while they wait. Use as many words from the box as you can.

after	because	do	first	noise	rescue	so that
as soon as	collapse	do not	move	panic	since	trapped

OUTCOMES MET: follow steps to get through a difficult situation; use adverbial clauses to talk about challenging situations

Video

A What happened during Team Canada's climb? Number the events in order from 1 to 10.

- ___ The team starts out on foot in order to adjust to the altitude gradually.
- ___ Over the next few weeks, the team travels back and forth between four camps at different altitudes.
- ___ The Sherpas put on a celebration at camp to welcome the team back.
- ___ As the climbers get higher up on the mountain, their pace slows to a crawl.
- ___ The guides check and recheck all of the gear that goes up the mountain.
- ___ After hours of wearily treading, the climbers can view the summit in the near distance.
- ___ After a week, the team arrives at base camp, which is more than 17,000 feet above sea level.
- ___ Cotter and the guides prepare the supplemental oxygen supply carefully.
- ___ The climbers say prayers asking forgiveness from the gods before setting foot on the mountain.
- ___ After almost two months, the team reaches the top of the mountain.

B Imagine you are part of Team Canada at base camp, about to summit Mount Everest. In a letter to a friend, explain the most important steps that you will go through in order to climb to the top of the mountain and return safely. Use signal words such as *first, next, then, when, while, etc.*

OUTCOMES MET: explain steps in a process; follow steps to get through a difficult situation

Writing

The blog on the next page explains how to survive an airplane accident. The author shares a variety of safety tips for readers. You are going to use the article as a model for your writing. Read the text in the box on page 30 called “Three things to remember when flying.”

A According to the box on page 30, what three things should you remember when flying?

1. _____
2. _____
3. _____

B Imagine that you want to offer tips on how to prevent or survive an intense situation. Examples might include a shipwreck, an earthquake, a hurricane, a fire, a skiing accident, a car crash, or being lost in the woods. Write the situation below. Then list helpful steps in the chart.

SITUATION: _____

Beforehand	During and after
1. <i>Be sure to...</i> <i>Do not...</i>	1. <i>The first thing...</i>
2.	2. <i>Be sure to...</i> <i>Do not...</i>
3.	3.

C Now write a short blog based on the chart from Exercise B. Describe the situation and explain the steps one needs to take to get through it. Use at least four words from the box.

after	as soon as	before	next	then	when
although	because	first	so (that)	until	while

OUTCOMES MET: use adverbial clauses to talk about challenging situations; explain steps in a process; follow steps to get through a difficult situation

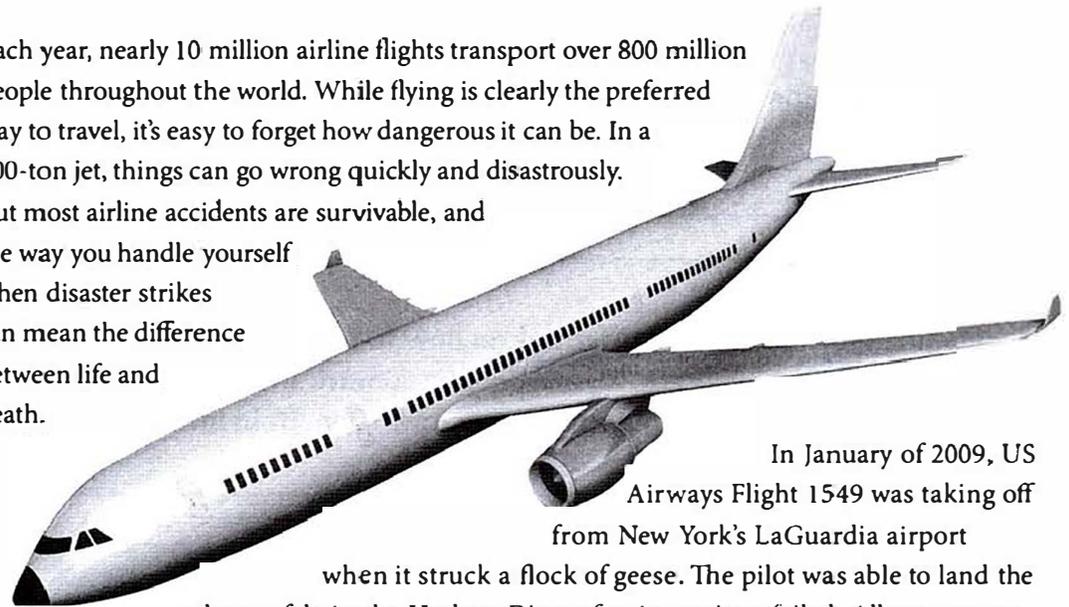
Reading

How to Survive a Plane Crash



An airline passenger puts on his seatbelt before a flight.

Each year, nearly 10 million airline flights transport over 800 million people throughout the world. While flying is clearly the preferred way to travel, it's easy to forget how dangerous it can be. In a 200-ton jet, things can go wrong quickly and disastrously. But most airline accidents are survivable, and the way you handle yourself when disaster strikes can mean the difference between life and death.



In January of 2009, US Airways Flight 1549 was taking off from New York's LaGuardia airport

when it struck a flock of geese. The pilot was able to land the plane safely in the Hudson River after its engines failed. All passengers

survived the "Miracle on the Hudson" for two simple reasons: they remained calm,

and everyone was seated and wearing seatbelts. These routine actions by the passengers allowed the pilot to execute a water landing and save the lives of everyone on board.

Only a month before the Flight 1549 incident, another plane was leaving Denver when something went wrong during takeoff. Still on the ground, the plane left the runway and plunged into a nearby ditch. An engine was ripped off and the plane caught fire. Most passengers headed for the regular exits, but one woman, who was four months pregnant and travelling with her one-year-old child, calmly found her way out of the aircraft and onto its wing. Carrying her child, she jumped into the ditch and instantly saved three lives.

These airline accidents remind us of the importance of safety precautions when flying. For one thing, you should always dress comfortably so you can move quickly if necessary. Also, pay attention to the safety lesson that the flight crew gives before each flight. While many people ignore it, and it may seem pointless to you too, it could save your life. You should also keep track of how many rows your seat is from an exit. This is important because, in the event of a fire, you may not be able to see through thick smoke. Finally, find out how to open an exit door before you actually have to do it, and look for a second exit, just in case.

Giving so much thought to plane crashes might make you nervous, but it shouldn't. If you know how other people have survived crashes, you may be able to save yourself if ever something goes wrong during a flight. Whether you're flying short or long distances, make sure you have a plan in place. Remember that most accidents happen during takeoff or landing. So don't walk around the cabin¹, keep that seatbelt fastened, and be aware of what's happening near you. In flying as with many other situations, it's usually a good idea to prepare for the worst and hope for the best.

¹ **cabin** the inside of the airplane

Three things to remember when flying:

1. Listen to the safety demonstration

Make a note of the nearest exit and how far it is from you. Find an alternate exit in case your first choice can't be used.

2. Fasten your seatbelt

Most injuries from turbulence or from an impact can be avoided by wearing your belt at all times.

3. Remain calm

In most cases, when people remain calm, the pilots and crews can do their jobs more easily and work efficiently to get everyone off the plane.

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

	True	False
1. Knowing what to do in an emergency can help you survive an airplane accident. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. The woman in the Denver crash panicked and did not survive. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. The majority of people who fly take the safety lesson seriously. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. Seat belts were a reason why the passengers survived the crash of Flight 1549. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. The author of the article believes people should be afraid of flying. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. The author suggests that you count the number of seats in your row when you fly. _____	<input type="checkbox"/>	<input type="checkbox"/>

B According to the article, what should you do before you take off, during the flight, and after a plane crash? Write your responses in the chart.

Before you take off	during the flight	After a plane crash

OUTCOMES MET: explain steps in a process; follow steps to get through a difficult situation

C Imagine that you and a friend are planning an exciting trip together but having some problems. One of you is afraid of flying and the other hates long car trips. What would you propose as a compromise? Decide which way of traveling you and your friend prefer and write a brief description using at least three words from the box.

after	as soon as	before	since	until	while
although	because	(even) though	so (that)	whenever	

OUTCOMES MET: use adverbial clauses to talk about challenging situations; reach a compromise

Outcomes

A Write sentences about the challenges you have faced while learning English. Use the words in parentheses.

1. (although) _____
2. (so that) _____
3. (because) _____
4. (when) _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you use adverbial clauses to talk about challenging situations? _____

B There have been a lot of robberies in your neighborhood lately, so you want to get a dog. However, your roommate doesn't really like dogs and thinks they are a lot of work. How would you compromise?

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

C You and a friend are in a car accident. As a result of the impact, you can't move your arms, but your friend can. There is a cell phone within reach that your friend doesn't know how to use. Explain to him or her what to do in order to call for help. Use signal words such as *first*, *next*, *then*, etc.

How did you do?: On a scale of 1–5, how well did you explain steps in a process? _____

D There's a fire in your apartment. Your roommate is asleep, you have two cats, and there are five other apartments in your building. What should you do?

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

How did you do?: On a scale of 1–5, how well did you follow steps to get through a difficult situation? _____

6 In Style

Vocabulary and Grammar

Unit 6 Outcomes

- describe shopping habits and fashion preferences
- use adjective clauses to explain and define people and things
- react to other points of view
- present and defend an argument

A Complete the blog entry with the correct vocabulary words. Two words will not be used.

affordable	brand	deals	goods	quality
bargain	browsing	discount	purchasing	recommend

Welcome to Regina's shopping blog for people who love finding great (1) _____ online! If this is your first visit to my blog, I update it every day to (2) _____ my favorite clothes, home (3) _____, and beauty products. That way, you can save time and don't need to spend hours (4) _____ the Internet.



I absolutely love this cool lamp! The (5) _____ is Eco-Fantastic, which uses good-quality recycled materials for all of its products. At \$35.00, it's quite (6) _____. If you buy two or more items from the Web site, you get a 10% (7) _____. In my opinion, it's a real (8) _____. I bought one for myself and another for my trendy cousin Neil.

B Combine the sentences using adjective clauses.

Example: Yolanda runs a discount store. The store has great sales every season.
Yolanda runs a discount store that has great sales every season.

1. Yolanda cares about fashion. She likes to browse through style magazines.

2. The store is busy all year. Yolanda owns the store.

3. People come to shop after the holidays. They always get great deals.

4. Summer is always a busy season for shopping. It is the best time to visit Yolanda's store.

5. Yolanda's brother Tyrone lives in London. Tyrone also owns a discount store.

6. They both have popular stores. Their stores sell designer brands.

OUTCOME MET: use adjective clauses to explain and define people and things

C Write a paragraph describing your shopping habits and fashion preferences. Use at least four words from the box. Use *that*, *who*, or *which* when possible.

affordable	browse	(good / real) deal	quality	that
brand	discount	purchase	recommend	which

Example: I prefer to shop in large stores that have a wide variety of affordable products. I like to browse the store to look for discounts...

OUTCOMES MET: describe shopping habits and fashion preferences; use adjective clauses to explain and define people and things

Video

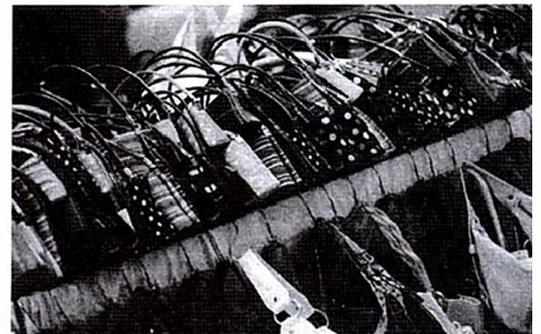
A Watch the video and decide if the statement is referring to a *real* Louis Vuitton bag or a *fake* one.

	Real	Fake
1. The bag costs \$286.50 when you purchase it online.	<input type="checkbox"/>	<input type="checkbox"/>
2. The zipper pull is branded with an LV, made of brass, quite heavy, and the seams are perfect.	<input type="checkbox"/>	<input type="checkbox"/>
3. The "Popincourt" handbag retails for \$750 and is made of canvas with natural leather handles.	<input type="checkbox"/>	<input type="checkbox"/>
4. After a few weeks, the handles fade to a darker brown.	<input type="checkbox"/>	<input type="checkbox"/>
5. You purchase the "Noe" bag from a street vendor.	<input type="checkbox"/>	<input type="checkbox"/>
6. The LVs printed on the bag aren't crooked, but there is an LV on a crease.	<input type="checkbox"/>	<input type="checkbox"/>

B Your friend wants to buy a fake designer bag from a street vendor because she thinks that they look authentic and are much cheaper than the real product.

- How do you react? _____

- Do you think she should buy one? Explain your opinion.



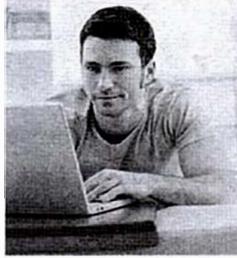
OUTCOMES MET: react to other points of view; present and defend an argument

Writing

Diego and Charles are people who love to shop. Read their blogs.

DIEGO

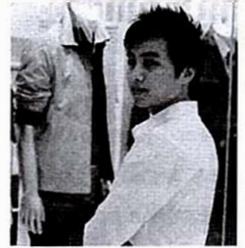
I love shopping online. It's much better than going to the mall. I can stay in my pajamas and don't need to get off the couch. There are no lines and the stores are never closed! I



can shop at 2:00 a.m. if I want. Plus, I can search for deals on my favorite brands without having to go to different stores. Also, I can see what my friends recommend! Online shopping is the best.

CHARLES

Obviously, shopping in stores is much better. You can go with a friend and socialize. Malls are great because if I don't know what to purchase, I can browse in several different stores. I can



even try on clothing to see how it fits. It's easier to see if a product is good quality when I can touch it. Looking at a picture on the computer is not enough! It's better in person!

A Fill in the chart based on what you read in the blogs.

Why Diego likes shopping online	Why Charles likes shopping in stores
1.	1.
2.	2.
3.	3.
4.	4.

B Complete the sentences with your own ideas.

1. Diego is someone who _____.
2. People who shop online _____.
3. Charles is someone that _____.
4. People who shop in malls _____.
5. I agree with _____ because _____.

OUTCOME MET: use adjective clauses to explain and define people and things

C Whose point of view do you agree with: Diego or Charles? Write your own blog entry in which you present your opinion about the best way to shop. Support your opinion with examples.

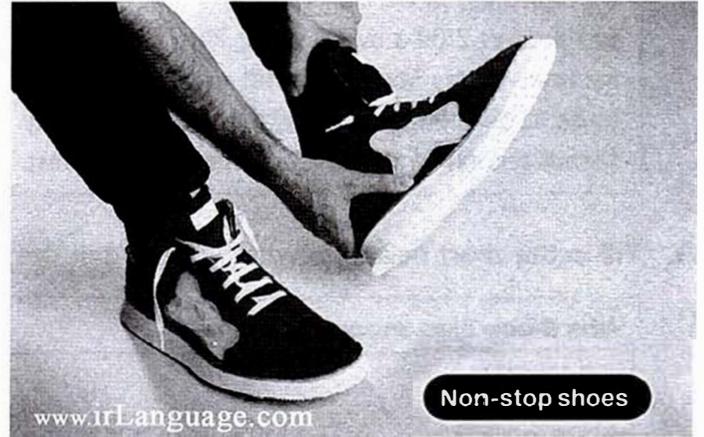
OUTCOMES MET: describe shopping habits and fashion preferences; react to other points of view; present and defend an argument

Reading

Designers: Create Cool Products for the Future and Make Them Work!

An extraordinary new show at New York's Museum of Modern Art (MOMA) shows how scientists are designers too. The show is called "Design and the Elastic¹ Mind," and it is 3 parts technology, 1 part fashion, and 17 parts crazy. Here's a sample of the products:

NON-STOP SHOES. They're sneakers, finished in red horse hair and reflective plastic film. They're totally fierce.² But the fiercest thing of all is the technology these shoes are said to possess. They contain some kind of device³ that will capture and store the energy you put out all day long. You know, when you leave your desk to walk to the bathroom or run out to buy a mid-afternoon coffee. At the end of the day you can hook up the shoes to a special device that will take the stored energy and use it to power your home electronics. Status report: The MOMA exhibit did not explain exactly how these shoes work or when they will be on the shelf at your nearest shoe store.



VICTIMLESS LEATHER. Dilemma: You love the look of leather but don't want animals to give up their lives so you can have a stylish new coat. Solution: Victimless leather! Here's the theory: A "living layer" of animal tissue, grown in vitro⁴ and given nutrients, could grow into a leather article of clothing! No animals will be harmed. Status report: There is a sample featuring a small leather coat, from the so-called "Tissue and Art Project," at an Australian laboratory.

BEE VASE. We appreciate all the honey, but why can't bees work harder for us? A scientist created a structure that enabled bees to build a honeycomb⁵ in the shape of a lovely vase. What comes from flowers ends up creating a container for flowers! Status report: Totally real. The vase is on display. I'd pay \$19.99 for it in a heartbeat.⁶

DOG COMMUNICATOR. What does your dog really mean when it wags its tail? A special kind of light, called an LED, which measures the connection between wpm (that's wags per minute) and dogs' desires will show in red lights what a dog wants: 55 wpm means "LET'S WALK!" And 90 wpm: "I REALLY LOVE YOU." Awww, Fido! You're the best. Status report: Two British designers created a prototype as part of the "Augmented Animals project." No word on how they determined the meaning of wags per minute.



¹ **elastic** easily changed, flexible

² **totally fierce** a slang term to mean "completely excellent or superior quality" (similar to **so aw**)

³ **device** tool or machine designed to perform a particular function

⁴ **in vitro** in an artificial environment

⁵ **honeycomb** a group of cells that bees make of wax to keep honey

⁶ **to do something "in a heartbeat"** to do something almost immediately if given the chance

Outcomes

A Do your friends like to shop online or prefer to visit stores? Do they care about the latest fashion trends? Write four sentences describing one friend's shopping habits and fashion preferences.

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

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

B Write a sentence about a specific person or place using adjective clauses. Follow the prompt in parentheses.

Example: (a mall / which) The Mall of America, which has over 400 stores, is very popular.

1. (a store / that) _____
2. (a city / which) _____
3. (a family member / who) _____

How did you do?: On a scale of 1–5, how well did you use adjective clauses to explain and define people and things? _____

C Write a reaction to each person's opinion.

1. **Salma:** "There's no point in trying to dress fashionably. What's popular one day is out of style the next day."

Reaction: _____

2. **Ahmed:** "I can't stand formal clothes. I think it's better to dress casually, even for special occasions."

Reaction: _____

3. **Tess:** "I would never go to a party wearing a dress I had worn before."

Reaction: _____

How did you do?: On a scale of 1–5, how well did you react to other points of view? _____

D Is it okay to buy fake designer clothes or accessories, like handbags? Why or why not? Present your opinion and support it with at least two reasons.

How did you do?: On a scale of 1–5, how well did you present and defend an argument? _____

4-6 Review

Vocabulary Review

A Circle the correct word.

This year's Seaside Fashion Show had an unexpected twist. Wearing designs that were (1) **launched / inspired** by nature, the models (2) **emerged / handled** on the runway. Then all of a sudden, a backdrop (3) **collapsed / trapped** behind the runway. The accident (4) **encouraged / injured** two of the models. Luckily, no one got scared or (5) **panicked / rescued**. Security workers at the event (6) **handled / recommended** the situation perfectly. Since the models were not badly hurt, they (7) **trapped / convinced** designer Kat Yaccarino, the event organizer, to continue the show. The (8) **audience / brand** loved Yaccarino's earth colors and the different patterns. The (9) **discount / quality** of her designs is amazing. In spite of the setback, the show was a success!

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

Example: *To panic means* to suddenly feel very afraid and anxious.

1. A commercial success is _____.
2. An ordeal is _____.
3. A performance is _____.
4. To browse means _____.
5. To rescue means: _____.

C Write four sentences about an event that you went to recently (a play, dance recital, comedy show, game, concert, etc.). Use at least one different word or expression from the box in each sentence.

affordable	convince	hard-core	make an appearance	purchase
audience	emerge	intense	performance	recommend

Example: At the end of Beyoncé's performance, the audience gave a standing ovation.

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

D Answer the questions with complete sentences.

1. How do you handle stress? _____
2. What would you do if you started to panic? _____
3. What would you recommend to a friend who has been through an ordeal and needs to relax? _____
4. How do you encourage your friends or family members when they are going through a difficult time? _____

7 On the Move

Vocabulary and Grammar

Unit 7 Outcomes

- make comparisons
- recognize cause-and-effect relationships
- make a complaint and propose a solution
- use facts and evidence to defend a position

A Match the words with their meanings.

- | | |
|--------------------|--|
| 1. delay _____ | a. not enough space |
| 2. fit in _____ | b. when something happens later than it should |
| 3. reliable _____ | c. when something happens on time |
| 4. punctual _____ | d. a period of heavy traffic when people go to and from work |
| 5. rush hour _____ | e. to get along well with a group of people |
| 6. cramped _____ | f. dependable |

B Write sentences that compare the two items mentioned based on the symbol between them and a word from the box.

Example: car > bicycle Driving a car is faster than riding a bicycle.

comfortable	reliable
cramped	slow
fast	stops
punctual	time

1. buses now < buses in the past _____
2. cars in rush hour = taxis in rush hour _____
3. commuter train < subway _____
4. walking > riding a bicycle _____
5. buses during rush hour = subways during rush hour _____
6. on a train > in a car _____

C Lisa and Katya are roommates. Read about their commutes. Then write three sentences that compare their commutes, using words like *more than*, *less than*, *better*, *worse*, etc. Be creative.

Lisa drives forty minutes to her job every day. However, it can be a bit longer sometimes because there is always traffic during rush hour. She doesn't take the bus because it is slower than driving. Plus, Lisa doesn't like to rely on a bus schedule. Parking is more expensive than a bus pass, but she doesn't mind because she can come and go as she pleases. She thinks her commute is better than Katya's.

Katya usually takes the bus to work and then transfers to the subway. It takes her forty minutes from her home to the office. She can read on the way and thinks that it is more relaxing than driving. On nice days, she often rides her bike to work. Katya checks the bus and train times on her phone and usually knows if there's a delay so she can plan accordingly. She thinks Lisa's commute is worse than hers.

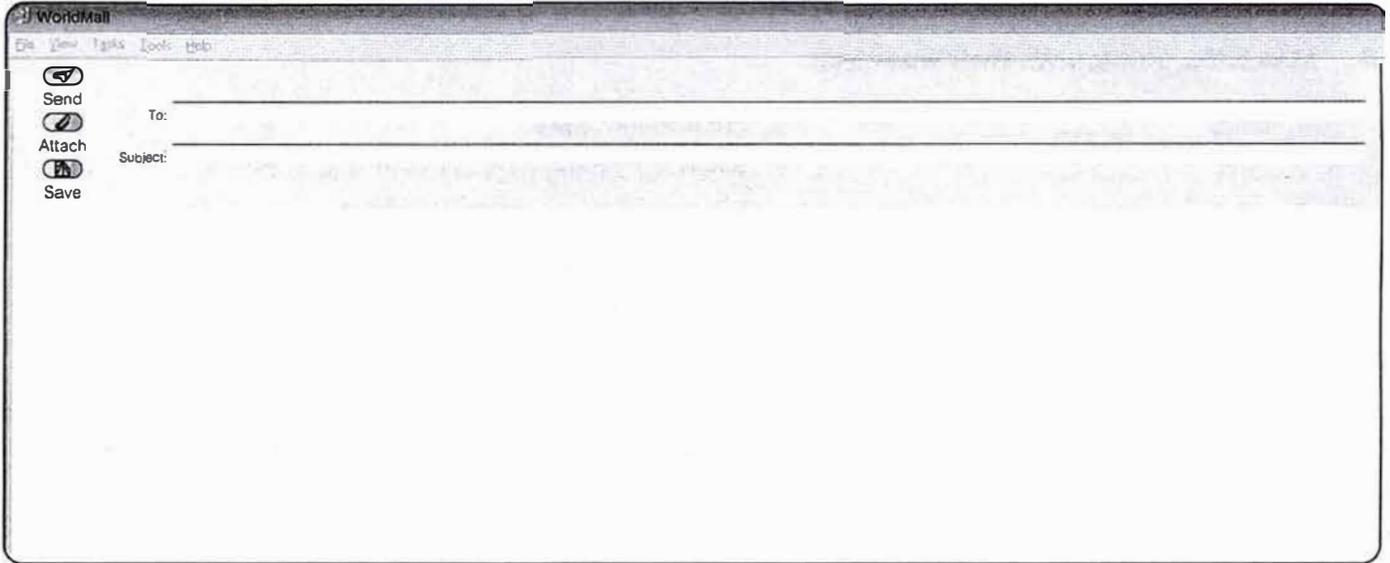
1. _____
2. _____
3. _____

OUTCOME MET: make comparisons



D There are always problems with your commute to work. Write an e-mail complaining to the city's department of transportation. Mention the causes of the problem and the effects they have on your commute. Then present a solution. Use words from the box for ideas.

bad commute	faster trains	reliable subway
bike paths	more options	rush hour traffic
cramped buses	punctual system	train delays



OUTCOMES MET: recognize cause-and-effect relationships; make a complaint and propose a solution

Video

A Read the list of advantages to bike sharing. Check (✓) if it is mentioned in the video.

1. It makes commuting easier because you can eliminate transferring metro lines.
2. It's perfect for taking long-distance bike trips.
3. It's great for businesses to have people riding bikes down the street.
4. The bikes come with a helmet for safety.
5. Since everything is close by, it only takes about fifteen minutes to get somewhere by bike.
6. You can bike at night because the bikes come with a built-in light.
7. It is safer than taking the subway.
8. What are some disadvantages to bike sharing? _____

B Think about what you know about other ways to commute. Write two sentences for each item.

1. Compare Capital Bikeshare to driving to work. _____
2. Compare Capital Bikeshare to taking the subway to work. _____

OUTCOME MET: make comparisons

Writing

City University built a new campus forty kilometers outside of the city. Almost all of its students live in the city. Only one road runs between the city and the new campus. Read the students' letters to the editor to learn of their complaints and proposed solutions for the transportation problem.

Because I don't have a car, I have been getting rides to the new campus from friends. But I have the perfect solution for you: build a subway line to the campus. The fact is that it will take five years and cost millions, but subways are faster and more reliable than buses.

The best plan is to start a bus system from the old campus to the new campus. Buses are not as fast as cars, but they save gas. This system is less expensive than the other ideas and could start immediately. Plus, students would be able to do their homework on the bus.

I can't stand traffic! Since thousands of students are driving on the small road, there are daily traffic jams. Here's my solution: build a big expressway to the new campus. It would cost millions, but other people would use it, too. It would make driving to and from the city easier.

A Write three sentences comparing the proposed solutions from the students. Use words like *more* __ *than*, *less* __ *than*, *as* __ *as*, *fewer* __ *than*, *faster*, *slower*, *better*, *worse*, *cheaper*, *further*, etc.

1. (bus / subway) _____
2. (subway / expressway) _____
3. (expressway / bus) _____

OUTCOME MET: make comparisons

B What do you think would be the result of each proposed solution? Complete the chart.

Solution	Result
Build a new subway system	
Start a new bus system	
Create a new expressway	

OUTCOME MET: recognize cause-and-effect relationships

C Which solution do you think is the best (subway, bus, or expressway)? Do you have another idea? Write a letter to the Department of Transportation to propose a solution to the transportation problem. Remember to identify the problem first and present the facts. Then propose your solution.

OUTCOMES MET: make a complaint and propose a solution; use facts and evidence to defend a position

Reading

Riding Guatemala's Colorful Buses

Riding a chicken bus in Guatemala is a kind of traveler's rite of passage.¹ That people are carrying live chickens defines the bus as local and authentic.

The first bus I saw in Guatemala was in the village of La Mesilla. It was so orange and so shiny; I immediately got on it. The ticket cost me fifty quetzales (about four dollars) to ride about 200 miles into Guatemala. Upon sitting, I immediately heard the squawk² of a chicken. I was excited to find a real live chicken inside a bag beneath the seat in front of me.

So why do people carry chickens on buses? How many times do you carry dinner home with you? Whether in a shopping bag, in a pizza box, or in little cardboard boxes, people carry the food they eat. That's why we have chicken buses.

So many Central American buses are in fact American school buses that have undergone an extreme makeover.³ They are covered with bright paint, wild designs, and written messages.

Driving along the steep mountain roads of Guatemala is extremely dangerous. And yet I also found comfort in knowing that these gaudy⁴ buses had made the same long journey from the United States that I just did. Plus, these were the same buses that I used to ride on when I was a kid.

As the main link between remote mountain towns, Guatemala's buses are like little moving towns. They're filled with people and their things. Everyone is involved in a constant exchange of money, goods, and life.



A Guatemalan bus makes a stop at the Chichicastenango market.

مرجع زبان ایرانیان



Passengers themselves are in high demand. Every bus has someone that collects money, handles the luggage tied to the top of the bus, and is responsible for finding new passengers. The bus driver will wait until nearly every seat is full before departing. If you're not going to the same place, he'll still take you and your money until he meets up with another bus driver who is going where you want to go. On four different occasions I was taken off the bus with my bag and made to jump on another bus. Part of the money from my original ticket was paid to the next driver for his section of the trip. Yes, it's a confusing system, but it seems to work for them. It's also how I got across half of Guatemala in less than a day.

¹ **rite of passage** informal activity that marks an important stage or occasion in a person's life

² **squawk** a loud cry

³ **makeover** a new or improved appearance that results from making many changes

⁴ **gaudy** brightly colored or showily decorated to an unpleasant degree

A Complete the sentences with information about riding buses in Guatemala.

1. In order to ride two hundred miles into Guatemala, _____.
2. The author heard a squawk because _____.
3. People carry chickens on buses because _____.
4. Guatemalan chicken buses are American school buses that _____.
5. The author felt comfortable on the bus since _____.
6. The author had to change buses four times because _____.

OUTCOME MET: recognize cause-and-effect relationships

B Compare the bus from the reading to a different form of public transportation that you know. First, complete the chart.

	Guatemalan bus	
1. What does it look like?		
2. What is special about it?		
3. Is it dangerous?		
4. How is it similar?		
5. How is it different?		

Now write three sentences comparing them. Use words like *more __ than*, *less __ than*, *as __ as*, *fewer __ than*, *faster*, *slower*, *cheaper*, *better*, *worse*, *further*, etc.

1. _____
2. _____
3. _____

OUTCOME MET: make comparisons

C You read about an adventure the author had getting from one place to another on a Guatemalan bus. Describe an interesting experience that you've had while traveling by one of these forms of transportation: *bike*, *boat*, *bus*, *car*, *motorcycle*, *plane*, *train*. Include at least one comparison.

Example: Last year I went to Montreal. I decided to get around the city by subway because it is faster than taking the bus. I was riding along when . . .

Outcomes

A Write a comparison between the two modes of transportation in parentheses.

Example: (local train / express train) The local train makes more stops than the express train.

1. (subway / taxi) _____
2. (bus / car) _____
3. (airplane / boat) _____

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

B Complete the sentences with your own ideas.

1. If I need to get somewhere and miss a bus, _____
2. Whenever I travel somewhere by car, I _____
3. If I call ahead of time for a taxi and it is punctual, _____
4. Because it is the most reliable option for commuting, I would take _____

How did you do?: On a scale of 1–5, how well did you recognize cause-and-effect relationships? _____

C You drive a large hauling truck every day for your job. You've noticed that there are more and more motorcycles on the roads that you use. They're very hard to see from your truck, and you're worried you might hit a motorcyclist one of these days. Write a complaint to local officials about all the motorcycles and propose a solution.

How did you do?: On a scale of 1–5, how well did you make a complaint and propose a solution? _____

D Your city has a lot of traffic problems and is adding a tax for car ownership. The tax will encourage more people to use public transportation, and the money will be used to improve both the roads and the subways. However, the tax is quite expensive and will be difficult for many people to pay. State a position on the issue. Then write three facts to defend it.

Your position on the new tax: _____

1. _____
2. _____
3. _____

How did you do?: On a scale of 1–5, how well did you use facts and evidence to defend a position? _____

8 Think Twice

Vocabulary and Grammar

Unit 8 Outcomes

- use past modals to consider possibilities, express disbelief and regret, and make logical conclusions
- compare actions to their consequences
- recognize hardship and express sympathy
- respond to a news story with your own opinion

A Complete the list of rules at a movie theater with the words from the box. Two will not be used.

consequences
discipline

disruptive
get away with

get into trouble
regulations

respectful
restrictions

1. Be polite and _____ of other people in the theater.
2. One good way to _____ is if you talk on your cell phone during a movie. Turn them off!
3. You won't be able to _____ smoking, so don't even think about it.
4. The _____ for rude behavior is that you will be asked to leave the theater and, of course, miss a really great movie!
5. Because of the age _____ on certain films, you may be required to show identification.
6. If you follow all of the above _____, we promise you'll enjoy your movie-going experience!

B A man sitting next to you at a movie theater was very disruptive. He talked loudly on the phone, sent text messages, and kept getting in and out of his seat. Complete the sentences using past modals.

Example: You wouldn't believe this guy talking on his phone during the movie. He must have thought he was the only person in the theater.

1. He _____ turned off his phone.
2. He _____ disrupted the movie.
3. I _____ asked him politely to be quiet.
4. I _____ yelled at him, because then I disrupted the movie!
5. I suppose I _____ moved to a different seat, but I was annoyed.
6. I mean, I heard him talking about a baseball game, so it _____ an important conversation.

OUTCOME MET: use past modals to consider possibilities



C Read the news story and complete the items on the following page.

Ryan Braun, a Major League Baseball player for the Milwaukee Brewers, is considered to be one of the best young players in the game. He won the Most Valuable Player award for his performance during the 2011 season. But late in the same year, it was reported that Braun tested positive for a performance-enhancing drug (PED). A PED is any substance that is believed to make players stronger or faster,

and baseball regulations ban these substances. The consequence for testing positive for a PED is that a player cannot play for fifty games. Braun claims that he has never taken PEDs and that he is innocent. Major League Baseball reviewed the evidence and decided that Braun would not have to sit out for fifty games. But fans are left to wonder if he really is innocent or if he is getting away with breaking the rules.

React to the statements from the news story with your opinions. Use past modals when possible.

1. Ryan Braun won the Most Valuable Player award in 2011. _____
2. Braun tested positive for a performance-enhancing drug. _____
3. Baseball regulations ban the use of PEDs. _____
4. Braun claims that he has never taken PEDs and that he is innocent. _____
5. Major League Baseball decided that Braun would not have to sit out for fifty games. _____

OUTCOME MET: respond to a news story with your own opinion

Video

A Watch the video and complete the sentences with words from the box. Two words will not be used.

click	embarrassing	name	reputation	restriction
control	funny	privately	responsibility	search

1. Before the days of the Internet, _____ moments didn't last.
2. _____ engines scan all images, words, and videos and save them for search results.
3. If you share a video that makes someone look bad, it could damage his or her _____.
4. Once you upload a photo and hit "click," you lose _____ of who can see it on the Web.
5. There are ways to share information _____ without having it scanned.
6. It's better to avoid using someone's _____ since it's easy for the Web to scan.
7. It's important for you and your friends to take _____ for what you post.
8. You should always think before you _____.

B The video explains the dangers of putting information online. Now read about an online post and answer the questions with complete sentences.

Lorenzo's father owns a popular pizza place called Romano's. A new pizza restaurant, The Biggest Slice, opened nearby, and the family is worried about the competition. So, Lorenzo posted a bad review of the new restaurant on a food Web site. None of his comments were true! Now he regrets his actions.

1. What do you think about what Lorenzo did? Explain your answer.

2. What could he have done instead?

3. What might be the consequences of his actions?

4. What do you think he should do to fix his mistake?

OUTCOME MET: compare actions to their consequences

Writing

I was a crewmember on board the SS Morro Castle. It started off as a fun adventure. I had a great time with my crewmates, but we didn't follow the rules. My mates misbehaved and seemed to get away with it. I should've paid more attention to Harry. He was the only one who seemed unhappy. He never listened to the captain's orders and was the only one who got into trouble. Harry must have been mad that he had been singled out. So he went into his room, lit a match, and dropped it in a wastebasket. By the time I realized that he was missing, the fire had spread! It was a terrible fire. My biggest regret is that I could have prevented it if I had checked on Harry. I would like to tell the families of those who died how sorry I am for their loss.

A Answer the questions.

1. What past modals appear in the journal? _____
2. Who caused the fire? How? _____
3. What would the author like to tell the families of the people who died? _____

B The article on page 50 is about disasters on three ships. Imagine that you were the captain, a crewmember, or a passenger on one of the ships. Organize your ideas by completing the sentences.

1. I was _____ on the ship.
2. As a result of _____, we _____.
3. After the disaster, we _____.
4. I could have _____.
5. I shouldn't have _____.
6. I feel _____.
7. I'm sorry that _____.
8. I should have _____.

C Now write the story of what happened to you on the ship. Use at least four ideas from Exercise B. Add your own ideas and express your feelings of regret, disbelief, anger, or sympathy.

OUTCOMES MET: use past modals to consider possibilities, express disbelief and regret, and make logical conclusions; compare actions to their consequences; recognize hardship and express sympathy; respond to a news story with your own opinion

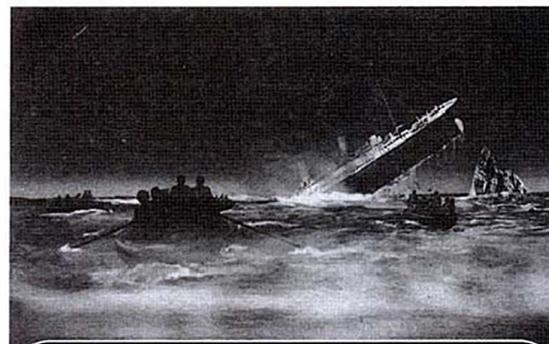
Reading

Cruise Ship Disasters That Changed Travel

Titanic

More than 1,500 people died when the *Titanic* sank. When the *Titanic* left Southampton, it only had enough lifeboats for about half the people on board. Also, no lifeboat drill involving passengers was performed before the *Titanic* set out. In the few lifeboats that were available, many of the oars were so new that they were still tied with string. As a result of the *Titanic* disaster, modern cruise ships now must carry enough lifeboats for all of the passengers on board.

Many observers and survivors of the *Costa Concordia* accident have compared it to the *Titanic* disaster. Some of those comparisons are correct, said Robert Ballard, who discovered the wreck of the *Titanic* in 1985. “Both of their captains showed poor judgment,” Ballard said.



The RMS *Titanic* sank in the North Atlantic Ocean during the ship's first voyage from Southampton, UK, to New York City on April 15, 1912.

SS Morro Castle

The *SS Morro Castle* was sailing from New York City to Havana, Cuba, in 1934 when it caught fire. The ship eventually made it to Asbury Park, New Jersey, where it went onto the shore.

The cause of the fire is unclear. Most experts agree that poor crew discipline was partly to blame. “Some said she caught fire because of unhappy or vengeful¹ crewmen,” historian John Maxtone-Graham said. “There was a story—and I can't say this was true—that there was a fire in a wastebasket and a crewman put it in a closet, shut the door, and went about his business.”

As a result of the *Morro Castle* disaster, cruise companies began to pay more attention to training the crew to ensure proper behavior, he added. In addition, regulations were made requiring ships to be built using materials that don't burn as easily.



The *SS Morro Castle* cruise ship caught fire on September 8, 1934.

Costa Concordia

The *Costa Concordia* cruise ship was badly damaged after it hit some rocks close to shore in January 2012. The ship's captain had steered the 126,000-ton ship very close to the island of Giglio. Sources say that he was trying to greet people on the island.

Rescuers confirmed that twenty-five people died in the accident and seven people were missing. The captain of the ship was accused of manslaughter,² causing a shipwreck, and abandoning³ ship.

Maxtone-Graham said the decision by the captain to leave the sinking ship early was shameful. The captain is always supposed to be the last one off a sinking ship after all the passengers get off safely.

Unlike the disasters of the *Titanic* and the *SS Morro Castle*, the *Costa Concordia* incident happened during the information age. The Internet and twenty-four-hour news cycles kept the world informed of the accident and the questionable actions of the ship's captain as they happened. Nowadays, it's harder than it used to be to escape the consequences of a disaster at sea.



The cruise ship *Costa Concordia* lies partially sunk near Italy on January 13, 2012.

¹ **vengeful** wanting to harm someone who wronged you

² **manslaughter** an action that results in the unintentional death of others

³ **abandoning** leaving

Outcomes

A Write reactions to each situation using past modals.

1. You missed your friend's birthday party. You've called and left several messages, but she hasn't called you back.

2. You thought you saw your brother at the mall today, but you know he has class at that time.

3. You spent all your money on a new outfit, and now you have a big credit card bill.

4. You promised your friend you'd help him with a homework assignment, but he hasn't called.

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you use past modals to consider possibilities, express disbelief and regret, and make logical conclusions? _____

B Write a possible consequence for each action.

1. You went to a party last night instead of studying for today's test. _____

2. You didn't talk to your best friend on his or her birthday. _____

3. You borrowed your father's cell phone and lost it. _____

How did you do?: On a scale of 1–5, how well did you compare actions to their consequences? _____

C Your friend Gio was recently in a bad car accident and is recovering in the hospital. Write a card to him that mentions what he's going through and expresses your sympathy.

How did you do?: On a scale of 1–5, how well did you recognize hardship and express sympathy? _____

D Reread the news story about the baseball player Ryan Braun on page 48. What do you think about his actions? Write a paragraph with your opinion.

How did you do?: On a scale of 1–5, how well did you respond to a news story with your own opinion? _____

9 In the Wild

Vocabulary and Grammar

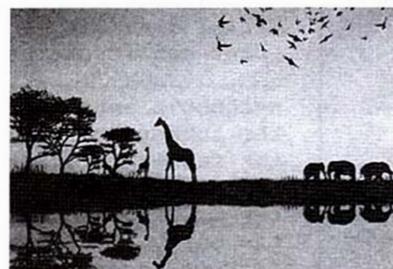
Unit 9 Outcomes

- use different forms of the passive voice
- use an outline to summarize ideas
- raise people's awareness about an issue
- write strong sentences to capture your readers' attention

A Write a complete sentence about each picture using words from the box.

attack	cruel	endangered	species	treat
capture	domesticated	hunt	train	wild

Example: The wild elephants are walking near a beautiful lake at sunset.



1. _____

2. _____



3. _____

4. _____



B Rewrite the underlined sentences using the passive voice.

- Alfredo was a stray dog living on the streets. Sometimes other dogs attacked him.

- Animal Rescue captured him and brought him to a shelter. He wasn't very happy there.

- A couple came into the shelter and decided to adopt Alfredo. A dog trainer will train him.

- Jeff and Nancy are now taking care of him. He's quite happy.

- Their two daughters are treating him very well. They enjoy playing with him in the backyard.

C Read the e-mail and complete the blanks with the correct form of the passive voice.

Send Chat Attach Address Font Colors Save as Draft

To: diego@email.com

Subject: Wild animals in the neighborhood!

As you know, each year, a pool party (1) _____ (*present: hold*) in my neighborhood. It is always so much fun! The weather was great this year, and we were all outside. The food (2) _____ (*past: serve*), and everyone was having a good time.

All of a sudden, a wild turkey ran by us, and it (3) _____ (*past continuous: chase*) by a coyote! Both animals ran through a gate (4) _____ (*past: leave*) open in somebody's back yard. One of the neighbors acted quickly and closed the gate. The coyote then lost interest in the turkey and realized it (5) _____ (*past: trap*), so it jumped over the fence and disappeared. The turkey couldn't jump that high, so it ran all around the yard flapping its wings. Several neighbors tried to corner it, but the turkey (6) _____ (*past modal: capture*). Luckily, my friend Vince, who was at the party, is a veterinarian, and all veterinarians (7) _____ (*present perfect: trained*) to rescue animals. He announced to everyone, "The turkey (8) _____ (*simple future: catch*) only if everyone stays calm and stops moving." So everyone did, and sure enough, Vince captured the turkey. Its wing (9) _____ (*past: injure*) by the coyote, so it's now (10) _____ (*present continuous: take care of*) by the local animal hospital.

What a party, huh?
Thea

OUTCOME MET: use different forms of the passive voice

Video

A Watch the video and number the events in order from 1 to 8 according to the video.

- _____ Now Daballen has only twenty minutes to attach the collar.
- _____ If the elephant crosses a virtual fence line, her collar will send a text message to a server.
- _____ They identify a female elephant that will be collared.
- _____ Then the server sends text alerts to a list of recipients who can stop the herd before it gets to a farm.
- _____ Ian Douglas Hamilton is in the air and David Daballen is on the ground searching for a herd.
- _____ Once the collar is on, the elephant will be able to communicate with them.
- _____ Ian sees two groups of elephants under the trees.
- _____ They shoot her with a tranquilizer gun.

B You are part of Hamilton and Daballen's team. Write four sentences to make others aware of what is happening to the elephants and to inform others about the benefits of "geo-fencing."

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

OUTCOME MET: raise people's awareness about an issue

Writing

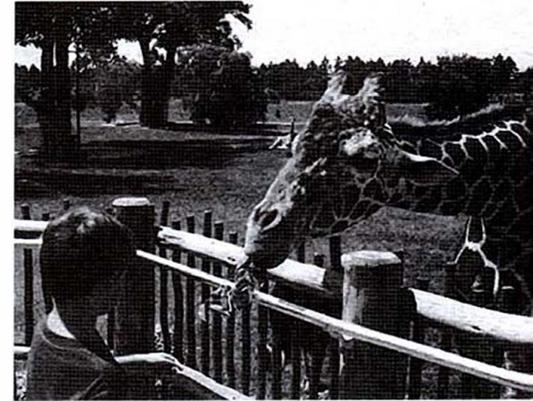
In favor of zoos	Against zoos
<ol style="list-style-type: none"> 1. Many endangered species are protected by zoos. 2. Zoos help us understand and study animals. 3. In the zoo, animals are well fed and well taken care of by zookeepers. 4. Zoos are educational places where children can learn about conservation and endangered species. 	<ol style="list-style-type: none"> 1. By nature, animals are wild. They should live in the wild. 2. Scientists can study animals in the wild. We have new technology to help. 3. Animals can hunt and defend themselves in the wild. 4. Because the zoo setting is artificial, children don't really see what the natural environment is like.

A Read the pros and cons about zoos. Then choose a column and add to the list by writing three of your own ideas.

1. _____
2. _____
3. _____

B Your city wants to build a zoo near your neighborhood. Are you in favor of the zoo or against it? Using the list and your own thoughts from Exercise A, summarize your ideas in an outline.

1. (intro: main idea) _____
 A. _____
 B. _____
2. (body: main idea) _____
 A. _____
 B. _____
3. (conclusion: main idea) _____
 A. _____
 B. _____



OUTCOME MET: use an outline to summarize ideas

C Write an essay about whether or not you think that they should build a zoo near you. Use your ideas from Exercises A and B in your writing. Remember that you want to capture your readers' attention.

OUTCOME MET: write strong sentences to capture your readers' attention

Reading

Spirit Bear

Neither albino¹ nor polar bear, the spirit bear (also known as the Kermode bear) is a white variation of the North American black bear. It's found in the Great Bear Rainforest. At 25,000 square miles—one and a half times as big as Switzerland—the region runs 250 miles down Canada's western coast. Black bears, wolves, wolverines, and whales live along a coast that has been home to First Nations² like the Gitga'at for hundreds of generations. It's a wild, mysterious place: There are wolves here that fish. Deer that swim. Western red cedar trees that have stood a thousand years or more. And a black bear that is white.

"Our people never hunted the white bear," says Helen Clifton. Strong in voice and spirit, the 86-year-old Clifton is a clan matriarch³ of the Gitga'at. The Gitga'at are one of fourteen groups that make up the Tsimshian people of British Columbia's northwest coast. Bear meat was rarely a main food, she says. But First Nations hunters went after black bear in greater numbers when European traders established the British Columbian fur trade in the late eighteenth century. Even in those days, taking a white bear was prohibited, a tradition that has

continued through many generations. "We never even spoke of the spirit bear at the dinner table," Clifton says.

That tight-lipped⁴ tradition might have been an early form of environmental protection. By not speaking of the bear, much less hunting it, the Gitga'at and neighboring bands never let word of the animal reach the ears of fur traders. Even today the Gitga'at and Kitasoo/Xai'xais people keep a watchful eye on their bears during hunting season.

That attitude makes a difference. For decades the presence of legal and illegal hunters—as well as processing plants and a factory—made grizzlies in the Great Bear Rainforest a rare sight. The industries are now gone, as is the grizzly hunt in parts of the rain forest. The bears are responding. "In my early years it was really something to see a grizzly bear," Doug Stewart tells me. As a fisheries patrolman, Stewart has been monitoring fish in the Great Bear for over thirty-five years. "Now you see them all the time. I may come across five grizzlies in a morning."

The islands do offer something else: the eyes of humans watching over them. "I tell the younger people," says Helen Clifton, "when you see a spirit bear, don't get on the VHF [radio] and broadcast it. If you want to tell someone, say you saw *mooksgm'ol*. They'll know what you mean. And it'll keep the bears safe."



مرجع زبان ایرانیان

In a moss-covered rain forest in British Columbia, tall red cedars live a thousand years, and black bears are born with white fur.

¹ **albino** abnormally white or milky

² **First Nations** communities of indigenous people descended from the people who inhabited Canada before the European settlers arrived

³ **clan matriarch** woman head of the clan (group of families related through a common ancestor or marriage)

⁴ **tight-lipped** unwilling to talk

Outcomes

A Write sentences with the passive voice based on the prompts.

1. (present perfect) ape / capture / scientist

2. (simple past) mouse / chase / cat

3. (present continuous) turtle / care for / students in the class

4. (simple future) elephant / train / zookeeper

5. (simple present) sheep / raise / farmer

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you use different forms of the passive voice? _____

B Refer to the outline you created on page 55. Create a new outline in which you take the *opposite* point of view about having a zoo in the neighborhood.

1. (intro: main idea) _____

A. _____

B. _____

2. (body: main idea) _____

A. _____

B. _____

3. (conclusion: main idea) _____

A. _____

B. _____

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

C Write about an endangered animal for a brochure. Explain why it is endangered and what can be done to help protect it. The brochure should be worded to capture readers' attention. Use words in the box for ideas.

attack	hunt
capture	species
cruel	train
domesticated	treat
endangered	wild

How did you do?: On a scale of 1–5, how well did you raise people's awareness about an issue? _____

On a scale of 1–5, how well did you write strong sentences to capture your readers' attention? _____

7-9 Review

Vocabulary Review

A Match the word or phrase on the left with its opposite meaning on the right.

- | | | | |
|---------------------|------------------------|-----------------|---------------------|
| 1. delay _____ | 6. cruel _____ | a. spacious | f. kind |
| 2. endangered _____ | 7. criticize _____ | b. impolite | g. wild |
| 3. fit in _____ | 8. domesticated _____ | c. don't belong | h. on time |
| 4. cramped _____ | 9. get away with _____ | d. praise | i. get into trouble |
| 5. capture _____ | 10. respectful _____ | e. plentiful | j. set free |

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

- | | | | |
|---------------|-------------|------------------|--------------|
| 1. fit in | punish | get into trouble | consequences |
| 2. rush hour | restriction | commute | cramped |
| 3. attack | hunt | evolve | capture |
| 4. animal | endangered | species | punctual |
| 5. regulation | restriction | wild | limit |
| 6. punctual | reliable | disruptive | on time |

C Write sentences about yourself and people you know, using words from the box.

commute	disruptive	overwhelming	respectful	transfer
cruel	get away with	reliable	tend	treat

Example: It's disruptive when my friend Karen sends texts during class.

- _____
- _____
- _____
- _____

D Think of a time when someone you know did not follow the rules. Then answer the questions with complete sentences.

- What rule or regulation was broken? How?

- Did he or she get away with it or get into trouble?

- How was he or she treated? _____
- Were there any consequences? _____

Grammar Review

A Circle the correct answer.

1. Reeya got to class late today. She should have / must have slept late.
2. I'm not sure where she is now. She might have / should have gone to get a coffee.
3. It was distracting when Marta texted during class. She must have / should have waited until after class.
4. Marta is a good / better student than Brian.
5. I take the subway to campus. It is faster and more reliable / as fast and as reliable than taking the bus.
6. The bus makes as many / more stops than the subway. It's much slower.
7. I think that I should be allowed / should allow to bring my dog to class. I bring him everywhere I go.
8. Do you think it's unfair for a dog to be treated / is treated better than a person?

B Read the information. Then write four comparisons about the animals using words like *more than, less than, better, worse, faster, slower, bigger, smaller, as . . . as*, etc.

<p>CHESTER THE CAT</p> <ul style="list-style-type: none"> • lives with his owners in a small house • weighs 4 kilograms and is 24 centimeters long • loves his owners and is quite social • hates water and never swims • mostly eats wet and dry cat food • found a mouse once and hunted him down • can run about 30 kilometers per hour 		<p>SAM THE TIGER</p> <ul style="list-style-type: none"> • lives in the wild; territory covers 70 kilometers • weighs 200 kilograms and is 2.5 meters long • leads a mostly solitary life • swims and bathes in nearby ponds • mostly eats medium-sized animals and prefers to hunt at night • can run about 49 kilometers per hour 	
--	--	---	--

Example: Chester is smaller than Sam.

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

C Think of a time when you did not follow the rules. Write an e-mail to a friend telling the story. You can use your answers from Exercise D on page 59 for ideas. Be sure to:

- Write two sentences using the passive voice (use a form of *be* + the past participle).
- Write two sentences using past modals (*could / couldn't have; should / shouldn't have / must have*).

⊞ ⊞ ⊞

To: _____

Subject: _____

10 Decisions, Decisions

Vocabulary and Grammar

Unit 10 Outcomes

- use the conditional to make predictions and talk about hypothetical situations
- identify cause and effect relationships
- identify factors that influence decisions
- give reasons to justify a decision

A Complete the text messages with the correct vocabulary words or expressions from the box. Two will not be used.

affect
change your mind

concentrate
effect

figure out
hesitate

process
regret

Did you (1) _____ about going to the concert tonight?

It's Saturday. You still have a few days to study. If you don't come, you may (3) _____ it. Smash It Up is your favorite band! 😊

Would it (5) _____ your decision if I remind you that Monday is a holiday?

Yay! 😊 Don't (6) _____! Close your book and get over here!

I would love to go, but I have to (2) _____ on biology. I have a midterm next week. ☹️

I know! But I can't decide right now. I need to (4) _____ if I'll have enough time to finish three chapters.

It is?! I totally forgot ... So I have an extra day to study? I am there!

On my way!

B Match the cause on the left to the effect on the right.

- | | |
|---|--|
| 1. Because Marta stayed up all night, _____ | a. then she regretted hurting her feelings. |
| 2. Since Susanne spent two hours doing homework, _____ | b. her teacher did not hesitate to offer writing tips. |
| 3. Julie's favorite soccer team lost the big game, so _____ | c. she reacted by yelling at the TV. |
| 4. Silvia wrote a negative blog about her friend and _____ | d. she had trouble concentrating the next day. |
| 5. Because Linda needed help writing her essay, _____ | e. she was able to figure out all of the answers. |

OUTCOME MET: identify cause and effect relationships

C Complete the sentences with your own ideas. Remember to use the correct verb forms.

Example: If I had a million dollars, I would travel around the world.

1. If I found a wallet full of money on the train, _____
2. If we go out tonight, _____
3. I would have more money if _____
4. If the weather is nice tomorrow, _____
5. If my friends don't have plans on Saturday, _____

OUTCOME MET: use the conditional to make predictions and talk about hypothetical situations

Video

A Watch the video. Check (✓) the sentences that are true. Correct the false sentences.

1. () Tyler is put into a scanner to help the scientists see how he will handle a simple dilemma.

2. () Tyler must decide whether or not to help an injured woman.

3. () Tyler takes a very long time to make a decision.

4. () Tyler's answer is different from what most people who take the test say.

5. () The majority of people say that it's okay to leave her behind.

6. () The test shows more activity in parts of the brain that are associated with emotion.

7. () The scientists don't feel that Tyler's intuitive emotional response is what guided him in his decision.

B Answer the questions in complete sentences based on the video and your own ideas.

1. What was Tyler's decision?

2. Why did he make that choice? Give two possible reasons.

3. Did he make the appropriate decision? Explain your answer in two or three sentences.

OUTCOMES MET: identify factors that influence decisions; give reasons to justify a decision

Writing

Imagine that you could make one wish to have any talent, skill, or ability, and it would come true. What would you wish for?



If I could have any talent, I would wish to be a master chef. As a chef, I would be able to create delicious meals. I would have a popular restaurant in New York City, and all of my friends and family would eat there. They would love it! However, I would have to work at night and on the weekends, so they would probably miss spending time with me.

The reason why I would choose to be a chef is because I am a terrible cook. Usually I end up burning dinner or making food that is too salty to eat. Several times a week, I end up ordering takeout from a restaurant instead of cooking. If I were a master chef, all of my meals would be delicious!

- A** Brainstorm a list of talents, skills, or abilities that you would like to master (*singing, speaking another language, mountain climbing, etc.*). Include one or two reasons why you wish you could do each one.

talent / skill / ability	Reasons
1.	
2.	
3.	
4.	

- B** Choose one of the talents, skills, or abilities you wrote about in Exercise A. Imagine if you were granted your wish. How would it affect your friends and family?

Example: If I were a master chef, my friends and family would love eating in my restaurant. However, I would have to work at night and on the weekends, so they would probably miss spending time with me.

OUTCOME MET: identify cause and effect relationships

- C** Which talent, skill, or ability would you choose if you were granted your wish? Write a paragraph describing what you would do and how it would change your life. Remember to use the conditional to talk about hypothetical situations.

OUTCOME MET: use the conditional to make predictions and talk about hypothetical situations

Reading

Thinking Like Bees

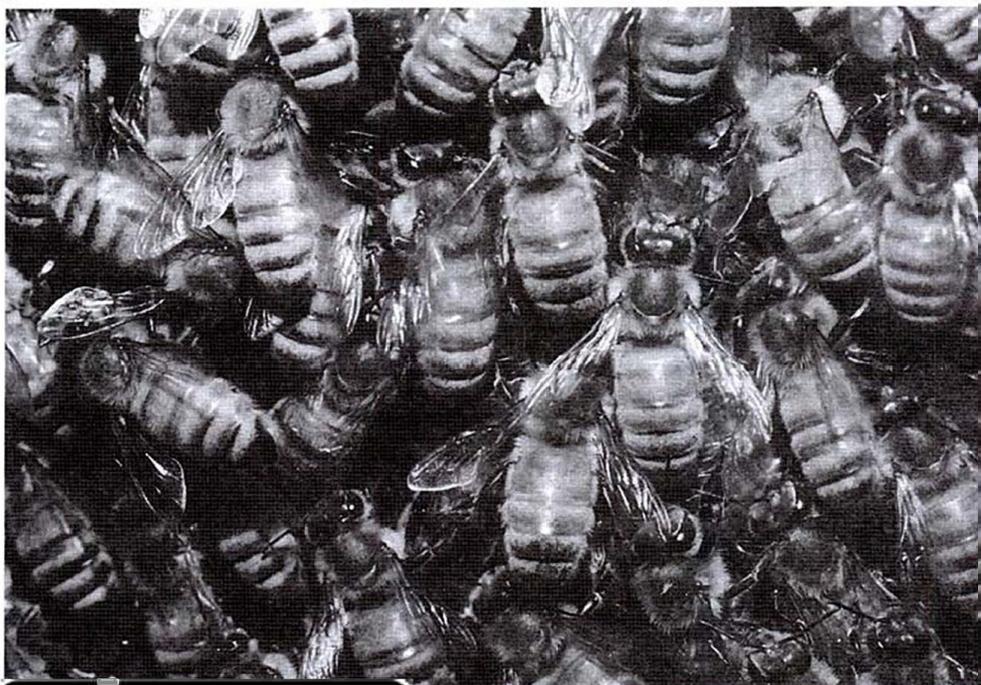
Scientist Thomas Seeley has been studying the ability of honeybees to make good decisions. In a hive of honeybees, there are as many as 50,000 individual worker bees.¹ These bees have developed ways to work through differences of opinion to do what's best for the colony.² People can learn a lot from bees. If people could be as effective in offices and town meetings, Seeley says, we could avoid problems making decisions.

Seeley and others are especially interested in how colonies of honeybees choose a new home. In late spring, when a hive gets too crowded, a colony usually divides. The queen bee (the leader of the hive), some male bees, and about half the workers fly away and meet again on a tree branch. Most of the bees wait there for a short time. A few other bees search for a new place to live. The best home will be a hole in a tree, high off the ground. The new hive will have lots of room inside for young bees and honey. Once a colony chooses a place, it usually won't move again. It has to make the right choice.

The bees have rules for making decisions. Small groups look for different places where they could live. They do dances to compete for the best idea. Then they narrow choices by gathering at the site they like best. Seeley is impressed with the bees' rules for making decisions. He now uses them at his university, where he is head of his department.

"I've applied what I've learned from the bees to run faculty³ meetings," he says. He tries not to make a decision before going to a meeting. He wants to hear what others say. And he does not want to pressure people to agree. Seeley asks his group to talk about the possible options, discuss their ideas, and then make a secret vote. "It's exactly what the swarm bees do, which gives a group time to let the best ideas emerge⁴ and win."

In fact, almost any group that follows the bees' rules will make itself smarter, says James Surowiecki, author of *The Wisdom of Crowds*. "The bees are predicting which nest site will be best, and humans can do the same thing." If members of a group are diverse, think for themselves, and can reach a group decision, they can be smart groups, too.



A swarm of honeybees in a hive.

¹ **worker bees** insects in a hive that carry out the work, like gathering food

² **colony** a group of bees living together

³ **faculty** the teaching staff for a university department

⁴ **emerge** appear; come out

A Match the information to make true sentences based on the reading.

- | | |
|---|---|
| 1. Honeybees have found ways to work through differences of opinion in order to _____. | a. uses them at work |
| 2. If people imitated the ways bees make decisions, they could be more _____. | b. be able to reach a group decision |
| 3. Because Seeley was so impressed by the bees' rules for making decisions, he _____. | c. effective in offices or other meetings |
| 4. It's important for bees to make the right choice about a site for a home because _____. | d. will become smarter |
| 5. James Surowiecki feels that almost any group that follows the bees' rules _____. | e. do what's best for the group |
| 6. Groups that make smart decisions should be diverse, have members that think for themselves, and _____. | f. they won't move once they choose it |

B Answer the questions in complete sentences.

1. How do bees make decisions?

2. How do people make decisions?

3. Do you think that bee behavior is a good model for making decisions? Explain your answer.

OUTCOME MET: identify factors that influence decisions

C Imagine that your teacher is planning to give you a midterm exam but can't decide whether it should happen before a two-week break or after. Your teacher is leaving it up to the class to decide. Using the bees' decision-making process as a model, explain how you and your classmates would decide what to do and why.

OUTCOMES MET: use the conditional to make predictions and talk about hypothetical situations; identify factors that influence decisions; give reasons to justify a decision

Outcomes

A Complete the sentences with your own ideas.

1. If I lost my wallet, I _____
2. If I were a super hero, I _____
3. If I won the lottery, I _____
4. If I were stuck on an elevator, I _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you use the conditional to make predictions and talk about hypothetical situations? _____

B Write a missing cause or effect in the chart.

Cause	Effect
1. Because I stayed up all night,	
2.	I was late to the movies.
3.	we lost the game.
4. Since I burned dinner,	

How did you do?: On a scale of 1–5, how well did you identify cause and effect relationships? _____

C Think about a decision you made recently. Name four factors that influenced your decision.

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

How did you do?: On a scale of 1–5, how well did you identify factors that influence decisions? _____

D Why did you decide to study English? Write a short paragraph and give at least two reasons that you're learning English.

How did you do?: On a scale of 1–5, how well did you give reasons to justify a decision? _____

11 Rain or Shine

Unit 11 Outcomes

- explain how weather affects your life
- make inferences based on information you have learned
- understand and use similes
- use phrasal verbs

Vocabulary and Grammar

A Complete the dialogue with the correct vocabulary words or expressions from the box. One will not be used.

consider	freezing	look after	postponed	take off
cut off	frigid	mild	refuse	tolerate



Peter: What are you doing on the computer?

Marcos: Checking my sister's flight status. With this snowstorm, I hope her flight hasn't been (1) _____.

Peter: What time is her flight supposed to (2) _____?

Marcos: At ten.

Peter: Did you (3) _____ calling her cell phone?

Marcos: I tried. We talked for a minute, but got (4) _____.

Peter: That's too bad. Why don't you check a weather Web site? Isn't the weather much more (5) _____ where she lives? Maybe she won't have a problem leaving.

Marcos: That's true. It's just (6) _____ outside. Look at all that snow and wind! Even if she makes it, I don't know how she'll (7) _____ the weather up here.

Peter: Why didn't you go there instead?

Marcos: The airfare to fly north in the winter is much more reasonable, so I paid for her ticket. Julia couldn't (8) _____ that offer.

Peter: That makes sense. I mean, who would want to come to this (9) _____ area if they didn't have to?

B Jana writes a travel journal about a trip with her friend Daiva. Choose the correct verb for each sentence. One verb will be used twice.

- | | |
|--|----------|
| 1. I _____ up at 7:00 a.m. and look out the window. It's another rainy day! | a. picks |
| 2. I can't find my umbrella. I have to _____ for it before Daiva comes. | b. hang |
| 3. Daiva _____ me up at 7:45 a.m. | c. wake |
| 4. The bus _____ off at 8:45 a.m. It may be a slow ride because of the rain. | d. turn |
| 5. It's warm on the bus. I _____ off my raincoat. | e. takes |
| 6. I like to _____ out with Daiva. She's a lot of fun. | f. get |
| 7. Daiva's music is so loud. I asked her to _____ it down a little. | g. look |
| 8. It's time to _____ off the bus. Ugh! It's pouring outside. | h. take |
| 9. We need to _____ after each other in the city so we can stay safe. | |

OUTCOME MET: use phrasal verbs

C Think of a time you had to change your plans because of the weather. Write a paragraph about it. Use two words or expressions from each group.

Group A		Group B	
assess	postpone	cut off	give up
consider	refuse	fall through	pick up
intervene	tolerate	figure out	put up with

OUTCOMES MET: explain how weather affects your life; use phrasal verbs



مرح زيان ايرانيان

Video

A Watch the video and check (✓) *True* or *False*.

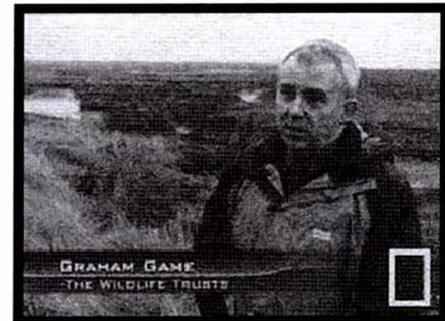
- Erosion of the British coastline has been going on for about one hundred years.
- Most of the money is spent on rock bolts and new sand.
- Paper is a good way to fill in the cracks.
- Global warming is causing sea levels to rise.
- In only thirty years, they have lost more than half of the salt marsh.
- Salt marshes are growing and spreading inland.

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

B Answer the questions based on what these people say in the video.



1. Do you think John Riby is in favor of or against defending the coastline? Why?



2. Does Graham Game think that losing the salt marsh in Essex is a major or minor problem? Why?

OUTCOME MET: make inferences based on information you have learned

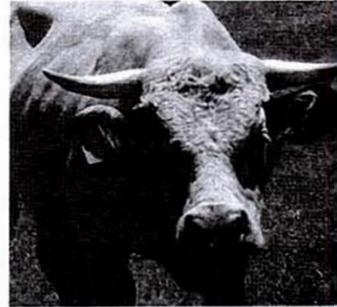
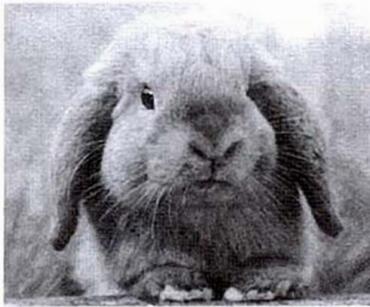
Writing

The expression “March goes in like a lion and out like a lamb” couldn’t have been truer for Fiona this year. It was March 3, and she had plans to go out with her sister. She looked out the window and noticed that it was snowing quite hard. The wind was howling like a wolf. She opened the door and tried to run to her car, but it was too icy and she slipped! Frustrated, she ran back inside. She tried to call her sister, but the connection got cut off after one ring. Luckily, her heat was still working. She decided to relax and read a book on the couch. Under her blanket, she was as snug as a bug in a rug. The storm lasted all day and knocked down some trees. Finally, her phone started working, and she was able to talk to her sister. They rescheduled their outing for March 24, which happened to be a bright and sunny day. The weather was as mild as a lamb!

A Underline the phrasal verbs in the story. Then write down the similes from the story.

1. _____
2. _____
3. _____

B Now write three similes comparing people and the weather to the animals pictured. Here are some words you may want to use: *cold, mild, angry, tired, sweet, wild, quiet, happy.*



Example: *Ted was as hungry as a lion. / The storm was like an angry lion.*

1. _____
2. _____
3. _____

C Write a creative story about someone who has an interesting experience or adventure because of the weather. Include two of the similes you wrote for Exercise B (or new ones). Be sure to use at least two of the following phrasal verbs in your story: *give up, look after, put on, take off, look for, clean up, pick up, die down, cheer up, wake up, run away, warm up.*

OUTCOMES MET: understand and use similes; use phrasal verbs

Reading

Changing Rains

At times in history, changes in climate have caused civilizations to fall. Climate scientists believe that major changes in rainfall were to blame for the decline of at least four major groups. These groups are the Akkad Empire in modern-day Iraq (4,300 years ago), the Old Kingdom of Egypt (same time), the Tiwanacu civilization of the Andes Mountains (1100 CE), and the Maya civilization of Mexico (800 CE).

The rainfall changes that brought down these early civilizations happened because of natural climate shifts of unknown causes. By contrast, climate change that happens because of increasing levels of greenhouse gas has a known cause: human activity. But the effects could be the same if global warming continues to impact the earth's precipitation.¹

Warm air holds more water vapor. So a hotter world is a world where the atmosphere has more moisture. This might not mean more rain. In fact, most scientists believe that total precipitation will increase only a little. The changes are expected to happen where the rain falls.

A good general rule of thumb, says scientist Isaac Held, is that "wet areas are going to get wetter, and dry areas drier." Since higher temperatures cause water to evaporate² more, even areas that still receive the same amount of precipitation will be more likely to experience droughts.³



Global warming could make wet places wetter...

Meanwhile, when it does rain, it will likely come down stronger and increase the chance of flooding. A recent United Nations report says that "heavy precipitation events are projected to become more frequent." Between 1996 and 2005, there were twice as many inland flood disasters as in the thirty years between 1950 and 1980.

Experts say that we may not know how climate change really affects rainfall until the middle of this century. But some facts are known. Between 1925 and 1999, the area between 40 and 70 degrees north latitude got rainier. During those same years, the area between 0 and 30 degrees north latitude grew drier. The island of Cyprus, for example, has become so dry that it had to start shipping water from Greece in the summer of 2008.

Will the rainfall changes of the future affect societies as severely as some of the changes of the past? To look at one example, the American Southwest has had droughts severe enough to destroy local populations. (It is believed that one huge drought in the region caused the decline of the Anasazi civilization at the end of the 13th century.) Nowadays, of course, people are better at water management than they used to be. But how will that hold up against the increasing dryness that climate change causes?

"We do not know, because we have not been at this point before," said Richard Seager, an expert on the Southwest's climate history. "But as man changes the climate, we may be about to find out."



... and dry places drier.

¹ **precipitation** moisture, such as rain and snow, that falls to the earth

² **evaporate** the process that turns water into vapor in the air

³ **drought** a long period of no rain

Outcomes

A Answer the questions in complete sentences.

1. What is the weather like during different times of the year where you live? _____

2. Are there times when you cannot do certain activities because of weather? Explain how the weather in each season affects you. _____

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you explain how weather affects your life? _____

B Answer the questions based on the dialogue in Exercise A on page 67. Use complete sentences.

1. Do Marcos and his sister get along? How do you know?

2. Where do you think Julia lives? What gives you that idea?

3. Where do you think Marcos lives? _____
4. Do you think that Julia will be happy after she arrives in Marcos's city? Why or why not?

How did you do?: On a scale of 1–5, how well did you make inferences based on information you have learned? _____

C Complete the chart with a simile that goes with the given meaning or the meaning of the given simile.

Simile	Meaning
1. He's as subtle as an elephant.	1.
2.	2. She's really tall.
3. He's as cold as ice.	3.
4.	4. It's extremely warm today.
5. She sings like a bird.	5.

How did you do?: On a scale of 1–5, how well did you understand and use similes? _____

D Write sentences using the phrasal verbs in parentheses.

1. (give up) _____
2. (look after) _____
3. (cut off) _____
4. (take off) _____

How did you do?: On a scale of 1–5, how well did you use phrasal verbs? _____

12 What's Your Game?

Vocabulary and Grammar

Unit 12 Outcomes

- use reported speech to explain what someone else said
- evaluate the relationship between activities and personal qualities
- pace yourself as you write a timed essay
- use an outline to support a presentation or essay

A Match the word on the left with its opposite meaning on the right.

- | | | | |
|-------------------|---------------------|-----------|-----------------|
| 1. defend _____ | 4. in shape _____ | a. unfit | d. ally |
| 2. opponent _____ | 5. obsessed _____ | b. fail | e. uninterested |
| 3. achieve _____ | 6. commitment _____ | c. attack | f. indifference |

B Complete the sentences with vocabulary words from the box. One will not be used. Then rewrite the exact quotes using reported speech.

beat **championship** **defend** **in shape** **obsessed** **opponents**

1. Isla said, "I am _____ with professional tennis."

2. Charlotte asked, "Can you get me tickets to the _____ tennis match this year?"

3. Jae asked, "Is that how you stay _____, Isla?"

4. Isla said, "Yes. Charlotte and I play tennis together often."

5. Jae asked, "Would you want to play doubles against Ramon and me? We are strong _____."

6. Isla said, "Definitely! With Charlotte as my partner, we'll surely _____ you!"

OUTCOME MET: use reported speech to explain what someone else said

C Answer the questions with complete sentences.

1. What makes someone a good **coach**?

2. What makes someone a good or bad **opponent**?

3. Think about someone you know who is **obsessed** with a sport or activity. What is he or she like?

4. Think about someone you know who is **in shape**. What is he or she like?

OUTCOME MET: evaluate the relationship between activities and personal qualities

D Rewrite what these people say using reported speech and the word in parentheses.

Example: The coach (encourage): "You should work hard to achieve your goals."
 The coach encouraged me to work hard in order to achieve my goals.



1. Jia (explain): "Training for a marathon is a big commitment."

2. Gavi (beg): "Please let me watch another hour of television!"



3. Marcos (promise): "I will teach Samuel how to fish this weekend."

4. Amelia (say): "My biggest motivation for cycling is to seek adventure."



OUTCOME MET: use reported speech to explain what someone else said

Video مرجع زبان ایرانیان

A Watch the video. Write the letter of the correct answers to the questions.

1. Alain's climbs are very dangerous because he climbs _____.
 - a. with only his climbing shoes and chalk
 - b. without permits or chalk
 - c. without rope or climbing shoes
2. He has damaged his _____ due to climbing and can't straighten them normally.
 - a. fingers
 - b. feet
 - c. knees
3. A typical climb takes place in a _____.
 - a. low-key urban zone
 - b. quiet suburban area
 - c. busy, city neighborhood
4. Alain began the sport by climbing _____.
 - a. buildings in his hometown
 - b. in an indoor gym
 - c. rocks in the mountains near his home

B Read the text from the video. Then answer the questions with complete sentences. *Whether he is on a mountain or on a building, even if he thinks he might fall, he carries on, because, as he says, "When you are facing a problem where your life is in danger, there is only one option."*

1. Rewrite what Alain says above using reported speech. _____

2. What does Alain mean when he says that there is only one option? _____

3. What personal qualities does Alain possess that allow him to climb buildings? _____

4. Are you similar to Alain or different? How? Compare yourself to him. _____

Writing



A Choose one of the images. Then answer the questions using your own ideas.

1. What is the person's name? _____
2. What activity is he or she doing in the picture? _____
3. What qualities does he or she possess that make this person good at the activity?

4. What is this person like? _____

5. Write two other interesting facts about the person.

B You are going to write a short biography of the person whose information you invented in Exercise A. Your biography will provide information about what this person is like and what activities he or she does. First, create an outline about the person based on the information in Exercise A.

1. (intro: main idea) _____

A. _____

B. _____

2. (body: main idea) _____

A. _____

B. _____

3. (conclusion: main idea) _____

A. _____

B. _____

OUTCOME MET: use an outline to support a presentation or essay

C You are now going to write about the person in the photo, using the outline from Exercise B. Use a timer and give yourself twenty minutes to write your biographical sketch on a separate piece of paper. Be creative!

OUTCOME MET: pace yourself as you write a timed essay

Reading

Paddleboard Racing: Surfing the Hard Way

The open ocean, a long floating board, an athlete in a wetsuit¹... for traditional surfers, the only thing missing from a scene like that would be high, rolling waves to ride as they guide the board toward the shore. But for paddleboard racers like Jamie Mitchell, huge waves are the last thing they want to see.

Paddleboard racing might be the hardest water sport that no one knows about. Like surfing, paddleboard racing uses a long narrow board that

slices through the ocean's choppy waters. But instead of steering the board while standing, paddleboard racers kneel or lie on their stomachs and use their arms to paddle.

Although surfing lying down might sound like an easier way to hit the waves, it actually requires much more physical strength and is a lot harder on a person's body. Athletes don't ride waves in paddleboard racing like they do in surfing. Instead, they often have to move parallel to or directly at the rolling waves. It's harder to balance the board from a low position, and racers are always at risk of tipping over. Also, the constant rubbing of the board against a racer's wet feet, knees, and stomach causes painful rashes and blisters² on the skin.

But that doesn't keep paddleboard racers like Australian Jamie Mitchell from training up to three times a day, six days a week. And the hard work has paid off. Mitchell recently won the 51.5-kilometer (32-mile) Moloka'i to Oahu Paddleboard Race for the tenth straight year, making him the sport's unofficial champion.

The race goes through the Moloka'i Channel, which passes between the Hawaiian islands of Moloka'i and Oahu. The waters there are known for being very rough and fast-moving. Mitchell called the 2009 race "the toughest of the last three or four years for me." He still went on to win that race, plus the next two after that.

Possibly the biggest challenge of paddleboard racing is that it doesn't pay well. Mitchell needs other jobs in order to pay his bills. Fortunately, he's also one of the world's best athletes in two other sports: big-wave surfing and stand-up paddling.

But Jamie Mitchell considers himself a paddleboard racer first. He's not motivated by money but instead by being the best he can. "There are very few people who are capable of investing as much of their life in something or sacrificing as much as it takes to win the Moloka'i," Mitchell says. "And because of that, they can't understand why it's such an accomplishment."



Paddleboard racer Jamie Mitchell

مرجع زبان ایرانیان

¹ wetsuit clothing that keeps water-sports athletes warm

² rashes and blisters places where the skin is injured from rubbing

Outcomes

A Change the statements to reported speech. Use *asked*, *told*, *encouraged*, *begged*, or *explained*.

1. The coach said to the team, "Do your best on the field today."

2. Hannah said to her dad, "Please let me borrow the car tonight."

3. Micah said to his friend, "The reason I'm late is because I couldn't find my phone."

4. Terrance said to his students, "Study for the test."

How did you do?: On a scale of 1–5 (with 5 being the best), how well did you use reported speech to explain what someone else said? _____

B Choose three of the sports or activities listed below. Then write a sentence describing what kind of a person it would take to be good at each activity.

auto racing bowling boxing chess dancing golf swimming yoga

Sport/activity	Sentence
1.	
2.	
3.	

How did you do?: On a scale of 1–5, how well did you evaluate the relationship between activities and personal qualities? _____

C Write a paragraph about a popular activity or sport that you like to do. Give yourself exactly five minutes to write. Include an introduction, main idea, supporting details, and a conclusion.

How did you do?: On a scale of 1–5, how well did you pace yourself as you wrote a timed essay? _____

D On a separate piece of paper, write an outline to show how your essay above is organized.

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

10–12 Review

Vocabulary Review

A Match the verb to its definition.

- | | |
|---|----------------|
| 1. _____ to permit or accept something you don't believe in | a. achieve |
| 2. _____ to win against someone in a competition | b. concentrate |
| 3. _____ to influence something to happen | c. recover |
| 4. _____ to wait a little while before speaking or acting | d. beat |
| 5. _____ to pay close attention to something | e. affect |
| 6. _____ to protect somebody or something | f. refuse |
| 7. _____ to feel sorry about something that happened | g. defend |
| 8. _____ to feel well again | h. tolerate |
| 9. _____ to succeed in something after working hard at it | i. regret |
| 10. _____ to say no | j. hesitate |

B Answer the questions using words from the box. Not all words are used.

assess	coach	effect	intervene	mind
championship	consider	frigid	mild	postpone

- Which two words involve *thinking about a problem*? _____
- Which two words describe *weather*? _____
- What is another word for *delay*? _____
- Which word best describes a competition to find the best team? _____
- What word completes these expressions: *make up your _____* or *speak your _____*? _____

C You are a coach of a soccer team that has just won a championship. Complete the interview by answering the questions. Use words from the box.

beat	commitment	figure out	in shape	motivation	regret
coach	consider	give up	intervene	opponent	tolerate

Interviewer: What was the motivation behind your success this season?

Coach: (1) _____

Interviewer: How does the team stay in shape?

Coach: (2) _____

Interviewer: In the championship game, you were losing until the last few minutes when Pierre Ducout scored the final two goals. Explain how you won.

Coach: (3) _____

Interviewer: Do you have any regrets about this season?

Coach: (4) _____

Grammar Review

A Complete the sentences with the correct form of the verb in parentheses.

Example: I am at work. If I were (be) at the gym right now, I would run (run) on the treadmill.

- José might buy a bike. If he _____ (get) one, he _____ (ride) it to school.
- I don't live near school. If I _____ (live) closer, I _____ (walk) to class.
- Lila is busy this weekend. If she _____ (have) any free time, she _____ (go) to yoga.
- Xavier isn't a good swimmer. If he _____ (swim) well, he _____ (join) the swim team.
- We're studying now. If we _____ (finish) studying by five, we _____ (cook) dinner.

B Report what Kal said to you using verbs like *tell, explain, say, encourage, ask, etc.*

- "You should study on Saturday, not tonight."

- "Please change your mind and come to the movies with us."

- "We are going to see the new Brad Pitt movie. It's supposed to be great."

- "Did you know that the actor had to train four hours a day for the role?"

C Complete the text messages with the correct phrasal verbs from the box. Some will not be used.

check in	found out	look into	take off
cut off	give up	picked up	woke up

I am at the airport. I just (1) _____ that our flight is delayed. ☹️

Oh good. My alarm didn't go off so I (2) _____ late.

Don't rush! The weather is bad—the winds have (3) _____.

What time do you think the plane will (4) _____?

Hold on. I will (5) _____ it.

Ok. I can't wait to get away. It will be nice to be somewhere warm! 😊

Definitely! They said that we will have to wait at least two more hours.

I just got to the airport. I need to (6) _____. See you soon!

D Imagine that you could spend six months anywhere in the world and learn something new. Describe where you would go, what you would do there, and explain why.

Review Surveys

Unit 1: Family history

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

1. When and where were you born?
2. Where did your grandparents come from?
3. Who in your family do you resemble the most?

Name	Question 1	Question 2	Question 3

Unit 2: On vacation

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

1. Where did you go on your last vacation?
2. What's your favorite thing to do while travelling?
3. If you could go anywhere in the world, where would you go?

Name	Question 1	Question 2	Question 3

Unit 3: The future of energy

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

1. What is something you do currently to help the environment?
2. What will be the world's main source of energy in 50 years?
3. What do you project will be the first source of energy to run out?

Name	Question 1	Question 2	Question 3

Unit 4: Musical tastes

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

1. Who do you consider to be the best musician of all time?
2. How does this musician's music make you feel?
3. What was the last performance you saw?

Name	Question 1	Question 2	Question 3

Unit 5: Are you nervous?

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

1. What is something you're afraid of?
2. Why are you afraid of it?
3. What is one ordeal that you have experienced?

Name	Question 1	Question 2	Question 3

Unit 6: Let's go shopping

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

1. What kind of person bargains?
2. What is your favorite brand of clothing?
3. What is more important to you: getting a good deal or getting good quality?

Name	Question 1	Question 2	Question 3

Unit 7: Getting around

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

1. How do you commute to school?
2. Would you rather take a bus or a train to travel across the country, and why?
3. What is the most reliable form of transportation?

Name	Question 1	Question 2	Question 3

Unit 8: Follow the rules

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

1. What class could you have taken if you weren't studying English?
2. What should students do to be respectful to teachers?
3. What should be the consequences of cheating on a test?

Name	Question 1	Question 2	Question 3

Unit 9: Animal life

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

1. Do you think it's cruel to capture animals to put in zoos?
2. What wild animal do you wish could be domesticated?
3. Should animals be hunted for food?

Name	Question 1	Question 2	Question 3

Unit 10: Your choice

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

1. If you could be a famous celebrity or a great athlete, which would you choose?
2. What is a decision that you regret to this day?
3. Is it ever a good idea to hesitate before you make a decision?

Name	Question 1	Question 2	Question 3

Unit 11: Hot and cold

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

1. What kind of weather do you think is the hardest to put up with?
2. How do you warm yourself up on a very cold day?
3. If you didn't have time to study English and do your favorite hobby, which would you give up?

Name	Question 1	Question 2	Question 3

Unit 12: Play the game

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

1. What qualities must someone have to be an athlete?
2. If you play sports or games, is it good to be obsessed about winning?
3. What is something a relative, a friend, or a coach has said to help you achieve a goal?

Name	Question 1	Question 2	Question 3

Survey Result Reports

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

The majority of people ... Most people ...	Quite a few people ... About half of the people ...	Hardly any of the people ... Almost no one ...
---	--	---

Unit 1: Family history _____

Unit 2: On vacation _____

Unit 3: The future of energy _____

Unit 4: Musical tastes _____

Unit 5: Are you nervous? _____

Unit 6: Let's go shopping _____

Unit 7: Getting around _____

Unit 8: Follow the rules _____

Unit 9: Animal life _____

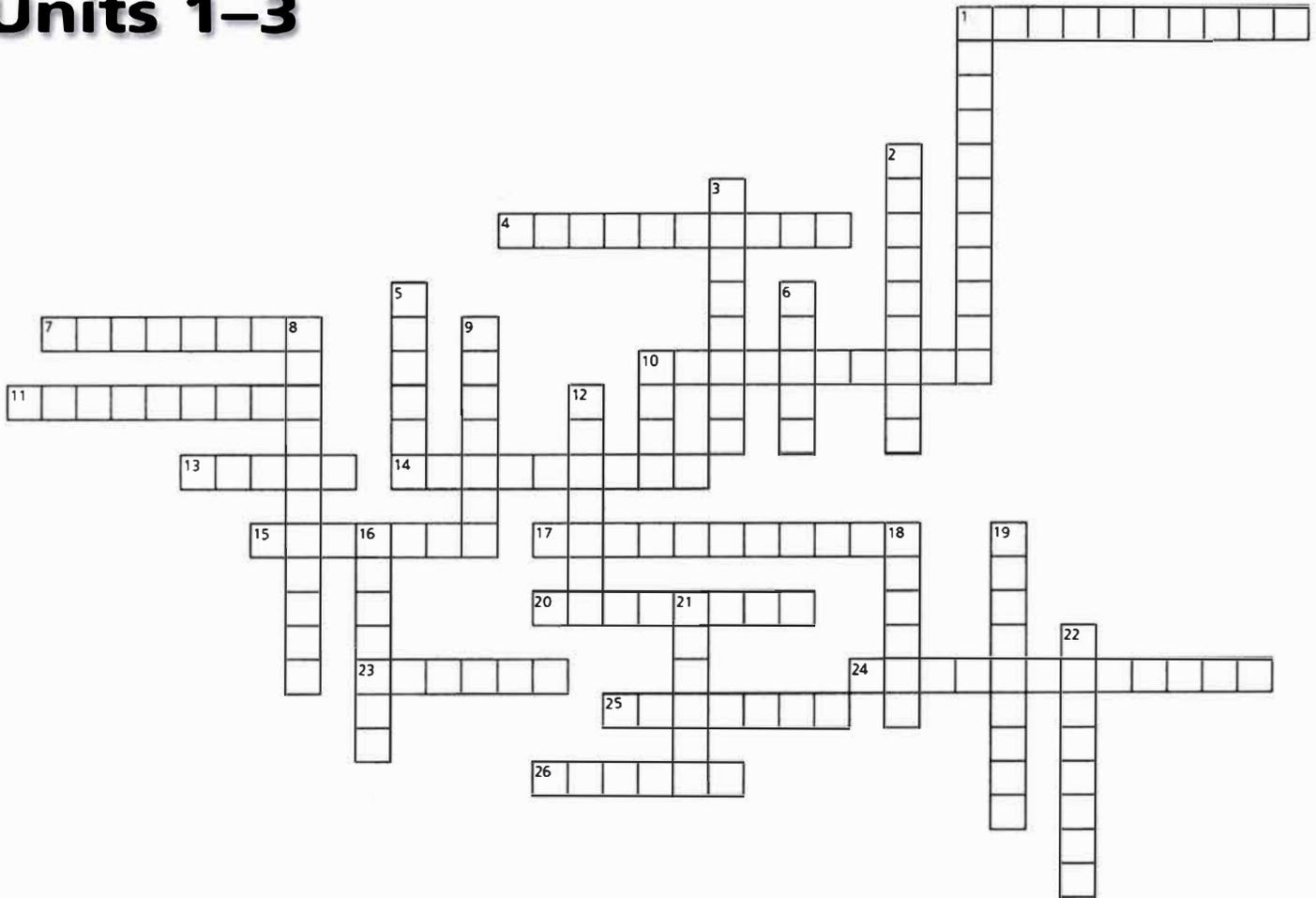
Unit 10: Your choice _____

Unit 11: Hot and cold _____

Unit 12: Play the game _____

Review Puzzle

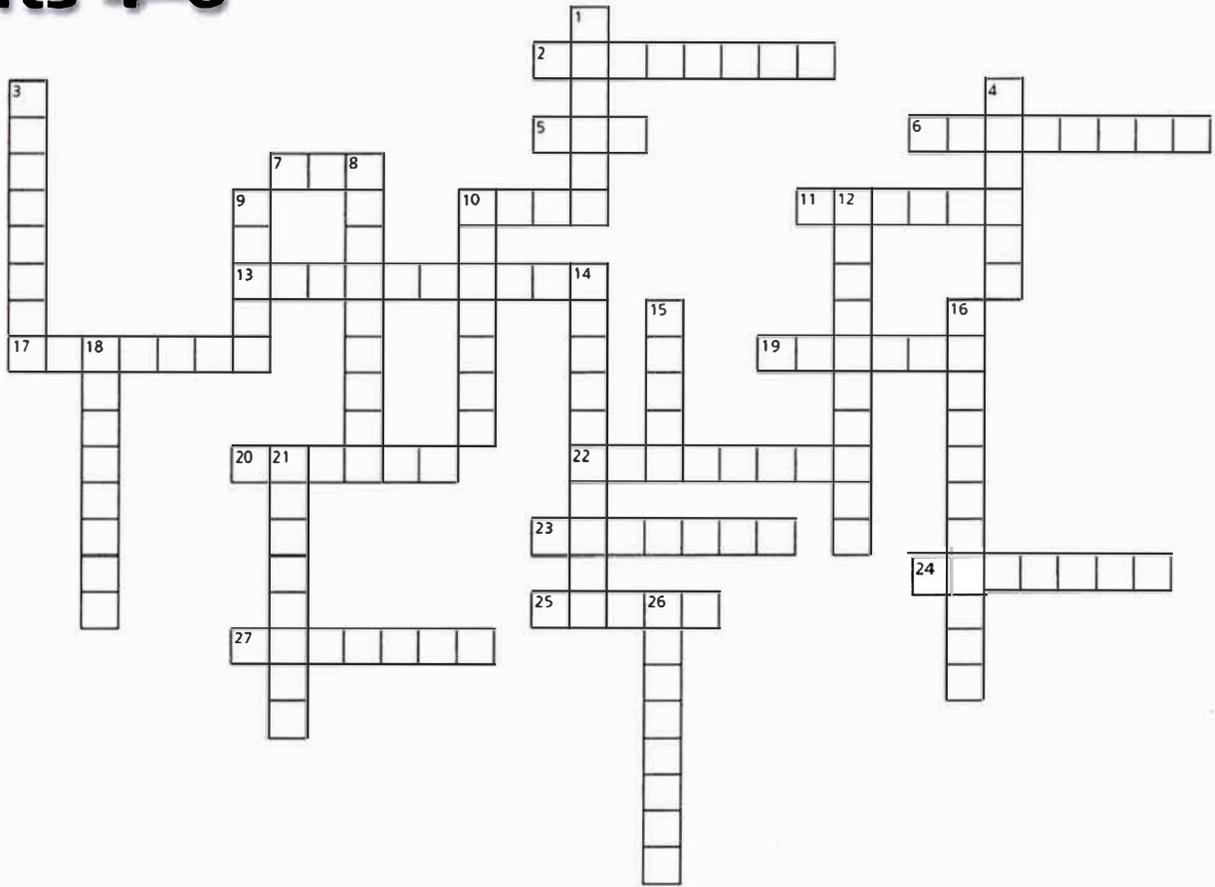
Units 1–3



ACROSS	DOWN
<p>1. mood, tone, or feeling of a place</p> <p>4. easily reached</p> <p>7. Kiko ____ (live) in New York since 2011. (2 words)</p> <p>10. numerical facts</p> <p>11. A 5-star hotel is probably ____.</p> <p>13. a quality or characteristic</p> <p>14. to get rid of something</p> <p>15. Where's Blas? I've been ____ (wait) for him for two hours!</p> <p>17. Solar power is a ____ energy source.</p> <p>20. to create or produce something</p> <p>23. Wind is a ____ of power.</p> <p>24. The view from the top of the mountain is ____.</p> <p>25. to estimate or predict something</p> <p>26. We ____ (work) together last year.</p>	<p>1. willing to take a risk</p> <p>2. to find out information</p> <p>3. I promise that I ____ (call) you. (2 words)</p> <p>5. In 20 years, more people ____ driving hybrid cars. (2 words)</p> <p>6. I'm thinking about ____ (go) to Australia next summer.</p> <p>8. the place where someone is going</p> <p>9. Carnival celebrations are known for samba ____.</p> <p>10. a place or location</p> <p>12. the opposite of <i>conserve</i></p> <p>16. Catherine went to Costa Rica ____ (visit) her friend. (2 words)</p> <p>18. Xander finished the ____ pizza. There's none left!</p> <p>19. wanting success</p> <p>21. distant or isolated</p> <p>22. We're ____ (start) a recycling program this semester.</p>

Review Puzzle

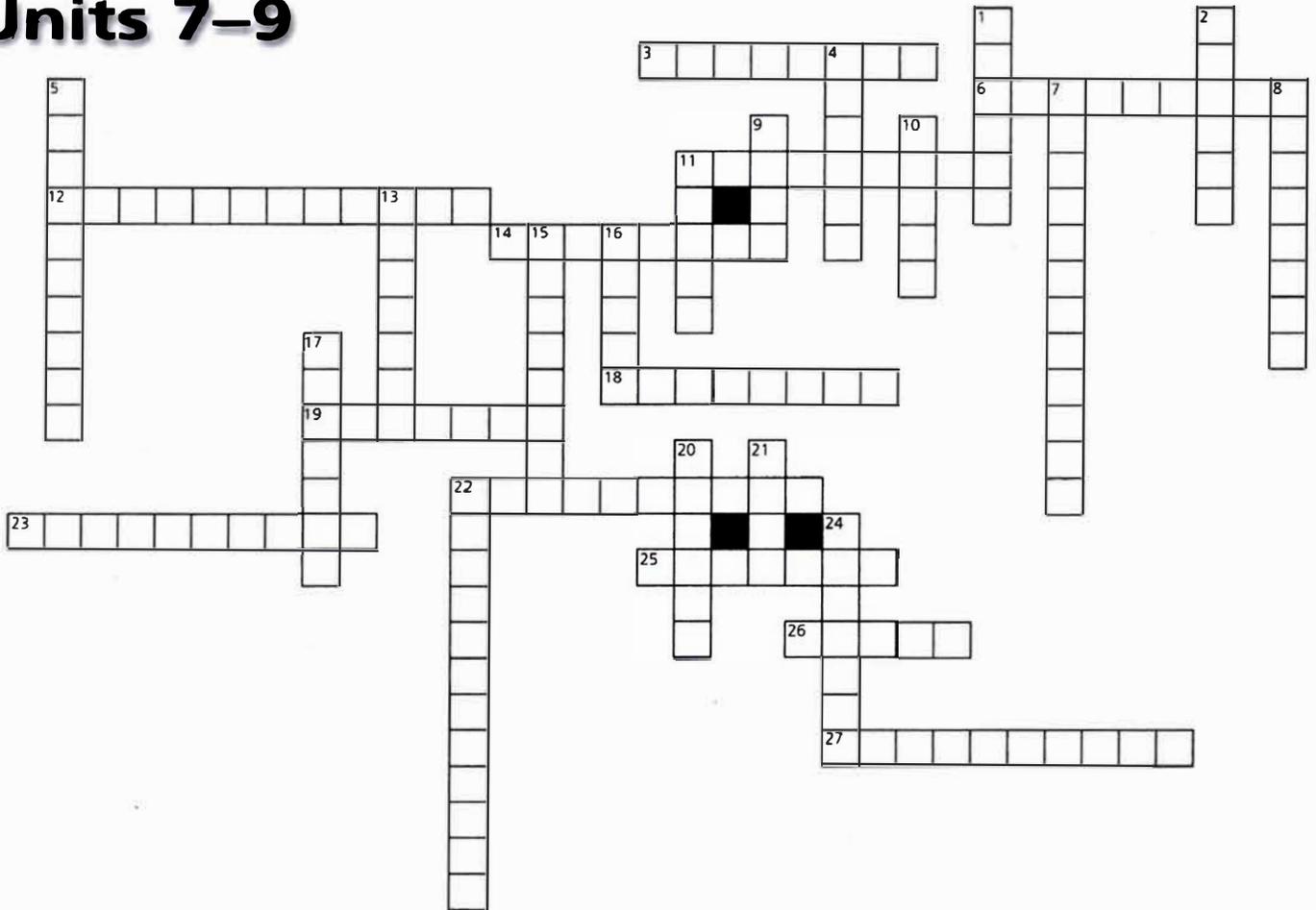
Units 4–6



ACROSS	DOWN
2. another word for <i>persuade</i>	1. Olivia went to China ____ she could learn about the Chinese culture. (2 words)
5. People ____ shop online can get great deals.	3. lowered price
6. another word for <i>buy</i>	4. a difficult situation
7. I will arrange ____ them to pick up the tickets.	8. I ____ that you eat at the French restaurant. It's great!
10. Did he buy the pants ____ were on sale?	9. That store carries my favorite ____ of clothing.
11. to come out and be noticed	10. They expect me ____ (apply) for a summer job. (2 words)
13. the opposite of <i>expensive</i>	12. The Internet helped the singer reach a ____ audience.
17. stuck and unable to get out	14. I swam during the storm ____ it was risky. (2 words)
19. to save someone from danger	15. ____ Doug crashed my car, I couldn't drive it.
20. We can ____ this problem.	16. Rihanna's live ____ was spectacular.
22. very dedicated	18. people watching a concert, show, or movie
23. The ____ of this shirt is terrible. It already has a hole in it.	21. I'm going to go hiking ____ I feel better. (3 words)
24. try to get a better deal	26. fall down suddenly
25. The celebration, ____ is very popular, lasts 7 days.	
27. Derek ____ his leg while skiing.	

Review Puzzle

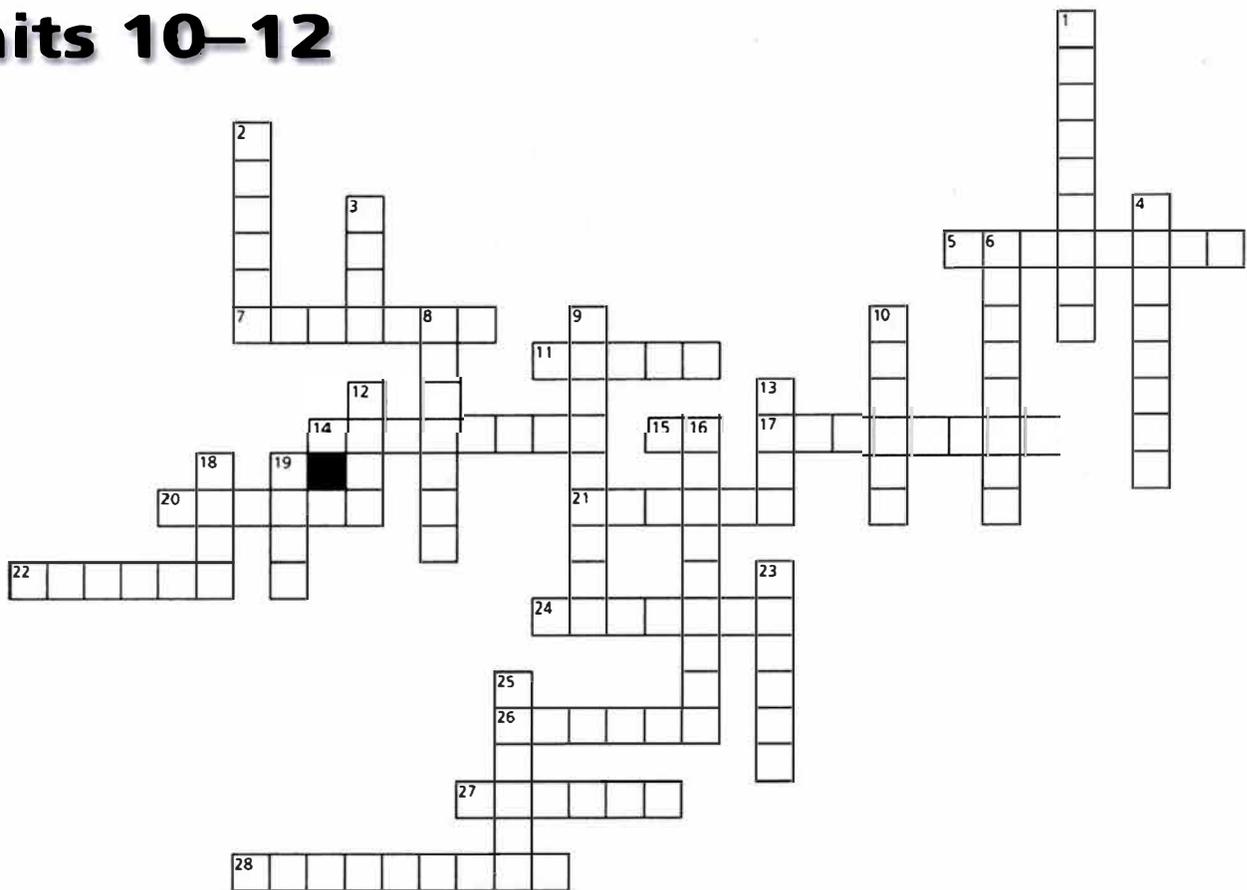
Units 7–9



ACROSS	DOWN
3. the time when a lot of people are commuting (2 words)	1. A taxi is fast but the subway is ____.
6. I ____ have been texting while driving. I'm sorry. (2 words)	2. to act against bad behavior
11. to show disapproval	4. another word for <i>choice</i>
12. results of an action	5. The train arrives more ____ than the bus; it's always on time
14. My dog ____ (find) by my neighbor last night. (2 words)	7. hard to fight against; overpowering
18. another word for <i>dependable</i>	8. to move something from one place to another
19. Wild animals ____ (keep) in cages at the zoo. (2 words)	9. the opposite of <i>domesticated</i>
22. polite and considerate	10. to feel like you belong (2 words)
23. Zoos try to protect ____ species.	11. the opposite of <i>kind</i>
25. another word for <i>catch</i>	13. the trip between home and school or work
26. Sarika ____ have gone to class, but I'm not sure.	15. Biking is ____ taking the bus. We'll arrive at the same time. (3 words)
27. The teacher does not allow ____ behavior in class.	16. An express bus makes ____ stops than the local bus.
	17. the opposite of <i>roomy</i>
	20. to try to hurt someone
	21. to pursue an animal for food
	22. There are ____ on texting while driving.
	24. The horse can jump over the fence. It has been ____.

Review Puzzle

Units 10–12



ACROSS	DOWN
5. to accept something	1. to get involved
7. We won't go outside until the winds _____. (2 words)	2. My friend ____ (beg) me to go with her to Spain.
11. someone who trains others to play a sport	3. warm and pleasant
14. If the sun comes out, we ____ (walk) to the beach. (2 words)	4. logical or reasonable
15. I would study at least three hours ____ I were you.	6. the other team or player in a game
17. always thinking about something	8. If I had enough money, I ____ (go) to Brazil. (2 words)
20. to protect	9. to take care of someone (2 words)
21. freezing	10. We can still win the game. Don't ____! (2 words)
22. to feel sorry about how something turned out	12. I was going to play soccer but I changed my ____.
24. Your brain is able to ____ information faster than a computer.	13. Sam ____ (tell) me he got a job.
26. a result of an action	16. to discover the solution to a problem (2 words)
27. My call got ____ when I entered the tunnel. (2 words)	18. to defeat
28. The game has been ____ because of rain.	19. If I ____ (be) at the gym right now, I would lift weights.
	23. another word for <i>judge</i>
	25. the opposite of <i>accept</i>

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Snowboarder, South Island, New Zealand, photographed by Jeff Curtes

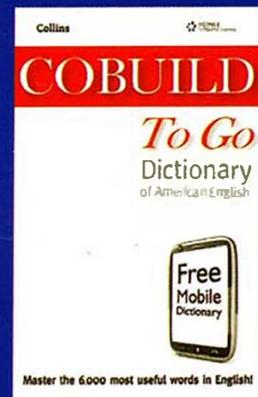
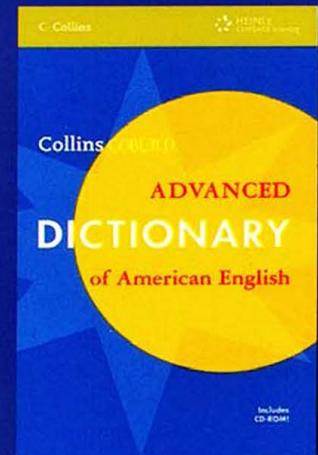
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