



NGUYỄN THANH BÌNH (Tổng Chủ biên)
ĐINH TRẦN HẠNH NGUYỄN (Chủ biên)
PHẠM NGUYỄN HUY HOÀNG – LÊ NGUYỄN NHƯ ANH
ĐÀO XUÂN PHƯƠNG TRANG – NGUYỄN HỒ THANH TRÚC – HỒ THỊ XUÂN VƯƠNG

TIẾNG ANH 12

EXPLORE NEW WORLDS

SÁCH BÀI TẬP



**NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH**



**CÔNG TY CỔ PHẦN ĐẦU TƯ
XUẤT BẢN - THIẾT BỊ GIÁO DỤC VIỆT NAM**



**NATIONAL
GEOGRAPHIC
LEARNING**

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Cánh Diều



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Sách bài tập

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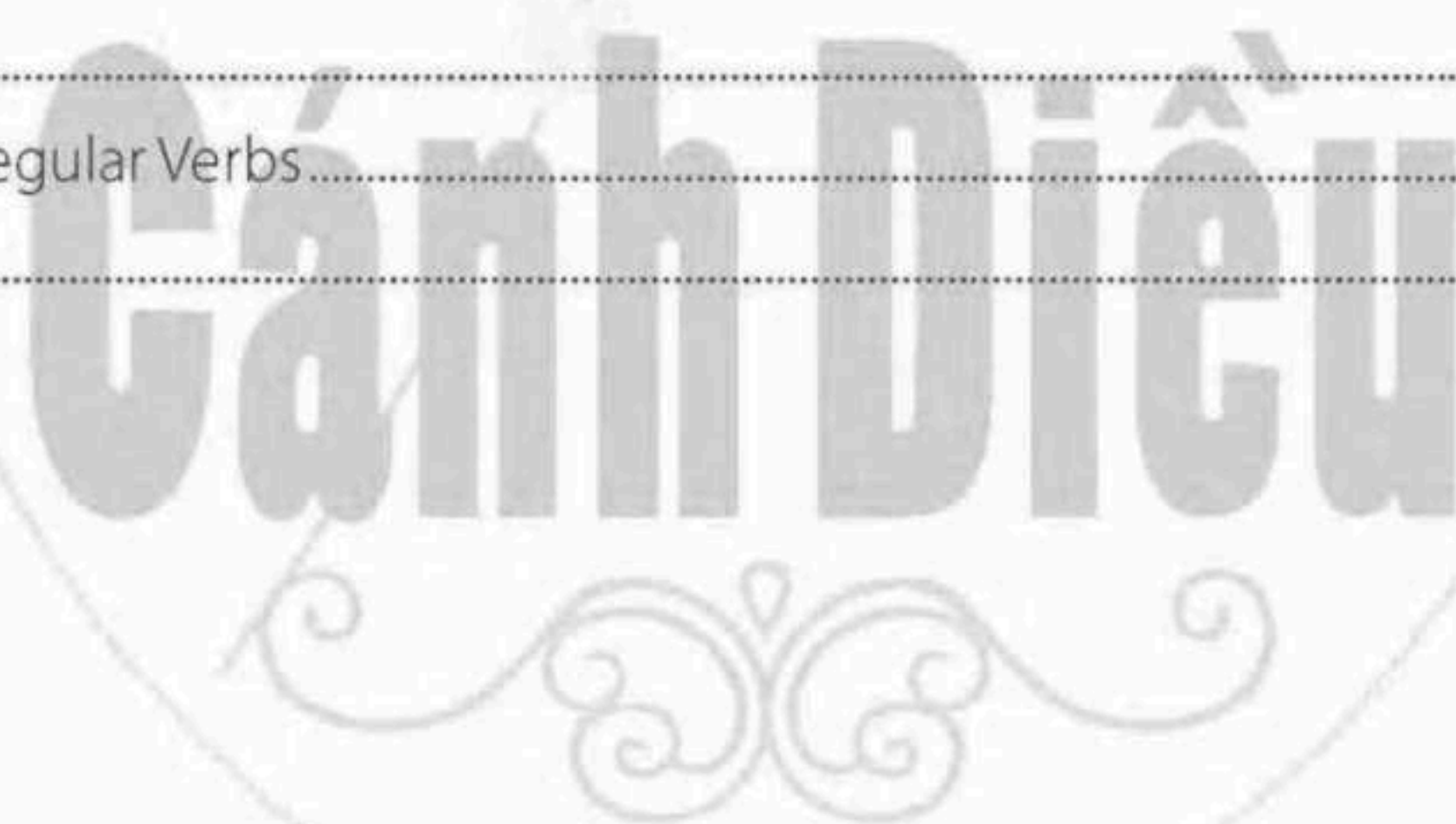
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Student's Book Scope and Sequence

Unit	Unit Goals	Grammar	Vocabulary
1 Where We Live Page 2 	• Talk about <i>How Long</i> or <i>How Often</i> • Discuss Urbanization • Discuss Ways to Preserve a Tradition • Discuss Improving Communities • Describe Famous Landmarks	Present Perfect and Present Perfect Continuous Adverbial Clauses of Result	Migration Culture and Cultural Values
2 The Mind's Eye Page 14 	• Express Degrees of Liking • Discuss Mental Influences • Talk about Personal Characteristics • Discuss Improving Your Memory • Describe an Emotional Experience	Infinitives and <i>-ing</i> Forms 1 Adverbial Clauses of Manner	Cognitive Milestones Personality Characteristics
3 Changing Planet Page 26 	• Discuss Pollution • Discuss Causes and Effects • Discuss Animal Populations • Consider the Effects of Climate Change • Report a Chart	The Passive 1 The Past Perfect	Pollution Saying Large Numbers
4 The Good Life Page 38 	• Talk about the Things You Value • Discuss Important People or Events • Discuss Good Financial Habits • Talk about Great Jobs • Express Agreement or Disagreement	Infinitives and <i>-ing</i> Forms 2 Prepositions after Some Verbs The Passive 2	Things You Value Expressions Related to Money
5 Survival Page 50 	• Say How Things Could Be Different • Explain Actions in Events of Emergency • Talk about Threats to Survival • Discuss Rescues • Give Advice about Difficult Situations	Unreal Conditionals The Simple Past vs. The Past Continuous	Conditions of Species Natural Disasters
6 Art Matters Page 62 	• Report Other People's Ideas • Express Opinions about Public Art • Talk about Types of Art • Discuss the Value of Art • Produce a Biographical Profile	Reported Speech Relative Clauses (Adjective Clauses): Defining and Non-defining	Art Types of Art

Listening	Speaking	Pronunciation	Reading	Writing
Focused Listening A Discussion: Urbanization Factors	Discussing Opportunities and Challenges of Urbanization Discussing Ways to Preserve a Tradition	Contractions with Auxiliary Verbs	Quality of Life: An Article about Things People Do to Improve the Community (Reading for Details)	Writing a Paragraph Describing Famous Landmarks
Listening for General Understanding and Specific Information An Interview: Cognitive Biases	Discussing Mental Influences Describing Emotions	Th Sounds	How Memories are Made: An Article about Memory Competitions and Memory Methods (Reading for Gist; Reading for Details)	Writing about an Emotional Experience
General and Focused Listening An Interview: Extreme Weather Events	Discussing Causes and Effects Talking about the Effects of Climate Change	Linking Words Together	Is Coffee in Danger? An Article about the Effects of Climate Change on Coffee (Reading for Details)	Reporting a Chart
General and Focused Listening A Conversation: Life-Changing Moments	Discussing Important People or Events Expressing Agreement and Disagreement	Assimilation of the Sound /t/	Want a Better Job? Work for a Better Company: An Article about Factors Affecting Job Satisfaction (Reading for Details; Identifying the Meanings of Words from Context)	Writing an Opinion Paragraph
Listening for Instructions and Key Information A Talk: Operating Fire Extinguishers	Talking about the Survival Skills in Emergency Situations Giving Advice about Difficult Situations	Sentence Stress for Emphasis of Meanings	A Birthday to Remember: An Article about the Tham Luang Cave Rescue (Reading for Details; Making Inferences)	Writing a Paragraph Giving Advice
Listening for General Understanding A Radio Call-in Show: Public Art	Discussing Opinions about Art Talking about Profiles of Artists	Thought Groups	Silk: the Weaving of Việt Souls: An Article about Việt Nam's Tradition—Silk Weaving (Reading for Gist; Reading for Details)	Writing a Biographical Profile

Unit	Unit Goals	Grammar	Vocabulary
7 Getting Around Page 74 	• Compare Methods of Travel • Discuss Transportation Choices • Ask How to Get Around • Discuss Alternatives to Travel • Review Places or Experiences	The Passive 3 Indirect Questions	Transportation Public Transportation
8 Competition Page 86 	• Talk about Playing and Doing Sports • Discuss Types of Competitors • Talk about Useful Skills • Discuss Winning and Losing • Compare or Contrast Two Topics	Tag Questions Adverbial Clauses of Comparison	Sports Sports Skills
9 Danger Page 98 	• Ask about Personal Fears • Discuss Dangerous Jobs • Talk about Common Injuries • Discuss the Benefits of Danger • Give Clear Instructions	Double Comparatives Adverbials of Time	Personal Fears Common Injuries
10 Mysteries Page 110 	• Speculate about a Mystery • Discuss Why People Study the Past • Talk about Solving Mysteries • Discuss Theories and the Truth • Describe Physical Objects	Modals to Discuss the Past Noun Clauses	Mysteries of the Universe Mystery Stories
11 Learning Page 122 	• Discuss Technology and Learning • Talk about Learning • Discuss Educational Choices • Talk about the Value of Having Fun • Describe Problems and Solutions	Articles <i>A</i> , <i>An</i> , and <i>The</i> The Active and Passive Causatives	Technology and Learning Educational Choices
12 Innovation Page 134 	• Speculate about the Future • Talk about Positive Outcomes • Describe Inventors and Inventions • Talk about Good Habits • Discuss Purposes and Results	Modals to Discuss the Future Talking about the Future	Inventions Inventors and Inventions

Listening	Speaking	Pronunciation	Reading	Writing
Focused Listening An Interview: Self-Driving Vehicles	Talking about Transportation Discussing Reviews	Reduced Auxiliaries <i>Are</i> and <i>Have</i>	The Future of "Travel"? An Article about Alternatives to a Traditional Vacation (Reading for Details; Identifying the Author's Opinions)	Writing a Report
Listening for General Understanding and Specific Information A Radio Interview: Running a Marathon	Discussing Competition Comparing and Contrasting Two Topics	Diphthongs	When Losing Means Winning: An Article about a Special Strategy in Sports (Reading for Details)	Writing a Compare and Contrast Text
Focused and General Listening A Radio Interview: The Job of a Stunt Person	Talking about Dangerous Jobs Giving Clear Instructions	Consonant Clusters	Is Too Much Safety a Risk? An Article about the Benefits of Danger (Identifying the Author's Opinions; Reading for Details)	Writing Clear Instructions
Listening for General Understanding A Conversation: Discussing Historical Figures	Talking about Studying the Past Describing Mysterious Objects	Intonation for Questions and Lists	Back to the Moon? An Article about the Moon Landings and Its Conspiracy Theories (Reading for Details)	Writing a Description
Listening for General Understanding A Talk: Research into the Experience of Learning	Talking about Learning Describing Problems and Solutions	Homophones	Games: More Than Just Fun An Article about Gamification and Its Benefits (Reading for Details)	Writing an Email Giving Suggestions
General and Focused Listening A Podcast: Competition and Innovation	Talking about Positive Outcomes Discussing Purposes and Results	Stress in Compound Nouns	Daily Habits of Successful Innovators: An Article about Habits of Innovative People (Reading for Gist; Reading for Details)	Writing about Purposes and Results

Credits

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Lesson A Vocabulary and Grammar

A Complete the sentences with the words in the box. Two words require a different form.

factor neighborhood population quality of life resident trash

1. This is the largest city in the country, with a _____ of over one million.
2. Before you make a decision, consider all the different _____, including the price.
3. When there are problems in the building, the _____ meet and discuss what to do.
4. Unfortunately, there aren't many green spaces in this _____.
5. We moved here looking for a better _____, with less air and noise pollution.
6. I'm concerned by the amount of _____ we're producing. We don't need all that plastic.

B Match the sentence halves.

- | | |
|---|--|
| _____ 1. These apartment buildings have shared community spaces | a. with lots of parks and not a lot of traffic. |
| _____ 2. You know there are social problems | b. where neighbors come from different cultures. |
| _____ 3. There was a multicultural festival | c. when there's a lot of trash in the streets. |
| _____ 4. This is a quiet residential area | d. with music from the immigrant communities. |
| _____ 5. They live in a lively community | e. where the residents' children can play. |

C Complete each sentence with the present perfect or present perfect continuous form of the verb in parentheses.

1. I _____ never _____ out of the city. (move)
2. Joshua _____ for a job since June. (look)
3. We _____ English for two years. (study)
4. Salma _____ Canada twice. (visit)
5. Alex _____ in Europe since June. (travel)
6. I _____ already _____ my homework. (finish)

D Check the sentences in which you can also use the present perfect continuous.

- ☐ 1. I've been here since five o'clock.
- ☐ 2. She's played tennis since she was little.
- ☐ 3. They've worked on that project all week.
- ☐ 4. I've always known you could do this!
- ☐ 5. He's stopped drinking coffee for the month.
- ☐ 6. Have you used my laptop?



▲ Many new apartment buildings have places for residents' children to play.

Lesson **B** Listening

A Look at the photo and use the words in the box to write three sentences to describe it.



community	culture
economy	environment
migration	neighborhood
population	quality of life
relationships	resident
society	trash

◀ At the start of the 1900s, the North End neighborhood of Boston became known as "Little Italy" as the number of Italian immigrants grew.

1. _____
2. _____
3. _____

B 2 Listen. Then read the sentences and write *T* (true), *F* (false), or *DS* (doesn't say).

- _____ 1. Grace and her husband moved to the city to experience a new culture.
- _____ 2. Grace worked in a school.
- _____ 3. Fatima was about 24 when she met Grace.
- _____ 4. Grace was an excellent cook.
- _____ 5. Grace and Fatima have been friends for more than 50 years.
- _____ 6. Grace and Fatima's friendship started with a lie.

C 2 Listen again. Then complete each sentence with one word.

1. _____ factors were the main reason why Grace and her husband moved to the city.
2. When they first arrived, Grace had no _____ outside her family.
3. People in the neighborhood had different _____ backgrounds.
4. Fatima's English has _____ since she met Grace for the first time.
5. Fatima and Grace have _____ each other for a long time.
6. Grace didn't really _____ sugar.

Lesson C Vocabulary and Grammar

A Complete the sentences with the words in the box.

appreciate various preserve characterize norm cuisine

1. It is important to _____ traditional recipes to ensure they are passed down to future generations.
2. In our community, it is a cultural _____ to greet the elderly in a respectful way.
3. In this year's show, there are performances from artists from _____ countries.
4. One aim of education is to help people _____ the traditional values of their country.
5. The architecture and street art _____ the local neighborhood.
6. This restaurant is famous for its French _____.

B Complete the sentences with suitable forms of the words in parentheses.

1. Community events promote _____ (social), allowing people to connect and build friendships.
2. The art gallery displays a _____ (various) of artworks from local and international artists.
3. This school project helps create _____ (culture) awareness among students.
4. These workshops help participants gain _____ (appreciate) for different customs and traditions.
5. The library is a _____ (value) resource information with many books of different topics.

C Complete the sentences with *such*, *so*, *so many / few*, or *so little / much*.

1. We had _____ fun that we didn't want to leave.
2. Jim was _____ tired that he fell asleep on the train and missed his stop.
3. They sold _____ tickets that they had to cancel the show.
4. He was _____ embarrassed that he couldn't say a word.
5. She has won _____ prizes that she has had to put some in a box.
6. We've had _____ rain this year that the back yard is all brown.
7. The museum had _____ a big collection of artifacts that visitors could spend hours exploring its exhibits.

D Complete the sentences.

1. There were so many people in the event that _____.
2. The noise was so loud that _____.
3. _____ that everyone turned to look at him.
4. _____ that one needs a lot of skills and determination to do it.

Australia, the International Nation

(a) _____ Over a quarter of the people who live in Australia were born in another country: about 6.7 million people out of a total population of around 25 million. More than 40 percent of Australians have at least one parent who was born in another country.

(b) _____ A little more than 200 years ago, Australia was inhabited by about 350,000 native people of many different cultural groups. Then, in 1770, the explorer James Cook sailed along the coast and brought back information about the “new” land to England. Soon after this, Australia became part of Great Britain. In 1787, the British government started sending criminals and poor people to Australia. Later, free **settlers** came to Australia to start farms. In 1850, **gold** was discovered there, so more and more people came from Europe and China hoping to get rich. Most of them never returned home, so the population began to grow.

(c) _____ In the 1940s, the government decided that the best way to develop the country was to invite more settlers to come from Europe. To attract immigrants, they offered money and other forms of help. More than one million people from Britain moved to Australia, along with several hundred

thousand Europeans who had lost their homes in the Second World War.

(d) _____ In 2017, more than 262,000 people went to Australia to stay permanently. Four main types of people settle there: Some go there because employment and business opportunities are better than in their home country. Others are the children, parents, or other relatives of immigrants who have already become Australian **citizens** themselves. A third group is refugees who are escaping war or political problems in their home countries. Finally, there is a small number of Australians who previously migrated to another country and now want to come home.

(e) At the same time, Australia also sends immigrants to other countries—a smaller number. Each year, about 60,000 Australians go to live permanently in other countries. With people from so many cultures migrating in and out, Australia is truly a diverse nation.

3 (Optional)

settlers (n) people who move to live in a new country or area, usually the first to do so

gold (n) an expensive metal commonly used to make jewelry

citizens (n) people who have become legal members of a country

The Sydney Opera House in Sydney, Australia, offers a mix of different art forms to appeal to the diversity of Australians.

A Read the article. Then match the sentences to paragraphs (a–d).

1. In a sense, nearly all Australians are immigrants.
2. Migration is still growing.
3. Australia has a huge amount of land.
4. Australia is one of the most multicultural countries.

B Circle the correct answers.

1. The main idea of the article is that _____.
 - a. migration is very important in Australia
 - b. Australia still needs more people
 - c. the first immigrants to Australia came from Britain
2. The first people from outside Australia arrived in _____.
 - a. 1770
 - b. 1787
 - c. 1850
3. The article talks about _____.
 - a. people who migrate to Australia
 - b. people who migrate from Australia
 - c. both a and b
4. According to the article, about _____ Australians originally came from another country.
 - a. 40 percent of
 - b. 350,000
 - c. 6.7 million

C Read the article again and complete the table in your notebook.

People who had a choice	People who had no choice	People who didn't migrate

D Complete the text with one word in each space.

There are so (1) _____ people living in Australia who were not born there that Australia is one of the most diverse countries in the world. The arrival of people from other countries started a little more than 200 years ago. At the time, about 350,000 (2) _____ people lived there. Australia became part of Great Britain. In 1787, the British started sending people who were not welcome in their country, such as criminals and poor people, to Australia. Immigration started later, first when settlers went there to farm, and then after gold was found there in 1850.

In the 1940s, the government felt that the country was so big, and had so (3) _____ people to develop it (4) _____ it decided to attract immigrants with money or other types of help. People went and are still going. The reasons (5) _____ been the same since then: People leave their homes because they think life will be better in their new country. Sometimes they want to join relatives who moved there and have become Australian citizens. The result is that, except for those of native heritage, everybody else in Australia is an immigrant or from a family of immigrants.

Lesson **E** Writing

A Read the article about Australia in the previous lesson. Match the main ideas to the paragraphs.

- ___ Paragraph a **1.** There are four main reasons why people still want to move to Australia.
- ___ Paragraph b **2.** Migration has made Australia one of the most multicultural countries.
- ___ Paragraph c **3.** The migration traffic moves two ways, but not many Australians emigrate.
- ___ Paragraph d **4.** Immigrants moved to Australia soon after the news of its existence spread.
- ___ Paragraph e **5.** The government encouraged immigration to develop the country.

B Read the text. It can be divided into five paragraphs. Write the first two words of each paragraph.

Paragraph 1: When we

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

When we ask why people move, we usually find that there are two main reasons. We call them *push factors* and *pull factors*. Push factors are negative: they are the reasons why people want to leave a place. Pull factors are positive: they are what attract people to a place. The majority of both of these types of factors fall into one of three groups: economic, environmental, or social factors. Economic factors are linked to money. These include the cost of living, the cost of housing, employment, or career options. A push factor could be a shortage of jobs in an area. A pull factor could be companies that offer high salaries. Pollution or, increasingly, the effect of global warming are examples of environmental factors. Long periods without rain and more frequent extreme weather are push factors. Good air quality and the presence of water are pull factors. Social factors have to do with quality of life. War, political problems, or high levels of crime are the most common push factors. Good public services, low levels of crime, and lively cultural activities are often pull factors.

C The first sentence of a paragraph introduces the main idea. Other sentences in a paragraph expand this idea. You are going to write a text of four to five paragraphs about the reasons why people leave or come to your native country. Write the first sentence for each paragraph.

Introduction: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4 (optional): _____

Conclusion: _____

D Expand your ideas and write the text in your notebook. Write at least 180–200 words.

Review

A Complete each sentence by choosing the correct word from the box.

appreciate traditional community preserve landmark norms

1. The local _____ is known for their strong sense of unity and collaboration.
2. Families often pass down _____ recipes from one generation to the next.
3. The historic _____ in the city center is a popular meeting point for locals and tourists alike.
4. Many organization are working to _____ traditional crafts and ensure that age-old techniques are not lost over time.
5. Social _____ play an important role in shaping the behaviors of people in a society.
6. Students should learn to _____ the cultural values and traditions of their country.

B Circle the correct words in the paragraph.

My cousin (1) *has been moving / has moved* to Canada. He says there are better (2) *weather / employment* opportunities there and the (3) *environment / political* is cleaner. Canada is (4) *that / so* big (5) *that / so* there are a lot of places with small populations. My cousin (6) *has been traveling / was traveling* a lot since he arrived. He tries to visit somewhere new when he has free time. He is very happy in his new home. He says migration (7) *has been making / has made* Canada a great place to live because you meet people from a lot of different countries.

C Write complete sentences using *such, so, so many / few, or so much / little*, and the words given.

1. He was / emotional / started to cry.
He was so emotional that he started to cry.
2. The website had / hits / crashed.

3. The shop had / customers / closed down.

4. I / had / large amount of work to do / got home very late / last night.

5. She had / help / gave up in the end.

6. It / was / difficult test / no students / got maximum scores.

D Complete the sentences. Use no more than three words in each space.

1. Dan says he _____ a lot better since he _____ smoking.
2. We _____ from Maggie and Jim since they moved to New York.
3. My daughters _____ vegetarians since they realized it helps the environment.
4. I _____ to contact that office all day, but my call won't connect.
5. Ben _____ just _____. He said not to wait for him because he has so _____ work to do that he can't make it.

Lesson **A** Vocabulary and Grammar**A** Circle the correct options.

1. Every night, my sister would *make up* / *act on* funny bedtime stories to tell me.
2. Kids can *stand up to* / *act on* directions and engage in imaginative play.
3. It is necessary to teach kids to use various problem-solving approaches so that they can *stand up to* / *pick up on* difficulties.
4. Despite the poor lighting, Emma could still *make out* / *make up* the details of the painting in the art gallery.
5. He tried to *pick up on* / *stand up to* the contradictions in her argument.
6. She will *act on* / *go through* two interviews as part of the scholarship application process.

B Some sentences may contain errors, while others may not. Correct the errors.

1. Would you mind pass the salt, please?
2. You agreed helping me—you can't change your mind now!
3. Tell them to avoid an argument with him at all costs.
4. I usually enjoy to dance, but I'm not feeling well right now.
5. Did she manage getting there in time for her train?
6. She wants to delay to have the operation, but I think that's a bad idea.

C Complete the text with the correct form (infinitive or *-ing* form) of the verbs in parentheses. More than one answer may be possible.

Sardinia has become a popular tourist attraction in the last few years, so if you decide (1) _____ (visit) and you want (2) _____ (avoid) the tourist traps, this is the website for you.

If you like (3) _____ (lie) in the sun and plan (4) _____ (spend) most of your time on a beach, choose anywhere on the west coast or the east coast, south of the town of Olbia.

If you are one of those people who can't stand (5) _____ (find) sand in your shoes and don't mind (6) _____ (walk) around beautiful cities, there are other options for you. Start in the capital city, Cagliari; from there you may want (7) _____ (go) north to the prehistoric village of Barumini, and then continue (8) _____ (travel) toward the northwest to see the ruins of the Roman settlement of Tharros.



▲ Cagliari Cathedral was first built in the 13th century and overlooks the city.

A 4 Listen to the conversation. What is the relationship between the two speakers?

The speakers are _____ and _____.

B 4 Listen again. Circle the correct options.

- | | |
|---|---|
| <p>1. Jane is reading a book</p> <p>a. as homework.</p> <p>b. after seeing a TV show.</p> <p>c. because her dad asked her to.</p> | <p>3. Arthur Conan Doyle is</p> <p>a. the author of the stories.</p> <p>b. the director of the TV show.</p> <p>c. a doctor.</p> |
| <p>2. Sherlock Holmes</p> <p>a. is a police officer.</p> <p>b. is a police detective.</p> <p>c. helps the police.</p> | <p>4. Sherlock Holmes</p> <p>a. was born in 1891.</p> <p>b. died in 1891.</p> <p>c. is completely fictional.</p> |



▲ Sherlock Holmes is often shown wearing a hunting cap.

C Read the sentences and write *T* (true), *F* (false), or *NI* (no information).

- _____ 1. Jane watched a modern version of the *Sherlock Holmes* stories on TV.
- _____ 2. Jane's dad doesn't like the idea of the TV series.
- _____ 3. Jane didn't really like the TV series because Sherlock is overconfident.
- _____ 4. Sherlock is happy when the police ask him to help.
- _____ 5. The author of the original Sherlock stories is Arthur Conan Doyle.
- _____ 6. Sherlock uses scientific methods and observation to solve difficult cases.
- _____ 7. Jane's dad doesn't like *Sherlock Holmes* stories.
- _____ 8. Jane is not surprised that her dad likes detective stories.

D Complete the paragraph with the correct form of the verbs in the box. When two answers are possible, write both.

enjoy go read read see suggest visit watch watch

Jane decided (1) _____ the book because she enjoyed (2) _____ the TV show. She hasn't finished (3) _____ the book, so she doesn't know which she likes best, the book or the TV version. Her father didn't know she liked (4) _____ detective shows. He, on the other hand, is a big fan of these novels, so he hopes (5) _____ Jane become a fan, too. He has always wanted (6) _____ Sherlock Holmes' house at 221B Baker Street in London, England. Of course, her father knows that Sherlock never lived there, because Sherlock is the product of Conan Doyle's imagination, but the idea of visiting the house of an imaginary man is so much fun that he hopes Jane will agree (7) _____ with him. If Jane keeps (8) _____ Sherlock's stories, he's planning (9) _____ the trip for next summer.

Lesson C Vocabulary and Grammar

A Complete each sentence with a word from the box.

anxious cheerful easygoing outgoing reliable selfish sensible shy

1. Do you think it's easy to talk to strangers if you're as _____ as I am? I'm terrified.
2. Sue is really _____. She's always calm and never panics.
3. Everything will be fine. There's no need to be so _____. It's all under control.
4. Omar has lots of friends because he's very sociable and _____.
5. I was feeling down, but you're always so _____ that I feel a lot more positive now.
6. I don't like him. He's very _____. He only takes and never gives.
7. If you need advice, talk to Magda. She's very _____.
8. Beto is the most _____ person I know. If he says he'll do something, he will do it.

B Combine the sentences in two columns using *the way, like, as if, or as though*. Rewrite the sentences in your notebook.

- | | |
|---|---|
| 1. She spoke with confidence. | a. It was the simplest idea in the world. |
| 2. He walked into the room. | b. She had had several days of rehearsal. |
| 3. The little girl stared at the cat. | c. A master chef added magic to a recipe. |
| 4. She explained the concept to her friend. | d. It was a creature from outer space. |
| 5. Her friend cooked the dish. | e. He owned the place. |

C Complete the sentences.

1. The old man smiled at the photograph on the wall as if _____.
2. Jane walked calmly through the park as though _____.
3. She danced and sang as if _____.
4. The dog barked loudly like _____.

D Complete the paragraph in your own words. Use adverbial clauses of manner where possible.

As the sun set, Sarah walked calmly through the park _____
_____. She admired the flowers
_____. Time seemed to stop
_____. She enjoyed the moment,
and for a short time, it felt _____

_____.

Norman Cousins was a famous American magazine editor. In 1964, he returned from an overseas trip and became very sick. He was in terrible pain and couldn't move his body, so he went to a hospital. Doctors told him he had a serious disease called *ankylosing spondylitis*. As nobody knew the cause of the disease, there was no **cure** for it, and because there was no cure, the doctors said he had only a short time to live. (a) _____

Cousins researched the connection between emotions and chemical reactions in the body. He believed that negative emotions could **harm** your health and that positive emotions were the key to good health, so he decided to try an experiment: he was going to fill his days with good feelings and laughter and see if that might improve his condition.

He left the hospital and moved into a hotel room. There, he got a large supply of comedy TV shows, movies, and cartoons. (b) _____ He planned to spend the whole day laughing and thinking about happy things.

On his first night in the hotel, for the first time in weeks, Cousins slept comfortably for a few hours. This seemed to prove his belief was correct: laughing at the movies might have helped his body produce

chemicals that reduced pain, and as a result, he was able to rest, and his condition improved. Every time the pain came back, he watched another funny movie and laughed until he felt better.

Over time, Cousins managed to measure changes in his body with blood tests. He found that the harmful chemicals in his body decreased at least five percent every time he watched a funny movie. Therefore, after a short time, he was able to stop taking all of his medications. (c) _____

Cousins later wrote a book about how laughter and happiness helped him survive a deadly illness. As the idea of an emotional cure for a physical illness was so new, many people didn't believe his story. Many said that his doctors were wrong about his disease from the beginning. But since then, research has found that emotions affect physical health. Now everybody knows that we can become ill after long periods of stress because stress reduces our defenses. (d) _____ And Norman Cousins lived another 26 years after he cured himself from an incurable disease.

5 (Optional)

cure (n) something that makes you healthy again

harm (v) cause injury or hurt

A-maze-ing Laughter is a bronze sculpture by Yue Minjun. The Chinese artist hopes that the art inspires laughter and playfulness in everyone who sees it.



A Skim the article about Norman Cousins and check the best title.

- ☐ 1. Medicines Can be Useless
- ☐ 2. The Mind-Body Connection
- ☐ 3. Movies are Good for You



▲ Norman Cousins

B Read the article. Four sentences are missing. Match the sentences to the spaces.

1. Finally, his condition improved so much that he could go back to work.
2. More experiments found that laughter can help to reduce pain.
3. They gave him powerful drugs, but his condition only got worse.
4. He also hired a nurse to read funny stories to him.

C Read the sentences and circle *T* (true), *F* (false), or *NI* (no information).

- | | | | |
|---|---|---|----|
| 1. Norman Cousins got sick while he was traveling in another country. | T | F | NI |
| 2. Doctors told Cousins that he would probably die from his disease. | T | F | NI |
| 3. Drugs helped to stop the pain of Cousins' disease. | T | F | NI |
| 4. Cousins started watching movies because he was bored. | T | F | NI |
| 5. Cousins spent a lot of time laughing every day. | T | F | NI |
| 6. Movies were better than funny stories for stopping pain. | T | F | NI |

D Read the article again. Then complete the table with causes and effects.

Cause	Effect
Cousins was in terrible pain and couldn't move his body,	so he went to a hospital.
As nobody knew the cause of the disease,	there was no cure for it.
Because there was no cure,	
	so he decided to try an experiment.
Laughing at the movies might have helped his body produce chemicals that reduced pain.	
	Therefore, after a short time, he was able to stop taking all of his medications.
As the idea of an emotional cure for a physical illness was so new,	

- A** Read the blog post about a TV movie. Then match the sentence halves.

Gina's Movies and Books

I have recently been reading Agatha Christie's novels about detective Hercule Poirot because I saw a TV version of one of her most popular books: *The A. B. C. Murders*.

It's a cool story: There's a police officer who doesn't like Poirot, but we know Poirot is the good guy, so we don't trust the officer. However, as the officer says Poirot is not who he says he is, and Poirot does not defend himself, we don't know what to think. Also, Poirot keeps seeing mental images of something terrible that might be from his own past. As a result, everything seems even more uncertain.

Then there's a young man who seems crazy and, given that he is always near the scenes of the murders, this makes us think he's the killer. A young woman, who seems like a good person, is in love with him; therefore, it seems like she may be in danger.

In the end, nothing is what it seemed. Poirot solves the case and we discover his terrible, painful secret. After a show like that, you just *have* to read the book, right?

- | | |
|--|---|
| _____ 1. Gina has been reading Christie novels | a. because she enjoyed a TV show. |
| _____ 2. She didn't like the police inspector | b. because Poirot is hiding something. |
| _____ 3. She didn't know what to think | c. because he attacks Poirot. |
| _____ 4. Poirot is sad | d. because he has painful memories. |

- B** Read the blog post again. Underline 3–5 phrases and decide what unasked questions they answer.

- C** Read the following text. Add some details to answer some unasked questions your readers might have. You may rewrite some sentences if needed.

Yesterday, I felt sad. I sat in my room. Tears came, like rain falling. Then, a friend called. They said, "Let's meet." We went for a walk. Their words were like a warm hug. We shared stories and laughed. Even in the sad moments, friends brought sunshine.

Yesterday, I felt sad _____

- D** In your notebook, write a paragraph (180–200 words) about a time when your friend or your family member experienced one or more emotions. Make sure you answer some unasked questions your readers might have.

Review

A Write numbers to put the conversation in the best order.

- _____ 1 a. Do you know anything about dyslexia?
_____ b. Well, it's a challenge, but there are methods. Dyslexia doesn't affect intelligence.
_____ c. My brother's teacher noticed he can't see letters in the right order, so he did a test.
_____ d. It doesn't?
_____ e. How do you detect it?
_____ f. Yes. My brother has it. It affects your ability to read and write.
_____ g. Wow. How can you learn if you can't read?
_____ h. No. People with dyslexia have strong visual, creative, and problem-solving skills.

B Complete the text with words about personality characteristics. The first letters are given.

Are you an (1) a person or are you (2) e? I think I can be both. It depends on the situation. Sometimes I'm really (3) s, and I hate being with people I don't know, and sometimes, when I'm feeling positive, I'm (4) c and (5) o. It's strange when you think that I want to work in public relations. Do you think that's not a (6) s idea? You may be right. In that type of work, you need to be able to manage your feelings a bit better—you need to be (7) r. You can't just say, "Well, that's the way I'm feeling, and that's that." That would be (8) s, right?

C Complete the sentences with the correct form of the verbs in the box. If two forms are possible, write both.

1. I'm sorry, I haven't managed _____ to Ahmed about it yet.
2. The government is planning _____ a new library here.
3. I hate _____ in this weather—I can't see anything!
4. Can I borrow that book when you finish _____ it?
5. Dad promised _____ us to Los Angeles this spring.
6. Ask Pedro. He doesn't mind _____ personal questions.

answer
build
drive
read
take
talk

D Match the sentence halves.

- | | |
|--|---|
| _____ 1. He answered the question | a. as though she were an expert in the field. |
| _____ 2. They greeted each other | b. as if he had done this many times before. |
| _____ 3. Speaking confidently, she presented her ideas | c. as if he had known it in advance. |
| _____ 4. He fixed the broken chair | d. like old friends reunited after a long time. |

Lesson **A** Vocabulary and Grammar

A Complete the sentences with the words in the box. One word requires a different form.

created effects experienced law level negative pollution quality thick vehicles

1. They printed the photos on very high-_____ paper.
2. The government passed a _____ against industries that pollute.
3. The research reveals dangerous _____ of plastics in the ocean.
4. The negative _____ of her actions surprised Jane.
5. The new public transport system reduced the number of _____ on our streets.
6. The _____ answer disappointed us.
7. _____ causes serious health problems.
8. _____ fog makes driving very dangerous.
9. The energy company _____ thousands of new jobs.
10. They _____ something new and exciting.

B Rewrite the sentences in the passive. Use the same verb form.

1. A famous professor wrote that book.

That book was written by a famous professor.

2. Bees make honey.

3. The science teachers select the best biology project in the school.

4. The police found the lost children.

5. The government built many new schools.

6. *National Geographic* publishes all of his conservation articles.

7. Scientists didn't conduct the experiment.

C In your notebook, rewrite the completed sentences from **A** in the passive.

Lesson **B** Listening

A  6 Listen to the conversation. Circle the correct options to describe the speakers' project.

Miguel and Shaniqua are making a *quote* / *video* about the effects of *nature* / *pollution*.

B  6 Listen again and write *T* (true), *F* (false), or *DS* (doesn't say). Correct the false sentences in your notebook.

- _____ 1. Miguel found something he and Shaniqua can use for their project.
- _____ 2. Greenpeace used the exact words somebody else said.
- _____ 3. The article gives the name of the person who said the words.
- _____ 4. Shaniqua agrees they should change the words.
- _____ 5. Miguel has a store.
- _____ 6. Miguel is from Bolivia.
- _____ 7. There are a lot of rivers in Bolivia.
- _____ 8. Miguel and Shaniqua agree on the message they want in their project.

C  6 Match the words to the definitions. Then listen again and check your answers.

- | | |
|-----------------------|--|
| _____ 1. chemical | a. something that may kill you if you breathe, eat, or drink it |
| _____ 2. destroy | b. the exact words that someone has said or written |
| _____ 3. organization | c. something produced in factories or laboratories |
| _____ 4. poison | d. damage something so much that it cannot be used or repaired |
| _____ 5. profit | e. a group of people who work together for a specific purpose |
| _____ 6. quote | f. the price of something minus the money it cost to produce it |

D  6 Listen again and complete the quote.

"When the last (1) _____ is (2) _____, when the last (3) _____ has been (4) _____, when the last (5) _____ has been (6) _____, then we will find out that we (7) _____ eat (8) _____."

E What do you think about the quote? Do you think that what it says is true? Write a paragraph (100 words) to explain your thoughts.

Oil palm trees are often cut down for the production of palm oil; however, the destruction of forests is causing an environmental disaster.



Lesson **C** Vocabulary and Grammar**A** Write each number in words.

1. 2,047 _____

4. 731,000 _____

2. 50,000,000 _____

5. 115,200 _____

3. 78,000 _____

6. 4,650,001 _____

B Complete the paragraphs with the correct form of the words and phrases in the box. Four words and phrases do not need to change.

damage	extreme weather events	heatwave	hit
often / kill	snowstorm	tornado	usually / cause

There are two types of (1) _____: the ones that happen when they are not expected—for example, out of season—and the ones that happen in season but are much more intense than normal. A lot of damage (2) _____ by both types.

An example of the first type is a (3) _____ in spring. The white stuff can be beautiful to look at, but growing plants (4) _____ by it. Furthermore, the sudden drop in temperature affects insects and flowers in fruit trees, which may freeze and die.

Other types of extreme weather can be dangerous in any season. For example, elderly people (5) _____ during a (6) _____. The high temperatures can also start wildfires that destroy people's homes and land. Also, when an area (7) _____ by a (8) _____, the strong wind damages everything in its path.

C Rewrite the sentences using the past perfect and the words given so that they mean the same.

1. I spoke to Pavel. Then I met Angham. (when, already)

When I met Angham, I had already spoken to Pavel.

2. The party started. Then Jim and Pablo arrived. (by the time, already)

3. Khalid never liked Stefan, but then they had a long talk. (until)

4. I saw that movie. I didn't want to see it. (because, before)

5. Fatima always hated math. Then she found a great teacher. (until)

6. Everything happened. We got there. (by the time, already)

What Can One City Do?

In 2008, Naema Omar decided to improve her 80-year-old house in Cambridge, Massachusetts in the United States, and make it **energy-efficient**. Firstly, to keep the heat inside in the winter, she filled the space inside the walls with **insulation**. This is usually made from chemicals, but in her house, she used something new—insulation made from recycled blue jeans and other clothes. Secondly, she replaced the windows. And lastly, she put in energy-efficient LED **lightbulbs** that use only a tiny amount of electricity. They also last 50 times longer than traditional lightbulbs.

Naema was able to do this because the Cambridge City Council had created the Cambridge Energy Alliance (CEA) the year before to encourage energy efficiency and solar power. CEA's goal was to help residents and businesses save money and reduce the city's carbon **emissions**.

The city council had started to work on reducing global warming as early as 1999. In May that year, it had voted to join Cities for Climate Protection, an international group of communities that work to reduce environmental damage from fossil fuels.

First, the council needed to study the situation. So, surveys and research were conducted, and they showed that more than 80 percent of the **carbon dioxide** produced in Cambridge was coming from buildings—not from cars.

Next, it decided to make the buildings

energy-efficient. In addition to saving energy and reducing emissions, the objective was to create new jobs for local people: workers were needed to put in insulation, install energy-efficient doors and windows, and make other energy improvements on buildings.

Soon after that, however, the city council realized that eco-friendly insulation and lighting are much more expensive than the usual kind, and many people in Cambridge couldn't afford them. That's why it created the CEA and encouraged every resident and business to contact them. And that's what Naema did.

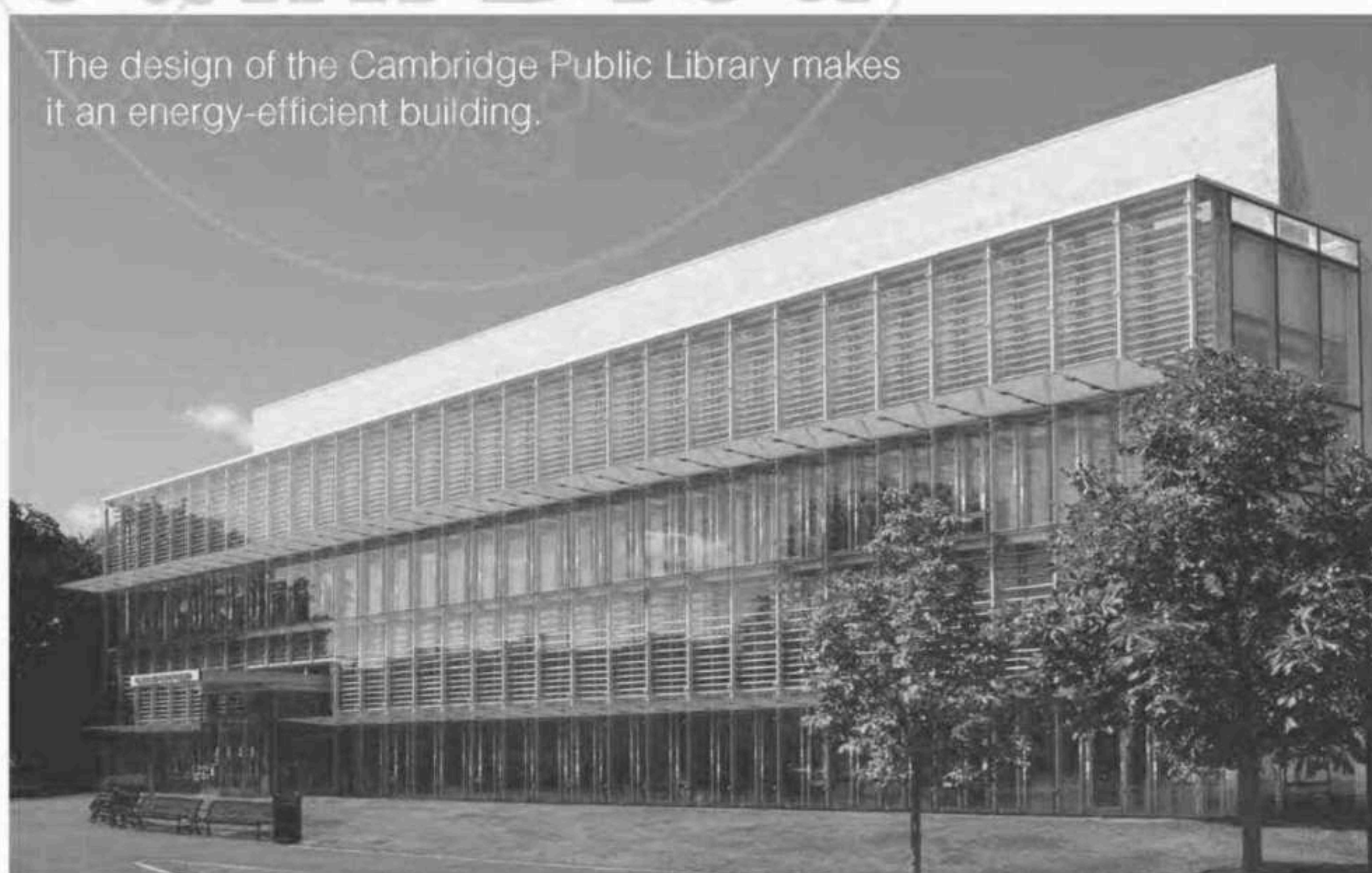
First of all, individuals or businesses can ask the CEA, which, since 2011 has been part of the city's Community Development Department, to come and look at their house or office building. Then the CEA makes a plan to save 15 to 30 percent on heating, gas, water, and electricity. Finally, it helps people take out a loan to pay for the improvements. The money that people save by being more efficient should be enough to pay back the money they borrowed.

So, it looks like one city can do a lot, if it wants to!

7 (Optional)

energy-efficient (adj) using little energy
insulation (n) material used in construction to keep heat inside
lightbulbs (n) glass containers that produce light when electricity passes through them
emissions (n) gases released into the atmosphere
carbon dioxide (noun phrase) a gas that contributes to global warming

The design of the Cambridge Public Library makes it an energy-efficient building.



A Skim the article and check the best description of its topic.

- ☐ 1. The article is about how the city of Cambridge has been helping people conserve energy.
- ☐ 2. The article is about the life of 80-year-old Naema Omar, a resident of Cambridge.
- ☐ 3. The article is about how Naema Omar started working for the Cambridge Energy Alliance.

B Match each group or organization to its description.

- | | |
|-------------------------------------|--|
| 1. Cambridge City Council | a. a group of communities working together |
| 2. Cambridge Energy Alliance | b. a group existing within a larger organization |
| 3. Cities for Climate Protection | c. an organization set up to encourage energy efficiency |
| 4. Community Development Department | d. a government organization responsible for a city |

C Read the article again. Number the events in the correct order.

- _____ a. Naema Omar contacted the Cambridge Energy Alliance.
- _____ b. Cambridge City Council created the Cambridge Energy Alliance.
- _____ c. Cambridge City Council joined Cities for Climate Protection.
- _____ d. Cambridge City Council studied the results of research into carbon dioxide emissions in the city.
- _____ e. Cambridge City Council decided to make the city buildings energy-efficient.
- _____ f. The Cambridge Energy Alliance became part of the Community Development Department.

D Complete the sentences with the cause or the effect.

1. Naema Omar's house wasn't energy-efficient, so _____
- _____
2. The city council decided to make buildings energy-efficient because _____
- _____
3. The city council realized that people needed help to make their homes energy-efficient, so _____
- _____
4. People save money by being energy-efficient, so _____
- _____

E Read the article again. Find all the expressions that show sequence and write them in order.

Starting point: _____, _____, _____

Following points: _____, _____, (soon) _____, _____

Concluding point: _____, _____

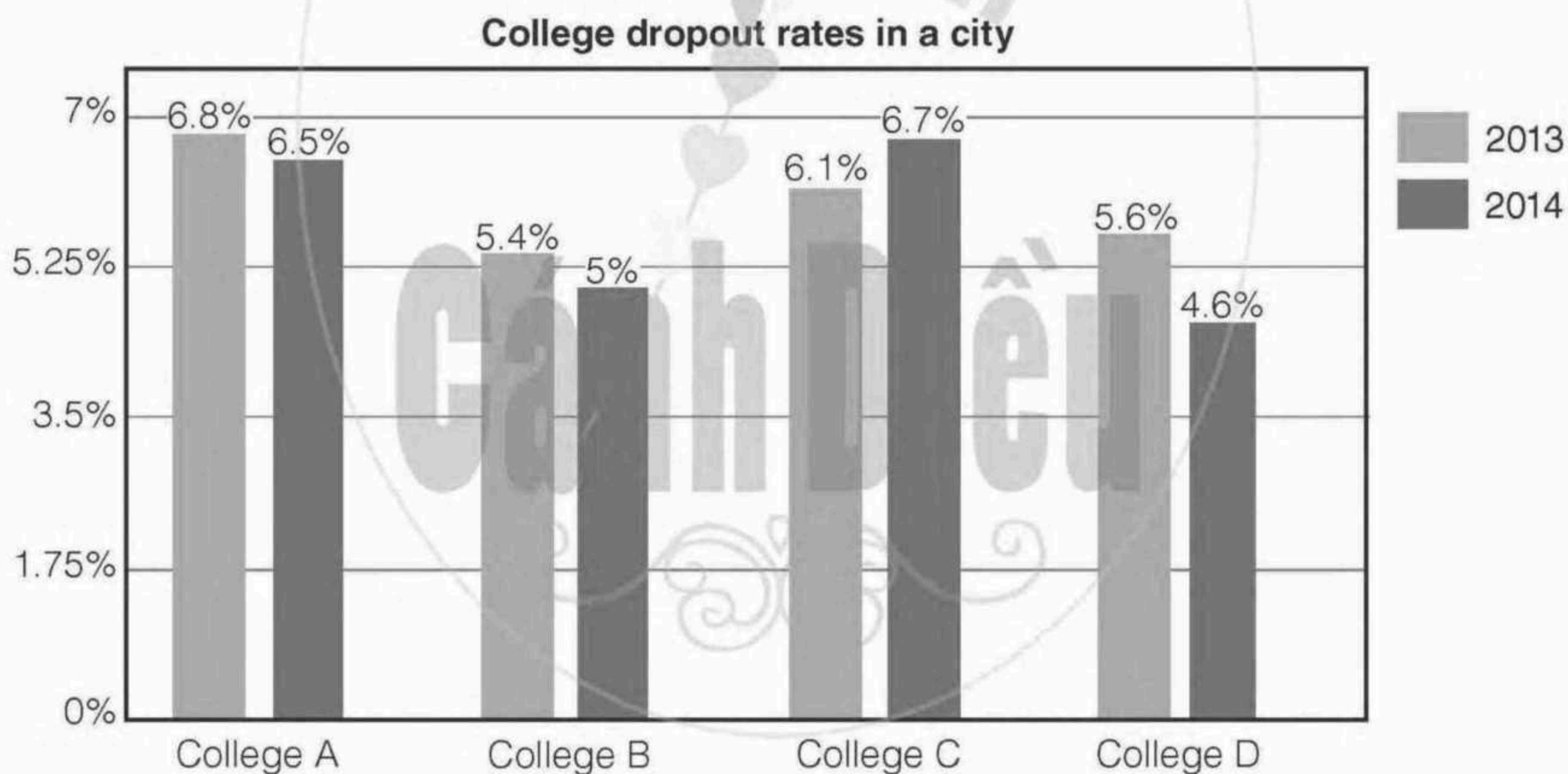
A Read the following sentences. Identify which sentence(s) belong to the *Introduction* (I), *Overview* (O), or *Data Presentation* (P).

1. Trash production in Region A started at 50,000 tonnes in 2000 and steadily rose to 120,000 tonnes by 2020.
2. Except for Region B, all areas witnessed an increase in trash generation, and Region A consistently held the highest level of trash disposal throughout the two decades.
3. The level of trash disposal in Region C stood at 15,000 tonnes in 2000, remained stable for five years, and then surged to 30,000 tonnes by 2020.
4. Similarly, trash production in Region D remained at 8,000 tonnes for five years before escalating to 18,000 tonnes in 2020.
5. The bar chart depicts information regarding trash disposal in four regions from 2000 to 2020.
6. Conversely, in Region B, trash output declined from 40,000 tonnes in 2000 to 25,000 tonnes in 2020.

a. Introduction: _____ b. Overview: _____ c. Data presentation: _____

B Reorder the sentences in **A** to make a complete report.

C Analyze the chart. Write a report (150–180 words).



The bar chart _____

A Complete the text with the active or passive form of the verbs in parentheses.

There isn't much for young people to do in my community. Six months ago, the students in my school (1) _____ (get) together to discuss a solution. We (2) _____ (decide) to ask the principal for access to the school's facilities for after-school classes, but he (3) _____ (tell) us that there wasn't enough money to pay staff for that. Another meeting (4) _____ (call). This time, parents (5) _____ (invite). To our great surprise, they (6) _____ (volunteer) to supervise us using the facilities. Also, baking classes and bicycle-repair workshops (7) _____ (set up). We (8) _____ (interview) by the local TV station, and when an article about us (9) _____ (publish) in the local paper, we (10) _____ (become) famous. Now cakes (11) _____ (sell) and bicycles (12) _____ (fix) at our school in the evenings.

B Write the numbers.

- _____ 1. four thousand (and) fifty-one
 _____ 2. Sixty-nine million four hundred (and) twelve
 _____ 3. Twenty-eight thousand three hundred and two
 _____ 4. Nine hundred thousand
 _____ 5. Four hundred (and) thirteen thousand nine hundred and one
 _____ 6. Sixty-two million seven hundred thirty thousand and forty-seven

C Complete the sentences with the simple past or past perfect.

1. Mami had never spoken (never speak) English before she went (go) to New York last summer.
 2. I was late for class, and the teacher _____ (collect, already) the homework when I _____ (come) in.
 3. The children _____ (not be) hungry for dinner because they _____ (eat) a lot of candy after school.
 4. Danny _____ (hate, always) jazz until he _____ (go) to a concert last year.
 5. By the time the game _____ (start), the rain _____ (stop), so everyone _____ (be) happy.

Lesson **A** Vocabulary and Grammar**A** Complete the text with the words in the box.

access afford balance career criteria income opportunity satisfaction value wealth

My older brother, Dave, has a brilliant (1) _____. He works for a bank. He has a big house, quite a lot of (2) _____, and can (3) _____ to buy really expensive stuff, but he works fourteen hours a day, including weekends. He no longer has time to see his best friend Aziz from high school.

Aziz is an artist. He gets great (4) _____ from painting, but he has no (5) _____ because his paintings don't sell. He says that's because he has no (6) _____ to sell them and no (7) _____ to art galleries, but I think the truth is that nobody likes them.

There must be a (8) _____ between these two extremes. Looking at Dave and Aziz, I've realized that what I (9) _____ is not possessions or self-expression but experience, and above all, shared experience. These need to be the main (10) _____ for the big decisions I'll have to make soon.

B Complete the paragraph with the correct form (infinitive or *-ing* form) of the verbs in parentheses.

I hope (1) _____ (go) to Europe next year, so I'm trying (2) _____ (save) enough money. I avoid (3) _____ (eat) out these days because I don't really need to. And I've given up (4) _____ (go) to the movies. So far, I've saved 100,000 yen—that's about \$1,000—but it's not enough. I want (5) _____ (stay) in Europe for at least a month, so I need a lot more money. I've asked my parents (6) _____ (let) me move back into their home, since my apartment is expensive, and they said yes. But my expenses are so high that it's still not enough. Maybe I need (7) _____ (reduce) the amount of money I spend on clothes, or I won't be able (8) _____ (afford) my trip to Europe.

C Circle the correct preposition to complete each sentence.

1. He is looking *for / in / on* a new job with a high salary.
2. The company benefits *to / from / with* technological advancements.
3. She excels *in / of / on* playing the violin.
4. They accused him *from / for / of* stealing the car.
5. We are focusing *in / on / for* improving our customer service.
6. He insists *on / in / with* perfection in his work.
7. They applied *from / to / for* a grant to fund the research.
8. She disagrees *with / in / at* the proposed changes to the policy.

Lesson **B** Listening**A**  8 Listen to the speakers and circle the correct answers.

- | | |
|--------------------------|-------------------------|
| 1. Who are the speakers? | 2. What are they doing? |
| a. teachers | a. presenting a project |
| b. students | b. planning a project |

B  8 Read the questions. Then listen again and circle the correct answers.

- | | | | |
|---|--------------------|------------------------|--------------------|
| 1. Which of these criteria was not mentioned by any of the students? | a. medical care | b. life / work balance | c. safety |
| 2. Which of these criteria was mentioned by a few students? | a. medical care | b. safety | c. the environment |
| 3. Which of these criteria was mentioned by all of the students? | a. safety | b. the environment | c. love |
| 4. Which of these criteria was mentioned by almost all of the students? | a. the environment | b. love | c. medical care |

C Read the sentences and write *T* (true) or *F* (false). Correct the false sentences in your notebook.

- _____ 1. The students read about a study on happiness.
- _____ 2. They decided to use the same criteria as the study.
- _____ 3. To carry out their research, they did a lot of reading.
- _____ 4. They think that some of their results are surprising.
- _____ 5. There is at least one thing all students agree is very important.
- _____ 6. All students admire the older generation for the choices they made.
- _____ 7. A lot of students want to make a difference for the future.

D  8 Listen again and write a number to answer each question.

- _____ 1. How old are the students the team interviewed?
- _____ 2. How many students mentioned *love* as one of their criteria?
- _____ 3. How many students are sure they will never get what they want?
- _____ 4. How many students feel certain they will achieve what matters most to them in life?
- _____ 5. How many students are worried about violence and not feeling safe?
- _____ 6. How many students want to do something so that their children's lives will be better?

Lesson C Vocabulary and Grammar

A Complete the blog post with words in the box.

bill donate loan purchase rent repay save spend

The Next Step

Next year, I'm going to college. That's exciting, right? But I panicked when I realized I'll have to learn how to manage money. Since I live with my parents, I've never had to do that. I mean, I've been working weekends as a delivery person for the local store to earn enough money to pay my phone (1) _____, and I had to (2) _____ to be able to make the biggest (3) _____ I have ever made. I have even managed to (4) _____ a little money to good causes, like the local animal rescue. But financial planning?

I don't even know where to start. Wait, I do know where to start: with the money I'll have. I've taken out a student (5) _____, which I will have to (6) _____ when I start working. It won't be enough for everything, so I'll have to find part-time work. Luckily, I won't have to pay (7) _____ during the first year, because I'll have a room in a college dorm. But I will have to be very careful about how I (8) _____ the money. Comments and advice welcome!

B Circle the correct form of the verb in each sentence.

1. Your loan application *has been approved* / *has approved*.
2. With all the money you *have been saved* / *have saved*, you can buy me a really nice gift.
3. *Is rent paid* / *Does rent pay* at the beginning or the end of the month?
4. A lot of money *is being saved* / *is saving* now that the building *is had* / *has* energy-efficient insulation.
5. More money *will be saved* / *will save* after the lightbulbs *are replaced* / *replace*.
6. They *are being filmed* / *are filming* the movie near here.
7. The money for the movie *hadn't been found* / *had found* when the actors *were being cast* / *were casting*.
8. Producers *were repaid* / *repaid* the loan quickly because the movie *was made* / *made* a lot of money.

C Complete the sentences with the correct active or passive form of the verbs in parentheses.

1. Amazing special effects _____ (create) with this technology every day.
2. He _____ (leave) because he felt he _____ (not value) by his manager.
3. Yesterday, they _____ (detect) high levels of carbon dioxide.
4. Now we _____ (know) that children's behavior _____ (affect) by sugar.
5. The two islands _____ (connect) by a tunnel by the end of this year.
6. Last week, while the investigation _____ (conduct) in the building, nobody _____ (allow) to leave.

Money Jungle

If you have an idea and you need money to develop it, it may be difficult to find that money. Unless your family can and wants to **fund** your project, you may have limited choices.

One option is to borrow money from a bank in the form of a loan.

The expression “borrow money from a bank” is a bit **misleading**, though. If I ask you, “May I borrow your pen?” and you say, “Yes, sure,” we make the following **agreement**: I can take your pen, I will use it for a certain amount of time, and then I will give it back to you. If I give you the pen back, our agreement is satisfied. The agreement is the same if I borrow ten dollars from you because I left my wallet at home. However, when you “borrow” money from a bank, you can’t just take it, use it, and give it back the way I did with your pen or your ten dollars. When you borrow money from a bank, you take a certain amount of money, and then you have to give back *more* money than you took. The difference between the money you took and the money you must give back is called **interest**. In practice, you don’t *borrow* money, you *buy* money.

Some people are uncomfortable with taking a loan from friends, relatives, or banks. They worry that things may go wrong, and they may not be able to pay the money back. That’s understandable.

But if your idea is something that will benefit society, then with a really good project and a little bit of luck, you may be able to get something better than a loan: a grant.

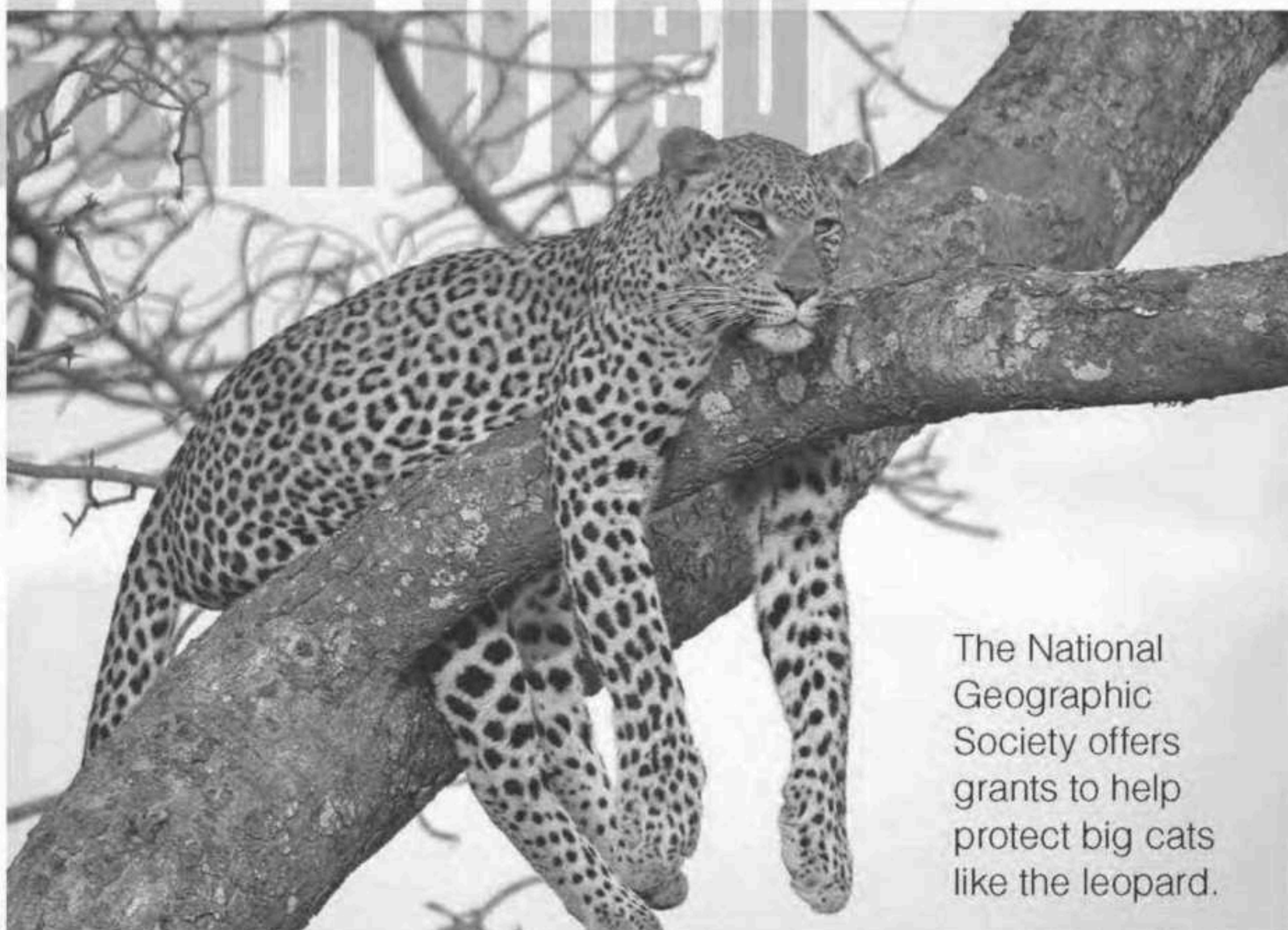
A grant is money that is given to you to fund a project in exchange for the use of the results. For example, the National Geographic Society offers grants to fund projects

in the fields of **conservation**, education, research, **storytelling**, and technology. Here’s how it works: Imagine you have an idea about using storytelling and education to teach people about human migrations, about how to reduce plastic pollution before it reaches the sea, or about how to stop the **extinction** of **endangered** animals like tigers. If you do, and you can produce a very **detailed** plan on how you will achieve your aim, how the money will be used, and how long the project will take, you can apply for a grant. If your project is considered to have a good chance of success, the National Geographic Society will give you the money. In return, it will have the **exclusive rights** to your results, to make, for example, a documentary.

Of course, there are strict rules for projects to **qualify**, and at the end of the project, you have to show that you did what you said in your plan. But if your plan is good, and good for everyone, then you don’t need to be rich to make Earth a better place.

9 (Optional)

fund (v) provide money for a purpose



The National Geographic Society offers grants to help protect big cats like the leopard.

A Skim the article and circle the best description of its purpose.

1. To tell people how to make money from storytelling
2. To discourage people from borrowing money
3. To explain ways to fund projects

B Read the article again. Write the words and phrases in bold next to the definitions. One word is extra.

1. _____: giving a lot of information
2. _____: the situation after the last animal or plant of a certain species dies
3. _____: that makes people think something different from the truth
4. _____: the cost of money
5. _____: be allowed to apply or take part in something
6. _____: permission / ability to be the only one allowed to use something
7. _____: a plan about how something will happen
8. _____: at risk of no longer existing
9. _____: the activity of writing or telling stories
10. _____: the protection of plants and animals in natural areas

C Read the article again and check the correct answers.

1. Why is the phrase "borrow money from a bank" misleading?
☐ **a.** Banks don't borrow money.
☐ **b.** You can't just give back what you took.
☐ **c.** Banks give you interest.
2. Why are some people worried about borrowing?
☐ **a.** If they don't pay the loan back, they will be in trouble.
☐ **b.** They don't want to pay interest.
☐ **c.** Their families may not have money to lend them.
3. If you take photos for a project funded by the National Geographic Society, who owns the material?
☐ **a.** you
☐ **b.** the public
☐ **c.** the National Geographic Society
4. If you get a grant for a project, what do you have to do at the end of the project?
☐ **a.** You have to pay back the exact amount of money you received.
☐ **b.** You have to qualify for the grant.
☐ **c.** You have to show that your work matches your plan.

D Read the third and sixth paragraphs again. Use different colors to highlight the topic sentence, the sentences that support the topic sentence, the sentences that give more information about the supporting sentences, and the conclusion.

Lesson **E** Writing

- A** Read the opinion essay. Identify the function of each sentence and write the number. The first one has been done for you. Some sentences can have more than one function.

Money Can't Buy Happiness—True or False? Discuss.

When people say that money can't buy happiness, they usually mean that you can be rich and also completely miserable.^{1.5} If you feel empty, no amount of possessions you can buy will ever fill that space inside you. While, of course, money can buy you freedom from financial problems, happiness is beyond the reach of money.

I think the statement is true, but only up to a point. In some cases, money *can* buy happiness. It does so when happiness comes not from the thing you buy, but from what the thing allows you to do. A case in point is if you're somebody who loves running, then those high-quality running shoes you've been thinking of *will* buy you a certain amount of happiness (and help prevent injuries). Or, if you feel that there's a part of yourself that only comes out when you're playing a guitar, then that guitar *will* give you a lot of happiness. However, how do you feel when you're not running or not playing your guitar?

My point is that we need to ask ourselves what kind of happiness we are trying to buy. Is it the temporary excitement of owning something new? Is it the temporary freedom from feeling something else we do not want to feel? Or is it something that adds to our well-being? If it is a renewable source of joy, then in that case, money can buy some happiness.

1. topic sentence
2. sentence supporting the topic sentence
3. sentence giving more information about a supporting sentence
4. conclusion
5. introduction and definition of the topic
6. introduction of an opinion
7. explanation of an opinion
8. example to support an opinion
9. contrasting example

- B** Look at the opinion essay and the text in Lesson D again. Complete the table.

Ways to indicate contrast	Ways to indicate partial agreement	Ways to introduce examples
1. <i>though</i>	1.	1.
2.	2.	2.
3.		
4.		

- C** Look at the essay title below. Write an opinion essay (180–200 words). Include reasons and examples to support your opinion.

An important change my school needs to make.

Review

A Complete the sentences with the correct form of the words in the box.

access afford balance satisfaction value

1. You need a more _____ diet.
2. I'm sure she can make a _____ contribution to the project.
3. This building needs to be made _____ to wheelchairs.
4. I'm _____ with my bronze medal.
5. According to a study of the cost of living, my city is the least _____.
6. I can't _____ the Internet—is the router working properly?
7. I'm finding it difficult to _____ homework and basketball practice.
8. I'm afraid your application doesn't _____ all the requirements for this job.
9. Do you know what the _____ of this diamond is?

B Decide if the sentences are grammatically correct (C) or incorrect (I). Correct the incorrect sentences in your notebook.

- _____ 1. He asked Pedro to help him move the sofa.
- _____ 2. I succeeded to win the competition by training every day.
- _____ 3. He disagreed from the new policy at work.
- _____ 4. I need to borrow your car getting to work.
- _____ 5. I need to get better at reading my teacher's feedback.
- _____ 6. We are focusing to enhancing our skills through practice.

C Rewrite the sentences in the passive. If the agent is not needed, do not include it.

1. They're not answering phone calls.

2. The Mayor will attend the ceremony.

3. People donated large amounts of money to help the survivors.

4. They will never repay this loan.

5. The police officer was investigating the accident.

6. They didn't set aside enough money for emergencies.

7. They encourage people to make their homes energy-efficient.

8. The local TV station interviewed her.

Lesson A Vocabulary and Grammar

A Complete the sentences with the words in the box.

alive	disaster	discovery	extinct	hero
relationship	rescue	species	survive	terror

- Bowhead whales can _____ for a long time. They can stay _____ for over 200 years.
- The desert rat kangaroo is _____. The last of the _____ died in 1935.
- Jane Goodall was considered a _____ when she made an important _____ in 1960.
- There are organizations that help _____ animals after a natural _____.
- Antelope usually run in _____ when they are chased by lions.
- The close _____ between man and dog can be traced back thousands of years.

B Circle the correct options.

- I *would help* / *would have helped* you if I *had* / *had had* time, but unfortunately, I don't.
- If you *told* / *had told* him, he *would do* / *would have done* something about it. Now it's too late.
- If he *got* / *had gotten* here in the next minute, he *would catch* / *would have caught* the train.
- If they *saw* / *had seen* the movie, they *would like* / *would have liked* it, but they won't watch it.
- She twisted her ankle before the race. If she *ran* / *had run*, she *would win* / *would have won*.

C Complete the conversation with the correct form of the verbs in parentheses.

Anya: What are you doing? You're always saying how terrifying climate change is, and then you buy water in a plastic bottle? If you (1) _____ (be) serious about the environment, you (2) _____ (not / do) that.

Jim: Really? Yesterday you had a steak for lunch. If you (3) _____ (tell) the truth all these years about how much you care for the environment, you (4) _____ (not / do) that.

Anya: I have been telling the truth! And yesterday was different—I didn't have a choice! It was a business lunch. If the restaurant (5) _____ (have) a vegetarian option, I (6) _____ (order) it. But it didn't, and I didn't want to look difficult in front of a client.

Jim: Well, I'm thirsty now, so I have no choice.

Anya: Are you saying that if you (7) _____ (not / drink) that water right now, you (8) _____ (die) of thirst?

Jim: No, but...

Anya: There's a coffee shop around the corner. You can have a glass of tap water there. (9) _____ (it, kill) you if you (10) _____ (wait) five minutes, or is it too much to ask?

Lesson **B** Listening

A  10 Listen to the conversation. Who is Marina?

She's _____.

B  10 Listen again and circle the correct options.

- | | |
|--|--|
| <p>1. Hannah and Yusuf</p> <ul style="list-style-type: none"> a. have just made a documentary. b. are making a documentary. c. have just watched a documentary. <p>2. Yusuf</p> <ul style="list-style-type: none"> a. didn't want to watch the show. b. played a video game while he watched the show. c. is annoyed with Hannah because she insisted. | <p>3. Hannah would like to work as</p> <ul style="list-style-type: none"> a. a storyteller. b. a film and documentary maker. c. Marina. <p>4. Marina would live</p> <ul style="list-style-type: none"> a. in pre-historic times. b. in modern times. c. forever. |
|--|--|

C  10 Listen again. Then read the sentences and write *T* (true), *F* (false), or *NI* (no information).

- _____ 1. Yusuf liked the show, but less than Hannah did.
- _____ 2. The show was about global warming.
- _____ 3. Hannah has been thinking about a movie script.
- _____ 4. Marina's story is a true story.
- _____ 5. Hannah has thought about all the details in the movie.
- _____ 6. Marina would remember what nature was like before factories were built.
- _____ 7. Marina's story would be very depressing at the end.
- _____ 8. Modern teenagers would join Marina in her fight.

D Complete the sentences with the correct form of the verbs in the box.

go miss out not find out not insist not stay not watch

Hannah and Yusuf are classmates and also neighbors, so they spend a lot of time at each other's houses. Yesterday, they were at Hannah's. If Hannah (1) _____ they watched a show about natural history, Yusuf (2) _____ home to play video games. If he (3) _____ the show, he (4) _____ on something really good. However, he stayed and watched it, and he really enjoyed it. Also, if he (5) _____, he (6) _____ how important natural history movies and documentaries are to Hannah.

A Complete the sentences with the words in the box.

avalanches drought earthquakes eruption hurricanes landslides wildfires

- Many trees have been lost as a result of _____ caused by discarded cigarettes and electrical sparks.
- Heavy rain can cause _____ on hills where there are no trees whose roots keep hillsides in place.
- _____ happen when the earth breaks and moves. Sometimes this is caused by an _____ from a volcano.
- If the ground shakes near mountains covered in snow, it can cause _____.
- _____ are becoming more violent and destructive because they carry more rain and stronger winds.
- Long heat waves are causing long periods of _____ and migrations of people in search of water.

B Choose the correct form of the verbs to complete the conversation.

Anna: Did you hear about the thunderstorm last night?

Mike: Yes, I did. I (1) _____ (read / was reading) a book when the thunder (2) _____ (began / was beginning) roaring. It was so loud I thought it was right over the house.

Anna: That sounds intense! I (3) _____ (cooked / was cooking) dinner when it (4) _____ (started / was starting). The lights (5) _____ (flickered / was flickering) and then went out for a few seconds.

Mike: Thunderstorms can be pretty intense, but they are also fascinating.

Anna: Yeah, and it's always good to be prepared.

Mike: Absolutely.

C Complete the following paragraph with the correct form and tense of the verbs in parentheses.

Last weekend, when people in my town (1) _____ (prepare) for the annual festival, a sudden storm (2) _____ (hit) our town. While the storm (3) _____ (rage), everyone (4) _____ (stay) indoors. The storm (5) _____ (last) for several hours, and after it (6) _____ (end), we all (7) _____ (go) outside to assess the damage.

Ready for Anything

Every day, there are news reports about natural disasters, like floods, earthquakes, and hurricanes in the media. With extreme weather conditions occurring more and more often, you may want to be ready for them. There are three important things you should do at home to prepare.

In general, the first thing is to stock up on emergency supplies. You should keep enough food and water for at least three days in your house. Choose food that can be stored for a long time and food that can be eaten without cooking. Canned foods, such as soup, fish, meat, and fruit are good choices. You can also store dry foods like crackers and nuts. On top of that, be sure to store food that you like, and include a few special treats like candy or cookies. In an emergency situation, it's nice to have something to cheer you up. As well as that, it is important to include any special foods that babies, small children, or elderly people in your family may need. Another thing is water: be sure to keep plenty of it. Each person needs one gallon of water per day for drinking and basic washing.

Generally speaking, emergencies can occur in every country in the world, but it's important to think about equipment you might need for the kinds of disasters that are more likely in your country. You might need blankets, very warm clothes, flashlights, or plastic bags. In other words, think about possible situations, and buy the things that would be needed to cope with them.

In addition, plan what you will do in case you need to evacuate your home. In particular, decide where you will go and actually arrange a meeting place in advance, such as a relative's home or a big public building. Also, be sure that all family members have the phone number of a contact person in another city. In short, have a plan to find your family members if you become separated.

To sum up: people don't like to think about natural disasters, but a little bit of preparation can save lives. Following these steps will help you be ready for any kind of emergency.

11 (Optional)

In the event of an evacuation because of a natural disaster, you may need to protect your home from damage.



A Skim the article and choose the correct ending for each sentence below. Two sentence endings are extra.

- _____ 1. The article explains how ...
- _____ 2. It provides suggestions about ...
- a. becoming separated from the rest of your family.
- b. to be ready in case of a natural disaster.
- c. having the right types of supplies and equipment.
- d. to find the right types of supplies and equipment.

B Read the article again. Find words that mean the opposite of these words.

- _____ 1. thrown away
- _____ 2. fresh
- _____ 3. young
- _____ 4. a little
- _____ 5. impossible
- _____ 6. stay in
- _____ 7. reunited

C Complete the sentences.

1. Canned foods are a good idea because _____.
2. Treats are good because _____.
3. Babies, children, and elderly people may need _____.
4. People need one gallon _____.
5. Other equipment depends on _____.
6. You may not be able to stay in your home, so you need _____.

D Read the article again. Complete the table of expressions that carry out the following functions.

Generalizing	Explaining / Giving details	Adding	Summarizing
In general,			

- A** Read the blog post. Then number the steps for successful writing in the correct order.

Top Tips for Writing Longer Texts in English

It can be difficult to write a long text in English, so I hope you find these suggestions useful.

To begin with, write a list of your main points, and make sure that they cover what you want to say or that they answer the questions in the task.

Then decide how you are going to say it. In other words, decide on the most effective order to present your points. For example, if you are describing a process or a series of events, you'll probably need to arrange them in the order they happen.

Once you have ordered your points, write the topic sentence for each one. As a general rule, readers should be able to skim a text—that is to say, read only the first sentence of each paragraph—to know what it is about. In addition, help readers find their way by using *markers*. For example, show order with words like *firstly* and *secondly*, and show cause and effect with words like *because* or *as a result*.

Next, expand the topic sentences. Clarify what you mean by giving examples, explaining in detail, and adding information.

Finally, write your introduction, presenting what you are going to talk about, and your conclusion, summing up the results of your points.

In conclusion, if you follow these steps, and you use appropriate and correct language, you can write a good text.

- | | |
|---|--|
| _____ a. Write the last paragraph. | _____ d. Write the first paragraph. |
| _____ b. Write topic sentences. | _____ e. Explain your points with supporting sentences. |
| _____ c. Organize the order of your content. | _____ f. Write your content in the form of a list. |

- B** Look at the chart about markers and copy it into your notebook. Then complete it with the markers from the text and the markers from **D** in Lesson D.

Ordering	Generalizing	Giving details	Adding	Summarizing

- C** Read the information. Rewrite the text in your notebook, organizing the information into paragraphs, connecting the sentences, and using appropriate markers.

Sir Ernest Henry Shackleton (1874–1922) was an Anglo-Irish polar explorer who led three British expeditions to the South Pole. On the third one, he decided to cross Antarctica from sea to sea via the South Pole. He led the expedition with a crew of 28 men on a ship called *Endurance*. The *Endurance* got trapped in ice. Shackleton and his men abandoned it. They took the lifeboats from the ship. They camped on the ice. The ice started to break, so they had to leave. They went back to sea on the lifeboats. After five days, they landed on a remote island, Elephant Island. Shackleton decided to take five men on one of the lifeboats to try to find help. They reached another island, South Georgia, after two weeks. It was the wrong side of the island: there was only one village, on the other side of it. He left three men where they had landed and crossed the island on foot. He found help. He sent a boat to rescue the three men on the other side of South Georgia. He organized an expedition to rescue the men on Elephant Island. He went on the expedition. All the men were rescued. It was a disaster, and the expedition failed, but everybody survived.

A Write each second sentence so that it means the same as the first. Use the correct form of the words given and 1–4 more words.

1. It was a terrible accident. We're lucky we didn't die. (alive)
It was a terrible accident. We're _____.
2. We have lost many species of plants and animals because of pollution. (extinct)
Many species of plants and animals _____ because of pollution.
3. The firefighters brought everybody out of the burning house. (rescue)
_____ from the burning house.
4. A lot more needs to be done to ensure that the planet isn't destroyed. (survive)
A lot more needs to be done to ensure _____ of the planet.
5. Human activity is having an extremely negative effect on nature. (disaster)
Human activity is having _____ on nature.
6. Have you found anything interesting? (discover)
Have you made _____?
7. Suddenly, a strange and loud noise scared everybody. (terror)
Suddenly, there was a _____.
8. I'm sure these two events are connected. (relationship)
I'm sure there's a _____ events.
9. A lot of people admire him because he risked his life to save strangers. (hero)
A lot of people consider _____ he risked his life to save strangers.
10. Dogs and wolves have very similar characteristics. (species).
Dogs and wolves are _____.

B Complete the sentences with the correct form of the verbs in parentheses.

1. If we hadn't been in such a hurry, we _____ (remember) where we parked the car.
2. If there _____ (be) a tornado, it would destroy our town.
3. I _____ (not / stay) in this town if my family didn't need me to help them.
4. We _____ (go) on the trip if he hadn't gotten sick.

C Complete the sentences with the correct form of the verbs in parentheses.

1. We _____ (sleep) peacefully when the earthquake _____ (shake) our home.
2. When the wildfire _____ (begin) to spread, the campers _____ (hike) in the nearby forest.
3. The people in the town _____ (celebrate) their annual festival when the unexpected landslide _____ (occur).
4. The tourists _____ (enjoy) their beach holiday when the authorities _____ (issue) a tsunami warning.
5. We _____ (cook) our dinner inside the home while it _____ (rain) heavily outside.

Lesson A Vocabulary and Grammar

A Complete the sentences with the words in the box.

controversial creative display exhibition gallery genius inspire installation portraits unique

1. All artists use their imaginations. They are _____.
2. Some artists challenge rules. This makes them _____, and their works _____ debate.
3. An artist who changed the rules and saw things differently is sometimes called a _____.
4. Do _____ always show someone at a specific moment in time?
5. Is a work of art a _____ piece created by the artist?
6. Marcel Duchamp put ready-made objects on _____ in an _____.
7. Is art only considered "art" because it's in an art _____?
8. _____ art can be interactive and is designed to change our feelings about the space it is in.

B Use the correct form of the words in bold and one or two other words to complete the sentences.

1. Her generosity has **inspired** all of us.
Her generosity has been _____ for all of us.
2. Her work shows great **creativity** from an early age.
She _____ from an early age.
3. His statements on TV were very **controversial**.
His statements on TV caused _____.
4. They tried to **install** special lighting, but they failed.
The _____ special lighting failed.
5. He put his award on **display** in his living room.
He _____ award in his living room.

C Write what each person said. Use reported speech and make all the necessary changes.

1. Tomoko said, "I have a headache."

2. "I live in New York," said Rita.

3. The president said, "I have a plan to help our country."

4. "I can't go to the movies because I'm doing my homework," said Mohammed.

5. My teacher said to us, "Please close your books."

6. "Don't leave the door open," Mr. Smith told his son.

A 12 Listen to the podcast about the controversy between James Whistler and John Ruskin in 1877. Check the best title for the episode.

- ☐ 1. How Much Is That Pot of Paint?
- ☐ 2. Painters and Fireworks
- ☐ 3. The Artist and the Art Critic

B 12 Read the sentences. Then listen again and write *T* (true) or *F* (false).

- _____ 1. James Whistler exhibited a painting called *Nocturne in Black and Gold: The Falling Rocket* in a London gallery.
- _____ 2. The painting shows fireworks on the River Thames.
- _____ 3. The painting shows the area around the River Thames in great detail.
- _____ 4. John Ruskin's opinions could have disastrous effects on an artist's career.
- _____ 5. Ruskin admired Whistler as a person.
- _____ 6. Ruskin thought Whistler worked too fast.
- _____ 7. Whistler started a legal battle against Ruskin.
- _____ 8. Whistler's battle was a great success.



▲ A statue of James Whistler in London shows the artist looking out over the River Thames.

C 12 Complete the sentences with the words in the box. Then listen and check your answers.

court damages legal libel sue

- 1. You _____ someone if you write that they have done something wrong and you can't prove it.
- 2. If somebody breaks the law in a way that damages you, you can _____ them.
- 3. If you take _____ action against somebody, you can win or lose.
- 4. If somebody loses money because of something you did, they can ask you to pay _____ to them.
- 5. A _____ is a place where people decide if someone did or did not break the law.

D 13 Listen and write the extracts as reported speech.

- 1. Carla said that Ruskin had insulted Whistler. He had said that the painting was trash, and he had said it in a newspaper.
- 2. Carla asked _____.
- 3. Professor Connolly said that Whistler _____.
- 4. Carla said that Whistler _____.
- 5. Professor Connolly told Carla that Whistler said _____.
- 6. Professor Connolly said that, for Whistler, _____.
- 7. Carla said _____.

Lesson C Vocabulary and Grammar

A Complete the chart with the words in the box. Some words can be used more than once.

architecture ceramic art design fashion graffiti illustration literature
media art movies music painting photography sculpture

2D art	3D art	Craft art	Storytelling art	Performance art

B Complete the sentences with the correct form of words from the box in **A**. Use words only once.

1. He did a great _____ for our event poster.
2. The _____ of some birds' nests can be very complex.
3. The Great Sphinx of Giza is one of the most famous _____ in the world.
4. She has produced some controversial multi-_____ installations.
5. Do you think _____ has changed a lot since the introduction of digital cameras?
6. Dresses made by some _____ designers are considered works of art.
7. Leonardo DiCaprio is my favorite _____ star.
8. This phone has a really cool _____.

C Complete the relative clauses with *who*, *that*, or *which*. When two answers are correct, write both.

1. Jane, this is Mira, the woman _____ helped me at the station.
2. Neil Armstrong, _____ was the first man to walk on the Moon, died in 2012.
3. The tablet _____ you are using is Pedro's.
4. The tree _____ we planted, _____ is an oak, is doing very well.
5. David won the first prize, _____ surprised us all.
6. The movie _____ won the Oscar for best film cost very little money.
7. The committee selected that painting, _____ was an unexpected decision.
8. The young men _____ are talking to Dad are the ones _____ gave me a ride when my car, _____ is now in the shop, broke down on the highway.



The home of Frida Kahlo, which she shared with Diego Rivera, is now a museum dedicated to her life and work.

Biographies of Great Artists: Frida Kahlo

Frida Kahlo was born in Mexico in 1907. As a small child, she was very happy and ran and laughed all the time—even in church. However, when she was six years old, her life changed completely. She got a serious disease called polio and had to remain in bed for nine months. (a) _____.

In spite of this, Frida was able to lead a normal life, and at 15, she was enrolled in a prestigious school in Mexico City. There, she was influenced by the modern changes that were sweeping across Mexico. She cut her hair short like a boy and started riding a bicycle—(b) _____. She was very interested in science and decided to become a doctor.

Then, in September, 1925, Frida was involved in a horrendous accident. She was riding on a bus when it crashed into a trolley car. Her right leg was broken in 11 places, and she had many other broken bones. (c) _____.

On the one hand, this was obviously a tragedy: as well as living with pain, she also had to give up her plans to become a doctor because she knew she would never be strong enough. On the other hand, it also helped her discover something else about herself. While lying in bed after the accident, Frida began reading books about art. Her father was a

painter and photographer, and he encouraged her interest in the subject. Frida was not only someone who did not give up easily, but she was also very talented. (d) _____.

In 1929, Frida married the famous Mexican artist Diego Rivera, and although she was a more original painter than he was, for a long time she was known just as Diego Rivera's wife. However, soon famous artists such as André Breton, Marcel Duchamp, and Georgia O'Keeffe noticed her and praised her work, and after an exhibition in Manhattan in 1938, she became very famous in the US, France, and Mexico. Still, she struggled to make a living from her art because (e) _____.

She continued to paint all her life, even though her health became increasingly bad. Although she was bedridden when a famous gallery organized an exhibition of her work not long before her death, she insisted on attending the opening ceremony, and her bed was carried into the gallery so that (f) _____.

Frida died in 1954, at the age of 47, but her paintings, her life, and her ideas still attract a lot of attention. In 2002, a popular movie, which was nominated for six Oscars and won two, was made of her life, with Salma Hayek as Frida, (g) _____.

A Read the article. Parts of the text are missing. Match the parts to the spaces.

- _____ 1. she could talk to visitors
- _____ 2. One year later, she completed her first painting: a portrait of herself
- _____ 3. shocking for a young woman of her time
- _____ 4. For the rest of her life, she had severe pain every day caused by that accident
- _____ 5. and she is also a character in the 2017 animated movie *Coco*
- _____ 6. The disease made her left leg shorter than her right, so she had serious problems walking
- _____ 7. she refused to adapt her style to some of her clients' requests

B Look at the words from the text and match them to the definitions.

- | | |
|----------------------|------------------------------|
| _____ 1. biographies | a. extremely bad |
| _____ 2. remain | b. moving very fast |
| _____ 3. sweeping | c. stay |
| _____ 4. horrendous | d. support and help |
| _____ 5. encourage | e. stories of people's lives |

C Read the article again and circle *T* (true) or *F* (false).

- | | | |
|---|---|---|
| 1. Frida Kahlo had a happy childhood until she was six. | T | F |
| 2. As a teenager, Frida liked modern ideas. | T | F |
| 3. Frida became a doctor. | T | F |
| 4. Frida began painting after she suffered a terrible accident. | T | F |
| 5. Frida's father and husband were artists, too. | T | F |
| 6. Frida only became famous soon before she died. | T | F |
| 7. Frida had to stop painting when her health became worse. | T | F |
| 8. Frida died when she was still young. | T | F |

D Read the article again. List all the expressions that show contrasting ideas.

- 1. (Paragraph 1) _____
- 2. (Paragraph 2) _____
- 3. (Paragraph 4) _____
- 4. (Paragraph 4) _____
- 5. (Paragraph 5) _____
- 6. (Paragraph 5) _____
- 7. (Paragraph 6) _____
- 8. (Paragraph 7) _____

A Skim the blog post about an art project. Circle the correct topic.

a. a controversial art gallery

b. a controversial artist

c. controversial food

Maria's Homework Troubles

Last week, our art teacher showed us Andy Warhol's screen print of a can of Campbell's soup and asked, "Is it art?" So, the task is to do a project to answer the question. Yikes!

I found out that Warhol produced many different versions of the Campbell's soup can—one with 32 cans, one with 100 cans—all done with the same printing method. In other words, he did not even paint them! He also used the same process to produce other artworks: The *Marilyn Diptych*—a canvas showing Marilyn Monroe's face 50 times using the same photograph colored in slightly different ways; *Eight Elvises*, with the same photo of Elvis Presley in a cowboy costume, reproduced eight times in black and white, and many other celebrities and foods. Also, he called his New York studio "The Factory."

I didn't know what to think, so I tried to find out how he explained his works. I read that he said all we, the public, needed to know about his works was right there in front of us. Eureka! I think that may be the key. My ideas are coming in my next post—watch this space!

B Use Maria's notes and her conclusion to write her next post. Look at your answers to **D** in Lesson D and use the expressions that show contrasting ideas to connect Maria's notes.

1. Warhol seems to say that there's nothing deep in his work; I asked myself if that's true
2. he used images that others had produced; he used them in a creative way to make something very different from the original images
3. Ruskin probably wouldn't have called it art; maybe Warhol was commenting on a culture that values celebrities and wealth
4. he was happy to be part of that culture; he represented celebrities and consumer products *in the same way*: the 32 or 100 Campbell's soup cans and Marilyn's 50 faces all look like they are on sale on a supermarket shelf

As promised, here are my ideas for the project to answer my art teacher's tough question:

In conclusion, then, maybe Warhol was saying that in a society in which success is the ability to buy and own things, everything becomes a product on sale. I think he was using the repetition of images to show that people become things that can be bought and sold, too. So, to me, that sounds like art. What do you think?

C Choose a historical controversy. Write a paragraph (180–200 words) to show the contrasting points.

Review

A Match each word to a word or phrase with a similar meaning.

- | | |
|----------------------|-------------------------|
| _____ 1. controversy | a. one-of-a-kind |
| _____ 2. creative | b. set up (v) |
| _____ 3. display (v) | c. disagreement |
| _____ 4. exhibition | d. show (v) |
| _____ 5. gallery | e. imaginative |
| _____ 6. genius | f. presentation |
| _____ 7. inspire | g. showroom |
| _____ 8. install (v) | h. extraordinary talent |
| _____ 9. portray | i. excite |
| _____ 10. unique | j. represent |

B Rewrite the reported speech as direct speech.

1. He said he didn't know what to say.

2. Clare promised she would thank everybody for us.

3. Bill said that he and his friends were going to a restaurant near there.

4. I told her I hadn't called her because I had been working all day that day.

5. Pablo said he couldn't eat fries because he was on a diet.

6. Ana said she thought she had met me before.

C Read the sentences and add commas where they are needed.

1. The man who is waving at us is my father.

2. He lives in Bibury which is a very pretty village with his wife and two daughters.

3. We'll be arriving in Hoboken which I love in about two hours.

4. The wage was raised by 15% which was welcomed by all workers.

5. The winning movie was from Chile which was different from our prediction.

6. The firefighter who rescued her dog which is called Lulu is my friend.

7. Dunja who is a librarian makes wonderful cakes.

8. Syria which is a country in the Middle East is where Angham is from.

Lesson A Vocabulary and Grammar

A Complete the social media post with the words in the box. Four words require a different form.

aircraft	commute	destination	distance	explore
fuel	journey	launch	passenger	transportation

While (1) _____ is not the only cause of global warming, we burn a huge amount of fossil (2) _____ every day to keep people and products moving. The way our society works at the moment is quickly destroying the Earth, so if we want to have a planet to live on, we need to (3) _____ ways to greatly reduce all (4) _____ that produce carbon emissions. People often have a long (5) _____ to work. They travel long (6) _____ because they can't afford to live near where they work. That needs to change. An affordable public transportation system that ensures (7) _____ reach their (8) _____ safely is extremely important. Also, at least for a while, we may have to accept seeing less of the world and reduce (9) _____ travel. Maybe we should (10) _____ a campaign to remind people that a great vacation doesn't necessarily need a flight.

B Circle the correct options.

- Carbon emissions must *be cut* / *cut* if we want to stop global warming.
- You could *be taken* / *take* the next train.
- Children must *be accompanied* / *accompany* by an adult.
- The journey may *be made* / *make* on foot.
- Your bicycle could *be fixed* / *fix* before four o'clock.

C Complete the sentences using the passive.

- Everyone must switch off their cell phones.
Cell phones _____.
- We might cancel trains.
Trains _____.
- Passengers must show valid tickets.
Valid tickets _____.
- You can book seats online.
Seats _____.
- You can use a credit card.
A credit card _____.



▲ Traffic jams are common during the commute to and from big cities.

Lesson **B** Listening

A  15 Listen to the conversation. Check who changes their mind as a result of the discussion.

☐ Kurt

☐ both

☐ Rosie

☐ neither

B  15 Listen again and circle the correct option to complete each sentence.

1. Rosie has borrowed

a. Kurt's self-driving car.

b. Kurt's article.

c. Kurt's tablet.

2. Kurt

a. is happy about self-driving cars.

b. has thought about self-driving cars a lot.

c. thinks self-driving cars are important.

3. Kurt thinks that we must reduce the number of

a. car accidents.

b. people working in the back of a car.

c. cars.

4. Kurt wants to

a. use his tablet.

b. know Rosie's questions.

c. know if Rosie feels sick when reading.

C Read the sentences and write *T* (true), *F* (false), or *NG* (not given).

_____ 1. Kurt predicts the contents of the article correctly.

_____ 2. Kurt agrees that having time to work in a car instead of driving is a good idea.

_____ 3. Kurt can't read in a moving car without feeling sick.

_____ 4. Kurt is not interested in car safety.

_____ 5. Rosie disagrees with Kurt's arguments.

_____ 6. Kurt and Rosie agree that global warming is an emergency.

_____ 7. Kurt thinks that self-driving cars take people's attention away from the real question.

_____ 8. Rosie no longer wants to do school projects.

D  15 Listen again and complete the sentences with three words in each space. Contractions (like *don't*) are one word.

1. Ah. Let me guess. It says that with self-driving cars, fuel (a) _____ because

(b) _____ more efficiently, accidents (c) _____

because computers don't make mistakes, and more work (d) _____ by people who will not be busy driving.

2. I'll tell you what I think is (a) _____: they're answers to questions that

(b) _____.

3. Well, first of all, (a) _____ that people can work (b) _____:

What kind of work (c) _____ in the back of a car?

4. I think the (a) _____ these *improvements* (b) _____

instead of the ones that (c) _____.

Lesson **C** Vocabulary and Grammar

A Complete the sentences with the words in the box. One word requires a different form.

board	fare	pass	route
terminal	ticket	transfer	travel

1. Buying your _____ on the train is more expensive than buying it online.
2. The _____ has changed, and the bus no longer goes to the airport.
3. Trains are very expensive already, yet _____ are increasing again this year.
4. How are you going to _____ to San Diego?
5. Let people get off the train before you _____ it.
6. Can we go into the _____ and have something to eat? We have time.
7. If you're a commuter, a weekly or monthly _____ is the cheapest option for you.
8. There are no direct trains to the city from here. You'll need to _____ at the next station.

B Circle the correct option in each sentence.

1. Do you know where *has John gone* / *John has gone*?
2. *Are they coming* / *They are coming* by train or by bus?
3. What time *does the concert start* / *the concert starts*?
4. Did you find out who *is Engelbert Humperdinck* / *Engelbert Humperdinck is*?
5. Jim would like to know what *are you doing* / *you are doing* tomorrow.
6. *Did Pedro pass* / *Pedro passed* the exam or not?
7. Can you tell me where *is the movie theater* / *the movie theater is*?
8. Does Patti know why *is Max* / *Max is* late?

C Rewrite the questions as indirect questions using the words given.

1. How much are two tickets to Atlantic City?
Can you tell me _____?
2. Does this bus stop at 82nd Street?
Do you know _____?
3. Why do you want to go to Asbury Park?
I'd like to know _____.
4. Is this a direct train, or do we need to transfer?
I'm wondering _____.
5. Do we get off at the next stop?
Does Billy know _____?
6. Is there a coffee shop inside the terminal?
Would you mind telling me _____?



People run and cycle during Ciclovía in Bogotá, Colombia.

When my grandmother was a kid, streets were places where people could walk and bike and where children could play. They didn't even need **road markings**. She says it was wonderful. Then the age of private cars started: sidewalks were built to move **pedestrians** off the street, playing became dangerous, the noise changed from voices and birds to engines and **horns**, and the air became poisonous. In 2018, researchers in the UK showed the connection between the rise of air pollution and the 25 percent increase in **asthma** deaths since 2008.

Some say that new technologies will soon solve the problems that technology has created. I don't think we can wait for that: the planet is being fried, and we need to stop it now. And we already have the technology we need: the bicycle. Many local authorities, tired of waiting for government laws, have taken action and are encouraging cycling. In my view, not a minute too early.

Since 1976, Bogotá has had an official city government program called *Ciclovía* (Bicycleway): Every Sunday, and on public holidays from 7 a.m. to 2 p.m., some of the main roads in the city are closed to cars and taken over by pedestrians, skaters, cyclists, runners, and entertainers. That must be a lot of fun. As more and more people started biking, the city built a very large **network** of bike lanes

connected with a bus system. Many other cities have followed Bogotá's example, even if, sadly, in many of them a Ciclovía is only an annual event.

Between 2007 and 2013, almost 400 miles of bicycle lanes and more than 60 car-free squares were built in New York.

Copenhagen, the capital of Denmark, has a special bike path for cyclists, used by around 5,900 people per hour, every day. Cyclists always get a green light when they ride in and out of the city during rush hour. Also, because biking in some weather conditions can be difficult, there are weather sensors on the traffic lights that detect rain or snow and keep the green light on longer for cyclists. A **countdown** clock also shows cyclists when the light will turn green for them, so they can speed up or slow down to avoid having to stop. How great is that?

Studies show that where car traffic is reduced in favor of bicycles, air quality has improved greatly. Everybody must be in a better mood. Of course, some vehicles, like those used by emergency services, are still needed, and public transport needs a bigger **role** in cities built over steep hills. In my opinion, if you have a good public transport system, school buses for every school, and safe bike lanes, not many people would want to use their car and get stuck in traffic.

A Skim the blog post and circle the best title.

1. My Grandmother's Memories
2. Special Lanes
3. An Old-Fashioned Solution

B Read the blog post. Write the words in bold next to their definitions. Three words require a different form.

1. _____: someone's or something's purpose in an organization
2. _____: a person who is walking in the street
3. _____: a medical condition that makes breathing difficult
4. _____: paint on the road that identifies lanes, crosswalks, parking spaces, etc.
5. _____: a system of connected parts that communicate with each other
6. _____: the act of counting backward to zero
7. _____: the part of a car that makes a loud noise if you press it

C Read the blog post again and write *T* (true) or *F* (false).

- _____ 1. When the writer's grandmother was a child, people did things in the streets they can't do now.
- _____ 2. The expression "the planet is being fried" refers to global warming.
- _____ 3. On Sunday mornings in Bogotá, you can see shows in some of the main roads.
- _____ 4. In Bogotá, buses use the network of cycle lanes.
- _____ 5. In New York, the space for cars has been reduced and more has been given to bicycles and pedestrians.
- _____ 6. In Copenhagen, "weather sensors" are special officials who stop cyclists when riding is dangerous.
- _____ 7. In Copenhagen, a cyclist knows when traffic lights will turn green before they change.
- _____ 8. The writer thinks that the ideas discussed in the text should be used in the same way in every city.

D Write a report (180–200 words) about where you live or a city / town / village you have traveled to. Use the blog post on page 46 as an example. Be sure to include information about:

- Methods of travel in that place
- How easy or difficult you find it to get around there
- Any changes in transportation there that you know of

A Read the following guide about getting around in Hồ Chí Minh City.

Public transportation – Hồ Chí Minh City has over 100 different bus routes, and you can reach all major destinations this way. They're safe and affordable, costing between 3,500–10,000 đồng depending on the distance. You'll pay the driver in cash as you get on the bus. However, if you're going a short distance, this isn't the most practical way to travel. Traffic is really bad here, so it's slow to get around.

Bicycle – A common way to get around the city is by bicycle, which you can ride easily since the city is very flat. You can rent a bike for about 130,000 đồng per day. A note of caution: Traffic in Hồ Chí Minh City can be intense, so if you're not an experienced cyclist, you may want to skip this option.

Taxi – Taxis start at around 12,000 đồng for the first kilometer and 10,000 đồng per kilometer thereafter. Grabbing a taxi from the airport to the center of the city should take about 30 minutes and costs about 200,000–330,000 đồng. Do not take unmetered taxis!

You can also catch rides from motorcycle taxis for about 10,000 đồng per kilometer or about 30,000 đồng per short ride. Remember to set the price beforehand and always wear a helmet. Motorcycle taxis get you places the most quickly, as they're able to weave in and out of heavy traffic.

Cyclo – Cyclos are like tuk-tuks, except they run completely on man-power. Because cyclos are slow-moving and often a nuisance in traffic, many roads in Hồ Chí Minh City are entirely closed off to them. If you choose to go this route, your driver may have to navigate around prohibited roads and may not be able to drop you off right at your address.

Ridesharing – Grab is Asia's answer to Uber. It works the same way: You hire a local to take you somewhere via the app, and you can pay via the app or in cash. It's often more affordable than a regular taxi, too.

B Choose the most suitable way of getting around when you ...

1. want to get to many destinations in a day without spending too much _____
2. want to get to an exact address in the fastest time _____
3. have time to spare and want to exercise a bit _____
4. do not have much money but you need to go to a specific destination fast _____
5. want to see the streets in a leisure way _____

C Imagine you have had a three-day tour in Hồ Chí Minh City. Based on the information in the guide above, write a report (180–200 words) about your experiences of different methods of travel during that tour.

Gain a new perspective of Hồ Chí Minh City by gliding across its waterways on a waterbus.



A Complete the conversation with the correct form of the words in the box.

aircraft commute distance fuel journey

Marc: Have you ever heard of “love miles”?

Liên Hoa: No, I haven’t. Did Ms. Taylor teach it when I missed class?

Marc: No, it’s an expression to talk about (1) _____ we make for love.

Liên Hoa: Explain, please!

Marc: It means that even if we try not to harm the environment, sometimes we have to make difficult choices. For example, there are many people who don’t live in their native country.

Liên Hoa: Do you mean (2) _____?

Marc: No. Those are people who travel from home to work every day. I mean migrants who have relatives in a (3) _____ country. You are from Việt Nam, right? Do you have family there?

Liên Hoa: I do. My parents are there.

Marc: Do you travel there often?

Liên Hoa: No, but I would like to. It’s bad for the environment because of the jet (4) _____ that (5) _____ burn in the atmosphere, but I miss my parents.

Marc: That’s what is meant by “love miles!”

B Complete each sentence with a modal and the passive or active form of the verb.

- If you are stopped by a police officer while driving, you _____ (show) your identification. If you don’t, a ticket _____ (give) to you.
- Movie tickets _____ (purchase) at the counter. You _____ (buy) them online, too.
- The test _____ (not / do) last week because of the snowstorm. You _____ (do) it this afternoon.
- Your bike _____ (steal) if you just leave it here. There’s a bike rack over there where you _____ (lock) it up.

C Rewrite the indirect questions as direct questions.

- Do you know how much a monthly pass is?

- Can you tell me whether this bus goes to the train station?

- I was wondering whether it would be better to get a taxi.

- I’d like to know why Peter is late again.

Lesson **A** Vocabulary and Grammar

A Complete the sentences with the words in the box. Three words require a different form.

athlete	champion	championship	competitor	conquer
event	failure	league	muscle	professional

- Sportspeople often have to _____ fears, including the very common fear of _____.
- The best sports teams compete against each other in the top sports _____.
- Michael Phelps is the swimming _____ who has won the most Olympic medals in history.
- For a long time, only non-_____ could compete in the Olympic Games.
- A good warm-up, especially in cold weather, is very important to avoid _____ injuries.
- In an official running _____, all _____ must have a number pinned on their vest.
- Most sports have a world _____ that happens every year.

B Match the sentences to the tag questions.

- | | |
|---|------------------------|
| _____ 1. John doesn't like cats, | a. isn't he? |
| _____ 2. You don't know the answer, | b. do you? |
| _____ 3. He's coming to the party, | c. are you? |
| _____ 4. Markus isn't in the office today, | d. wasn't he? |
| _____ 5. You're not going to wear that T-shirt, | e. doesn't she? |
| _____ 6. Alan got a new job, | f. is he? |
| _____ 7. Risa lives in Tokyo, | g. didn't he? |
| _____ 8. Nicholas was late for class, | h. does he? |

C Add a tag question to each sentence.

- That kind of snake is dangerous, _____?
- Some cleaning products are toxic, _____?
- He wasn't injured in the accident, _____?
- You injured yourself, _____?
- Many accidents at home can be prevented, _____?
- He's not leaving for the airport yet, _____?
- They haven't been having the best luck recently, _____?
- You stayed up late to watch that show last night, _____?

A 17 Listen to the conversation and match each sportsperson to their sport.

- | | |
|------------------------|---------------------|
| _____ 1. Judy Guinness | a. long jump |
| _____ 2. Luz Long | b. marathon running |
| _____ 3. Matthew Rees | c. fencing |

B 17 Listen again and circle the correct answers.

- What did Judy Guinness do?
 - She told Olympic judges that they were wrong.
 - She managed to avoid hurting her opponent.
 - She refused one point the judges had given her.
- What did Luz Long do?
 - He fouled two jumps.
 - He helped his opponent.
 - He jumped beyond the line.
- What did Matthew Rees do?
 - He let another runner win the marathon.
 - He stopped a runner from hurting himself.
 - He stopped running to support a struggling runner.



▲ Judy Guinness stands in silver position on the podium.

C 17 Listen again and write the answers to these questions.

- In which year did the Judy Guinness story happen?
- Where did the Olympics take place that year?
- What was the first name of Judy Guinness' opponent?
- In which year did the Luz Long story happen?
- Where did the Olympics take place that year?
- What was the first name of Luz Long's opponent?
- In which year did the Matthew Rees story happen?
- Where did the marathon he ran take place?
- What is the first name of the other runner mentioned in the story?

D Read the sentences and write *T* (true) or *F* (false).

- _____ 1. Amy is researching stories of great sportsmanship.
- _____ 2. Jasim is not very interested in Amy's project.
- _____ 3. At first, the judges counted extra points that Judy Guinness hadn't scored.
- _____ 4. If he hadn't helped his opponent, Luz Long might have won the Olympic gold.
- _____ 5. Matthew Rees was in trouble before the last 200 meters.
- _____ 6. "Hats off" to someone means you respect and admire that person.

Lesson C Vocabulary and Grammar

A Complete each sentence with a word from the box.

balance	commitment	communication	leadership
speed	stamina	strength	teamwork

1. I'm not sure that _____ between the team and the coach is very good.
2. The individual players are average, but they keep winning because of their great _____.
3. To compete at a high level, you need _____ and many hours of training every day.
4. Running a marathon requires a lot of _____.
5. Gymnasts need great _____ to be able to jump and not fall when they land.
6. After that terrible first half, it took the team a lot of _____ of character to win the game.
7. Both teams were angry, but both captains showed great _____, and everybody behaved well.
8. I don't know how someone as tall as Usain Bolt can possibly run at that _____.

B Complete the school principal's award ceremony speech with the words from **A**.

Thank you all very much for coming, and welcome to all the parents here. Today we celebrate yet another district championship title for our school's girls' soccer team. Team, we are very proud of you. Each of you has shown great (1) _____ by never missing one practice, and under your captain's (2) _____, you have proved that (3) _____ matters even more than individual brilliance. (4) _____ within the team is so good that sometimes it looks like they can read each other's minds, doesn't it? It's been a long season that has tested our players' (5) _____, and we all feared the worst when in the final, Sharma, our fantastic goalkeeper, lost her (6) _____ and fell badly on one foot. But that's when all that training paid off: the (7) _____ of her muscles kept the ankle from twisting, she was back in goal in no time, and everybody started breathing again. And then we stopped breathing once more ten minutes later when six—six!—of our players ran at amazing (8) _____, beat the opposition's defense, and scored the winning goal. What a moment that was! So, thank you, team, for making us proud. Please give our wonderful team a round of applause.

C Rewrite the sentences, using adverbial clauses of comparison with given subordinating conjunctions.

1. They promised a quick response, but it actually took them a lot of time to answer. (than)
It took _____
2. Even though she is not a professional, she dances with as much grace. (as)
She dances as _____
3. I didn't expect much from the movie, but it turned out to be very interesting. (than)
The movie was _____
4. The appetizer was good, but the main course was even better. (than)
The main course _____
5. Peter ran fast, but other marathon runners finished the race faster. (as)
Peter didn't _____

A Champion Who Championed Sport for All

When (1) **their** talent brings them wealth and people's attention, some great athletes use (2) **them** to benefit others.

Dutch soccer player Johan Cruyff is a case in point. He was born in April, 1947 in Amsterdam, (3) **which** is home to the soccer team Ajax. Cruyff, (4) **whose** father died when he was 12, grew up in a poor neighborhood near Ajax's stadium, (5) **where** his mother worked as a cleaner. From an early age, he played soccer in the street with other children. Then, at the age of ten, he joined the Ajax youth team.

Cruyff was noticed by Ajax manager Rinus Michels, (6) **who** had invented a new way of playing, called *Total Soccer*. In Total Soccer, all the players (except the goalkeeper) moved around and played all positions. Cruyff was perfect for (7) **it**, as he had the skills, the speed, and the intelligence to play in any position. Soon, his extraordinary talent and spectacular style became very well known internationally, and in addition to being captain of the Netherlands national team, (8) **he** played for various teams in Europe and the US. He was voted best European soccer player of all time, and second best (after the Brazilian, Pelé) in the world.

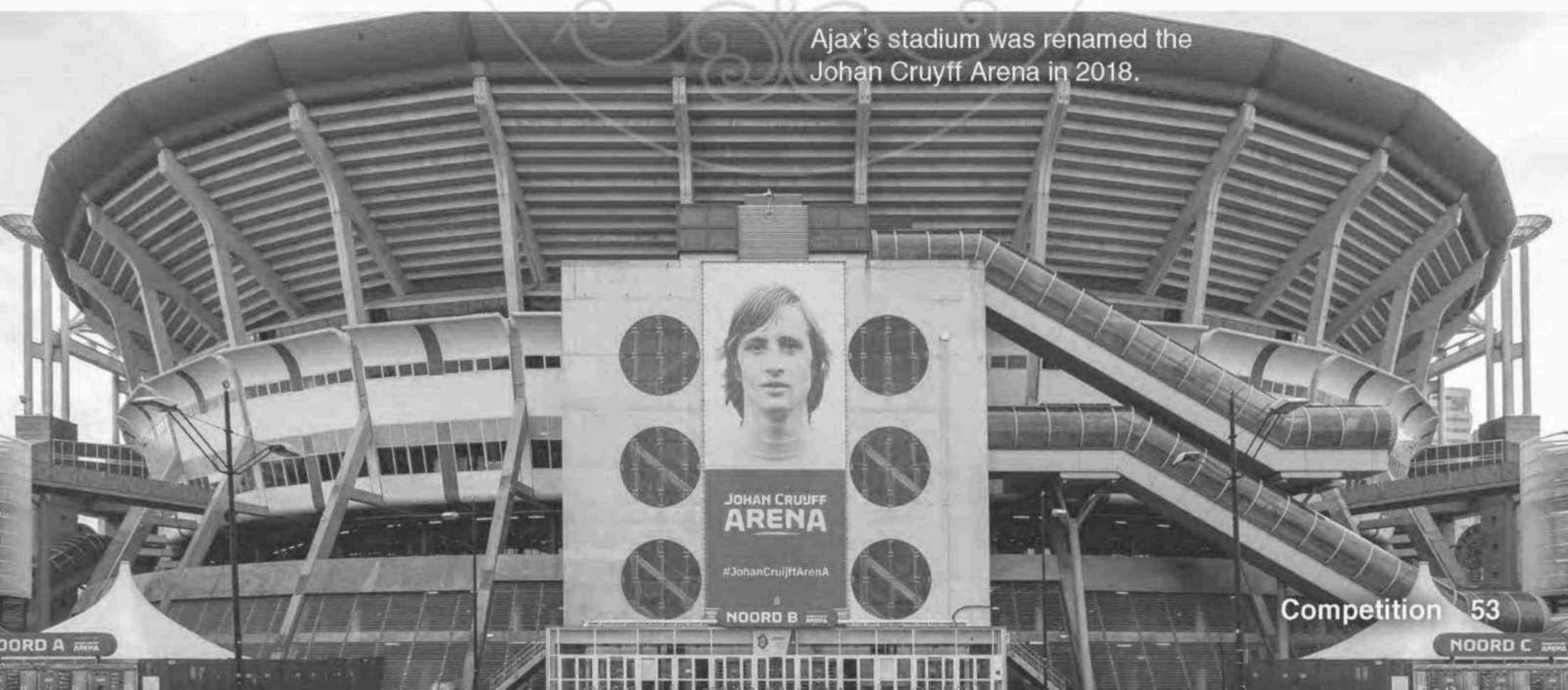
When (9) **he** was living in the US with his wife and three children, Cruyff noticed a young boy (10) **who** lived next door and was always alone while other children played outside. (11) **He** had Down syndrome, and he was not accepted by the other children. Cruyff started playing with him, and he noticed that the games and sports that (12) **they** played together were helping the child to develop and find some confidence—to the point that one day the boy just walked up to the place (13) **where** the other children were playing and joined them. From then on, he was part of the group.

This friendship confirmed Cruyff's belief that sports are important for children not only because they make them stronger and healthier, but also because (14) **they** connect children to each other even if (15) **they** come from different cultures and have different levels of ability. However, (16) **he** also knew that not all children have an opportunity to play sports: disabilities, lack of money, or lack of space can all stop children from being active.

So, in 1997, Cruyff started the Johan Cruyff Foundation. It builds small soccer fields—called "Cruyff Courts"—with artificial grass in poor neighborhoods, supports projects for children with disabilities, and brings mobile courts to refugee centers. By the time Cruyff died in March, 2016, his foundation had built over 200 Cruyff Courts all over the world, 33 of (17) **which** were specially designed for children with disabilities. The foundation continues his work and has built many more courts since (18) **his** death.

13 (Optional)

Ajax's stadium was renamed the Johan Cruyff Arena in 2018.



A Skim the article about Johan Cruyff and check the true sentence.

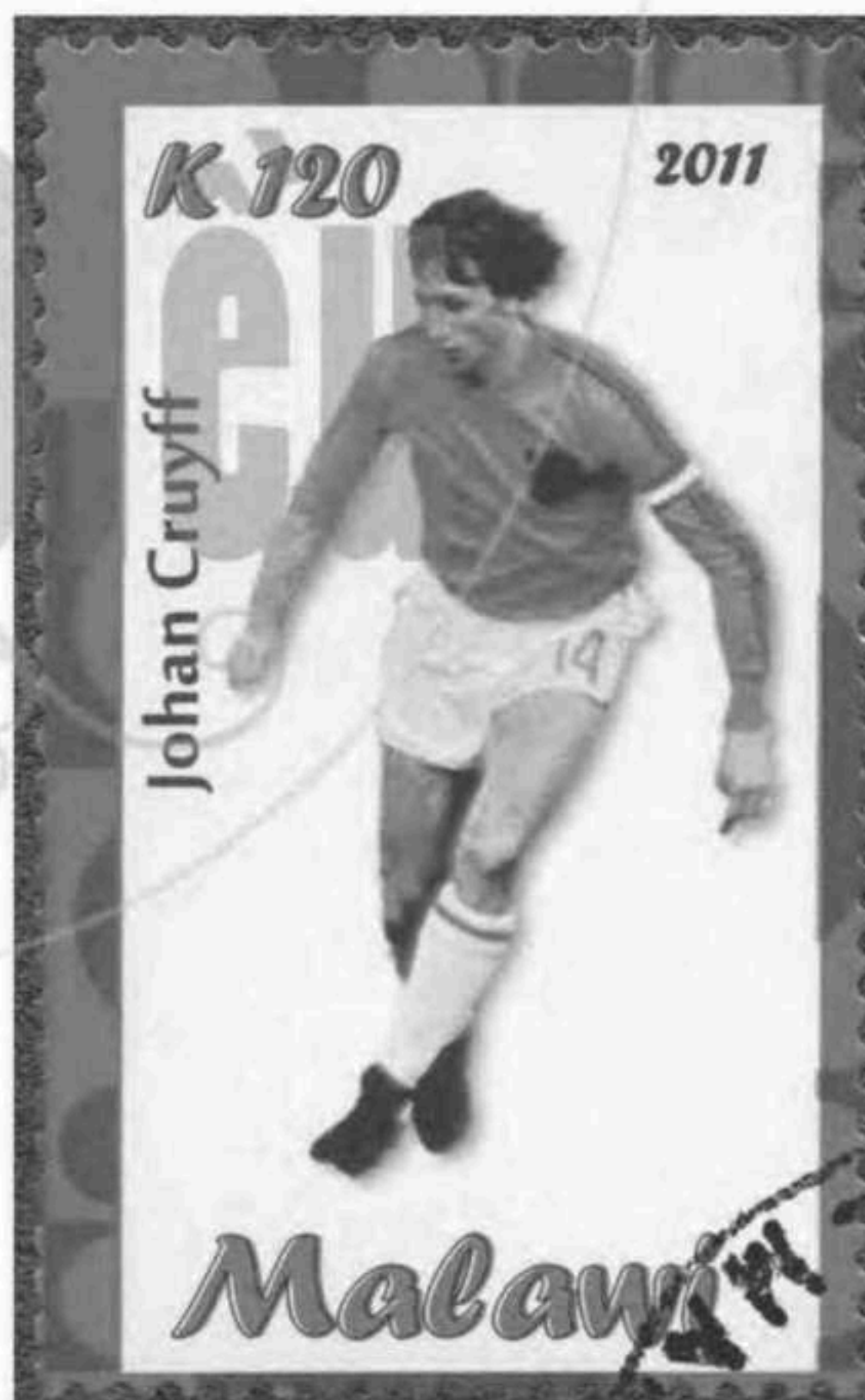
- ☐ 1. Cruyff was the best goalkeeper in the history of European soccer.
- ☐ 2. Cruyff created his foundation because a young boy asked him to.
- ☐ 3. When he was a child, Cruyff had space to play that a lot of children today don't have.

B Read the article. Then read the sentences and write *T* (true), *F* (false), or *NG* (not given).

- _____ 1. Cruyff's parents supported his passion for soccer.
- _____ 2. Ajax is a soccer team in Amsterdam.
- _____ 3. Cruyff's first team employed his mother as a cleaner.
- _____ 4. Cruyff invented Total Soccer.
- _____ 5. Cruyff's style was very exciting to watch.
- _____ 6. Cruyff used sports to connect with a child with a disability.
- _____ 7. Cruyff didn't like children playing outside his house in the US.
- _____ 8. Cruyff believed that children of different backgrounds must not play together.
- _____ 9. Cruyff died soon after his 69th birthday.
- _____ 10. The Cruyff Foundation works for children who don't have access to sports facilities.

C Look at the pronouns in bold in the text and write who or what they refer to.

- 1. their some great athletes
- 2. them _____
- 3. which _____
- 4. whose _____
- 5. where _____
- 6. who _____
- 7. it _____
- 8. he _____
- 9. he _____
- 10. who _____
- 11. He _____
- 12. they _____
- 13. where _____
- 14. they _____
- 15. they _____
- 16. he _____
- 17. which _____
- 18. his _____



▲ Cruyff's style of soccer was popular all around the world, as shown in his appearance on this postage stamp from Malawi.

- A** Read the notes for a blog post about a movie. Then number the events in the order they happened.

A Movie *Just about Sports? Not Quite*

I was recently looking for a sports movie to review for my media class, when by chance I found one that was completely new to me. It's a fantasy story, made in the 1980s, and I loved it. It's called *Field of Dreams*.

It's the story of Ray Kinsella. Ray is a young man. Ray bought a corn farm in Iowa with Ray's wife and young daughter. Years before, Ray had had a disagreement with Ray's father. The argument was about Shoeless Joe Jackson. Shoeless Joe was a controversial baseball player. Shoeless Joe was already dead at the time. Shoeless Joe was Ray's father's hero. Shoeless Joe had been accused of taking money to lose a game. Ray knew that the accusation had never been proven. Ray had told Ray's father that Ray could not respect a man if the man's hero was dishonest. Ray didn't really mean it. Ray's father had unexpectedly died before Ray could apologize.

Now in trouble with Ray's farm, Ray misses Ray's father so much that, following some strange signs, Ray makes the crazy decision to build a baseball field in part of the farm instead of planting corn everywhere. Ray's need to make peace with Ray's father makes Shoeless Joe's ghost appear. Shoeless Joe is followed by the ghosts of many other famous baseball players. The players' ghosts mysteriously come out of the corn field to play in Ray's field. Ray realizes that if the players step out of the playing area and cross the white lines, the players will not be able to get back into the playing area, the players will have to return to the corn field and the players will never come out of the corn field again.

One night, Ray asks Shoeless that, in return for building the magic baseball field, the players allow Ray to follow the players into the corn field, so Ray can see what's in the corn field. Shoeless tells Ray that Ray can't, and Ray gets upset because Ray thinks that Ray deserves a reward. But when all the players have gone back into the corn field, Ray turns around and sees Ray's father.

- _____ **a.** Dead baseball players come out to play on the baseball field.
- _____ **b.** Ray and his father have a disagreement about Shoeless Joe Jackson.
- _____ **c.** Ray meets his father again.
- _____ **d.** Shoeless Joe Jackson is accused of taking money to lose a game.
- _____ **e.** Ray builds a baseball field, not knowing it is magic.
- _____ **f.** Shoeless Joe Jackson stops Ray from following the players.
- _____ **g.** Ray wishes he had apologized to his father before it was too late.
- _____ **h.** The accusations against Shoeless Joe Jackson are not proven.
- _____ **i.** Shoeless Joe Jackson dies.
- _____ **j.** Ray's father dies.

- B** Read the notes for paragraphs 2–4 and write a summary of the story using personal, possessive and relative pronouns, and other expressions to organize the text and avoid repetitions. Make sure the story is clear.

Review

A Complete the text with the correct form of the words in the box.

athlete champion compete fail

Pierre de Coubertin, the man who reinvented the ancient Greek Olympic Games at the end of the 19th century, (1) _____ the inclusion of physical education in French schools. He believed sports taught young people that the important thing was to (2) _____, not to win. Sports act as a school for life, in which we learn to keep our self-control when we (3) _____, and we learn from our (4) _____. Team sports teach us that in order to win, we don't just need to be (5) _____, but also cooperative—no team can keep winning with just one superstar (6) _____ who doesn't play with his or her teammates. That's why (7) _____ skills are not enough to be a true (8) _____.

B Read the tag questions and complete the statements.

1. _____ going to the track and field event this weekend, aren't you?
2. _____ like raw fish, does he?
3. _____ perform live really well as a group, can't they?
4. _____ working on Friday night, is he?
5. _____ make a lot of money selling sneakers, will he?
6. _____ think about studying harder for the exam, shouldn't they?

C Complete each sentence with a word from the box and a subordinating conjunction *than*, *as*, *like*, or *as if*.

balance commitment communication leadership
speed stamina strength collaboration

1. The amateur gymnast was able to _____ on one hand _____ a professional athlete.
2. She displayed her strong _____ experienced leaders in big companies.
3. Mike showed more _____ I expected during the challenging race.
4. Body language is one form of _____ which is as important _____ verbal language.
5. The _____ of this dedicated team was as strong _____ the manager expected.
6. His _____ to the sport was greater _____ the coach had expected, which made him a champion.
7. The athlete showed great _____ and ran faster _____ most other competitors did in the race.

Lesson A Vocabulary and Grammar

A Complete the sentences with the words in the box. One word requires a different form.

accident allergy avoid harm illness injury reaction risk safety sharp

1. She had a really scary _____ to an insect bite.
2. You may not like it, but there's no _____ in trying it.
3. The car was badly damaged in the _____ but, amazingly, nobody was hurt.
4. An engineer checked the _____ of all the electrical equipment.
5. I always _____ sitting in the sun with no sunscreen on.
6. Can I have a steak knife, please? This one is not _____ enough.
7. He is in a lot of pain because of an old sports _____ he had a long time ago.
8. Do you have any food _____ I should know about?
9. Pollution is a serious health _____ for people with asthma.
10. She's recovering from a long-term _____.

B Rewrite the sentences using double comparatives.

1. She practices much, and she improves her skills quickly. _____
2. If he works harder, he will become more skilled. _____
3. The students study harder to achieve better grades. _____
4. Doing exercise more regularly can help him become healthier. _____
5. If we collaborate better, our project will be more successful. _____

C Complete the conversation with appropriate double comparatives using the words given.

- Maria:** Hans, how's your workout routine going?
- Hans:** It's getting better. I've started going to the gym regularly. (1) _____ (consistent) I am, (2) _____ (good) I feel.
- Maria:** That's awesome! I'm thinking of joining too. Any other tips on staying healthy?
- Hans:** Besides doing regular exercise, you should also eat healthily. Actually, (3) _____ (much) I focus on keeping my diet balanced, (4) _____ (strong) I am for my workouts.
- Maria:** Interesting! How do you manage to keep your diet balanced?
- Hans:** Well, I try to mix fruits, vegetables, proteins, and whole grains.
- Maria:** Got it! I've been considering a healthier lifestyle. Any specific goals you've set for yourself?
- Hans:** Yeah, I'm also thinking of starting a new hobby, like hiking.
- Maria:** That sounds fun! Why hiking?
- Hans:** Well, I enjoy spending time outdoors. Hiking seems like a great way to do that. (5) _____ (active) I stay, (6) _____ (exciting) life becomes.
- Maria:** Nice! I might give it a try too.

Lesson **B** Listening

A  19 Listen to the conversation. Check the grandfather's job.

- ☐ 1. factory worker
- ☐ 2. miner
- ☐ 3. doctor in a poor village

B  19 Listen again and circle the correct options.

- | | |
|---|--|
| <p>1. Kitty wants to record her grandfather</p> <ul style="list-style-type: none">a. for a school project.b. because she wants to help him.c. because he asked her to. <p>2. Grandpa thinks that danger</p> <ul style="list-style-type: none">a. made people take unnecessary risks.b. made people think about safety.c. brought people together. | <p>3. Grandpa says that in the village</p> <ul style="list-style-type: none">a. nobody had much.b. it was difficult to find a doctor.c. some people were richer than others. <p>4. "Coal fed our children," means that</p> <ul style="list-style-type: none">a. mothers mixed coal into food.b. a person named Coal fed children.c. the money from mining paid for food. |
|---|--|

C Read the sentences and write *T* (true) or *F* (false).

- _____ 1. Grandpa could have died at his job every day that he went to work.
- _____ 2. Grandpa's father did the same job as him.
- _____ 3. Grandpa says his job wasn't very different from other jobs.
- _____ 4. Some people took unnecessary risks, so nobody trusted them.
- _____ 5. If somebody in the village needed help, somebody helped.
- _____ 6. An illness in a family could make things very hard.
- _____ 7. Grandpa was happy when everything changed in the village.
- _____ 8. Grandpa thinks that people must choose between their health and earning money.

D  20 Listen again to this part of Grandpa's interview and write the missing words.

We didn't even (1) _____ about it. I mean, we knew it was (2) _____, but I guess what happened was that the (3) _____ made us feel very close—we had very strong (4) _____. It (5) _____ like any other job, where you (6) _____ meet the other workers at the (7) _____ or the (8) _____ and then go (9) _____. We knew we (10) _____ on each other for our (11) _____.: someone taking an unnecessary (12) _____ could get everybody (13) _____, just as someone (14) _____ very fast could (15) _____ lives. So, you (16) _____ everybody, and you made sure everybody (17) _____ you. And every day, when we (18) _____ out, we didn't really think about it, but deep (19) _____ we knew we had (20) _____ another day.

Lesson C Vocabulary and Grammar

A Complete the text with the correct form of the words in the box.

break bruise burn cut fracture injury scrape sprain

As one of the school's staff members who has had first-aid training, I see students with small (1) _____ all the time, especially after a sports event. The most frequent and generally least serious ones are (2) _____: players get hit by another player, a ball, or another object. Very few students complain about these, unless they are in a lot of pain and fear it may have caused a (3) _____ that will need surgery to fix—a (4) _____ in a bone is always a bad thing to have. However, if someone's elbow hits someone's eyebrow, the result can be a (5) _____. If it's deep, they may need to go to a hospital, but a band-aid is often enough. I also see plenty of (6) _____, especially after soccer and basketball games: if somebody falls down, they will rub their knee or elbow on the ground. And I see plenty of (7) _____, too—twisted ankles are rather common. Luckily, I only see (8) _____ if somebody stays out in the sun for too long without sunscreen, which these days doesn't happen very often because students are aware of the risks.

B Circle the correct word or phrase to complete each adverbial clause.

1. *As soon as / Before* I saw the smoke, I left the building.
2. Don't forget to lock the door *whenever / ever since* you leave the house.
3. I always take a bath *before / as soon as* I go to bed.
4. *Whenever / After* Marta called an ambulance, she tried to help the injured man.
5. *After / When* you walk in the mountains, you should look out for snakes.
6. The child has been afraid of bees *ever since / when* she was stung by one.

C Complete the adverbial clauses with appropriate time expressions.

1. **A:** Could you give me a hand, please?
B: _____ I've sent this email. Give me one minute.
2. **A:** When did Jamie arrive at the party?
B: Five minutes _____ you left. If you'd stayed, you'd have seen him.
3. **A:** How often do you go to the gym?
B: _____ I can. Some days I'm too busy.
4. **A:** How long are you going to stay here?
B: _____ they tell us to leave. I want to see the band after the show.

A Crime with No Victim

It is difficult to find a movie that has won as many important awards, including the Oscar for Best Documentary, as *Man on Wire*. This is not surprising, as the documentary has almost everything that a great **heist** movie needs: a great story line, suspense, action, police involvement, and interesting characters planning an impossible crime. The only difference between it and the average heist movie is that nobody suffered as a consequence of the crime and nothing was stolen.

Man on Wire is the true story of Philippe Petit, a French **tightrope** artist, who at the age of 18, saw an article about the plans to build two 104-story-high towers for the World Trade Center in New York City, and became obsessed with the crazy dream of walking between the top of the two **skyscrapers** on a **wire**. Walking on a wire above the ground requires great strength, the ability to control every muscle to keep your balance, and complete concentration. Doing it 1,350 feet above the ground means that the smallest mistake or loss of concentration will kill you. Philippe trained and waited for six years until the Twin Towers were built, and then, with the help of some friends, he did it on August 7th, 1974.

The “heist” required complicated planning. First of all, the Twin Towers were private property, so entering without a **permit** was **trespassing**. Philippe needed to study their structure, so he and two friends said they were journalists writing an article about the towers for an important French magazine about architecture, got access to the towers, and took all the photos they needed. Then they studied the buildings and created the complex design to secure the wire between the top of the two buildings safely.

On the evening of August 6th, two of them went to the North Tower and two to the South Tower with fake IDs, carrying the heavy equipment to the roofs, and they worked all night to install the wire. In the morning, other friends met in the street below, and when Philippe, dressed in black, started walking on the wire a quarter of a mile above the ground, they pointed at him, shouting, “Look!” People looked up: from the street they could not see the wire, so what they saw was a man walking on the clouds—something they were not going to forget. He was up there for 45 minutes and made the crossing eight times.

He was arrested and charged with trespassing and **disorderly conduct**—he did, after all, stop traffic and put himself and others in danger. However, nobody was hurt, nothing was damaged or stolen, and he created wonderful memories for all the **witnesses**. So, he was freed on condition that he did a free show for children in Central Park. His “heist” has been called “the artistic crime of the century.”

21 (Optional)



Philippe Petit performing a tightrope walk

A Read the article. Write the words and phrases in bold next to the definitions.

- _____ 1. a long piece of thin metal, or many pieces twisted together
- _____ 2. very tall buildings
- _____ 3. the act of going onto someone's land or building without permission
- _____ 4. people who see an event happening, especially a crime
- _____ 5. a crime in which a place is entered illegally, and something is stolen from it
- _____ 6. a behavior that threatens the safety of other people
- _____ 7. an official document that allows you to do something
- _____ 8. a long piece of material stretched above the ground that skilled people walk on

B Read the article again and complete the notes.

1. *Man on Wire* is _____
2. It is like _____
3. Philippe Petit is _____
4. For six years, he _____
5. He lied to _____
6. The evening of August 6th 1974, he and some friends _____
7. The morning after, he _____
8. People in the street _____
9. The police _____
10. He was freed _____

C Complete the summary of the article with suitable words.

Man on Wire is an unusual (1) _____ that is (2) _____ exciting as a heist movie. It tells the story of Philippe Petit, a French tightrope artist who (3) _____ six years training and (4) _____ how to install a wire between the Twin Towers of the World Trade Center in New York City, and to (5) _____ on it. He lied to get access to the Twin Towers and, with the (6) _____ of some friends, (7) _____ photos of the structure. Then, on the evening of August 6th, 1974, he and his friends went into the towers with (8) _____ IDs and (9) _____ the wire during the night. The morning (10) _____, he walked between the roofs of the towers eight (11) _____, while witnesses in the street below could not believe their eyes. He was (12) _____, but his action, although illegal, was so admired that he was freed on (13) _____ that he performed a (14) _____ show for (15) _____ in Central Park.

A Read the article. Then read the sentences and write *T* (true) or *F* (false).

Sam Springsteen is a firefighter in Jersey City, New Jersey. What is so special about that? Maybe it is not very special, but in 2019, when he passed the test to become a firefighter, it was big news. The reason for this is that he is the youngest son of rock musician Bruce Springsteen and his wife Patti Scialfa, who is also a musician and member of Springsteen's band, the E Street Band.

Bruce Springsteen was born in New Jersey in 1949 into a **blue-collar** family. His father worked first in a factory, then as a security guard, and later had various other jobs, but he was often unemployed. The only salary, very small but at least regular, was brought home by Bruce's mother, who worked as a legal secretary all her life and raised their three children.

Young Bruce made a name for himself locally as a gifted guitar player when he was still in his teens. He played then with some of the musicians whom he went on to play with for most of his life, and who later entered the Rock and Roll Hall of Fame as the E Street Band. Bruce became famous worldwide, writing and singing songs about the lives of young working-class men and women who, like him and his sisters, struggled with the fear that they were not going to have a future.

Of course, those songs brought *him* a future, and in 1984, he started to hold his concerts in stadiums because so many people wanted to see him. His 2016 tour, when he was almost 67 years old, was still in stadiums. However, in spite of the fame and wealth that came with it, he never forgot his roots. He used his money and celebrity status to help organizations involved in assisting people who struggle, and, when he isn't touring, he's known for leading the quiet life of a family man—raising three children on a farm not far from where he grew up—rather than that of a rock and roll star.

That may be why Sam Springsteen's choice made it into the news. He could have had an easy life, with an easy job, enjoying his parents' wealth and connections. Instead, he stayed true to his parents' working-class, community-based values. He chose a job in which he has to run into buildings that other people are running out of, and put his own life in danger to save others. As his mother put it, he is the "family's hero."

blue-collar (adj) doing work that requires physical skills, like operating machinery

- _____ 1. Sam Springsteen has very rich and famous parents.
- _____ 2. Bruce Springsteen had very rich and famous parents.
- _____ 3. Bruce Springsteen wrote songs about the community he grew up in.
- _____ 4. Bruce Springsteen usually performs to small numbers of people.
- _____ 5. Bruce Springsteen works with community groups.
- _____ 6. Away from the stage, Bruce Springsteen and Patti Scialfa lead very private lives.
- _____ 7. Sam Springsteen has chosen a career in the same field as his parents.
- _____ 8. Sam Springsteen's parents are embarrassed by their son's career choice.

B Read the text again and write notes in your notebook about the important information in each paragraph.

C Organize your notes and write a summary of the article in your notebook.

A Complete the second sentences so that they mean the same as the first ones. Use the words given and any other words you may need.

1. Luckily, the infection was stopped before it caused him serious harm. (harmed, seriously).
Luckily, the infection was stopped before he _____ by it.
2. There was a car accident, but nobody needed to see a doctor. (injured)
There was a car accident, but _____.
3. When we tried the new medication on her, we saw a positive response. (reacted, positively)
When we tried the new medication on her, she _____.
4. He is allergic to nuts. (allergy)
He _____ to nuts.
5. He's in bed with a high temperature. (sick)
He _____.
6. They decided not to climb the mountain because it was too dangerous. (risky)
They decided that the mountain _____.
7. I'm allergic to gluten. Will I be OK if I eat this cookie? (safe)
I'm allergic to gluten. _____ for me to eat this cookie?
8. They discovered the new treatment by chance. (accidental)
The discovery _____.

B Match the sentence halves.

- | | |
|---|---|
| _____ 1. He had a purple bruise on his arm | a. hasn't been able to walk since then. |
| _____ 2. She fractured her toe when | b. they bandaged the cut tightly. |
| _____ 3. The blood stopped as soon as | c. half an hour after the ball hit it. |
| _____ 4. I cleaned the scrape before it | d. he fell into the goalpost. |
| _____ 5. She put her hand under cold running water | e. immediately after getting burned. |
| _____ 6. She sprained her ankle six weeks ago and she | f. she dropped a box on it. |
| _____ 7. He broke his nose when | g. could become infected. |

C Complete the information with appropriate double comparatives using the words given.

In the event of an emergency, exit the building as soon as you hear the alarm.

- (1) _____ (quickly) you exit the building, (2) _____ (safe) you will be. When leaving the building, do not run or use the elevators. (3) _____ (calmly) you leave the building, (4) _____ (smooth) the evacuation process will be. Do not collect your belongings before heading to the exit—you can get them after you are told the building is safe to re-enter. (5) _____ (patient) you are in the waiting area, (6) _____ (efficient) the firefighters can be to check if it's safe to go back in.

Lesson **A** Vocabulary and Grammar**A** Complete the sentences with the words in the box. Three words require a different form.

ancient	civilization	doubt	knowledge	possibility
speculate	suggestion	theory	uncertain	wonder

- Our _____ of how the brain works is still limited.
- They made some helpful _____ about how to solve the problem.
- There are many _____ about what causes food allergies, but that's all they are.
- Disease may have been a factor in the fall of the Aztec _____ in Mexico.
- There is a strong _____ that this new treatment will work.
- This handwritten document is very precious and _____, but nobody knows what it says.
- It was a difficult decision, and they _____ what to do for a long time.
- There is no _____ that he stole it because he was caught on camera.
- Until we know all the facts, we can only _____.
- The origin of the mysterious object is still _____.

B Complete the conversation with the words in the box.

doubt	doubtful	know	knowledge	possible	speculation	suggest	theoretical
-------	----------	------	-----------	----------	-------------	---------	-------------

Ali: I think I found a new star.**Clara:** What, with that telescope? I (1) _____ it.**Ali:** Why? You (2) _____ nothing about telescopes or stars.**Clara:** I don't need a lot of (3) _____ to (4) _____ that the discovery of a new star is (5) _____ because all the stars that can be seen with much more powerful telescopes already have names.**Ali:** Well, anything is (6) _____—maybe a new star was born, and I was the first to see it.**Clara:** Maybe there is a (7) _____ possibility, but you'll have to prove it. Until you do, I'm not even sure you can call it (8) _____—sounds more like dreaming to me.**C** Circle the correct options.

- We don't know why he left. He *may be called* / *may have been called* back to the hospital.
- She doesn't want to go out. She *could be worried* / *could have been worried* about the exam.
- They *may miss* / *may have missed* the train and that could explain why they're late.
- He *must forget* / *must have forgotten*. I'll go call him.
- She *could be* / *could have been* allergic to eggs—she's having tests done.
- They *may go out* / *may have gone out*, but they left the door unlocked.

A 22 Listen to the podcast and answer the questions.

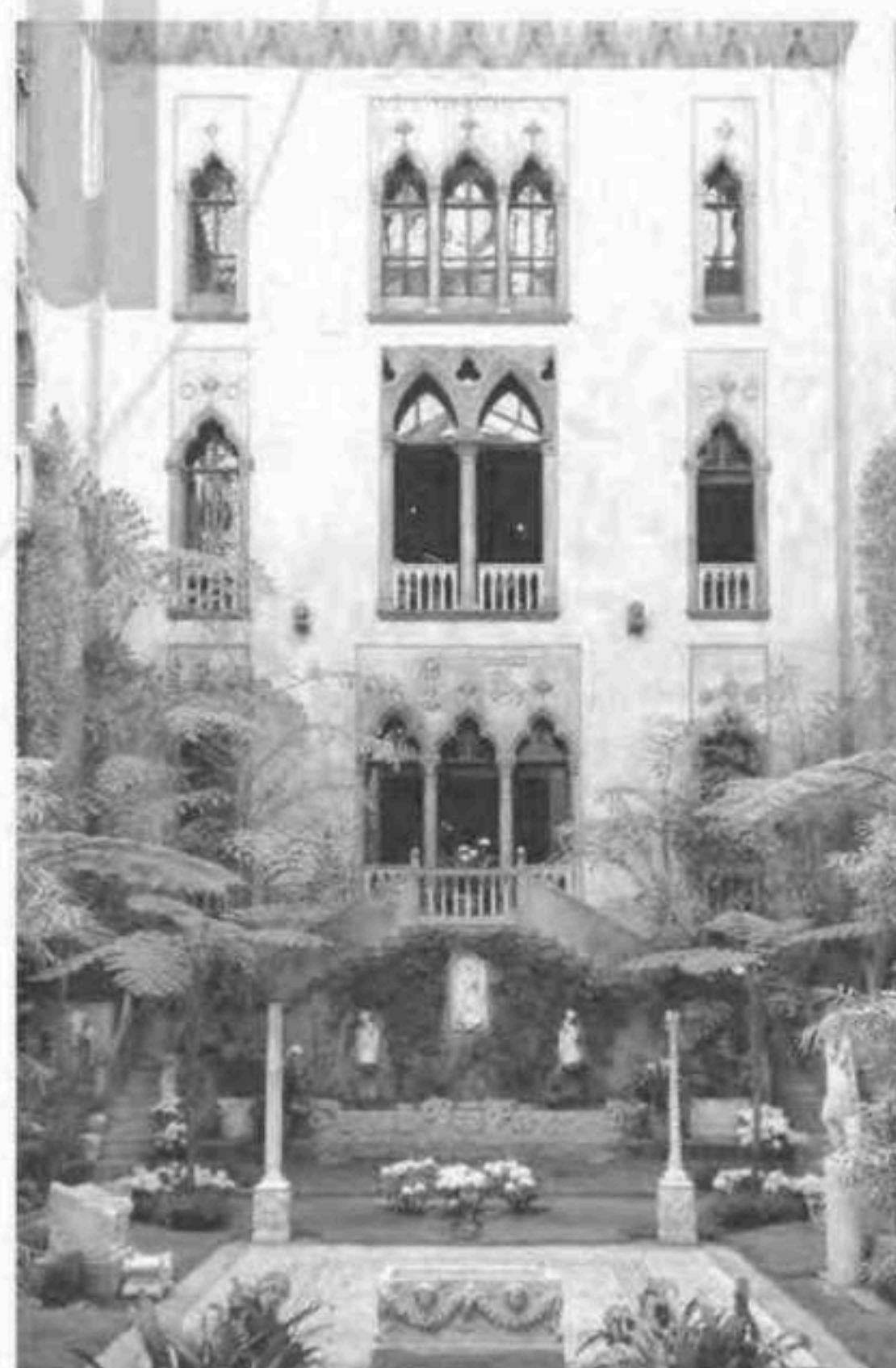
1. What is an inside job?
 - a. work that cannot be done outside a building
 - b. a crime in which the criminals are helped by somebody who works for the victim
 - c. a crime that only people in the criminal world know about
2. What is an accomplice?
 - a. someone who helps a criminal
 - b. someone who accomplished something important
 - c. someone who only works with a partner

B 22 Listen again and answer the questions.

- _____ 1. On what date did the robbery take place?
- _____ 2. How many thieves carried out the robbery?
- _____ 3. How many security guards were on duty that day?
- _____ 4. How long did the robbery take?
- _____ 5. How many artworks did the thieves take?
- _____ 6. What is the total value of the stolen artworks?

C Complete the summary of the podcast with one word in each space.

Isabella Stewart Gardner was an art collector. She
 (1) _____ a large private museum where her
 collection could (2) _____ enjoyed by the public.
 The museum was robbed in the year (3) _____,
 when (4) _____ thieves dressed as
 (5) _____ asked the security guards to let them in
 to (6) _____ strange noises. The thieves tied up the
 security guards and, in (7) _____ minutes, managed
 to steal artworks worth a total of \$(8) _____ million.
 There are many (9) _____ about who organized the
 heist and why, but (10) _____ of the questions have
 been answered, so the police can only (11) _____.
 (12) _____ has been arrested and
 (13) _____ of the artworks have been recovered.
 This makes it the world's biggest (14) _____ art theft.



▲ The courtyard at the Isabella Stewart Gardner Museum

Lesson C Vocabulary and Grammar

A Complete the text with the words in the box. Three words require a different form.

character	clue	crime	deduction	detective
evidence	investigation	proof	speculate	theory

In most mystery books and movies, someone breaks the law, and there is one main (1) _____—a police officer or a (2) _____—who has to find out who did it. Usually we—the readers or viewers—follow him or her and know only what he or she knows, so what happened is a mystery for us, too. We (3) _____ about what happened and have our own (4) _____.

A different type of story was made very popular by the TV series *Columbo*. The hero is Lieutenant Columbo from the Los Angeles Police Department, and in this show, we see the (5) _____ and who does it at the beginning of each episode. In other words, we know more than Columbo does. Columbo is always badly dressed, talks too much, and is more friendly and open with the people he is investigating than detectives in other shows. During the (6) _____, he tells the criminals about the (7) _____ he finds and the (8) _____ he makes, but that he has no (9) _____. The criminals think that he is not very smart, and that they are safe. But in the end, when they least expect it, he shows them a very small mistake that they made and that is (10) _____ that they did it, so he always catches the bad guy.

B Match the two halves of the sentences based on the text in the previous exercise.

- | | |
|---|--|
| 1. In most mystery stories, we only know | a. how Columbo is going to catch the criminal. |
| 2. In Columbo stories, we know from the beginning | b. what he has found out. |
| 3. What we don't know is | c. how smart Columbo is. |
| 4. Columbo doesn't know | d. what the police officer or the detective knows. |
| 5. Columbo tells the criminals | e. what we know. |
| 6. The criminals don't know | f. who committed the crime. |

C Read the text. Underline the subject noun clauses and circle the object noun clauses.

Clue is a popular board game that was created in Britain. A crime has been committed in a large country house in England. The players have to find out who committed the crime, in which room it was committed, and which weapon was used. What you need to play is three sets of cards: six suspects, nine rooms, and six weapons. Three cards, one from each set, are taken out and put in an envelope so nobody has them and nobody can see them—they are the correct answer. There is a complicated set of rules about how the players move on the board and when they can explain their theory about what happened. You also need to make notes about how the other players behave: how they react to a theory gives away clues about which cards they have. The first player who guesses correctly which cards nobody has wins. Sounds difficult? What you need is a little practice!

The Mysteries of Nazca

In the desert of Peru, the Nazca Lines have mystified people for decades. Seen from the ground, they look like random lines scratched into the earth, but from high above, these marks are huge images of birds, fish, and seashells. That's why these patterns were not discovered until the 1930s, when pilots first saw them while flying over the area. In all, there are about 70 different human and animal figures, along with 900 triangles, circles, and lines.

Researchers believe that the lines are at least 1,500 years old. They know what techniques were used to make them, but what nobody knows is why they were made. And like all unsolved mysteries, this has attracted a lot of speculation.

I think the most unlikely explanation is the one a Swiss writer named Erich von Däniken came up with. In 1968, he wrote that the Nazca lines were designed as a landing place for UFOs by people who received instructions from **extraterrestrials**—a sort of airport for alien spaceships.

The American explorer Paul Kosok had a more plausible theory. In the 1940s, he suggested that the drawings were a map of the movement of the stars and planets and called Nazca “the largest astronomy book in the world.” It was an interesting idea, but unfortunately, when later an astronomer tested this theory on a computer, he couldn't find any connection between the lines and the movements of the stars.



▲ A monkey can be seen in the Nazca Lines of the Peruvian desert.

Recently, two other scientists, David Johnson and Steve Mabee, have speculated that the lines could be a giant map of the underground water. Given that the area is one of the driest places in the world, finding water would have been vital for the Nazca people. Other scientists are searching for evidence to prove this.

To me, the most interesting theories, which cannot be proven, are connected with art and religion. Since their appearance on Earth, humans seem to have used art to entertain each other, to record events, and to try to communicate with gods. They built temples and statues, so why not use the desert as a huge canvas to draw amazing art that could be seen from the sky? I prefer to think of these lines as the result of some wonderful artists' imagination asking the god of storms for rain in the desert, rather than the request of an engineer from another planet who wanted an airport.

 23 (Optional)

extraterrestrials (n) beings from other planets

A Skim the article and check the correct answer to the question.

Which of these theories about the use of the Nazca lines have been proven?

- | | |
|---|--|
| ☐ 1. They are an airport for UFOs. | ☐ 4. They are religious drawings. |
| ☐ 2. They are a map of the movements of planets. | ☐ 5. None of these |
| ☐ 3. They are a map of underground water. | ☐ 6. All of these |

B Read the article. Look at the underlined words and match them with the definitions.

1. _____: essential for life
2. _____: looking like it can be believed
3. _____: beings believed to control some part of life on Earth
4. _____: confused somebody due to being impossible to explain
5. _____: the particular ways in which something is organized
6. _____: a piece of cloth that artists paint on
7. _____: the study of the universe
8. _____: time periods of ten years
9. _____: done by chance and not following a plan
10. _____: below the surface of the earth

C Read the sentences and write *T* (true) or *F* (false).

- _____ 1. The Nazca patterns are too big to be identified from the ground.
- _____ 2. Nobody knows how the lines were drawn.
- _____ 3. Nobody knows why the lines were drawn.
- _____ 4. Scientific evidence shows they were planned on another world.
- _____ 5. A researcher found no connection between the lines and astronomy.
- _____ 6. The lines show rivers that existed in the past but not now.
- _____ 7. The writer agrees with Erich von Däniken.
- _____ 8. The writer thinks that Paul Kosok's theory looked like a possible explanation at first.
- _____ 9. The writer gives no opinion about David Johnson and Steve Mabee's theory.
- _____ 10. The writer believes the lines are religious drawings.

D Read the article again and underline the parts that you used to answer questions 7–10 in **C**. Then choose the correct options to complete the summary of the writer's opinion.

The writer (1) *is / isn't* very interested in the Nazca lines, but she (2) *thinks / doesn't think* that they were designed by extraterrestrials. She (3) *thinks / doesn't think* Paul Kosok's theory (4) *looked / didn't look* interesting, but scientists have shown it cannot be proven. She gives (5) *a positive / no* opinion about David Johnson and Steve Mabee's theory, but she (6) *likes / doesn't like* the idea that the lines were made by artists trying to please gods who (7) *could / couldn't* see from above.

- A** Read Pavel's blog post about Stonehenge. Then read the sentences and check the ones that are true.

Pavel's Blog About Things We Will Never Know

The circle of gigantic stones in the southeast of England, known as Stonehenge, is one of the most famous prehistoric monuments in the world. It receives over a million visitors every year. Archaeologists believe that it was started in about 3000 BC, and that it was modified over time. It is not the only surviving prehistoric stone circle in the world, but it is the one with the most complex architecture and the only one with lintels—the stones that are placed horizontally on top of the vertical ones.

Stonehenge is an extraordinary place but, to me, not because of the facts we have, but because of the questions those facts make us ask and that we cannot answer. Every question points to a mystery.

First of all: When somebody draws a very large circle on the ground, they are saying that the place inside is different from the outside. I think that makes it special in a way that, for example, a rectangle does not. But why was it special?

If then they decide to build the circle using gigantic stones that they have to move from very far away (in this case, over 150 miles away), then they are saying that the place really is special, so I have to ask: Why didn't they build it where the stones were? Why wasn't that place good enough? What does this place have that the other doesn't? What can be the reason for the incredible effort to move these huge stones?

And then, if that wasn't special enough, they build another circle inside the first one—that must surely mean something. So, now I wonder: What is even more special about the circle inside the circle? Who is allowed there? Who is not? Is it for especially important people, like kings or religious leaders? Is it for especially bad people, like prisoners or people who have to be punished in some way? And why does the sunlight hit the center of the monument at sunrise on the longest day of the year and at sunset on the shortest day of the year? Is this by chance, or did they plan it?

That's why I love Stonehenge so much: because someone decided it was special for reasons I will never know, made it special, and left us with a mystery that cannot be solved.

1. ☐ There are no other prehistoric stone circles in the world.
2. ☐ There are no other prehistoric stone circles with lintels in the world.
3. ☐ Stonehenge was originally a stone rectangle.
4. ☐ The stones used to build Stonehenge were not originally at that location.
5. ☐ The Stonehenge circle was originally built somewhere else and then moved.
6. ☐ Stonehenge is made of two circles, one inside the other.
7. ☐ Only kings and religious leaders were allowed inside Stonehenge.
8. ☐ The sun marks the center of Stonehenge on the longest and shortest days of the year.

- B** Read the blog post again. Underline the facts and circle the writer's opinions.

- C** Use the prompt to write a paragraph summarizing Pavel's description (or facts) about Stonehenge.
Pavel thinks that Stonehenge is an extraordinary place because of _____

- D** Choose an unsolved mystery and write a short essay presenting facts and your opinion about it. Write at least three paragraphs and about 180–200 words.

Review

A Match the words with their meanings.

- | | |
|-----------------|-------------------------|
| 1. ancient | a. human development |
| 2. civilization | b. chance |
| 3. uncertain | c. guess |
| 4. knowledge | d. think about |
| 5. possibility | e. very old |
| 6. speculate | f. possible explanation |
| 7. suggestion | g. information |
| 8. theory | h. not sure |
| 9. wonder | i. recommendation |

B Circle the best modal to complete each sentence.

1. The detective can't find the evidence he collected. He *could* / *must* have lost it.
2. The investigation is over. The police *might* / *must* have found proof.
3. The crime *could* / *must* have happened over the weekend, but we don't know.
4. The main character in the story *may* / *must* have committed the crime, but I don't know yet.

C Change the questions into noun clauses. The first one is done for you.

1. How old is his cat?
I don't know how old his cat is.
2. Who are they?
Do you know _____?
3. What did he do?
Please tell me _____.
4. Why did they leave?
_____ is unknown.
5. Whose bag is this?
I don't know _____.

Lesson **A** Vocabulary and Grammar

A Complete the text with the words in the box. Two words require a different form.

academic	achieve	attend	concentrate	confidence
curriculum	degree	expert	motivation	training

I'm the youngest of four children, and my brothers and sisters had started (1) _____ our local high school years before me. That can give you very powerful (2) _____: they seemed so grown-up, to me, and I wanted to be like them. Unfortunately, this excitement didn't last long. Instead of learning, we were just trying to cover the (3) _____. Classes were just a form of (4) _____ to pass the exams. I struggled to (5) _____. My grades dropped, and so did my (6) _____, especially after a teacher told my parents I had no (7) _____ talent, and it was better not to push me to try to (8) _____ more than I could. And then I discovered astronomy, and it all changed. I'm now studying with some of the world's greatest (9) _____, and I'm finishing my college (10) _____ this summer!

B Circle *a*, *an*, *the*, or (X) (no article) to complete the sentences.

1. Can you lend me *a / an / the / X* USB cable to connect my phone to *a / an / the / X* computer?
2. *A / An / The / X* Internet is a powerful tool for *a / an / the / X* research and learning.
3. We watched *a / an / the / X* interesting documentary about *a / an / the / X* impact of technology on society.
4. His father works for *a / an / the / X* government, helping to develop policies for *a / an / the / X* disabled.
5. *A / An / The / X* technology has revolutionized *a / an / the / X* way we communicate with each other.

C Complete the text with *a*, *an*, *the*, or (X) (no article).

In the journey to become (1) _____ expert in technology, students have various paths to explore. (2) _____ student can start by gaining (3) _____ understanding of (4) _____ basics of computers and attending classes for programming and coding. In these classes, they learn about (5) _____ importance of algorithms, which are like sets of instructions for the computer. Practical skills are crucial, and students need to apply what they learn to develop (6) _____ programs or websites. Online resources, like educational websites and tutorials, play (7) _____ significant role in their learning process. (8) _____ Internet is a big source of information, and students can find what they need for their projects or assignments. The pursuit of technology expertise offers students numerous opportunities to become skilled in using computers.

Lesson **B** Listening

A 24 Listen to the podcast. What is it about?

a. Accents and why they matter

b. Critical thinking and why it matters

B 24 Listen again and check the correct options.

1. Professor Said thinks that

- ☐ **a.** Paco's English is not correct.
- ☐ **b.** people don't speak correctly.
- ☐ **c.** everybody has an accent.

3. Professor Said thinks that

- ☐ **a.** we need to examine what we believe.
- ☐ **b.** our beliefs are nearly always wrong.
- ☐ **c.** we must try to disagree with others.

2. Professor Said thought that

- ☐ **a.** her relative was not very smart.
- ☐ **b.** slow talkers are not very smart.
- ☐ **c.** people from Louisiana are not very smart.

4. Professor Said thinks that it is important

- ☐ **a.** to have the right feelings.
- ☐ **b.** to talk to people we disagree with.
- ☐ **c.** to win arguments.

C Match the words and expressions.

- _____ 1. put something to the test
- _____ 2. reason
- _____ 3. hold
- _____ 4. misunderstanding
- _____ 5. evaluate

- a.** have
- b.** confusion about what something means
- c.** supporting argument
- d.** decide the value of something
- e.** examine something

D Complete the summary of the podcast using the words in the box. Use each word only once.

able
hold

control
how

effects
little

evidence
reasons

examine
somebody

false
test

hidden
truth

Critical thinking is a way of thinking by which you (1) _____ your beliefs to make sure you have good (2) _____ for them. We may (3) _____ beliefs that we formed when we were young and knew very (4) _____ about life. We need to (5) _____ our beliefs because important decisions that we make may be based on ideas we don't know we have, but they (6) _____ our lives. If they are (7) _____, they will have negative (8) _____ on our lives. So, we need to ask (9) _____ we know what we know and evaluate arguments and (10) _____. Talking with people we disagree with is very helpful because they show us our (11) _____ beliefs. They may also see things we don't see that we need to evaluate to find the (12) _____. If we do that, we will be (13) _____ to choose beliefs that are our own and not (14) _____ else's.

Lesson C Vocabulary and Grammar

A Read part of a description of a TV show below. Complete the text with the words in the box.

boarding school	campus	continuing education	enroll
gap year	homeschooling	major in	private school

Lawyers in Space is the worst TV show I have ever seen. The first episode starts like a classic rags-to-riches story. As a child, Ben had to help his father on the farm, so his mother provided him with some basic (1) _____. Ben was very bright, so after he got a job at the age of 16, he was able to (2) _____ for evening classes in the department for (3) _____ at the local community college. Then he got a scholarship and was offered a place at the local university to (4) _____ law. He lived on (5) _____, but he was very unhappy. Other students had been to (6) _____, and some even to (7) _____, so he thought everybody was smarter than him. He made friends with an older student, Charlie, who had just come back from his (8) _____ in Australia.

B Complete the sentences with the correct forms of the words in the box.

talk	monitor	attend	upgrade	participate
------	---------	--------	---------	-------------

1. These local schools are going to have some facilities _____ to provide a better learning environment for their students.
2. Parents should have their children _____ extracurricular classes to learn new skills.
3. Some schools may opt to get their former students _____ about their hands-on learning experiences.
4. Students will have their progress _____ throughout the academic year.
5. Teachers can have their students _____ in online forums to discuss academic topics.

C Complete the text with the correct forms of the verbs in parentheses.

Various individuals play crucial roles in a child's development. First, parents are important as they offer guidance and support throughout the whole development process. They often have their kids (1) _____ (participate) in after-school activities and help them (2) _____ (develop) new skills and interests. Second, teachers organize engaging lessons that motivate students and get them (3) _____ (learn). Third, the school administrators work (4) _____ (ensure) that students have access to different educational choices, which allows them (5) _____ (explore) their passions. In addition, students themselves can actively contribute to the learning journey by actively (6) _____ (join) study groups or (7) _____ (work) with peers in collaborative projects. This enhances the overall learning experience and promotes a sense of shared achievement. Finally, the school community and educators can collaborate (8) _____ (create) a positive environment that encourages a child's lifelong love for learning. On the whole, people have distinct yet interconnected roles in a child's learning journey, and it is necessary to acknowledge all of their contributions.

Lesson **D** Reading

1. _____

In 1993, neurologist Oliver Sacks published an article in *The New Yorker* called "To See and Not To See" in which he told the story of a man, Virgil (not his real name), who had lost his eyesight when he was a child, but had gotten it back after an operation 45 years later. The doctors thought the operation had been successful and excitedly waited for the bandages to come off and to see the happiness on Virgil's face. They and Virgil were greatly disappointed, though: Virgil's eyes could see, but his brain could not understand the images it was receiving from his eyes. In other words, the brain had lost the ability to process the data the eyes were sending, and what his eyes saw made no sense to him. This told Sacks that images are not formed in our eyes but in our brain—**i.e.**, the camera doesn't know what it is recording.

2. _____

Sacks's conclusion is helpful in discussing dyslexia. The brain of a dyslexic person seems to process data from the eyes in a way that is different from how a non-dyslexic brain does it. As a result, there are considerable differences between how easily each group can perform the same tasks. The most obvious difference is that many dyslexics struggle with reading, writing, and lists. That is because these tasks are sequential: they depend on the ability to detect and remember the order of letters in words and words in sentences, which a dyslexic brain finds difficult to process.

3. _____

However, dyslexics can accurately identify visual patterns and where the pattern is broken more easily than non-dyslexics. This is what a team of psychologists from the University of Wisconsin-Eau Claire discovered in 2003. They conducted an experiment in which they gave participants a number of images and asked them to pick out the ones that showed impossible things. They found that people with dyslexia were the fastest at the task.

4. _____

Dyslexics can also think in images, visualize 3-D shapes from 2-D drawings, think creatively about ideas that do not seem connected, and find solutions more easily and often better than non-dyslexic people. This explains why dyslexic people excel at visual arts, architecture, math, science, and critical thinking. Although dyslexia was not known at the time, Picasso, Edison, Walt Disney, Agatha Christie, and Einstein, just to give a few examples, were probably dyslexic. They all did terribly in school because of their dyslexia, but then went on to make their mark on the world.

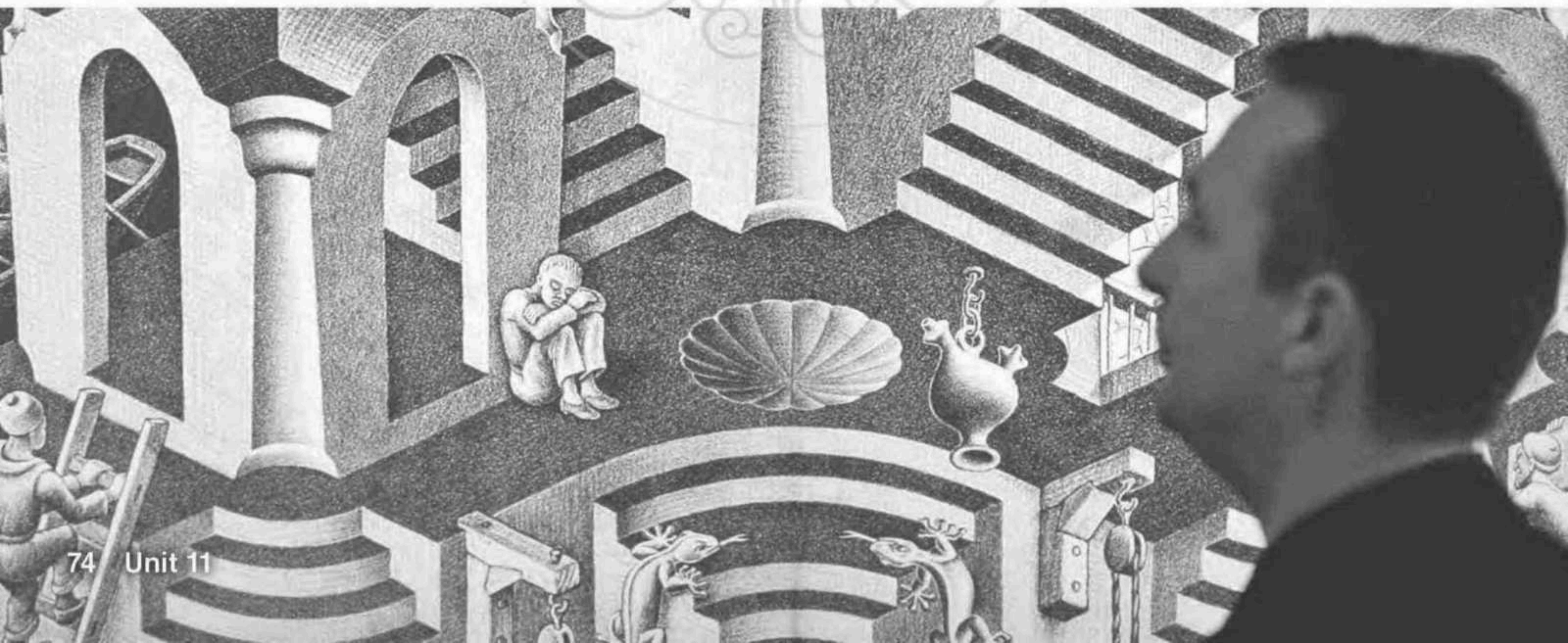
5. _____

For Virgil, however, regaining his sight at 50 might have been too late. Although the operation had fully repaired his eyes, his brain never learned how to process images again, and he almost completely lost his sight again, not long after the operation.

25 (Optional)

i.e. (Latin, *id est* = **that is**) formal way to say *in other words*

▼ Dutch artist M.C. Escher created pieces of art that showed impossible situations.



A Skim the article and choose the best title.

1. Two Types of Brain
2. Virgil's Story
3. Advantages and Disadvantages

B Read the article again. Match the headings to the paragraphs.

- a. Spot the Nonsense
- b. A Sad Conclusion
- c. Sequences? No, Thanks!
- d. Virgil
- e. The Bigger Picture

C Read the sentences and write *T* (true) or *F* (false).

- _____ 1. Virgil stayed blind because his brain didn't know what to do with images.
- _____ 2. We understand what we see because the brain forms the correct image of it.
- _____ 3. If you're dyslexic, it's probably difficult for you to read letters in the correct order.
- _____ 4. If you're dyslexic, you'll probably notice mistakes in patterns very quickly.
- _____ 5. If you're dyslexic, you probably love making lists of things to remember.
- _____ 6. If you're dyslexic, you probably find it easy to visualize things that don't exist yet.
- _____ 7. If you're dyslexic, you're probably not very creative.
- _____ 8. Dyslexia has been studied for centuries.

D Compare the first paragraph of the article and the text below. Circle the information in the article that is missing in the paragraph below, and underline the differences in vocabulary, spelling, and style. Then check the best practices for essay writing.

Oliver Sacks published an article in which he told the story of this guy, Virgil, who had become blind at some stage but then had an operation and could see again. The doctors thought the operation had gone well and were hoping that Virgil was going to be happy with not being blind. But they and Virgil were very disappointed: Virgil's eyes could see, but Virgil's brain couldn't understand the stuff it was getting from his eyes. That is, the brain couldn't process the data the eyes were sending, which in practice means that we see with our brain and not with our eyes. Wow.

- ☐ 1. Use formal language.
- ☐ 2. If you can, say where your information comes from.
- ☐ 3. Use contractions.
- ☐ 4. Use the passive where possible.
- ☐ 5. Use precise language.
- ☐ 6. Use colloquial, friendly language.
- ☐ 7. Give facts and figures where possible.

Lesson **E** Writing

A Read the following situations. Write the problems and the solutions in the correct column.

Situations	Problems	Solutions
1. Imagine you're in class, and some parts of the lesson are confusing. You're too shy to ask your teacher for help. What should you do? I suggest you gather courage and talk to the teacher after class. Why not tell them you want to understand better? Also, if I were you, I'd join some study groups on the Internet to improve my understanding.		
2. Imagine you're working on an important project at school. However, you find it really challenging as you lack many necessary skills for it. You feel stressed and unsure if you can meet expectations. What can you do? I suggest breaking the project into smaller tasks and focusing on one part at a time. Why not ask classmates, friends, family members, or teachers for help? If I were you, I'd also set aside some time to learn and practise the skills I need.		

B Read the situations again. Underline the expressions that are used to introduce recommendations and suggestions.

C Choose a situation in **A**. Rewrite the suggested solutions or write your own solutions in your notebook (150–180 words). Use some of the words and expressions in the box.

be prepared
on that basis

believe
purpose

consider
starting point

harm
test

ignorance
uncertainty

in this case

A statue of Socrates at the Academy of Athens in Greece.

A Complete the sentences with the words in the box. Two words require a different form.

academic	academy	achievement	attendance
concentration	confident	motivate	train

1. You need to improve your _____; you shouldn't have missed class this morning.
2. She couldn't have studied harder, so she was _____. She was going to pass.
3. One of his greatest _____ was opening a youth center.
4. He wanted to be an actor, but he would have had to go to a performing arts _____.
5. This job requires high _____; a mistake can cost lives.
6. She wants to _____ to be a plumber.
7. To be a successful _____, you need to be good at researching and fundraising.
8. I don't like people who are _____ by greed.

B Complete each sentence with a word or phrase from the box. One requires a different form.

boarding school	campus	continuing education	enroll
gap year	homeschooling	major in	private school

1. He hated _____ because he missed his classmates.
2. What is it like for children who live at a _____ to be away from their family?
3. He decided to _____ in film studies, but he may not be able to finish the course.
4. Sending your children to a _____ must be very expensive.
5. With so many buildings, it took me some time to find my way around the _____.
6. The film is about a woman who _____ rocket science.
7. She's taking a _____ to travel, and then she may or may not go to college.
8. There are lots of part-time courses for workers in the department of _____.

C Find and fix the incorrect part in each of the sentences below.

1. She wants to be an expert in the artificial intelligence.
2. Students may opt to get themselves tutor for additional support in challenging subjects.
3. We use the interactive whiteboard in the classroom for interactive lessons.
4. The school administration had teachers organized a seminar on innovative teaching methods.
5. The students will have their progress monitor throughout the academic year.
6. My brother is an avid gamer, and he spends hours playing a latest video games.

Lesson **A** Vocabulary and Grammar

A Complete the sentences with the words in the box. One word requires a different form.

creativity	device	electronic	habit	invention
outcome	purpose	significant	solution	success

1. Some people develop the bad _____ of constantly checking their phones.
2. It looks nice and expensive, but I don't understand its _____.
3. The 1960s were a time of great _____ in western art.
4. The problem seemed impossible, but we found a _____.
5. The process has started, but we won't know the _____ for a few weeks.
6. You can install this antivirus software on all your _____.
7. It looks like the experiment was a great _____.
8. The *e* in *email* stands for _____.
9. The _____ of the steam engine started the Industrial Revolution in 18th century Britain.
10. Marie Curie won Nobel Prizes for her _____ contributions to two different sciences.

B Complete the sentences with the correct form of the words in the box.

create	invent	solve	succeed
--------	--------	-------	---------

A bad invention can (1) _____ more problems than it
(2) _____. When plastic was (3) _____,
many everyday problems were (4) _____, but it also
(5) _____ in becoming a major source of pollution.

C Change each sentence into the future using the words given. There may be more than one possible answer.

1. She can swim very well.
I'm sure _____ well after a few more lessons.
2. You need to see a dentist now.
_____ soon, even if you don't want to.
3. The principal can see you now.
Wait here. _____ in ten minutes.
4. He needs to study for the exam tomorrow.
_____ hard over the next few weeks.
5. I can't give you an answer now.
_____ until I've talked to my parents.

A  26 Listen to the conversation. Who invented the telephone?

- | | |
|--------------------------|----------------------------|
| 1. Alexander Graham Bell | 3. Elisha Gray |
| 2. Antonio Meucci | 4. We don't know for sure. |

B  26 Read the sentences and write *T* (true) or *F* (false). Then listen again and check your answers.

- _____ 1. A patent is a document that says that you own an invention.
- _____ 2. It is possible that Bell based his telephone on other people's work.
- _____ 3. Meucci was a Cuban inventor who emigrated to Italy first.
- _____ 4. Meucci wanted to build a telephone to help his sick wife.
- _____ 5. Meucci applied for a one-year patent because he didn't want to pay for a longer patent.
- _____ 6. Meucci and Bell didn't know each other.
- _____ 7. Western Union treated Meucci very well.
- _____ 8. Bell died before he could defend himself from the accusations.

C Complete the text about the invention of the telephone. There is more than one correct answer for each space, but do not use the same word more than once.

On March 10th 1876, just three days after he had received his (1) _____ for it, Alexander Graham Bell used a (2) _____ to call his assistant in another room and said, "Mr. Watson, come here. I want to see you." However, he may have been using a (3) _____ that he had not (4) _____ himself. It is certain that part of it was based on Elisha Gray's design, which Bell had seen. However, Bell only used that part for the model in that experiment. After that, he did not use it for commercial purposes.

What happened with Antonio Meucci's design is less clear. It looks like Bell's telephone (5) _____ based on the model that Meucci had (6) _____, which Bell was familiar with. However, as Meucci was too (7) _____ to pay for a long patent, Bell had the (8) _____ to develop Meucci's design. In (9) _____, the US Congress stated that if Meucci had been able to pay for a (10) _____ patent, Bell would not have been allowed to apply for one himself. Meucci (11) _____ as poor as he was born and Bell became a very (12) _____ man.

Lesson C Vocabulary and Grammar

A Complete each sentence with a word in the box.

ambitious	beneficial	curious	enthusiastic
essential	practical	smart	versatile

1. It's _____ that we get an answer before we do anything else.
2. Rice is one of the most _____ foods I know. I can make at least 30 dishes with it.
3. Most medicines are _____ only if you take them for a short time.
4. I don't think going there three times this week will be very _____.
5. She's very _____ about the project and puts a lot of energy into it.
6. He was so _____ that he was prepared to break rules to become rich and powerful.
7. He was always very _____ about nature, so he became a biologist.
8. She's incredibly _____ and always gets good grades.

B Circle the correct options to complete the conversations.

1. **A:** Do you have any plans for tonight?
B: Yes, I'm going / 'll go to the basketball game with Jamal. His dad gave him two tickets.
2. **A:** What time is your bus?
B: It will leave / leaves the station at five o'clock, so it should be here in 20 minutes.
3. **A:** Can you wait for me here? I need to get some cash from the ATM around the corner.
B: I'll come / I'm coming with you, if you don't mind. I've just realized I need cash, too.
4. **A:** I'm probably going to make / probably make pizza tonight. Why don't you come over?
B: Oh, great! I think I do / will, thanks! Can I bring anything?
5. **A:** What are you going to / do you get Mario for his birthday?
B: I don't know yet. I'm going / go shopping on Saturday morning. Do you want to come?
6. **A:** Don't worry, Mom, I promise I'm texting / 'll text you when I get there.
B: Don't forget! I just know I won't be able to / don't sleep until I know you're OK.

C Complete the conversation with the correct form of the verbs in parentheses. There is no verb for one of the spaces because you need to give a short answer.

Ilya: I (1) _____ (go) to the football game tonight. (2) _____ (you, want) to come?

Amy: Great idea—I think I (3) _____. What time?

Ilya: The game (4) _____ (start) at seven o'clock, but if we want good seats we (5) _____ (need) to be there at least an hour earlier.

Amy: OK. No, wait! I forgot! I (6) _____ (babysit) my brother tonight! I promised my parents! It's their anniversary today, and they (7) _____ (go out) for dinner.

Ilya: Can't you get anyone else to do it?

Amy: I (8) _____ (try) Grandma. Let me call her.

Landscapes, Illustrations, and Humor

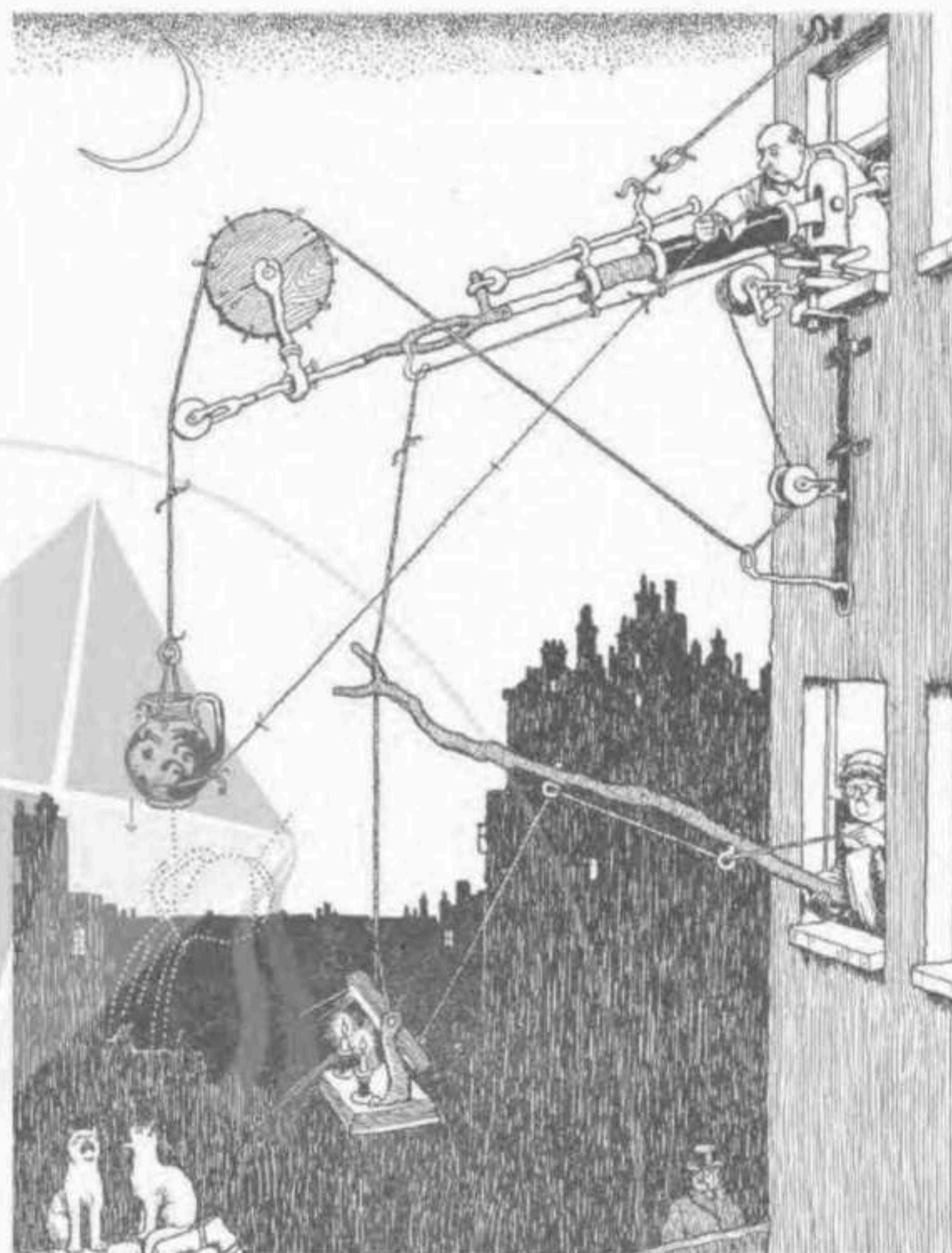
William Heath Robinson was a British cartoonist and illustrator who was born in London in 1872 into a family of artists: his father was an illustrator, and both his older brothers also became illustrators before him. He studied art at Islington Art School and then at the Royal Academy to become a landscape painter, but he soon realized that he wouldn't have been able to earn enough money to pay the bills. So, he put aside his landscape painting ambitions and started working as a book illustrator.

Until that time, printed illustrations could only be simple because the technique used for printing them, called woodblock printing, would have required too much time and work to reproduce complicated drawings. Additionally, they could only be printed in black and white. However, recent innovations allowed illustrations to go straight to print without going through the woodblock process, which meant that much more complex artworks could be reproduced in books. At the same time, more innovations made printing in color also possible.

Heath Robinson took full advantage of the new technology to show what he could do. In the year 1900, he created beautiful, complex pen and ink drawings to illustrate a collection of poems by Edgar Allan Poe, and in 1902, he produced wonderful watercolor images for a full-color edition of *Don Quixote* by the Spanish author Miguel de Cervantes.

Things seemed to be going well: 1902 is also the year in which he wrote and illustrated his first book of children's stories, *The Adventures of Uncle Lubin*, and the following year, he married Josephine Latey. However, they had just had their first daughter when the publisher with which Robinson had a large contract went **bankrupt**, so he had to find another source of income to feed his family.

That's when he started publishing the cartoons he is best known for: illustrations of enormously complicated machines built to achieve ridiculously



▲ *The Multimovement Tabby Silencer*

simple outcomes, which he used to make gentle fun of people's confidence in technological solutions to solve problems that did not need technology. His crazy inventions use the steam power of pots, the heat of candles, and complex systems of wheels, ropes, **parachutes**, and balloons to do things like throw water at a noisy cat. It's not just the images of the inventions that are crazy—they also have names like *The Multimovement **Tabby** Silencer*. His huge and complex machine for making holes in blocks of cheese involves a giant fork and four men to operate it.

He was so successful that, in the UK at that time, "Heath Robinson" was the term used to refer to unnecessarily complicated machines. His serious work has remained very influential with illustrators, and his humor lives on in Wallace, the inventor of crazy machines in the stop-motion animation movies from British director Nick Park about the adventures of Wallace and his much smarter dog: Gromit.

27 (Optional)

bankrupt (adj) unable to pay what you owe and having to close your business

parachute (n) a large piece of special cloth and long ropes used to slow down a person's fall after jumping from an airplane

tabby (n) a house cat with dark marks on gray or brown fur

A Skim the article and circle *T* (true) or *F* (false).

- | | | |
|------------------------------------|---|---|
| 1. Heath Robinson was an inventor. | T | F |
| 2. Heath Robinson was an engineer. | T | F |

B Read the article. Then read the sentences and write *T* (true) or *F* (false).

- _____ 1. Illustrating books was Heath Robinson's first choice of career.
- _____ 2. He was a very skilled artist.
- _____ 3. He was not very interested in the details of the printing process.
- _____ 4. He illustrated Poe's poems with black and white drawings.
- _____ 5. He published more than one children's book.
- _____ 6. He didn't like unnecessary technology.
- _____ 7. His work was only appreciated after his death.
- _____ 8. Recent animated movies carry on Heath Robinson's ideas.

C Answer the questions in full sentences.

1. Why did Heath Robinson study art?

2. Why did he become a book illustrator?

3. Why was he able to produce complex linework illustrations?

4. Why was he able to produce watercolor illustrations?

5. Why did he start creating cartoons?

6. What was *The Multimovement Tabby Silencer* for?

D Read the article again and underline all the phrases that describe purpose.

A Read the blog post about the first science fiction story. Then match the sentence halves.

Mary Shelley's *Frankenstein* is considered the novel that started both the horror and the science fiction genres and asks essential questions about science, its responsibilities, and the long-term effects of inventions.

It tells the story of a brilliant scientist, Victor Frankenstein, whose mother dies when she is young, so he decides that the purpose of his research will be to fight death and give back life to the dead. He steals bodies from graveyards to build a "creature" and invents a machine to make it come to life. The experiment is successful, but Frankenstein is scared by the monstrous appearance of his creation, and abandons the man he has given life to. However, first of all, Victor never thinks about the effects his actions may have on others in general and on the creature in particular; and secondly, he fails to take responsibility and manage the results of his blind ambition.

At first, the creature tries to fit in, learns to speak by observing and listening to others, and teaches himself to read, but people reject him, and he ends up with no human connections. He finds Victor's notes with the details of his own monstrous birth, so he meets his "father" to explain to him what horror life is when your body has experienced death before, when you don't know *what* you are, when people run away when they see you, and as a result, all you feel is anger. He wants Victor to accept his responsibility, stop hating him, and make him a female companion to share his life with. When Victor fails to do any of these, many innocent people die before the creature and his "father" die, too.

- | | |
|---|--|
| _____ 1. Victor's purpose is to | a. make his creature come to life. |
| _____ 2. Victor wants a device for | b. fight death. |
| _____ 3. Victor uses body parts to | c. building a creature. |
| _____ 4. For Victor, body parts are for | d. bringing people back from death. |
| _____ 5. Victor builds a machine to | e. accept responsibility |
| _____ 6. The creature wants Victor to | f. build a creature. |

B Read the sentences and write *T* (true) or *F* (false).

- _____ 1. Victor was extremely upset by his mother's death.
- _____ 2. Victor thinks about how the relatives of the people whose bodies he steals might feel.
- _____ 3. Victor thinks about whether the body parts will give memories to the creature.
- _____ 4. Victor thinks about how the creature will feel when it comes to life.
- _____ 5. Victor thinks about how society will respond to the creature.
- _____ 6. Victor couldn't make the creature the companion it desired.
- _____ 7. Victor takes care of the creature when it comes to life.
- _____ 8. The story asks if anything that is possible should be made.

C Think of an innovation that had both good and bad effects and write an essay about it (180–200 words). Describe its purpose and how it works, what the effects were, and what scientists should have thought of but did not.

Review

- A** Complete the sentences with *have to* or *be able to*. Then state whether each one describes an *ability* or a *necessity*.

- _____ *necessity* 1. He might _____ *have to* get creative if he wants to find a solution.
- _____ 2. You will _____ turn off all electronic devices before we take off.
- _____ 3. Clara won't _____ invent something for that purpose because she doesn't know how.
- _____ 4. He will _____ quit his bad habits in order to be successful.
- _____ 5. She will _____ discover something significant if she continues her research.

- B** Complete the sentences using the verbs in parentheses so that they explain what will happen in the future.

1. The store _____ (open) at eight o'clock.
2. Wait! Zara _____ (go) with you to collect the money.
3. The flight _____ (depart) at noon, so we should check in at ten o'clock.
4. I'm _____ (babysit) my niece this evening.
5. He _____ (purchase) tickets as soon as they go on sale.
6. He _____ (play) in a tournament this weekend, so he can't meet us.

- C** Complete the text with the words in the box.

ambitious	beneficial	curious	enthusiastic
essential	practical	smart	versatile

I have never been particularly (1) _____ about science fiction, but after watching a movie called *Arrival*, I've become (2) _____ and have started reading and watching sci-fi. I realized that sci-fi is not really about the future. I mean, some of it is like that, and all it does is show the (3) _____ (or sometimes damaging) effects of (4) _____ scientific discoveries in people's lives. But as a story genre, sci-fi is very (5) _____, so it can be much more than that. It can ask questions like, "What if ...?" and use a story about robots to explore the relationships between humans and machines. Some authors and directors with (6) _____ purposes have produced some (7) _____ works that use sci-fi to ask not simply important, but (8) _____ questions about what it means to be human, and I like that a lot.

Spelling Rules for Verbs Ending in -s and -es

1. Add -s to most verbs.	like-likes sit-sits
2. Add -es to verbs that end in -ch, -s, -sh, -x, or -z.	catch-catches miss-misses wash-washes mix-mixes buzz-buzzes
3. Change the -y to <i>i</i> and add -es when the base form ends in a consonant + -y.	cry-cries carry-carries
4. Do not change the -y when the base form ends in a vowel + -y.	pay-pays stay-stays
5. Some verbs are irregular in the third-person singular -s form of the simple present.	be-is go-goes do-does have-has

Spelling Rules for Verbs Ending in -ing

1. Add -ing to the base form of most verbs.	eat-eating do-doing speak-speaking carry-carrying
2. When the verb ends in a consonant + -e, drop the -e and add -ing.	ride-riding write-writing
3. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ing. Do not double the final consonant for verbs that end in CVC when the final consonant is -w, -x, or -y.	stop-stopping sit-sitting show-showing fix-fixing stay-staying
4. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ing. Do not double the final consonant. For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ing.	ENter-entering LISTen-listening beGIN-beginning ocCUR-occurring

Spelling Rules for Verbs Ending in -ed

1. Add -ed to the base form of most verbs that end in a consonant.	start-started talk-talked
2. Add -d if the base form of the verb ends in -e.	dance-danced live-lived
3. When the base form of the verb ends in a consonant + -y, change the -y to <i>i</i> and add -ed. Do not change the -y to <i>i</i> when the verb ends in a vowel + -y.	cry-cried worry-worried stay-stayed
4. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ed. Do not double the final consonant of verbs that end in -w, -x, or -y.	stop-stopped rob-robbed follow-followed fix-fixed play-played
5. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ed. Do not double the final consonant. For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ed.	ORder-ordered HAPpen-happened ocCUR-occurred preFER-preferred

Spelling Rules for Comparative and Superlative Forms

	Adjective/ Adverb	Comparative	Superlative
1. Add <i>-er</i> or <i>-est</i> to one-syllable adjectives and adverbs.	tall fast	taller faster	tallest fastest
2. Add <i>-r</i> or <i>-st</i> to adjectives that end in <i>-e</i> .	nice	nicer	nicest
3. Change the <i>-y</i> to <i>i</i> and add <i>-er</i> or <i>-est</i> to two-syllable adjectives and adverbs that end in <i>-y</i> .	easy happy	easier happier	easiest the happiest
4. Double the final consonant and add <i>-er</i> or <i>-est</i> to one-syllable adjectives or adverbs that end in a consonant + a vowel + a consonant (CVC).	big hot	bigger hotter	biggest hottest

Common Irregular Verbs

Base Form	Simple Past	Past Participle	Vietnamese Meaning	Base Form	Simple Past	Past Participle	Vietnamese Meaning
begin	began	begun	bắt đầu	make	made	made	làm, tạo ra
break	broke	broken	phá vỡ	meet	met	met	gặp
bring	brought	brought	mang, đem	pay	paid	paid	trả tiền
buy	bought	bought	mua	put	put	put	đặt, để
come	came	come	đến	read	read	read	đọc
do	did	done	làm	ride	rode	ridden	lái (xe)
drink	drank	drunk	uống	run	ran	run	chạy
drive	drove	driven	lái (xe)	say	said	said	nói
eat	ate	eaten	ăn	see	saw	seen	nhìn thấy
feel	felt	felt	cảm thấy	send	sent	sent	gửi
get	got	got/gotten	nhận	sit	sat	sat	ngồi
give	gave	given	đưa	sleep	slept	slept	ngủ
go	went	gone	đi	speak	spoke	spoken	nói
have	had	had	có	swim	swam	swum	bơi
hear	heard	heard	nghe	take	took	taken	lấy
hurt	hurt	hurt	làm (ai đó) đau	tell	told	told	kể
know	knew	known	biết	think	thought	thought	nghĩ, suy nghĩ
leave	left	left	rời đi	throw	threw	thrown	ném
let	let	let	để cho (ai làm gì)	understand	understood	understood	hiểu
lose	lost	lost	làm mất	write	wrote	written	viết

Phrasal Verbs (Separable) and Their Meanings

Don't forget to **turn off** the oven before you leave the house.
Don't forget to **turn** the oven **off** before you leave the house.

Phrasal Verb	Meaning	Example Sentence
blow up	cause something to explode	The workers blew the bridge up .
bring back	return	She brought the shirt back to the store.
bring up	1. raise from childhood 2. introduce a topic to discuss	1. My grandmother brought me up . 2. Don't bring up that subject.
call back	return a telephone call	I called Rajil back but there was no answer.
call off	cancel	They called the wedding off after their fight.
cheer up	make someone feel happier	Her visit to the hospital cheered the patients up .
clear up	clarify, explain	She cleared the problem up .
do over	do again	His teacher asked him to do the essay over .
figure out	solve, understand	The student figured the problem out .
fill in	complete information	Fill in the answers on the test.
fill out	complete an application or form	I had to fill many forms out at the doctor's office.
find out	learn, uncover	Did you find anything out about the new plans?
give away	offer something freely	They are giving prizes away at the store.
give back	return	The boy gave the pen back to the teacher.
give up	stop doing	I gave up sugar last year. Will you give it up ?
help out	aid, support someone	I often help my older neighbors out .
lay off	dismiss workers from their jobs	My company laid 200 workers off last year.
leave on	allow a machine to continue working	I left the computer on all night.
let in	allow someone to enter	She opened a window to let some fresh air in .
look over	examine	We looked the contract over before signing it.
make up	say something untrue or fictional (a story, a lie)	The child made the story up . It wasn't true at all.
pay back	return money, repay a loan	I paid my friend back . I owed him \$10.
pick up	1. get someone or something 2. lift	1. He picked up his date at her house. 2. I picked the ball up and threw it.
put off	delay, postpone	Don't put your homework off until tomorrow.
put out	1. take outside 2. extinguish	1. He put the trash out . 2. Firefighters put out the fire.
set up	1. arrange 2. start something	1. She set the tables up for the party. 2. They set up the project.
shut off	stop something from working	Can you shut the water off ?
sort out	make sense of something	We have to sort this problem out .
straighten up	make neat and orderly	I straightened the messy living room up .
take back	own again	He took the tools that he loaned me back .
take off	remove	She took off her hat and gloves.
take out	remove	I take the trash out on Mondays.
talk over	discuss a topic until it is understood	Let's talk this plan over before we do anything.
think over	reflect, ponder	She thought the job offer over carefully.
throw away/throw out	get rid of something, discard	He threw the old newspapers away . I threw out the old milk in the fridge.
try on	put on clothing to see if it fits	He tried the shoes on but didn't buy them.
turn down	refuse	His manager turned his proposal down .
turn off	stop something from working	Can you turn the TV off , please?
turn on	switch on, operate	I turned the lights on in the dark room.
turn up	increase the volume	Turn the radio up so we can hear the news.
wake up	make someone stop sleeping	The noise woke the baby up .
write down	write on paper	I wrote the information down .

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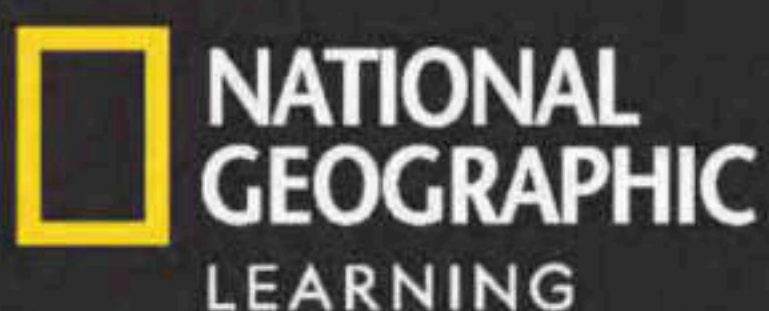
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