Unit 1 As Scary as You Think?

■ Listening

W: I want to explain something about how snakes think. _____ don't want to attack _____ chase people. As _____ read, snakes tend to _____ away when humans come _____. If a snake thinks _____ can get away, it _____. On the other hand, _____ a snake doesn't _____ it can get _____, it will stay put _____ try to defend itself. _____ way they do _____ is by moving _____ an enemy. They _____ doing this to attack. _____, they are just _____ to make the enemy _____ away. In that case, _____ a person does _____ away, the snake _____ going to chase _____ person! It might _____ like it wants to _____, but that is _____ another part of its _____ to make an _____ run. Think _____ it. What could a _____ gain from chasing a _____? A little snake couldn't eat you even if it caught and killed you.

■ Integrated Practice

M1: I am afraid of snakes. _____ I was young, I _____ camping and there _____ a big rock _____ my tent. When I _____ the rock, a _____ snake came out! I _____ so scared that I _____ move. Luckily, the snake went away, but since then I have always been afraid of snakes.

W: I hate spiders. If I see _____, I scream. Last _____, I was at a _____. I saw that a _____ of mine had a _____ on her shoulder. It _____ have fallen out of a _____ or something. I _____ the spider and _____. My friend jumped _____ I scared her. _____ of us could _____ the spider after _____. Anyway, we packed up our picnic and went home.

M2: Mice scare me. I hate to admit _____, but they do. _____ think they are so _____. I used to live _____ an apartment that had _____ of mice. One _____, I almost touched one. _____ came out of my _____! My father caught it _____ a box and _____ it out. But _____ a couple of _____, I couldn't wear _____ shoes.

Unit 2 Counting on a Storm

■ Listening

M: I was surprised that sound travels only one kilometer every three seconds. It _____ slow to me.
W: Yeah, that's _____ air is thin. _____ travels faster _____ water or iron.
M: What? Sound _____ faster in water _____ it does in air? So, the _____ of thunder _____ reach me faster _____ water?
W: Right. Sound _____ faster through thick, _____ things.
M: It seems _____ it should be the _____ way around; _____ should move more slowly _____ water than through air.
W: _____, it doesn't. Haven't _____ seen those old _____ movies where people _____ their ear on a _____ track to listen _____ a train?
M: Yeah.
W: That's _____ the sound of a _____ travels faster through _____ railroad tracks than _____ air. So, they _____ actually hear the _____ through the iron _____ they could _____ it through the air.
M: How _____ does sound _____ through railroad tracks?
W: Let's _____ in my science book. Here it is. It travels about five kilometers per second.

■ Integrated Practice

W: The scariest storm I can remember happened just last summer. _____ sister and I were _____ in the middle of _____ big lake when, suddenly, _____ clouds started rolling in. _____, we saw a flash of _____. We started counting—one, _____, three . . . and we heard a _____ of thunder. The storm was very _____! It was only one kilometer away! We _____ swimming back as fast as we could, but _____ were far _____ land. My sister hates _____, and she _____ a lot. There was no one around to _____ us. Luckily, we made _____ back safely. I never want to be close to a scary summer storm like that again!

Unit 3 Doing the Right Thing

■ Listening

M: I was surprised to hear that Mr. Chowdhury gave back all those diamond rings.
W: _____, too, and I _____ even more surprised _____ I heard about _____ life.
M: What do _____ mean?
W: I found an _____ online, and I _____ more about him. _____ has a pretty tough _____. The money from those _____ rings could have made a _____ for him.
M: Does he _____ a lot of _____ or something?
W: No, actually he is _____. He's in his _____, but he never _____ married. His parents _____ dead, so he _____ to help support _____ sisters.
M: I'm sure _____ in New _____ is expensive.
W: Yes; but on _____ of that, his _____ isn't great. He _____ high blood pressure _____ works twelve hours a _____ in a cab _____ he rents!
M: He doesn't _____ own his own cab?
W: _____. But even with all of that, he still chose to do the right thing when he found all of those diamond rings.

■ Integrated Practice

M: Driving a taxi isn't only dangerous. It's bad _____ a person's health as _____. Taxi drivers experience a _____ of stress every _____ out on the streets. _____ course, we all know _____ have to drive in _____-hour traffic, but they _____ have to drive in _____ weather conditions. Think _____ trying to drive _____ a big city _____ a snowstorm. In _____, taxi drivers have to _____ on holidays! There isn't _____ time for them to _____ relaxing with their _____ and families. All _____ this can affect a _____ health. It's no _____ a lot of taxi _____ have high blood _____ and other health _____. Driving a taxi is indeed a stressful job.

Unit 4 The Art of the Brick

■ Listening

M: How does Nathan Sawaya make his masterpieces? _____ he starts a _____, he looks at _____ of the object he _____ going to make. _____ sometimes looks at _____ of photos. He _____ draws sketches to help _____ picture the sculpture _____ his mind. After _____ preparation, it's on _____ building. For this, he _____ bricks, time, and patience. _____ with LEGO materials is a _____ process. Quite often, he has _____ change his original idea _____ the sculpture as he _____. Sometimes he has to _____ down part of the _____ he has already _____ in order to _____ it in a better shape. What's the _____ thing about LEGO sculpture? _____ says it is using _____ lines to represent curves. As all LEGO bricks are straight and square, it takes a little creativity to use them to make round objects.

■ Integrated Practice

W1: When I was young, I enjoyed playing with bugs. I _____ find worms or _____ and make homes for _____. Sometimes I brought them _____ our house, but my _____ wasn't happy with that. _____ playing with bugs _____ me for the future? _____, it made me interested _____ the natural world. _____ a result, I enjoy _____ and I would _____ to be a _____ or a chemist.

M: _____ I was in elementary _____, I loved reading comics. _____ day after school, I _____ read new comics. I _____ them from friends, rented _____, or bought them. _____, I still like reading _____. However, I don't think _____ helped me prepare for _____ future. I want to _____ a computer programmer. Comics _____ not related to that.

W2: _____ enjoy drawing. Ever _____ I was little, I _____ liked to draw. _____ used to draw animals, _____ now I like to _____ people. I don't know _____ drawing will help my _____. My sisters say I _____ really good at _____, but I don't know _____ I want to study _____. I am interested in science and math, too.

Unit 5 Art at Your Fingertips

■ Listening

M: I think it would be boring to sit around all day getting nail art done.
W: _____ it takes twenty _____ per nail, I guess _____ nails would take over _____ hours.
M: Exactly! That's too _____.
W: Well, there is a _____ way. These days, there _____ special inkjet machines that _____ paint pictures on fingernails.
M: _____ mean like inkjet _____ for computers?
W: They're _____ of like that. _____ they're special machines for _____ pictures on nails.
M: That _____ cool. Are they _____?
W: They're faster than _____, for sure. In fact, _____ fastest machine can do _____ ten fingernails in less _____ five minutes.
M: I _____ what kinds of _____ those machines can _____.
W: The one that I _____ can make anything. _____ fact, people can put _____ own digital photos _____ the machine and _____ those photos onto _____ nails. It is pretty amazing.

■ Integrated Practice

W: I read a few good tips for taking care of my fingernails the other day. _____ got the tips _____ a magazine. The first _____ I learned was _____ I should not use _____ nail clippers to keep _____ fingernails short. The metal _____ actually damage your _____ each time you _____ them. Instead, it is _____ to use soft nail-care _____ called emery boards. _____ an emery board for _____ or fifteen seconds per _____ once a week can _____ nails nice and _____. Filing the nails _____ is better than cutting _____. Another tip explained how to _____ your fingernails healthy _____ the inside. You have to _____ the right kinds of _____. Things like carrots, _____, and fish are examples of _____ foods to eat. _____ also important that you _____ plenty of water _____ day to keep your _____ healthy. The magazine also _____ that it is _____ to use lotion on _____ fingernails. I didn't know that there are so many things to do for your fingernails.

Unit 6 Ready for College?

■ Listening

W: The two major college entrance exams in the US are the SAT and the ACT. _____ colleges in the US _____ either test. Which _____ better? Which is _____? I can't really say. _____, I can tell you _____ of the differences _____ the tests. One big _____ is the writing section. _____ SAT requires all students _____ write an essay. For _____ ACT, students can choose _____ write an essay, _____ they don't have to. _____ difference is that the _____ only has a _____ and math section. _____ the ACT, students have to do _____ sections: English, math, reading, and _____. There are over 200 _____. The SAT only _____ 140 questions. So if _____ prefer a shorter test, _____ should go for the _____. But watch out. In _____ SAT math test, there _____ some questions that are _____ multiple choice. You have to _____ your work. In contrast, all the questions on the ACT are multiple choice.

■ Integrated Practice

W1: The university where I want to go will accept the SAT or ACT. Either _____ is OK. However, I _____ to take a _____ test as well. I _____ writing a lot these _____. Last year, the cut-off _____ for the SAT was _____. I'm not sure what _____ cut-off score for the _____ was.

M: To get into the big university in my country, students have to take a national exam. It's really hard to _____ a good score. _____ exam tests math science, _____, and English. The first _____ of the English _____ is on reading. You _____ to know a lot of _____ words for that part. _____ second part is on _____. There is no writing _____ the English part _____ the test.

W2: I will _____ high school this _____. Right now, I don't _____ I'm ready to go _____ university. I want to _____ classes at the community _____ near my home first. It's _____ easy to get in _____. I don't have to _____ any kind of test. I _____ need to show that I _____ high school.

Unit 7 Sweeter than Honey

■ Listening

W: Look! I found some of that UMF honey which we read about. Let's _____ some.
M: Wow! They have _____ a few kinds. Which _____ should we buy?
W: _____ two jars of _____ are the same size, _____ different prices. One is _____ dollars, but the other is _____ dollars! I wonder _____.
M: Look at this. _____ label on this jar _____ UMF 10, but the _____ jar is UMF _____. I guess that number _____ how strong the _____ is.
W: So the stronger the _____, the more expensive the _____.
M: That would make _____. The stronger the factor, the _____ it must work. Like _____ most other products, the _____ it works, the more _____ it is.
W: Hey, wait a _____. The cheaper jar _____ that this honey is _____ Mexico. Isn't UMF honey _____ to come from New _____?
M: You're right. This jar _____ is UMF 25 is _____ New Zealand. Let's get the real stuff even though it is more expensive.

■ Integrated Practice

M: Honey is healthy. It _____ chemicals in it that _____ help our body fight _____ diseases. But some _____ of honey are _____ for you than other _____. Dark honey is _____. In general, the _____ the honey, the better _____ is for you. Bees _____ buckwheat plants make a _____ honey. In fact, this _____ is much healthier than _____ honey. When compared, it _____ twenty times as much _____ stuff in it. _____, the next time you're _____ the store, pick _____ a jar of the _____ honey you can find. _____ the honey with the _____ health benefits for you. _____ about it. The next time you _____ sick, you can _____ your medicine. Honey!

Unit 8 Parkour

■ Listening

M: At the moment, there is a lot of argument in the sport of parkour. _____ people want competitions, _____ others do not. _____ now, it is _____ of an individual sport. _____ only compete with themselves. _____ try to get better _____ day. But lately, some _____ the new athletes want _____. They think that competitions _____ be good. It would _____ the sport more _____. Plus, they think _____ the sport would _____ at a faster _____. They say that it _____ only a matter of _____ before regular competitions _____ started. But many _____ the original athletes _____ against this change. _____ say that it is _____ the idea of parkour. _____ is no "best." _____ is about learning to _____ obstacles. No one way is _____ than another. These parkourists _____ doing their best to _____ competitions from ever happening. They do not want the sport to change.

■ Integrated Practice

M1: One famous, old sport I like is soccer. Soccer was _____ played almost 4,000 _____ ago! Almost every _____ civilization, Greece, Egypt, and _____, for example, played a _____ of soccer. I really _____ soccer because the _____ have to be _____. They need to run _____, handle the ball _____, and think fast!

W: My _____ really likes golf. _____ says it is _____ intelligent game and that _____ need both skill and _____. Golf was first _____ in Scotland in _____ 1100s. In fact, the _____ golf course in _____ world is in _____. Queen Mary played _____ it in the _____. Dad says that _____ needs a lot of _____ and that only _____ people can play it.

M2: _____ is a famous sport. _____ field hockey has _____ played for thousands _____ years, people didn't start _____ ice hockey until the _____. The rules for _____ hockey were first _____ by a Canadian _____. I guess that's why _____ like me really love _____ sport. In addition, _____ like it because it's _____ fast sport. There's a lot of action in a hockey game!

Unit 9 Making Video Games

■ Listening

W: Besides faces, there are a few other troublesome areas for game developers. Most of these _____ involve the background. _____ difficult thing to show _____ water. Water is _____ in motion. So programmers _____ to think about how _____ moves and how to _____ this. Until recently, computers _____ not powerful enough to _____ able to show all _____ movement in water.

M: That's _____, and portraying fire involves _____ problems. If you can believe _____, fire is even more _____ a problem than water. _____ moves faster than water. _____ also changes the things _____ it by burning them. _____ in games now is _____ and explosive. And although _____ are ways to show more _____ fire in games, our _____ are not powerful enough. _____ think this will change _____ the next five years. Imagine what games will look like then!

■ Integrated Practice

M: The Half Life series is one of the world's most popular computer games. _____ love its thrilling story _____ its excellent graphics. How _____ the graphics in the _____ Life series different _____ other games'? Well, first _____ all, the faces of _____ characters look more _____. Ken Birdwell, the senior _____, spent a lot of _____ making their faces look _____. He made sure that the _____ faces have a natural _____. They are not square _____ in other games. _____ faces also show emotion _____ feeling. In addition, the _____ has better background graphics. _____ light and shadow are _____ natural. And the fire _____ water graphics are well _____. It's no wonder that players are looking forward to the next game in the series.

Unit 10 Be Careful Where You Use It

■ Listening

W: Can you imagine your cell phone falling into the toilet? _____!
M: Actually, cell phones are _____ gross even if they _____ fall into the toilet.
W: _____ do you mean?
M: Cell _____ are covered with germs _____ bacteria.
W: No way!
M: It's _____. Some researchers did a _____ on it.
W: How do _____ phones get so dirty?
M: _____ hands get dirty from _____ all kinds of _____, like doors, handles on _____ or trains, keyboards, _____. Then they pick up _____ phones, so the germs _____ bacteria get onto the _____.
W: That is pretty _____ now that I _____ about it.
W: That's not _____. The researchers said there _____ more germs on cell _____ than on toilet seats! _____ grow really well on _____ because they are warm _____ electricity and they are _____ in dark places.
W: _____! I'm going to buy some of those wet towels that kill bacteria and use them on my phone.

■ Integrated Practice

M1: Ladies and gentlemen, we are about to take off. Please _____ off any cell _____ or other electronic devices. _____ interfere with equipment aboard _____ aircraft. Cell phones may _____ be used until we _____.

W: The doctor is a _____ late today. Please _____ a seat in the _____ room until the nurse _____ you back. Before you _____ down, remember to turn _____ your cell phone. It _____ be off while you're _____. It might disturb other _____.

M2: Good evening, everyone. _____ to West Lake High _____ production of King Lear. _____ polite and please turn _____ all cell phones before _____ show. This is how _____ can help our actors. _____ phones can distract the _____ on stage. Thank you, and please enjoy the show.

Unit 11 The King of the Skies

■ Listening

G: When I say “king of the skies,” what bird do you think of?
B: _____ of the skies? You _____ the best flier? _____, I would say the _____.
G: The swallow, not the _____? Why’s that?
B: Well, swallows _____ thousands of kilometers a _____. Every fall, they fly _____ Europe all the way _____ southern Africa.
G: Wow! That _____ be at least 4,000 _____!
B: And every spring, they _____ all the way back _____ Africa to Europe. So, _____ are amazing birds.
G: But _____ about albatrosses? They fly _____ of kilometers, too! They _____ fly weeks on end _____ even landing. They fly _____ further than swallows.
B: Sure, _____ albatrosses soar! Swallows flap _____ wings. Swallows need a _____ more energy to fly than _____. Plus, they’re tiny! Think _____ often their little wings _____ to flap to keep _____ going.
G: I guess so.
B: _____ swallows are considered one _____ the signs of spring, _____ know.
G: Alright, _____. Maybe there can be two kings of the skies!

■ Integrated Practice

M: I know that spring is coming when I see swallows at our house. _____ are two swallows, a _____ and wife, that fly _____ to our house every March. _____ arrive suddenly, chirping loudly _____ flying in circles over _____ back door. As the _____ pass and they build _____ nest, the first spring _____ also start to grow _____ our garden. It is _____ like their arrival wakes _____ the flowers. And as _____ flowers grow, so do _____ baby swallows. Our swallows _____ always represent the beginning _____ spring for me. I look forward to their return every year.

Unit 12 Do Animals Have Feelings?

■ Listening

W: Do animals feel love? Maybe. Maybe _____. Love is one _____ that causes a lot _____ scientists to disagree. On _____ one hand, there are _____ signs of animal love _____ nature. Or, at _____, there seem to be. _____ include mothers taking care _____ their babies, or even _____ groups protecting one another _____ danger. One scientist has _____ a notable discovery. The _____ of some animals produce _____ that are seen in _____ brains. In our brains, _____ chemicals are responsible for the _____ of love. On _____ other hand, some _____ doubt that animals really "_____" love. They say that _____ are just putting our _____ feelings on the animals. _____ expect animals to love _____ protect their young because _____ do. But these scientists _____ that animals do these _____ by instinct. They say _____ have no feelings. Animals only have inborn behaviors.

■ Integrated Practice

M: I don't think animals have feelings like humans. My dog, for example, _____ doesn't think about his _____. He is happy when I _____ him, that's it. _____ is happy to see _____ person that feeds him. I _____ think my dog loves _____; he just wants _____ be fed! This is _____ his inborn behavior.

W: I _____ think animals have feelings. _____ think about their emotions. _____ monkeys in Japan. They _____ to make snowballs and _____ snowball fights in winter. _____ can't be instinct. They _____ doing it because they _____ joy from it. Another _____ could be the _____. When one elephant in _____ herd dies, all the _____ elephants make sad sounds. _____ elephants stop eating. These elephants know why they are sad, and they show grief.

Unit 13 The House That Dee Built

■ Listening

M: Did you know that, thanks to her small house, Ms. Williams only has _____ work when she wants _____.
W: What? She doesn't have _____ regular job?
M: Not anymore. _____ just works part-time _____, and she says that _____ still has extra money. _____ house is paid _____ and she doesn't have _____ bills for water, _____, or gas.
W: Except _____ the tank of gas _____ buys, but I _____ that doesn't cost much.
M: _____. And since she doesn't _____ a lot of space _____ books or things, Ms. _____ doesn't buy them. She _____ books from the _____ to read, and _____ only buys things that _____ really needs.
W: Wow! I _____ she saves a lot of _____ that way. I wonder _____ she does with it.
M: I _____ that she gives money to _____ or uses the money _____ help her friends and _____ when they need it.
W: Maybe having a small house like that isn't such a bad idea.

■ Integrated Practice

W: I used to live in an apartment, but now I live in my own house. I _____ it! One thing I _____ about owning a house _____ that it saves money. _____ of the money I _____ for my house is _____. If I sell my _____, I get the money _____; and if the price _____ my house goes up, _____ can even make money! _____ thing I like about _____ house is that I _____ change it. I can _____ the rooms different colors, _____ I can change the _____ kitchen. It's my house, _____ I can do anything _____ want with it. I think owning your own house is the way to go!

Unit 14 Turkish Coffee

■ Listening

M: Turkish coffee is vital for Turkish men as well as women. _____ has played a big _____ in the lives of _____ men. In the past, men _____ women socialized separately. _____ didn't mix. Women _____ and drank coffee at _____. And men went _____ the home to get _____ coffee. They drank in _____ houses. While drinking, the _____ usually talked about _____ and business. Coffee houses _____ just places to be _____ friends. Anti-government groups _____ in these places, _____. Protests were even started _____! In the past, coffee _____ were centers for both _____ and serious talks. And _____ is still true today. _____ and coffee houses are _____ important in Turkey. But _____ things have changed a _____. Women as well as _____ drink coffee outside the _____. Friends and family often _____ at coffee houses to _____ topics of the day. Plus, they all enjoy cups of tasty Turkish coffee there.

■ Integrated Practice

W: Mate tea is an important drink in my country, Argentina. First, it _____ a very social drink. _____ all drink mate together _____ of the same cup, _____ the same straw. Mate _____ also a very healthy _____. It is a kind _____ green tea, so it is _____ in calories, and it _____ increase energy. When I _____ mate, I always feel good!

M: In Germany, one drink _____ we often have on _____ is Wassail. This _____ a hot _____ cider, made from _____, apple cider, and spices like _____ and cinnamon. Drinking _____ has a long history, _____ of years in fact. _____ still drink it on _____ holidays like Christmas and _____ Year's. When drinking Wassail, _____ important to also make _____ lot of noise. That way, the evil spirits will be chased away and we will have good luck the next year!

Unit 15 The Beard Olympics

■ Listening

M: Did you see the picture of the Chinese mustache category winner in the newspaper?
W: I _____! It was pretty _____-looking. I didn't think _____ could grow a mustache _____ long. It hung down _____ his knees!
M: Yeah, _____ said his mustache _____ five feet long. Did _____ see pictures of any _____ the other contestants?
W: I _____ a guy competing in _____ Salvador Dali category. He _____ a thin mustache that _____ straight up.
M: Straight _____? I guess he used _____ hair spray.
W: Yeah, they're _____ to for the Salvador _____ category. And I also _____ a guy in the _____ beard natural category.
M: Full _____ natural category? Did he _____ have a big beard?
W: _____, just a big full _____. Kind of boring, but _____ not allowed to use _____ hair spray to make it _____ bigger.
M: Well, I saw the _____ of the freestyle beard _____. His beard was definitely not boring. It looked like an octopus!

■ Integrated Practice

M: Besides cleaning and conditioning, there are other things to consider when maintaining your beard. _____, you should trim your _____ regularly. Just like you _____ a haircut, you _____ get your beard cut. _____ keeps it healthy. It _____ keeps it looking nice _____ neat. In addition, you _____ think about the shape _____ your beard and _____ shape of your face. _____ beard should complement your _____. For example, a short, _____ beard makes a round _____ look thinner. Finally, you _____ think of your _____ as a fashion _____. What do you want _____ beard to say about _____? A modern style of facial hair, such as a goatee, can give you a stylish look.

Unit 16 For Shame

■ Listening

M: What do you think about punishing people by embarrassing them?
W: I _____ it's a bad idea.
M: _____? Don't you think it will _____?
W: It might, but it's _____ a bad idea. Embarrassing _____ on purpose is cruel.
M: _____ isn't supposed to be _____.
W: Well, giving someone a _____ report or written _____ of a mistake isn't _____, but it isn't cruel _____.
M: You have a point _____.
W: The goal of any _____ of punishment should be _____ correct offenses. Cruel punishment _____ not do that. In _____, the person being punished _____ end up getting mad. _____ he or she won't _____, "Oh, I shouldn't do _____ again." Instead, he or _____ may think, "I'm going _____ do something else bad _____ I think this kind _____ punishment is wrong."
M: Do _____ think police officers would _____ mad because they have to _____ Hello Kitty armbands?
W: They _____. We'll just have to see if this idea works in Thailand.

■ Integrated Practice

M: How should parents punish teenagers? Just like with _____ kids, taking something away _____ a teenager can be a _____ of punishment. Taking away a _____ social life by _____ them stay home is _____ "grounding." A parent may _____ a teenager for a _____ or even a weekend. _____ is grounding better than _____ or talking? When a _____ hits or talks to a _____ as punishment, it only _____ for a short time. _____ can last for a _____ or a few _____! Of course, teens hate _____. They may be able _____ take a short _____, but not a long _____. So, grounding is probably the best way for parents to punish teenagers.

Unit 17 The Benefits of Chocolate?

■ Listening

W: Do you know how chocolate gets its flavor? As you _____, chocolate is made from the _____ bean. Cocoa beans come _____ the fruit of cocoa _____. After the cocoa _____ are taken out of _____ cocoa fruit, the beans _____ put in big _____ or baskets. Now the _____ are just left to _____. Before this point, the _____ beans actually do not _____ any of that _____ chocolate taste. Like with _____ or cheese, the _____ these foods are _____ to sit, the _____ flavor these foods _____ have. Giving the _____ time to sit is _____ the first step in _____ chocolate, though. After they _____ some flavor, the beans are _____. At this point, the _____ beans are sold to _____ makers. There are _____ many more steps to _____ to make good chocolate. _____ the most important thing, _____ chocolaty taste, has _____ been taken care of.

■ Integrated Practice

M: Some of the best chocolate in the world comes from France. _____ makes theirs so great? _____ of all, French chocolate _____ use Arriba beans. These _____ come from Central America. _____ are one of the _____ types of cocoa beans. _____ only do the makers _____ great beans, they also _____ other top quality _____. For example, they use _____ the highest quality butter, _____ butter. They never use _____ or vegetable fat. These _____ are bad for us. _____, they use a high _____ of chocolate liquor. It _____ this liquor that adds a _____ taste to the chocolate. So, it is not surprising that the French make some of the most delicious chocolate in the world.

Unit 18 What Do You See?

■ Listening

W: I just finished a great book by Oliver Sacks. _____ a doctor _____ specializes in the _____. It was about _____ of his patients.
M: I've _____ of one of his _____—the guy who mistook _____ wife for a hat, _____?
W: Right, and there _____ plenty of others. _____ this one painter, Jonathan I.
M: _____ his problem?
W: Well, _____ became color blind _____ a car accident. His _____ weren't damaged, but his _____ could no longer recognize _____.
M: That sounds like a _____ problem for an artist!
W: _____! He lost the ability to _____, imagine, or remember _____. He can't even dream in _____ anymore.
M: Terrible!
W: At _____ he was _____. But then he slowly changed _____ painting style. Now _____ paints in black and _____, and his new paintings _____ been great!
M: No _____!
W: And now, three years _____ the accident, he rejects _____ of the doctor's suggestions _____ restoring his sense of _____! He wants to keep his vision the way it is.

■ Integrated Practice

M: The brain is an amazing thing, but you can fool it. _____ simple way to fool _____ is to stare at _____ without blinking or looking _____ for about thirty seconds _____ a minute. For _____, stare at the picture _____ the white batman on the _____ background for one minute _____ blinking. Then, quickly _____ at a white _____ or the ceiling. _____ will you see? _____ see a black _____. This is called an _____ trick. It happens because _____ parts of your eyes _____ more tired than other _____.

W: Another trick we _____ do to fool our minds _____ two pencils. First, hold _____ horizontally in front of _____ eyes, about thirty centimeters _____. Looking at them with _____ eyes open, slowly _____ the two points of _____ pencils together. Simple, _____? Now try the same _____ but with one eye _____ or closed. Did the _____ of the pencils miss _____ time? This is because you can't judge distance with just one eye, so your brain doesn't know how far the pencils are from one another.

Unit 19 A Vacation for Your Computer

■ Listening

M: Do people choose their vacations by thinking about Internet access? _____ yet, but it _____ happen in the future. _____, people visiting big _____ can find Internet access _____. In places like New _____, London, and Seoul, you _____ access the Internet almost _____. A visitor to any of _____ cities can find Wi-Fi _____ in hotels, coffee shops, and _____ parks! There is Wi-Fi access all _____ the place. This means _____ more people can combine _____ and fun. And things are _____ changing. Now, it is _____ common outside of _____, too. Even when _____ go camping, you can _____ Wi-Fi access in some _____. Some camping sites in the _____ in Arizona and in the _____ in California offer campers _____ Wi-Fi access. Some camping _____ in Alaska do as _____! Think about _____. One day, we might be able to wake up in a tent, go for a hike, and then sit near a river to work from our laptops.

■ Integrated Practice

W: Some people say _____ is for older people. _____ messages, or IMs, are _____ popular with young people _____ days. One reason for _____ is because they can _____ and get IMs on _____ cell phones. So, they _____ have to be in _____ of a computer to _____ or get messages. _____ people have freedom to _____ or get messages _____ anywhere. They _____ be in a class, _____ a coffee shop, or _____ riding a bus. This _____ is important to know _____ anyone trying to get a _____ to a student. _____ person should send an _____ to the student's _____ phone, not send them an _____. These days, some _____ people don't check their _____ accounts regularly. An email may not be read for days, but an IM is usually read right away.

Unit 20 The Air Car

■ Listening

W: That air car sounds great!
M: Yeah, it could _____ some of our pollution _____.
W: I wonder why we _____ see any of them _____ the streets. After all, _____ were invented in _____.
M: I read that there _____ problems with the air _____. In theory, the _____ is supposed to go _____ 200 km on one _____ of air, but in _____ the car has only gone _____ km.
W: Seven km? That's a _____ difference.
M: Yeah. I also _____ there was an issue _____ the body of the _____.
W: The body of the _____?
M: Well, I guess _____ it's made from a _____ weak material, fiberglass. If _____ car is in a crash, _____ will break apart.
W: _____ not good.
M: But on the _____ side, I think MDI has _____ these problems. _____ to today's newspaper, _____ has sold its design to _____ countries, including Germany, _____, Israel, and South _____.
W: So maybe we will see it soon after all!

■ Integrated Practice

M1: Public transportation is one way to reduce CO2 pollution. If _____ ride the subway or _____, you reduce the _____ of CO2 produced per _____. This has added _____, too. It cuts down _____ problems and traffic jams.

W: I _____ that a good _____ to reduce _____ is to wash all our _____ in cold water, _____ warm or hot _____. It takes a _____ of energy to _____ water, and the _____ makes a lot of CO2. _____ people don't _____ notice a _____ in their clothes. _____ not try it?

M2: I think the _____ way to reduce _____ is to turn off the _____ when you _____ a room. And make sure to _____ computers and _____ machines you are not _____. Even though they are not in use, they waste energy when they are plugged in.