

Grade : Seven

Term : 2nd

Unit 6 booklet

Vocabulary

Writing

Class notes

Dictation

Vocabulary

Word	Meaning
*lessons 1 & 2	
1) Rescue (v)	*to free or deliver from confinement, violence, danger, or evil.
2) Crossing over(v)	*to move, pass, or extend from one side to the other side of (a street, river, ..)
3) Coast (n)	*the land next to the sea; seashore:
*lesson 3	
4) browsing (v)	*to look through or glance at casually or randomly:
5) Fitness mad	*an expression used to show that you like something so much
6) Absolutely (adv)	*without exception; completely; wholly; entirely:
*lessons 4&5	
7) Destination (n)	*the place to which a person or thing travels or is sent:
*lesson 6	
8) Tube (n)	*a hollow, or body of metal, glass or other material, used for containing liquids or gases.
9) Smartphone (n)	*a device that combines a cell phone with a handheld computer, typically offering Internet access, data storage, email capability, etc.
10) Carriages (n)	*a wheeled vehicle for conveying persons,

11) Rush hour (n)	*a time of day in which large numbers of people are going to or returning from work,
12) attendant (n)	*a person who is present, as at a meeting.
13) Conventional map (adj)	*ordinary rather than different or original:
14) signs (n)	* any object, action, event, pattern, etc., that conveys a meaning.
15) satellite map	*relating to, or constituting a satellite:
16) contour lines(n)	*a line joining points of equal elevation on a surface.
17) legend	*a nonhistorical or unverifiable story handed down by tradition from earlier times and popularly accepted as historical.
*lessons 7 & 8	
18) sense of direction	*to be able to identify the directions easily.
19) convenient (adj)	*suitable or agreeable to the needs or purpose
20) compass (n)	*an instrument for determining directions ,
*lesson 9	
21) guided tours (adj)	* supervised or controlled tours.
22) appear (v)	*to come into sight; become visible:
23) narrow (adj)	*limited in extent or space ;
24) stick out (v)	*to thrust or poke into a place or position indicated: <i>to stick one's head out of the window.</i>
25) communities	*a group of associated nations sharing common interests

26)coastal villages	*a village located near a coast:
27)population (n)	*the total number of persons inhabiting a country, city, or any district or area.
28)explore (v)	*to traverse or range over (a region, area, etc.) for the purpose of discovery:
29)cruise	*to travel about without a particular purpose or destination.
lesson 10	
30)psychology (n)	*the science of the mind or of mental states and processes .
31)social science (n)	*the study of society and social behavior.
32)shelves (n)	1. * (shelf) a thin slab of wood, metal, etc., fixed horizontally to a wall or in a frame, for supporting objects
*lessons 11&12	
33)escape (v)	*to slip or get away
34) snowboard (n)	*a board for gliding on snow ,
35) avalanche (n)	*a large mass of snow, ice, etc., detached from a mountain slope and sliding or falling suddenly downward.
36) rush -down	*to move, act, or progress with speed
37) outrun	*to run faster or farther than.
38) desperately (adv)	*leaving little or no hope

39) unconscious(adj)	*without awareness, sensation, or cognition.
40) pitch(v)	*to throw or toss.
41) ledge (n)	*a more or less flat shelf of rock protruding from a cliff or slope.
42) hovered above	* (hover)to remain in an uncertain or irresolute state; waver:
43) injuries (n)	*harm or damage that is done or sustained:
lesson 13	
44) explorations (n)	*the investigation of unknown regions.
45) expedition (n)	*a journey or voyage made for some specific purpose, as of war or exploration.
46) voyages (n)	*travel or passage, especially a long journey by water to a distant place.
47) space-mission(n)	*any important task or duty related to space
lesson 15	
48) reputation(n)	*the estimation in which a person or thing is held, especially by the community or the public generally;
49) space probe (n)	*a vehicle, such as a satellite, equipped to obtain scientific information, normally transmitted back to earth by radio,
50) evolution (n)	1. *any process of formation or growth; development:
51) broader(adj)	*of great extent; large:
52) launch (v)	*to set (a boat or ship) in the water.

*lessons 17&18	
53) folktale (n)	*a tale or legend originating and traditional among a people or folk, especially one forming part of the oral tradition of the common people.
54) coincidence (n)	*a striking occurrence of two or more events at one time apparently by mere chance:
55) merchant (n)	*a person who buys and sells commodities for profit ;
56) fortune (n)	*wealth or riches

COMPARATIVE ADJECTIVES

Comparative adjectives are used to compare differences between the two objects they modify (*larger, smaller, faster, higher*). They are used in sentences where two nouns are compared, in this pattern:

Noun (subject) + verb + comparative adjective + *than* + noun (object).

The second item of comparison can be omitted if it is clear from the context (final example below).

EXAMPLES

- My house is **larger** than hers.
- This box is **smaller** than the one I lost.
- Your dog runs **faster** than Jim's dog.
- The rock flew **higher** than the roof.
- Jim and Jack are both my friends, but I like Jack **better**. ("than Jim" is understood)

1. Jake's room is than Larry's room. (*small*)
2. The blue car is than the black car. (*nice*)
3. This exercise is than that one. (*boring*)
4. His pullover is than his jeans. (*dark*)
5. Susan's hair is than my hair. (*long*)
6. George is than Robert. (*funny*)
7. My result in the test was than Harry's. (*good*)
8. Gold is than silver. (*expensive*)
9. Christine is than Alice. (*smart*)
10. Football is than handball. (*popular*)

Past continuous

Level: beginner

The past continuous is made from **the past tense of the verb *be*** and the ***-ing form*** of a verb:

<i>I was</i>	
<i>You were</i>	<i>working</i>
<i>He was</i>	<i>playing</i>
<i>She was</i>	<i>living</i>
<i>It was</i>	<i>talking</i>
<i>We were</i>	
<i>You were</i>	etc.
<i>They were</i>	

We use the past continuous to talk about the **past**:

- for something which **happened before and after another action**:

*The children **were doing** their homework when I got home.*

Compare: *The children **did** their homework when (= after) I got home.*

This use of the past continuous is very common at the beginning of a story:

*The other day **I was waiting** for a bus when ...*

*Last week, as **I was driving** to work, ...*

- for something that **happened before and after a specific time**:

*It was eight o'clock. **I was writing** a letter.*

Compare: *At eight o'clock I wrote (= started writing) some letters.*

- to show that something **continued for some time**:

*My head **was aching**.*

*Everyone **was shouting**.*

- for something that **happened again and again**:

***I was practising** every day, three times a day.*

***They were meeting** secretly after school.*

***They were always quarrelling**.*

- with verbs which show **change or growth**:

*The children **were growing up** quickly.*

*Her English **was improving**.*

*My hair **was going** grey.*

*The town **was changing** quickly.*

Put the verbs into the correct form (past progressive).

1. When I phoned my friends, they (play) monopoly.
2. Yesterday at six I (prepare) dinner.
3. The kids (play) in the garden when it suddenly began to rain.
4. I (practise) the guitar when he came home.
5. We (not / cycle) all day.
6. While Aaron (work) in his room, his friends (swim) in the pool.
7. I tried to tell them the truth but they (listen / not) .
8. What (you / do) yesterday?
9. Most of the time we (sit) in the park.

(1) Write a paragraph about your favorite places.

Step 1: Topic sentence

The form consists of a large outer rectangle divided into four equal quadrants by a vertical line down the center and a horizontal line across the middle. In the center of the page, there is a smaller horizontal rectangle that overlaps the horizontal line of the larger box. This layout is designed for students to write a topic sentence in the central box and then expand on it in the surrounding quadrants.

(2) Write a paragraph about a guided tour to Dubai Museum.

Step 1: Topic sentence

The form consists of a large outer rectangle divided into four equal quadrants by a vertical line and a horizontal line. A smaller, horizontally-oriented rectangle is positioned in the center of the page, overlapping the horizontal line of the larger rectangle. This layout is designed for students to write a topic sentence in the central box.



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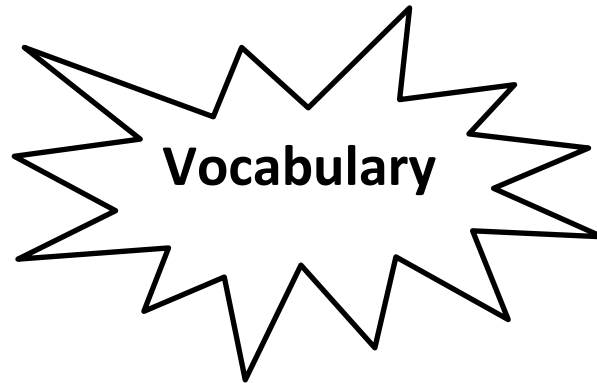
Unit 7 booklet

Vocabulary

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Dictation



Vocabulary

Word	Meaning
1)alternative (n)	One of two or more available possibilities. Ex: <i>audiobooks are an interesting alternative to reading'</i>
2)Athletes (n)	A person who is proficient in sports and other forms of physical exercise. Ex: <i>he had the broad-shouldered build of a natural athlete</i>
3)Balance (n)	An even distribution of weight enabling someone or something to remain upright and steady. Ex: <i>she lost her balance and fell.</i>
4)Balanced diet (adj)	A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health. Ex: <i>'I'm not a health expert, all I know is that a balanced diet is what we need to live healthily.'</i>
5)biscuit	A small baked unleavened cake, typically crisp, flat, and sweet. Ex: <i>'a chocolate biscuit'</i>
6)blood(n)	The red liquid that circulates in the arteries and veins of humans and other vertebrate animals, carrying oxygen to and carbon dioxide from the tissues of the body. Ex: <i>'Doctors have been waiting a long time for a suitable oxygen carrying alternative to transfused blood.'</i>
7)breathe (v)	Take air into the lungs and then expel it. Ex: <i>'breathe in through your nose'</i>

8)calcium (n)	The chemical element of atomic number 20, a soft grey metal. Ex:Calcium is one of the alkaline earth metals.
9)carbohydrates(n)	Any of a large group of organic compounds occurring in foods. Ex:‘ <i>Food is a mix of carbohydrates, protein, fats, vitamins, minerals and other things.</i> ’
10) chemical reactions (n)	A process that involves rearrangement of the molecular or ionic structure of a substance, as distinct from a change in physical form or a nuclear reaction. EX:‘ <i>Liquid ammonia is also utilized as a solvent in certain chemical reactions.</i> ’
11) concentration(n)	The action or power of focusing all one's attention. Ex:‘ <i>he made a mistake - due to a lack of focus, concentration or skill.</i> ’
12)confusion (n)	Uncertainty about what is happening, intended, or required. EX:‘ <i>there seems to be some confusion about which system does what</i> ’
13) crisps (n)	(of a fruit or vegetable) firm and juicy
14)daily routine (n)	A sequence of actions regularly followed. <i>as a matter of routine a report will be sent to the director</i>
15)products (n)	An article or substance that is manufactured or refined for sale.
16)dehydrated	Cause (a person or their body) to lose a large amount of water.
17)diet	The kinds of food that a person, animal, or community habitually eats. Ex:‘ <i>There are many concerns with eating diets high in animal fat.</i> ’
18)doughnuts (n)	A small fried cake of sweetened dough, typically in the shape of a ball or ring.

19)endorphins(n)	Any of a group of hormones secreted within the brain and nervous system and having a number of physiological functions.
20)essential (adj)	Absolutely necessary; extremely important. Ex: <i>'it is essential to keep up-to-date records'</i>
21)evaporation (n)	The process of turning from liquid into vapour. Ex: <i>'snow cover prevents evaporation of water from the soil'</i>
22) fizzy (adj)	(of a drink) containing bubbles of gas Ex: <i>'fizzy mineral water'</i>
23)fluids(n)	A substance that has no fixed shape and yields easily to external pressure; a gas or (especially) a liquid.
24)input (n)	What is put in, taken in, or operated on by any process or system. Ex: <i>'there is little input from other members of the team'</i>
25)irritability	The quality or state of being irritable.
26)junk food	Pre-prepared or packaged food that has low nutritional value. <i>'Ex:I was eating too much junk food'</i>
27)milkshake (n)	A cold drink made of milk, a sweet flavouring such as fruit or chocolate,
28)minerals (v)	A solid, naturally occurring inorganic substance. Ex: it identifies the mineral or compound present'
29)pulses	A rhythmical throbbing of the arteries as blood is propelled through them, typically as felt in the wrists or neck. Ex: <i>'the doctor found a faint pulse'</i>
30)raisin (n)	A partially dried grape.
31)scone (n)	A small unsweetened or lightly sweetened cake made from flour, fat, and milk and sometimes having added fruit.

32)smoothie (n)	A thick, smooth drink of fresh fruit pureed with milk, yogurt, or ice cream.
33)stamina (n)	The ability to sustain prolonged physical or mental effort.
34) starchy (adj)	(of food or diet) containing a lot of starch.
35) whole meal(n)	Denoting flour or bread made from whole grains of wheat, including the husk or outer layer.

Quantifiers with countable and uncountable nouns

Quantifiers with countable and uncountable nouns

Adjectives and adjectival phrases that describe quantity are shown below. Some can only go with *countable* nouns (friends, cups, people), and some can only go with *uncountable* nouns (sugar, tea, money, advice). The words in the middle column can be used with *both* countable and uncountable nouns.

Only with uncountable nouns	With uncountable and countable nouns	Only with countable nouns
How much?	How much or How many?	How many?
a little	no/none	a few
a bit (of)	not any	a number (of)
-	some (any)	several
a great deal of	a lot of	a large number of
a large amount of	plenty of	a great number of
-	lots of	-

+ noun

Note: *much* and *many* are used in negative and question forms.

Examples

- **How much** money have you got?
- **How many** cigarettes have you smoked?
- There's **not much** sugar in the cupboard.
- There weren't **many** people at the concert.

They are also used with *too*, *(not) so*, and *(not) as* :

There were **too many** people at the concert - we couldn't see the band.
It's a problem when there are **so many** people.
There's **not so much** work to do this week.

Much of, many of

When we use *much* or *many* before articles (*a/an, the*), demonstratives (*this, that*), possessives (*my, your*) or pronouns (*him, them*), we need to use *of*:

- How **much of** this book is fact and how much is fiction?
- Claude, the seventeenth-century French painter, spent **much of** his life in Italy.
- Unfortunately, not **many of** the photographers were there.
- How **many of** them can dance, sing and act?

In positive statements, we use **a lot of**.

Examples

- I've got **a lot of** work this week.
- There were **a lot of** people at the concert.

Write the correct answer using: many...much...a few...a little.

1-How cups of coffee do you drink in the morning?

2-He has dishes to wash. His house is very dirty.

3-How rice do you want?

4-I don't have money today.

5-I have dollars to go shopping.

6-You are wasting water. Save it.

7-She doesn't have work to do today.

8-They are young, they have to learn.

9-The soup needs salt.

10-I want cream for my coffee please.

11-How vegetables do you buy every week?

12-We don't like pork to . We eat on weekends.

13-I don't have time for lunch. I have to go.

14-He doesn't go out . He has only friends.

15-She has pots and pans in her kitchen.

Adjectives: -ed or -ing? English contains numerous *-ed or -ing* adjective pairs derived from verbs. To avoid mixing these up, remember that the **-ed** adjectives are used to describe how you feel, and the **-ing** adjectives are used for what it is that makes you feel that way. Here are some examples:

- I feel **tired**. - Working in the garden all day is very **tiring**.
- I am **bored**. - This grammar lesson is **boring**.
- She was **disappointed**. - Her math test score was **disappointing**.
- I'm **interested** in Ancient Egypt. - I think Ancient Egypt is **interesting**.
- He was **shocked**. - He found your behaviour **shocking**.
- I'm very **confused** by this film. - This film is very **confusing**.

[Do a quiz on this grammar topic.](#)

Adjective or adverb? In English most (but not all) adverbs have a different form (spelling) than their corresponding adjective. It is important, therefore, that you know whether you need an adjective or an adverb in the sentences you want to say or write. Generally, adjectives are used to describe nouns and adverbs are used with verbs to say *how* things are done. In the following examples, the **adjectives** are red and the **adverbs** are blue:

- He's a **beautiful** singer. - He sings **beautifully**.
- She's a very **quick** runner. - She can run very **quickly**.
- He's a **careless** writer. - He writes **carelessly**.
- She's a **good** worker. - She works **well**.

Adverbs are also used to give extra information about adjectives (or other adverbs), as in the following examples:

- I am **extremely** happy in my new job.
- She's in hospital with a **seriously** injured neck.
- It's **incredibly** easy to make a mistake when knitting.
- The girl climbed **dangerously** high up the tree.
- Because of the thick fog I drove **extremely** carefully.

After certain verbs (e.g. *be, become, seem, look, taste, smell, etc.*) the adjective, not the adverb, is used:

- She doesn't seem **happy** today.
- Don't be **stupid!**
- This meat tastes **bad**.
- Those flowers smell **strange**.

Exercises:

- **1. Don't drive _____. You may hurt someone.**

- Dangerous
- Dangerously

- **2. Your house is very _____ to mine.**

- Closely
- Close

- **3. The ballerina dances _____.**

- Beautiful
- Beautifully

- **4. The monkey moved _____ from branch to branch.**

- Quickly
- Quick

- **5. Your sister is being very _____. Please ignore her.**

- Badly
- Bad

• **6. Listen ___ to what I am about to say.**

- Careful
- Carefully

• **7. You can learn English ___if you practise every day!**

- Easy
- Easily

• **8. The dictionary you gave me was very ___in class today.**

- Helpful
- Helpfully

• **9. I don't know what you want from me, ___!**

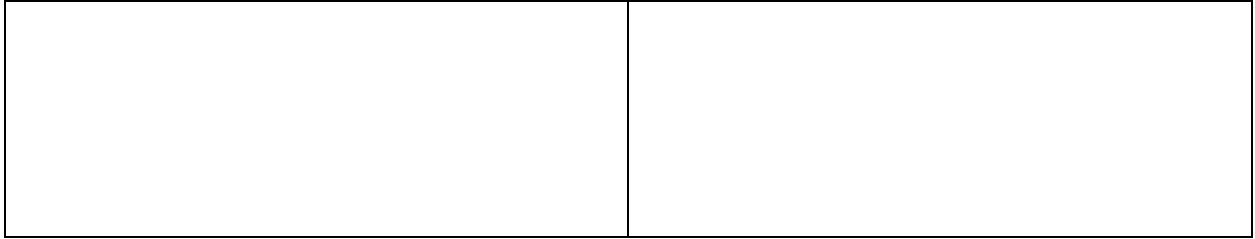
- Honestly
- Honestly

• **10. Go and tidy your room, don't be so ___!**

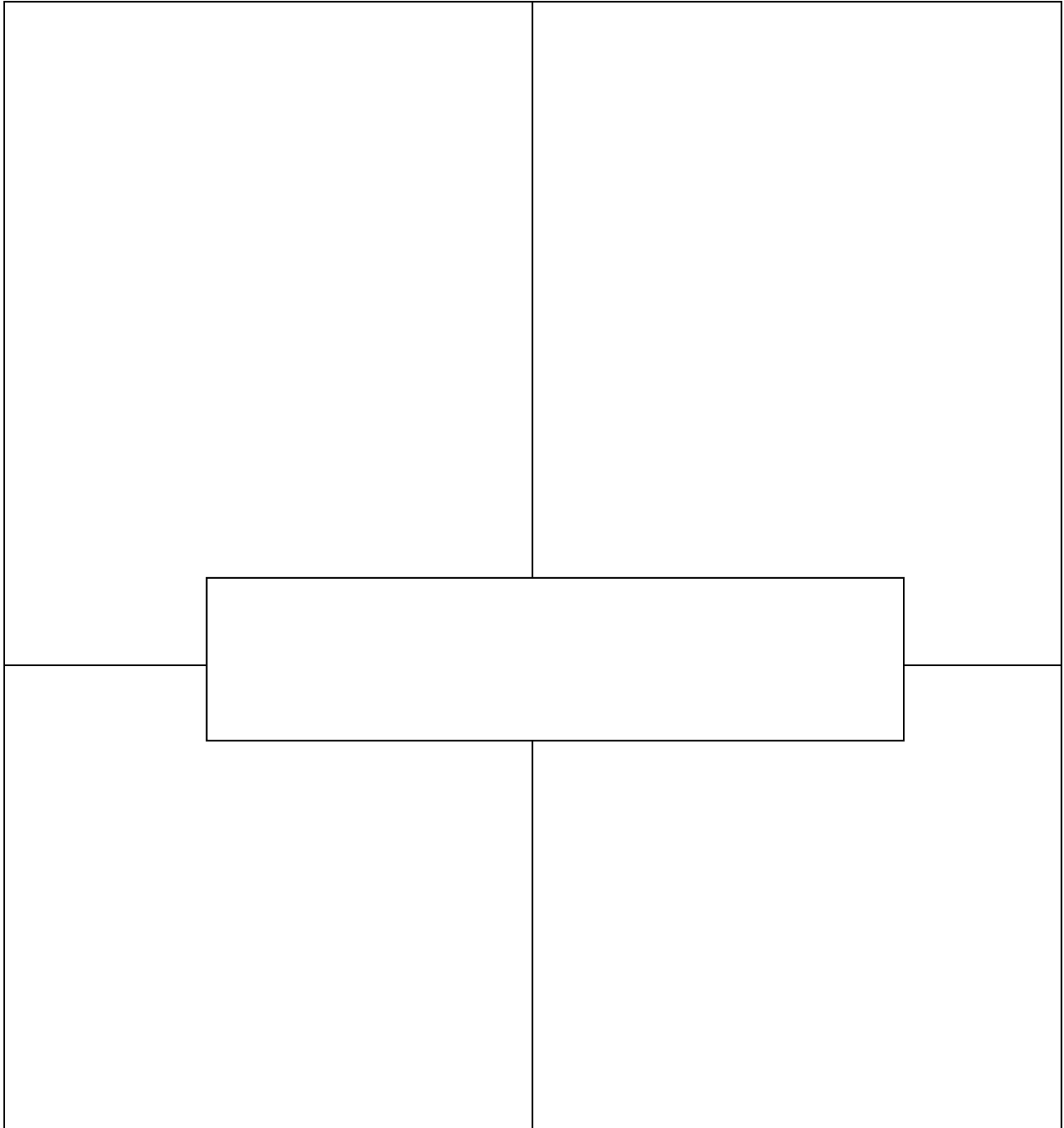
- Lazily
- Lazy

(1) Write a paragraph about a day you spend with your vegetarian friend & what was the menu for that day which included alternative sources of proteins

Step 1: Topic sentence



Step 3: Adding supporting details





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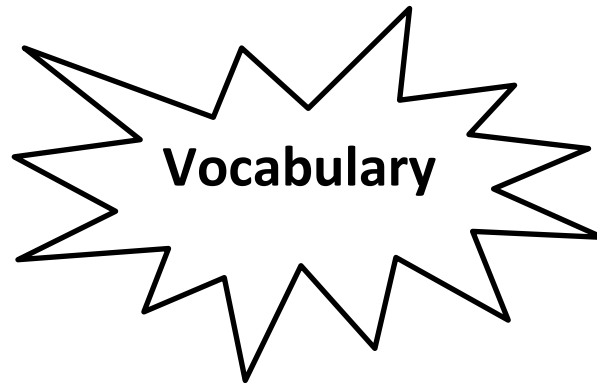
Unit 8 booklet

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Vocabulary

Word	Meaning
1)ability (n)	Possession of the means or skill to do something. Ex: <i>the manager had lost his ability to motivate the players</i>
2)amphibian(n)	A cold-blooded vertebrate animal of a class that comprises the frogs, Ex: <i>'Secondarily aquatic adult amphibians provide another source of diversity.'</i>
3)attack (v)	Take aggressive military action against (a place or enemy forces) with weapons or armed force. Ex: <i>in February the Germans attacked Verdun'</i>
4)breathe (v)	Take air into the lungs and then expel it Ex: <i>'breathe in through your nose'</i>
5)Breed (v)	of animals) mate and then produce offspring. Ex: <i>'toads are said to return to the pond of their birth to breed'</i>
6)carnivore (n)	An animal that feeds on other animals. Ex: <i>carnivores eats meat</i>
7)chameleon (n)	A small slow-moving Old World lizard
8) climate change (n)	.A change in global or regional climate patterns, Ex: <i>'He has outlined three areas where he says technology can address climate change.'</i>

9)curly(adj)	*arranged in curls or curves. Ex: <i>'my hair is just naturally thick and curly'</i>
10)environment (n)	The surroundings or conditions in which a person, animal, or plant lives
11) feathers (n)	A fringe of long hair on the legs of a dog, horse, or other animal.
12) flooding (n)	The covering or submerging of normally dry land with a large amount of water. Ex: <i>a serious risk of flooding'</i>
13) gills (n)	The paired respiratory organ of fish and some amphibians, by which oxygen is extracted from water flowing over surfaces Ex: <i>In any fish, when blood cycles through the gills to receive oxygen</i>
14)global warming (n)	A gradual increase in the overall temperature of the earth's atmosphere
15)habitat (n)	The natural home or environment of an animal, plant, Ex: <i>'wild chimps in their natural habitat'</i>
16)hunt(v)	Pursue and kill (a wild animal) for sport or food. Ex: <i>'in the autumn they hunted deer'</i>
17)inherited (adj)	received as an heir at the death of the previous holder. Ex: <i>'inherited wealth'</i>
18)mammal(n)	A warm-blooded vertebrate animal of a class that is distinguished by the possession of hair or fur, Ex: <i>This animal is one of the most dangerous mammals</i>
19)marine (adj)	Relating to or found in the sea.
20) melt (v)	Make or become liquefied by heat Ex: <i>the hot metal melted the wax'</i>
21)nocturnal (adj)	Done, occurring, or active at night.

	Ex: <i>'most owls are nocturnal'</i>
22)paw (n)	An animal's foot having claws and pads.
23)reptile (n)	A vertebrate animal of a class that includes snakes, lizards, crocodiles, turtles.
24)roadrunner (n)	A slender fast-running bird
25)shrinking (adj)	Becoming smaller in size or amount. Ex: <i>'the shrinking market has provoked a massive price war'</i>
26)sloth (n)	Reluctance to work or make an effort; laziness. Ex: <i>'he should overcome his natural sloth and complacency'</i>
27)starving (adj)	Suffering or dying from hunger. Ex: <i>the world's starving children'</i>

Relative Clauses

A relative clause is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. It is sometimes called an "adjective clause" because it functions like an adjective—it gives more information about a noun. A relative clause always begins with a "relative pronoun," which substitutes for a noun, a noun phrase, or a pronoun when sentences are combined.

The relative pronouns are:

who	for people	can substitute for subject nouns/pronouns (he, she, we, they)
whom	for people	can substitute for object nouns/pronouns (him, her, us, them)
whose	for people	can substitute for possessive nouns/pronouns (his, hers, our, their)
that	for people or things	can be either subject or object can only be used in restrictive relative clauses (see below)
which	for things	can be either subject or object can be used in non-restrictive relative clauses can also be used in restrictive relative clauses, though some people don't like this use

Relative pronoun as subject (in red):

I like the person. **The person** was nice to me.

I like the person **who** was nice to me.

I hate the dog. **The dog** bit me.

I hate the dog **that** bit me.

I am moving to Louisville, KY. **It** is home to the Muhammad Ali Museum.

I am moving to Louisville, KY, **which** is home to the Muhammad Ali Museum.

Relative pronoun as object (in red):

I like the bike. My father gave me **the bike**.

I like the bike **that** my father gave me.

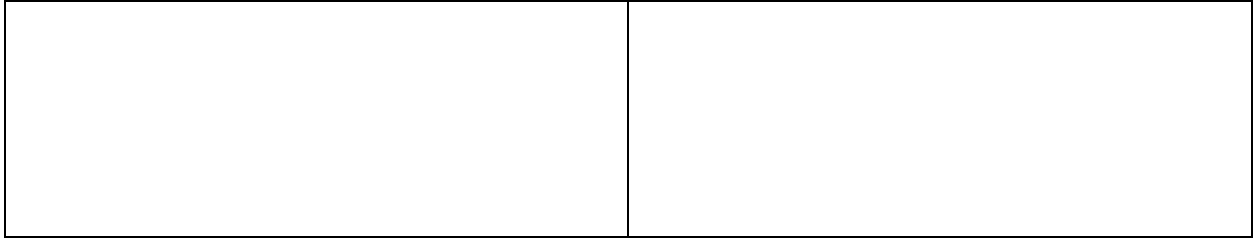
Relative Pronouns (who / which / whose)

Choose the correct relative pronoun (who, which, whose).

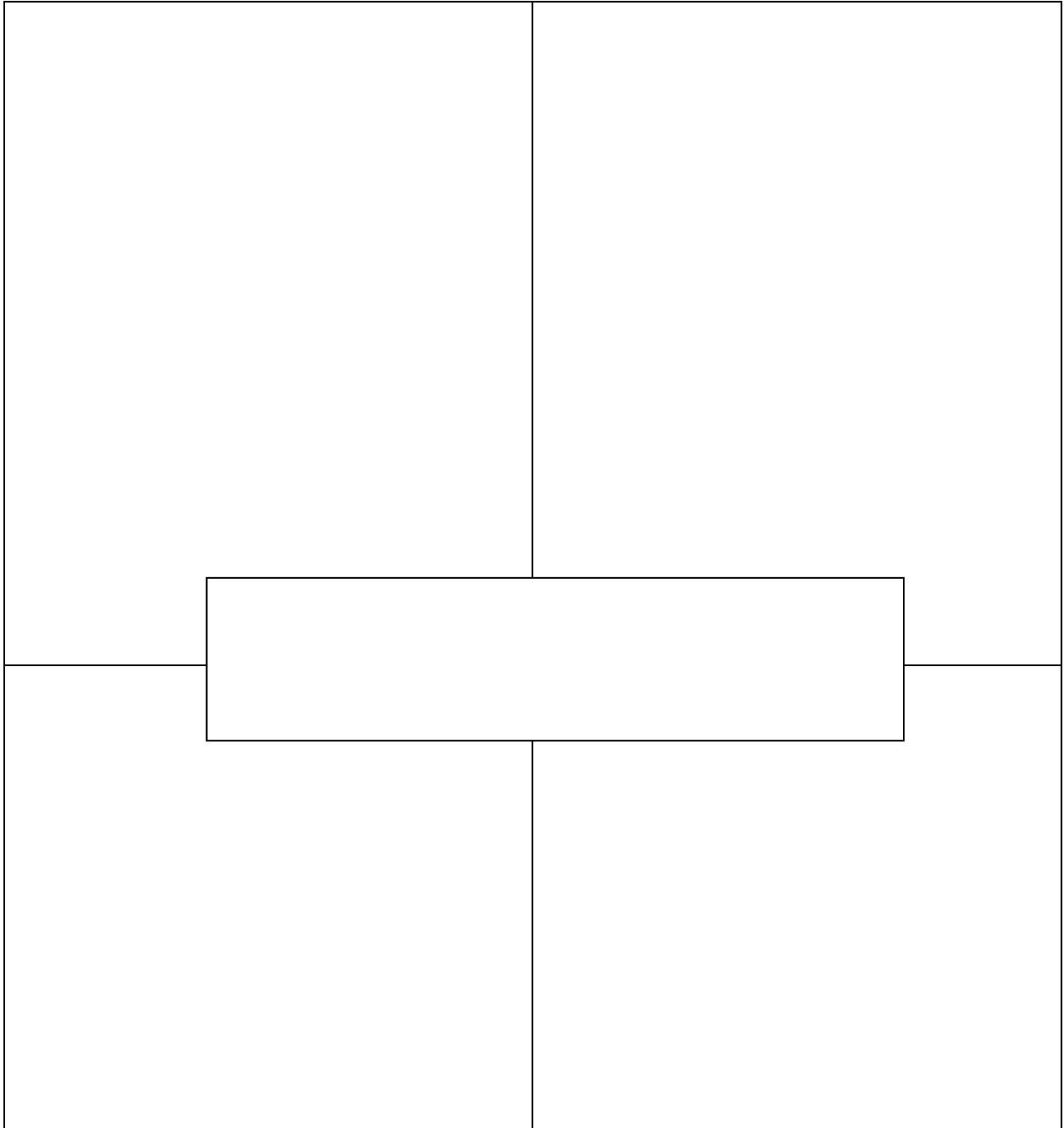
1. This is the bank was robbed yesterday.
2. A boy sister is in my class was in the bank at that time.
3. The man robbed the bank had two pistols.
4. He wore a mask made him look like Mickey Mouse.
5. He came with a friend waited outside in the car.
6. The woman gave him the money was young.
7. The bag contained the money was yellow.
8. The people were in the bank were very frightened.
9. A man mobile was ringing did not know what to do.
10. A woman daughter was crying tried to calm her.
11. The car the bank robbers escaped in was orange.
12. The robber mask was obviously too big didn't drive.
13. The man drove the car was nervous.
14. He didn't wait at the traffic lights were red.
15. A police officer car was parked at the next corner stopped and arrested them.

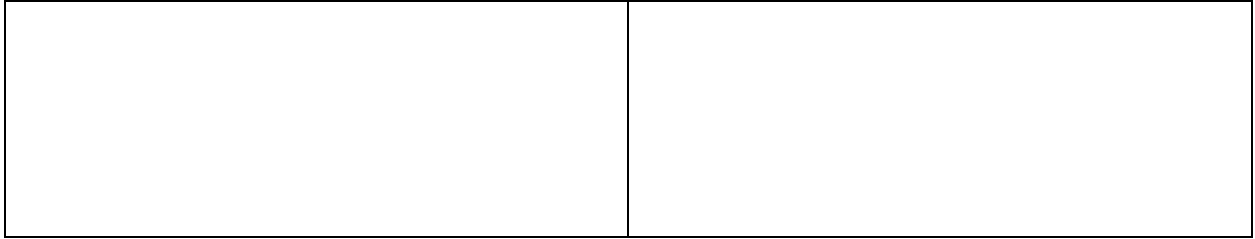
(1) Write a paragraph about birds that are famous for emigration during cold winter months in some countries.

Step 1: Topic sentence

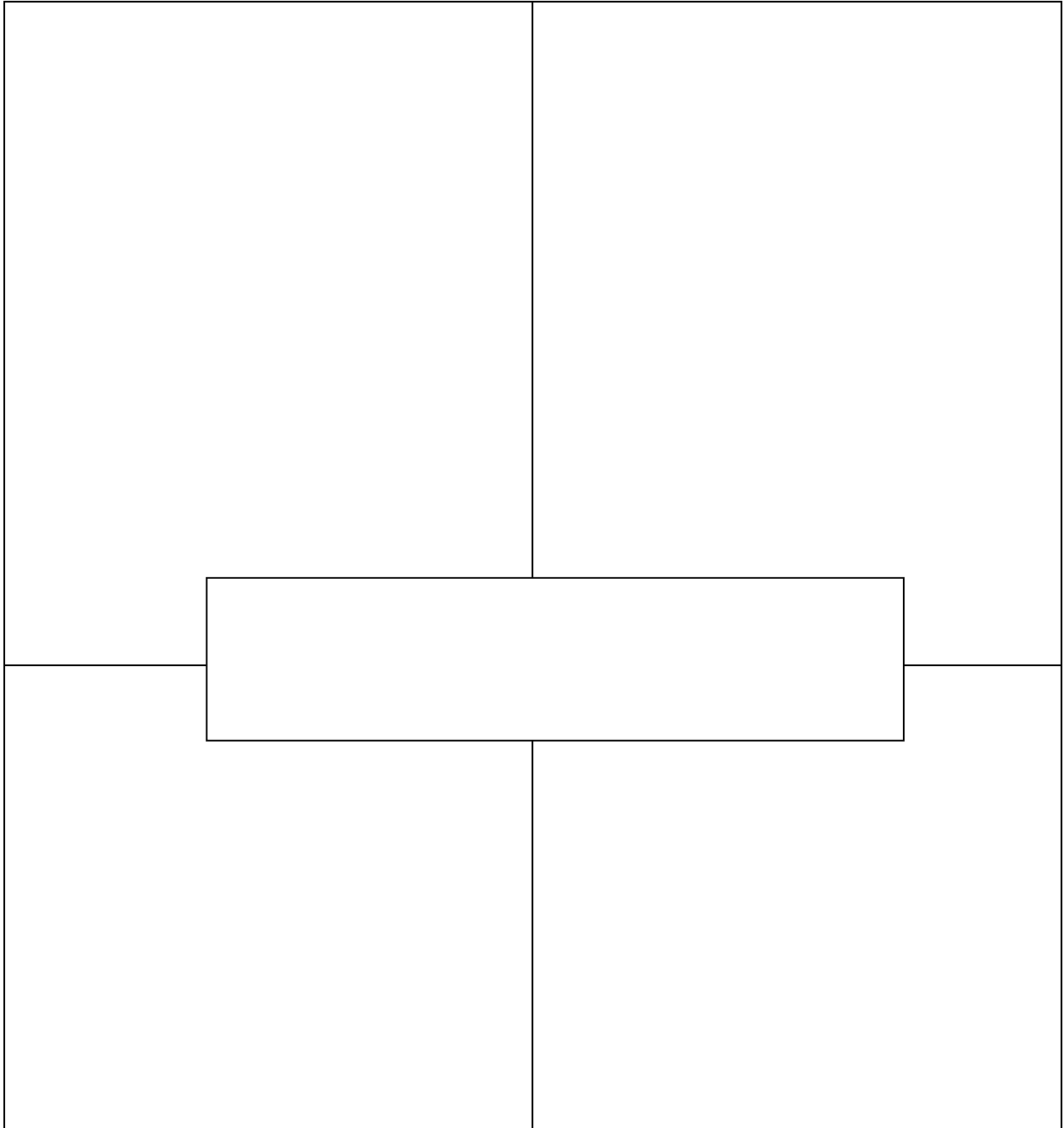


Step 3: Adding supporting details





Step 3: Adding supporting details





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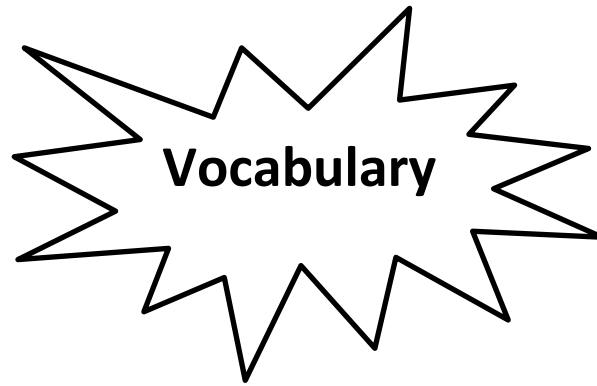
Unit 9 booklet

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Vocabulary

Word	Meaning
1)achieve (v)	Successfully bring about or reach (a desired objective or result) by effort, skill, or courage.
2)amputate(v)	Cut off (a limb) by surgical operation. Ex: <i>'surgeons had to amputate her left hand'</i>
3)athlete (n)	A person who is proficient in sports and other forms of physical exercise. Ex: <i>'he had the broad-shouldered build of a natural athlete'</i>
4)athletics (n)	The sport of competing in track and field events, including running races and various competitions
5)atmosphere (n)	The envelope of gases surrounding the earth or another planet. Ex: <i>'part of the sun's energy is absorbed by the earth's atmosphere'</i>
6) Autobiography	An account of a person's life written by that person. Ex: <i>he gives a vivid description of his childhood in his autobiography'</i>
7)biography(n)	An account of someone's life written by someone else.
8) ceremony (n)	A formal religious or public occasion, Ex: <i>'a public ceremony'</i>
9)brilliant(n)	(of light or colour) very bright. <i>brilliant sunshine illuminated the scene'</i>

10)hare (n)	A fast-running, long-eared mammal that resembles a large rabbit
11) career (n)	An occupation undertaken for a significant period of a person's life and with opportunities for progress. Ex: <i>'he seemed destined for a career as an engineer like his father'</i>
12) champion (n)	A person who has surpassed all rivals in a sporting contest or other competition. Ex: <i>They are the pair competition champions</i>
13) chariot (n)	A two-wheeled vehicle drawn by horses
14)cheer (v)	Shout for joy or in praise or encouragement. Ex: <i>'she cheered from the sidelines'</i>
15)cheetah (n)	A large slender spotted cat found in Africa and parts of Asia. It is the fastest animal on land.
16)compete(v)	Strive to gain or win something by defeating Ex: <i>'he competed with a number of other candidates'</i>
17)condor (n)	A very large New World vulture with a bare head and mainly black plumage, living in mountainous
18)cycling (n)	The sport or activity of riding a bicycle.
19)dinghy (n)	A small boat for recreation or racing, especially an open boat
20)disc (n)	A flat, thin circular object. Ex:coins were made by striking a blank disc of metal'
21)discus (n)	A heavy thick-centred disc thrown by an athlete, in ancient Greek games or in modern field events.
22)expert(v)	A person who is very knowledgeable about or skilful in a particular area. Ex: <i>'an expert in health care'</i>
23)feast(n)	A large meal, typically a celebratory one. Ex: <i>'a wedding feast'</i>

24)hammer (n)	.A tool with a heavy metal head
25)impressive(adj)	Evoking admiration through size, quality, or skill Ex: <i>an impressive view of the mountains'</i>
26)incredible (adj)	<i>an impressive view of the mountains'</i> Ex: ' <i>an almost incredible tale of triumph and tragedy'</i>
27)inspiration (n)	he process of being mentally stimulated to do or feel something Ex: ' <i>Helen had one of her flashes of inspiration'</i>
28)opponent (n)	Someone who competes with or opposes another in a contest, game, Ex: ' <i>he beat his Republican opponent by a landslide margin'</i>
29)organized (adj)	Arranged or structured in a systematic way. Ex: ' <i>without rules an organized society cannot hold together'</i>
30)Paralympic (adj)	Relating to the Paralympic Games Ex: <i>more than 200 Paralympic athletes from 50 nations will battle</i>
31)penalty (n)	A punishment imposed for breaking a law, rule, or contract. Ex: ' <i>the charge carries a maximum penalty of ten years' imprisonment'</i>
32)pentathlon (n)	An athletic event comprising five different events for each competitor,
33)stroke (n)	An act of hitting or striking someone or something; a blow Ex: ' <i>he received three strokes of the cane'</i>
34) sprint (v)	Run at full speed over a short distance. Ex: ' <i>I saw Charlie sprinting through the traffic towards me'</i>
35) significant (adj)	.Sufficiently great or important to be worthy of attention Ex: ' <i>a significant increase in sales'</i>

36) seal (n)	A device or substance that is used to join two things together Ex: 'attach a draught seal to the door itself'
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COMPARATIVE ADJECTIVES

Comparative adjectives are used to compare differences between the two objects they modify (*larger, smaller, faster, higher*). They are used in sentences where two nouns are compared, in this pattern:

Noun (subject) + verb + comparative adjective + *than* + noun (object).

The second item of comparison can be omitted if it is clear from the context (final example below).

EXAMPLES

- My house is **larger** than hers.
- This box is **smaller** than the one I lost.
- Your dog runs **faster** than Jim's dog.
- The rock flew **higher** than the roof.
- Jim and Jack are both my friends, but I like Jack **better**. ("than Jim" is understood)

SUPERLATIVE ADJECTIVES

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (*the tallest, the smallest, the fastest, the highest*). They are used in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + *the* + superlative adjective + noun (object).

The group that is being compared with can be omitted if it is clear from the context (final example below).

EXAMPLES

- My house is the **largest** one in our neighborhood.
- This is the **smallest** box I've ever seen.
- Your dog ran the **fastest** of any dog in the race.
- We all threw our rocks at the same time. My rock flew the **highest**. ("of all the rocks" is understood)

FORMING REGULAR COMPARATIVES AND SUPERLATIVES

Forming comparatives and superlatives is easy. The form depends on the number of syllables in the original adjective.

ONE SYLLABLE ADJECTIVES

Add *-er* for the comparative and *-est* for the superlative. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

Adjective	Comparative	Superlative
tall	taller	tallest
fat	fatter	fattest
big	bigger	biggest
sad	sadder	saddest

TWO SYLLABLES

Adjectives with two syllables can form the comparative either by adding *-er* or by preceding the adjective with *more*. These adjectives form the superlative either by adding *-est* or by preceding the adjective with *most*. In many cases, both forms are used, although one usage will be more common than the other. If you are not sure whether a two-syllable adjective can take a comparative or superlative ending, play it safe and use *more* and *most* instead. For adjectives ending in *y*, change the *y* to an *i* before adding the ending.

Adjective	Comparative	Superlative
happy	happier	happiest
simple	simpler	simplest
busy	busier	busiest
tilted	more tilted	most tilted
tangled	more tangled	most tangled

THREE OR MORE SYLLABLES

Adjectives with three or more syllables form the comparative by putting *more* in front of the adjective, and the superlative by putting *most* in front.

Adjective	Comparative	Superlative
important	more important	most important
expensive	more expensive	most expensive

IRREGULAR COMPARATIVES AND SUPERLATIVES

These very common adjectives have completely irregular comparative and superlative forms.

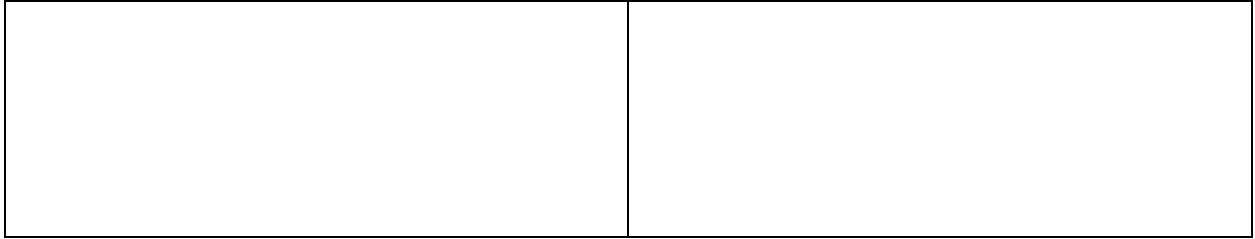
Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
much	more	most
far	further / farther	furthest / farthest

EXAMPLES

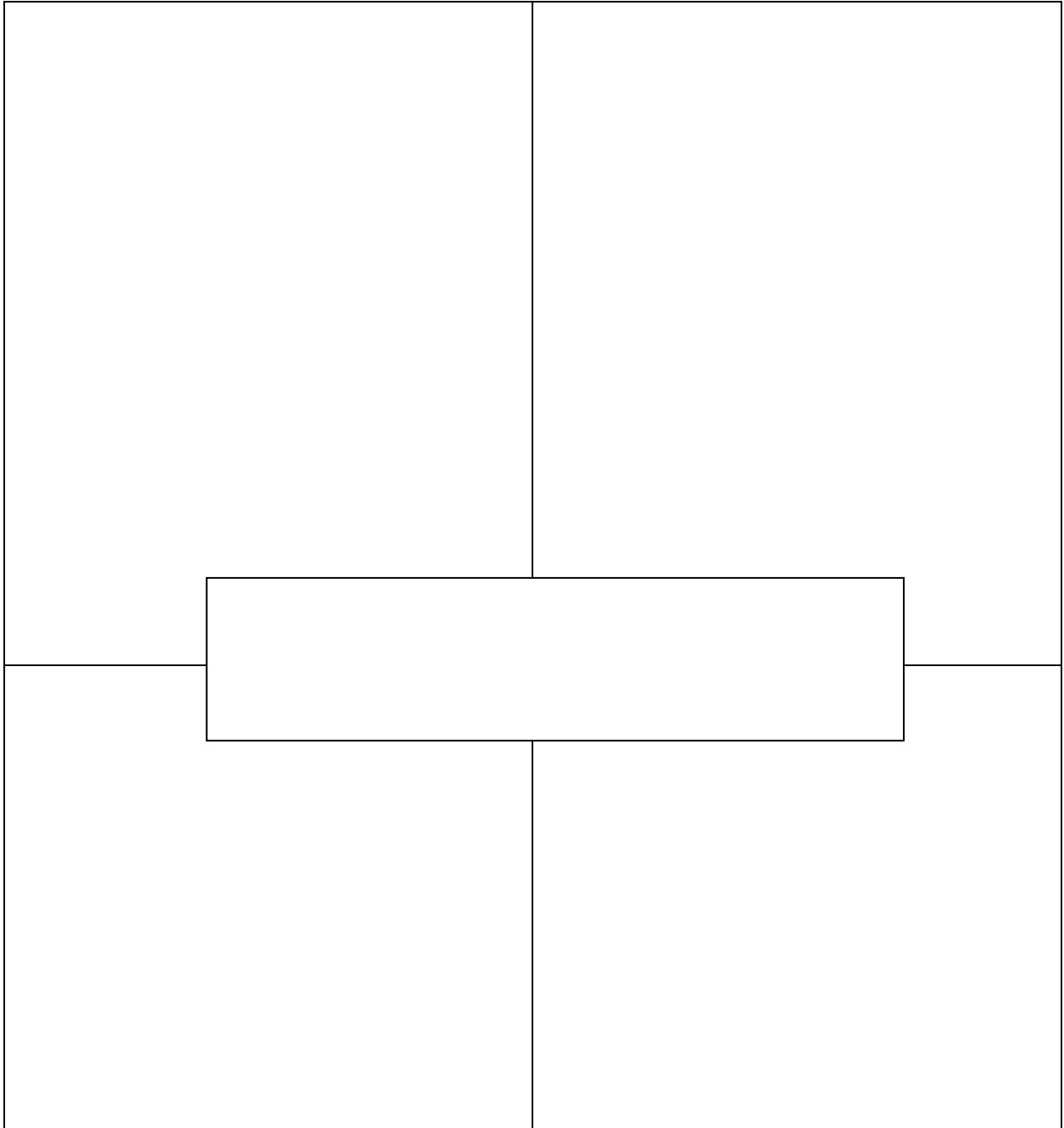
- Today is the **worst** day I've had in a long time.
- You play tennis **better** than I do.
- This is the **least** expensive sweater in the store.
- This sweater is **less** expensive than that one.
- I ran pretty far yesterday, but I ran even **farther** today.

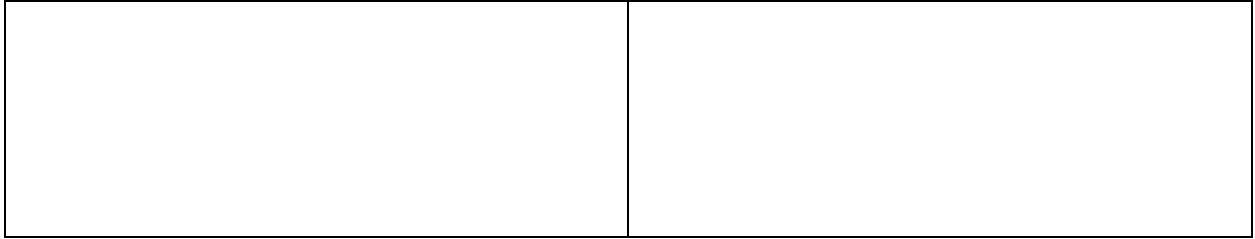
Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) than yours.
2. This flower is (beautiful) than that one.
3. This is the (interesting) book I have ever read.
4. Non-smokers usually live (long) than smokers.
5. Which is the (dangerous) animal in the world?
6. A holiday by the sea is (good) than a holiday in the mountains.
7. It is strange but often a coke is (expensive) than a beer.
8. Who is the (rich) woman on earth?
9. The weather this summer is even (bad) than last summer.
10. He was the (clever) thief of all.



Step 3: Adding supporting details





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