To The Max!

Workbook 1 Answer

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PREISS MURPHY
School Publishers

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Unit 1 School Days

Vocabulary

A Match each definition in A with its word in B.

A	B
1. stop or dissuade someone from doing something. (*d*)	a. decisive
2. something someone decides to do. (*e*)	b. determine
3. a person who has the legal right to express his opinion. (*c*)	c. voter
4. to decide something. (*b*)	d. discourage
5. very important in a event or decision. (*a*)	e. resolution

B Give a word with the opposite meaning of each of the following words from the passage *Surviving Seventh Grade* in the student's book:

1 clear = *unclear*
2 keep = *take*
3 avoid = *keep in touch*
4 cheerful = *unhappy*
5 comfortable = *uncomfortable*

C Use the opposites in B to fill in the blanks:

1 I couldn't finish all the questions from the homework. The last one was *unclear*.
2 If you *take* my advice, you'll never be sorry.
3 Why do you look *unhappy*? Anything wrong?
4 She really feels lonely. She *keeps in* touch with most of her school friends.
5 We didn't enjoy our stay in the summer camp. Accommodation there was *uncomfortable*.

D Fill in the missing parts in the columns with the right word. Some boxes may not have a word.

Noun	Verb	Adjective
determination	determine	*determined*
depression	*depress*	*depressed/depressing*
discouragement	discourage	*discouraging/ discouraged*
attendance	*attend*	*X*
preparation	*prepare*	prepared

E Read the clues to fill in the crossword: *Surviving Seventh Grade*.

Across

1 a title.
3 stop or dissuade someone from doing something.
5 to study very hard a short time before an examination.
6 make yourself ready.
7 to draw someone's attention away from something.

Down

2 something one has resolved to do.
4 not part of the normal course of study.
8 to push firmly.
9 the area in the passage where you study or leave your notes.

Reading

A Read the following passage, then answer the questions:

A goal is something you want to achieve. First, you have to set yourself a goal. For example, pass a test or become a doctor. Once you have decided what your goal is, write it down on a piece of paper and look at it every day. Then decide what you must do to achieve that goal: make a step-by-step list of tasks or skills to be acquired.

Some people never reach their goal because they are too pessimistic. They say, "It's too difficult. I can't do it." You have to be positive and believe in yourself and say to yourself, "Yeah, it's difficult but I'm going to work hard and I'll pass that exam or have that profession."

Most people succeed in things that they enjoy. So keep your goal in mind while you are studying or working and you will enjoy your work. Keep looking at the goal that you wrote down and think how happy you will be once you have achieved it. And most importantly, keep going till the end. Never give up.

A Give short answers to the following questions:

1 What is this passage about?
It is about achieving one's goals.

2 What should you do when you have written your goal on paper?
Look at it every day.

3 Why do some people not reach their goal?
Because they are too pessimistic.

B Choose the correct answer from a, b, c or d:

4 What is the opposite of *pass*?
a succeed **(b)** fail **c** lose **d** miss

5 What kind of things are most people successful at?
a Things that are easy.
b Things that are difficult.
(c) Things that they enjoy doing.
d Things they work hard at.

Speaking

A With your partner, work on a dialogue that talks about your school days. Start with the following:

Ben: What do you think of the first two weeks of school?
Mark: I think *it is an excellent opportunity to meet new friends.*

Ben: *Don't you find it a bit overwhelming?*
Mark: *I used to. But now I know how to cope.*

Ben: *How do you cope?*
Mark: *I organise my time correctly and work hard. At the same time I am friendly and helpful to other students.*

Ben: *Thanks for the advice. I feel much more confident now.*

B Write down three goals you'd like to achieve this year. In a group work, discuss different ways to achieve them with your friends:

1 **Goal:** *Pass my maths exams.*
Way: *Complete all my homework and start revising early.*

2 *Become the school football captain.*
Attend all the football practices and be helpful and encouraging to the other players.

3 *Read Oliver Twist.*
Read two pages a day and ask my teacher for help.

C Make sentences using the words given:

1 you, self-confidence, friends
If you show others your self-confidence, you will make more friends.

2 cannot, think, crammed
You cannot think properly if you cram for your exams.

3 one, worried, pressure
One can get worried when under the pressure of exams.

4 distracted, work, waste
If you get distracted, you can't finish your work and you will waste your time.

5 practise, activities, fun
If you practise with learning activities, it is much more fun.

Grammar

A Choose the correct answer:

1 John wrote **a/an/the** letter to his bank yesterday but he forgot to send it. This morning he found **a/an/the** letter on the kitchen table.
2 **A/An/The** first bus in the morning leaves at 5.30 a.m.
3 Bern is **a/an/the** capital city of Switzerland. It's **a/an/the** small city with 133,000 inhabitants.
4 My office is on **a/an/the** third floor in **a/an/the** old building.
5 Julia arrived at **a/an/the** station at 7.00 and took **a/an/the** taxi to **a/an/the** city centre.
6 Pat saw **a/an/the** science fiction film last night on television. **A/An/The** beginning of **a/an/the** film was fantastic but **a/an/the** end was terrible.

B Put in *a, an* or *the* where necessary:

1 Would you like __an__ apple?
2 How often do you go to __the__ dentist?
3 Could you close __the__ door, please?
4 I'm sorry. I didn't mean to do that. It was __a__ mistake.
5 Excuse me, where is __the__ bus station, please?
6 I have __a__ problem. Can you help me?
7 I'm just going to __the__ post office. I won't be long.
8 There are no chairs, so we sat on __the__ floor.

C Read the following story *The Fox with the Stunted Tail* and fill in the blanks with a suitable article.

The Fox with the Stunted Tail

__A__ fox lost its tail in __a__ trap and was ashamed of its loss. It seemed extremely unfair to it that it alone should lack __a__ tail.

It seriously thought __the__ world would be __a__ much improved place if all __the__ other foxes too were to have no tails. And so it tried to convince them all to cut off their tails.

__A__ tail,' it said, 'is just __an__ extra weight. And you could hardly call it elegant! Or pretty!
'If that is so,' replied its friends, 'then why are you so unhappy without one?'

D Rewrite the following story after correcting the mistakes. Add articles where necessary.

Last night ~~a~~ *the* moon was shining brightly. Charlie's train arrived at the station and she got off. She went up to *the* station manager and asked, "Do you know if there is *an* Italian restaurant near here?" "Yes, it's very near. Just 200 metres on *the* left, opposite *the* information centre."
"Thank you", said Charlie and she walked away.

Language Essentials

A Write the words in the correct column:

wife, itch, alley, attorney, pen, rubber, gas, army, lady, person, wolf, arch, hoof, way, mouse, crash, monkey, scarf, child, tooth, jelly, cross, fish, history, mobile , sheep , book, half, elf, box, enemy

-s	-es	- ies	-ves	irregular
alley, attorney, pen, rubber, (person), way, monkeys, mobile, book	itch, crosses, crash, gas, arch, box	army, lady, jelly, history, enemy	wife, wolf, hoof, scarf, half, elf	tooth, child, sheep, fish, (person), mouse

B Write the following sentences in the plural:

1 I heard the echo of my voice in the valley.
I heard the echoes of our voices in the valleys

2 The little boy saw a buffalo on the hill.
The little boys saw some buffaloes on the hills

3 My horse "Wind" gave birth to a little pony yesterday.
My horses "Wind" and "Flash" gave birth to some little ponies yesterday

4 The blond girl found a beautiful deer in the forest.
The blond girls found some beautiful deer in the forests

5 Mother made me a cake and put a candle onto it.
Mother made us some cakes and put candles on them

A Correct the spelling of these plurals:

1 watchs *watches*
2 knifes *knives*
3 babys *babies*
4 tomatos *tomatoes*
5 foots *feet*
6 childs *children*
7 womans *women*
8 sheeps *sheep*
9 tooths *teeth*
10 monkies *monkeys*

Useful Expressions

B Fill in the missing parts:

1 Would you like a *piece/slice* of cake?

2 I heard a wonderful *piece* of news this morning.

3 When you go shopping, get a *tube* of toothpaste, two *pints/litres* of milk and a *box* of matches.

4 Would you prefer a *glass/can* of lemonade or a fizzy drink?

5 I received a *bunch/bouquet* of flowers from my friends when I was sick.

6 We have two *tins* of sardines for sandwiches, don't worry.

7 Could you give me a *piece* of paper please?

8 If you are on a diet, one *bar* of chocolate is enough for a whole week and one *spoon/teaspoon* of sugar is enough for a day.

Writing

Write an e-mail to your friend Pat whom you haven't seen for a long time because of being busy with exams. Ask him when you can meet and discuss what you are going to do.

Hi Dan,

How are you? Long time, no see. How's your family? Work? Little Jenny? I hope everyone is well.

I've been really busy lately because I've had my GCSE exams. I revised for six weeks and then we had two weeks of exams. It was stressful, but I really felt I worked hard and didn't waste time.

Why don't we go swimming together sometime? How about next Tuesday? Or maybe bowling? They've just opened up a a new bowling alley in Wakefield. I'll let you decide.

See you soon.

Your best friend,

Chris

To the Max! Reporter

Explore Your Education

With your partner, go through the survey. Thinking about your school, how much does your partner agree or disagree with the following? For each statement, tick the appropriate box for their answer:

		A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1	Students in my school care about learning and getting a good education.		✓		
2	I feel that I belong (am accepted and liked) at school.			✓	
3	Most of my teachers know my name.				✓
4	Students are encouraged to say what they think.				✓
5	Students in my school care about learning and having fun at the same time.			✓	
6	Lessons in my school are challenging.		✓		
7	Students at my school are interested in most extra-curricular activities (not just sports).			✓	
8	The curriculum appropriately challenges most students.		✓		
9	The teachers are very committed to teaching.			✓	
10	The teachers are interested in what's best for the students.			✓	

How well do the following statements describe your partner? For each statement, tick the appropriate box for their answer:

		A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1	I participate regularly in lessons.			✓	
2	I often need extra help with schoolwork.			✓	
3	I skip lessons and/or sometimes skip school all together.	✓			
4	I am always ready for a test.		✓		
5	I study hard every day.		✓		
6	I always use the internet for schoolwork.			✓	
7	I usually go to the school library.				✓
8	I always keep in touch with my friends.				✓
9	I often do my fair share at home.				✓
10	I make the best use of my free time.				✓

Exchange information with your partner and compare your answers. Show the differences to your teacher.

Unit 2 My Free Time

Vocabulary

A Match each definition in A with its word in B. One word is not needed:

A	B
1. to say or do something as an answer (*c*)	a. tailor
2. feeling or showing that you are sure about yourself (*d*)	b. errand
3. strongly believe (*d*)	c. respond
4. a short journey to take or get something for somebody (*b*)	d. confident
5. a person whose job is to make clothes (*a*)	e. assume
	f. observe

B Give one-word definition for each of the following words from the passage *It's About Time* in the student's book:

1 reply = *respond*
2 secretive = *private*
3 notice = *observe*
4 suppose = *assume*
5 responsibility = *job*

C Use the meanings in B to fill in the blanks:

1 I asked for your advice more than once but there was no *response*.
2 I *assume* there will be no computers in the future.
3 Whose *job* is this? The machine was on overnight till it broke down.
4 In an experiment, you have to *observe* all the steps carefully.
5 This is not officially public. It's a kind of *private* work.

D Fill in the missing parts in the columns with the right word. Some boxes may not have a word.

Noun	Verb	Adjective
response	respond	*responsive*
cooperation	*cooperate*	*cooperative*
observation	*observe*	observant
assignment	assign	*X*
privacy	privatise	*private*

E Read the clues to fill in the crossword:

Across

4 trust
6 a short journey to get something for somebody
8 to design something for a special purpose
9 confused

Down

1 in charge of something
2 a way of dealing with a problem or an issue
3 an assignment you have to do
5 sure of oneself
7 get something or somebody in order

Reading

A Read the e-mail and complete A-D below:

Greetings from Casablanca!

Finally, I'm on holiday! I go to bed when I like and get up as late as I like and I don't have to worry about being late for school! (And guess what, I'm writing this e-mail from bed. It's so amazing!)

How are you, my friend? I miss you so much.

I am having the time of my life here with my parents. Casablanca is a very beautiful city. It is surrounded by beautiful beaches. Sometimes I go to the beach clubs along the shore just for a walk. Clubs usually have a few swimming pools and a restaurant. I often go there at lunch time.

Casablanca is recognised as the best place to eat in all of Morocco. If you ever get a chance to come, you should make your way to the Maarif District to try the excellent seafood. Today I am going to try the roast stuffed pigeon which most Moroccans eat once a week!

Here in Casablanca they have some very interesting and beautiful buildings. We often go to visit different buildings like mosques and museums. Today we are going to see the Casablanca Twin Centre East Tower, which is 11,500 metres in height. Father really likes it. He says it is a very beautiful place and considers it a masterpiece.

I can't wait to come back home and show you all the pictures I took around Casablanca. Let me hear from you so soon. Till then, best wishes and regards.

Yours,
Jackie

A Places to visit

the Maarif District, Casablanca Twin Centre East Tower, mosques and museums

B Places to eat

the Maarif District
the beach clubs

C Adverbs of frequency

Sometimes often usually once

D Two sentences that tell about routine.

I go to bed when I like and get up as late as I like.
Sometimes I go to the beach clubs along the shore just for a walk.
Clubs usually have a few swimming pools and a restaurant. I often go there at lunch time.

Speaking

A With your partner, plan a holiday in the Caribbean islands. Think of the things to take and the things to do when you go on holiday. Work out the dialogue together in 10 exchanges:

Ashley: *Come one! We have to pack! We're off to Jamaica.*
Sue: *Yippee! But what shall we bring?*
Ashley: *Well, it's hot so no coats or boots.*
Sue: *What about a snorkel? Do you think we'll go diving?*
Ashley: *Definitely. That's an excellent idea. We might also need sunglasses.*
Sue: *Great. My grandma just gave me some for my birthday. Besides snorkelling, what else might we do?*
Ashley: *Well, I don't know about you, but I want to learn how to climb palm trees.*
Sue: *Wow! But what do you need for that?*
Ashley: *I don't know. I guess I'll just have to look and see.*
Sue: *As for me, I'm just going to sun bathe. I don't think I need much for that!*

B Write down three benefits of a good holiday from your own experience:

1 *Relax and refresh for a new school year*
2 *Spend time with family*
3 *Learn about different countries and cultures*

C Make sentences using the words given:

1 last, fantastic, Hawaii
The last time I was in Hawaii, it was fantastic.
2 stay, hotel, amazing
We stayed in an amazing hotel.
3 I, had, every day
I had swimming lessons every day.
4 at night, moonlit, outdoors
We camped outside, so at night we could enjoy the beautiful, moonlight landscape around us.
5 usually, spend, beach
I usually spend the summer at the beach.

Grammar

A Which of the underlined verbs is correct? Cross out the incorrect verb:

1 Most shops **open** / ~~**opens**~~ at 8.30 and **close** / ~~**closes**~~ at 10.00.
2 Most people **don't** / ~~**doesn't**~~ work on Saturdays.
3 Banks **don't** / ~~**doesn't**~~ usually close at lunchtime.
4 It ~~**don't**~~ / **doesn't** often snow in California.
5 Washington ~~**have**~~ / **has** a population of about one million.
6 School children usually **wear** / ~~**wears**~~ a uniform.

B Complete the sentences using the verbs below each picture. Put the verbs in the present simple form. Use the negative form when necessary:

run / eat / have / sleep

1 The tiger *has* a tail.
2 It *runs* very fast.
3 It *sleeps* a lot.
4 It *eats* deer.

shine / rain / fall / live

1 The sun *shines* there every day.
2 Not many people *live* there.
3 The temperature *falls* at night.
4 It *doesn't rain* very much.

C Change the following sentences into interrogative and negative forms:

1 I watch television for two hours a day.

Do you watch television for two hours a day?
I do not watch television for two hours a day.

2 She jogs every morning around the block.

Does she jog around the block every morning?
She doesn't jog around the block every morning.

3 I sometimes walk to school.

Do you ever walk to school? / Do you sometimes walk to school?
I never walk to school.

4 They never make trouble.

Do they ever make trouble?
They sometimes make trouble.

5 Workmen always work long hours.

Do workmen ever/always work long hours.
Workmen never/don't always work long hours.

D Use ***do, don't, does*** or ***doesn't*** to complete the following sentences.

1 Mike *doesn't* wake up early as he feels tired. He stays up late every night.
2 My parents *don't* read French. They only read Spanish and English.
3 Sally's little sisters *don't* like swimming in the sea. They prefer swimming pools.
4 *Does* Hans practise her music every day? No, she doesn't. She is busy with exams.
5 *Do* you like chocolate chips on ice-cream? Yes, I do. They are yummy.
6 *Do* they speak Japanese in Taiwan?

Language Essentials

A Fill in the blanks with the right pronoun or possessive adjective to make meaningful sentences:

1 Was *your* grammar book expensive? Yes, it was.

2 You can't have any more pencils. Those are *mine*.

3 My telephone is out of order, but *yours* is still working. Could I make a phone call, please?

4 Harry has eaten his lunch already, but I am saving *mine* until later. I am not hungry.

5 This comic book is different. *Yours* has only 35 pages, but *mine* has 57. That's why I've bought it.

B Correct the underlined mistakes in the following sentences:

1 We must have faith in Pat's cleverness. **Their** skills are really great. *His*

2 Let me introduce **him**. *myself* My name is Pete.

3 Mary, check **his** answers. I've checked **me**. *my his*

4 If you ever want to read any new books, you are always welcome to come here and borrow some of **our**. *ours*

5 He is a very talented writer. I love **her** books. *his*

Useful Expressions

A Fill in the blanks in the following mini-dialogues:

1 **A:** *How have you been*?
B: Fine, thanks for asking.

2 **A:** *Fancy meeting you here!*
B: You really made my day. What a surprise!

3 **A:** I was waiting for you all yesterday.
B: *I'm awfully sorry.*

4 **A:** I think the Chinese had the first civilisation.
B: *Give me a break.*

5 **A:** I'm going to climb Mount Everest this year.
B: *I don't think so.*

6 **A:** Long time, no see!
B: *Never thought I'd see you here!*

7 **A:** *Have you gone back there?*
B: Could you repeat that please?
A: I mean have you been to that shop since?

Writing

Look back at the writing section of Unit 2 in the student's book and write a short piece on your daily school routine and mention the weekend as well.

I go to school five days a week. Every day I get up at six-thirty. I have a wash, eat some breakfast with my family and prepare myself for school. (Sometimes I still have homework left over from the previous day so I have to finish it on the bus!) The school bus usually arrives between seven and seven-fifteen. I always sit with my friends and we talk about sports, films and what happened at school the previous day. Sometimes we speak too loudly and the driver gets angry and tells us to be quiet. I really like the driver because he is very kind and helpful.

We always start school at nine o'clock. We have two to three lessons until eleven-twenty, when we have a break and then another lesson until lunch. We then have lunch and some time to relax or play football. From one-thirty until three-thirty we have lessons and then we go home.

After school, I go home and have tea with my family and then I try my best to get my homework finished as soon as possible because my parents usually don't let me go out until I've finished it. I often have a short nap for twenty minutes or so in the afternoon.

In the evening, I usually spend most of my time with my friends, although I have to be home for dinner. Sometimes I watch a film or read a book, but not every day. Once I actually finished a whole book in one night, but that was at the weekend. If I have an exam or a lot of homework, I have to study all evening, but that is not often.

I never go to bed late because I always have to get up early for school. I even go to bed early at the weekend because I want to get up early and do things. Sometimes I go swimming or go and play football in the park, but on Saturday afternoons I always go to town because I have a part-time job in a cafe. Sundays are usually spent at home. We sometimes invite guests or family on Sundays, so I have to help clean, cook or buy things from the supermarket.

To the Max! Reporter

Manage Your Time

With your partner, go through the survey. Think about your free time. How much does your friend agree or disagree with the following? For each statement, tick the appropriate box for their answer:

	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1 I never have free time at school.	✓			
2 School organises our free time.		✓		
3 I never have free time.			✓	
4 I make the best use of my free time.			✓	
5 I pass time with my hobbies.				✓
6 I develop my skills in free time.			✓	
7 Friends are the best way to spend free time.			✓	
8 Extracurricular activities are the best way to spend free time.			✓	
9 I don't know how to use my free time.	✓			
10 I never have any free time.	✓			

How well do the following statements describe your partner? For each statement, tick the appropriate box for thrir answer:

	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1 I watch TV every day.				✓
2 I often spend my free time at the computer.			✓	
3 I go out whenever I'm free.			✓	
4 I spend my free time on the internet.			✓	
5 I always chat with my family.			✓	
6 I usually have free time at the end of the day.	✓			
7 I often have free time at midday.		✓		
8 I always manage my free time.		✓		
9 Someone else organises my free time.		✓		
10 I don't know what to do with my free time.	✓			

Swap information with your partner and compare your answers. Show the differences to your teacher.

Unit 3 China Between Now and Then

Vocabulary

A Match each definition in A with its word in B. One word is not needed:

A	B
1. explain or show something through examples (*f*)	a. peculiar
2. one piece of clothing (*d*)	b. elegance
3. different from the usual (*a*)	c. vital
4. showing style or good design (*b*)	d. garment
5. very important or necessary (*c*)	e. lantern
	f. demonstrate

B Give a word with the opposite meaning of each of the following words from the passage *China Between Now and Then* in the student's book:

1 boring = *interesting*
2 common = *unique*
3 external = *internal*
4 modern = *ancient*
5 tight = *loose*

C Use the meanings in B to fill in the blanks:

1 I read that book three times because it was so very *interesting*.
2 She usually wears *loose* garments in summer because they are more comfortable.
3 Tourists like visiting *ancient* historical sights when they go to a country.
4 The *internal* setting of place is normally reflected in the way it looks.
5 I've never seen such a mobile phone before. It's quite *unique*.

D Fill in the missing parts in the columns with the right word. A number of boxes do not have a word.

Noun	Verb	Adjective
vitality	*vitalize*	vital
elegance	*X*	*elegant*
development	*develop*	developing
demonstration	demonstrate	*demonstrative*
tradition	*X*	*traditional*

E Read the clues to fill in the crossword:

Across
4 different from the usual
6 clothing in general
7 a light that can be carried
8 very important and necessary

Down
1 an artifact made of clay that is hardened by heat
2 traditions and customs of a country
3 typical of a former style
5 one piece of clothing

Reading

Huangdi and Yandi

A Read the following passage then answer the questions below:

Huangdi and Yandi were the common ancestors of the Chinese nation, and Chinese people at home and abroad all call themselves "the descendants of Yandi and Huangdi". As recorded in legends and ancient books, Huangdi was the first emperor in Chinese history. Yandi was also a legendary ruler. Huangdi and Yandi both lived in the late period of China's primitive society about 4,000 years ago, and were the leaders of two different tribes living along the Yellow River in present-day Shaanxi Province. Later, they expanded their territories along both sides of the Yellow River to the east. The Yandi had invaded the territory of another tribe. The result was a defeat for the Yandi, who then sought help from the Huangdi tribe and together they defeated their enemy. After the defeat, some people fled to the south, while others were assimilated into the Yandi or Huangdi tribes.

The alliance did not last and eventually fighting broke out between them that led to the Huangdi defeating the Yandi, whose members were forced to join the Huangdi and that strengthened the power of the Huangdi tribe. Later, segments of the tribes (Huangdi, Yandi and Jiuli) settled down in the Yellow River valley, where they began to develop China's ancient culture and eventually formed the foundation of what we know today as the Chinese people.

Questions

1 What do the following words mean?

- descendant: proceeding from an ancestor or source
- primitive: of or relating to the earliest age or period

2 Who was the first emperor of China?

The first emperor of China was Huangdi.

3 Who do you think was more powerful, Huangdi or Yandi? Give reasons for your answer.

I think Huangdi was more powerful because he was known as the first emperor of China.

4 Look over the passage again and find the past tense of these verbs:

1 seek: sought
2 flee: fled
3 lead: led
4 defeat: defeated

Speaking

A When Gerald and Denise got to the lobby of the train station, heading to Yanling County, they were tired. Fortunately, they spotted two empty seats in the lobby. Work out the conversation between Gerald and his taken:

Gerald: Excuse me. Is this seat taken?

Manager: Yes it is.

Gerald: Would you mind if I took the seat next to it.

Manager: No. You can take it.

Gerald: Would you mind moving over one seat so my wife and I can sit together?

Manager: No problem.

Gerald: Thank you very much for your kindness.

Manager: Not at all

Gerald: Are you tired?

Manager: Yes. You are right. I'm dead tired, too.

Gerald: Should we buy a map?

Manager: A map? Yea.h. We'd better have one.

Gerald: Oh! Here comes the train. Thank God.

B Write a short paragraph of a legend concerning the culture of your country. If you can't think of one, make one up:

Back when the world was young, Parrot had a very long bushy tail. In fact, his tail was longer and prettier than Fox's tail. Parrot was very proud of his tail and he was constantly telling all the other animals about how beautiful his tail was. One day, Fox became so tired of hearing Parrot brag about his tail that he decided to put an end to Parrot's boasting once and for all.

The weather was getting colder. One day it finally became so cold that the waters in the lake and streams froze. A few days later, Fox went down to the lake carrying four fish. When he got to the lake, he cut a hole in the ice. He put those four fish in his tail then sat down and waited for Parrot to come.

Grammar

A Fill in the blanks with the past simple form of these verbs. One verb is used twice:

hurt	teach	spend	sell	
buy	cost	catch	fall	throw

1 I was hungry, so I *bought* something to eat from the shop.
2 Tom's father *taught* him how to drive when he was 17.
3 Don *fell* down the stairs this morning and *hurt* his leg.
4 We needed some money, so we *sold* our car.
5 Ann *spent* a lot of money yesterday. She *bought* a dress that *cost* $80.
6 Jim *threw* the ball to Sue, who *caught* it.

B A friend has just come back from a holiday and you are asking about how it was:

Examples:
where, go? Where did you go?
food, nice? Was the food nice?

1 how long, stay there?
How long did you stay there?
2 stay in a hotel?
Did you stay in a hotel?
3 go alone?
Did you go alone?
4 how, travel?
How did you travel?
5 the weather, nice?
Was the weather nice?
6 what, do in the evenings?
What did you do in the evenings?
7 meet any interesting people?
Did you meet any interesting people?

C Put the verb in the correct form of the past simple tense:

1 I *didn't go* **(not, go)** to work yesterday because I *was not* **(not, be)** well.
2 Tim *didn't shave* **(not, shave)** this morning because he *didn't have* **(not, have)** time.
3 We *didn't eat* **(not, eat)** anything because we *weren't hungry* **(not, be)** hungry.
4 I *won't rush* **(not, rush)** because I *am not* **(not, be)** in a hurry.
5 She *isn't* **(not, be)** interested in the book because she *doesn't understand* **(not, understand)** it.

D Two friends meet after the weekend. Alice had a good weekend but Tim didn't. Write the other half of the conversation:

Tim: How are you?
Alice: *I'm fine, thanks.*
Tim: Did you have a good weekend?
Alice: *Yes, I did. I went to the cinema.*
Tim: Did you enjoy the film?
Alice: *The film was* excellent.
Tim: What did you do after that?
Alice: *We went to a restaurant.*
Tim: That sounds nice. What was the food like?
Alice: *It was good*, but *it cost* too much! How was your weekend?
Tim: Terrible *I crashed my* car.
Alice: Oh dear! I'm sorry to hear that. Are you all right?
Tim: Yes, I'm fine now but I *had* a headache for two days.
Alice: And what about the car? Was there a lot of damage?
Tim: It wasn't too bad. Everything is fine now.

Language Essentials

A You are asking Mr David some questions. Using the answers given, write the full questions:

1 (live?) *Where do you live* ?
In the centre town.

2 (do?) *What do you do* ?
I'm a teacher.

3 (university?) *Did you go to university* ?
Yes, I studied physics.

4 (married?) *How long have you been married* ?
For ten years.

5 (meet, your wife?) *How did you meet your wife* ?
At a wedding.

6 (any children?) *Do you have any children* ?
Just one, Emily.

7 (Emily, to school?) *Does Emily go to school* ?
No, not yet. She's only three.

8 (weeks, holiday?) *How many weeks is your holiday* ?
Twelve weeks a year.

9 (enjoy your job?) *Do you enjoy your job* ?
Simply because it is challenging.

10 (it, a difficult job?) *Is it a difficult job* ?
Sometimes, but I like children.

B Ask your friend some questions about what they did yesterday. Write down your questions here:

1 *Where did you go yesterday* ?

2 *Did you have a good time* ?

3 *Did you meet any new people* ?

4 *Was it expensive* ?

5 *Would you like to go there again* ?

Useful Expressions

A Fill in the gaps with either ***do*** or ***make*** in the correct form.

1 The house was a disaster. They *made* a terrible mess.

2 Have you *made* all the arrangements yet?

3 **Vincent:** English football fans came to Valencia last weekend.
Maria: Did they *do* any damage?

4 Listen. I *made* lunch so you can *do* the washing up. It's only fair.

5 What he did was terrible. He didn't even *make* an apology.

6 They're *making* plans for their wedding.

7 Would you *do* me a favour and feed the cat while I'm away.

8 We normally *do* the shopping on Saturday mornings.

9 Who's going to *make* dinner? You or I?

10 Be careful that you *make* the right decision.

Writing

Writing a summary:
A summary is a brief text of the original one. In a summary you should:

1 make your sentences shorter and easier by using your own words.
2 write the points in the order you like.
3 focus on the important points.

Write a summary of a novel that you have read or a film that you have watched.

The story begins with a description of the Dursleys, an utterly normal family in England, who are left with baby Harry Potter on their doorsteps. Aunt Petunia's sister Lily married James Potter and became a powerful couple in the wizard's world. They were killed by the evil Voldemort, leaving Harry with a large scar on his forehead and legacy as the only wizard to escape Voldemort alive. Head wizard Albus Dumbledore decides to have Harry grow up with the Dursleys until he is ready to attend Hogwarts, the best magic school in England at age 11. Harry is whisked away to Hogwarts by the giant gamekeeper, Hagrid, to find himself lost amongst a new world of magic and power.

Hagrid takes Harry to Diagon Alley where he retrieves some of his inheritance from Gringotts, the wizard bank, and purchases the books, wand and robes from the Leaky Cauldron and Ollivanders. On the train to Hogwarts at platform Nine and Three Quarters, Harry meets his new friend Ron Weasley and Hermione Granger. Everyone is amazed to meet the famous Harry Potter. On the train, Harry also meets Draco Malfoy, a boy with whom he develops a distrust and hatred. At Hogwarts, the children meet Dumbledore, McGonagall, Snape, and Quirrell, all professors and wizards. At the opening banquet, the Sorting Hat decides in which house the children live, and so Hermione, Neville, Ron, and Harry into Gryffindor, and Draco Malfoy into Slytherin, the house run by Snape and known to have adopted Voldemort in years past.

Hermione buries herself with studies, Ron with chess, and Harry with learning about his family and powers. He becomes an expert at flying and is allowed to play Quidditch for Gryffindor's team. Draco Malfoy continually tries to get the Gryffindor kids in trouble by setting them up and dragging them away from their beds at the wrong time. One day, Ron and Harry come across a large troll and rescue Hermione from death. From then on, the three come close on Snape and Quirrell and seek to discover the secrets at Hogwarts. They realize that the Sorcerer's Stone is guarded by a three-headed dog at Hogwarts and is the secret to eternal life created by Nicholas Flamel. They believe Snape is the culprit behind the evil and try to stop him from destroying Harry and Hogwarts.

Meanwhile, Hagrid keeps an eye on Harry and looks out for him. They visit Hagrid and meet his new pet dragon, Norbert. Norbert causes problems for everyone, as dragons are illegal animals. The three send the dragon away to Romania under Harry's Invisibility Cloak, and are discovered out of bed doing so. They are branded and punished with detention and stricken of fifty points each. In detention the kids must help clean up the Forbidden Forest with Hagrid. They find a unicorn slaughtered, with its blood scattered across the ground, and are frightened by an evil spirit. The good centaur Firenze flies Harry away from danger in the forest, as soon as he discovers who Harry is.

Harry, Ron, and Hermione discover that Voldemort tricked Hagrid into revealing the method by which to get past the three-headed dog and to the Sorcerer's Stone. They rush past the dog and through the chambers to stop Voldemort from killing Harry. Ron gets everyone past the life-sized Wizard's Chess board, while Hermione breaks the riddle that allows Harry to proceed to the ultimate chamber under ground. He sees the Mirror of Erised, the same mirror that shows the hopes and dreams of the person who looks inside. He finds Quirrell in the chamber without his stutter. He admits to hosting Voldemort and trying to destroy Harry in the forest. When his turban is removed, Harry sees a double face on top of Quirrell's head - it's Voldemort, and he wants Harry to get the Stone and then kill him. Harry discovers the Stone in his pocket and tries to kill Voldemort (Quirrell) until he blacks out.

Harry awakens in the infirmary to Dumbledore congratulating him. He saved the Stone, Hogwarts, and his own life. Because of his bravery and that of Hermione, Ron, and Neville, Gryffindor wins the House Cup for the year. Harry must go back to the Dursleys for the summer, but looks forward to all the magic he will practice and learn in the future.

To the Max! Reporter

Investigate Your Past

With your partner, go through the survey. How much does your friend agree or disagree with the following? For each statement, tick the appropriate box for their answer:

		Yes	No
1	Did you use to cry a lot when you were young?		✓
2	Were you a trouble-maker?	✓	
3	Did you ever play tricks as a child?	✓	
4	Did you like school when you were young?	✓	
5	Do you remember your first day at school?		✓
6	Did you have a role-model when you were a child?		
7	Are you an only child?		✓
8	Did you have a happy childhood?	✓	
9	Were you good at school?	✓	
10	Did you have any accidents?	✓	

How well do the following statements describe your partner? For each statement, tick the appropriate box for their answer:

		A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1	My life now is much better than before.		✓		
2	Secondary school is better than the primary school.			✓	
3	I understand my problems now.			✓	
4	I suffer from a generation gap.			✓	
5	I'm luckier than my parents.			✓	
6	I always learn from my past.			✓	
7	I've changed a lot since my childhood years.				✓
8	I don't remember my past much.	✓			
9	I sometimes repeat my childhood mistakes.		✓		
10	I'm proud of my childhood.			✓	

Swap information with your partner and compare your answers. Show the differences to your teacher.

Unit 4 Life in the Future

Vocabulary

A Match each definition in A with its word in B. One word is not needed:

A	B
1. usually the inner part (*e*)	a. efficient
2. get used to new conditions or a new situation (*f*)	b. consumption
3. hardworking and clever (*a*)	c. façade
4. the act of consuming something (*b*)	d. resource
5. the front wall of a large building (*c*)	e. interior
	f. adjust

B Give a synonym for each of the following words from the passage *What will our home be like in 2050* in the student's book:

1 progressing = *advancing*
2 request = *ask*
3 devices = *appliances*
4 leaking = *dripping*
5 change = *adjust*

C Use the meanings in B to fill in the blanks:

1 Household *appliances* make life much easier. But they will need to *adjust* to be more efficient.
2 I *asked* him to fix the *dripping* tap. We were wasting so much water.
3 In order for technology to *advance* we have to be imaginative.
4 I am very hopeful about the future. But that doesn't mean we won't have to *adjust*.

D Fill in the missing parts in the columns with the right word. Some boxes may not have a word.

Noun	Verb	Adjective
existence	exist	*existing/existent*
adjustment	adjust	*adjustable*
use/usage	*use*	useable
suitability	*suit*	*suitable*
consumption	consume	*consuming*

E Read the clues to fill in the crossword:

Across
1 use up
3 continue living
6 medium size or amount
8 the front wall of a building
9 the number of people in a country

Down
2 the state of existing
4 ability to use less
5 something that can be adjusted
7 good at finding ways of doing something

Reading

A Read the following passage about "The Future of TV" then answer the questions below:

The Future of TV: technologies to watch

All televisions, from the 40-inch set in your living-room to the black-and-white set in the shed, will need to be hooked up to a digital service. Most televisions will be converted cheaply and easily to receive a digital signal and companies charged with overseeing the process offer help to elderly people or those on low incomes.

Manufacturers are building web capabilities into their televisions and Ethernet ports, and wireless features will be crucial to the way we watch television in the future. Companies such as Samsung are going to build "widgets" into their televisions too. In time, televisions will act as a gateway to the internet, allowing viewers to check their emails or send instant messages.

We're all familiar with "red button" services on our televisions, but what will the future hold for interactive services? If the government's plan to allow product placement on television goes ahead, we can expect to see technology that allows us to purchase the jumper worn by an actor in a soap opera or request more information about a car driven by the star of a drama series. It may also usher us into an age of truly interactive viewing, with which people will be able to chat about a programme as it unfolds and access additional content and features, such as character biographies or cast interviews.

Watching the television is a fundamentally social activity, so we're unlikely to see the end of the main TV set in the living-room. But there can be little doubt that viewers will be watching their favourite shows in new and exciting ways. The growing number of internet-enabled devices, such as net books and mobile phones, as well as the availability of high-speed mobile networks, means viewers could be tuning into the news on their phones or by logging on to a train's Wi-Fi network. At home, expect televisions to get bigger, thinner and have better picture quality. Expect them to become more environmentally friendly too, both in terms of the materials used to make them and the energy they consume.

Questions

1 What does watching television represent?

Watching television is a social activity.

2 Mention two ways to show how people of the future will watch TV.

a. *People will be able to interact with other viewers watching the same programme.*

b. *People will be able to buy something worn by an actor on the television screen.*

3 What are the features of future televisions? (Mention 2 features) *(Answers will vary.)*

a. *They will have wireless features.*

b. *They will have interactive services.*

4 How would televisions of the future be friendly to the environment?

They will be made of environment-friendly materials and will consume less energy.

Speaking

A With your partner, work out a dialogue that deals with your plans for the future. Use ***will*** and ***going to***. An example has been given below: *Answers will vary.*

Stan: *Michael, what is your dream for the future?*
Michael: *Let me think. I want to be a pilot.*
Stan: *Why?*
Michael: _____
Stan: _____
Michael: _____
Stan: _____
Michael: _____
Stan: _____
Michael: _____
Stan: _____

B Imagine a future invention that will help us in education. Give it a name and mention the things it can do:

1 *Answers will vary.*

2 _____

3 _____

4 _____

Grammar

Teacher's Note: Answers may vary slightly. Correct for grammar but allow for a slight variation with the verb forms.

A What would you say in these situations?

1 Your friend asks you to go out tomorrow, but you've arranged to go shopping.

I'm sorry, but I am going shopping tomorrow.

2 Someone asks you about your after school plans. You intend to go to the library.

I'm going to go to the library after school.
or-I'm going to the library after school.

3 A tourist asks you about the next train to Oxford. Tell him there is one at 10.00.

The next train to Oxford is arriving at 10.00.

4 A friend asks you about your plan for the coming weekend.
Answers will vary.
I will probably visit my grandma the coming weekend.
or-I'm visiting my grandma the coming weekend.

B Complete these sentences with the correct form of the verb in brackets:

1 It's arranged. We *are going to go* (go) to the Red Sea this summer.

2 I think my brother *will be* (be) a doctor. He's very clever.

3 *Are* you *going to play* (play) tennis after school today?

4 My lesson *will finish* (finish) at four o'clock this afternoon.

5 He is in a hurry. He *is going to* (take) a taxi.

6 I expect my friend *will win* (win) the next race.

7 You have to try this restaurant. I'm sure you *will love* (love) it.

8 My plane *is departing* (depart) at 5.30 p.m.

C Find and correct the mistake in each sentence:

1 I've decided that I'm doing more exercise in future.
I've decided that I will do more exercise in the future.

2 It's a really good film. I'm sure you enjoy it.
It's a really good film. I'm sure you will enjoy it.

3 I think they go to visit us soon.
I think they are going to visit us soon.

4 The train to Paris is arriving at 3.15.
(Sentence is correct.)

D Choose the correct future phrase to correct the verb in brackets:

1 My friend looks very sad. She (cry) *is going to cry*.
2 Look at those black clouds. It (rain) *is going to rain*.
3 You look too tired. I'm sure you (sleep) *will sleep*.
4 The wind is getting stronger. There (be) *is going to be* a storm.
5 I have a good plan for my holiday. I (go) *am going to go* to Amsterdam.
6 Our school (start) *will start* a new project about technology soon.
7 There's a TV programme about wildlife. I think it (be) *will be* good.

Language Essentials

A Write a synonym and an antonym for each key word.

Synonym	Keyword	Antonym
complete	whole	part
fast	quick	slow
remain	stay	leave
tiny	small	big
close	near	far
noisy	loud	quiet
happy	glad	sad
filthy	dirty	clean
hard	difficult	easy
moist	wet	dry
similar	same	different
sick	ill	well
fix	repair	destroy
end	finish	start
leave	depart	arrive
start	begin	end
above	high	low
big	large	small
close	shut	open
nice	kind	mean
smart	clever	dumb

B Use the synonyms of these words to fill in the blanks:
Answers will vary.

large difficult job fix

1 My room is not *big*. It can't have the piano in it.

2 It was a *hard* situation. I didn't know what to do.

3 I can't do this kind of *work*. It's beyond my skills.

4 Could you *repair* my computer, please?

Useful Expressions

A Complete the missing parts with the idioms you learnt in this unit.

1 Students who travel abroad to study, try to work as well. They *kill two birds with one stone*.

2 You've done a good job. You impress me. Let me *take my hat off to you*.

3 Although my father soon loses his temper, he has *a heart of gold*.

4 The road to success is never smooth. So don't *lose heart* so quickly.

5 I wasn't at home to answer your call. I've been *on the go* all day.

6 Why are you having *a go at me*? I told you I didn't mean it.

7 Sometimes, I find it hard to work under pressure but I just have to take *the bull by the horns*.

8 Never take your health *for granted*.

Writing

Look back at the writing section of Unit 4 in the student's book and write a composition about the advantages and disadvantages of technology.

Answers will vary.

To the Max! Reporter

Jump into the future

With your partner, go through the survey. To what extent does your partner agree or disagree with the following? For each statement, tick the appropriate box for their answer:

Answers will vary.	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1 I feel my tomorrow is born today.				
2 I'm quite sure of what I would like to be.				
3 I expect my future will be much better.				
4 I'll be busier in future.				
5 I think I will travel abroad.				
6 I will be luckier in the future.				
7 Life will be better.				
8 The future is full of surprises.				
9 The future can only be a guess now.				
10 I'm not sure about tomorrow.				

How well do the following statements describe your partner? For each statement, tick the appropriate box for their answer:

Answers will vary.	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1 I look up to a person in the family.				
2 I can see now where I'll be working.				
3 I'll change the world around me.				
4 I'll be part of a team.				
5 I'll understand the world better.				
6 I'll be in touch with my school friends.				
7 I'll take part in charity.				
8 I'll have my own business.				
9 I'll be working with friends.				
10 I'll be working abroad.				

Swap information with your partner and compare your answers. Show the differences to your teacher.

1 - 4 Review 1

A Match the words with their definitions

A	B
1. A piece of clothing *garment*	exist
2. Non-academic subject *extracurricular*	errand
3. A planned method of treatment *approach*	threaten
4. Be available *exist*	crammed
5. Strange and different *peculiar*	garment
6. Working under pressure *crammed*	approach
7. Going to buy something for somebody *errand*	extracurricular
8. Warn *threaten*	peculiar
9. The inner part of a place *interior*	vital
10. Necessary and essential *vital*	interior

B Complete the sentences with the correct form of the words in brackets:

1 Children are very *adjustable* (adjust). They can learn new things easily.

2 Production always depends on *consumption* (consume).

3 Our secretary is *efficient* (efficiency). She always answers phone calls and meets the clients on time.

4 The success of a project depends on its *demonstration* (demonstrate).

5 My *response* (respond) depends on your question.

6 A scientist follows his experiment with close *observation* (observe).

7 Self- *confidence* (confident) makes you think highly of yourself.

8 Note-taking is an *organisational* (organise) tool you have to use at university.

C Place each word in the right column

food keep moon look treat assume exist
street school need wood heat bees put
noon screw

/ɪ/	/iː/	/ʊ/	/uː/
exist	*treat*	*put*	*food*
	heat	*wood*	*noon*
	keep	*look*	*school*
	bees		*moon*
	need		*assume*
	street		*screw*

D Put in ***a***, ***an*** or ***the***:

1 There was *a* man and *a* woman in the room. *The* man was American, but *the* woman looked Indian.

2 My parents have *a* cat and *a* dog. *The* dog never bites *the* cat, but *the* cat often scratches *the* dog.

3 This morning, I bought *a* newspaper and *a* magazine. *The* newspaper is in my bag, but I don't know where *the* magazine is.

4 I saw *an* accident this morning. *A* car crashed into *a* wall. *The* driver of *the* car was not hurt, but *the* car was badly damaged.

5 When you turn onto Pine Tree Drive, you will see three houses: *a* red one, *a* blue one, and *a* white one. I live *in the* white one.

6 We live in *an* old house in *the* middle of town. There is *a* garden behind *the* house. *The* the roof of *the* house is in bad condition.

E Choose the correct answer:

1 He **did**/**made** a lot of research last week.
2 The people wanted to **do**/**make** peace.
3 The children are **doing**/**making** too much noise.
4 I must **do**/**make** my homework before I go to bed.
5 Why does he always **do**/**make** a promise and then break it?
6 I will **do**/**make** the dishes.
7 You can **do**/**make** the dinner.
8 Can you tell me how much money he **does**/**makes**?
9 Can you **do**/**make** me a favour and lend me some money?
10 She spends too much time **oing**/**making** her hair and nails.
11 I think he is trying to **do**/**make** trouble for you.

F A friend of yours is planning to go on holiday very soon. You ask him about his plans. Use the words given:

Examples:
where, go? _____
Where are you going? _____

1. how long, stay?
How long are you going to stay?
2. go, by car?
Are you going to go by car?
3. when, leave?
When are you going to leave?
4. where, stay?
Where are you going to stay?
5. go, alone?
Are you going to go alone?

G Put the verb into the correct form (present continuous or present simple).

1 Please don't make so much noise. I *am studying* (study).
2 How many languages *does Tom speak* (Tom, speak)?
3 Jean *does not speak* (not, speak) any foreign languages.
4 I *do not belong* (not, belong) to a political party.
5 Hurry! The bus *is coming* (come). I *do not want* (not, want) to miss it.
6 The Nile River *flows* (flow) into the Mediterranean.
7 The river *is flowing* (flow) very fast today, much faster than usual.
8 *Does it ever snow* (it, ever, snow) in India?
9 We usually *grow* (grow) vegetables in our garden, but this year we *are not growing* (not, grow) any.
10 **A:** Can you drive?
B: No, but I *am learning* (learn).
11 You can borrow my calculator. I *do not need* (not, need) it right now.
12 I *am getting* (get) hungry. Let's go and get something to eat.
13 George is a vegetarian. He *does not eat* (not, eat) meat.
14 Joe says he's 80 years old, but I *do not believe* (not, believe) him.

H Put the verb into the correct form, using ***will*** or ***going to***.

1 **A:** Why are you turning on the TV?
B: I *am going to watch* (watch) the news.
2 **A:** Oh, I just realised I don't have any money.
B: Don't worry. That's no problem. I *will lend* _____ (lend) you some.
3 **A:** Those clouds are black, aren't they?
B: Yes. I think it *will rain* (rain).
4 **A:** I've got a terrible headache.
B: Do you? Wait here and I *will get* (get) you some aspirin.
5 **A:** Why are you filling that bucket with water?
B: I *am going to wash* (wash) the car.
6 **A:** I've decided to repaint my room.
B: Oh, have you? What colour *are you going to paint* (you, paint) it?

I Replace the underlined parts with synonyms you've studied in units 1-4:

1 If you don't get my plan, I can ~~explain~~ (demonstrate) it with examples.
2 When I send you a message, I expect you to ~~answer~~ (respond).
3 Good practice makes you ~~beat~~ (overcome) your competitor.
4 His answers indicate that he is ~~sure~~ (confident) of himself.
5 Living in a place for some days helps you ~~get used to~~ (adjust to) the conditions around you.
6 The ~~front wall~~ (facade) of our block of flats is very remarkable.
7 It is ~~necessary~~ (vital) that he stop eating junk food.
8 If you study regularly, you won't need to ~~study so hard~~ (cram) before an exam.
9 Your ~~method~~ (approach) of dealing with problems is really practical.
10 I am ~~in charge of~~ (responsible for) my own studies.

J Decide whether the form of the verbs in these sentences is right or wrong. Correct the wrong ones

1 I don't know your telephone number.
correct
2 Please don't make so much noise. I study.
wrong: am studying
3 Mary is visiting her aunt at this time every year.
wrong: visits
4 I'm sure you are going to enjoy today's film.
wrong: will enjoy
5 They go shopping two days ago.
wrong: went
6 Nina looks upset. She is going to cry.
correct
7 My best friend always invite me to his birthday party.
wrong: invites

Unit 5 Long Life and Healthy food

Vocabulary

A Match each definition in A with its word in B. One word is not needed:

A	B
1. very busy and intense (*d*)	**a.** recommendation
2. make someone want to have or do something (*f*)	**b.** grab
3. take hold of someone (*b*)	**c.** additive
4. advice for somebody to do something (*a*)	**d.** hectic
5. a substance that is added in small amounts to something, to make it last longer (*c*)	**e.** dementia
	f. tempt

B Give the antonym for each of the following words from the passage *The Land of the Immortals* in the student's book :

Answers may vary

1 highest = *lowest*
2 youth = *adult*
3 die = *live*
4 immortal = *mortal*
5 obese = *thin*

C Use the meanings in B to fill in the blanks:

1 Sometimes the *lowest* points in people's lives can be a reason for change.
2 I want to be healthy in my *life*.
3 Every *mortal* must die one day.
4 The person who *live*s after an accident is a survivor.
5 *Thin* people are healthier than fat people.

D Fill in the missing parts in the columns with the right word. Some boxes may not have a word.

Noun	Verb	Adjective
temptation	tempt	*tempting*
product	*produce*	*productive*
artificiality	----------	artificial
endangerment	endanger	*endangered*
service	*serve*	*serving*

E Read the clues to fill in the crossword: "The Land of the Immortals".

Across

6 long life
8 a system of eating balanced food
9 a mental disorder caused by an accident

Down

1 typical of an old style
2 someone who is at least 100 years old
3 the state of being immortal
4 waiting for something you are sure of
5 very old
7 very fat

Reading

Healthy Diet

Read the following passage then answer the questions below:

The Japanese are one of the healthiest and long-lived people in the world, and it is their healthy diet that is thought to be largely responsible. Compared with others, they eat roughly twice the amount of cereals, less than one fifth the amount of meat and only a very small amount of dairy products. They also much eat more fish. Although the Japanese and the British both live on islands surrounded by sea, statistics show that the Japanese eat three times more fish and seafood than the British, with raw or cooked oily fish featuring in most meals. Fish has many beneficial fats. Studies show that these fats help to reduce the stickiness of the blood, regulate blood pressure and ease any inflammation of the joints.

Sushi

One way to enjoy the classic Japanese duo of fish and rice is to eat more sushi, which helps to protect bones in later life. The term 'sushi' actually refers specifically to sticky balls of vinegary rice, but it's usually used as a generic term for all types of rice topped with raw or cooked fish or wrapped in seaweed, with a fish or vegetable centre.

Seaweed

Scientists believe that the Japanese's love for seaweed is another reason why they have a better health record than Westerners. The nutrients found in seaweed can bind heavy metal toxins, such as lead and cadmium in the intestines, and remove them from the body. Seaweed is also rich in iodine and selenium – two minerals that both help to maintain a healthy metabolism.

Soya

Another important ingredient of Japanese cooking is soya. Nutrition experts are increasingly convinced that it may be partly responsible for the significantly lower rate of breast cancer found in the Far East.

A word of caution: not all aspects of the Japanese diet are healthy. Japanese rates of stomach cancer are much higher than other countries, and this is thought to be caused by their regular consumption of soya sauce and pickled food.

Questions

1 Mention two benefits of eating fish.
Fish has many beneficial fats. It helps reduce the stickiness of the blood, regulate blood pressure and ease any inflammation of the joints. (the answer should include two of these)

2 What are the advantages and disadvantages of soy sauce?
It helps prevent breast cancer, but too much consumption of it might cause stomach cancer.

3 What is Sushi made of? *Sushi is made of sticky vinegary rice topped with raw or cooked fish wrapped in seaweed with a fish or vegetable centre.*

4 How does the seaweed help the body stay healthy?
It can bind heavy metal toxins and remove them from the body. It is also rich in iodine and selenium.

5 Find the meaning of these words in the passage:
in charge *responsible*
useful *beneficial*

Speaking

Read the conversation between Sydney and Martha and complete the missing parts: *Answers will vary.*

Sydney: Would you like to have some ice-cream? I've got a variety of flavours for you to choose from. I've got strawberry, chocolate, coffee and vanilla.
Martha: Wow! What choices you have! I wish I could, but _____.
Sydney: Come on, it's just a lick. It doesn't really make any difference.
Martha: _____.
Sydney: Oh! You are really keen on your diet, aren't you?
Martha: It's just _____.
Sydney: Well, I'd better not tempt you any more. Otherwise, if I give you a piece of cake, you might ask for _____.
Martha: I'm not that easily moved.
Sydney: I know but _____.
Martha: Thanks dear.

Grammar

A Put the verbs in brackets in the correct form of the present continuous tense.

1 Sandy *is reading* (read) a book now.
2 What *are you doing* (you, do) tonight?
3 Abdullah and Basel *are working* (work) late today.
4 Shatha *is not listening* (not, listen) to music.
5 Marian *is sitting* (sit) next to Mary today.
6 How many other students *are you studying* (you, study) with this afternoon?
7 The phone *is not ringing* (not, ring). It's the doorbell.

B Complete the sentences with the simple present or the present continuous tense. Use the verbs in brackets.

My name is Catharine. I have a guest at home. She is a friend and she **(stay)** *is staying* with me for a couple of days. I **(sleep)** *am sleeping* on the sofa in the living room while she is here, and she **(stay)** *is staying* in my bed room. I always **(get up)** *get up* at six, have breakfast, and then **(go)** *go* to work. She **(not, get up)** *doesn't get up* before ten, and then she **(have)** *has* breakfast. She only **(drink)** *drinks* fresh juice. She usually **(make)** *makes* porridge for breakfast. She **(not, eat)** *doesn't eat* meat, and she **(not, drink)** *doesn't drink* tea or coffee. She **(use)** *uses* my computer, and she **(drive)** *drives* my car. That is OK. But she **(always, make)** *always makes* long distance phone calls on my phone. That is not OK! She **(constantly, take)** *constantly takes* clothes from my wardrobe and never **(ask)** *asks* me first. That is not OK either. She **(become)** *is becoming* a problem. I'm glad she **(not, stay)** *is not staying* for long!

C Make meaningful sentences with the words given. Use a suitable verb in each sentence in the present continuous tense. The first one has been done for you.

Answers may vary.

Examples:

book, today.
I'm reading a new book today.
What, for dinner?
What are you cooking for dinner?

1 Why, everyone, foreign languages?
Why is everyone learning foreign languages?
2 We, a football match, the other class, this week
We are having a football match with the other class this week.
3 What, Nina, the computer, at the moment?
What is Nina doing on the computer at the moment?
4 How long, you, me, sorry for being late
How long were you waiting for me? Sorry for being late.
5 They, a new flat, this month
They are buying a new flat this month.
6 Someone, over there, I can see him
Someone is sitting over there. I can see him.
7 Which one, the laptop or the PC?
Which one are you buying, the laptop or the PC?
8 She, a party, tomorrow, It's her birthday
She is having a party tomorrow. It's her birthday.

D Put the verb in the correct form of the present simple or present continuous to complete the sentences. You may have to use the negative form.

1 **A:** Have a chocolate.
B: No, thanks. I *I don't like chocolate.* (like chocolate)
2 **A:** Let's have lunch in the garden.
B: No, we can't. It *is raining* (rain)
3 **A:** What *does she do?* (do).
B: She is a doctor.
4 **A:** Why *are you smiling* ? (smile)
B: Because I'm happy.
5 **A:** How *do you get to work* ? (get to work)

Language Essentials

A Fill in the gaps to complete the phrasal verbs ***break*** or ***get***.

1 Janet and Andy broke *up* last Saturday. Everybody's shocked.
2 The lift broke *down* so we had to walk up the stairs.
3 New members have got *into* our club recently.
4 A mad man broke *out* of the high security mental hospital yesterday.
5 Thieves broke *into* the Tower of London and stole he Crown Jewels.
6 The weekend is a nice occasion to get *away/together*.
7 He broke *off* from his team lately.
8 Sorry I'm late. The bus broke *down*.
9 Fifty prisoners got *away* from the camp last night.
10 The robbers will never get away *with* their crime. The police will catch them soon.

B Rewrite the sentences using the verbs in brackets in the correct form to make phrasal verbs:

1 I tried to make him understand the problem. (get)
I tried to get it across to him to understand the problem.
2 No one was injured when the fire began. (break)
No one was injured when the fire broke out.
3 What college would you like to join? (get)
What college would you like to get into?
4 The thieves entered the building by force. (break)
The thieves broke into the building by force.
5 Finally he could overcome his loss. (get)
Finally he could get over his loss.

Useful Expressions

A Fill in the blanks of the following mini-dialogues:

Answers may vary.

1 **A:** _____?
B: Yeah, sure. Here is the salt.
2 **A:** I'm starved.
B: It seems _____.
A: Ok, where is the horse?
3 **A:** _____?
B: It's quite delicious.
4 **A:** What's for dessert?
B: _____.
A: Great! It's my favourite.
5 **A:** _____?
B: I'd rather have chicken.
A: Ok, here you are.
6 **A:** _____?
B: Yes, please. I love sauce.
7 **A:** How does the soup taste?
B: _____.

Writing

What is your favourite dish? Write your own recipe for cooking your favourite dish.

Remember:

Give instructions in sequence as introduced in the student's book.

Answers may vary.

To the Max! Reporter

Conquer your eating habits

Discuss the questions with your partner then share your ideas with the pair next to you.

Answers may vary.

		Answer
1	How often do you eat out?	
2	Which kind of food do your prefer to eat at restaurants?	
3	Which meal do you usually have out?	
4	Do you ever eat out alone?	
5	How much do you pay per meal?	
6	Do you ever try new restaurants?	
7	Do you usually try new dishes?	
8	What is your favourite food in a restaurant?	
9	Are you always satisfied in a restaurant?	
10	Which kind of restaurants do you like most?	

How well do the following statements describe your partner? For each statement, tick the appropriate box for their answer:

Answers may vary.

		Yes	No
1	Do you enjoy your food at home?		
2	Do you know how to cook?		
3	Have you ever been on a diet?		
4	Do you have special eating habits?		
5	Do you dislike any dishes?		
6	Do you prefer big meals?		
7	Do you prefer sandwiches?		
8	Do you ever cook?		

Swap information with your partner and compare your answers. Show the differences to your teacher.

Unit 6 Sports

Vocabulary

A Match each definition in A with its word in B. One word is not needed:

A	B
1. an advantage of something (*f*)	a. impact
2. a forceful consequence (*a*)	b. psychology
3. the study of mental life (*b*)	c. accomplish
4. succeed in doing something (*c*)	d. meditate
5. think for spiritual purpose (*d*)	e. injury
	f. benefit

B Give the synonym for the following words from the passage *What's good about swimming* in the student's book:

1 benefit = *advantage*
2 injure = *harm*
3 accomplish = *achieve*
4 conclude = *finish*
5 recreation = *amusement*

C Use the meanings in B to fill in the blanks:

1 Students do a lot of activities for *amusement*.
2 It was an accident but no one got *harmed*.
3 I wonder what is *advantage* there is in fishing?
4 You'll become happy when you *achieve* your goal.
5 The success of doing something depends on *advantageous/finishing* touches.

D Fill in the missing parts in the columns with the right word. Some boxes may not have a word.

Noun	Verb	Adjective
injury	*injure*	*injurious*
meditation	*meditate*	meditative
conclusion	conclude	*conclusive*
benefit	*benefit*	beneficial
recreation	*recreate*	*recreational*

E Read the clues to fill in the crossword:

Across

1 having benefits
6 places where certain things are found/sold in plenty.
8 achieve
9 how heavy you are
10 an ending

Down

2 a forceful consequence
3 harm or hurt a person
4 think at length for spiritual purposes
5 the study of the way people behave
7 an activity that renews health

Reading

A Read the following passage, then answer the questions:

Lewis Gordon Pugh Breaks Two World Records in Antarctic Swim

Read the following passage then answer the questions below:

On the anniversary of the Norwegian explorer Roald Amundsen reaching the South Pole, British swimmer Lewis Gordon Pugh has plunged into the icy waters off the Antarctic Peninsula to smash the world record for the most southern long distance swim ever undertaken. Wearing only Speedo trunks, goggles and a swimming cap, Lewis swam 1 kilometre (0.6 Miles) in 0°c (32°f) water.

Pugh, who has pioneered more swims around famous landmarks than any other swimmer in history (including a swim near the North Pole in August this year) is now the first person to have completed a long distance swim in both the Arctic and Antarctic. After the swim he admitted that the Antarctic waters were the most **formidable**. He said: "As soon as I dived in, I had a screaming pain all over my body. After three minutes, I'd lost all feeling in my hands and feet. And after six minutes I lost all feeling throughout my arms and legs. I am not sure how I kept on going for so long. I had to concentrate all the time and swim as fast as I could to keep the cold out. I am ecstatic to have swum so close to the South Pole! To have done it on the anniversary of Roald Amundsen reaching the South Pole made it extra special. To break two world records on one expedition is overwhelming. The swim at Deception Island was without question the hardest of my life."

Lewis took 18 minutes and 10 seconds to complete the 1km (0.6 Miles) swim and was supported by a 10 person team based aboard the MV "Polar Star". It included a team of sports scientists from the University of Cape Town and the Sports Science Institute of South Africa who have collected physiological data during all his record polar swims.

Questions

1 What did Lewis Gordon Pugh do in the Antarctic Peninsula?

He wanted to smash the world record for the most southern long distance swim ever undertaken.

2 What equipment did Lewis take on his swim?

Speedo trunks, goggles, and a swimming cap

3 Why did he decide to break a record at that time in particular?

Because it was the anniversary of Roald Amundsen reaching the South Pole

4 How did Lewis Gordon feel in the cold water?

He felt pain all over his body. Then he started losing feeling throughout his body little by little

5 What is the meaning of the underlined word?

Very difficult

Speaking

A Read the following questions and give short answers about yourself:

1 What do you do to keep fit?

Answers will vary

2 Do you like to exercise?

Answers will vary

3 What are some of the benefits of sports?

It keeps you in good health and shape. It is good exercise for the body (etc.)

4 Do you play any sports?

Answers will vary

5 Are you a member of any sports team? Explain the reason(s) why.

Answers will vary

6 Are you good at sports? How can you prove it?

Answers will vary

7 How often do you go swimming? Where do you go? Who do you go with?

Answers will vary

8 Do you ever do any water sports such as scuba diving or surfing?

Answers will vary

9 What is your favourite summer sport?

Answers will vary

10 What is your favourite winter sport?

Answers will vary

11 What new sports would you like to try?

Answers will vary

Grammar

Answers will vary.

A Complete the following sentences with your own ideas using the past continuous tense. The first one has been done for you.

1 Mike phoned while *we were having dinner*.
2 When the telephone rang I _____.
3 When I arrived at the wedding, Jina _____.
4 I saw Suzan in town yesterday but she did not see me, she was with her family. They _____.
5 I met James at the airport last week, he _____.
6 I _____ when suddenly I bumped into an old man. I was so ashamed.

B Change the following sentences into the negative and interrogative. Use the past simple or past continuous tense where suitable. *Answers will vary.*

1 She was reading a book at 6.00 yesterday.
She was not reading a book at 6.00 yesterday.
What *was she doing/reading at 6.00 yesterday*?
2 We know what to do.
We don't know what to do.
Do we know what to do/What do we do?
3 When I was young, I wanted to be a doctor.
When I was young, I didn't want to be doctor.
What *did I want to be when I was young*?
4 They were dancing while I was studying.
They weren't dancing while I was studying.
What *were they doing while I was studying*?
5 He was crossing the street when a friend called him.
He wasn't crossing the street when a friend called him.
Was he crossing the street when a friend called him?

C Find the mistakes in these sentences and correct them:

1 We were ~~shop~~ when we ran into an old friend.
We were shopping when we ran into an old friend.
2 What ~~was~~ you doing when I called you today?
What were you doing when I called you today?
3 Lilly was ~~written~~ a letter this morning.
Lilly was writing a letter this morning.
4 They ~~was~~ diving when a shark attacked them.
They were diving when a shark attacked them.
5 Where ~~were~~ she going when you met her?
Where was she going when you met her?

Answers will vary.

D What were you doing yesterday at ____?
Use the past continuous tense:

At 11.30 a.m _____
At 2.00 p.m _____
At 4.30 p.m _____
At 8.00 p.m _____
At 2.00 a.m _____

E Complete the conversations using the past simple tense or the past continuous tense The first one is done for you:

1 **Policeman:** What *were you doing* (you, do) when the accident *happened* (happen)?
Colin: I *was* (be) at the bus stop. I *was waiting* (wait) for a bus.
Policeman: *Did you see* (you, see) the accident?
Colin: No, because I *was reading* (read) the newspaper.

2 **Mum:** Oh no! My beautiful new plate! What *happened* (happen)?
Angela: I'm really sorry, Mum. I *broke* (break) it when I *was washing* (wash) it.
Mum: How?
Angela: It *was* (be) wet and I *dropped* (drop) it on the floor.

Language Essentials

A A compound noun is made from two words:

pan + cake = pancake

rain + bow = rainbow

Unscramble the following words:

1 etslbabkal basketball

2 bsutspo bus stop

3 hsrfele herself

4 haghiwy highway

5 gevenipra grapevine

6 mheeomad homemade

7 pglamouyd playground

B Underline the compound word in each sentence. Write the compound word and the two smaller words that form it.

1 The children were sleeping in the playground.
playground = play + ground

2 My brother and I went to watch the baseball game.
baseball = base + ball

3 I love to use mint flavoured toothpaste when I brush my teeth.
toothpaste = tooth + paste

4 Tommy and his brother love to go down to the riverbanks to catch fish.
riverbanks = river + banks

5 John takes the subway to work every morning.
subway = sub + way

6 Breakfast is my favourite meal.
breakfast = break + fast

7 The favourite part of my holiday was when I got to ride on the aeroplane.
aeroplane = aero + plane

Useful Expressions

A Complete the missing parts of the idioms you learnt in this unit:

1 When I came home last night, everyone was asleep. It was as silent as a grave.

2 I've worked much harder this month. A good income will be in the cards for me.

3 If you can't get my message, I am ready to make it clear to you.

4 I'm sure you can manage on your own. You are as tough as old boots.

5 Everything you do proves that you are as good as gold.

6 I have been struck with flu. I am as sick as a dog.

7 You know Harry when he is working. He cares about all the details. He is as keen as mustard.

8 I have to tell Jack the whole story myself. He always has his head in the clouds.

9 It was a heated discussion. I got hot under the collar.

10 I will always follow you in your projects as long as they are for a good cause.

Writing

Write an essay about the advantages and disadvantages of team sports. In addition to the introduction and the conclusion, the body should consist of two paragraphs at least of the two contrasting ideas. Look back at the writing section of units 4 and 6 for more clarification.

Answers will vary.

To the Max! Reporter

Maximise your fitness

With your partner, go through the survey. To what extent does your friend agree or disagree with the following? For each statement, tick the appropriate box for their answer:

Answers will vary.

		A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1	I exercise regularly.				
2	I exercise only to keep in shape.				
3	I prefer doing sports rather than weights.				
4	I do exercise at home.				
5	I use special equipment.				
6	I exercise by myself.				
7	I usually practise under supervision.				
8	I exercise only at weekends.				
9	I do exercise to keep fit.				
10	I have a routine of doing exercise.				

How well do the following statements describe your partner? For each statement, tick the appropriate box for their answer:

Answers will vary.

		A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1	I regularly do sports.				
2	I usually play sports outdoors.				
3	I do sports by myself.				
4	I prefer team sports.				
5	I practise sports daily.				
6	I do sports to keep fit.				
7	I play sports to prove myself to others.				
8	I do sports to meet other people.				
9	I sometimes play sports at home.				
10	I never get tired of sports.				

Swap information with your partner and compare your answers. Show the differences to your teacher.

Unit 7 A Profile of Great Leadership

Vocabulary

A Match each definition in A with its word in B. One word is not needed:

A	B
1. leave somebody or something (*b*)	a. compassion
2. pity for someone suffering (*a*)	b. abandon
3. make believe (*e*)	c. vicegerent
4. have a different opinion (*f*)	d. convince
5. someone appointed by a ruler (*c*)	e. conjure
	f. dissent

B Give the antonym for the following words from the passage *Zayed the Charitable and Humanitarian* in the student's book:

1 assent = dissent
2 follower = leader
3 excluded = involved
4 offer = demand
5 extreme = moderate

C Use the antonyms in B to fill in the blanks:

1 These ideas of yours are too extreme. I'd prefer more moderate ones.
2 People don't work well in times of dissent.
3 Who is the leader of your group?
4 I checked the list myself and I'm sure you are all involved. No one is out.
5 The government does its best to fulfill the people's demands.

D Fill in the missing parts in the columns with the right word. Some boxes may not have a word.

Noun	Verb	Adjective
abandonment	abandon	abandoned
compassion	----------	compassionate
convincer	convince	convinced
dissension	dissent	dissenting
vision	----------	visionary

E Read the clues to fill in the crossword:

Across
1 make somebody believe something
4 raising money for the poor
6 sympathy for someone who is suffering
8 make a feeling exist
9 someone appointed by a ruler

Down
2 thinking about the future imaginatively
3 have a different opinion
5 make up
7 one who leads a group or nation

Reading

Sheikh Zayed

A Read the following passage then answer the questions below:

Being an excellent marksman, Sheikh Zayed once enjoyed hunting and falconry, but, as an example to others, he gave up hunting with guns many years ago in the name of wildlife conservation. This was just one of Sheikh Zayed's many qualities that would make him the great leader he became.

His travels in the remote areas of Abu Dhabi provided Sheikh Zayed with a deep understanding both of the country and of its people. During these expeditions, he obtained his first exposure to the industry that was later to have such a great effect upon the country. Sheikh Zayed came to believe the finding of oil was gifted by God and as such, when he was later to become ruler, he shared this new wealth with others less fortunate. His humanitarian aid in the hour of need reached every corner of the world. The Abu Dhabi Fund for Economic Development provided grants and loans for economic projects in various developing countries of Asia and Africa.

On 9th August 1966, Sheikh Zayed assumed control of Abu Dhabi. His priorities were to build basic housing facilities, schools, health services, an airport, a sea port, roads and a bridge to link Abu Dhabi to the mainland.

Sheikh Zayed realised that for Abu Dhabi to prosper, it would need to co-operate with its tribal neighbours. So his first step was to meet the ruler of Dubai, Sheikh Rashid bin Saeed Al Maktoum.

On the 2nd of December 1971, a federation of six emirates (Abu Dhabi, Ajman, Dubai, Fujairah, Sharjah and Umm al-Quwain) formed the United Arab Emirates. Sheikh Zayed was elected president and Sheikh Rashid was elected vice-president. Shortly afterwards, Ras Al Khaimah decided to join the federation.

Sheikh Zayed wanted the people of the UAE to move forward on the road to progress, but he expected a balanced approach towards modern life. He wanted them never to forget their past and retain whatever was good and beneficial for society.

Sheikh Zayed wanted traditional values and customs to stay in place. He always emphasised the need for preserving the country's heritage and culture so that the younger generations would not lose touch with their past.

Questions

1 Mention two sports Sheikh Zayed used to practise.
Hunting and falconry

2 How did Sheikh Zayed deal with oil benefits?
He shared it with others less fortunate

3 What were his priorities when he assumed control of Abu Dhabi? (Mention four)
A *To build basic housing facilities*
B *To build schools*
C *To build an airport*
D *To build roads and a bridge to link Abu Dhabi to the mainland (etc.)*

4 Find the meaning of these words in the passage:
lucky *fortunate*
outstanding *excellent*

Speaking

A Read the conversation between Tennyson and Dan and complete the missing parts: *Answers will vary*

Tennyson: You look _____ ?
Dan: Oh, I'm low on petrol. I've got to refill the tank.
Tennyson: Well, there's a petrol station over there.
Dan: _____
Let's try that. *(Tenyson parks the car by the petrol pump).* Oh, that's great! The pump is out of order.
Tennyson: Looks like we've been followed by bad luck all day long!!
Dan: Oh, come on.
Tennyson: _____
Dan: Ok. We'll see.
Tennyson: _____
Dan: Here's our luck. Great. Let me pull over here.

Grammar

A Circle the correct answer.

1 Peter _____ football yesterday.
(a) played b has played

2 They _____ the car. It looks new again.
a cleaned (b) have cleaned

3 Last year we _____ to Italy.
(a) went b have gone

4 John and Peggy _____ the book. Now they can watch the film.
a read (b) have just read

5 I _____ my friend two days ago.
(a) met b have met

6 We _____ another country before.
a visited (b) have never visited

7 She _____ a new car in 2005.
(a) bought b has bought

8 I'm sorry, but I _____ my homework.
a forgotten (b) have forgotten

B Use the present perfect tense in the correct form to complete the sentences:

1 A: Is it raining at the moment?
B: *No, it has just stopped* (it, just, stop)

2 I can't find my keys. *Have you seen* (you, see) them?

3 A: Where is your dictionary?
B: I don't know. *It has disappeared* (It, disappear)

4 A: Can I have my book back?
B: Oh dear! *I have not finished it* (I, not, finish, it)

5 A: Why doesn't this tape recorder work?
B: I think *you have broken* (you, break) it.

6 A: Is Steve at home?
B: No, *he has already gone* (he, already, go) out.

7 A: Is Sally enjoying her new job?
B: I don't know *I have not heard* (I, not, hear) of her lately.

8 A: *Have you taken your driving test* (take, your driving test) yet?
B: Not yet.

C Put the verb in brackets in the correct tense.

1 He *lived* (live) in London for two years and then *went* (go) to Edinburgh.

2 When I left school I *cut* (cut) my hair and *have kept* (keep) it short ever since.

3 My brother *has written* (write) several plays before and now he *has just finished* (just, finish) his second tragedy.

4 I *have not seen* (not, see) him for three years, I wonder where he is.

5 He *has not smoked* (not, smoke) for two weeks. He is trying to give up.

6 I *did* (do) this sort of work when I *was* (be) an apprentice.

7 I *have already written* (already, write) the letter but I can't find a stamp.

8 *Did* you *see* (see) the moon last night?

D Complete the sentence in your own words. Use the present perfect tense. *Answers will vary.*

'See that man over there? I'm sure I *'ve seen* him on TV. Oh yes, I remember, it's David Sen – the man I'm going to see at the festival Hall tonight. He's a wonderful piano player. He and his family *have seen* a lot of different things in their lives. He *has travelled* all over the world and he *has met* many interesting people. He *has won* a lot of money in piano-playing competitions now so he is rich. His daughter's only 20 and she *has* already *written* a very successful cookery book and she is writing another one now. That's his son Kenny, with him. He loves motorbikes. He *has ridden* his bike all the way from Canada to Chile and he *has* just *sent* the story of his journey to a travel magazine. So he'll be rich soon too!

Language Essentials

A Put a question tag at the end of every sentence:

Examples:
Tom won't be late, ***will he?***

1 Ann's on holiday, *isn't she* ?
2 You weren't listening, *were you* ?
3 Sue doesn't like onions, *does she* ?
4 Jack applied for the job, *didn't he* ?
5 You have a camera, *don't you* ?
6 You can type, *can't you* ?
7 Tom could help you, *couldn't he* ?
8 Let's have dinner, *shall we* ?
9 This isn't very interesting, *is it* ?
10 You wouldn't tell anyone, *would you* ?

B In the following situations you are asking people for information, to do things. Make sentences like the one in the example:

You want a pen. Perhaps John has one. Ask him.
John, you don't have a pen, do you?

1 Jack is just going out. You want him to get some stamps. Ask him.
Jack, you couldn't *get some stamps, could you?*
2 You're looking for Ann. Perhaps Alan knows where she is. Ask him.
Alan, you *don't know where Ann is, do you?*
or you have some paper, don't you?
3 You need some paper. Perhaps Mary has some. Ask her.
Mary, *you don't have some paper, do you?*
4 You are looking for your purse. Perhaps Liz has seen it. Ask her.
Liz, you haven't seen my purse, have you?

Useful Expressions

A Complete the missing parts in the following mini-dialogues:

Answers will vary.

1 **A:** *Could you tell me where you live* ?
B: I live in Florida.

2 **A:** *Excuse me, could I ask you some questions?* ?
B: Sure, anything you ask.

3 **A:** *May I have your name* ?
B: Robert Tennyson.

4 **A:** Where do you come from?
B: *I come from France*
A: Oh! You are French.

5 **A:** *Could you tell me what your profession is* ?
B: I'm an architect.

6 **A:** *Do you mind if I ask you where you live* ?
B: I'd rather not answer this question.

7 **A:** *Could you tell me if you are married* ?
B: I'm married with two children.

8 **A:** Could I ask you some questions?
B: *Yes, of course*

9 **A:** *Do you mind telling me your level of experience* ?
B: I have no experience. I've only just graduated.

10 **A:** *Would you like to ask me any more questions* ?
B: No that is all. Thanks for your time.

Writing

Write an essay about your role model or someone you look up to. That person could be someone famous or someone in your family. Look back at the guidelines in the student's book.

Answers will vary.

To the Max! Reporter

Know Yourself

With your partner, go through the survey. Think about your role-model. To what extent does your friend agree or disagree with the following? For each statement, tick the appropriate box for thier answer:

Answers will vary.	Never	Hardly Ever	Sometimes	Always
1 I feel I can make my dream come true.				
2 I can be better than I am.				
3 I have special skills.				
4 I've decided what I want to be in the future.				
5 I know I need some training.				
6 I know I need experience.				
7 I can work under pressure.				
8 Sometimes I surprise myself.				
9 I'm proud of what I do.				
10 I do not need anyone's help.				

How well do the following statements describe your partner? For each statement, tick the appropriate box for thier answer:

Answers will vary.	Yes	No	Answer
1 Which field would you like to work in?			
2 Do you look up to anyone?			
3 What do you like in that person?			
4 Do you think you can follow in his/her footsteps?			
5 Do you think the road to your success is hard?			
6 Why do you choose this role-model?			
7 What do you do to follow him/her?			
8 When did you think of that person?			
9 Do you think you might change your mind one day?			
10 When will you have reached your goal?			

Swap information with your partner and compare your answers. Show the differences to your teacher.

Unit 8 Cultures Around the World

Vocabulary

A Match each definition in A with its word in B. One word is not needed:

A	B
1. limit the range of something (*f*)	a. vendor
2. related to sea (*c*)	b. residence
3. a person who sells something (*a*)	c. maritime
4. living in a particular place (*b*)	d. nutrition
5. a certain area of a country (*e*)	e. region
	f. inhibit

B Give the synonym for the following words from the passages *India* & *Spain* in the student's book:

1 necessary = *essential*
2 tasty = *delicious*
3 affect = *influence*
4 components = *ingredients*
5 population = *residents*

C Use the meanings in B to fill in the blanks:

1 My mother's home-made food is really *delicious*
2 The taste of pizza depends on the *ingredients* used for cooking it.
3 Learning new vocabulary is *essential* in learning a new language.
4 A child is usually *influenced* by the first friends he meets at school.
5 The *residents* of our town are very few.

D Fill in the missing parts in the columns with the right word. Some boxes may not have a word.

Noun	Verb	Adjective
inhibition	inhibit	*inhibited*
nutrition	*X*	nutritional
authority	*authorise*	*authoritative*
region	*X*	regional
inclusion	include	*inclusive*

E Read the clues to fill in the crossword:

Across

1 having unlimited power
6 a person who has power to give orders
7 related to a particular region
8 a person who sells things

Down

2 the action of inhibiting
3 a main road
4 bordering or living near the sea
5 the food we eat and how it affects health

Reading

A Read the passage below about "Holi", the famous Indian festival and answer the questions below it.

Holi: the Indian Festival of Colours

India is a land of festivals, and there is one festival that stands out above all as a source of society unity. After the winter season, comes the spring season, when the blossoming of colourful flowers can be seen everywhere. This burst of natural colour indicates the arrival of Holi, a festival of natural beauty. Just a night before Holi, a bonfire is burnt (Holika Dahan) and the next morning people start playing with colours, mixing them with water and painting one another and using natural colours made by mixing sandalwood, saffron and rose with water of the Tesu flower. This festival, celebrated 40 days before the spring season, is seen by all as a symbol of unity, leaving behind all hatred an d grudges.

Holi Celebration in the Modern Age

In the old days, Pichkaria (small water guns) were used to play Holi, but in recents years things have changed: today, only small children use Pichkaria.

Another change has been the recent introduction synthetic paints. While in the past, natural paints were used from Spring trees and plants, the increased demand for paints has brought about new, unnatural paints. These unnatural paints have proved in some cases to be quite harmful, with evidence showing that they can cause skin diseases and allergies, puffing up of eyes and even temporary blindness.

With thousands upon thousands of bonfires being made each year for Holi, the effect on the local forests has been by no means slight. Several alternative suggestions have been made to counter this threat to the environment, only to be rejected as Western attacks on Indian culture.

Holi and Self-Expression

In Indian society, Holi is a mirror of public sentiments. Festivals like Holi play an important role in bringing together the family and society. Today, with the onset of modernity, the fabric of humanity has vanished from the cities. No one helps each other out. So to keep society together, festivals like Holi have become essential. While in villages, the problems of the individual are felt by the whole village, in cities, by contrast, even after years, one still might not even know who one's own neighbours are, let alone give them a helping hand. With this break up of society, the need in cities for festivals like Holi is very great indeed.

Questions

1 What is Holi about?
Holi is a famous Indian festival of natural beauty. It unites the Indian society together.

2 How do Indians celebrate Holi?
The night before the festival, a bonfire is burnt. The morning of the festival, people start playing with colours by painting one another with natural colours.

3 Compare children with adults in celebrating Holi.
Children play with Pichkaria (small water guns) to celebrate Holi. Adults used to play using Pichkaria, but no longer do.

4 Choose three best sentences that describe Holi. *Answers will vary.*
In Indian society, Holi is a mirror of public sentiments.
Holi is a festival of natural beauty.
It is seen by all as a symbol of unity, leaving behind all hatred and grudges.

5 How does life in the village differ from that of the city? Does this apply to your country?
Answers will vary.

6 Find the meaning of these words in the passage:
culture *society*
distinguishing *stands out*

Speaking

A Jim and Ralph meet in a school summer camp. Jim is from a city; Ralph is from a village. Work out a dialogue between them highlighting the difference in culture: *Answers will vary.*

Jim: *Hi, I'm Jim. Where are you from?*
Ralph: _____
Jim: _____
Ralph: _____
Jim: _____
Ralph: _____
Jim: _____
Ralph: _____
Jim: _____
Ralph: _____

Grammar

A Write sentences with ***not as ___ as*** and the comparative:

Examples:
Mexico city/London/expensive/crowded
Mexico city isn't as expensive as London but it is more crowded.

1 city life/village life/friendly/exciting
City life isn't as friendly as village life, but it is more exciting.

2 motorways/country roads/interesting/fast
Motorways aren't as interesting as country roads, but they are faster.

3 travelling by plane/travelling by bus/cheap/comfortable
Travelling by plane isn't as cheap as travelling by bus, but it is more comfortable.

4 Egypt/Iceland/green/warm
Egypt isn't as green as Iceland, but it is warmer.

5 bicycles/cars/comfortable/easy to park
Bicycles are not as comfortable as cars, but they are easier to park.

B Read the following comparison between the USA and Australia. Fill in the gaps with one word:

The USA has a much ***bigger*** population *than* Australia, and American cities are *more* crowded than Australian ones. There are not *as* many mountains in Australia *as* in the USA. Both countries have desert and beautiful beaches. But America has many *more* rivers than Australia. The northern and central parts of the USA have much *more* snow in winter than anywhere in Australia does. Australia is in the southern hemisphere and doesn't have its winter at the same time *as* countries in the northern hemisphere.
Most people in these countries speak the same language *with* each other – English – but their accents are very different. Some people say that the Americans are warmer and *more* friendly than the Australians but I don't see any difference.

C Now write some sentences comparing your country with another country that you know. Use the paragraph in **B** about the USA and Australia to help you:

- the geography (rivers, mountains, cities, etc.)
- the weather (hot, wet, dry, cold, etc.)
- the people (language, character, etc.)

Answers will vary.

D Terry is asking you some questions about your life. Write his questions. Use the superlative + the present perfect:
e.g. the most beautiful ___ you've ever seen
Answer the questions in your own words.
Answers for the second line (you) will vary.

1 **Terry:** What, good, holiday, you have?
You: ***What's the best holiday you've had?***
My holiday in Greece last year.

2 **Terry:** Who, interesting person, you, meet?
You: *Who is the most interesting person you've met?*

3 **Terry:** What frightening, experience, you, have?
You: *What is the most frightening experience you've had?*

4 **Terry:** What, bad film, you, see?
You: *What is the worst film you've seen?*

5 **Terry:** What, expensive, thing, you, buy?
You: *What is the most expensive thing you've bought?*

6 **Terry:** What, unusual food, you, eat?
You: *What is the most unusual food you've eaten?*

7 **Terry:** Which, large city, you, go to?
You: *Which is the largest city you've gone to?*

8 **Terry:** What, useful present, you, receive?
You: *What is the most useful present you've received?*

Language Essentials

A Jill and Sue are waiting at the bus stop. They are on their way to the cinema. Complete their story. Use the end of the previous sentence to make the beginning of the next sentences:

Oh dear, the bus is late.

1 If the bus *doesn't arrive* soon, we'll be late.
2 If *we are/we're* late, we'll miss the beginning of the film.
3 If *we miss the beginning of* the film, we won't understand the story.
4 If *we don't understand* the story, we'll be bored.
5 If *we are (we're) bored,* I'll probably fall asleep.
6 If *I fall asleep,* we'll miss the end of the film.

B Make questions:

Examples:
Perhaps one day somebody will give you a lot of money.
What would you do if somebody gave you a lot of money?

1 Perhaps one day you will lose your passport in a foreign country.
What would you do if *you lost your passport in a foreign country*?
2 Perhaps one day the temperature will increase.
What would happen if *the temperature increased*?
3 Perhaps one day your car will be stolen.
What would *you do if your car was stolen*?
4 Perhaps one day somebody will give you a job.
What *would you do if somebody gave you a job*?
5 Perhaps one day somebody will insult you.
What *would you do if somebody insulted you*?

Useful Expressions

A Complete the missing parts in the following mini-dialogues:
Answers will vary.

1 **A:** _____?
B: Yes, sure. Just a second she'll be with you.

2 **A:** Could you put me through the manager?
B: _____
A: Mrs. Sanders. Paula Sanders.

3 **A:** _____?
B: Sorry. This is a wrong number.
A: _____?

4 **A:** Can I get through Miro?
B: _____
A: Ok. I'll hold on.

5 **A:** _____?
B: Yes, it is. How can I help you?
A: I'd like to talk to Mr. Andros?

6 **A:** _____?
B: I'm afraid he is busy at the moment.
_____
A: Yes, please. Tell him we can't meet tomorrow as arranged. Thanks.
B: _____
A: Yes. I'm expecting his call after the meeting.

Writing

You are on holiday in a foreign country. Write a letter to a friend in your country telling him/her about what you have been doing and seeing there. Decide which country you are visiting.

Look back at the sample letter in the student's book.

Answers will vary.

To the Max! Reporter

Visit the World

With your partner, go through the survey. To what extent does your friend agree or disagree with the following? For each statement, tick the appropriate box for thier answer:

Answers will vary.	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1 I've often been to foreign countries.				
2 I've never travelled abroad before.				
3 Travelling has many benefits.				
4 People travel for different reasons.				
5 I like travelling.				
6 I prefer travelling only by air.				
7 I know a lot of things when I travel.				
8 I see people in other countries are very different.				
9 East or west, home is best.				
10 I will travel abroad when I grow up.				

How well do the following statements describe your partner? For each statement, tick the appropriate box for thier answer:

Answers will vary.	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1 Friendly people attract tourists.				
2 Tourists depend on cheap prices.				
3 Good accommodation is all that concerns tourists.				
4 Tourists are only interested in monuments.				
5 Cheap travel encourages tourism.				
6 Tourists prefer package tours more than travelling alone.				
7 Tourism adds a lot to a country.				
8 Meeting tourists is like travelling abroad.				
9 Tourists are fun-lovers.				
10 Tourists do not visit the same country twice.				

Swap information with your partner and compare your answers. Show the differences to your teacher.

5- 8 Review 2

A Match the words with their definitions:

A	B
1. a large certain area in a country	benefit 3
2. someone who should go on a diet to avoid diseases	recreational 7
3. the advantage that we get from doing something	visionary 4
4. a person thinks about the future	abandon 8
5. someone who sells things	obese 2
6. the right food that you eat to keep you healthy	nutrition 6
7. related to activities that refresh your health and mood	accomplish 9
8. leave a person or a place with no hope for return	region 1
9. achieve something successfully	vicegerent 10
10. someone appointed by a ruler	vendor 5

B Complete the sentences with the correct form of the words in brackets:

1 Mr. Thompson is *authoritative* (authority). He has power over his employees.

2 Surfing the internet is quite *beneficial* (benefit). It helps you find the information you need.

3 *Regional* (region) differences of pronunciation are called accents.

4 *Obesity* (obese) has become a serious disease that you should avoid.

5 Our neighbour is a *psychologist* (psychology). He sometimes explains the way I behave.

6 Most of my activities are *recreational* (recreation). They take me out of work.

C Place each word in the right column.

sure measure cheese edge garage page
pleasure shout chat large sheet bridge
shy share giraffe

/ʃ/	/tʃ/	/ʒ/	/dʒ/
sure	cheese	garage	bridge
shy	chat	measure	edge
sheet		pleasure	giraffe
share			large
shout			page

D A group of people were staying in a hotel. One evening the fire alarm went off.
Use the words in brackets to make sentences saying what each person was doing at that time:

Examples:
don, take, a bath
Don was taking a bath.

1 Ann, write, a letter in her room
Ann *was writing a letter in her room*

2 George, get, ready to go out
George *was getting ready to go out.*

3 Carol and Dennis, have, dinner
Carol and Dennis *were having dinner.*

4 Tom, make, a phone call
Tom *was making a phone call.*

5 Maggie, have, a shower
Maggie *was having a shower.*

6 Robert, meet, a friend
Robert *was meeting a friend.*

7 Lora, watch, TV
Lora *was watching TV.*

E Put the verb into the correct form: past continuous or past simple

1 While Tom *was cooking* (cook) dinner, the phone *rang* (ring).

2 George *fell* (fall) off the ladder while he *was painting* (paint) the ceiling.

3 Last night I *was reading* (read) in bed when suddenly I *heard* (hear) a scream.

4 *Were you watching* (you, watch) TV when I called you?

5 Ann *was waiting* (wait) for me when I *arrived* (arrive).

6 I *was not driving* (not, drive) very fast when the accident *happened* (happen).

7 Tom *took* (take) a picture of me while I *was not looking* (not, look).

8 We *did not go out* (not, go) out because it *was raining* (rain).

9 What *were you doing* (you, do) at this time yesterday?

10 I *saw* (see) Carol at the party. She *was wearing* (wear) a new dress.

F Using the word *just*, answer the questions using the words given:

1 Would you like something to eat?
(no thank you, I, just, have, dinner)
No, thank you, I just had dinner.

2 Have you seen John anywhere?
(yes, I, just, see, him)
Yes, I just saw him.

3 Has Ann called yet?
(yes, she, just, call)
Yes, she just called.

4 Would you like a cup of coffee?
(no thanks, I, just, drink, one)
No, thanks, I just drank one.

5 May I give you a lift?
(no thanks, I, just, book, a taxi)
No, thanks, I just booked a taxi.

5- 8

G Complete the sentences with the correct question tags.

1 Mr. Morris is from Ireland, _isn't he_?

2 The car isn't in the garage, _is it_?

3 You are John, _aren't you_?

4 She went to the library yesterday, _didn't she_?

5 He didn't recognise me, _did he_?

6 Cars pollute the environment, _don't they_?

7 Mr. Pritchard has been to Scotland recently, _hasn't he_?

8 The trip is very expensive, _isn't it_?

9 He won't tell her, _will he_?

10 Hugh had a red car, _didn't he_?

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

1 My house is (big) _bigger_ than yours.

2 This flower is (beautiful) _more beautiful_ than that one.

3 This is the (interesting) _most interesting_ book I have ever read.

4 Non-smokers usually live (long) _longer_ than smokers.

5 Which is the (dangerous) _most dangerous_ animal in the world?

6 A holiday by the sea is (good) _better_ than a holiday in the mountains.

7 It is strange but often milk is (expensive) _more expensive_ than a coke.

8 Who is the (rich) _richest_ woman on earth?

9 The weather this summer is even (bad) _worse_ than last summer.

10 He was the (clever) _most clever_ scientist of all.

I You are writing a letter to a friend and giving news about people you both know. Use the words given to make sentences in the present perfect tense:

Examples:

Phil, find a new job _____ Phil has found a new job. _____

Dear Chris,

1 Fred, go, Brazil

Fred _Fred has gone to Brazil_

2 Jack and Jill, decide, to join our club

Jack and Jill have decided to join our club

3 Suzanne, have, a new laptop

Suzanne has bought/got a new laptop

4 Liz, pass, her driving test

Liz has passed her driving test

5 George's family, move in, a new flat

George's family have moved into a new flat

6 Our science group, start, a new project

Our science group has started a new project

J Replace the underlined parts with antonyms:

1 Some leaders are ~~weak~~ strong in character.

2 The inner part of a fruit is not always ~~soft~~ hard.

3 ~~Fortunately~~ Unfortunately, I didn't win.

4 Most group leaders are ~~patient~~ impatient.

5 Some of the workers in our factory are ~~efficient~~ incompetent.

6 ~~Mortality~~ Immortality is a matter to think about.

7 I think recreational activities are ~~important~~ unimportant.

8 ~~If~~ Unless you study regularly, you'll feel crammed one day.

9 My cousin hardly goes to bed ~~early~~ late.

10 You can only blame yourself if you ~~save~~ waste time.

K Decide whether the underlined parts in these sentences are right or wrong. Correct the ones that are wrong:

1 She is never careless, isn't she?

wrong: is

2 He fell down while he was running.

right

3 He's just buy a new CD.

wrong: buying

4 You'll be sorry unless you take much care.

right

5 I haven't finished my homework yet.

right

6 They visit me this evening.

wrong: are visiting

7 You look so upset. Will you cry?

wrong: were you crying

8 The boat is turning over. It is going to sink.

right

9 I'm quite tall but my brother is much tall.

wrong: taller

10 Who is the cleverest student in your class?

wrong: most clever

To the Max

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Published by: Preiss Murphy
E-mail: info@preissmurphy.com
Website: www.preissmurphy.com

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First published 2012
2012 2013 2014 2015 2016

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ISBN 978-1-93-825903-6