To The Max!

Workbook 2 Answer

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Unit 1 Family

Vocabulary

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

A	B
1. lose something for the sake of somebody (*c*)	**a.** legal
2. protect too much (*d*)	**b.** profoundly
3. greatly; extremely (*b*)	**c.** sacrifice
4. become aware of somebody (*f*)	**d.** overprotective
5. allowed by law (*a*)	**e.** drastic
	f. perceive

B Give the opposite for the following words from the passage *The Italian Family Today* in the student's book:

1 legal = *illegal*
2 classic = *recent*
3 conservative = *liberal*
4 immediate (family) = *extended*
5 single = *married*

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

1 Driving a car without a driving licence is *illegal* _____.
2 Since Jack has been *married*, he never has any time for his friends.
3 I'm surprised your family lets you do that. They are very *liberal*.
4 I haven't seen my aunt in two years. I don't have much contact with my *extended* family.
5 Have you heard the *recent* news. I've just passed my exams!

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

Noun	Verb	Adjective
guidance	guide	*X*
reinforcement	*reinforce*	reinforced
legalisation	*legalise*	legal
respect	respect	*respectful*
value	*value*	*valuable / valued*

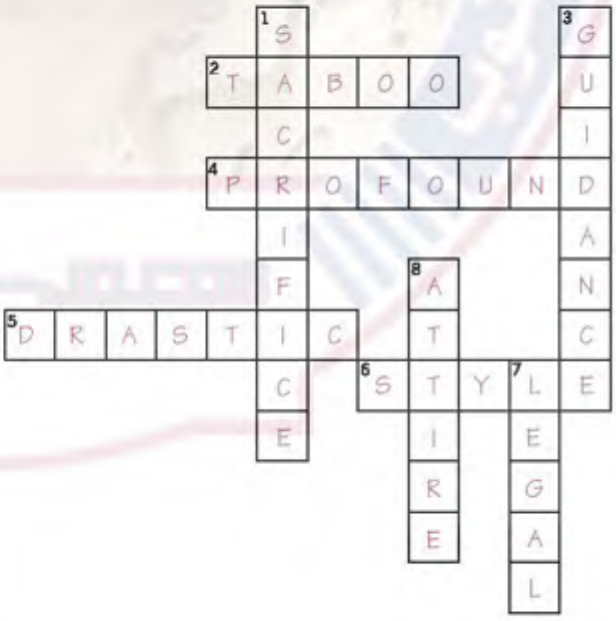
E Read the clues to fill in the crossword:

Across

2 a religious or social custom that forbids certain actions
4 great, deep and complete
5 strong, effective and usually quick
6 a certain way of clothing or dressing

Down

1 the act of giving up something in order to achieve something else
3 the act of guiding other people
7 allowed by law
8 formal clothing



Reading

A Read the following passage, then answer the questions:

Lifestyle and Family

Italians are often described as warm and friendly people. Strong traditional ties bind families together, although Italian family dynamics vary from region to region. Normally, northern Italians are a little more reserved than southern Italians. Most parents want to know where their child is going when he/she leaves the house. Italians are not very punctual. Italians are happy and easygoing, always ready to have fun or to laugh at a good joke. They place great importance on friendship and loyalty and are usually very willing to help others, even if this means going out of their way. Selfishness and strong individualism are frowned upon. It is common to offer to share whatever you are eating. It is considered rude if you eat something in front of others without offering. Italians are passionate in the way they communicate: they talk aloud and use lots of gesturing and emphatic facial expressions.

Teen Life and Sports

Because schools in Italy do not organise many extracurricular activities, students usually organise their own free time. Young people can generally stay out until late on Saturday night and, if the family is more liberal, perhaps one or two other nights during the week. Young people tend to live at home until they get married. Teens do not usually have part-time jobs.

Questions

1 How did the author describe the Italians?
(Mention three aspects)
warm and friendly, not very punctual, passionate

2 How are the northern Italians different from the southern?
They are more reserved.

3 With the help of your dictionary, give the root of the underlined words in the passage above:
- selfishness: *self* • passionate: *passion*
- gesturing: *gesture* • extracurricular: *curriculum*

4 Find words in the passage that mean:
a body movements. *gestures*
b strong and definite in expression or action. *passionate*

Speaking

A 1 Mention a negative point about the Italians.
They are not very punctual.

2 Write about the Italian passion in no more than three sentences.
The passion of Italians comes out in they way they talk. They often talk a lot and they are very expressive with their hands and body.

3 Write any similarities or differences between the Italian teens and the teens in your country.
Similarities: They stay up late.
Differences: They live with their parents until they get married.
They don't have jobs.

B The following conversation is not in the right order. Number the sentences properly to show the right order:

You can count on me!

Sue: You can always count on me. 6
Stacy: Sue, can you drive Jane and me to the doctor on Monday? 1
Stacy: Thanks, you are a good friend. 5
Stacy: We need a ride very badly, are you sure you will be able to help out? 3
Sue: I think so. 4
Sue: Sure. I will mark it on my calendar so that I don't forget. 2

C Surf the internet and find out what the differences are between those who live in north Italy and those who live in south Italy:
In the north of Italy, people are wealthier, they are little skinned and not as traditional and religious as Italians in the south.

D Write a short paragraph about 'Lifestyle and Family' in your own country:
In my country, family values are being lost. Many people don't marry anymore and people have fewer and fewer children. People are very individual, they don't share rooms, televisions or phones and they often eat alone. Teenagers often prefer to live by themselves.

Grammar

A Read the sentences below and circle the correct answer:

1 The cake, I **eat/am eating/taste/is tasting** delicious!
2 That man who **is sitting/sits** on the sofa next to Jill **is owning/owns** the Days Inn Hotel.
3 I **don't understand/am not understanding** what you **say/are saying**. Could you speak more slowly?
4 Jim **doesn't seem/is not seeming** so far away from us.
5 Mary **is wanting/wants** her daughter Dana to grow up and stop acting like a child.

B Fill in the blanks with the verb in brackets.

1 Riley ___lives___ **(live)** in Germany.
2 Raymond ___is looking___ **(look)** for a job in America.
3 The computer and the phone ___make___ **(make)** it faster and easier to communicate.
4 Dana ___is actually coming___ **(actually come)** from Italy to see me this summer.
5 We ___talk___ **(talk)** on the phone every day, sometimes for hours.
6 Listen! Our neighbours ___are arguing___ **(argue)** again.
7 You ___always complain___ **(always complain)** about everything.
8 My school bus ___arrives___ **(arrive)** at 7.00 a.m. every morning.

C There is a mistake in each of the sentences below. Find it and correct it:

1 Tony live with his sister. ___lives___
2 Jenny talking on the phone at the moment. ___is___
3 My mother not like sports. ___does___
4 Are you go to the gym every day? ___Do___
5 Sam and his brother writing an e-mail to their dad. ___are___

D Use the words in brackets to complete each of the following sentences.

1 I **(not, like)** ___don't like___ business.
2 How many languages **(you, speak)** ___can/do you speak___?
3 Where **(you, live)** ___do you live___?
4 What **(you, do)** ___are you doing___ at the moment?
5 I **(not, believe)** ___do not believe___ that you are a millionaire.
6 He **(not, wear)** ___is not wearing___ a tie today.
7 He often **(travel)** ___travels___ abroad on business.
8 David is in Paris this week. He **(stay)** ___is staying___ at the Hilton.
9 **A:** What **(you, do)** ___do you do___?
B: I'm a teacher.
10 How **(you, spend)** ___do you spend___ your free time?
11 Listen! Someone **(talk)** ___is talking___ behind the door.
12 He sometimes **(visit)** ___visits___ us when he is in London.
13 **A:** What **(you, eat)** ___are you eating___?
B: It's a tuna sandwich. I love it.
14 Don't leave, please. I **(come)** ___am coming___ in a while.

Language Essentials

A Choose the correct verbal form of the words in bold.

1 The flag that **waving** in the wind is of our country.
a gerund **b** participle **c** infinitive

2 They are sure the extra **planning** will make a difference in the end.
a gerund **b** participle **c** infinitive

3 John's **confusing** message did nothing to solve the mystery.
a gerund **b** participle **c** infinitive

4 Godzilla made a game of **smashing** all of the red cars parked near the lake.
a gerund **b** participle **c** infinitive

5 While **playing** the tuba, Mark felt as if his world was perfect.
a gerund **b** participle **c** infinitive

6 The show offers everyone a chance **to be** a millionaire.
a gerund **b** participle **c** infinitive

7 Samuel discovered that **missing** the lecture every day was hurting his grade.
a gerund **b** participle **c** infinitive

8 The kittens crouching under the bed have refused **to come** out.
a gerund **b** participle **c** infinitive

B Use the infinitive form or the **-ing** form of the words between the brackets:

1 How old were you when you learnt *to drive*? (drive)

2 I don't mind *walking* home but I'd rather *take* a taxi. (walk, take)

3 I can't make a decision. I keep *changing* my mind. (change)

4 He had made his decision and refused *to change* his mind. (change)

5 Why did you change your decision? What made you *change* your mind? (change)

6 It was a really good holiday. I really enjoyed *being* by the sea again. (be)

7 Did I really tell you I was unhappy? I don't remember *saying* that. (say)

Useful Expressions

A 1 Eugene has a friend visiting from America. They are chatting after school and her friend asks her to introduce her family to her. How would Eugene respond?

My name is Eugene and I am the fourth of eight brothers and sisters.

2 Rita's friends at school want to get to know her more. They have asked her about her brothers and sisters and how old they are. What would she say?

I have two sisters. One is older than me and the other is younger.

3 Ron wants to get to know his friend. So he asks him to talk about himself. What will he say?

I am from Sweden and I am an only child.

B Write a question for the answer given:

1 *Who is that in the picture*?
This is my grandma in the picture.

2 *Do you have any brothers or sisters*?
I don't have any brothers or sisters.

3 *What does your mother do*?
My mother is a nurse.

4 *Do you have a big family*?
My family is not big.

5 *Are you the oldest or youngest*?
I'm older than my sisters.

Writing

Write an article of 120 words about a country you wish to visit. Write about: people, traditions, sport and diet. Decide on a subtitle for each paragraph.

Highlanders

The Scots of the Highlands of Scotland are a very proud and noble people. They have a lot of self-respect and have very traditional values. Their men are very masculine and take pride in working hard and providing for their family.

The Kilt

In the Scotland, men traditionally wear tartan kilts - basically a skirt that just covers the knees. They also wear long thick socks to keep themselves warm and carry a dagger inside their socks.

Pole Throwing

A traditional Scottish sport is pole throwing. This sport involves carrying a very heavy wooden pole vertically and throwing it upward. Whoever throws it the furthest wins.

Porridge

The Scots are famous for eating rolled oats. Perhaps it is the climate or perhaps just their preference, but the Scots eat a lot of oats, whether as porridge, in soups or with meat and vegetables.

Project

Most people never find geography or history interesting until they they see their relevance. Looking into one's family tree really makes these two subjects relevant. In this project you are going to trace your family history. Maps can be created to show family migration, or a master map can be created for the classroom which highlights all countries which students discover in their family trees. In order to make it a fun project, construct a fictional journey to visit all of your living relatives, including the names and locations of their hometowns, the transport and cost of making the trip to visit these relatives.

Try to find the answers to these questions to trace your family history:

- What is your full name? Why did your parents select this name for you? Do you have a nickname? *John Alexander Townley. They named me Alexander after Alexander the Great, but I don't know why they called my John. My nickname is Townes.*
- When and where were you born? *Liverpool, UK, 2002.*
- How did your family come to live there? *They grew up there.*
- Were there other family members in the area? Who? *Yes, there were aunts and uncles and cousins.*
- What is the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Is it hi-tech? Has it got a garden? Telephones? *The house is very old. It has ten rooms and two big bathrooms. No, it is not hi-tech. The boiler has been there since the seventies and there is very poor insulation. It has a bit garden.*
- What do you recall of your earliest childhood memory? *Yes, playing in that garden.*
- Describe the personalities of your family members. *My dad is very funny but he can get angry sometimes. My mum is very organised and caring. My brother is very lazy and doesn't talk to me much. My sister is always with her friend but when she is home, she is very talkative and funny, like my dad.*
- What kind of games did you play growing up? *Batman toy because it had a belt that would shoot out and tie to things.*
- What was your favourite toy and why? *We used to play cowboys and Indians.*
- What is your favourite thing to do for fun (movies, beach, etc.)? *Skateboarding.*
- Do you receive an allowance? How much? Do you save your money or spend it? *No, I don't but I have a part-time job as a paper boy which earns me about forty pounds a month. I sometimes save ten pounds till the next month.*
- What was school like for you as a child? *Really fun.* What were your best and worst subjects? *My best subject was maths and my worst was art.* Where did you attend elementary school? *In Liverpool.*
- What school activities and sports do you participate in? *I play for the Rugby team and I help manage the school pond.*
- Do you have popular hairstyles? Clothes? *I have a quiff and I like wearing baggy jeans.*
- Who were your childhood heroes? *Leonardo from the Teenage Mutant Hero Turtles.*
- Do you have any pets? If so, what kind and what were their names? *I have two cats, Mylo and Mouse.*
- Describe a typical family dinner. Do you all eat together as a family? Who does the cooking? What are your favorite foods? *Pizza. My mum would make it but we would all help kneed the dough, grate the cheese and do the shopping. We don't usually have dessert. Lasagne is my favourite food.*
- How are holidays (birthdays, feasts, etc.) celebrated in your family? *We eat Lasagne, trifle and fizzy drinks. We might also go for a walk.*
- Who was the oldest relative you remember as a child? What do you remember about them? *My great grandmother Molly. I remember sitting with her at night watching fireworks.*
- What do you know about your family surname? *I don't know anything about my surname.*
- Is there a naming tradition in your family, such as always giving the firstborn son the name of his paternal grandfather? *Not that I know of.*
- What stories have come down to you about your parents? *My grandad was in the army so my dad moved around a lot.* Grandparents? More distant ancestors? *I don't know any other stories.*
- Are there any stories about relatives who are famous or not famous in your family? *I don't know any.*
- Are there any physical characteristics that run in your family? *A Roman nose.*
- What are the full names of your siblings? Parents? *Brother: Ralph Gregory Townley. Sister: Sarah Elizabeth Townley. Father: Mary Kenneth Townley. Mother: Melanie Samantha Townley (her maiden name was O'Connel).*
- Of all the things you learned from your parents, which do you feel is the most valuable? *Being kind to women.*
- What accomplishments are you proud of most? *Winning my county rugby competition.*
- What is the one thing you most want people to remember about you? *My dedication to my team.*

Investigating your answers:

1. Draw a map of different hometowns where your people came from.
2. Group your relatives in a family tree (in a drawn tree, which includes names of your people as leaves and branches).
3. Plan your tour to different destinations to see your relatives who are not living in the same city.
4. Include all your Items on a poster to be stuck on a wall in the classroom then your room at home.
5. Post an outline of your poster on your blog or Facebook profile.

Unit 2 Successful Oprah Winfrey

Vocabulary

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

A	B
1. giving money to the poor (*d*)	**a.** celebrity
2. a well-known person (*a*)	**b.** helpless
3. an institute for orphans (*f*)	**c.** leader
4. a new member of a group (*e*)	**d.** charity
5. having no support (*b*)	**e.** recruit
	f. orphanage

B Give a synonym for the each of following words from the passage *Oprah Winfrey's Life and Success*:

1 difficult = *tough*
2 firm = *strict*
3 unlucky = *unfortunate*
4 amazing = *incredible*
5 organisation = *foundation*

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

1 John Cena is an *tough* wrestler. No one can beat him.
2 Your story is *incredible*. You should write it down.
3 Our *foundation* is international. It has a lot of branches worldwide.
4 *Strict* traffic rules prevent accidents.
5 Poor kitten! She look so *unfortunate*.

D Fill in the chart with the right word. Some boxes may not have a word.

Noun	Verb	Adjective
lead	lead	*leading*
find/finding	find	*found/X*
success	*succeed*	*successful*
graduation	*graduate*	*graduating*
union	*unite*	united

E Read the clues to fill in the crossword:

Across

2 the art of addressing an audience formally
3 a child whose parents have passed away
6 a person who is in charge of something
7 someone who has finished his education
8 not allowing people to break the rules

Down

1 a person who establishes something
4 to get somebody to join a group
5 a person who is well-known in a society

Reading

A Read the text then answer the questions:

Secrets of Success

A wish is a powerful tool. What city could ever be built, mountain climbed or continent discovered without a wish? Coming from the very core a human being, wishes are what shape the future of all of us, stretching forward into the new and untrodden world of opportunities.

If someone doesn't wish for something, they will never attain it. Without wishes, we are all stuck as we are, without change or progression. Inventions, like the wheel, the axe, the use of iron, electricity and all the inventions we see today, all come from someone's wish. There saw a need or an opportunity to discover and they wished to fulfil that need or take advantage of that opportunity. Without wishes none of this would have happened: life would be dull, grey and, moreover, very difficult, because no one would have wished to make things easier by inventing the various technologies and appliances we use on a day-to-day basis.

But a mere wish is not enough: it needs resolve too. If I were to wish, for example, to become a doctor, a pilot or a politician, do you think it would just happen automatically? No, of course not. Rather I have to take the means and follow it through, no matter how difficult it might be. If I fail an exam or have no money to study, for example, that's no excuse to give up: I have to find out a way to pass that exam next time round or find some means of financing my studies. And, as the saying goes, "Rome wasn't built in a day", meaning that great things take time and dedication to achieve, so you shouldn't give up just because some obstacle arises.

Ultimately, hard work is the key. Any true wish will come with resolve and hard work. Day in and day out, you have to be working to achieve that goal, and not just doing something, but really rolling up your sleeves and putting your all into getting it done. You've got to be like one of those ants, alone, by himself carrying that leaf or piece of food back to his colony: the leaf is at least three or four times his weight, he's far from home and is continually met with plants, stones and animals that block his way and yet, he marches on, never giving up. This is how success is achieved.

Now, of course, one has to be realistic. If, for example, you want to be a world class singer or athlete and you can't sing or run, you have to set realistic goals. Go to a music teacher and ask them whether it is possible for someone like you to improve their voice. If they think it is possible, even if difficult, then go for it. However, if it is just not possible, then you are just chasing waterfalls – it is not going to happen, no matter how much you try. That said, don't forget the story of the ugly duckling – just because you can't do one thing, that doesn't mean you can't try to do something similar to it. And you never know, maybe you could become something even better!

Questions

1 Do wishes mean much? Are they important?
Yes, they do. They are very important. Without wishes no one would ever accomplish anything.

2 If you wished to become an actor, would that happen automatically? Why not?
No, it wouldn't because it takes work and dedication.

3 What quality does an ant have that enables him to get home? Why should one be like that if one wants to succeed?
Determination. One should have determination so that one can continue in difficulties.

4 What does the saying "Rome wasn't built in a day" mean?
It means that major accomplishments take time to achieve.

5 What does it mean to be "realistic"? Give an example of a goal that is not realistic.
It means not trying to achieve goals that are impossible. An example of being unrealistic is trying to get a doctor when you haven't finished secondary school yet.

6 What was the story of the ugly duckling?
A duckling hatched and soon realised that he wasn't as beautiful as the other ducklings. He was also a lot bigger. When he would play with them, they would call him names and he felt very sad. As they grew up he was getting bigger and bigger. Then he realised that he was not a duck after all, rather he was swan and he would become the king of the river, with all the beauty and strength in the world.

7 Why do we need wishes to progress in life? What would life be like without wishes?
We need wishes to make us proceed in life. Without wishes life would stop progressing and no inventions would be made.

Speaking

A Imagine you are talking to a famous person. Ask them the reasons how they succeeded in life. Work out the dialogue.

Me: Michael Owen, how did you become a professional football player?
Michael Owen: When I was very young, I was good at, just with, a teacher's encouraged that I could become very good if I worked hard.
Me: What hard work did you do?
Michael Owen: I would practice everyday and I would try to win competitions. I often had to give up my free time in order to train.
Me: Thank you very much for your time.

B Scan the passage again and give three sentences defining the means by which success is achieved and one reason why it isn't.

Having a wish, having resolve and working hard.
Not being realistic is one reason why people don't achieve their goals.

C Discuss with your partner two events in your life that you may regard as "moments of success".

Once, I went to Germany for a Karate championship. I trained everyday for a whole year and I won.
Another time, I was doing well at maths and I passed an exam to allow me to take my final maths exam early.

Grammar

A Complete each sentence below with the **most appropriate** answer.

1 Mary gets six weeks paid holiday each year. She loves to travel. If/When she goes on vacation, she always goes somewhere exotic.

2 Monica works harder than anyone I know. I don't think she has taken a day off in three years. But she does like to travel. If/When she goes on holiday, she goes somewhere exotic.

3 He loves going to the cinema. If/When he goes to the movies, he always gets a large popcorn with tons of butter.

4 She hates TV. She thinks television is a waste of time. If/When she watches any television at all, it is usually a documentary or a news program.

5 My friend always keeps in touch by mail. If/When I get a letter, I usually write back immediately.

B Using the words in brackets, complete the sentences below with the appropriate conditional form. Use the zero or first conditional sentences:

1 If we *send* **(to send)** an invitation, our friends *will come* **(to come)** to our party.

2 He *won't understand* **(not, to understand)** you if you *whisper* **(to whisper)**.

3 They *will not survive* **(not, to survive)** in the desert if they *do not take* **(not, to take)** extra water with them.

4 If you *press* **(to press)** CTRL + s, you *will save* **(to save)** the file.

5 You *can cross* **(to cross)** the Channel if you *fly* **(to fly)** from Paris to London.

6 Fred *will answer* **(to answer)** the phone if his wife *has/ is having* **(to have)** a bath.

7 If Claire *wears* **(to wear)** this dress to the party, our guests *will not stay* **(not, to stay)** any longer.

8 If I *touch* **(to touch)** this snake, my friend *will not scream* **(not, to scream)**.

C What would you see if you and your family went to the following places? Write sentences using the prompts. Use the correct punctuation:

1 London, Buckingham Palace
If we went to London, we would see Buckingham Palace.

2 Paris, the Eiffel Tower
If we were in Paris, we would see the Eiffel Tower.

3 USA, the Statue of Liberty
If I visited the USA, I would be able to see the Statue of Liberty.

4 India, Taj Mahal
If I were in India, I would see the Taj Mahal.

5 Egypt, the Pyramids
If you went to Egypt, you would see the Pyramids.

6 Jordon, Petra
If you lived in Jordan, you could visit Petra.

7 Italy, The Leaning Tower of Pisa
If we were in Italy, we could see the Leaning Tower of Pisa.

8 Hawaii, go surfing
If I were in Hawaii, I could go surfing.

9 the Red Sea, coral reefs
If I lived by the Red Sea, I could swim in coral reefs.

10 South America, Machu Picchu
If we were in South America, we could see Machu Picchu.

Language Essentials

A Circle the correct answer for each sentence:

1 My computer turns _itself_ off.
a herself b himself (c) itself

2 Sue loves _herself_.
a itself b himself (c) herself

3 God helps those who help _themselves_.
a yourself (b) themselves c itself

4 We bought _ourselves_ a new car.
a myself b himself (c) ourselves

5 I cut _myself_ with a knife.
(a) myself b yourself c itself

6 I put the blanket over _myself_.
a itself b themselves (c) myself

B Decide whether the pronoun of each of following sentences is reflexive or intensive.

1 She talked to herself in the theatre.
(a) Reflexive Pronoun b Intensive Pronoun

2 The policemen ran after the thief themselves.
a Reflexive Pronoun (b) Intensive Pronoun

3 Wake yourself up every day.
(a) Reflexive Pronoun b Intensive Pronoun

4 The manager told me the good news himself.
a Reflexive Pronoun (b) Intensive Pronoun

5 The teacher herself promised me with one mark bonus if I do this.
a Reflexive Pronoun (b) Intensive pronoun

C Fill in the blanks with a suitable reflexive or intensive pronoun.

myself itself themselves himself ourselves himself herself

1 Alicia picked up a handout for _herself_.
2 We should not let _ourselves_ overlook the plight of the homeless.
3 The principal _himself_ called me with the good news.
4 The cat found a hiding place for _itself_.
5 I opened the door to the angry man _myself_.
6 The principle _himself_ gave my son the award.

Useful Expressions

A 1 Mary's car suddenly broke down. She is on the phone talking to her husband asking him to come and get her. He asked her where she was. It seems that Maria doesn't really know. What do you think she should say?

My mind has gone blank

2 Edward is a young man whose dream is to be an executive manager one day. He was asked about his future plans to reach his goal, what do you think he will say?

I've set my heart on becoming something really big

3 Andy was talking to his friends about the sword fish he caught yesterday, how big it was and how much he struggled to catch it. They know that sword fish only live in the sea and that there is no sea close by. What do you think his friends should say to him to express their disbelief?

That's a lie

B Fill in the blanks in these mini-dialogues:

1 **A:** What will you do next summer holiday?
B: _I've set my heart on going to Paris_

2 **A:** I think you forgot my birthday yesterday.
B: _Oh no, it completely slipped my mind_

3 **A:** _You are always late and you never apologise_
B: That's just not so.

4 **A:** I'll be glad if you have lunch with me tomorrow.
B: _I wish I could but I have a driving test_

5 **A:** I heard you have decided to buy a new car.
B: _I don't think so_

Writing

Imagine that you are a magazine reporter and you had the chance to talk to Oprah. Create an imaginary interview with her. Your interview information can be based on the reading passages in this unit. Start with an introductory paragraph.

Last month, Where It's At magazine asked me to interview Oprah Winphrey. We spoke about her childhood, her time at university, the beginning of her career and her plans for the future.

Where It's At: Oprah, it really is a pleasure to have you with us today. We would like to ask just a few questions. First of all, could you tell us a little bit about your youth?

Oprah: Well, despite what some may imagine, my youth wasn't very easy. When I was very young, I lived with my grandmother as my parents were not really ready to raise a child. Then, when I was six, I moved to live with my mum and my step-dad. They had a number of children already and my step-father was extremely strict, so it was quite hard getting used to the family. That said, living through those tough years gave me a strong personality.

Where It's At: Thank you very much, Oprah. You are quite right, many would assume that a celebrity like you would have come from a perfect family. Oprah, if we could just build on your remarks about learning from your youth. How has your life experience shaped your goals and in particular your charity?

Oprah: Well, what it made me want to do is help people who have to live through the difficulties that I did. So it made me want to help charities and help children develop into adults with a vision to benefit the world.

Where It's At: Oprah, we've already taken too much of your precious time. Thank you very much.

Project

Who is your role-model? Have you ever had one?

The person you look up to really matters as it shapes the way you behave and sets for you your goals for the future. In this project, you will practise the strategy of choosing a celebrity to look up to.

Most teenagers of your age look up to a celebrity because of something they have in common with them: a love of football, acting, singing or even being from the same country or background. Choose a celebrity with whom you feel you have something in common. Your role-model is going to shape your future, so if you don't start off with something in common, you won't be going in the same direction. It also reminds you that the challenges that you are facing or are going to face also once faced your role-model, and, just as they got passed them, so will you. This really helps you keep going when things get tough.

Answering the following questions will help you find out if a celebrity is a good role-model for you:

- What is his/her full name? *Kelly Slater*
- Is he/she living or have he/she passed a way? *Living*
- What does he/she do? *He is a professional surfer.*
- When and where was he/she born? *He was born in Australia in the early 80s*
- How did he/she start his/her life? *He has been surfing since he was very young.*
- How did he/she become famous? *He became famous by winning competition after competion.*
- What was his/her first work? *I think he used to work for a restaurant.*
- What do you like about him/her? *I like the way he surfs.*
- Which part of his/her life do you think reflects part of your future? *His complete dedication to surf and surfers.*
- Is there anything you don't like about the person? *I think he has a bit of a temper.*
- Have you ever met him/her? If not, would you like to? *I have seen him once, but he didn't see me. But, yes, I would like to meet him and ask him some questions.*
- What is the most important question you would ask him/her? *Where he thinks the best place in the world is for surfing.*
- What do you have in common with that person? *We both love surfing and we both love the sea.*

Now consider the following pieces of advice:

Hidden Factors of Success

1 Belief

In order to achieve anything in your life, you have to first believe in yourself. You need to be convinced that you can and will achieve your goal. You also have to believe that your goal is worth achieving and that your path to that success will actually take you somewhere. Once you are convinced that you can do it, nothing is impossible. Belief is the fuel of your engine: once it's ignited, you're steaming ahead.

2 Action

Nothing will happen without you actually doing something. Believing alone is not going to get you to your goal. It must be followed up with concrete action. Your plan for success is nothing unless you act upon it whole-heartedly. Once you start acting upon what you believe, then you are going ahead, and the more you proceed, the greater your belief gets. This encouragement and increased belief pushes you further and further towards success.

3 Discipline

One of the main reasons why people fail is that they lack discipline. They steam ahead for a day, a week or even a year and then they become complacent: they think that they have already reached their goal so they stop working as hard as they used to. Discipline ensures that you keep going no matter what. In good times and bad times, success and failure, you have the same action approach.

Now, state your goal to follow in that person's footsteps.

1 *Move to a place where there is good surf.*
2 *Go surfing every day.*
3 *Meet experienced surfers to learn from them.*
4 *Keep developing new moves.*

1 Put your plan on a chart, keeping a track on your journey to success on a day-to-day basis.

2 Use the celebrity picture as your display picture on your account online.

3 Try to communicate with this celebrity and let him/her comment on your plan. If they give you some advice, you have to listen to it, even if that means changing some parts of your plan.

4 Have both his/her picture and yours on a poster.

Unit 3 Wonders of the World

Vocabulary

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

A	B
1. take land by force (e)	a. navy
2. sequence of powerful leaders in a family (f)	b. tremendous
3. the army that fights at sea (a)	c. embodiment
4. greatners (b)	d. grandeur
5. the act of uniting into one body (c)	e. invade
	f. dynasty

B Give the antonym of the following words from the passage *The New Seven Wonders of the World* in the student's book:

1 small = massive
2 destroy = constructed
3 unknown = famous
4 modern = ancient
5 visible = invisible

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

1 Tourists like visiting monuments of ancient civilisations.
2 Celebrities are famous figures in society.
3 Viruses are invisible. They can't be seen.
4 A lot of schools were constructed for the increasing number of students.
5 Petra is a massive structure.

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

Noun	Verb	Adjective
construction	construct	constructive
invasion	invade	invasive
reverence	revere	reverent
redemption	redeem	redeemed
inclusion	include	inclusive

E Read the clues to fill in the crossword:

Across

4 sequence of powerful leaders from one family
6 build
8 raider or attacker
9 a feeling of great respect

Down

1 the act of saving from sin or evil
2 a secret that cannot be explained
3 impressive or amazing
5 belonging to the navy
7 the quality of being splendid

Reading

The Colosseum

The Colosseum's name is derived from a bronze colossus of Nero that once stood nearby, though it disappeared sometime during the Middle Ages and has largely been forgotten. Construction was begun by Emperor Vespasian and completed by his sons late in the first century.

The arena floor was covered with sand to soak up the blood shed by those humans and animals unlucky enough to find themselves in its centre. Its oval shape kept the players from retreating to a corner and allowed the spectators to be closer to the action than a circular arena would allow - the design of the Colosseum in Rome has influenced nearly every modern venue.

Seating was divided into different sections. The first level of seating was restricted to Roman senators and included the emperor's private box. The section above the podium was for lower Roman aristocrats. The third level was divided itself into three sections. The best of these seats was reserved for wealthy citizens, the upper part for the poor and a third, wooden section was left for lower-class women. The Roman Colosseum incorporated a number of passageways that opened into a layer of seats so that the entire structure – one of the biggest tourist attractions in Rome even in those days – could fill in 15 minutes, and be evacuated even quicker.

A day of festivities at the Roman Colosseum usually opened with a series of wild animal matches. Tigers, lions, elephants and even giraffes would fight each other, humans, or both. Midday brought the morbid spectacle of public executions before the main event: the Gladiator matches. Depending on the day's structure, however, sometimes these events would be combined into one long, chaotic battle.

Four major earthquakes took their toll on the structure though, and by the Middle Ages, the Colosseum in Rome had been fully converted into a military fortress, before finally being used as the world's largest rock quarry.

Overshadowing the ruins of the Roman Forum, the Roman Colosseum will forever remind visitors of an inhumane past, when thirst for blood could bring crowds from miles away and nothing was more thrilling than the taking of a life.

Questions

1 How did the Colosseum get its name?

The Colosseum's name is derived from a bronze colossus of Nero that once stood nearby.

2 Why was the arena floor covered with sand?

The arena floor was covered with sand to soak up the blood shed by those humans and animals unlucky enough to find themselves in the centre.

3 Why do you think the Colosseum was built in an oval shape? (Give two reasons)

Its oval shape kept the players from retreating to a corner and allowed the spectators to be closer to the action than a circular arena would allow.

4 "the upper part for the poor and a third, wooden section was left for lower-class women." Why do you think women were supposed to be in the last third level? Compare this to women's position in your country.

There weren't many rights or privileges given to women. In my country women have more rights.

5 What did the Romans start their festivities with at the Roman Colosseum?

A day of festivities at the Roman Colosseum usually opened with a series of wild animal matches.

6 Find one word in the passage that means:

a) famous sights that attract tourists *ruins*

b) celebrating a certain event *festivities*

Speaking

A Look over the passage again and find out the stages that the Colosseum had been through over the centuries.

[illegible]

B Why do you think the senators allowed the fighting of wild animals? Was it only for the blood shed? Try to find out.

C How would you feel if you had the chance to visit that place? Write at least two sentences and share them with your class.

I would feel excited and at the same time disgusted. Excited because it is an ancient ruin and disgusted because so many living beings died there for the entertainment of others.

Grammar

A Paragraph below has subject-verb agreement errors. Identify them.

Why don't everyone like a hair-raising horror films? I think they is great! Even if the acting is rubbish and the plot are always the same, I just love the thrill. In the last film I watched, I literally jumped out of my seat, even though I knew exactly what was going to happen!

My friend and I often goes together. We both hate love stories and even action films doesn't quite cut it. We like blood and guts! (I think that're what most teenagers like us wants.) One of my favourite horror movies is '*The Hills Have Eyes*'. It are so good! Fortunately for my friends and me, a popular horror film these days usually have a sequel.

B Choose the correct word:

1 Each of us _plans_ (plan/plans) to hand over his report on time.
2 Several books _look_ (looks/look) brand new even though we have been using them.
3 The president and host _greet_ (greet/greets) the guests at the door.
4 The parking pass and the ticket _lie_ (lie/lies) on the desk.
5 The Joneses or the Grays _plan_ (plan/plans) to move this month.
6 Neither the book nor the tape _was_ (was/were) returned.
7 The council _is_ (is/are) in favour of athletic activities.

C Decide if the subject agrees with the verb. If so, write the word "Correct" on the line provided below the sentence; if not, write the sentence correctly on the line provided.

1 A smile are always found on his face.
_is_
2 Neither the team nor the coach was satisfied with the victory.
were
3 Marching and singing were two of the common activities of the civil rights movement in the 1960s.
correct
4 The Supreme Court close its session today.
closes
5 There was loud noise and music coming from inside the house.
correct

D Choose the correct verb in each sentence below:

1 Gymnastics is/are not only a school subject.
2 Viruses from third world countries is/are a major concern.
3 Most of the sand is/are wet from the high tide.
4 Either the two kittens or the puppy sits/sit in my lap while I watch television.
5 A subject of great interest is/are rainforests.
6 *Hansel and Gretel* is/are a famous children's story.
7 The team members is/are arguing over the defence tactics.
8 The economics of the trip was/were pleasing.
9 Why is/are your parents going on holiday to Africa?
10 The mayor and the governor hopes/hope that the bill will soon become a law.

Language Essentials

A Decide whether each of the following sentences contains a **Misplaced Modifier** or is **Correct.**

1 **a** The man told me all about his childhood in the seat next to me.
Misplaced Modifier Correct
b The man in the seat next to me told me all about his childhood.
Misplaced Modifier Correct

2 **a** The audience watched the strange performers with open mouths.
Misplaced Modifier Correct
b Open-mouthed the audience watched the strange performers.
Misplaced Modifier Correct

3 **a** The speaker wearing a hard hat shouted into the megaphone.
Misplaced Modifier Correct
b The speaker shouted into the megaphone wearing a hard hat.
Misplaced Modifier Correct

4 **a** I can't believe we almost ate the whole pot of ice cream.
Misplaced Modifier Correct
b I can't believe we ate almost the whole pot of ice cream.
Misplaced Modifier Correct

5 **a** I slept for nearly two hours this afternoon.
Misplaced Modifier Correct
b I nearly slept for two hours this afternoon.
Misplaced Modifier Correct

Useful Expressions

A 1 Norton's little sister had a big fight with her mother over nothing. Norton is playing the role of the big brother. What do you think he should advise his sister to do?
To respect their mother and reply kindly and not to make an issue out of nothing

2 Molly is being repeatedly asked on the phone by her neighbours to tell them why her parents were screaming. What do you think Molly should say?
That it is family business and she doesn't interfere with what is going on between her parents anyway

3 You ask your friend what he is planning to do tomorrow.
What do you have planned for tomorrow?

B Fill in the blanks in these mini-dialogues:

1 **A:** I really have a lot of homework and don't know what to do!
B: *You'd better start now!*
2 **A:** I'm quite bored.
B: *Shall we do something?*
3 **A:** *What do you think I should do?*
B: I think you should read a lot.
4 **A:** How do you find my study plan?
B: *If you ask me, you should change it.*
5 **A:** Could you lend me your laptop for a couple of days?
B: *Let me see*

Writing

You are shopping in a crowded shopping centre. Give your description of what is going around you in no less than 200 words.

Lost In A Shopping Centre

Dewi frantically looked around for her parents. Tears welled up in her eyes as she walked aimlessly around the crowded shopping centre. This was her first time getting separated from her parents and she did not know what to do. Though she felt like wailing, she remembered her father telling her that she was now 'a big girl' and she continued walking bravely. Dewi tried to recall where she had last been with her parents and retraced her steps. She went to the hardware store where her father had wanted to get some tubes for the garden hose, but her parents were not there. Then, she went to the grocery shop, where her parents went to buy their weekly supply of food. She searched from section to section but her parents were nowhere to be found. Her heart sank. "What if they went home without me? How am I going to get home then?" This time, a tiny tear fell from her eyes and stained her face.

She sat on the bench and thought. Suddenly, an idea struck her and she brightened at the thought. She dashed to the first floor where the Information Counter was situated and told the receptionist that she was lost. The kind receptionist took down Dewi's particulars and in two minutes, her name, age and a description of her was heard over the loud speakers of the shopping centre.

Dewi's parents arrived at the counter within the next ten minutes. They looked more worried than Dewi. Dewi smiled proudly for coming up with a plan to find her parents and she began telling them of her little adventure being lost in that shopping centre.

Project

An **8th** grade class is researching and studying the ancient Seven Wonders of the World. In conjunction with N7W (the New Seven Wonders Project), they have been tasked with campaigning for votes for their own chosen "new" wonder. The N7W project with highest votes wins!

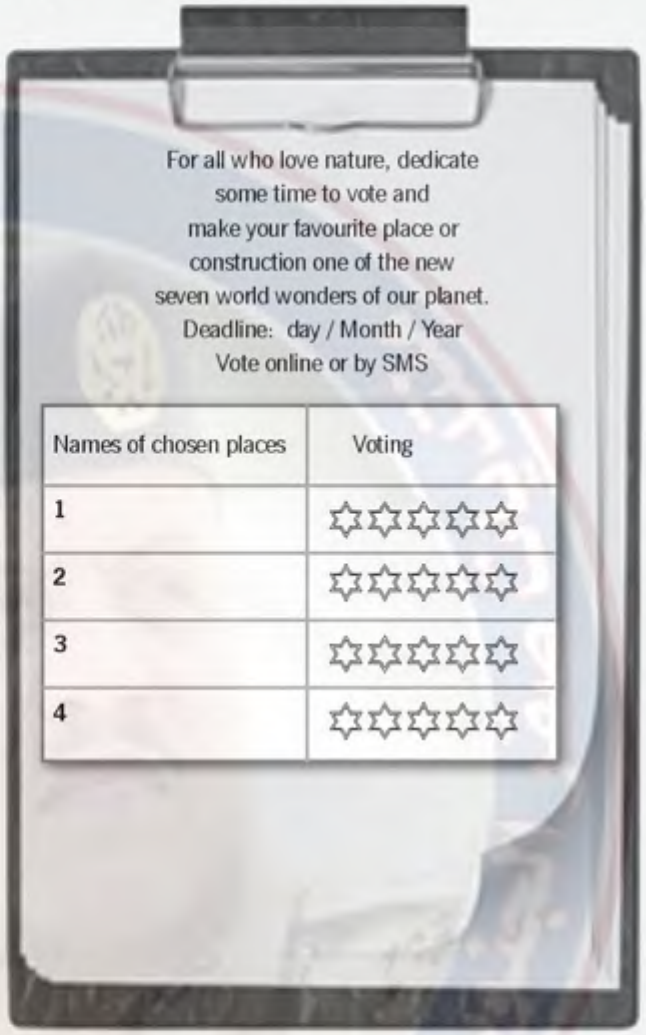
N7W

It's time to start your own project within your class. Present your chosen "wonder" in your lesson for classmates to vote on. Voting will be conducted in the lesson and at home with your parents, brothers and sisters. Voting starts on a fixed day, and closes one week later. You can also vote on a certain website like that of your school, a personal blog of your class or a Facebook account.

Requirements:

- An official website that sponsors the whole process. Alternatively, you can ask your teacher to take the responsibility of keeping the votes.
- A questionnaire form for the survey.
- Your presentation of the new 'chosen' wonder with good points to put it forward. Your presentation may include drawings, charts, slideshows and so on. You can take it up individually, in pairs or in groups. (Working in groups makes it more competitive and a lot richer)

Your questionnaire form for voting should go like this one:



For all who love nature, dedicate some time to vote and make your favourite place or construction one of the new seven world wonders of our planet.
Deadline: day / Month / Year
Vote online or by SMS

Names of chosen places	Voting
1	☆☆☆☆☆
2	☆☆☆☆☆
3	☆☆☆☆☆
4	☆☆☆☆☆

The winning individual or group should upload his successful candidate on the internet, especially on the **youtube** as a great host. The chosen wonder can also be put up on charts around the school and online. It may well be considered one of the New Seven World Wonders to come!

Unit 4 Hope

Vocabulary

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

A	B
1. difficulties (c)	a. devote
2. a strong desire to be successful (f)	b. overwhelming
3. the act of changing (d)	c. odds
4. completing something successfully (e)	d. transformation
5. give a lot of time to somebody or something (a)	e. accomplishment
	f. ambition

B Give a synonym for the following words from the passage *Aspiration and Hope* in the student's book:

1 achieve = accomplish
2 beat = overcome
3 clap = applaud
4 change = transform
5 immobilise = paralyse

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

1 It was a terrible accident. The driver was paralysed.
2 You have to overcome your fear to be successful in life.
3 The audience applauded at the end of the performance.
4 You feel satisfied when you achieve your goals in life.
5 An athlete may transform into a champion through hard practice.

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

Noun	Verb	Adjective
devotion	devote	devoted
ambition	X	ambitious
transformation	transform	transformative/ transformable
diagnosis	diagnose	diagnostic/ diagnosable
applause	applaud	X

E Read the clues to fill in the crossword:

Across

3 clapping hands to show enjoyment
4 defeat another country and take land
5 probabilities that will or will not happen
8 having strong desire for success

Down

1 a general feeling that something good will happen
2 say what illness a person has
5 post great difficulties
6 succeed in doing something requiring effort
7 learning disability

Reading

Harriet Tubman

Harriet Tubman was born around 1820. She was a slave. She had to work even when she was a little child. When she was twelve years old, she suffered a serious injury when an overseer threw a heavy weight rock which hit her on the head. The overseer did not mean to hit her but to hit another slave. She had faced the overseer on purpose because the other slave was younger than her and she didn't want him to be hurt. After that incident she developed a medical condition called narcolepsy which made her very sleepy. She also lost some of her teeth, and became almost blind, but her disability did not stop her.

When she was 25, she decided to run away. A white neighbour gave her some names of people she could contact to help her.

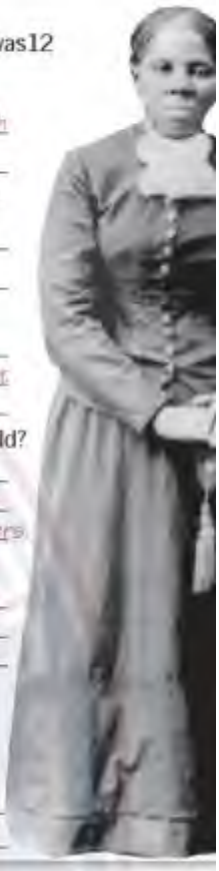
She was about to escape through the 'Underground Railroad'. It was not a railroad, and it was not under the ground. It was a network of "safe houses" where slaves could escape from one house to the next until they made their way to the Canadian borders. The people helping them had to do it secretly, so it was "underground" or "under cover".

The safe houses were called "stations". The owners of the houses were called "stationmasters". The people who travelled with the slaves to help them escape were called "conductors". The slaves knew they had to go north to find freedom. They used the North Star, Polaris, as their guide.

During a forty year period about 100,000 slaves escaped from the South through the Underground Railroad. Harriet contacted a person her friend had recommended, and through a series of safe houses made her way to Canada where she became a free woman. Her next concern was to help her family become free too. She returned to Maryland again and again freeing her sister and her sister's two children, her brother and two other men. She managed to rescue her parents who were seventy years old.

Harriet made nineteen trips as a "conductor", risking her life every time, and successfully freed about 300 slaves. She carried a gun and threatened to shoot any slave who wanted to turn back. A reward of $40,000 was offered as bounty for whoever brought Harriet in to the authorities, but she managed to avoid capture. She was such a brave woman!

Questions



1 What happened to Harriet Tubman when she was12 that made her not be able to see properly?

An overseer threw a heavyweight rock which hit her on the head.

2 What did she suffer from for the rest of her life?

She suffered from narcolepsy, a medical condition that made her very sleepy.

3 Did she manage to free all her family? How?

Yes, she did, through the "Underground Railroad" which was a series of houses that hid slaves and helped them escape.

4 What kind of Underground Railroad did she build?

It was a network of "safe houses" where slaves could escape from one house to the next until they reached the Canadian borders.

5 Why was Harriet Tubman considered brave?

Because she was able to help many slaves and risk her life getting them to freedom despite her disabilities.

6 Find one word in the passage that means:

a) sleep disorder; a sudden and deep sleep

b) catch a thief or criminal

a) narcolepsy

b) capture

Speaking

A Look over the passage again and find out what codes the slaves called the safe houses, their owners and any supporters? Why?

The code for safe houses was "stations". The code for their owners was "stationmasters", and for the supporters was "conductors". Codes were used to help keep the mission a secret one.

B Why do you think the southern authorities put 40,000 dollars on capturing Harriet?

Because she was freeing many of their slaves and they wanted to keep slaves in their homes. Answers may vary.

C Find out other neworks that look like an 'Underground Railroad' even if they are slightly different policies.

Answers will vary.

D Invent other codes that might be used if Harriet were living now.

Answers will vary.

Grammar

A Your friend Jack looked tired when you saw him yesterday. Why did he look tired? Complete the sentences using the words between brackets. Use past perfect or past perfect continuous:

1 He looked tired because (work too much).
He looked tired because he had been working too much.

2 He looked tired because (sleep badly).
He looked tired because he had slept badly.

3 He looked tired because (not eat well lately).
He looked tired because he had not been eating well lately.

Think of other reasons of your own:

4 He looked tired because
Answers will vary.

5 He looked tired because
Answers will vary.

B There was an earthquake yesterday. Read what the following people said and put the verbs in brackets into the past perfect or the past perfect continuous:

1 Sam said, "I was in my car at the time. I *had left* (leave) work later than usual. I *had never experienced* (never experience) an earthquake before, so I didn't know what to do. I saw people running out of their houses. Some of the them *had been sleeping* (sleep) and they were still in their pyjamas. Later, when the earthquake stopped, I continued driving and when I arrived home, I was happy to see that the earthquake *had not destroyed* (not destroy) my house."

2 Rita, "I was very tired yesterday and I *had relaxed* (relax) in bed before the earthquake took place. Luckily, I *had not fallen* (not fall) asleep because after I *had jumped* (jump) out of bed, part of the ceiling fell in on it. I *had never felt* (never, feel) so frightened before in my life."

C Read *The Shepherd Boy and the Wolf*. Cross out the verbs in the past perfect, circle the ones in the past perfect continuous and underline the ones in the past simple:

Once, there was a shepherd boy who took care of sheep for his master. His job wasn't very exciting, and he didn't enjoy it. One day he thought of a plan to have fun because ~~he'd been getting~~ so bored. His master ~~had told~~ him to call for help when he saw a wolf near the sheep so that the people in the village would come and scare the wolf away. So, one day, the shepherd boy ran towards the village and shouted, "Wolf! Wolf!" even though he ~~hadn't~~ ~~seen~~ a wolf. As his master ~~had told~~ him, the villagers left their work and ran to the field. When they got there, they found the boy laughing because ~~he'd played~~ a trick on them.

A few days later the boy did what he'd done before. He shouted "Wolf! Wolf!" Again the villagers ran to help him, and again he laughed at them.

Then one evening a wolf really came and attacked the sheep. This time the boy was scared and ran towards the village shouting, "Wolf!, Wolf!" The villagers heard him but did not run to help him as they ~~had done~~ before because they didn't believe him. The wolf killed many of the sheep and disappeared into the forest.

D Read the situations and make sentences from the words in brackets:

1 I was very tired when I arrived home. (I, work, hard all day)
I had been working all day.

2 The two boys came into the house. They had a football match and they were both very tired. (they, play, football) *They had been playing football.*

3 There was nobody in the room but there was a smell of food. (somebody, eat, in the room) *Somebody had been eating in the room.*

4 Ann woke up in the middle of the night. She was frightened and didn't know where she was. (she, have, a dream) *She had been having a dream.*

5 When I got home, Mike was sitting in front of the TV. He had just turned it off. (he, watch, TV) *He had been watching TV.*

Language Essentials

A collective noun usually takes a singular verb when the collective noun is considered to be only one unit. There are occasions when a collective noun requires a plural verb. When each individual of a collection of group acts separately, a plural verb is used.

When collective nouns are preceded by ***a/an***, they are plural; when collective nouns are preceded by ***the/they*** are singular.

A Underline the collective nouns:

1 The orchestra played wonderfully today.
2 We saw a herd of goats lying over there.
3 The crew on our flight was very helpful.
4 My family will stay in Tahoe.
5 A flock of ducks swam across the lake.
6 The audience applauded with joy.
7 We got a bunch of red roses for Ms. Lily.

B Fill in the blanks with the suitable collective nouns:

1 A *flock* of birds flew high in the sky. (flock, troop)
2 They saw a *pack* of bears at the zoo. (pack, troop)
3 The farmer has a *herd* of cattle on his farm. (bunch, herd)
4 He ate a *bunch* of grapes today. (bunch, gang)
5 Our friend showed us a *collection* of stamps. (flock, collection)
6 We saw a *group* of dogs on our way home. (flock, group)
7 The police have arrested a *gang* of thieves. (flock, gang)
8 The count in a *culture* of bacteria was 400 after 2 hours. (culture, swarm)
9 The *class* of pupils are listening attentively to their teacher. (class, set)
10 You can put the *set* of tools in that box. (class, set)

Useful Expressions

A 1 Amanda is sick in hospital. Her mother came to see how she was doing, and to take care of her. What do you think her mother will say?

Answers will vary.

2 Linda's birthday is today, so her birthday party will be at night. She knows she will stay awake till a late hour, which means that she will be late to work the next day. Linda wishes it would strongly snow heavily the following day, so she can stay in bed till she takes enough sleep. What do you think she should say to make her wish come true?

Answers will vary.

3 Suzan's mother has helped her to do her math homework. Suzan is so grateful for what her mother did to her. What do you think she should say?

Answers will vary.

B Fill in the blanks in these mini-dialogues: *Answers will vary.*

1 **A:** I know you have a test tomorrow.
B: _____
2 **A:** Can I do anything else for you?
B: _____
3 **A:** _____
B: I'm well, what about you?
4 **A:** Do you expect I will get my driving licence?
B: _____
5 **A:** I've already tidied up your room.
B: _____

Writing

Write a short story about:
Two school boys who were lost in the jungle for seven frightful, adventurous days and were successfully found alive.

Answers will vary.

Project

1 Now that we know and have read something about hope and aspirations, work in groups of two or three to discuss the following:

Out of all the successful people mentioned in student book and workbook, whom do you admire the most and why? Your answer should deal with the following points:

a How difficult it was for them to achieve what they achieved.
b How beneficial what they achieved was for other people.
c How much they have inspired you to achieve success.

Now work in groups to put together a poster with the facts about three to six people, whether famous or not, who have tackled great obstacles and achieved success. Facts should include:

a When and where they were born
b How they were at school/ in their youth
c What their goals were
d What odds they faced
e How they got passed them
f What they achieved
g Hope we can all learn from them

Your poster should include pictures of any relevant points that you mention, such as places or inventions. *Answers will vary.*

2 Below is a letter written to famous football player asking him for advice on how to succeed in professional football player. Read the letter and respond, keeping in mind the advice given on page 15. *Answers will vary.*

Dear Daniel Harper,

I hope you are well.

My name is Sam MacHenry and I am 13 years old. I am a great fan of yours and I am writing to you to ask you for some advice on how to become a successful football player.

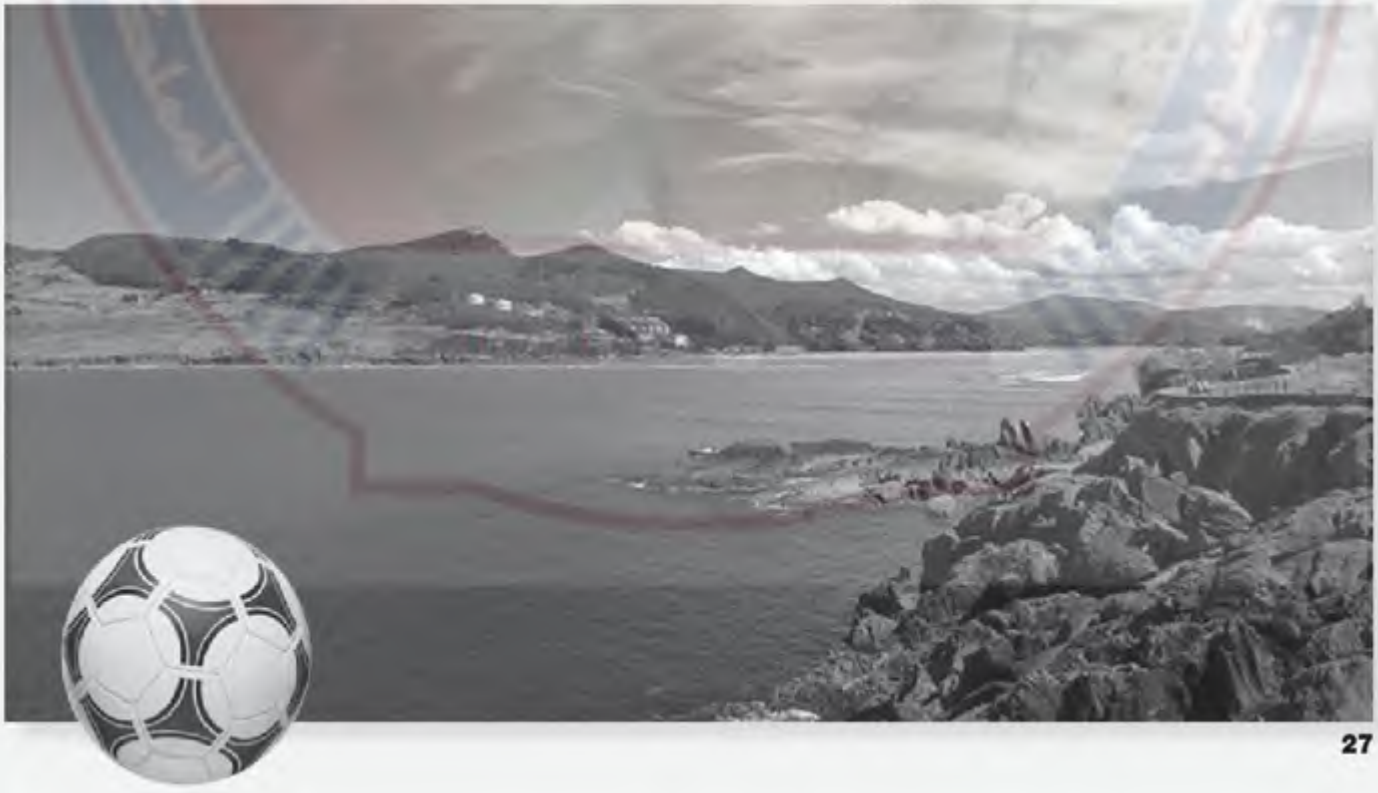
I currently live on an island off Scotland and the ground being very hard and there not being much space, we don't have a football pitch at the moment. Also, because our footballs keep getting lost in the sea, I am often not able to play football for weeks on end, until we are able to go to the mainland to buy a new football. Despite this, I do train very hard and I think I am pretty fit. I can easily do five hundred press ups and I am faster than most of my friends.

Another problem that I face is that my father wants me to become a doctor. He says kicking a ball around is not a job. I know that if study medicine, I will not be able to focus on my football training.

Why advice could you give me?

Many thanks,

Sam



1 - 4 Review 1

A Match the words with their definitions:

	B
1. to give up something for the sake of somebody	invade 8
2. allowed by law	unfortunate 10
3. an institution where orphans can live	redemption 5
4. the sequence of powerful leaders in the same family	legal 2
5. the act of saving from sin or evil	leader 9
6. having strong desire for success or achievement	sacrifice 1
7. the act of completing something successfully	ambitious 6
8. to attack people and take their land by force	accomplishment 7
9. a guide	dynasty 4
10. unlucky and helpless	orphanage 3

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

1 Your love for your country depends on ___devotion___. (devote)
2 Our ___founder___ accepts applicants from all over the world. (found)
3 With the increase in world population, ___construction___ of new cities is sometimes a must. (construct)
4 Alexander the Great is the best ___conqueror___ history has ever known. (conquer)
5 Modern technology has made the ___diagnosis___ of diseases much easier. (diagnose)
6 The ___accomplishment___ of your goals stands for your success. (accomplish)
7 The ___legalization___ of some foods is related to how safe they are. (legal)
8 A large part of charity goes to the ___orphanage___ in our neighbourhood. (orphan)

C Put the words in the right column according the pronunciation of the final **s** in each word:

foods keeps moons boxes finishes
boys books arrives bees pushes
buses laps watches

/s/	/z/	/ɪz/
books	moons	boxes
keeps	foods	watches
laps	boys	buses
	arrives	finishes
	bees	pushes

D Add in a suitable pronoun:

1 Julia had a great holiday. She enjoyed ___it___.
2 It's not my fault. You can't blame ___her___.
3 What I did was wrong. I'm ashamed of ___it___.
4 We've got a problem. I hope you can help ___us___.
5 'Can I take another biscuit?' 'Of course. Help ___yourself___!'
6 Take some money with ___you___ in case you need it.
7 Don't worry about Tom and me. We can look after ___each other___.
8 I gave them a key to our house so that they could let ___us___ in.
9 When they come to visit us, they always bring their dog with ___them___.

E Choose the correct answer:

1 He **will/would** come along if we ask him.
2 If they had been informed, they **will/would** have handed their reports in on time.
3 I always **have/am having** breakfast before I go to work.
4 They had **slept/had been sleeping** before we called them.
5 Look! It **rains/is raining** outside.
6 Metals expand **when/if** they are heated.
7 You can help **you/yourself** to a piece of cake.
8 Have you heard **me/myself?**
9 Mathematics **is/are** my favourite subject.
10 The police **have/has** finally arrested the criminals.

F A friend of yours is asking you about your last weekend. You answer them according to the tense of the question:

1 What had you done before you called me last weekend?
Answers will vary.

2 What had you been doing all morning?
Answers will vary.

3 Who had you visited by the time you went home?
Answers will vary.

4 Where had you gone before you went shopping?
Answers will vary.

5 How long had you been sleeping before I saw you?
Answers will vary.

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

1 Please don't disturb me. I *am writing* (write) an important report.

2 How many languages *does your sister speak* (your sister, speak)?

3 Jean *does not know* (not, know) any foreign languages.

4 I *do not belong* (not, belong) to any political party.

5 Hurry! The bus *is coming* (come). And I *do not/don't want* (not, want) to miss it.

6 The moon *orbits* (orbit) the earth.

7 It *was raining* (rain) very heavily today – much heavier than usual.

8 *Does it ever snow* (it, ever, snow) in India?

9 We usually *make* (make) cake for guests, but this week we *are not making* (not, make) any.

10 **A:** Can you type fast?
B: No, but I *can learn* (learn).

11 You can borrow my laptop. I *do not need* (not, need) it right now.

12 I *am getting* (get) thirsty. Let's get something to drink.

13 George is on a diet. He *is not eating* (not, eat) fats.

14 Joe says he's American, but I *do not believe* (not, believe) him.

H Put the verb into the correct form, using the result of the condition in the question:

1 **A:** What would you do if you won the lottery?
B: I *would tour* (tour) the world.

2 **A:** What do you do when a friend invites you to a birthday party?
B: I *go* (go) with a nice present.

3 **A:** What would have happened if someone had annoyed you?
B: I think I *would have answered* (answer) back.

4 **A:** What does your little brother do when your parents shout at him?
B: He *always apologises* (always, apologise) to them.

5 **A:** How long would you wait for me if I was late?
B: I *would wait* (wait) for half an hour.

6 **A:** What do you do if someone disturbs you?
B: Oh, no! I often *leave* (leave) the place.

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

1 It's ~~unlawful~~ *illegal* to drive a car without a licence.

2 If you have a problem with something you buy, you can ~~replace~~ *return* it.

3 It is ~~unlucky~~ *unfortunate* to have a long test in such a short time.

4 Wise parents shouldn't be too ~~firm~~ *strict* with their children.

5 Her story is ~~amazing~~ *spectacular*.

6 ~~Building~~ *Constructing* bridges really solves a lot of traffic problems.

7 When you ~~achieve~~ *accomplish* your goal, you will feel happy and satisfied.

8 The audience ~~clapped~~ *applauded* hard when the performance was over.

J Correct the underlined mistakes:

1 I has been working for hours before I went home.
I had been working for hours before I went home.

2 Please don't interrupt me. I study.
I am studying.

3 Mary would had come with us if we had invited her.
Mary would have come with us if we had invited her.

4 You all have to finish your tasks yourself.
correct

5 Information are useful in case you need it.
Information is useful in case you need it.

6 The police is all around to arrest the gang.
The police are all around to arrest the gang.

7 They allowed me to borrowing three books at a time.
They allowed me to borrow three books at a time.

8 Imported furniture are too expensive.
Imported furniture is too expensive.

9 If it is fine today, we would go on a picnic.
If it were fine today, we would go on a picnic.

10 I am so much interested in read science fiction books.
I am so much interested in reading science fiction books.

Unit 5 Sea World

Vocabulary

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

A	B
1. the height of a place (*f*)	**a.** sanctuary
2. wisely (*c*)	**b.** fable
3. a story (*b*)	**c.** shrewdly
4. method in which underwater objects are detected using sound waves (*e*)	**d.** mimic
5. a place where birds or animals can be safe (*a*)	**e.** sonar
	f. elevation

B Give the synonym for each of the following words from the passage *Dolphins in Myth* in the student's book:

1 matchless = *unique*
2 clever = *intelligent*
3 wise = *shrewd*
4 raise = *elevate*
5 legend = *fable*

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

1 Your project is *unique*. It is like no other.
2 My friend is *shrewd*. We always turn to him for advice.
3 Your story seems to be *a fable*. No one can believe it.
4 You have to work hard so that you can *elevate* your grades.
5 Dolphins are *intelligent* creatures. They can recognise man among other creatures.

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

Noun	Verb	Adjective
elevation	elevate	*elevating/elevated*
renderer/rendering	render	*renderable*
intelligence	*X*	intelligent
honour	*honour*	*honourable*
recognition	*recognise*	recognisable

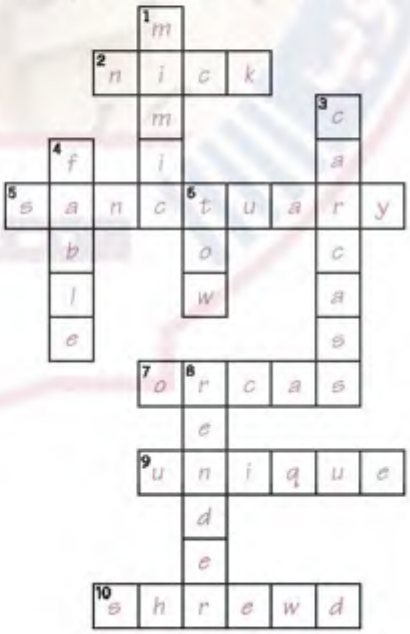
E Read the clues to fill in the crossword:

Across

2 a small cut in something
5 a place where birds or animals can be safe
7 killer whales
9 very unusual or with no equal
10 able to make good decisions

Down

1 copy somebody's behaviour in an amusing way
3 the dead body of an animal
4 a story
6 to pull a car along by a rope or chain
8 cause somebody or something to be in a certain condition



Reading

Dolphins

Dolphins communicate through sounds and whistles. There are several kinds of whistles which are used by dolphins. Some species of dolphins can even send the information about their identity through what is called a "signature whistle". Whistles are also used to coordinate the group when hunting, making feeding in groups much easier for dolphins than feeding alone. Burst pulsed sounds are also made by dolphins for the purpose of communication, although there is not enough knowledge about dolphin communication to know exactly how it is used or what it means.

Dolphins mainly catch their food using two clever techniques which both require highly coordinated teamwork:

1 Herding

The first one is called herding and it is performed by a group of dolphins who surround a school of fish to pack them as tightly as possible. When this is done, dolphins take turns to go through the school and feed one at the time while the others keep the school of fish as packed as possible.

2 Corralling

The other technique used by dolphins is called corralling. A school of fish is chased by a group of dolphins to shallow waters where they are trapped between the shore and the group of dolphins. Once "corralled", the fishes are easily caught and the dolphins take turns to eat.

Hearing a wider range of frequencies than humans, a dolphin's hearing is up to 7 times more sensitive than a human's. Dolphins hear through a sophisticated hearing sense which is located in small ear openings on both sides of the head. However, it is believed that the lower jaw bone, conducting sounds to the middle ear, has a greater role in hearing underwater.

Dolphins have been known to help humans in many ways. They have sometimes helped people in the ocean by protecting them from shark attacks, swimming around the people and making the sharks go away. Other stories tell of boats being saved by following dolphins during thick fog conditions.

Dolphins have a quite long life-span, with some living up to 40 years old. That said, the average life-span is 25 years.

Questions

1 How do dolphins communicate?

Through sounds and whistles

2 What does a dolphin whistle signify?

It could signify the identity or coordinate the group of dolphins when they are hunting

3 How do dolphins catch their food? What does this tell you about their nature? *Answers will vary.*

By herding or corralling
They are good team workers and this shows how clever they are

4 How do dolphins hear? Compare a dolphins hearing to a human's.

Their hearing is 7 times more sensitive than a human's hearing, so they hear much better than humans

5 If the dog is the man's best friend, what should we say about dolphins?

A dolphins is man's best life saver.
Answers will vary.

6 Find one word in the passage that means:

a) a group of sea animals

b) general information and details

a) herd
b) knowledge

Speaking

A Why do you think health professionals and other experts started recommending people to limit their intake of dolphin's meat? You may use the internet. *Answers will vary.*

B Read the passage again and discuss with your partner the differences between dolphins and other sea creatures? You can use the internet, too.

C With your partner, work out an imaginary conversation with a dolphin discussing sea life and dangerous species.

Grammar

A Write (C) for countable, (U) for uncountable and (B) for both:

meat (U)	books (C)	sugar (U)
milk (U)	pens (C)	hair (B)
chairs (C)	time (B)	butter (U)
pencils (C)	bread (U)	jam (U)
friends (C)	fingers (U)	fish (B)

B Fill in with ***a, an, some*** or ***any:***

a It is ___a___ dog.
b Have you got ___any___ friends?
c I bought ___some___ milk.
d Linda has not got ___any___ pets.
e There is ___an___ orange on the table.
f Andy eats ___some___ cheese every day.

C Fill in the blanks with ***somebody, something, anybody, anything, somewhere*** or ***anywhere:***

1 Where shall we go on holiday? Let's go ___somewhere___ warm and sunny.
2 We slept in a tent because we didn't have ___anywhere___ to stay.
3 I'm going out now. If ___somebody___ phones while I'm out, can you tell them I'll be back in half an hour?
4 They stay at home all the time. They never seem to go ___anywhere___.
5 Why are you looking under the bed? Have you lost ___something___?
6 ___Anybody___ who saw the accident should contact the police.
7 What do you want to eat? ___Anything___. I don't mind, whatever you have.
8 Who shall I invite to the party? I don't mind. ___Anybody___ you like.
9 What sort of job are you looking for? ___Anything___. It doesn't matter.

D Use ***how much*** or ***how many*** to fill in the blanks:

a ___How much___ cheese are you going to buy?
b ___How many___ books are there in your bag?
c ___How many___ films did Tom see last week?
d ___How much___ money do you spend every week?

E Complete the sentences with ***a few, few, a little*** or ***little***:

1 Sue spoke very ___little___ French before she took the courses.
2 There is ___a little___ time before the train leaves, so we can buy ___a few___ magazines and things from the shop.
3 There is ___a little___ food left in the fridge. I'll go to the supermarket and get ___a few___ things.
4 He is a strange man. I think he has ___a few___ secrets. ___Few___ people understand him.
5 My mother sent me ___a little___ money, so I am going to ___buy a few___ things I need.
6 I bought ___a few___ books. They were on sale. Everybody was buying them. There will be ___few___ books left now.

F Complete the sentences using these words below. Sometimes you need to add the plural ***-s***:

chair furniture hair information luggage progress

1 I didn't have much ___luggage___; just two small bags.
2 They'll tell you all you want to know. They'll give you plenty of ___information___.
3 There is room for everybody to sit down. There are plenty of ___chairs___.
4 We have no ___furniture___, not even a bed or a table.
5 'What does Alan look like?' 'He's got a long beard and very short ___hair___.
6 Carla's English is better than it was. She's made ___progress___.

Language Essentials

A Fill in the blanks using ***get, give, run, make, show*** or ***turn*** and the correct preposition:

1 Could you please _turn on_ the light.

2 Those two were arguing last night. But now they have _made up_.

3 That story is just _made up_.

4 He _showed up_ two hours late!

5 We can't _give up_ now. We'll nearly at the top of the mountain.

6 We can't _give in_. They have no right to make these requests.

7 Aww! You just _ran over_ my foot with your trolley.

8 I _ran into_ my old head master last week.

9 Charlie and Karen really _get on_. It's as if they have known each other for years.

10 Charlie and Karen are really _getting on_ with their work.

B Re-write the following sentences using the expressions from unit 5.

1 Clive and Richard like one another.
Clive and Richard get on.

2 When he said that he was a millionaire, he was lying.
When he said that he was a millionaire, he was making it up.

3 They were absent yesterday, but there are here today.
They were absent yesterday, but they turned up/showed up today.

4 I was lying down and then I sat up.
I was lying down and then I got up.

5 We really have to finish the work quickly.
We really have to get on with the work.

6 They kept asking and asking so I just did what they wanted.
They kept asking and asking, so I just gave in to what they wanted.

7 It was too difficult so I just stopped.
It was too difficult so I just gave up.

Useful Expressions

Answers will vary.

A 1 Alice went shopping with her friend who felt very hungry all of a sudden. Alice's friend's budget doesn't allow her to pay for a fancy meal. Passing by a take away fish restaurant, Alice tries to convince her to buy a take away meal. What would she say to her?
You pay a lot more in other places.

2 Monica and Molly went shopping. Monica is showing her friend an expensive gown she bought. Molly thinks that it was a very good buy. what should she say?
That's a good price.

3 The Greens went to the doctor to make some tests because Mrs. Green had recently suffered from chest pain. The results came and the good news must be said. What do you think the doctor should say?
It's better than I expected.

B Fill in the missing parts in these mini-dialogues: *Answers will vary.*

1 **A:** What do you think of that watch? It's $13.
B: *That's a bargain!*

2 **A:** Thanks again for the cake and the tea.
B: *You must come round again.*

3 **A:** *(Students will make up their own conversation.)*
B:

4 **A:** What do you think of the coffee I've made?
B: *It's fantastic.*

5 **A:** You really troubled yourself over my homework.
B: *It's not a problem at all.*

Writing

Write about the best beach holiday you have ever had. Say when and where it was and mention some of the activities you did. Your piece of writing should be between 200-220 words.

Answers will vary.

Project

A Research different types of environmental problems. What are they called? What are they? (Define them.) Where are they found the most? How could they be solved? What could you personally do to help the situation? What may happen if this environmental problem is not solved? *Answers will vary.*

Fill in the chart below. Try your best to find out environmental problems that you haven't heard of before. Mention at least five environmental problems. The information in the chart, besides the name of the problems, should be written in full sentences with capitalisation and full stops. The chart as a whole should have no less than 250 words.

Name of Problem	Definition	Where	Solution	Action	Danger

B Now make a small poster talking about a local environmental problem, how it could be solved and what might happen if it is not solved. Be sure to mention practical steps that the reader can take to help combat the problem. The words in you poster should be no less than 200 words. *Answers will vary.*

Unit 6 Other Worlds

Vocabulary

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

A	B
1. communicating with the mind (f)	a. witness
2. a close observer (a)	b. phenomenon
3. make a copy in order to deceive (e)	c. ufologist
4. The scientist who studies astronomy (d)	d. astronomer
5. something happening with no logical explanation (b)	e. fake
	f. telepathy

B Give the synonym for each of the following words from the passage *UFOs: Fact or Fiction* in the student's book:

1 well-lit = bright, illuminated
2 proof = evidence
3 make-up = fake
4 flashing = flickering
5 convince = persuade

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

1 There is no clear evidence that aliens have visited Earth.
2 It is so beautiful when the moon illuminates the night sky.
3 I don't like fake stories.
4 We tried hard to persuade Margo to stay with us.
5 I can see a light flickering in the sky.

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

Noun	Verb	Adjective
telepathy	telepath	telepathic
classification	classify	classified
witness	witness	witnessable/ witnessed
flying		
appearance	appear	X

E Read the clues to fill in the crossword:

Across

1 related to the army
3 flash or shine unsteadily
5 something with a round shape like a plate
8 see an event and report it
9 covered with rust

Down

2 provided with light
4 communication among minds
6 someone who does a sport for himself not for money
7 arrange by classes or types

Reading

Bees

Most people hate bees, and I'm sympathetic. Being stung by a bee is surprisingly painful - for such a tiny little thing. The said, Bees are vitally important; they are responsible for:

1. Pollination.

About one third of all the plants eaten or used by humans are pollinated by bees. Without bees, many of our crops would fail and we would be confronted by an awful food shortage. Our livestock also depend on food taken from bee-pollinated fields. Thus, a shortage of bees would mean a global shortage of food. Aside from crops, bees are also responsible for the pollination of flowers. The vibrant colour of a flower serves as an attraction for bees. Had it not been for the need to tempt bees to pollinate them, flowers wouldn't be as colorful as they are.

2. Honey

Bees use the nectar they collect from flowers to make honey. They do this by flying home to their hive and vomiting and re-eating nectar repeatedly. When the nectar has been partially digested (after a number of vomiting/eating cycles), the unfinished honey is thrown up one last time into one of the wax cells that form the hive's honeycomb structure. At this stage the honey is still fairly fluid, containing much more water then we are used to. To hasten the evaporation of this excess water and to thicken the honey, the bees collectively fan their wings, creating a draft over the mini 'vat' of honey. Once the honey has thickened sufficiently, the wax cell is sealed. The honey can now be stored almost indefinitely. Each bee will produce only a 12th of a teaspoon's worth in its whole lifetime.

Bee Society

The most fascinating and engaging feature of bees is their complex and fascinating social life. The colony may consist of as many as 80,000 bees, and they are one big family. A colony consists mainly of worker bees. These are all identical, all female and all born from eggs laid by the queen. Most of the worker bees are tasked with food collecting, these are the ones we see flying in and out of flowers. Others are charged with feeding the queen, **some** with the hive itself and some act as undertakers. The queen fertilises eggs for the next 2-7 years. The pregnant queen will lay up to 2000 eggs in a day – unbelievably, more than her own bodyweight. Bees do very little harm, and a great deal of good.

Questions

1 What are bees responsible for?

Bees are responsible for pollination and making honey.

2 How many plants are pollinated by bees?

One third of all plants eaten are pollinated by bees.

3 Why are bees attracted to flowers?

Because they are so colourful and vibrant.

4 How is honey made in a hive?

The bees vomit and re-eat nectar from the flowers repeatedly. The unfinished honey is thrown up one last time into the wax cells of the honeycomb. Then, the bees fan their wings to thicken the vomited fluid honey.

5 Give a simple explanation of the colony structure in three sentences of your own. *Answers may vary.*

1. The queen lays all the eggs, up to 2000 eggs in a day.
2. The worker bees are all identical female bees born from eggs laid from the queen bee.
3. Some workers collect food, some feed the queen, and some act as undertakers.

6 Find one word in the passage that means:
a) A sweet liquid secretion that attracts bees
b) A group of animals of the same type living together

a) nectar
b) colony

7 What does the underlined word refer to?

The worker bees.

Speaking

A In your opinion, what makes the bee colony successful?

Answers will vary.

B What is the most interesting fact you have read in the text?

Answers will vary.

C Find other creatures, humans or animals, that lead their life according to a system similar to that of bees.

Answers will vary.

Grammar

A Put the verb into the correct form.

1 I am sure Sandy *will understand* if you explain the situation to her. (understand)
2 What would you do if somebody *walked* in here with a gun? (walk)
3 Would Adrian mind if I *borrowed* his bike without asking him? (borrow)
4 James and Amanda are expecting us. They will be disappointed if we *do not come* (not, come).
5 If Caroline and Lucy prepare the salad, Nicholas *will tidy* the house. (tidy)
6 If Lucy *cuts* the onions for the salad, Caroline will peel the mushrooms. (cut)

B Match the following parts of the sentences:

1	If I go on a diet,	A	we'll make a snowman.
2	If it's sunny tomorrow,	B	I'll buy you some chocolate.
3	If Norris doesn't hurry,	C	she will have to take a taxi.
4	If it snows,	D	I'll lose weight.
5	If there are no buses,	E	he'll be late.
6	If you are a good girl,	F	we'll go for a picnic.

1 *D* 2 *F* 3 *E*
4 *A* 5 *C* 6 *B*

C Put the verbs in brackets into the correct tense following the example given:

1 If Edward *hadn't overslept* **(not, overslept)**, he *wouldn't have been* **(not, be)** late for work.
2 If he *hadn't been* **(not, be)** late for work, his boss *wouldn't have fired* **(not, fire)** him.
3 If Edward *hadn't lost* **(not, lose)** his job, he *wouldn't have needed* **(not/ need)** money and he *wouldn't have robbed* **(not, rob)** the bank.
4 If he *hadn't robbed* **(not, rob)** the bank, the police *wouldn't have arrested* **(not, arrest)** him.

D Write unreal past conditionals (3rd type) as in the example.

1 climb ladder, break his leg
If he hadn't climbed the ladder, he wouldn't have broken his leg.
2 drive carefully, avoid accident
If he had driven carefully, he would have avoided the accident.
3 Jack run fast, win the race
If Jack had run fast, he would have won the race.
4 study hard, finish early
If you had studied hard, you would have finished early.
5 work hard, win the award
If you had worked hard, you would have won the award.
6 finish his task, stay for longer hours
If he had finished his task, he would have stayed for longer hours.
7 do his duties, ask for his rights
If he had done his duties, he could have asked for his rights.
8 pay attention, get the message
If I had paid attention, I would have gotten the message.

Language Essentials

A Fill in the blanks with suitable prepositions:

1 _At_ the age of 111, Bill could still run like a child!
2 _At_ 3am I woke up.
3 _On_ Wednesday, there will be a market in town.
4 David and I always talk _in_ the bus.

5 Did you see that programme _on_ television last night?
6 Guess what I have _in_ my pocket.
7 Have you seen what they are selling _in_ the shop.
8 He is asleep _in_ his house.
9 He is asleep _at_ home.
10 He visited us _on_ our anniversary.
11 He's still _in_ hospital with a broken leg.
12 I ran into Steve _at_ the door.
13 I stopped for fuel _at_ the petrol station.
14 I used to live _at_ 87 Clove Road.
15 I used to live _on_ Clove Road.
16 It is so nice to stroll _at_ the park _in_ the afternoon.
17 My niece was born _in_ 2001.
18 She just sat _on_ the floor as there were no chairs.
19 The kids were screaming _in_ the back of the car.
20 The meeting will begin _at_ 12:40pm.

21 Their house was _at_ the end of the street.
22 They have a house _in_ Canada.
23 We used to live _on_ a farm.

Useful Expressions

Answers will vary.

A 1 You feel that your brother did not sleep well the other night. He kept on tossing and turning in his bed. You want to make sure that he is OK, so you keep on nagging him, until he tells you about his fears. What do you think he will say?

_____
_____
_____

2 Your sister Sally's best friend ended her friendship with her. Your sister is very sad. She feels it is the end of the world. She did not stop crying for hours and she refuses to eat. What will you say to her to cheer her up?

_____
_____
_____

3 Your friend Andy failed his maths exam. He feels sad and depressed. Your friend is planning to drop out of school because he feels like a failure. What would you say to him to make him feel better and change his mind?

_____
_____
_____

B Fill in the missing parts in these mini-dialogues:

Answers will vary.

1 **A:** unfortunately, our holiday is almost over!
B: _____
2 **A:** I absolutely dread exams.
B: _____
3 **A:** _____
B: After a storm, comes calm weather.
4 **A:** But there is no way to get back my lost mobile phone!
B: _____
5 **A:** I can't stop thinking about our project.
B: _____

Writing

Write in your diary about an imaginary journey you had made with your family in the wilderness. You have to write about what you did, felt and ate that day. Your diary page must not be less than 150 words.

Friday, 24 February

Dear Diary,

Answers will vary.

Project

List of Project *UFO* episodes

This is a list of episodes for the television series ***Real UFOs***.

Look at the examples of sightings presented by the TV programme then answer the questions below before you start your own project:

1. "Sighting 4001: The Washington D.C. Incident", 19 February, 1978. A woman on a Virginia farm reports a strange object in her garden and a robot-like creature that communicates with her. Also, a U.S. Air Force pilot chases a UFO and dies.

2. "Sighting 4002: The Joshua Flats Incident", 26 February, 1978. Prominent citizens of a town report seeing a UFO. Investigators, however, cannot get information from them and turn to an 11-year-old boy.

3. "Sighting 4003: The Fremont Incident", 12 March, 1978. Gatlin and Fitz investigate sightings by Robert Lee Armstrong and Henry Marsden. Marsden reports that the air force tried to shoot down a UFO and he has evidence that fell through the roof of his barn.

4. "Sighting 4019: The "Believe It or Not" Incident", 19 October, 1978. A student says aliens have warned him via lasers and music that the Earth will be taken over unless pollution is cleaned up.

5. "Sighting 4020: The Island Incident", 30 November, 1978. A doctor and three natives of a South Pacific Island claim to see a small UFO fly out of a mother ship. The natives later change their story, denying that they saw anything.

The Questions: *Answers will vary.*

1 Which sighting do you believe most? Why?

_____

2 Which sighting(s) don't you believe? Why?

_____

3 Which sighting do you like most? Why?

_____

- Remember a story of sighting you have heard from a friend. Give all the details needed as in the examples given.
- Invent a sighting of your own. Give the place. Give it a date and time, too. State reasons to make your sighting believable. Imagine how your UFO looks and draw it or find a picture that represents it.

Unit 7 Extreme Sports

Vocabulary

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

A	B
1. make a hole in something with a sharp point (*d*)	**a.** requirement
2. something that you need (*a*)	**b.** inevitable
3. the opposite of moderate (*e*)	**c.** expedition
4. long journey (*c*)	**d.** pierce
5. something that cannot be avoided (*b*)	**e.** extreme
	f. fatigue

B Give the antonym for each of the following words from the passage *Mount Everest* in the student's book:

1 optional = *required*
2 provide = *prevent*
3 sell = *purchase*
4 few = *many*
5 fall = *soar*

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

1 You can never get a degree without exams. Exams are *required*.
2 Customers always like to *purchase* their everyday needs at the closest shops.
3 High altitudes *prevent* climbers from getting enough oxygen to breathe.
4 I love to see eagles *soar* in the sky.
5 *Many* people would be too scared to climb a big mountain.

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

Noun	Verb	Adjective
requirement	require	*requirable/required*
recruit/*recruitment*	*recruit*	*recruitable/recruited*
purchase	purchase	*purchased/purchasable*
prevention	*prevent*	preventive
establishment	*establish*	*established*

E Read the clues to fill in the crossword:

Across

1 great tiredness
3 final
5 the top of a mountain
7 need something
8 buy
9 may possibly happen

Down

2 height
4 the highest or furthest degree of something
6 get somebody to join something like the army

Reading

European Extreme Sports

Whether you're rushing down the side of a mountain on a snowboard or jumping from the top of a huge building, extreme sports are a great way to get a rush of adrenaline. However that's not the only reason why people love doing extreme sports: they also provide the opportunity to be outside and see some truly fantastic views. European extreme sports offer the chance to explore the continent and see some of its beaches and mountain views. European extreme sports are highly popular, and the varied landscape of the different European countries lends itself perfectly to all manners of extreme sports. When it comes to water sports, you are spoiled for choice and there are any number of great beaches to visit. England is one such location, and, despite the cooler climate, it is great for water sports – particularly down the south coast in Cornwall where surfing and wakeboarding are a way of life. The world's first artificial coral reef has even been designed in Bournemouth to improve the surf in England.

Away from England, there are plenty of beaches suited to extreme sports that offer warmer climates and seas with just as much surf, such as Spain, Portugal, Bulgaria and Southern France.

European extreme sports aren't only about the sea though, and winter sports are also highly popular in some parts of Europe. Here again you are spoiled for choice and can choose from the Zakopane Mountains in Poland, the Swiss and French Alps, Austria and many more. The Zakopane Mountains in particular offer a very cheap way to experience some fantastic views and some great European extreme sports like snowboarding, skiing or sledging.

There is a range of other great extreme sports too though, many of which require cliffs and mountains for rock climbing, hang gliding or caving. 'Al-font' in France is one location that is brilliant for rock climbing and has some areas overhanging the sea for some dare devil 'free soloing' in which you rock climb with no ropes and nothing but water beneath you.

Questions

1 What are the reasons that make people do extreme sports?

They give you a rush of adrenaline and they provide the opportunity to be outside and see some truly fantastic views.

2 Why was the first European artificial reef built?

To improve the surf in England.

3 Name the countries that are famous for their beautiful beaches.

England, Spain, Portugal, Bulgaria, and Southern France.

4 What do European beaches offer to extreme water sports? *A chance to explore the continent and see some of its beaches.*

5 What is free soloing?

It is an extreme sport in which you climb rocks without any rope and nothing but the water beneath you.

6 Find one word in the passage that means:

a) to slide on a board

b) well-known

a) surf

b) popular

7 What does the underlined word refer to?

Extreme sports.

Speaking

A Scan the passage again and find out the names of the famous beaches that provide people with extreme water sports.

Answers will vary.

B Think of certain extreme sports people do in your country.

Answers will vary.

C Work out a dialogue with your partner, talking about an imaginary bungee jumping experience you made in your hometown. Talk about how you felt.

Answers will vary.

Grammar

A Complete these sentences using a relative clause:

Answers will vary.

1 Are these the keys _____?
2 Unfortunately we couldn't go to the wedding _____ _____.
3 I enjoy my job. I like the people _____ _____.
4 What's the name of that hotel _____?
5 The party _____ wasn't very enjoyable.
6 I didn't get the job _____.
7 George is a good person to know. He's somebody _____ _____.
8 Who was that man _____ in the restaurant?

B Join the two sentences using the sentence in brackets to make a relative clause. You will need to use ***who(m)/whose/which/where***: *Answers will vary.*

1 Ann is very friendly. She lives next door.
Ann, who lives next door, is very friendly.
2 We stayed at the Grand Hotel. Ann recommended it to us.
We stayed at the Grand Hotel which Ann recommended to us.
3 We went to Sandra's party. We enjoyed it very much.
We went to Sandra's party, which we enjoyed very much.
4 I went to see the doctor. He told me to rest for a few days.
The doctor whom I went to see told me to rest for a few days.
5 John is one of my closest friends. I have known him for a very long time. *John, whom I have known for a very long time, is one of my closest friends.*
6 Sheila is away from home a lot. Her job involves a lot of travelling. *Sheila, whose job involves a lot of travelling, is away from home a lot.*
7 The new stadium will be opened next month. It can hold 90.000 people. *The new stadium which will be opened next month can hold 90,000 people.*
8 We often go to visit our friends in Bristol. It is only 30 miles away. *We often go to visit our friends in Bristol, which is only 30 miles away.*
9 Glasgow is the largest city in Scotland. My brother lives there.
My brother lives in Glasgow, which is the largest city in Scotland.

C Complete these sentences with a relative clause. Use the sentences in the box to make your relative clauses:

- We hired a car
- You're going to see a film
- I invited some people to the party
- Ann is wearing a dress
- You had to do some work
- Tom recommended a hotel to us
- You lost some keys
- We wanted to visit a museum

1 Have you found the keys *that you lost?* _____.
2 I like the dress *that Ann is wearing* _____.
3 The museum *that we wanted to visit* was shut when we got there.
4 What's the name of the film *that you're going to see* _____?
5 Have you finished the work *that you had to do* _____?
6 Some of the people *whom I've invited* _____ couldn't come.
7 The car *that we hired* broke down after a few miles.
8 We stayed at a hotel *that Tom had recommended to us* _____.

D Put in ***that*** or ***what***. If the sentence is complete with or without ***that***, write (***that***) in brackets:

1 I gave her all the money *(that)* I had.
2 They give their children everything *(that)* they want.
3 Tell me *what* you want and I'll try to get it for you.
4 Why do you blame me for everything *that* goes wrong?
5 I won't be able to do much, but I'll do the best *(that)* _____ I can.
6 I can only lend you these coins. They're all *(that)* I've got.
7 I don't agree with *what* you've just said.
8 I don't trust him. I don't believe anything *(that)* _____ he says.

Language Essentials

A Complete the sentences using the following verbs (in the correct form) + the correct preposition:

congratulate	pay	accuse	approve
apologise	live	depend	

1 His parents don't *approve of* what he does, but they can't stop him.
2 When you went to the theatre with Fiona, who *paid* *for* the tickets?
3 It's not very pleasant when you are *accused* *of* something you didn't do.
4 **A:** Are you going to the beach tomorrow?
B: I hope so. It *depends on* the weather.
5 Things are very cheap there. You can *live on* very little money.
6 When I saw Jim, I *congratulated* him *on* passing his driving test.
7 You were very rude to Lily, don't you think you should *apologise* *to* her?

B Complete the sentences with the correct preposition:

1 There are some differences *to* British and American English.
2 Everything can be explained. There's a reason *for* everything.
3 If I give you the camera, can you take a photograph *of* me?
4 Money isn't the solution *to* every problem.
5 There has been an increase *in* the amount of traffic on this road.
6 When I opened the envelope, I was pleased *with* the results.
7 The advantage *of* having a car is that you don't have to rely on public transport.
8 There are many advantages *in* being able to speak a foreign language.
9 When Paul left home, he was very keen *on* extreme sports.
10 Bill and I used to be good friends but I am not very popular *with* him now.

Useful Expressions

Answers will vary.

A 1 Tom has a very supportive teacher. She was the one who pushed him to improve in his academics. What do you think she will say to him to keep ahead?
Keep up the good work / You're on the right track / Keep going!

2 When Sarah came to school with pink hair, Sandra thought it was stupid. How could this be described in a facial expression?
She raised her eyebrows at Sarah.

3 Ricky and his friend Jack were practising their favourite hobby which is hunting, when suddenly it started pouring on them. Jack decided to take a photo of his friend Ricky in this beautiful rainy scenery. Ricky is not comfortable taking the picture and his friend is taking his time. What do you think Ricky should say to his friend to rush him up?
I'm drenched / I'm soaked to the skin.

B Fill in the blanks in these mini-dialogues: *Answers will vary.*

1 **A:** I got a grade A today!
B: _____
2 **A:** I did all the exercises you asked me to do.
B: _____
3 **A:** _____
B: Because she looked me up and down.
4 **A:** Is it really raining outside?
B: _____
5 **A:** Why are you smiling from ear to ear?
B: _____

Writing

Write a problem-solution essay talking about "Using mobile phones in public places and its effects on others". Write your own suggestions to overcome such a problem. Your essay must not be less than 250 words.

Answers will vary.

Project

Camp Extreme For Teenagers:

A three-week outdoor summer adventure programme for teenagers travels to different remote parts of the world. This programme includes stimulating activities such as glacier and rock climbing, water rafting, horse-riding, biking, hiking, camping and other challenging activities.

It is generally accepted that outdoor adventure programmes are effective methods for helping youth realise their potentials and turn their lives around. So the focus of **Camp Extreme For Teenagers** is to help at-risk teens overcome destructive habits, gain self-confidence and master survival skills by living in the wilderness.

The wilderness setting removes them from negative influences and provides them with an atmosphere that is from free peer pressure. In such a setting, young people are free to explore their leadership and survival skills and discover themselves in a whole new way.

To ensure a comfortable, friendly atmosphere and high participation ratio, a maximum of 12 teenagers are registered in each programme.

- Plan a route map for your adventure choosing certain places suitable for different activities.
- Decide on the things that teenagers may have to pack for the adventure.
- Make a leaflet about the camp, giving every necessary piece of information.

Unit 8 Amazing Gardens

Vocabulary

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

A	B
1. workable and useful (*b*)	**a.** emergence
2. soft stemmed plants used for medical purposes (*f*)	**b.** practical
3. a person who argues for an idea (*d*)	**c.** private
4. showing good taste (*e*)	**d.** advocate
5. gradual coming of something (*a*)	**e.** decorous
	f. herbs

B Give the synonym for each of the following words from the passage *Royal Gardens* in the student's book:

1 adjust = *tune*
2 special = *distinctive*
3 appear = *emerge*
4 secrecy = *privacy*
5 overpower = *dominate*

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

1 Getting good results *tune* s you into different aspects of life.
2 Folk music is quite *distinctive*. It marks a region or community in particular.
3 In the past, man used to *dominate* woman in all aspects of society.
4 Do not interfere with my personal life, please. Respect my *privacy*.
5 When the mobile phone *emerged* in the world, communication turned upside down.

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

Noun	Verb	Adjective
deterioration	deteriorate	*deteriorated*
distinction	*distinguish*	distinctive
practice	practise	*practicing/practical*
privacy	*X*	private
domination	*dominate*	*dominating/dominant*

E Read the clues to fill in the crossword:

Across

1 support or be in favour of
3 adjust to improve or harmony
4 the condition of being private
5 figure or image that represents something
7 have power over
8 come out into view

Down

2 decline in quality
3 passing from one state to another
6 exercise of an activity

Reading

Chi-tau

Chi-tau is located in the foothills of Fonghuang Mountain, in the Lugu Township. It is one of seven National Taiwan University's experimental forests. The area has Divine Trees, a "Forest Ocean" and the University Pond. In 1973, it opened up as an amusement area, and with its beautiful green forest scenery, and moderate climate, it makes an ideal place to escape the heat. Each holiday season sees a large crowd of people coming here.

In the dark green and beautifully secluded Chi-tau, one can hear the sounds of insects and birds that dwell in this fresh environment. Different areas of the forest are connected by wooden or concrete footpaths.

The famous University Pond is the signature landscape of Chi-tau. The bamboo-arched bridge crosses over the blue waters of the pond. The sight of the blue waves, with the brightly coloured fish, and one's own reflection on the waters, creates, a delightful scenery. The most enticing place in this scenic area has to be the tall forests, which are most representative of Taiwan fir. The forest, with its fir trees planted by hand, are one of the distinguishing characteristics of Chi-tau.

The air is fresh, and there are no undesired noises. Visitors can enjoy a leisurely and carefree walk in the quiet, secluded forest, experiencing the tranquil, dark green, natural environment. In addition, favourite photograph areas include the Bamboo Forest and the Chinese cypress. The "Bamboo Hut" is made entirely of bamboo, and has a beautiful and classically elegant appearance. The giant red cypress trees of Chi-tau are close to 3,000 years old, and the tree centres are hollow, allowing visitors to pass through the tree holes. Hidden in the holes are rocks that are bigger than the tree holes, and their origins are of great puzzlement. Near to the Divine Trees is the Gingko Tree Area. Gingko trees date back to an early geological era, and are also called "maidenhair trees". They already existed on this earth 200 million years ago, making this Gingko forest comparable to a "living fossil".

Besides describing Chi-tau's special scenery, a specially designed exhibition room and specimen park have been built for the enjoyment of the tourists, and for the purpose of introducing the public to Chi-tau's nature resources.

Questions

1 Where is Chi-tau located?

In the foothills of Fonghuang Mountain in the Lugu Township of Taiwan

2 What makes this "Forest Ocean" the ideal place to escape the heat?

It has a beautiful green forest scenery and a moderate climate

3 What distinguishes the blue water of this forest?

It's blue waves, a bamboo-arched bridge and brightly-coloured fish

4 What are the most important characteristics of this "Forest Ocean"?

The tall forests with Taiwan fir

5 Find one word in the passage that means:

a) hidden from general view providing privacy

b) all the surroundings

a) secluded

b) environment

6 What does the underlined word refer to?

Chi-tau

Speaking

A Surf the web for famous gardeners in your country and talk about their work.

Answers will vary

B Look over the passage again, and find out what the other name for the Gingko tree is.

maidenhair tree

C Work with your partner to list some of the advantages and the disadvantages of the job of a gardener.

Answers will vary

Grammar

A Finish the sentences using reported speech. Follow the example:

Examples:
Peter: "I can clean the black shoes."
Peter told me that _____
Answer: ***Peter told*** me that ***he could clean the black shoes.***

1 John: "Mandy is at home today."
John said that *Mandy was at home that day*.

2 Max: "Frank often reads a book in his free time."
Max told me that *Frank often reads a book in his free time*.

3 Susan: "I'm watching TV now."
Susan said to me that *she was watching TV then*.

4 Simon: "David was ill yesterday."
Simon said that *David had been ill the other day*.

5 Peggy: "The girls helped in the house this morning."
Peggy told me that *the girls had helped in the house that morning*.

6 Richard: "I am going to ride a skateboard this weekend."
Richard said to me that *he was going to ride a skateboard that weekend*.

7 Stephen and Claire: "We have cleaned the windows."
Stephen and Claire told me that *they had cleaned the windows*.

8 Charles: "I didn't have time to do my homework."
Charles remarked that *he hadn't had time to do his homework*.

9 Mrs Jones: "My mother will be 50 years old."
Mrs Jones told me that *her mother would be 50 years old*.

10 Jean: "The boss must sign the letter."
Jean said that *the boss must sign the letter*.

B Match the phrases:

A	B
"We are travelling abroad this summer." she said.	She said that she had visited her aunt the day before.
"I have visited my aunt yesterday." she asked.	She said she had met her at noon.
"I met her at noon," she said.	She said that she would meet her at noon.
"I am meeting her at noon," she said.	She said she was meeting her at noon.
"I will meet her at noon," she said.	She said they were travelling abroad that summer.

C Choose the correct answer:

1 "Sally won't even consider it," reported Sue. Sue reported that Sally _____ even consider it.
a will **b** wouldn't
c isn't **d** doesn't

2 "This year we're going to Delhi," said Jana. Jana said they _____ to Delhi that year.
a were going **b** have been going
c is going **d** went

3 "I'm going out," announced Bill. Bill announced that he _____ out.
a went **b** has gone
c was going **d** is going

4 "Tomorrow I'll see Harry," George said. George said he would see Harry _____.
a yesterday **b** the following day
c again **d** today

D Find the mistake in each sentence, and then write it correctly.

1 I told him that I am going shopping that afternoon.
I told him that I was going shopping that afternoon.

2 He told that it was a busy day.
He told me that it had been a busy day.

3 She told me than she had watched my DVD.
She told me that she had watched my DVD.

4 Nina said that they have bought a new car.
Nina said that they had bought a new car.

5 I said him that I was doing my homework that night.
I told him that I was doing my homework that night.

Language Essentials

A Circle the proper coordinating conjunction then write it on the line provided.

1 I'm going shopping on Sunday *but*
(and/**but**/or/so) I don't want to buy any more clothes.

2 I've just eaten dinner *so*
(and/but/or/**so**) I'm not hungry.

3 I have already rang Sue *so*
(and/but/or/**so**) you don't have to.

4 Don't tell John about his birthday party *or*
(and/but/**or**/so) you'll spoil the surprise.

5 I have been saving my money this year *so*
(and/but/or/**so**) next year I will take a long holiday in Europe.

6 I love to travel *but*
(and/**but**/or/so) I hate travelling by bus.

7 I'm bored! Let's go out to dinner *and*
(**and**/but/or/so) see a movie.

8 I like living in the city *but*
(and/**but**/or/so) my brother prefers living in the country.

9 Betty's just got a promotion at work *so*
(and/but/or/**so**) she's very happy.

10 It's late. You should go to bed now *or*
(and/but/**or**/so) you'll be tired tomorrow.

B Choose the correct answer:

1 Kelvin changed his mind from Geography to Business Studies (because/for/so that/**to**) improve his job prospects.

2 Dr Leung arranged some extra lessons (for/because/as/**to**) give her students more opportunities to ask questions before the exam.

3 Tony has a very good foundation in English, (as/**so**/so that/for) he had little difficulty in passing the examination.

4 Professor Li repeated his point (**so that**/so as to/for/because) the students would fully understand.

5 The exam had to be postponed (because/for/so that/**because of**) the typhoon.

6 Amy joined the English Club (to/**because**/so/for) she wanted to increase her circle of friends.

Useful Expressions

A 1 Vince's doctors are really worried about his heart condition. His parents do not know the best way to deliver the bad news to him, that he cannot practise sports any more. A nice young doctor was left with Vince to talk to him and tell him the tests results and how to avoid the faints. The doctor doesn't know how to start? What would you suggest him to say?

Answers will vary.

2 People of Rosary Town are suffering from a lot of blackouts. They went on protests which led to riots. The governor Robert Holman gave a speech to calm the people down. What would you suggest him to say to gain their trust back?

Answers will vary.

3 Alan is in the middle of a meeting. He and his team are discussing the instructor's proposals for the new project. He likes someone's proposal. What do you think he should say to his team?

Answers will vary.

B Fill in the blanks in these mini-dialogues: *Answers will vary.*

1 **A:** What are we to do with this problem?
B: _____

2 **A:** What do you think of my plan?
B: _____

3 **A:** _____
B: Let's look at the reason.

4 **A:** The first solution doesn't work.
B: _____

5 **A:** There is no way out!
B: _____

Writing

Design a leaflet about "Cancer" suggesting the best ways to avoid it. Your leaflet should not be less than 120 words.

Answers will vary.

Project

Garden Planning

It's time you get started to plan your own garden. Here comes some helpful information about planning, planting and watering. The Food Project's Build-a-Garden aims are to:

- increase local food production.
- help people grow their own food and improve access to healthy, fresh food.
- smell fresh pure air.

TIPS TO CONSIDER:

- The best time to plan a garden is during the winter.
- You may want to choose to grow only the crops that are particularly well-suited to growing in small spaces (small plants, quick growing plants or plants that can be grown vertically to save space).
- If you have a favourite vegetable, consider planting two or three squares of it.
- If you plan to grow more than one square of something that matures quickly (carrots, radishes, lettuce, beans etc.), consider planting each square 2-3 weeks apart to spread out the harvest.
- Plan to keep using squares after having finished producing and harvesting. For example, after four weeks, you will harvest your radishes and have an empty square. Plant another square of radishes.

STEP-BY-STEP:

1 Using the Planning Chart, make a list of all the fruits, vegetables, herbs and flowers that you want to grow and eat.

2 Determine how many squares each type of plant requires, its height and how much space you need. Then write this into your chart accordingly.

The Food Project

1 To determine what goes in each square on the Raised Bed Grid, you will use the plants' height. Write all plants that are marked as "short" in the height column on your Planning Chart into the squares on the south side of your garden so that they will not be shaded by the taller plants.

2 Write the plants that are of medium height into the centre squares.

3 The tallest plants should go in the squares on the north side.

4 Now determine how many individual plants can be planted in each square.

5 Next, fill in the "planting schedule" column on your Planning Chart. Do this by writing out the dates.

6 Finally, fill in the "estimated harvest time" column on your Planning Chart. This will help you figure out when it's time to harvest something, and get you thinking about what to replant a square with once it's empty.

5- 8 Review 2

A Match the words with their definitions:

A	B
1. a person who pleads for a cause or argue for an idea	sanctuary 5
2. a method in which objects are detected using sound waves	unique 9
3. relating to the army or soldiers of a country	classify 7
4. the scientist who studies astronomy	inevitable 6
5. a place where animals or birds can be safe from hunters	transition 8
6. something that cannot be avoided or prevented	advocate 1
7. grouping things or people into types or kinds	sonar 2
8. passing from one state or place to another	summit 10
9. very unusual; with no equal	military 3
10. the top of a mountain	astronomer 4

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

1 Ricky seems to be _telephathic_ (telepathy). He always guesses my suggestions.
2 The _emergence_ (emerge) of UFOs in our world hasn't been proved yet.
3 The _illumination of_ (illuminate) a place depends on how large it is.
4 I always go to the club in _practical_ (practice) clothes.
5 Calling a melon a vegetable is according to the _classification_ (classify) of plants.
6 Before you apply for a job, you have to ask for its _requirements_ (require).

C Place each word in the right cell according to the number of syllables (parts):

sound (1) icon (2) altitude (3) expedition (4)

summit herb elevate astronomy
practical witness fake intelligent

Number of syllables	Word
One syllable: (sound)	herb, fake
Two syllables: (i.con)	summit, witness
Three syllables: (al.tit.ude)	elevate, practical
Four syllables: (ex.pe.di.tion)	astronomy, intelligent

D Complete the sentences using one of the following words. Use ***a/an/the*** where necessary:

accident biscuit blood coat decision electricity letter question sugar moment key music

1 It wasn't your fault. It was _an accident_.
2 Listen! Can you hear _the music_?
3 I couldn't get into the house because I didn't have _the key/a key_.
4 It's very warm today. Why are you wearing _a coat_?
5 Do you take _sugar_ in your coffee?
6 Are you hungry? Would you like _a biscuit_ with your coffee?
7 Our lives would be very difficult without _electricity_.
8 I didn't phone them. I wrote _a letter_ instead.
9 The heart pumps _blood_ through the body.
10 Excuse me, but can I ask you _a question_?
11 I'm not ready yet. Can you wait _a moment_, please?
12 We can't delay much longer. We have to make _a decision_ soon.

E Complete the sentences:

1 Liz is tired all the time. She shouldn't go to bed so late.
If *Liz is tired all the time, she shouldn't go to bed so late.*

2 It's rather late. I don't think Ann will come to see us now.
I'd be surprised if Ann *comes to see us right now*

3 I'm sorry I disturbed you. I didn't know you were busy.
If I'd known you were busy, I *wouldn't have disturbed you*

4 The dog attacked you, but only because you provoked it.
If *you hadn't provoked the dog, it wouldn't have attacked you*

5 I don't want them to be upset, so I've decided not to tell them what happened.
They *would be upset* if *they knew what had happened*

6 Unfortunately, I didn't have an umbrella and so I got very wet in the rain.
I *got very wet in the rain because I didn't have an umbrella*

7 Martin failed his driving test last week. He was very nervous and that's why he failed.
If he *hadn't been nervous, he wouldn't have failed his driving test.*

F Complete the sentences with ***some-*** or ***any-*** **+** ***-body/-thing/ -where***:

1 There was hardly *anybody* at the beach. It was almost deserted.

2 'Do you live *anywhere* near Jim?'
'No, he lives in another part of town.'

3 'Where shall we go on holiday?
'Let's go *somewhere*
warm and sunny.'

4 They stay at home all the time. They never seem to go *anywhere*.

5 I'm going out now. If *somebody* phones while I'm out, could you tell them I'll be back at 11.30?

6 Why are you looking under the bed? Have you lost *something*?

7 *Anyone* who saw the crime should contact the police.

8 Sue is very secretive. She never tells *anybody anything* (2 words)

G Complete the second sentence with a preposition + a noun so that it has the same meaning as the first one:

1 There were lots of tourists in the city centre. The city centre was crowded with tourists.
2 There was a lot of furniture in the room. The room was full of furniture.
3 I don't like sports very much. I'm not very keen on sports.
4 I'm not a very good tennis player. I'm not very good at tennis.
5 Catherine's husband is Russian. Catherine is married to a Russian.
6 I don't trust Robert. I'm suspicious of Robert.
7 My problem is not the same as yours. My problem is different from yours.

H Complete the second sentence so that it means the same as the first:

1 Sue said I was selfish.
Sue accused me of selfishness
2 The misunderstanding was my fault, so I apologised.
I apologised for the misunderstanding
3 She won the tournament, so I congratulated her.
I congratulated her for winning the tournament
4 He has enemies but he has a bodyguard to protect him.
He has a bodyguard to protect him from enemies
5 There are 11 players in a football team.
A football team consists of 11 players
6 She eats only bread and eggs.
She lives on bread and eggs

I Put in *little, a little, few* or *a few*:

1 We must be quick. We have little time.
2 Listen carefully. You have to have a little experience to do this job.
3 Do you mind if I ask you a few questions?
4 This town is not a very interesting place to visit, so few tourists come here.
5 I don't think Jill would be a good teacher. She's got little patience.
6 'Would you like milk in your coffee?'
'Yes, just a little.'
7 This is a very boring place to live. There's little to do.
8 'Have you ever been to Paris?'
'Yes, I've been there a few times.'

J In some of these sentences "***much***" is incorrect or unnatural. Change ***much*** to *many* or *a lot* (of) where necessary. Put 'Right' if the sentence is correct:

1 We didn't spend much money. Right
2 Sue drinks ~~much~~ a lot of tea.
3 Jim always puts ~~much~~ a lot of salt on his food.
4 We'll have to hurry. We haven't got much time. Right
5 Did it cost ~~much~~ a lot to repair the car?
6 It cost ~~much~~ a lot to repair the car.
7 I don't know ~~much~~ many people in this town.
8 I use the phone ~~much~~ a lot at work.
9 They've got ~~much~~ a lot of money they don't know what to do with it.

K Replace the underlined words with antonyms:

1 You are not allowed to play here. It's a ~~public~~ private garden.
2 I never try to earn money in doing a sport. You can call me a/an ~~professional~~ amateur.
3 Some metals get ~~stainless~~ rusty when they are exposed to air.
4 A big flashlight is quite enough to make this place ~~darkened~~ illuminated/bright.
5 I haven't seen this mobile phone before. I think it's ~~common~~ unique.
6 Anyone who keeps on repeating the same mistake can't be ~~stupid~~ intelligent.

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

1 The person <u>whom</u> treats patients is a doctor.
The person who treats patients is a doctor.

2 My friend is so much interested <u>on</u> short stories.
My friend is so much interested in short stories.

3 They <u>would take</u> part in the competition if it had been in June. *They would have taken part in the competition if it had been in June.*

4 This is the shop <u>when</u> I bought the latest album.
This is the shop where I bought the latest album.

5 He <u>told</u> that he would visit us the following day.
He said that he would visit us the following day.

6 My friend's birthday is <u>in</u> 15 June.
My friend's birthday is on 15 June.

7 He said he <u>has seen</u> that film the other day.
He said he had seen that film the other day.

8 Athletics <u>are</u> my hobby.
Athletics is my hobby.

9 She failed the test <u>because</u> her carelessness.
She failed the test because of her carelessness.

10 I wanted to watch TV <u>and</u> I didn't have free time that day.
I wanted to watch TV but I didn't have free time that day.

M Fill in the gaps in this paragraph with the prepositions ***in/on/at*** or ***to***:

Janet was born *in* Rochester *on* 22nd December *at* 3 o'clock *in* the morning. Rochester is *in* the state of New York *in* the United States. Now, she goes *to* classes *at* the university. She usually arrives *in* the morning *at* 8 o'clock. *On* weekends, she likes driving *to* her friend's house *in* Canada. Her friend lives *in* Toronto. She usually arrives *at* 9 *in* the evening and leaves *on* Sunday morning. *On* Saturday, they often meet friends *at* a restaurant. *At* night, they sometimes go *to* a night club. *In* summer, *in* July for example, they often go *to* the countryside.

N Helen is in front of the class giving a presentation on London. As Helen is rather shy, she speaks with a very low voice. Your classmate Gareth does not understand her, so you have to repeat every sentence to him.

Complete the sentences in reported speech. Note the change of pronouns and verbs:

- **Helen:** I want to tell you something about my holiday in London.
- **Gareth:** What did she say?
  You: She said that *she wanted to tell us something about her holiday in London.*
- **Helen:** I went to London in July.
- **Gareth:** What did she say?
  You: She said that *she had gone to London in July.*
- **Helen:** My parents went with me.
- **Gareth:** What did she say?
  You: She said that *her parents had gone with her.*
- **Helen:** We spent three days in London.
- **Gareth:** What did she say?
  You: She said that *they had spent three days in London.*
- **Helen:** London is a multicultural place.
- **Gareth:** What did she say?
  You: She said that *London is a multicultural place.*
- **Helen:** I saw people of all races.
- **Gareth:** What did she say?
  You: She said that *she had seen people of all races.*
- **Helen:** My parents and I visited the Tower of London.
- **Gareth:** What did she say?
  You: She said that *she and her parents had visited the Tower of London.*
- **Helen:** One evening we went to see a musical comedy.
- **Gareth:** What did she say?
  You: She said that *they had gone to see a musical comedy one evening.*
- **Helen:** I love London.
- **Gareth:** What did she say?
  You: She said that *she loved London.*
- **Helen:** The people are so nice there.
- **Gareth:** What did she say?
  You: She said that *the people are so nice there.*

To the Max

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