

UNIT 6 HEALTHY LIVING

workbook

Lesson 16 You Are what you Eat



1. Vocabulary

1.1 Find words or phrases in the text (S's book, p. 104) and match them with the following definitions.

1. substances we need to eat in order to live and grow (par. 1)
2. a healthy mixture of different kinds of food (par. 1)
3. worried (par. 2)
4. make better (par. 2)
5. offer (par. 3)
6. containing substances your body needs to stay healthy (par. 3)
7. a strong feeling of dislike (par. 4)
8. a 'letter' signed by many people (par. 5)
9. a sum of money for a specific purpose (par. 6)
10. change a situation (par. 7)

useful tip

Replace a word / phrase in the text with the words / phrases in this activity. If the sentence makes sense, you have found the right word!

1.2 Match the words with the definitions below.

sour smoked salted raw tender spicy stale fatty

1. heated over a wood fire ➔
2. with salt ➔
3. uncooked ➔
4. with lots of spices ➔
5. not fresh ➔
6. with a lot of fat ➔
7. having a sharp taste, not sweet ➔
8. easy to cut ➔



1.3 Choose an adjective from 1.2 to describe each of the foods below.

- | | |
|------------------|-----------------|
| 1. bread | 5. bacon |
| 2. salmon | 6. peanuts |
| 3. spinach | 7. lemon |
| 4. chillies | 8. chicken |



LESSON 16 • YOU ARE WHAT YOU EAT

1.4 The 'Mediterranean Diet' Food Pyramid is one way for people to understand how to eat healthily. The horizontal bands represent the food groups, fats and oils. Look at the pyramid and put each word into the appropriate food group.

Grains	Vegetables	Fruits	Dairy	Meat and other proteins

Which of the above foods do you like, don't mind, can't stand, hate or are fond of eating? Work in pairs and share your answers. You can add any other foods you like or dislike to the categories above.

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1.5 The Food Pyramid suggests what and how much to eat every day. Let's look at some of the messages it sends. Read the text below and complete the gaps with a suitable word from the box. There is an extra word you do not need to use.

dried grains vegetables variety fats active dairy nutrients poultry

Eat a (1) of foods. Have foods from every band in order to get the right (2) You can see that the bands at the top of the pyramid are smaller than those at the bottom. That's because you need to eat less of those foods. Choose low-fat meat, fish and (3) Try to eat a lot of whole (4)



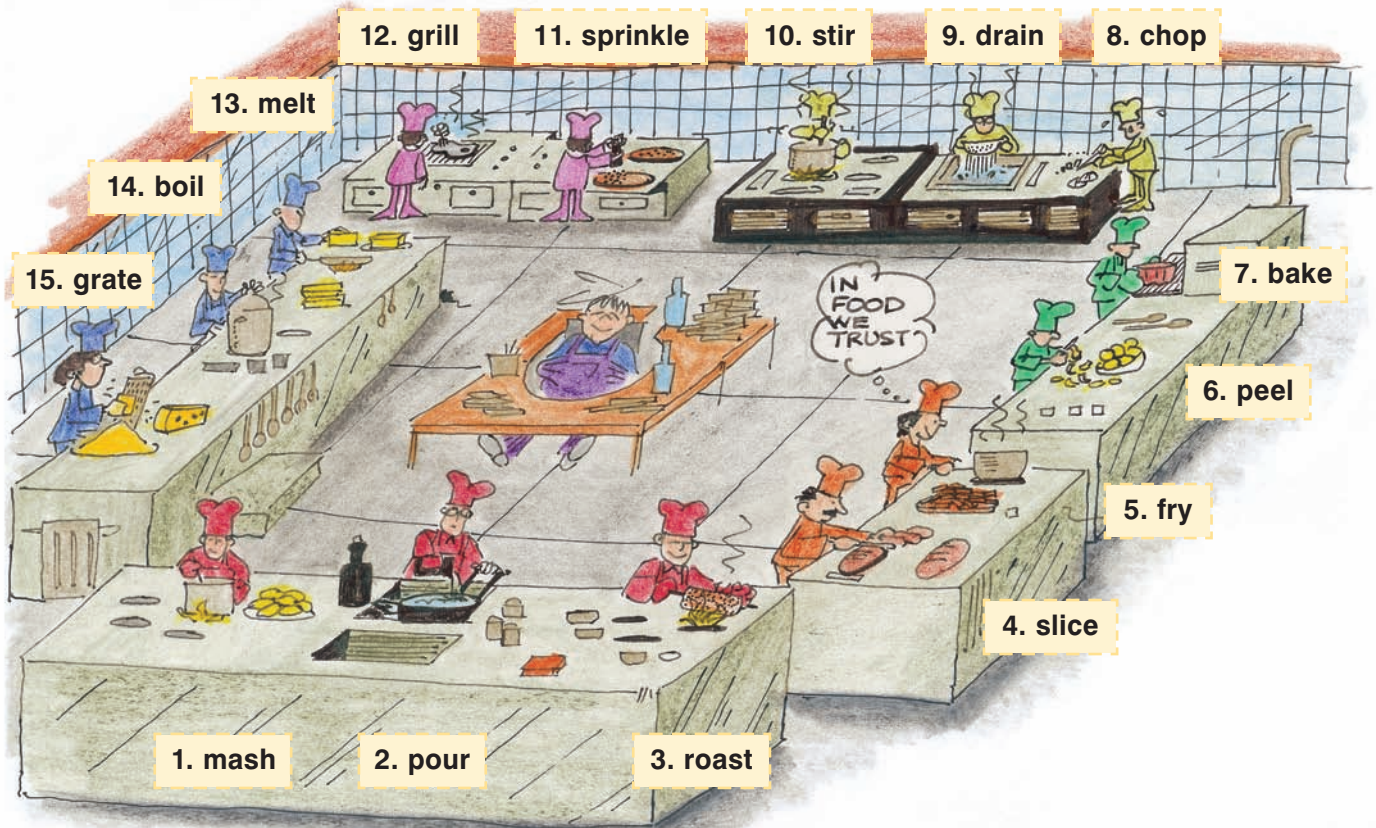
..... such as brown rice and wheat bread. Vary your (5); eat broccoli and spinach as well as carrots and potatoes. Eat different kinds of fruit.



Choose fresh, canned or (6) fruit. It is also very important to include a variety of (7) products such as milk, yoghurt and cheese in your diet. Don't forget to be (8) Thirty minutes of exercise daily is the minimum for a healthy life.

1.6 Look at the picture of a restaurant kitchen. Use the verbs around the picture to talk about what the people are doing.

e.g. The chef in picture 1 is mashing potatoes.



- 1.7** The following recipe is very healthy and easy to make. Read it and circle the right word. You can also make the dish yourself!



Spanish rice

● **Ingredients (serves 4):**

- | | | |
|---------------------------|---|-----------------------------|
| ● 1 onion | : | 4 cups cooked rice |
| ● 5 garlic cloves | : | 2 cups tinned, chopped |
| ● 3 tablespoons olive oil | : | tomatoes |
| ● 1 small yellow pepper | : | 1 teaspoon salt |
| ● 1 small red pepper | : | 1 teaspoon sugar |
| ● 1 small green pepper | : | some pepper |
| ● 1 carrot | : | 4 tablespoons grated cheese |

● **Preparation:**

- (1) **Hold / Chop** the onions, the garlic and the peppers. (2) **Peel / Melt** the carrot and (3) **grate / pour** it. Heat the oil in a frying pan and lightly (4) **boil / fry** the vegetables for about 7 minutes, until they are soft. (5) **Add / Slice** the tomatoes, the salt, the sugar and the pepper. Cook for 5 to 7 minutes, add the rice and (6) **grill / stir** well. Place the mixture in an oiled baking dish. (7) **Sprinkle / Drain** the cheese on top and (8) **mash / bake** at 180°C for about 15 minutes. Bon appétit!

- 1.8** Work in pairs and ask each other the following questions.

1. Who does the cooking in your house? Is he / she a good cook?
2. Do you only eat food that is typical of your country or do you also eat dishes from other cuisines?

- 1.9** You have invited two of your friends to dinner. One is a vegetarian and the other is not. Create a menu with a starter, a main course and a dessert that both of your friends will enjoy.



MENU



Starter

.....

.....

Main Course

.....

.....

.....

Dessert

.....



LESSON 16 • YOU ARE WHAT YOU EAT

1.10 Match the phrasal verbs in the sentences below with their meanings.

1. Jamie decided not to put up with this situation any longer.	a. raise
2. She folded the towels and put them away in the cupboard.	b. connect on the phone
3. They've put up the price of fuel.	c. suggest an idea, a plan for consideration
4. We can put you up for the night.	d. decide to do something at a later time
5. We decided to put off the festival for next week.	e. accept an unpleasant situation or behaviour
6. The firemen managed to put out the forest fire after 3 days.	f. return to proper place
7. Can you put me through to the director, please?	g. let somebody stay in your home for a short period
8. They accepted the proposals I put forward in the committee.	h. extinguish

2. Language Focus

2.1 Complete the conditional sentences and guess what the people are talking about in the following situations.

- If I (drink) too much of it, it (keep) me awake. It's
- If you (leave) it out of the freezer, it (melt). It's
- If mum (use) it in cooking, our breath (smell). It's
- It (make) you sneeze if it (go) up your nose. It's
- If you (not/like) it rare, but well-done, (grill) it a few minutes longer. It's
- If I (be) thirsty, I (prefer) it still and not sparkling. It's



2.2 Complete the sentences in an appropriate way.

- If you eat different kinds of food,
- If you don't like milk,
- You can have dried fruit if
- If somebody needs calcium,
- If you take regular exercise,
- Children will make healthier choices if

It's up to you p. 140



2.3 Correct the sentences that have mistakes and put a tick next to the correct ones.



1. If you won't combine healthy diet and exercise, you won't keep in shape.
2. He will lose weight if he choose low-fat meat and poultry.
3. If you add 500 calories to your regular diet per day and are not active, in just 7 days you will gain half a kilo.
4. Kids don't get the right nutrients if they are eating a lot of junk food.
5. Remember to drink a lot of water every day if you will want to stay healthy.

3. Listening

3.1 You are going to listen to an interview with Jamie Oliver, who looks back on the good and bad points of filming "School Dinners". Before listening, tick what you think he mentions.



- | | | | |
|--------------------------|---|--------------------------|--------------------|
| <input type="checkbox"/> | the children's reactions | <input type="checkbox"/> | the heavy schedule |
| <input type="checkbox"/> | the teachers' reactions | <input type="checkbox"/> | his family |
| <input type="checkbox"/> | his relationship with the dinner ladies | <input type="checkbox"/> | his future plans |
| <input type="checkbox"/> | his feelings | | |

3.2 Now listen to the interview and check your answers.

3.3 Look at the sentences below. Listen again and circle the correct answer.

1. Jamie thinks that children today
 - a) haven't changed a lot.
 - b) haven't changed at all.
 - c) are different from what he expected.

2. Jamie thinks that being a teacher
 - a) is easy.
 - b) is difficult.
 - c) is interesting.

3. What does he say about dinner ladies?
 - a) They supported him.
 - b) It was difficult to work with them.
 - c) They were funny.



4. The best point of the series was
 - a) cooking healthy food.
 - b) the schedule.
 - c) the change of attitude.

5. Jamie realised that
 - a) kids don't usually share meals with their families.
 - b) kids don't like sharing meals.
 - c) kids enjoy eating with their friends.

6. He thinks that parents can't
 - a) realise the bad effects of junk food.
 - b) understand what doctors say.
 - c) understand statistics.

3.4 Do you sit around the table to have your meals? Discuss.

LESSON 16 • YOU ARE WHAT YOU EAT

4. **Everyday English:** ASKING ABOUT A PROBLEM / GIVING ADVICE / ACCEPTING ADVICE

Complete the dialogue below with an appropriate sentence or phrase from the box.







- | | |
|----------------------------------|----------------------|
| a. What do you think I should do | c. What's the matter |
| b. I'll do that. Thanks a lot. | d. You should |

- Jill: You don't look well. (1)
- Tom: I'm sitting for a test in two days and I just can't concentrate. I feel exhausted.
- Jill: Did you get any rest?
- Tom: I did, but it made no difference. (2)
- Jill: (3) definitely try some ginseng tea. It does wonders.
- Tom: That sounds like a good idea. (4)
- Jill: Not at all. I hope you do well on your test.



5. **Herbs and Spices to the Rescue**

Using herbs and spices for healing and medicinal purposes has been a part of many cultures throughout history, and there has recently been a growing interest in herbal remedies. You have come across a leaflet containing information on a variety of herbs and spices. Read the information carefully and decide what you would advise the people in the situations below to do. Get into pairs and act out short dialogues like the example in activity 4.

<p>Chamomile</p> <ul style="list-style-type: none"> • aids digestion • relaxes at bedtime • relieves restlessness in children 	<p>Oregano</p> <ul style="list-style-type: none"> • treats indigestion • relieves toothache • treats cough, headache 
<p>Rosemary</p> <ul style="list-style-type: none"> • boosts memory • relieves indigestion • treats headache 	<p>Mastic</p> <ul style="list-style-type: none"> • increases appetite • brings calmness, relaxation • reduces plaque in the mouth • improves the function of the stomach 
<p>Saffron (Crocus)</p> <ul style="list-style-type: none"> • builds up resistance to infection • prolongs vitality • aids relaxation • favours digestion and stimulates appetite 	<p>Ginseng</p> <ul style="list-style-type: none"> • enhances concentration • improves alertness, memory • enhances intelligence 

Situations:

1. I've been suffering from a terrible toothache for two days. Nothing has helped me so far.
2. I'm having trouble sleeping at night. I lie awake for hours and I'm tired in the morning.
3. I've been having trouble concentrating on my studies and I can't memorise things as easily as I used to.
4. I've got an annoying cough and a sore throat. I need something to help it go away.
5. I don't seem to enjoy my food anymore. I've lost my appetite. What might help me?

Lesson 17 The 'Greenest' Way to School

1. Vocabulary

1.1 Complete the definitions below with suitable words from the text (S's book, p. 110).

Paragraph 1 (1) When someone is quick to notice and react to things around him, we say that he is

(2) The of a student is how well he/she does at school.

Paragraph 2 (3) A person who is certain about his abilities is a person.

(4) An person is someone who doesn't want or doesn't need anyone to help him or do things for him.

Paragraph 3 (5) When there is too much traffic and many roads are blocked by vehicles, this is called

(6) Poisonous fumes and smoke from exhaust pipes and factories are also known as

Paragraph 4 (7) When there is a need for something to be supplied, we say that there is a for it.

(8) We say that something is, when it's all gone, when there's nothing left.

1.2 Use 6 of the words in 1.1 to fill in the blanks below.

- Eco-friendly vehicles produce few that are dangerous to the environment.
- Frank's at school would be much better if he studied more and paid more attention in class.
- When the weather is hot and dry, citizens must be for signs of forest fires.
- Many oil-wells are now It will take thousands of years before they fill up again.
- You should be more in yourself. You're just as smart as anyone else.
- There's an increasing for natural resources such as oil, coal and gas.



LESSON 17 • THE 'GREENEST' WAY TO SCHOOL

1.3 The words in the tables below are from the text (S's book pp.109-110). Complete the blanks with an appropriate derivative. Use a dictionary if necessary.

NOUN	ADJECTIVE
1.	confident
strength	2.
3.	alert
safety	4.
5.	fit
benefit	6.
7.	aware
freedom	8.
9.	healthy
10.	brainy



NOUN	VERB
emissions	11.
12.	encourage
performance	13.
14.	improve
pollution	15.

1.4 Read the article below and fill in the blanks with an appropriate word from the box.

promoting	fitness	achievement	motivated	skills
concentration	alert	work out	junk food	improve

ACTIVE STUDENTS FIT FOR BETTER GRADES



A remarkable study of 33 Ontario schools – where students (1) each day, play extra sports and are discouraged from eating (2) – saw overall test scores climb by 18 percent over two years.



Principals also said there were fewer fights and better attendance. “It seems (3)..... and nutrition aren’t just good for your health – they’re good for (4)..... as well,” said teacher Melanie Adams.

This small study echoes a bigger international research that says daily physical activity can cut stress, (5) a child’s mood and sharpen learning and social (6)

“We can see that (7)..... physical activity does not mean neglecting lessons – in fact, kids may be more attentive in class after a 20-minute workout,” says Dr. Henry Jones. Daily physical activity boosts marks as well as behaviour and (8)



“I got more ‘As’ on my report card as soon as I went to this school where we do physical activity every day and eat apples instead of junk food,” Susan Dupont, 14, said. “I feel more (9) and more (10).....”.

2. Reading

2.1 Cycling to school is a good idea but don't forget about safety. It comes first! Here's a leaflet with some simple rules for being a safe cyclist. Read the leaflet and choose a suitable heading for each rule.

- A. KEEP WATCH!
- B. LOOK AFTER YOUR BIKE!
- C. SPECIAL CARE!
- D. STAND OUT!
- E. IT'S GOOD TO CHECK YOUR HELMET!
- F. LEARN THE ROAD RULES!



1.

Wear bright clothes and a helmet. At night, use reflectors and lights.

2.

Always be ready to stop quickly, in case other people do unexpected or dangerous things. After all, even if it's their fault, you'll be the one hurt.

3.

Make sure it sits flat and firmly on your head, and fasten the strap securely.

4.

There is a Bike Code that cyclists must follow when on the road. Some useful tips included are:

- **Indicate clearly**, don't let other road users guess your movements.
- **Keep to the right**, about a metre from the kerb or parked vehicles and make sure you are visible to other drivers on the road.
- **Be extra-careful at intersections**, drivers may not be looking out for you.

5.

Before you get on your bike, make sure it's working properly and keep it that way.

6.

If you, your brothers or sisters haven't turned 10 yet, you should only ride on the road with an adult.

After putting the headings in the right order, use the first letter of each heading to complete the sentence:

You must have street _ _ _ _ _ in order to cycle safely.

2.2 Work in pairs and ask each other the following questions.

1. Which of these rules do you follow?
2. Which of these rules don't you follow?
3. Have you ever had an accident when riding your bike?

3. Language Focus

3.1 Put the verbs into the correct form to make second conditional sentences.



1. If more children (ride) their bikes to school, the streets (be) less congested.
2. If you and your friends (walk) to school, you (get) some exercise and have fun on the way.
3. Students (perform) better at school if they (not / eat) so much junk food.
4. If our cities (have) special cycling lanes, more people (use) bicycles to get around.
5. If he (take up) swimming, he (probably / be) fitter.
6. You (feel) healthier if you (eat) less and (exercise) more.
7. If I (be) you, I (not / try) to lose more weight. You look fine!
8. If people (not / use) their cars so much, the planet (not / suffer) as it does.

3.2 Make a first or second conditional sentence for each of the statements below.

1. Not many people care about the environment, so they don't recycle.
.....
2. Turn off the lights when you're not in the room, or your electricity bill will be huge.
.....
3. When something breaks, it's better to mend it rather than replace it.
.....
4. Wear your helmet when you ride your bike, or you may be injured.
.....
5. Many animals die because their habitats are polluted.
.....
6. This ring is made of ivory, so I'm not going to buy it.
.....
7. We waste a lot of water because we take long showers.
.....
8. The earth's temperature may rise more. The polar ice will melt.
.....

4. Speaking

Work in pairs.

Student A: Ask your partner these questions and listen to what he/she answers. Then answer your partner's questions.

- If you could meet a famous person, who would you like to meet?
- If you could buy just one thing, what would you buy?
- If you could live during another time in history, when would you like to live?
- (write your own question)



Student B: Answer your partner's questions. Then ask your partner these questions and listen to what he/she answers.

- If you could be a famous person for a day, who would you like to be?
- If you could live anywhere in the world, where would you like to live?
- If you could have any job in the world, which job would you like to have?
- (write your own question)



5. Pronunciation

5.1 Listen to the words and tick the right column.

Listen again and repeat.

	/æ/	/ɑː/	/eə/
tram	✓		
car			
bear			
transport			
demand			
compared			
flat			
add			

5.2 Circle the odd pronunciation out.

- | | | |
|------------|-----------|--------|
| 1. catch | laptop | air |
| 2. care | park | wear |
| 3. card | gland | large |
| 4. charge | character | stand |
| 5. camp | annual | hair |
| 6. married | charming | answer |

5.3 Listen to check your answers.

5.4 Listen again and repeat.

Lesson 18 Going 'Green'



1. Vocabulary

1.1 Find the words in the text (S's book, p. 114) and match them with the definitions.

1. consume		a. hand or deliver to a number of people
2. estimate		b. do things and be a part of an activity or event
3. monitor		c. watch and record the results
4. be involved		d. use something such as a product, energy
5. sensitise		e. people living in a particular area
6. community		f. calculate the cost, size, etc. of something
7. distribute		g. make someone care and be aware of something

1.2 Choose one of the two words to fill in the blanks in the sentences below. Make a sentence of your own using the other word.

- involved It was difficult to how many trees were destroyed.
 estimate
- distribute Our company will eco-friendly products to all the students.
 value
- consume We'd like to the local community to the environmental
 problems of our town.
 sensitise
- monitor They have to the effectiveness of the new traffic lights.
 measure

1.3 Match the words to make phrases and use 5 of them to write sentences of your own.

1. take		a. an observation
2. identify		b. energy
3. do		c. for the causes
4. waste		d. the quantity
5. distribute		e. leaflets
6. search		f. research
7. make		g. action
8. measure		h. problems

-
-
-
-
-

2. Reading

The following text is about global warming. Some sentences have been removed from it. Read the text carefully and see if you can choose the appropriate sentence for each of the blanks. Be careful! There is one extra sentence.

The Heat is On

The greenhouse effect is caused by increasing levels of certain gases in the atmosphere. Among them are methane and nitrous oxide, but the worst of all is carbon dioxide. (1) Man releases 400 thousand million tons of carbon dioxide into the air every year. Without any carbon dioxide to trap the sun's heat, the earth would freeze. But as the amount of carbon dioxide grows, too much heat is trapped. (2) The effects of global warming are extremely complex and difficult to predict. Warmer temperatures will probably cause sea levels to rise. (3) Scientists predict that the sea could rise by 15-30cm in the near future. (4) We must try to change things now, because the greenhouse effect could speed out of control soon with unpredictable results.

- One result of this is the slow but steady rise in the world's temperature.
- This could endanger coastal towns and cities round the world.
- A few experts believe that global warming could be occurring much faster than this.
- This comes mainly from burning fossil fuels – coal, oil and gas – and forests.
- The glaciers and the polar ice caps may also begin to melt.

3. Language Focus

3.1 Use the information from the text 'The Heat is On' to write 3 conditional sentences.

e.g. If carbon dioxide didn't trap the sun's heat, the earth would freeze.

- If,
- if
- Unless,

LESSON 18 • GOING 'GREEN'

workbook

3.2 Use combinations of words and phrases from the boxes below to make six if-clauses. Then complete the conditionals.

A

If we

Unless we

B

commute

pollute

save

conserve

increase

assist

C

the environment, ...

our resources, ...

by bicycle, ...

our efforts, ...

our planet, ...

the government, ...



1.
2.
3.
4.
5.
6.

3.3 Complete the gaps in the sentences below, using **as a result, therefore, so, in order (not) to,** and **to**.

1. Tropical rainforests are cut down., the amount of carbon dioxide in the atmosphere increases.
2. A lot of factories still dump their industrial waste into seas and rivers., water is polluted, and life in seas and rivers is in danger.
3. We're going to buy a hybrid car pollute the air as much.
4. In our school we recycle paper, batteries and electrical appliances contribute to the conservation of resources.
5. He's very concerned about the environmental problems of our town, he has decided to join a 'green' organisation.
6. save energy at home, all lights should be turned off when not needed.
7. You should have showers instead of baths waste water.

3.4 Complete the sentences from the two advertisements below to find out what these 'green' gadgets are.



1. 'Flowerpod' is a digital flower that comes all the way from Denmark.
 - a. If / you / waste / energy / it / slowly / die.
.....
 - b. if / you / not / consume energy thoughtlessly / it bloom.
.....
 - c. The digital flower / 'inform' you / in its own special way / if / you / forget / lights or air conditioning on.
.....!



2. This unique umbrella stand is also a watering can and comes from Japan. It is made of a traditional Japanese ceramic material.



a. On a rainy day if / you / put / wet umbrella in / stand / water from it / help / plants / grow.
.....

b. If / it / rain / a lot / in your country / plants / grow quickly.
.....

c. Remember / water the plants / yourself / if / it / not / rain / much.
.....

4. Crossword

In the box below you will find the answers to the crossword clues. Can you do the puzzle?

poisoned pollution safe oil trash materials spill tip fill toxic
greenhouse waste fumes sun smog contaminate gas dam bin

ACROSS

1. There are different types of: air, water, land, soil and noise.
2. This is a large area where rubbish is taken and left.
3. This verb means 'to make something dirty or impure'.
4. Another word for 'rubbish, garbage'.
5. A word that comes from the words 'smoke' and 'fog'.
6. We throw our rubbish in a
7. Cars and factories emit into the air.
8. A is necessary in some places to reserve water. / We use this liquid as fuel.
9. The '.....' effect is another term for 'global warming'.



DOWN

1. Land is another word for 2 across.
2. A kind of fuel that is like air.
3. Waste from industry is sometimes very
4. Animals that die from substances causing death have been
5. We should try to make the world for people and animals alike.
6. The heat of the causes global warming.
7. Many factories empty their into rivers and seas.
8. An oil will kill thousands of sea creatures if it isn't cleaned up quickly.
9. Coal and oil are important raw for the manufacture of plastics.

	1.	2.	3.	4.	5.	6.	7.	8.	9.
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									

UNIT 7 EMBRACING OUR WORLD

workbook

Lesson 19 Against the Odds

1. Reading

1.1 You typed this story on your computer for a school project, but the computer mixed up the paragraphs. Read them and put them in the right order.

a. The snake then attacked, biting the (1) **brave** dog on the nose. Although the dog was bleeding, it didn't (2) **let go of** its (3) **hold** until its owner killed the snake.



c. Happily, Partner recovered from his bites and won a special award for his (5) **courage**. What a heroic pet!

b. Partner, a twelve-year-old Golden Retriever had been trained to stay away from snakes, but the old dog bravely leapt onto a (4) **very dangerous** rattlesnake to save two little boys' lives.

d. The two eight-year-olds were chopping down an old tree for firewood, when the huge snake dropped out of the tree right in front of them. The boys were (6) **very scared**. The snake was ready to strike when Partner jumped to the rescue, snatching up the reptile in his jaws and shaking it.

1.2 Find synonyms for the underlined words above in the text (S's book p. 124).

1.
2.
3.
4.
5.
6.



2. Vocabulary

2.1 Look at the underlined words from the text (S's book p. 124) and circle the word that is similar in meaning.

- As they splashed in the water, something **grabbed** Edna's arm.
 - moved near
 - held onto
 - let go of
- For **a brief instant**, the alligator loosened its grip.
 - a short moment
 - a long time
 - quite a while
- Edna **burst** to the surface and cried for help.
 - swam
 - moved quickly
 - was taken
- All the kids were **heading for** the shore.
 - looking at
 - moving away from
 - swimming towards
- The alligator seemed to **glare at** them.
 - bite
 - attack
 - look at
- Paramedics were waiting to **rush** her to hospital.
 - leave
 - drive
 - help
- The reptile had **snapped** Edna's arm.
 - eaten
 - pulled
 - broken
- She's a **courageous**, amazing friend.
 - brave
 - sweet
 - lovely



2.2 Choose the appropriate word from the box and use it in the right form to fill in the blanks in the story below. There is one extra word you do not need to use.

scream	grab	panic	shore	paddle	bravery
fearless	splash	qualify	tow	spin	



Pets provide far more than companionship – sometimes they show fantastic (1), love and intelligence in saving the lives of humans.



A three-month-old pig named Priscilla was swimming with her owner in a Texas lake, when 11-year-old Anthony Melton (2) and began to drown. He (3) about trying to keep his head above the water, (4) for help. The little piglet, hearing his screams, (5) towards him. She quickly got close to him and he was able to (6) onto her collar. He held on tightly to the brave pig as she turned around and began to swim towards the (7) After a short while, she managed to (8) him safely out! Priscilla is a (9) pet that truly (10) as a hero!

LESSON 19 • AGAINST THE ODDS

2.3 Some words can be both a **noun** and a **verb**. Find the words below in the text (S's book p. 124) and write **N** for noun or **V** for verb in the space provided.

1. end (par. 1)		7. grip (par. 3)	
2. dip (par. 1)		8. help (par. 3)	
3. water (par. 2)		9. panic (par. 4)	
4. surface (par. 2)		10. approach (par. 4)	
5. head (par. 2)		11. fear (par. 5)	
6. scream (par. 2)		12. risk (par. 5)	



2.4 Complete the sentences below with an appropriate word from 2.3 in the right form.

- Alex can you with your essay. He's very good.
- If you want your plants to be healthy, them twice a week.
- Marilena her spoon into the soup and started eating.
- Newborn babies do not water.
- Few people would their lives for their friends.
- How does Edna and Amanda's story ?
- The submarine a few miles off the coast.
- We've tried a new to deal with the situation.

Happy End



2.5 Circle the right particles to complete the phrasal verbs with '**look**' in the sentences below.

- They all look **up to** / **into** Amanda. She's very brave.
- Can you look **up** / **after** the children while I'm out?
- They are looking **into** / **out** the causes of the accident.
- I looked **through** / **on** a few brochures.
- I'm looking **up** / **over** these words in the dictionary.

2.6 Rewrite the sentences in 2.5 replacing the phrasal verbs with the verbs or phrases from the box below in the right form.

read quickly investigate admire take care of find the meaning of

1.
2.
3.
4.
5.

3. Language Focus

3.1 Put the following sentences into the reported speech.



1. "The trapped boy is very scared as he waits for help from the police", said the reporter.
The reporter said
2. "I finished my essay on friendship", said Joanna.
Joanna said
3. "Stay home and don't let anyone in", said mother.
Mother told us
4. "Most of my friends are older than I am", said Natasha.
Natasha told me
5. "You must support Jim. I think he needs your help", Mary said to me.
Mary told me
6. "I haven't seen my best friend for a long time because he's studying abroad", Tony said to me.
Tony told me
7. "Don't worry. I can invite all our classmates to the party", she said to me.
She told me



LESSON 19 • AGAINST THE ODDS

3.2 Complete the gaps with **tell** or **say** in the right form.

REMEMBER!

We **tell** a tale / a story / our experiences
lies / the truth
a joke
the time
one person from the other
the difference

We **say** something / nothing
so
a few words
goodbye
hello

1. She often things like that.
2. Could you a few words about the incident?
3. I never lies to my friends.
4. She me she didn't know what to do.
5. –“Who so?”
– “I say so”.
6. Did she George who she was looking for?
7. His friends that he is always quick to a joke.
8. How do you one twin from the other? They look exactly the same!
9. Did she where to meet her?
10. He goodbye to all his friends and left.



3.3 You are writing a survival story for your school magazine and you found the extract below on the Internet. Turn it into reported speech so that you can add it to your story.

“The shark towed me out into the frigid ocean. I was very scared and so I prayed to God”, said Krishna. “I tried to get free, but the shark was stronger. It pulled me under the water”, he added. “I punched it hard on the nose and it suddenly swam away. I’m very grateful to be alive. I know God was with me that day”, said Krishna with a smile.



Krishna said

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4. Listening

4.1 Your younger sister is writing an article for school about a true-life rescue. She taped this amazing story from a radio show, but she couldn't understand everything that was said. Listen to her tape and help her add the missing words to her notes.

An Amazing Rescue

When David Hurst heard desperate cries for (1) from a panicked swimmer, he didn't think twice. He jumped into the rough (2) to save the man's life. The amazing thing was that David Hurst is completely (3)

David was playing with (4) on a beach in Wales, when he heard the panicked calls of a drowning (5) David dived into the huge waves, moving towards the man. He was only about (6) away from the shore but he was very tired and couldn't get back out. David pulled him along as he swam towards (7) When they finally got out of the water, the man was shocked to see that David was blind! He was even more shocked to learn that David has run in (8), has (9) some of the highest mountains in the world and has won many (10) in judo and water-skiing! He is truly amazing!

4.2 After the radio show there was an article in a local newspaper about this amazing rescue. In it, a reporter interviewed David Hurst's wife. Read part of the article carefully and write out her exact words.

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... Mrs. Hurst said that David had always been a very brave man. She said that his blindness was not a handicap and added that he could do almost anything he wanted to. She told us that this was the first time that David had rescued someone. She ended by saying that she was very proud of him and that she would never forget that day.



LESSON 20 • SEEING THROUGH A FRIEND'S EYES

Lesson 20 Seeing **a Friend's** through **Eyes**

1. Vocabulary

1.1 Complete the sentences with a 'sound' word from the box below.

sneeze whistle yell sigh sniff scream whisper puff and pant



1. Don't speak out loud. Just He's studying.
2. When you, people often say "Bless you".
3. After running, we usually
4. He used to Beatles tunes as he walked to school.
5. I heard the of a terrified man in the middle of the night.
6. She had to at the top of her voice to be heard in the crowd.
7. We always with relief when school exams finish.
8. Don't Use a handkerchief, please.

1.2 Choose a suitable word from the box to complete the sentences below.

rustle hum crash splash bang squeal creak slam

1. The strong wind made the door
2. When relaxing in the park, I enjoy listening to the of the leaves.
3. The boy fell into the pond with a great
4. We heard the of the tyres of the police car.
5. The firework went off with a
6. The floorboard used to, but my father fixed it.
7. The vase landed on the floor with a
8. In the forest we can hear the insects' I prefer it to the of traffic!



1.3 Match the adjectives with their definitions and give an example of an object that may feel like this.

stiff greasy rough soft fluffy smooth sharp sticky

e.g. *not hard, easy to press*: soft (cushion)

1. pleasant to touch, without holes or raised areas: (.....)
2. not smooth, uneven: (.....)
3. hard, not easy to bend: (.....)
4. covered with a substance that can stick: (.....)
5. covered with fat or oil: (.....)
6. with a pointed edge that can cut things: (.....)
7. covered with soft fur or cloth: (.....)



LESSON 20 • SEEING THROUGH A FRIEND'S EYES

1.4 Match the verbs below with their meanings.



1. grope

a. press firmly with your hands

2. squeeze

b. move your hand slowly and gently

3. stroke

c. take hold of something quickly

4. seize

d. try to find something by moving your hands around

5. tap

e. hit a surface lightly and repeatedly with your fingers or feet



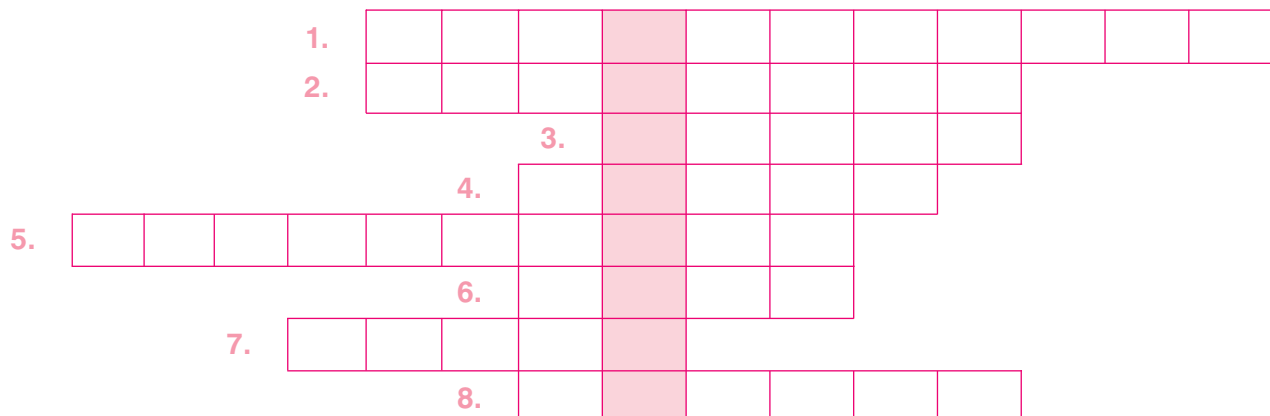
1.5 Use a verb from 1.4 in the appropriate form to complete the sentences.



1. She her fingers nervously on the table.
2. He didn't turn on the light but his way across the room.
3. I his arm and made him turn to look at me.
4. Cut the oranges and the juice into the bowl.
5. She her child's face with the tips of her fingers.

1.6 Find words in the poem (S's book, p. 130) that match the definitions below and complete the puzzle. What is the word in the red boxes?

1. the action of watching (1st stanza)
2. to have a natural talent (1st stanza)
3. wanting to do something very much (5th stanza)
4. a weapon consisting of a long pole with a metal point (3rd stanza)
5. came closer (2nd, 4th stanzas)
6. to shout or cry loudly (2nd stanza)
7. simple (5th stanza)
8. strong and solid (2nd stanza)



LESSON 20 • SEEING THROUGH A FRIEND'S EYES

1.7 A sensory poem: Write a poem using the five senses: sight, hearing, smell, touch and taste. Choose a theme (holidays, seasons, emotions) and address one sense in each line of the poem. The first line should include a colour.

- Line 1: Name the theme and give it a colour.
- Line 2: Say what it sounds like.
- Line 3: Say what it smells like.
- Line 4: Say what it looks like.
- Line 5: Say what it tastes like.
- Line 6: Say what it feels like.

Summer

Summer is blue with clear, bright skies
 The waves splash and seagulls cry
 The salty breeze tickles my nose
 Boats sail away to faraway lands
 Ice cream cones cold and sweet in children's hands
 Summertime renews all hope.



2. Language Focus

2.1 Read the following sentences from the first chapters of Helen Keller's book 'Story of my Life' and change them into reported speech. Use a variety of reporting verbs.

1. "I feel the need for communication with those around me."
.....
2. "I begin to make simple signs which my parents can understand."
.....
3. "When I'm unable to express my thoughts, I feel very angry."
.....
4. "My teacher has come to reveal all things to me."
.....
5. "Today my teacher made me understand that everything has a name. I learned many new words."
.....
6. "Now I'm lying in my bed thinking over the joy this day has brought me."
.....
7. "Tomorrow I'll wake with joy in my heart because I can see everything with the new beautiful sight which has been given to me."
.....
.....

Helen Keller (1880-1968) was an American author and lecturer. A serious illness left her deaf and blind when she was 19 months old. Her teacher Anne Sullivan played a crucial role in her life. She was able to teach Helen to speak using a special method (touching the lips and throat of others as they speak) combined with "fingerspelling" alphabetical characters on the palm of Helen's hand.

LESSON 20 • SEEING THROUGH A FRIEND'S EYES

2.2 One morning Helen asked her teacher the meaning of the word 'love'. Read what her teacher replied and then change it into reported speech. Use a variety of reporting verbs.



"Love is here in your heart. Feel your heartbeats", she told Helen. "Love is something like the clouds that are in the sky before the sun comes out", she said. Then she explained, "You cannot touch the clouds but you feel the rain and know how glad the flowers are to have it after a hot day. You cannot touch love either but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play."



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2.3 Read the following quotes by Hellen Keller. Discuss in pairs what you think she meant by them.

"The only thing worse than being blind is having sight but no vision."
"Walking with a friend in the dark is better than walking alone in the light."

Do you know the Braille code?

It's a code of six tiny raised dots, invented by a fifteen-year-old French boy, Louis Braille, two hundred years ago. It has brought literacy to thousands of people with visual disabilities worldwide. Helen Keller used the Braille code to learn how to read. Without it she wouldn't have been educated. You can visit the www.afb.org/braillebug/ for more information.



Braille code

LESSON 21 • FRIENDS WITHOUT FRONTIERS

Lesson 21 Friends without Frontiers

1. Vocabulary

1.1 Find words in the texts (S's book, p. 131) that match with the definitions below.

- Text A:**
1. full of life, energy
 2. able to think of or create new and exciting things
 3. two weeks
 4. give something to each other
 5. of many different cultures

- Text B:**
6. difficult or unpleasant conditions of life
 7. effect
 8. be worried about
 9. the world
 10. the activity of collecting money



1.2 Use some of the words from 1.1 in the appropriate form to complete the sentences below.

1. It used to be a town, but a lot of people have moved away.
2. The anti-smoking campaign had quite an on young people.
3. The drought is one more in this remote area.
4. He's a highly writer. His books are full of original ideas.
5. We met each other a ago and we e-mails every day.
6. I've been about you lately. You look very tired.
7. This event is being watched by 100 million people around the



LESSON 21 • FRIENDS WITHOUT FRONTIERS

1.3 The prefix 'multi' can be added to adjectives or nouns to mean 'having many'. Choose a suitable word from the box to complete the sentences.

multicultural	multidimensional	multilingual	multistorey
multimillionaire	multinational	multitasker	multimedia

1. Crime is a problem. It affects us on many levels.
2. He's a He can do many things at the same time!
3. It is believed that companies can increase employment because they have branches in many countries all over the world.
4. As part of the celebrations, they held a big, open-air event with music, videos, readings and dance.
5. A society is a society with people who have different traditions and beliefs.
6. She's She can speak 5 languages!
7. At the age of 30, she inherited a fortune and became a
8. A car park was built in the centre of the town.



1.4 Use the expressions in the box below in an appropriate form to complete the short dialogue.

- | | |
|---------------------------------|---|
| • get in touch with sb: | contact them by writing to them or telephoning them |
| • keep in touch with sb: | write, phone or visit them regularly |
| • be out of touch: | not know the latest news or information about sth or sb |
| • lose touch with sb: | gradually stop meeting or getting in contact with them |

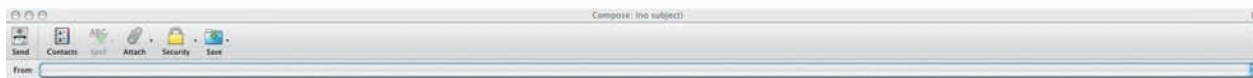


- (1) you still with your school friends?
 – No, over the past few years we've (2)
 – I may see Mary and Tom at a conference next week.
 – Really? Please ask them for their phone numbers so that I can (3) with them again.
 – I think I can find their e-mail addresses for you.
 – I'm afraid I (4) with modern technology, sorry...

2. Language Focus



2.1 Read the e-mail from your Swedish friend Eric and report back to your classmates what he wrote to you.



Hi there,

How are things at school? My school is working with other European schools on an e-Project on the environment. Are you involved in any similar projects? Have you ever participated in anything like that? We are really enjoying it! I think young people can do a lot to improve the world around them. Will your school join efforts with us? Don't hesitate! E-mail me as soon as possible!

Take care,

Eric

My friend asked me

.....

.....

.....

.....

.....

2.2 When Eric's class started their e-project, they didn't know much about writing e-mails. Read about their first attempt and their teacher's advice, and underline the appropriate reporting verbs.

1. The students **asked** / **said** / **told** what information they had to include in their first e-mails.
2. The teacher **answered** / **told** / **asked** that they could introduce themselves, their family and their school.
3. The students **said** / **wanted to know** / **replied** how long their e-mails should be.
4. The teacher **said** / **explained** / **advised** them not to write too much in their first e-mail.
5. The students **wondered** / **thought** / **said** if they could add information about events they had attended.
6. The teacher **said** / **told** / **ordered** that it was a good idea.
7. The students **wanted to know** / **said** / **told** what the topic of their next e-mail would be.
8. The teacher **explained** / **wondered** / **asked** that they could talk about their country and they might send pictures.
9. The teacher **said** / **asked** / **announced** them to send their e-mails the next day.

2.3 Work in pairs. One of you is a student from Eric's class and the other one is the teacher. Use the information from 2.2 and act out the dialogue.

3. Everyday English: THANKING AND RESPONDING TO THANKS



Thanking	Responding to Thanks
Oh, thank you so much!	Not at all!
Thank you for...	It's a pleasure! / My pleasure!
Thanks (a lot)!	You are (very) welcome.
Thanks a million!	Please don't mention it.
I'm very grateful for...	I'm glad I was able to help.
I really appreciate...	It was the least I could do.
It's very kind of you.	You would have done the same in my place, I'm sure.



Work in pairs. Use the expressions above and the prompts below to act out short dialogues.

e.g. *You give your friend a present from a trip abroad.*

"Oh, it's great! Thank you so much!"

"Please don't mention it. I'm glad you like it".

1. You leave your wallet in a shop and the shop assistant runs after you and gives it to you.
2. You give your seat to an old lady on the bus.
3. You've helped your friend with a difficult school project.
4. You lent your friend money to get home with.
5. You explain a new computer programme to your teacher.
6. You offer your old clothes and books to a family in need.
7. You risked your life to save someone else's life.



4. Pronunciation

4.1 Listen to the words and underline the letters that are not pronounced.

sigh	although
thought	walk
night	listen
write	should
fight	knee
wrong	right

4.2 Underline the words that have silent letters.

answer	asleep	enough
high	know	though
against	bench	talk
knight	colourful	half
wreck	would	blind

4.3 Listen to check your answers.

4.4 Listen again and repeat.