

5

BELIEVE IT, OR NOT

They say that truth is stranger than fiction. In this unit, you will learn about some amazing coincidences and decide for yourself whether to believe them – or not.

- A** Ever since 1918, Ripley's Believe It or Not! has been bringing people amazing facts from around the world. Look at the cartoons below. Do you think the facts are true? Why or why not? How could you check?

Ripley's Believe It or Not!



**CLOSE-
CALL
FALL!**

ON AUG. 9, 2011,
JULIAN MATTES
of San Antonio,
Texas, USA,
FELL 5 STORIES
FROM AN APARTMENT
WINDOW, WAS SPEARED
THROUGH THE NECK BY
AN IRON FENCE AS HE
HIT THE GROUND
AND SURVIVED!

ARGENTINA
CHILE

HEY!
I'LL NEVER
GET A TAN
THIS WAY!

98-
YEAR-
OLD
KEIKO FUKUDA
of San Francisco, Calif., USA,
IS THE FIRST
AND ONLY WOMAN
TO BE GRANTED A
10TH-DEGREE BLACK BELT
IN JUDO!

1112 © 2011 Ripley Entertainment Inc.

Submitted By Pebbie Tegtmeyer, Keedspport, Ore., USA

- B** Share an amazing fact with your classmates. The "fact" doesn't have to be true. See if your classmates can guess if it is true or false.

My father once fasted for an entire week.

YOUR GOAL

Describe an amazing coincidence, using:

- new words
- the Past Perfect

ACCESSING INFORMATION

A You are going to read an article about some very strange things that really happened. Look at the new words and make sure you know what they mean. Which of the words can be used to talk about ... ?

- the sea
- danger
- the army

WORDS
FROM
THE TEXT

fiction
 coincidence
 to sink
 survivor
 to overturn
 mine
 to browse
 novelist
 to come across
 to reminisce
 inscription
 incredibly
 to break a fall
 to be injured
 event
 drowning
 error
 to be astonished
 military
 bookkeeper

B Now read the article. Which coincidence is the most amazing, in your opinion?

Stranger Than Fiction

They say that truth is stranger than fiction. Read about some of history's strangest coincidences, and we think you'll agree!

5 Lucky Hughs

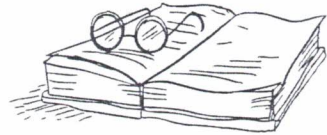
On the 5th December of 1660, a ship sank in the Strait of Dover¹. The only survivor was a man named Hugh Williams. On December 5th 1767,
 10 another ship sank in the same waters, and 127 lost their lives. The only survivor was a man named Hugh Williams.

On August 8th 1820, a small boat
 15 overturned on the Thames. Again, there was one survivor: You guessed it – Hugh Williams! On July 10th 1940, a British boat was destroyed by a German mine. This time,
 20 two people survived, a man and his nephew, both called ... Hugh Williams.



¹Strait of Dover / مضيق دوفر

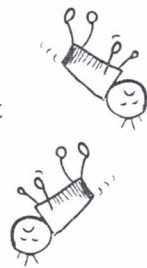
Childhood Returned



In the 1920s, while browsing through bookstores in Paris, American novelist Anne Parrish came across a book that had been one of her childhood favorites: *Jack Frost and Other Stories*. She picked up the old book and showed it to her husband, reminiscing about the book she had loved so much as a child. Her husband opened the book and found on the inside cover the following inscription: "Anne Parrish, 209 N. Weber Street, Colorado Springs." It was Anne's very own book!

It's Raining Babies

Sometime in the 1930s, a young (and incredibly careless) mother in Detroit was extremely grateful to a man named Joseph Figlock. Figlock had been walking down the street when the woman's baby fell from a high window – onto Figlock! The baby's fall was broken, and neither the man nor the baby was injured. A year later, the very same baby fell from the very same window onto poor Joseph Figlock as he was passing by again. And again, both survived the event.



What Goes Around Comes Around

In 1965, four-year-old Roger Lausier was swimming off a beach near his home. He got into trouble and was saved from drowning by a woman named Alice Blaise.

In 1974, Roger was out on a raft off the same beach when he pulled a drowning man from the water. Amazingly, the man he saved was Mr. Blaise, Alice Blaise's husband.



What's in a Name?

A computer error gave two women in America the same social security number. When the two women were brought together in an office to correct the mistake, they were astonished to discover that:

- both had been born with the name Patricia Ann Campbell on March 13th, 1941.
- both of their fathers were called Robert Campbell.
- both had married military men in the year 1959 (within eleven days of each other).
- both had two children, aged 19 and 21.
- both had worked as bookkeepers.
- both had studied cosmetics.
- both were interested in oil painting.



C

Answer questions 1-6 in your notebook.



Inferring

- How does the writer think readers will react to the article? (lines 1-4)
The writer thinks they will be (-)
a. bored b. depressed c. surprised d. frustrated
- What is so incredible about the story of the Lucky Hughs?
COMPLETE THE SENTENCE.
All of the survivors
- How did Anne's husband know that the book had belonged to his wife? (lines 23-30)
- Why does the writer call the mother in Detroit "incredibly careless" (line 32)?
COMPLETE THE ANSWER.
Because



Inferring

- We can understand that the saying "What goes around comes around" (line 39) means (-).
a. Do good and you will be rewarded.
b. A good deed is its own reward.
c. Don't expect a reward for good deeds.
d. People who help others deserve a reward.
- The two women mentioned in lines 46-58 were brought together for many reasons. Which one is not true?
a. They had the same name.
b. They had the same date of birth.
c. They had the same social security number.
d. They had studied at the same school.

D**TAKE A STAND!**

The world is full of amazing coincidences. People in some cultures believe that these things happen by chance. People in other cultures believe that everything that happens was meant to be. What do most people in your culture believe? What do you think?

E**DID YOU NOTICE?**

Words that end in *-ing* can be used in different ways. When you come across an *-ing* word in your reading, don't automatically assume that it's a verb.

Roger was **swimming** off a beach near his home. (verb)

He was saved from **drowning** by a woman named Alice Blaise. (noun)

He pulled a **drowning** man from the water. (adjective)

1 Translate the *-ing* words below into your language. How is each word used?

- Her husband found the **following** inscription on the inside cover.
- A year later, Figlock was **passing** by again.
- Both were interested in oil **painting**.

2 Write sentences using the same *-ing* word as a verb, a noun and an adjective. For example:

They were **traveling** by train. They enjoy **traveling**. They work in a **traveling** circus.

You may choose one of the verbs below or any other.

walk sleep sing smoke

YOUR GOAL

Write a diary entry using:

- new words
- the third conditional

ACCESSING INFORMATION

- A** You are going to read about strange coincidences involving a famous ship. Look at the new words and make sure you know what they mean. Which ship do you think you are going to read about?

WORDS
FROM
THE TEXT

to predict,	achievement
unpredictable	watertight
unsinkable	to stay afloat
iceberg	to be flooded
to publish	to be equipped with
to exist	on board
bizarre	to enable
similarity,	to strike
similarly	to collide
fictional	disaster
luxurious	terrified
the height of	to sound a warning

- B** We can often get the main idea of a text by reading the first sentence of each paragraph. This is called **skimming**.

Read the first sentence of each paragraph of "Predicting the Unpredictable". Which of the following do you think the article is about?

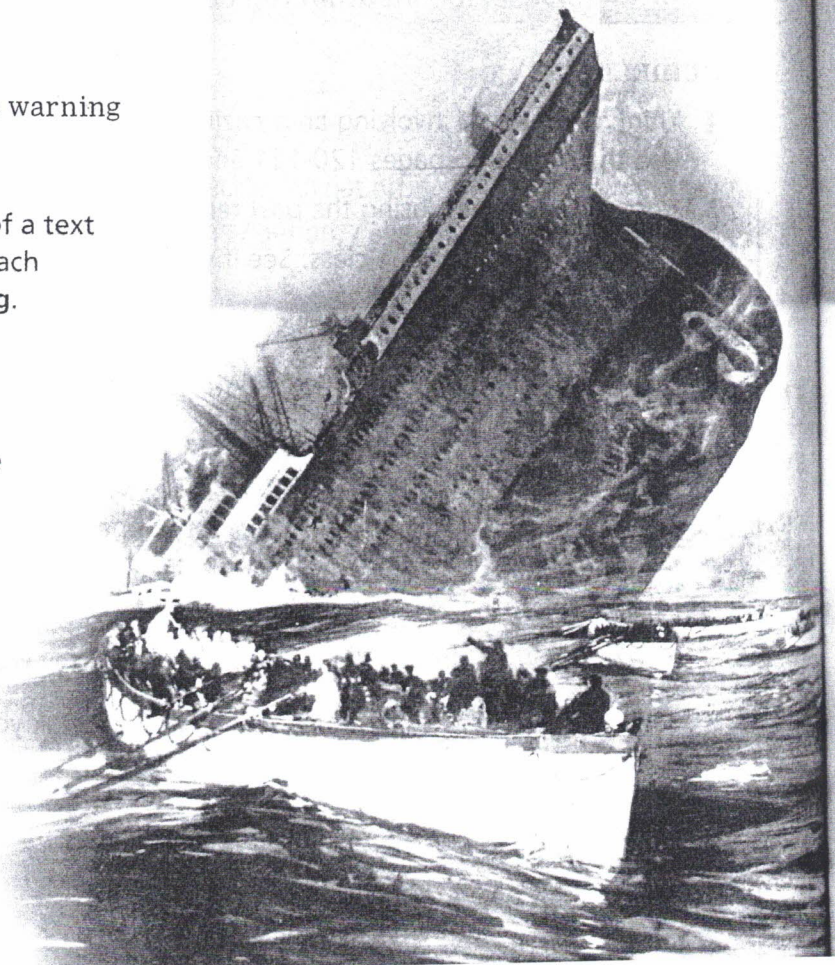
- a history of the *Titanic*
- a review of the book *Futility*
- a comparison of two ships

- C** Now read the article and see if you were right.

PREDICTING

Everyone today has heard of the *Titanic*, the "unsinkable" British passenger ship that hit an iceberg in the North Atlantic in 1912 and sank on her very first voyage. Well, American author Morgan Robertson certainly hadn't heard of the *Titanic* when he published his novel, *Futility* in 1898 - because the *Titanic* didn't exist yet!

Which is really bizarre, because *Futility* describes the voyage of a British passenger ship named the *Titan*, which hits an iceberg and sinks in the North Atlantic. But that's not all the real ship and the fictional ship have in common. The similarities between the two are astounding! At almost 250 meters long, the *Titan* is described as the biggest



G THE UNPREDICTABLE



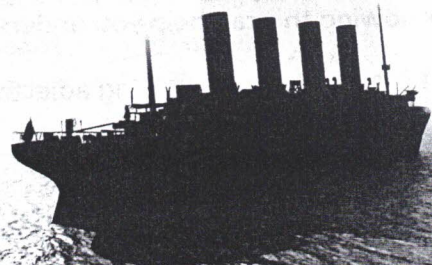
and most luxurious ship ever built, as well as the height of technological achievement. Driven by three propellers, she could reach a top speed of 24 knots. In its day, the *Titanic*, at just over 250 meters long, was the biggest and most luxurious ship ever built, as well as the height of technological achievement. It, too, was driven by three propellers and could reach a top speed of 24 knots.

Above all, both ships were considered to be unsinkable. According to the novel, the *Titan's* 19 watertight compartments would allow her to stay afloat even if nine of them were flooded. That is why she was equipped with only 24 lifeboats able to hold just 500 of the 2,000 passengers on board. Similarly, it was believed that the *Titanic's* 16 watertight compartments would enable her to stay afloat even if four of them were flooded. And that is why the *Titanic* was equipped with only 20 lifeboats able to hold just 1266 of the 2,435 passengers on board.

Yet both ships sank. Like the fictional *Titan*, the *Titanic* sank in the month of April, about 95 miles south of the coast of Greenland. Like

the *Titan*, the *Titanic* struck an iceberg on her starboard* side. And like the *Titan*, which collided with the iceberg near midnight, the *Titanic* struck the iceberg at exactly 11:40 p.m. Kind of strange, don't you think? Especially when you remember that the novel was written 14 years before the *Titanic* disaster!

But that's not all. One foggy night in April 1935, another ship was traveling through the Atlantic with only a young man on watch. Suddenly, he remembered that the *Titanic* had sunk in the same area, in the same month and at the same time! Terrified, the man sounded a warning, and the ship stopped – just in time. Directly in front of them, a huge iceberg appeared through the fog. The ship was saved. Her name? The *Titanian*.



*starboard ימין של כלי השייט / الجانب الأيمن من السفينة

D

Answer questions 1-7 in your notebook.



Inferring

- From lines 1-9, we can understand (-).
 - why the *Titanic* was considered "unsinkable"
 - where Morgan Robertson got the idea for his novel, *Futility*
 - why *Futility* is not about the *Titanic*
 - what *Futility* is about
- Name FOUR similarities between the *Titan* and the *Titanic* according to lines 10-27.
- Why are these similarities "bizarre" (line 10)?

COMPLETE THE ANSWER.

Because ...

YOUR GOAL

Write a diary entry using:

- new words
- the third conditional

ACCESSING INFORMATION

- A** You are going to read about strange coincidences involving a famous ship. Look at the new words and make sure you know what they mean. Which ship do you think you are going to read about?

WORDS FROM THE TEXT

to predict,	achievement
unpredictable	watertight
unsinkable	to stay afloat
iceberg	to be flooded
to publish	to be equipped with
to exist	on board
bizarre	to enable
similarity,	to strike
similarly	to collide
fictional	disaster
luxurious	terrified
the height of	to sound a warning

- B** We can often get the main idea of a text by reading the first sentence of each paragraph. This is called **skimming**.

Read the first sentence of each paragraph of "Predicting the Unpredictable". Which of the following do you think the article is about?

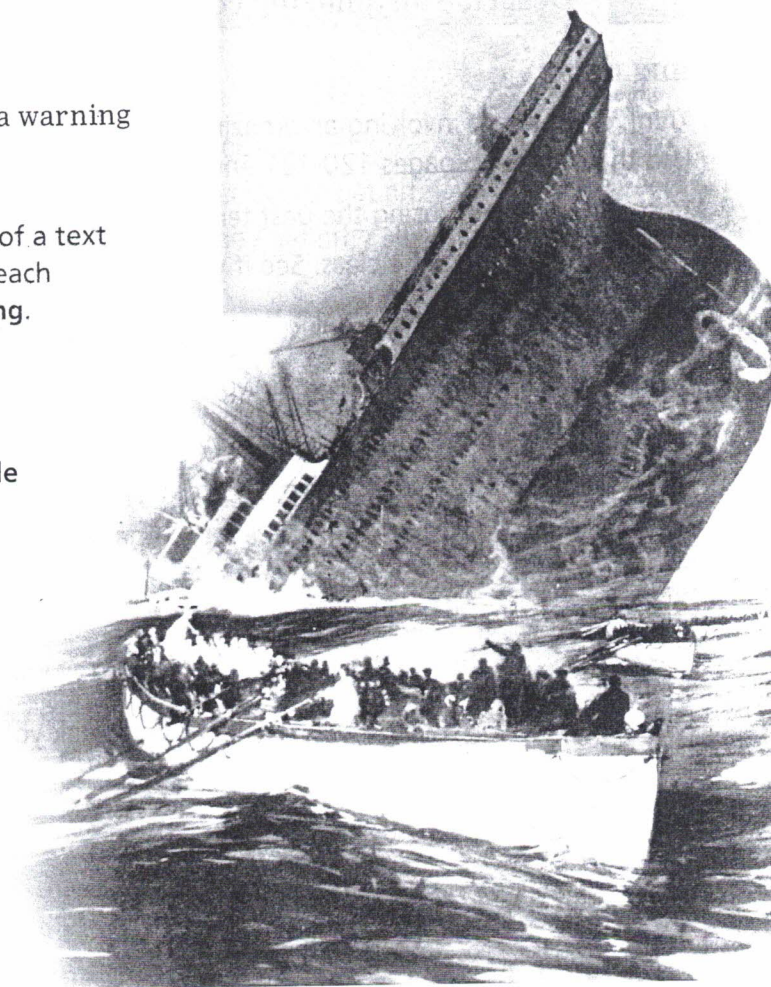
- a history of the *Titanic*
- a review of the book *Futility*
- a comparison of two ships

- C** Now read the article and see if you were right.

PREDICTING

Everyone today has heard of the *Titanic*, the "unsinkable" British passenger ship that hit an iceberg in the North Atlantic in 1912 and sank on her very first voyage. Well, American author Morgan Robertson certainly hadn't heard of the *Titanic* when he published his novel, *Futility* in 1898 - because the *Titanic* didn't exist yet!

Which is really bizarre, because *Futility* describes the voyage of a British passenger ship named the *Titan*, which hits an iceberg and sinks in the North Atlantic. But that's not all the real ship and the fictional ship have in common. The similarities between the two are astounding! At almost 250 meters long, the *Titan* is described as the biggest



YOUR GOAL

Evaluate the reliability of information, using:

- new words
- objective criteria

ACCESSING INFORMATION

A You are going to read an article about Internet scams (tricks meant to cheat people). Look at the new words and make sure you know what they mean. What kinds of scams do you think will be discussed?

WORDS
FROM
THE TEXT

to respond
cash
trapped
to arouse sympathy
to forward
to deceive, deception
on the rise
embarrassed
loss
to afford
to figure
modeling agency
to audition
consultation
to scroll down
fee
work of art
scholarship
outdated
available
to recognize
when in doubt
suspicious
too good to be true

B Now read and see if you guessed correctly.

Congratulations, You've Won!

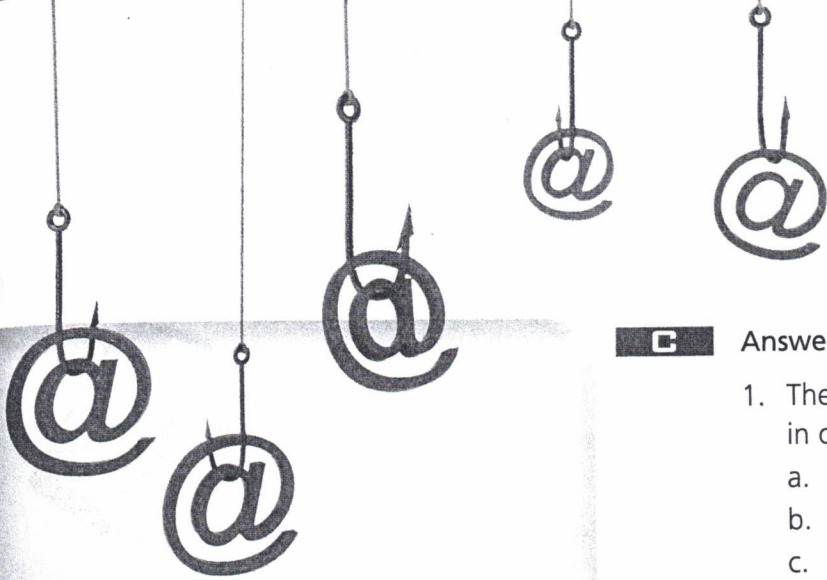
(BUT SEND US YOUR MONEY FIRST.)

"I was just trying to help," explained 15-year-old Tom to his furious mother when she discovered he had used her credit card to send \$100 to a stranger. Tom had responded to this email message:

5 Hi,
I'm writing this with tears in my eyes. My family and I are visiting New York. Two days ago, a man outside our hotel stole my parents' wallets. Their cash and credit
10 cards were inside. Our flight home leaves tomorrow and we can't pay our hotel bill. We're afraid the hotel manager will call the police. Please respond to this email if you can send us money. We need your help
15 desperately!
Barbara Smith

In real life, Barbara Smith is not trapped in a hotel with her family. In fact, Barbara Smith does not exist. The email is a fake. The author is a scammer who is trying to
20 get money by arousing sympathy. What's worse, Tom thought the email was forwarded to him by a friend, since the scammer stole the friend's email address.

There's nothing new about scams. Scammers have probably been deceiving people since the dawn of
25 history. With the arrival of the Internet, however, the scammers' job has gotten easier. On a single day, thousands of people can visit their websites or receive their emails. It's not surprising, then, that this type of crime is on the rise. In 2011, the US Internet Crime
30 Complaint Center (IC3) received more than 100,000 phone calls about online scams. And the real number of victims is probably much higher, since most scam victims are too embarrassed to admit they've been deceived. The losses are huge. According to IC3,
35 almost \$500 million was stolen in online scams in 2011.



There are many types of Internet scams, but they all have one thing in common: the use of deception. Here are some Internet scams that target teens:

IT'S SO CHEAP! You see an item online that you've wanted for a long time but couldn't afford. It's being offered for a price you can't refuse. You figure you have to act quickly before it's too late, so you send the money right away. Then what happens? Nothing. Your promised item never arrives.

YOU'VE GOT TALENT! You get an invitation to join a modeling agency or audition for a film. All you have to do is agree to a "free" consultation. It turns out, however, that your free consultation costs money. (If you had scrolled down to the bottom of your screen, you would have discovered the hidden fees.)

YOU'RE A WINNER! In this scam, you are asked to send in an original work of art such as a poem or a photograph. A week later, you find out you've won a prize – but you must send a small fee in order to receive it. It may not seem like much, but the scammer is collecting fees from thousands of people. Of course, your prize never arrives.

GET YOUR SCHOLARSHIP NOW! Who wouldn't like to receive money for university? These scams charge money for information about how to get scholarships. The problem is that the information you receive is either outdated or available for free on other websites. If you had typed the right keywords into a search engine, you would have found the same information.

So how can you protect yourself from Internet scams? Learn to recognize them. There are some good Internet sites that will tell you if the email you received is a scam. When in doubt, be suspicious. If an offer seems too good to be true, it probably is!

C Answer questions 1-6 in your notebook.

- The writer gives the example of Tom in order to (-). (lines 1-16)
 - praise Tom's behavior
 - criticize Tom's behavior
 - illustrate an Internet scam
 - arouse the reader's sympathy
- In lines 19-20, the writer says that: "the author of the email is trying to get money by arousing sympathy". COPY A SENTENCE FROM THE EMAIL MESSAGE THAT SHOWS THIS IS TRUE.
- Which of the following sentences are true according to lines 23-36? CHOOSE THE TWO CORRECT ANSWERS.
 - Internet scams have a long history.
 - The Internet has made it easier to cheat people.
 - In the past, scammers deceived more people.
 - Many Internet scammers are embarrassed to admit what they've done.
 - Most scam victims never complain.
 - In 2011, scam victims lost an average of \$500 million dollars each.
- What does the writer mean by "hidden fees" (line 54)?
- Which of the following advice is not given in lines 70-75?
 - Know how to spot Internet scams.
 - Don't send money to strangers.
 - Be suspicious of fantastic deals.
 - Visit websites with information about Internet scams.
- COMPLETE THE SENTENCE.
The goal of all the scams mentioned in the article is ...

D

Is the Internet ad below a scam? How can you tell? Base your answer on information from the text on pages 134-135.

Transferring
Information

EPG 300 SMARTPHONE

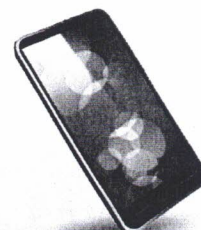
Hello Everybody,
EPG electronics has developed a new smartphone, the EPG 300, but it won't be in stores until December.
For the unbelievably low price of \$50, we'll mail you the EPG 300 now!
Don't miss this amazing opportunity!

Our offer is only good until November 30. X

Name:

Email Address:

Credit Card Number:



Submit



USING WORDS

A

Complete the mini-dialogues with the words below. Make any necessary changes.

suspicious respond arouse sympathy scroll down
recognize fee modeling agency when in doubt

- A: Paying a small ... to post some poems doesn't seem so strange.
B: But you wrote them! Can't you ... an Internet scam when you see one?
- A: I became ... when they asked for my parents' credit card numbers.
B: You should have! ... , never give out credit card details on the Internet.
- A: I just got an email from a stranger. He's ill and is asking for money. Do you think I should ... ?
B: Do you know anything about him? He may just be trying to ... so he can get your money.
- A: If I send in a photograph, I'll get a phone call from a real
B: Did you ... to the bottom of the page? It says: "We only send the most suitable photographs to agencies."

B

In pairs, take turns asking and answering at least six of the questions.

- What might make you feel embarrassed?
- What do you wish you could afford to buy?
- Which fashion items are outdated?
- What are the advantages of paying in cash rather than by credit card?
- What is your favorite work of art? Explain why you like it.
- If you received a chain letter, would you forward it to your friends? Why or why not?
- If you could audition for a movie, what kind of movie would you choose – a drama, a comedy, an action film? Explain.
- If you could get a scholarship to a sports school, a cooking school, an acting school or a university, which scholarship would you choose? Why?
- Do you think that crime in this country is on the rise? If so, give an example. If not, explain why.

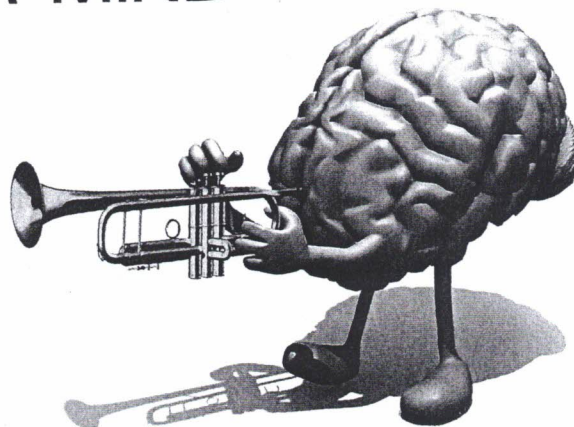
I CAN READ YOUR MIND

If somebody told you that a computer could read your mind, would you believe it? Probably not – but you'd be wrong. Mind-reading machines are no longer science fiction; they are science fact.

Some people might think that's scary, but not Andy, Jo and Mark, three young fans of electronic dance music. That's because mind-reading technology has helped them fulfill¹ their dream of making music – even though all three are physically disabled² and cannot play an instrument. In order to achieve their goal, the men used the only instrument they have: their mind.

A project called "Mindtunes" brought the three men together with Daniel Stein, better known to music fans as DJ Fresh. Stein, a British electronic music producer, has loved technology since he was a child and always thought it would be amazing to make music with the mind. So he teamed up with³ Andy, Jo and Mark to do just that.

For the project, Stein asked Dr. Julien Castet for help. Castet, an expert in the field of neurotechnology⁴, created special software⁵ that is operated only by thought. Andy, Jo and Mark were each given a special headset⁶ that reads



brainwaves⁷ and translates them into instructions for the computer. All the men had to do was think, and the software did the rest. It turned the men's emotions into brainwaves, the brainwaves into sound waves, and the sound waves into music.

The men each had their own part in the song, with DJ Fresh responsible for mixing it all and producing the final track. "The power of the brain and this brainwave technology is amazing," Stein says. "To think that Mindtunes was created by a group of physically disabled music fans using only their minds! I'm very proud to be part of this project. It just goes to show what people have the power to create if they're given the opportunity."

A

Answer the questions.

1. Who are Andy, Jo and Mark? Why don't they think that mind-reading machines are scary?
2. Who is DJ Fresh? What is his connection to Andy, Jo and Mark?
3. Who is Dr. Julien Castet? What is his connection to the "Mindtunes" project?
4. Why do you think the project was called "Mindtunes"?



Inferring

B

YOU AND THE TEXT



Transferring
Information

Do you think that mind-reading technology is scary? Why or why not? What other uses can you think of for mind-reading technology?

¹fulfill יחַפֵּקוֹן / להגשים

²physically disabled נכים / מעֲפֹוֹן

³team up with שיתף פעולה עם, עבד בצוות / תֵּעָוֵן, עִמַּל בְּנִיטָא

⁴neurotechnology נְיורוֹטֶכְנולוֹגְיָה, טֶכְנולוֹגְיָה עֲצֵבִית / אֲלֵטֵכְנִיָּה אֲלֵטֵכְנִיָּה

⁵software תוכנה / בְּרֵמְגִיָּה

⁶headset אֲזִנִּיּוֹת / סִמָּעָתָן

⁷brainwaves גלי מוח / אֲמוֹג אֲלֵמָא

6

IT'S ALL RELATIVE

People everywhere have families, yet no two families are the same. In this unit, you will learn about some unusual families and think about what family means to you.

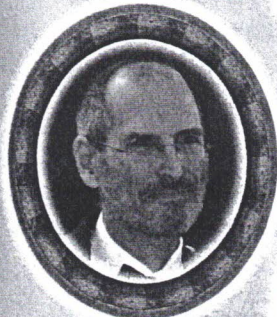
A The people in the photographs below discovered some unusual facts about their family history. Match each person to the information he or she discovered.



1. Sarah Jessica Parker



2. Oprah Winfrey



3. Steve Jobs



4. Spike Lee



5. J. K. Rowling

A

The former CEO of Apple Computers discovered that he had been adopted as a baby. When he was 27 years old he met his biological sister, who is a successful author. The two remained friends until his death in 2011.

B

The author of the best-selling Harry Potter books grew up believing that her great-grandfather, Louis Volant, was a war hero. She later discovered that the story was not true. Her family had information about another man with the same name.

C

This American actress recently found out that her tenth great-grandmother was accused of being a witch in the 16th century.

D

This well-known film director learned that his great-great-great grandfather was a white slave owner.

E

This famous talk-show host recently discovered she has a half-sister who lives 90 minutes away.

B

Do you know any interesting facts about your family history? Share them with the class.

YOUR GOAL

Write an informal letter, using:

- new words
- relative clauses

ACCESSING INFORMATION

- A** 1 You are going to read an article about two Dutch sisters and a boy from El Salvador. Look at the new words and make sure you know what they mean. What do you think the connection between the children is?

WORDS
FROM
THE TEXT

to beg	to turn (a certain age)
to make a wish come true	curiosity
to sponsor, sponsor	to affect
organization	civil war
to support, support	to flee
relationship	to lead in the right direction
to last	thrilled
joy	emotional
to display	to leave behind
to go on	

- 2 Read the first paragraph of the article on page 147 and check your guess.

- B** The main idea of a paragraph is usually found in the first and last sentences of the paragraph. Reading these first will give you a good idea of what the entire paragraph is about. This is another form of *skimming*.

Skim the article "Lost and Found". Then match each paragraph (1-6) to one of the main ideas (a-f) below. The first one has been done as an example.

Paragraph 1 – c

- a. losing touch
- b. the reunion
- c. Guillermo joins the family
- d. the tradition continues
- e. keeping in touch over the years
- f. finding Guillermo

- C** Now read the entire article. In what way is this family unusual?

LOST AND FOUND

Els
Zweerink



Guillermo
Escobar



It all began in 1978 when two little girls from Holland, Els and Kim Zweerink, began begging their parents for a little brother. The Zweerinks found an unusual way to make their daughters' wish come true. They decided to sponsor a child through Plan, an organization which matches poor children with families that can support them. And that is how five-year-old Guillermo Escobar from El Salvador became a member of the Zweerink family.

It was the beginning of a relationship that would last for 13 years. The Zweerinks sent Guillermo's family money to pay for food, clothes and school; the children exchanged photographs and letters about their lives. As the girls grew up, each letter from Guillermo was received with excitement and joy. His photograph was proudly displayed in their home, next to their own photos. "We would tell everybody that we had a brother in El Salvador," says Els, "and we were really proud of it."

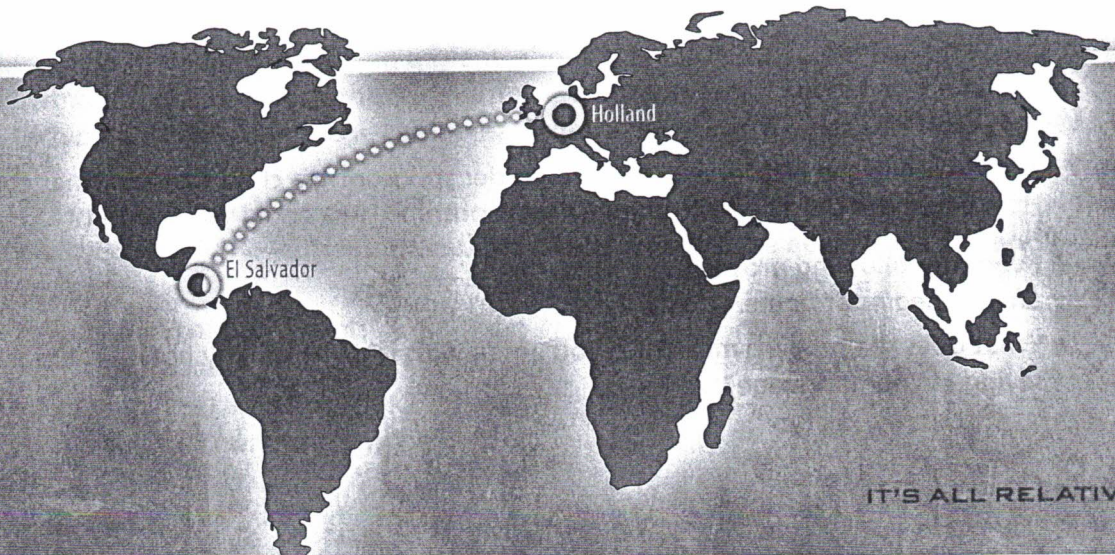
This went on until 1991, when Guillermo turned 18 and the Plan program ended. The story might have ended there too, but almost 20 years later, Els came across Guillermo's old letters and photographs while visiting her mother. Her curiosity was sparked. What was Guillermo doing? Was he married? Did he have children? She knew so little about the man whose photograph had once stood next to hers. Els wrote to Plan and asked if they could find

Guillermo for her, but they had also lost touch with him. She was told that it might be very difficult to locate him, but they promised that they would try.

It wasn't easy. The community where Guillermo used to live had been badly affected by El Salvador's civil war, and the family had been forced to flee from their home. There were very few people left who remembered them. Fortunately, Plan managed to find the former principal of Guillermo's old school, who was able to lead them in the right direction. On November 25th, 2010, Els received an e-mail from Plan informing her that Guillermo had been found. Els was thrilled and immediately began planning a trip to El Salvador to be reunited with her long-lost brother.

It was a very emotional meeting for both of them. During her 12-day trip, Els learned how difficult it had been for Guillermo to grow up in a war-torn country and how much it had meant to know that her family cared. When his family fled their home, they left everything behind, so Guillermo had no childhood pictures of himself or his family. Els, however, had 24 photographs that Guillermo had sent over the years. "I thought I had a part of his life, and I wanted to give it back," Els said.

Learning how much her family's support had meant to Guillermo had a huge effect on Els. She is now planning to become a sponsor herself. She would love to sponsor Guillermo's daughter to continue the circle of friendship and caring that was started so many years ago.



D

Answer questions 1-8 in your notebook.

1. What do we learn from lines 1-10?
CHOOSE THE TWO CORRECT ANSWERS.
 - a. Why Els and Kim wanted a brother.
 - b. What Plan does.
 - c. Why Guillermo contacted Plan.
 - d. Why the Zweerinks contacted Plan.
 - e. How the Zweerinks found out about Plan.
 - f. How Guillermo came to live with the Zweerinks.
2. Plan "matches poor children with families that can support them" (lines 6-7). What effects did this have on Els Zweerink? Take your answers from TWO different paragraphs.
3. Between 1991 and 2010, the Zweerinks (-). (lines 22-46)

a. continued to sponsor Guillermo	c. had no news of Guillermo
b. exchanged letters with Guillermo	d. forgot all about Guillermo
4. When did Els decide to look for Guillermo?
COMPLETE THE ANSWER ACCORDING TO LINES 22-34.
After she
5. Finding Guillermo was not easy. Explain what happened by filling in the missing information. Base your answers on lines 35-46.

Guillermo's family ⁽¹⁾



Almost no one in their community remembered them.



Plan contacted ⁽²⁾



He gave them information which led them to Guillermo.



Plan ⁽³⁾



Els ⁽⁴⁾

6. Why were the photos Els brought with her so important to Guillermo? (lines 47-56)
7. a. CHOOSE THE CORRECT ANSWER, YES or NO.
Els wants to continue the family tradition of helping others. YES / NO
b. Copy a sentence or phrase from lines 57-62 that supports your answer.
8. Explain the title, "Lost and Found".

E**TAKE A STAND!**

- 1 After reading the article, would you consider sponsoring a child from another country? How could the child benefit from the relationship? How could you benefit?
- 2 Read the following proverb.
Charity begins at home.
What does the proverb mean? Do you agree with it? Why or why not? Is there a similar saying in your language?

YOUR GOAL

Create a family tree and share a family story, using:

- new words
- reported speech

ACCESSING INFORMATION

A You are going to read about Alex Haley, author of the prize-winning book, *Roots*. *Roots* tells the story of Haley's family and their journey from Africa to the United States during the time of slavery. Look at the new words and make sure you know what they mean. How do you think Haley found out about his roots?

WORDS
FROM
THE TEXT

in honor of
to recall
to hand down
ancestor
to refer to
to fascinate
journalist
birth and death records
slave
remaining
to accept
to take pride in
heritage
to pass on
search (n)
eventually
descendant
to come to life
legacy
theme
to take an interest in

B Now read an excerpt from a website and find out if you were right.

REMEMBERING "ROOTS"

Today, in honor of Black History Month, we remember Alex Haley and his Pulitzer Prize-winning book, *Roots*.

Whenever Haley spoke about *Roots* while giving talks around the country, he would recall how, as a young boy, he sat on the front porch of his childhood home and listened to his grandmother, his aunts and Cousin Georgia tell stories handed down in the family. These women would sit in their rocking chairs and speak about their earliest known ancestor, someone they always referred to as the "African", whose name was Kintay. They also mentioned African words that Kintay had taught his daughter, Kizzy – words like "ko" (guitar) and "bolongo" (river). These stories fascinated young Haley, but he



never imagined that one day they would change his life forever.

Haley grew up and became a journalist. His job took him to Washington, D.C., where he visited the National Archives¹ in his free time. There, he searched through the birth and death records and located the family of Tom Murray, a blacksmith, and his wife Irene. Haley recalled these names from the stories he had heard as a boy. Tom and Irene were his great-grandparents, and they had been slaves.

Wanting to learn more, he decided to pay a visit to the only remaining storyteller from those early childhood days: Cousin Georgia, who was by then almost 80. The old woman repeated some of the stories he had heard as a child, as well as one about the African, Kintay. The young boy had been outside his village chopping wood to make a drum when he was surprised by slave catchers, put on board a slave ship and taken to a place called "Napolis"². There he was sold, and his name was changed to Toby. Kintay never accepted that name and always

took pride in his African heritage, a pride that he passed on to his daughter, Kizzy.

Alex Haley never forgot what Cousin Georgia said to him at the end of their conversation: "Boy, your sweet Grandma an' all the rest of 'em, they settin' up there and watchin' you. Now you git on outa here and do what you got to do." Those words inspired Haley to spend the next 12 years investigating his roots, a search that eventually took him back to the village of his earliest known ancestor: the African, Kintay.

In 1976, the story of Kunta Kinte³ and his descendants came to life in the book called *Roots*, the greatest achievement of Haley's career. The book was translated into 37 languages and made into a television program seen by 130 million viewers. Haley died in 1992, but his legacy lives on. Through the story of one African American family, the universal theme of *Roots* has inspired people all over the world to take an interest in their own families' roots.

(Information from teachhistory.com, Remembering Alex Haley and Roots)

¹National Archives الأرشيفات الوطنية / الأرشيفات الوطنية / لاومיים

²Napolis – a distortion of Annapolis, a city on the East Coast of the USA.

נאפוליס – שיבוש של אנאפוליס, עיר בחוף המזרחי של ארצות הברית
 نابوليس – تشويش الاسم أنابوليس، مدينة في الساحل الشرقي من الولايات المتحدة

³Kunta Kinte – the proper spelling of Kintay

C

Answer questions 1-8 in your notebook.

1. Why has the writer chosen to focus on Alex Haley in this text? (lines 1-3)
2. What does the writer explain in lines 4-20?
 He explains (-).
 - a. how Haley learned about his family's history
 - b. why Haley's relatives spoke about his ancestors
 - c. why Haley liked hearing about his family
 - d. how the stories Haley heard changed his life
3. Name ONE thing that Haley learned about his family when he was a boy. (lines 4-20)



4. When Haley grew up, he (-) about his family's past. (lines 21-28)
- a. forgot
 - b. was curious
 - c. didn't care
 - d. was asked to find out
5. What did Cousin Georgia tell Haley about Kintay?

COMPLETE THE SENTENCES ACCORDING TO LINES 29-41.

- (1) She told him how
- (2) She told him where
- (3) She told him what



6. What can we understand from Cousin Georgia's words in lines 42-50?
Haley's ancestors were counting on him to (-).

- a. return to his job
- b. return to Africa
- c. tell their story
- d. find Kintay

7. What do we learn about the effect that *Roots* has had on others?
COMPLETE THE SENTENCE ACCORDING TO LINES 51-60.

After reading

8. a. What can you understand about Alex Haley from the text?
- i. He was proud of his African heritage.
 - ii. He was ashamed of his African heritage.
 - iii. He knew very little about his African heritage.
- b. Give TWO reasons for your answer.

D

"Haley never imagined that one day [the stories] would change his life forever." (lines 18-20)
How did the stories change his life? Number the events in the order in which they occurred.

- a. He wanted to learn more.
- b. He spent 13 years doing research.
- c. One day, his job took him to Washington.
- d. He decided to visit his Cousin Georgia.
- e. He wrote the book *Roots*.
- f. As a boy, Haley heard stories about his ancestors.
- g. He became a world famous author.
- h. He found information about his great-grandparents.
- i. When Haley grew up, he became a journalist.
- j. He searched through the records of the National Archives.
- k. She inspired him to find out more about his ancestors.

E

DID YOU NOTICE?

Quotes are written exactly as the person said them. If the person speaks in a **dialect**, the quote will reflect this. For example, Cousin Georgia said:

"Boy, your sweet Grandma an' all the rest of 'em, they settin' up there and watchin' you. Now you git on outa here and do what you got to do."

1 Answer the questions.

- 1. Which words in the quote are in an English dialect?
- 2. Read the quote out loud. Are the words easier to understand when you hear them?

2 Rewrite Cousin Georgia's words in standard English.

PART 3

THE HUMAN FAMILY: A POEM

YOUR GOAL

Perform a task based on your interpretation of the poem.

PRE-READING

A

The photograph below was taken in India. What ceremony do you think is taking place? Explain.

 Inferring



B

1 With a partner, write five sentences comparing the ceremony above to a ceremony in your culture.

WORD
POWER

to assemble
blessing

to compliment
to congratulate

to consist of
to dine

prayer
to recite

symbol
wedding

► *Word Power Practice, page 183*

2 Read what you have written. Do your sentences focus more on the differences or on the similarities between the two cultures? What can you conclude?

READING

A

You are going to read a poem called "The Human Family". Look at the new words and make sure you know what they mean. What do you think the poem stresses – the similarities or the differences between people?

WORDS
FROM
THE TEXT

obvious
to thrive on
to declare
variety

skin tone
to confuse
to delight
wonders of the world

twins
features
to weep
to moan

minor
to differ
major
alike, unlike

B

Read the poem and see if you guessed correctly.

THE HUMAN FAMILY

by Maya Angelou

I note the obvious differences
in the human family.
Some of us are serious,
some thrive on comedy.

Some declare their lives are lived
as true profundity¹,
and others claim they really live
the real reality.

The variety of our skin tones
can confuse, bemuse², delight,
brown and pink and beige and purple,
tan and blue and white.

I've sailed upon the seven seas
and stopped in every land,
I've seen the wonders of the world,
not yet one common man.

I know ten thousand women
called Jane and Mary Jane,
but I've not seen any two
who really were the same.

Mirror twins³ are different
although their features jibe⁴,
and lovers think quite different thoughts
while lying side by side.

We love and lose in China,
we weep on England's moors⁵,
and laugh and moan in Guinea,
and thrive on Spanish shores.

We seek success in Finland,
are born and die in Maine.
In minor ways we differ,
in major we're the same.

I note the obvious differences
between each sort and type,
but we are more alike, my friends,
than we are unlike.

We are more alike, my friends,
than we are unlike.

We are more alike, my friends,
than we are unlike.



¹ profundity עומק / عمق

² bemuse להביר, לבלבל / تريك, تبلبل

³ mirror twins סוג של תאומים זהים / توأمان متشابهان من نوع المرأة

⁴ jibe זהים / متشابهة

⁵ moors אזורים כפריים / الأرياف

A Find words in the poem that mean the same as following.

1. state that (stanza 2)
2. mix up (stanza 3)
3. give pleasure (stanza 3)
4. two very similar people (stanza 6)
5. cry (stanza 7)
6. cry out in pain (stanza 7)
7. search for (stanza 8)
8. similar (stanza 9)
9. different (stanza 9)

B Choose the correct answer to complete each sentence.

1. If the differences between people are *obvious*, it is **easy** / **difficult** to notice them.
2. People who *thrive on* comedy **often** / **hardly ever** laugh.
3. People of different **religions** / **races** probably have a *variety of skin tones*.
4. *Wonders of the world* are **amazing** / **common** places.
5. Our facial *features* include our **eyes** / **hairstyle**.
6. People who *differ* in **major** / **minor** ways are very similar.

C Answer the questions.

1. What do we know about the speaker? Name two things.
2. Name three places the speaker has been.
3. Name two ways in which people are different, according to the speaker.
4. Name four ways in which people are similar, according to the speaker.

ANALYSIS AND INTERPRETATION

A 1 Answer the questions.

1. In which stanzas does the poet stress the differences between people?
2. In which stanzas does she stress the similarities between people?
3. Does the poet begin by stressing the similarities or the differences? Why do you think she does this?
4. Think back to exercise B2 on page 161. Which did you stress first – the similarities or the differences? What conclusion did you reach in the end?

 Uncovering
Motives

2 Choose one or more stanzas that you would like to recite. Then listen to the recording of the poem. Notice the pronunciation, intonation and rhythm. Recite the stanza(s) aloud.

FAMILY ON THE MOVE

CONTACT

BLOGS

FAQs

This week, the spotlight is on the Smith family.



Hanna's Blog

The Smith family – parents Sheri and Shae, and their six children – used to live in a large, comfortable home in Missouri, U.S.A. One day, they decided to make a change in their lives. They sold their house, gave away most of their belongings¹ and moved into a mobile home². It wasn't an easy decision. Sheri and Shae had to consider how living such an unconventional³ lifestyle would affect their children. But in the end, they decided that the advantages would far outweigh⁴ the disadvantages.

In September 2008, the family set off on a journey around the United States. Since then, they have traveled thousands of miles, visited 18 states and had lots of adventures along the way. They have kayaked down rivers, hiked in the mountains and visited science museums and aquariums. Sheri and Shae feel that their children are getting an excellent education, even though they don't attend school. Most importantly, they have met and made friends with a lot of interesting people.

It hasn't always been easy living together in such a small space, but both parents and children feel that they have gained something important as a result. Since moving into their mobile home, the family spend more time together and have grown much closer than they used to be.

Hello there! My name is Hanna Smith. I'm fifteen and I live in a mobile home, or camper, with my family. Two years ago, my mom and dad decided to travel around the U.S.A. We have a 42-foot (13m) camper, and all eight of us live in it. It's not bad – once you get used to it, it's actually kind of cozy⁵. The best thing about this lifestyle is meeting new people. The worst thing is being stuck inside for a long time because of the weather. To tell you the truth, I wasn't thrilled⁶ when we first started out on the trip. I had a nice home with really great friends and everything I wanted right there. But things have turned out okay. I've met some of the most amazing people, and I've learned that you can make friends anywhere! Most of all, I've learned to live life without fear. I feel really confident⁷ about the future.

A The sentences below are false. Correct them.

1. The Smith family has always lived in a camper.
2. Sheri and Shae were sure their children would be glad to travel around the U.S.A.
3. The Smith children attend school online.
4. Living in a small space has no advantages.
5. Hanna was enthusiastic about the trip from the beginning.
6. Hanna is sorry that she left her home and her friends.

¹belongings / אגראש / חפצים

²mobile home / בית נייד / בית متنقل

³unconventional / בלתי שגרתי / غیر عادي

⁴outweigh / עולים בערכם, שווים יותר / تفوق قيمة

⁵cozy / נוח, נעים / مريح

⁶thrilled / נלהבת / متحمسة

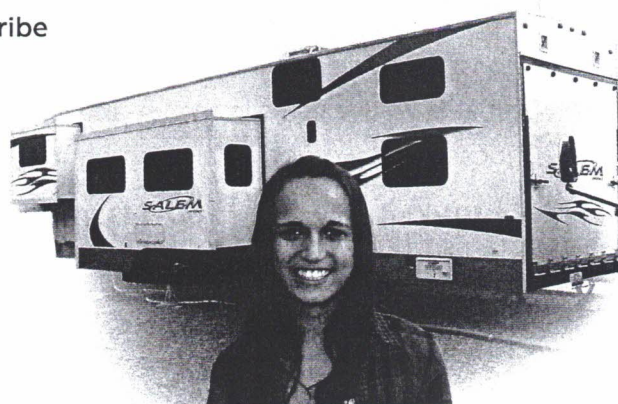
⁷confident / מלאת ביטחון / واثقة

B Imagine that you are Hanna Smith. Describe a typical day in your life.



C YOU AND THE TEXT

Would you like to live like the Smith family? What would you like about it? What would you miss?



WORD POWER REVIEW

UNIT 1

PAGE 15

alcohol
to be in control
to be in favor of
to convince
decisions
to forbid
to make an
impression
to make fun of
peer pressure
to regret

PAGE 18

to assume
to conclude
to infer
to read between
the lines
to suppose
to understand

A Complete the sentences with words from the list.

1. Some teens think it's "cool" to drink
2. They drink because they want to ... on their friends.
3. I'm not ... drinking; I don't see the point.
4. My parents ... me to drink alcohol at parties.
5. I'm afraid my friends might ... me if I don't agree to drink.
6. I try to do what's right for me and not give in to
7. Nobody can ... me to drink if I don't want to.
8. I have a mind of my own and I try to make good
9. I don't drink because I like to ... of my actions.
10. I'm afraid I might do something silly and ... it later.

B Read what Bob says. Which sentence is correct – a or b?
Pay attention to the words in italics.

1. Bob: "Karen went to a **tutoring session**. She must need help in math."
a. Bob is *assuming* Karen needs help in math.
b. Bob wants to know if Karen needs help in math.
2. Bob: "Ray said he's looking for a job and that he has an **interview** today."
a. Bob *inferred* that Ray has a job interview.
b. Bob learned about the job interview from Ray.
3. Bob: "I almost fell asleep driving. I shouldn't get **behind the wheel** when I'm tired."
a. Bob *concluded* that he shouldn't drive while tired.
b. Bob was told that he shouldn't drive while tired.
4. Bob: "My teacher said my work was fine but I could tell she **wasn't impressed**."
a. Bob is *reading between the lines*.
b. Bob's teacher didn't like his work.
5. Bob: "Why can't I eat a hamburger and chips for lunch every day?"
a. Bob *understands* the dangers of **fast food**.
b. Bob thinks there's nothing wrong with eating fast food.
6. Bob: "The **donors** gave a lot of money. I guess they were impressed."
a. Bob knows that the donors were impressed.
b. Bob *supposes* that the donors were impressed.

to acquire
 charity
 concerned
 construction
 to distribute
 essential
 to finance
 to lack
 to look after
 to relieve

C

Choose the correct answer. Pay attention to the words in italics.

1. Ted's father is *concerned* about his grades. They've gone **up / down**.
2. It's *essential* that we go now. We **must / don't have to** leave right away.
3. Can you please *look after* Bobby? I **can't find him / need to go out**.
4. Dan has *acquired* the habit of smoking. His parents are **pleased / upset**.
5. We were all *relieved* when we heard the **good / bad** news.
6. It's hard to *finance* a college education. It takes a long time / **costs a lot**.
7. *Charity* is important. Everyone should **eat healthy foods / help people**.
8. That family *lacks* a place to live. They are **homeless / love their new home**.
9. Volunteers are needed to *distribute* the toys. Let's help **collect them / hand them out**.
10. *Construction* of the house is about to begin. The **builders / painters** are coming tomorrow.

as a result (of)
 because
 cause (n)
 consequence
 due to
 effect (n)
 in order to
 outcome
 result
 thanks to

D

Complete the sentences with the correct words from the list. Make any necessary changes. There may be more than one correct answer.

1. ... Sally's hard work, we finished the project on time.
2. There have been several positive ... of the new treatment program for alcoholism.
3. Jane is upset ... her teacher didn't give her **credit** for the work she did on the project.
4. The scientist **did an experiment** to test the ... of fast food on **obesity**.
5. **Texting** while driving is dangerous and may have serious ...
6. The city has hired more than 100 new police officers ... the **increase** in **gang violence**.
7. ... the fire, there was severe damage to the building.
8. Cindy is too thin. She's trying to eat more ... **gain weight**.
9. The traffic problems are a ... of the new **construction**. Two roads are closed.

PAGE 28

to admire
champion
to establish
extraordinary
generous
to initiate
long-/short-term
ultimately
unique
worthwhile

E What might you say in these situations? Match I to II below.

I

1. Your neighbor *established* a charity.
2. You received a very *generous* gift.
3. You saw a *unique* painting.
4. You're discussing a boxing *champion*.
5. You *initiated* a new program.
6. You borrowed an *extraordinary* book.
7. Your friend has a *long-term* goal.
8. You'd *ultimately* like to make a difference.
9. You *admire* someone.

II

- a. I hope my plan works.
- b. I couldn't believe my eyes!
- c. She's always doing things for others.
- d. It must have cost a fortune!
- e. I'm sure she'll achieve it in the end.
- f. I wish I could be more like him.
- g. I've never read anything like it!
- h. He's never been beaten.
- i. I want to do something *worthwhile* in my life.

UNIT 2

PAGE 39

to assess
to evaluate
to judge
to weigh

A Choose the correct words in bold to show you understand the words in italics.

1. They *judged* the baking contest and **made** / **chose** the best cake.
2. He *weighed* all sides of the argument **before** / **after** making a decision.
3. They haven't yet *evaluated* the operation so they're not sure it **happened** / **worked**.
4. The teacher *assessed* students by giving them a quiz / **homework**.

PAGE 45

aspect
barrier
to be likely to
to deserve
to discriminate
initial
on the basis of
one another
trivial
whether or not

B Complete the sentences. Make any necessary changes.

1. Everyone ... an equal chance.
2. Not understanding a language forms a ... to communication.
3. If your ... impression is bad, it is often difficult to correct.
4. Oh, don't make a fuss about such a ... detail!
5. Certain ... of my friend's personality annoy me.
6. People should treat ... with respect.
7. It doesn't matter ... you always agree; you can still be friends.
8. We shouldn't ... against people who are different from us.
9. Try to judge people ... their character.
10. Never judge people only by their appearance. You ... be wrong.

to accuse
 authority
 by the time
 to confess
 cop
 curious
 to hesitate
 to inform
 to interrupt
 meanwhile

C

Choose the sentence, a or b, that has a similar meaning.

1. His boss **accused** him of stealing.
 - a. His boss caught him stealing.
 - b. His boss said he stole something.
2. I don't have the **authority** to make that decision.
 - a. It's not my responsibility to decide.
 - b. I don't have the ability to decide.
3. **By the time** we get there, the movie will be over.
 - a. The movie will end before we arrive.
 - b. The movie will end after we arrive.
4. The thief **confessed** to the crime.
 - a. The thief said he did it.
 - b. The thief said he didn't do it.
5. Do you think we should call the **cops**?
 - a. Should we call a taxi?
 - b. Should we call the police?
6. I'm **curious** to know what she said about me.
 - a. I want to know what she said.
 - b. I don't care what she said.
7. Don't **hesitate** to ask for help.
 - a. Don't bother to ask for help.
 - b. Don't be afraid to ask for help.
8. I'm going to **inform** the store manager.
 - a. I'm going to tell the store manager.
 - b. I'm going to ask the store manager.
9. Don't **interrupt** me when I'm speaking!
 - a. Listen when I'm talking to you.
 - b. Don't speak when I'm talking to you.
10. I'll go find the store detective; **meanwhile**, you wait here.
 - a. Wait here until I find the detective.
 - b. Wait here after I find the detective.

amazing
 amusing
 annoying
 charming
 cheerful
 depressing
 disturbing
 engaging
 ridiculous
 worthwhile

D

Choose the correct answer to complete each sentence.

1. You'll find this light comedy very **amazing** / amusing.
2. The characters get into the most **ridiculous** / worthwhile situations.
3. You'll fall in love with the **annoying** / charming characters in this romantic comedy.
4. This movie deals with a very **cheerful** / disturbing subject. You won't forget it.
5. The movie is very **depressing** / engaging. You'll find it interesting till the very end.

UNIT 3

PAGE 65

angle
attitude
one the one hand
on the other hand
outlook
perspective
point of view

A Choose the sentence which could follow each sentence to show you understand the words in italics.

1. The visit to the factory farm gave her a new *perspective*.
 - a. She made an appointment with the doctor.
 - b. She has decided to stop eating meat.
2. Her *outlook* has changed because of her volunteer work.
 - a. She can't meet on Mondays.
 - b. She is more thankful for what she has.
3. *On the one hand*, he broke the law so he deserves to be punished.
 - a. On the other hand, the punishment seems unfair.
 - b. As a result, he'll learn a lesson.
4. Try looking at the problem from a different *angle*.
 - a. It might help you find a solution.
 - b. Stand further away.
5. Sue has a positive *attitude*.
 - a. She always sees the best in people.
 - b. She got a high grade.

PAGE 68

to apply
context
previous
relevant
to transfer

B Complete the letters in the advice column below with words from the list. There may be more than one possible answer.

Dear Debbie,

I keep repeating the same mistakes over and over. What can I do?

Dan

Dear Dan,

Mistakes aren't necessarily bad, especially if we learn from them.

Think about what you learned from your ¹ ... mistakes, and ² ...

that information to similar situations in the future. Even if the

³ ... is different, the lesson you learned may still be ⁴ ... to the

new situation. Remember: You don't have to re-invent the wheel!

Just take what you've learned and ⁵ ... it to the new situation.

Good Luck!

Debbie

certainly
clearly
naturally
obviously
of course
undeniable

C

Choose the correct word in bold so the two sentences have a similar meaning.

1. Sue's a vegetarian, so she *certainly* doesn't eat meat.
Sue **definitely** / **fortunately** doesn't eat meat.
2. Parents *obviously* aren't responsible for their children's crimes.
It **recently** / **clearly** isn't the parents' fault.
3. The animals live in crowded conditions, so *of course* they suffer.
Naturally / **Extremely**, the animals suffer.
4. It's an *undeniable* fact that factory farming is cruel.
I wonder if / **am certain** that factory farming is cruel.

to arrest
attorney
consequence
entitled to
implication
in view of
intention
recommend
symptom
whether or not

D

Complete the sentences with the words from the list. Make any necessary changes.

1. ... the fact the man had been bitten, they sent him to the hospital.
2. The doctor said one of the ... of a bad bite was swelling.
3. The girl was ... and taken to the police station.
4. The ... advised the parents to say they were innocent.
5. The police wanted to know ... the dog had been on a leash.
6. The police told the girl she was ... an attorney.
7. The girl said it wasn't her ... to hurt anyone.
8. The judge said the girl's actions had serious
9. The attorney ... that the girl be sent to prison and her parents be fined.
10. After committing the crime, the burglar had to deal with the ... of his actions.

absence
to abuse
authority
conduct (behavior)
fake
justified
no doubt
to regret
to ruin
situation

E

Choose the correct words in bold so that the two sentences have a similar meaning.

- Kevin held a party in his parents' *absence*.
Kevin held a party while his parents were **at home** / away.
- I don't understand people who *abuse* animals.
I don't understand people who **adopt** / mistreat animals.
- Jenna can't deal with *authority*.
Jenna **hates being told what to do** / doesn't mind obeying orders.
- You need to improve your *conduct*!
You need to improve your **schoolwork** / behavior.
- That diamond must be *fake*.
That diamond **can't be real** / must be expensive.
- There's *no doubt* that he is guilty of the crime.
I'm certain that he's **guilty** / not guilty of the crime.
- I *regret* the things I said to you.
I'm **sorry for the things** / I meant every word I said to you.
- Look – the dog has *ruined* the rug!
The dog has **destroyed** / gone to sleep on the rug.
- What would you have done in that *situation*?
What would you have done in my **mind** / those circumstances?
- I think the child's punishment was *justified*.
I think the child **deserved to be punished** / parents were wrong to punish the child.

annoyed
to anticipate
courage
desperate
to intend
miserable
to spoil
strict
tension
unreasonable

F

Complete the sentences to show you understand the meaning of the words in bold.

- I get **annoyed** when
- I can never **anticipate**
- I wish I had the **courage** to
- If I was **desperate**, I might
- When I finish school, I **intend** to
- I feel **miserable** when
- I like to **spoil** myself by
- I think my parents are too **strict** when they
- I try to relieve **tension** by
- I know I was being **unreasonable** when

UNIT 4

PAGE 102

to accomplish
to admire
approximately
to assure
to clarify
to consult
to ease
to enhance
to restore
to undo

A

Complete the sentences about Girl Talk with the words from the list. Make any necessary changes.

1. Girl Talk has ... a lot since it was founded.
2. Mentors know that starting a new school is hard, so they try to ... the transition.
3. ... 80% of the junior high school girls came to the first meeting.
4. The younger girls ... the older girls for advice about their problems.
5. They meet to talk about and ... the issues that concern them.
6. The mentors work hard to ... the new students' self-confidence.
7. They ... the younger girls that their problems can be solved in time.
8. The older girls try to ... the younger girls' self-image.
9. They try to ... the damage that bullies can cause.
10. I really ... the student mentors who volunteer to help the younger girls.

PAGE 104

aim
to drive
goal
intention
motivation
motive
objective
purpose
reason

B

Choose one or two correct answers to complete each sentence.

1. There is more than one **intention / reason / drive** why he is depressed.
2. The **aim / goal / reason** of the program is to prevent cyberbullying.
3. The **objective / purpose / motive** of the exercise is to help students memorize the words.
4. The doctor has no **intention / reason / aim** of prescribing medicine for your problem without seeing you.
5. He doesn't have the **drive / motive / motivation** to succeed.
6. The police haven't yet discovered the robber's **motive / objective / reason**.

C

Choose the correct answer to complete each sentence.

1. I'm very much **in place of / in favor of** digital communication.
2. The great **interaction / majority** of my friends are on Facebook.
3. The Internet is an extremely **leisure / handy** source of information.
4. I like to surf the Internet in my **leisure / constant** time.
5. I can't **feel like / put up with** the constant ringing of cellphones.
6. With a cellphone, I can **converse with / put up with** my friends anytime, anywhere.

PAGE 107

constant
to converse
to feel like
handy
in favor of
in place of
interaction
leisure
majority
to put up with

to acquire
to adapt
compulsory
to determine
to eliminate
essential
foundation
to function
informed
to lack

D

Replace each word or phrase in bold with a word from the list. Make any necessary changes.

- The main **purpose** of schools is to produce educated citizens.
- A certain basic level of knowledge is **required** for all citizens.
- An educated population is the **basis** of a democratic society.
- Citizens need to be **knowledgeable** about the issues that affect them.
- Students also need to **gain** skills for life.
- Schools must **decide** what skills students need in order to succeed in life.
- Clearly, reading and writing are **necessary** for all students.
- In addition, we need to **alter** the curriculum to suit different kinds of learners.
- Schools should **get rid of** subjects that have no relevance to students' lives.
- Unfortunately, many students who complete high school today **don't have** the necessary skills to find a job.

UNIT 5

to be ashamed
to be aware of
to be likely to
to calculate
to be capable (of)
to confess
to hesitate
to inform
to pray
to regret

A

Choose the word or phrase that **CANNOT** follow each word or phrase in bold.

- be ashamed ...**
 - to admit
 - of oneself
 - of winning
- be likely to ...**
 - relieve
 - ruin
 - regret
- be capable of ...**
 - swimming
 - helping
 - having
- be aware of the ...**
 - leisure
 - implications
 - potential dangers
- calculate ...**
 - the risk
 - the chances
 - courage
- confess ...**
 - a survivor
 - a crime
 - a mistake
- hesitate to ...**
 - act
 - take a chance
 - succeed
- inform ...**
 - the police
 - the construction
 - the authorities
- pray for ...**
 - a miracle
 - the victim
 - a phenomenon
- regret ...**
 - a witness
 - an error
 - an action

to create
to guess
to hypothesize
to imagine
to invent
to make up
to propose an
alternative

B

Choose the correct sentence to complete each mini-dialogue.

1. A: Doesn't the program he created help children with illnesses?
B: Yes, a tutor came to his house to give him lessons. / Yes, it provides them with at-home tutoring sessions.
2. A: Did the scientists hypothesize that the medicine would have a positive effect?
B: Yes, they proved it in an experiment. / Yes, they thought it would help.
3. A: Can you propose an alternative to a military operation?
B: I'm afraid we have no choice but to attack. / Yes, we'll strike as soon as the soldiers reach the border.
4. A: Guess what I have in my hand.
B: No it's too heavy. / I hope it's chocolate.
5. A: Can you invent stories?
B: No, I'm not an editor. / No, I'm not a novelist.
6. A: Can you imagine staying afloat at sea after your boat overturns?
B: Yes, it must be frightening! / No, call for help quickly!
7. A: He didn't know the answer so he made one up.
B: Really? He didn't say anything? / Why didn't he just tell the truth?

to abandon
to anticipate
to assure
to be capable of
by the time
casualty
to collapse
to faint
to flood
relieved

C

Match columns I and II to make sentences.

I

1. By the time the captain saw the iceberg,
2. No one could have anticipated the disaster
3. At first the captain assured us
4. We believed the ship was capable of staying afloat,
5. Suddenly, we heard a loud crash as part of the ship collapsed and
6. The ship flooded
7. Some passengers fainted
8. The captain gave the order to abandon ship
9. Although there were many casualties,
10. The survivors felt relieved

II

- a. that everything was okay.
- b. turned on its side.
- c. because the situation looked hopeless.
- d. when another ship finally picked them up.
- e. it was too late to avoid a disaster.
- f. some people were saved.
- g. so we weren't worried.
- h. as the ship was thought to be unsinkable.
- i. as the seawater rushed in.
- j. when they realized what was happening.

PAGE 138
 anonymous
 author
 to cite
 to detect
 to disguise
 to evaluate
 genuine
 to reveal
 tone
 validity

D Complete the sentences with words from the list. Make any necessary changes.

1. We should always ... the information we find on the Internet.
2. Use the guidelines to help you judge the ... of the information.
3. A look at the URL address can often ... the purpose of the webpage.
4. It can be difficult to ... hidden advertising.
5. Advertising is often ... as informational content.
6. The price quoted in an ad can help you decide if the item is ... or fake.
7. Always be suspicious of an ... webpage.
8. It's important to know who wrote the webpage, so always look for the name of the
9. Check to see if the author has ... the sources of factual information.
10. If the ... of the webpage is emotional, the information may not be reliable.

UNIT 6

PAGE 151
 to adjust
 affection
 to assure
 concerned
 to correspond
 desperate
 faith
 generous
 miracle
 to turn up

A Match columns I and II to make sentences.

- | I | II |
|-----------------------------------|---|
| 1. I'll always remember you | a. we can always correspond . |
| 2. I'll never forget | b. you might not turn up . |
| 3. Even if we can't meet | c. when we couldn't contact you. |
| 4. It seems like a miracle | d. with affection . |
| 5. I always had faith | e. that we would meet again. |
| 6. They assured us that | f. when you had to flee your home? |
| 7. We were so concerned | g. they'd do their best to find you. |
| 8. Were you desperate | h. how generous you were. |
| 9. It took a while | i. that I've found you at last! |
| 10. Your brother warned us that | j. to adjust to our new community. |

PAGE 161
 to assemble
 blessing
 to compliment
 to congratulate
 to consist of
 to dine
 prayer
 to recite
 symbol
 wedding

B Complete the sentences to reflect your culture.

1. A **wedding** in my culture usually **consists of**
2. Before the ceremony, the guests **assemble**
3. People usually **compliment**
4. A **blessing** is often given by
5. A **prayer** may be **recited** by
6. ... is a **symbol** of
7. The guests **congratulate**
8. Before / After the ceremony, the guests **dine**

arrangement
as a rule
to recur
to repeat
repetition
rule

C Choose **Yes** if the second sentence in each pair can follow the first, or **No** if it can't. Pay attention to the words in italics.

1. This theme *recurs* in the writer's other work.
It appears again in his most recent novel. **Yes / No**
2. There is a *rule* about bringing cellphones to school.
The students decide for themselves. **Yes / No**
3. When students are learning a foreign language, *repetition* is important.
Hearing a word more than once is helpful. **Yes / No**
4. *As a rule*, we don't put twins in the same class.
But there are exceptions. **Yes / No**
5. They *repeated* the experiment.
They did it for the first time. **Yes / No**
6. What a lovely flower *arrangement*!
The colors look beautiful together. **Yes / No**

to accomplish
to be ashamed
to be entitled
to believe in
civil
to deserve
discrimination
evil
faith
justice
pride

D Complete the sentences with words from the list. Make any necessary changes.

1. Never be ... of who you are; always have ... in your heritage.
2. Remember, there is nothing you can't ... if you have ... in yourself.
3. He ... the importance of equal rights.
4. He was a much loved leader of the ... rights movement in the U.S.A.
5. He fought all his life to end the ... of racism and
6. He believed that all people ... an equal chance and are ... to equal rights.
7. He knew that there can be no ... unless all people have equal rights.