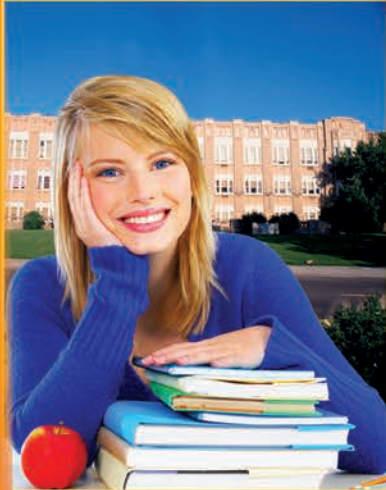


Upload

SKILLS

Virginia Evans
Jenny Dooley



Student Book
& Workbook



Express Publishing

Upload

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Virginia Evans – Jenny Dooley




Express Publishing

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3	fish farming	<ul style="list-style-type: none"> types of fish 	<ul style="list-style-type: none"> predict content multiple choice 	<ul style="list-style-type: none"> a summary a paragraph speculating on a topic
4	writing skills	<ul style="list-style-type: none"> make suggestions 	<ul style="list-style-type: none"> make suggestions summarize an opinion 	<ul style="list-style-type: none"> a letter to the editor making suggestions

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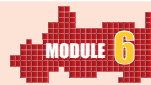
Unit	Vocabulary	Skills/Functions	Writing/Learning Evidence
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2	overpopulation	<ul style="list-style-type: none"> environmental issues 	<ul style="list-style-type: none"> activate prior knowledge complete sentences match headings to paragraphs 	<ul style="list-style-type: none"> a summary
3	recycling	<ul style="list-style-type: none"> things to recycle 	<ul style="list-style-type: none"> predict content multiple matching match main ideas to paragraphs 	<ul style="list-style-type: none"> take notes & give a presentation
4	writing skills	<ul style="list-style-type: none"> make suggestions 	<ul style="list-style-type: none"> identify topic sentences match suggestions to results develop supporting sentences 	<ul style="list-style-type: none"> an essay providing solutions to a problem express result

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Workbook

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Grammar Bank (pp. 81-115)

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Language Review (LR1-LR-25)

Word List (WL1-WL9)

American English – British English Guide

Rules for Punctuation

Irregular Verbs

Before you start ...

- What was your summer vacation like? Tell the class.
- What are your plans for this academic/school year?

What's in the module?



Vocabulary

- natural disasters
- celestial bodies
- anatomy of the human body
- elements in the periodic table

Skills & Strategies

- scan a text
- set a purpose for reading
- identify the author's purpose
- identify main ideas in paragraphs
- predict content using prior knowledge

Reading Skills

- complete gapped texts
- multiple matching
- identify pronoun references
- reading comprehension
- read for specific information (T/F)
- multiple choice

Writing Skills

- summarize a text
- describe your feelings
- analyze rubrics
- use topic sentences
- develop paragraphs
- use linkers
- write a for-and-against essay

Speaking

- summarize a text
- give a presentation on a topic
- present main points
- agree/disagree on a topic
- describe impressive moments

Find the page numbers for ...

- a sketch of the human body
- chemical symbols

Forces of Nature

Vocabulary

Natural disasters

1 Listen and say. Have you heard of any of these disasters recently? Where did they occur? What happened? Tell the class.



lightning strike



tsunami



volcanic eruption

Reading

Scanning

2 Scan the text. What is it about?

- a) a specific earthquake?
- b) why earthquakes happen?
- c) how to protect ourselves in an earthquake?

Listen and check.



wildfire



hailstorm



tornado

EARTHQUAKES: A FORCE OF NATURE

On March 11, 2011, a 33-foot-high tsunami hit northern Japan causing the country's worst destruction and loss of life since World War II. The tsunami was triggered by an earthquake in the Pacific Ocean. Measuring 9.0 on the Richter Scale, the earthquake was the sixth largest ever recorded by seismologists. **0** **C** Not only that, it shifted the Earth's axis by 10 inches. This deviation led to a shortening of the length of a day by 1.8 microseconds!

Earthquakes hit the headlines only rarely, but events like Japan's megaquake serve to remind us of their truly awe-inspiring power. Every year, some 3 million earthquakes take place on the planet – equivalent to about 8,000 a day or one every 11 seconds. **1**

Earthquakes happen because the Earth's crust is not contiguous. Rather, like a boiled egg with a broken shell, it is separated into about 20 pieces. These pieces are called tectonic plates.

The theory that explains the movement of these plates on the earth's surface is known as plate tectonics. According to plate tectonics, the Earth's plates are not stationary but are instead moving very slowly around the planet. **2** The result is that sometimes the plates crash into each other, sometimes they move away from each other, and sometimes they slide past each other. **3**

Take, for example, plates that are sliding horizontally past each other. Because the edges of the plates are rough, they get stuck. However, even though the edges get stuck, the rest of the plate keeps moving. **4** At some point (i.e.,



earthquake

when the plate has moved far enough), the edges suddenly become unstuck. The sudden unsticking and jerking apart of the plates releases the built-up pressure in an instant. The result is an earthquake.

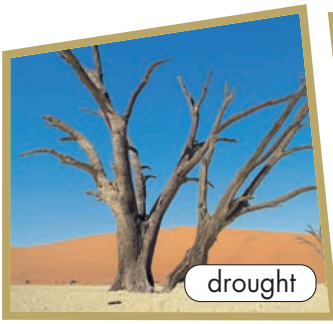
There is a special region of the globe known as the Pacific Ring of Fire. **5** In the Pacific Ring of Fire, plates are crashing into each other constantly.

When two plates crash together, one of two things can happen. Either one plate is forced to slide beneath the other one, or the two plates push against each other to form mountains and volcanoes. In either case, earthquakes can result.

Earthquakes in the Pacific Ring of Fire result from plates colliding and slipping under each other. **6** It was the Pacific Plate sliding under the Eurasian Plate that caused the earthquake and tsunami in Japan on that fateful day in March 2011.

Check these words

hit, destruction, trigger, shift, axis, deviation, awe-inspiring, Earth's crust, contiguous, stationary, slide past, rough, get stuck, jerk apart, release, built-up pressure, in an instant, the globe, collide, slip, fateful day



drought



blizzard



flood

STUDY SKILLS

Gapped texts

Read the text quickly to see what it is about. Read it again sentence by sentence. Pay attention to the words before and after each blank as they will help you decide on your answer. Read the completed text again to see if it makes sense.

Completing a gapped text

3 a) The article in Ex. 2 is about earthquakes. Seven sentences have been removed from it. Choose from the sentences (A-H) the one which fits each blank (1-6). There is one extra sentence you don't need to use. There is an example at the beginning (0).

- A The result is an enormous build-up of pressure.
- B It is the movement of plates at their edges that causes earthquakes.
- C So great was its power that it caused the entire island of Japan to move 16 feet eastwards.
- D It is an explanation for mountains and volcanoes, not just earthquakes.
- E The sudden drop of one plate below another, when it occurs under the sea, can generate a tsunami.
- F Most are so small they go unnoticed, but a few (about 20 a year) are big enough to cause damage.
- G It is here that an incredible 90% of all earthquakes (and 80% of the world's largest earthquakes) occur.
- H Because the plates are interconnected, no single plate can move without affecting the others.

b) Which words helped you decide on each blank? Compare with your partner.

4 Fill in: *trigger, recorded, shift, jerk apart, collide*.

- 1 It was the most destructive earthquake _____ in the last 100 years.
- 2 An earthquake can _____ fires and damage a lot of buildings.
- 3 When tectonic plates _____ they cause earthquakes.
- 4 When the plates _____, pressure is released and this causes an earthquake.
- 5 A 9.0 earthquake can _____ the Earth's axis.

Checking understanding

5 Complete the sentences. Compare with your partner.

- 1 The tsunami that hit Japan on March 11, 2011, was the result of _____.
- 2 The earthquake measured _____.
- 3 Because of the earthquake, the Earth's axis _____.
- 4 Not all earthquakes cause _____.
- 5 Earthquakes happen because the Earth's plates _____.
- 6 When the edges of tectonic plates become unstuck, the _____.
- 7 The Pacific Ring of Fire is the place where _____.
- 8 A tsunami is caused when _____.

Speaking & Writing

6 Summarize the text using the words in the *Check these words* box (50-60 words). Tell your partner.

7  IT Collect information about a force of nature from Ex. 1. Present it to the class.

QUOTATION

"Nature cannot be tricked or cheated. She will give up to you the object of your struggles only after you have paid her price." *Napoleon Hill, American author*

HOW DID IT ALL BEGIN?

Throughout history, mankind has wondered about the origin of the universe. Has it existed eternally with no beginning or end, or was it created at some point in time? Physicists still can't say for certain how the universe came to exist, or why it exists, but they have several theories ...

Vocabulary

Celestial bodies

- 1 a)  Listen and say. Then, read the dictionary entries.

planet /plænit/ (n) a large round object in space that moves around a star. e.g., the Earth

asteroid /æstərɔɪd/ (n) a small celestial body that moves around the sun (mainly between the orbits of Mars and Jupiter)

comet /kɒmɪt/ (n) a bright object with a long tail that travels around the sun

galaxy /gæləksɪ/ (n) a large group of stars and planets that extends over many billions of light years


star /stɑː/ (n) a large ball of burning gas in space

meteor /mɪtɪə/ (n) a small mass traveling through space

moon /muːn/ (n) any planet's natural satellite

constellation /kɒnstɛləʃən/ (n) a group of stars that form a pattern and are named after it

- b) Can you name the planets in our solar system?

 Listen and check.

A The Big Bang Theory

Before the 20th century, people believed that the universe had existed forever, and had looked the same way forever. But in 1929, astronomers made a startling discovery. Looking through their telescopes they noticed that the galaxies in our universe are actually moving away from each other at enormous speed – our universe is expanding!

If our universe is expanding, then logically at some point in the past the entire universe was contained in a single point in space. The Big Bang

Theory states that about 14 billion years ago, our universe exploded out of nowhere from a single point and it has been expanding ever since to form the universe we know today. Our universe, in other words, has not existed forever. It had a definite beginning. Before our universe came into existence there was nothing...no time, space, matter, energy ... nothing! The Big Bang created time, space and matter.

The Big Bang Theory is currently the most widely accepted hypothesis for the origin of the universe. However, it still leaves many questions unanswered. For instance, it doesn't explain *why* the big bang happened in the first place.

B The Cyclical Universe Theory

The Cyclical Universe Theory addresses the question, "What caused the big bang?" The answer it gives is the collapse and expansion of a prior universe. According to the Cyclical Universe Theory, our universe began when another universe collapsed violently into a single point then exploded out again. Trillions of years from now, our own universe will stop expanding and begin to contract. Eventually, it will also collapse into a single point and explode out again giving rise to a new universe. Our universe is therefore just the latest in an endless series. Countless universes have preceded this universe and countless others will follow it. Space and time had no beginning. Cycles of expansion, contraction, collapse, and explosion have been going on forever.

STUDY SKILLS

Setting a purpose

Before you read a text, think what you already know about the topic. This will help you think what else you would like to learn about it.

Check these words

eternally, exist, startling discovery, expand, logically, explode, widely accepted, hypothesis, collapse, prior, trillion, endless, countless, expansion, contraction, infinite, motivation

c The Multiple Universe Theory


According to the Multiple Universe Theory, what we have been calling the universe is actually nothing like we thought! It is just a single bubble in an infinite number of universes. We are actually living in a multiverse consisting of trillions of universes. The multiverse has existed forever, and each universe in it is different.

The main motivation behind the Multiple Universe Theory is to provide an explanation as to why our universe seems to be so perfectly suited towards supporting life. For many people, this fact demands an explanation. They feel it is too much of a coincidence that the conditions in our universe just happen to be right to make life possible.

The Multiple Universe Theory states that there is nothing mysterious about this. There are trillions upon trillions of universes in the multiverse and therefore at least a few of them will have conditions that make life possible. We simply happen to be living in one of these universes.

Reading**Setting a purpose**

- 2 What do you know about the origin of the universe? What would you like to know about it? Write down two questions.

 Listen and read the text. Can you answer your questions?

Multiple Matching

- 3 Read the article again, then for questions 1-8, choose from theories A-C. The theories may be used more than once. Which theory/theories:
- 1 say(s) space, time, and matter have existed forever with no beginning or end? ___ ___
 - 2 do most physicists support? ___
 - 3 suggests a reason why our universe has the ideal conditions for supporting life? ___
 - 4 says our universe came from an earlier universe? ___
 - 5 say only one universe exists at any one time? ___ ___
 - 6 is supported by evidence we can see? ___
 - 7 says our universe will eventually disappear? ___
 - 8 says our universe we are living in is unique? ___



- 4 Fill in: *expanding, exploded, collapse, prior, infinite*.

- 1 Astronomers have discovered that our universe has been _____ since it was formed.
- 2 Many universes may have existed _____ to the one we are living in.
- 3 Our universe might actually be just one of a(n) _____ number of other universes.
- 4 One day our universe may _____ and give rise to a new universe.
- 5 According to the Big Bang Theory, our universe _____ into existence from a single point.

STUDY SKILLS**Avoid repetition**

Writers use pronouns to avoid repeating the same nouns again and again. Identifying the nouns they refer to will help you understand the text better.



Identifying pronoun references

- 5   Look at the underlined pronouns in the text. Decide which noun each one refers to.

Speaking & Writing**Checking understanding**

- 6 a) Write one question for each theory in the text. Write the answers on a separate piece of paper.

How did the universe start according to the Big Bang Theory?

- b)   Swap papers and answer your partner's questions. Check with your partner.

- 7 **THINK** Read the quotation. Imagine you were with Neil Armstrong. In three minutes write a few sentences describing your feelings at that specific moment. Tell your partner. Discuss.

QUOTATION

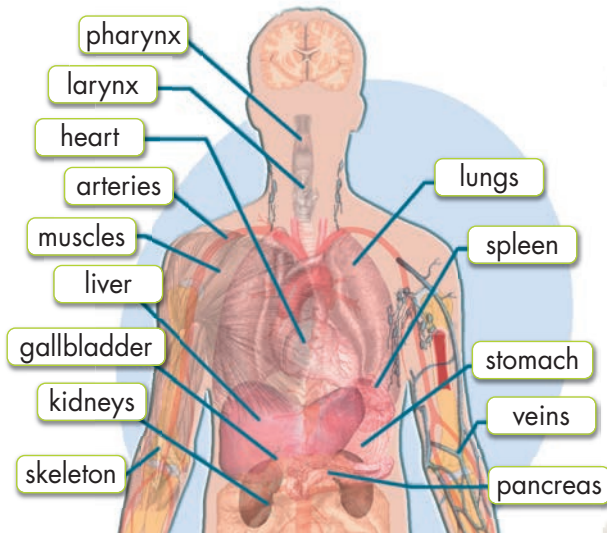
"It suddenly struck me that that tiny pea, pretty and blue, was the Earth. I put up my thumb and shut one eye, and my thumb blotted out the planet Earth. I didn't feel like a giant. I felt very, very small."

Neil Armstrong, U.S. astronaut

Vocabulary

Human anatomy

- 1 Listen and repeat.



Reading

Identifying the author's purpose

STUDY SKILLS

Identifying the author's purpose

Authors write in order to inform, entertain, and persuade. Identifying the author's purpose helps us understand the text better.

- 2 Read the title then skim the text. What is the text about? What does the author want us to know about the topic?

Identifying main ideas

- 3 Find the main idea in each paragraph. Compare with your partner.

STUDY SKILLS

Identifying main ideas

Paragraphs are usually laid out so that each one contains a main idea. Identifying the main idea helps us to understand what the paragraph is about. The main idea is usually found in the first or the last sentence of the paragraph. These sentences are called topic sentences.

CAN WE PUT AN END TO AGING?



1 The results of a recent experiment to slow the effects of the aging process in mice amazed scientists in Boston, USA. The scientists increased the amount of an enzyme called telomerase in the cells of the mice. Telomerase is an important enzyme because it repairs DNA. With increased telomerase in their cells, the mice's fertility improved, their fur began to look healthier, even their brains worked better. The scientists were hoping simply to slow the aging process in mice but, much to their surprise, they actually reversed it!

2 Could we use the same process to stop humans from aging? It's possible, but it wouldn't be without risks. Scientists believe increasing the level of telomerase in human cells would put people at greater risk of cancer. What's more, it's unlikely that simply increasing telomerase would be enough to keep us young because hundreds of enzymes are involved in the aging process.

3 Although scientists don't yet know exactly how and why we age, they have several theories. One theory is that as time passes, our bodies become less efficient at removing toxins from our cells. One way to try to stop the aging process is to keep cells as clean as possible. Scientists in New York successfully used this technique to restore the livers of old

Check these words

aging process, enzyme, cell, repair, fertility, process, reverse, efficient, toxin, technique, restore, breed, ability, protein, youthful, combat, artificially, development, prevent, serving, compare, wrinkles, fantasy

mice. The researchers bred special mice that did not lose their ability to remove damaged proteins from their livers. When these special mice were two years old, their livers were as healthy as the livers of ordinary one-month old mice. Although these special mice with youthful livers didn't live any longer than ordinary mice, scientists believe this study could eventually lead to ways of protecting humans from the diseases we get in old age.

4 ▶ Of course, if scientists ever do succeed in developing drugs that combat the aging process we will need to ask ourselves whether it is right to use them. For instance, should we keep people young and healthy artificially when, already, there are far too many people on the planet?

5 ▶ What if you can't wait for these future developments though? Well, scientists may not yet be able to stop you from aging, but they do know a way you can keep yourself looking younger – tomatoes! Tomatoes contain a substance called lycopene which helps prevent one of the main causes of skin aging: sun damage. Researchers in the UK asked a group of people to eat a serving of cooked tomatoes every day for 12 weeks. They then compared their skin to the skin of people who hadn't eaten any tomatoes. The skin of the people who ate the tomatoes was much less likely to burn in the sun. Eating tomatoes also increases the levels of procollagen in your skin. Procollagen helps keep skin firm, so the more you have in your skin, the less likely you are to get wrinkles. So while living forever is still just a fantasy, nature has at least provided a way for us to keep looking as young as possible, for as long as possible!

Comprehension questions

4 Read the text and answer the questions.

- 1 What physical change did the Boston scientists see in the mice in their experiment?
- 2 What problem is there with performing the Boston procedure on people?
- 3 What builds up in our cells as we age?
- 4 What did the New York scientists achieve?
- 5 What global problem does the writer mention that could be affected by anti-aging treatments?
- 6 How does eating tomatoes help us achieve younger-looking skin?
- 7 Why might reversing the aging process one day become a reality?

5 Fill in: *reversed, serving, combat, efficient, enzymes.*

- 1 Scientists are trying to find ways to _____ the aging process and keep people looking young.
- 2 Our bodies are more _____ at removing toxins from our cells when we are young, than when we are old.
- 3 Eating a daily _____ of cooked tomatoes can help protect your skin against sun damage.
- 4 Scientists haven't just slowed down the aging process in mice; they have _____ it.
- 5 Telomerase is just one of hundreds of _____ involved in the aging process.

Checking understanding

6 Read the text again and mark the sentences *T (true) or F (false)*. Correct the false statements.

- 1 Telomerase is an enzyme that fixes damaged DNA. _____
- 2 There is no telomerase in human cells. _____
- 3 Scientists have bred mice that don't have proteins in their livers. _____
- 4 The diseases of old age may be the result of toxins building up in cells. _____
- 5 Lycopene increases your skin's sensitivity to the sun. _____

Speaking & Writing

7 **THINK** In three minutes, write four things that you learned from the text. Tell the class.

8 **THINK** How do you think your life today would be different if scientists had found a way to stop people from aging? In three minutes, write a few sentences. Tell the class. Discuss.

QUOTATION

"I think your whole life shows in your face and you should be proud of that." *Lauren Bacall, American actress*

1.4 Elements

CHEMISTRY

Vocabulary

Chemistry elements

1 Match the chemical symbols (1-8) to the correct element (a-h).

Listen and check, then say.

1	O	a	nitrogen
2	C	b	gold
3	Fe	c	oxygen
4	N	d	carbon
5	Na	e	hydrogen
6	Ag	f	sodium
7	Au	g	silver
8	H	h	iron

Reading

Using prior knowledge

STUDY SKILLS

Using prior knowledge

Before you read a text, think what you know about the topic. This will help you read the text more easily.

2 What do you know about oxygen? Which of the sentences below are true?

Listen, read, and check.

- 1 Oxygen powers our bodies.
- 2 Oxygen is toxic in large amounts.
- 3 The first life forms needed oxygen to survive.
- 4 Oxygen is the main product of photosynthesis.
- 5 Animals were smaller in the past because of oxygen.
- 6 The amount of oxygen in the atmosphere has been constant through time.

Take a deep breath...

Surprising Facts about OXYGEN

They say too much of anything is bad for you. Believe it or not, that's true of the oxygen that powers our bodies. If we breathed air that was more than 75% oxygen, we could die within days. Our lungs couldn't cope. Our bodies are used to air that's 21% oxygen - and even that's harmful over a lifetime.

The body makes use of around 98% of the oxygen it takes in and the rest transforms into free radicals - molecules that attack and damage our cells over time. Oxygen, then, is actually toxic in large doses. But after 3-4 billion years of evolution of life on Earth, shouldn't our bodies be better at processing oxygen? To try to answer that question, it's important to understand that oxygen wasn't always present in the atmosphere. Because of this, scientists believe that the first life forms on the planet were anaerobic; they were able to survive without oxygen. It was only after plants established themselves that oxygen appeared in the atmosphere. This appearance of oxygen in the Earth's atmosphere some 2.2 billion years ago is known as the Great Oxidation Event.

Plants, unlike animals, don't need oxygen, but produce it through photosynthesis - the process by which they convert sunlight, water, and carbon dioxide into energy. Because oxygen is a by-product of photosynthesis, it took more than a billion years for enough of it to build up in the atmosphere and give rise to animal life.

Fossil evidence suggests animals first appeared about 700 million years ago in the oceans. The first animal life forms had extremely thin bodies in relation to their size. Scientists believe this allowed them to make maximum use of the low amounts of oxygen present in the ocean. Around 500 million years ago, atmospheric oxygen levels were high enough to enable animals to venture out of the ocean and onto land.

The amount of oxygen in our atmosphere has not increased steadily. In fact, 300 million years ago, oxygen was actually more abundant in the air than it is now, making up 50% of it. As a result, animals were much bigger than they are today. There were insects, for example, which measured more than 2.5 feet from the tip of one wing to another. Scientists recently bred dragonflies this size in 50%-oxygen environments. They say the dragonflies were able to grow so big because in oxygen-rich atmospheres, insects don't need the large breathing systems which normally limit the size of their bodies.

By 240 million years ago, though, oxygen levels had fallen to just 12% of the air.

If it's surprising that the amount of oxygen in the atmosphere has varied during animal evolution, it's perhaps even more surprising to learn that the planet is more dependent on oxygen produced in the oceans than on land. Scientists estimate that sea algae replace around 90% of the oxygen in the biosphere. So, today's most complex life forms not only originated in an environment in which they now cannot breathe - the ocean - they rely on it for their survival!

Check these words

power, cope, free radical, molecule, toxic, dose, evolution, establish oneself, photosynthesis, process, convert, by-product, give rise to, fossil evidence, venture, steadily, abundant, wing, breed, dependent, sea algae, biosphere, rely on

STUDY SKILLS

Multiple choice

Read through the text once to get a general idea what the text is about. Read the questions and possible answers and underline the key words. Read the text again. Find the parts of the text that contain the answer to each question. Look for paraphrases.

Multiple Choice

3 Read the article on oxygen in the atmosphere. For questions 1-5, choose the correct answers (A, B, C, or D). Justify your answers.

- 1 Air that is mainly oxygen is
 - A low in free radicals.
 - B useful to the body.
 - C dangerous to humans.
 - D bad for evolution.
- 2 Oxygen is
 - A 50% of the atmosphere.
 - B necessary in order for life to exist.
 - C the result of atmospheric chemistry.
 - D unnecessary for plants.
- 3 According to the article, animals
 - A couldn't have evolved without plants.
 - B took a long time to get big in size.
 - C were anaerobic at first.
 - D needed large breathing systems in the past.
- 4 The dragonfly experiment suggests
 - A large creatures need less oxygen.
 - B insects develop more quickly in high – oxygen environments.
 - C low levels of oxygen will result in large creatures.
 - D insects fly more easily in high-oxygen environments.
- 5 Without sea algae
 - A there would be no oxygen in the atmosphere.
 - B animals would stop evolving.
 - C all life in the oceans would die.
 - D all life on Earth would be in danger.

4 Fill in: carbon, large, support, breathe, sea, grow, make, animal.

- | | |
|-----------------|-------------------|
| 1 _____ air | 5 _____ life |
| 2 _____ use of | 6 _____ big |
| 3 _____ doses | 7 _____ algae |
| 4 _____ dioxide | 8 _____ evolution |

5 Use words from the *Check these words* box in their correct form to complete the sentences.

- 1 Our lungs can't _____ with too much oxygen.
- 2 In the past, insects had bigger _____ than they do today.
- 3 Oxygen is _____ in large doses because it produces free radicals.
- 4 Scientists think that animals first _____ onto land about 500 million years ago.

Checking understanding

6 Correct the statements. Compare with your partner.

- 1 Life on Earth arose in an oxygen-rich environment.
- 2 Our bodies process oxygen with 100% effectiveness.
- 3 The appearance of photosynthesis in plants is known as the Great Oxidation Event.
- 4 Evidence suggests animal life appeared on land and in the oceans at about the same time.
- 5 Land animals depend on land plants for most of their oxygen.

Speaking & Writing

7 🗣️🗣️ Tell your partner five things you have learned from the text.

8 **THINK** What was the author's purpose in writing this article? Write a few sentences. Justify your answer. Tell the class. Discuss.

QUOTATION

"Life is not measured by the number of breaths we take, but by the moments that take our breath away!"

Anonymous

1.5 Writing Skills

Essay Writing

For-&Against Essays

For-and-against essays are formal pieces of writing in which we discuss the advantages and disadvantages of a specific topic. They normally consist of:

- an **introduction** in which we present the topic.
- a **main body** in which we present the points for and the points against, in separate paragraphs, supporting the arguments with justifications/examples.
- a **conclusion** in which we present a balanced summary of the topic or our opinion.

We link our ideas with appropriate **linking words/phrases**.

to list points: *In the first place, To start with, Secondly, Thirdly, In addition to this, Furthermore, Moreover, Besides,* etc.

to introduce/list/(dis)advantages:
The first/main (dis)advantage of ..., One/Another (dis)advantage of ..., One point of view in favor of/against ...

to introduce justifications/results: *for example/instance, for this reason, because, as, since, as a result,* etc.

to show contrast: *On the other hand, However, still, but, Although, Even though, Despite/In spite of (the fact that),* etc.

to conclude: *In conclusion, All in all, All things considered, Taking everything into account,* etc.

1 Read the rubric then read the model essay. Complete the table with points for/against and their justifications.

You have had a class discussion about “designer babies”. Your teacher has now asked you to write an **essay** presenting the arguments **for** and **against** parents being able to choose desirable traits for their children (200-250 words).

In the future, genetic engineering may allow us to choose desirable characteristics for our children. If such technology becomes available, should parents be allowed to custom design their children?

There are some arguments in favor of allowing technology to “design” babies. First of all, by using genetic engineering we can prevent genetic diseases. This would mean healthy children, saving parents from the emotional strain of looking after an ill child. Secondly, being able to enhance the looks and intelligence of a baby would result in smarter, more beautiful people.

However, there are also some arguments against “designing babies.” To start with, it is likely that the technology needed to produce “designer babies” will be very expensive. As a result, only the rich will be able to afford to give their children desirable characteristics. This could lead to even greater imbalances between the rich and the poor. Furthermore, many people believe that no one has the right to change an unborn human as every unborn child should have the right to remain genetically unmodified. After all, there is no guarantee that the parents will like the final outcome.

In conclusion, it appears that being able to create smarter, healthier, better-looking human beings may have its advantages. However, I believe if this technology is not available to everyone, it will introduce a whole new set of social problems.

For	Justifications
Against	Justifications

STUDY SKILLS

Topic/Supporting sentences

Main body paragraphs should begin with topic sentences. A topic sentence introduces or summarizes the main idea of the paragraph.

The topic sentence is followed by supporting sentences which provide justifications/examples, and details and/or reasons, to support the topic sentence.

2 Underline the topic sentences in the main body paragraphs in the model essay. Replace them with the topic sentences below.

- a On the other hand, there are disadvantages to developing the technology to “design” babies.
- b There are a number of advantages to “designing” babies.

3 a) Choose the appropriate topic sentences for the two paragraphs below.

- a There are many advantages to solar energy.
- b On the other hand, there are a number of arguments against cosmetic surgery.

1 One of the main arguments is its lack of toxic emissions. Burning fossil fuels for energy emits carbon dioxide into the air, which is a major cause of global warming.

2 For instance, a patient risks developing complications that can sometimes be fatal. The risk of surgery of any kind is greater than most people realize, such as severe allergic reaction to medication.

b) 😊😊 Write a topic sentence for this paragraph. Compare with another student.

Firstly, over 20 billion disposable diapers end up in landfills every year. They do not degrade well in landfills, as they need to be exposed to oxygen and sunlight to decompose. It takes hundreds of years for decomposition to be completed.

4 Read the paragraphs. Which one(s) contain a topic sentence and supporting sentences related to it? Which one(s) contain a topic sentence but the supporting sentences are not fully related to it?

1 There are some good arguments against poor countries investing in tsunami warning systems. To begin with, such systems are expensive. For this reason, many people argue that tsunamis happen so rarely the cost of implementing a warning system is not justified and the money is better spent fighting poverty.



2 Nevertheless, there are certain drawbacks to getting a PhD. For instance, research is absolutely essential to technological advancement. For this reason, it is important that governments keep subsidizing universities.



3 Experimenting on animals to gain scientific insight into human diseases has many disadvantages. Firstly, animals do not have the same physiology as humans. This means the test results are almost always meaningless for humans.



5 Use the prompts below to complete the paragraph. Use appropriate linkers.

Topic sentence: *However, there are also some arguments in favor of following a vegetarian diet.*

- meat consumption/linked to several cancers/avoid these health risks
- reduce factory farming/cruel to animals/poor quality of life and short lifespan

1.5 Writing Skills

6 Choose the correct linker. Compare with your partner.

- 1 **Besides, / Despite** knowledge of mathematics is important in practically every area of our lives.
- 2 **Even though / Nevertheless** many mothers wish to breastfeed their babies, they are often unable to do so for various reasons beyond their control.
- 3 **In conclusion, / Since**, it is factories which create the most environmental pollution, not individuals.
- 4 **Taking everything into account, / For instance**, many people argue that transporting produce halfway around the world simply so people can eat strawberries in winter is a luxury the world can not afford.
- 5 **Secondly, / Especially** rich nations create more pollution per person than poor nations. **What is more / However**, the rapid industrialization of poor nations around the world means they will soon catch up.
- 6 **Such as / To sum up**, it is a relatively simple matter to recycle newspapers, magazines, and other paper waste.
- 7 **It is argued / One reason** that maintaining the existence of zoos is important is that zoos contribute to the conservation of endangered species.
- 8 **In the first place, / While** access to the Internet gives people access to information and information is power.

Your Turn

7 a) Read the rubric and answer the questions.

You have had a class discussion about space exploration. Your teacher has now asked you to write an **essay** presenting the arguments **for** and **against** exploring space (200-250 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should your piece of writing be about?

b) Which of the following points are *pros* and which are *cons*?

- 1 may result in the discovery of a planet that can support life
- 2 very expensive and requires public funding
- 3 has already resulted in many indirect scientific achievements and there may be more
- 4 the distances in space are enormous

c) Match the justifications below (a-d) to the *pros/cons* in Ex. 7b (1-4).

- a this money could be better spent on reducing poverty or fighting hunger and disease
- b we can only ever explore a tiny part of the universe
- c give humans somewhere to go if a disaster threatens to destroy life on Earth
- d space exploration research led to the development of computers and lasers

8 Use the ideas from Ex. 7, and your own ideas, to write your essay. Follow the plan. Use the phrases from the *Useful language* box.

PLAN

- Para 1 *state topic*
 Para 2 *points for & justifications*
 Para 3 *points against & justifications*
 Para 4 *summarize points (& express opinion)*

Useful language

- It seems that ...
- There are arguments in favor of ...
- There are a number of points in favor of ...
- One advantage is that ...
- Firstly, ...
- Secondly, ...
- On the other hand, there are arguments against ...
- There are arguments against the ..., however.
- All in all, it seems that ...
- I think / I believe / To me ...

Progress Check



Vocabulary

1 Choose the correct word.

- The poison cyanide is highly ____ to animals and humans.
A radical B toxic C toxin
- There are ____ stars in the sky.
A endless B abundant C countless
- Physicists do not know whether the universe is ____ or not.
A countless B infinite C contiguous
- Carbon dioxide is a ____ of cellular respiration.
A deviation B by-product C biosphere
- Many people these days spend a fortune attempting to ____ the signs of aging.
A collapse B expand C combat
- Geologists believe the Earth's ____ is broken up into pieces.
A axis B crust C globe
- Life expectancy around the world has increased ____ for nearly 200 years.
A steadily B eternally C artificially
- Scientists believe an asteroid ____ with the Earth 65 million years ago.
A collided B existed C triggered
- Mice ____ very quickly – a female can have 5-10 litters per year.
A breed B exist C restore
- Their results have not been widely ____ .
A abundant B accepted C reversed

10x2=20 points

2 Fill in the correct word: *biosphere, fertility, venture, rely (on), motivation, prior, technique, hypothesis, free radicals, stationary*

- The Earth's plates are not _____, they move slowly around the planet.
- The large Hadron Collider was invented to test the _____ of the Big Bang Theory.
- Telomerase is an enzyme that can increase the _____ of mice.
- Some scientists believe in the existence of another universe _____ to this one.
- Some scientists believe _____ damage our cells and cause aging.
- Researchers are developing a _____ for the early detection of Alzheimer's disease.
- The first creatures to _____ onto land from the sea did so about 500 million years ago.
- Many people like the idea of exercise, but lack the _____ to actually do any.
- All life on Earth exists in the _____ .
- Math skills _____ logic as well as language to represent large numbers.

10x2=20 points

Listening

3 Listen and mark the sentences T (true) or F (false).

- In June, China was hit by some of its most severe natural disasters in recent years. _____
- Affected regions were mostly hit by floods and droughts. _____
- The Yangtze River experienced high rainfall along its entire length. _____
- Damage to farmland alone caused over 8 billion US dollars worth of economic losses. _____
- Most of the affected areas are in isolated regions of the country. _____

5x4=20 points

1 Progress Check

Reading

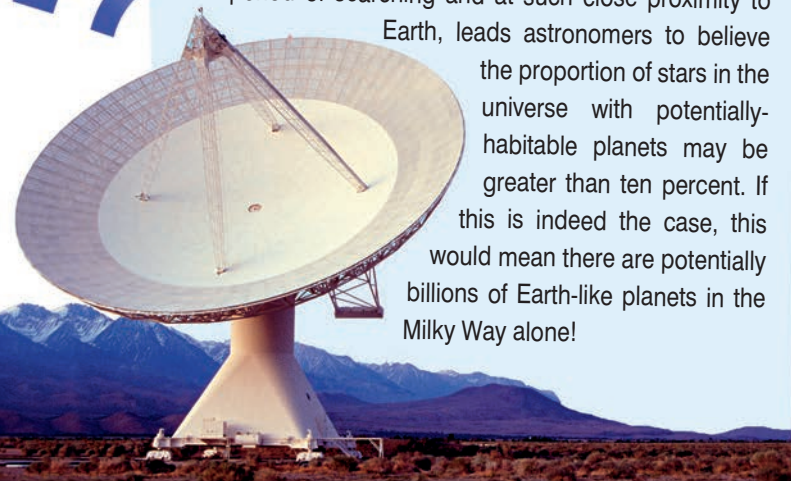
- 4 Read the text and mark the sentences *T* (true) or *F* (false).

In September 2010, after a decade of observation, astronomers announced the discovery of a planet with the greatest recognized potential for harboring life. The planet, named Gliese 581g, is 20 light years from Earth. It orbits a red dwarf star in the Libra Constellation.

Gliese 581g is the right size, and just the right distance from its star to harbor life. Unfortunately, current technologies don't allow scientists to study the atmosphere of Gliese 581g for chemical signs of life. But astronomers expect many more life-friendly planets to be discovered soon. If any of the planets cross the face of their parent star, relative to our line of sight, then scientists will be able to gather atmospheric data from them.

The detection of Gliese 581g after such a short period of searching and at such close proximity to Earth, leads astronomers to believe

the proportion of stars in the universe with potentially-habitable planets may be greater than ten percent. If this is indeed the case, this would mean there are potentially billions of Earth-like planets in the Milky Way alone!



- 1 Astronomers discovered Gliese 581g in 2010. _____
- 2 Gliese 581g is situated in the Libra Constellation. _____
- 3 Chemical analysis of Gliese 581g's atmosphere has been conducted. _____
- 4 Gliese 581g does not cross the face of its red dwarf star relative to our line of sight. _____
- 5 Astronomers think most stars in the universe have potentially-habitable planets orbiting them. _____

5x4=20 points

Writing

- 5 Read the rubric. Match the points (1-4) to their justifications (a-d). Write your essay.

You have had a class discussion on anti-aging research. Your teacher has asked you to write an essay presenting the arguments for and against the public funding of anti-aging research (200-250 words).

Pros/Cons

- 1 world is already overpopulated
- 2 it is likely that such research will help us understand the causes of many diseases
- 3 we have a moral obligation to make everyone's lives better
- 4 diverts funds away from more urgent problems

Justifications

- a may save millions of lives and lots of money in the long run
- b people living longer would just put more pressure on the environment
- c the money could be spent on providing clean water and food for the poor
- d we already do everything we can to extend people's lives when they are sick, so why not in this way

20 points

TOTAL: 100 points

CHECK YOUR PROGRESS

- talk about natural disasters
- talk about the universe and celestial bodies
- talk about organs inside the human body
- identify chemical elements
- identify the author's purpose
- avoid repetition
- identify the main idea in a paragraph
- predict content using prior knowledge
- write a for-and-against essay

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Some – Any – No & Their Compounds

Some, any, and no are used with uncountable nouns and plural countable nouns.

*We need **some** eggs and **some** butter.*

- We use **some and its compounds** (*somebody, someone, something, somewhere, etc.*) in the affirmative.
*She needs **some** time.*
- We also use **some and its compounds** in questions for offers or requests.
*Would you like **some** cake?
Can I have **some** milk with my coffee, please?*
- We use **any and its compounds** (*anyone, anything, etc.*) in questions. *Has **anyone** called?*
- **Not any** is used in negative sentences.
*There **isn't any** fruit in the basket.*
- **Any and its compounds** can also be used with negative words such as **without, never, rarely**.
*I have **never** met **anyone** like him.*
- When **any and its compounds** are used in affirmative sentences, there is a difference in meaning.
*You can say **anything** you want to the journalist.* (it doesn't matter what)
***Anyone** can take part in the competition.* (it doesn't matter who)
- **No and its compounds** are used instead of **not any** in negative sentences.
*They **don't have any** money./They **have no** money.
They **didn't buy anything**./They **bought nothing**./
There **wasn't anybody** in the room./There **was nobody** in the room.*

Note: We use a **singular verb** with **compounds of some, any and no**. *There **is** someone in the room.*

Every – Each

- **Every** is used with singular countable nouns. It refers to a group of people or things and means "all, everyone, everything," etc.
***Every** student has a library card.* (everyone)
- **Each** is used with singular countable nouns. It refers to the members of a group separately. ***Each** visitor was given a day pass.* (each visitor separately)
- **Every one** and **each (one)** can be followed by **of**. We normally use **each** when we talk about two people or things. We use **every** when we talk about three or more people or things.
*She owns two apartments and she decorated **each (one)** of them beautifully.*
*Paul has written many novels. **Every one of them** has been a best seller.*

A few/few – A little/little

A few and few are used with plural countable nouns. **A little and little** are used with uncountable nouns.

- **A few** means "not many, but enough." *We have **a few** apples.* We can make an apple pie. **Few** means "hardly any, almost none" and can be used with **very** for emphasis. *There were **(very) few** visitors in the museum.*

- **A little** means "not much, but enough." *It's **a little** cold – would you like me to close the window?*
- **Little** means "hardly any, almost none" and can be used with **very** for emphasis.
*We have **(very) little** time left. We must hurry up.*

A lot of/Lots of – Much – Many

- **A lot of/Lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. *There are **a lot/lots of** opportunities for young graduates.*
The **of** is omitted when a lot/lots are not followed by a noun. *There's **lots/a lot** going on in town today.*
- **Much** and **many** are usually used in negative sentences or questions. **Much** is used with uncountable nouns and **many** is used with plural countable nouns.
*There **aren't many** books on the shelf.*
*Did you spend **much** money at the mall?*

Practice

1 Choose the correct item.

- Is there ___ cherry pie left?
A some B any C no
- Does ___ know where Alex is?
A someone B no one C anyone
- ___ people attended the wedding.
A Much B A lot of C Little
- They go to Italy on vacation ___ year.
A every B each C some
- ___ was happy with their exam results.
A Anybody B Some C Everyone
- Very ___ people went to the party.
A few B little C many
- She had a glass of orange juice in ___ hand.
A every B each C any
- Sue speaks ___ French.
A a few B few C a little
- Was there ___ traffic on the roads?
A much B many C lots
- You can take ___ you like.
A something B nothing C anything
- There are ___ chocolates in the box.
A little B no C any
- I've seen all of Brad Pitt's movies and I like ___ of them.
A every B each one C every one

Conditionals/Wishes

Conditionals: type 0/1

- **Type 0 conditionals** are used to express a **general truth** or a **scientific fact**. In this type of conditional we can use **when** instead of **if**.

IF-CLAUSE	MAIN CLAUSE
If/When + simple present → simple present	
<i>If/When polluted water is not filtered, it is dangerous for our health.</i>	

- **Type 1 conditionals** are used to express a **real** or **very probable situation** in the **present** or **future**.

IF-CLAUSE	MAIN CLAUSE
If + simple present → simple future, imperative, can/must/may, etc. + bare infinitive	
<i>If she does well at the interview, she will get the job.</i>	

- When the hypothesis comes before the main clause, we separate the two parts with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: With type 1 conditionals we can use **unless + affirmative verb** (= if + negative verb).
She will not speak to him unless he apologizes. (If he doesn't apologize, she will not speak to him.)

Conditionals: type 2 & 3

- **Type 2 conditionals (unreal present)** are used to express **imaginary situations which are contrary to facts in the present** and therefore, are **unlikely to happen in the present or the future**. We can use either **were** or **was** for 1st and 3rd person singular in the if-clause. We can also use the structure *If I were you, ...* to give advice.

IF-CLAUSE	MAIN CLAUSE
If + simple past/ past progressive → would/could/might + bare infinitive	
<i>If I had a good voice, I would become a singer. If Paul was not working today, we could go to the beach. If I were you, I would stay in tonight.</i>	

- **Type 3 conditionals (unreal past)** are used to express **imaginary situations which are contrary to facts in the past**. They are also used to express **regrets** or **criticism**.

IF-CLAUSE	MAIN CLAUSE
If + past perfect/ past perfect progressive → would/could/might + bare perfect infinitive	
<i>If I had studied harder, I would have passed the exams. If he hadn't been studying that hard, he wouldn't have passed his exams.</i>	

- **Conditionals** are usually introduced by **if**. Other expressions are: **unless** (= if not), **providing**, **provided** (that), **as long as**, **on condition** (that), **but for** + **-ing** form/noun, **otherwise**, or **else**, **what if**, **supposing**, **even if**, **only if**.

Unless she starts studying harder, she's going to fail her exams.

Get up now or else you'll miss your appointment.

Note: When **only if** begins a sentence, the subject and the verb of the main clause are inverted.

Only if you are dressed formally, will you be allowed in.

- When the if-clause precedes the main clause, we separate the two clauses with a comma.

If you are feeling tired, you must rest.

BUT *You must rest if you are feeling tired.*

- In conditionals type 2 in formal English we normally use **were** instead of **was** after "if" for all persons.

If he were/was here, things would have been different.

- We do not normally use **will**, **would**, or **should** in if-clauses.

If you stay up late, you can get into trouble. (NOT: if you will stay) However **will**, **would**, or **should** can be used in if-clauses to make a request or express annoyance, doubt, uncertainty, or insistence.

If she should need help, ask her to call me. (doubt/uncertainty – I doubt that she will need help.)

If you will stop arguing, we will find a solution. (request – Please stop arguing.)

Omission of "if"

If can be omitted in if-clauses. In this case **should** (cond. type 1), **were** (cond. type 2), and **had** (cond. type 3) come before the subject.

If he should do well on the exam, he will apply to college. → Should he pass the exam, he will apply to college.

If I had known, I would have told you. → Had I known, I would have told you.

Wishes

- We can use **wish/if only** to express a wish.

VERB FORM		USE
+ simple past/past progressive	<i>I wish I was not working right now.</i> (but I am) <i>If only I were going to the concert tonight.</i> (but I'm not)	to say that we would like something to be different about a present situation
+ past perfect	<i>I wish I had studied harder.</i> (but I didn't) <i>If only I hadn't been so foolish.</i> (but I was)	to express regret about something which happened or didn't happen in the past
+ subject + would + bare inf.	<i>I wish you wouldn't be so rude to your sister.</i> <i>If only you would stop arguing.</i>	to express: <ul style="list-style-type: none"> a polite imperative a desire for a situation or person's behavior to change

Note: **If only** is used in exactly the same way as **I wish** but it is more emphatic or more dramatic.

- We can use **were** instead of **was** after "wish" and "if only."
I wish I was/were young again.

Practice

1 Put the verbs in parentheses into the correct tense.

- If I were you, I _____ (**eat**) less chocolate and more fruit.
- She _____ (**not/go**) to the dentist tomorrow if she can cancel her appointment.
- Nicole will lose weight if she _____ (**exercise**).
- We will leave without her if she _____ (**arrive**) late.
- I wish I _____ (**have**) more time to cook a better meal.
- If he were scared, he _____ (**call**) us to go over to his house.
- She wouldn't have missed the play if she _____ (**leave**) on time.
- If you leave metal out in the rain, it _____ (**rust**).
- If I _____ (**be**) you, I'd keep quiet about the accident.
- Angelina won't come if she _____ (**not/get**) a ride from her mom.
- Kevin _____ (**read**) a book if there is nothing good on TV.
- When you mix black and white, you _____ (**get**) gray.

2 Put the verbs in parentheses into the correct tense.

- A: The weather is nice today.
B: If it continues like this, we _____ (**go**) to the beach.
- A: She went to the supermarket.
B: If she buys tomatoes, I _____ (**make**) my secret tomato sauce.
- A: Mark's suggestions are rather unclear!
B: If he _____ (**be**) here with us, we would be able to ask him to clear it up.
- A: I'm sorry, but my parents came over on Saturday morning.
B: If they _____ (**not/come**), we would have gone to the countryside.
- A: I forgot my books at school!
B: If I lend you mine, _____ (**you/help**) me with my homework?
- A: I played the lottery yesterday, but I didn't win anything.
B: If you had won, what _____ (**you/do**) with the money?
- A: My tooth hurts!
B: If it still hurts in the morning, I _____ (**call**) the dentist.
- A: Jennifer left her house an hour ago.
B: If she _____ (**get**) here soon, tell her to come to my office.

3 Complete the sentences using *conditionals type 2 or 3*, as in the example.

- If I knew you were coming over, *I would have cooked dinner.*
- If the plane were delayed, _____.
- If the dentist was available, _____.
- If Aaron hadn't spoken, _____.
- If Steve had been on time, _____.
- If you start exercising, _____.

4 Put the verbs in parentheses into the correct tense.

- If only I _____ (not/break) my leg skiing yesterday!
- I wish you _____ (be) here with me now.
- I feel sick. If only I _____ (not/eat) that second bowl of ice cream.
- I can't remember all the ingredients. I wish I _____ (write) down the recipe.
- I wish I _____ (remember) to buy milk. Now I have to go out again.
- If only Phil _____ (stop) playing that awful music.
- Melina wishes she _____ (not/forget) her mom's birthday.
- Sofia wishes she _____ (think) of the answer sooner.

5 Rewrite the following sentences to *express either an unreal situation in the present, a regret about a past event, or a desire for a situation or someone's behavior to change.*

- I don't know how to cook. *I wish I knew how to cook. (unreal situation in the present)*
- Bobby spends all his time on the Internet.
- James forgot to tell me about the exam.
- My brother annoys me all the time!
- I can't swim.
- I lost my wallet yesterday.
- I don't have a car.
- I overslept this morning.

6 Write sentences, as in the example.

- You want to study law in Italy, but you don't speak Italian.
I wish I knew how to speak Italian. If I could speak Italian, I would study law in Italy.
- You wanted to surprise your family with dinner, but you overcooked the chicken.
- You wanted to take dance lessons, but you didn't sign up for the class in time.
- You wanted to go on vacation, but you didn't save enough money.
- You can't go up the Eiffel Tower because you are afraid of heights.
- You want to see a movie, but have nobody to go with.

7 Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

- I don't think it would be a good idea to lie to your parents.
were If I _____
_____ lie to your parents.
- Vince would like to go to New York if he had some time off work.
wishes Vince _____
_____ off work to go to New York.
- It's a shame you broke your leg. You would have come skiing with us.
broken If _____
your leg, you would have come skiing with us.
- There was a snowstorm and that's why the flight was delayed.
would If there hadn't been a snowstorm,
_____ left on time.
- It's a shame that I missed the play. I would have really enjoyed it.
wish I _____ the
play. I would have really enjoyed it.

Passive Voice

The Passive

Form: We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

Read the table:

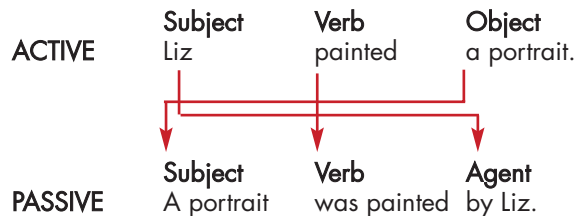
	ACTIVE	PASSIVE
Simple Present	Mary <i>makes</i> tea.	Tea <i>is made</i> by Mary.
Present Progressive	Mary <i>is making</i> tea.	Tea <i>is being made</i> by Mary.
Simple Past	Mary <i>made</i> tea.	Tea <i>was made</i> by Mary.
Past Progressive	Mary <i>was making</i> tea.	Tea <i>was being made</i> by Mary.
Present Perfect	Mary <i>has made</i> tea.	Tea <i>has been made</i> by Mary.
Past Perfect	Mary <i>had made</i> tea.	Tea <i>had been made</i> by Mary.
Simple Future	Mary <i>will make</i> tea.	Tea <i>will be made</i> by Mary.
Future Perfect	Mary <i>will have made</i> tea.	Tea <i>will have been made</i> by Mary.
Infinitive	Mary <i>has to make</i> tea.	Tea <i>has to be made</i> by Mary.
Modal Verbs	Mary <i>may make</i> tea.	Tea <i>may be made</i> by Mary.

We use the **passive**:

- when the person/people doing the action is/are **unknown, unimportant, or obvious from the context**.
*The food **was** cooked.* (We don't know who cooked it.)
*The shirt **is being** washed.* (It's unimportant who is washing it.)
*The criminal **has been** arrested.* (It's obvious that the police arrested the criminal.)
- when the **action** itself is **more important** than the **person/people** doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc.
*Trespassers **will be** prosecuted.*
- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.
*Hundreds of people **were** injured in the train crash.*
- to emphasize the agent.
*The flowers **were** sent by the President himself.*
- to make statements more formal or polite.
*My bag **has been** ruined.* (More polite than saying "You've ruined my bag.")

Changing from the active to the passive:

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb remains in the same tense but changes into the passive form.
- The subject of the active sentence becomes the agent, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive.
Active: *Paul swims every day.* (intransitive verb; **no passive form**).

Note: Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc.*) cannot be changed into the passive.
This color suits you. (**NOT:** ~~*This color is suited by you.*~~)

- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly.
*He **got** hit by a truck.*

By + the agent is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used.
*This photograph was taken **by** my brother. It was taken **with** a digital camera.*

- The agent can be **omitted** when the subject is **they, he, someone/somebody, people, one, etc.**
Active: *People have discovered the truth.*
Passive: *The truth has been discovered.*
 - The agent is **not omitted** when it is a **specific or important person** or when it is **essential** to the meaning of the sentence.
*The novel was written **by** Graham Greene.*
 - With verbs which can take two objects, such as **bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend, etc.**, we can form two different passive sentences.
Philip will send Sarah a gift. (active) *Sarah will be sent a gift.* (passive, more usual) *A gift will be sent to Sarah by Philip.* (passive, less usual)
 - In passive questions with **who, whom, or which** we do not omit **by**. *Who gave you this book? Who were you given this book by?*
 - Hear, help, make, and see** are followed by a to-infinitive in the passive.
She made me lie. → I was made to lie.
- Note:** **Hear, see, and watch** can be followed by a present participle in the active and passive.
We saw her stealing. → She was seen stealing.

Practice

- 1 Complete the exchanges using the *passive voice*.
- A: The soundtrack for this movie is great.
B: Yes! It _____ (write) by Ennio Morricone.
 - A: Didn't you bring your guitar with you today?
B: No, it _____ (repair) at the moment.
 - A: Have you seen *Braveheart*?
B: Of course. It _____ (direct) by my favorite actor, Mel Gibson.
 - A: _____ (their new album/ release) yet?
B: No, it's due out next month.
 - A: When is the movie coming out?
B: I think the premiere _____ (show) next Friday at the Palace Theater.
 - A: Did you hear what happened to Max?
B: Yes, he _____ (just/injure) in a car accident.
 - A: Isn't *King Arthur* a great movie?
B: Fantastic. Did you know it _____ (shoot) entirely in Ireland?
 - A: Why is the movie theater closed?
B: It _____ (repaint) at the moment.
 - A: Why didn't Jane come to the party last night?
B: I don't think she _____ (invite), actually.
 - A: Could you send the tickets to my house?
B: Yes, they _____ (deliver) by courier tomorrow.
 - A: Where's your DVD player?
B: Oh, it _____ (still not/fix).
 - A: Do you remember who starred in *Gangs of New York*?
B: Yes. Daniel Day-Lewis. He _____ (award) an Oscar for the leading role.

- 2 Complete the text with the *passive form* of the verbs in parentheses.



The Globe Theater

The Shakespeare Globe Trust **0** *was founded* (found) in 1970 by Sam Wanamaker and **1** _____ (dedicate) to the experience and international understanding of Shakespeare in performance. The Globe Trust wanted to celebrate the playwright's work and decided to construct a new theater in London in his name. In 1993, the construction of the Globe Theater began and it **2** _____ (complete) by 1997. Today, Shakespeare's Globe Theater **3** _____ (commit) to the enjoyment and exploration of Shakespeare and his contemporaries in performance. It **4** _____ (make up) of three sections: The Globe Theater where plays **5** _____ (perform), Globe Education which helps students understand Shakespeare's scripts in relation to the stage for which they were written, and Shakespeare's Globe Exhibition which **6** _____ (create) to inform the public about Shakespeare and his contemporaries who worked in theater. Over the last few years, Shakespeare's Globe **7** _____ (visit) by around 750,000 people per year. It is a great project, but more money **8** _____ (need) to complete the program.

- 3 Rewrite the newspaper headlines as complete sentences, as in the example.

1 **Sports Complex to be opened next month**
1 *A new sports complex will be opened next month.*

2 **Jim Jarmer awarded Oscar for new movie**

3 **Hollywood legend treated for injuries after car crash**

4 **New Star Wars video game to be released soon**

5 **Actor Jules Venny arrested for speeding yesterday**

4 Read the text and put the verbs in parentheses into the correct *passive* form.

A press conference 1) _____ (hold) this morning at the Regency Hotel by actor Ken Briggs' agent. It 2) _____ (announce) that the actor would not be starring in the sequel to *Revenge*. Specific reasons 3) _____ (not/give) but it seems that Briggs 4) _____ (not/choose) by Paramount Pictures who are looking to replace him with a new face. The company's decision may be a breach of contract and some sources say that negotiations are taking place between the two parties at the moment. It 5) _____ (not/know) who is going to replace him and Paramount Pictures may have to deal with disappointed fans. A second press conference 6) _____ (hold) tomorrow morning and Briggs' agent said that an interview 7) _____ (give) by the actor over the coming days.

5 Answer the questions using the words below.

- 1 A: Has the soundtrack been recorded yet?
B: Yes, the CDs/deliver/tomorrow.
Yes, the CDs will be delivered tomorrow.
- 2 A: Has the role been accepted yet?
B: Yes, the role/accept/Jake Hans.

- 3 A: Do you think there will be lots of fans?
B: Sure! All seats/fill/opening night.

- 4 A: Has the set been prepared yet?
B: No, the location/not choose/yet.

- 5 A: Have the costumes been delivered?
B: No/they/make/at the moment.

- 6 A: Will all the actors be at the party?
B: Well/all invitations/send/last Friday.

- 7 A: Is the movie based on a book?
B: No/it/base/TV series.

- 8 A: Were the actors interviewed by a journalist?
B: No/they/interview/TV presenter.

6 Fill in *by* or *with*.

- 1 The movie was directed a _____ Ken Loach.
b _____ talent.
- 2 The DVDs are made a _____ plastic.
b _____ Sony.
- 3 The package was opened a _____ a knife.
b _____ Mrs. Harris.
- 4 The set was made a _____ Jean.
b _____ scrap metal.
- 5 The movie was paid for a _____ Warner.
b _____ company money.

7 Change the question from the *passive* into the *active*.

- 1 Who was *Jurassic Park* directed by?
- 2 Why hasn't the set been finished yet?
- 3 Who will be chosen for the main role?
- 4 When will the play be performed?
- 5 Where will the movie be shot?
- 6 Who will the star be replaced by?
- 7 Why was the movie theater closed down?
- 8 Who was the soundtrack composed by?
- 9 How much was the actor paid?
- 10 When will the movie be released?

8 Change into the *passive*.

Warner Movies is shooting a sequel to *Zombies* in the Nordfold Woods area. Jason Delore is playing the main role, but many locals are playing minor roles in the movie. The movie has created hundreds of short-term jobs and local companies are providing services for the cast and crew. Warner Movies says they will release the movie soon.

Reported Speech

Reported Speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (**say, tell**, etc.).

Say – Tell

- **say + no personal object**
She said (that) she was very happy.
- **say + to + personal object**
She said to me (that) she was very happy.
- **tell + personal object**
She told me (that) she was very happy.
- we use **say + to-infinitive** but never **say** about. We use **tell sb, speak/talk about** instead.
Ann said to wake her up at 3:00.
He told them/spoke/talked about the meeting.

SAY	hello, good morning/afternoon, etc., something/nothing, so, a prayer, a few words, no more, for certain/sure, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favor, the price, about somebody, the time, around, for something/somebody, etc.

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *Helen said, "I'm having a party."* (direct statement) *Helen said (that) she was having a party.* (reported statement)
- We can report someone's words either a long time after they were said (reporting the past) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Stella said, "I've ordered pizza."*

Reported speech: *Stella said (that) she has/had ordered pizza.*

Reporting the past

The introductory verb is in the simple past and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Simple Present → Simple Past	
<i>"I want to learn Japanese," she said.</i>	<i>She said (that) she wanted to learn Japanese.</i>
Present Progressive → Past Progressive	
<i>"We are watching a movie," they said.</i>	<i>They said (that) they were watching a movie.</i>
Present Perfect → Past Perfect	
<i>"I have brushed my teeth," she said.</i>	<i>She said (that) she had brushed her teeth.</i>
Simple Past → Simple Past or Past Perfect	
<i>"I mowed the lawn," she said.</i>	<i>She said (that) she mowed/had mowed the lawn.</i>
Past Progressive → Past Progressive or Past Perfect Progressive	
<i>"He was playing the piano," she said.</i>	<i>She said (that) he was playing/had been playing the piano.</i>
Will → Would	
<i>"I will meet you at 7:00," she said.</i>	<i>She said (that) she would meet me at 7:00.</i>

- Certain words and time expressions change according to the meaning as follows:

now	→	then, immediately
today	→	that day
yesterday	→	the day before, the previous day
tomorrow	→	the next/following day
this week	→	that week
last week	→	the week before, the previous week
next week	→	the week after, the following week
ago	→	before
here	→	there
this, these	→	that, those
come	→	go

Tenses do not change in reported speech when:

- the reporting verb (said, told, etc.) is in the present, future, or present perfect. *"I can't speak French," he says.* → *He says (that) he can't speak French.*
- the speaker expresses general truths, permanent states or conditions. *"The sun sets in the west," Mr. Thom said.* *Mr. Thom said that the sun sets in the west.*
- the reported sentence deals with conditionals type 2/ type 3, wishes, or unreal past. *"I wish I was a movie star," he said.* → *He said he wished he was a movie star.*
- the speaker is reporting sth immediately after it was said. *"The view is breathtaking," he said.* → *He said that the view is breathtaking.*

Reported Questions

- Reported questions are usually introduced with the verbs **ask**, **inquire**, **wonder**, or the expression **want to know**.
- When the direct question begins with a question word (**who**, **where**, **how**, **when**, **what**, etc.), the reported question is introduced with the same question word.
"Where are you from?" she asked. (direct question)
She asked me where I was from. (reported question)
- When the direct question begins with an auxiliary (**be**, **do**, **have**) or a modal verb (**can**, **may**, etc.), then the reported question is introduced with **if** or **whether**.
He asked, "Do you want a ride to school?" (direct question)
He asked me if/whether I wanted a ride to school. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please**, **well**, **oh**, etc. are omitted. The verb tenses, pronouns, and time expressions change as in statements.
"Could you give me a hand, please?" he asked. (direct question)
He asked me whether I could give him a hand. (reported question)

Indirect questions

- Indirect questions** are used to ask for advice or information. They are introduced with: *Could you tell me ...?*, *Do you know ...?*, *I wonder ...*, *I want to know ...*, *I doubt ...*, etc. and the verb is in the affirmative. If the indirect question starts with *I want to know ...*, *I wonder ...* or *I doubt ...*, the question mark is omitted.
Direct question
Where is the library?
Indirect question
Do you know where the library is?

Reported Commands/Requests/Suggestions

- Reported commands/requests/suggestions** are introduced with a special introductory verb (**advise**, **ask**, **beg**, **suggest**, etc.) followed by a **to-infinitive**, an **-ing form**, or a **that-clause** depending on the introductory verb.
"Be careful," he said to me. → He advised me to be careful. (command)
"Please stop talking," he said to me. → He asked me to stop talking. (suggestion)
"Please, please don't go," he said to me. → He begged me not to go. (request)
"Let's watch a movie," he said. → He suggested watching a movie. (suggestion)
"You'd better take an aspirin," he said. → He suggested that I (should) take an aspirin. (suggestion)

Reported Orders

- To report orders or instructions, we use the verbs **order** or **tell + sb + (not) to-infinitive**.
"Be patient!" she said to me. (direct order)
She told me to be patient. (reported order)
"Don't go!" he said to her. (direct order)
He ordered her not to go. (reported order)

Modal Verbs in Reported Speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. will/shall ⇒ **would**, can ⇒ **could** (present reference)/**would be able to** (future reference), may ⇒ **might/could**, shall ⇒ **should** (asking for advice)/**would** (asking for information)/**offer** (expressing offers), must ⇒ **must/had to** (obligation) (*must remains the same when it expresses possibility or deduction). **Would**, **could**, **used to**, **mustn't**, **should**, **might**, **ought to**, and **had better** remain unchanged in reported speech.

DIRECT SPEECH	REPORTED SPEECH
<i>He said, "I will always remember you."</i>	⇒ <i>He said (that) he would always remember me.</i>
<i>He said, "I can't see you."</i>	⇒ <i>He said (that) he couldn't see me. (present)</i>
<i>He said, "We can visit you soon."</i>	⇒ <i>He said (that) they would be able to visit me soon. (future)</i>
<i>He said, "It may rain."</i>	⇒ <i>He said (that) it might rain.</i>
<i>He said, "What time shall we call her?"</i>	⇒ <i>He asked what time we would call her. (information)</i>
<i>He said, "Shall I buy this car?"</i>	⇒ <i>He asked (me) if he should buy that car. (advice)</i>
<i>He said, "Shall I give you a hand?"</i>	⇒ <i>He offered to give me a hand. (offer)</i>
<i>He said, "You must send him a reply."</i>	⇒ <i>He said (that) I had to send him a reply. (obligation)</i>
<i>He said, "She must be upset."</i>	⇒ <i>He said (that) she must be upset. (deduction)</i>
<i>He said, "She had better be nice to me."</i>	⇒ <i>He said (that) she had better be nice to him.</i>
<i>He said, "They should give me a receipt."</i>	⇒ <i>He said (that) they should give him a receipt.</i>

SPECIAL INTRODUCTORY VERBS		
Introductory verb	Direct Speech	Reported Speech
agree + to-inf	"Yes, I'll call you."	⇒ He agreed to call me.
demand	"Show me everything!"	⇒ He demanded to be shown everything.
offer	"Would you like me to help you?"	⇒ He offered to help me.
promise	"I'll be nicer to Jenny."	⇒ He promised to be nicer to Jenny.
refuse	"No, I won't join you."	⇒ He refused to join me.
threaten	"Turn down the music or I'll call the police."	⇒ He threatened to call the police if I didn't turn down the music.
claim	"I saw her crying."	⇒ He claimed to have seen her crying.
advise + sb + to-inf	"You should drink some water."	⇒ He advised me to drink some water.
allow	"You can wear my jacket."	⇒ He allowed me to wear his jacket.
ask	"Please close the door."	⇒ He asked me to close the door.
beg	"Please, please listen to me."	⇒ He begged me to listen to him.
command	"March!"	⇒ He commanded me to march .
encourage	"Go ahead, open the door."	⇒ He encouraged me to open the door.
forbid	"You mustn't park here."	⇒ He forbade me to park there.
instruct	"Press the button and wait for the message to appear."	⇒ He instructed me to press the button and wait for the message to appear.
invite sb	"Would you like to come to my party?"	⇒ He invited me to go to his party.
order	"Stop shouting immediately."	⇒ He ordered me to stop shouting immediately.
permit	"You may go now."	⇒ He permitted me to go .
remind	"Don't forget to take the keys with you."	⇒ He reminded me to take the keys with me.
urge	"Eat your food."	⇒ He urged me to eat my food.
warn	"Don't go out in this rain."	⇒ He warned me not to go out in that rain.
want	"I'd like you to be quiet."	⇒ He wanted me to be quiet.

Introductory verb	Direct Speech	Reported Speech
accuse sb of + ing form	"You ate my sandwich."	⇒ He accused me of eating his sandwich.
apologize for	"I'm sorry I disappointed you."	⇒ He apologized for disappointing me.
admit (to)	"Yes, I broke the vase."	⇒ He admitted (to) breaking/having broken the vase.
boast about/of	"I am taller than you."	⇒ He boasted about being taller than me.
complain to sb about/of	"I have a headache."	⇒ He complained of having a headache.
deny	"No, I didn't use your card."	⇒ He denied using/having used my card.
insist on	"You must take care of yourself."	⇒ He insisted on me/my taking care of myself.
suggest	"Let's cook dinner."	⇒ He suggested cooking dinner.
agree + that-clause	"Yes, that is a gorgeous dress."	⇒ He agreed that it was a gorgeous dress.
boast	"I'm a great painter."	⇒ He boasted that he was a great painter.
claim	"I know everything."	⇒ He claimed that he knew everything.
complain	"You always lie to me."	⇒ He complained that I always lied to him.
deny	"I've never met her."	⇒ He denied that he had ever met her.
exclaim	"It's splendid!"	⇒ He exclaimed that it was splendid.
explain	"It's not difficult at all."	⇒ He explained that it was not difficult at all.
inform sb	"You will be given a test."	⇒ He informed me that I would be given a test.
promise	"I won't do this again."	⇒ He promised that he wouldn't do that again.
suggest	"You ought to find out more about this."	⇒ He suggested that I find out more about that.
explain to sb + how	"This is how you write it."	⇒ He explained to me how to write it.

Introductory verb	Direct Speech	Reported Speech
wonder where/what/ why/how + clause (when the subject of the introductory verb is not the same as the subject in the reported question)	He asked himself, "How could Sally win the award?"	⇒ He wondered how Sally could have won the award.
	He asked himself, "Where is Paul?"	⇒ He wondered where Paul was.
	He asked himself, "Why is she so upset?"	⇒ He wondered why she was so upset.
wonder + whether + clause	He asked himself, "Shall I go home?"	⇒ He wondered whether he should go home.
wonder where/what/ how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	He asked himself, "Where shall I go?"	⇒ He wondered where to go.
	He asked himself, "What should I tell them?"	⇒ He wondered what to tell them.
	He asked himself, "How can I stop this?"	⇒ He wondered how to stop that.

Reporting Conversations or Dialogues

Everyday conversations and dialogues are a mixture of statements, commands, and questions. To report these we use: **and, as, adding that, and he/she added that, explaining that, because, but, since, so, and then he/she went on to say, while, then** etc. or the introductory verb in the present participle form. Exclamations such as: **Oh!, Ouch!, Oh no!** etc. are omitted in reported speech.

DIRECT SPEECH	REPORTED SPEECH
"Oh, it's a great day. Shall we go to the park?" he said.	⇒ He said that it was a great day and suggested going to the park.
"I can't eat this," she said. "It's too salty."	⇒ She said that she couldn't eat it because it was too salty.
"Let's call Brian," he said. "I want to find out what happened."	⇒ He suggested that they should call Brian, explaining that he wanted to find out what happened.

Exclamations – "Yes/No" short answers – Question tags

- Exclamations are replaced in reported speech with **exclaim, thank, wish, say, cry out in pain** etc., **give an exclamation of surprise/horror/disgust/delight** etc.

The exclamation mark becomes a period. Exclamatory words such as **Oh!, Eek!, Wow!, Oh!, Oh dear!, Well!** etc. are omitted in reported speech. "Aggh!" she said at the sight of blood. ⇒ She **gave an exclamation of horror** at the sight of blood.

- Yes/No short answers** are expressed in reported speech with **subject + appropriate auxiliary verb** or **subject + appropriate introductory verb**. "Will you forgive me?" he asked. "No," she said. ⇒ He asked her if she would forgive him but she said **she wouldn't**. or He asked her if she would forgive him but she **refused**.
- Question tags** are omitted in reported speech. An appropriate introductory verb can be used if we want to retain their effect. "She is out shopping, isn't she?" he said. ⇒ He **wondered** if she was out shopping.

Practice

- 1 a) Fill in the blanks with *say* or *tell* in the correct tense.

"I ran into Tom the other day at the internet café,"
1) _____ Grant. "He 2) _____ me that he had found a really interesting job in London and I 3) _____ him I was delighted for him." "I am happy to hear it too," 4) _____ Lara. "Did he 5) _____ you when he was leaving?" asked Kate. "Yes, he 6) _____ he would be leaving next Sunday," said Grant. "He also 7) _____ that he was having a party on Saturday night and he 8) _____ me to ask you to come."

- b) Fill in the blanks with *say* or *tell* in the correct tense.

"Hey, Mark," 1) _____ Jerry. "Brian 2) _____ me that he saw you at the career seminar at school the other day. How was it?" "It was really interesting, Jerry, too bad you missed it," 3) _____ Mark. "Everyone there 4) _____ that it was the best one they've been to so far." "Please, 5) _____ no more; I'm already upset I missed it," 6) _____ Jerry. "Brian also 7) _____ me that you 8) _____ something about going skating Friday." "Oh yes. I forgot to 9) _____ you. I'm thinking of booking the skating rink for my birthday. Just 10) _____ for sure if you're coming so I know how many to book for. OK?"

2 Turn the following statements into *reported speech*.

- 1 "He doesn't know the latest news," she said.
- 2 "I can store 32GB of music on this," said Troy.
- 3 "We have been using this software for a year," said Nick.
- 4 "I've always loved photography," said Jane.
- 5 "He will copy the CD for me," Orla told May.
- 6 "I am considering a career in show business," Ken told his dad.
- 7 "I downloaded the program for you," said Owen.
- 8 "I can't get this device to work," said Fran.
- 9 "You mustn't press this button," said Bob.
- 10 "I was playing video games all night," said Steven.

3 Turn the following questions into *reported speech*.

- 1 "Where is Dad?" Mary asked.
- 2 "Can you help me lift the piano?" Ted asked me.
- 3 "How long have you been working here?" she asked me.
- 4 "Did you finish typing the reports?" the boss asked Julie.
- 5 "What time will she arrive?" Ben asked.

4 Rewrite the orders in *reported speech*.

- 1 "Don't forget to recharge the battery," David told Jude.

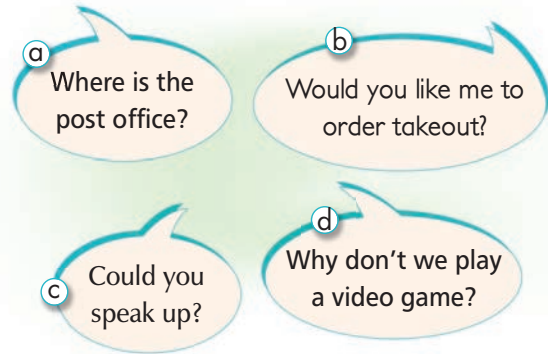
- 2 "Remember to bring my MP3 player back," Elizabeth said to me.

- 3 "Be quiet!" she told him.

- 4 "Turn your computer on," said the teacher.

- 5 "Don't tell anyone what I said," Kate told Nora.

5 Match the speech bubbles a-d to the sentences 1-4. Then, complete the sentences using *reported speech*, as in the example.



- 1 a I had a letter to send, so I *asked her where the post office was*.
- 2 _____
_____.
- 3 _____
_____.
- 4 I couldn't hear him, so I _____
_____.

Relative clauses

Relative clauses begin with a relative pronoun or a relative adverb.

We use:

- **who(m)/that** to refer to people.
*The girl **who/that** lives next door to Jan is my cousin.*
- **which/that** to refer to things.
*The store **which/that** has just opened in Wendover Street is lovely.*
- **whose** with people, animals, and objects to show possession.
*She's the girl **whose** father is a pilot.*
*That's the car **whose** interior was destroyed by fire.*

Who, which, and that can be omitted when they are the object of the relative clause.

You met a woman. She's my aunt Mary.



*The woman **(who)** you met is my aunt Mary.*

Grammar Bank

Who, which, or that is not omitted when it is the subject of a relative clause.

A girl lives next door. She's a famous actress.

*The girl **who** lives next door is a famous actress.*

Relative Adverbs

We use:

- **when/that** to refer to a time.
*That was the year **(when/that)** we got married.*
- **where** to refer to a place.
*The restaurant **where** we had dinner yesterday is very expensive.*
- **why** to give a reason.
*The reason **(why)** she was late is still unclear.*

Restrictive – Nonrestrictive clauses

- A restrictive relative clause gives necessary information which is essential to the meaning of the main clause. We do not put it in commas. It is introduced with **who, whom, whose, which,** or **that**.
*The bank **which** was burglarized last week has reopened.* (Which bank? The one which was burglarized last week.)
- A nonrestrictive relative clause gives extra information which is not essential to the meaning of the main clause. We put it in commas. It is introduced with **who, whom, whose,** or **which,** not **that**.
*Cate Blanchett, **who** stars in "The Lord of the Rings," is a great actress.* (The relative clause adds information about Cate Blanchett. If we omit it, the meaning of the main clause does not change.)
- In nonrestrictive clauses we can use **which** to stand for the main clause. *She has to wake up at 6 every day **which** she doesn't like.* ("which" refers to the fact that she has to wake up at 6:00.)

Relative Pronouns

SUBJECT OF THE VERB OF THE RELATIVE CLAUSE (cannot be omitted)	OBJECT OF THE VERB OF THE RELATIVE CLAUSE (can be omitted)	POSSESSION (cannot be omitted)
used for people who/that <i>That's the girl who is a famous actress.</i>	who/whom/that <i>The man (who/whom/that) you spoke to is my brother.</i>	whose <i>That's the boy whose father is a pilot.</i>
used for things/animals which/that <i>I heard a song which/that was written by Justin Timberlake.</i>	which/that <i>The book (which/that) you borrowed is mine.</i>	of which/whose <i>That's the book of which/whose (the) first page is missing.</i>

- **Whom, which,** and **whose** can be used in expressions of quantity with **of** (*some of, many of, half of, etc.*).
*She got a lot of job offers. **Most of them** were from investment banks. She got a lot of job offers, **most of which** were from investment banks.*
- **That** can be used instead of **who, whom,** or **which** but it is never used after commas or prepositions. *She's the girl **who/that** plays the piano very well. The person to **whom** you were speaking is my brother.* ("that" is not possible)

Practice

1 Fill in the relative pronoun, adding commas where necessary. Write *R* for restrictive, *NR* for nonrestrictive, and whether the relative clause can be omitted or not.

- The university *where* he studies has an excellent reputation. *R* *NR*
- My computer teacher _____ name is Mr. Lynch is very nice. _____
- This MP3 player _____ I got for my birthday is very expensive. _____
- The students _____ designed the device won an award. _____
- The apartment _____ he lives has all the modern conveniences. _____
- Bill Gates _____ owns Microsoft is a very rich man. _____
- The software program _____ I bought is very sophisticated. _____
- My neighbor _____ is a scientist earns a lot of money. _____
- The store _____ I bought my digital camera has closed down. _____

2 Fill in: *who, which, where, when, why.*

- Martin is a DJ _____ plays music at weddings.
- The Eiffel Tower, _____ is in Paris, is a popular tourist attraction.
- That's the dog _____ barks all night long.
- I saw the play _____ you recommended.
- The little boy _____ you tutor passed his exam.
- The bookstore _____ I shop has closed down.
- That day _____ you called I was away on vacation.
- That's the reason _____ she didn't come to the party.
- That was the year _____ I got married.

3 Combine the sentences using relatives.

- That's the man. He installed my phone.
That's the man who installed my phone.
- Greg's new digital camera doesn't work. It cost him a fortune.

- Here's an ad for the laptop. I think I'll buy it.

- This is the laptop. I bought it from a friend.

- I'm reading *The Time Machine*. It was written by H.G. Wells.

- My friend bought a new MP3 player. It stores up to 64GB of music.

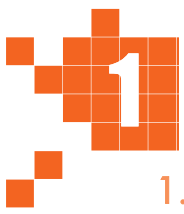
- This is Mr. Key. He's my Physics teacher.

- The CD-ROM was delivered today. I ordered it weeks ago.

- That's the town. I was born there.

4 Complete the second sentence so that it means the same as the first. Use the word in bold. Use up to five words.

- Mr. Jackson sold eighty laptops last month.
by Eighty laptops _____ last month.
- Who sent the text message?
sent Who _____ by?
- My friend Julie lives nearby.
who Julie, _____ nearby.
- They delivered the DVDs on time.
delivered The DVDs _____ on time.
- We ate at a very nice restaurant last night.
where The restaurant _____ last night was very nice.
- "No, I won't speak to her," he said.
to He _____ to her.
- "No, I didn't cheat on the test," this student said.
denied The student _____ on the test.
- Mike's digital camera can store up to 600 photographs. He just bought it.
which Mike's digital camera, _____, can store up to 600 photographs.
- They will announce the winner of the competition next week.
announced The winner of the competition _____ next week.
- Students can log in if they have a password.
who Students _____ can log in.
- My dad has a large collection of stamps. Many of them are foreign.
which My dad has a large collection of stamps, _____ foreign.



Language Review

1.1 Forces of Nature

1 Match the natural phenomena to the newspaper headlines.

- 1 tsunami
- 2 wildfire
- 3 hailstorm
- 4 tornado
- 5 earthquake
- 6 drought
- 7 flood
- 8 blizzard

- A No rain in sight for Lubbock, Texas
- B Northeast snowstorms shutdown local airport
- C Ice balls the size of golf balls destroy local crops
- D More than 18,000 acres of forest consumed in flames
- E Massive waves hit Indonesian coastlines
- F Widespread destruction after river breaks banks
- G Funnel cloud touches down in Albany
- H Buildings collapse as the earth still shakes in Turkey

2 Match the two columns.

- | | |
|--|------------|
| 1 <input type="checkbox"/> awe-inspiring | A pressure |
| 2 <input type="checkbox"/> volcanic | B drop |
| 3 <input type="checkbox"/> lightning | C plates |
| 4 <input type="checkbox"/> tectonic | D eruption |
| 5 <input type="checkbox"/> built-up | E strike |
| 6 <input type="checkbox"/> sudden | F power |

3 Choose the correct preposition.

- 1 According **on/to** seismologists, the Pacific Plate moves about 2 inches per year.
- 2 The aircraft was struck by lightning and it crashed **to/in** an open field.
- 3 Environmentalists wonder if Japan will move **away from/apart** nuclear energy following the 2011 earthquake.
- 4 The Himalayas were formed when tectonic plates pushed **to/against** each other.
- 5 A tsunami is a series of destructive waves that result **from/of** an earthquake.
- 6 What happens when a tectonic plate slides **under/apart** another tectonic plate?
- 7 Tectonic plates that slide **past/back** each other in opposite directions create faults.
- 8 The Earth's atmosphere is separated **into/for** five layers.

4 Fill in: *destruction, deviation, axis, shortening, seismologists.*

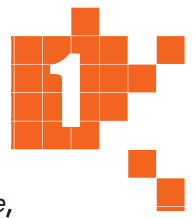
- 1 _____ monitor the earth's seismic movements and project where an earthquake is likely to take place.
- 2 The president flew in to examine the _____ caused by the hurricane.
- 3 The earth rotates on its _____ once every twenty-four hours.
- 4 Changes in the color of tree leaves are caused by cooler temperature and the _____ of daylight hours.
- 5 The earth's axis moved 10 inches. This _____ made our days shorter by 1.8 microseconds.

1.2 The Universe

1 Choose the correct answer.

- 1 Mars is the fourth ____ from the sun.
a planet b galaxy
- 2 English astronomer Edmund Halley observed a bright ____ with a long tail traveling around the sun.
a meteor b comet
- 3 The Milky Way is the ____ that contains our Solar System.
a galaxy b moon
- 4 A ____ does not follow an orbit around the sun.
a comet b meteor
- 5 ____ are also called minor planets and move between the orbits of Mars and Jupiter.
a Asteroids b Constellations

Language Review



2 Fill in: *celestial, natural, startling, infinite, entire.*

- 1 The moon and the sun are _____ bodies located outside the earth's atmosphere.
- 2 The Planck telescope was able to capture the first image of the _____ universe.
- 3 There is a(n) _____ number of stars in the universe. No one knows how many there really are.
- 4 The moon is a _____ satellite that orbits Earth.
- 5 Scientists have made _____ discoveries about the age and the evolution of our universe.

3 Choose the correct word.

- 1 Scientists cannot **tell/ask/say** for certain how the universe was formed.
- 2 Could the entire universe have **come/gotten/become** into existence from nothing?
- 3 Space exploration has given **pay/rise/creation** to technologies that will make space tourism possible.
- 4 The day-night cycle will **continue/last/go** on forever.
- 5 Earth's distance to the sun has **made/done/had** life possible.
- 6 Scientists are **addressing/doing/wondering** the question "what happened before the Big Bang?"

4 Fill in: *over, of, around, after, about.*

- 1 The planets move _____ the sun.
- 2 Space exploration in the United States of America has extended _____ years.
- 3 The planet Mars was named _____ a Roman god.
- 4 Most people wonder _____ the origins of life on Earth.
- 5 Our solar system consists _____ eight planets.

5 Fill in: *expansion, contraction, collapse, explosion, coincidence, motivation, constellation, discovery.*

- 1 Cold weather causes the _____ of metal.
- 2 Orion is a _____ made up of stars and is in the shape of a hunter.
- 3 The _____ of the universe takes place as galaxies move further apart.
- 4 It's no _____ that the conditions on Earth are suitable for human survival.
- 5 Large stars _____ at the end of their life-time, often forming black holes.
- 6 The main _____ behind space exploration is to discover other life forms.
- 7 The recent _____ that Uranus has a bright spot in its atmosphere has intrigued scientists.
- 8 Big Bang theorists believe that life on Earth began following a massive _____.

1.3 Human Biology

1 Match the words to their definitions.

1	pharynx
2	lungs
3	heart
4	kidneys

5	stomach
6	veins
7	muscles
8	skeleton

- A the organ where the digestion of food takes place
- B the tube which takes food to the stomach
- C the frame of bones which support a human body
- D the organ in your chest that sends the blood around your body
- E thin tubes that carry blood to the heart from the other parts of the body
- F two organs in the chest which help people breathe
- G two organs in the body which take away waste matter from the blood
- H a piece of tissue inside your body connecting two bones used when you make a movement.