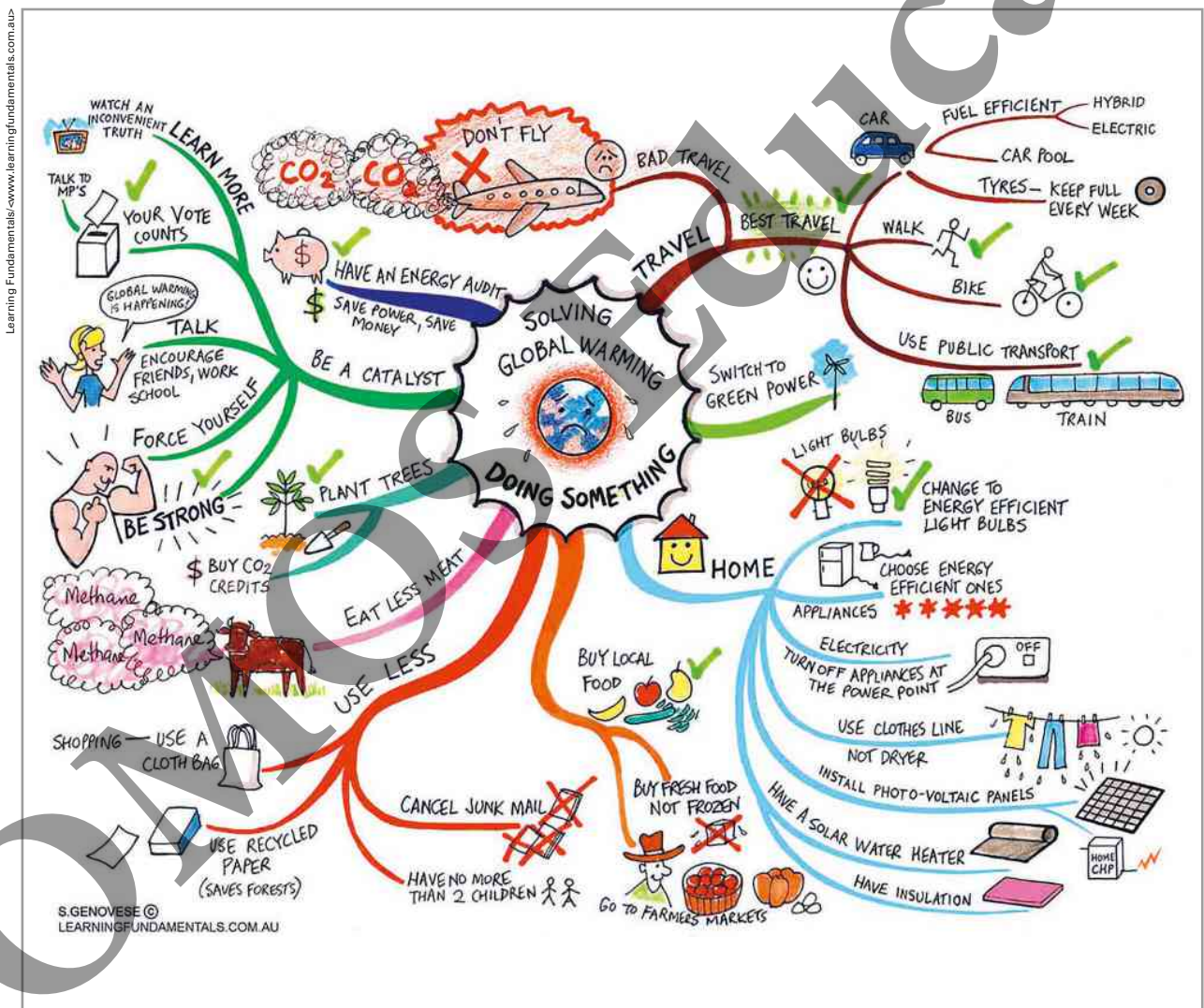


# Extra Activities

## UNITS 1 AND 2 - A

Read the text below and do exercises 1-3.

Write the answers in your notebook.



Available at: <http://learningfundamentals.com.au/resources/combating-global-warming-mind-map/>. Accessed in: February 2016.

1. There are a lot of transparent words in the text above. Try to find 10 transparent words.

2. Choose the correct item that completes each sentence below (▲ or ■).

- a. The text is  
▲ a mind map.  
■ an infographic.
- b. The text contains a main topic and  
▲ eight subtopics.  
■ nine subtopics.
- c. The main purpose of the text is to  
▲ suggest practical ways of reducing energy costs.  
■ provide useful tips on how to solve global warming.

3. What do the words in **bold** mean? Make inferences and match the columns below.

- |                                   |  |
|-----------------------------------|--|
| a. "Switch to green power"        | I. a vehicle that uses two different types of power, especially petrol/gas or diesel and electricity |
| b. "Be a <b>catalyst</b> "        | II. advertising material that is sent to people who have not asked for it                            |
| c. "Have an energy <b>audit</b> " | III. an official examination of the quality or standard of something                                 |
| d. "Cancel <b>junk mail</b> "     | IV. to make a change from one thing to another   |
| e. "Hybrid"                       | V. a person who causes a change  |

4. Replace the icons ⚡ with the correct forms of the verbs from the box below to complete the following tips on how to stop global warming. Use the **Imperative** (affirmative or negative).

choose • drive • eat • encourage • leave • recycle • replace • use • waste

- a. "⚡ a regular incandescent light bulb with a compact fluorescent light bulb."  
b. "⚡ appliances on standby."  
c. "⚡ energy efficient appliances when making new purchases."  
d. "⚡ the washing machine or dishwasher only when they are full."  
e. "⚡ your organic waste."  
f. "⚡ less meat."  
g. "⚡ carefully and ⚡ fuel."  
h. "⚡ your school or business to reduce emissions."

Available at: <<http://globalwarming-facts.info/50-tips/2/>>. Accessed in: February 2016. (Fragments)



## UNITS 3 AND 4 - A



Read the text below and do exercises **1-4**.

Write the answers in your notebook.

### Foz do Iguaçu

The Iguaçu Falls are one of the great natural wonders of the world in the state of Paraná bordering with Argentina and Paraguay. There are 275 waterfalls that stretch 1.8 miles across the Iguaçu River and the highest is 97 metres (319 ft, five times larger than Niagara). The very impressive Devil's Throat is the largest waterfall in the world in terms of volume of water per second.

The falls are an unforgettable spectacle at any time of the year and can be viewed from both the Brazilian and Argentinian banks of the river, from boat trips at the bottom of the falls or from a helicopter. The Brazilian viewing area is located in a National Park that covers a 49.200 ha. area located both in Brazil and Argentina, which has five types of forest and bio-systems in a single place designated a World Heritage Site by Unesco in 1986. Parque das Aves is a very special environmental bird aviary in the forest with 900 birds of 150 species, a butterfly sanctuary and reptiles and wildlife areas. The Itaipu Dam nearby can also be visited.

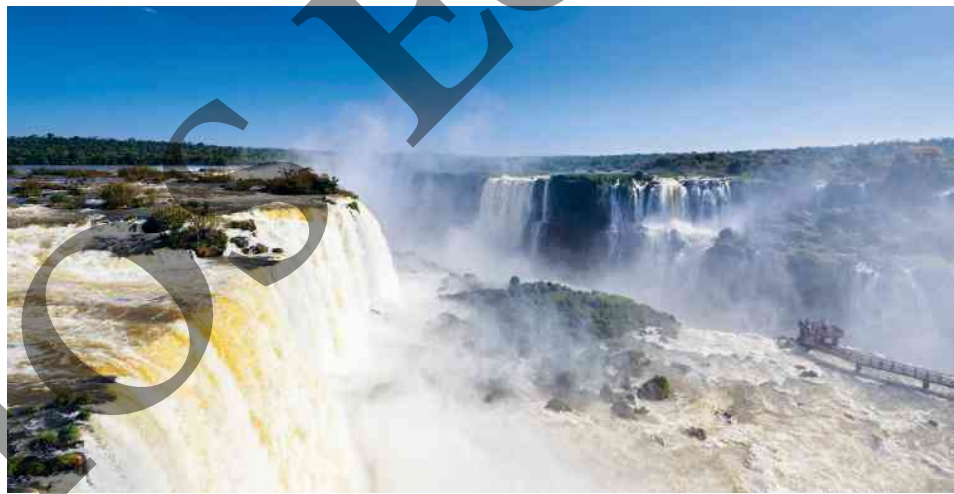


Foto: feeling/Corbis/Photoarena

Available at: <[www.freewaybrazil.com.br/travel-to-iguassu-falls/](http://www.freewaybrazil.com.br/travel-to-iguassu-falls/)>. Accessed in: March 2016.

1. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then, correct the false statements.
  - a. The Falls can be seen from both the Argentinian and Paraguayan banks of the Iguaçu River.
  - b. The Iguaçu National Park has five types of forest and bio-systems.
  - c. You can find a butterfly sanctuary and hundreds of different species of birds in the Iguaçu National Park.

2. Match the columns below.

- |                         |  |
|-------------------------|--|
| a. Devil's Throat       | I. a bird aviary near The Iguazu Falls   |
| b. Parque das Aves      | II. a Unesco World Heritage Site since 1986                                    |
| c. Iguazu National Park | III. the largest waterfall in the world in terms of volume of water per second |

3. In each noun phrase below, identify the main word as in the example that follows.

*Example:*

a. *boat trips*

*Answer: trips*





- b. a butterfly sanctuary
- c. the great natural wonders of the world
- d. the largest waterfall in the world
- e. an unforgettable spectacle
- f. the Brazilian viewing area
- g. a very special environmental bird aviary
- h. wildlife areas
- i. the Brazilian and Argentinian banks of the river
- j. five types of forest and bio-systems

4. In "The Brazilian viewing area", **viewing** is a/an

- a. verb.
- b. noun.
- c. adjective.

5. Replace each icon with a question word from the box below.

What • Who • When • Where • How many • Why

- a.  are the Iguazu Falls located? In the state of Paraná bordering with Argentina and Paraguay.
- b.  waterfalls are there in the Iguazu Falls? There are 275 waterfalls.
- c.  was the Iguazu National Park designated a World Heritage Site by Unesco? In 1986.
- d.  can you find in Parque das Aves? A bird aviary, a butterfly sanctuary and reptiles.

## UNITS 3 AND 4 - B



Read the text below and do exercises 1-6.

Write the answers in your notebook.

### Cry freedom



Violent and libidinal... Delacroix's *Liberty Leading the People*

It is the definitive image of the French Revolution – and yet Eugène Delacroix's *Liberty Leading the People* does not portray the French Revolution at all. The subtitle of the nearly 11ft-wide canvas that hangs in the gallery of the Louvre reserved for the greatest French history paintings – those large and weighty accounts of public events, among which this is a rather small and modest image – is very specific. This scene, it tells us, took place on July 28 1830. [...]

Delacroix's political masterpiece does not depict the peaceful and eminently reasonable, not to say bourgeois, outcome of the 1830 Paris uprising but its moment of anarchic freedom, when anything seemed possible. It is the most enduring image of what revolution feels like, from within: ecstatic, violent, libidinal and murderous. [...]

Available at: <[www.theguardian.com/artanddesign/2005/apr/02/art1](http://www.theguardian.com/artanddesign/2005/apr/02/art1)>  
Accessed in: February 2016. (Fragment)

1. Answer the following questions about the painting described in the text "Cry freedom".
  - a. What is the name of the painting?
  - b. Who is its painter?
  - c. Where is it exhibited?
2. Go back to exercise 1 and find the question word used in each item.
3. What words does the author use to describe what any revolution can be like?
4. In each noun phrase below, identify the main word as in the example that follows.

*Example:*

a. *the French Revolution*

*Answer: Revolution*

- b. the 1830 Paris uprising
- c. the most enduring image
- d. the subtitle of the nearly 11ft-wide canvas
- e. a rather small and modest image
- f. the greatest French history paintings
- g. the definitive image of the French Revolution
- h. Delacroix's political masterpiece
- i. its moment of anarchic freedom

5. Read the following fragments from the text and focus on the words in **bold**. Are they *nouns*, *adjectives* or *verbs*?
  - a. "[...] Eugène Delacroix's *Liberty* **Leading** the People [...]"
  - b. "[...] the greatest French history **paintings** [...]"
  - c. "[...] outcome of the 1830 Paris **uprising** [...]"
  - d. "It is the most **enduring** image [...]"

6. Read the following fragment from the text on page 188.

"Delacroix's political masterpiece does not depict the peaceful and eminently reasonable [...] outcome of the 1830 Paris uprising **but** its moment of anarchic freedom [...]"

Which idea does the discourse marker in **bold** express?

- a. Addition.
- b. Conclusion.
- c. Contrast.
- d. Exemplification.

## UNITS 5 AND 6 - A



Read the text below and do exercises 1-7.

Write the answers in your notebook.

### Albert Einstein

Albert Einstein had two public passions. One was his work: he was a dedicated and ground-breaking scientist. The other was peace, to which he was committed all his life. Both passions involved journeys of discovery. When the two paths met, one of the great modern problems was exposed: how responsible are scientists for the consequences of their discoveries?

#### *Young Einstein*

Albert Einstein was born in Germany on March 14 1879. His mother noticed that the back of her baby's head was unusually large, and for a moment thought there was something wrong. With her encouragement Albert was taught to play the violin when still very young, and he became an excellent musician. (As an adult he would take his fiddle everywhere: he found that playing it relaxed him.) He learned to sail, too, which he loved. And he knew by the age of 12 what he wanted to spend his life studying: nothing less than the behaviour of the universe. [...]



Available at: <[www.ppu.org.uk/learn/infodocs/people/pp-einstein.html](http://www.ppu.org.uk/learn/infodocs/people/pp-einstein.html)>.  
Accessed in: February 2016. (Fragment)

1. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then, correct the false statements.
  - a. Albert Einstein was a German scientist born in 1879.
  - b. He played the piano when he was a child.
  - c. Science and peace were Einstein's two passions.
  - d. As an adult Einstein discovered he wanted to study the behavior of the Universe.
  - e. Einstein loved sailing.
  - f. When Einstein was a baby, his mother thought there was something wrong with his head.
2. Which of the great modern problems is mentioned in the text?



3. In "As an adult he would take his **fiddle** everywhere", what does the word in **bold** mean? Make inferences.
4. In "he found that playing **it** relaxed **him**.", what do the pronouns in **bold** refer to?
5. Replace the icons ⚡ with the verbs from the box below to complete the following sentences about Albert Einstein. Use the **Past Simple** tense.

attend • believe • do • fight • have  
make • meet • travel • warn • work

- a. "Einstein ⚡ his early scientific work while he ⚡ a job as a clerk in an office. Later he worked in a university."
- b. "Einstein ⚡ hard but he had fun too. He also ⚡ for causes he ⚡ in."
- c. "Einstein's ideas ⚡ him extremely famous. He ⚡ the world and ⚡ celebrities."
- d. "Einstein was known as a pacifist, which means a person opposed to war. He ⚡ demonstrations for peace. He ⚡ about the dangers of atomic weapons."

From: GOLDSMITH, Mike. *Eureka!: The most amazing scientific discoveries of all time.*  
Thames & Hudson, 2014, p. 42-43. (Fragments)

6. Go back to the previous exercise and read the sentences about Einstein again. Which item in exercise 5 contains information that is also mentioned in the text "Albert Einstein"?
7. Go back to the text "Albert Einstein" and find examples of regular and irregular verbs in the past. Then copy the table below in your notebook and replace the icons ⚡ with the correct form of the verbs in the past.

Regular verbs	Irregular verbs
involve - <i>involved</i>	become - <i>became</i>
learn - ⚡	find - ⚡
love - ⚡	have - ⚡
notice - ⚡	know - ⚡
relax - ⚡	meet - ⚡
support - ⚡	think - ⚡
want - ⚡	win - ⚡

## UNITS 5 AND 6 - B



Read the text below and do exercises 1-5.

Write the answers in your notebook.

### Had Crick and Watson really discovered the structure of DNA?

**It was lunchtime**, on Saturday 28 February 1953, at the Eagle Pub in Cambridge. As usual, regulars mixed with tourists enjoying food and drink. Suddenly, on the stroke of one o'clock, the door burst open and two excited young men rushed in. Making their way to the bar, they called loudly for drinks. 'This is a celebration,' announced the taller of the pair. 'We've just discovered the secret of life!'

In an incredible piece of scientific detective work, Francis Crick and James Watson had puzzled out the structure of deoxyribonucleic acid, better known by the initials DNA. They were helped in this task by their colleagues Rosalind Franklin and Maurice Wilkins. DNA is found in the billions of cells that make up our bodies. It is the chemical that contains all the instructions telling our bodies how to grow. [...]

Thanks to the discoveries of Crick and Watson, and other scientists, we can now treat a vast range of illnesses caused by faulty genes. We can also track down criminals from tiny traces of DNA in their blood. Their work has also led to the Human Genome Project, which studies the exact pattern of genes in people. It has revealed which parts of the DNA molecule control which characteristics in a person.



via iStock/Shutterstock

*From: GOLDSMITH, Mike. Eureka!: The most amazing scientific discoveries of all time. Thames & Hudson, 2014, p. 32-33. (Fragment)*

1. Based on the text above, who were Crick and Watson? Choose the correct answer.
  - a. They were detectives who became famous for discovering the secret of life.
  - b. They were scientists who became famous for finding out the structure of DNA.
  - c. They were doctors who became famous for opening up new ways of curing diseases caused by aging.
2. Answer the questions below.
  - a. Who helped Crick and Watson puzzle out the structure of DNA?
  - b. What diseases can be treated thanks to the discoveries of Crick and Watson?
  - c. What is the Human Genome Project about?

3. All the following statements about DNA are correct. Choose the ones that are mentioned in the text.

- a. DNA stands for deoxyribonucleic acid.
- b. A real DNA molecule contains millions of atoms.
- c. It exists in the form of a three-dimensional double helix.
- d. It is found in the billions of cells that make up our bodies.
- e. It contains all the instructions telling your body how to grow.
- f. An important property of DNA is that it can replicate, or make copies of itself.

4. Choose the correct item that completes each sentence below (▲ or ■). Make inferences.

- a. In “Francis Crick and James Watson had puzzled out the structure”, the multi-word verb **puzzle out** means
  - ▲ to find the answer to a difficult or confusing problem.
  - to damage something so badly that it no longer exists.
- b. In “announced the taller of the pair”, the expression **the pair** refers to
  - ▲ Francis Crick and James Watson.
  - Rosalind Franklin and Maurice Wilkins.
- c. In “a vast range of illnesses caused by faulty genes”, the adjective **faulty** means
  - ▲ missing.
  - defective.
- d. In “We can also track down criminals”, the multi-word verb **track down** means
  - ▲ to be responsible for or to take care of someone.
  - to find someone after searching in several different places.

5. Go back to the first paragraph of the text and find examples of regular and irregular verbs in the past. Then copy the table below in your notebook and replace the icons ☘ with the correct form of the verbs in the past.

Regular verbs	Irregular verbs
announce - <i>announced</i>	be - <i>was/were</i>
call - ☘	burst - ☘
mix - ☘	
rush - ☘	

## UNITS 7 AND 8 - A



Read the text below and do exercises 1-5.

Write the answers in your notebook.

### Expert Answers on...

*Are video games – like strategy and role-playing games, for example – good for the mind?*

*- Dustin\**

Studies show that certain types of video games may improve hand-eye coordination, problem-solving skills, and the mind's ability to process information.

Sometimes, though, video games cause more health troubles than benefits. People who spend too much time sitting while playing video games don't get enough exercise. Lack of exercise can play a role in many health problems, including becoming overweight or obese.

Experts also worry that too much video gaming can interfere with a person's life, hurting things like school performance and friendships. Some psychiatrists are concerned that certain people might even become addicted to playing video games. And it's still unclear what impact games with violent or inappropriate sexual content might have on the brain.

Although the jury's still out on the subject, for now it makes sense to enjoy the right kinds of games in moderation. Try mixing up your games: Stimulate your brain with strategy games sometimes; other times, get up and get into games that allow you to physically interact with the action on the screen.

Follow these tips, limit your game playing time to 1 or 2 hours a day, and video game play can be part of a balanced, well-rounded life.

Reviewed by: Steven Dowshen, MD

Date reviewed: June 2015

*\*Names have been changed to protect user privacy.*

Available at: <[http://kidshealth.org/teen/expert/school\\_jobs/gaming.html#cat20385](http://kidshealth.org/teen/expert/school_jobs/gaming.html#cat20385)>. Accessed in: February 2016.

1. Choose the correct statement about the text.
  - a. A teenager addicted to video games talks about its benefits.
  - b. A specialist answers a teenager's question about video games.
  - c. A teenager presents the advantages of playing active video games.
  - d. A specialist compares active video games with passive video games.
  - e. An expert presents the results of a study on the risks of active video games.

2. The expert's answer on page 194 has five paragraphs. What's the main topic of each paragraph? Match the columns below.
- |                |   |
|----------------|---|
| a. paragraph 1 |   |
| b. paragraph 2 | I. possible benefits of video games             |
| c. paragraph 3 | II. possible problems of video games            |
| d. paragraph 4 | III. recommendations for the use of video games |
| e. paragraph 5 |   |

3. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct the false statements with a fragment from the text.
- Experts believe that too much video gaming can cause obesity.
  - Experts are concerned that video gaming in excess can impact on school performance and friendships.
  - Psychiatrists are certain that too much video gaming is bad for the mind.
  - It is recommended that people play one type of game rather than different types.
  - It is recommended that people do not play video games for more than 2 hours a day.
  - Some kinds of video games may have a positive impact on the brain and improve the mind's ability to process information.
4. Read the fragments in the box below and choose the item that completes each sentence that follows (▲ or ■).

- I. "[...] hurting things **like** school **performance** and **friendships**."  
II. "[...] it's still **unclear** what impact games with violent or **inappropriate** sexual content might have on the brain."  
III. "Sometimes, **though**, video games cause [...]"

- In fragment I, the suffixes **-ance** (as in "performance") and **-ship** (as in "friendships") form
  - nouns.
  - adjectives.
- In fragment I, the discourse marker **like** introduces
  - a comparison.
  - an exemplification.
- In fragment II, the prefixes **un-** (as in "unclear") and **in-** (as in "inappropriate") mean
  - not; opposite to.
  - again repeatedly.

d. In fragment III, the discourse marker **though** is equivalent to

- ▲ besides.
- however.

e. In fragment III, the discourse marker **though** expresses

- ▲ addition.
- contrast.

5. In “People who spend too much time sitting while playing video games [...]”, the relative pronoun **who** refers to *people*. In each sentence below, identify the word that the relative pronoun in **bold** refers to.

- a. Teenagers prefer games **that** imitate real sports.
- b. Kids should play exer-games, **which** involve being physically active.
- c. Studies have indicated that people **who** play video games too long are often lonely.
- d. Adults usually like exer-games **that** incorporate music, competition and realism.
- e. It is easy to get bored with games **that** don't have good graphics.
- f. Experts believe that kids and teens **who** spend too much time playing video games might become addicted to it.

6. Read the dialogs below. Match the following situations to the uses of **will** mentioned in the box below.

**Situation A**

Kate: You can play video games, but don't forget the rules.

Edward: Don't worry, Mom. I'll do my homework before playing those video games.

**Situation B**

Paul: I love this game but it is too difficult to finish this level!

Mark: I'll help you with it.

**Situation C**

Leon: I'm tired of this strategy game! I'll play an exer-game now.

Jack: Great idea!

- I. We use **will** for offers.
- II. We use **will** for promises.
- III. We use **will** for spontaneous decisions.

## UNITS 7 AND 8 - B



Read the text below and do exercises 1-4.

Write the answers in your notebook.

### Still I Rise

**Maya Angelou, 1928-2014**

You may write me down in history  
With your bitter, twisted lies,  
You may trod me in the very dirt  
But still, like dust, I'll rise.

Does my sassiness upset you?  
Why are you beset with gloom?  
'Cause I walk like I've got oil wells  
Pumping in my living room.

Just like moons and like suns,  
With the certainty of tides,  
Just like hopes springing high,  
Still I'll rise.

Did you want to see me broken?  
Bowed head and lowered eyes?  
Shoulders falling down like teardrops,  
Weakened by my soulful cries?

Does my haughtiness offend you?  
Don't you take it awful hard  
'Cause I laugh like I've got gold mines  
Diggin' in my own backyard.

You may shoot me with your words,  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise.

Does my sexiness upset you?  
Does it come as a surprise  
That I dance like I've got diamonds  
At the meeting of my thighs?



Aaron Repaport/Photoarena

Out of the huts of history's shame  
I rise  
Up from a past that's rooted in pain  
I rise  
I'm a black ocean, leaping and wide,  
Welling and swelling I bear in the tide.  
Leaving behind nights of terror and fear  
I rise  
Into a daybreak that's wondrously clear  
I rise  
Bringing the gifts that my ancestors gave,  
I am the dream and the hope of the slave.  
I rise  
I rise  
I rise.

*From: ANGELOU, Maya. And Still I Rise. 1978. Available at: <[www.poets.org/poetsorg/poem/still-i-rise](http://www.poets.org/poetsorg/poem/still-i-rise)>. Accessed in: February 2016.*

1. Choose the items below that are related to the poem *Still I Rise*.
  - a. racial equality
  - b. overcoming oppression
  - c. death
  - d. social justice
  
2. Choose the correct item that answers each question below (▲, ■ or ●).
  - a. There are a lot of comparisons in the poem. What does the woman in the poem compare herself with?
    - ▲ Dust, moons, suns, hopes, air.
    - Moons, suns, head, eyes, shoulders.
    - Dust, moons, suns, teardrops, ocean.
  - b. Which line below suggests that the woman in the poem experienced racial discrimination as a child?
    - ▲ "Still I'll rise" (line 12).
    - "Up from a past that's rooted in pain" (line 31).
    - "Shoulders falling down like teardrops" (line 15).
  - c. In "You may kill me with your hatefulness, / **But** still, like air, I'll rise." (lines 23-24), what idea does the discourse marker **but** express?
    - ▲ Comparison.
    - Addition.
    - Contrast.
  
3. Notice the use of rhyme in the poem *Still I Rise*. Then match the rhyming words in **bold**.

a. With your bitter, twisted <b>lies</b>	I. Pumping in my living <b>room</b>
b. Why are you beset with <b>gloom</b> ?	II. But still, like dust, I'll <b>rise</b>
c. Don't take it so <b>hard</b>	III. Into a daybreak miraculously <b>clear</b>
d. Leaving behind nights of terror and <b>fear</b>	IV. Diggin' in my own <b>backyard</b>
  
4. Repetition is a literary device used by many poets. As a rhetorical device, it can be a word, a phrase, a full sentence or a poetical line repeated to emphasize its significance in the entire text. Go back to the poem on the previous page and find examples of repetition.