

UNIT 8


The Statue of Liberty



Seven parts of sentences have been removed from this article about radiation. There are 7 questions. For each question, write the number of the space. If you think the words for question 1 go into space 4, write **ONLY** the number 4. For one question, the sentence does not belong in the text so just write "NO".

Finally, on August 5th, 1884, workers began building the Statue of Liberty's pedestal, or foundation, on a small island in New York Harbor.

The statue is made of a covering of pure copper, put on a _____(1) (originally puddled iron) with the exception of the flame of the torch, which is coated in gold leaf (originally made of copper and later altered to hold glass panes). It _____(2) stonework pedestal with a foundation in the shape of an irregular eleven-pointed star. The statue is 151 ft (46 m) tall, _____(3) and foundation, it is 305 ft (93 m) tall.

She was a gift from the people of France to the _____(4) 100th anniversary of America's independence from Great Britain. She was sculpted by Frederic Bartholdi. Barry Moreno wrote The Statue of Liberty Encyclopedia. He says Frederic Bartholdi chose the place where the statue was placed. And while entering the harbor by ship he saw a small island called Bedloe's Island. And he saw Manhattan, and he was _____(5) vista, and he was aware that New York was the pre-eminent harbor. So he selected _____(6) Statue of Liberty for that reason. He realized his statue would have a greater impact in the busiest harbor. 

It took more than two years to complete the pedestal and statue on the island. The Statue of Liberty was dedicated by President Grover Cleveland on October 28th, 1886. Millions of _____(7) immigration station on Ellis Island -- near Bedloe's Island -- came to see the Statue of Liberty as a symbol of their new lives in America.

1. United States to mark the >> >> Space
2. is on a rectangular >> >> Space
3. passengers heading for the >> >> Space
4. New York as the site of the >> >> Space
5. framework of steel >> >> Space
6. the best location >> >> Space
7. but with the pedestal >> >> Space
8. struck by the magnificent >> >> Space

TEENAGERS, PARENTS AND MOBILE PHONES

Mobile phones are popular with Australian teenagers. If you're trying to decide whether your child's ready for a mobile, it might help to understand the advantages and disadvantages of their use.



The basics

There are no hard and fast rules about the right age to give your child a mobile phone. But as your child approaches high school, it's likely that others in his peer group will start to get their own mobiles, and your child might want one too.

When your child says she wants a mobile phone, you could talk to her about why she wants one. What does she want to do with it? Do many of her friends have mobiles? Try to understand why she feels it's important to have her own phone. These conversations will help you decide if you're comfortable with the idea.

If you decide to go ahead with it, you might like to talk to the parents of your child's friends about the kinds of phones and plans they have. This can help you settle on the right phone and service for your child.

When choosing a phone and plan, bear in mind that teenagers often use mobiles differently from adults – for example, they text far more than they voice call. Teenagers are also rapidly shifting towards using mobile phones as multimedia devices. This is because mobiles can be used as web browsers, cameras, photo albums, diaries, address books, MP3 players, game consoles and more.

Advantages of mobile phones

Networking

A mobile phone will almost certainly become a very important communication and networking tool for your child. A phone of his own can promote your child's sense of belonging and connection to both friends and family. It lets him stay in touch anytime and anywhere.

Safety

Mobile phones are one way for you and your child to contact each other whenever you need to. It can give you peace of mind and help keep your child safe when she's out without adult supervision – but don't rely solely on a mobile to keep her safe.

Here are some tips for using mobiles to promote safety:

Let your child know he can call or text you at any time if he needs your help.

Familiarise your child with the speed dial function on the phone. Store the numbers she can call in case of an emergency.

Program your own number into the phone and save it under the name ICE (in case of emergency). If your child's involved in an accident when you're not with him, emergency services or others can call the ICE number to alert you. Note that this will be helpful only if the mobile phone isn't protected by a pin or password.

Skill development

A mobile phone will give your child the opportunity to develop mobile communication etiquette, and media and communication skills.

Disadvantages and what to do about them

You can head off some of the disadvantages that might come with teenage mobile phone use by promoting safe and responsible mobile phone behaviour. To start with, it's a good idea to establish rules, such as:

- *when it's OK to take calls or reply to texts

- *when the phone should be on silent or switched off

- *whether your child's allowed to have the phone in her room at night.

You might want to talk about and agree on consequences if the rules are broken.

You could also find out your child's school's policy on mobile phone use, and make sure your child knows what it is.

Talking to your child about limiting who should have his mobile phone number can help keep him safe. For example, you might suggest he shares it only with close friends and family, not strangers or people he doesn't know well.

Accessing the internet

Many phones are now 'web-capable'. With a data plan, your child could access the internet and download and upload text, images, video, games and other programs or applications. It's very difficult to monitor or supervise your child's internet access on her phone.

You could consider choosing not to get a data plan until your child is older and you're confident he's a responsible 'cybercitizen'. It might also be a good idea to explain that downloading some kinds of data – such as music and video – might go over your child's data limit.

Mobile 'addiction'

Many teenagers develop a strong sense of ownership and attachment to their mobile phones. They can be very upset if the phone's taken away or lost. The following tips might help:

*Back up the content of your child's phone on your home computer every few weeks.

*Agree on some 'phone-free' time on a weekly or daily basis. This is a good idea if you're concerned your child is becoming too attached to her phone.

*Take the phone away only when you've agreed in advance with your child that this will be the consequence for not following agreed phone rules.

*Teenagers sometimes lose or damage a phone or two before they learn to look after them, so it might be best to give your child an inexpensive handset as his first phone. When he shows that he can take care of a phone, you can reward him by giving him a more expensive model. Negotiate with your child about how you'll deal with replacing a lost or damaged phone before it happens – for example, by deciding who'll pay for a new handset.

Vocabulary Practice

Match the text message on the left with its 'translation' in real English on the right.

- | | |
|-------------------------|---------------------------------|
| 1) C U L8R M8 | a) As far as I know. |
| 2) B4 | b) Love you with all my heart |
| 3) AFAIK | c) Boring |
| 4) W8 4 ME, I'M L8, SOZ | d) Text me back |
| 5) KIT | e) Have a nice day |
| 6) RUOK? | f) See you later mate |
| 7) LUWAMH | g) Keep in touch |
| 8) HAND | h) Easy |
| 9) Zzzzzzzzz | i) Are you okay? |
| 10) KOTL | j) Wait for me, I'm late, sorry |
| 11) TMB | k) See you tonight or tomorrow |
| 12) 0 ME | l) By the way |
| 13) EZ | m) Before |
| 14) BTW | n) Ring me |
| 15) C U 2NITE O 2MORO | o) Kiss on the lips |

GRAMMAR PRACTICE LEVEL 1

PAST TENSE SIMPLE

SIMPLE PAST TENSE

The simple past is used to talk about a **completed action** in a time **before now**. Duration is not important. The time of the action can be in the recent past or the distant past.

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions

- **frequency:** *often, sometimes, always*
I sometimes **walked** home at lunchtime.
I often **brought** my lunch to school.
- **a definite point in time:** *last week, when I was a child, yesterday, six weeks ago*
We **saw** a good film *last week*.
Yesterday, I **arrived** in Geneva.
She **finished** her work *at seven o'clock*
I **went** to the theatre *last night*
- **an indefinite point in time:** *the other day, ages ago, a long time ago*
People **lived** in caves *a long time ago*.
- She **played** the piano *when she was a child*.

FORMING THE SIMPLE PAST TENSE

Put the verbs into the simple past:

1. Last year I (go) to England on holiday.
2. It (be) fantastic.
3. I (visit) lots of interesting places. I (be) with two friends of mine .
4. In the mornings we (walk) in the streets of London.
5. In the evenings we (go) to pubs.
6. The weather (be) strangely fine.
7. It (not / rain) a lot.
8. But we (see) some beautiful rainbows.
9. Where (spend / you) your last holiday?

Complete the table in simple past.

Affirmative	Negative	Interrogative
He wrote a book.		
	He did not sing	
		Was she pretty?

Put the sentences into simple past.

1. We move to a new house. →
2. They bring a sandwich. →
3. He doesn't do the homework. →
4. They sell cars. →
5. Does he visit his friends? →

Write sentences in simple past.

1. Janet / miss / the bus →
2. she / tidy / her room →
3. Nancy / watch / not / television→
4. she / read / a book →

Choose "Was" or "Were":

- The teacher _____ nice.
- The students _____ very clever.
- But one student _____ in trouble.
- We _____ sorry for him.
- He _____ nice though.

Put in the verbs in brackets into the gaps. Use **Simple Past**. Watch the punctuation and form sentences or questions.

Form of the Simple Past

1. I my maths homework yesterday. (*to do*)
2. Susan to England by plane? (*to go*)
3. They a farm two weeks ago. (*to visit*)
4. Jenny and Peggy their brother. (*not/to help*)
5. The children at home last weekend. (*not/to be*)
6. When you this wonderful skirt? (*to design*)
7. My mother into the van. (*not/to crash*)

8. The boys their shoes. (*to take off*)
9. you your aunt last week? (*to phone*)
10. He milk at school. (*not/to drink*)

1. He (walk) to school yesterday.

He to school yesterday.

2. They (do) their homework last night.

They their homework last night.

3. You (are) lazy last week.

You lazy last week.

4. That woman (buy) a new book this morning.

That woman a new book this morning.

5. The janitor (clean) the blackboard yesterday.

The janitor the blackboard yesterday.

6. My mother (cook) food yesterday.

My mother food yesterday.

7. This morning my teacher (teach) English.

This morning my teacher English.

8. I (am) hungry yesterday.

I hungry yesterday.

9. The gardener (cut) the trees last month.

The gardener the trees last month.

10. She (drink) milk this morning.

She milk this morning.

11. Last month the man (ride) a horse.

Last month the man a horse.

12. Sakda (go) to Hong Kong last year.

Sakda to Hong Kong last year.

13. The birds (fly) in the sky this morning.

The birds in the sky this morning.

14. I (know) Tom's house last year.

I Tom's house last year.

15. The joiner (make) tables and chairs yesterday.

The joiner tables and chairs yesterday.

16. The farmer (grow) rice last year.

The farmer rice last year.

17. Two weeks ago the boy (has) a new bicycle.

Two weeks ago the boy a new bicycle.

18. He (feel) happy yesterday.

He happy yesterday.

Grammar

LEVEL 2

Reported speech

- *we use reported speech when we want to say what someone else said.*
- *with the reported speech we have to change the tense of the verb, some pronouns and determiners and words or phrases connected to time and place*

1. Complete the second sentence so that it has a similar meaning to the first sentence,

using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. "You must wear a tie", the teacher told him. (**TO**)
The teacher told him he..... a tie.
2. " We were trying to phone you", they said. (**BEEN**)
They said to phone me.
3. " Where did you buy you shoes, Sally?" asked Gail. (**HAD**)
Gail asked
Sally.....shoes.
4. " Don't swim too far out", she warned him. (**WARNED**)
Sheswim too far out.
5. Sean said I ought to lie down for a while. (**LIE**)
Sean suggested.....for a while.
6. She gave me very little help with the homework. (**NOT**)
She did.....help with my homework.

*2.Pass the following sentences into reported speech. Use verbs like **say, tell, ask, wonder, want to know, promise, order, advise**. Ex. He said.../ He asked ... etc.*

1. I watched TV last night.
2. What are you studying?
3. You must hurry.
4. Will you call me a taxi?
5. My father may be at the meeting.
6. Smoking is bad for young people.
7. Help me with the washing please.
8. Don't go away.
9. Don't talk while you are eating.
10. She lost her purse.
11. Paul has brought you a message.
12. They will leave soon.
13. She came back two hours ago.
14. I went to the beach every day when I was living in France.
15. I don't like sugar in my tea.
16. Lisa can play the piano.
17. It has been raining since Sunday.
18. They had finished he project before the deadline.
19. She wanted to play tennis yesterday.
20. They were cooking yesterday morning.