

Super GOAL

超越目标

Manuel dos Santos



WORKBOOK 4

中国对外翻译出版公司

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藏书章

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1

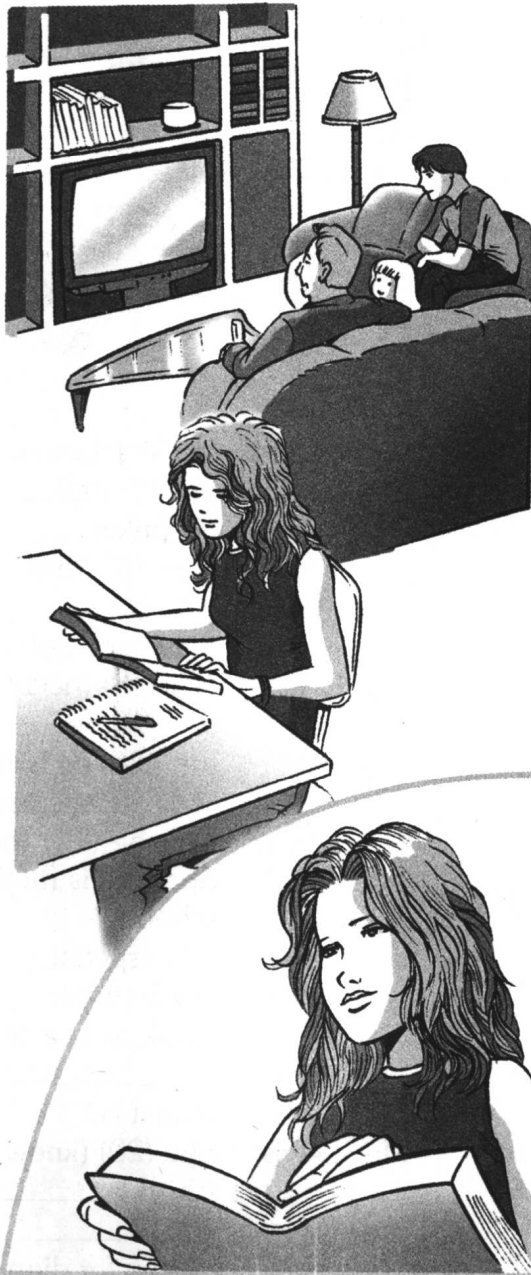
BACKGROUNDS

A Complete the information about Carolina.
Use the present tense.

My name (1) (be) _____ Carolina Richter.
I (2) (live) _____ in the city of Blumenau,
Santa Catarina, Brazil. I (3) (be) _____
15 years old. I (4) (have) _____ a
younger sister and an older brother. I (5) (be)
_____ short and slim. I (6) (have)
_____ curly blond hair. My eyes (7) (be)
_____ blue.

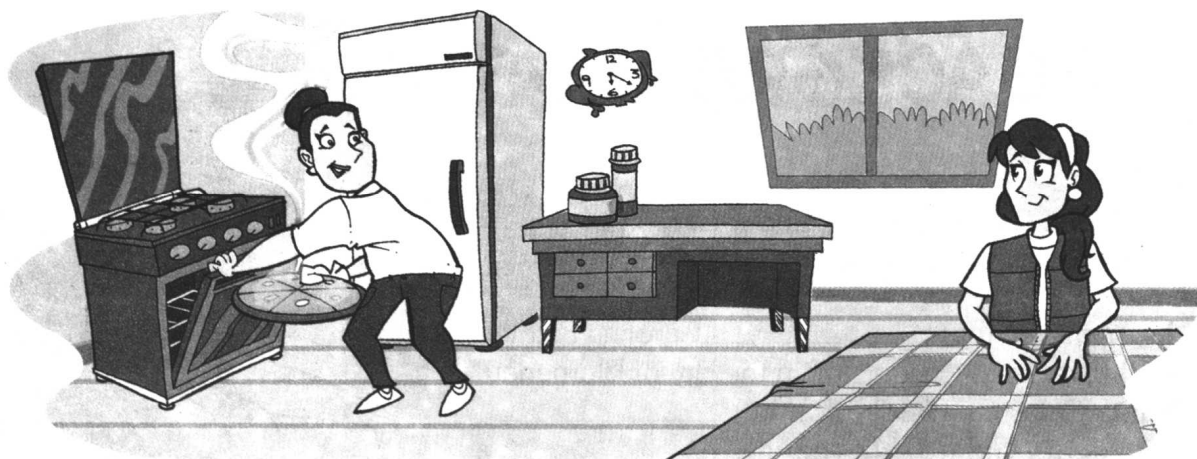
I really (8) (like) _____ people and
I (9) (be) _____ not shy at all. Most people
think I am outgoing.

I (10) (speak) _____ Portuguese and
German. I also (11) (know) _____ a little
English. I (12) (study) _____ English at the
Centro Cultural Brasil Estados Unidos. English
(13) (be) _____ my favorite subject. Like
me, my sister (14) (speak) _____
Portuguese and German. My great grandparents
(15) (be) _____ from Berlin, Germany,
but my family (16) (live) _____ in Brazil.
That's why we (17) (speak) _____
Portuguese and German. My brother (18) (be)
_____ trilingual. He (19) (speak)
_____ Portuguese, German, and English
fluently. My sister and I (20) (need) _____
to study more English.



B Now write about yourself. Use Carolina's description of herself to help you.

C Finish the conversation. Use the simple present and present progressive tenses.



- Alexia: Hi, Mrs. Lewis. Where (1) (be) _____ Grace?
- Mrs. Lewis: She (2) (be) _____ still upstairs. I (3) (think) _____ she (4) (take) _____ a shower.
- Alexia: Why (5) (take) _____ she _____ a shower now? We (6) (go) _____ to the movies. We (7) (meet) _____ Steve and John. Did she forget?
- Mrs. Lewis: No, I (8) (negative think) _____ so. She ran four miles and now she (9) (be) _____ really tired. Who (10) (be) _____ this Steve? Is he that new boy at school? I (11) (negative remember) _____ him.
- Alexia: Yes, he (12) (be) _____. He (13) (come) _____ from Spain. His mother (14) (work) _____ as a Spanish teacher at school.
- Mrs. Lewis: (15) (speak) _____ Steve _____ English?
- Alexia: I (16) (think) _____ he speaks both Spanish and English. Wow! Look at the time! I (17) (hope) _____ Grace (18) (hurry) _____. (19) (know) _____ she _____ what time it is?
- Mrs. Lewis: She (20) (know) _____. She said she'd be ready by 6:30. I (21) (think) _____ you're going to be a little late. I (22) (make) _____ pizza. (23) (want) _____ you _____ to stay for dinner? You can invite Steve and John, too.
- Alexia: That (24) (sound) _____ great. I'll call Steve and John right away.

D Complete a question for each answer.

- | | |
|--|--|
| 1. What <u>is Grace doing?</u>
She's taking a shower. | 4. Where _____
Steve comes from Spain. |
| 2. Where _____
They're going to the movies. | 5. What _____
His mother teaches Spanish. |
| 3. Who _____
They're meeting Steve and John. | |

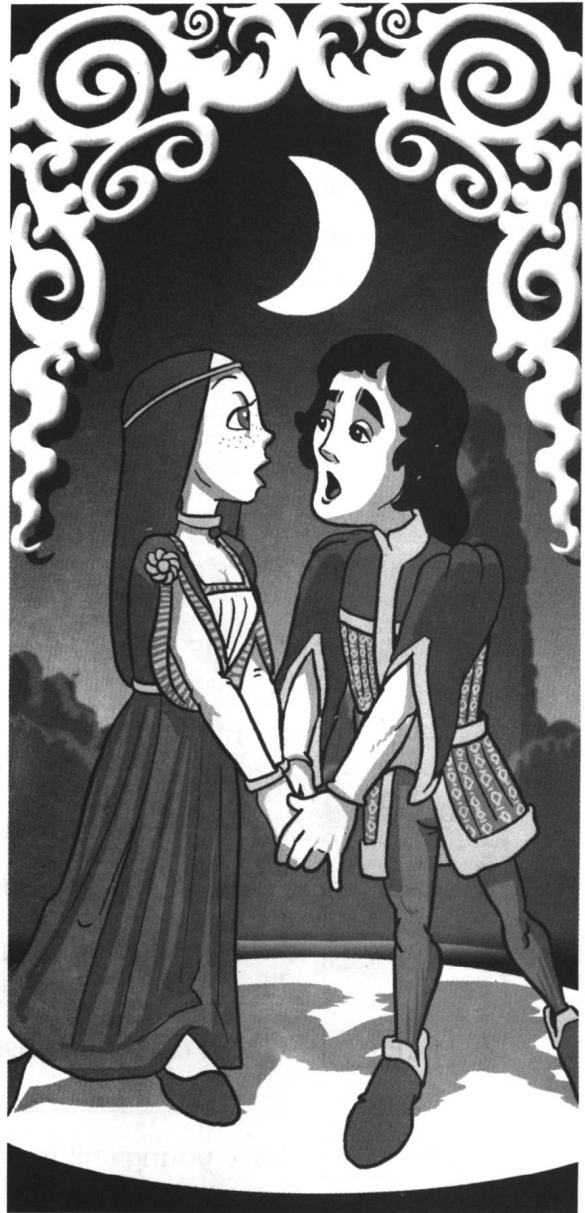
E Finish the story. Use the simple past tense.

Romeo and Juliet

by William Shakespeare

Romeo and Juliet (1) (live) _____ in Italy hundreds of years ago. Romeo (2) (meet) _____ Juliet at a party one night and (3) (fall) _____ in love with her as soon as he (4) (look) _____ at her. Juliet also (5) (fall) _____ in love with Romeo. When Juliet's family (6) (find out) _____ that Romeo (7) (love) _____ her, they (8) (be) _____ very upset. The two families (9) (negative like) _____ each other and they (10) (negative want) _____ Romeo and Juliet to be together.

Juliet's family (11) (want) _____ her to marry someone else, but she (12) (tell) _____ them that she wouldn't. Juliet (13) (pretend) _____ to be dead so that she wouldn't have to marry the man her parents had chosen. When Romeo (14) (see) _____ her, he (15) (be) _____ heartbroken. He (16) (drink) _____ some poison and (17) (die) _____. When Juliet (18) (wake up) _____, she (19) (realize) _____ Romeo was dead so she (20) (kill) _____ herself, too. A sad ending to a sad story.

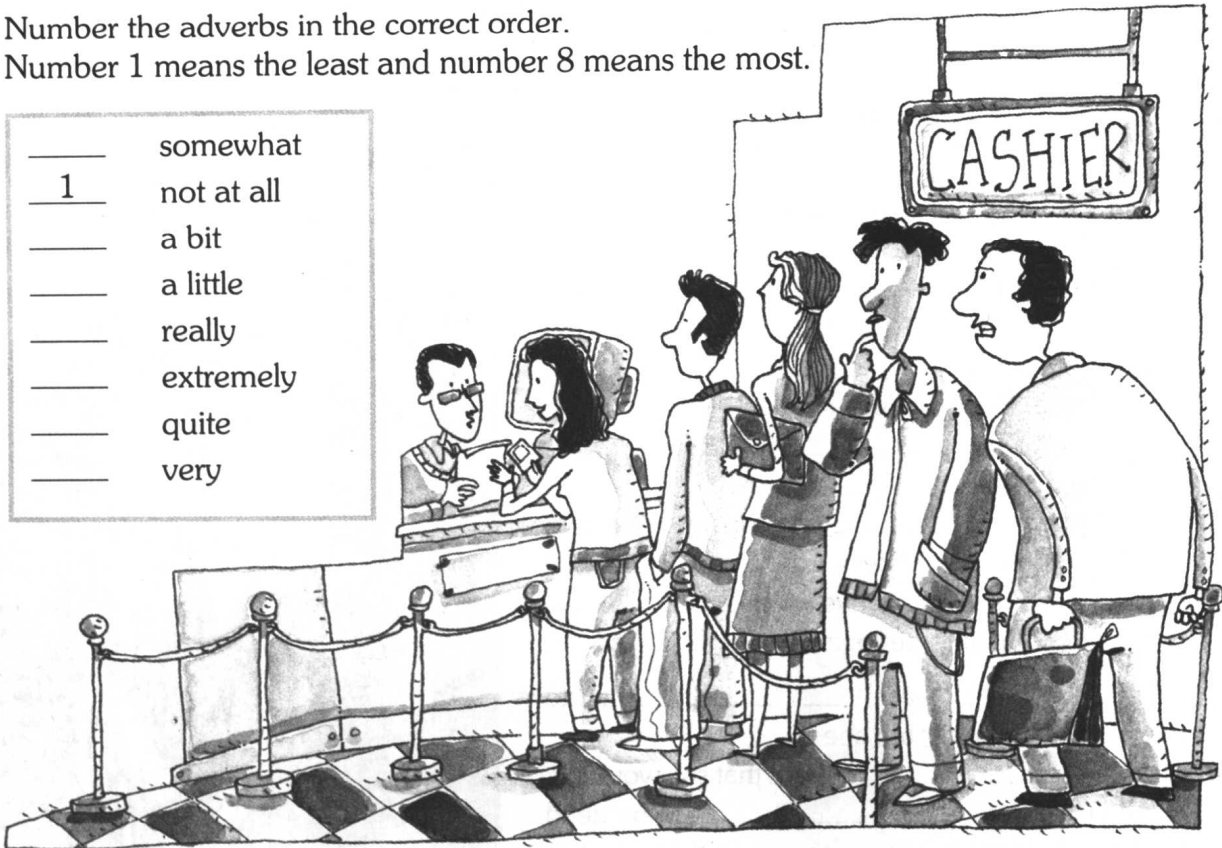


F Read the answers and write the questions about the story.

1. Q: Where _____
A: Romeo and Juliet lived in Italy.
2. Q: When _____
A: Shakespeare wrote the story hundreds of years ago.
3. Q: Who _____
A: Juliet pretended to be dead.
4. Q: What _____
A: Romeo drank poison.
5. Q: Why _____
A: Juliet killed herself because she didn't want to live without Romeo.

- G** Number the adverbs in the correct order.
Number 1 means the least and number 8 means the most.

_____	somewhat
<u>1</u>	not at all
_____	a bit
_____	a little
_____	really
_____	extremely
_____	quite
_____	very



- H** Write sentences about yourself or people you know. Use adverbs of degree.

1. **angry** Short-tempered people get angry easily.
My brother was a little angry yesterday.
2. **funny** Circus clowns are usually very funny.
3. **shy** Very young children are sometimes quiet and shy around adults.
4. **tired** Pilots are often tired after a long flight.
5. **nervous** Young children are sometimes nervous when they go to the doctor.
6. **friendly** Police officers are usually friendly and helpful.
7. **serious** Serious people usually worry a lot and rarely laugh.
8. **honest** People who steal money aren't honest.

I Read about Ellis Island.

Between 1892 and 1954, most people who came to live in the United States passed through Ellis Island. During that time, more than 12 million immigrants had this experience. Sometimes more than 10,000 people would go through Ellis Island in a single day. Most of these newcomers came from Europe and almost all of them came across the Atlantic Ocean by steamship. The trip was very difficult. The food was terrible, the ships were usually crowded and dirty, and the weather was usually bad so a lot of people got sick.



After the immigrants got off the ship at Ellis Island, they first had to pass a medical test. Sometimes they would wait for hours to see a doctor. If they were sick, they were usually sent back home. Over 250,000 people were sent home between the years 1892 and 1954. Some of those refused entry were young children, so one or both parents would have to go back with them. For these people, it meant their dream of living in the United States was over.

Today Ellis Island is a museum. You can see pictures of what the immigrants and the ships looked like. You can also listen to recorded interviews of some of the immigrants as they tell stories about what it was like to come to this country. In spring 2001, *The Statue of Liberty-Ellis Island Foundation* started offering a new service. You can now trace your ancestors' records. Among other things, you can find out the name of the ship they came on, how old they were, and what nationality they were. Of course there is a fee for this service, but for many people it is worth it to find out more about their family members' first days in the new world.

To learn more about Ellis Island, you can go to www.ellisland.org/history and www.i-channel.com/features/ellis/

Answer the questions about Ellis Island. Write *T* for *True* or *F* for *False*.

- _____ 1. Ellis Island is in California.
- _____ 2. Immigrants came to Ellis Island and then had to pass a medical test.
- _____ 3. Today Ellis Island is a museum.
- _____ 4. Ellis Island was used between the years 1892 and 1954.
- _____ 5. Many people came to Ellis Island from Europe.
- _____ 6. The ships were clean, and didn't have many people on them.
- _____ 7. The food on the ships was great.
- _____ 8. For most immigrants, the trip across the Atlantic was difficult.

J Fill out the questionnaire about yourself.

1. _____	_____
	Name
2. _____	3. _____
Date of Birth	Number of people in your family
4. _____	5. _____
Where were you born?	Where was your mother born?
6. _____	7. _____
Where was your father born?	Where were your brothers and sisters born?
8. _____	9. _____
Where do you live now?	Where do you go to school?
10. _____	_____
	What are you studying?
11. _____	_____
	What are your plans for the future?

K Use the information from the questionnaire above to write about yourself and your family.

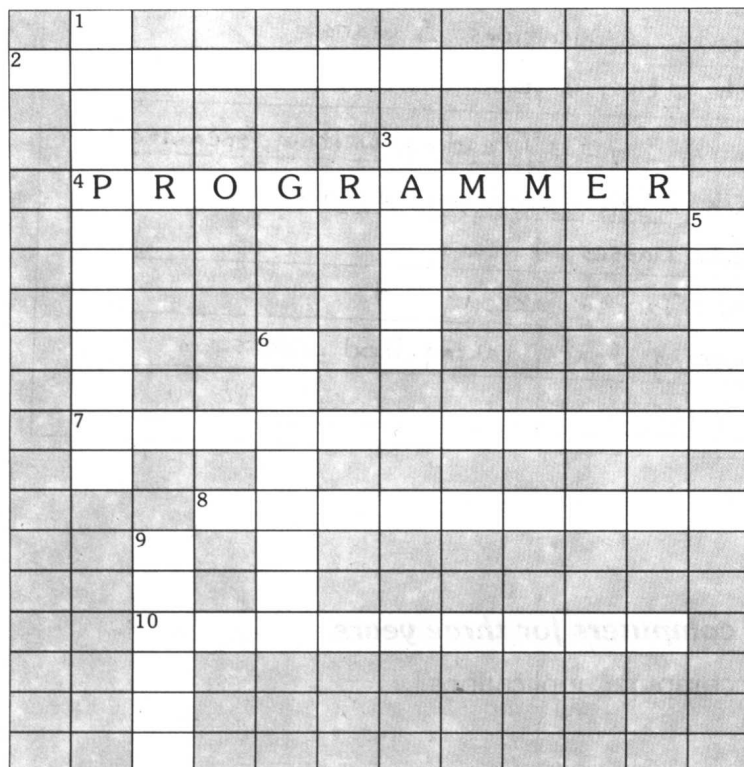
My Family and Me

2

CAREERS



A Complete the crossword puzzle.



DOWN

1. I greet people in offices.
3. I know all about the country's laws.
5. I raise cows and sheep.
6. I can fix your car.
9. I plan vacations for other people.
I'm a _____ agent.

ACROSS

2. I work for the police department.
4. I write programs for computers.
I'm a computer _____.
7. I can help you make money.
8. I build furniture.
10. I design houses.



B Answer the questions.

1. What career have you chosen?

2. Why have you chosen it?

3. What experience have you had in this area?

C Read Julia's résumé. Then answer the questions about her.

JOB APPLICATION FORM	
Your name:	Julia Chen
Address:	810 Piney Lane
	Paulding, MI 39348
Name of High School:	Robert Morris High School
Important Courses:	Computer Applications, 3 years
	Mathematics, 4 years
Languages:	Spanish, 3 years (reading, writing, speaking)
	French, 2 years (reading, writing)
Activities:	Karate classes, 4 years
Employer:	Terry's Turkey Takeout
Experience:	Answering phones, taking food orders
Length of time at this job:	Two years

Example:

Q: Can Julia use a computer?

A: (use) **Yes, she's been using computers for three years.**

1. Q: Does she understand many computer applications?

A: (learn about) _____

2. Q: Does she know more than one language?

A: (speak) _____

3. Q: Can she read French?

A: (study) _____

4. Q: Does she know karate?

A: (attend) _____

5. Q: Has she ever worked in a restaurant?

A: (work) _____

6. Q: Does she know how to answer phones?

A: (answer) _____

D Now tell about yourself. Use the present perfect progressive.

1. _____

2. _____

3. _____

- E** Read what the people **have been doing** and what they **have done**. Finish each story. Use the present perfect progressive or the present perfect tense. Sometimes either one is correct. Then fill in the name of each profession.



1. I (doing) _____ this since I was five years old and really enjoy it. I (play) _____ at Carnegie Hall in New York and I have given many concerts. I practice eight to ten hours a day. It's hard work, but I (enjoy) _____ doing it for the past twenty years.
I am a _____
2. I (train) _____ many teams and they all say that I'm too hard on the players. They say that I take too many chances, too. I always tell them that if you don't try, you'll never know if you can do it. You have to take risks. I (take) _____ risks all my life and I expect my players to do the same.
I am a _____
3. I (work) _____ in the same job since I was eighteen years old. I (do) _____ the same thing for ten years. People think I'd be bored after all this time, but I'm not. I really enjoy helping people get well again. It's great when you get a thank you card from someone you took care of. I have hundreds of them. I (enjoy) _____ people over the years and I don't know what I'd do without this job.
I am a _____
4. At first I was afraid, but now I love it. Sometimes you get some noisy people on a flight and once in a while you have to work with an unpleasant passenger. I (do) _____ this for five years and I (met) _____ so many wonderful people. The hours are long, but after I (work) _____ for five days I get two days off. I (travel) _____ to every continent. It's a great job.
I am a _____

- F Use the pictures and descriptions to write what people **have done** and how long **they've been doing** it.



1. The Dynamics have been playing since 1998. They had three hits the first year and only one hit this year. Write how long they've been together, and how many hits they've had.

2. Annie has been traveling in Europe since July. Look at the map. Write down how long she's been traveling and how many countries she's visited.



3. Rose got into her truck at 5:00 this morning. She drove 100 miles in the first 3 hours and 150 miles in the last 3 hours. Write how long she's been driving. Write how many miles she's driven.

4. Tina and Pam have been cooking since 7:30 this morning. It's now 10:30. They made 36 meals in the first hour and 50 meals in the last two hours. Write how long they've been cooking and how many meals they've made.



G Read the story and answer the questions.

Have you ever been near an animal you were afraid of? How close have you been to a dangerous snake? Well Tony Kepler raises killer snakes for a living and he loves his job. He has been working with them since he was a little boy and he's not afraid of them at all.

Tony's father has been a snake handler for twenty years and he has taught his son a lot about them. Now Tony is able to make money from snakes. He collects the venom from rattlesnakes found in the western part of the United States. (Venom is the liquid that comes out of the snake's fangs when it bites.) He sends the venom to a laboratory where they make it into something called "anti-venin." Anti-venin is what they give people after they have been bitten by a poisonous snake. This anti-venin keeps the venom from killing the person who has been bitten. He has been earning his living this way for five years.



Tony's dad has handled nearly 1,000 snakes in his lifetime. He has taught hundreds of people how to hold snakes. He has also shown them how to feed snakes and how to get venom from them. Not everyone can get used to the idea of picking up a snake. Many people heard scary stories about snakes when they were children and have been afraid of them ever since. Tony has been trying to educate people about the positive things snakes do. For one thing, they help control the rat and mouse population. Snakes are also very clean and quiet and they rarely disturb humans.

Tony's job is very different from any other job I've heard of, but it is a really important one. Without venom collectors, many people would be in real danger and some would die. If you want to read more about snake venom, you can go to <http://encarta.msn.com>.

1. How long has Tony been working with snakes?

2. How long has Tony's dad been handling snakes?

3. How many snakes has Tony's dad handled?

4. How long has Tony been earning his living from snakes?

5. Why is Tony so comfortable around snakes?

H Read the following résumé.

Résumé

Name: Gregory Rhile
Address: 18 Jackson Street
Elizabeth, Arizona 85276
Phone Number: (623) 555-1212
e-mail address: grhile@gnet.net

EDUCATION:	North Central High School, Elizabeth, Arizona. From 1999 to the present.
KEY COURSES:	Advanced Computer Applications; Introduction to Business; Accounting
EXPERIENCE:	North Central High School, Elizabeth, Arizona. From September 2000 to the present. Tutor of Mathematics, 3 hours a week.
LANGUAGES SPOKEN:	English, Spanish, French
INTERESTS:	I've been working as a tutor of Mathematics since 1999. I enjoy working with people and helping them. I have a driver's license and have been driving for 6 months. I speak Spanish and French fluently and have been studying English for three years.
REFERENCE:	Please contact Mr. Jack Lewis, Principal, North Central High School, 12341 North Arzon Way, Elizabeth, Arizona.

I Use the information from page 8 to write your own résumé. Use the résumé above as a model.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or shadows along the edges, suggesting it might be a scan of a physical document. There is no handwriting or printed text on the page.

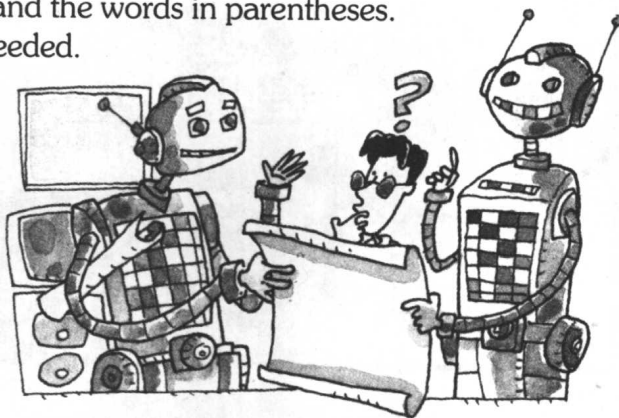
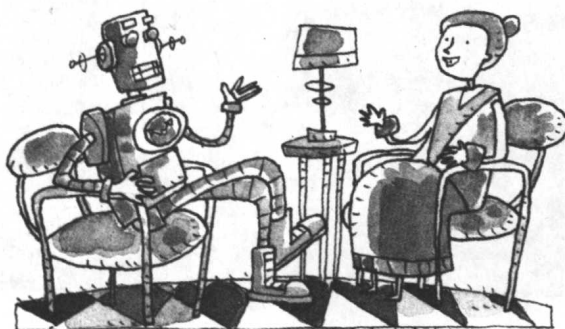
3

WHAT WILL BE WILL BE

A Complete the dialogue with **will** and the words in parentheses.
Use **I think so** or **I don't think so** where needed.

- Student: (1) _____ people _____ (work) longer hours in the future than they do now?
- Professor: (2) _____. In the future we probably (3) _____ (not / work) as much. We (4) _____ (have) much more leisure time.
- Student: I've heard about smart cars—cars that do all the driving. (5) _____ we _____ (spend) a lot of our increased leisure time going places in these cars?
- Professor: (6) _____. The reason is that we (7) _____ (not / need) our smart cars to go places. Don't forget, we (8) _____ (live) in smart houses. And thanks to what's called virtual reality, we (9) _____ (be able to) talk to people anywhere in the world and it (10) _____ (feel) like they're in the room with us.

B Complete the dialogue with **be going to** and the words in parentheses.
Use **I think so** or **I don't think so** where needed.



- Student: The only robots I've heard of are in novels. (1) _____ robots _____ (become) part of our lives anytime soon?
- Professor: (2) _____. Within a few years, stores (3) _____ (sell) robots that can clean your rugs or cut your grass.
- Student: (4) _____ robots _____ (be) smart enough to be companions to people? That doesn't sound likely!
- Professor: Actually, at some point in this century, robots (5) _____ (pass) humans in intelligence. And you probably (6) _____ (have) robots as colleagues someday.
- Student: I'd better start studying more. If I don't, I (7) _____ (not / know) what to say to them!