

Unit 10 No limits

10a Human limits

Grammar defining relative clauses

1 Complete the sentences with the information in sentences a–f and relative pronouns as necessary.

- 1 That's the patient _____

- 2 This is a new kidney _____

- 3 Cosmetic surgery is a medical procedure _____

- 4 I talked to the surgeon _____

- 5 That's the hospital _____

- 6 That was the day _____

- a I left the hospital then.
- b I read about him.
- c It can be expensive.
- d It was grown in a laboratory.
- e She operated on me.
- f They do heart transplants there.

Grammar extra non-defining relative clauses

► NON-DEFINING RELATIVE CLAUSES

The information given in non-defining relative clauses is not essential to the meaning of the sentence. In non-defining relative clauses, you cannot replace *who* or *which* with *that* and you cannot leave out the relative pronoun.

2 Look at the example. Then write the information as one sentence. Write the information in the same order. Note the commas before and after the non-defining relative clause.

Example:

The hospital / opened last year / fantastic.

The hospital, which was opened last year, is fantastic.

- 1 This operation / performed frequently / not dangerous.

- 2 The nurse / explained everything to me / very professional.

- 3 The injection / nurse gives me / doesn't hurt.

- 4 My ankle / I broke last year / completely healed.

- 5 Our doctor / very young / very knowledgeable.

Vocabulary medicine

3 Choose the correct option (a–c).

- 1 surgery
a a person
b a place
c a procedure
- 2 scan
a an illness
b a place
c a procedure
- 3 injection
a a person
b a cure
c a procedure
- 4 surgeon
a a person
b a place
c a treatment
- 5 stitches
a an illness
b a test
c a procedure
- 6 hospital
a a person
b a place
c a treatment

10b A new life

Grammar second conditional

Complete the quiz questions with the correct form of the verbs. Then answer the questions for yourself.

How would you cope in a new life?

Take our quick quiz and see how you would do.

- 1 If you _____ (have to) move to somewhere new, where _____ (you / go)?
- somewhere more urban than where you live now
 - somewhere with a better climate than where you live now
 - somewhere as similar as possible to where you live now
- 2 Imagine you _____ (take) only one bag with you. What _____ (be) in it?
- not much—you'd rather get new stuff
 - some practical stuff that might be useful
 - family photos and videos
- 3 What _____ (you / miss) the most from your old life?
- it's hard to say without knowing what the new life _____ (be) like
 - the house you live in at the moment
 - seeing your friends and spending time with them
- 4 If you _____ (move) to a new country, what _____ (be) the hardest thing to adapt to?
- a new language
 - the food
 - the social customs
- 5 Do you think you _____ (find) a job easily if you _____ (go) to live somewhere new?
- yes, you _____ (welcome) the chance to do something new
 - yes, you _____ (probably / do) your type of work anywhere
 - no, you _____ (have to) do something new
- 6 What _____ (be) the best thing about living in a new place?
- everything—you _____ (love) to change your life
 - the chance to look at things differently
 - nothing—if you _____ (have) no choice about moving

Answers

Mostly a: You're ready for new horizons! Are you unhappy where you are or do you just have itchy feet?

Mostly b: You're the kind of person who uses their head and looks at the pros and cons of a situation. You'd cope well in a new place.

Mostly c: You're a homebody, happy where you are or possibly a little unadventurous? It might not be wise to move somewhere new.

Choose the most logical option.

- If I wanted to study in Canada, I *would / could / might* have to learn English.
- I *wouldn't / couldn't / might not* imagine losing my job!
- If I lost my job, I *would / could / might* be shocked.
- If you spoke the language, you *would / could / might* ask for help.
- I *would / could / might* love to move to the city—small town life is boring.
- You never know, you *would / could / might* enjoy it if you tried it.
- If you could spend a year traveling, where *would / could / might* you go?
- If I traveled for a year, there's a chance I *would / could / might* never come home!

10c A limitless brain?

Reading science in movies

The new movie *Limitless* suggests that we use only 20 percent of our brain power. What would happen if we could use all 100 percent of our brain's potential? In this movie, the main character takes a special pill that lets him do exactly that. And what happens? He writes a book. He learns to speak Italian. He becomes a master of martial arts. Does that mean that we could all be like this if we knew how to take advantage of our brains properly?

The answer is no. As is often the case in movies, the science is not 100 percent accurate. Of course, it would be unrealistic to think there was a special pill that could unlock our brain power in a flash. But it's not even true that we only use 20 percent of our brain. It's not as simple as that. What actually happens is that we use different parts of the brain at different times and for different functions. So, if you were walking to work, the part of your brain that deals with physical movement would be active. If you were making a cake, then a different part of your brain would be busy. In other words, there are no unused or hidden regions that are waiting to be discovered and exploited. It would be incredibly inefficient for our bodies to only use 20 percent of the brain. We're using all of our brain all day and we actually already have limitless brain power.

And remember what the character in the movie did with his limitless brain power. Wrote a book, learned a language, and a new skill. It doesn't take a genius to achieve this. These are things which we could all manage to do if we used our own limitless brain power more efficiently.

1 Read the article. Answer the questions.

- 1 What aspect of movies is the article about?

- 2 What is the main idea of the movie?

- 3 What does the main character in the movie do?

- 4 What happens after he does this?

2 What does the article suggest about the things the movie's character achieved?

Word focus take

3 Look at these excerpts (1–3) from the article. What do the words in bold mean? Match the excerpts with the expressions (a–d). There is one extra expression.

- 1 The main character **takes** a special pill.
 - 2 ...if we knew how to **take advantage of** our brains properly...
 - 3 **It doesn't take** a genius to achieve this.
- a benefit from or use well
b consume food or drink
c carry something
d it's not necessary

4 Write the meaning of *take* in these sentences.

borrow	carry	have	invite	lead
react	steal	travel		

- 1 I'm taking my parents to the movie theater tonight.

- 2 Someone's taken my umbrella!

- 3 Where are you taking me?

- 4 Is it OK if I take your car tomorrow?

- 5 If I were you, I'd take some food with me.

- 6 How did your brother take the bad news?

- 7 There are no buses. Let's take a taxi.

- 8 That's just what I was looking for. I'll take it.

5 Match the responses with the sentences in Exercise 4.

- a As long as you take care of it.
- b Great. We take credit cards or cash.
- c He can't take it in, really.
- d Here, take mine. I have a hat.
- e It's a surprise. It won't take long.
- f It's OK. I can get take-out.
- g OK, but make sure it doesn't take the long way.
- h You'd better take enough money for drinks and snacks too.

10d First aid

Vocabulary injuries

What has happened in each case? Write sentences.



- 1 He _____
- 2 She _____
- 3 He _____
- 4 He _____
- 5 She _____
- 6 She _____

Real life talking about injuries

Match the comments (a-f) with the people (1-6) in Exercise 1. More than one answer is possible.

- a I feel a bit sick.
- b I've been stung.
- c It hurts when I move it.
- d It's just a sprain.
- e It's nothing.
- f It's really painful.

Look at picture 6 in Exercise 1. This is the conversation the person had with a friend just after the fall. Put the parts of the conversation in the correct order.

- a A: Maybe. If I were you, I'd see the nurse.
- b A: Really? It looks swollen. What about this here?

- c A: Well, you might have broken it.
- d A: What have you done? Let me see!
- e B: Do you think so?
- f B: It doesn't hurt very much.
- g B: Ow! Yes, OK, that hurts.

- 4 Give advice to a friend. Choose endings to complete the sentences. Remember to use the correct verb forms.

get / looked at	keep / eye
get / X-ray	put / antihistamine lotion
go / emergency room	put / lotion
go / see the doctor	wash
ignore	

- 1 If I were you, _____
- 2 You should _____
- 3 I would _____
- 4 I wouldn't _____
- 5 You'd better _____
- 6 Why don't you _____
- 7 It might be worth _____
- 8 You're best _____
- 9 Have you tried _____

5 Grammar and

Write each pair of words in the correct order.

- 1 This is a _____ way to stop bleeding. (easy / quick)
- 2 Can you give me your _____ ? (address / name)
- 3 We can help with all problems, _____ . (big / small)
- 4 It's all written down in _____ . (black / white)
- 5 The staff are _____ . (friendly / nice)
- 6 There's something for everyone, _____ . (old / young)

Wordbuilding suffixes *-ful, -less*

► WORDBUILDING suffixes *-ful, -less*

We can add *-ful* to the end of a noun to mean "with" and *-less* to mean "without".

a painful injection
limitless expansion

- 1 Rewrite these words with *-ful* or *-less* to make adjectives from the Student Book. Seven of the words make common adjectives with both suffixes.

- 1 beauty: _____
- 2 breath: _____
- 3 care: _____
- 4 cheer: _____
- 5 color: _____
- 6 grace: _____
- 7 harm: _____
- 8 life: _____
- 9 peace: _____
- 10 power: _____
- 11 resource: _____
- 12 respect: _____
- 13 stress: _____
- 14 success: _____
- 15 tune: _____
- 16 use: _____

- 2 Complete the sentences with words you wrote in Exercise 1.

- 1 Be _____. You don't want to make a mistake.
- 2 He's a very _____ dancer, despite being nearly six-and-a-half feet tall.
- 3 Modern life can be pretty _____, but we can learn to take it easy.
- 4 She's very _____. She always finishes difficult tasks.
- 5 The snake is _____. There's no need to be frightened of it.
- 6 This cell is _____—the battery runs out really quickly.

Learning skills improving your speaking

If you don't get many opportunities to speak English, you might feel that you can't improve as much as you want to. However, recording yourself and comparing your speaking to models is a very effective way of developing your spoken English. You can record your voice in several ways.

- 3 Which of these things do you have access to?

- | | |
|----------------|----------------------------|
| a a cell phone | c a video camera |
| b a computer | d a digital voice recorder |

- 4 Here are some ideas of things you can record. Can you think of any more?

- record English speakers from DVDs, the radio, or the Internet. Then repeat their words and record yourself.
- record dialog and conversations. Then take one of the roles, and repeat and record yourself.
- try to speak spontaneously for one minute on a topic that interests you (you can use notes to speak from). Record yourself.
- get together with a friend who is learning English and record dialogs from your textbook.

When you listen to yourself, concentrate on one aspect of your speaking at a time. Then record yourself again and try to improve that aspect.

- 5 Check (✓) the thing you could improve most.

- Intonation – is it like an English speaker or like your own mother tongue?
- Fluency – do you hesitate a lot? Do you pause in the wrong places?
- Do you stress the correct words in a sentence?
- Do you stress the correct part of words with several syllables?
- Pronunciation of vowel sounds – do they sound like your mother tongue?
- Pronunciation of other sounds, such as consonants at the end of words – are you "eating" the wrong sounds?
- Vocabulary, grammar, and structure – do you have all the words you need?