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# Attitude

Student's Book 2

Kate Fuscoe Barbara Garside Luke Prodromou

  
MACMILLAN



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MACMILLAN

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Develop your learning/writing

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Reading a website		Listening to a song: <i>Mozambique</i>	Talking about a song
Reading a magazine article	Describing your home		Talking about people's homes
	Writing an e-mail	Listening to a conversation	Planning a trip to your country

Understanding what you do in class

## Develop your learning

	Dictation	Listening to a radio show	Describing a picture
Reading a magazine article			Interviewing students about their lifestyle
Reading a leaflet	Writing a short letter	Listening to a radio advertisement	
Reading an advertisement	Writing a proposal	Listening to people discussing a competition entry	Discussing charities

Using apostrophes

## Develop your writing

	Writing entries for a leaflet	Listening to a talk	Talking about your body
Reading a newspaper article		Listening to a phone call	Making and receiving telephone calls
Reading a magazine article	Writing a diet plan		Giving advice
	Making notes on talks	Listening to a talk about health problems	Giving a short talk

Creating a class contract

## Develop your learning

### Review: Units 1–3

		Listening to people describing events in their life	Describing life events
Reading a biography	Writing about events in your life	Listening to a song: <i>I can't stand the rain</i>	
Reading a story	Writing a story		Talking about a trip
Reading a text from a book			Discussing preparations for a vacation

Sounding natural

## Develop your writing

Reading a magazine article	Writing a comparison of two people		Talking about similarities and differences
Reading a pie chart		Listening to a conversation about TV sports	Talking about preferences
Reading a newspaper article	Writing about sports	Listening to a news item	Discussing opinions
	Writing about a memorable event	Listening to descriptions of sporting events	Talking about past events

Organizing your work

## Develop your learning

		Listening to a phone conversation	Making plans to meet
Reading personal ads	Writing a personal ad	Listening to a conversation	Talking about personal characteristics
		Listening to a song: <i>Rock it baby</i>	Talking about personal experiences
Reading an ad	Writing an e-mail	Listening to a discussion	Explaining reasons for choices

Writing invitations and replies

## Develop your writing

### Review: Units 4–6

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# Skills Development

Develop your learning/writing

Reading	Writing	Listening	Speaking
Reading a newspaper article	Writing a summary		Talking about the media
	Writing a paragraph about TV	Listening to people's opinions	Comparing opinions
Reading a newspaper article		Listening to an analysis of an advertisement	Planning an advertisement
Reading a TV guide	Writing a TV guide	Listening to a conversation about TV viewing	Discussing TV

Using English outside the classroom

## Develop your learning

Reading a quiz	Writing a text		
		Listening to a presentation	Role playing a discussion about future plans
Reading a newspaper article		Listening to a song: <i>Harvest for the world</i>	Talking about food
Reading a website	Making notes	Listening to people making choices	Discussing shopping and choosing gifts

Collecting and expressing information

## Develop your writing

	Writing about travel experiences	Listening to a phone conversation	Talking about travel experiences
	Writing about past experiences	Listening to descriptions of experiences	Talking about past experiences
Reading e-mails	Writing an e-mail	Listening to a song: <i>I still haven't found what I'm looking for</i>	Talking about life values
Reading an interview			Role playing an interview

Reviewing and recording

## Develop your learning

### Review: Units 7–9

Reading a biography			Giving compliments
	Writing a report	Listening to interviews about work	Talking about ideal qualities
Reading life stories	Writing a biography		Agreeing and disagreeing
	Writing a profile	Listening to a radio show	Discussing possessions

Sequencing events

## Develop your writing

Reading personal profiles	Writing an e-mail	Listening to a conversation	Playing a miming game
	Writing a description of a person	Listening to a description	Describing people
		Listening to a song: <i>I'm like a bird</i>	Asking and answering questions
Reading a missing person's ad	Writing a missing person's ad	Listening to a description of a person	Describing people

Exploring grammar and learning strategies

## Develop your learning

Reading a newspaper article	Dictation		Discussing possible bans
		Listening to an interview	Conducting a job interview
Reading an e-mail	Completing an e-mail	Listening to transport announcements	Making suggestions
	Writing a mission statement	Listening to a conversation	Giving opinions

Reviewing your learning strategies

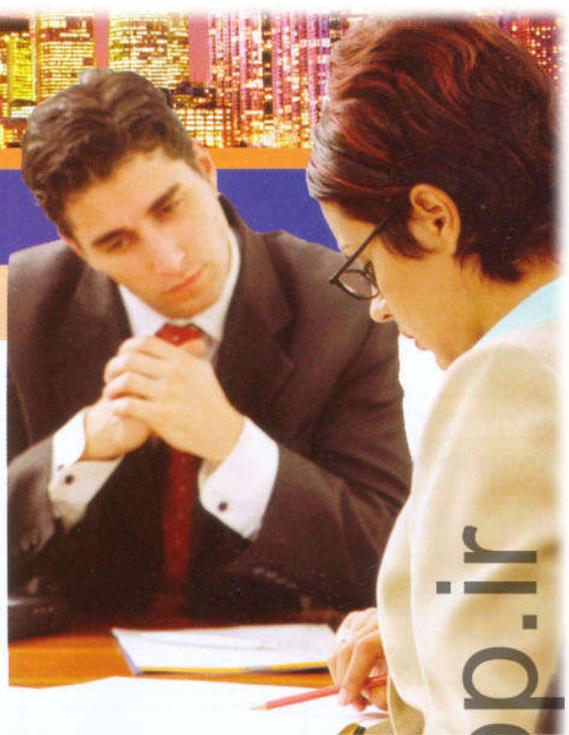
## Develop your writing

### Review: Units 10–12

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# Unit 1 Places

## Lesson 1 Where?



### 1 Listening skills

a Look at the picture. In pairs, talk about these questions.

- 1 Where do you think these people are?
- 2 What are they doing?
- 3 What questions do you think the woman is asking the man?

 b Listen to the conversation to check.

 c Listen again and mark the statements *True* (T) or *False* (F).

- 1 The woman is the director of the company.
- 2 It is a television company.
- 3 They are in New York.
- 4 The man was born in Las Vegas.
- 5 The man is working in a restaurant.
- 6 He is also studying Spanish.

### 2 Grammar: simple present and present progressive

a Write questions for these answers.

- 1 \_\_\_\_\_? I'm from San Francisco.
- 2 \_\_\_\_\_? I live near here – in Manhattan.
- 3 \_\_\_\_\_? Right now, I'm working in a music store.
- 4 \_\_\_\_\_? Yes, I am. I'm studying journalism at New York State University, but this is my last semester.
- 5 \_\_\_\_\_? My favorite place in the world is probably Istanbul.

 b Listen to the conversation again to check.

c Fill in the blanks in the examples.

To talk about what people do every day, use the simple present.

I 1 \_\_\_\_\_ in Manhattan. The woman 2 \_\_\_\_\_ for a travel magazine.

To form questions, use *do/does* + subject + base form of a verb.

3 \_\_\_\_\_ you live in Manhattan? Yes, I do. / No, I don't.

4 \_\_\_\_\_ she work? Yes, she does. / No, she doesn't.

To talk about things which are temporary, use the present progressive.

(*be* + the *-ing* form of the verb)

Right now, I 5 \_\_\_\_\_ 6 \_\_\_\_\_ in a music store.

To form questions, invert the subject and the verb.

7 \_\_\_\_\_ you 8 \_\_\_\_\_ in a music store? Yes, I am. / No, I'm not.

d Stand up and walk around the classroom. Ask two students questions about what they do and where. Use the questions in Exercise 2a to help you. Write the answers in your notebook.

e Tell the rest of the class what you found out about other students.

### 3 Reading skills

- a Work in groups of three. Talk about these questions.
- 1 Where would you most like to go in the world?
  - 2 Where are the places in the pictures below?
  - 3 Would you like to visit any of these places? Why?/Why not?
- b Student A, read Text 1, Student B, read Text 2, Student C, read Text 3. The texts are on page 135. Match your text with one of the pictures.
- c Use these ideas to make notes about the place described in your text.
- What is it like? Things to do/see Things to eat/drink Excursions**
- d Tell the other students in your group about the city you read about. Use your notes to help you.
- e Which of the places would you most like to visit? Why?

### 4 Vocabulary: prepositional phrases of place

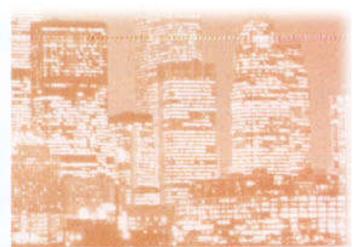
- a Read your text again and underline the prepositional phrases of place.  
*to Prague, on the terrace*
- b Work in the same group of three. Tell each other the phrases you found. Make a note of them in your notebook.
- c Complete the sentences with the correct preposition from the box.

on outside in around on to

- 1 You can take a walk \_\_\_\_\_ the old part of the city.
- 2 You can go \_\_\_\_\_ one of the many bars and restaurants.
- 3 It's good to take a trip \_\_\_\_\_ the river.
- 4 It's interesting to see the colonial architecture \_\_\_\_\_ Havana.
- 5 If you have time, you can take a train to the mountains \_\_\_\_\_ the city.
- 6 You can have dinner \_\_\_\_\_ the terrace.

### 5 Speaking skills

- a Think of a city or town you like (not your home town/city). Use the ideas from Exercise 3 to help you make some notes.
- b Work in pairs. Tell your partner about the city/town.



#### USEFUL LANGUAGE

Remember to use an *-s* with *he*, *she*, and *it* in the simple present.

*Martin lives on Park Drive. He works in an office.*

Use *is + verb + ing* with *he*, *she*, *it* in the present progressive.

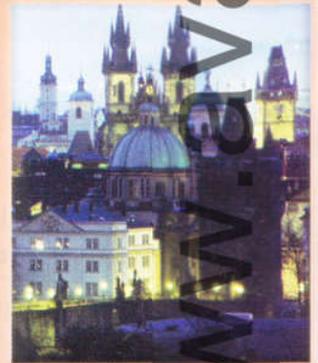
*He's studying English this semester.*

#### WARNING

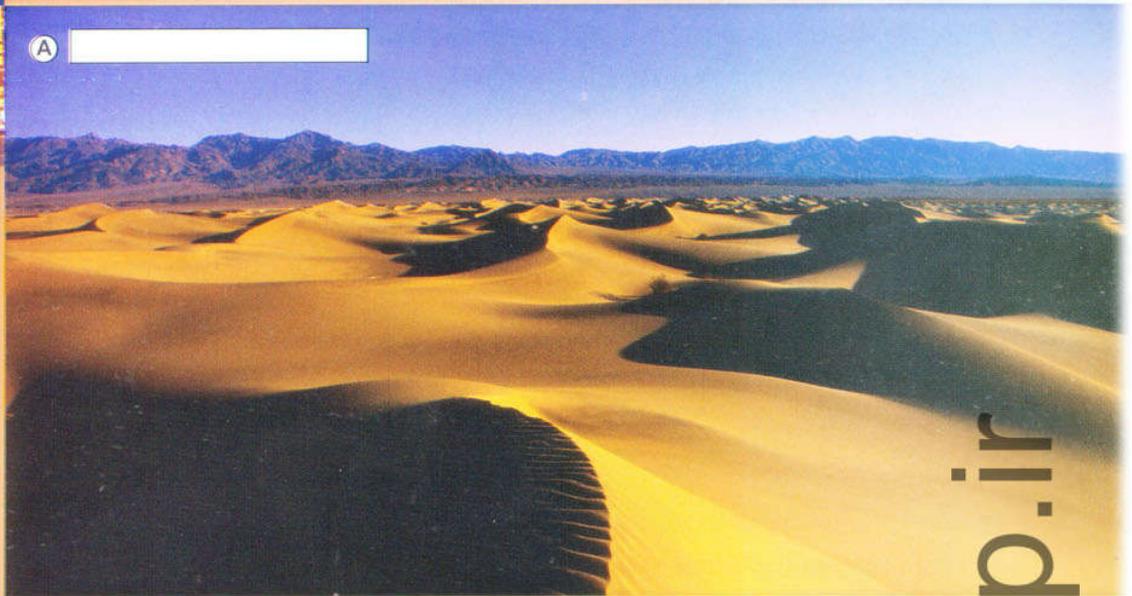
The question *What's it like?* asks for a description of something.

*What's it like? It's beautiful. ✓*

*What's it like? It's like beautiful. ✗*



A



## Mozambique

**Status:** Republic

**Area:** 799,380 sq. km  
(308,642 sq. miles)

**Population:** 19,420,036

**Capital:** Maputo

**Languages:**

Portuguese, Makua,  
Tsonga, many local  
languages

**Religion:** Traditional  
beliefs, Roman Catholic,  
Sunni Muslim

**Currency:** Metical



### Ever wondered where Mozambique is?

Mozambique is on the east coast of southern Africa. The land is mainly a savannah plateau, drained by the Zambezi and other rivers, with highlands to the north. Most people live on the coast or in the river valleys. In general, the climate is tropical, with winter rainfall, but droughts occur. Reconstruction began in 1992 after 16 years of civil war. The economy is based on agriculture and trade. Exports include shrimp, cashews, cotton, and sugar, but Mozambique relies heavily on foreign aid.



### 1 Vocabulary: natural features

a Match each of these words/phrases with one of the pictures on these two pages. (Two of the words go with one picture.)

1 desert 2 mountains 3 canyon 4 city  
5 waterfall 6 river 7 tropical beach

b Mark the stress on each of the words/phrases above.

2 c Listen to check. Complete the sentence.

The stress is on the *first / second* syllable, except for the phrase \_\_\_\_\_, where the main stress is on \_\_\_\_\_.

### 2 Reading skills

a You are going to read about Mozambique. In pairs, talk about these questions.

- 1 Which of the pictures is Mozambique?
- 2 Where is Mozambique?
- 3 What do you know about Mozambique?

b Read the information about Mozambique. Copy the table on page 9 into your notebook and complete it.

#### GLOSSARY

**drained**  
dried by removing the water

**drought**  
long period with no rain

**relies heavily on foreign aid**  
depends on a lot of help from other countries

Name of country:	Mozambique
Location	
Capital city	
Languages	
Religions	
Climate	
Main exports	

- c Work in pairs. Check your answers together. Would you like to visit Mozambique? Why?/Why not?

### 3 Listening skills

- 3 a Listen to *Mozambique*, by Bob Dylan. Is it a positive or negative song? Why do you think this?
- b Look at the words and phrases. Circle the ones you think are in the song.

snowy mountain sunny sky  
 fall in love city streets pretty girls  
 by the ocean magical land  
 river valley sand and sea  
 Central Park lovely people

- c Listen again to check.
- d Work in pairs. Talk about these questions.
- Do you like this song?
  - What do you like/dislike about it?
  - Is it easy to understand?
  - What makes a song easy or difficult to understand?

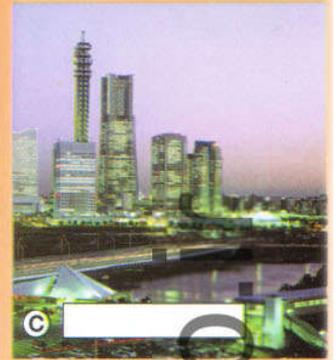
### 4 Pronunciation: sounds/the alphabet

- a Look at these words from the song. Check you understand them all. Write them in the correct column, in your notebook, according to their main or stressed vowel sound. Notice the different ways each sound can be spelled.

like sky blue nice stay week  
 two maybe me you plenty  
 time special say hello lying  
 next by ocean reaching  
 emotion when sea why free  
 beach unique

/eɪ/	/i/	/e/	/aɪ/	/oʊ/	/u/
stay	me	plenty	like	hello	blue

- b Which letters of the alphabet go with which sound? Write them in the correct column, under the words.
- |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N |
| O | P | Q | R | S | T | U | V | W | X | Y | Z |   |   |
- Which letter has no column?
- c Check your answers in pairs. Then say the words and letters to each other.
- d Spell out words to each other. Your partner tells you the word. Then change roles.
- A O-C-E-A-N  
 B ocean



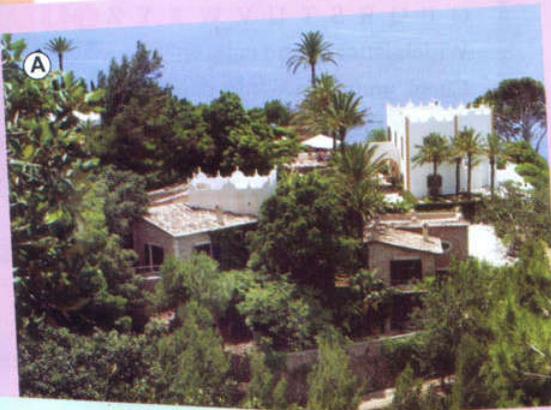


1 Speaking skills

- a Work in pairs. Look at the picture of the couple on the right. Talk about these questions.  
Who are they? What do you know about them? Are they still together? How many houses do you think they have/had? Where?
- b How many different types of houses/places to live can you think of?

2 Reading skills

- a Read the first text and put the letter of the correct picture next to each house. Check in pairs.
- b Read the second text and answer these questions.
  - 1 How many houses do they have?
  - 2 Which ones are not shown in the pictures?
  - 3 Are they all in the U.S.?
- c Work in small groups. Which of these houses would you prefer and why?



Their homes

First, they own a splendid clifftop villa in Majorca, like the one in picture ( \_\_\_\_ ). It sits in a beautiful compound that includes several guesthouses. In the U.S. they have a mansion, like this, in California ( \_\_\_\_ ). When they are in New York, home is one of the luxurious apartments on Central Park West ( \_\_\_\_ ). Their favorite vacation home is on Bermuda ( \_\_\_\_ ) the English island in the Atlantic.

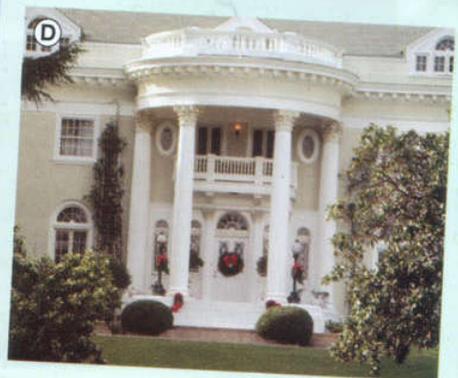
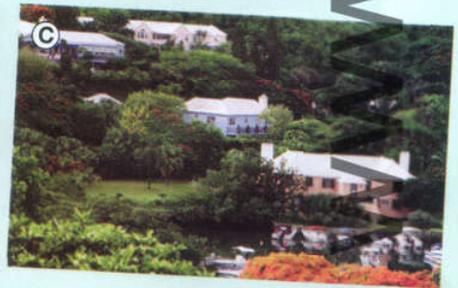
The couple with everything

Worth over \$100 million, Michael Douglas can buy as many houses as he wants, anywhere in the world. His wife, Catherine Zeta Jones, also earns millions as an actress and European cellphone spokesperson.

Michael, age 56, and Catherine, 31, were married in lavish style in November 2000. They now own six residences, both large and small, in the U.S. and overseas.

The couple also owns a ski chalet in Aspen and a ranch in Arizona.

When their busy schedules allow them to spend time together, Catherine prepares for an evening of romance with Michael by sprinkling their bed with white rose petals. Then she takes a perfumed bath where she relaxes with a glass of Cristal champagne (\$250 a bottle).



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### 3 Vocabulary: guessing meaning from context

Look at these words/phrases from the text. Match a phrase from column A with a definition from column B.

- | A              | B  |
|----------------|--|
| 1 clifftop     | a enclosed area where people live                                    |
| 2 compound     | b very expensive   |
| 3 spokesperson | c colored parts around the center of a flower                        |
| 4 lavish       | d top part of the steep side of an area of high land                 |
| 5 sprinkling   | e someone who represents a person or group when talking to reporters |
| 6 petals       | f throwing very small pieces of something over an object             |

### 4 Grammar: *there is / there are*

- a In which picture on page 10 can you see these things? Write the letter of the correct picture next to each of the phrases. (Some pictures have more than one phrase.)

- 1 palm trees \_\_\_\_\_
- 2 pink houses \_\_\_\_\_
- 3 several stories \_\_\_\_\_
- 4 an ocean view \_\_\_\_\_
- 5 boats \_\_\_\_\_
- 6 a tall building \_\_\_\_\_

- b Complete the rule. ✓

To talk about things in a place, use *there is / there are*.

Remember to use *there* \_\_\_\_\_ with a singular noun, and *there* \_\_\_\_\_ with a plural noun.

- c Look at the sentences about the pictures. Complete them using *there is, there are, it is, or they are*.

*There are palm trees next to the villa.*

- 1 \_\_\_\_\_ a pink house near the water.
- 2 What's the villa like? \_\_\_\_\_ fantastic.
- 3 Where are the boats? \_\_\_\_\_ in the water.
- 4 \_\_\_\_\_ a white roof on the pink house.
- 5 Where is the villa? \_\_\_\_\_ on a clifftop, by the ocean.
- 6 What color is the mansion? \_\_\_\_\_ white.
- 7 \_\_\_\_\_ several stories in the apartment block.
- 8 \_\_\_\_\_ a big entrance to the mansion.

### 5 Writing skills

- a Answer these questions about yourself. Make some notes. Ask your teacher/another student for help with any words you can't remember.

- 1 Where do you live?
- 2 What kind of neighborhood is it in?
- 3 What is your house/apartment like?
- 4 Is there a yard/any outside space?
- 5 Describe some of the rooms and what is in them.

- b Now use your notes to write a paragraph about where you live.

- c Work in pairs. Read each other's paragraphs. Are they clear? Easy to read?

Talk about any corrections and improvements. Help each other to write the best English you can.

#### USEFUL LANGUAGE

*I live in a ...*

*There are ...*

*There's a ...*

*I like/don't like it  
because ...*

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# Task



## 1 Warm up

Work in pairs. Talk about your country. Think of places to go / things to do / see in your country. Make a list. Ask your teacher for any words you need.

## 2 Task

Work with another pair. Use your lists to help you plan a trip for a young couple visiting your country. They are from another country and they are coming for a week to 10 days. They enjoy outdoor activities and are interested in history, but they really just want to see as much of your country as possible. Talk about your ideas and make some notes. Use the headings below to help you.

Places to stay	Places to visit / things to do	Transportation

## 3 Prepare

In the same groups, use your notes to write an e-mail to the couple with your ideas. Begin your e-mail like this:

● ● ● **From:**

**To:**

**Subject:**

---

Dear Fran and Brian

Tina told me you are coming to \_\_\_\_\_ soon, and you would like some ideas for what to do. You can \_\_\_\_\_

\_\_\_\_\_ .

\_\_\_\_\_ .

\_\_\_\_\_ .

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#### 4 Feedback

- a Stick your e-mails on the walls. Walk around and read as many as you can.
- b Sit down and tell each other what you found out. What were some of the suggestions? Were they similar to your ideas?
- c Were there any ideas you particularly liked? Which ones?

#### 5 Compare

- 4 a Listen to two people making some recommendations for a couple visiting their country. Which country is it?
- b Listen again and complete the table.

Places to stay	Places to visit / things to do	Transportation

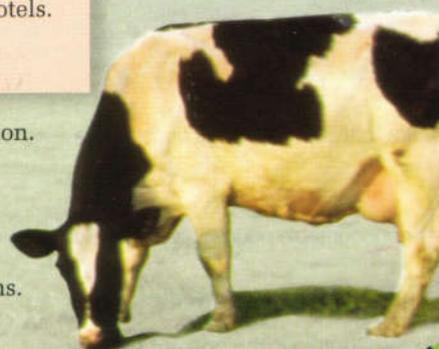
#### 6 Notice

- a Look at these half lines from the conversation. Match a beginning in column A with an ending in column B.

A	B
1 It's a good idea	a to rent a car.
2 They could go to	b Oxford or Cambridge?
3 They can stay	c in one of those nice hotels.
4 How about	d the Lake District.

- b Complete the sentences with an appropriate suggestion.

- 1 *They could* visit the castle.
- 2 \_\_\_\_\_ travel by train or bus.
- 3 \_\_\_\_\_ a concert?
- 4 \_\_\_\_\_ stay in a hotel in the mountains.
- 5 \_\_\_\_\_ to buy a season ticket.
- 6 \_\_\_\_\_ a boat trip?



#### 7 Follow up

Work in new pairs. Make some suggestions for someone planning to visit your city or town for a long weekend.

## Grammar Summary

### 1 Simple present

#### Use

Use the simple present to talk about situations which are generally or always true.

#### Form

I		
You	live	in San Francisco.
We		
They		
He	lives	in Los Angeles.
She		

Do you live in San Francisco? Yes, I do. / No, I don't.  
 Does he/she live in Los Angeles?  
 Yes, he/she does. / No, he/she doesn't.

### 2 Present progressive

#### Use

Use the present progressive to talk about situations which are temporary.

#### Form

I	am	
You	are	working in a music store.
We		
They		
He	is	
She		

Are you working in a music store? Yes, I am. / No, I'm not.  
 Is he/she working in a library?  
 Yes, he/she is. / No, he/she isn't.

#### Choose the correct form.

- Right now I *live* / *am living* with my sister.
- She *loves* / *is loving* pizza.
- A** What do you do?  
**B** We *work* / *are working* in a bank.
- A** What *are you doing* / *do you do now*?  
**B** I'm *watching* / *watch* TV.

### 3 There is / there are

#### Use

Use *there is* / *there are* to talk about things or people in a place.

#### Form

*There is* + singular or uncountable noun: *There's a tree in the yard.*

*There are* + plural noun: *There are big windows.*

#### Correct the mistakes. Check ✓ the correct sentences.

- There's three people swimming in the ocean. *There are*
- There's a boat on the lake.
- There are five TVs in the apartment.
- There are a bridge over the river.
- There are mountains around the city.
- There's two cars in front of the house.

## Vocabulary Summary

### 1 Prepositional phrases of place

Underline the prepositional phrases of place in sentences 1–6 in Grammar Exercise 3.

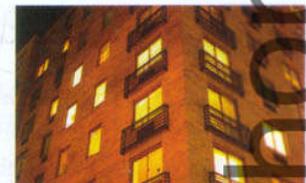
### 2 Geographical terms/types of house

a Write the letters in the correct order to form words.

- nyacon *canyon*
- virev
- pratmenta
- terwallaf
- llavi
- getatoc
- tianoumn
- cheab
- tresed
- sinoman



b Match the words above with the pictures.



### 3 Suggestions

Complete the sentences with a phrase from the box.

visit the museum   a walking tour  
 take a ferry to the island   go on a boat trip

- How about \_\_\_\_\_?
- It's a good idea to \_\_\_\_\_
- You could \_\_\_\_\_
- You can \_\_\_\_\_



## Understanding what you do in class

### 1 Reflecting on class activities

Read the questionnaire about classroom activities. Circle the answers you think are true. There can be more than one answer for each question. Use a dictionary to help you with any important words you don't understand.

#### 1 Why do you sometimes work in pairs or groups?

- a Because two or more heads are better than one.
- b Because it gives you lots of speaking and listening practice – in English!
- c Because you are sometimes tired.

#### 2 When reading or listening, what can you do to understand better?

- a Use things like pictures, titles, and the glossary to help you.
- b Use a dictionary to look up all the words you don't know.
- c Don't panic about words you don't know.

#### 3 When you write in class, how can you improve your writing?

- a Copy your neighbor's work.
- b Proofread your work carefully.
- c Ask your teacher or a friend to help you.

#### 4 When you don't understand some grammar, what can you do?

- a Ask your teacher to explain again.
- b Wait until after class and read the explanation again.
- c Use the exercises in the unit and the Grammar Summary to help you.

#### 5 Why does the teacher not correct you all the time?

- a Because some mistakes are not important.
- b Because your teacher is lazy.
- c Because some activities are designed to build your confidence and fluency.

### 2 Talking about class activities

Now add two questions of your own about classroom activities. Then ask your teacher or a friend your questions.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_



# Unit 2 Young people

## Lesson 1 Kids Talk



### 1 Vocabulary: countable and uncountable nouns

Countable nouns are things you can count. They have a singular and plural form. You can use *a/an* with them.

*a teacher two teachers  
an exam two exams*

Uncountable nouns are things you cannot count. They do not have a plural form. You cannot use *a/an* with them.

*love happiness*

You are going to hear a radio show called *Kids Talk*. Look at these nouns. Write them in the correct column below. Check you understand them all.

sleep time kid adult exam money  
show computer game pollution  
cellphone poverty course work job

Countable	Uncountable
<i>kid</i>	<i>sleep</i>

### 2 Listening skills

a All the words in Exercise 1 are part of the radio show. Work in pairs. What do you think this show is about?

5 b Listen to the show. Were you right? What is unusual about this show?

c Listen again and mark the statements True (T) or False (F).

The first speaker (Chloe)

- 1 She thinks some kids are worried about their studies.
- 2 She thinks a lot of kids are serious about life.

The second speaker (Joe)

- 1 He thinks some kids are concerned about the state of the world.
- 2 He thinks kids aren't interested in money.

The third speaker (Louise)

- 1 She thinks boys are not concerned about their appearance.
- 2 She thinks kids want to grow up too quickly.

d Work in pairs. Which of the opinions above do you agree/disagree with? Why?

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### 3 Grammar: *some* and *any*

- a Look at these lines from the show and complete the rules below.
- 1 I don't know *any* kids who don't think about those things.
  - 2 *Some* kids are very concerned about their education.
  - 3 Are there *any* kids who are serious about life?
  - 4 They *have some* money, but they always want more.
- a Use \_\_\_\_\_ with an affirmative statement (plural nouns).  
b Use \_\_\_\_\_ with an affirmative statement (uncountable nouns).  
c Use \_\_\_\_\_ with a negative statement.  
d Use \_\_\_\_\_ with a question.
- b Now match each rule with an example. Look at the Grammar Summary on page 24 to check.
- c Complete these sentences using *some* or *any*.
- 1 There are \_\_\_\_\_ really smart kids in my class.
  - 2 Do you know \_\_\_\_\_ teenagers who don't like computer games?
  - 3 They don't have \_\_\_\_\_ exams this semester.
  - 4 They have \_\_\_\_\_ time to relax.
  - 5 There aren't \_\_\_\_\_ boys here today.
- 6 d Listen to check.
- 7 e Listen again and repeat. Pay particular attention to the stressed words in the sentences.
- f Walk around the class and ask different students the questions. Remember to use *any*.  
Find someone who:
- 1 has some English books at home.  
*Do you have any English books at home?*
  - 2 has some friends living in another country.
  - 3 has some relatives who speak English.
  - 4 has some brothers or sisters in college.
  - 5 speaks some other foreign languages apart from English.
  - 6 knows some songs in English.

### 4 Writing skills

- 7 a Listen and write down what you hear. You will hear the text three times.  
b Work in pairs. Check each other's paragraphs and correct the mistakes.

### 5 Speaking skills

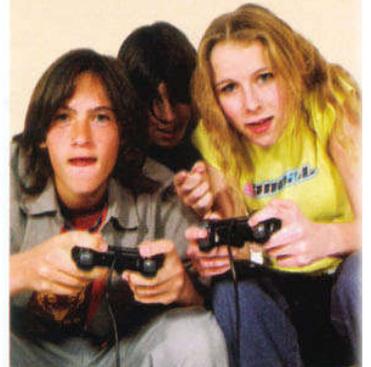
- a **Student A:** Look at the picture on page 134.  
**Student B:** Look at the picture on page 136.  
Work in pairs. Take a few minutes to think about how to describe your picture.  
Make some notes.
- b Don't look at your partner's picture. Describe your pictures to each other. Help your partner by asking questions. Together, try to find three similarities and three differences.
- A There are some children in my picture ...  
B Are they sitting down?  
A Yes, they are.
- c Compare your answers with the rest of the class.
- d Work in small groups. Talk about these questions.
- 1 Which countries do you think are shown in the pictures?
  - 2 Why do you think this?
  - 3 Is your classroom/school more similar to A or B? In what ways is it different from the other picture?



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#### USEFUL LANGUAGE

There is a/an ... in my picture.  
There are some ...  
Is there ...? / Are there any ...?  
Is it ...? / Are they ...?





### ! WARNING

Sometimes combinations are different in your language and English.

*You have some coffee.* ✓

*You take some coffee.* ✗

Where they are different, make a special note.

## 1 Vocabulary: collocations

Notice how certain words go together:

*You play tennis. You go jogging.*

- a Match the words/phrases that go together.

Verb	Noun/phrase
1 to talk	a with your friends
2 to do	b on your cellphone
3 to go	c regular exercise
4 to get	d shopping in the mall
5 to watch	e fast food
6 to hang out	f TV
7 to eat	g your homework

- b Complete these sentences with some of the combinations.

1 In my free time, I like *hanging out with my friends.*

2 On weekends, \_\_\_\_\_

3 In the evenings, \_\_\_\_\_

4 I like \_\_\_\_\_

5 I don't like \_\_\_\_\_

- c Work in pairs. Tell each other about your answers.

## 2 Reading skills

- a Work in pairs. Before you read the article below, ask each other these questions.

A How old are you?

B I'm over/under 18.

A How do you like to spend your leisure time?

B Hanging out / Reading / Watching TV / Talking on my cellphone / Getting exercise / Eating junk food / Going shopping / Listening to music.

- b As you read, answer these questions.

1 What is the most serious health problem for American teenagers?

a drugs b drinking and driving  
c being overweight

2 How many U.S. teenagers are overweight?

a 15 million b nine million  
c 20 million

3 Who probably does more exercise?

a girls b boys

- c Work in pairs. Talk about these questions.

1 What surprises you about the article?

2 Is your lifestyle sedentary or active?

3 What about your friends? Your brothers and sisters?

### GLOSSARY

**threat**  
danger or risk

**obesity**  
formal/medical  
being clinically  
overweight

**startling**  
very surprising

**revealed**  
showed

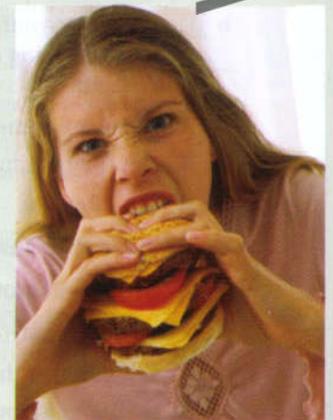
## Special report: The Supersized Generation

It isn't drugs. It isn't drunk driving. The most serious health threat facing American teenagers today is obesity. Fifteen percent, or almost nine million, of U.S. kids are overweight, according to the Center for Disease Control and Prevention (CDC). The cause? Not overeating or eating junk food, but lazy lifestyles.

The *New England Journal of Medicine* finds that by the ages of 16 and 17, 31 percent of white girls and 56 percent of black girls do no leisure exercise.

By the time they turn 18 or 19, more than half of all young women get almost no physical activity. (There is no study of inactivity among boys, but boys are generally more active than girls.)

"The numbers are startling," says Sue Y. S. Kimm, M.D., the study's author. "The study revealed that most girls spend all their free time hanging out, reading, watching TV, or talking on their cellphones – all of which are sedentary activities."



### 3 Grammar: *How much?* / *How many?*

- a Match the questions with the correct answer from the text.
- |   |                               |
|---|-------------------------------|
| 1 How many teenagers in the U.S. are overweight?            | a Almost no leisure exercise. |
| 2 How much free time do they spend on sedentary activities? | b More than half.             |
| 3 How much leisure exercise do they get?                    | c Nine million.               |
| 4 How many young women do no physical activity?             | d All their free time.        |

b Circle the correct answer.

To ask about quantity or number:

Use *how much* / *how many* for uncountable nouns.

Use *how much* / *how many* for countable nouns.

c Complete these questions, using *how much* or *how many*.

- \_\_\_\_\_ exercise do you get every week?
- \_\_\_\_\_ phone calls do you make every day?
- \_\_\_\_\_ text messages do you send every day?
- \_\_\_\_\_ hamburgers, or similar, do you eat every week?
- \_\_\_\_\_ homework do you do every week?
- \_\_\_\_\_ time do you spend hanging out with friends every week?
- \_\_\_\_\_ television do you watch?
- \_\_\_\_\_ televisions are there in your home?

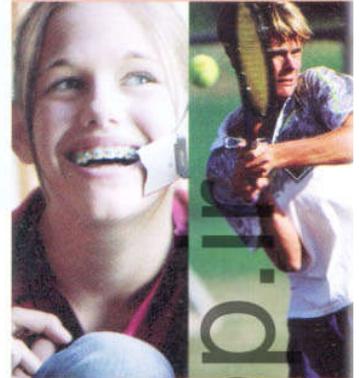
d In pairs, check your answers.

### 4 Pronunciation: word stress

- 8 a Listen to this sentence and answer the questions.
- Which example below shows the correct stressed words?
  - What kind of words are stressed?
    - How much exercise do you get every week?
    - How much exercise do you get every week?
- b Underline the stressed words in sentences 2-5 in Exercise 3c.
- 9 c Listen, check and say the sentences. Stress the correct words.

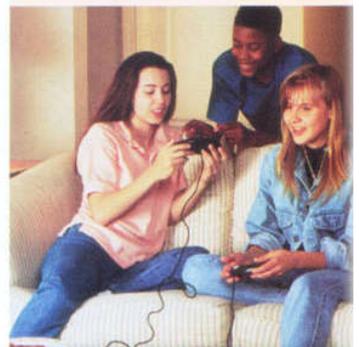
### 5 Speaking skills

- a Answer the questions in Exercise 3c about yourself. Write down the answers.
- b Now ask two other students the questions. Write their answers.
- c Tell the class about what you found out.  
*Melissa doesn't get any exercise, but Hannah goes to the gym every day.*
- d Work in small groups. Discuss these questions.
- How do teenagers spend their free time in your country?
  - Is obesity a problem in your country? Why?/Why not?
  - What are some solutions to the problem of obesity, especially in young people?



#### USEFUL LANGUAGE

*not much / not many / not a lot*  
*about once/twice/three times a week/month*  
*two or three hours a day/week*





to sponsor to help someone by giving money and support

### 1 Listening skills

a Answer these questions.

- 1 What kind of people do you think sponsor children?
- 2 Can you think of some reasons why people sponsor children?
- 3 Would you like to sponsor a child? Why?/Why not?



b Listen to the radio ad.

- 1 What is it advertising?
- 2 Who is speaking?
- 3 What is her relationship with the child?



c Listen again and choose the correct answer.

- 1 Jan is a *secretary / doctor / teacher*.
- 2 It costs \$5 / \$30 / \$20 a month.
- 3 Kareema writes *once a week / every two months / every month*.
- 4 She sends *pictures / e-mails / gifts*.
- 5 She is helping her brothers to *learn to write / use a computer / take pictures*.

### 2 Reading skills

a Read the text below and match each section with one of the pictures.

b Read the text again. Complete these sentences about the text.

- 1 There are \_\_\_\_\_ who have no chance of an education.
- 2 You can be a \_\_\_\_\_ of projects to help poor families.
- 3 600 million children's families \_\_\_\_\_.
- 4 Mamadou's family has \_\_\_\_\_.
- 5 They need \_\_\_\_\_.

c Have you changed your ideas about sponsoring children as a result of reading the text? In what way?

#### GLOSSARY

**worldwide**  
all around the world

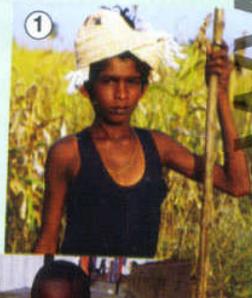
**to remove**  
to take away

**seeds**  
small parts of plants that can grow into new plants

**self-sufficient**  
able to function without help

#### (A) Trung wants to read

- 1 One hundred and thirty million children worldwide have no access to schooling. Trung is one of these children. Yet an education would be the best start he could have in life and could be the key to a future free from poverty. The projects you would be helping to fund as a sponsor remove the barriers to education for children like
- 5 Trung. This may be anything from building classrooms and providing school books, to developing educational programs which are appropriate to the individual needs of local communities.



#### (B) Mamadou's family needs seeds

- 10 There are 600 million children whose families live on less than a dollar a day – that's more than double the U.S. population. Mamadou and his family have a field that could provide them with food and an income, but they desperately need seeds and training to help them work their land more effectively. By becoming a Plan sponsor today, you can help give people like Mamadou and his family the chance to become self-sufficient.



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### 3 Vocabulary: deducing meaning

- a Find a word or phrase in the text which means the same as the following.
- |                              |                                       |
|------------------------------|---------------------------------------|
| 1 around the world (line 1)  | 4 obstacles (to education) (line 4)   |
| 2 schooling (line 2)         | 5 giving (them) (line 5)              |
| 3 without (poverty) (line 3) | 6 money coming in; a salary (line 11) |
- b Complete each sentence with one of the answers in Exercise 3a.
- 1 The climate is changing \_\_\_\_\_.
  - 2 The boss gave me a raise, so my \_\_\_\_\_ is higher now.
  - 3 The school is \_\_\_\_\_ students with free books.
  - 4 Poverty can be a \_\_\_\_\_.
  - 5 More people could read and write if they had better \_\_\_\_\_.

### 4 Grammar: apostrophes

Use an apostrophe to talk about possession or the relationship between people.

- a Look at the examples and complete the rules with *before* or *after*.
- 1 Mamadou's family needs seeds.  
With a singular noun or name of a single person, the apostrophe goes \_\_\_\_\_ the *s*.
  - 2 his parents' problems  
With a plural word ending in *s*, the apostrophe goes \_\_\_\_\_ the *s*.
  - 3 children's families  
With a plural word not ending in *s*, the apostrophe goes \_\_\_\_\_ the *s*.
- b Put the apostrophe in the correct place in these phrases.
- 1 the womens ideas
  - 2 my two brothers girlfriends
  - 3 Johns job
  - 4 mens problems
  - 5 peoples lives

### 5 Writing skills

- a You are going to sponsor a child. Write a short letter to the child chosen for you to sponsor. Make some notes first. Include the following.
- Your name, what you do, where you live
  - Something about your home
  - Something about your family, brothers and sisters, etc.
  - Something about your likes and dislikes
  - An invitation to the child to write back to you
- b In pairs, look at each other's letters. Think about these questions, then talk about them.
- 1 Do you get a clear picture of the person who wrote the letter?
  - 2 Does the letter cover all the points above?
  - 3 What other information would you like to know?
- c Correct the mistakes and help each other to write the best English you can.



#### LANGUAGE NOTE

The plural of *man* is *men*.  
The plural of *woman* is *women*.  
The plural of *child* is *children*.  
The plural of *person* is *people*.

#### WARNING

People are ...  
People is ...

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## Task

## 1 Warm up

- a In pairs, talk about these questions.
- 1 Do you know any of these organizations? What do they do?
  - 2 Are there any similar organizations in your country? What do they do?
  - 3 What problems do children in your area have?
  - 4 Are there any charities which help children?
- b Read the ad below and answer the questions.
- 1 What is this ad for?
  - 2 What is Bernie's Camp?
  - 3 What does Bernie's Camp do?
  - 4 Where is it based?



SureStart

## Barnie's Camp

## Helping children

*help themselves*



**B**arnie's Camp is a young people's charity providing inner-city children with educational programs and fantastic summer-camp adventures. Our goal is to help children learn and to make a positive contribution to their future. We provide year-round educational support and special vacation projects. Barnie's Camp believes in the potential of young people.



### Please support Barnie's Camp.

Help us give children the valuable gift of summer-camp and year-round programs.  
Barnie's Camp 76 West 16th Street New York New York (212) 746-1608

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## 2 Task

Barnie's Camp is holding a competition. You can win \$10,000 to help a child or children in your area. You have to submit a proposal on how you would like to spend the money.

In pairs, talk about the questions and make some notes. Use the ideas box to help you.

- A food coupon program – poor families get a number of coupons each month.
- A computer project – provides computers and computer training.
- A classroom assistant – helps students with learning difficulties.
- Trained volunteers (students) – help parents with young children.
- An after-school club – provides teenagers with after-school activities.

- 1 Can you think of a group you would like to help? Think about age, characteristics, where they live, etc.
- 2 How many children do you want to help?
- 3 How much money do you want to give for each child? Remember, you have a total of \$10,000.
- 4 What do you want to provide? Food? Housing? Education? Support for families? Something else?
- 5 Why is your idea a good one?

## 3 Prepare

In about 60–80 words, write your competition entry. Use your notes to help you.

*We propose to help all the poor children in our community. We would like to open a computer center for poor children.*

## 4 Feedback

- a Work with another pair. Practice reading your competition entry aloud. Help each other with pronunciation, especially the places where you should pause. Mark the pauses.
- b Read your competition entry to the rest of the class. As a class, choose the best one.

## 5 Compare

- 1 Listen to three teenagers discussing their competition entry. What three ideas do they mention? Which one did they choose? Is their idea similar to yours, or is it very different?

## 6 Notice

- a Look at these lines from the conversation. Mark them S (suggestion), A (acceptance), or R (rejection).

- 1 A How about a trip around the world?  
B A trip around the world! I don't think so!
- 2 A What about a playground in the park then?  
B Well, I don't really think they need a playground.
- 3 A I think they need a soccer field in the park.  
B A soccer field? That's a great idea!

- b Mark the main stress and intonation on each of the sentences above.

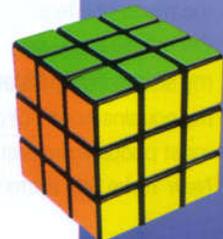
How about a trip around the world?

- 12 c Listen and repeat.

## 7 Follow up

You have \$10,000 dollars to spend on yourselves.

- a Work in small groups. Discuss how to spend the money. Try to use the expressions in Exercise 6a.
- b Remember to try to use this kind of language in class, especially when you are working in pairs or groups.



# LANGUAGE RESOURCE

## Grammar Summary

### 1 Some / any

#### Use

Use *some* and *any* to talk about indefinite quantities.

#### Form

<b>some</b>	Affirmative statements with plural or uncountable nouns	I want <i>some</i> new shoes. I need <i>some</i> time to do this exercise.
<b>any</b>	Negative statements with plural or uncountable nouns  Questions	There aren't <i>any</i> tomatoes and there isn't <i>any</i> bread.  Do we have <i>any</i> potatoes? Is there <i>any</i> coffee?

### 2 How much? / How many?

- Use *how much* with uncountable nouns and *how many* with countable nouns.

**How much** time do you have?

**How many** exams are there?

#### a Correct the mistakes. Check ✓ the correct sentences.

- How much sandwiches are there?
- How much children does she have?
- How many women are in this class?
- How many money does it cost?
- How many people are there in your family?

#### b Answer these questions.

- How much time do you spend watching TV every day?
- How many TVs are there in your house?
- How much exercise do you do every week?
- How many hours do you sit in front of a computer every week?

### 3 Apostrophes

#### Use

Use apostrophes to indicate possession or the relationship between people.

#### Form

Singular noun: 's	Susan's brother
Plural noun not ending in -s: 's	the people's decision
Plural noun ending in -s: 's'	my parents' house

#### Put apostrophes in the correct places.

- the mens golf team
- the babies toys
- my sisters car (1 sister)
- my cousins house (2 cousins)
- most peoples preferences
- New Yorks bus system

## Vocabulary Summary

### 1 Countable/uncountable nouns

Write *a/an* or *some* before these nouns, depending on whether they are countable or uncountable.

*Some* time     *a* course

1 ___ exam	5 ___ money
2 ___ program	6 ___ school
3 ___ work	7 ___ job
4 ___ adult	8 ___ information

### 2 Collocations about leisure time

Write five sentences about yourself, using the phrases in the box.

listen to music   watch TV   hang out with friends  
go shopping   send text messages

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3 Suggesting, accepting, and rejecting ideas

Write these sentences in the correct column.

- I don't think so!  
What about giving it to charity?  
That's a good idea.  
Great!  
I don't think that's a good idea.  
How about this new program?

Suggestion	Acceptance	Rejection

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## Using apostrophes

### 1 Understanding the functions of apostrophes

We use apostrophes in English to indicate:

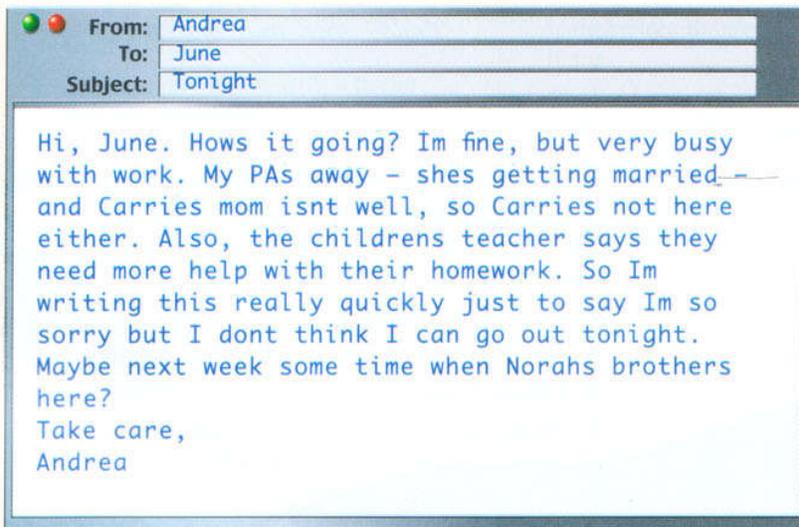
- possession  
*Lucy's house    the boys' sister*
- missing letters  
*isn't (is not)    he's (he is)    can't (cannot)*

Look at the sentences. Mark them C (contraction) or P (possession), depending on the function of the apostrophe.

- 1 I don't live there anymore.
- 2 He isn't a teacher.
- 3 That is Tom's book.
- 4 Tom's my best friend.
- 5 Where are the girls' shoes?

### 2 Putting apostrophes in the right place

- a Put apostrophes in where necessary.
  - 1 Have you seen the boys?
  - 2 Have you seen the boys books?
  - 3 The peoples opinion is important.
  - 4 Cities are growing all the time.
  - 5 How many of Joes sisters work?
- b We do not usually use contractions in formal written English, but they are fine in e-mails. Read this e-mail and put the apostrophes in the correct places, both for possession and for contractions.



### 3 Using apostrophes in your writing

Imagine you are June. Write an e-mail replying to Andrea. Pay particular attention to the apostrophes.

#### GLOSSARY

**PA**  
Personal Assistant. Someone who is very busy often has a PA to help them with their administrative work.

# Unit 3 Health

## Lesson 1 The body

### ! WARNING

Use *my, your, etc.* with parts of the body.

*It's your leg.* ✓

*It's the leg.* ✗

### 1 Vocabulary: the body

a Label the picture with the words in the box.

finger back arm ear eye nose neck nail mouth hand leg hair foot ankle

b Label more parts that you know. Mark the stressed syllable on words with more than one syllable.

*ˈ*ankle

c In pairs, point and ask about body parts.

A What's this?

B It's your arm.

A That's right.

### 2 Speaking skills

a You are going to talk about how you feel about your body. Complete the table with three things that you like and three that you don't like. Give reasons if you can.

Like	Don't like
<i>Eyes - pretty, nice color</i>	<i>Nails - short and broken!</i>

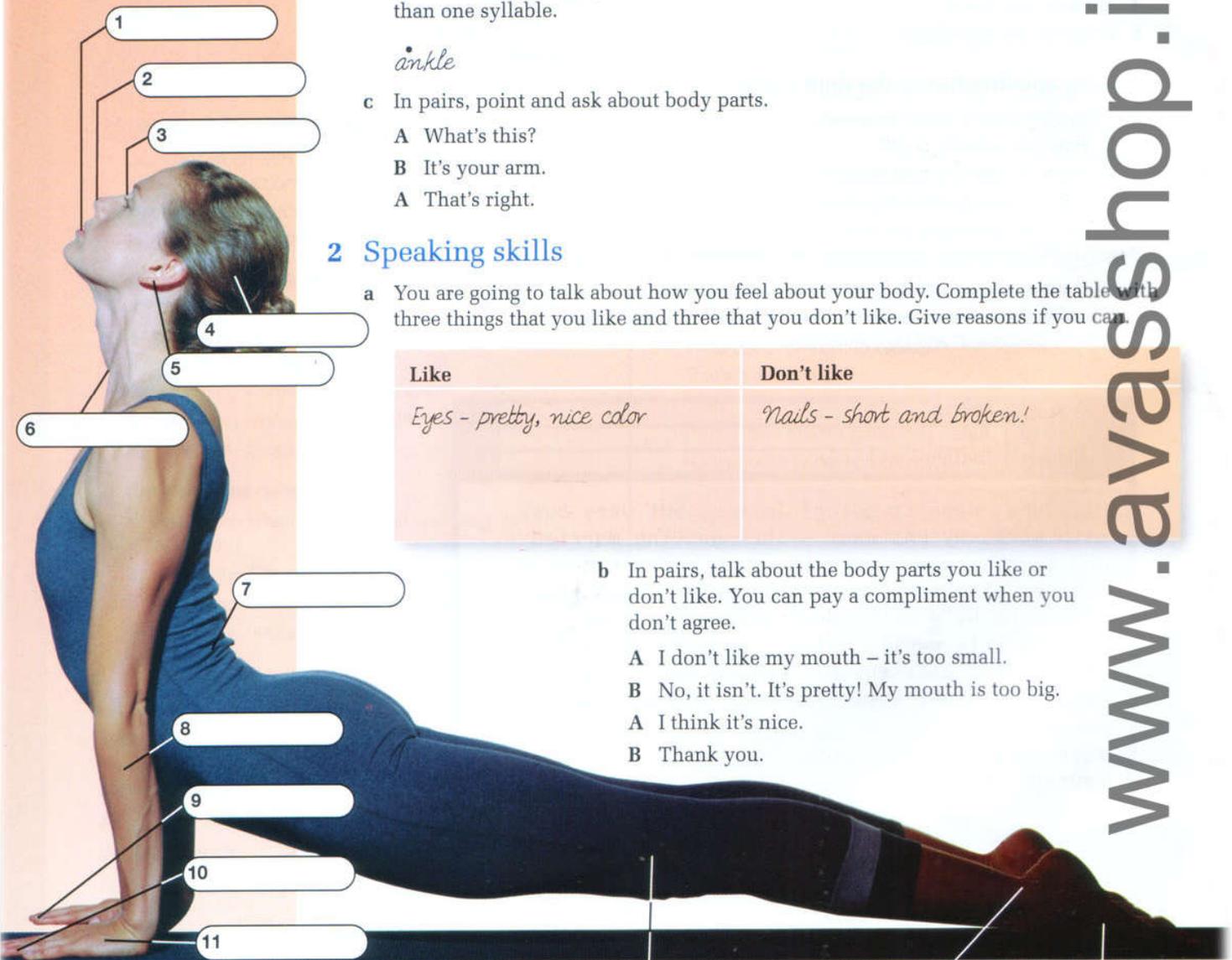
b In pairs, talk about the body parts you like or don't like. You can pay a compliment when you don't agree.

A I don't like my mouth – it's too small.

B No, it isn't. It's pretty! My mouth is too big.

A I think it's nice.

B Thank you.



### LANGUAGE NOTE

Use *too* with negative adjectives to talk about excess. Use *very* or *really* to be positive or negative.

*I don't like my legs – they're too fat.* ✓

*I like my eyes – they're too pretty.* ✗

*I like my eyes – they're really pretty.* ✓

*I don't like my legs – they're very fat.* ✓

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A



B



C



### 3 Listening skills

a In pairs, discuss the following questions.

- 1 What do the pictures show?
- 2 Which is the most serious?
- 3 What can you do in each case?



b Listen to a first-aid expert talk about the injuries and number the pictures as you hear them.



c Listen again and complete these sentences.

- 1 Never \_\_\_\_\_ on a burn. That can cause infection.
- 2 \_\_\_\_\_ for an ambulance. \_\_\_\_\_ the child to a hospital.
- 3 \_\_\_\_\_ the bottle of pills or fluid with you.
- 4 \_\_\_\_\_ the blood with a tissue and use pressure.

### 4 Grammar: the imperative

Use the imperative to make recommendations, commands, or requests.

a Choose the correct option. Look at the examples in Exercise 3c to help you.

Imperative sentences use the *simple form* / *-ing form* of a verb.

Negative imperatives use *Don't* / *No* before the main verb.

Imperatives often combine with the frequency adverbs *always* and *never* / *sometimes* and *usually*.

b Write the sentences in the correct order.

- 1 person / a / move / accident / don't / an / in

*Don't move a person in an accident.*

2 always / clean / keep / cut / a

3 use / never / syringe / more / one / than / person / a / on

4 visit / if / you / sure / not / doctor / a / are

5 the / take / three / day / a / medicine / times

6 your / in / water / put / arm / don't / hot

c In groups, play "Simon Says". Only follow the instruction if "Simon" says.

*Simon says touch your nose with your finger.*

### 5 Writing skills

a Look at this excerpt from a first-aid leaflet. Note the use of fonts and icons.

b Choose one of these everyday problems or injuries and write some ideas for treatment.

- sunburn
- a pulled muscle
- pimples

#### USEFUL LANGUAGE

*(Don't) use antiseptic cream.*

*Apply heat/cold.*

*(Don't) exercise.*

*See a doctor.*

*Don't eat a lot of fat.*

*Wear a hat.*

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### A twisted ankle

Don't try to walk **X**

Visit your doctor as soon as possible **✓**

c Show your ideas to another group. Who has the best ideas?

## 1 Reading skills

a In pairs, discuss which are good reasons for calling in sick.

A I think a bad back is a good reason.

B Yes, I agree. A broken nail is not a good reason!

1 a bad back

2 stress

3 your child is sick

4 a cold

5 a hangover

6 a stomach infection

7 RSI (repetitive strain injury)

b Read the text and find:

1 the three most common reasons for workplace absence.

2 the average number of days lost per person, per year.

3 the main excuse for calling in sick in the U.K.

c In pairs, discuss these questions.

1 Do you sometimes "cut" work or school when you are well?

2 Do you always give the true reason for your absence?

3 Do you ever suffer from any of the problems in the text?

4 Do you usually feel guilty if you take a day off?

5 Are there any problems for other people if you take a day off?

## 2 Vocabulary: illnesses

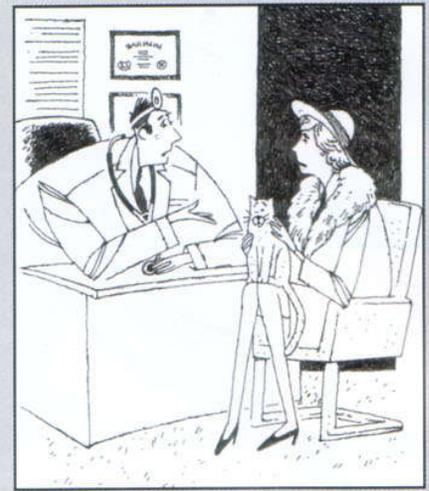
Match the pictures with the illnesses.

a She's got / She has a cold.

b He's got / He has a headache.

c She's got / She has a toothache.

d He's got / He has a pain in his arm.



'I'm sorry Miss Jones but I can't give you a sick note because your cat's sick.'

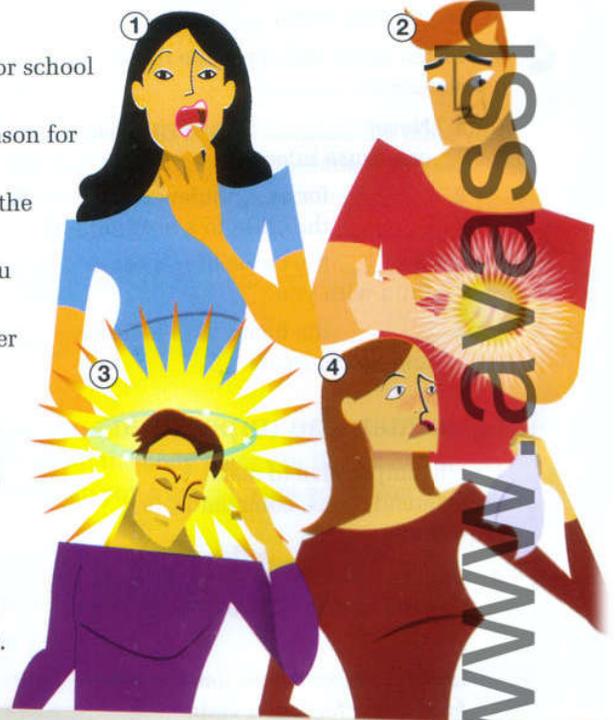
## LANGUAGE NOTE

## Aches and pains

An *ache* is a long, continuous pain used with certain body parts only.

*She has a headache/a toothache/a stomachache/a backache/an earache.*

*She has a pain in her arm/chest/ankle, etc.*



## GLOSSARY

## absence

a time when someone is not where they should be

## to cut school/work

to be absent from school or work without a real reason

## RSI (repetitive strain injury)

muscular injury caused by repetitive movements, like using a computer mouse or cash register

## The real cost of workplace absence

It seems the British are a sick nation. According to two recent studies, the annual cost of workplace absence in the U.K. has risen to 10.5 billion pounds, with 500 people leaving employment every week because of work-related injury or illness. Ill health is now the main cause of joblessness in the U.K., with repetitive strain injury, back

strain, and stress the three top reasons for absence. One study found that employees took an average of 7.8 days off work through sickness last year, a fall from 8.5 days the previous year. "Absence is a huge cost to business – the worst performing firms have twice the absence rates of the best ones," said one research unit.

Many companies believe up to 15% of absences are not genuine. Overindulging in alcohol is the main reason for pulling a sickie, one survey has found. A third of British workers would call in sick after a drunken night, but more than half said they would think again if their pay was cut.

### 3 Listening skills

- 14 a Listen to the phone call and choose the correct answer.
- 1 Joe has a *headache* / *cold*.
  - 2 His boss is *sympathetic* / *cross*.
- b Listen again and complete the telephone conversation.
- A Hi, Mary. This is Joe. Listen, I'm sorry, but I'm not coming in today.  
B Oh dear. What's the \_\_\_\_\_?  
A I have a terrible cold and I just feel awful.  
B Oh, I'm sorry to hear that! Well, I hope you \_\_\_\_\_? soon, Joe.  
Stay in bed and rest. I'll call you tomorrow.  
A Thanks, Mary. Talk to you tomorrow.

### 4 Pronunciation: using stress for emphasis

- 15 a Listen and mark the stressed words in the phrases.
- What's the **˙**matter?  
Oh dear!  
I have an awful **˙**cold.  
I have a terrible **˙**headache.  
I'm sorry to hear that!
- b Listen again and repeat the phrases. Emphasize the stressed words to show feeling.
- c In pairs, choose a different illness and repeat the dialogue in Exercise 3b. Try to use intonation to sound ill/sympathetic.
- A What's the matter/problem?  
B I have a really bad/awful/terrible toothache.  
A I'm sorry to hear that!

### 5 Speaking skills

- a You are going to role play calling in sick.
- Employees:** Look at page 134.  
**Employers:** Look at page 136 and read the information there.  
Work with another employee/employer and discuss the information/prepare ideas.

#### USEFUL LANGUAGE

*I'm not going to work today.*  
*I really feel awful.*  
*I think you should come to work because ...*  
*You can't stay home today!*

- b Work in pairs, one employee and one employer. When you are ready, start the phone call. Employees speak first.
- c Discuss these questions after the role play.
- 1 Is Karl(a) going to work?
  - 2 Is Les a sympathetic boss?
  - 3 How did you feel during the conversation?

#### LANGUAGE NOTE

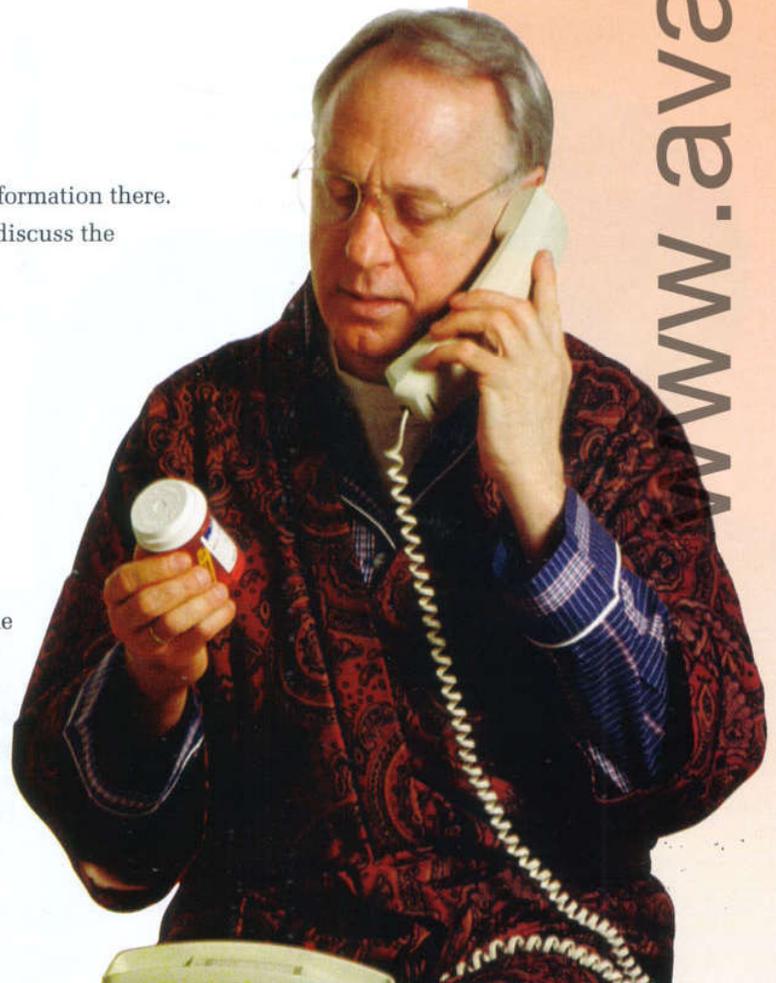
A *sympathetic* person understands someone's problems.

A *friendly/kind* person is generally nice and wants to make friends.

*ill = sick*

#### GLOSSARY

a terrible / an awful cold/headache  
a very bad cold/headache



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**55%** of a first impression is based on a person's appearance and body language.  
[Social Issues Research Center, Oxford, UK]

**62%** of Americans say they try to minimize the fat they eat, but 64% eat more saturated fat than is recommended.  
[USDA and Gallup inc]

**Over 90%** of you have been on at least one diet. 37% have been on more than 10. One in three of you think more about food when dieting.  
[Survey by BBC Good Food magazine, 2004]

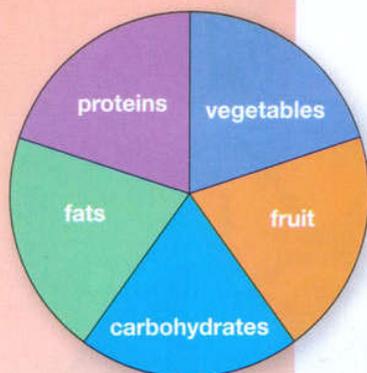
### USEFUL LANGUAGE

*I think that's ridiculous.*  
*hard to believe.*  
*sensible.*  
*reasonable.*

## 1 Reading skills

- a** Comment on the figures above.  
*That surprises me. / That doesn't surprise me.*  
*I don't believe it.*  
*I think that's true.*  
*Most people I know ...*

- b** Write the food items beside the correct food group. Add more words to each section. Check if you can pronounce these words and mark the stress. Then discuss which of these foods are good for weight loss.



salad cheese steak  
oil fries pasta  
nuts apples



- c** Have you ever tried to lose weight? In pairs, decide which of these plans you should follow if you want to lose weight.

#### Plan 1

Unlimited amount of salad and vegetables.

Limited quantities of sugar, dairy products, salt.

#### Plan 2

Equal balance of fruit and vegetables and carbohydrates.

Limited amount of protein, dairy products, and sweet foods and fats.

#### Plan 3

Unlimited amount of protein and fats.

Strictly limited quantity of carbohydrates.

- d** Read quickly and match each text with a diet plan from above.  
**e** What do you think of each plan? Would you try any of them?

### The facial analysis diet

This diet was devised by nutritionist Elizabeth G. Gaud. She identifies six basic face types, each with different nutritional needs. Twelve essential mineral salts help to keep your body strong and in perfect balance. When the mineral salts are not balanced, the result shows in facial features. You should drink a lot of water and herbal tea, eat as much salad and vegetables as you want. Sugar, salt, and dairy products should be limited. You should avoid alcohol, caffeine, and carbonated drinks while on the plan.

### The Atkins diet

This diet allows you to eat as much protein and fat as you want. You should avoid alcohol and carbohydrates such as bread and pasta. A typical Atkins meal could be a big steak or chicken, cooked in oil or butter with a cream sauce. You shouldn't have any fries or bread with it, but a salad is a possible addition.

### The balance diet

According to this diet plan, balance and variety are the essentials. To follow the balance diet, one third of your food should be fruit and vegetables, one third carbohydrates such as pasta, rice, bread, or potatoes. The last one third should be divided again and consist of 13% protein – meat, fish – 13% dairy products, and 7% foods containing fat and sugar. "It is not necessary to cut out chocolate, chips, and cake, but they should represent the smallest part of your diet."

## 2 Grammar: *should* and *shouldn't*

- a Underline the modal auxiliary used for giving advice in these extracts.

You should drink a lot of water and herbal tea.

You shouldn't have any fries.

- b Choose the correct negative form.

You *shouldn't* / *don't should* eat a lot of cake.

- c Choose the correct question form.

*Do I should* / *Should I* drink coffee?

Look at the table.

Subject	+	modal auxiliary	+	simple infinitive
<i>I, you, he, she</i>		<i>should</i>		<i>eat cheese</i>
<i>we, you, they</i>		<i>should not</i> <i>(shouldn't)</i>		<i>cut out milk</i>

- d Give some advice with *should* or *shouldn't*.

- 1 Kate is trying to lose weight. *She should eat more salad.*
- 2 Leo smokes a lot.
- 3 My parents are getting arthritis.
- 4 My sister is allergic to fish.
- 5 I have a bad back.
- 6 Joe has a lot of pimples.

## 3 Writing skills

- a In groups, invent a diet plan. Organize your writing by making notes under the headings below.

- b Decide on a good slogan for the advertising campaign.

*The Partner Plan for Perfection*

- c Present your plan to the rest of the class. Groups vote on the best plan.



### ! WARNING

*Should* is never followed by *to*.

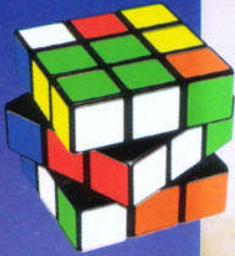
The main verb never has a final *s*.

He should eat ~~less~~ meat. ✓

He ~~should to~~ eat less meat. ✗

He ~~should eats~~ less meat. ✗

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# Task

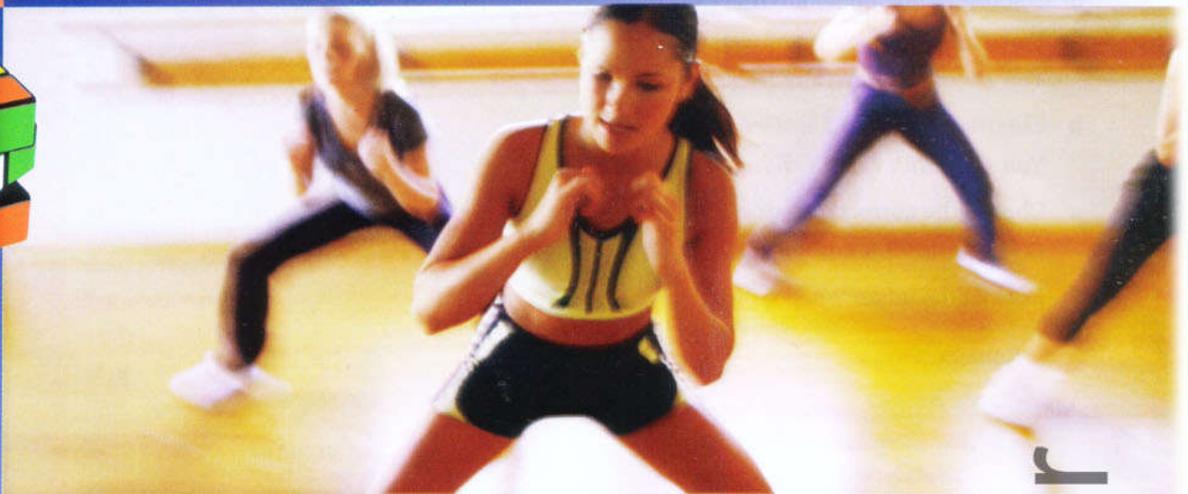
## GLOSSARY

**to take up**  
to start to do

**to cut down (on)**  
to reduce

**to cut out**  
to stop  
having/doing

**to get over**  
to recover from  
an illness



## 1 Warm up

a Match the common word pairs.

- |                    |            |
|--------------------|------------|
| 1 fruit            | a water    |
| 2 bed              | b rest     |
| 3 gentle/strenuous | c exercise |
| 4 plain            | d juice    |

b Write two sentences about a healthy lifestyle, using this vocabulary. Then compare ideas with your classmates.

*You should cut out smoking.*

c In pairs, discuss these questions.

- 1 How much exercise should the average person get a week?
- 2 How often should you eat red meat?
- 3 How many cups of coffee should you drink a day?
- 4 How many cigarettes should you smoke a day?
- 5 How much water should you drink daily?
- 6 How many hours of sleep a night does the average person need?

## 2 Task

In small groups, decide on the best remedy for these problems.

1 What's the best way to get over a cold?

- a Drink plenty of liquids.
- b Take antibiotics.
- c Eat a lot of fruit.

2 What's the best cure for a stomachache?

- a Eat spicy food.
- b Eat light food.
- c Don't eat for a day.

3 What's the best thing to do for a bad back?

- a You should stay in bed.
- b You should get up and move around.
- c You should do strenuous exercise.

4 What's the most effective way to lose weight?

- a Cut down on sugar.
- b Drink plenty of lemon juice.
- c Take up exercise.



### 3 Compare

16 Listen to a doctor talk about *two* of the problems from Exercise 2. Choose the correct answer.

- 1 She discusses problems 1/2/3/4.
- 2 The best remedy for the first problem is a/b/c.
- 3 The best remedy for the second problem is a/b/c.

### 4 Notice

There are many words and expressions that help us connect and understand language.

*Basically, two things. First ...*

a Which of these expressions are used for generalizing?

in many cases	on the whole
basically	in general
	for example

b What is the usual function of the other expression?

- 1 Correcting information.
- 2 Giving specific details or examples.
- 3 Making a contrast.

c What is the recommended position for such expressions?

- 1 At the beginning of a sentence.
- 2 At the end of a sentence.

### 5 Prepare

Prepare a short talk about one of the other problems mentioned in Exercise 2, giving recommendations about what to do and not to do. Give reasons if you can. Try to use expressions from Exercise 4.

### 6 Feedback

Listen to the other students' talks. Make notes in the table.

Students	Problem	Remedy chosen	Notes/reasons
<i>Martina and Gary</i>	<i>1</i>	<i>c</i>	<i>Good for you. Replaces fluids in the body.</i>

### 7 Follow up

Which remedies are the most popular with the class?

Which students can give the best reasons/explanations for their choice?

Find out the real answers from your teacher.



## Grammar Summary

## Vocabulary Summary

### 1 The imperative

#### Use

- Use imperatives for recommendations, commands, or requests.

#### Form

The same as the simple form of the verb.

Imperatives often combine with the frequency adverbs *always* and *never*.

Imperatives are often used with *please* to make a request.

*Please open/close the door/window.*

*Sit down, please.*

In negative imperative sentences, *Don't* precedes the verb.

*Don't wash this sweater.*

#### Match the statements with the responses.

- |                             |                          |
|-----------------------------|--------------------------|
| 1 I'm cold.                 | a Take an aspirin.       |
| 2 Sit down, please.         | b Thank you.             |
| 3 I have a headache.        | c Close the window then. |
| 4 Don't smoke here, please. | d I'm sorry.             |

### 2 Should and shouldn't

#### Use

- Use *should* to give advice.

#### Form

subject + *should (not)* + simple form of the verb

*You shouldn't smoke. She should wear a coat.*

Give advice using *should* or *shouldn't* and a verb from the box.

try to relax   visit the zoo   stay up too late  
have warm milk before going to bed   wash it too often

- Jean is very stressed. *She should try to relax.*
- I'm tired all the time.
- Hal has dry hair.
- James can't sleep at night.
- My children are frightened of animals.

### 3 The article

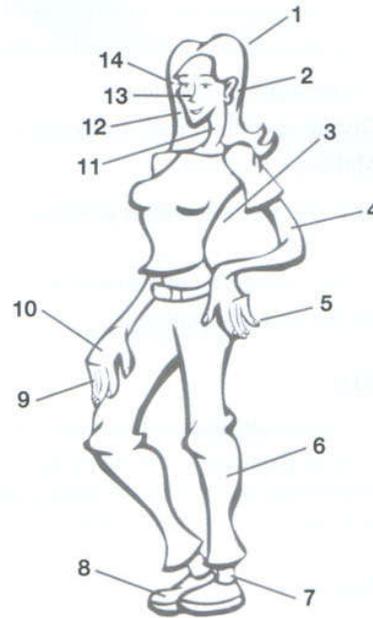
- Use *a/an* with most illnesses  
*I have a stomachache/a headache/a cold/an earache.*

### 1 The body

#### a Complete the sentences with a part of the body.

- Wash your \_\_\_\_\_ before you eat.
- You put socks on your \_\_\_\_\_.
- Some people have blue \_\_\_\_\_; some have brown or green.
- Jane has very long, black \_\_\_\_\_.
- Veronica's \_\_\_\_\_ always look good – she goes to a manicurist every week.

#### b Label the parts of the body



### 2 Illnesses

I have

- a headache/backache/toothache/stomachache/earache
- a pain in my arm/leg/shoulder/chest
- a burn/cut on my arm/leg/finger

#### Match the illness with the remedy.

- |                             |                         |
|-----------------------------|-------------------------|
| 1 My feet hurt.             | a Go to the dentist.    |
| 2 I have a headache.        | b Put cold water on it. |
| 3 I have a burn on my hand. | c Take an aspirin.      |
| 4 I have a toothache.       | d Massage them.         |
| 5 I have a sunburn.         | e Stay out of the sun.  |

### 3 Phrasal verbs

#### Match the phrasal verbs with their definitions.

- |                    |                              |
|--------------------|------------------------------|
| 1 to cut out       | a to start something         |
| 2 to cut down (on) | b to stop doing something    |
| 3 to take up       | c to recover from an illness |
| 4 to get over      | d to reduce                  |

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## Creating a class contract

### 1 Considering rules

Discuss these questions.

- 1 What rules are there in your workplace or where you study?

*We should always arrive on time.*

- 2 Why do you think we have rules?

### 2 Deciding which rules are good

Look at these possible rules for your English course. Check those you agree with completely and change the others so that you agree with them.

#### The students

We should always try to speak English in class.

When another student speaks, it's important to listen.

We should always use a dictionary to look up words we don't know.

We should try to arrive on time for class.

If we are late, we should tell the teacher why.

- Don't smoke or eat in class.
- Do your homework every day.
- Use English outside the class.

**rule** \ rul \ noun

a statement that explains what you can or cannot do in a particular situation:

*grammatical rules* ♦ *Players who break the rules are sent off the field.* ♦ *You should always follow these simple rules when using electrical equipment.* ♦ *You can't do that, it's against the rules!* ♦ *the basic rules of the game*

#### The teacher

The teacher should usually speak to us in English.

He or she should teach us a lot of vocabulary.

The teacher should correct our homework.

He or she should help us when we don't understand.

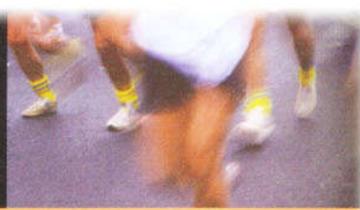
He or she shouldn't use a cellphone in class.

He or she should correct all our errors when we speak.

### 3 Making the contract

In groups, decide on some rules for your class. Use rules from above or your own ideas. Make a contract. All the students and teacher should sign it.





# Review 1: Units 1-3

**a Complete the sentences with *some* or *any*.**

- 1 Is there \_\_\_\_\_ money on the table?
- 2 I can see \_\_\_\_\_ people in the street.
- 3 Do you have \_\_\_\_\_ paper?
- 4 I don't have \_\_\_\_\_ time.
- 5 There are \_\_\_\_\_ stores near the school.

**b Match the questions and answers.**

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1 Where are you living right now?    | a I work in a bank.                |
| 2 What does she study?               | b He's studying French.            |
| 3 Where do you work?                 | c I'm living with my parents.      |
| 4 Where are they working right now?  | d She studies economics.           |
| 5 What is he studying this semester? | e They're working in a restaurant. |

**c Match each of the statements in Exercise b with an appropriate ending.**

- 1 ... She wants to be an economist.   d
- 2 ... but they're looking for a better job. \_\_\_\_\_
- 3 ... because I'm looking for a new apartment. \_\_\_\_\_
- 4 ... I'm an assistant manager. \_\_\_\_\_
- 5 ... but he wants to change to Spanish. \_\_\_\_\_

**d Write the plural form of these words.**

- 1 person \_\_\_\_\_
- 2 woman \_\_\_\_\_
- 3 man \_\_\_\_\_
- 4 child \_\_\_\_\_
- 5 baby \_\_\_\_\_

**e Put the apostrophe in the correct place in the sentences.**

- 1 My sisters name is Judy.
- 2 What are the babies names?
- 3 Where are the mens showers?
- 4 Carols mother is here.
- 5 That is my parents house.

**f Match the complaints with the suggestions.**

- |                                  |   |
|----------------------------------|---|
| 1 I have a headache.             | a You should drink lots of honey and lemon. |
| 2 I have a pain in my leg.       | b Don't eat sweet things.                   |
| 3 I have a really bad toothache. | c Take some aspirin.                        |
| 4 I have a pain in my hand.      | d You shouldn't play soccer.                |
| 5 I have a really bad cold.      | e Don't use your computer for a while.      |

**g Write these foods in the correct column.**

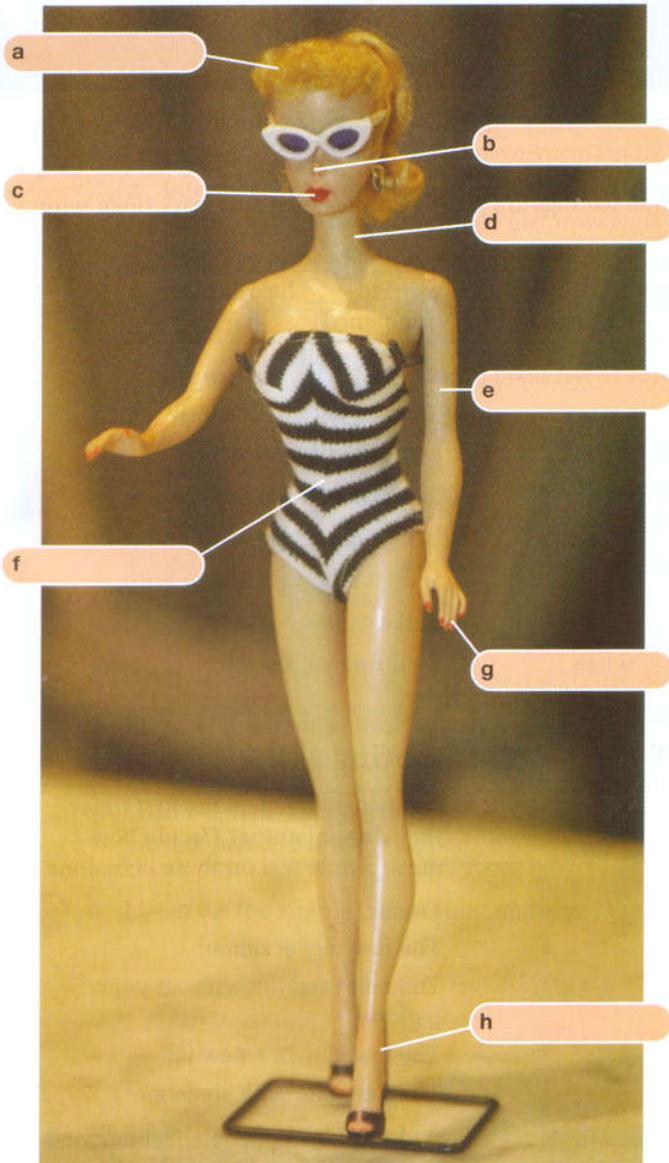
pasta meat chicken mangoes eggs carrots fish rice beans bread tomatoes cheese

Proteins	Carbohydrates	Fruit and vegetables

**h** Write these letters in the correct order to form words for parts of the body.

- 1 thomu \_\_\_\_\_
- 2 sone \_\_\_\_\_
- 3 klena \_\_\_\_\_
- 4 rahi \_\_\_\_\_
- 5 mra \_\_\_\_\_
- 6 machsto \_\_\_\_\_
- 7 enkc \_\_\_\_\_
- 8 grefin \_\_\_\_\_

**i** Write the numbers for the correct parts of the body in Exercise h next to the letters in the picture.



**j** Complete the phrases with appropriate verbs.

- 1 \_\_\_\_\_ TV.
- 2 \_\_\_\_\_ my homework.
- 3 \_\_\_\_\_ fast food.
- 4 \_\_\_\_\_ shopping in the mall.
- 5 \_\_\_\_\_ on my cellphone.

**k** Write sentences about yourself, using the phrases in Exercise j.

*I never watch TV in the morning.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**l** Look at the picture below. Write five or six sentences describing the scene.

*There are some people sitting outside the café. They are having lunch.*



**m** Which word does not belong in each group?

- 1 lake mountain ocean villa
- 2 nose mouth shirt arm
- 3 meat rice fish chicken
- 4 cabin ranch street apartment

**n** Write a sentence explaining your choice in Exercise m.

*Villa is a type of house, but the others are geographical terms.*

**o** Write the words in the correct column, according to their sound.

beach nail you head flight see  
ache leg me lie two teeth through  
true eye try egg chest day pain

/i/	/u/	/e/	/ai/	/ei/

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# Unit 4 Memories

## Lesson 1 Firsts



### 1 Vocabulary: feelings

a In pairs, decide which of these feelings are positive or negative and mark them with a + or a - sign.

excited \_\_\_ sad \_\_\_ proud \_\_\_ thrilled \_\_\_ worried \_\_\_ heartbroken \_\_\_  
nervous \_\_\_ confident \_\_\_ embarrassed \_\_\_ frightened \_\_\_ happy \_\_\_

b Match the sentence halves.

- |                         |      |  |
|-------------------------|------|--|
| 1 She was embarrassed   | when | a I gave her the present.              |
| 2 We felt excited       | when | b I graduated from college.            |
| 3 I'm usually nervous   | when | c her shopping bags fell on the floor. |
| 4 My parents were proud | when | d we went on vacation to Europe.       |
| 5 She was thrilled      | when | e I take exams.                        |
| 6 He was heartbroken    | when | f he didn't get the job.               |

c Make nouns from the adjectives. Check the answers in the Language Resource on page 46.

Adjective	Noun
happy sad	<i>happiness</i>
excited embarrassed	
confident proud	

d Choose the correct form to complete the sentences.

- Crying is a sign of *sad* / *sadness*.
- When you are *happy* / *happiness*, you laugh and smile.
- Your face can turn red when you are *embarrassed* / *embarrassment*.
- Proud* / *Pride* can be a positive or negative emotion.

### 2 Listening skills

a How do people feel the first time they do something? Decide how most people feel on these occasions.

#### Firsts

- The first day at school
- The first vacation without your parents
- The first day in a new job
- The first date with someone

- A I think most people feel nervous on their first day at school.  
B Yes, I agree, and maybe a bit worried.

b Listen to people talking about three "firsts" and write the events which are referred to in your notebook.

1 *first date*

c Listen again and note the feelings mentioned.

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#### USEFUL LANGUAGE

Show degree with these words:

*really/very/quite* + negative or positive adjectives

*a bit / a little* + negative adjectives

### 3 Grammar: simple past of regular and irregular verbs

- a Underline the simple past regular verbs in the audioscript. Circle the irregular verbs.

Let me think. Oh yes. That was in 2002. I was 20. My parents wanted to go to the mountains because we usually did that, but my sister and I wanted to go to the beach with our friends. So we decided to have a separate vacation for the first time – it just happened. I remember getting on the bus and saying goodbye to my mom and suddenly I felt very sad, because, you know, it was the end of a stage of our lives. I think we all felt that.

- b Match the examples with the uses of the simple past.

The simple past refers to:

- |   |  |
|---|--|
| 1 single actions and events in the past | a <i>We usually did that.</i>                    |
| 2 situations or states in the past      | b <i>I was 20.</i>                               |
| 3 repeated happenings in the past       | c <i>We decided to have a separate vacation.</i> |
- c Complete Rules 1 and 2. Follow the instructions for Rule 3.
- Affirmative form: regular simple past verbs are formed with the simple verb + \_\_\_\_\_. *We wanted to take a vacation.*
  - Interrogative form: the simple past interrogative form uses \_\_\_\_\_ and the simple verb. *Where did you go last weekend?*
  - Irregular verbs are different. Find the list of common irregular verbs on page 143.
- d Complete the sentences with a form of the verb in parentheses. Use the irregular verb table when you need to.
- Jan usually \_\_\_\_\_ (have) breakfast at 7:00 a.m. when she was in school.
  - “Richard \_\_\_\_\_ (call).”  
“Thanks. What \_\_\_\_\_ he \_\_\_\_\_ (want)?”
  - “\_\_\_\_\_ you \_\_\_\_\_ (go) to the movies last night?”  
“Yes. I \_\_\_\_\_ (see) *American Splendor*. It \_\_\_\_\_ (be) great!”
  - We \_\_\_\_\_ (buy) the refrigerator in Farrington’s. All the appliances \_\_\_\_\_ (be) very cheap.

### 4 Pronunciation: simple past regular verbs

- a In pairs, pronounce these regular verbs and decide if the ending sounds like /t/, /d/, or /ɪd/.

liked called wanted decided happened  
loved hated worked stopped

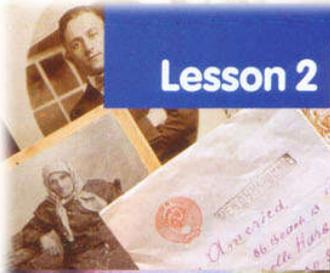
-  b Listen for the simple past regular endings. Write the verbs in the correct column.

/t/	/d/	/ɪd/
liked		

### 5 Speaking skills

- a Choose one of the “firsts” in your experience and make notes about the event and your feelings.
- b In small groups, compare your memories. Ask questions.
- |                     |                    |
|---------------------|--------------------|
| Did you cry?        | What did you wear? |
| Did you feel happy? | Were you excited?  |





### 1 Reading skills

- a Before you read: What do you know about Tina Turner? Compare your ideas with a partner.
- b Read the text quickly and match the titles with paragraphs 2–5.

A Fresh Start Born Near Nutbush-Guru Granny Double Act Movie Star

- c In pairs, discuss these questions.
  - 1 What surprised you about Tina's life?
  - 2 What did you know before? What was new for you?
  - 3 Was she happier before or after she left Ike? Why?

#### GLOSSARY

**a massive hit**  
(informal)  
a very big success

**40-somethings**  
people around 40 years old (you can use this expression for 20- and 30-somethings, too)

**stormy**  
stormy weather involves wind, thunder, and rain. It can be unpleasant and violent. A stormy marriage is similar.

#### *Born Near Nutbush*

Annie Mae Bullock was born on November 26, 1939, in Brownsville, Tennessee. Annie Mae and her sister Alline moved to St. Louis in 1956, when their mother, and later their father, deserted them. They were living in poverty.

Annie Mae met Ike Turner and his band, the Kings of Rhythm, in a club called the Manhattan where she went with her sister. Soon Ike and Tina (as she became) were singing together. The pair married and toured the USA with their successful rhythm and blues (R&B) act. With the gospel soul classic *River Deep, Mountain High* (1966), they became famous in Europe. With *Nutbush City Limits* (1973), they became stars in the U.S., too. The songs are legendary and the relationship, too – Tina was the star, and her husband didn't like it. In 1975, Tina walked out on their stormy marriage.

For a time, life was difficult for Tina; then, in 1979, she met the young Australian, Roger Davies, who would become her manager. He helped her career start again, and in 1983 Tina was invited to work with the U.K. pop band, Heaven 17. This led to a new contract with Capitol Records. In 1984, at the age of 45, Tina made her comeback album, *Private Dancer*. Tina was especially popular with 40-somethings who knew her earlier music.

In 1984, Tina accepted a part in the sci-fi adventure movie, *Mad Max: Beyond the Thunderdome*. The theme song, *We Don't Need Another Hero*, was another massive hit.

In 1993, Tina's incredible autobiography was filmed. It was called *What's Love Got To Do With It?*. The single was another hit for Tina. Soon after, she decided to spend more time with her family (which includes her grandchildren!) and to develop her interest in Buddhism. But she continued to perform at concerts all over the world, including the Live Aid duet with Mick Jagger and at the Maracana stadium in Rio de Janeiro.

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## 2 Grammar: past progressive or simple past

- a Underline the past progressive tense in the following extract from the text. Circle the simple past tense.

Annie Mae Bullock was born on November 26, 1939, in Brownsville, Tennessee. Annie Mae and her sister Alline moved to St. Louis in 1956, when their mother, and later their father, deserted them. They were living in poverty.

- b Match the tense and its description.

- 1 The past progressive describes
- 2 The simple past describes

- a actions or situations in progress at a certain time in the past.
- b single, completed actions or events in the past.

- c Check your answers in the Grammar summary on page 46.

- d In pairs, prepare questions based on the text to interview Tina.

*When were you born?*

*When did you move to St. Louis?*

*When did you make "Mad Max"?*

*Where were you living when you met Ike?*

*What were you doing in 1984?*

- e Work with a new partner – one of you is the journalist and one is Tina. Conduct the interview.

## 3 Listening skills



- a Listen to this song by Tina Turner and choose the best summary.

- 1 She was happy because she liked wet weather.
- 2 She was sad because she was thinking about a past relationship.
- 3 She wanted the rain to stop so that she could go out.



- b Listen again and use your imagination to answer the questions.

- 1 Where was she sitting?
- 2 What was she wearing?
- 3 How was she feeling?
- 4 What was she thinking about?

- c Compare your ideas with a partner. Do you have similar ideas?

## 4 Writing skills

- a Try to remember (or invent) the most romantic moment of your life. Make some notes.

- Where were you?
- What were you thinking?
- What were you doing?
- What happened?
- What were you wearing?

- b Use your notes to write a paragraph.

- c Work in groups. Mix up the paragraphs and give one to each group member. Read the paragraphs aloud and try to guess who wrote each one.



### LANGUAGE NOTE

Past progressive  
was/were + ing verb

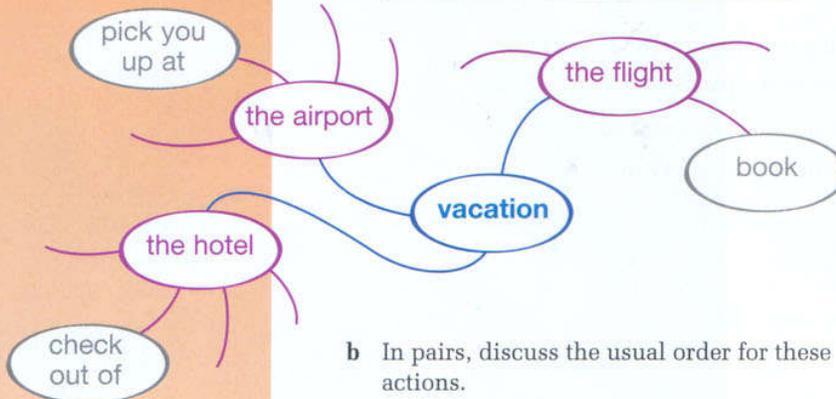
*I was dancing at 10:00  
last night.*

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1 Vocabulary: going on a vacation

- a Complete the word web with the words from the box.

drop you off at   cancel   check into  
arrive at   leave for   confirm



- b In pairs, discuss the usual order for these actions.

*First you call the airline, then ...*

- pick you up at the airport
- drop you off at the hotel
- take a cab/bus, etc.
- pack your bag
- leave for the airport
- call the airline
- book a flight
- board the plane

- c In pairs, talk about the last trip you made, or invent a trip, using these verbs.

*Last summer, I went to Florida. I booked a ticket on Global Bustours ...*

2 Reading skills

- a In pairs, talk about the pictures and decide on the order of the story. Tell your story to the class.
- b Read the text and check the real order. Number the pictures.

GLOSSARY

**to keep in touch**  
to maintain contact, especially from a distance

**a hostel**  
a simple hotel

**folks** (colloquial)  
family



How we met

We met in Indonesia in 2000. I remember it like it was yesterday. It was my last day in Bali and her first. She was walking around, lost, and she saw that I had a map, so she asked me for directions. We ended up going to a café and talking for a long time. I remember the guy who worked there had to ask us to leave, we stayed so long! I really liked her, and I guess she liked me, too. It felt really sad that I had to leave the next day!

That night, I went back to my hostel and packed my bag, ready to leave for the airport. Then I just decided I didn't want to miss this crazy chance. We came from different countries – we'd never see each other again. I called the airline and cancelled my flight. I also called my folks and told them not to pick me up at the airport!

I stayed another week with her in Bali. After that, I went home to the States and she went on traveling around Asia. We kept in touch, and after a couple of years coming and going from here and there, I came here to live and we got married.



B



C



### 3 Writing skills

- a Find these sequence words in "How we met." Notice how they put the events of the story in order.

That night  
Then  
After that

- b In pairs, tell the story of how two people met – it can be true or invented. Make notes like this.

*Susan/ Bob*  
*2004*  
*Rio / on vacation*

D



- c Write out your story using these prompts. Remember to use sequence words.

\_\_\_\_\_ (name) met \_\_\_\_\_ (name) in \_\_\_\_\_ (where) \_\_\_\_\_ (when).  
(describe the weather/situation around them)  
(describe what they were doing when they met)  
(describe their feelings)  
(what happened next?)  
(the conclusion)

- d Read the other stories. Put them on the classroom walls or pass them around. Which one is your favorite?

E

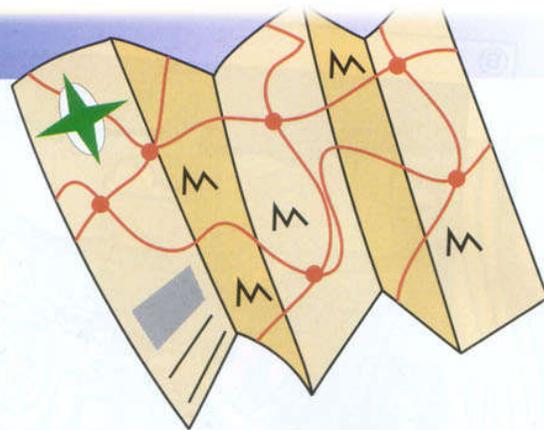


#### LANGUAGE NOTE

The past progressive (*was/were + verb -ing*) is used for the background of a story. The simple past is used for the events.



# Task



## 1 Warm up

In pairs, discuss these questions.

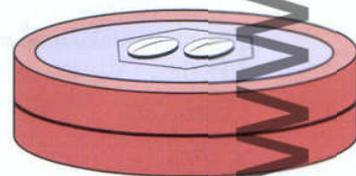
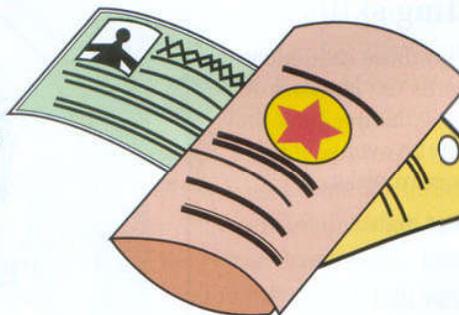
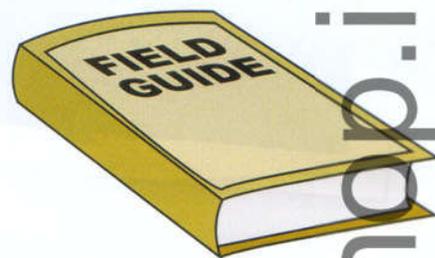
- 1 What should you do to prepare for a vacation in another country?
- 2 What problems can there be during a trip?
- 3 What kind of health problems can occur on vacation?

## 2 Task

Read the text and mark the statements *True* (T) or *False* (F).

- 1 He wanted to go on vacation.
- 2 He felt sick before he left home.
- 3 He got sick on the plane.
- 4 He felt better during the vacation.

Once I went on a vacation I was really looking forward to – in Africa. It was a walking trip, which meant I had to be very robust. I felt really great and was looking forward to it. Then as soon as I was on the plane, I got sick with something like flu or a severe cold. By the time I got to Africa, I could hardly swallow, and I was very sick for the next 13 days. It wasn't until I was on the way home that I started to feel better!



## 3 Prepare

In pairs, talk about what reasons there could be for the illness. Make notes.

*Maybe he was sick before he left home.*

## 4 Feedback

Present your ideas to the class.

How many different ideas are there to explain the illness?

### GLOSSARY

**to look forward to**  
to feel happy/excited about a future event

**flu/influenza**  
a type of virus

**to swallow**  
to make food or drink go down your throat and into your stomach

## 5 Compare

Read the expert viewpoint. What is the name of the syndrome? Did anybody in the class have a similar idea?

The condition has been identified by Dutch psychologist Professor Ad Vingerhoets, of Tilburg University, who started researching after he became curious about his own pattern of illness. "If I am ill, then it's on the weekend. Then I heard stories from friends who all said the same thing, and I thought, what is going on? Then I couldn't find any information on it, so I decided to do some research."

Vingerhoets surveyed men and women across Holland, between the ages of 16 and 87, and estimated that around 3% of the population may suffer from weekend or vacation sickness. The most frequently reported symptoms included headaches, migraine, fatigue, muscular pains, and viral-related flu and colds.

Many of those affected shared certain characteristics – a high workload, high stress levels, perfectionism, and a difficulty in switching off outside of work. "We are a nation of workaholics. We all look forward to our weekends, but the number who spend their weekends in bed is quite amazing."

## 6 Notice

Adverbs help make adjectives stronger. They are useful in expressing your feelings clearly. *Really* can be combined with the other adverbs for emphasis.

*I was really very ill.* ✓      *I was quite very ill.* ✗

*Quite* and *really* can also combine with verbs.

*I really don't like her.* ✓      *I quite like her.* ✓

*I very don't like her.* ✗      *I really like her.* ✓

- 20 a Listen and repeat the sentences with a (✓).
- b Underline the adjectives in the following sentences from both texts. Circle the adverbs.
- I had to be very robust.
  - I felt really great.
  - I was very sick for the next 13 days.
  - The number of people who spend their weekends in bed is quite amazing.
- c Make true sentences by adding adverbs/adjectives. Use the ones from the box or your own ideas.

really quite very a little

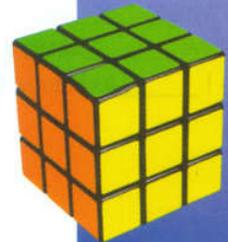
tired sick happy excited  
interesting boring fun

- I'm feeling \_\_\_\_\_ today.
- Learning English is \_\_\_\_\_.
- On my birthday, I generally feel \_\_\_\_\_.
- Completing grammar exercises is \_\_\_\_\_.

## 7 Follow up

Discuss these questions in small groups.

- Have you ever experienced anything like vacation sickness?
- Do you know anyone who has?
- How do you think people can avoid this problem?



## 1 The simple past

### Use

- Use the simple past to refer to:
  - single actions and events in the past  
*We went to Rome last summer.*
  - situations or states in the past  
*We lived in Paris for 10 years.*
  - repeated happenings in the past  
*We often went to the beach on vacation when I was a child.*

### Form

Most simple past verbs are formed by adding *-ed* to the verb.  
*walk – walked*

Some verbs have irregular past forms.

*go – went*

Refer to page 143 for a list of the more common irregular verbs.

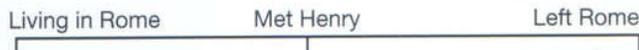
### Simple past

Affirmative	He <i>walked</i> to work.
Negative	He <i>didn't walk</i> to work.
Interrogative	<i>Did</i> he walk to work?
Short answers	Yes, he <i>did</i> . / No, he <i>didn't</i> .

## 2 The past progressive

### Use

- Use the past progressive to refer to actions or situations in progress at a certain time in the past.  
*She was living in Rome. (when she met Henry)*



### Form

*was/were + -ing* form of the verb

What	was	I/he/she/it	doing?
	Were	you/we/they	eating dinner?
I/he/she/it	was		wearing a hat.
You/we/they	were	not	

### Write the correct form of the verb.

- At that time, I \_\_\_\_\_ (live) with my parents.
- In the past, I usually \_\_\_\_\_ (have) lunch with my grandparents on Sunday.
- What \_\_\_\_\_ you \_\_\_\_\_ (do) when I called yesterday?
- We \_\_\_\_\_ (watch) a movie when the electricity went off.
- I \_\_\_\_\_ (not study) for this exam because I was sick.

## 1 Feelings: adjectives

### a Make pairs of opposites from the two columns.

+	-
excited	nervous
happy	heartbroken
thrilled	bored
confident	sad

### b Choose an adjective from the box for each situation.

excited happy embarrassed  
thrilled confident nervous

Before the interview, Joseph felt very **1** \_\_\_\_\_. He knew the company very well and had plenty of experience. On the day, though, he began to feel a little **2** \_\_\_\_\_. They asked him a simple question, and he couldn't speak. He felt his face become red – he was so **3** \_\_\_\_\_. After that, the questions became easier. He became more **4** \_\_\_\_\_. When they offered him the job, he was **5** \_\_\_\_\_.

## 2 Feelings: word building

Notice how nouns can sometimes be formed from adjectives by adding the suffix *-ment*, *-ness*, or *-ence*. Adverbs are often formed by adding *-ly* to the adjective.

### Add the adverb to the middle column.

Adjective	Adverb	Noun
happy	happily	happiness
sad	_____	sadness
excited	_____	excitement
embarrassed	_____	embarrassment
confident	_____	confidence
proud	_____	pride

## 3 Going on a vacation

pick you up }  
drop you off } at the airport, the hotel, the bus station  
arrive }

book }  
confirm } the flight  
cancel }

check out of/into the hotel

take a cab/bus, etc.

pack your bag

call the airline

## 4 Useful phrases

I'm looking forward to something. = I'm thinking about a future event with excitement and happiness.

I can't stand something/someone. = I really don't like something/someone.

to keep in touch = to maintain contact, especially from a distance.

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## Sounding natural

### 1 Referencing

a What do the underlined words refer to? Circle the subject.

- 1 It's my mother's birthday next week. She's going to be 80.
- 2 We went to France last summer. It's a very beautiful country.
- 3 My parents are very nervous travelers. We usually take them to the airport.
- 4 I remember visiting the circus. We went there when I was 10.
- 5 Do you see that couple? We met them in the hotel. They are staying here, too.

#### LANGUAGE NOTE

*here = in/to **this** place*

*there = in/to **that** place*

b Complete the text with words from the box.

she it he there here

My boss got up late yesterday. **1** \_\_\_\_\_ took a quick shower and ran to the bus stop. Unfortunately, he had to wait **2** \_\_\_\_\_ for 30 minutes. When the bus finally arrived, **3** \_\_\_\_\_ was completely full, and he ended up walking to work. He got **4** \_\_\_\_\_ at 10:30 and found a note from his boss on his desk – **5** \_\_\_\_\_ wanted to see him in her office at 9:00 ...

c Replace the repeated nouns where possible.

It was Frank's birthday on Friday. ~~Frank~~ *He* was 30. Frank wanted to have a big party. Frank's wife Julie invited lots of people to Frank and Julie's house. All the people arrived at Frank and Julie's house at 8:00 p.m. Julie took Frank shopping. Julie brought Frank home late. Frank was very surprised to see so many people at his house. Everyone ate snacks. The snacks were very good. Julie made the snacks. All the guests stayed late. All the guests danced. Frank really enjoyed his party. The next day Frank was very tired.

### 2 Making the text more interesting

Now rewrite the text. Make it more interesting by

- adding linking words like these:  
*so, and then, after that*
- adding adjectives and adverbs to show how the people feel, like this:  
*Julie felt a little worried.*

### 3 Writing about an experience

- a Make some notes about a party or another nice experience in your life.
- b Write a paragraph about the experience. Use reference words and linking words when possible.
- c Exchange papers with a partner. Tell your partner about any mistakes you found, especially in reference words or linking words.



# Unit 5 Sports

## Lesson 1 Players

### LANGUAGE NOTE

*Story vs. history*  
Story – a description of some events, either true, imaginary, or traditional.

History – all time before now or the study of the events of the past.

*I read a good story to my kids. ✓*

*I studied history in school. ✓*

### GLOSSARY

**overcame**  
beat

**coveted**  
strongly desired

### 1 Vocabulary: sports

Match the sports with the abilities.

- |                   |   |
|-------------------|---|
| 1 tennis          | A good player ...   |
| 2 football        | a stops and turns quickly, makes a lot of baskets, is a good guard. |
| 3 basketball      | b runs very fast, is a good distance runner, has strong legs.       |
| 4 baseball        | c is a good server, has a strong racket arm, is quick and agile.    |
| 5 soccer          | d runs fast, controls the ball well with his feet, scores goals.    |
| 6 track and field | e is a strong batter, is a fast runner, is a good catcher.          |
|                   | f is big and strong, is fast, can throw and kick well.              |

**Note:** Some of the abilities apply to more than one sport.

### 2 Reading skills

- a Work in pairs. Talk about these questions.
- Who are these women?
  - What do you know about them?
  - What is happening in the picture?
- b Read the article quickly. What does it tell you about Venus and Serena?
- c Read the article again and underline all the examples of comparative adjectives.
- Who is the better player?*

## Who is the better player – Venus or Serena?

There has been much debate about which one is prettier, which one has the more interesting dress sense, and so on. What matters is that they are both world-class tennis players. The story of how they trained as kids and overcame all the obstacles has earned them both a place in sporting history.

In the early days, it was Venus who was more successful, but this was only natural, as she is the older of the two. She became the first African American woman to win Wimbledon when she beat her compatriot, Lindsey Davenport, in July 2000. However, her younger sister, Serena, soon caught up with her, winning a number of Grand Slam titles and finally taking the coveted Wimbledon singles title for the first time, when she beat her older sister in the final in 2003.



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### 3 Grammar: comparative adjectives

- a To compare two people or things, use comparative adjectives. Add an example from the article for each of the rules.
- 1 With one-syllable adjectives, add *-er* to the adjective.  
Example: *older*, \_\_\_\_\_
  - 2 With two-syllable adjectives ending in *-y*, change the *-y* to *i* and add *-er*.  
Example: *easier*, \_\_\_\_\_
  - 3 With adjectives of two or more syllables, use *more* + adjective.  
Example: *more interesting*, \_\_\_\_\_
  - 4 Some comparative adjectives are irregular.  
Example: *bad* – *worse*, \_\_\_\_\_
- b Copy the table in your notebook and write the comparative form of the adjectives in the box in the correct column, according to the rules above.

big	small	important	good	far	expensive	
early	cheap	fast	popular	rich	poor	happy

1 taller	2 heavier	3 more beautiful	4 worse

- c Circle the correct form.
- 1 Tennis is *more hard* / *harder* than basketball.
  - 2 Paula Jones is *faster* / *more fast* than Cathy Brown.
  - 3 It's *more expensive* / *expensiver* to see a football game than a movie.
  - 4 It's *easier* / *more easy* to get a ticket for a movie.
  - 5 I think Morris is a *gooder* / *better* player.

21 d Listen to check.

### 4 Pronunciation: sentence stress

- a Mark the stressed words in the sentences in Exercise 3c.
- b Listen to the sentences from Exercise 3c again. Repeat them.

### 5 Writing skills

- a Work in pairs. Think about two athletes you know or other famous people who are in the same field (actors, directors, etc.). Talk about the similarities/differences between them. Make some notes.
- b Read this paragraph comparing two athletes.
- c Write a paragraph comparing the two people from Exercise 5a. Use the model below and the vocabulary in Exercise 1 to help you.
- d Work in the same pairs as before. Read each other's paragraphs. Are they clear? Are they well organized? Correct any mistakes you find, especially with comparative adjectives.

I really like soccer. Two great soccer players are Ronaldo and Thierry Henry. They are both fast and skillful and have a lot of experience playing with different teams in different countries. But I think Ronaldo is faster and kicks the ball harder than Henry. He is also a better mover around the field. They both score a lot of goals, but Ronaldo's goals are often smarter and more exciting. That's why he is my favorite player in the world!

#### LANGUAGE NOTE

Remember to **double** the consonant on one-syllable adjectives ending in a vowel + consonant.  
*thin* – *thinner*

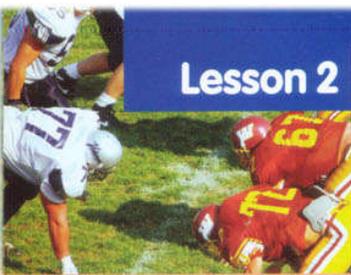
#### WARNING

Remember to use *than* in a comparative sentence.  
*I am older than my brother.* ✓  
*He is younger that me.* ✗

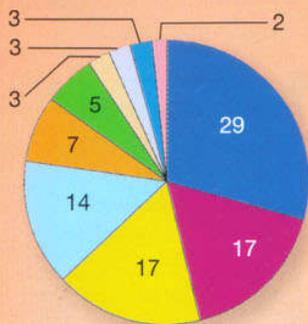
#### USEFUL LANGUAGE

*They both ...*  
*Both of them ...*  
*I think X is more ... than Y because ...*

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10 top sports watched on TV in the U.S.\*



- Football
- Baseball
- Basketball
- Hockey
- Soccer
- Wrestling
- Golf
- Tennis
- X Games
- Olympics

\* Number of people per 100 who watch the sports

### 1 Reading skills

- a Work in small groups. Talk about these questions.
- Do you watch many sports on TV? Which ones?
  - How about the rest of your family or the other people you live with?
  - What do you think are the most popular sports to watch on TV in your country? In the U.S.?
  - What do you think are the least popular sports?
  - Try to agree on the five most popular sports in your country and the order of popularity. Make a list.
  - Compare your lists with the rest of the class.
- b Read this pie chart. Does anything surprise you?
- c Complete the sentences with sports, according to the information in the table.
- \_\_\_\_\_ is more popular than \_\_\_\_\_.
  - More people watch \_\_\_\_\_ than \_\_\_\_\_.
  - Fewer people watch \_\_\_\_\_ than \_\_\_\_\_.
  - \_\_\_\_\_ is the most popular sport.

### 2 Grammar: comparatives and superlatives

- a Complete the rules. Write examples using words from the box.

the happiest    the most popular    more popular than    the greatest

To compare two things/people, use \_\_\_\_\_ + adjective + \_\_\_\_\_

Example: \_\_\_\_\_

To compare three or more people/things, use the superlative. With a long adjective, use *the* + \_\_\_\_\_ + adjective.

Example: \_\_\_\_\_

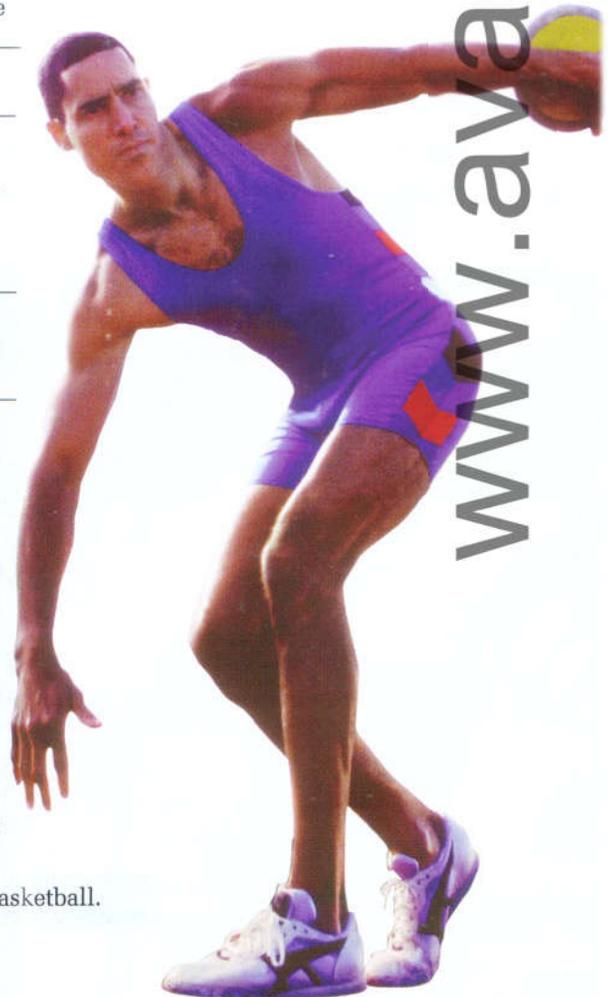
With a short adjective, use *the* + adjective + *-est*.

Example: \_\_\_\_\_

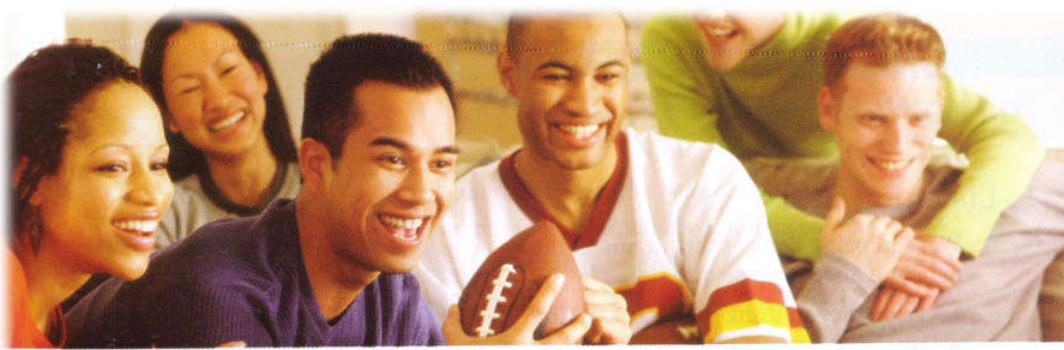
With an adjective ending in *-y*, change the *-y* to *i* and add *-est*.

Example: \_\_\_\_\_

- b Correct the mistakes.
- I prefer tennis to golf. It's most interesting.
  - I think soccer is the better game in the world.
  - He is the most great player in the world.
  - This game is more bad than the one we saw last week.
  - Baseball is more exciting that basketball.



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### 3 Listening skills

- 22 a Listen to this conversation about TV sports. Answer the questions.
- 1 What is the relationship between the speakers?
  - 2 What sport does each speaker want to watch?
- b Listen again. What reasons does each person give for liking their sport?

### 4 Vocabulary: sports phrases

- a Write the phrases in the box under the correct verb. Some words can go with more than one verb.

a game a touchdown on a team a sport a trophy a goal  
a match a team a championship a basket an opponent

win-won/lose-lost play-played beat-beat make-made score-scored

- b Complete the sentences with the correct forms of verbs from above.
- 1 I was really excited when my team \_\_\_\_\_ the championship.
  - 2 What sports do you like to \_\_\_\_\_?
  - 3 The Tigers were an excellent team, but we \_\_\_\_\_ them 4-3.
  - 4 I don't like individual sports. I like \_\_\_\_\_ on a team because it's more fun.
  - 5 I hate it when my team \_\_\_\_\_ a game!
  - 6 Fortunately, they're a good team and they usually \_\_\_\_\_.

### 5 Pronunciation: intonation for attitude

- 23 a Listen to these sentences from the conversation. How does the speaker feel? Circle the correct answer.
- |                             |                                   |
|-----------------------------|-----------------------------------|
| 1a angry sad excited        | 2b annoyed heartbroken frightened |
| 1b embarrassed happy amused | 3a confident disappointed happy   |
| 2a proud annoyed nervous    | 3b thrilled bored heartbroken     |
- b Listen again and repeat the sentences.
- 24 c Listen and respond to the sentences.
- d Work in pairs.

**Student A:** Look at page 134. **Student B:** Look at page 136.

Read your sentences to each other. Try to use intonation to express the feeling suggested (in parentheses). Try to guess how your partner is feeling.

- 25 e Listen to check.

### 6 Speaking skills

- a Think of one sport you like. Think of some reasons why you like it – these can include some crazy ideas! Make a few notes.
- b Walk around the room and talk to different students. Try to “sell” your sport to the rest of the class.
- A *The best game is ... because ...*    B *Oh no! ... is much more ... because ...*
- c Tell the rest of the class what you thought. Whose ideas were the best?

#### LANGUAGE NOTE

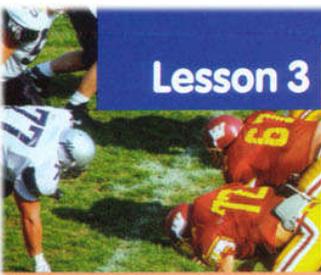
**-ed adjective** = how a person feels  
*I was annoyed when John called at midnight.*

**-ing adjective** = describes a thing or situation  
*The phone call from a salesman was annoying.*

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#### golf

- The most relaxing sport - you only walk
- the funniest - people wear silly clothes
- the healthiest - walking is good for you
- the most sociable - you have lunch at the clubhouse after the game



1 Listening skills

- a Work in pairs. Look at the picture of the man and answer these questions.
  - 1 What do you think this man is doing?
  - 2 Why is he doing this?
  - 3 Which sport is he referring to?
  - 4 Which team is he talking about?



- b Listen to the news item. Were you right?

- c Listen again. Circle the correct answer.

- 1 This man is *Australian / South African*.
- 2 He plays *football / rugby*.
- 3 The final was in *Sydney / Melbourne*.
- 4 He is in *Paris / London*.
- 5 He found the experience *funny / hard*.



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GLOSSARY

**outspoken**  
someone who often gives his/her opinions

**St. George's flag**  
the flag of England

# Campese humbled in London

1 David Campese took his "walk of shame" in central London yesterday. Campese, the most experienced player in Australian rugby union history, had claimed England was not good enough to win the World Cup.

The Australian was proved wrong when England beat Australia in the final in Sydney last month. Campese, one of the most outspoken men in the sport, walked down Oxford Street – part of the England team's victory parade route a week earlier – wearing a sandwich board decorated with the red and white flag of St. George.

On the front was written: "I admit, the best team won!" But Campese could not resist another dig at the English. The reverse side of the board read: "3/1 we'll get it off you next time." Campese said it was "probably the hardest thing I've done in my life."

LANGUAGE NOTE

Notice this phrase:  
England was not good enough to win.  
What is the word order here?  
not + \_\_\_\_\_ + \_\_\_\_\_

Other examples  
*not skillful enough*  
*not fast enough*  
*not strong enough*

2 Reading skills

- a Read this article about Campese to check your answers.

- b Work in pairs. Try to guess the meaning of these words from the context. Make a note in your notebook.

- humbled (headline)
- claimed (line 4)
- victory parade (line 11)
- dig (n.) (line 16)
- ... we'll get it off you next time (line 17)

- c Work in pairs. Talk about these questions.

- 1 What did Campese expect the result to be?
- 2 Why was he surprised?
- 3 Do you agree with what the England team made Campese do? Why?/Why not?

- d Match a phrase in column A with a phrase in column B.

- |  |  |
|--|--|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>1 the most experienced player</li> <li>2 one of the most outspoken men</li> <li>3 the best team won</li> <li>4 the hardest thing I've done</li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>a the most difficult experience</li> <li>b the greatest team was victorious</li> <li>c the one who has played the most</li> <li>d one who expresses his opinion strongly</li> </ol> |
|--|--|

### 3 Grammar: superlative adjectives

- a Answer these questions.
- 1 Why does it say *the best team* rather than *the better team*?
  - 2 Which word is used instead of *more* in superlative sentences?
  - 3 Which word is used before the superlative form?
- b Complete these sentences with a comparative or superlative adjective.
- 1 She's the \_\_\_\_\_ runner I know. (fast)
  - 2 This game is much \_\_\_\_\_ than the one we watched last week. (exciting)
  - 3 They are the \_\_\_\_\_ team in the world. (great)
  - 4 It was their \_\_\_\_\_ victory ever. (big)
  - 5 I prefer baseball to golf. It's \_\_\_\_\_. (good)
  - 6 This is the \_\_\_\_\_ game ever! (fantastic)

### 4 Writing skills

Look at the questions and write full answers. Give reasons in each case.

- 1 Which is the most exciting sport?  
*I think soccer is the most exciting sport because it is very international and there are great teams in every part of the world.*
- 2 Which is the most boring sport?
- 3 Which is the best team in the world?
- 4 Who is your favorite player/athlete? Why?
- 5 Do you think sports are good or bad for international relations?

### 5 Speaking skills

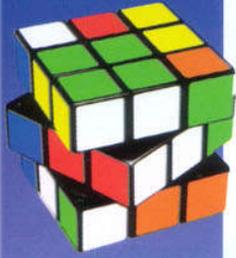
- a Work in small groups. Tell each other what you have written and discuss your opinions.
- b Report your group's main ideas to the rest of the class.



#### WARNING

Notice that adjectives ending in *-ed* or *-ing* form the comparative with *more* and the superlative with the *most*:  
*more boring, more excited, the most experienced player, the most thrilling game*

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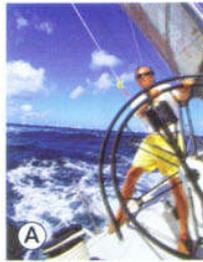


## Task

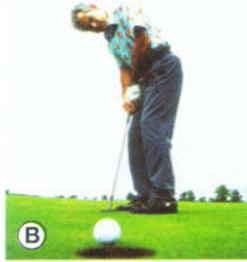
## 1 Warm up

Match a picture in column A with a sport or event in column B.

A



A



B



C



D



E



F

B

1 Olympics

2 golf

3 sailing

4 marathon

5 horse racing

6 World Cup

## 2 Task

a Work on your own. Think about a memorable sporting event, or another kind of event you remember well. Make some notes. Use the questions to help you.

- 1 Where was it?
- 2 What happened?
- 3 Why was it so memorable?
- 4 What did you do?
- 5 What did other people do?
- 6 How did you feel?

b Work in pairs. Tell your partner about your event.

c Work in new pairs. Tell your new partner about your event. Make notes on what your partner tells you.

## 3 Prepare

a Write a paragraph about what your second partner told you.

b Show your partner your paragraph. Help each other to get the facts right. Correct any mistakes in the English.

## 4 Feedback

a Stick your paragraphs on the walls. Walk around and read as many as you can.

b Answer the questions and then tell the rest of the class.

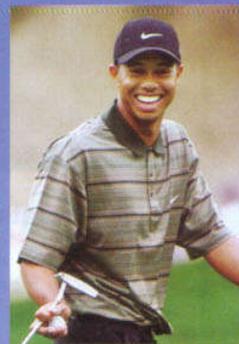
- 1 Which one is the best?
- 2 Which one is the funniest?
- 3 Which one is the strangest?



## 5 Compare

- 27 a Listen to three people talking about sports events. What is the sport in each case?  
 b Listen again and complete the table.

	Speaker 1	Speaker 2	Speaker 3
Team/athlete	<i>Senegal</i>	<i>Tiger Woods</i>	<i>Ellen MacArthur</i>
Event			
Why was it special?			
Where was speaker?			
Speaker's reaction			
Other people's reaction			



## 6 Notice

- a Look at these lines from the audioscript. Underline the adjectives ending in *-ed* and *-ing*.

It was so exciting.

I was thrilled.

We were so excited and ... yeah ... moved.

It was so moving I cried.

- b Complete the rules by circling the correct answer. Then write examples.

Use the (verb + *-ing* / verb + *-ed*) to describe an event or situation.

Example: \_\_\_\_\_

Use (verb + *-ing* / verb + *-ed*) to describe your reaction.

Example: \_\_\_\_\_

## 7 Follow up

- a Circle the correct answer.
- The game was *thrilling* / *thrilled*.
  - I was really *boring* / *bored* by the sports program.
  - It was a very *interested* / *interesting* situation.
  - She was so *exciting* / *excited* to win the race.
  - The player was *embarrassing* / *embarrassed* when he missed the penalty.
- b Write two examples about your own experience, one with an *-ed* adjective and another with an *-ing* adjective. Read your sentences in small groups. Ask for more information about your classmates' experiences.

**! WARNING**  
 Remember to use *-ing/-ed* endings correctly. Don't say *I'm boring* when you mean *I'm bored!*



Task

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## Grammar Summary

## Vocabulary Summary

### 1 Comparative adjectives

**Use**

- Use comparative adjectives to compare two people or things.  
*She is faster than her sister.*  
*This one is smaller than that one.*

**Form**

Adjective	Comparative
short	shorter
big	bigger
pretty	prettier
interesting	more interesting
good	better

Write the comparative form of these adjectives.

- happy \_\_\_\_\_
- fit \_\_\_\_\_
- bad \_\_\_\_\_
- thrilling \_\_\_\_\_
- bored \_\_\_\_\_

### 2 Superlative adjectives

**Use**

- Use *the* + superlative adjective to compare three or more people or things.  
*She is the oldest of the four sisters.*  
*They are the most popular team in the country.*

**Form**

I am		greatest.
They are	the	best players on the team.
He is		most famous runner in the race.
You are		happiest person in the family.

Correct the mistakes.

- This is most difficult exercise in the book.
- He is the more interesting person I know.
- That was the baddest game of the season.
- She is the prettier girl in the class.
- This is their biggest victory ever.
- She is faster that Mary.

### 1 Sports

Write the words in the box in the correct column.

racket serve field (n.) rugby ball court throw  
bat (v.) pass kick stadium track and field run  
track bike basketball yacht sailing

Sports	Places	Equipment	Actions

### 2 Sports phrases

Match the verbs with the phrases.

- |              |   |
|--------------|---|
| 1 make/score | a an opponent, a team                       |
| 2 play       | b a game, a match, a championship, a trophy |
| 3 beat       | c a goal, a touchdown, a basket             |
| 4 win/lose   | d a game, a match, a sport, on a team       |

### 3 Adjectives ending in -ing and -ed

- Use a verb + *-ing* to describe a situation or event.  
*The game was very exciting.*  
*This game is boring.*
- Use a verb + *-ed* to describe your reaction.  
*She was thrilled.*  
*I was really bored.*

a Complete the sentences with *-ing* or *-ed* adjectives.

- I was so \_\_\_\_\_ to see her.
- The game was really \_\_\_\_\_.
- This program is \_\_\_\_\_.
- My friend was \_\_\_\_\_ when she got her results.
- I love tennis. It's very \_\_\_\_\_.

b Write true sentences about yourself.

- I get bored when \_\_\_\_\_.
- I find \_\_\_\_\_ really \_\_\_\_\_.
- I think \_\_\_\_\_ is \_\_\_\_\_.
- \_\_\_\_\_ makes me feel \_\_\_\_\_.
- I never \_\_\_\_\_ I think it's \_\_\_\_\_.

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## Organizing your work

### 1 Learning about organizational systems

a Read this text and make sure you can answer the questions below.

#### Keeping a notebook or folder

Don't forget to keep a systematic record of all your work in a notebook or folder. A folder can be better than a notebook because you can move things around and take things out if you want to. On the other hand, a notebook is easier to carry around – in case you want to study on the bus or when you are waiting for someone!

It is a good idea to organize your work into sections: for example, class work, homework, own work; or grammar, vocabulary, writing. This can help you later if you want to find something relating to a particular area. Another idea is to put your work in chronological order. Sometimes if you can associate material with a particular class or with the time when you first studied it, this can help you to remember it better.

Another thing you can do is to cross-reference each piece of work to the textbook. Next to each piece of work, you can write the number of the unit and lesson – where relevant – then you can look back at the lesson to consolidate things, or help you understand them better. You can then review your work from time to time, and this will also help you to remember things. We will look at some ideas for review in Unit 9.

- 1 What are some differences between a notebook and a folder?
- 2 Why is it a good idea to keep your work in sections?
- 3 What different kinds of sections can you have?
- 4 Why is it a good idea to cross-reference your work to the textbook?
- 5 How might organizing your work chronologically be helpful?
- 6 Which unit talks about reviewing?

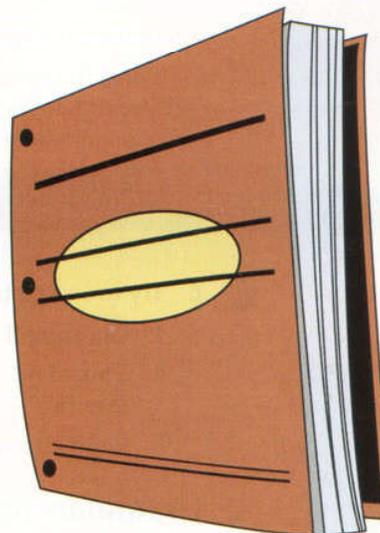
### 2 Organizing your own work

a Take a good, critical look at your notebook or folder. Is it well-organized?

Reorganize it using one of the suggestions above. If you don't have a notebook or folder for English, start now!

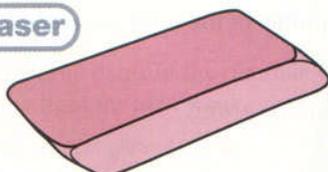
b Show your notebook/folder to your teacher or another student. Explain to them how you have organized it, in English if possible.

c Use your new system to organize your work in the future. Show it to your teacher or another student from time to time.



notebook

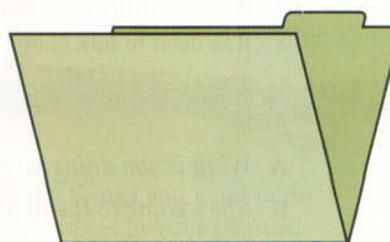
eraser



pen



folder



# Unit 6 Getting together

## Lesson 1 What about Tuesday?

### 1 Listening skills

-  a Listen to this conversation between Amy and Lauren. Answer the questions.
- 1 What is their relationship?
  - 2 What is the conversation about?
  - 3 Do they find a time to meet?
-  b Listen again and make a note of Lauren's plans for Tuesday, Thursday, and Saturday evening.



-  c Try to complete these lines from the conversation. Then listen again to check.
- 1 Oh, sorry, I can't on Tuesday. \_\_\_\_\_ Jen.
  - 2 Thursday? ... uh ... no, I can't, I'm afraid. \_\_\_\_\_ with Mel on Thursday evening.
  - 3 I'm really sorry. Joe's \_\_\_\_\_, you know ... my brother.

### 2 Grammar: present progressive for future

- a Look at the example and choose the correct options in the sentences below.

*I'm having dinner with Bob on Friday evening.*

- 1 The verb form used here is the *simple form / be + -ing*.
  - 2 It has a *future / present* meaning.
  - 3 It is used to talk about *predictions / plans*.
- b Look back at Lauren's planner. Work in pairs. Ask and answer questions about her plans.
- A *What is she doing on Monday morning?*  
B *She's going to the dentist.*
- c Ask each other some questions about your own plans – after class, this evening, tomorrow evening, next weekend, etc.

#### LANGUAGE NOTE

Remember to use time expressions.

*on Monday morning*

*on Tuesday afternoon*

*on Wednesday evening*

*at 11 a.m.*

*at 10 on Tuesday morning*

### 3 Vocabulary: useful phrases with go

- a Look at the phrases with *go*. Copy the table in your notebook and write the words in the box in the correct column.

theater a drink running ball game swimming dinner opera coffee

Go + -ing	Go to the	Go out for
shopping	movies	lunch

- b Look at the phrases from the conversation in Exercise 1a. Match each one, in column A, with an equivalent in column B.

A	B
1 Long time no see!	a What about ...?
2 I was wondering ...	b for two or three days
3 I'm afraid ...	c I haven't seen you for a long time.
4 have an early night	d I was thinking ...
5 for a couple of days	e go to bed early
6 How about ...?	f I'm sorry ...

- c Complete these sentences with one of the phrases from column A.

- \_\_\_\_\_ I can't come tomorrow. I'm going swimming.
- Hi! \_\_\_\_\_! How are you?
- I'm going away \_\_\_\_\_.
- \_\_\_\_\_ if you'd like to go out for lunch.
- Sorry. I'm so tired. I'm planning to \_\_\_\_\_.
- \_\_\_\_\_ that Italian restaurant?

### 4 Pronunciation: sentence stress/intonation

- a Listen to this conversation. Use a box to mark the main stresses and an arrow to show whether the intonation goes up or down at the end.
- b Practice the conversation in pairs.
- c Practice again using different invitations, places, and times. Try to use the correct intonation and some of the phrases in Exercises 3a and b.

A Would you **like** to have **dinner** some **time**?

B Yes, I'd love to.

A Okay. What about Tuesday?

B Oh, sorry, I can't on Tuesday. I'm going to a movie.

A Can you go on Thursday?

B Yes, Thursday's great.

### 5 Speaking skills

- a Write three dates in the planner on the right for next week.

*Tues soccer game! Sam*

Make a note of four other things you would like to do.

*dinner, swimming, movie, walk*

- b Walk around the class and invite other students to do the things you want to do. Try to find days when you are both free. Write your new plans in your planner.

- c Sit down and tell the rest of the class your new plans.

*On Wednesday evening, I'm going for a walk with Theo.*



## Women seeking Men



**1 Blondie**  
**Age:** 22  
**Occupation:** singer  
**Best moment:** appeared on TV  
**Worst fear:** losing all my hair  
**One day I hope I'll ...** sing in a rock-and-roll band.  
**3 things I'm going to do:** quit smoking, join a gym, call my mom more.  
**Looking for:** someone confident who'll take care of me and make me smile.



**2 Suzie Pollock**  
**Age:** 23  
**Occupation:** student of art history  
**Best moment:** won painting competition  
**Worst fear:** marrying too young  
**One day I hope I'll ...** visit Florence.

**3 things I'm going to do:** see my friends more, have my own exhibition next month, take a photography course.  
**Looking for:** someone who also enjoys the finer things in life.



**3 Dot com Carrie**  
**Age:** 21  
**Occupation:** student/waitress  
**Best moment:** when my mom and dad got back together  
**Worst fear:** my parents breaking up again  
**One day I hope I'll ...** have kids of my own.

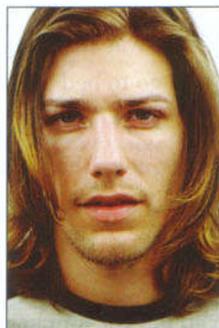
**3 things I'm going to do:** watch less TV, move into my own apartment soon, learn to cook!  
**Looking for:** someone who wants a real relationship. No time wasters, please.

## Men seeking Women



**A Dougie**  
**Age:** 24  
**Occupation:** photographer  
**Best moment:** finding my new apartment  
**Worst fear:** losing my memory  
**One day I hope I'll ...** have a family.  
**3 things I'm going to do:** buy a new digital camera, play more sports, listen to more music.

**Looking for:** someone who'll be a good mother.



**B Flying Eagle**  
**Age:** 21  
**Occupation:** musician  
**Best moment:** when my baby sister was born  
**Worst fear:** I have no fears  
**One day I hope I'll ...** be famous and rich!  
**3 things I'm going to do:** practice the piano more, learn another instrument, walk instead of driving everywhere.  
**Looking for:** someone who understands me.



**C Karl Kid**  
**Age:** 23  
**Occupation:** university student - Italian  
**Best moment:** when I got into the university  
**Worst fear:** not finding a job  
**One day I hope I'll ...** live in Italy.  
**3 things I'm going to do:** study another language, learn a musical instrument, eat less fattening food.  
**Looking for:** someone with a good sense of humor.

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### USEFUL LANGUAGE

*I think A is the best for 2 because ...*

*B and 3 go together well because they both ...*

*C is the most appropriate for 1 because ...*

## 1 Reading skills

- a Look at these ads and answer the questions.
- 1 Where can you find this kind of ad?
  - 2 Why do people place ads like this?
  - 3 Do you think this is a good way to meet people?
  - 4 What information do you think is included?
- b Look very quickly at all the ads. Were you right about the kind of information included? What is it?

## 2 Speaking skills

- a Work in pairs.
- Student A:** Read "Women seeking Men."  
**Student B:** Read "Men seeking Women."
- b Tell your partner about your three people. Together try to match up the men and the women, with reasons.

### GLOSSARY

**confident**  
 sure of yourself, not shy or nervous

**exhibition**  
 public display of art or photographs

**time-wasters**  
 people who are not serious

### 3 Grammar: *going to* and *will* (1)

- a Look at the examples from the first ad and complete the rules by circling the correct answer.

*I hope I'll sing in a rock-and-roll band.*

*I'm going to quit smoking.*

- 1 Use *I'll* / *I'm going to* to talk about possible future plans, especially after certain verbs – *think, hope, imagine* – and after *maybe* and *perhaps*.
  - 2 Use *I'll* / *I'm going to* to talk about definite future plans/intentions.
- b Complete the sentences with the correct forms of *will* or *going to*.

- 1 I hope *I'll* see him soon.
  - 2 I \_\_\_\_\_ have an early night – definitely.
  - 3 A What are you doing on Saturday?  
B I'm \_\_\_\_\_ to visit my mother.
  - 4 I think maybe \_\_\_\_\_ buy those jeans.
  - 5 A \_\_\_\_\_ see him tonight?  
B Yes, she is.
  - 6 We hope we \_\_\_\_\_ win the competition.
- c Work in pairs. Ask and answer questions about the other ads (the ones you didn't read).
- A What does Suzie hope?  
B She hopes she'll visit Florence.
- A What is she going to do?  
B She's going to see her friends more.
- A Is Suzie going to take a photography course?  
Yes, she is. / No, she isn't.



### 4 Listening skills

-  a Listen to the conversation and answer the questions.

- 1 Who is speaking?
- 2 What is their relationship?
- 3 What are they talking about?

- b Mark the statements *True* (T) or *False* (F).

- 1 Sarah feels excited.
- 2 She met Jack at a party.
- 3 Sarah got three replies.
- 4 Sarah and Jack are going to see each other next week.
- 5 She hopes they'll get married.

-  c Listen again to check.

### 5 Writing skills

- a Use the skeleton to write your own ad.
- b Circulate the ads and pick one which isn't yours.
- c Read the ad you have to the rest of the class. Try to guess who wrote each one. Are there any obvious matches?

Age:

Occupation:

Best moment:

Worst fear:

One day I hope I'll ...

3 things I'm going to do:

Looking for:

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## LANGUAGE NOTE

*Date*, in this context, can be a noun or a verb. As a verb, it means to see someone romantically, on a regular basis.

As a noun, it can refer to the person or the arrangement you make with them.

## 1 Vocabulary: dating

- a Work in pairs. Look at the phrases about dating in column A. Match them with the definitions in column B.

## A

- 1 speed dating
- 2 blind date
- 3 make a date
- 4 my date
- 5 to date someone
- 6 dating agency

## B

- a person you are going on a date with
- b meeting lots of people very quickly
- c to have a romantic relationship with someone
- d organization which introduces people
- e meeting with a stranger, often a friend of a friend
- f arrange to meet

- b Which of the things mentioned in Exercise 1a are methods of meeting someone?  
c What do you think of these ways of meeting someone?

## 2 Listening skills

- a Talk about these questions.

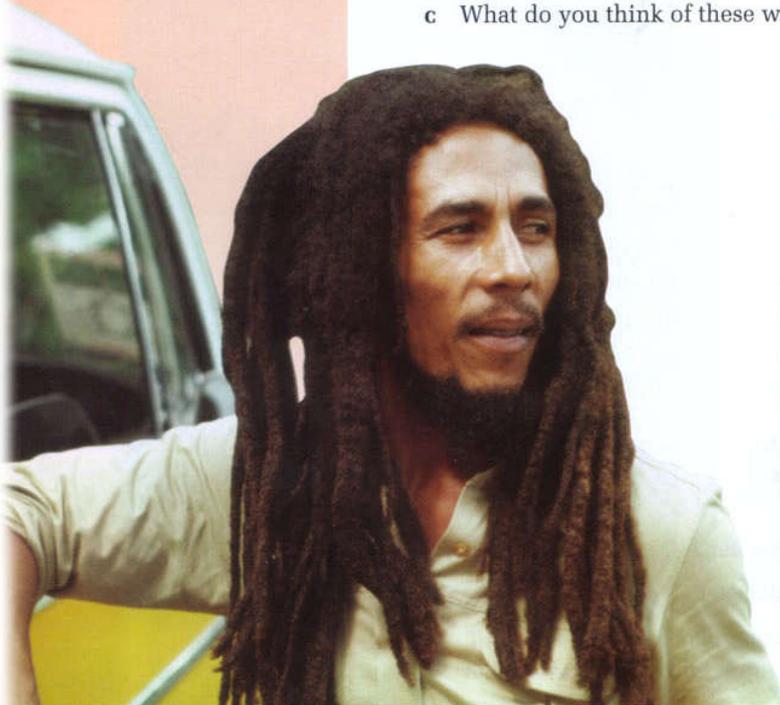
- 1 Who is the man in the picture?
- 2 What do you know/remember about him?
- 3 What kind of songs did he sing?

- 31 b Listen to this song and answer the questions.

- 1 How is he feeling?
- 2 Why is he feeling this way?

- c Listen again and circle the correct answer.

- 1 He's going to meet *his brother* / *his girlfriend*.
- 2 They are going to meet *in town* / *at her house*.
- 3 They're going to meet in the *afternoon* / *evening*.



### 3 Grammar: *going to* and *will* (2)

- a Look at these lines from the song and then complete the sentences. Use the phrases in the box.

I'll meet you at your house ...

We're gonna rock it, baby.

I'll meet you   going to   We're gonna rock it   I will

- 1 *Gonna* is short for \_\_\_\_\_.
  - 2 *I'll* is short for \_\_\_\_\_.
  - 3 \_\_\_\_\_ is a suggestion, offer, or promise.
  - 4 \_\_\_\_\_ means he is sure they will have a good time.
- b Choose the more appropriate form. Look at the Grammar Summary on page 66 to help you.
- 1 I hope *I'll* / *I'm going to* see him tonight.
  - 2 Maybe *we're going to* / *we'll* see a movie.
  - 3 A Why are you wearing that dress?  
B Because *I'm going to go* / *I'll go* dancing.
  - 4 A We're having a party on Saturday.  
B Okay, *I'll* / *I'm going to* bring some CDs.
  - 5 A Would you like to go out on Friday?  
B I can't. *I'm going to* / *I'll* visit my cousin.

### 4 Pronunciation: vowel sounds

- a Look at these words from the song. Write them in the correct column, according to their vowel sound.

be right free eight date tonight late we faith

/aɪ/	/i/	/eɪ/

- 32** b Now listen and say the words.
- c Add more words you know to each column.
- d Work in pairs. Say the words to each other to check they are in the right place.

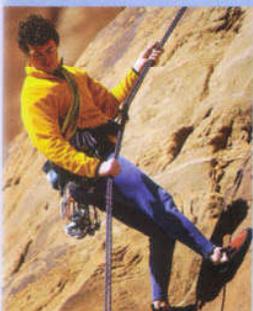
### 5 Speaking skills

- a Look at the questions. Think about how you would answer them.
- 1 What is the best date you remember? The worst? The funniest?
  - 2 Do you have any dates planned right now? What are you going to do?
  - 3 Imagine that you are planning the perfect date. Who are you going to go out with with? What are you going to do?
- b Work in small groups. Talk about your answers together.





Task



1 Warm up

a Look at the pictures. What kinds of activities are these? What kind of people do you think they are?

b Look at the adjectives. Match an adjective in column A with its opposite in column B.

- |  |   |
|--|---|
| <p><b>A</b></p> <p>1 confident</p> <p>2 adventurous</p> <p>3 courageous</p> <p>4 fit</p> <p>5 strong</p> | <p><b>B</b></p> <p>a unfit</p> <p>b weak</p> <p>c shy</p> <p>d fearful</p> <p>e unadventurous</p> |
|--|---|

c Check your answers in pairs and help each other with any meanings you are not sure about.

d Choose two that describe you. Tell your partner. Give reasons.

e Read this ad for a TV show and answer the questions.

- 1 What is this an ad for?
- 2 What kind of people are they looking for?
- 3 What kind of experience/skills would be useful?
- 4 Would you answer this ad yourself? Why?/Why not?

2 Task

a Six people were chosen for the trek, but one – a woman – has withdrawn. The people already selected are.

<b>Name:</b>	John Fisher	Finn Mitchell	Nina Harris	Greg Jones	Suzi Tan
<b>Sex:</b>	M	M	F	M	F
<b>Occupation:</b>	nurse	geography student	journalist	company director	runner
<b>Age:</b>	35	22	28	34	32
<b>Marital status:</b>	married, 2 children	single	married, no children	single	single

**Between 18 and 35?**

**Want a real adventure?**

**How about escaping your normal routine for a month and being paid to have an adventure?**

A major prime-time TV documentary series is looking for adventurous and confident people to take part in a trek through the Himalayas.

You will be one of a team of six, and you will need to be fit, strong, and courageous – as well as easygoing. Climbing skills not required as full training will be given, but any similar experiences and relevant skills will be helpful.

Training begins in May, and the trek will last approximately one month. So if you love the challenge of new experiences and the chance of a cash prize, get in touch NOW.

Call (800) 308-7171 or e-mail [trekkers@CTVmedia.com](mailto:trekkers@CTVmedia.com) (max. 60 words).

[www.ctvshop.ir](http://www.ctvshop.ir)

- b Read these e-mails from people on the waiting list and choose the best person to complete the team. Think about your reasons.

Hi. My name's Jeanette and I'm 19. I'm studying to be a personal trainer. I'm good at sports and I'm very adventurous. I've been to Kenya and Botswana, and last year I went backpacking in Vietnam. I live with my family, but I have five brothers and sisters, so I'm okay in a "team"! I'm also a strict vegetarian. Please give me a chance,

Jeanette

- c Work in small groups. Explain your choices to each other, with reasons. Agree on a final choice.

### 3 Prepare

Work in the same group. Together, write a summary of your discussion. Say who you chose and why you chose them.

*We think x is the best person. I chose x because ...*

*We didn't like y. I don't think y is a good choice because ...*

### 4 Feedback

- a Read your summary to the rest of the class. As you listen, make notes on who each group chose and the main reasons.
- b Who was the most popular choice? What were the main reasons?

### 5 Compare

- 33 Listen to the panel talking about the applicants and making a choice. Who do they choose? What reasons do they give? Do you agree with them?

### 6 Notice

- a Look at these lines from the conversation. Underline the words and phrases used to give reasons.
- Robert looks good because he went on this trek ...
  - A These three all look good to me.  
B Yeah, I guess that's why they're on the waiting list.
  - One reason is she's pretty young ...
  - ... another reason is she still lives with her family.
  - Sarah is the best as she has good all-around experience ...
  - The main reason she's good is that ...

**From:** "Gray, Robert" <robgray@t1m.com>  
**To:** trekkers@CTVmedia.com  
**Subject:**

Dear panel,

I'm a 30-year-old teacher. I teach physical education in a tough inner-city school. I have lots of friends and, in my leisure time, I enjoy sailing, skiing, and mountaineering. Last year, I went to Nepal and did a trek to raise money for cancer research.

I hope you'll consider me,

Sincerely,  
Robert Gray

**From:** swills@eclinic.com  
**To:** trekkers@CTVmedia.com  
**Subject:**

Hello. My name is Sarah. I'm 35 and I'm a doctor. I specialize in sports injuries. I'm married and have two children, age five and three. I play basketball for a local team and swim nearly every day. I love traveling – two years ago, I went on a three-month trip around South America.

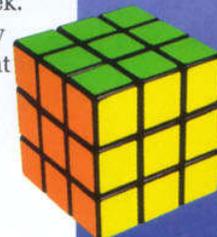
I look forward to hearing from you,  
Sarah Wills

- b Add a reason to support these opinions – before and/or after the statement. Write the reason in two or three different ways for each statement.

- I don't like skiing.  
*As I feel the cold, I don't like skiing.*  
*I don't like skiing because I feel the cold.*  
*One reason I don't like skiing is that I feel the cold.*  
*I feel the cold. That's why I don't like skiing.*
- She loves sailing.
- I think mountain climbing is dangerous.
- He likes running.

### 7 Follow up

- a Write an e-mail of between 60 and 100 words applying for a place on the trek. Try to give at least three reasons why they should pick you. You can invent the reasons if you like!
- b Work in pairs. Read each other's e-mails. Is this a good application? Tell your partner why/why not.



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Task

## Grammar Summary

### 1 Present progressive for future

#### Use

- Use the present progressive to talk about definite future arrangements.

#### Form

Be + -ing verb

*I'm meeting my sister tonight.*

*She's having lunch with a friend next Saturday.*

*Are you meeting your sister tonight? Yes, I am.*

*Is she having dinner with a friend? No, she isn't.*

### 2 going to

#### Use

- Use *going to* to talk about definite plans or intentions

#### Form

Be + *going to* + infinitive

*I'm going to get more exercise.*

*They're going to live in Canada.*

*Are you going to get more exercise? Yes, I am.*

*Are they going to live in Australia? No, they aren't.*

Note: When the main verb is *go*, you can omit it.

*I'm going to go to a movie.*

### 3 will

#### Use

- Use *will* to talk about possible future plans, especially after certain verbs – *hope, think, imagine* – and words like *perhaps, possibly* and *maybe*.

*I think I'll leave work early today.*

*I hope I'll meet my ideal man/woman.*

*Do you imagine you'll always live here?*

Also use *will* to make offers or promises.

*I'll take the sandwiches to the party.*

#### Form

Will + infinitive

*I think we'll have a test on Tuesday.*

*Do you think you'll always live here?*

*Will you take some CDs to the party?*

**Write several sentences about your definite plans for the immediate future and about things you think or hope you'll do.**

## Vocabulary Summary

### 1 Phrases with go

Complete the sentences, using a phrase with *go*, in the correct tense.

- I'm \_\_\_\_\_ theater tonight.
- We \_\_\_\_\_ yesterday and bought some new jeans.
- Would you like to \_\_\_\_\_ dinner?
- We \_\_\_\_\_ walk last weekend.
- We're \_\_\_\_\_ movies later.

### 2 Invitations

a Write these phrases in the correct column.

Would you like to ...? I'm going away I'm sorry, I can't  
How about ...? I'd love to That would be great  
I'm afraid I can't What about ...? I'm already going out  
I'm really sorry Okay I'm busy

Inviting	Accepting	Apologizing	Giving a reason/excuse

b Write a short dialogue using three or four of the phrases from Exercise 2a.

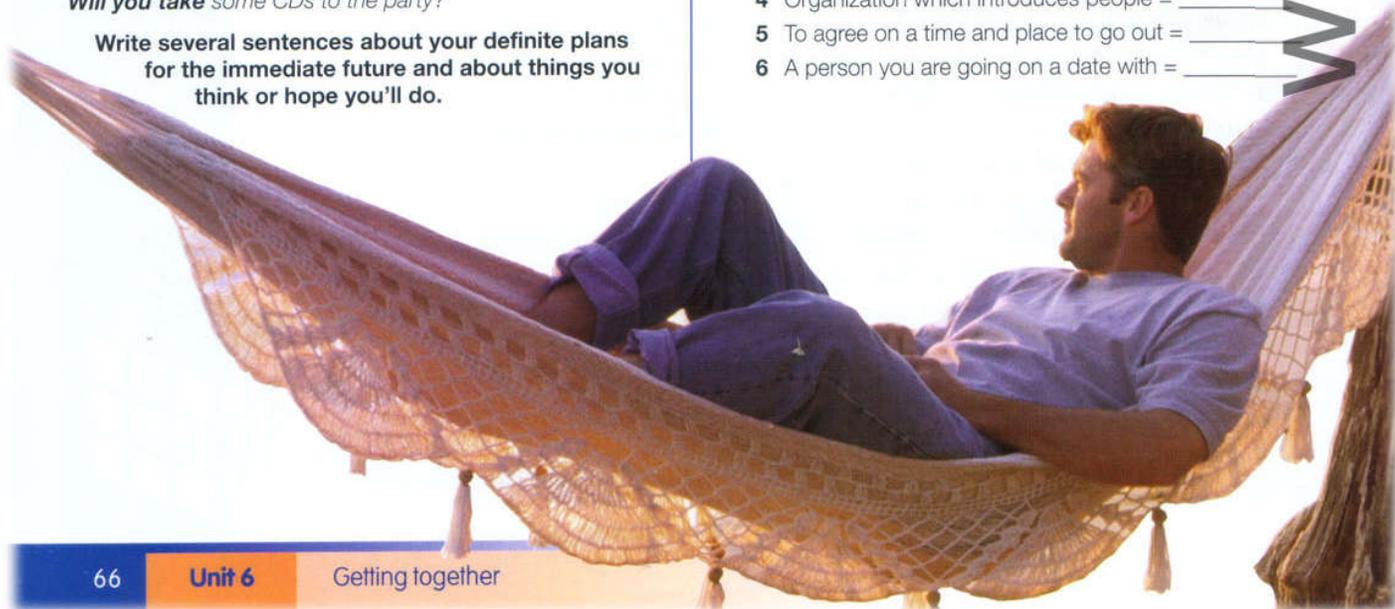
- A *Would you like to go out for dinner on Friday?*  
B *I'm really sorry. I'm going away.*  
A *How about Sunday, then?*  
B *That would be great.*

### 3 Dating

Write the word or phrase for these definitions.

- Meeting with a stranger, usually a friend of a friend = \_\_\_\_\_
- Meeting a lot of people in a short time = \_\_\_\_\_
- To go out with someone on a regular basis = \_\_\_\_\_
- Organization which introduces people = \_\_\_\_\_
- To agree on a time and place to go out = \_\_\_\_\_
- A person you are going on a date with = \_\_\_\_\_

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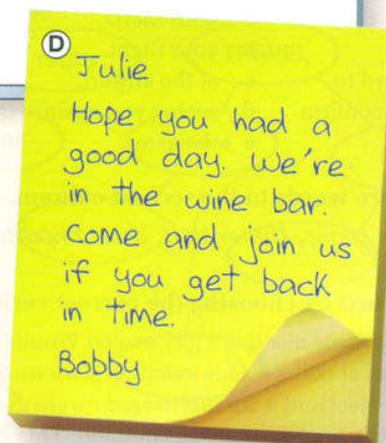
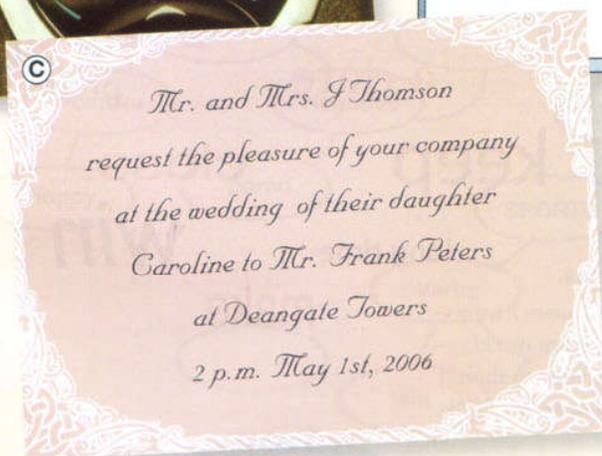
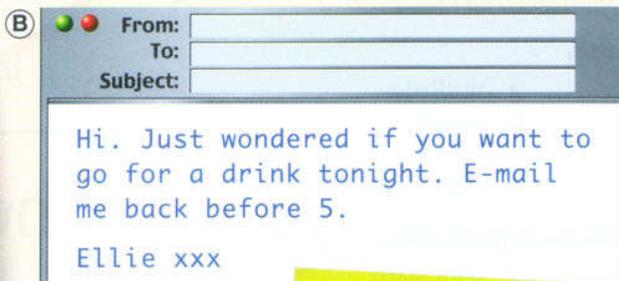
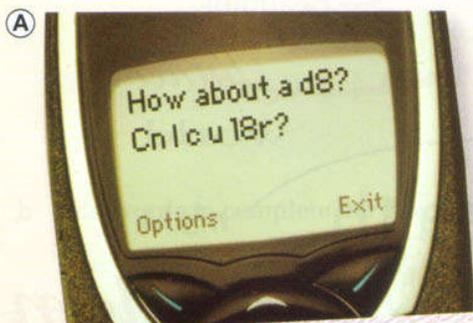




## Writing invitations and replies

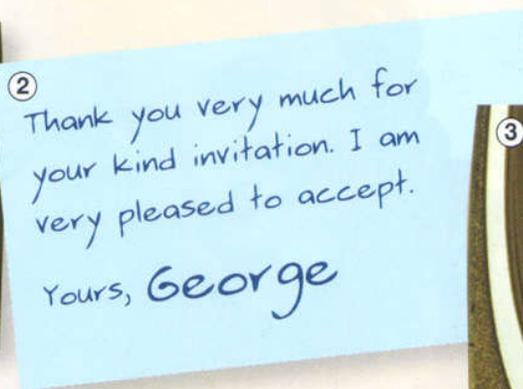
### 1 Looking at types of invitations

- a Read the texts on this page and answer the questions.
- 1 What do they have in common?
  - 2 How are they different?
  - 3 What do you think is the relationship between the writer and the reader in each case?
- b Write the letters of the texts in order of formality – 1 most formal to 4 least formal.
- 1    2    3    4
- c Notice the phrases used to make an invitation in each text. Underline them. One is done for you.



### 2 Answering an invitation

- a Look at these replies. Match each of them with one of the invitations above. One of the invitations does not have a reply.



- b Write an e-mail in reply to Ellie. Include the following:
- 1 A greeting
  - 2 Thank her for the e-mail/invitation
  - 3 Accept the invitation
  - 4 Suggest a time and place to meet
  - 5 Sign off
- c Show your e-mail to another student. Help each other with suggestions and corrections.



## Review 2: Units 4–6

### a Use *will* to make a suggestion in each situation.

- 1 I don't feel well. *I'll take you to the doctor.*
- 2 I can't stand broccoli.
- 3 This bag is so heavy.
- 4 My pen is not working.
- 5 I don't want to call the office.

### b Match the opposites.

- |               |            |
|---------------|------------|
| 1 confirm     | a thrilled |
| 2 arrive      | b cancel   |
| 3 heartbroken | c leave    |
| 4 confident   | d shy      |

### c Make phrases from the two columns.

- |                      |                     |
|----------------------|---------------------|
| 1 They won           | a with Maria.       |
| 2 Make a date        | b your flight.      |
| 3 I look forward to  | c at the airport.   |
| 4 You should confirm | d seeing you again. |
| 5 Pick me up         | e the game.         |

### d Try to add more words to the second column.

*They won the game, the match, the competition.*

### e Complete the text by choosing the correct verb forms.

Last fall, 1 I *met / was meeting* a girl named Winnie. We 2 *were / were being* roommates at college. One evening, 3 we *worked / were working* together on a project and 4 we *discovered / were discovering* we shared the same birthday. We have a lot in common. This summer 5 I *go / I'm going* to visit Winnie in New York, and she 6 *comes / is coming* to Vancouver. I think 7 *we'll have / we're having* a really good time.

### f Find the word pairs.

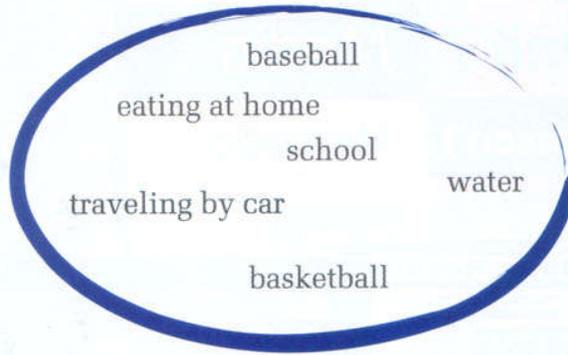
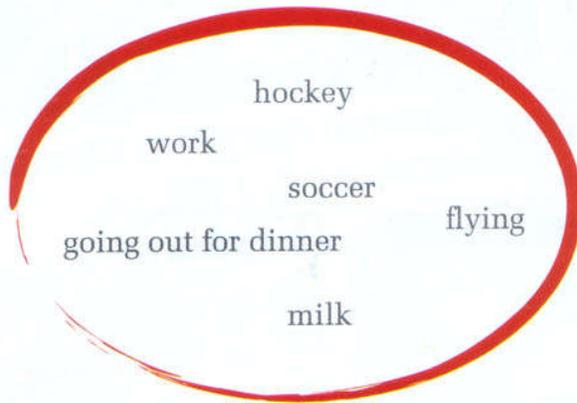
a game  
 very — beautiful  
 in touch — father  
 early — world  
 health — night  
 no see — problem  
 a date — proud  
 keep — class  
 long time — win  
 make

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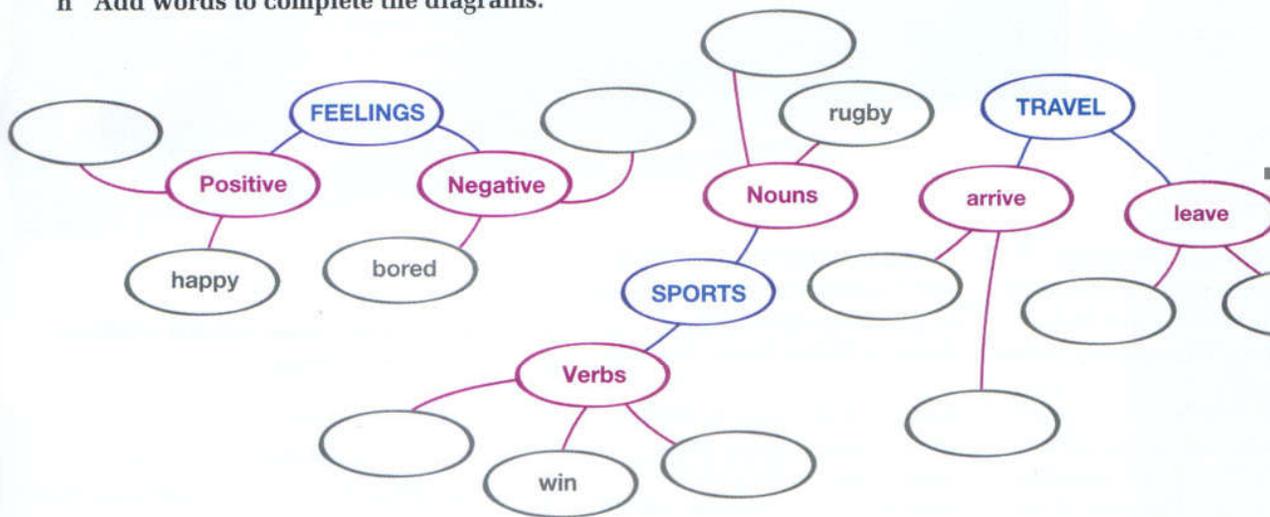


g Make comparative sentences about the words in the circles.

*Hockey is more exciting than baseball.*



h Add words to complete the diagrams.



i Complete the sentences with your own ideas.

- 1 I'm going to \_\_\_\_\_.
- 2 I can't stand \_\_\_\_\_.
- 3 I look forward to \_\_\_\_\_.
- 4 I was \_\_\_\_\_ when \_\_\_\_\_.
- 5 I feel \_\_\_\_\_ when \_\_\_\_\_.

j Match the sentence halves.

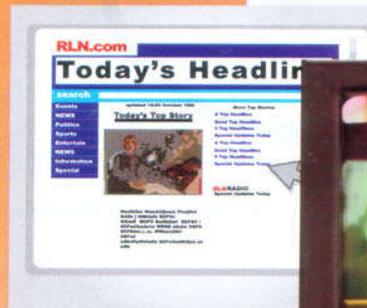
- |  |   |
|--|---|
| 1 I'm meeting my sister                | a because she didn't sleep well last night. |
| 2 Harry was living in Rio              | b last weekend.                             |
| 3 I went to the bank to get some money | c and then I went shopping.                 |
| 4 I saw that movie                     | d when he met Linda.                        |
| 5 Lucy feels tired                     | e this evening.                             |

k Find the word that does not go with the word in bold.

- 1 adventurous / unfit / **beat** person
- 2 arrive at / pack / leave a **hotel**
- 3 win / beat / tie a **game**
- 4 popular / interesting / confident **sport**
- 5 **quit** / school / a plan / smoking

# Unit 7 Media

## Lesson 1 My media



### My media

“My media” is a newspaper column where people who work in the media talk about their preferences. This week we feature Suzy Warner, executive director of Quo Ads, NYC.

**Newspapers:** I always get the Sunday papers. I love spending the day in a café, reading all the color supplements. During the week, I usually read the *New York Times* and the *Economist*.

Sometimes I flick through the *San Francisco Chronicle*, as that’s my home town. I read a lot of papers!

**Magazines:** *National Geographic* – I love to look at the photos, and the articles are great, too. I like to read a variety of magazines, from *Newsweek* to *Vogue*.

**Books:** On vacation, I like reading good detective novels. I also enjoy reading biographies. I am currently reading Madeleine Albright’s amazing autobiography. She has a great sense of humor.

**The Internet:** I use the Web for work, for research, and for researching vacations. I’d like to use it more, but I never have enough time!

**TV/radio:** I don’t watch a lot of TV: I prefer listening to the radio, to be honest. I like NPR – National Public Radio – because it’s a non-commercial radio network. I also enjoy listening to the excellent classical music stations here in New York.

**Ads:** I love contemporary car ads, the Volkswagen Polo ads, for example. They’re so clever and funny. I guess I usually like ads that are subtle and modern.

Suzy Warner is the executive director of Quo Ads advertising agency, New York.



### GLOSSARY

**to flick through**  
to read several pages quickly  
*I flicked through the book.*

## 1 Reading skills

a In pairs, make a list of the different kinds of media.

**media** /'mi:diə/ [n. plural]  
public channels of information, such as newspapers, TV, etc.

b Read the text quickly and check the media mentioned against your list.

c In pairs, decide if the statements are True (T) or False (F).

- 1 Suzy doesn't read many newspapers or magazines.
- 2 She uses the Web for work and personal use.
- 3 She watches TV very often.

d Underline verbs in the text that express likes or preferences.

*I love spending the day ...*

e In pairs, talk about the media you enjoy.

*I like reading newspapers. I usually read "The World".*

## 2 Grammar: likes, preferences and wishes

a Complete the sentences from the text.

Expressing likes and general preferences

- 1 I \_\_\_\_\_ the day in a café.
- 2 I \_\_\_\_\_ biographies.
- 3 I \_\_\_\_\_ a variety of magazines.
- 4 I \_\_\_\_\_ at the photos.
- 5 I \_\_\_\_\_ good detective novels.
- 6 I \_\_\_\_\_ to the radio.

Expressing specific preferences or wishes

- 7 I \_\_\_\_\_ it (the Web) more.

b Use verbs from Exercise 1d to complete the table. Three verbs appear in both columns.

Verb + _____ -ing (doing)	Verb + infinitive (to do)
1 love	1 love
2	2
3	3
4	4

c In pairs, answer these questions.

1 Which sentences have the same meaning?

- a I like to listen to the radio.
- b I want to listen to the radio.
- c I'd like to listen to the radio.
- d I like listening to the radio.

2 Which sentence(s) above refer to specific wishes now or in the future?

3 Which sentence(s) refer to general likes?

d Complete the sentence with a form of *like* or *would like* and the verb in parentheses.

- 1 I'm very thirsty. *I'd like to have* (have) a drink of water.
- 2 I'm a mathematician. I \_\_\_\_\_ (do) math.
- 3 She's very musical. She \_\_\_\_\_ (listen) to music.
- 4 Susie \_\_\_\_\_ (see) the new James Bond movie.
- 5 \_\_\_\_\_ (listen) to the radio in the mornings?
- 6 There's a new DVD Frank \_\_\_\_\_ (borrow).

## 3 Vocabulary: media

a Write the words from the box with the correct verb on the right.

a novel TV a DVD the radio music a biography a magazine a movie the news

b Add more words to each category.

## 4 Writing skills

a Complete the sentences with a verb ending to make sentences that are true for you.

- 1 I love watching \_\_\_\_\_.
- 2 I don't really like to listen \_\_\_\_\_.
- 3 I enjoy \_\_\_\_\_.
- 4 I'd like \_\_\_\_\_.
- 5 I prefer \_\_\_\_\_ to \_\_\_\_\_.
- 6 I like \_\_\_\_\_.

b In pairs, read your sentences aloud and compare your ideas.

c Write a summary of your attitudes to media.

*Suzanne likes reading the paper every day, but I prefer reading the weekend papers.*

*We both enjoy listening to the radio. Her favorite station is NPR ...*

### ! WARNING

*I prefer swimming.* ✓

*I prefer to swim.* ✓

When talking about two things, use:

*prefer + -ing to verb + -ing*

*I prefer swimming to walking.* ✓

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listen to

watch

read



**LANGUAGE NOTE**

*listen to a show on the radio.*

*watch/see a show on TV.*

**1 Vocabulary: radio and TV shows**

a Match the different kinds of radio or TV shows with a definition to make a sentence.

1 The news		that gives you information about recent events.
2 A sitcom		where the host talks to famous people in an informal way.
3 A talk show		about the lives of an imaginary group of people.
4 A soap opera	is a television or radio show/series	where people answer questions to try to win money/prizes.
5 A quiz show		about real people or events.
6 A documentary		about humorous events in the lives of an imaginary group of people.

b In pairs, think of an example of each type of show.

*"The Beautiful and the Damned" is a soap opera.*

c In pairs, talk about these questions.

- 1 What other kinds of radio or TV shows are there?  
*movies, cartoons*
- 2 How many channels are there in your country?
- 3 What kind of shows do you like to watch/listen to?
- 4 Do you like TV advertisements? What is your favorite one at the moment?

**2 Listening skills**

34 Listen to the people talking about TV or radio and complete the table.

	Positive points	Negative aspects
Speaker 1	<i>Cable - 30 channels</i>	
Speaker 2		
Speaker 3		

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### 3 Grammar: *too much, too many, not enough*

- a Look at these extracts from the audioscript. Underline the phrases that talk about an excess or a lack of something.
- 1 There are too many quiz shows.
  - 2 For me, there aren't enough educational shows.
  - 3 There's probably too much news for me.
- b Use the examples to complete the table.

<i>There are too many</i>	+	<u>countable</u> / uncountable noun
<i>There isn't enough</i>	+	countable / uncountable noun
<i>There aren't enough</i>	+	countable / uncountable noun
<i>There's too much</i>	+	countable / uncountable noun

Check the answers with the Language Resource on page 78.

- c Complete the sentences with *too much, too many, or enough*.
- 1 This movie theater is very crowded. There are too many people and there aren't \_\_\_\_\_ seats.
  - 2 I can't come to the movie. I don't have \_\_\_\_\_ money.
  - 3 That movie is very boring. There isn't \_\_\_\_\_ action.
  - 4 This soap opera is very confusing. There are \_\_\_\_\_ characters.
  - 5 This magazine is not very good. There is \_\_\_\_\_ advertising.

### 4 Speaking skills

- a Check ✓ the sentences that reflect your opinion about radio/TV in your country. Change the sentences that you don't agree with.
- 1 There are too many sports on TV.
  - 2 People watch too much TV instead of talking to each other or doing something useful.
  - 3 There aren't enough channels.
  - 4 There's too much news.
  - 5 There are too many advertisements.
  - 6 There are too many soap operas.
- b Compare your ideas in small groups.
- A *There are too many sports on TV. I agree.*
- B *I don't agree. I love watching sports: I'd like to see more.*

### 5 Writing skills

- a Work with your group from Exercise 4b. Write a short paragraph with your opinions about TV in your country.
- We don't think TV in our country is very good. First, there are too many ads. They only show about ten minutes of a show, and then ten minutes of ads. Another problem is that ...*
- b Read your paragraph aloud. Do most of the groups have similar ideas?



#### WARNING

*Too* and *not enough* usually mean you are not happy with a situation.

- I have too much work.* ✓  
*There isn't enough milk.* ✓  
*I'm too happy.* ✗



#### USEFUL LANGUAGE

*I agree (with you)*  
*I don't agree.*



#### USEFUL LANGUAGE

*First, ...*  
*Another problem is that ...*  
*Also, ...*

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## LANGUAGE NOTE

*Advertisement* and *advertise* are both stressed on the first syllable in American English. In British English, *advertisement* is stressed on the second syllable.

## LANGUAGE NOTE

Word stress can change with the form of a word – verb to noun, for example. Remember to mark the stress in your notebook.

## 1 Pronunciation: changing stress

- a In pairs, mark the stress on the words below. Decide what kind of words they are. Write V (verb), N (noun), or A (adjective).

technology	technological
market	marketing
product	production
advertise	advertisement

- 35 b Listen to the words said with the correct stress and write them next to their stress pattern.

1 ● ● \_\_\_\_\_  
 2 ● ● ● \_\_\_\_\_  
 3 ● ● ● \_\_\_\_\_  
 4 ● ● ● ● \_\_\_\_\_  
 5 ● ● ● ● \_\_\_\_\_  
 6 ● ● ● ● \_\_\_\_\_

- c In pairs, say the words.
- d In pairs, complete the questions with words from Exercise 1b. Then ask and answer the questions.
- How does new *technology* influence your shopping?
  - What is your favorite TV commercial or \_\_\_\_\_?
  - Can you name two household \_\_\_\_\_s?
  - Do you think \_\_\_\_\_ can really influence what we buy?
  - If companies don't \_\_\_\_\_, do you buy their products?

## 2 Listening skills

- a Look at the advertisement and talk about these questions.



- What period do you think this ad comes from?  
a 1950s b 1980s c 2000s
- Who do you think the ad is aimed at?  
a men b women  
c both men and women
- What do you think is the "message" of the ad?  
a being a housewife is sexy  
b having consumer products makes you sexy and elegant
- Why do you think there is only a woman in the ad and not a man?  
a The woman is the main cook  
b The woman is the decision-maker

- 36 b Listen to an expert talking about the advertisement. Check your answers.
- c Think of a TV/magazine ad you like and try to analyze it in the same way. Present your ideas to another group. Do they agree with you?

# A **BRAND** NEW KIND OF AD

Here are some frightening statistics: a three-year-old child can recognize brand logos, and brand loyalty can be influenced from the age of two: the average British, Australian, or American child will be exposed to 20,000 to 40,000 ads a year; American children spend 60 percent more time in front of the TV screen each year than they do at school.

In the U.S., four- to 12-year-olds spent about 35 billion dollars last year, and influenced 60 percent of their parents' brand purchases. Overall, their total global purchasing influence adds up to an unimaginable \$188 trillion dollars.

A year-long survey of 2,000 "tweenagers" (eight- to 14-year-olds) across 15 countries by market researcher Millward Brown reveals that children are the key consumers of today's market.

Tweens know a lot about technology; 40 percent think (almost certainly correctly) that they know more about computers than their parents: 10 percent have their own Web site (and 50 percent want one). They are very interested in brands and have sophisticated ideas about them. Partly because of technology, tweens' relationship to brands is quite different from that of their parents: they don't just go and buy the one product they saw on TV last night. They are receiving input from all kinds of other places, such as text messages and computer downloads. Today, kids don't play with conventional toys anymore – there's no time, because they're consuming media: watching TV or DVDs, texting, or playing computer games. This, combined with their increased buying power, means a lot of marketing is directed at them. These kids are the future of advertising.

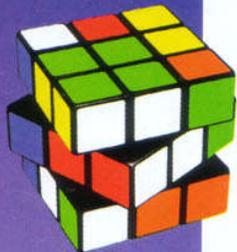
## 3 Reading skills

- a In pairs, use your own ideas to complete the sentences.
- 1 A \_\_\_\_\_-year-old child can recognize brand logos.
  - 2 \_\_\_\_\_ percent of "tweenagers" (kids aged eight to 14) think they know more about computers than their parents.
  - 3 Kids don't play with conventional toys: now they \_\_\_\_\_.
- b Read the text quickly and check your answers.
- c Read the text more carefully and mark the statements *True* (T) or *False* (F).
- 1 Awareness of brands starts between age eight and 14 years old.
  - 2 American school children spend more time watching TV than they do at school.
  - 3 Children don't have much influence on their parents' spending.
  - 4 "Tweens" are very interested in computer technology.
  - 5 "Tweens" make purchases because they watch a lot of TV ads.

**brand** /brænd/ noun (c)  
a product or group of products that has its own name and is made by one particular company: I tried using a new **brand** of soap.  
**brand-new** adj  
extremely new

## 4 Speaking skills

- a Imagine you want to market a drink. In small groups, talk about the questions.
- 1 What group will your product be marketed to? (age, men or women, etc.)
  - 2 What kind of ad do you think will be most effective? (print/TV/radio, etc.)
  - 3 What are the special features of your product? (what makes it different from other, similar products?)
  - 4 What are the facts about your product? (price/contents, etc.)
- b Now design your advertisement. Try to think of a good slogan.
- c Present your ad to the class. Vote on the best one.



Task

1 Warm up

In pairs, talk about these questions.

- 1 What do you usually do in the evenings at home?
- 2 If you watch TV, videos, or DVDs, how do you decide what to watch?
- 3 Do you eat in front of the TV?
- 4 Do you need to agree what shows to watch with your roommates or family?
- 5 What kind of disagreements are there, and how do you agree what to watch?

2 Task

In small groups, use the guide to decide what to watch this evening. You have one TV. Justify your choices.

3 Prepare

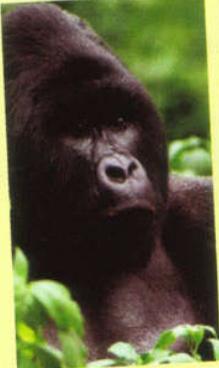
Write about the shows you plan to watch.

*First we're going to watch ...*

4 Feedback

Tell the class about your choices. While you listen to the other groups, check (✓) the shows mentioned in your guide. Which show is the most popular overall?

Wednesday 28 main channels, evening shows

Channel 1	Channel 2	Channel 3	Channel 4	Channel 5	TV choice
<p>6:00 News, weather</p> <p>7:00 <i>The Perfect Vacation</i>: The team suggests a trip to Venice.</p>  <p>8:00 Midweek movie: <i>The 13th Floor</i> (1999) Sci-fi with Craig Bierko</p> <p>10:00 News and weather</p> <p>10:40 <i>Late, late, late!</i> with Chip O'Connell</p>	<p>6:00 <i>The Simpsons</i></p> <p>6:20 <i>What Edison Did for Us</i>: The first house with an electric light bulb</p> <p>7:10 <i>Hey Big Spender</i>: Dermot Murnaghan looks at why we spend so much.</p> <p>8:00 <i>Rod and Jean</i> [Episode 5]: Problems when Jean loses her job.</p> <p>8:30 <i>Life Swap</i>: Doctor Mark from Ohio swaps with hippy Gerry from Kentucky. Hilarious.</p>	<p>6:00 Local news</p> <p>6:30 ITV news</p> <p>7:00 <i>Wildlife on Three: Gorillas in the Mist</i> - Rwanda.</p>  <p>8:15 <i>The Evening Play</i>: a murder mystery</p> <p>9:45 <i>Today's Questions</i>: Stay-at-home-moms</p>	<p>6:00 <i>The English Rose</i>: Sara tells Lee that Billy is not his son! Don't miss it!</p> <p>6:45 <i>You've Been Framed</i>: A selection of camcorder moments</p> <p>7:30 <i>Dinner Time</i>: Thai cooking tips from Jeremy Ward</p> <p>8:30 <i>Date from Hell</i>: more amusing stories of disastrous dates</p> <p>10:00 <i>Live from the Hollywood Bowl</i>: Classical concert for all</p>	<p>6:00 <i>Home and Away</i>: Aussie soap</p> <p>6:30 <i>The Big Game</i>: Redsox vs. NY Yankees</p> <p>9:00 <i>Nature Watch</i>: In the Amazon Jungle</p> <p>10:00 <i>Late Night Discussion</i>: Are dreams important?</p> 	<p>7:00 <i>Channel 1 The Perfect Vacation</i> takes Vicky to Venice for a fun weekend.</p> <p>7:10 <i>Channel 2 Hey Big Spender</i>. Economists and psychologists examine the reasons why we spend so much.</p> <p>10:00 <i>Channel 5 LND</i>: are dreams important? Fascinating look at how we need to dream to live.</p>

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## 5 Compare

- 37 a Listen to some roommates deciding what to watch. Circle their choices in your guide.

## 6 Notice

- a Look at this excerpt from the audioscript. Underline the phrase that means "change the channel."
- A Oh, hang on. This finishes at 6:45. We can switch it over then. Is that okay?  
B Well, Bob and Mark are coming over to watch it, too. How about if we tape the last 15 minutes of your program and then you can watch it tomorrow?
- b Match these verbs often used with TVs or other machines.
- |                   |                         |
|-------------------|-------------------------|
| 1 switch over     | a increase the volume   |
| 2 switch/turn off | b reduce the volume     |
| 3 turn up         | c change the TV channel |
| 4 turn down       | d start a machine/light |
| 5 switch/turn on  | e stop a machine/light  |
- c Use one of the verbs and a pronoun to respond to the situations.
- 1 The music is so loud. *Why don't you turn it down?*
  - 2 There's nothing good on TV right now.
  - 3 My favorite show is on the other channel.
  - 4 I love this song.
  - 5 It's time for the show I really enjoy.
  - 6 That machine is making a strange noise.
- d Listen to other phrasal verbs. Make a note of them in your vocabulary notebook.

### LANGUAGE NOTE

For these verbs, and others like them, a pronoun goes in the middle.

*Turn it on.* ✓

*Turn on it.* ✗

## 7 Follow up

In small groups, design a TV guide for your ideal evening. Show your guide to another pair and see what they choose to watch.



## Grammar Summary

## Vocabulary Summary

### 1 Verb patterns: likes, preferences and wishes

#### Use

- Use these verbs to say what you like or don't like.

Positive	Negative
love	hate
like	don't like
enjoy	
hate	
prefer	

#### Form

Some verbs are followed by different verb forms.

Verb + ____ -ing (doing)	Verb + infinitive (to do)
1 love 2 like 3 enjoy	1 like 2 love 3 hate 4 prefer
4 hate 5 prefer	5 want 6 would like

- Use *prefer* + verb -ing to specify between two things:  
I **prefer reading** a book **to** watching TV.

#### Write sentences stating your preference.

- read a book / go to the movies  
*I prefer reading a book to going to the movies.*
- play tennis / watch tennis on TV \_\_\_\_\_
- watch a DVD at home / go to the movies \_\_\_\_\_
- listen to the news / listen to music \_\_\_\_\_
- read a newspaper / read a magazine \_\_\_\_\_
- watch a soap opera / watch a talk show \_\_\_\_\_

- Use *would like*, *want*, and *would prefer* + infinitive to talk about specific wishes or preferences, now or in the future.

*I'd like to go to a movie.*  
*I want to go to a movie.*  
*I'd prefer to see a horror movie.*

### 2 too much, too many, not enough

- Use these expressions to talk about lack and excess.  
*There are too many people.* (countable noun)  
*There is too much crime.* (uncountable noun)  
*There isn't enough money.* (uncountable noun)  
*There aren't enough houses.* (countable noun)

#### a Choose the correct forms.

- We have *too much* / *too many* TV channels.
- There are *too many* / *is too many* shopping malls.
- People *don't have enough* / *doesn't have enough* time.
- There is *too much* / *too many* advertising on TV.
- There *isn't enough* / *aren't enough* hospitals in my town.

#### b Write true sentences about your town. Use *too much*, *too many*, and *not enough*.

### 1 Media

to listen to:	to read:	to watch:
the radio	papers/newspapers	TV/television
music	a magazine	a video/DVD
a CD	a book	
the news	the news	
	a novel	

#### Write sentences about the media you like and don't like.

- I like watching \_\_\_\_\_.
- I enjoy listening \_\_\_\_\_.
- I prefer \_\_\_\_\_ to \_\_\_\_\_.
- \_\_\_\_\_.

### 2 Program types

- the news \_\_\_\_\_
- a sitcom \_\_\_\_\_
- a talk show \_\_\_\_\_
- a soap opera \_\_\_\_\_
- a quiz show \_\_\_\_\_
- a documentary \_\_\_\_\_
- a movie \_\_\_\_\_
- a cartoon \_\_\_\_\_
- cable TV \_\_\_\_\_
- channel \_\_\_\_\_
- an ad/advertisement \_\_\_\_\_

#### Write an example of each type of show.

### 3 Phrasal verbs

- switch over
- switch/turn off
- turn up
- turn down
- switch/turn on

#### NOTE

When you use a pronoun with these verbs, remember to put it in the middle. When you use a noun, both forms are correct.

- Turn the TV off.* ✓
- Turn it off.* ✓
- Turn off the TV.* ✓
- Turn off it.* ✗

#### Complete the sentences with the phrasal verbs.

- \_\_\_\_\_ the TV. There's a good movie on.
- Please \_\_\_\_\_ the radio. I can't hear it.
- There's nothing good on TV. \_\_\_\_\_ it \_\_\_\_\_.
- The news is on the other channel. \_\_\_\_\_ it \_\_\_\_\_.
- The stereo is too loud. Please \_\_\_\_\_ it \_\_\_\_\_.

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### 1 An English use survey

Answer the questions.

- 1 How many hours do you spend in the classroom each week?
- 2 About how much of that time do you spend speaking English?
- 3 How much time do you spend doing homework?
- 4 Do you have any chances to speak English outside the class (at work, for example)?
- 5 What percentage of your week do you think you spend using English?
- 6 Which of the following areas of English do you feel are most difficult for you: pronunciation, grammar, reading, listening, speaking, or vocabulary?

### 2 Ideas to help your English

- a Consider the following ideas. Decide how they could help your English.
- 1 Listen to English radio. You can hear the BBC World Service all over the world. Check the frequency for your area on [www.bbc.co.uk/worldservice](http://www.bbc.co.uk/worldservice).
  - 2 You can listen to English music any time – on the radio or your own CDs. Get copies of the lyrics if possible – you can download these from the Web.
  - 3 Read English books, magazines, or newspapers – you can do this in your college library or at the British Council or American Binational Center library.
  - 4 Get an e-pal and send e-mails in English. You can correspond with someone in your country or outside.
  - 5 Watch English movies.
- b Check your answers at the bottom of the page.
- c Can you think of more media you can access to increase your contact with English?

#### LEARNING TIP

English is all around you. Take the opportunity to notice it!

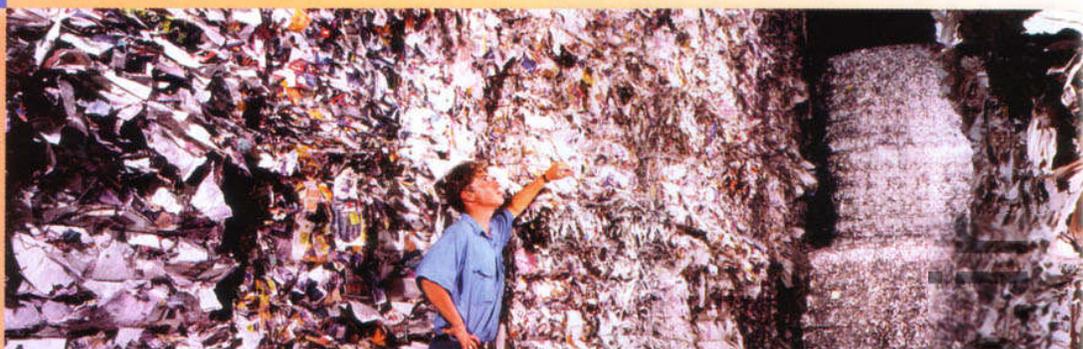
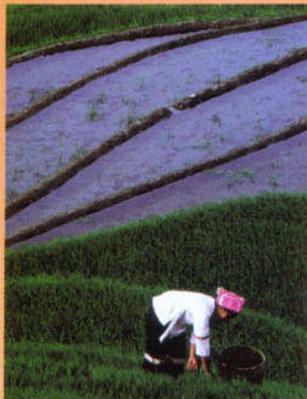
- 1 Listening to the radio is good for listening skills and for helping you notice pronunciation.
- 2 Listening to English music is also good for listening skills, as well as developing your vocabulary and consolidating your grammar. Reading the lyrics can also help with spelling and punctuation.
- 3 English books and magazines help you develop your reading skills, increase your vocabulary and consolidate grammar.
- 4 Communicating in English will help your writing and reading skills, and hopefully, will be fun!
- 5 English movies can be good for listening skills, too.

Answers

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# Unit 8 Our changing world

## Lesson 1 Climate change



### 1 Vocabulary: the environment

a Match a verb from box 1 with a noun from box 2.

**1 Verbs** to eat to cause to grow to recycle to travel

**2 Nouns** rice or wheat by bus pollution steak and fries  
aluminum cans/paper/glass

b In pairs, connect each picture on this page with one of the word pairs in the boxes and talk about what is happening in the pictures.

*Someone is eating steak and fries in a restaurant.*

c In pairs, talk about these questions.

- 1 What other nouns can you put together with the verbs in box 1?  
*to travel by car*
- 2 Which of the activities in the pictures is good for the environment?
- 3 Which of the activities are usual in your country?

## Quiz: how green are you?

**1 You're taking a short trip across town. Do you**

- a  walk?
- b  go by bus or subway?
- c  go by car?

**2 You're traveling inter-state. Do you**

- a  fly?
- b  go by bus?
- c  take the train?

**3 At work, you're finished with your computer. Do you**

- a  switch it on to standby mode?
- b  turn it off?
- c  forget to turn it off?

**4 It's time for lunch. Do you choose**

- a  a big steak and fries?
- b  vegetable soup and salad?
- c  broiled chicken and rice?

**5 Clearing up after dinner, do you**

- a  throw everything in the trash can?
- b  put bottles aside to take to the bottle bank?
- c  sort everything into separate bins for recycling?

**6 Time for a wash. Do you**

- a  take a bath?
- b  take a shower?
- c  take a bath and then a shower?

### 2 Reading skills

a In pairs, read the quiz card and choose the answers that most closely reflect your usual behavior.

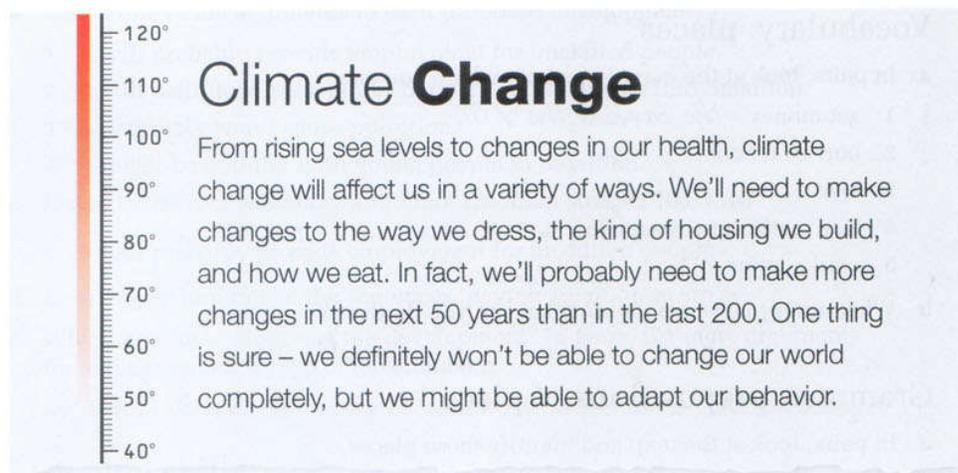
b Check your answers against the key on page 135. How green are you?

c In small groups, talk about these questions.

- 1 How did you do on the quiz?  
Did you learn anything new?
- 2 Why do you think it is important for us to make changes to our behavior?
- 3 Are the suggestions in the quiz possible in your country or community?

### 3 Grammar: will + probably/definitely, might

a Underline the verbs that express future in the following text.



## Climate Change

From rising sea levels to changes in our health, climate change will affect us in a variety of ways. We'll need to make changes to the way we dress, the kind of housing we build, and how we eat. In fact, we'll probably need to make more changes in the next 50 years than in the last 200. One thing is sure – we definitely won't be able to change our world completely, but we might be able to adapt our behavior.

#### LANGUAGE NOTE

Be able to is the infinitive form of *can*.

b Check your answers to Exercise 3a here; then match each answer with its meaning.

- |  |                         |
|--|-------------------------|
| 1 Climate change will affect us                              | a it is possible (50%)  |
| 2 We'll probably need to make more changes                   | b it is certain (100%)  |
| 3 We definitely won't be able to change our world completely | c it is likely (75%)    |
| 4 We might be able to adapt                                  | d it is impossible (0%) |

c Look again at the sentences in Exercise 3b and complete the rules.

- Subject + *will/might (not) + (simple infinitive / verb + -ing)*  
*People will have to adapt.*
- Adverbs like *definitely* and *probably* go (*before / after*) *will*.  
*We will probably see a lot of changes in our lives.*
- Adverbs like *definitely* and *probably* go (*before / after*) *won't*.  
*We definitely won't completely end pollution.*

d Complete the sentences with *will* or *won't*, *probably* or *definitely* and the verb in parentheses.

- I didn't enjoy my dinner. (cook that dish again)  
*I definitely won't cook that dish again.*
- Jane never throws away glass. (recycle these bottles)
- Kate almost always takes a bath. (take a shower today)
- They ate meat yesterday. (eat fish today)
- He went to the recycling center this morning. (need to go there again this week)

### 4 Writing skills

a Read the text about homes in the future. Check the ideas you agree with.

b **Student A:** Look at page 134.

**Student B:** Look at page 136.

In pairs, decide if the future developments are probable or not and write a short text. Use the paragraph on the right and vocabulary from this lesson to help you. Use your own ideas if you want to.

c Compare your texts with another group. Do you share the same ideas about the future?

Our sources of energy will definitely need to change, and the way we build our houses will need to alter in the future. Solar power will become much more common, even in cooler countries. Recycling might become compulsory, with fines for people who do not sort their trash effectively.



Homes

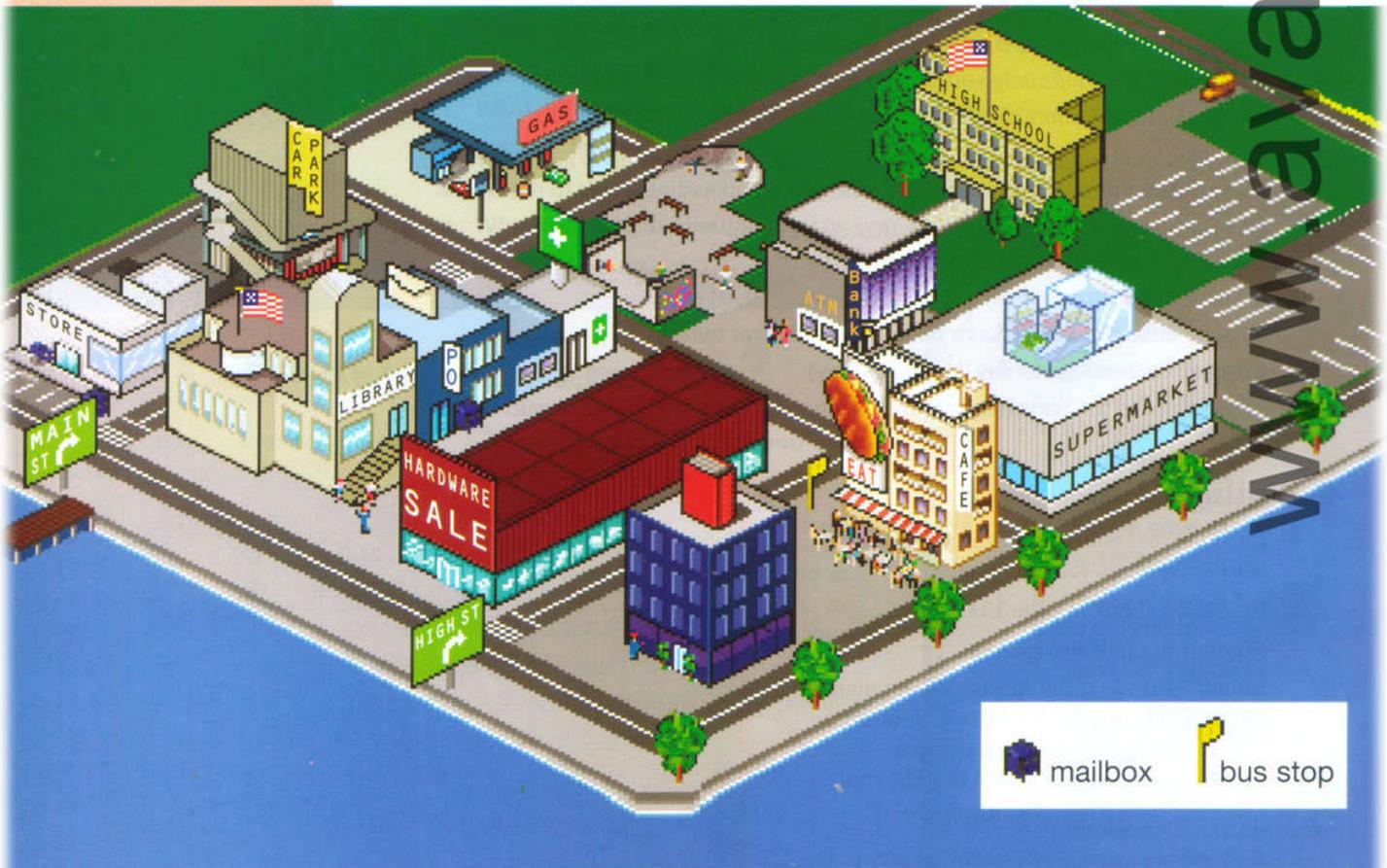
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## 1 Vocabulary: places

- a In pairs, look at the map. Find somewhere you can
- 1 get money – *the bank or the ATM*
  - 2 borrow a book
  - 3 learn
  - 4 buy toothpaste or aspirin
  - 5 mail a letter
- b What other places are there? What can you do there?

## 2 Grammar: prepositions of place

- a In pairs, look at the map and identify these places.
- 1 It's across from the café, next to the bank. *the supermarket*
  - 2 It's in front of the post office.
  - 3 It's between the drugstore and the library.
  - 4 It's next to the drugstore, on Main Street.
  - 5 It's behind the bank.
- b In pairs, ask and answer about places on the map.
- A *Where's the supermarket?*  
 B *It's across from the café.*  
 A *Thanks.*



### 3 Pronunciation: sentence stress and contracted forms

- a Look at the various proposals for regenerating Smallton.
- b Match one of the arguments to each proposed development.
- 1 It will probably provide employment for unskilled people.
  - 2 It will definitely bring more shoppers and their cars into Smallton.
  - 3 It definitely won't cause pollution.
  - 4 It might be popular with young people in Smallton.
- 38 c Listen to the four sentences and mark the main stresses like this:
- 1 It will **probably** provide **employment** for **unskilled** **people**.
- d Listen again and repeat the sentences, paying attention to stress.
- e Which argument is against the development? In pairs, list more arguments for and against each type of development.
- the mall: It will definitely be easier for people to do their shopping.*

### 4 Listening skills

- 39 a Listen and mark the places on the map.
- 1 proposed factory
  - 2 recycling center
- b Listen again for these details.
- 1 What size factory will be built?
    - a 1,500 square meters
    - b 5,000 square meters
  - 2 What will the factory produce?
    - a recycled products
    - b agricultural fertilizers
  - 3 How many local people might get work there?
    - a 100
    - b 300
- c Do you think this factory will be good for Smallton?

### 5 Speaking skills

- a You are going to have a discussion about the future of Smallton. Your teacher will give you a role. Look at page 137. The roles are:
- Alexis Gurney  
Jess Edmondson  
Monica Drake  
Les Walker  
Joe Harper
- b Work with other students who have the same role and help each other. Decide if you are for or against the development and list arguments why.
- c Get together with the other roles and have your meeting.

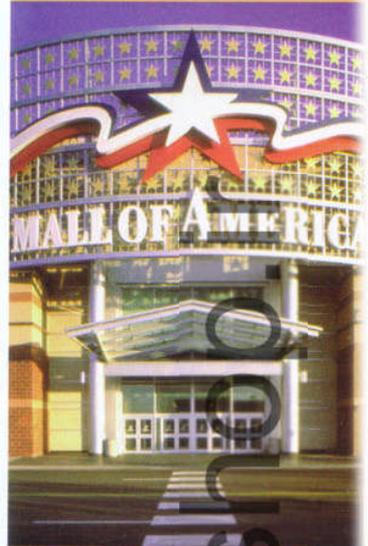
#### The agenda

Should the factory be built in Smallton?

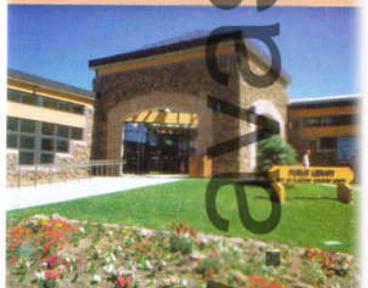
If so, should it be built in the proposed location or a different location?

- d What did you decide about the future of Smallton? Summarize your conclusion to the class.

*We think the factory should / should not be built in the proposed location because it will / won't ...*



a mall



a library



a factory



a recreation center

## 1 Speaking skills

In pairs, talk about these questions.

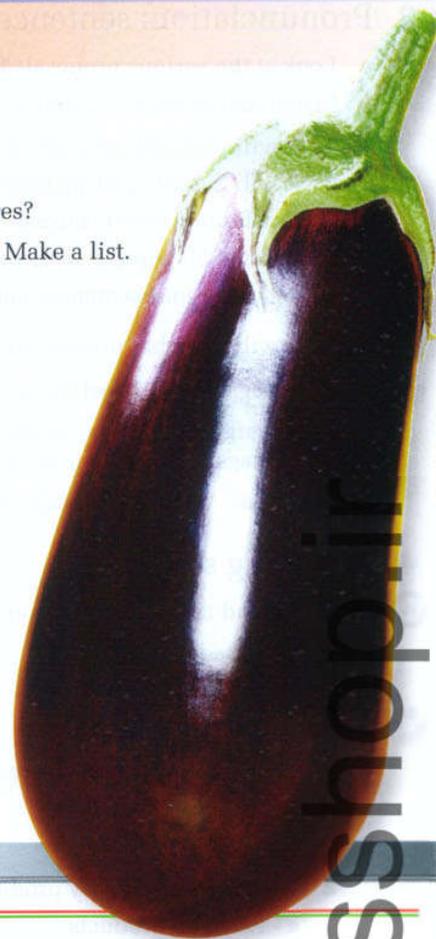
- 1 What are the fruits and vegetables in the pictures?
- 2 How many fruits and vegetables do you know? Make a list.
- 3 Which of these plants grow in your region, or another region of your country, and which are usually imported?
- 4 Which do you like to eat?

## 2 Reading skills

a In pairs, talk about these questions.

- 1 What are community gardens?
- 2 What do they produce?
- 3 Who uses them?
- 4 What is different about their produce?
- 5 Why do they exist?

b Match the questions in Exercise 2a with the paragraphs of this text.



a /

City farms and community gardens are local projects, operated in urban environments. This concept originated in east Germany in the 1930s and continues today all over the world. The gardens are often managed by groups of volunteers on a non-profit basis.

b

The gardens and farms exist in urban areas to provide city people who do not have access to green space with contact with nature. They allow people in cities to enjoy nature, to grow their own fruits and vegetables, and sometimes to have contact with animals.

c

People of all ages are welcome. Groups of elderly people have traditionally used community gardens to grow their vegetables, but we now have a wonderful trend of young families joining up. For more details contact the community garden federation at [www.communitygarden.org](http://www.communitygarden.org).

d

In a community garden, you can grow what you want. People grow flowers, vegetables, or fruit trees. Many people grow extra produce and give it away to charities for poor people. City farms also have animals like pigs and chickens.

e

One of the main differences between community-garden produce and produce from the supermarket is that it is extremely fresh – you pick it at 5:00 and you are eating it an hour later. The taste is amazing. Another difference is that many community gardeners do not use pesticides, so the food is also organic.

- c In pairs, talk about these questions.
- 1 Does this kind of program exist in your country?
  - 2 What do you think of it?
  - 3 Would you like to grow food in a community garden?

Birkenshaw City Farm has been saved from development by local protestors.

This city farm, established in the 1960s as part of the Community Gardens in Cities program in the U.S., will continue to operate next fall. "It's fantastic for us, to be outside, to feed the animals. We love it here," says volunteer Maisie Weinreich, age 12. "It's the contact with the seasons, the harvest that we love," agrees 70-year-old Theo Kyriacou. It seems that urban real-estate developers might have to look for another site!



### 3 Listening skills

- a Before you listen to the song, match the words that you think go together.

- |             |                 |
|-------------|-----------------|
| 1 gather    | a a nation      |
| 2 celebrate | b your lives    |
| 3 plant     | c every man     |
| 4 harvest   | d for battle    |
| 5 dress up  | e for the world |

- b These words are from the song called *Harvest for the World*, by the Isley Brothers. In pairs, talk about what the song might be about.

- A It probably won't be about love.  
B Right. It might be about ...



- c Listen and check your ideas for Exercises 3a and 3b.  
d Look at these lines from the song and answer the questions.

When will there be a harvest for the world?  
Half of us are satisfied, half of us in need.  
As the seasons come and go, greater grows the pain.

- 1 What do you think the singer is talking about?
  - poverty in the world
  - vegetable growing
  - life and death
- 2 When do you think the song was written?
- 3 Are any of the problems in the song true for your country today? What are some possible solutions?



# Task

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[Sunglasses Direct: prices](#)  
**Buy new: from \$10.00-\$100.00**



[Flower show double ticket](#)  
**Buy new: \$20.00 Exclusive tickets: \$35.00**



[Ladies and men's exclusive silk shirts for all occasions](#)  
**Buy new: \$30.00-50.00**

## 1 Warm up

In pairs, talk about these questions.

- 1 How do you usually do your shopping?
- 2 Do you ever shop online?
- 3 What do you think are the benefits of online shopping over conventional shopping?
- 4 What are the disadvantages?

Uncle Ernie (80). Likes gardening and crosswords. Hates reading. Loves to eat.

Aunt Hettie (79). Loves cooking and food generally. Loves flowers. Likes to dress up and go out.

Joanne (3). A typical little girl. Very creative.

Gary (29). Difficult to buy for. Wants to be "cool".

## 2 Task

In small groups, choose appropriate gifts from the website for the family members described on the right. Use the table to record your ideas and make notes.

	Gift	Reasons	Cost
Uncle Ernie			
Aunt Hettie			
Joanne			
Gary			
			<b>Total:</b>

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### 3 Prepare

Add up the total cost. Prepare to report your choices, explaining why you chose each gift.

*We chose perfume for Aunt Hettie because ...*

### 4 Feedback

Compare your choices with other groups. Who spent the most/least money? Who do you think chose the best gifts?

### 5 Compare

- 41 Listen to some speakers choosing for the same people. Note their choices and total amount they spend.

	Choice	Cost
Uncle Ernie		
Aunt Hettie		
Gary		
Joanne		
		<b>Total:</b>

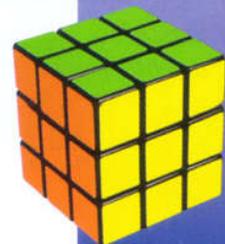
### 6 Notice

#### Responding to suggestions

- a Underline the responses in the conversations. Which is positive, which is negative?
- A How about this? Tickets to the flower show.  
B That's fun.  
A ... He loves gardening, doesn't he?  
B Mmm. Yes, but it's a bit boring, isn't it, Luce?
- b Here are some more positive responses from the text.  
(That's) excellent/fantastic/fun.  
That sounds good/great.  
Oh yes.
- c Negative responses usually give a reason why an idea is not so good. Find the reason in the example in Exercise 6a.

### 7 Follow up

Choose a gift for someone in the class or for your teacher. Justify your choice to the other people in your group. If you don't think a gift is a good idea, try to give a reason.



## Grammar Summary

### 1 Will + probably/definitely, might

#### Use

- Use *will + probably/definitely* or *might* to talk about different degrees of possibility in the future.

*It might rain. 50%*

*It will probably rain. 75%*

*It will definitely rain. 95%*

#### Form

Subject + *will + probably/definitely* + simple verb infinitive

Subject + *probably/definitely + won't* + simple verb infinitive

*It will probably rain.*

*It definitely won't rain.*

- When we speak, *will* is usually contracted to *'ll*.

#### a Make true sentences using *might* or *will/won't + probably/definitely*.

- I will do my homework tonight. *I might do my homework tonight.*
- I will get married next year.
- My country will win the next World Cup.
- It will be sunny tomorrow.
- There will be an election in my country next year.
- My class will study English next semester.

#### b Make questions using *Do you think + might + the verbs in parentheses*.

- John is late. (miss the train) *Do you think he might miss the train?*
- The sky is cloudy. (rain)
- Lizzie looks tired. (want to lie down)
- My parents are not answering the phone. (be out of town)
- My team is doing well. (win)
- Tim is 18 next month. (have a party)

### 2 Prepositions of place

- Use prepositions to say where things are in relation to each other.

**across from**



**next to**



**between**



**behind**



**in front of**



**Write sentences about where you usually sit in class.**

*I usually sit between Martin and Freya, across from Kate.*

## Vocabulary Summary

### 1 The environment

- to recycle aluminum cans/paper/glass
- to cause pollution
- to throw things in the trash can
- to take a shower/bath

### 2 Places

- a factory
- a supermarket
- a parking lot
- a school
- a bus stop
- a recycling center
- a drugstore
- a garage
- a library
- a mailbox
- a grocery store
- a mall
- an ATM

**Write correct sentences about your town.**

- We need a good \_\_\_\_\_.
- There are too many \_\_\_\_\_.
- I often go to the \_\_\_\_\_.
- There isn't a \_\_\_\_\_.
- I like going to \_\_\_\_\_.

### 3 Growing food

- a community garden
- a farm
- to plant
- to grow
- to harvest crops (for example, rice or wheat)
- vegetables or fruits in season

**Complete the sentences with words from 1, 2 and 3.**

- In my country, farmers \_\_\_\_\_ a lot of rice.
- In big cities, automobiles cause \_\_\_\_\_.
- I would like to grow plants in a \_\_\_\_\_.
- Don't throw bottles in the \_\_\_\_\_; \_\_\_\_\_ them.

### 4 Useful phrases

*That sounds + adjective*

*That sounds fantastic/good/fun.*



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## Collecting and expressing information

### 1 Recognizing different kinds of text

a Look back at this unit. Check the different kinds of text there are.

- Questionnaire
- Advertisement
- Academic essay
- Map
- Letter
- News article
- Informative leaflet
- Web page
- Magazine article

#### LEARNING TIP

Although you may not need some forms of writing, they may be a useful way to consolidate new vocabulary or grammar.

b What kinds of writing will you need to do in English in your future work, studies, or leisure time? Make a list and compare with another student.

*I definitely won't need to write letters.*

### 2 Collecting information

a Work in small groups. Choose one of the following topics, or your own idea if you prefer.

- Travel
- Bad/good habits
- Ambitions

b Write a questionnaire about your topic, similar to the quiz in Lesson 1, Exercise 2, on page 80. Prepare four to six questions with multiple-choice answers.

c Get another group to check your grammar and spelling. You do the same for them.

d Conduct your survey, either in your class or with other students outside your class. Make sure the survey is in English.

### 3 Expressing information

a Look at these examples.

1 With text

Twenty-four people took part in this survey. Half of them took a bath and half took a shower. Nobody took a bath *and* a shower ...

2 Visually

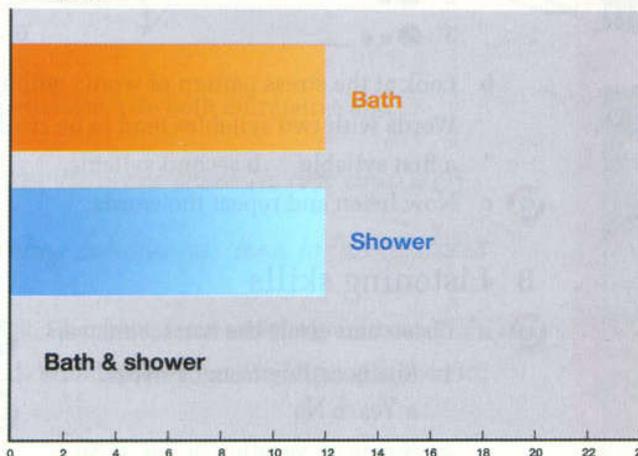
b Discuss the results of your survey. Draw a bar graph or pie chart and write a summary of the information you found. Use the model in a1 above and the graphs below to help you.

c Put the summary on the wall for your classmates to read. Are the results of all the surveys similar?

pie chart



bar graph



# Unit 9 Experiences

## Lesson 1 Traveling



### 1 Vocabulary: countries

- a Write the countries under the correct continent. Are the spellings the same in your language?

Thailand Turkey China Morocco Vietnam Greece Australia Paraguay Belgium  
 El Salvador Kenya England Austria Cameroon Peru Canada Senegal  
 Singapore Venezuela Brazil

North and Central America	South America	Africa	Europe	Asia/Australasia

- b Add three countries to each list. Check the spelling.

### 2 Pronunciation: word stress

- a In pairs, match the countries in the box and the stress pattern. Write the stress pattern for your country, if it is not there already.

Singapore Turkey Vietnam Australia China Thailand Peru Venezuela England

- 1 ●● \_\_\_\_\_ 4 ●●●● \_\_\_\_\_  
 2 ●● \_\_\_\_\_ 5 ●●●● \_\_\_\_\_  
 3 ●●● \_\_\_\_\_ 6 ●●● \_\_\_\_\_

- b Look at the stress pattern of words with two syllables and decide on the rule.

Words with two syllables tend to be stressed on the

- a first syllable    b second syllable.

- 42 c Now listen and repeat the words.

### 3 Listening skills

- 43 a Listen and circle the correct answers. b Listen again and check (✓) the countries in Exercise 2a that Sue has visited.

- 1 Sue is calling from overseas.  
 a Yes    b No

- 2 Sue is on vacation. a Yes    b No

- 3 Sue lives in the U.S. a Yes    b No

- 44 c Listen and complete the dialogue.

A Have you \_\_\_\_\_ to Singapore?

B Yes, we \_\_\_\_\_. We were there last weekend.

## 4 Grammar: present perfect

a Match the questions and answers.

- 1 Have you been to Australia?      a Yes, I have.  
2 When did you go there?      b Last year.

b Match the tense with its use.

- 1 Used to talk about an action that happened some time in the past – it's not important when or we don't know exactly when.      a simple past  
2 Used to talk about *when* an action happened or to give details.      b present perfect

c Match the questions in Exercise 4a with the tense names.

d Choose the correct form for the present perfect.

- a *to have* + past participle      b *to do* + past participle

Check your answers with the Language Resource on page 98.

e Choose the correct verb form, simple past or present perfect, to complete the sentences. If the time is not specified, use the present perfect.

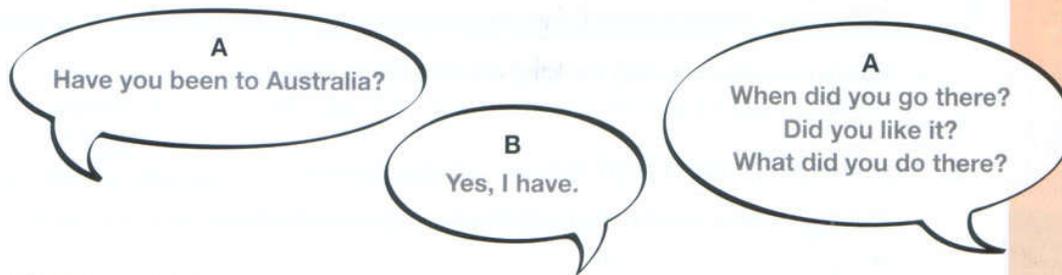
- 1 Last year *she's been* / *she went* to France.  
2 Henry *hasn't been* / *didn't go* to Russia.  
3 *Have you been* / *Did you go* to the Coliseum when you were on vacation?  
4 John *hasn't been* / *didn't go* to South America last summer.  
5 *We have been* / *went* to many countries in Asia.

## 5 Speaking skills

a In pairs, ask and answer about where Sue has and hasn't been.

- A *Has she been to Vietnam?*  
B *Yes, she has. Has she been to Venezuela?*  
A *No, she hasn't.*

b In pairs, ask and answer questions about your *own* travel experiences. Use the countries from Exercise 2a or other local places. When your partner says "yes," use the simple past to ask for details.



## 6 Writing skills

a Write about your partner's travel experiences. Use both affirmative and negative forms.

*Freddie has been to the U.S. twice. He went there in 1999 and 2005. He went to ...*  
*Carla hasn't been to another country, but she has been to lots of places in this country.*

b Give your text to your partner to check. Check the facts and the grammar.

c In small groups, read your texts aloud. Which places have most people been to? Tell the class.

*Most of us have been to the U.S. ...*

*One person has been to ...*

### ! WARNING

Do not use the present perfect tense when the time is specified.

*She went to Italy last year.* ✓

*She's been to Italy last year.* ✗

### LANGUAGE NOTE

The verb *go* has two past participles, *gone* and *been*.

*Mary has gone shopping.*

*I've been to Spain twice.*

*I've been to Venezuela.*

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### USEFUL LANGUAGE

one time = *I've been there once.*

two times = *I've been there twice.*

three times, four times

### USEFUL LANGUAGE

*Oh, really?*

*Is that right?*



### 1 Grammar: regular and irregular past participles

a Regular verbs: match the rules with the examples.

- 1 For most verbs, add *-ed*.
- 2 For verbs ending in *-e*, add *-d*.
- 3 For verbs ending in consonant + vowel + consonant, double the final consonant.
- 4 For verbs ending in consonant + *-y*, change the *-y* to *-ied*.
  - a \_\_\_ bake – baked                    *I've baked two cakes this week.*
  - b \_\_\_ study – studied                *I haven't studied for this exam!*
  - c \_\_\_ work – worked                 *Joe has worked hard on his project.*
  - d \_\_\_ plan – planned                 *We've planned a surprise party for Stacy.*

b Irregular verbs: complete the table with the past participles in the box.

gone/been eaten seen drunk been flown met had

Infinitive	Simple past	Past participle
be	was/were	
drink	drank	
eat	ate	
fly	flew	
go	went	
have	had	
meet	met	
see	saw	

c Check your answers with the Irregular verb list on page 143.

### 2 Vocabulary: verb and noun collocations

a Match the verbs in column A with the nouns in column B.

- |   |  |
|---|--|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>1 climb</li> <li>2 travel</li> <li>3 work with</li> <li>4 try</li> <li>5 fly in</li> <li>6 meet</li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>a a famous person</li> <li>b snake meat</li> <li>c a helicopter</li> <li>d children or animals</li> <li>e to another country</li> <li>f a mountain</li> </ol> |
|---|--|

- b Write three sentences about your experiences, using the vocabulary in Exercise 2a. They can be all true, all false, or a mixture.
- c Read your sentences to a small group. Your group tries to guess which sentences are false.



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### 3 Listening skills

- 45 a Listen and check which experiences from Exercise 2a are mentioned.
- 46 b Listen and complete the dialogue.
- A Have you ever \_\_\_\_\_ ?  
 B Yes, I \_\_\_\_\_ .  
 A What \_\_\_\_\_ it \_\_\_\_\_ ?  
 B It was \_\_\_\_\_ .
- c Listen and repeat.

#### LANGUAGE NOTE

This expression is used to ask for a description. It can be used with various objects and tenses. *Like* is a preposition and not a verb.

*What's it like? It's delicious.*  
*What was she like? She was really nice.*

### 4 Pronunciation: expressive adjectives

- a Mark the adjectives positive (+) or negative (-). Check that you know what they mean.

awful  fantastic  delicious  disgusting  great  amazing  terrible   
 wonderful  horrible  exciting

- b In pairs, decide which syllable is stressed in each word. Mark the stress like this:

*ˈawful*

- 47 c Listen and check. Say the adjectives with feeling.

### 5 Speaking skills

- a Look at the first column and check (✓) the experiences you have had. Add two more ideas for 5 and 6.

Experience	Name	Opinion
1 eat snails	<i>Leon</i>	<i>disgusting</i>
2 drink sake		
3 work with animals		
4 meet a famous person		
5		
6		

- b Move around the class and ask people about their experiences. When you find someone who says "yes," ask *What was it like?* and write their opinion in the last column.
- c Tell the class about some of the students.  
*Leon has eaten snails. He says they were disgusting!*

### 6 Writing skills

- a Interview someone that you talked to in Exercise 5b about one of their experiences. Make notes.



- b Write about your partner's experience.  
*George has drunk sake and he liked it. This happened in 2003, when he was in Japan. He tried it because ...*
- c Put the texts on the wall and read them. Who has had the most interesting experience?

#### WARNING

Use *ever* in questions, but not in affirmative sentences.

*Leon has eaten snails.* ✓  
*Leon has ever eaten snails.* ✗

#### LANGUAGE NOTE

The adjectives *disgusting* and *delicious* are usually applied to food/drink.

#### USEFUL LANGUAGE

The verb *try* can combine with many nouns – it implies something unusual, especially food, drink, or experience.

*Have you ever tried whiskey?* ✓

*Have you ever drunk whiskey?* ✓

*Have you ever tried water?* ✗

#### LANGUAGE NOTE

To ask about experiences, use *ever* + the present perfect.

*Have you ever eaten snails?*

*Yes, I have. / No, I haven't.*

**From:** Henry Eames  
**To:** Emily Cook  
**Subject:** Thanks

Dear Emily  
 Great to see you the other night. It was a really nice evening.  
 I've looked everywhere for the book and still haven't found it. Help! Maybe you took it home with you?  
 Lots of love,  
 Henry

**From:** Emily Cook  
**To:** Henry Eames  
**Subject:** Thanks

Hi, Henry  
 Thanks for Friday. I had a fantastic time.  
 See you soon.  
 Love, Emily  
 P.S.: I think I left a book at your place the other evening. Can you put it in the mail? It's called "Chase your Dreams".

**From:** Henry Eames  
**To:** Emily Cook  
**Subject:** Thanks

Hi, Emily  
 That would be great. Give me a call when you're near, and I'll come down and meet you.  
 Looking forward to it!  
 Lots of love,  
 H.

**From:** Emily Cook  
**To:** Henry Eames  
**Subject:** Thanks

Hi, Henry  
 Don't worry. I can get a new copy. How about lunch next Wednesday? I'll be near your office around 1:00 p.m.  
 E.

## 1 Reading skills

- a Put the e-mail messages in order of when they were sent.
- b In pairs, complete these sentences. Try to justify your choices by referring to the e-mails.
  - 1 Henry and Emily are **a** friends **b** work colleagues **c** girlfriend and boyfriend
  - 2 They **a** know each other well **b** don't know each other very well.
- c Match these informal expressions from the e-mails with their meanings. Use the context to help you.
 

1 Give me a call.	a I hope that we'll see each other in the near future.
2 How about lunch?	b It's no problem.
3 Don't worry.	c Would you like to have lunch?
4 Looking forward to it.	d I'm thinking positively about a future event.
5 See you soon.	e Please telephone me.

## 2 Writing skills

- a In pairs, write another e-mail from Henry to Emily or vice versa, *after* they have had lunch. Decide if Henry has found the missing book. Try to use some of the vocabulary expressions from Exercise 1c.
- b Show your e-mail to another pair of students. What do you think is going to happen next with Henry and Emily?

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### 3 Grammar: *still* and *yet*

I've looked everywhere for the book, but I **still** haven't found it.

I'm waiting for Emily, but she **hasn't** arrived **yet**.

- a What extra meaning do *still* and *yet* add to the sentences? Choose the two correct sentences.
- 1 A situation continues to exist without change.
  - 2 Something happened at a specific time in the past.
  - 3 Something has not happened up to now, but we can expect it to happen in the future.
- b Write continuation sentences using *still* and *yet* and the verbs in parentheses.
- 1 I asked Lucy to come at 8:00. It's 9:00, and she's not here. (arrive)  
*She still hasn't arrived. She hasn't arrived yet.*
  - 2 I usually eat dinner at 7:00. It's 7:00 now, but I'm going to eat later. (eat)
  - 3 I plan to clean my room today. I had a lot of other things to do. (clean)
  - 4 I'm waiting for Frank to call. (call)

### 4 Listening skills

- a Organize the words in the box into groups.

field run lips scale mountain stone fire tongue hand fingertips crawl climb

Parts of the body: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Geographical features: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Verbs of movement: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- b Write the sentences in the correct order.

- 1 what / for / still / found / I / looking / haven't / I'm
- 2 mountains / climbed / highest / have / I / the
- 3 lips / have / kissed / honey / I
- 4 fields / run / through / I / the / have
- 5 have / of / with / spoken / the / I / tongue / angels

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- c Listen to the song and check the word order of the sentences. Number the lines as you hear them. Do you know this song?
- d People look for different things in life. What do you think the singer is looking for? Check (✓) the items you think are important to the singer.
- Money  Fame  Wisdom  Beauty  Love  Family   
Job satisfaction  Spiritual love and peace  Inner peace

### 5 Speaking skills

- a In pairs, discuss these questions.

- 1 Have you ever been away from home alone?
- 2 What are the benefits and problems of travelling alone?
- 3 Imagine you're alone on a desert island. How do you feel?
- 4 What do you miss?
- 5 What kinds of items could you take with you?

- six CDs of your choice (and a CD player)
- a book of your choice
- a luxury item
- three of the following items: a mirror, pen and paper, a sleeping bag, a mosquito net, sunscreen, a flashlight, spices

- b You are going to spend a month alone on a desert island. You will have basic food and water. Choose the following items to support you while you are there:

- c In pairs, compare and justify your choices. Try to agree on a list.
- A I'd like to take some opera music because it makes me feel good.
- B Mmm. I'd like to take a CD of rock music.
- d Compare your choices as a group.

#### LANGUAGE NOTE

We use *still* and *yet* with negative sentences in the present perfect. They have a similar meaning.

*I haven't cooked dinner yet.*

*I still haven't cooked dinner.*

#### LANGUAGE NOTE

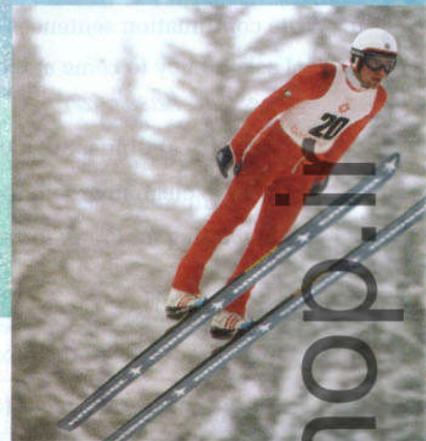
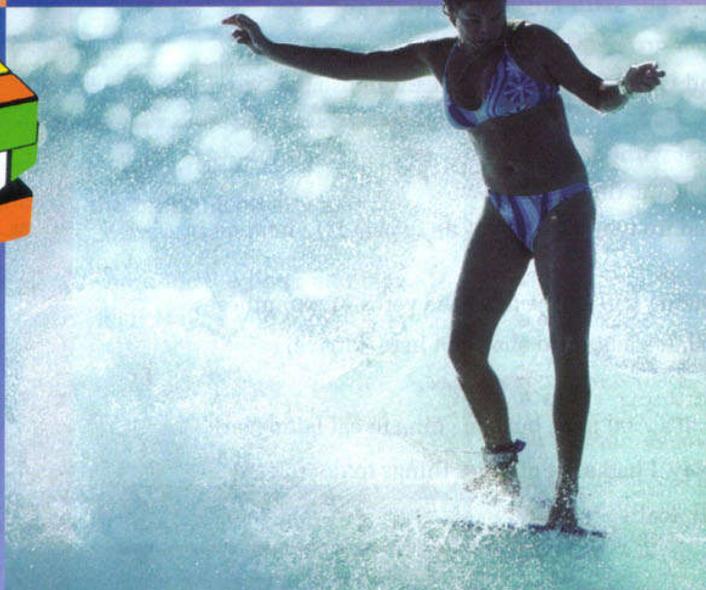
Abstract qualities like this are not used with *a*, *an*, or *the*.

*Beauty is important.*

*The beauty is important.*



## Task



## 1 Warm up

In pairs, talk about these questions.

- 1 What are the sports shown in the pictures?
- 2 Have you ever tried any of them? Would you like to?
- 3 What do you think will happen to the people in the pictures?
  - A *This man will definitely hurt himself.*
  - B *Yes. He'll probably fall.*

## 2 Task

What kind of person participates in dangerous sports?  
In pairs, talk about these questions.

- 1 Have you met anyone who does this kind of sport?
- 2 What kind of people do dangerous sports? Think about their character/physical appearance.
- 3 What kind of work do you imagine they do?
- 4 What do you think they do to relax?

## 3 Feedback

Compare your opinions. Read your answers aloud and take a class survey.  
Do most people have the same kind of ideas?

## 4 Prepare

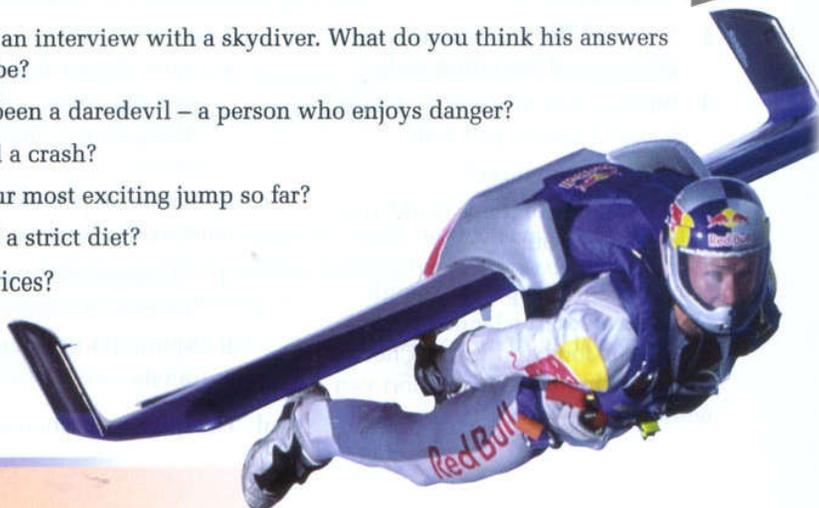
You are going to read an interview with a skydiver. What do you think his answers to the questions will be?

- 1 Have you always been a daredevil – a person who enjoys danger?
- 2 Have you ever had a crash?
- 3 What has been your most exciting jump so far?
- 4 Do skydivers need a strict diet?
- 5 Do you have any vices?
- 6 Is it important to you to look cool?

## LANGUAGE NOTE

Use reflexive pronouns when the subject and object are the same person.

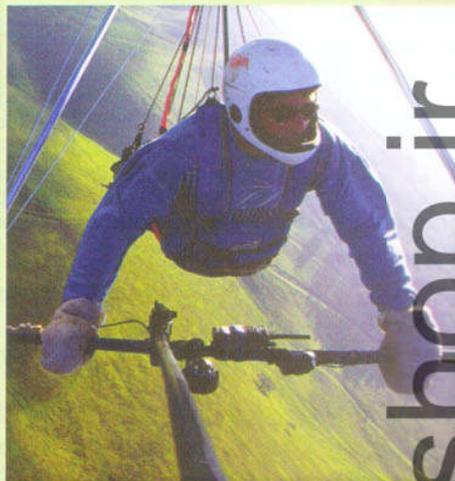
- He'll hurt himself.* ✓  
*He'll hurt him.* ✗  
*He'll hurt me.* ✓



## 5 Compare

Match each of his answers with the questions. How close were your ideas?

- a** \_\_\_\_\_ I'm afraid so. Last year, I crashed hang gliding and broke my left arm really badly. Three doctors spent six hours operating, and it took months to recover.
- b** \_\_\_\_\_ I eat everything, but keep it in balance. I party now and then, especially after a big stunt.
- c** \_\_\_\_\_ If you looked at my childhood pictures, you'd probably say yes. More than 50% are of me at the top of trees. Growing up in Austria, I wanted to climb everything.
- d** \_\_\_\_\_ Yes, I guess so. I really like working on my body and I like to look and feel good. It makes me feel mentally strong, and it's good for the image of my sport and for the babes.
- e** \_\_\_\_\_ Definitely the jump from the statue of Christ the Redeemer in Rio de Janeiro in December 1997. At 29m, it's the shortest base jump yet recorded, so it's really dangerous. Step off the right arm of Jesus and two and a half seconds later you hit the platform below. The parachute takes one and half seconds to open so that leaves just one second before ...
- f** \_\_\_\_\_ I like a vodka red bull, and I'll have a cigarette sometimes.



## 6 Notice

### Conversational responses to replace "yes" and "no"

- a** Notice the responses in these exchanges:

A Have you ever had a crash?

B I'm afraid so.

A Is it important to you to look cool?

B I guess so.

- b** Which of these other verbs can also be used this way?

hope, believe, think, want

- c** How is the negative formed in each case? Write the verbs in the correct group.

I ... not: I'm afraid not.

I don't ... so: I don't believe so.

- d** Answer these questions with a short answer.

1 Do you think you might fail this course?

*I'm afraid so. / I hope not.*

2 Do you think you'll get married this year?

3 Do you think you will get a good job in the future?

4 Do you think your country will win the World Cup next time?

5 Is English an easy language to learn?

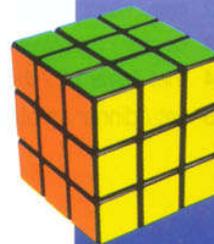
### LANGUAGE NOTE

The word *so* replaces a *that* clause.

*I'm afraid so.* = I'm afraid that I have had a crash.

## 7 Follow up

Prepare for an interview with one of the people in the pictures from Exercise 1. You can use some of the questions from Exercise 4. In pairs, role play the interview.



# LANGUAGE RESOURCE

## Grammar Summary

### 1 Present perfect: experiences

#### Use

- To talk about actions or events that happened some time in the past – it's not important when or we don't know exactly when.

#### Form

have/has + past participle

**Has she been** to Germany? Yes, she has. / No, she hasn't.  
The verb *go* has two possible participles – *been* and *gone*.  
*She's been* to Germany. (She went and came back again.)  
*She's gone* to Germany. (She hasn't come back.)

- been* is the participle of *go* and *be*.

**Complete the sentences with a form of the present perfect of the verb *go*. Choose *been* or *gone*.**

- Where's Maria? *She's gone shopping.*
- Harriet \_\_\_\_\_ to Europe two or three times and plans to go again soon.
- Paul \_\_\_\_\_ to France for the summer. He'll return in September.
- John and Rita \_\_\_\_\_ to the movies. They'll be back soon.
- Hey, Liz, \_\_\_\_\_ to the new Italian restaurant on 1st Street?
- I \_\_\_\_\_ to many places, but it's always great to come home.

### 2 Still, yet, ever

- The present perfect is often used with the adverbs *still*, *yet*, and *ever*.

*ever* is used in questions:

*Have you ever met a famous person?*

It goes before the verb.

*yet* is used in questions or negative sentences:

*Have you seen him yet? I haven't seen him yet.*

It goes at the end of the sentence.

*still* is used in negative sentences with the present perfect:

*I still haven't seen him.*

It goes before *haven't/hasn't*.

**a Write the sentences with *yet* or *still* so that they mean the same.**

- He still hasn't left. *He hasn't left yet.*
- They haven't moved yet.
- We still haven't eaten.
- I haven't decided yet.
- She still hasn't arrived.

**b Write the sentences in the correct order. Use correct punctuation.**

- ? / you / been / Asia / ever / have / to
- she / hasn't / told / still / me / answer / the
- doctor / him / yet / seen / hasn't / the
- met / ever / ? / they / have
- yet / dinner / mother / my / cooked / hasn't

## Vocabulary Summary

### 1 Verb and noun collocations

- climb a mountain
- travel overseas, to another country
- work with children or animals
- try something new
- fly in a helicopter
- meet a famous person

**Write three sentences about yourself with these collocations.**

*I've never flown in a helicopter, but I would like to.*

### 2 Expressive adjectives

#### Positive

- wonderful
- delicious (food or drink)
- fantastic
- great
- amazing

#### Negative

- awful
- disgusting (food or drink)
- terrible
- horrible
- boring

**Write an example of something or someone for each adjective above.**

*Football/awful*

### 3 Useful phrases

- Give me a call.
- How about lunch (going to the movies)?
- Don't worry.
- (I'm) Looking forward to it.
- See you soon.

**Choose an appropriate phrase to respond to the following.**

- Bye, then.
- I didn't get the job.
- See you on Saturday, then.
- Shall we meet next week?
- What shall we do?

### 4 Countries

North and Central America		South America
El Salvador		Paraguay
Canada		Peru
		Brazil
		Venezuela

Africa	Europe	Asia/Australasia
Morocco	Turkey	Thailand
Kenya	Greece	China
Cameroon	England	Australia
Senegal	Austria	Vietnam
	Belgium	Singapore

**Write the countries you added in Lesson 1, exercise 1 in the lists.**

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## Reviewing and recycling

### 1 Testing your memory

- a Look at the words in the box for two minutes. Then close your book and write as many words as you can remember.

excited too eye arm great awful snake delicious  
avocado ago embarrassed nervous disgusting  
enough ear leg fantastic snails pizza movie

- b In pairs, talk about the questions.

- 1 Did you write certain words together? We tend to remember words in groups with others that are related or similar.
- 2 Did you write words that are associated? We often make associations that help us remember.
- 3 Did you write words that sound funny or similar to your language? We often remember words that sound funny to us, or are similar to words in our own language.
- 4 Did you write words that you learned in this unit? We often remember the things that we saw most recently.

#### LEARNING TIP

Remembering is hard, especially for adults who have lots of other things to remember! This book has been carefully designed with built-in opportunities for review. If, in addition, you become more conscious of how to help yourself remember, you will really benefit your English.

### 2 Reviewing effectively

- a Make new associations for words that you learn.

- 1 Look back at Unit 1. Write some of the English words on "Post-Its" and stick them around your home. Every time you see a word, say it silently to yourself.
- 2 After one week, take the labels down and look at the places – do you remember the words? If you can remember, use this technique again.

- b Test yourself

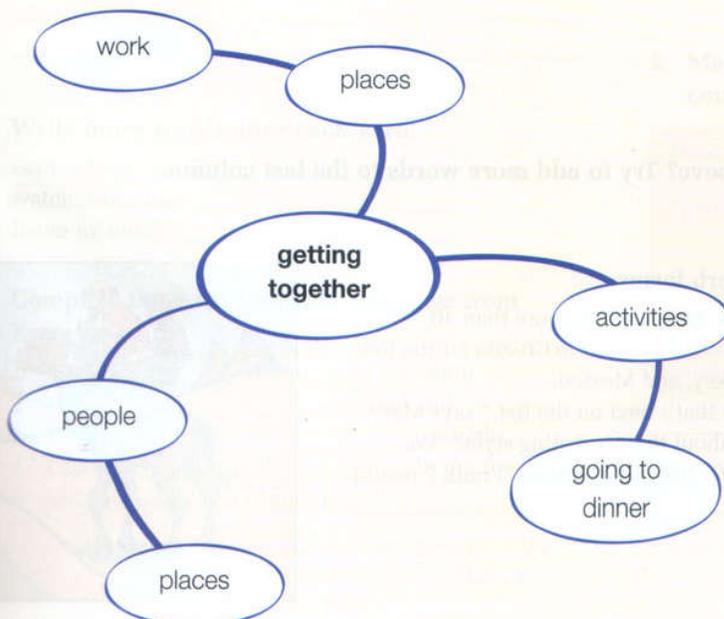
- 1 Look back at Unit 3. Choose six words that you think are useful. Write them on cards and write the word in your language on the back – or draw a picture.
- 2 Take out the cards once a day and test yourself by showing one side or the other.
- 3 After one week, if you can remember the words, choose six more from Unit 4. Keep each set of cards and remember to test yourself again after a week or so.

- c Make personal associations

Look back at Unit 5. Write three or four comparative sentences about you and other people you know. If possible, make amusing sentences. Show them to a classmate.

- d Use diagrams

Look at the diagram below. Now look at Unit 6. Make a diagram about getting together.



#### LEARNING TIP

Regularly review what you have learned after each lesson. If you have time, make a list of words or phrases that you particularly want to remember. Try one of the techniques above to help you.

# Review 3: Units 7–9

**a Complete the sentences with an appropriate adverb from the box. Use each adverb once.**

ever - still - yet - probably - definitely

- We expected John at 7:00 p.m. It's 8:00 p.m. now, and he *still* hasn't arrived.
- I imagine he's stuck in traffic. Don't worry. He'll \_\_\_\_\_ be here soon.
- He \_\_\_\_\_ won't be in traffic – he doesn't have a car – he's traveling by train!
- He said he would call us from the station. Has he called \_\_\_\_\_?
- Oh yes, he called to say he was coming late. Has he \_\_\_\_\_ arrived on time?



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**b Match the questions and answers.**

- |                                    |   |
|------------------------------------|---|
| 1 What do you think of the music?  | a I'm afraid so. He looks ridiculous, doesn't he?       |
| 2 Do you think you'll get the job? | b He'll probably sell it.                               |
| 3 What will happen to his car?     | c I hope so. The salary is excellent.                   |
| 4 Are you going out tonight?       | d It's fantastic.                                       |
| 5 Is that your brother?            | e I might go to the New York Café. Do you want to come? |

**c Write the nouns below with the correct verbs in the table.**

Verb	Noun
1 grow	
2 turn on	
3 turn up	
4 recycle	
5 listen to	

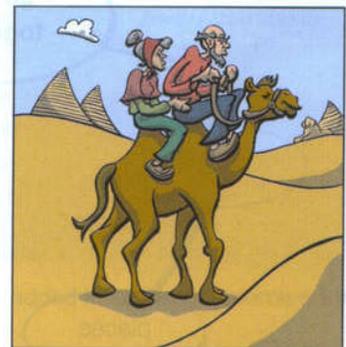
- a cans
- b the light – it's so dark in here
- c music
- d vegetables
- e the TV – I can't hear it!

**d What other nouns can go with the verbs above? Try to add more words to the last column.**

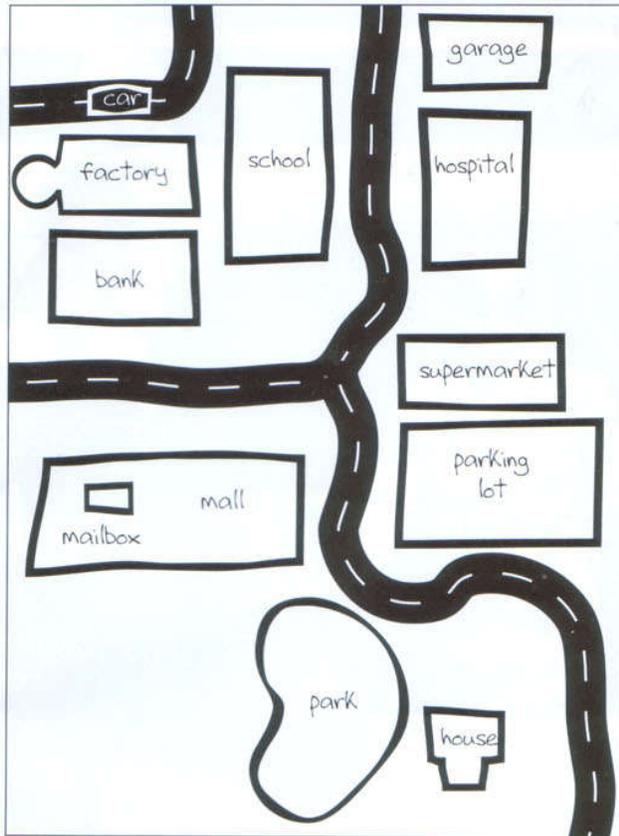
*grow: vegetables, fruit*

**e Complete the text by circling the correct verb forms.**

Frank and Mary like to travel. 1 They've been to / They went to more than 40 countries in the world. Last year, 2 they've been to / they went to Croatia for the first time, and they also 3 visit / visited Hungary, Turkey, and Mexico. 4 "We haven't visited / didn't visit Egypt yet, but that's next on the list," says Mary. 5 "I'd like to / I like to see the pyramids." What about their traveling style? "We sometimes fly, but generally 6 prefer travel / prefer traveling by train. Frank 7 would like / likes to look out of the window, you see."



f Look at the map and complete the sentences.



- 1 There's a factory \_\_\_\_\_ the bank.
- 2 The supermarket is \_\_\_\_\_ the parking lot.
- 3 The mailbox is \_\_\_\_\_ the mall.
- 4 The hospital is \_\_\_\_\_ the supermarket and the garage.
- 5 There's a car \_\_\_\_\_ the factory.
- 6 The school is \_\_\_\_\_ the hospital.

g Write three more sentences about the map. Use prepositions of place.

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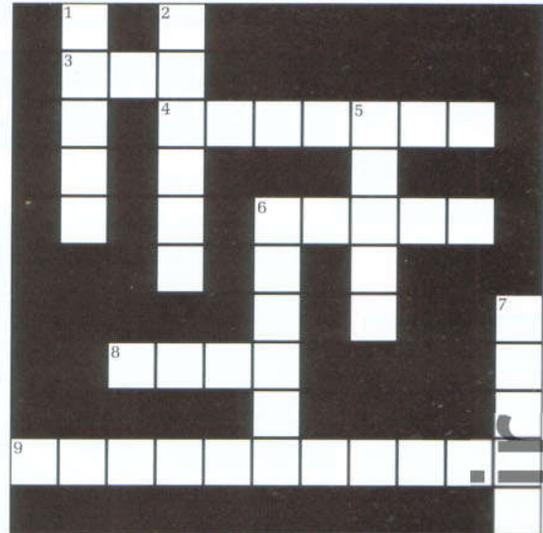
h Write more words after each verb.

read: a book, \_\_\_\_\_, \_\_\_\_\_  
 watch: cartoons, \_\_\_\_\_, \_\_\_\_\_  
 listen to: music, \_\_\_\_\_, \_\_\_\_\_

i Complete the sentences with language from Exercise h.

- 1 I'd like \_\_\_\_\_ on my next vacation.
- 2 I might read \_\_\_\_\_ next weekend.
- 3 I definitely won't watch \_\_\_\_\_ tonight.
- 4 I prefer \_\_\_\_\_ to \_\_\_\_\_ in my free time.
- 5 Most people enjoy watching \_\_\_\_\_.

j Use the clues to complete the crossword.



Across →

- 3 When a show is not interesting, turn \_\_\_\_\_ the TV.
- 4 It is possible to \_\_\_\_\_ cans and glass.
- 6 I might go on a \_\_\_\_\_ date if I was looking for a girlfriend. Why not?
- 8 Golf is probably the \_\_\_\_\_ popular game for men over 60.
- 9 There are many \_\_\_\_\_ between the shows on TV.

Down ↓

- 1 I love photography. I'm \_\_\_\_\_ to buy a digital camera next month.
- 2 Would you like to see a movie tonight? I'm \_\_\_\_\_ I'm busy, sorry.
- 5 Some people like to \_\_\_\_\_ mountains or trees.
- 6 John's a good tennis player, but Mary is much \_\_\_\_\_.
- 7 People who drive very carefully don't usually have a \_\_\_\_\_.

k Make true sentences about your country/community from the table.

There is	not enough	soap operas on TV / people / recycling centers / rain / pollution / horror movies
There are	too much	
	many	

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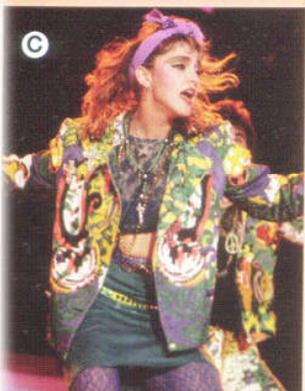
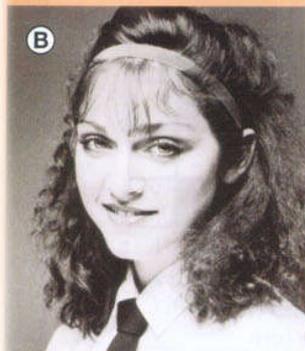


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# Unit 10 Rich or famous

## Lesson 1 Material girl



### 1 Reading skills

- a In pairs, talk about these questions.
  - 1 Who is the woman in the pictures?
  - 2 What do you know about her?
  - 3 What stages of her life can you see here?
- b Read the text and compare it with your own ideas. Match each paragraph with one of the pictures.
- c Read the text again and mark the statements True (T) or False (F).
  - 1 Madonna comes from a small family.
  - 2 Madonna started out as a dancer.
  - 3 She has been married twice.
  - 4 She has six children.

#### GLOSSARY

**to take off**  
to become successful or popular

**a flop (colloquial)**  
an event that was not a success

*The party was a flop – nobody came.*

1 B

1 Madonna Louise Veronica Ciccone was born in Michigan on August 16, 1958. The world famous blonde was a dark-haired child. After her mother died, Madonna's father, a car engineer, raised his eight children himself – the hard way. A strict Catholic, he didn't even let his kids watch TV!

2 \_\_\_\_

Madonna went to New York to study dance in 1978. Gradually, she began to mix dance and singing. Her first successful record – *Holiday* – came out in 1983. Madonna had a number of hits in the 1980s and made some pretty controversial videos to accompany them: it was clear then that Madonna was a star, a star with a real understanding of publicity.

3 \_\_\_\_

Madonna has changed her image many times over the years. Madonna's musical reinventions have always been successful, but her film career hasn't taken off. *Desperately Seeking Susan* in 1985 was very successful, but from *Shanghai Surprise* (1986) – with her husband at that time, Sean Penn – to *The Next Best Thing* (2000), Madonna has not managed the film career she might like, even when directed by her husband, Guy Ritchie, in *Swept Away*, another flop in 2002.

4 \_\_\_\_

20 Madonna has lived in London with her husband, British film director Guy Ritchie, since the late 1990s. Her first child, Lourdes, and little brother Rocco (born in 2000) have led Madonna to yet another promising career – children's book author. Her first book, *The English Roses*, was first published in 2003.

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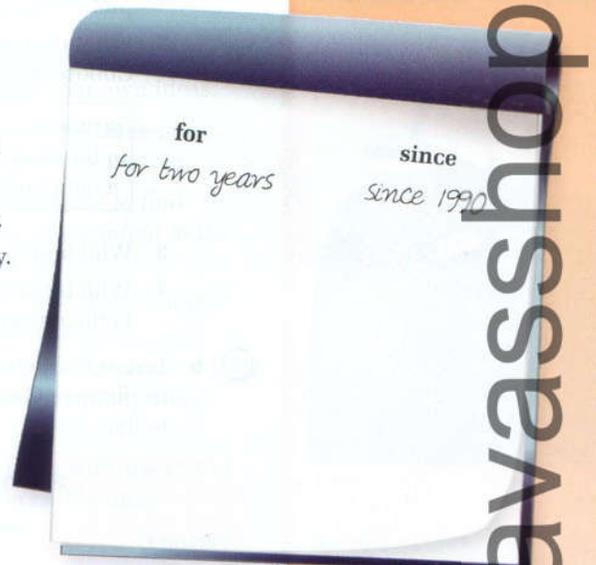
## 2 Grammar: present perfect + *for* and *since*

- a Match the following examples from the text with their meanings.
- Madonna has lived in London since the late 1990s.
  - Madonna went to New York to study dance in 1978.
  - Madonna has changed her image many times.
- a Events/experiences in the past; it's possible that they will happen again in the future.  
 b Activities/states that started at a certain time in the past and continue now.  
 c Events that started and ended in the past and we know when.
- b Answer the questions about sentence 1 in Exercise 2a.
- Does she live in London now? **a** Yes. **b** No.
  - When did she start to live in London? **a** In the late 1990s. **b** We don't know.
- c Look at the examples and match *for* and *since* with their uses.
- She's lived in London since the 1990s.  
 She's lived there for 10 years.
- since + **a** specific point in time
  - for + **b** period of time
- d Complete the sentences with *for* or *since*.
- How long have you been here? \_\_\_\_\_ eight o'clock.
  - How long has she worked with you? \_\_\_\_\_ 2004.
  - How long have they had that dog? \_\_\_\_\_ two years.
  - How long has he been married? \_\_\_\_\_ last February.
  - How long has that car been here? \_\_\_\_\_ a couple of hours.
- e Make a list of other phrases used with *for* and *since*.

### ! WARNING

The simple present can tell us about *now*, but the present perfect can tell us about *now* and *the past*.

She's lived in London since the 1990s. ✓  
 She lives in London. ✓  
 She lives in London since the 1990s. ✗



## 3 Pronunciation: unstressed words and linking

- a Look at how the words link together when we speak. Practice linking the words together.

How long have you been here?

Since eight o'clock. /sɪns/

How long have they had that dog?

For two years. /fɔːr/

- 49 b Listen and repeat.

eight o'clock  
 since eight o'clock  
 been here  
 How long have you been here?

- 50 c Listen to the questions and answers in Exercise 2d. Then practice saying them with a partner.

## 4 Speaking skills

- 51 a Listen and complete the dialogue.
- A That's a beautiful 1 \_\_\_\_\_ .  
 B Thank you.  
 A How long have you 2 \_\_\_\_\_ it?  
 B Oh, for about two 3 \_\_\_\_\_ .  
 A Where did you 4 \_\_\_\_\_ it?  
 B It was a present.
- b In pairs, practice the dialogue. Substitute with the words in the table.

Adjective	Noun	Time phrase
gorgeous / beautiful / nice / pretty / lovely	watch / hat / ring / sweater	two years / three months / a week / two days

- c Add more words to each column.  
 d Now walk around the class, giving compliments to other students.



(B)



(C)



(D)



(E)



(A)

1 Listening skills

a In pairs, look at the pictures and talk about the questions.

- 1 How old are the people in the pictures?
- 2 What do you think they do? Choose occupations from the box.

a model a designer a plumber  
a business person a lawyer  
a construction worker

- 3 Which of these jobs are well-paid?
- 4 Which of the people do you think is the richest?

52 b Listen to interviews with the people in pictures C and D and complete the table.

	Salary	Occupation
Person C		
Person D		

c Complete the questions. Then match them with the answers.

- 1 When \_\_\_\_\_ start working for yourself?
  - 2 How long \_\_\_\_\_ been a model?
- a Since I was sixteen. / For about six years.
- b About four years ago. / When I was 26.

d Listen again and check your answers.

2 Grammar: ago

a Choose the correct options.

- 1 ago goes after / before an expression of time.
- 2 ago is used with the simple past tense / the present perfect tense
- 3 ago refers to when past events happened / the duration of past events

b Write answers with for, since, or ago and a past time expression.

- 1 When did the vacation start?  
*In August. / Two months ago.*  
How long have you been on vacation?  
*For two weeks. / Since August 10th.*
- 2 When did this class start today?  
\_\_\_\_\_.  
How long have you been in this classroom?  
\_\_\_\_\_.
- 3 When did you start this English course?  
\_\_\_\_\_.  
How long have you been in this class?  
\_\_\_\_\_.
- 4 When did you buy your watch (bag/sweater)?  
\_\_\_\_\_.  
How long have you had your watch (bag/sweater)?  
\_\_\_\_\_.
- 5 When did you meet (Carla/Leon)?  
\_\_\_\_\_.  
How long have you known (Carla/Leon)?  
\_\_\_\_\_.

c In pairs, ask and answer the questions.

- A When did the vacation start?  
B About two weeks ago.

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### 3 Writing skills

- a In pairs, ask and answer questions about your work. If you don't work, talk about your studies.



- b Write a report on your classmate's job or studies.  
c Put the reports on the wall and read them. How many people have jobs? What are the most common types of jobs in the class? What are the most popular areas of study among the people who are studying?

### 4 Vocabulary: compound adjectives with *well*

- a Look at these extracts from the listening text. What is the meaning of the underlined words?

"I think I'm pretty well-off."

"It's also important to be very well-dressed."

- b Complete each sentence with a compound of *well*.

well-spoken well-dressed  
well-educated well-known  
well-brought-up well-off

- A person who is well-off has plenty of money.
- A famous person is \_\_\_\_\_.
- A person who went to college is usually considered \_\_\_\_\_.
- A \_\_\_\_\_ person has good verbal skills.
- A \_\_\_\_\_ person doesn't ask you about your salary or other delicate subjects.
- A \_\_\_\_\_ person wears elegant or fashionable clothes.

### 5 Pronunciation: compound adjectives

- a Where is the stress on the adjectives with *well*?

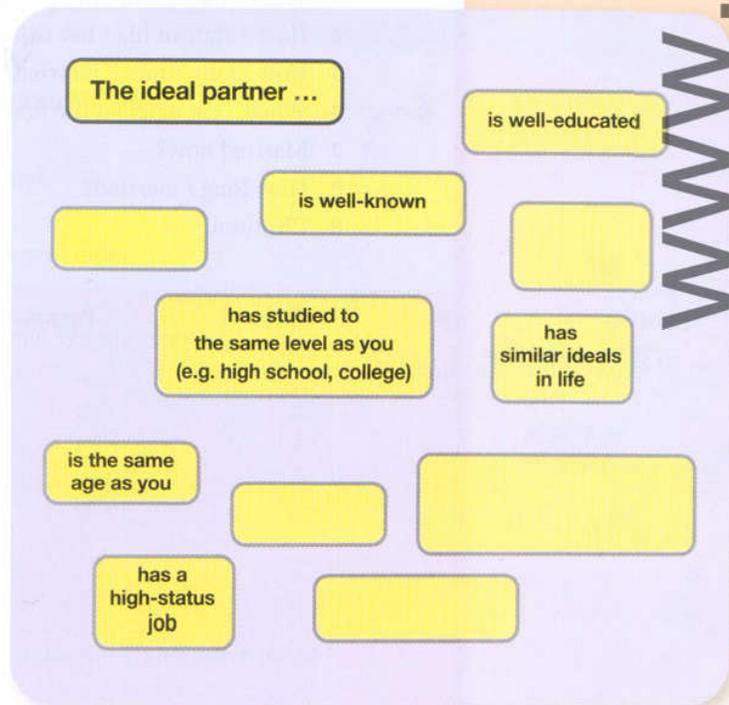
- On the first word.
- On the second word.

- b Listen and check your answers.

- c Listen again and repeat the sentences with the stress on the correct words.

### 6 Speaking skills

- a Look at the mind map below about an ideal partner. Add your own ideas.  
b In pairs, decide on the three most important qualities in a partner.  
A *I think it's important to find someone who has studied to the same level as you.*  
B *Yes, I agree. They should have similar ideals, too.*  
c In groups of four, discuss and try to agree on the three most important points.  
d Compare your ideas with the rest of the class. Decide on the most important quality.



#### USEFUL LANGUAGE

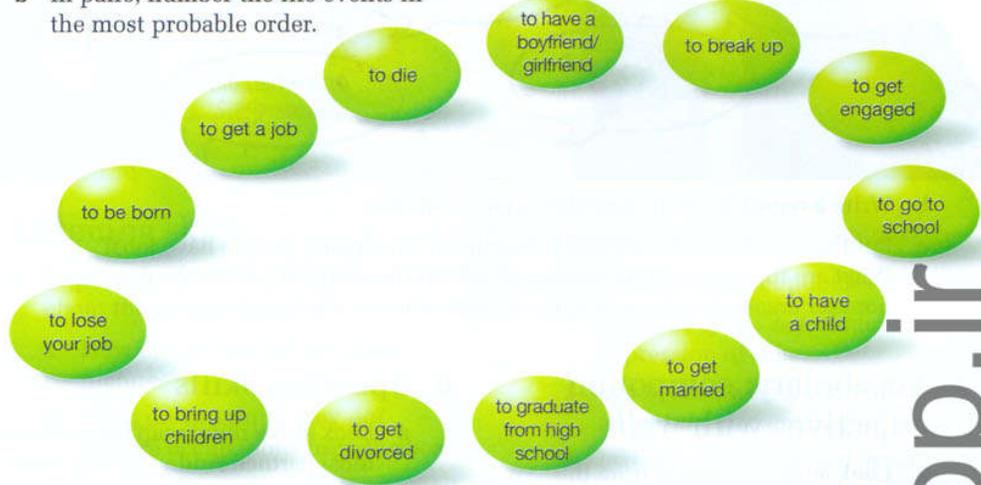
*A well-educated person has gone to college.*

*A well-brought-up person is polite and has good manners.*

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1 Vocabulary: life events

- a Which life events can you see in the pictures?
- b In pairs, number the life events in the most probable order.



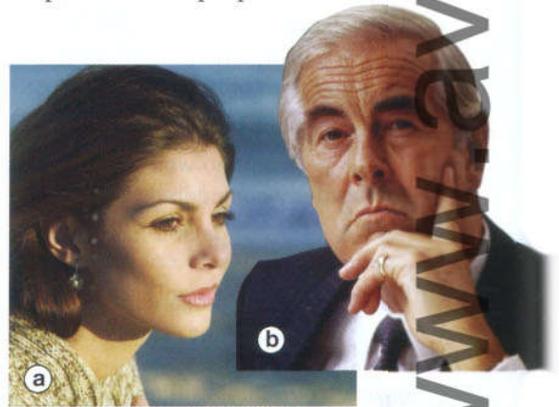
- c In pairs, talk about these questions.
  - 1 Which of these life events have you experienced? When?
  - 2 Which do you expect to experience?
  - 3 Which do you hope not to experience?

**USEFUL LANGUAGE**  
*I was born in 1986.*  
*Really?*  
*I've ... / I've never ... but I hope / expect to one day.*

2 Reading skills

- a You are going to read a text about the life story of someone who has become rich or famous. Before you read, work together to prepare the questions. Decide if you need to use simple past, present perfect, or simple present tenses. Write the questions in the table.

- 1 What / name?
- 2 When / born?
- 3 What / father / mother / do?
- 4 How / start in his / her career?
- 5 How many times / married?
- 6 When / get married the first time?
- 7 Married now?
- 8 How long / married?
- 9 Children?



Question	Person 1	Person 2
1 <i>What's his or her name?</i>		
2		
3		
4		
5		
6		
7		
8		
9		

- b **Student A:** Look at page 134 and read the text. Use the questions to complete the table for your person.
- Student B:** Look at page 136 and read the text. Use the questions to complete the table for your person.
- c In A/B pairs, ask and answer the same questions to complete the other column of the table.



### 3 Writing skills

- a In pairs, talk about how Harvey Winkler and Lucy Olmos are similar and different.
- A *They are both from the U.S.*  
B *Yes, but he was born in Poland.*
- b You are going to write an article called "Living the American Dream."  
Use your notes about Harvey Winkler or Lucy Olmos to write a short biography. Write about the person you didn't read about.
- c Compare your text with the original. Did you use the same tenses? Did you write the information in a different order?

### 4 Speaking skills

- a Decide if you agree with the following statements. Use a check (✓) or cross (✗).
- Money can't buy you love.  
If you are born poor, you never forget it.  
Famous people tend to get divorced more than normal people.  
Family is more important than friends.  
Women should stay at home after they get married.  
Money is not very important in a relationship.  
It's better to marry and have children when you are young.  
Life experience is more important than education.
- b Look at these phrases for agreeing and disagreeing. Which expressions are the strongest?
- |                   |                          |
|-------------------|--------------------------|
| <b>Agree</b>      | <b>Disagree</b>          |
| I agree.          | I don't agree.           |
| Yes, that's true. | That's ridiculous.       |
| Yes, definitely.  | I disagree.              |
|                   | I'm not sure about that. |
- c Mark the stress on the phrases. Say them.
- d In small groups, talk about the statements in Exercise 4a. Try to use some of the expressions from Exercise 4b.

**American Dream** noun  
the idea that anyone can be successful in the U.S. if they work hard enough



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**! WARNING**  
Agree is a verb.  
I agree. ✓  
I agree with you. ✓  
I'm agree. ✗



# Task

## 1 Warm up

- What kind of information can you get about somebody by looking at their home or possessions?
- Choose a possession that is really important to you. Imagine you are holding it in your hands (if it is not too big!). Walk around the classroom "carrying" your treasured possession. Tell other students about what you have and why it's important. Ask other students about their possession.

A *What is it?*

B *It's my camera.*

A *And why is it important?*

B *I've had it since I was a child. My dad gave it to me ...*

## 2 Task

In pairs, talk about these questions.

The items in the pictures on these pages all belong to the same person. Who do you think the items belong to? What sort of significance do they have in his or her life?

## 3 Prepare

In pairs, write a profile of the person who owns the things.

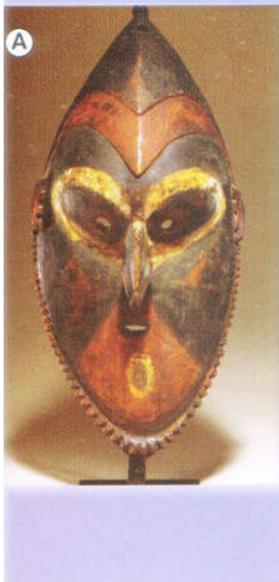
*We think this person is a woman.  
She is probably very well-off. She has  
traveled a lot. She's ...*

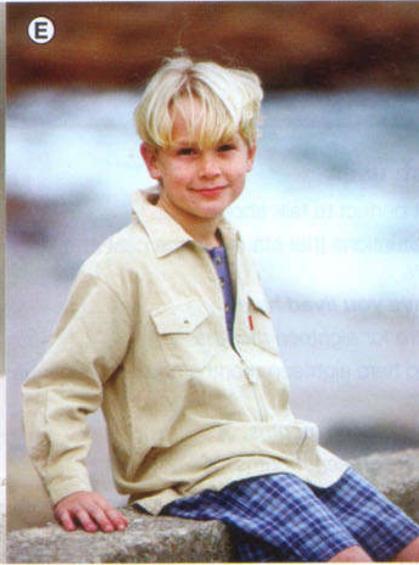
## 4 Feedback

Join another pair. Show them your profile. Do you have similar ideas about the person?

## 5 Compare

- Listen to a show that features the person who owns the things in the pictures. Who is the person?
- Listen again. Check the things in the pictures that he talks about. Make notes about their significance.
- Who predicted the most accurate profile?



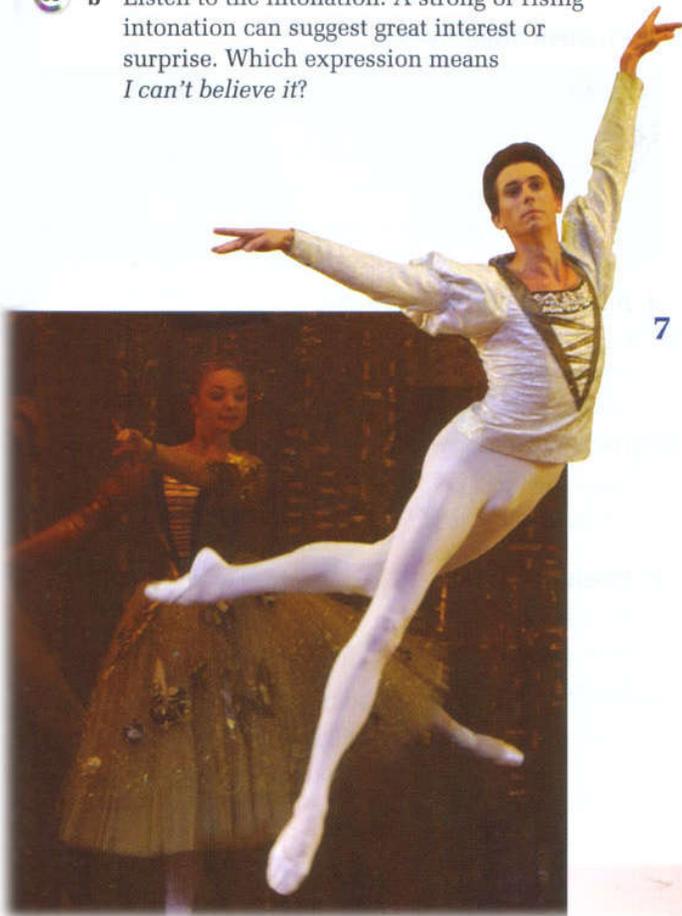


## 6 Notice

### Expressing interest or surprise

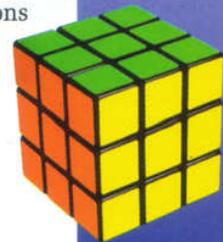
- a Look at these exchanges from the conversation. Underline the expressions the interviewer uses to express interest.
- B Well, this is me, obviously.  
 A Really? You were so blond! Your hair is darker now. Aah. You were cute!  
 B Uh, what else? Well these are my daughter's first shoes.  
 A Aah. How lovely.  
 B This is my wedding bouquet.  
 A No way! Your wedding bouquet? Isn't that usually for the bride, Mark?  
 B Yes, I'm just kidding. It's actually the bouquet I got when I performed for the president of the U.S.

- 55 b Listen to the intonation. A strong or rising intonation can suggest great interest or surprise. Which expression means *I can't believe it?*



## 7 Follow up

- a Make a list of five to six things that reflect who you are. Draw them if you can. Pass the list to another student and let them try to guess why you chose those things.
- b Explain the significance of your choices to your partner. Try to show interest by asking questions and using intonation expressively.



Task

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## 1 Present perfect: uses

- Use the present perfect to talk about:
  - activities or situations that started in the past and continue now.
 

*How long have you lived here?*  
*I've lived here for eighteen months.* =  
 I started living here eighteen months ago and continue to live here.  
*I live here for eighteen months.* ✗  
*I lived here for eighteen months.* ✗
  - activities or events that happened in the past and can happen again in the future:
 

*I've changed my hair color four times.* (And I might change it again.)

Complete the sentences using the verbs in parentheses. Use the present perfect or the simple past.

My name is Victoria Pérez. I'm from Mexico. I'm studying English at a school in Texas. I **1** \_\_\_\_\_ (be) at this school since January. I **2** \_\_\_\_\_ (come) to the U.S. in December and **3** \_\_\_\_\_ (start) school the month after that. I **4** \_\_\_\_\_ (make) a lot of friends here in Texas. I **5** \_\_\_\_\_ (meet) people from many other countries.

## 2 for and since

- for* is used to say how long an action or situation lasts. It refers to a *period* of time.
 

*I've worked here for two years.*
- since* is used to give the starting point of actions and situations continuing to the present. It refers to a *point* in time.
 

*I've worked here since 2004.*

## 3 ago

- ago* is used to say when past events happened by "counting back" from the present. *Ago* is used with a past tense.
 

*I saw him three weeks ago.*  
*ago* goes after an expression of time  
*I saw him three weeks ago.* ✓  
*I saw him ago three weeks.* ✗

Answer these questions with *ago*.

When did the lesson start? *Two hours ago.*

- When did you get up?
- When was your birthday?
- When did this course begin?
- When did you come into this room?
- When did your country change president?
- When did you buy this book?

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## 1 Compound adjectives with well

- |               |                 |
|---------------|-----------------|
| well-off      | well-known      |
| well-dressed  | well-brought-up |
| well-educated | well-spoken     |

Complete the sentences with compound adjectives.

- She's a very \_\_\_\_\_ woman. She always looks great.
- Those children are very \_\_\_\_\_. They always say "please" and "thank you".
- George has four cars. He's extremely \_\_\_\_\_.
- Henry is very \_\_\_\_\_. He has a PhD from Columbia University.
- \_\_\_\_\_ people often get recognized in the street.

## 2 Life events

- |                          |                          |
|--------------------------|--------------------------|
| to be born in ...        | to bring up children     |
| to go to school in ...   | to get a job             |
| to graduate from ...     | to lose your job         |
| to have a boy/girlfriend | to break up with ...     |
| to get engaged to ...    | to get divorced from ... |
| to get married to ...    | to die                   |
| to have a child          |                          |

Notice how many verbs in sentences need prepositions – you graduate *from* college. Write two or three sentences about yourself, including a preposition.

---



---



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## 3 Positive adjectives

That's a lovely coat.  
 gorgeous  
 beautiful  
 nice  
 pretty

## 4 Agreeing and disagreeing

- I agree.  
 I don't agree. Yes, that's true.  
 I disagree. I'm not sure about that.  
 That's ridiculous. Yes, definitely  
 I agree with you. ✓  
 I'm agree with you. ✗

## 5 Useful phrases

- No way!  
 What else?  
 I'm just kidding.



## Sequencing events

### 1 Understanding sequence words

- *as soon as* and *when*

*When* I saw my friend, I told her the good news.

*As soon as* I saw my friend, I told her the good news.

- a What extra meaning does *as soon as* give to the sentence?

- *after that* and *before*

I had lunch. *After that* I went to the pool.

*After* having lunch, I went to the pool.

I had lunch *before* I went to the pool.

I had lunch *before* going to the pool.

- b What verb form can follow *before* and *after*?

- 1 verb infinitive
- 2 a verb + *-ing*

### 2 Using sequence words

- a Complete the text with the words in the box. Use each word once only.

as soon as   when   after that   before   since   for

I've lived in Kingsley **1** \_\_\_\_\_ I was 14 years old. We moved here **2** \_\_\_\_\_ my mom got a new job with a company in Hearstville. **3** \_\_\_\_\_ coming to Kingsley, we lived in a small town in the south. I prefer it here.

At first I felt a little sad, but **4** \_\_\_\_\_ I started school, I made some good friends here. I've lived here **5** \_\_\_\_\_ 12 years now, so I feel very at home.

Now I'm leaving home to go to college in another city, but **6** \_\_\_\_\_ I'll come back and live in Kingsley again; it's my home town.

- b Look at this sentence from the text and match the phrases with their meanings.

At first I felt a little sad but ...

- 1 At first

- 2 First of all

- a later the situation changed

- b the first in a series of actions

- c Complete the sentences appropriately.

- 1 He felt heartbroken when \_\_\_\_\_.
- 2 As soon as she came into the room, she \_\_\_\_\_.
- 3 He's been here since \_\_\_\_\_.
- 4 He gets up at 7:30 and after that \_\_\_\_\_.
- 5 They lived in Brooklyn before \_\_\_\_\_.
- 6 At first I liked Peter \_\_\_\_\_.

### 3 Writing with sequence words

- a In pairs, choose one of the following topics to write about. Decide what will be in each paragraph.

- 1 A biography of a famous person (living)

born – where? – *life as child*

married – when?

became famous

- 2 My home town

- 3 A scary story

- b Write the text. Remember to include sequencing words.

- c Give your text to another pair to read. Check each other's grammar and spelling.

Which is the most popular topic?

#### LEARNING TIP

Try to use sequence words when you write. They help you write more fluently.



# Unit 11 People in our lives

## Lesson 1 Making friends



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### USEFUL LANGUAGE

*They go together well because ...*

*They both ...*

*Both of them ...*

*He ..., but she ...*

*Neither of them ...*

### 1 Reading skills

**a** Look at the definition of an e-pal and talk about these questions.

- 1 Do you have any e-pals?
- 2 Would you like to have an e-pal to write to in English?
- 3 What kind of person would you choose?

**b** In pairs, read about the people who want to find an e-pal. Match a man with a woman according to their profile. Try to find three or four reasons for putting them together.

**e-pal** /i-pæl/ noun: someone who you regularly write friendly e-mails to but have never met

**Name:** Emma James

**Age:** 21

**Interests:** politics, languages, her dog

**Abilities:** can play tennis well, plays the piano – very badly!

**Likes:** people with a sense of humor, animal lovers

**Dislikes:** computer experts, engineers!

**Name:** Peter Bush

**Age:** 23

**Interests:** TV, soccer, going to clubs

**Abilities:** can play computer games well, can run fast

**Likes:** people who listen carefully

**Dislikes:** studying, snobbish types, pets

**Name:** Sarah Martin

**Age:** 22

**Interests:** sports, going out to clubs, the media

**Abilities:** can dance fantastically, cooks – but not very well

**Likes:** computers, people who talk and make her laugh

**Dislikes:** politicians, exams

**Name:** Miles Johnson

**Age:** 20

**Interests:** music – especially jazz, foreign travel, sports

**Abilities:** can speak Spanish fluently, can type fast

**Likes:** funny people, animals

**Dislikes:** working too hard

## 2 Grammar: adverbs of manner

- a To describe how people do things, use adverbs of manner. Underline the phrases with adverbs of manner in the text on page 112. The first one is done for you.
- b Add examples to each rule.
- To form many adverbs of manner, add *-ly* to the adjective.  
Example: \_\_\_\_\_
  - Some adverbs of manner are the same as the adjective.  
Example: \_\_\_\_\_
  - Some adverbs of manner are irregular.  
Example: \_\_\_\_\_
- c Change these sentences so that they include an adverb of manner.
- She is a good driver. She drives well.
  - She is a fantastic singer. \_\_\_\_\_
  - He is a really bad cook. \_\_\_\_\_
  - You are a fluent speaker. \_\_\_\_\_
  - They are hard workers. \_\_\_\_\_
  - He is a good listener. \_\_\_\_\_
  - You are a fast runner. \_\_\_\_\_

## 3 Listening skills

56

- a Listen to the conversation. Answer these questions.
- What do you think is the relationship between the speakers?
  - Why do you think this?
  - What are they doing?
- b Listen again and circle the correct answer.
- Mandy:
- dances *slowly* / *well*.
  - sings *beautifully* / *badly*.
  - speaks Spanish *fast* / *fluently*.
  - speaks Portuguese *fluently* / *badly*.
  - drives *carefully* / *fast*.

## 4 Writing skills

- a You are going to write an e-mail to one of the e-pals from Exercise 1b. Make some notes about your interests, abilities, etc., first.
- b Choose one of the e-pals. Use your notes to help you write the e-mail.
- c Work in pairs. Read each other's e-mails. Answer these questions together.
- Would you like to receive this?
  - Would you reply?
  - How could it be improved?

## 5 Speaking skills

- a Work in small groups. Your teacher will give you a pile of verbs and a pile of adverbs. Pick a verb from the verb pile and an adverb from the adverb pile. Don't show the rest of the group. Mime your combination to the other students. They guess what it is.
- A *Are you driving?* B *Yes, I am.*  
A *Are you driving carefully?* B *Yes.*
- b Work in groups. Make true sentences about yourself or people you know, using some of the "verb + adverb" combinations from Exercise 5a.
- I always drive carefully.*



### WARNING

The adverbial form of *hard* is *hard*.  
*Hardly* means *almost not*  
*I work hard.* ✓  
*I work hardly.* ✗  
*I hardly work.* ✓

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D



## 1 Vocabulary: adjectives of appearance and character

- a Look at these adjectives. Write them in the correct column in your notebook, depending on whether they describe appearance or character.

confident tall good-looking adventurous attractive  
intelligent kind well-built humorous serious  
dark-haired easygoing slim friendly talkative pretty

### Appearance

*tall*

### Character

*confident*

- b Work in pairs. Mark the stress on the words in Exercise 1a. Say the words to each other to check.
- c Can you remember the opposites of any of these adjectives? Write them next to the words.
- d Choose three or four adjectives that describe you. Tell your partner.

## 2 Listening skills

- 57 a Listen to the conversation and answer these questions.
- Who is speaking?
  - Who are they talking about?
  - Is the impression of this person positive or negative?
- b Number these lines from the conversation in the correct order.
- \_\_\_ He's tall ... he has dark hair and blue eyes ...
- \_\_\_ What's he like?
- \_\_\_ What does he look like?
- \_\_\_ Well, he's really nice ... very friendly and talkative.
- 58 c Listen to check your answers.
- 59 d Listen and repeat. Pay particular attention to the stress and intonation.

### WARNING

*Friendly* looks like an adverb, but it is an adjective.

*A friendly man*  
The adverb is *in a friendly way*.

*He behaves in a friendly way.*

*He behaves friendly.* ✗

### USEFUL LANGUAGE

To soften, emphasize, or qualify adjectives, use words or phrases like *very*, *really*, *quite*, *a little*, or *not very* before the adjective.

*I'm really friendly.*

*I'm quite intelligent.*

*I'm not very adventurous.*

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### 3 Grammar: *be like* vs. *look like*

To ask about someone's character, use the question *What's he/she like?*

To ask about someone's appearance, use the question *What does he/she look like?*

a Write questions for these answers.

- 1 \_\_\_\_\_?  
She's really beautiful – tall and blond.
- 2 \_\_\_\_\_?  
They're nice – kind and lots of fun.
- 3 \_\_\_\_\_?  
He's terribly serious and intelligent.
- 4 \_\_\_\_\_?  
He's very short and well-built. He has a lovely smile.
- 5 \_\_\_\_\_?  
They're good-looking – tall and dark-skinned.

#### ! WARNING

Answer both questions using *be* + adjective.

*He's good-looking.* ✓

*He's nice.* ✓

*He's like nice.* ✗

b In pairs, check your answers.

c Ask and answer questions about the people in the pictures on these pages. Use the adjectives in Exercise 1a to answer.

- A *What does she look like?*  
B *She has dark hair. She's wearing jeans and a T-shirt.*  
A *And what's she like, do you think?*  
B *She seems friendly and confident.*

### 4 Speaking skills

a **Student A:** Look at page 135.

**Student B:** Look at page 137.

Work in pairs. Read the descriptions of the people.

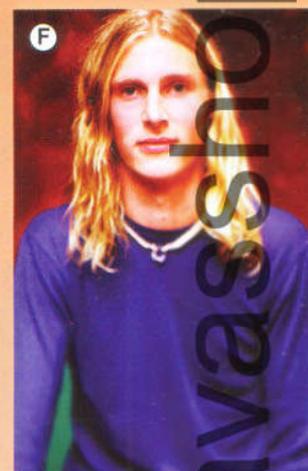
b Tell each other about the people in your descriptions. Student A, introduce the man. Student B, ask questions to help Student A. Try to identify the person in the pictures on these pages. Then swap.

- A *His name's Chris.*  
B *What does he look like?*  
A *He's ...*  
B *And what's he like?*  
A *He's ...*  
B *Okay, I think it's picture ...*

### 5 Writing skills

a Write a short description of a famous person. Include something about what they look like and what you think they are like, but do not include their name. Use the texts you read on pages 135 and 137 to help you.

b Work in small groups. Read your descriptions to each other. Can you guess who each person is? Do you agree with the description?





## 1 Listening skills

- a You are going to hear a song called *I'm Like a Bird* by Nelly Furtado. Work in small groups and answer these questions.
- Who is this person?
  - What do you know about her?
  - Do you know any of her songs?
  - Why do you think the song is called *I'm Like a Bird*?
    - She is sad because she is not free.
    - She is happy because she can fly.
    - She is frightened of a serious relationship.
-  b Listen to the song. Did you choose the best summary?
- c Work in pairs. Talk about these questions.
- Do you like this song? Why?/Why not?
  - Is it easy or hard to understand?
  - Who do you think the singer is talking to?
  - What do you understand about their relationship?
-  d Listen again and number these lines in the order that you first hear them. The first one is done for you.
- 1 You're beautiful – that's for sure  
 \_\_\_ Though my love is true  
 \_\_\_ You don't know me that well  
 \_\_\_ Even after all these years  
 \_\_\_ I don't know where my home is  
 \_\_\_ It's not that I want to say goodbye  
 \_\_\_ Each and every single day  
 \_\_\_ Your faith in me brings me to tears

## 2 Vocabulary: idiomatic phrases

- a Match a phrase in column A with a definition in column B.
- | A                       | B                              |
|-------------------------|--------------------------------|
| 1 After all these years | a It's definite                |
| 2 Brings me to tears    | b It's real/genuine            |
| 3 Give you away         | c After a long time            |
| 4 That's for sure       | d Each day – without exception |
| 5 Your faith in me      | e Leave you                    |
| 6 My love is true       | f The way you believe in me    |
| 7 Every single day      | g Makes me cry                 |
- b Complete these sentences with one of the phrases from column A.
- She is very hard-working. She does her homework \_\_\_\_\_.
  - That movie is so sad it always \_\_\_\_\_.
  - I still don't know her very well, even \_\_\_\_\_.
  - I'm going to quit smoking; \_\_\_\_\_.
  - I could not keep going without \_\_\_\_\_.

### 3 Grammar: indirect questions

- a Compare this line from the song with the direct question.

*I don't know where my home is*

*Where is my home?*

For a direct question, the word order is:

Question word + verb + subject

*Where is my home?*

- b Complete the word order for an indirect question.

I don't know + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
                  where        my home        is

*Where is my book?*

*I don't know where my book is.*

- c Complete the answers, as in the example.

- 1 What did he say?

I can't remember *what he said*.

- 2 Where do they work?

I have no idea \_\_\_\_\_.

- 3 Who is that woman?

I don't know \_\_\_\_\_.

- 4 Why did she leave?

I have no idea \_\_\_\_\_.

- 5 How did they do it?

I can't remember \_\_\_\_\_.

- 6 What's her name?

I don't know \_\_\_\_\_.

- d Work in pairs. Check your answers together. Take turns asking and answering the questions.

#### LANGUAGE NOTE

Sentences beginning with *I don't know*, *I have no idea*, *I can't remember* + question word, follow this word order and do not normally have auxiliary verbs.

*I don't know where she lives.*

*I have no idea why you said that.*

*I can't remember what we learned yesterday.*

### 4 Pronunciation: sentence stress

- a In pairs, mark the main stresses in the answers to Exercise 3c.

60

- b Listen to check your answers.

- c What kind of words are normally stressed?

61

- d Listen and answer in the pauses.

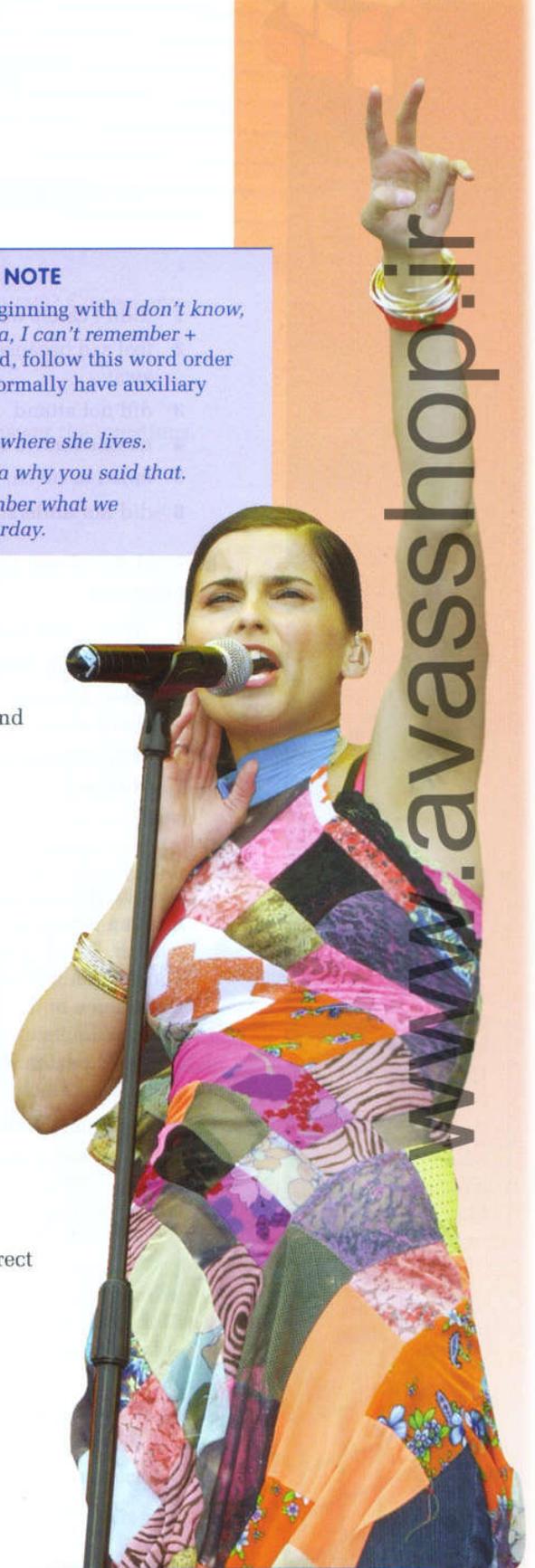
### 5 Speaking skills

- a Think of some questions to ask your partner about the world. These should be questions you think your partner can't answer, but you must know the answer yourself! Write down four or five questions.

*What is the capital of Latvia?*

- b Work in pairs. Your partner will ask you questions. Give the correct answer or answer with *I don't know ...*, *I have no idea ...*, *I can't remember ...* as appropriate.

*I have no idea what the capital of Latvia is!*

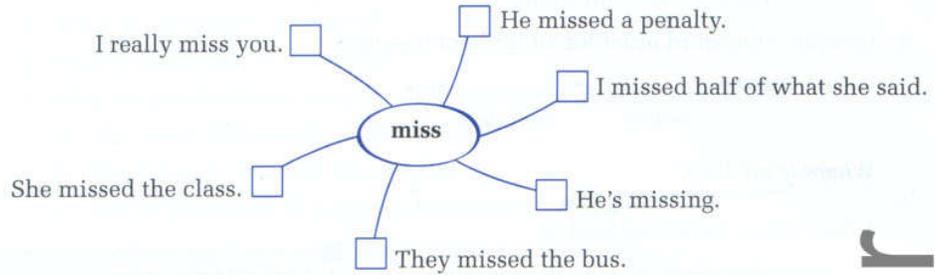




Task

1 Warm up

a Look at these phrases with *miss/missing*. Match each use of *miss/missing* below with one of these phrases.



- 1 didn't catch/were too late for
- 2 feel sad because you are away
- 3 did not attend
- 4 no one knows where he is
- 5 failed to reach, hit or score
- 6 did not understand/hear

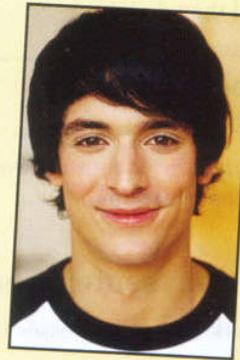
b Read the ad and answer these questions.

- 1 What is this an ad for?
- 2 Who is the missing person?
- 3 What does the ad tell us about him?
- 4 Why do people go missing?

2 Task

- a You are going to describe a missing person to your partner. Think about what you are going to say and make some notes. You can use a real person or an invented person. Use the ad about Ben to help you.
- b Work in pairs. Tell your partner about your missing person. Prompt each other with questions.

MISSING



Have you seen this man?

Ben Davis has been missing from his home in Diamond Heights since Tuesday, January 3rd. He was last seen at Kramer's on Cloud Boulevard, where he had dinner with friends. They left the restaurant around midnight and no one has seen Ben since. His family is very worried about him. Ben is 23, around 5' 10", with dark hair and brown eyes. He has fair skin, and when last seen, he was wearing jeans and a black leather jacket. He is usually confident, talkative, and friendly. If you have any information, please contact ...

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USEFUL LANGUAGE

How long has he/she been missing?

Where was he/she last seen?

What does he/she look like?

What was he/she wearing?

What is he/she like?

### 3 Prepare

Complete the police form for your partner's missing person. Ask more questions if you need to.

Name:	<i>Ben Davis</i>
DOB:	<i>3/8/83</i>
Missing since:	<i>Jan. 3, 2006</i>
Last seen:	<i>Kramer's, Cloud Boulevard</i>
Appearance:	<i>5' 10", dark hair, fair skin, brown eyes</i>
Wearing:	<i>black leather jacket and jeans</i>
Personality type:	<i>confident, friendly, talkative</i>

Name:	
DOB:	
Missing since:	
Last seen:	
Appearance:	
Wearing:	
Personality type:	

### 4 Feedback

Work with your partner. Read each other's forms. Are the details accurate? Correct any mistakes you find in the content and in the English.

### 5 Compare

62 Listen to this conversation at the police station and make notes to answer the questions.

What does she look like?

What is she like?

### 6 Notice

a Look at these lines from the conversation. Notice how repetition is used

1 for confirmation

2 to ask for clarification.

**Woman:** It's my cousin, Linda Downey  
– she's 19.

**Man:** Your <sup>↗</sup>cousin?

**Woman:** ... since last night.

**Man:** Since last night.

**Woman:** ... she has dark skin and  
brown eyes.

**Man:** Brown eyes.

**Woman:** She's very outgoing.

**Man:** Outgoing?

63 b Listen again and mark the lines with an arrow going up or down, depending on whether the voice rises or falls at the end. The first one is done for you.

64 c Listen and respond.

d Complete the rule. Circle the correct answer.

When you repeat for confirmation, the voice goes *up* / *down*.

When you ask for clarification, the voice goes *up* / *down*.

### 7 Follow up

a Work on your own. Invent another missing person. It can be a famous person if you want. Make brief notes on what they look like and what they are like.

b Work in pairs. Describe your missing person to each other. As you listen, repeat some of the things your partner says, either to ask for clarification or for confirmation. Answer if your partner asks for clarification.

A *The missing person is my friend Mike.*

B *Your friend?*

A *Yes, my friend. He's tall and blond.*

B *Tall and blond. (no reply as this is a confirmation.)*

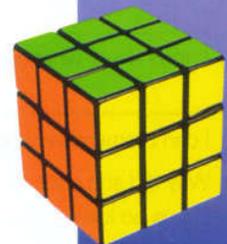
A *And he's really generous.*

B *Generous?*

A *Yeah, he's always doing nice things for people.*

c Write a missing person ad for the person your partner described. Use the police form and the ad about Ben to help you.

d Work in pairs. Read your partner's ad. Is it clear? Is it accurate? Correct any mistakes you find, especially in the language of description.



# LANGUAGE RESOURCE

## Grammar Summary

### 1 Adverbs of manner

#### Use

- Use adverbs of manner to talk about *how* people do things.

#### Form

Many adverbs of manner are formed by adjective + *-ly*.

*beautiful* + *-ly* → *beautifully*

*fluent* + *-ly* → *fluently*

You dance **beautifully**.

They speak French **fluently**.

Some adverbs are the same as the adjective, e.g. *hard*, *fast*.

He works **hard**. She runs **fast**.

Some are irregular, e.g. *well*.

He's a good player → He plays **well**.

**Write the adverb of manner from the adjectives.**

- |                 |                   |
|-----------------|-------------------|
| 1 bad _____     | 4 slow _____      |
| 2 happy _____   | 5 hard _____      |
| 3 careful _____ | 6 different _____ |

### 2 be like vs. look like

- Use the question *What is he/she like?* or *What are they like?* to ask about someone's character.
- Use the question *What does he/she look like?* or *What do they look like?* to ask about someone's appearance.

**Match the questions and the answers.**

- |                           |   |
|---------------------------|---|
| 1 What is he like?        | a He's tall and dark.                   |
| 2 What does he look like? | b He's really nice – friendly and kind. |

### 3 Indirect questions

#### Use

- Use an indirect question to respond to a question when you don't know the answer.

#### Form

Direct questions

<b>Question word</b>	<b>verb</b>	<b>subject</b>	
Where	is	he?	
<b>Question word</b>	<b>auxiliary</b>	<b>subject</b>	<b>verb</b>
Where	does	he	live?

Indirect questions

	<b>Question word</b>	<b>subject</b>	<b>verb</b>
I don't know	where	he	is.
I have no idea	where	he	lives.

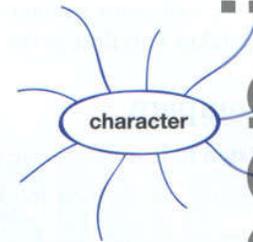
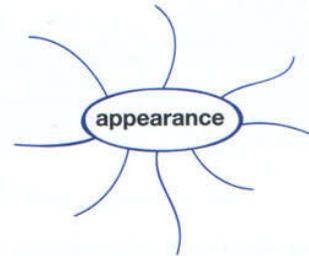
**Complete the questions and answers.**

- \_\_\_\_\_ ?  
I don't know what her name is.
- \_\_\_\_\_ ?  
I can't remember where they went.
- Why did she call?  
I have no idea \_\_\_\_\_.

## Vocabulary Summary

### 1 Adjectives of appearance and character

- a Complete these word webs with as many adjectives from the lesson as you can remember.



- b Add some more adjectives of your own. Use a dictionary to help you.

### 2 Idiomatic phrases

**Complete the sentences with phrases from the box.**

give you away that's for sure my love is true  
your faith in me after all these years  
every single day brings me to tears

- My parents still love each other \_\_\_\_\_.
- I really appreciate \_\_\_\_\_.
- I send e-mails \_\_\_\_\_.
- Reading sad books \_\_\_\_\_.
- I'm not going to study tonight; \_\_\_\_\_.

### 3 Meanings of miss/missing

**Match the sentences with the definitions of miss in the box.**

- a doesn't catch/is too late for  
b felt sad because he was away  
c did not attend  
d no one knows where he is  
e failed to reach, hit, or score  
f did not understand/hear

- I really missed him while he was away. \_\_\_\_\_
- She often misses the bus. \_\_\_\_\_
- Jack has been missing since Thursday. \_\_\_\_\_
- Did you miss class yesterday? \_\_\_\_\_
- The player missed the goal, and the team lost the game. \_\_\_\_\_
- Excuse me? I missed that. \_\_\_\_\_

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## Exploring grammar and learning strategies

### 1 Recognizing parts of speech

a Notice these common suffixes in English. Match the endings with the correct part of speech.

Noun	-ly
Adjective	-ing
Adverb	-ation
Verb form (gerund/participle)	-ful

b Write an example for each of the categories in Exercise 1a in the correct column.

Noun	Adjective	Adverb	Verb form: gerund/participle

#### LEARNING TIP

Notice the endings of words when you read in English. This can help you with guessing the meaning.

c Read this paragraph and underline the words with the endings in Exercise 1a. The first one is done for you.

My cousin Matt had a wonderful education. He went to a great school when he was little and he learned very quickly. He enjoyed reading and writing from a young age. When he was 10, he won a scholarship to high school and then to college. In college, he studied information technology, but he wasn't just a model student – he also liked partying and dancing, and he had lots of girlfriends! When he finished college, he immediately got his first job, and is certainly on his way to the top. He is careful with money and was able to buy his first house two years after starting his first job. He also has a beautiful wife and two gorgeous children. Nobody minds, though, because he's such a nice person.

d Write each of the words you have underlined in the correct column above.

e Add two more words to each column. Use a dictionary to help you.

### 2 Reviewing learning strategies

a Match the two parts of the idea to make a statement about learning English.

- |   |  |
|---|--|
| 1 Use every opportunity you can to practice, for example by speaking English                            | a and use different techniques, for example pictures, word webs, and translation.        |
| 2 Memory is very important when you learn a new language,   | b in class and listening to music and watching videos in English outside class.          |
| 3 Buy a special notebook to write down all the new vocabulary you learn                                 | c the more you read, the better your reading will be.                                    |
| 4 Check your writing carefully and correct any mistakes,  | d and continue reading. If the word is important, try to understand it from the context. |
| 5 When you see a new word in a text, don't panic but stop and think. Is it important? If not, forget it | e so you need to study a little but often to help you remember what you learn in class.  |
| 6 Read different types of texts in English – from ads to instructions because                           | f especially spelling, punctuation, and grammar.   |

b Check your answers with your class.

c Check the strategies you use at the moment. Write an action plan for the strategies you don't use.

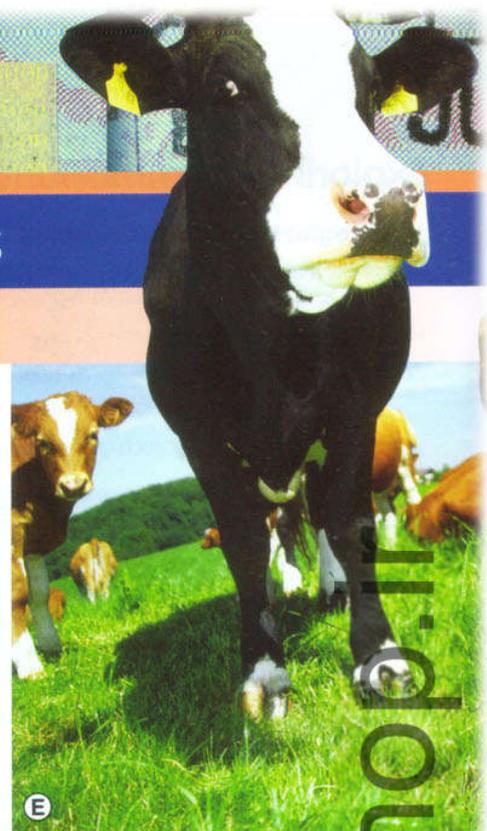
*I don't read different types of text in English at the moment but I'm going to from now on.*

## Unit 12

# Rules and regulations

### Lesson 1

## Banned



### 1 Vocabulary: activities

- a Match a verb in column A with a noun or noun phrase in column B to form phrases.

A	B
1 be	a a car running
2 chew	b in public
3 feed	c perfume
4 smoke	d drunk
5 wear	e to music
6 leave	f gum
7 dance	g the pigeons

- b Match the laws with the pictures. Where do you think each one is?

- 1 It is illegal to be drunk and in possession of a cow.
- 2 Gum chewing is banned.
- 3 Drivers can be fined \$75 for resting an arm out of the window or for leaving a car running and unattended.
- 4 You are not allowed to pay for a 50-cent item with one-cent coins.
- 5 Anyone dancing to music in premises with a liquor license is contravening the Licensing Act of 1964.

- c Now match the laws with the places below.

- a Victoria, Australia
- b London
- c Singapore
- d Glasgow
- e Halifax, Canada

### 2 Reading skills

- a Look at the headline and picture on page 123 and answer these questions.

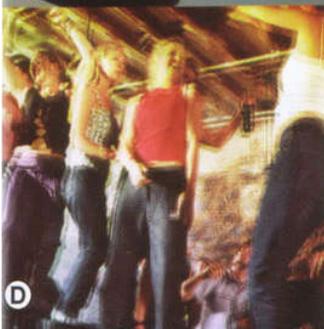
- 1 What is happening in New York?
- 2 Why is this happening?
- 3 What do you think "Killjoy Mayor" means?

- b Now read the article to check your answers.

- c Read the article again and note down six things which are banned there.

- d Work in pairs or small groups. Compare your reactions to these questions.

- 1 Do you think it is good for a city to ban so many things?
- 2 What are some things which are banned in your own country/city?
- 3 What would you like to ban in your own country/city?



# Killjoy Mayor Turns New York into the Forbidden Apple

The barmaid leaned over the counter, folded the beer mat into a crude ashtray, then stubbed her cigarette out into it. "We call that a Mike Bloomberg," she said with venom, referring to New York's tough-talking mayor. In this city, where public smoking is banned, she was breaking the law – just one of many stringent regulations which critics claim are making life difficult for "the city that never sleeps."

In the past, New York was a place where anything goes, but under Bloomberg's reign, it is fast becoming one of the most controlled cities in America. One

city newspaper asked last week "Is Fun City turning into Blandsville?"

Would you like a drink with your picnic in Central Park? Not a chance. Drinking alcohol in public is illegal. Perhaps you can feed the pigeons there? Also forbidden. Even riding your bike with your feet off the pedals is against the law. And you'd better have a bell on your handlebars too, or you'll pay a fine.

In Britain, a cell-phone ringing in a movie theater is irritating. In New York, it is illegal. So is putting your bag on an empty seat in the subway. Ashtrays are illegal except in private homes.

But some New Yorkers don't want to go back to the old days. The new laws have helped turn the city into one of the healthiest and nicest places to live in America – a far cry from its old image of a dirty, dangerous metropolis. Its sidewalks have almost no trash, its bars are clean, and its streets are among America's safest.

Recent crime figures show New York had fewer crimes per 100,000 people than 193 other U.S. cities. Not putting your feet on subway seats might be a small price to pay.



## 3 Grammar: permission and prohibition

- a Look back at Exercises 1 and 2. Underline the phrases which mean something is banned.

*It is illegal to be drunk and in possession of a cow.*

- b Write the phrases in the box in the correct column in your notebook.

you can	you are not allowed to	you can't	it is illegal to
it is banned	you are allowed to	it is against the law	it is legal to

Possible	Not possible

- c Complete the sentences about your city or country.

- It is illegal to \_\_\_\_\_.
- You can \_\_\_\_\_.
- You are not allowed to \_\_\_\_\_.
- \_\_\_\_\_ is banned in public places.
- You can \_\_\_\_\_, but it is against the law to \_\_\_\_\_.

## 4 Writing skills

- a **Student A:** Look at page 135.

**Student B:** Look at page 137.

Work in pairs. Read your sentences silently and think about the pronunciation, stress, and pauses.

- b Take turns reading a sentence to each other. As you listen, write what you hear in the blanks. Ask for repetition or check spelling if you aren't sure about anything. When you finish, you will have a paragraph about smoking.
- c Look at what your partner has written. Correct any mistakes you find.

## 5 Speaking skills

- a Work in small groups. Discuss the statement: "Smoking should be banned in all public places." Use the ideas in the paragraph you have just created to help you. Try to reach an agreement.
- b Tell the other groups what you thought.

### GLOSSARY

to stub out  
to extinguish

stringent  
very strict

a far cry  
very different

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### USEFUL LANGUAGE

What was that?

Excuse me. I missed that.

Could you say that again, please?

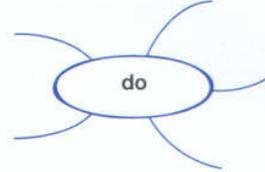
How do you spell that?



1 Vocabulary: chores with *make* or *do*

a Write the nouns or noun phrases in the box in the correct place on the diagram.

the grocery shopping the cleaning the beds the laundry  
lunch breakfast the dishes the ironing coffee dinner



b Work in small groups. Talk about these questions.

- 1 Who usually does these things in your house?
- 2 Who else could do them?
- 3 Which of these household chores do you like or dislike? Why?

2 Listening skills

a Work in pairs. Talk about these questions.

- 1 Who do you think the woman in the picture is?
- 2 What is she doing?
- 3 Who or what else can you see in the picture?
- 4 What is happening?



b Listen and circle the correct answer.

- 1 This is an interview for *a job / a course of study*.
- 2 The young woman wants to be *a cleaner / an au pair*.
- 3 The older woman is *explaining her duties to her / inviting her to stay*.

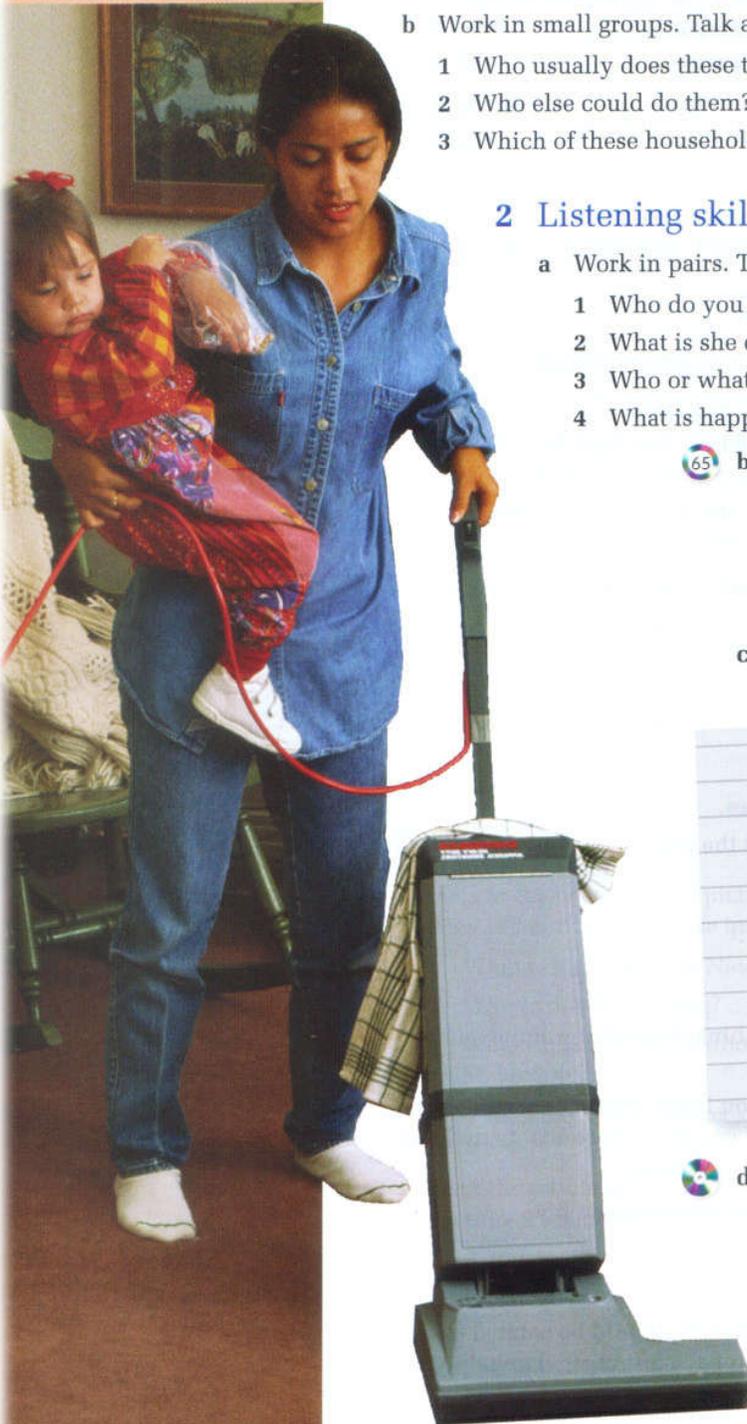
c Listen again and check (✓) the things the younger woman definitely has to do.

make breakfast	<input type="checkbox"/>
take the children to school	<input type="checkbox"/>
do the cleaning	<input type="checkbox"/>
make the beds	<input type="checkbox"/>
do the laundry	<input type="checkbox"/>
do the ironing	<input type="checkbox"/>
do the grocery shopping	<input type="checkbox"/>
make lunch	<input type="checkbox"/>
do the dishes	<input type="checkbox"/>
make dinner	<input type="checkbox"/>



d Listen again and fill in the blanks.

- 1 You \_\_\_\_\_ get up early.
- 2 \_\_\_\_\_ take the kids to school?
- 3 You \_\_\_\_\_ to make the beds.
- 4 You \_\_\_\_\_ stay out too long.
- 5 You \_\_\_\_\_ smoke in the house.



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### 3 Grammar: obligation

a Complete the table with the phrases in the box.

you don't have to   you should   you don't need to  
 you need to   you shouldn't   you have to   you can't

Obligation	Obligation not to	Lack of obligation

#### LANGUAGE NOTE

*Have to, need to, and should* all express obligation.

*Have to* expresses the strongest obligation; *need to* is fairly strong, and *should* is for mild obligation or advice.

b Complete the rules. Circle the correct alternatives and add examples.

*should* is followed by the infinitive **a** with *to* **b** without *to*.

Example: \_\_\_\_\_

The negative of *have to* is **a** *don't/doesn't have to* **b** *haven't/hasn't to*.

Example: \_\_\_\_\_

The question form is **a** *Do I have to ...?/Does he/she have to ...?*

**b** *Have I to/Has he/she to ...?*

Example: \_\_\_\_\_

c Correct the mistakes.

- |                                     |                                |
|-------------------------------------|--------------------------------|
| 1 You can't to smoke in the office. | 4 You have tell him.           |
| 2 They should to leave now.         | 5 Have I to clean the windows? |
| 3 We don't should get up late.      |                                |

### 4 Pronunciation: sentence stress

a Mark the main stress on these sentences.

I should go now.

Can you stay a little longer?

No, I can't. Sorry.

You shouldn't leave so early.

 b Listen to check your answers.

 c Listen and repeat.

Are modal verbs stressed in affirmative sentences?

In short answers?

In negative sentences?

In questions?

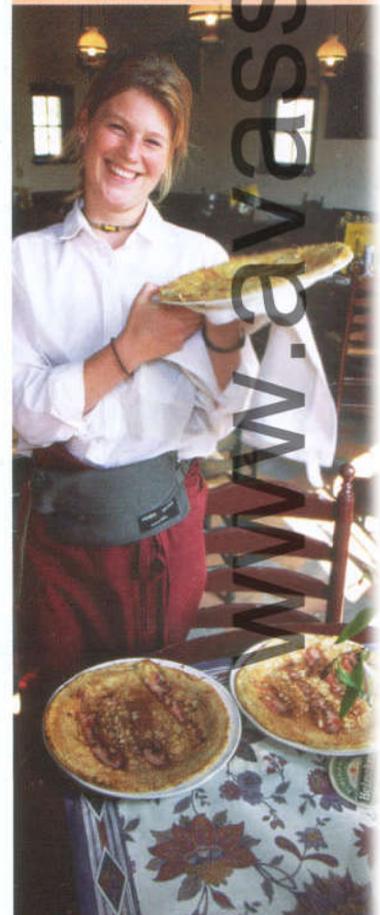
### 5 Speaking skills

a You are going to interview each other for a job as a waiter or waitress. You are either a "student" looking for a job or a "restaurant manager."

Students: work in small groups and think about what you are going to say, including questions about the job. Try to use some of the grammar from this lesson and the previous lesson. Make some notes.

Restaurant managers: work in small groups and think about the information you are going to give about the job, including some questions to ask. Try to use some of the phrases from Exercise 1a and the grammar from this lesson and the previous lesson. Make some notes.

b Work in pairs: a student and a restaurant manager. Managers, interview your student and decide whether to give them the job or not. Tell your partner what you have decided and why.





1 Listening skills

- a Work in pairs. What methods of transportation can you think of? Make a list.
- 67 b Listen to the announcements. Where would you expect to hear each one? Write TS for *train/station* or PA for *plane/airport* next to each number.
  - 1                      2                      3                      4                      5                      6
- c Here is a list of alternative ways of making the announcements you just heard. Listen again and number them in the order in which you hear them.
  - 1 People mustn't stand near the doors.
  - 2 You mustn't get on this train.
  - 3 In an emergency, passengers should use their oxygen masks.
  - 4 All passengers must fasten their seat belts.
  - 5 Passengers must go immediately to the departure gate.
  - 6 All passengers must change trains.

2 Grammar: obligation, permission, prohibition

- a Look at the phrases from this unit. Write them in the correct column.

you must ... it is banned you can ...  
 you have to ... it is allowed it is illegal  
 you need to ... it is against the law  
 it is possible you should ...  
 you can't ... it is legal

LANGUAGE NOTE

*Must* and *mustn't* are usually used for official rules, regulations, or instructions in American English.

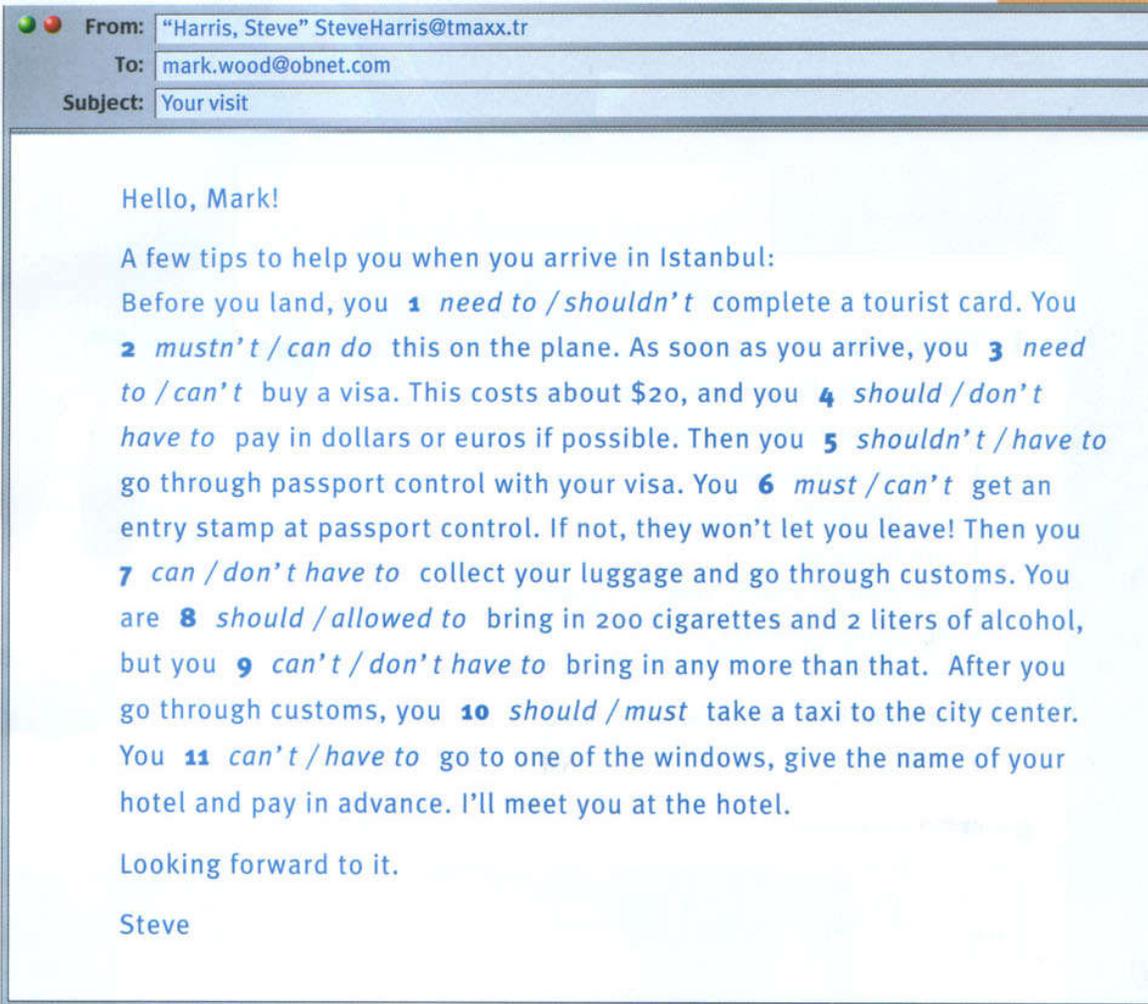
Obligation	Permission	Prohibition

- b Work in pairs. Look at the signs, tickets, etc. Talk about these questions.
  - 1 Where would you expect to see each of these?
  - 2 What do you think each one means?
  - 3 These messages could all be associated with one type of transportation. Which one?
- c Match each illustration with one of these sentences.
  - 1 You are not allowed to bring in animal products.
  - 2 You must not work in this country.
  - 3 You can't smoke.
  - 4 You can't use the toilet now.
  - 5 You must not give your ticket to someone else.
  - 6 You have to check in two hours before the flight.
  - 7 Your luggage must weigh less than 20 kilos.
  - 8 You must not carry sharp objects in your carry-on luggage.

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### 3 Writing skills

- a Number the phrases in the order of when you normally do them on arrival in a new country.
- |                                 |                          |
|---------------------------------|--------------------------|
| you go through customs          | <input type="checkbox"/> |
| you exit                        | <input type="checkbox"/> |
| you collect your baggage        | <input type="checkbox"/> |
| the plane lands                 | <input type="checkbox"/> |
| you go through passport control | <input type="checkbox"/> |
| you fill in a tourist card      | <input type="checkbox"/> |
- b Read the e-mail and check your answers to Exercise 3a.
- c Circle the correct options to complete the e-mail.



**From:** "Harris, Steve" SteveHarris@tmaxx.tr  
**To:** mark.wood@obnet.com  
**Subject:** Your visit

Hello, Mark!

A few tips to help you when you arrive in Istanbul:

Before you land, you **1** *need to / shouldn't* complete a tourist card. You **2** *mustn't / can do* this on the plane. As soon as you arrive, you **3** *need to / can't* buy a visa. This costs about \$20, and you **4** *should / don't have to* pay in dollars or euros if possible. Then you **5** *shouldn't / have to* go through passport control with your visa. You **6** *must / can't* get an entry stamp at passport control. If not, they won't let you leave! Then you **7** *can / don't have to* collect your luggage and go through customs. You are **8** *should / allowed to* bring in 200 cigarettes and 2 liters of alcohol, but you **9** *can't / don't have to* bring in any more than that. After you go through customs, you **10** *should / must* take a taxi to the city center. You **11** *can't / have to* go to one of the windows, give the name of your hotel and pay in advance. I'll meet you at the hotel.

Looking forward to it.

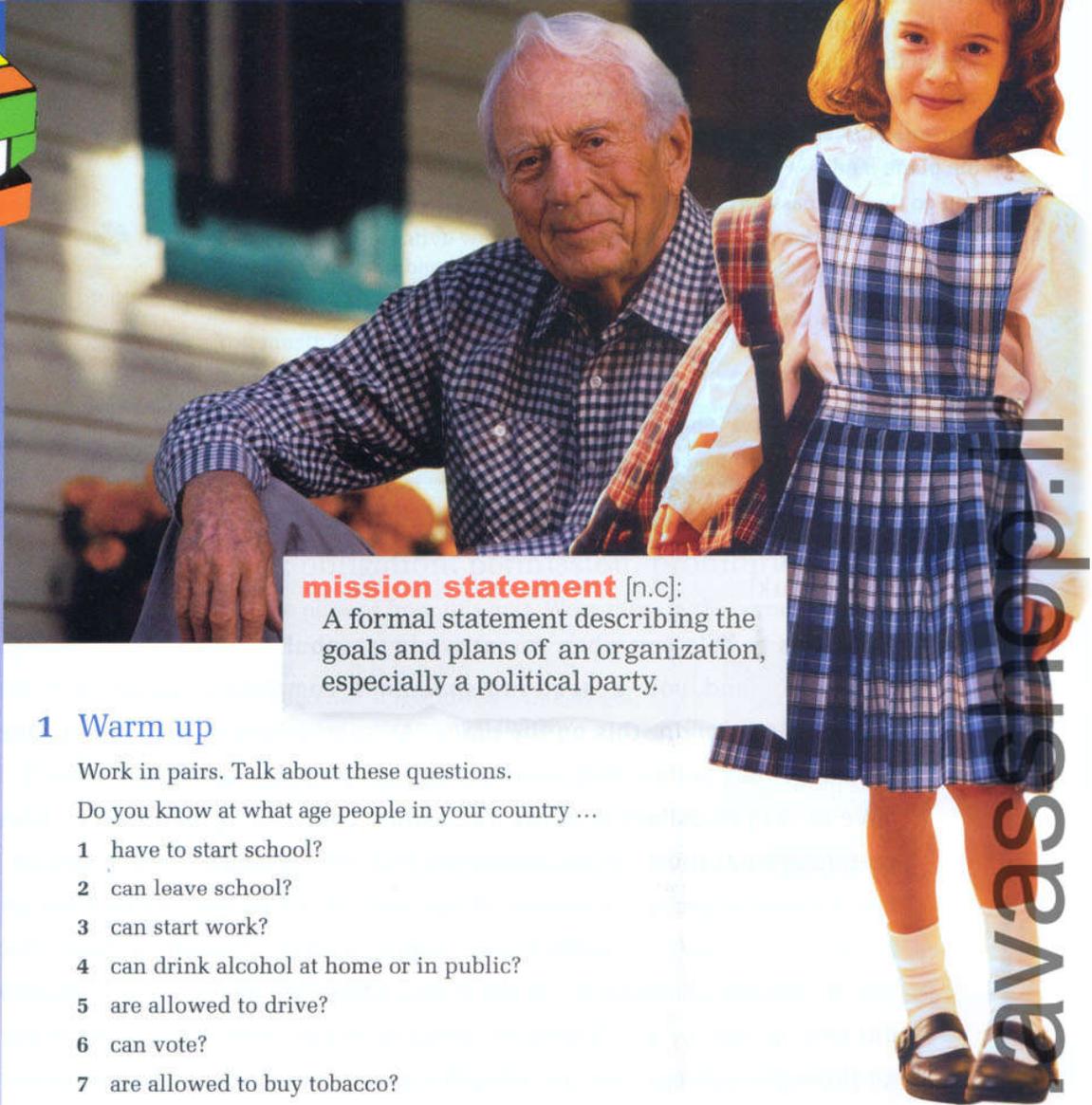
Steve

### 4 Speaking skills

- a Work in pairs. Think of five or six rules or suggestions for people visiting your country. Make a list.
- They must get a visa at the airport.*  
*They shouldn't take taxis late at night.*
- b Join another pair. Compare your lists. Are they very similar or very different? Which one is more helpful for a visitor to your country? Why?



# Task



## mission statement [n.c]:

A formal statement describing the goals and plans of an organization, especially a political party.

### 1 Warm up

Work in pairs. Talk about these questions.

Do you know at what age people in your country ...

- 1 have to start school?
- 2 can leave school?
- 3 can start work?
- 4 can drink alcohol at home or in public?
- 5 are allowed to drive?
- 6 can vote?
- 7 are allowed to buy tobacco?
- 8 retire?

### USEFUL LANGUAGE

*In our country ...*

*Children should start school at seven, so that they can have more time to enjoy life before school.*

*We think people should have the right to vote when they are 14, because young people think differently and have lots of good ideas.*

### 2 Task

You are going to write a mission statement for your ideal country or state. Work in pairs. Look at the list in Exercise 1. Agree on what you think the ideal age for each rule is, with reasons. Make some notes.

*start school - seven - more time to enjoy life before school*

### 3 Prepare

In the same pairs, write a summary of your conversation, as a mission statement.



## 4 Feedback

- Put your mission statements on the walls. Walk around and read as many as you can.
- Sit down and tell each other what you thought. Were the ideas very similar or very different? Which one(s) did you like best? Why?

## 5 Compare

-  Listen to two people producing their own mission statement. Write the ages they suggest with each of the examples in Exercise 1.
-  Listen again and note down the reasons they give about:
  - starting school
  - driving
  - voting
  - retiring

## 6 Notice

- Look at these lines from the conversation. Notice the way the speakers give tentative suggestions or opinions. Underline them. The first one is done for you.

Well, I think five or six is good ... say five.

... but you can't force them ... I'd say, 16.

Well, smoking's not good at any age, is it, but I guess 18.

... but in public, let's say 18.

... maybe 16 for driving.

It makes people more responsible and think more about what's going on ...  
How about 14?

- Student A:** Look at page 135.

**Student B:** Look at page 137.

Work in pairs. Take turns asking each other your questions, and answer with a tentative suggestion or opinion.

## 7 Follow up

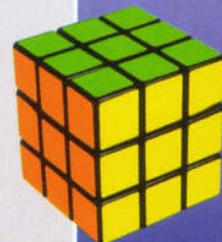
Work on your own. Prepare five questions to ask your partner. These should be about your partner's opinions about life, not about definite facts.

**A** *What do you think is the best way to improve your English?*

**B** *I don't know ... maybe speak as much as you can?*

### LANGUAGE TIP

Listen for expressions like this when you hear people speaking English, for example in movies or on television.



Task

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# LANGUAGE RESOURCE

## Grammar Summary

### 1 Permission and prohibition

- Use *can / can't* or *be allowed to* to talk about permission and prohibition.

You **can/can't** smoke here.

You **are allowed to / not allowed to** talk during the exam.

**Change these sentences with *can/can't* to sentences with *be allowed to*.**

- 1 You can vote when you are 18.
- \_\_\_\_\_

- 2 She can't stay out after 10 o'clock.
- \_\_\_\_\_

- 3 They can't arrive late.
- \_\_\_\_\_

- 4 I can go out on the weekend.
- \_\_\_\_\_

### 2 Obligation

#### Use

Use (*don't*) *have to*, (*don't*) *need to*, or *should/shouldn't* to talk about obligation, lack of obligation and prohibition.

#### Form

	Affirmative	Negative
+ infinitive with <i>to</i>	<i>I have to / need to study.</i>	<i>I don't have to / need to study.</i>
+ simple infinitive	<i>You should / must write your full name.</i>	<i>You shouldn't / mustn't go in that room.</i>

Note: *don't/doesn't have to / need to = it isn't necessary*

**Rewrite the sentences using expressions of obligation.**

- 1 It is a good idea for you to get more exercise.
- \_\_\_\_\_
- 2 It is not necessary for them to come early.
- \_\_\_\_\_
- 3 It is necessary for him to wear a uniform.
- \_\_\_\_\_
- 4 It is a bad idea for you to speak your own language in class.
- \_\_\_\_\_
- 5 It is prohibited for you to smoke here.
- \_\_\_\_\_
- 6 It is an obligation for you to complete this form.
- \_\_\_\_\_

## Vocabulary Summary

### 1 Activities

Write an appropriate word or phrase after these verbs.

- be
- chew
- feed
- smoke
- wear
- leave
- dance

### 2 Words and phrases about permission and prohibition

Write as many words and phrases as you can remember which mean something is prohibited or allowed.

*prohibited banned allowed*  
It is illegal to...

### 3 Chores with *make* and *do*

a Write the household chores in the box in the correct column.

the laundry	the ironing	the beds
the dishes	dinner	breakfast
lunch		

make	do

b Add two more words or phrases to each column.

### 4 Rights and obligations

Use the phrases in the box to complete the sentences logically.

start school	leave school	start work
drink alcohol	smoke	vote
drive	retire	

- You should never \_\_\_\_\_ and drive.
- American kids can \_\_\_\_\_ at 15 with a learner's license.
- It's very bad for your health to \_\_\_\_\_.
- Most people \_\_\_\_\_ at age 65.
- You can't \_\_\_\_\_ before high school in the U.S.
- Most children \_\_\_\_\_ at six.
- Some people don't \_\_\_\_\_ right after college. They travel for a while.
- You can \_\_\_\_\_ in elections at 18.

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## Reviewing your learning strategies

### 1 Deciding on advice for learning English

a Look back at Unit 3 Develop your Learning (page 35). Do you still agree with what you thought then about how to learn? Think about how your opinions have changed or developed.

b Write some rules or advice for someone starting to learn English.

In class:

- 1 you need to \_\_\_\_\_
- 2 you're allowed to \_\_\_\_\_
- 3 you don't have to \_\_\_\_\_
- 4 you should \_\_\_\_\_
- 5 you shouldn't \_\_\_\_\_
- 6 you can \_\_\_\_\_
- 7 you can't \_\_\_\_\_
- 8 you're not allowed to \_\_\_\_\_
- 9 always \_\_\_\_\_
- 10 never \_\_\_\_\_

c Write five or six similar rules or pieces of advice for improving your English outside class.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

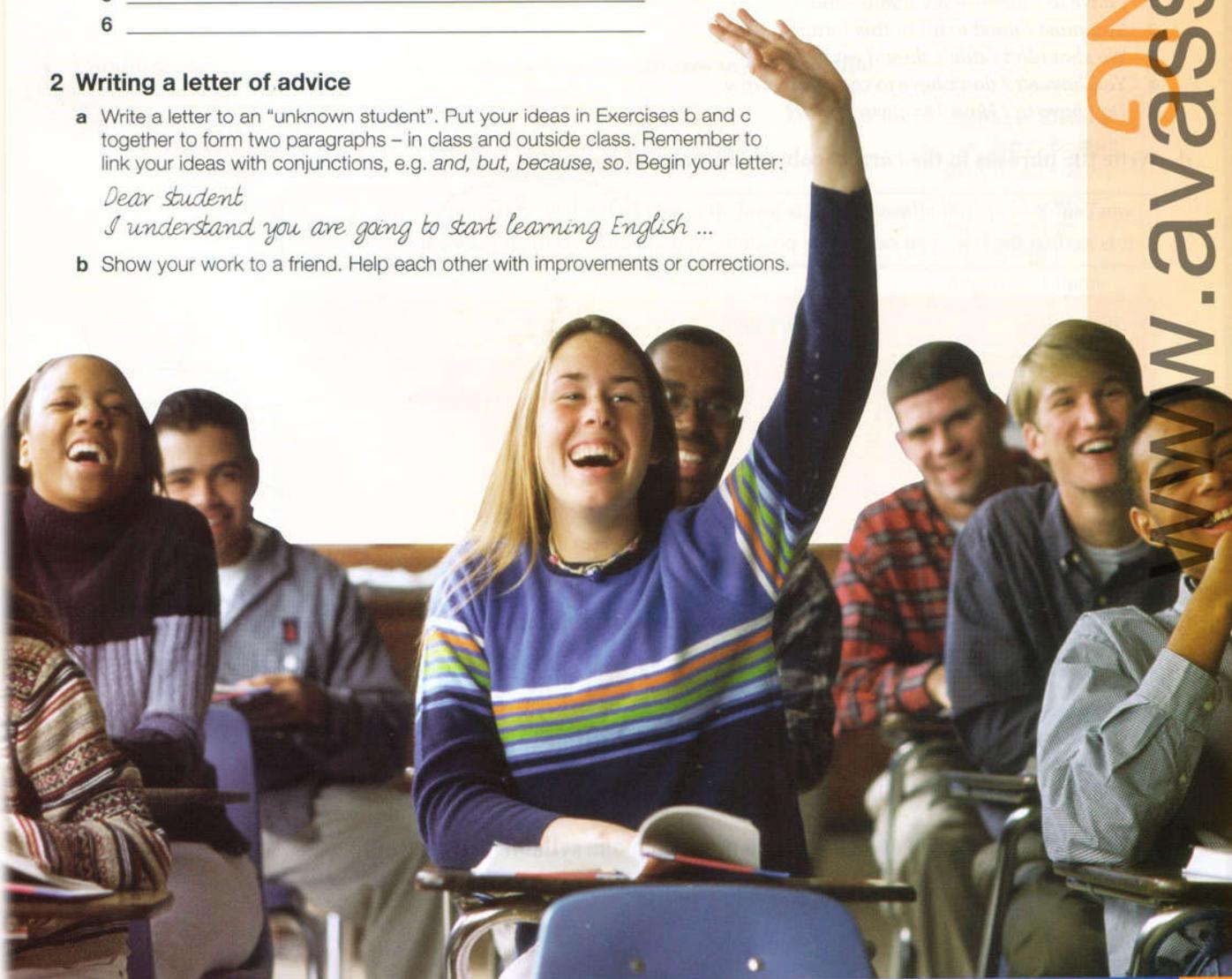
### 2 Writing a letter of advice

a Write a letter to an "unknown student". Put your ideas in Exercises b and c together to form two paragraphs – in class and outside class. Remember to link your ideas with conjunctions, e.g. *and*, *but*, *because*, *so*. Begin your letter:

*Dear student*

*I understand you are going to start learning English ...*

b Show your work to a friend. Help each other with improvements or corrections.





## Review 4: Units 10–12

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**a Rewrite the sentences using the present perfect with *for* or *since*.**

- 1 I met them five years ago. *I've known them for five years.*
- 2 He bought that jacket a month ago. \_\_\_\_\_
- 3 She started her job here two years ago. \_\_\_\_\_
- 4 They moved here in January. \_\_\_\_\_
- 5 I got my computer three years ago. \_\_\_\_\_
- 6 I met him in August. \_\_\_\_\_

**b Answer the questions about yourself.**

- 1 How long have you lived in your present home? \_\_\_\_\_
- 2 How long have you known your best friend? \_\_\_\_\_
- 3 How long have you studied English? \_\_\_\_\_
- 4 How long have you been in your current job or class? \_\_\_\_\_
- 5 How long have you known your English teacher? \_\_\_\_\_

**c Circle the correct form.**

- 1 I *have to* / *have* do my homework.
- 2 You *must* / *must to* fill in this form.
- 3 We *shouldn't* / *don't should* eat it.
- 4 You *haven't* / *don't have to* come tomorrow.
- 5 *Do I have to* / *Have I to* clean it now?

**d Write the phrases in the correct column, in pairs of opposites.**

you can   you are not allowed to   it is legal   it is within the law   it is not possible  
 it is against the law   you can't   it is possible   you are allowed to   it is illegal

Permission	Prohibition

**e Match an adjective in column A with its opposite in column B.**

- |   |   |
|---|---|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>1 slim</li> <li>2 tall</li> <li>3 hard-working</li> <li>4 easy-going</li> <li>5 shy -</li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>a confident</li> <li>b nervous</li> <li>c overweight</li> <li>d short</li> <li>e lazy</li> </ol> |
|---|---|

**f Mark the stress on the adjectives with more than one syllable in Exercise e.**

**g Write the adverb form of these adjectives.**

- 1 slow \_\_\_\_\_
- 2 fast \_\_\_\_\_
- 3 beautiful \_\_\_\_\_
- 4 careful \_\_\_\_\_
- 5 hard \_\_\_\_\_
- 6 good \_\_\_\_\_

**h Complete the definitions with a compound adjective with *well*.**

- 1 If you speak clearly and use the right words, you are \_\_\_\_\_.
- 2 If you wear the right clothes for the right occasion, you are \_\_\_\_\_.
- 3 If you had a good education, you are \_\_\_\_\_.
- 4 Someone who is famous is \_\_\_\_\_.
- 5 Someone who is rich is \_\_\_\_\_.

**i Add two more nouns or noun phrases to each example.**

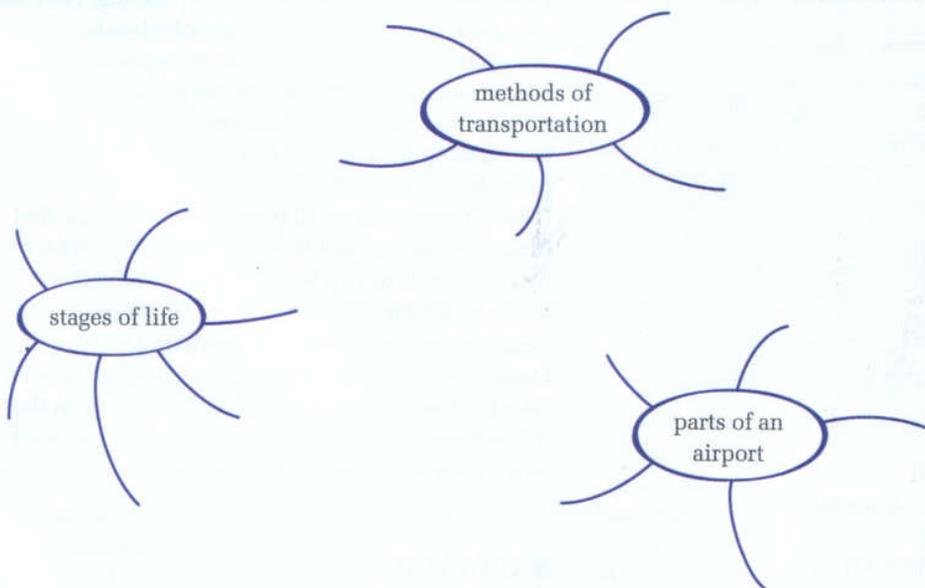
- Did you miss: the bus? \_\_\_\_\_
- I missed: my class. \_\_\_\_\_
- She misses: her brother. \_\_\_\_\_
- He missed: the penalty. \_\_\_\_\_

**j Write the phrases of agreement in the box on the line from "strongly agree" to "strongly disagree".**

strongly agree \_\_\_\_\_ strongly disagree

I disagree I'm not sure I agree with you I agree How ridiculous! Yes, that's true Yes, definitely

**k Complete the diagram with five or six nouns or noun phrases in each section.**



**l Add two more nouns or noun phrases to each category.**

- methods of transportation \_\_\_\_\_
- stages of life \_\_\_\_\_
- parts of an airport \_\_\_\_\_

## Unit 2, Lesson 1, Exercise 5



## Unit 3, Lesson 2, Exercise 5

### Employee [Karl/Karla]

You went out last night and drank too much. You feel awful today, but you can't tell your boss you have a hangover! You don't want to go in to work today but will if you think you have to. Think of a good excuse.

When you are ready, begin like this:  
*Hello, Les. This is Karl[a].*

## Unit 5, Lesson 2, Exercise 5d

- 1 Wow! Thank you! (thrilled)
- 2 Don't make so much noise! (annoyed)
- 3 I love my new job. (happy)
- 4 Ooh, there's a mouse! (frightened)

## Unit 8, Lesson 1, Exercise 4

### TRAVEL

People / travel more / less than now.

Oil / run out.

New fuels / be developed.

Supersonic jets / develop - people / travel long distances for a weekend

China and the Antarctic / become the most popular tourist destinations.

## Unit 10, Lesson 3, Exercise 2

Harvey Winkler, owner of Winkler's department stores, was born in Poland in 1947. His parents immigrated to the U.S. when he was just six, and his father worked on the railroads. His mother did house cleaning. They were very poor. Harvey was in high school when he discovered that he was a bit of an entrepreneur. He bought and sold marbles on the playground. That was the beginning of Harvey's business career. He opened his first clothing store in 1971 and now has six department stores across the Midwest.

Harvey has been married twice. He married the first time when he was just twenty, to Maria Petrovka, but the marriage broke up because he worked so hard! He has been with his second wife, Jenny, for more than twenty years. They have two children, Maxine and Frank. Harvey never takes anything for granted – he rides the bus to work each day and has lunch in the staff restaurant. "I've come a long way, but I haven't forgotten where I came from," he says.

### GLOSSARY

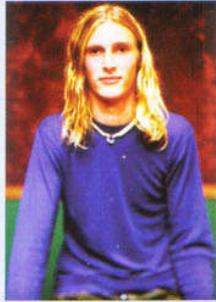
**A marble** = a small colored glass ball used in children's games

**An entrepreneur** = someone who is good at starting businesses or making business deals

**To take something/someone for granted** = to expect something always to happen / be there for you

## Unit 11, Lesson 2, Exercise 4

**Chris Weir** is 6 ft tall. He is white and has blond hair and green eyes. He is athletic and fit. He usually wears jeans and running shoes. He is a kind and humorous person, but he gets angry easily.



**Chihiro Lee** is Japanese American. She has olive skin and beautiful almond eyes. She is very short and slim. She always wears jeans and t-shirts at home. She is a bit quiet and shy but very friendly when you get to know her.



## Unit 12, Lesson 1, Exercise 4

Many young people often think it is cool to smoke,

---

But smoking is very bad for your health and for the health of others, especially children.

---

For this reason, it should be banned in all public places, including bars and restaurants.

---

## Unit 12, Lesson 4 Exercise 6

When do you think people should start learning a language?

What job would you most like to do?

Which household chore do you hate most?

What's your favorite form of transportation?

## Texts

### Unit 1, Lesson 1, Exercise 3

#### Student A Text 1

#### 1 Destination Dubai

With its long history as a trade port and its offer of the ultimate shopping experience, Dubai is famous as "the City of Merchants." As it also has white beaches, fabulous bars, and cosmopolitan restaurants, it is a great destination for anyone traveling to the Middle East. You can eat barbecued meats, Arabic salads, and desserts, and after dinner you can watch traditional dancing.

#### Student B Text 2

#### 2 Romantic Prague

Come to Prague, the beautiful capital of the Czech Republic. See the Charles Bridge, lit up at night, and take a walk around the Old City. You can enjoy Czech beer and authentic Czech food in a typical bar or café, or try one of the many international restaurants. For excursions outside Prague, you can take a boat trip on the Vitava River, or visit the Czech countryside, or even go to Vienna or Budapest, the capitals of Austria and Hungary.

#### Student C Text 3

#### 3 Cuban culture

Havana is famed for its wonderful music, lively street life, dancing, and cocktails. Try a Mojito or a Planter's Punch on the terrace of your hotel. You can visit the cathedral in the Old Town and see the old American cars and the places where Hemingway used to go, or go to Coppelia for some of the best ice cream in the world. If you like the beach, the Playa del Este is not far away, or you can visit Santiago de Cuba or the lovely colonial town of Trinidad.

## Key

### Unit 8, Lesson 1 Exercise 2

#### Key

#### Best answers

- 1a Don't use a car, especially not on short trips. Cars produce carbon dioxide. Diesel cars produce less carbon dioxide, but cause other types of air pollution.
- 2c Take the train for long distance travel. Aircraft fuel produces more air pollution. Although buses are better than airplanes, they don't carry as many passengers per unit of fuel.
- 3b Turn off your computer when not in use and save electricity.
- 4b Vegetarian is best. Eat less beef and rice. They are major sources of methane production.
- 5c Always recycle your trash.
- 6b Take short showers. Showers use less water than baths. Taking short showers or showering less frequently is more environmentally friendly. If you have to take a bath, recycle the water in the garden!

## Unit 2, Lesson 1, Exercise 5



## Unit 3, Lesson 2, Exercise 5

### Employer [Les]

You saw this employee last night in a bar in town. S/He was having a good time. You think s/he's not really ill and want him/her to come to work because there is an important meeting today. Try to persuade the employee to come to work. Think of what you will say, but don't tell the employee you saw him/her in a bar!

Karl[a] will call you.  
Answer like this:  
Hello, Karl[a]. How are you?

## Unit 5, Lesson 2, Exercise 5d

- 1 That's very funny (amused)
- 2 We're going on vacation tomorrow (excited)
- 3 I hate this program (bored)
- 4 Well done! Congratulations! (proud)

## Unit 8, Lesson 1, Exercise 4

### HEALTH

More people / become vegetarian.  
Organic foods / become more popular.  
Processed foods and fast food / continue to be popular.  
People / increase / reduce their physical activity.  
People / live longer.

## Unit 10, Lesson 3, Exercise 2

Lucy Olmos, presenter of *Lunch with Lucy*, was born in south Texas in 1962, the first of nine children. Life at home was pretty tough. Her father was an unemployed construction worker and her mother didn't work. Lucy helped bring up her younger sisters and brothers and dreamed of a future on TV. When she was fifteen she won a local beauty pageant and had the chance to go to New York for a photo shoot. She went and she never looked back. When she was there she met the man who has had the greatest influence on her career – Bill Witten. They married in 1980, when Lucy was just 18, but the marriage didn't last, although Bill remained an important figure in Lucy's career. Lucy has been married three times. She has been married to Gil Stratton for the last ten years and they have two adopted children. "Gil is my rock," says Lucy, "Without him, I couldn't do all the things I do."

### GLOSSARY

*Lunch with Lucy* is a daytime talk show

A **beauty pageant** = a competition to find beautiful girls

A **key figure** = an important person

## Unit 11, Lesson 2, Exercise 4



**Joanne Taylor** is black. She has brown eyes and dark hair. She usually wears suits. She is very smart and attractive. She is hardworking and quite serious at work but more relaxed when she is at home with her family.



**Rose Atwood** is very small and pretty. She is only 5 feet tall. She has blue eyes, blond hair and fair skin. She usually wears a dress or a skirt and blouse. She is very talkative and outgoing and loves spending time with her friends.

## Unit 12, Lesson 1, Exercise 4

\_\_\_\_\_ and advertisements continue to try to sell this idea.

\_\_\_\_\_ It can cause all kinds of serious illness, as well as less serious problems.

\_\_\_\_\_ People who want to smoke should take their cigarettes and smoke outside.

## Unit 12, Lesson 4 Exercise 6

At what age should people leave home?

What kind of transportation do you hate most?

What is the biggest problem in this town/city?

Which household chore do you like best?

## Role cards

### Unit 8, Lesson 2, Exercise 5

#### Alexis Gurney

You have children in the Smallton high school. You are worried that the factory will produce a lot of pollution. The children play on that field at the moment. Your husband is not working.

What kind of pollution will the factory produce?  
What kind of jobs might there be?  
Write at least one more question.

#### Jess Edmondson

You are unemployed and unskilled. You'd really like to get a job constructing or working at the factory. There are a lot of unemployed people in Smallton.

How many jobs might there be for local people?  
Will local people have a good chance of getting work?  
Write at least one more question.

#### Monica Drake

You live on Plane Tree Walk. At the moment you have a beautiful view of the pond. You are not against the development but worry that it's too big and will be an ugly view. Why not put the development on the other side of town?

What might happen to the ducks?  
Write at least one more question.

#### Les Walker

You are a local environmentalist. You know that fertilizer production can cause pollution. Waddington will probably use the river near this site. You think a better site is behind Main Street. Think about reasons why.

Will the factory use the river?  
Write at least one more question.

#### Joe Harper

You work for Waddington Farm Products. You want to build this factory and create jobs locally. You don't really know Smallton but want to be friendly with the local community. There might be some pollution – all factories produce some pollution, but there are many benefits to the community.

Make a list of benefits:

## Abbreviations

<b>n</b>	noun
<b>v</b>	verb
<b>adj</b>	adjective
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## Vowels

/i/	bee
/ɪ/	bit
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/æ/	bad
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## Diphthongs

/eɪ/	bay
/aɪ/	buy
/ɔɪ/	boy
/oʊ/	go
/aʊ/	now
/ɪə/	hear

## Consonants

/p/	press
/b/	bag
/t/	time
/d/	day
/k/	can
/g/	dog
/f/	staff
/v/	vote
/θ/	thin
/ð/	that
/s/	sit
/z/	zebra
/ʃ/	shine
/ʒ/	measure
/h/	hot
/tʃ/	chair
/dʒ/	jam
/m/	more
/n/	snow
/ŋ/	sing
/w/	water
/r/	ring
/l/	small
/j/	you

## Unit 1

agriculture <i>n</i>	/ægrɪkʌltʃər/
apartment <i>n</i>	/ə'pɑ:tmənt/
architecture <i>n</i>	/ɑ:kɪtektʃər/
around <i>prep</i>	/ə'raʊnd/
canyon <i>n</i>	/kænjən/
city <i>n</i>	/sɪti/
climate <i>n</i>	/klaɪmət/
colonial <i>adj</i>	/kə'ləʊniəl/
cottage <i>n</i>	/'kɒtɪdʒ/
desert <i>n</i>	/dezə:t/
excursion <i>n</i>	/ɪks'kɜ:ʃjən/
guesthouse <i>n</i>	/'gesthaʊs/
in <i>prep</i>	/ɪn/
in front of <i>prep</i>	/ɪn 'frʌnt əv/
mansion <i>n</i>	/'mænjən/
mountain <i>n</i>	/'maʊntən/
neighborhood <i>n</i>	/'neɪbərhʊd/
ocean <i>n</i>	/'oʊʃən/
on <i>prep</i>	/ən/
outside <i>prep</i>	/aʊt'saɪd/
over <i>prep</i>	/'oʊvər/
river <i>n</i>	/'rɪvər/
shutter <i>n</i>	/'ʃʌtər/
semester <i>n</i>	/'semestər/
take a ferry <i>v</i>	/'teɪk ə 'feri/
terrace <i>n</i>	/'terəs/
to <i>prep</i>	/tu, tə/
tropical beach <i>n</i>	/'trɒpɪkl 'bi:tʃ/
view <i>n</i>	/'vju/
villa <i>n</i>	/'vɪlə/
visit <i>v</i>	/'vɪzɪt/
walk around <i>v</i>	/'wɒk ə'raʊnd/
waterfall <i>n</i>	/'wɔ:tərfɔ:l/
yard <i>n</i>	/'jɑ:d/

## Unit 2

adult <i>n</i>	/ə'dʌlt/
cellphone <i>n</i>	/'selfəʊn/
charity <i>n</i>	/'tʃærɪti/
children <i>n</i>	/'tʃɪldrən/
computer game <i>n</i>	/'kəm'pjʊtər ˌgeɪm/
course information <i>n</i>	/'kɔ:rs ɪnfər'meɪʃən/
do regular exercise <i>v</i>	/du ˌregjələr 'eksərsaɪz/
education <i>n</i>	/edʒə'keɪʃən/
exam <i>n</i>	/'ɪgzæm/
get fast food <i>v</i>	/'get ˌfæst 'fud/

go shopping (in the mall) <i>v</i>	/gəʊ 'ʃɒpɪŋ (ɪn ðə ˌmɔ:l)/
gym <i>n</i>	/'dʒɪm/
hang out with friends <i>v</i>	/'hæŋ aʊt wɪð 'frenz/
health <i>n</i>	/'helθ/
job <i>n</i>	/'dʒɒb/
kid <i>n</i>	/'kɪd/
leisure <i>n</i>	/'li:zər/
listen to music <i>v</i>	/'lɪsən tə 'mjuzɪk/
money <i>n</i>	/'mʌni/
overweight <i>adj</i>	/'oʊvərweɪt/
people <i>n</i>	/'pi:pəl/
pollution <i>n</i>	/'pɒləʃjən/
poverty <i>n</i>	/'pɒvərti/
program <i>n</i>	/'prəʊgræm/
school <i>n</i>	/'skul/
sedentary <i>adj</i>	/'sedəntəri/
send text messages <i>v</i>	/'send 'tekst ˌmesədʒɪz/
sleep <i>v</i>	/'slɪp/
sponsor <i>n</i>	/'spənsər/
talk on your cellphone <i>v</i>	/'tɒk ən jər 'selfəʊn/
time <i>n</i>	/'taɪm/
watch TV <i>v</i>	/'wɒtʃ ti 'vi/
women <i>n</i>	/'wɪmɪn/
work <i>v</i>	/'wɜ:rk/

## Unit 3

absence <i>n</i>	/'æbsəns/
ankle <i>n</i>	/'æŋkl/
arm <i>n</i>	/'ɑ:rm/
awful <i>adj</i>	/'ɔ:fəl/
back <i>n</i>	/'bæk/
backache <i>n</i>	/'bækeɪk/
bad back <i>n</i>	/'bæd 'bæk/
burn <i>n / v</i>	/'bɜ:m/
cold <i>n / v</i>	/'kəʊld/
cut <i>n / v</i>	/'kʌt/
cut down on <i>v</i>	/'kʌt ˌdaʊn ən/
cut out <i>v</i>	/'kʌt 'aʊt/
diet <i>n</i>	/'daɪət/
ear <i>n</i>	/'ɪər/
eye <i>n</i>	/'aɪ/
finger <i>n</i>	/'fɪŋgər/
foot <i>n</i>	/'fʊt/
gain weight <i>v</i>	/'ɡeɪn 'weɪt/
gentle (exercise) <i>adj</i>	/'dʒentl ('eksərsaɪz)/

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get over <b>v</b>	/get 'ouvər/
go on a diet <b>v</b>	/,gou ən ə 'daɪət/
hair <b>n</b>	/heər/
hand <b>n</b>	/hænd/
hangover <b>n</b>	/hæŋʊvər/
headache <b>n</b>	/hedɪk/
I'm sorry to hear that!	/aɪm ,sɔri tə 'hiər ðæt/
leg <b>n</b>	/leg/
lose weight <b>v</b>	/luz 'weɪt/
mouth <b>n</b>	/mauθ/
nail <b>n</b>	/neɪl/
neck <b>n</b>	/nek/
nose <b>n</b>	/nouz/
Oh dear!	/ou 'diər/
pain <b>n</b>	/peɪn/
RSI (repetitive strain injury) <b>n</b>	/ɑr es 'aɪ (rɪ,petətɪv 'streɪn ,ɪndʒəri)/
sick <b>adj</b>	/sɪk/
strenuous (exercise) <b>adj</b>	/strenjuəs ('eksərsaɪz)/
stress <b>n</b>	/stres/
sunburn <b>n</b>	/sʌnbɜ:n/
take up <b>v</b>	/teɪk ʌp/
terrible <b>adj</b>	/terɪbl/
toothache <b>n</b>	/tu:θeɪk/
vigorous (exercise) <b>adj</b>	/vɪgərəs ('eksərsaɪz)/
virus <b>n</b>	/vaɪrəs/
What's the matter?	/,wɒts ðə 'mætər/

## Unit 4

airline <b>n</b>	/'eərlaɪn/
arrive at <b>v</b>	/ə'raɪv ət/
book <b>v</b>	/bʊk/
bored <b>adj</b>	/bɔ:d/
boredom <b>n</b>	/'bɔ:dəm/
call <b>v</b>	/kɔ:l/
cancel <b>v</b>	/kænsəl/
check into <b>v</b>	/tʃek 'ɪntu/
check out of <b>v</b>	/tʃek 'aʊt əv/
confidence <b>n</b>	/kən'fɪdəns/
confident <b>adj</b>	/kən'fɪdənt/
confidently <b>adv</b>	/kən'fɪdəntli/
confirm <b>v</b>	/kən'fɜ:m/
drop off at <b>v</b>	/drɒp 'ɒf ət/
embarrassed <b>adj</b>	/ɪm'berɪst/
embarrassment <b>n</b>	/ɪm'berɪsmənt/
excited <b>adj</b>	/ɪk'saɪtɪd/

excitedly <b>adv</b>	/ɪk'saɪtɪdli/
excitement <b>n</b>	/ɪk'saɪtmənt/
fear <b>n</b>	/fɪər/
feelings <b>n</b>	/'fi:lɪŋz/
flight <b>n</b>	/flaɪt/
frightened <b>adj</b>	/'fraɪtənd/
happily <b>adv</b>	/hæpɪli/
happiness <b>n</b>	/hæpɪnəs/
happy <b>adj</b>	/hæpi/
heartbreak <b>n</b>	/hɑ:tbreɪk/
heartbroken <b>adj</b>	/hɑ:tbrʊkən/
hotel <b>n</b>	/hou'tel/
leave for <b>v</b>	/li:v fər/
nervous <b>adj</b>	/nɜ:vəs/
nervousness <b>n</b>	/nɜ:vəsni:s/
pack a bag <b>v</b>	/pæk ə 'bæg/
pay the bill <b>v</b>	/peɪ ðə 'bɪl/
pride <b>n</b>	/praɪd/
proud <b>adj</b>	/praʊd/
proudly <b>adv</b>	/praʊdli/
sad <b>adj</b>	/sæd/
sadly <b>adv</b>	/sædli/
sadness <b>n</b>	/sædnəs/
take a bus / cab <b>v</b>	/teɪk ə 'bʌs/'kæb/
thrilled <b>adj</b>	/θrɪld/
worried <b>adj</b>	/wʌrɪd/
worry <b>v</b>	/wʌri/

## Unit 5

agile <b>adj</b>	/ædʒəl/
athlete <b>n</b>	/æθli:t/
ball <b>n</b>	/bɔ:l/
baseball <b>n</b>	/beɪsbɔ:l/
basketball <b>n</b>	/bæskətbɔ:l/
bat <b>n</b>	/bæt/
batter <b>n</b>	/bætər/
big <b>adj</b>	/bɪg/
bike <b>n</b>	/baɪk/
catcher <b>n</b>	/kætʃər/
court <b>n</b>	/kɔ:rt/
fast <b>adj</b>	/fæst/
football <b>n</b>	/'fʊtbɔ:l/
goal <b>n</b>	/gəʊl/
goalkeeper <b>n</b>	/gəʊlkɪpər/
guard <b>v</b>	/gɑ:d/
kick <b>v</b>	/kɪk/
pass <b>v</b>	/pæs/
pitch <b>v</b>	/pɪtʃ/
player <b>n</b>	/pleɪər/

## Abbreviations

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## Vowels

/i/	bee
/ɪ/	bit
/e/	bed
/æ/	bad
/ɑ/	father
/ɔ/	caught
/ʌ/	cut
/ʊ/	book
/u/	boot
/ɜ/	bird
/ə/	later

## Diphthongs

/eɪ/	bay
/aɪ/	buy
/ɔɪ/	boy
/oʊ/	go
/aʊ/	now
/ɪə/	hear

## Consonants

/p/	press
/b/	bag
/t/	time
/d/	day
/k/	can
/g/	dog
/f/	staff
/v/	vote
/θ/	thin
/ð/	that
/s/	sit
/z/	zebra
/ʃ/	shine
/ʒ/	measure
/h/	hot
/tʃ/	chair
/dʒ/	jam
/m/	more
/n/	snow
/ŋ/	sing
/w/	water
/r/	ring
/l/	small
/j/	you

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/t/	time
/d/	day
/k/	can
/g/	dog
/f/	staff
/v/	vote
/θ/	thin
/ð/	that
/s/	sit
/z/	zebra
/ʃ/	shine
/ʒ/	measure
/h/	hot
/tʃ/	chair
/dʒ/	jam
/m/	more
/n/	snow
/ŋ/	sing
/w/	water
/r/	ring
/l/	small
/j/	you

quick <i>adj</i>	/kwɪk/
racket <i>n</i>	/rækɪt/
referee <i>n</i>	/refə'ri:/
run <i>v</i>	/rʌn/
runner <i>n</i>	/rʌnər/
score <i>v</i>	/skɔr/
serve <i>v</i>	/sɜrv/
server <i>n</i>	/sɜrvər/
skillful <i>adj</i>	/skɪlfəl/
soccer <i>n</i>	/səkər/
sportsman <i>n</i>	/spɔrtsmən/
stadium <i>n</i>	/steɪdiəm/
strong <i>adj</i>	/strɒŋ/
tennis <i>n</i>	/tenɪs/
throw <i>v</i>	/θrou/
track <i>n</i>	/træk/
track and field <i>n</i>	/træk ən 'fild/
yacht <i>n</i>	/jɔt/

## Unit 6

blind date <i>n</i>	/blaɪnd 'deɪt/
date <i>n</i>	/deɪt/
date someone <i>v</i>	/deɪt ,sʌmʊn/
dating agency <i>n</i>	/deɪtɪŋ ,eɪdʒənsi/
go out for dinner <i>v</i>	/ɡou ,aʊt fər 'dɪnər/
go out for a drink <i>v</i>	/ɡou ,aʊt fər ə 'drɪŋk/
go out for coffee <i>v</i>	/ɡou ,aʊt fər 'kɒfi/
go running <i>v</i>	/ɡou 'rʌnɪŋ/
go swimming <i>v</i>	/ɡou 'swɪmɪŋ/
go to the ball game <i>v</i>	/ɡou tə ðə 'bɔlɡeɪm/
go to the opera <i>v</i>	/ɡou tə ði 'ɒprə/
go to the theater <i>v</i>	/ɡou tə ðə 'θiətər/
have an early night <i>v</i>	/hæv ən ,ɜrli 'naɪt/
How about ...?	/hau əbaʊt/
I'd love to.	/aɪd 'lʌv tu/
I'm afraid I can't.	/aɪm ə'freɪd aɪ 'kænt/
I'm already going out.	/aɪm əl'redi ɡouɪŋ 'aʊt/
I'm busy.	/aɪm 'bɪzi/
I'm going away.	/aɪm ɡouɪŋ ə'weɪ/
I'm really sorry.	/aɪm ,ri:əli 'sɒri/
I'm sorry, I can't.	/aɪm ,sɒri aɪ 'kænt/
Long time no see!	/lɔŋ taɪm nou 'si/
make a date <i>v</i>	/meɪk ə 'deɪt/
okay	/oukeɪ/
speed dating <i>v</i>	/spi:d ,deɪtɪŋ/
That would be great!	/ðæt wʊd bi 'ɡreɪt/
What about ...?	/wʌt əbaʊt/
Would you like to ...?	/wʊd ju 'laɪk tə/

## Unit 7

advertisement <i>n</i>	/ædvɜ'taɪsmənt/
biography <i>n</i>	/baɪə'grəfi/
book <i>n</i>	/buk/
brand <i>n</i>	/brænd/
cable TV <i>n</i>	/keɪbl 'ti:vi/
cartoon <i>n</i>	/kɑ:tun/
channel <i>n</i>	/tʃænəl/
documentary <i>n</i>	/dɒkjə'mentəri/
DVD <i>n</i>	/di vi 'di/
enjoy <i>v</i>	/ɪn'dʒɔɪ/
hang on <i>v</i>	/hæŋ 'ɒn/
listen to <i>v</i>	/lɪsən tə/
magazine <i>n</i>	/mægə'zi:n/
movie <i>n</i>	/muvi/
music <i>n</i>	/mju:zɪk/
network <i>n</i>	/netwɜ:k/
news <i>n</i>	/nu:z/
newspaper <i>n</i>	/nu:zpeɪpər/
novel <i>n</i>	/nəvəl/
prefer <i>v</i>	/prə'fɜr/
quiz show <i>n</i>	/kwɪz 'ʃou/
radio <i>n</i>	/reɪdiou/
radio program <i>n</i>	/reɪdiou ,prəʊgræm/
radio series <i>n</i>	/reɪdiou ,sɪrɪz/
read <i>v</i>	/ri:d/
sitcom <i>n</i>	/sɪtkəm/
soap opera <i>n</i>	/səʊp ,ɒprə/
switch off <i>v</i>	/swɪtʃ 'ɔf/
switch on <i>v</i>	/swɪtʃ 'ɒn/
switch over <i>v</i>	/swɪtʃ 'əʊvər/
talk show <i>n</i>	/tɔk 'ʃou/
television program <i>n</i>	/telə'vɪʒən ,prəʊgræm/
television series <i>n</i>	/telə'vɪʒən ,sɪrɪz/
turn down <i>v</i>	/tɜrn 'daʊn/
turn off <i>v</i>	/tɜrn 'ɔf/
turn on <i>v</i>	/tɜrn 'ɒn/
turn up <i>v</i>	/tɜrn 'ʌp/
TV <i>n</i>	/ti 'vi/
video <i>n</i>	/vɪdiou/
watch <i>v</i>	/wɒtʃ/

## Unit 8

ATM <i>n</i>	/eɪ ti 'em/
bank <i>n</i>	/bæŋk/
bus stop <i>n</i>	/bʌs stɒp/
buy toothpaste / aspirin <i>v</i>	/baɪ 'tu:θpeɪst/æsprɪn/
café <i>n</i>	/kæ'feɪ/
cause pollution <i>v</i>	/kɔz pə'lju:ʃən/

compulsory <b>adj</b>	/kəm'pʌlsəri/
drugstore <b>n</b>	/drʌgstɔːr/
eat <b>v</b>	/it/
employment <b>n</b>	/ɪm'plɔɪmənt/
energy <b>n</b>	/enədʒi/
environment <b>n</b>	/ɪn'vaɪrənmənt/
factory <b>n</b>	/fæktəri/
farm <b>n</b>	/fɑːm/
fix the car <b>v</b>	/fiks ðə 'kɑːr/
garage <b>n</b>	/gə'rɑːʒ/
garden <b>n</b>	/'gɑːdən/
get money <b>v</b>	/get 'mʌni/
grocery store <b>n</b>	/'grouəsəri ,stɔːr/
grow <b>v</b>	/grou/
hardware store <b>n</b>	/'hɑːdweɪ stɔːr/
harvest <b>v</b>	/'hɑːvɪst/
learn <b>v</b>	/lɜːn/
library <b>n</b>	/'laɪbrəri/
mail a letter <b>v</b>	/meɪl ə 'letər/
mailbox <b>n</b>	/'meɪlbɒks/
mall <b>n</b>	/mɔːl/
parking lot <b>n</b>	/'pɑːkɪŋ lɒt/
plant <b>v</b>	/plɑːnt/
recreation center <b>n</b>	/'rekrɪ'eɪʃən ,sentər/
recycle <b>v</b>	/'riːsaɪkl/
recycling center <b>n</b>	/'riːsaɪklɪŋ ,sentər/
supermarket <b>n</b>	/'sʊpərmarkɪt/
trash <b>n</b>	/'træʃ/
travel <b>v</b>	/'trævl/

## Unit 9

(I'm) looking forward to it.	/(aɪm) ,lʊkɪŋ 'fɔːwəd tu ɪt/
amazing <b>adj</b>	/'əmeɪzɪŋ/
awful <b>adj</b>	/'ɔːfəl/
climb (a mountain) <b>v</b>	/'klaɪm (ə 'maʊntən)/
delicious <b>adj</b>	/'dɪlɪʃəs/
disgusting <b>adj</b>	/'dɪs'gʌstɪŋ/
Don't worry.	/'doʊnt 'wʌri/
fantastic <b>adj</b>	/'fænt'æstɪk/
fly (in a helicopter) <b>v</b>	/'flaɪ (ɪn ə 'helɪkɒptər)/
Give me a call.	/'gɪv mi ə 'kɔːl/
great <b>adj</b>	/'greɪt/
Have you ever ...?	/'hæv ju 'evər/
horrible <b>adj</b>	/'hɔːrɪbl/
How about lunch?	/'haʊ əbaʊt 'lʌntʃ/
I believe so.	/'aɪ bə'lɪv səʊ/
I guess not/so.	/'aɪ 'ges nɒt/səʊ/
I hope not/so.	/'aɪ 'həʊp nɒt/səʊ/

I imagine so.	/'aɪ ɪ'mædʒɪn səʊ/
I think so.	/'aɪ 'θɪŋk səʊ/
I'm afraid not /so.	/'aɪm ə'freɪd 'nɒt/səʊ/
meet <b>v</b>	/'miːt/
See you soon.	/'si ju 'sʊn/
terrible <b>adj</b>	/'terɪbl/
travel (overseas) <b>v</b>	/'trævl (oʊvə'saɪz)/
try <b>v</b>	/'traɪ/
wonderful <b>adj</b>	/'wʌndərfəl/
work with <b>v</b>	/'wɜːk wɪð/

## Unit 10

be born <b>v</b>	/'bi 'bɔːrn/
beautiful <b>adj</b>	/'bjʊtɪfəl/
break up <b>v</b>	/'breɪk 'ʌp/
bring up children <b>v</b>	/'brɪŋ ʌp 'tʃɪldrən/
die <b>v</b>	/'daɪ/
get a job <b>v</b>	/'get ə 'dʒɒb/
get divorced <b>v</b>	/'get dɪ'vɔːrst/
get engaged <b>v</b>	/'get ɪn'geɪdʒd/
get married <b>v</b>	/'get 'mæriəd/
go to school <b>v</b>	/'gəʊ tə 'skul/
gorgeous <b>adj</b>	/'gɔːrdʒəs/
graduate from high school <b>v</b>	/'grædʒueɪt frəm 'haɪ skul/
have a boy/girlfriend <b>v</b>	/'hæv ə 'bɔɪfrend/'gɜːrlfrend/
have a child <b>v</b>	/'hæv ə 'tʃaɪld/
I'm just kidding ...	/'aɪm dʒʌst 'kɪdɪŋ/
lose a job <b>v</b>	/'luz ə 'dʒɒb/
lovely <b>adj</b>	/'lʌvli/
nice <b>adj</b>	/'naɪs/
No way!	/'nəʊ 'weɪ/
pretty <b>adj</b>	/'prɪti/
well-brought-up <b>adj</b>	/'wel brɔːt 'ʌp/
well-dressed <b>adj</b>	/'wel'drest/
well-educated <b>adj</b>	/'wel'edʒukeɪtɪd/
well-known <b>adj</b>	/'wel'n/
well-off <b>adj</b>	/'wel'ɒf/
well-spoken <b>adj</b>	/'wel'spukən/
What else?	/'wɒt 'els/

## Abbreviations

<b>n</b>	noun
<b>v</b>	verb
<b>adj</b>	adjective
<b>adv</b>	adverb
<b>prep</b>	preposition

## Vowels

/i/	bee
/ɪ/	bit
/e/	bed
/æ/	bad
/ɑ/	father
/ɔ/	caught
/ʌ/	cut
/ʊ/	book
/u/	boot
/ɜ/	bird
/ə/	later

## Diphthongs

/eɪ/	bay
/aɪ/	buy
/ɔɪ/	boy
/oʊ/	go
/aʊ/	now
/ɪə/	hear

## Consonants

/p/	press
/b/	bag
/t/	time
/d/	day
/k/	can
/g/	dog
/f/	staff
/v/	vote
/θ/	thin
/ð/	that
/s/	sit
/z/	zebra
/ʃ/	shine
/ʒ/	measure
/h/	hot
/tʃ/	chair
/dʒ/	jam
/m/	more
/n/	snow
/ŋ/	sing
/w/	water
/r/	ring
/l/	small
/j/	you

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/h/	hot
/tʃ/	chair
/dʒ/	jam
/m/	more
/n/	snow
/ŋ/	sing
/w/	water
/r/	ring
/l/	small
/j/	you

## Unit 11

adventurous <i>adj</i>	/əd'ventʃərəs/
attractive <i>adj</i>	/ə'træktɪv/
be missing <i>v</i>	/bi 'mɪsɪŋ/
blond <i>adj</i>	/blɒnd/
dark/fair skinned <i>adj</i>	/dɑ:k skɪnd / 'feər skɪnd/
dark-haired <i>adj</i>	/dɑ:k heəd/
easygoing <i>adj</i>	/i:zɪ'gəʊɪŋ/
fluent <i>adj</i>	/fluənt/
fluently <i>adv</i>	/fluəntli/
friendly <i>adj</i>	/'frendli/
fun <i>adj</i>	/'fʌn/
good-looking <i>adj</i>	/'gʊd'lʊkɪŋ/
hard-working <i>adj</i>	/'hɑ:d'wɜ:kɪŋ/
humorous <i>adj</i>	/'hju:mərəs/
intelligent <i>adj</i>	/'ɪntelɪdʒənt/
kind <i>adj</i>	/'kaɪnd/
miss a bus <i>v</i>	/'mɪs ə 'bʌs/
miss a goal <i>v</i>	/'mɪs ə 'gəʊl/
miss class <i>v</i>	/'mɪs 'klæs/
miss someone <i>v</i>	/'mɪs ,sʌmwʌn/
miss something (not hear / understand) <i>v</i>	/'mɪs ,sʌmθɪŋ/
quit <i>v</i>	/'kwɪt/
serious <i>adj</i>	/'sɪəriəs/
short <i>adj</i>	/'ʃɔ:t/
slim <i>adj</i>	/'slɪm/
talkative <i>adj</i>	/'tɔ:kətɪv/
tall <i>adj</i>	/'tɔ:l/
well-built <i>adj</i>	/'wel 'bɪlt/

## Unit 12

against the law <i>adj</i>	/ə'geɪnst ðə 'lɔ:/
allowed <i>adj</i>	/ə'laʊd/
ban <i>v</i>	/'bæn/
banned <i>adj</i>	/'bænd/
be drunk <i>v</i>	/'bi 'drʌŋk/
chew gum <i>v</i>	/'tʃu 'gʌm/
dance to music <i>v</i>	/'dɑ:ns tə 'mjuzɪk/
do the cleaning <i>v</i>	/'du ðə 'kli:nɪŋ/
do the dishes <i>v</i>	/'du ðə 'dɪʃɪz/
do the grocery shopping <i>v</i>	/'du ðə 'grəʊsəri ʃɑ:pɪŋ/
do the ironing <i>v</i>	/'du ðə 'aɪrɪnɪŋ/
do the laundry <i>v</i>	/'du ðə 'ləʊndri/
feed pigeons <i>v</i>	/'fi:d 'pɪdʒənz/
illegal <i>adj</i>	/'ɪlɪgəl/
leave a car running <i>v</i>	/'li:v ə 'kɑ:r ,rʌnɪŋ/
legal <i>adj</i>	/'li:gəl/
make breakfast <i>v</i>	/'meɪk 'brekfəst/
make coffee <i>v</i>	/'meɪk 'kɑ:fɪ/
make dinner <i>v</i>	/'meɪk 'dɪnər/
make lunch <i>v</i>	/'meɪk 'lʌntʃ/
make the beds <i>v</i>	/'meɪk ðə 'bedz/
not allowed <i>adj</i>	/'nɒt ə'laʊd/
regulation <i>n</i>	/'regjʊ'leɪʃən/
rule <i>n</i>	/'ru:l/
smoke in public <i>v</i>	/'sməʊk ɪn 'pʌblɪk/
vote <i>v</i>	/'vəʊt/
wear perfume <i>v</i>	/'weər 'pɜ:fjʊm/

# Irregular Verbs

Infinitive	Simple past	Past participle	Infinitive	Simple past	Past participle
be	was/were	been	leave	left	left
beat	beat	beaten	let	let	let
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	must	(had to)	(had to)
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	read	read	read
can	could	(been able)	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	shine	shone	shone
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feel	felt	felt	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	stand	stood	stood
get	got	gotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone/been	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke	woken
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

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# Attitude

Student's Book 2

## Build Positive Attitude

Ensuring that students have a positive attitude to learning is the key to their success. Through a series of high-interest topics, challenges, and reflective activities, *Attitude* engages students in a learning experience that is both meaningful and relevant to their current reality.

## Develop with Attitude

*Attitude* introduces a unique focus on the development of study and writing skills, empowering students to become effective learners through awareness-raising activities, learning tips, and follow-up tasks.

## Communicate with Attitude

With solid learning foundations, students will have the confidence to express themselves, reflect who they are, and approach learning with attitude!

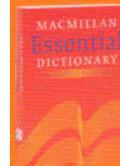
*Attitude lets you be who you really are – in English!*



Each level of *Attitude* features the following components:

- Student's Book
- Workbook (print or electronic version)
- Teacher's Edition
- Resource Book
- Audio CDs
- Test CD
- DVD
- DVD Activity Book

  
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