

STARS
12345



Attitude

Student's Book 3

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MACMILLAN



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MACMILLAN

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Skills Development

Develop your learning/writing

Reading	Writing	Listening	Speaking
	Writing a paragraph about another person	Listening to a conversation	Giving information about people
Reading personal commentaries			Talking about twins
	Writing a questionnaire	Listening to a radio interview	Talking about people's characteristics
Reading a questionnaire Reading a dialogue	Writing opinions	Listening to a discussion	Discussing cultural customs

Using a dictionary

Develop your learning			
Reading a description of an event	Writing about an event or festival	Listening to a description of an event	Talking about festivals
	Writing about a family tradition	Listening to a description of a celebration	Talking about past habits and traditions
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Develop your writing			
Reading a poem		Listening to a poem: <i>Everything's English</i>	Talking about world English
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Develop your learning

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Reading a magazine article		Listening to a conversation	Giving advice
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Understanding process and product

Develop your writing			
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Looking at collocation

Develop your learning			
	Writing a description of life changes	Listening to a conversation	Talking about how people have changed
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Reading a newspaper article			Participating in an interview
Reading a magazine article	Writing opinions		Talking about parents

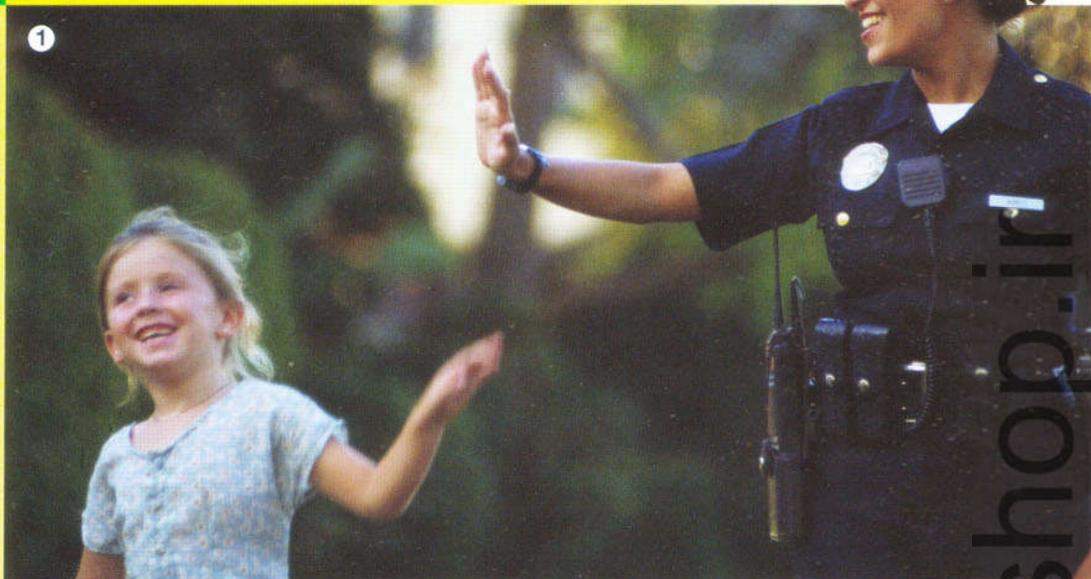
Recognizing different registers

Develop your writing

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Unit 1 People

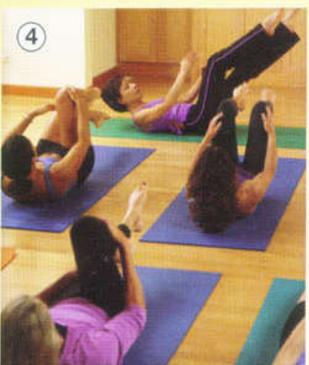
Lesson 1 Groups



1 Speaking skills

- a Sit in a circle. Look carefully at the other people in the circle and decide if the following statements are true or false. Write "T" (true) or "F" (false) in the "I think" or the "I know" column.

Statement	Name	I think	I know
1 The person on my right is wearing contact lenses.			
2 The person on my left has two siblings.			
3 The person directly across from me comes from another city.			
4 The person two places to my right is a heavy smoker.			
5 The person beside me is studying in college.			
6 The person four places to my right owns a pet.			
7 The person on my left lives in an apartment.			
8 The person three places to my right works in a bank.			
9 The person next to the person across from me likes ice cream.			



- b In pairs, decide on the correct questions for the statements above.
- 1 *Are you wearing contact lenses?*
- c Now stand up and move around, ask the people concerned, and check your answers. Ask a follow-up question if you can. Complete the "I know" column with "T" or "F." Check the names, too.
- A: Do you have any brothers or sisters?*
B: Yes, I do. I have two brothers.
A: Are they older than you?
- d How many answers did you guess correctly?

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2 Grammar: simple present and present progressive

- a In pairs, discuss the differences between the following pairs of sentences.
- a The person on your right is smoking.
b The person on your right smokes.
 - a The person on your right works in a bank.
b The person on your right is working in a bank.
- b In pairs, discuss the following questions.
- Are any of the sentences in Exercise 1a not possible in the progressive form? Why?
 - Does this tense distinction exist in your language?

3 Writing skills

- a In pairs, discuss the pictures in this lesson.
- What do these people do?
 - Why are they together?
 - What are they doing?
 - Do you belong to any recreational or professional groups?
- b Read the following text and match it with a picture in this lesson. Then complete the text with a form of the verb in parentheses, simple or progressive.
- I 1 _____ (be) a law student in Milan, but at the moment I 2 _____ (study) at college in San Francisco. This 3 _____ (be) a fantastic opportunity for me, really. I 4 _____ (live) in a nice apartment, my English 5 _____ (improve) and I 6 _____ (have) a wonderful boyfriend. His name 7 _____ (be) Jason. He 8 _____ (not/look forward) to my return to Europe, but who knows – maybe he can go with me!
- c Work in pairs. Use your imagination to write a similar text about someone from one of the other pictures.
- d Show the text to a partner. Have them match it to the correct picture.
- e Look at your texts together and check the tenses are used correctly.

4 Listening skills

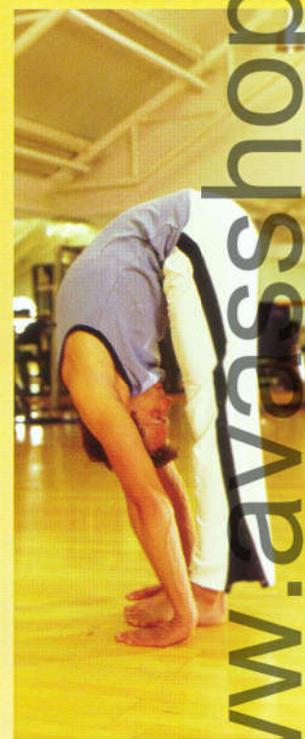
- 1 a Listen to this conversation.
- Who are the two people?
 - Where are they?
 - What are they talking about?
- b Listen again.
- How has Joe changed?
 - What is *pilates*?
 - What is the Lincoln Center?

5 Vocabulary: common collocations

- a Decide which word in each phrase is the correct collocation.
- | | |
|---------------------------|------------------------|
| 1 a close / near friend | 4 a light / thin meal |
| 2 weak / gentle exercise | 5 dark / strong coffee |
| 3 a heavy / strong smoker | |
- 2 b Listen and check your answers.
- c In pairs, discuss the possible opposites for the phrases in Exercise 5a. Sometimes the phrase may be entirely different.
- a close friend / ~~a far friend~~ an acquaintance
- d Are the phrases the same in your language? Record them in your vocabulary notebook.
- e In pairs, write questions for people in the class using the collocations and then ask your questions.
- A: Are you a heavy smoker?
B: No, I'm really a light smoker.

LANGUAGE NOTE

Collocations are words that go together, for example *a close friend*. Knowing the correct collocation helps your English sound right and helps you speak more fluently – the wrong collocate can sound a little odd!



Twinsburg festival

Twinsburg Ohio is the host to the world's largest annual gathering of twins. Established in 1976 as a way for parents to meet other parents of multiples, it now attracts families from all over the world. As well as a social event, the Twins Day festival is popular with the scientific community looking for twins to take part in research. Twins can provide a unique opportunity for scientifically controlled experiments, ranging from handwriting analysis to skincare products.



Twin facts!

- Young twins often develop a secret language during a phase called "cryptosphasia."
- Twin babies even tend to eat, sleep, and wake up at the same time.
- Identical twins are genetically identical, but do not have the same fingerprints.
- Non-identical twins have the same types of genetic differences as any pair of siblings.

1 Speaking skills

- a In pairs, discuss these questions.
- 1 What is special about the people pictured in the article above?
 - 2 Describe some of their physical similarities.
They both have gray hair.
 - 3 Why do you think they have gathered together?
 - 4 Why do you think these people might be of interest to scientists?
- b Read the introduction and compare your ideas.
- c In pairs, discuss these questions. Use the words in the box to help you.

close jealous secret language privacy non-identical tastes individual identical

- 1 Are you a twin or do you know any twins? Would you like to be a twin?
- 2 What do you know about being a twin?
- 3 What are some of the advantages and disadvantages of being a twin?

2 Reading skills

- a Read and check your ideas.
- b Now write these phrases in the correct place in the texts.
- 1 ... **but** it wasn't
 - 2 ... **so** it was hard to separate us in elementary school
 - 3 ... **because** we're so close to each other

Paula and Polly Mathis

Paula: It's hard for some people to get close to us **1** _____. It's always been just us, so when someone else comes along, they feel excluded. That's probably why I got divorced. You have to be very sure of yourself to be with a twin.

Polly: Paula's husband was so jealous of me. He felt like it was a competition, **2** _____. I thought he loved me as a sister, but they'd always fight before and after seeing me. Either she'd talk to me more than she did to him or she'd direct something at me instead of him. She never told me about the problem, though. The first I knew of it was when they split up.

Marci and Karen Southfield

Marci: Karen and I have always pursued our own interests. We have quite different tastes, and our parents have always treated us as individuals. We have exactly the same IQ, **3** _____, but from junior high onwards, we were apart.

Karen: There have been some freaky moments. One time we had been apart for three months, and when we met up again, we were dressed identically – same hair and clothes.

GLOSSARY

sure of yourself
self-confident

- c In pairs, discuss these questions.
- 1 Have you changed your ideas about being a twin?
 - 2 Does the article focus primarily on positive or negative aspects of being a twin?

3 Pronunciation: word stress

a Mark the main stress on these lexical items.

- | | |
|---------------------|-------------|
| 1 to develop | 6 divorce |
| 2 each other | 7 myself |
| 3 a secret language | 8 identical |
| 4 competition | 9 split up |
| 5 self-confident | |

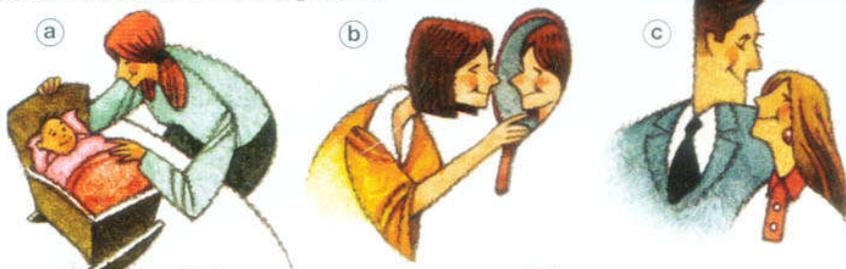
LANGUAGE NOTE

Remember to mark the stress on all the words you record. It will help your pronunciation!

b In pairs, say the words and phrases and agree on the stress pattern.

4 Grammar: reflexive and reciprocal pronouns

a Match each sentence with a picture.



- 1 She loves her. 2 We love each other. 3 She loves herself.

b In pairs, answer these questions.

- In which sentence is the subject and object the same person?
- Is the reflexive pronoun (e.g. *herself*) placed before or after the verb?

c Complete the table.

Subject pronoun	Object pronoun	Reflexive pronoun
I	_____	myself
_____	you	_____
he, she, it	him, _____, _____	_____, herself, _____
we	us	_____
you	_____	yourselves
they	them	_____

LANGUAGE NOTE

Words or phrases with more than one syllable have a stress pattern.

Within a phrase or multiword item, *one of the words carries more stress.*

LANGUAGE NOTE

Reflexive pronouns can be used with nouns to emphasize "that person or thing and no other."

I'm sure it was him — I spoke to him myself.

In this case, the reflexive pronoun is usually stressed for emphasis.

d Decide if these sentences are correct. If they are not correct, change them.

- Twins look like themselves.
- I cut me when I was preparing the vegetables.
- Work in pairs and you can help each other.
- Children usually learn to dress them around the age of three.

5 Vocabulary: verbs followed by reflexives

a Complete each sentence with a verb or phrase from the box and a reflexive pronoun. Three are not used.

burn help hurt introduce kill take care of work for

- "Don't climb on that high wall, Sammy! You might fall and _____."
- Peter doesn't have a boss. He _____.
- Suzy was careless when she was cooking and she _____.
- "That was delicious. Can I have some more?" "Sure, _____."

b Write true sentences containing reflexive verbs.

My brother hurt himself badly when he was on vacation.

c In small groups, say your sentences and talk about the situations.

LANGUAGE NOTE

A reflexive verb refers back to the subject and is followed by a reflexive pronoun.

I enjoyed myself!

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1 Grammar: *both* and *neither*

- a In pairs, discuss these questions.
 - 1 Do you have brothers and sisters?
 - 2 What is your "position" in the family – first born, last born, and so on?
 - 3 What do you consider to be the ideal age gap between siblings?
 - 4 What, in your opinion, is the ideal number of children in a family?



- b Match each text with one of the pictures.

a

We get along very well.

b

We both enjoy chatting, I guess.

c

Neither of us wants to lose!

- c Circle the correct answers for *both* and *neither*.
 - 1 *Both* takes a **plural** / **singular** verb.
 - 2 *Neither* takes a **plural** / **singular** verb.
 - 3 *Neither of* and *both of* go **before** / **after** the pronouns *us*, *you*, and *them*.
- d In pairs, talk about the similarities between the people on this page.
- e Choose the member of your family you are most similar to. Write three sentences saying how you are similar, using *both* and *neither*. Show your sentences to a partner.

2 Vocabulary: characteristics

- a Look at these words or phrases and decide if they have a positive or negative connotation.

to be	interesting sensitive creative ambitious open conventional self-confident relaxed loving a rebel a good negotiator
-------	--

to have	hang ups good communication skills
---------	---------------------------------------

! WARNING

We both agree. ✓

We neither agree. ✗

Both of us have a motorcycle. ✓

Neither of us has a motorcycle. ✓

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- b Look at Exercise 2a again and mark the stress on words and phrases of more than one syllable. Say them to yourself.
- c Check (✓) the attributes that you think apply to you. Tell a partner how they apply.
*I think I have good communication skills.
 People usually understand me.*
- d What do you have in common with your partner?
Both of us are relaxed and loving.

3 Listening skills

- a In pairs, discuss the following statements and decide if they are true or false.
- Your position in your family is relevant to your future career.
 - Parents are important in all children's career choices.
 - The oldest children in a family choose less conventional careers than the younger children.
 - Middle children tend to be creative.
-  b Listen to the interview and check your ideas. Change the false sentences in Exercise 3a to make them true.
-  c Listen again and make notes in the table.

Position	Tendencies
Youngest	
Middle	
Oldest	

- d In pairs, discuss these questions.
- Do you agree with the tendencies suggested in the interview?
 - Do they reflect your own experience?
 - What other factors can affect a child's development?
 - What other people are influential in your life choices, apart from family members?

4 Writing skills

- a Work in groups of four to six. Half the group is "A" and half is "B."
 Use the information on pages 134/136 to devise a questionnaire together.
Student A: Look at page 134.
Student B: Look at page 136.
- b "A"s and "B"s exchange and copy the other half of the questionnaire so that you have a copy of all the questions.
- c Move around the class and ask different students your questions. Make a note of their answers.
- d Come back to your group and discuss your research information. Summarize your findings.
- e Display the results in the classroom.

USEFUL LANGUAGE

Use the simple present and frequency adverbs to describe tendencies.

The youngest child tends to be the most creative of the family.

A middle child is often a great negotiator.

USEFUL LANGUAGE

We surveyed (10) people/men/women between the ages of (20) and (30).

According to our research ...

Our research suggests that ...



Task



1 Warm up

a In pairs, use your imagination to talk about the pictures. Use the words in the box.

kiss hug shake hands blow a kiss

- 1 Who are they?
- 2 Where are they?
- 3 What are they doing?
- 4 Why?

They're old friends. They're hugging each other. They look happy.

2 Task

In small groups, discuss what is usual for you, your community, or your country. Mark the statements "T" (true) or "F" (false) in the first two columns of the table.

Statement	Me	My group	Others
1 We usually shake hands with work colleagues.			
2 We tend to kiss friends when we meet them and again when we leave.			
3 Bowing is very rare.			
4 We only hug very close friends.			
5 In my country, we give three kisses on the cheek when we meet an acquaintance.			
6 Women don't tend to shake hands with each other.			

3 Prepare

Are there any customs you don't agree on? Write a short summary saying where you agreed or disagreed.

We generally agree ... but ...

LANGUAGE NOTE

Prepositions

kiss someone **on** the cheek

shake hands **with** someone

wave **to** someone (**from** across the street)

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4 Feedback

Read your summary to the other groups. Do most people agree or disagree on each question?

5 Compare

- 4 Now listen to some English speakers discussing the same questions. Mark their answers in the third column. Make a note if they disagree.

6 Notice

- a Look at part of the audioscript.
- 1 Underline language that expresses uncertainty. There are three examples.
 - 2 Find a phrase that means *certainly not*.
 - 3 Which of these expressions is the least formal?

B: Close friends. Yeah, I might hug them when I'm leaving or if I haven't seen them for a while. Or if they're upset.

A: Mmm. "In my country, we give three kisses on the cheek when we meet an acquaintance."

B: No way! An acquaintance?

A: Yeah, I agree. That's definitely false.

B: What's next?

A: What's next, uh ... okay. "Women don't tend to shake hands with each other." Huh. I'm not really sure. What do you think?

B: Mmm. It depends. In a business situation, yes, they do. I think that's happening more and more these days, or when you're introduced in a sort of formal social situation.

A: So is that true or false?

B: Well, the question says "women don't *tend* to." "Tend to" means "generally," and I'd say that women don't generally shake hands.

A: So that's true. Women don't tend to shake hands.

B: Yes, answer "true" to that one. Any more?

A: Nope, that's it.

- b Now mark these expressions for stress and practice saying them.

It depends.

It depends on the situation.

I'm not really sure.

I might hug them.

No way!

- 5 c Listen and check your pronunciation. Say the expressions again.

7 Follow up

- a In small groups, write a number of general statements about customs in your country related to one of the following topics.

meals weddings dating families

- b When you have finished, check that your sentences are correct and easy to read. Give them to another group to discuss.

Women asking men on a date is very unusual.

LANGUAGE NOTE

Use *depend* in the following ways. Note the preposition.

It depends.

It depends on the situation. (+ noun)

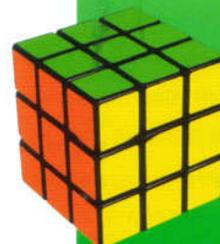
It depends (on) what you're wearing. (+ question word)

It depends the situation. X

It depends of the situation. X

Task

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Grammar Summary

1 Simple present

Use

The simple present is used to talk about:

- personal characteristics:
She's very self-confident.
- tendencies or facts:
Twins tend to be good at the same subjects.
- habits/regular events:
I usually go to the gym twice a week.
- actions or states that feel permanent to the speaker:
Do you live with your parents?

2 Present progressive

Use

The present progressive is used to talk about:

- what is happening now:
She's washing her hair.
- what is happening around this time:
He's studying English at the university.
- actions or states that feel temporary to the speaker:
Are you staying with your brother?

Note

Certain verbs are not usual in progressive tenses. These are usually verbs that express thoughts, feelings, or states, such as *be, know, think, like, and want*.

He's liking that vase. ✗ *He likes that vase.* ✓

3 Reflexive and reciprocal pronouns

Use reflexive pronouns like *myself, yourself, and themselves* when the subject and object are the same person.

The reflexive pronoun follows the verb:

I hurt myself.

Use reciprocal pronouns – *each other* – when the verb applies to both the subject and object:

We hate each other.

Complete each sentence with each other or a reflexive pronoun.

- I think the Boston Red Sox are going to win. They won the last time these teams played _____.
- Good speakers often prepare _____ by making notes.
- My sister and brother keep hitting _____.
- My father burned _____ when he was cooking.
- I know the answers are correct. I checked them _____.

4 both/neither

Use

Both means "the two of you/us/them."

Neither means "not one nor the other."

Form

Both takes a plural verb:

We both love chocolate.

Neither takes a singular verb:

Neither of you/us/them likes shrimp.

Vocabulary Summary

1 Common collocations

- a heavy/light smoker / a non-smoker
- a close friend / an acquaintance
- a light/heavy meal
- hard/easy work
- strong/weak coffee

Complete each sentence in an appropriate way, using one of the collocations above.

- "I can't sleep at night." "Try to avoid _____ after 3 p.m. That might help."
- This exercise is very _____. Can you help me?
- "Phew, this room smells like cigarettes!" "Yes. I'm afraid Jane's a very _____."
- Have _____ in the evening, preferably before 8 p.m.
- "Do you know that woman?" "Not really. She's _____ from the company. I know her boss very well, though."

2 Verbs and phrases followed by reflexives

Complete the sentences with a verb from the box and a pronoun. There are two extra verbs.

cut help work for kill take care of enjoy introduce

- People often shake hands when they _____.
- Did you _____? You're bleeding!
- Taking a vacation is difficult when you _____.
- I hope you feel better soon. _____!
- "Can I have another cookie?" "Sure, _____."

3 Characteristics

to be + <i>adjective</i> :	to be + <i>noun</i> :
ambitious	a good negotiator
conventional	a rebel
creative	
interesting	to have + <i>noun</i> :
loving	good communication skills
open	hang ups
relaxed	
self-confident	
sensitive	

Choose one of the adjectives above to complete each sentence.

- Someone who doesn't worry about things is _____.
- Someone who kisses and hugs their friends is _____.
- Someone who wants to move up in their career is _____.
- Someone who is easy to understand has _____.
- Someone who feels emotions deeply is _____.

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Using a dictionary

1 Thinking about dictionaries

In pairs, discuss these questions.

- 1 Do you have a dictionary? Is it monolingual or bilingual?
- 2 If you have a dictionary, when do you use it? In class? When doing assignments?
- 3 If you have a dictionary, how often do you use it? Only in emergencies?
- 4 Do you ever find it difficult using a dictionary? If so, in what situations?

2 Looking at a dictionary entry

In pairs, look at this entry for the verb *close* from the *Macmillan Essential Dictionary* and discuss the questions.

close¹ /'kloʊz/ verb ★★★

1 [V/T] if you close something, or if it closes, it moves to cover an open area: *I was just closing my eyes to go to sleep when the phone rang.* ♦ *Did the fridge door close completely?*

2 [V/T] to stop doing business for a short time: *We close the office at noon Fridays.* ♦ *Snow forced both airports to close.*

3 [V/T] to stop existing as a business, or to stop something operating as a business: *The company plans to close 10 coal mines.* ♦ *Small stores are closing because of competition from the large chains.*

4 [V/T] if an activity or event closes, or if you close it, it ends: *Her latest show closed after only three performances.* ♦ **close sth by doing sth** *He closed the meeting by thanking everyone for coming.*

5 [T] to stop people from entering a place or using a road: *The bridge will have to be closed for repairs.*

6 [V/T] *computing* if a computer program closes, or if you close it, it stops operating and disappears from your computer screen.

PHRASAL VERBS **close (sth) down 1** same as **close**¹ ₃: *We had to close down the factory.* **2** same as **close**¹ ₆: *Close down all the programs that are running.*

close in to move nearer to someone, especially in order to surround them: *Armed police began closing in on the house.*

close sth off to prevent people from entering a place or using a road

close (sth) up to lock the doors of a building

3 Using a dictionary to check

a A dictionary is very useful for checking the meaning of a word. What else can you use it for? Check the following list.

- 1 Checking the meaning of a word. ✓
- 2 Checking the spelling.
- 3 Checking that you have chosen the correct word (meaning/style) in context.
- 4 Using the right grammar: *It depends on the weather.*
- 5 Checking what tense to use in a sentence.
- 6 Checking pronunciation.

b Look at this student's work and underline the mistakes. There are five.

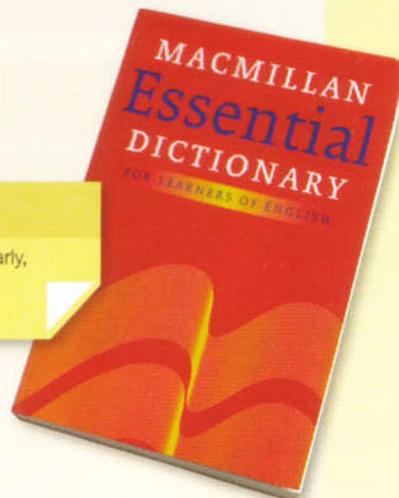
My name is Sophie Noden. I'm a history professor in a high school in Tennessee. I live with my husband and three childs in a townhouse in the sobourbs.

I have a large family. I am very near with my sister, who is like my best friend. At the moment, she's working overseas, so I miss to see her very much.

c Now check your answers at the bottom of the page.

4 Applying what you have seen

- a** You are going to write a short text about yourself. Use the text in Exercise 3b as a guide and make a list of points you want to include. If you have a dictionary, use it to check vocabulary and spelling.
- b** Organize your ideas into two paragraphs.
- c** Write the text. If you have a dictionary, use it to check anything you are not sure of.
- d** When you are ready, pass your text to a partner to read.



LEARNING TIP

Use a dictionary regularly, as an aid to checking your work.

- 1 Why do you think *close* is in red?
- 2 What do you think the three red stars indicate?
- 3 What information tells you how to pronounce *close*?
- 4 How many uses are there for the verb *close*?
- 5 What significance is there in the *order* of uses?
- 6 How many phrasal verbs are there?

My name is Sophie Noden. I'm a history teacher in a high school in Tennessee. I live with my husband and three children in a townhouse in the suburbs. I have a large family. I am very close to my sister, who is like my best friend. At the moment, she's working overseas, so I miss seeing her very much.

Exercise 3b: answers

Unit 2 Culture

Lesson 1 Festivals



1 Speaking skills

In pairs, look at the pictures on this page and discuss these questions.

- 1 What are the people doing?
- 2 Do you know these celebrations?
- 3 Which countries do you think are represented here?
- 4 Have you ever been to an event like this?

2 Reading skills

a You are going to read a description of a carnival. Look at the table and use the prompts to prepare questions about what generally happens at the carnival.

1 *What's the name of the festival?*

	Festival A	Festival B
1 What / name / festival?		
2 Where / take place?		
3 When?		
4 What / people do?		
5 How many people / there?		
6 What / food / eat?		

USEFUL LANGUAGE

The Rio carnival is **much bigger than** the Bristol one.
The Bristol carnival sounds **more interesting**.

b Read the text and complete your column of the table.

Student A: turn to page 134.

Student B: turn to page 136.

c In pairs, ask questions about the other festival and complete the other column.

d In pairs, talk about these questions.

- 1 What are the similarities between the two events?
- 2 Which of these carnivals would you prefer to visit? Why?

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3 Listening skills

- 6 a Listen to someone describing her experience of a carnival. What was it like?
- b Put the phrases from the audioscript in the correct place.

It's so crowded. I was so tired
They were out of this world.
What's it like? Just incredible.
there's the noise

- 1 _____ Is it fantastic?
2 It's absolutely amazing.

- 3 For one thing, _____.
- 4 There are so many people on the street. _____
- 5 The colors. _____
- 6 _____ after a couple of days of partying, I slept for two days.

- c Listen again to check your answers.
- d Repeat the phrases with the correct stress.

• •
What's it like?

4 Grammar: simple past and past progressive

- a Match the sentences that go together.

- 1 I was living in Brazil.
2 I was staying in a hotel on the main street.
a I went to carnival.
b The procession passed by my window.

- b Write "SP" (simple past) or "PP" (past progressive) beside each use.

- 1 Used to tell the events of a story in the order they happened.
2 Used to describe longer background actions or situations.
3 Used to refer to shorter actions that happened in the middle of the longer one.

- c In pairs, look at the sentences below. Write "B" next to those that give background information. Number the other events in the order that they happened.

We went to the samba competition.
It was the middle of February.
I slept for two days.
I was living in Rio.
I went to Carnival.
The school won.

- d Read about the use of *when* and *while* in the Grammar summary on page 24. Then decide which of the sentences below is not correct.

- 1 I went to Carnival while I was living in Brazil.
2 When I was living in Brazil, I went to Carnival.
3 When I went to Carnival, I was living in Brazil.
4 While I went to Carnival, I was living in Brazil.

5 Writing skills

- a Read the text and underline the correct tenses, simple past or past progressive.

This happened in 1998. 1 *I lived / was living* in New York, working for an advertising agency. 2 *I spent / was spending* my first winter there, and the weather was extremely cold. My boyfriend 3 *came / was coming* to pick me up on Christmas Eve. 4 *We put on / were putting on* warm hats and coats and 5 *were going / went* down to Times Square. It was very romantic because it 6 *snowed / was snowing*, and there was a beautiful Christmas tree in the middle of the square. People 7 *rushed / were rushing* along in their heavy clothes, but we just stood still and watched. Then my boyfriend 8 *went / was going* down on one knee. I thought he 9 *wanted / was wanting* to propose to me, but he 10 *looked / was looking* for his contact lens!

- b Write a paragraph describing a public event or festival you have attended. You can write about a true experience or an imaginary one. Use the question prompts below and the text in Exercise 5a to help you.

- When / happen?
- What / people / do / at the time?
- What / wear?
- What / weather like?
- What / happen?

- c Work in pairs. Exchange your descriptions. Use the question prompts in Exercise 5b to ask each other about your experiences. Decide if your partner's experience is true or imaginary.



1 Vocabulary: collocations

a Match a verb from the first column with an appropriate noun from the second.

- | | |
|-------------------|---------------------|
| 1 to exchange | a a fight |
| 2 to get together | b special foods |
| 3 to wear | c masks or costumes |
| 4 to burn | d incense |
| 5 to light | e candles |
| 6 to set off | f fireworks |
| 7 to prepare | g graves |
| 8 to visit | h gifts |
| 9 to have | i for dinner |

b Add more nouns that go together with the verbs in Exercise 1a.

to set off *an alarm, a bomb*

c In pairs, discuss these questions.

- Which of these activities are associated with traditional events in your country?
People light candles at church on Sundays.
- Which of the activities are customary for you and your family or friends on these days?
- Which of the activities are no longer traditional?

2 Listening skills

 a Listen to two people describing how their families celebrated festivals. Note the country in which each festival takes place. Which family still has a big celebration?

	Festival	Country	In the past	Now
Speaker 1	<i>Thanksgiving</i>			
Speaker 2	<i>Trung Thu</i>			

 b Listen again and note how the people celebrated their festivals in the past and how they celebrate them now.

c Compare notes with a partner. Do you think the speakers prefer what they do now or how it was in the past?

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3 Grammar: past states or habits

- a In pairs, look at sentences A–C below and answer these questions.
- 1 Underline the verbs that refer to the past.
 - 2 Match the examples with these explanations.
 - a This happened on one occasion in the past.
 - b This happened regularly in the past, but does not happen now.

A When I was a kid, we used to watch football games, but we don't anymore.

B It was my job to make the pumpkin pie.

C Once, we made them ourselves.

- 3 In which sentence(s) can *used to* replace the simple past?
 - 4 Can the simple past replace *used to* in sentence A?
- b Underline the correct completions for these rules.
- 1 *Only used to / Both used to and the simple past* can be used to refer to repeated events and habits in the past.
 - 2 When an event happened only once, use the *simple past / **used to***.
 - 3 **Used to** / *The simple past* emphasizes that the action was repeated or habitual in the past.
- c In pairs, decide which form of the verb follows *used to* by completing the examples.

infinitive without <i>to</i>	verb + <i>-ing</i>
verb + <i>-ed</i>	

- 1 I didn't use to ...
 - 2 I never used to ...
 - 3 I used to ...
 - 4 Did you use to ... ?
- d Complete the sentences with the appropriate form of *used to* or the simple past. Sometimes both are possible.
- 1 I _____ (*smoke*), but I started when I was doing my exams in high school and now I can't stop!

- 2 When I was a child, I _____ (*play*) with my brother and sister.
- 3 We _____ (*spend*) our last vacation by the ocean.
- 4 My father _____ (*earn*) a lot of money, so we had small birthday gifts.
- 5 In the past, people _____ (*take*) vacations in other countries like they do now.
- 6 In 1996, we _____ (*go*) to another country for the first time. It was amazing!

4 Pronunciation: sentence stress

- a In pairs, look at the underlined words in this sentence. Why do you think they are underlined?
We used to visit the temple.
- b Underline the key words in these sentences.
- 1 I didn't use to enjoy that.
 - 2 Did you use to exchange gifts?
-  c Listen to all three sentences and answer these questions.
- 1 What happens to the *d* in *used to*?
 - 2 What happens to words that are not stressed (e.g. *We used to visit ...*)?
-  d Listen again and repeat the sentences.
- e Think about your childhood and complete the following sentences with your own ideas. Mark the stresses and indicate the words that link together in fluent speech.
- 1 I used to ...
 - 2 I never used to ..., but now ...
 - 3 In the past, people didn't use to ...
 - 4 Did you use to ... ?
- f Tell a partner your sentences and talk about them.

5 Speaking skills

- a Choose a family tradition or event you know quite well – your birthday, family vacations, a festival. Make notes about the event using two columns to refer to now and in the past.
- b Tell a partner about the event.



1 Vocabulary: kids' play

- a In pairs, look at the list of activities and talk about your favorite childhood games.

When I was a kid, I loved playing hide-and-seek.

dressing up playing chase/hide-and-seek/ball dancing swinging
inventing stories jumping rope drawing pictures telling jokes

- b Look at the pictures and talk about what the people are doing. Use the activities in the box above to help you.

In this picture, they are jumping rope.

- c When do you think these pictures were taken? Why? Could this be your country? Why? / Why not?

- d Look at the following statements and check the ones you agree with.

- 1 Kids don't play games like "hide-and-seek" anymore.
- 2 Children used to play in the street, but now they stay home and watch TV.
- 3 Families don't usually eat together these days.
- 4 Entertainment was much simpler when I was a child.
- 5 Children grow up much faster these days.
- 6 Nowadays kids have much more freedom.

2 Grammar: time expressions

- a In pairs, decide if these phrases refer to now or the past.
in those days in the past nowadays these days
not ... any longer/anymore used to
- b Rewrite these sentences to give the same meaning.
- John used to have a car.
He doesn't have a car anymore.
 - Nowadays, John is a non-smoker.
He _____.
 - In the past, Mary had a lot of pets.
She _____.
 - George doesn't work here any longer.
He _____.
 - My parents live in a small house these days.
They _____.
- c Work in groups. Write three sentences about changes in your life on strips of paper. Put all the sentences into the center of the table and mix them up. Read the sentences aloud and decide who wrote them. Ask for more details about the sentences you are interested in.

3 Speaking skills

- a In small groups, choose a topic that you think has changed a lot in the last 25 years.
communications health diet children's lives work patterns
- b Work together to prepare a short talk on this topic, describing the situation as it is now and as it was. Each person should make exactly the same notes, as you will be giving your talk to other people.
- c Form new groups to give your talks. Decide which area of life has seen the biggest changes.

4 Listening skills

-  a Listen to a song called *Brown Eyed Girl*. Check (✓) the activities that are mentioned in the song. Do you like the song? Why? / Why not?
- | | |
|----------------|---------------|
| dancing | kissing |
| playing a game | telling jokes |
| singing | skipping |
| laughing | swinging |
| running | jumping |
- b In pairs, decide which of these sentences is true about the song.
- He feels sad because he doesn't see his childhood sweetheart anymore.
 - His childhood was an unhappy time.
 - He is surprised that time has passed so quickly.
 - He remembers the past with happiness.
- c Imagine a meeting between two friends after a long time. What kind of things would they say?
Do you remember how we used to laugh at the teacher?
- d Role-play the meeting between the two friends.

USEFUL LANGUAGE

Today we are going to talk about ...
It seems to us/me that ...
One major change is that ...
Whereas in the past ...
nowadays ...



Task



1 Warm up

In pairs, discuss these questions.

- 1 Which countries do you think are shown in the pictures?
- 2 Do you know people in other countries? Where?
- 3 Have you visited another country? Which?
- 4 What kinds of differences can you think of between people and ways of life from other countries?

2 Task

Work in small groups. Look at these statements about customs in other parts of the world. Check (✓) the statements that are true for your country. If you know where these things happen, write the name of the country.

Statement	Your country	Where this happens
Celebrations		
1 Couples exchange gifts on February 14 th .		
2 My parents used to give us a Christmas stocking.		
3 We have school parties on Children's Day.		
4 We tend to give presents on name days or saints' days.		
Visiting friends		
5 When visiting friends, we generally arrive ten minutes early.		
6 If a guest admires something in our home, we give it to them.		
7 Guests tend to bring a bottle of wine or some candy.		
8 It's quite common to drop in on someone unexpectedly.		
Money		
9 People sometimes ask each other about their salaries.		
10 As a child, my grandparents used to give me money in red envelopes.		
11 Most people don't tip hairdressers, taxi drivers, or servers in restaurants.		

3 Prepare

In the same groups, write about your discussion. Where a sentence is not true for your country, change it so that it is true.

In my country, couples don't usually exchange gifts on February 14th, but sometimes men send women flowers.

4 Feedback

Read out some of your sentences. Are there any differences of opinion?

5 Compare

- 10 a Listen to a group of students having the same discussion. Write the numbers of the sentences from Exercise 2 that they mention.
- b Listen again and note down the countries these things happen in, according to the speakers. Use the table in Exercise 2.

6 Notice

- a Look at this extract from the audioscript. Match the underlined words or phrases with their meanings (1–5).

C: Yeah, my grandma does that, actually. It's an old tradition from Europe, I think. Yeah, each day has a name, and you get a present on that day if that's your name.

B: Cool. I like that.

A: Anyway, so that's "no," basically, right?

B+C: Yeah.

A: Shall we do another section? How about "Visiting friends"?

B: Okay.

A: "When visiting friends, we generally arrive ten minutes early."

B: Huh? I don't get it. Ten minutes early? That would be awful!

- 1 I don't understand. / I didn't hear you.
- 2 In fact.
- 3 I'm getting back to the main point.
- 4 Good.
- 5 Do you agree?

- b Look at the extract again and find two ways of making suggestions.

7 Follow up

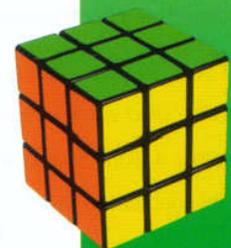
- a Work in groups. You are going to prepare a poster or a leaflet for visitors to your country. Choose one of the following topics.

clothes eating visiting friends the workplace leisure family life

- b Brainstorm areas that could be useful for a visitor to know about.



- c Decide on useful tips for a visitor to your country in this context. Write up and illustrate your poster or leaflet.
- We don't usually shake hands with everyone in the office.*
- d Show your poster to other groups. Ask questions about the information if you want to.



Grammar Summary

1 Simple past or past progressive

Use

The simple past is used to tell the events of a story in the order they happened.

It is used to refer to shorter actions that interrupt longer background situations.

The past progressive is used to describe longer background actions or situations.

He **was living** in Rio de Janeiro.

What **was he doing** there?

2 when and while

It is common to talk about two actions or situations that happen at the same time.

- *When* plus the simple past is used to talk about actions that interrupt or happen in the middle of longer "background" situations:

*I was sleeping **when the telephone rang.***

- *While* or *when* plus the past progressive is used to talk about "background" situations that were in progress when something else happened:

*The phone rang **while/when I was sleeping.***

Note: *When* can be used with either clause, but *while* can only be used with the progressive:

*The phone rang **when/while I was sleeping.***

***When the phone rang,** I was sleeping.*

*While the phone rang, I was sleeping. **X***

- *While* is also used to talk about two longer actions that happen at the same time:

***While I was waiting** for Stephanie, I read the paper.*

Write the verbs in the correct tense, simple past or past progressive.

A: George **1** _____ (call) while you **2** _____ (take) a shower. He **3** _____ (leave) a message.

B: What **4** _____ (say)?

A: He said he **5** _____ (work) until six. He **6** _____ (ask) you to call him.

3 Past states or habits

Use

Used to is used to talk about past states or repeated actions in the past that are now discontinued:

*I **used to be married** and now I'm not.*

*I **didn't use to wear red,** but now I do.*

*"**Did you use to play tennis?**" "Yes, I did. / No, I didn't."*

Note: *Used to* is not used with specific time references:

*I **used to go there in 1987.** **X** I went there in 1987. **✓***

Circle the correct form: *used to* or *simple past*. Sometimes both forms are acceptable.

I **1** *used to have / had* a dog when I was a child. He **2** *used to die / died* when I **3** *used to be / was* seven years old. My brother **4** *didn't use to like / didn't like* him, but he **5** *used to cry / cried* when he heard the news, too.

4 Time expressions

Now	The past
nowadays	in those days
not ... any longer / anymore	in the past
these days	used to

Write sentences about life now and in the past.

Use your own ideas and the prompts below.

- 1 people / watch TV
People watch TV more nowadays than they did in the past.
- 2 people / smoke
- 3 people / study English
- 4 magazines and books / expensive
- 5 travel / public transportation

Vocabulary Summary

1 Collocations

to exchange gifts
to get together for dinner/Thanksgiving
to wear masks/costumes
to burn incense
to light candles
to visit relatives/graves
to prepare special foods
to set off fireworks
to have a fight/party
to give a speech

Write three sentences about your own traditions, using the vocabulary above.

We light candles when we have a special dinner. We don't wear masks.

2 Kids' play

a Complete the sentences with childhood activities from the box.

dressing up jumping rope dancing swinging
playing chase/hide-and-peek/ball dancing
inventing stories drawing pictures telling jokes

- 1 All the girls' favorite activity was _____. I could jump 200 times without stopping!
- 2 My brother was great at _____. He was really funny.
- 3 My sister had a big box of crayons and she was always _____.
- 4 We loved playing _____. But my friends always found me really quickly!
- 5 My sister and I used to take all our mother's clothes out of the closet. We loved _____.

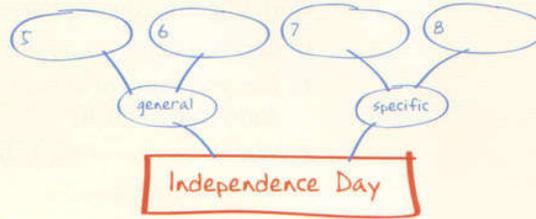
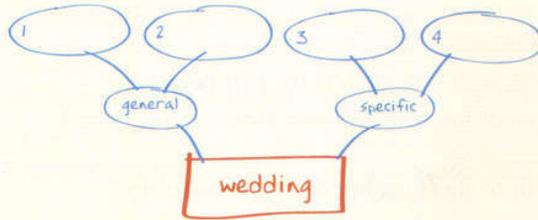
b What were your top three favorite activities when you were a kid? What activities did you never use to do?



Describing an unusual event

1 Brainstorming ideas

- a These mind maps were prepared for a writing assignment: "Describe something memorable that happened at a celebration you have attended." In pairs, look at the mind maps. Which of the words or phrases below refer to the event in general and which refer to a specific memorable event at the celebration? Write the phrases in the correct places on the maps.



- wedding: flowers and music / mothers / best man dropped the cake / bride's dress ruined
- Independence Day: firefighter and police / street party / fireworks / house caught fire

- b Think of a celebration you have attended where something funny, unusual, or terrible happened. Draw a mind map with ideas you want to include in your story.

2 Connecting the ideas in the story with linking words

- a In pairs, look at these sentences. Mark "B" if the events in *italics* happened before the other event, "A" if they happened after, and "ST" if they happened at the same time.

- We went to lunch* before the movie. B
- Mike called while *I was studying* for the exam. ___
- After *the bride and groom kissed*, the ceremony ended. ___
- When the president began speaking, *everyone listened*. ___
- Their passports were stolen* during their vacation. ___
- We bought a car before *we moved to Kansas*. ___

- b Read the story and underline phrases that indicate sequences of events.

LEARNING TIP

In order to start writing, you need to gather lots of ideas. A mind map is an excellent way of organizing ideas and brainstorming vocabulary.

LEARNING TIP

Longer sentences, joined by linking words, can make the text more interesting. Don't make the sentences too long, though, or the reader gets confused!

My cousin's wedding began like any other wedding. The church was decorated with pretty blue and white flowers. Beautiful music was played before the ceremony. We all stood up when the bride entered with her father and walked to the altar. The two mothers cried when the groom kissed the bride. After the ceremony was over, we all went to a nice hotel for the wedding reception.

All the guests arrived at the reception before the bride and groom. During the reception, the best man went to the hotel kitchen to bring out the wedding cake. He wanted to make a grand entry with the huge cake. While he was carrying the cake to the table, he tripped on a rug and fell on his face! The bride was standing next to him when he fell, and the cake went all over her. Her dress was ruined, and there was no cake for the bride and groom to cut. I'll never forget that wedding reception!

3 Writing the story

- Now write your story based on your mind map in Exercise 1b. Include linking words to help the text flow. Write one paragraph with a general description of the celebration and another paragraph telling about the specific event that happened during the celebration.
- Exchange stories with a classmate. Read your partner's story and ask your partner for more details about the story if you want to.
That's a weird/funny story! Are they still married?
- Now look at the language and circle any mistakes you find, especially with linking words.
- With your partner, discuss and correct the mistakes in your story.

Unit 3 Languages

Lesson 1 World English

GLOSSARY

lingua franca
a language used as a means of communication between people who speak different first languages

1 Speaking skills

- a Work in pairs. Answer these questions.
- 1 Can you name six countries in which English is the first language?
 - 2 Can you think of at least three differences between British English and American English?
 - 3 Which version of English will be most useful to you in the future?
 - a American English
 - b British English
 - c English spoken as a lingua franca
 - d other
- b Discuss your reasons.
- c Work on your own. Look at the world map and note the answers to as many of the questions as you can.
- d Work in pairs. Compare your answers. Where you disagree, try to justify your answers.

WORLD ENGLISHES

North America
1 Which word in each pair is used in American English?
truck/lorry, analyse/analyze, civilization/civilisation, color/colour, lift/elevator

Britain
4 Is *have got* used more in British or American English?

South Asia
6 Which of these loan words does not come from an Indian language?
bungalow, curry, jungle, juice, rasta, verandah, yoga

The Caribbean
3 Where does English have "special status" as a second language?
Jamaica, Barbados, Trinidad and Tobago, Puerto Rico, Cayman Islands

Papua New Guinea
8 Tok Pisin, an English-based pidgin, is spoken here. What are these months of the year in Standard English?
Julai, Epril, Ogas, Desember, Me

Central and South America
2 In which two countries does more than 60% of the population speak English as a first language?
Honduras, Belize, Guyana, Colombia, Venezuela, Guatemala, El Salvador

West Africa
5 Which of these countries have English as an official language?
Ghana, Gambia, Nigeria, Cameroon, Liberia, Sierra Leone

Hong Kong
7 Which language is the mother tongue of over 98% of the population here, Cantonese or English?

Australia and New Zealand
9 Many Australian English words are part of Standard English. Which of these Australian English words is not a mammal?
koala, dingo, kookaburra, wallaby, wombat

2 Vocabulary: language

- a Match the words/phrases from the quiz with their definitions.
- | | |
|---------------------|--|
| 1 official language | a a word "borrowed" from another language |
| 2 second language | b first language |
| 3 pidgin | c an internationally recognized, "correct" form of English |
| 4 mother tongue | d a language additional to the mother tongue |
| 5 loan word | e government-designated language of a country |
| 6 standard English | f a simplified version of a language |

- b Match these loan words to their language of origin.

cappuccino	siesta	delicatessen	kimono	taco
chic	pasta	karaoke	rendezvous	frankfurter

- 1 Spanish 2 German 3 French 4 Italian 5 Japanese

- c Can you think of any other loan words from your language to English? How about from English to your language? List them in your notebook.

3 Grammar: question words as subject

- a Look at these four questions from the quiz. Underline the subject in each case.
- Which language is the mother tongue of over 98% of the population here?
 - In which two countries does more than 60% of the population speak English as a first language?
 - Which of these countries have English as an official language?
 - Where does English have "special status" as a second language?

- b Circle the correct answer to complete the rules.

- When the question word/phrase is the subject, you *need / do not need* an auxiliary verb.
- When something else is the subject, you *need / do not need* an auxiliary verb.

- c Write these questions in the correct column.

- Where do people speak Portuguese?
- In which countries do people speak German as a first language?
- Which languages have their origins in Latin?
- Which is the second most important language in the U.S.?
- What is Creole?
- What does *bilingual* mean?

Question word or phrase as subject	Other word or phrase as subject

- d In pairs, check your tables. Ask each other the questions.

4 Reading skills

- a Read the poem and answer these questions.

- How do you think the writer feels?
- Why does she feel this way?

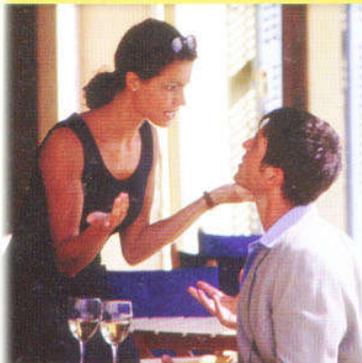
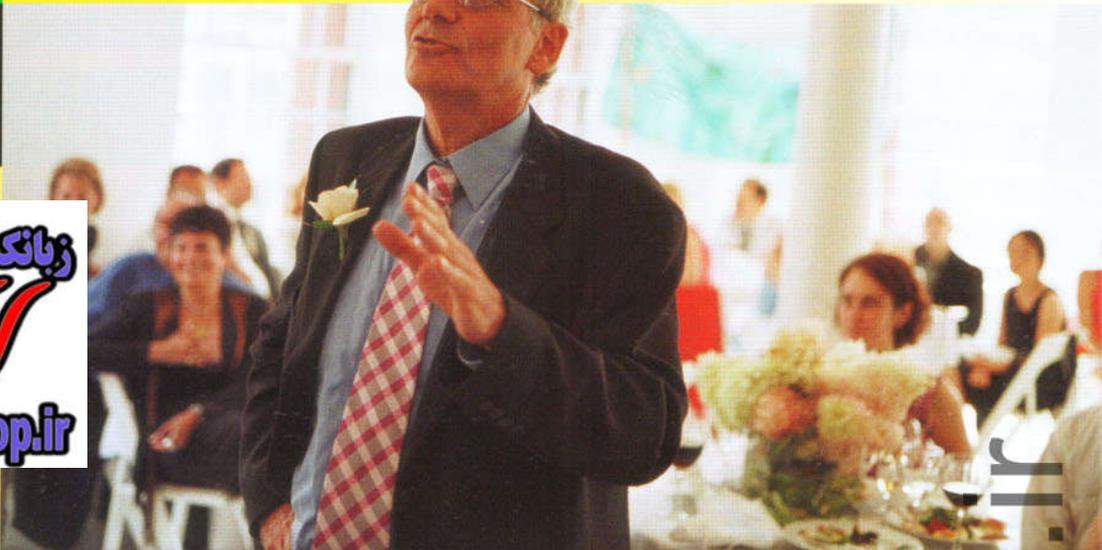
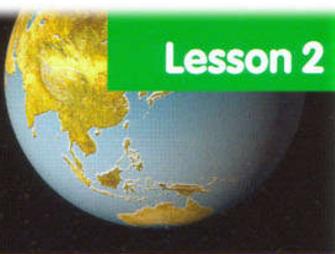
-  b Now listen to the poem read aloud.

- c Work in small groups and talk about these questions.

- What examples of English do you see/hear around you?
- Do you use English outside class? If so, how?
- Do you like this poem? Why? / Why not?
- Do you feel the same as Munyadziwa? Why? / Why not?
- What do you like/dislike about English?

Everything's English

<i>Everything's English.</i>	<i>Watching TV</i>
<i>Wherever I go, English.</i>	<i>Reading magazine</i>
<i>On my way to town</i>	<i>Using computer</i>
<i>Seeing road signs</i>	<i>Everything's English.</i>
<i>Reading advertisements</i>	<i>Whoever I speak to</i>
<i>Speaking with the shopkeeper</i>	<i>My lecturer, Mr. Butler</i>
<i>Everything's English.</i>	<i>My friend, Dolly</i>
<i>Whatever I do, English.</i>	<i>My name, Hazel</i>
<i>When I'm trying to relax</i>	<i>Everything's English.</i>



1 Vocabulary: talk

a Write these types of talk in the correct column.

small talk a debate a chat a conversation a lecture
an argument a speech a presentation a discussion

Formal	Informal	Either

b Now write the words from Exercise 1a under the correct verb. Some can go in more than one column.

to have	to make	to give
<i>a discussion</i>		

c In pairs, make sure you understand each of the words in Exercise 1a. Think of some example sentences to illustrate each one.

My teacher gave a lecture on economics.

LANGUAGE NOTE

*Gossip is used as a verb and a noun:
They were gossiping.
Have you heard the latest gossip?*

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WARNING

A *discussion* is a serious conversation but not necessarily one in which people get angry:

*We had a **discussion** about education.*

If people disagree with each other and get angry, they have an *argument*:

*She left him after a terrible **argument**.*

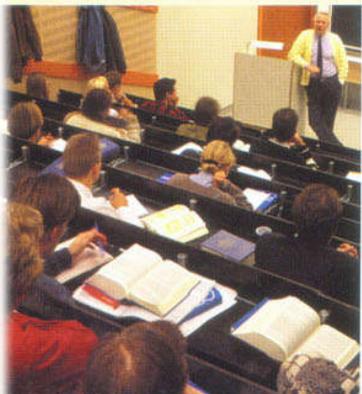
2 Listening skills

a Listen to the conversation and answer these questions.

- Where are they?
- What are they doing?
- What is their relationship?
- What kind of talk is this? Which words in Exercise 1a apply?

b Listen again and complete these sentences from the conversation.

- It's always really hot in here, _____?
- You're Bill, _____?
- This machine doesn't work very well, _____?



3 Grammar: tag questions

- a To keep a conversation going, or to check something you are not sure about, use tag questions. Choose the correct options for rules 1 and 2, and complete the examples.

- 1 If the sentence is affirmative, the tag question is *affirmative* / *negative*:

*You're Mark's brother, _____
_____?*

- 2 If the sentence is negative, the tag question is *negative* / *affirmative*:

*Sally doesn't speak French,
_____ _____?*

- 3 If the sentence contains an auxiliary verb or the verb *be*, the same auxiliary/form of *be* is used in the tag question:

*You haven't waited all day,
_____ _____?*

*It was cold yesterday, _____
_____?*

- 4 If the sentence contains a simple verb (not *be*), the correct form of *do* is used:

You live here, _____ _____?

- b Complete these sentences with an appropriate tag question.

- 1 You're Peruvian, _____
_____?
- 2 She lives in South Africa,
_____ _____?
- 3 They didn't come yesterday,
_____ _____?
- 4 You were at the party, _____
_____?
- 5 He doesn't speak German,
_____ _____?
- 6 I'm a good student, _____
_____?

4 Pronunciation: rising and falling intonation

- 13 a Listen to the sentences in Exercise 3b to check your answers.
- 14 b When a speaker uses a tag question, their voice rises or falls at the end, depending how certain they are about the statement they have made. Listen to and compare these two tag questions.

- 1 *You're Richard's sister, aren't you?*

The speaker's voice rises. This means the speaker isn't sure of the answer.

- 2 *You're Richard's sister, aren't you?*

The speaker's voice falls. This means the speaker feels sure of the answer, but wants the information confirmed.

- 15 c Listen to the questions in Exercise 3b again. Mark each question "R" if the speaker's voice rises at the end of the question or "F" if it falls.

- d Listen again and repeat the questions, making your voice rise or fall.

- e Work in pairs. On your own, write three things you definitely know about your partner and three things you think you know but aren't sure about.

Sure: *You have brown eyes.
You live in an apartment.*

Not sure: *You have lots of
brothers and sisters. You went
out of town last weekend.*

- f Check together, using tag questions.

A: *You have brown eyes, don't you?*

B: *Yes, I do.*

A: *You have lots of brothers and
sisters, don't you?*

B: *Well, no. I only have one sister.*

5 Speaking skills

- a Imagine you are in a café and you see someone you want to get to know better. Start a conversation with them. Make notes of some things you can say, using tag questions.

*You're new around here,
aren't you?*

- b Work in pairs.

Student A: You want to keep the conversation going as long as possible. Use a mixture of rising and falling tag questions.

Student B: Give short answers only – you want to stop the conversation!

Then exchange roles.

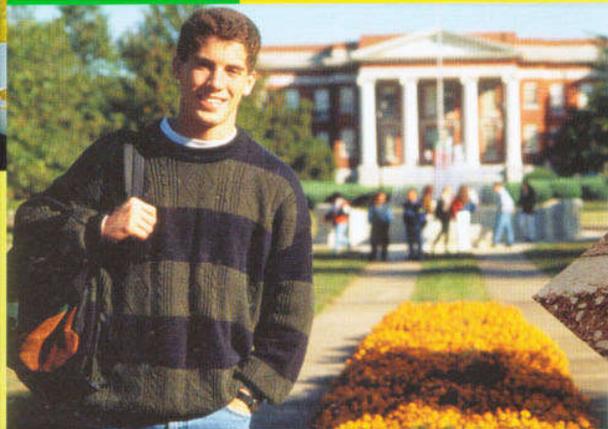
LANGUAGE NOTE

The tag questions for verb *be*, first person singular are ..., *am I?* and ..., *aren't I?*

I'm not late, am I?

I'm your friend, aren't I? ✓

I'm tall, amn't I? ✗



1 Reading skills

a Read the letters and answer these questions.

- 1 What is the relationship between Brandon and Juan?
- 2 Why is Brandon writing to Juan?
- 3 Does Juan answer all Brandon's questions?

2104 Walnut Road
San Francisco, CA
May 3rd

Dear Juan,

As you know, I am coming to stay with you on the Student Exchange Program next month. I'm arriving on flight UA 306 at 3:15 p.m. on July 1st. Forgive me for not writing in Spanish, but I thought you would appreciate the English practice!

I have a few questions I need to ask you: first of all, could you tell me how I get from the airport to your place? I need to use public transportation, as I don't have too much money. Do you know if I should change money here or when I arrive?

I know I'm going to spend some time at school with you - can't wait! I wonder if I need to bring anything, like books or a folder, or do you know if these will be provided? Obviously I don't want to bring too much because of the weight problem. Can you tell me what time we'll start and finish school each day? Also, I really do want to improve my Spanish while I'm there - I wonder if you have any ideas about how I can do this, besides going to school and talking to you, of course!

One last question: I'd like to bring a present for your parents. Could you tell me if you think some chocolate is a good idea, or do you think they would prefer something else?

I think that's it for now. I'm really looking forward to meeting you and your family.

Sincerely,

Brandon

Av. Lorenzo 735
Edificio Venus Apto 5b
Caracas, Venezuela

May 25th

Dear Brandon,

Thanks very much for your letter. I'll try to answer all your questions as far as I can. I hope you're impressed with my English - I got my cousin to help me!

First, you should get the airport bus to the city center. If you call me just before you leave the airport, I can meet you at the bus terminal, since it's very near where I live.

You don't need to bring anything for school except maybe a notebook. You can borrow textbooks from the school or share mine. School is every day from eight till four, but it's not too bad - honestly! - and I have some great friends!

You really don't need to bring anything for my parents, but, if you insist, I'm sure some chocolate would be great. I might have some of it myself! Make sure it doesn't melt on the way, though.

Looking forward to meeting you, too.

Juan

b Read the letters again in more detail and answer these questions.

- 1 Which questions does Juan answer?
- 2 What answers does he give?
- 3 Which questions does he not answer?
- 4 How would you answer these questions?

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2 Grammar: indirect questions

- a Look at these questions from Brandon's letter. Compare them with the direct question forms and answer the questions below.

Indirect	Direct
Could you tell me how I get from the airport to your place?	How do I get from the airport to your place?
Do you know if I should change money here or when I arrive?	Should I change money here or when I arrive?

- Which is more polite – the direct or the indirect question?
 - How does the word order change?
 - How can you begin an indirect question?
 - If there is no question word, which word is used to join the two parts of the sentence?
- b Read Brandon's letter again and underline any other examples of indirect questions you can find.
- c Match the words/phrases in column A with the definitions in column B. The first one is done for you.

A	B
1 phone booth	a a place where you can borrow books
2 laundromat	b a card you need to use a public phone
3 currency exchange	c a machine where you can take money from a bank account
4 bus terminal	d a place where you can wash clothes
5 library	e the city center
6 Internet café	f a place where you can change money
7 phone card	g a place where you can make a phone call
8 ATM	h a place where you can send and receive e-mails and surf the Net
9 downtown	i a place where buses arrive and depart

- d Work in pairs. Imagine that you are exchange students living in your city. Prepare several indirect questions that you think an exchange student might ask.

Can you tell me if there's a laundromat near here?

- e Now work with another pair. Ask and answer your questions.

3 Writing skills

- a Imagine you are an American exchange student coming to your city. Write to a friend to ask for information you want before you leave. You can refer back to Brandon's letter for help, but use your own ideas! Sign the letter with an American name.
- b Exchange letters with a partner. Write a reply to your partner's letter. You can refer back to Juan's letter for help, but remember to answer all the questions.
- c Exchange replies with your partner. Read the letter and tell your partner if you think all your questions were answered clearly. Is any information missing? Did your partner include any extra information that you didn't ask for?

4 Speaking skills

In groups, discuss these questions.

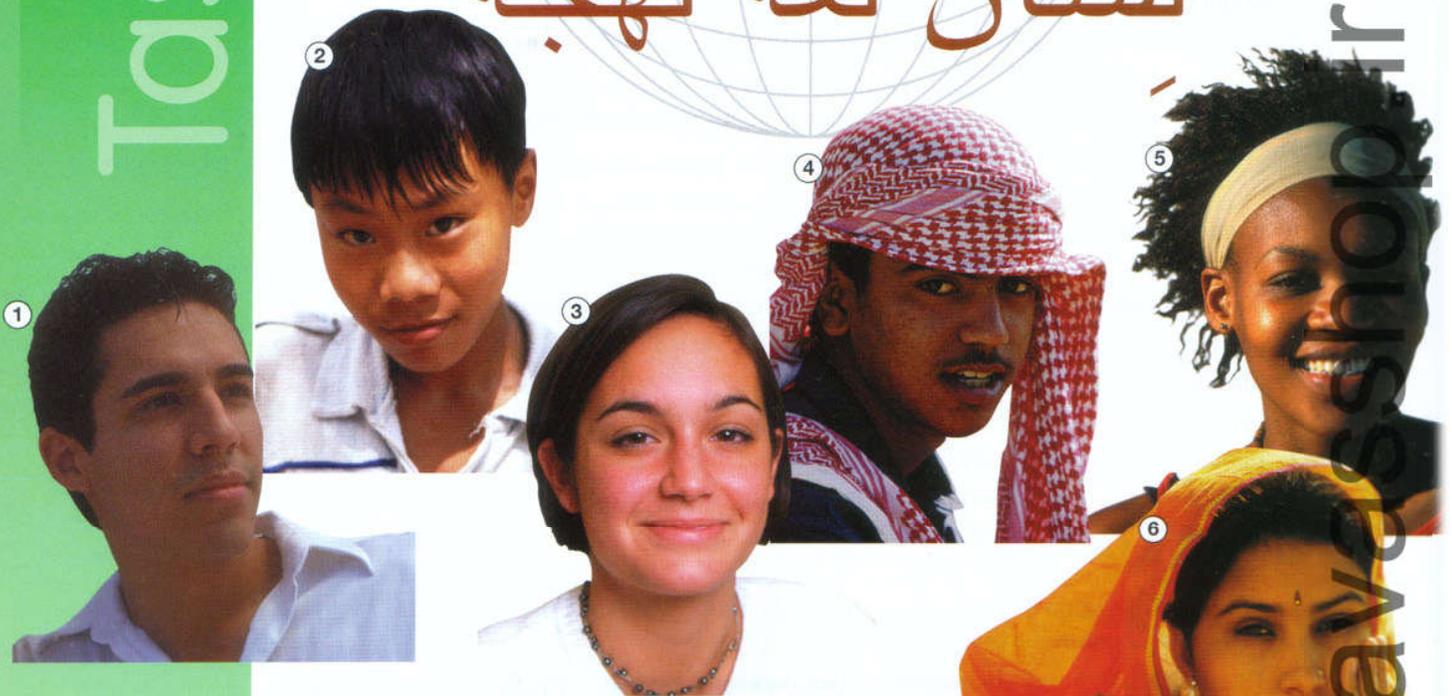
- Have you ever been an exchange student or had an exchange student living in your house? What about someone else you know? Talk about the experience.
- Would you like to be an exchange student? Where would you go? What would you study?
- What do you think are the difficulties of being an exchange student? What about the advantages?





Task

a language
 b idioma
 c ज़बान
 d 语言
 e language
 f لسان لغة لهجة



1 Warm up

- Look at the word *language* written in six different languages. Can you identify the languages?
- Can you match the speaker and the language?
- Work in small groups. Talk about these questions.

- What is your first language?
- Is it a popular language for foreigners to learn? Why? / Why not?
- Do you think this will change in the future? Why? / Why not?

2 Task

Work in pairs. Put these languages in order of importance for people to learn in two columns: "now" and "in the future." Discuss your reasons and make notes.

Mandarin Spanish Arabic French
English Hindi

3 Prepare

In the same pairs, write a paragraph summarizing your discussion.

4 Feedback

- Circulate your paragraphs. Read as many other paragraphs as you can. For each one you read, note down the most important language a) now and b) in the future.
- Tell the rest of the class what you found out. Did most people agree or disagree? What reasons did they give?

USEFUL LANGUAGE

We think ... is a very important language right now because ...

However, this may change in the future because ...

... isn't as popular as it used to be because ...

5 Compare

Read this article quickly and answer these questions.

- 1 How similar is this to your predictions?
- 2 Why is English losing its dominant position, according to the article?
- 3 Which languages are likely to overtake English? Why?
- 4 Is there anything in the article that you didn't know or that surprises you? If so, what?

Will Urdu become the new English?

English is losing its dominant position in the league standings of world languages, it was claimed yesterday. By 2050, it will be overtaken by Arabic and the closely related Indian languages of Hindi and Urdu, according to experts.

Nine years ago, about 372 million people spoke English as their first language, putting it second only to Chinese, which was spoken by 1.1 billion people.

But, in 50 years' time, the picture will change dramatically. Among 15- to 24-year-olds, the number of English speakers will fall to 65 million. Chinese will still dominate, with 166 million younger speakers.

Writing in the journal *Science*, researcher David Graddol said the three fastest-growing languages were Bengali, Tamil, and Malay.

"The world population rose rapidly during the 20th century, but the major increase took place in less developed countries," he added. "This trend is transforming the global league standings of languages."

He said that, in the 19th century, people used to believe that English would become the main world language, but that this belief was "past its sell-by date." Employers in Asia were already looking beyond English.

"In the next decade, the new must-learn language is likely to be Mandarin," he said, adding that of the 6,000 languages in existence, 90% could disappear in 100 years. "Multilingualism will become commonplace," he went on. "This trend can be seen in the growth of Spanish in the U.S. and the large number of Europeans who speak English."

6 Notice

- a There are many two-word combinations in English. Match these words from the text by combining a word from column A with a word from column B.

A	B
1 world	a increase
2 dominant	b population
3 league	c countries
4 change	d dramatically
5 fastest	e language
6 rose	f position
7 major	g standings
8 developed	h growing
9 world	i rapidly

- b Are any other combinations possible?

- c Complete these sentences with an appropriate phrase from Exercise 6a. Use each phrase only once.

- 1 Tokyo has one of the _____ populations in the world.
- 2 There was a _____ in property prices last year.
- 3 Spanish is considered to be a _____.
- 4 Water levels _____ as a result of the heavy rains.
- 5 After losing three games, the team has lost its _____ at the top of the standings.
- 6 Reasons for learning languages may _____ in the next decade.

- d Record any phrases you want to remember in your notebook.

7 Follow up

How much can you remember from the article? Work in pairs and test your partner by asking each other about world languages. Try to use indirect questions.

Do you know/remember which language they speak in ... / is spoken in ... ?

Can you tell me three languages which ... ?

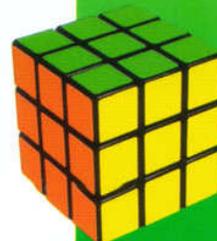
Do you know where people speak ... ?

GLOSSARY

league standings
list of teams in order of points won, usually used in sports

sell-by date
the date after which something is no longer good, useful, or relevant; usually used for food

Task



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1 Question words as subject

When the subject of the sentence is *Who*, *What*, or *Which*, it comes directly before the verb and *do* is not used:

Which countries have English as an official language?

a Put the following words in order to make questions.

- to see / tonight / wants / who / a movie
- happened to / indigenous languages / so many / what
- is the most widely / after English / which / in the U.S. / spoken / language

b Now underline the subject in each question.

2 Tag questions

Use

Tag questions are used in two situations:

- When the speaker is not sure of the answer to a question. In this case, the voice rises on the tag question:

Your wife's German, isn't she?

- When the speaker thinks they are sure of the answer to a question but wants confirmation. In this case, the voice falls on the tag question:

Your wife's German, isn't she?

Form

- To form tag questions, repeat the auxiliary verb:
She's living in Boston, isn't she?
You can't speak Russian, can you?
- To form tag questions with the verb *be*, use the correct form of the verb *be*:
He's happy, isn't he?
- Note that the negative tag for the first person singular of *be* uses *are not am*:
I'm coming with you, aren't I?
- To form all other tag questions, use the correct form of the auxiliary *do*:
You left a message, didn't you?
She doesn't like him, does she?
- When the verb in the statement is affirmative, make the verb in the tag question negative. When the verb in the statement is negative, the verb in the tag question is affirmative. See the examples above.

Complete these sentences with the correct tag question.

- You're French, _____?
- She isn't a student, _____?
- They live near here, _____?
- He didn't come yesterday, _____?
- They should be here at six, _____?
- You couldn't help me, _____?

3 Indirect questions

Use

Use indirect questions if you want to sound more polite or in more formal situations. Compare these questions:

Where's the nearest bank?

Could you tell me where the nearest bank is?

Is he here?

Do you know if he is here?

Form

The indirect phrase + a question word or phrase + a statement + ?

Can you tell me what time the bank opens?

For *yes/no* questions, use *if*:

I was wondering if you could lend me some money.

Could you tell me if this is the bus stop for the airport?

Complete these indirect questions in an appropriate way.

- Do you know _____?
- Can you tell me _____?
- Do you remember _____?
- I was wondering if _____?

Vocabulary Summary

1 Language

Use the words below to complete the paragraph.

lingua franca official language pidgin
bilingual standard English

Okay, most people agree that English is the **1** _____ in the world, but how long will that last? And when people talk about "English," just what do they mean? New Zealand, Singaporean, South African, or Caribbean English? And within these countries, the "English" language is broken down into different dialects. In some places, the **2** _____ may be English, but outside of government or the office, people are actually **3** _____ or trilingual and speak different languages every day! Perhaps they speak creole, a mixture of English and other languages, or perhaps **4** _____, as they do in Haiti and Louisiana. So what exactly is English? Perhaps the only form that most people would recognize the world over would be **5** _____, but who speaks that?!

2 Talk

Complete these phrases with as many different types of talk as you can remember.

- have a conversation / _____ / _____ / _____
- give a speech / _____ / _____
- make a speech / _____ / _____
- to gossip

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Improving motivation

mo·ti·va·tion

/ˌmoʊtɪˈveɪʃ(ə)n/ noun 1 [U]

a feeling of enthusiasm about doing something or a feeling of determination to do something

1 Thinking about motivation

- a In groups, make a list of things that motivate you in life.
Doing a difficult job well.
- b Now make a list of things that demotivate you.
Getting bad grades on an exam.
- c Make a list of reasons why you are studying English and then order them. Number 1 is the most important reason. Compare your list with a partner. Are your reasons for studying English similar?
- d Read these questions and then read the text on motivation.
- 1 What is meant by "the intermediate plateau"?
 - 2 What are the causes?
 - 3 What are the results?

Many researchers and language teachers agree that the single most important factor in language-learning success is motivation. All students, however highly motivated they are initially, go through fluctuations in their motivation, depending on all sorts of factors in their lives. Many experience a drop in motivation when they reach the intermediate level, and this is often referred to as "the intermediate plateau." The causes of this are probably learning fatigue and an inability to see the same rapid progress they may have seen at lower levels, and the result is often a kind of "stuckness" or difficulty in moving on from this level. If you feel you are in this situation yourself, it can be helpful to think of ways you can improve your motivation. Even if you are not, there is always room for improvement!



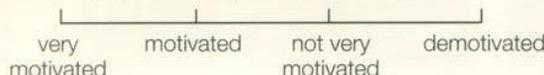
- e Do you personally relate to anything in this text? If so, what?

2 Looking at your own motivation

- a Check (✓) where you are at present with motivation and your English.

	Very motivated	Motivated	Not very motivated	Demotivated
Reading				
Writing				
Speaking				
Listening				
Grammar				
Vocabulary				
Pronunciation				

- b In pairs, compare your answers and talk about why you feel the way you do.
I feel down about my speaking. I just can't talk, and when I do, I make a lot of mistakes.
I feel very good about my reading at the moment because I can read a lot of different things and I enjoy myself.
- c Now think about your English in general. Put a cross on this line to indicate how motivated you are about your English at the moment.



3 Increasing your motivation

- a Think about your answers in Exercises 2a and 2b. Make a list of five specific things you could do to increase your motivation in English.
- b Show your list to a partner and talk about them.
- c Now read the suggestions on page 138. Could any of them help you?

4 Making an action plan

- a Talk is not the same as action. Setting clear goals that are relevant to your needs and interests is a great way to improve motivation. One way to do this is to write an action plan. Look at this example.

Challenge	Action plan	When and how long	Check date when done
<i>I'm not confident about my listening.</i>	<i>Rent a fun English video and watch it without stopping. Do same thing for four weeks.</i>	<i>Once a week.</i>	<i>02/02 ✓ 02/09 ✓ 02/16 X 02/23</i>

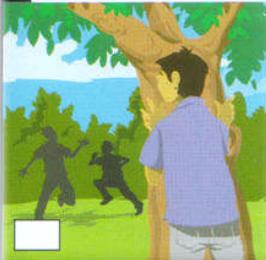
- b Use this format and write one action point now. Then make sure you do it!



Review 1: Units 1–3

a Match the words with the pictures.

- a jumping rope b swinging c telling jokes
 d playing hide-and-peek e dressing up
 f playing ball



b Choose the correct verb form in each sentence.

- I *live / am living* with my aunt while I'm studying in Cleveland.
- "Where's Joseph?" "*He's working / He works* this morning."
- "What *are you doing / do you do*?" "I'm a student."
- I never get fat because I *exercise / am exercising* a lot.
- Most people *are staying / stay* in the office at lunchtime because there are no cafés near here.

c Match the collocations.

- | | |
|---------------|------------|
| 1 a close | a coffee |
| 2 to exchange | b hands |
| 3 to shake | c a speech |
| 4 to give | d friend |
| 5 strong | e gifts |

d Match the question and the tag.

- | | |
|-------------------------------------|----------------|
| 1 You like fish, | a didn't they? |
| 2 They arrived on Sunday, | b aren't they? |
| 3 She wouldn't enjoy this, | c isn't he? |
| 4 Your brother's an architect, | d would she? |
| 5 They are living by the coast now, | e don't you? |

e Write questions for these answers.

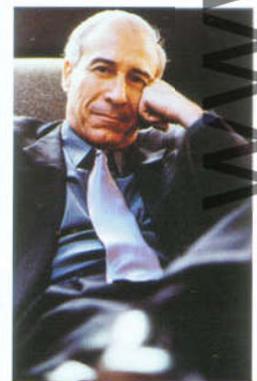
- Which _____?
My uncle's house is the green house.
- In which _____?
Most of the population lives in the coastal area of the country.
- What _____?
The official language is French.
- What _____?
Most people in Venezuela speak Spanish.

f Complete the sentences with *both* or *neither*.

- My sister and I love music, but _____ of us likes to dance.
- We _____ prefer reggae to rock.
- Do you and your husband _____ work in the same company?
- _____ of us wants to go out tonight. We're too tired.

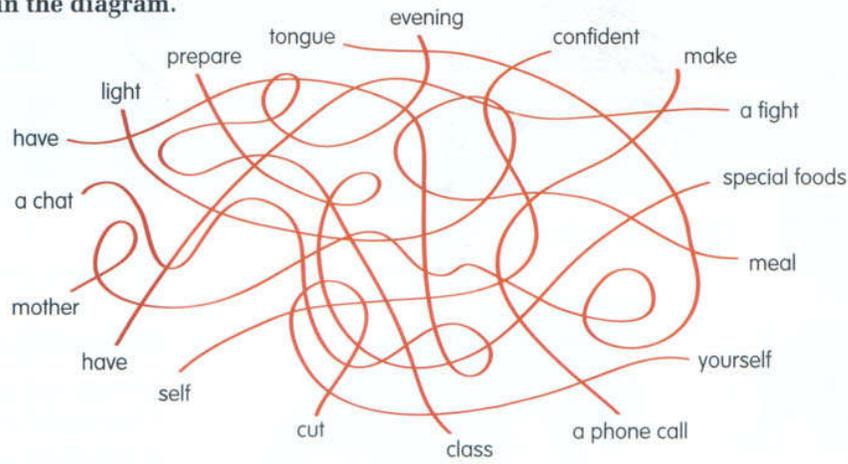
g Complete the text by choosing the correct verb forms.

I **1** *used to be / was being* very ambitious when I was younger, but now I am very relaxed about my position in the company. I remember that I **2** *worked / was working* there when we got the contract with Gramco. It **3** *used to be / was* very hard work, but we managed to do it by working together. It was a fantastic experience. On the last night, we **4** *had / were having* a big party. It was a great party, and my boss gave an amazing speech. He **5** *was thanking / thanked* everyone by name, including me, and I was very junior at that time. I **6** *was standing / stood* next to a woman I wanted to go out with when the boss called my name, and I remember hoping that she was impressed!



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h Find the word pairs in the diagram.



i Write indirect questions for the following answers.

1 Could you tell me what your name is?

My name is Joachim.

2 _____

Certainly, I live in Miami.

3 _____

It depends. Sometimes I play soccer, sometimes I go to the beach.

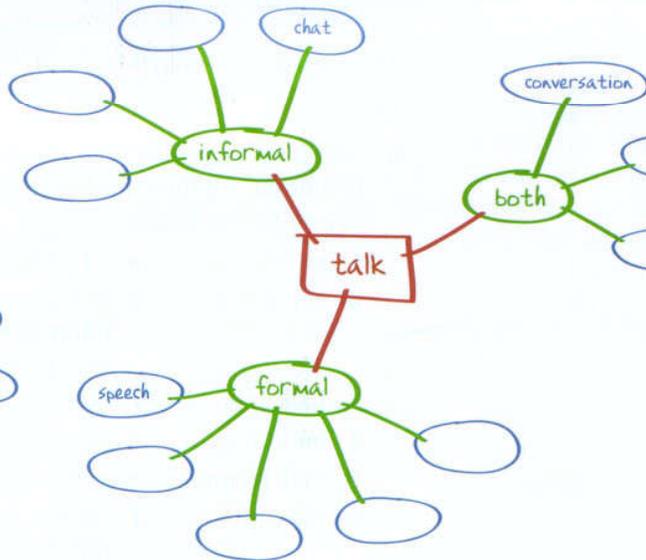
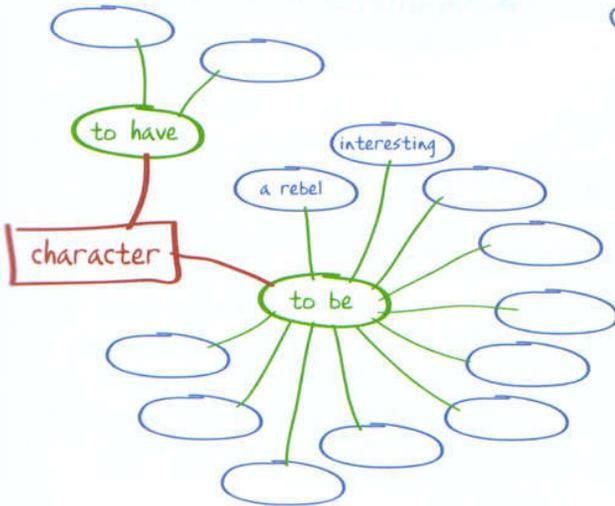
4 _____

Yes, this is the correct bus for downtown.

5 _____

Sure. It's three o'clock.

j Complete the mind maps.



k Complete the sentences with prepositions.

- 1 Lucy waved goodbye _____ her mom _____ the platform.
- 2 Anthony introduced himself _____ the other students.
- 3 It depends _____ the weather.
- 4 We usually get together _____ dinner once a week.
- 5 I'm not sure _____ the answer to this question

l Match the sentence halves.

- | | |
|-------------------------------|---|
| 1 Juliette hurt herself | a when she came into the room. |
| 2 In the past, people used to | b love each other very much. |
| 3 My sister and her husband | c when she was playing volleyball. |
| 4 I was reading my book | d when she goes to bed. |
| 5 Kerry hugs her mom | e sit in the sun, but these days they are more careful. |

Unit 4 Habits

Lesson 1 Quit smoking!



1 Vocabulary: multiword verbs

- a Match the multiword verbs with a definition. All these multiword verbs appear in this lesson.

- | | |
|-------------------|--|
| 1 give up | a take care of |
| 2 cut down | b think about a future event with pleasure |
| 3 look after | c quit |
| 4 build up | d increase |
| 5 look forward to | e reduce |
| 6 take up | f change or transform |
| 7 turn into | g start |
| 8 go away | h leave |

- b In groups, look at the picture above and discuss these questions.

- 1 When people first start to smoke in your country, how old are they?
- 2 What makes young people smoke?
- 3 Is smoking in young people increasing or decreasing? What explains that?

2 Listening skills

- a Work in pairs. Which of these methods of giving up smoking do you think are/are not effective? Why? / Why not?

nicotine patches self-help books
taking up exercise
cutting down gradually
hypnotherapy nicotine gum
changing your routine

- b Have you or has anyone you know tried any of these methods? How successful were you/they?

-  c Listen to this conversation between two friends. Which three methods from the list in Exercise 2a do they mention?

3 Grammar: first conditional

- a When we talk about the future, we can never be 100 percent sure something will happen, but we still make predictions. Look at these sentences from the audioscript. Match them with the summaries of how certain Julie is about her advice.

- 1 If you cut down gradually at first, it might be easier.
- 2 If you use patches, you won't need to smoke so much.
- 3 If you change your routine, those "cigarette moments" may disappear.
- 4 If you turn all your unhealthy habits into healthy ones, you won't want a cigarette anyway.

- a If you do this, the result is definite.
b If you do this, the result is possible but not definite.
- b Which word order below is correct for the first conditional?
- 1 *If + will, + will*
 - 2 *If + present, + may/might or will*
 - 3 *If + modal verb, + will*

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- c Choose the correct word or phrase in *italics* in each sentence.
- If you *will do* / *do* some exercise, you'll feel better.
 - If you *may stop* / *stop* smoking, it will make you healthier.
 - It *makes* / *might make* you stop if you think about how much money you spend on cigarettes.
 - You *might stop* / *won't stop* if you don't throw away your cigarettes.
- d In pairs, write three or four more conditional sentences giving advice about health and habits.
- e Share your ideas with another pair. Did you have similar ideas?

4 Pronunciation: intonation in conditionals

- 17 a The first conditional has two clauses. Notice that there's a slight pause between the clauses. Listen and repeat this sentence.
If you stop smoking, you'll feel better.
- b In pairs, say the sentences in Exercise 3c. Mark the stressed words in each clause.
- 18 c Listen and check your answers. Say the sentences again.

5 Reading skills

- a Read this article on quitting smoking. How is the advice similar to the advice in the conversation in Exercise 2c?

Is this the key to giving up?

If someone in your family still smokes after hearing all the anti-smoking messages, nagging them to give up won't work. Smoking is linked to behavioral patterns, so if you want to help someone quit, try to persuade them to change their routine during that first crucial cigarette-free week. "You need to break the pattern by doing things as differently as you can," explains life coach and anti-smoking expert Suzy Greaves. "So if you normally get home from work and take a bath, take a shower; and if you start your day with coffee and a cigarette, go for a jog instead." Having people there to offer support also plays a valuable part in the quitting process. "Smoking is a way of avoiding dealing with feelings, so when you stop, you may feel more vulnerable – friends and family who are willing to listen can really help you cope."

- b Read the article again and underline examples of the first conditional. Notice the variations in the main clauses. Which verb form is used apart from *will/won't*?
- c Work in pairs. What do you think of this advice? Tell your partner.

I think it's a good idea because ...

Well, it sounds like a silly idea to me, because ...

6 Speaking skills

- a Work in pairs. Your teacher will tell you if you are an "A" pair or a "B" pair. Read the problem and make a list of possible solutions and the reasons for them.

Pair A: Look at page 134.

Pair B: Look at page 136.

If you eat less fast food, you'll probably lose some weight.

- b Now work in new pairs, A and B. Take turns giving your advice and the reasons for it. You can ask questions or argue with your partner's advice. Decide which of the advice you will follow and tell your partner.

I'm definitely going to eat less fast food, and I'm going to join a gym so I can exercise with other people.

I don't like sports, so I'm not going to play a sport.

LANGUAGE NOTE

The *if*-clause and the result clause can be turned around. Note there is no comma when the result clause comes first:

If you cut down gradually at first, it will be easier.

It will be easier if you cut down gradually at first.



GLOSSARY

- cravings**
very strong feelings of wanting something
- hailed**
greeted or welcomed
- breakthrough**
key discovery or achievement
- odds**
likelihood or probability

1 Speaking skills

Work in pairs. Discuss these questions.

- 1 Why do some people eat too much?
- 2 In what ways can this be bad for their health?
- 3 What different ways can you think of for reducing the amount you eat?

2 Reading skills

- a Look at the pictures and the headline. What do you think the article is about? Talk about it in pairs.
- b Read the article quickly to check your predictions.

c Check (✓) the statements which are probably true. What in the text suggests this?

- 1 This pill is similar to other diet pills.
- 2 The Center for Disease Control in Atlanta conducts research into dangerous illnesses.
- 3 Some people are never successful with diets or exercise.
- 4 There would be a fairly small market for rimonabant.
- 5 The pill can help people quit smoking without gaining weight.
- 6 The Food and Drug Administration requires extensive testing before approving any new drugs.

d In small groups, discuss these questions.

- 1 What do you think about the idea of this pill?
- 2 Do you think it would be popular in your country? Why? / Why not?
- 3 What do you think about the idea of taking pills rather than doing something "naturally"?

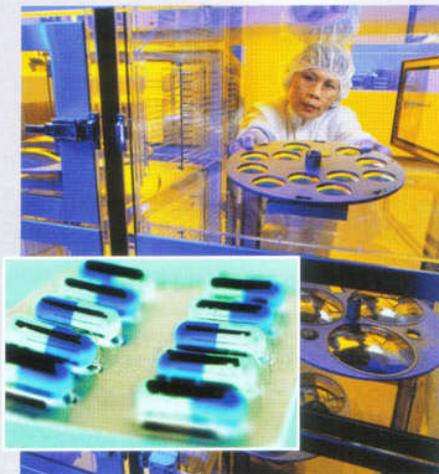
New pill reduces food cravings

A pill a day may keep fat away! That's the exciting news from researchers who say they've discovered a drug that suppresses food cravings. But this is no ordinary diet pill and it does not endanger users' lives – quite the opposite, in fact.

Called "rimonabant," it's being hailed as a potential lifesaver that could reduce the risk of diabetes and heart disease, both side effects of obesity, which is becoming the nation's leading killer. According to the Center for Disease Control in Atlanta, it accounts for more than 400,000 deaths a year.

In one study, Dr. Jean-Pierre Despres, of the Quebec Heart Institute at Laval Hospital Center in Quebec, Canada, tested 1,036 obese patients with a dose of 20 milligrams of rimonabant a day for one year.

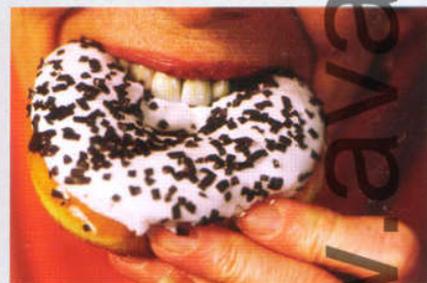
"We saw this spectacular drop in waistlines and changes in many other factors beyond what you'd normally expect," says Despres.



"This is a breakthrough study," Dr. Richard Stein, a New York based cardiologist and spokesman for the American Heart Association, says.

"For some people, diet and exercise don't work. If they can take a pill that's safe over the long term, it could save their lives."

Coincidentally, rimonabant was studied in a sister trial of 787 smokers



by researchers at the University of Cincinnati College of Medicine. Not only did it double the odds of smokers quitting within four weeks, 84% of the quitters did not gain weight, as so commonly occurs. "Overeating and smoking stimulate the endocannabinoid system, and a receptor signals you to eat and smoke more," says Stein.

"By finding a pill that blocks the receptor," he says, "we may have a very valuable tool in fighting obesity."

Rimonabant is produced in France by the laboratory Sanofi-Synthelabo, and it might take two years to get approval from the Food and Drug Administration. But it may well be worth the wait.

3 Grammar: future possibility

a Match a sentence from the article in column A with a similar one in column B.

A

- 1 The pill could reduce the risk of diabetes.
- 2 The drug could save their lives.
- 3 It might take two years to get approval.
- 4 But it may well be worth the wait.

B

- a It is possible it will take some time to become legal.
- b It is likely to be of value.
- c It might cut down the number of people contracting the disease.
- d It is possible that it will reduce the number of deaths.

b Add an example from Exercise 3a to each of the rules.

To talk about future possibility, use:

- a *could/may/might* + verb e.g. _____
- b *likely/unlikely* + infinitive e.g. _____
- c *possible/probable/likely that* + *will* e.g. _____
- d subject + *will/may/might* + adverb e.g. _____

c Write the phrases from the box on the right in the correct column.

Certain	Probable	Possible	Improbable	Impossible

d Rewrite these sentences in a different way. Try to use a mixture of forms.

- 1 I'm sure heart attacks will increase in the next generation.
Heart attacks will definitely increase in the next generation.
- 2 It is possible we will become an "overweight" country.
- 3 It is impossible for some people to control their diet.
- 4 It is probable that diabetes will increase in the near future.
- 5 It is improbable that companies will reduce salt and fat content in food in the near future.

e Check your answers in pairs. If you have different answers, check if you think they are both correct.

f Answer these questions in two different ways, using *could*, *may*, *might*, *can't* or *likely*, *unlikely*, etc.

- 1 Do you think rimonabant will work?
I think it probably won't work.
It is unlikely to work.
- 2 Do you think we will find a cure for cancer?
- 3 Do you think people in the future will eat more healthily?
- 4 Do you think everybody in the world will quit smoking?
- 5 Do you think people will live longer in the future?
- 6 Do you think fewer people will suffer from heart disease?

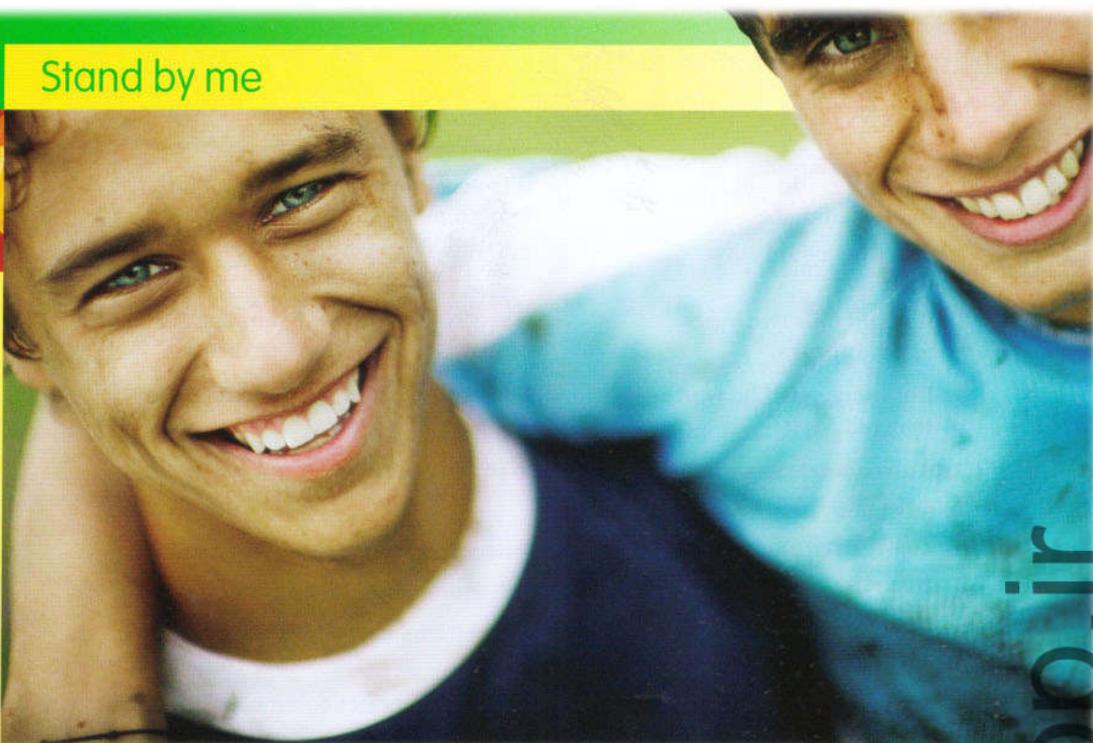
g Work in pairs. Compare your answers and talk about the issues.

A: *I think doctors and researchers might well find a cure for cancer.*

B: *I'm not so sure. Why do you think that?*

- It might happen.
- It will definitely happen.
- It is certain to happen.
- It may happen.
- It could happen.
- It is possible that ...
- It definitely won't happen.
- It probably won't happen.
- It is probable that ...
- It may well happen.
- It just might happen.
- It can't happen.
- It is likely to happen.
- It certainly won't happen.
- It is unlikely to happen.
- It is sure to happen.

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1 Listening skills

a You are going to hear the song *Stand by Me*. Match the words/phrases in column A with a synonym or near-synonym in column B.

A	B
1 stand by me	a shed a tear
2 land	b tumble
3 fall	c collapse
4 as long as	d earth
5 cry	e if
6 at/on	f frightened
7 afraid	g support me
8 crumble	h upon

b Read the questions and then listen to the song.

- 1 Who is the singer addressing?
- 2 What is the message of the song?
- 3 Do you think it is a happy or sad song?
- 4 Do you like this song? Why? / Why not?

c Discuss your answers with a partner.

2 Vocabulary: homonyms

a A homonym is a word that is spelled the same as another word but has a different meaning. Compare *can* in these sentences.

I can play tennis pretty well.

I don't like vegetables from a can.

Look at these phrases from the song. Match the words in *italic* with the correct definition below, according to the context of the song.

- 1 The *land* is dark
- 2 The moon is the only *light* we'll see
- 3 The sky that we *look* upon
- 4 Should tumble and *fall*
- 5 I won't *shed* a tear
- 6 *Just* as long ...

Definitions

land a to come down to ground (of an aircraft)

b the part of the earth's surface that is not water

light a not heavy

b brightness from the sun, moon, or an electrical source

look a to direct your eyes at something

b appearance

fall a season of the year

b to go quickly downward

shed a to let something fall

b small building used for storage

just a only

b fair and morally right

b Can you think of example sentences for the other homonyms?

3 Grammar: substitutes for *if*

- a Look at these lines from the song and choose the correct options in the rules below.

I won't be afraid
Just as long as you stand by me
I won't cry ...
As long as you stand by me

- 1 The tense used after **as long as** is *future / simple present*.
- 2 The meaning is *future / present*.

LANGUAGE NOTE

Conjunctions of time like *when, until, before, after, and as soon as* are also followed by the simple present in English when used with a future meaning. The two parts of the sentence can be changed around.

When I see him, I'll tell him you called.

I'll tell him you called when I see him.

She'll check in as soon as she gets there.

As soon as she gets there, she'll check in.

- b Underline the words/phrases used to express condition in each sentence.

- 1 They will let her keep the job providing she accepts a pay cut.
- 2 I'll go as long as you drive.
- 3 Assuming they ask the right questions, I think I'll do well in the interview.
- 4 He'll pass the exam provided that he does more work.
- 5 You can go out on the condition that you clean your room first.

- c Work in pairs. Write a list of the kinds of problems roommates might have in their relationship. You both need a copy.

One does a lot of housework and the other doesn't do any.

- d Now imagine you are one of these roommates. You want to continue living together, but you want some changes. With your partner, discuss what you are going to say to your other roommate.

- e Form new pairs and talk about the situation. At the end, decide whether you want to continue being roommates or not. Start the conversation like this.

A: *Could I talk to you for a minute?*

B: *Sure. What do you want to talk about?*

4 Writing skills

- a Read the letter below and answer these questions.

- 1 Who wrote this letter?
- 2 Who did they write to?
- 3 Why?

USEFUL LANGUAGE

I won't leave the apartment as long as / provided / on the condition that you do more housework.

I'll do more housework providing / assuming you do more shopping.



Sally's column

Dear Sally,

I have a wonderful new boyfriend. He is very supportive and has asked me to marry him, but the problem is that he has some very bad habits. He smokes a pack a day and drinks fairly heavily, too. His apartment is always a terrible mess, and he seems to expect me to do all the cleaning and cooking.

I love him very much, but don't know if I can take much more of this. Do you think I should leave him now or do you think our relationship has a future?

Tracy

Hi, Tracy

Thanks a lot for your letter. It sounds to me like you're having a hard time. It's easy to forget when you are in a situation like this that

Answering your questions from the head and from the heart

- b Imagine you are Sally and you are going to write a reply to Tracy's letter. Look at the letter and make notes on these three points.

- 1 The positive things in Tracy's partner:

- 2 The bad habits he has:

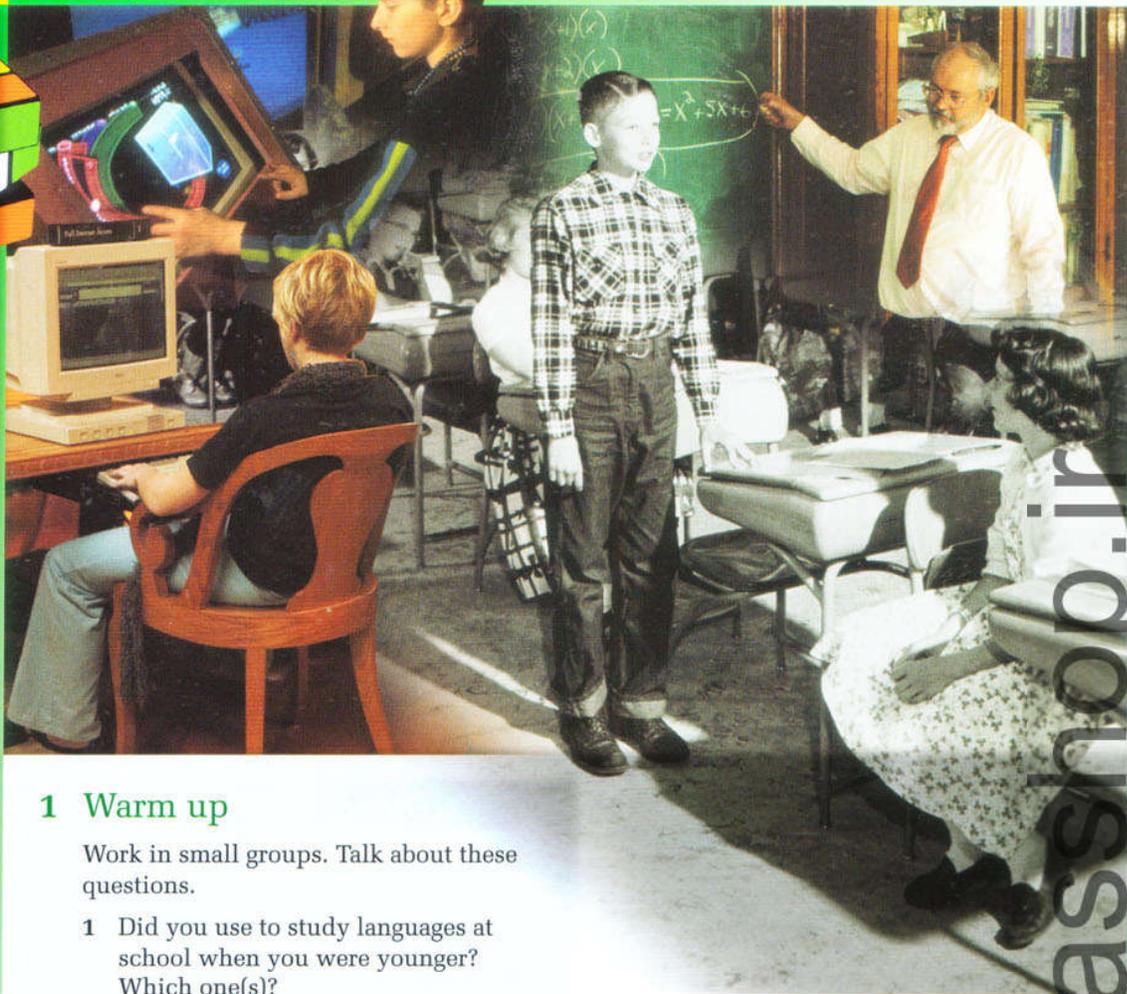
- 3 The big question that Tracy needs an answer to:

- c Structure your reply in three parts. Each part should talk about one of the three points above. When you are ready, write your letter.
- d Work in pairs. Read each other's letters. Is the advice good? Is it clear? Correct any mistakes you find.

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Task



USEFUL LANGUAGE

In the past, we used to ...

When we were kids, we used to ..., but now we ...

The teacher always ...

We weren't allowed to ...

1 Warm up

Work in small groups. Talk about these questions.

- 1 Did you use to study languages at school when you were younger? Which one(s)?
- 2 If not, which subjects did you study?
- 3 What kind of methods did the teachers use? Think about teacher/student relationships, activities, materials, etc.
- 4 How would you describe the methods used in your English class now?
- 5 Do you think teaching methods will change in the future? If so, how?

2 Task

Work in pairs. Think of five or six differences between how you were taught as a child and how you are taught in your English class now. Make a list in note form.

3 Prepare

In the same pairs, use your notes to write a paragraph about learning in the past and now.

4 Feedback

- a In your pairs, take turns practicing reading your paragraph aloud to each other. Help each other with the main stresses and pauses.
- b Read your paragraphs aloud to the rest of the class. Are the ideas very similar or very different?

Then	Now
<i>Used to read lots of short, boring things.</i>	<i>Read a lot, but topics normally interesting.</i>

5 Compare

20 Listen to two women talking about how their evening class is different from classes they had when they were children. Answer these questions.

- 1 Which two languages do they mention?
- 2 Do they like their evening class?
- 3 How is it different from classes they used to have?

6 Notice

Look at these lines from the conversation. Underline the phrases where the speakers give positive and negative opinions.

A: Oh, yeah, I think it's great. How about you?

B: Oh, yes, absolutely. I love it. The teacher's really good, isn't she?

A: She certainly is ... and the fact that she's Portuguese is really helpful.

B: Yes, I really like the way she makes us speak Portuguese all the time.

A: ... we just did reading and grammar. It was terrible.

B: Yes, same here. I really hated it. It was so boring.

7 Follow up

a Work in small groups. Imagine you work for a data-research company and you want to interview a group of people. You want to find out how young people study a foreign language outside of class. Decide what information you want to know and then formulate the questions. It's important to be polite, as this is a formal interview, so use indirect questions where possible. The first three questions are below. Add five more to the questionnaire.

- 1 Could you tell me how old you are, please?
- 2 Would you mind telling me if you study any foreign languages at present?
- 3 Can I ask you how often you study on your own in a typical week and what you do in this time?

b When you are ready, leave your group and interview a classmate. Every student needs to complete their own data sheet. Start the interview like this.

Excuse me. I'm doing some research on study habits. Would you mind if I asked you a couple of questions, please?

c When you are finished, go back to your original group and collate your information. Tell the class anything that you have found out about the other group's study habits.

data drivers 

**Questionnaire on study habits
outside of the classroom**

1 Age group:

15 to 20

20 to 25

25 to 30

2 Studies a foreign language?

Yes

If yes, which _____

No

3 Time studies out of class:

30 minutes

1 hour

More than 1 hour

(Specify _____)

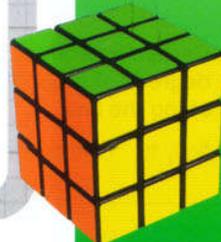
4

5

6

7

8



Grammar Summary

1 First conditional

Use

The first conditional is used to talk about a possible future action or event which depends on a certain condition:

If they come, I will tell them.

If he gets the job, he won't stay here.

Form

If + simple present, + will

If you give up smoking, you'll feel better.

When the *if*-clause changes places with the result clause, there is no change in meaning, but there is no comma:

You'll feel better if you give up smoking.

If the speaker wants to modify the result clause, adverbs and modal verbs are used. (See **Future possibility** below.)

Compare these sentences:

If you stop smoking, you'll put on weight / you'll probably put on weight / you may put on weight.

Correct the mistakes.

- If I will pass, I will get the job.
- If she come, she will see you.
- They will to tell him if they can.
- He won't improve if he not study.
- Will he does it if we asks him?

2 Future possibility

Use

The modal verbs *might*, *could*, and *may* are used to talk about possibilities in the future.

can't + base form is used to say that something is not possible in the future:

If the party is on September 17th, I can't go, I'm afraid.

Form

If + simple present, modal verb + base form

if	Simple present	Modal verb	Base form
If	you try hard,	may you might could	win

a Answer these questions about yourself, using *may*, *might*, or *could*.

- Do you think you will ever speak English perfectly?
- Do you think you will have a lot of children/grandchildren?
- Do you think you will take a vacation soon?
- Do you think you will change jobs this year?
- Do you think you will move to another house in the next three years?

b Certain adjectives can also be used to indicate degrees of probability. Put these words or phrases along the line.

likely to certain not to certain to unlikely to

will happen

won't happen

3 Substitutes for *if*

If is used to introduce a situation when talking about the possible future results of that situation. Other words or phrases can be used; usually they are more formal:

as long as ..., *on the condition that ...*, *provided that ...*, *providing ...*, *assuming ...*

Provided that *the government acts now, the problem could be almost eradicated within a generation.*

Vocabulary Summary

1 Multiword verbs

take up cut down give up build up go away
look after look forward to turn into

Complete these sentences with a suitable multiword verb.

- "Do you smoke?" "No, I _____ last year."
- I'm _____ my party.
- She's trying to _____ the amount of fast food she eats.
- Could you _____ the children for me?
- Please _____! You're disturbing me.
- I'm trying to _____ my client list to 100 names.
- When did you _____ yoga?
- This is _____ a difficult situation.

2 Homonyms

A homonym is a word that is spelled the same as another word but has a different meaning. Compare the word habit in these sentences:

*Stop that! Biting your nails is a horrible **habit**!*

*A Franciscan monk traditionally wears a long, dark brown **habit**.*

a Can you remember the two meanings of each of these words?

- 1 stand by 2 land 3 light 4 look 5 fall
6 shed 7 just

b Use the words in Exercise 2a to complete these sentences.

- I can carry the box. It's very _____.
- _____ is my favorite time of year.
- We own some _____ in the country.
- I think the hammer is in the _____.
- Can you wait _____ five minutes?
- I've cut my hair and I have a new _____.
- Please _____ for an important announcement.



DEVELOP

Understanding process and product

1 Defining the difference between process and product writing

- a Read these definitions of *process* and *product* writing and then mark the six situations below "Process," "Product," or "Both."
In *process* writing, the focus is on **the stages that lead to** a final piece of writing. In *product* writing, the focus is on the quality of **the finished product**.
 - 1 Students sit in a group and discuss a topic.
 - 2 Students hand a composition called *A day at the beach* to the teacher.
 - 3 Students proofread their compositions, making corrections.
 - 4 Students sit in an exam and answer the following: *Write a postcard to your family in English. Talk about what you are doing on vacation.*
 - 5 Students sit in pairs and decide on the best organization for a composition.
- b Work in pairs. Check Exercise 1a by explaining why you chose your answers.
- c Read this text. What more did you learn about process vs. product writing?

Traditionally, much of the writing done in language classes or for homework was "product based." The teacher assigned a task like "Write a paragraph about your childhood," or "Write a letter complaining about something you bought in a store." The student was assessed on the product, i.e. the paragraph or the letter, mostly in terms of accuracy, particularly grammatical accuracy.

Recently, the trend has been to move away from this very product-based approach toward an approach in which the actual process of writing becomes far more important, the final product being only one part – though obviously an important part – of this process.

When we write in our first language, we generally go through a series of steps or stages rather than simply sitting down and immediately producing a perfect piece of writing. With the increasing use of computers for writing, this is even more true, because it is easy to delete things, add things, or change the order of things without destroying our work.

- d Talk about these questions.
 - 1 In past English classes, what kind of writing did you do? Process? Product? Why do you think that was?
 - 2 What kind of writing have you done in this course?
 - 3 Which type of writing do you think you prefer? Why?

2 Looking at the processes in writing

- a In pairs, think about a piece of writing you might do in your first language. What stages would you go through? Make a list.
- b Compare your stages with the stages at the bottom of the page. Ask someone in the class or use a dictionary if there is anything you don't understand.
 - A: *What does "draft" mean?*
 - B: *Oh, that's when you write something which isn't final. I mean, you will need to make changes to it before it's finished.*

3 Applying what you have seen

- a In pairs, you are going to try some process-based work by writing three short paragraphs about one of the topics below. Together, decide which topic to write about. If the topics don't interest you, pick another one.
 - 1 How to give up a bad habit.
 - 2 How to improve your diet.
- b You will need to write three paragraphs: an introduction, the main body, and a conclusion. Brainstorm ideas for the three paragraphs.
- c Now select and order the ideas you want for each paragraph.
- d Write a draft of the composition. Don't worry at this stage about the English being perfect. Making sure the ideas link and are logically developed is much more important.
- e Now is the time to proofread: check grammar, vocabulary, spelling, and punctuation, and generally improve your work.
- f If you have time, work individually to write the final draft. If not, complete the composition at home. Don't forget to include the title!
- g Exchange your work. Read each other's work. How good a reflection of the title is the content? Did you enjoy reading it? Which was the best part of the composition? Can you make any suggestions to improve the organization and accuracy of the language?

Remember to follow these steps the next time you write a composition.

- 1 Brainstorming/gathering ideas
- 2 Selecting and ordering ideas into paragraphs
- 3 Making a draft
- 4 Proofreading your draft
- 5 Writing the final version

YOUR WRITING

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Unit 5 Generations

Lesson 1 Generation gap



USEFUL LANGUAGE

I think this was taken in the early/mid/late 40s/50s/60s.

She's in her early/mid/late teens/20s/30s/40s.

LANGUAGE NOTE

Multiword verbs like these can be separable or inseparable. If they are separable, the object can go either between the verb and the particle or after the particle. If the object is a pronoun, however, it has to go between the verb and the particle.

I'll pick Jenny up at the station.

I'll pick up Jenny at the station.

I'll pick her up ... ✓

I'll pick up her ... ✗

1 Listening skills

a In pairs, look at the pictures and talk about these questions.

- 1 What period do you think each picture is from? Why?
- 2 How old do you think the people are?
- 3 What do you think the relationship is between the people in each picture?

21 b Listen to the conversations and check (✓) the two pictures that are mentioned

2 Vocabulary: multiword verbs

a Match the words or phrases in *italics* from the audioscript with their meanings.

- | | |
|---|---|
| 1 Do you want to <i>come over</i> ? | a find the answer to something |
| 2 I just <i>picked up some</i> photographs <i>from</i> my aunt's house. | b have a disagreement with someone |
| 3 I want to <i>go through</i> them. | c have a good relationship with someone |
| 4 I think I've <i>figured it out</i> . | d collect |
| 5 I wasn't <i>getting along very well</i> with my sister at that time. | e look at and organize something |
| 6 She and I <i>fell out over</i> him, I recall. | f visit me |

b In pairs, discuss these questions.

- 1 How do you get along with different members of your family?
- 2 Has your relationship changed at different periods in your lives?
- 3 Do you like to work out problems by yourself or to talk things over with other people?
- 4 Do you ever go through your old photos and letters?
- 5 How does it make you feel when you do that?
- 6 What kinds of things do friends or family members of different generations fall out about?

3 Grammar: modals to express present deduction

- a Work in pairs and underline the modal verbs in the following extract.

B: Wow! It's some kind of party from the 1950s.
 A: It isn't the 1950s – it's the 1960s. Look at the clothes!
 B: Yes. Yes, you're right. It could be a college party – you know, for Christmas or something.
 A: No, it can't be. They're wearing summer clothes. But, you know, it might be a birthday party.
 B: Yeah, look at the balloons and the silly party hats ... everyone drinking sodas.
 B: Right! Well, it must be a birthday party.

- b Match these extracts with their meanings.

- 1 It could be a college party ...
 - 2 No, it can't be.
 - 3 It must be a birthday party.
- a I am almost certain.
 - b I think it's possible ...
 - c I don't think it's possible.

- c Match these extracts from the audioscript with the categories below.

- a It isn't the 1950s.
 - b It could be a college party ...
 - c No, it can't be.
 - d It might be a birthday party.
 - e It must be a birthday party.
 - f That's my Aunt Sue.
 - g It may be her boyfriend.
- 1 95% certainty
 - 2 strong probability
 - 3 possibility
 - 4 impossibility

- d Rewrite these sentences to mean the same thing by using a modal verb.

- 1 I'm almost certain he's a teacher.
He must be a teacher.
- 2 She speaks very good French; maybe she is Canadian.
- 3 Maybe she has a brother.
- 4 I'm absolutely sure they don't play tennis.
- 5 We're almost positive he lives here.
- 6 It's possible they work on Saturdays.

4 Speaking skills

- a Imagine you found the purse shown below. In pairs, look at the items and discuss what each one tells you about the owner. Then write sentences using modal auxiliaries.

Sex: *This purse must belong to a woman because ...*

Nationality:

Marital status:

Reason for travel:

Likes or dislikes:

Any other information:

- b Now talk to another pair about your ideas.
- c In pairs, invent another person and write down he / she is carrying, for example a briefcase, purse, etc., and what is in it. When you are ready, exchange your lists with another pair. Discuss the list and build up a picture of this person.
- d Join the other pair and talk about the picture you have of the person. If you want to, ask how they have come to their conclusions.

A: *We think this person must be a rich Japanese businessman.*

B: *Okay. Why do you think that?*

LANGUAGE NOTE

When speakers are not sure of things, they usually make guesses. In English, modal verbs are often used to do this.

! WARNING

Can is not used for deduction:

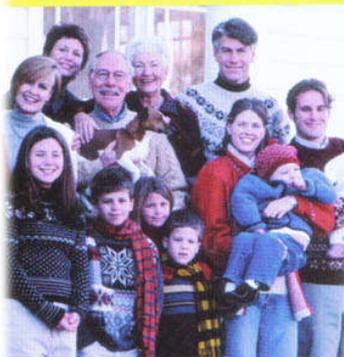
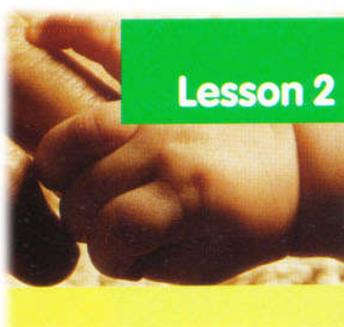
He could have a car. ✓

He can't have a car. ✓

He can have a car. ✗



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1 Reading skills

a In pairs, discuss the pictures.

What do you think are the relationships between these people? Give reasons for your ideas.

He might be her husband. They look ...

She can't be their mother because ...

b Now look at these headlines. Match each headline with a reaction. What do you think each story is about?

1 **54-year-old woman gives birth to twins**

2 **Marriage contracts for 2–10 years**

3 **78-year-old graduates with honors**

a I think it's absolutely ridiculous!

b It's really wonderful!

c I find it very worrying.



c You are going to find out about two of the stories now. Read your text and answer the questions below.

Student A: Turn to page 134.

Student B: Turn to page 136.

- Which headline goes with your story?
- Which reaction from Exercise 1b is in your text?
- Prepare yourself to explain the story to your partner in your own words.

d In pairs, talk about your stories. Which one do you find more interesting?

2 Grammar: intensifiers and qualifiers

a Look at the examples and decide which are correct.

- It is absolutely wonderful.
- It is really wonderful.
- It is fairly wonderful.
- It is very wonderful.
- It is really good.
- It is absolutely good.
- It is very good.
- It is fairly good.

b Write "T" (true) or "F" (false) next to the rules.

- You can use *very* with "extreme" adjectives like *wonderful*.
- You can use *really* with extreme adjectives.
- You can use intensifying adverbs like *totally* with "normal" adjectives.
- You can use qualifying adverbs like *fairly* with normal adjectives but not with extreme adjectives.

c Write the extreme adjectives in box A in the spaces in column 4 of the table on page 51. Write the adverbs from box B in column 1 or column 3, next to the correct column of adjectives.

A

fantastic	fascinating	horrifying
thrilled	awful	ecstatic
great	terrifying	wonderful
dreadful	terrible	beautiful

B

really	totally	completely	fairly
kind of	very	absolutely	sort of

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qualifying adverbs	normal adjectives	intensifying adverbs	extreme adjectives
	1 good		1 <i>fantastic, wonderful, great</i>
	2 bad		2
	3 pretty		3
	4 interesting		4
	5 happy		5
	6 scary		6

d Tell a partner about recent experiences you have had. Use adverbs and adjectives. Ask your partner for more information if you wish.

A: *I saw a play last night, but it was absolutely dreadful.*

B: *What was so bad about it?*

A: *Well, the story was really dumb, and the acting was totally awful.*

3 Pronunciation: emphatic reactions

a Mark the stresses on the two dialogues. Which reply do you think is more emphatic? Why do you think that?

Dialogue 1

A: What do you think of it?

B: It's absolutely wonderful.

Dialogue 2

A: What do you think of it?

B: It's really nice.

b Listen and check. Which words have extra-strong stress?

c Listen again and repeat the dialogues.

d In pairs, create similar dialogues using the prompts and your own ideas.

Japanese food	reality TV	fast food
this class	pop music	our city
the weather		

A: *What do you think of fast food?*

B: *It's really bad.*

A: *Bad? It's absolutely awful!*

4 Listening skills

a In pairs, look at the headlines and discuss these questions.

1 Are the stories good news or bad news?

2 In which sections of the newspaper would you find these stories?

3 Which of the stories could happen in your country?

Royal wedding goes ahead

Boy killed in teen knife attack

Inflation up by 4%

Mine collapses – 35 missing

14-year-old soccer player signs for \$1 million

b Listen to conversations about two of the news stories. Which headlines are they talking about? Note any key words that helped you guess the story in the table.

News story	Key words
1	
2	

c Work in pairs. Choose a different topic each. Individually, write some key words about your story.

d Discuss each of your topics together. Begin like this.

A: *Did you read/hear the story about the ...*

B: *No. What was it about?*

LANGUAGE NOTE

The adverb *really* can be used with both normal and extreme adjectives:

really bad, really awful

LANGUAGE NOTE

Remember to use more emphatic intonation with extreme adjectives.

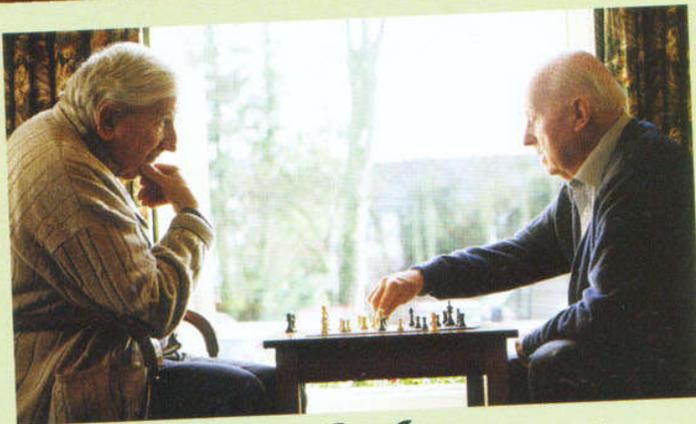
USEFUL LANGUAGE

on the front/back page

in the sports/finance section

in international/national news

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A beautiful mind

A fitness class with a difference is taking place at the University of California in Los Angeles (UCLA), with most of its participants over 50 years old. And they are not sweating, not puffing or panting – this fitness training is for the brain. Three decades after the physical fitness trend that has, in general, kept us all in better shape, comes mental aerobics

in the form of “Brain Gym.” New research suggests that just as physical fitness can stave off some aspects of physical ageing, mental exercise – anything from bridge to crosswords – can stave off mental decline and can even postpone Alzheimer’s disease, the most common cause of premature senility.

Dr. Gary Small, professor of psychiatry and biobehavioral sciences at the UCLA neuropsychiatric institute explains, “There are four major areas in our lives where we can make a difference in terms of risk of degenerative diseases such as Alzheimer’s. One is physical aerobic conditioning, another is a healthy diet, a third is reducing stress, and the final one is mental activity, which can be memory training. Studies show that if you go to college in later life, you have a lower risk of getting Alzheimer’s. Basically, it’s a case of ‘use it or lose it.’” Dr. Small recommends any kind of mental stimulation and at any age. Learning a language, crossword puzzles, board games, even reading a novel can be helpful.

Also useful is memory training, and it is these courses that are proving so popular in the U.S.

Parts of the course focus on tricks for remembering names and numbers, and for turning shopping lists into imaginative stories so that you will never need a written list again.

“The point is, medical science has given this generation another 20 years of life, so what are we going to do with those years?” asks David Mann, a 58-year-old artist who joined the course because he wanted to go back to college, but found it much harder to retain information the second time around. “We don’t have to retire and do nothing but play golf. To me, that would be the kiss of death. Taking this course was a conscious decision for me to be proactive in warding off the ageing process. The question is though, will I remember to do the homework?”

GLOSSARY

to stave off / to ward off
to keep away or postpone

1 Reading skills

a In pairs, discuss these questions.

- 1 What is the average life expectancy in your country?
- 2 Is it the same for men and women?
- 3 Is it generally going up or down, do you think?
- 4 What factors can influence our life expectancy?
- 5 What do you think “brain gym” is?

b Read the text quickly and compare your ideas.

c Explain in your own words what is meant by the following phrases or sentences.

- 1 “Brain Gym” (line 13)
- 2 ‘Use it or lose it’ (line 42)
- 3 ... so what are we going to do with those years? (line 60)
- 4 To me, that would be the kiss of death. (line 69)

d In pairs, look at some ideas for increasing mental agility and talk about them.

Brain food

- Memorize license plates of surrounding cars when stuck in traffic.
- When you meet someone and they tell you their name, imagine the person’s name written on their forehead.
- Learn to play a musical instrument or to speak a new language.
- Memorize poetry.
- Take up bridge, crossword puzzles, chess, or Scrabble.

A: Memorize license plates when you’re in traffic.

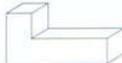
B: I think that’s a real silly idea. I probably wouldn’t do that.

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2 Speaking skills

- a Complete this test alone, then compare your ideas with a partner.

Why not do a little mental gymnastics? Try out this three-minute test.

- 1 Look at these ten words. Memorize them in 30 seconds.
rabbit plate apple banana car firefighter blue key ball decide
- 2 What number ends this sequence?
36, 25, 16, 9, _____
- 3 A woman marries 11 men in the space of 10 years. She divorces none of them, none of them dies, and she has not committed any crime. How is this possible?
- 4 Which shape is the same as shape A?
A  B  C  D 
- 5 If $X + Y = Z$, what is $Z - X$?
- 6 Cover the exercise above and write down as many of the ten words from question 1 as you can. How many can you remember?

- b How did you do? Do you need to work out at the Brain Gym a bit more often?

3 Vocabulary: phrases about lifestyle

- a Without looking at the article in Exercise 1, complete each phrase with a word from the box.

risk show decision cause diet suggests popular stress

- 1 a lower _____ 4 the most common _____ 7 a conscious _____
2 a healthy _____ 5 prove _____ 8 research _____
3 reduce _____ 6 studies _____

- b Look at the text and check your answers.

- c Fill in the blanks in this paragraph with an appropriate phrase from Exercise 3a. Sometimes more than one answer may be possible.

1 _____ that people who eat vegetables have a 2 _____ of heart disease: 3 _____ of premature death in men in the developed world. 4 _____, including plenty of fresh fruit and vegetables, is a very important factor. Lifestyle is also very relevant. Playing sports can help to 5 _____. People who make 6 _____ to make changes to their lifestyle live longer and healthier lives.

4 Writing skills

- a Work in groups. You are going to conduct a survey on health and lifestyle in your class. Choose one of the following areas:
- Diet
 - Fitness
 - Learning
 - Relaxation
- b In your groups, decide what you want to find out and write six questions.
- c Interview one person from another group.
- d Go back to your group and collate your findings. Use the information to write a very short report. Use some of the phrases from the texts in this unit to help you if you want to.

USEFUL LANGUAGE

How often do you eat meat/visit the dentist, etc.?

When was the last time you went to the gym/ate a hamburger, etc.?

Do you ever read books/walk, etc.?

Studies show that people between the ages of ...

Research suggests that most people our age ...



Task

1 Warm up

- a Complete the sentences with your own ideas.
- 1 If you can buy whatever you want, you'll ...
 - 2 Intelligent people are more likely to ...
 - 3 Someone who is beautiful may not ...
 - 4 If you give money to charity, you might ...
 - 5 Someone who has close friendships is very likely to ...
 - 6 If you get married, you'll probably ...
- b In small groups, compare your ideas.

2 Task

Work alone and answer the following questions.

- 1 Do you consider yourself a happy person?
- 2 Look at this excerpt from a newspaper article. Which of the areas mentioned are most significant in making you happy?
- 3 Choose the top three factors.

Ten keys to true happiness

For 70 years, scientists have been conducting research on happy and unhappy people, and they're finally zeroing in on the factors that make a difference. These are the top ten factors analyzed by scientists:

Wealth
Desire/wishes
Intelligence
Genetics
Beauty

Friendship
Marriage
Religion
Charity
Age

3 Prepare

- a In small groups, compare your ideas from Exercise 2.
- b As a group, agree on the top three factors. Give reasons for your ideas.
Friendship is important because people who have friends can share their stress and support each other.

4 Feedback

- a As a class, discuss the factors, then vote on the three most important ones.
- b In pairs, discuss these questions.
- 1 Which factors do most people consider important?
 - 2 In what ways do you think these factors might affect our happiness?
Wealth makes you happy because you can buy whatever you want.

5 Compare

- You are going to read about one of the factors in Exercise 2. Your teacher will tell you which text to read. Read the text to discover how this factor can relate to our happiness. Underline key words and sections of text so that you can tell another person about it.
- Sit with students who have read other texts and explain your texts to each other. Which is the most interesting?

Genetics

Are some people born happy? David Lykken, a behavioral geneticist at the University of Minnesota, believes that our happiness is determined half by what is happening in our lives and half by a "set point" of genetically determined happiness. While our "set point" is largely determined by genes, we may rise above it or fall below because of other factors, like good parenting. Lykken found that genetic variation accounted for between 44 and 55% of the difference in people's happiness levels. Other factors, such as marital status, income, or religion, might account for just 3%.



Marriage

In an analysis of reports from 42 countries, married people were found to be consistently happier than singles. The effect is small, but here is the question: does marriage make you happy, or are happy people more likely to get married?



Both answers may be true. In a study that followed some 30,000 Germans for 15 years, researchers found that happy people are more likely to get married and then stay married. But anyone can improve his or her mood by tying the knot. The effect begins about a year before the happy day and lasts for about a year afterwards. For most people, satisfaction levels then return to their "baseline," but researchers say that a good marriage can have a permanent positive effect. Furthermore, people who are less happy to begin with will get a bigger boost from marriage. If you live together, will you get the benefit? Apparently not. "Couples that are just cohabiting lack the deeper security that comes with the band of gold and that is why they are not quite so happy. Insecurity, as we know from all data, is bad for human beings."

GLOSSARY

to tie the knot
to get married (informal)

Age

Old age may not be so bad. "Given all the problems of ageing, how could the elderly be more satisfied?" asks Laura Carstensen, a psychology professor at Stanford University in California. In one study, Carstensen gave pagers to 184 people between the ages of 18 and 94 and paged them five times a day for a week, asking them to fill out an emotions questionnaire each time. Old people reported positive emotions just as often as young people, but they reported negative emotions much less frequently. Why are old people happier? Some scientists suggest they are more likely to be realistic about their goals, only setting ones they know they can achieve. Carstensen thinks that with time running out, older people learn to focus on things that make them happy, and let go of those that don't. "People realize not only what they have, but also that what they have may not last forever."



Beauty

First the bad news: good-looking people really are happier. When researchers got people to rate their own looks, there was a "small but positive effect of physical attractiveness on well-being." Perhaps the explanation is that life is kinder to the beautiful. Or it could be more subtle than that. The most attractive faces are highly symmetrical, and there is evidence that symmetry reflects good genes and a healthy immune system. So maybe beautiful people are happier because they are healthier. The good news is that, even if you aren't gorgeous, if you believe you look great, you'll feel happier. It's just like actually being beautiful. Unfortunately, studies show that women tend to think they are too fat, and men worry about being puny.

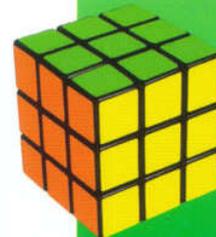


6 Notice

- Notice the different uses of *just* in these extracts from the texts. In which extracts does *just* mean the following?
equally only exactly
 - Other factors, such as marital status, income or religion, might account for *just* 3%.
 - Old people reported positive emotions *just as* often as young people, but they reported negative emotions much less frequently.
 - It's *just* like actually being beautiful.
 - Couples that are *just* cohabiting lack the deeper security ...
- Do you have words in your language that have several meanings?

7 Follow up

- In pairs, write your own tips for a happy life. Put them up on the wall and then move around the classroom and read the other students' ideas.
- Make a mental note of the best tip you find and follow it!



Grammar Summary

1 Modal auxiliaries for present deduction

Use

The following modals + verb base form are used to express deduction about present situations or events. They all indicate how sure or not we are about something in the present.

She	can't might could may must	work as a lawyer.
-----	--	-------------------

Do not use *can* in these situations:

I'm not sure who he is, but he could be Geraldine's husband.

Don't touch that plant. It could/might/may be poisonous.

Note: When making deductions, there is very little difference in meaning between *could*, *might*, and *may*.

Form

- Modal verbs are followed by the base form.
- Questions are formed by inverting the verb and subject:
Could she be working late?
- Negatives are formed by adding *not* before the main verb:
He can't be tired.

Write sentences expressing deductions about the following situations.

- The lights are not on. (They / be at home)
- She has a Russian accent. (She / be Russian)
- She's wearing a swimsuit. (She / be at the office)
- Harry looks pale and he's taking some medication. (He / be ill)
- They have four cars and take three vacations a year. (They / have a lot of money)

2 Intensifiers and qualifiers

Use

- Use extreme adjectives to show strong feelings.
- Use intensifying adverbs to add emphasis:
*That's **really** bad luck!*
- Do not use qualifying adverbs with extreme adjectives:
It's fairly wonderful. X

Note: The adverb *really* can be either intensifying or qualifying; it is often expressed in informal English as *real*.
This math is real hard.

Form

It's	very really	nice. good. bad.
	absolutely really	wonderful. gorgeous.

Find six normal adjectives in the following list, then match them with the corresponding extreme adjectives.

~~awful~~ ~~bad~~ dreadful fascinating good gorgeous
great happy interesting marvelous pretty ridiculous
silly terrible thrilled wonderful
bad: awful, ...

Vocabulary Summary

1 Multiword verbs

I **get along (well/badly)** with my work colleagues.

I'll **pick you up** at eight.

Mom, can you **go through** my homework with me?

I can't **figure** this math problem **out**.

Do you want to **come over** to my place for dinner?

I'm not talking to Jim. We **fell out** over some money.

Note: Pronouns must come in the middle of separable verbs:

*We figured **the problem** out. ✓*

*We figured **it** out. ✓*

*We figured out **the problem**. ✓*

*We figured out **it**. X*

Use one of the multiword verbs above to rewrite the sentences.

- Can you collect me from school?
Can you pick me up from school?
- We argued about money.
- I have a good relationship with my mother.
- They visited us yesterday.
- She found the answer to the math problem.

2 Phrases about lifestyle

Look at these phrases and then choose the most likely options below.

a lower/higher risk of something

a healthy/unhealthy diet

reduce/increase stress

the most/least common cause of something is ...

prove popular/unpopular with someone

studies show ...

a conscious decision to do something

research suggests ...

- Smokers have a *higher / lower* risk of developing cancer.
- Fruit and vegetables form part of a *healthy / an unhealthy* diet.
- The *most / least* common cause of absence from work is backache.
- Computer games have proved *popular / unpopular* with people over 65.
- Yoga can be useful in *increasing / reducing* your stress levels.



Looking at collocation

1 Collocation

If you want to use a word, you need to know the other words that usually appear with it in a sentence. These can be different in different languages. One key area is **collocation**. Collocation is the way words co-occur naturally.

Examples:

- noun + verb: *research suggests*, ~~research says~~
 adjective + noun: *strong coffee*, ~~dark coffee~~
 adverb + adjective: *absolutely gorgeous*, ~~absolutely nice~~

a In pairs, try to recall some of the collocations studied so far in this book.

- 1 ____ work
- 2 in his ____ 30s
- 3 blonde ____
- 4 ____ games

b In pairs, decide on the missing verb in each case.

- 1 ____ along (well) with / angry / a good job
- 2 ____ long hair / coffee / a nice day
- 3 ____ long hours / part time / with children

LEARNING TIP

When you read a text, look for key words and their collocates. Use a highlighter pen to note any useful examples and add them to your notebook.

2 Vocabulary records

Vocabulary records are very important in helping you remember how to use words correctly. Good ways to record collocations include:

- boxes

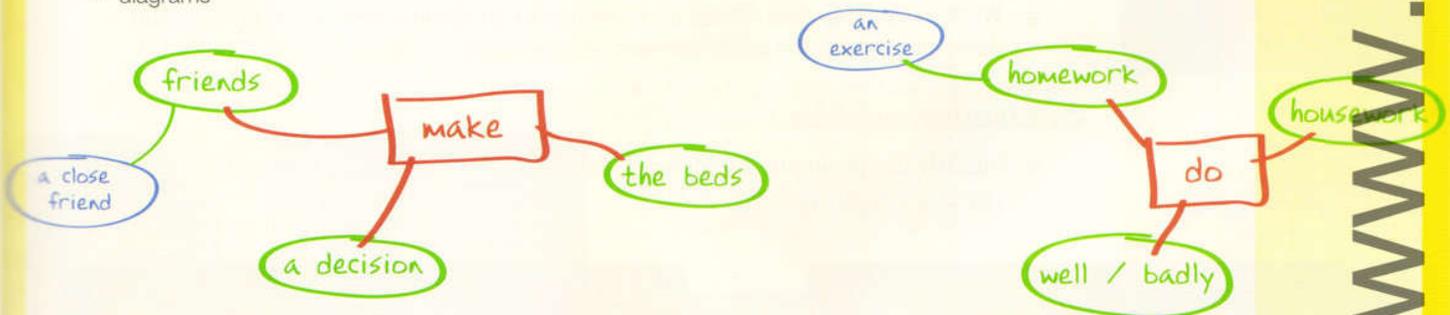
have	coffee, a drink
strong	feelings
absolutely	wonderful

LEARNING TIP

Design a table like this in your vocabulary notebook. Leave space so that you can add to the box when you meet more collocates.

Add three more words in the left column and collocates for them in the right column.

- diagrams



a In pairs, decide on a good way to record the following items. You can use a dictionary.

de•ci•sion /dɪ'sɪʒən/ [noun]: ★★★

1 The committee will make a decision by the end of the week. **2** Have you come to a decision yet? ♦ He made a conscious decision to leave his job. ♦ It was a difficult decision.

di•et /daɪət/ [noun]: ★★★

♦ Try to eat a balanced diet. I can't fasten my jeans – I'll have to go on a diet. balanced, healthy, varied ~: used about foods that are healthy.

b Compare your ideas with other students.

Unit 6 Change

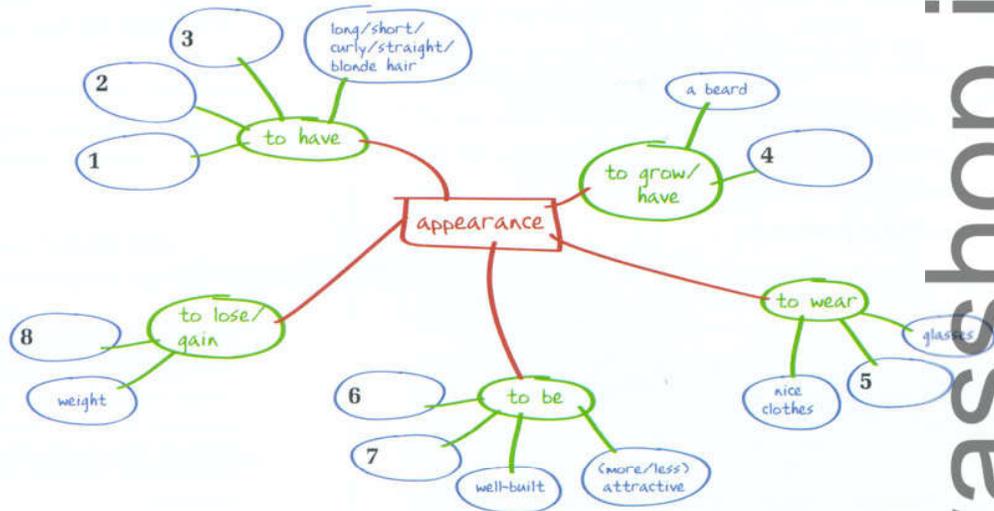
Lesson 1 Then to now



1 Vocabulary: appearance

- a Check that you understand the words in the diagram. Complete the diagram with the words in the box.

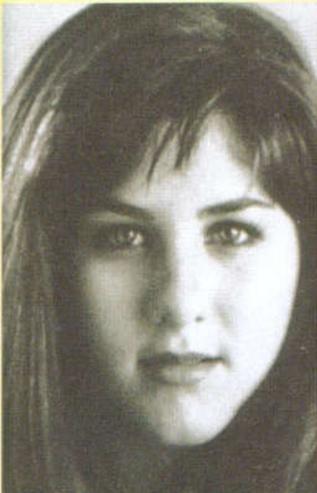
thick eyebrows full lips nice teeth a mustache
good-looking jewelry a few kilos/pounds slim



- b In pairs, add more description words to the diagram.
c Write about how your appearance has changed in the last few years.
I've lost weight. I wear glasses now, and I've grown a beard.
d Work in groups. Give all the descriptions to one group member. They read the descriptions and the group guesses who wrote each one.

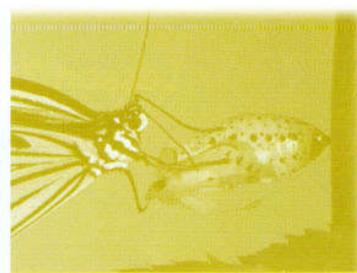
2 Listening skills

- a Identify the people in the pictures. Talk about the differences between then and now.
His hair used to be long.



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- 24 b Listen and check (✓) the people in the pictures who are mentioned.
- c In pairs, discuss these questions.
- 1 Did you identify everyone correctly?
 - 2 Who has changed the most/least?
 - 3 Whose appearance is the most improved, in your opinion?
 - 4 What are some advantages and disadvantages of being in the public eye?
 - 5 How do you think it feels to have your appearance commented on in this way?



3 Grammar: present perfect to express change

- a In pairs, look at the extract from the conversation and answer the questions that follow.

Yeah. How about this one, Jennifer Aniston? She hasn't changed much. She's lost a little weight, maybe. Her hair's really different, though. Wow. I much prefer it now.

- 1 Is the change in the present or the past?
 - 2 Do we know exactly when the change happened?
 - 3 Is the result in the past or the present?
- b Underline examples of the present perfect in the extract.
- c How is the present perfect formed?
- d Look again at the pictures of famous people. Write down as many changes as you can, using the present perfect.
- e Compare your sentences with a partner. Look for errors in each other's work, especially in the present perfect.

4 Speaking skills

- Student A:** Look at the picture on page 134.
- Student B:** Look at the picture on page 136.

When you have finished, look at both pictures and summarize the main changes that have happened.

5 Writing skills

- a In pairs, look at the descriptions you wrote at the beginning of the lesson and underline any sentences or phrases you think may not be correct.

- b Make a list of any other important changes in your life.

exercise, met Sandra

- c Write your description. Rewrite it, adding the new details. Use the present perfect and present progressive when possible.

I've joined a gym and I'm exercising twice a week.

I've met a really nice girl named Sandra and we're dating.

- d Exchange descriptions with your partner. Ask for more information if you like.

*What kind of exercise do you do?
Where did you meet Sandra?*

LANGUAGE NOTE

Remember to use contracted forms:

Her hair's changed. = *Her hair has changed.*

He hasn't changed much. = *He has not changed much.*

USEFUL LANGUAGE

What has happened?

He's shaved off his beard.

She's gained a few pounds.

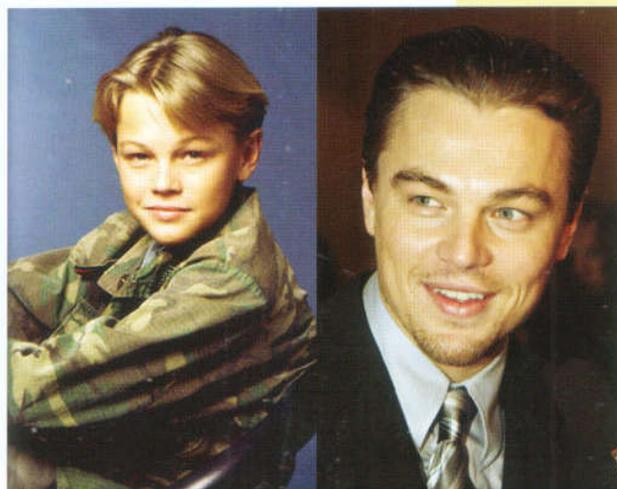
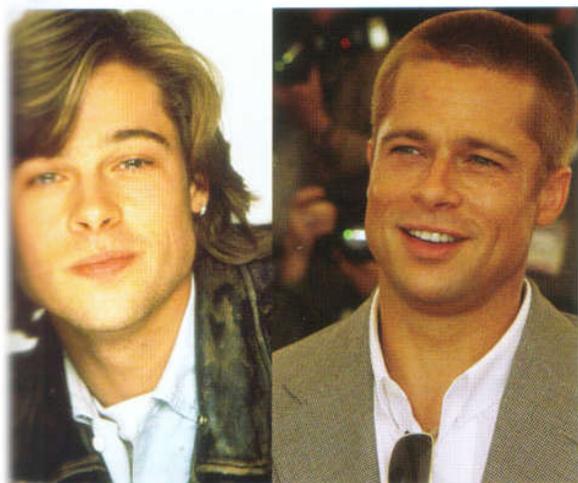
USEFUL LANGUAGE

In the last week/month/few years, ...

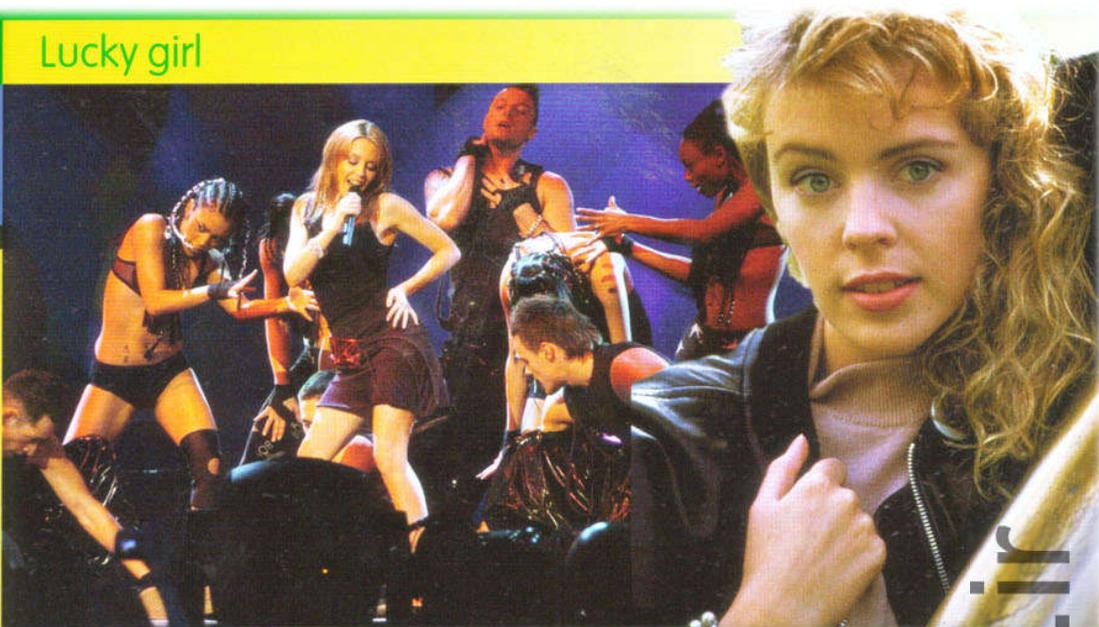
In recent times, ... (formal)

... recently.

One/Another area that has changed is ...



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1 Reading skills

- a In pairs, discuss these questions.
- 1 Do you recognize the person in the pictures? Tell each other what you know about her.
 - 2 If you don't know her, what do you think she does?
 - 3 Describe her appearance in the different pictures. Which do you think is the most recent?
- b Look at these statements about Kylie Minogue's life and write "T" (true) or "F" (false).
- 1 Kylie is from the U.S.
 - 2 She started out as a child actress.
 - 3 She has won awards for acting.
 - 4 She has made five albums.
- c Read the text and check your ideas.



Today, Kylie Minogue is one of the world's most successful music artists, but she hasn't always been known for her singing. Her career started at age 11, with the Australian TV drama series *Skyways*. This was followed by more TV work, most crucially her role as Charlene in the Australian soap *Neighbours*, a role for which she remains very well remembered. After her 17th birthday, Kylie left school and committed to acting as a full-time profession. During this period, she won a number of Logies (the Australian award for excellence in TV), including "Most Popular Actress" and "Most Popular Personality on Australian TV."



Kylie's recording career began with a remake of the 1960s Little Eva hit *Locomotion* in 1987. It was a huge hit and stayed at number one in Australia for seven weeks, becoming the biggest Australian hit of the decade. Her debut album, containing the hit singles *Locomotion* and *I Should Be So Lucky*, sold over five million copies and was another hugely successful early hit for Kylie. In fact, what hasn't been a hit? To date, Kylie has released nine albums and 39 singles throughout the world, all of which have been hits. Only Madonna shares the honor of having a number-one hit in the eighties, nineties, and the first years of the new millennium!



Kylie has not dropped her early interest in acting and has also found time for movies, with a range of roles from the lead in *Streetfighter* with Jean Claude van Damme, to the cameo *Green Spirit* role in *Moulin Rouge*.



Kylie has made no secret of her search for love and happiness. Famous boyfriends have included Jason Donovan, Michael Hutchence, and Olivier Martinez.



2 Grammar: present perfect simple and progressive

- a Match these examples to their uses.
- 1 Kylie has had several famous boyfriends.
 - 2 Her first record was *Locomotion* in 1987.
 - 3 Kylie has been acting since she was 11 years old.
- a An activity/situation/state that began in the past and continues now, with emphasis on the continuing aspect
- b An action that happened at a specific point in the past
- c An action in the past, but we don't know when, it's not important when, or the action may be repeated again in the future
- b Match the tense names with the sentences in Exercise 2a.
- A Present perfect simple: sentence _____
- B Present perfect progressive: sentence _____
- C Simple past: sentence _____
- c In pairs, discuss these questions. Then check your answers on page 138.
- 1 Which tenses can be used to answer the question *How long ...?*
 - 2 Which tenses can be used to answer the question *How many ...?*
 - 3 Which tense can be used to answer the question *When ...?*
- d Write questions about Kylie's life, using the present perfect simple or progressive, or the simple past.
- | | |
|---|----------------------------|
| 1 How long / make / albums? | 4 How many singles / made? |
| <i>How long has she been making albums?</i> | 5 When / start acting? |
| 2 When / her first album? | 6 How long / act? |
| 3 How many / albums / released? | |
- e In pairs, ask and answer the questions in Exercise 2d.

3 Vocabulary: multiword verbs

- a In pairs, match the phrases and their meanings.
- | | |
|-------------------------------|--------------------------------|
| 1 to walk out on someone | a to be faithful to someone |
| 2 to find out about something | b to leave someone |
| 3 to change your mind | c to really like someone |
| 4 to be mad about someone | d to discover some information |
| 5 to stay true to someone | e to change your opinion |
- b All the phrases in Exercise 3a come from a song called *Never Too Late*. What do you think the song is about? In pairs, make up a story including the vocabulary above. Tell your story to another pair.

4 Listening skills

- a In pairs, match the lines of the song.
- | | |
|---|--|
| 1 And if you stop and think about it, | a to change your mind. |
| 2 It's never too late | b I'll always stay forever true. |
| 3 Why can't you see | c you just can't keep walking out on me. |
| 4 Even though I've found out about you, | d that I'm still mad about you? |
- b Listen to the song and check your answers. Number the lines in Exercise 4a in the correct order. Was your story in Exercise 3b similar to the ideas in the song?
- c In pairs, discuss these questions.
- 1 What do you think of the singer's attitude?
 - 2 How would you react in a similar situation?

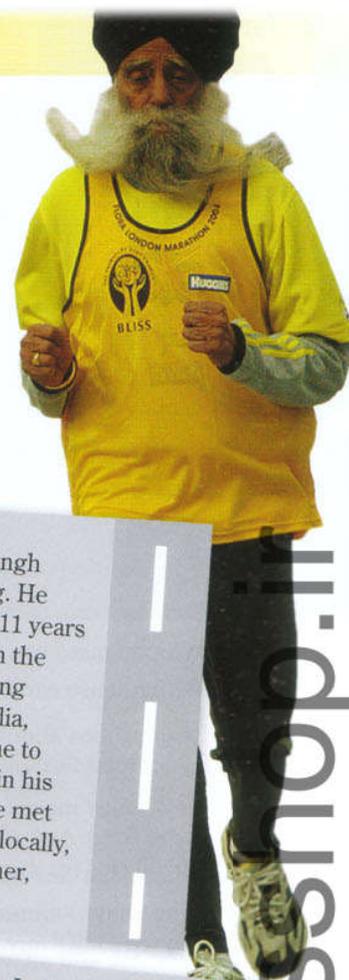
LANGUAGE NOTE

How long ... + for and since
since + point in time
for + period of time
How long has she been living in Paris?
Since 1998. / For eight years.



1 Reading skills

- a In pairs, look at the picture and discuss these questions.
- 1 Where do you think this man is from?
 - 2 What is his religion, do you think?
 - 3 What is he doing?
 - 4 Why?
- b Read the text and number the paragraphs in the correct order. Check your answers to the questions in Exercise 1a.



Going the Distance

1 He runs in a calm, measured way, maintaining a steady pace. He likes routine, and runs 15 or 16 kilometers a day, every day, making something over 100 kilometers a week. There is nothing especially unusual about that, you think – plenty of people take their training seriously – until you discover that this man is 93 years old.

□ Still more surprising, Fauja Singh hasn't been running very long. He took it up when his wife died, 11 years ago, and since then it has been the main focus in his life. After living most of his life in Punjab in India, where he was a farmer, he came to Essex on his wife's death, to join his youngest son and his family. He met Harminder Singh (no relation) locally, who took on the role of his trainer, adviser, and interpreter.

□ He ran in the London event for the first time at 89, with no course preparation. In all, he has done six marathons – four in London and one each in Toronto and New York. Fauja is intensely competitive and has beaten the record for his age group – runners in their 90s – every year. Fauja's desire to win and set records is the driving force in his running. His other passion is his Sikh belief that a person has to work and share with others. Currently, he runs for Bliss, a charity that helps premature babies. In the past, he has also run for the British Heart Foundation.

□ As a young man in India, Fauja was a competitive runner. When he decided to take it up again after his bereavement, he thought of running as a therapy. Then it became his passion. He began to run ever farther – first five kilometers, then 10, then 20 kilometers. He saw the London marathon on TV the day after his arrival in Britain and thought "I could do that."

5 Late last year, Adidas signed him up for its "Nothing is Impossible" advertising campaign. He won't reveal how much they are paying him, but says that anything he makes goes to charity.

WARNING

- 1 Do not use present tenses to talk about how long a situation has been going on.
- 2 Certain verbs are not normally used in the progressive form, for example *be*, *like*, *have* (for possession).

I've been having my dog for six months. ✗

I've had my dog for six months. ✓

- c Read the text more closely and answer the questions.
- 1 Why did Fauja Singh go to Britain?
 - 2 What motivated him to start running?
 - 3 Why does he run now?
- d Discuss with a partner.

Do you see yourself doing something like what Fauja Singh does when you are his age? Why? / Why not?

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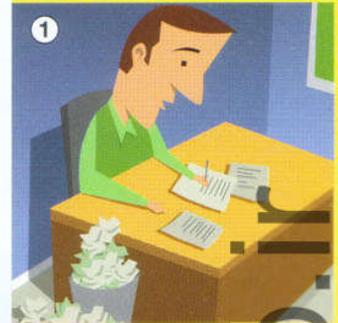
2 Grammar: completion and duration

- a Compare the pairs of sentences. Say how they are different. Which pair of sentences has little difference in meaning?
- a He's been running since he was a young man.
b He's run six marathons.
 - a I've been cleaning the house.
b I've cleaned the house.
 - a I've lived here for six months.
b I've been living here for six months.
- b Complete the sentences using either the present perfect simple or progressive. When either form is possible, use the progressive.
- This is such a good book. I _____ (read) it many times.
 - My eyes are tired. I _____ (read) for hours.
 - George _____ (study) French for more than ten years.
 - Mary _____ (write) to her brother in Maryland and mailed the letter.
 - My parents _____ (call) me twice since I moved to a new house.
 - I _____ (work) on this project since May.

LANGUAGE NOTE

Verbs which refer to more or less permanent situations or states can be in either tense with little change in meaning.

Examples: *live, work, sit, stand, wait, want*



3 Pronunciation: weak forms

- a Mark the stress on these sentences.
- A: What have you been doing?
B: I've been washing the car.
 - A: What's he been doing?
B: He's been painting the house.
 - A: Where have they been living?
B: They've been living in Canada.
- b Listen and check. Notice how *have* and *been* are pronounced /əv/ and /bɪn/.
c In pairs, practice the dialogues.
d In pairs, create similar dialogues about the pictures on the right.

4 Speaking skills

- a In pairs, write questions for these answers about Fauja Singh based on the text. Use your own ideas for further questions.

Personal life

- He was a farmer.
What did he do in Punjab?
- Because his wife died.
- With his son.
- _____

Running

- When he was a young man.
- Since he arrived in Britain.
- Six – four in London and one each in New York and Canada.
- The record for runners in their 90s.
- _____
- _____

- b Work in new pairs. Student A, you are a journalist. Student B, you are Fauja Singh. Conduct an interview, using the questions from Exercise 4a. Use your imagination to answer any questions not given in the text.

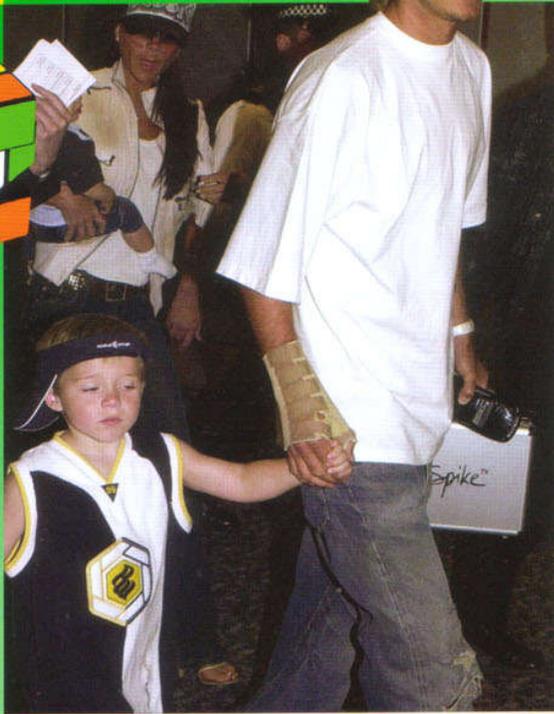
A: *What did you do in Punjab?*

B: *I was a farmer.*

- c Use the information from the interview to write a short summary of Fauja's life.



Task



1 Warm up

In pairs, look at the pictures and discuss these questions. Give reasons for your ideas.

- 1 Do you recognize any of the people in the pictures?
- 2 What can you guess about their lives (work, wealth, home life, etc.)?
- 3 What different relationships do you think are shown?
- 4 What period do you think the pictures come from?
- 5 Which family seems the most like your own?

A: *I think they must have a pretty relaxed home life.*

B: *Maybe. But she might be a working mother, so ...*

2 Task

In small groups, discuss whether these statements are true for your country. Give examples, where possible, to support your opinions.

- 1 Fathers have become more involved in family life in recent years.
- 2 Mothers are going out to work more than in the past.
- 3 Children learn more from the Internet than they do from their parents.
- 4 Men are more likely to agree with physical punishment of children.
- 5 Men today think they are better parents than their fathers were.
- 6 The role of fathers has changed in our society.

3 Prepare

Choose one of the statements from Exercise 2 and write out your reasons for agreeing or disagreeing with it.

We have chosen statement 3, and we think ...

4 Feedback

Read your ideas to other groups. Which statements are the most popular?

If you chose the same questions, have you changed your mind after listening to the different reasons?

5 Compare

Read the text and check if the statements in Exercise 2 are true or false according to the article.

How “New Man” became “Distant Dad”

Fatherhood is in crisis, with men admitting they are worse parents than their fathers, that they avoid emotional involvement with their children, and use the office to escape the stress of their home life. A survey of more than 2,100 adults found that despite wanting to be good dads, the modern father is retreating into the authoritarian absent model of his own father's generation. Iconic images of celebrity dads, such as David Beckham and Coldplay singer Chris Martin, celebrate a completely engaged, unstressed model of fatherhood, but society offers no realistic role model for ordinary men trying to do their best.

Society has changed a lot in the last 20 or 30 years. Men no longer have the old central role of “breadwinner,” because women are working more and more outside the home, but fathers don't know what other roles are available to them and so they are shutting down emotionally. “This less emotional expression of love seems to make men more likely to support physical punishment of children,” explains an expert analyst of the data. “Half of dads agreed with spanking, compared with one third of moms, which is likely to alienate men from their children even more.” Fathers questioned for the survey admitted feeling depressed and pessimistic

about their parenting skills. Three out of four felt they were not in control of their own lives. On the positive side, more than half claimed they were more involved in their children's learning than their own parents had been.

Professor Laurie Taylor, who, with his son Matthew, wrote *What Are Children For?*, believes that the status of fatherhood has been affected by modern life. “Fathers have moved farther away from their children than ever before,” he says. “In the past, sons looked to their father, emulating his job and wisdom. Now, however, fathers have nothing for their children to inherit. The world is changing too

quickly, and instead of sitting at their father's feet listening to stories about the world, children are closed up in their own rooms on the Internet, finding out about it first. It is difficult to redefine the role of father. There is nothing obvious for him to do or be.

Matthew Taylor disagrees, however. “This is a difficult time for fathers, as the old model changes to the new, but once that change has taken place, modern fathers have a greater prize on offer than dads of any other generation,” he says. “As men stay younger longer in terms of lifestyle, their capacity to become friends with their children has transformed.”

GLOSSARY
spanking
hitting a child on the bottom with your flat hand

6 Notice

a Underline words or phrases used to express contrast in these extracts.

- 1 Despite wanting to be good dads, the modern father is retreating ...
- 2 In the past, sons looked to their father ... Now, however, fathers have nothing for their children ...
- 3 Instead of sitting at their father's feet, children are ...

b Notice the following patterns.

When you want to make a contrast in a single sentence, use:

despite + verb -ing / noun, ...

instead of + verb -ing / noun, ...

These can appear in the middle or at the beginning of the sentence:

Instead of learning from their parents, children are learning from the Internet.

Children are learning from the Internet instead of learning from their parents.

c Complete these sentences in a logical way.

- 1 Despite these increase in women working, ...
- 2 Many men want to be close to their children. However, ...

3 Some fathers work from home instead of ...

4 Many families these days have a computer. However, ...

5 Most people enjoy vacations with their children in spite of ...

7 Follow up

In small groups, discuss these questions.

- 1 What do you think of the idea expressed in the article that men are worse fathers these days than in the past?
- 2 Whose opinion do you agree with more, Matthew (the son) or Laurie (the father)?
- 3 Imagine that you have chosen a picture to illustrate the article. Describe the picture.
- 4 What has been the biggest change in your society in your lifetime?
- 5 Do you think your role with your children will be different from the role your parents had, or have, with you?

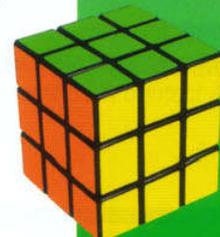
LANGUAGE NOTE

In spite of is similar to despite:

Despite the rain, we went to the park.

We went to the park in spite of the rain.

Task



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1 Present perfect simple

Use

- To express *change*, especially with results we can see now:
He's grown a beard.
- To express past experience with no specific time. It also suggests that the action may be repeated in the future:
He's had four different jobs.
Compare with past time specified (the simple past):
He had four different jobs when he was a student.
- With *for* and *since* to express activities or states that began in the past and continue now:
She's lived here for two years (and she still lives here).

Form

have + past participle

Decide on the correct tense, simple past or present perfect simple, using the verb in parentheses.

My daughter **1** _____ (*change*) her appearance drastically, but she does look great. Last year, she **2** _____ (*have*) curly blond hair. Now, she **3** _____ (*cut*) it very short and dyed it black. She **4** _____ also _____ (*lose*) some weight because she's been working out at the gym. She **5** _____ (*be*) just a little overweight before. In the past, she never **6** _____ (*wear*) bright colors, but she **7** _____ just _____ (*buy*) a lot of new clothes in different colors. When she **8** _____ (*came*) to visit us the other day, I almost didn't recognize her!

2 Present perfect progressive

Use

- To express activity that began in the past and is evident now. The progressive form can imply that an activity will continue; the simple form suggests completion:
She's been cleaning the house (and she hasn't finished it, or she has just finished and the result is evident).
She's cleaned the house (and she's finished).
- To imply that an activity is temporary:
She's been working here during the summer vacation.
- Verbs which refer to more or less permanent situations or states (e.g. *live, work, sit, stand, wait, want*) can be in either the present progressive or simple form with little change in meaning.
I've been wanting to see that movie for two weeks.
I've wanted to see that movie for two weeks.
- Certain verbs are not normally used in the progressive form, for example *be, like, have* (for possession).
I've been having my new apartment for two months. X
I've had my new apartment for two months. ✓

Form

have + been + verb + -ing

Choose the correct tense: present perfect simple or progressive.

- I *have read* / *have been reading* a book about photography. It's really interesting.
- She *has cleaned* / *has been cleaning* her bedroom all day.
- My parents *haven't visited* / *haven't been visiting* us many times.
- George *has lived* / *has been living* with his sister for the last year.
- Have you fixed* / *Have you been fixing* the bike yet?

Vocabulary Summary

1 Appearances

to have	long/short/curly/straight/blond(e) hair thick/thin eyebrows / nice teeth / full/thin lips
to grow/have	a beard / a mustache
to wear	glasses / nice clothes / jewelry
to be	(more/less) attractive / good-looking / well-built / slim
to lose/gain	weight / a few kilos/pounds

Write a short description of someone you know, including any recent changes in their appearance.

2 Multiword verbs

to walk out on someone	to stay true to someone
to find out about something	to change your mind
to be mad about someone	

Complete the sentences with the correct form of the verb phrases listed above.

- In British English, when a person is really in love with someone, they say they _____ the person.
- Sometimes it's difficult to _____ just one person your whole life.
- Carly was going to marry Jeff, but she _____.
- Jeff was going out with another woman, and Carly _____ it.
- In typical country music, the man often _____ the woman and leaves her alone.

3 Linkers: contrastive

Form

- When you want to make a contrast in a single sentence, use:
despite + verb -ing / noun, ...
instead of + verb -ing / noun, ...
They can appear in the middle or at the start of the sentence.
- When you use two sentences, use:
[first sentence]. *However*, + [second sentence]

Complete the sentences in a logical way.

- In spite of her bad cold, Judith ...
- Freya likes to eat fish instead of ...
- Travel can be fun. However, ...
- Despite having two children, we ...



Recognizing different registers

1 Analyzing your needs

In pairs, discuss these questions.

- 1 Which is more important to you, writing or speaking English?
- 2 What kind of writing will you need to produce in English?
- 3 What kind of writing might you need to understand?
- 4 What kinds of differences are there in your language between writing formally and informally?

2 Recognizing different styles

- a Look at the texts below. Which are formal and which are informal? Mark them "F" or "I" in the table and identify what kind of text you think each example is.

Type of writing	Formal or informal
1 <i>e-mail</i>	I
2	
3	
4	
5	

- b In pairs, discuss what features make the texts either informal or formal.
 c Check your ideas against the list on page 138.
 d Find examples in the texts of each feature from the list on page 138.

Fixed phrases: "Yours sincerely" (F)

1
Hi, José, great to see you last weekend. That concert cool!! Back to work now (yuk!)

2
3804 Carnegie St.
Los Angeles, CA 94109

Dear Sir or Madam,
I am writing in response to your advertisement in ...

3
Pick me up about 7:00???
Call me then
Love Hilary
XX

4
... notification in writing in the next three working days. We trust this will be to your satisfaction.
Yours sincerely,
Herbert Bourne

5
The mother bird's main objective is to provide for the young birds. Research has shown that she will frequently return to the nest several times a day, in order to feed her young.

3 Using formal and informal vocabulary

Most multiword verbs are informal and very commonly used in spoken English. In written English, we often prefer more formal equivalents. Words in English which originally came from Latin are called "Latinate" words, for example *to put up with* = *to tolerate*.

- a Match the multiword verbs and their Latinate meanings.
- | | |
|------------------------|---------------|
| 1 to pick someone up | a to fall |
| 2 to let someone know | b to collect |
| 3 to put something off | c to inform |
| 4 to find out | d to increase |
| 5 to go down | e to postpone |
| 6 to go up | f to discover |
- b Choose the appropriate words and phrases to complete the letter and the e-mail.

Dear Mr. Simmons,

I am writing with a request which I hope you will
1 consider / think about. I believe that I have
 been **2 doing a great job / working well** as a
 department manager.

The purpose of this letter is to ask for a review
 of my salary. **3 It would be great / I would very**
much appreciate it if you would consider
4 a salary increase / putting up my salary
 starting in January.

5 Thanks a lot / Thank you for your
 consideration.

6 Sincerely / I'll talk to you soon,

Joe Watson

From: _____
 To: _____
 Subject: _____

1 Hello / Hey Jennie. **2 How's it going? / I hope you are well.** Have you seen Susie? **3 This is very surprising / Guess what** – she's dyed her hair red and cut it really short! **4 I discovered this / I found out yesterday.** Hey, can you **5 pick me up / collect me after work?** **6 Let me know / Please inform me.** OK, **7 we'll be in contact / see you later.**
 Me



4

5

6

Review 2: Units 4–6

a Rewrite these sentences, using the present perfect simple or progressive.

- I arrived at six.
I've been here since six.
- I started this job five years ago.

- She last saw him two months ago.

- They started taking French a year ago.

- They got married three years ago.

- We started painting the house two weeks ago.

b Complete these sentences with *for* or *since*.

- They've been here _____ a very long time.
- He's been living here _____ five years.
- She's had her car _____ 2003.
- I haven't seen her _____ last month.
- We've been studying economics _____ September.

c Complete these sentences with modal verbs of deduction.

- I'm not sure where she is. She _____ be at her mother's.
- That _____ be Robert. He always calls at six, and it's six now.
- She _____ be Austrian because she doesn't speak German.
- "What's that?" "I don't know – it _____ be a plane."
- That _____ be the time! How did it get so late?

d Rewrite these sentences using a modal verb from the box.

can't may might could must

- It's possible that he will get the job.
He _____.
- It isn't possible that she's at work. I just called her at home.
She _____.
- That man with Susan is almost certainly her husband.
That man _____.
- It's possible that the answer is letter c.
The answer _____.

e Complete these sentences, using the first conditional.

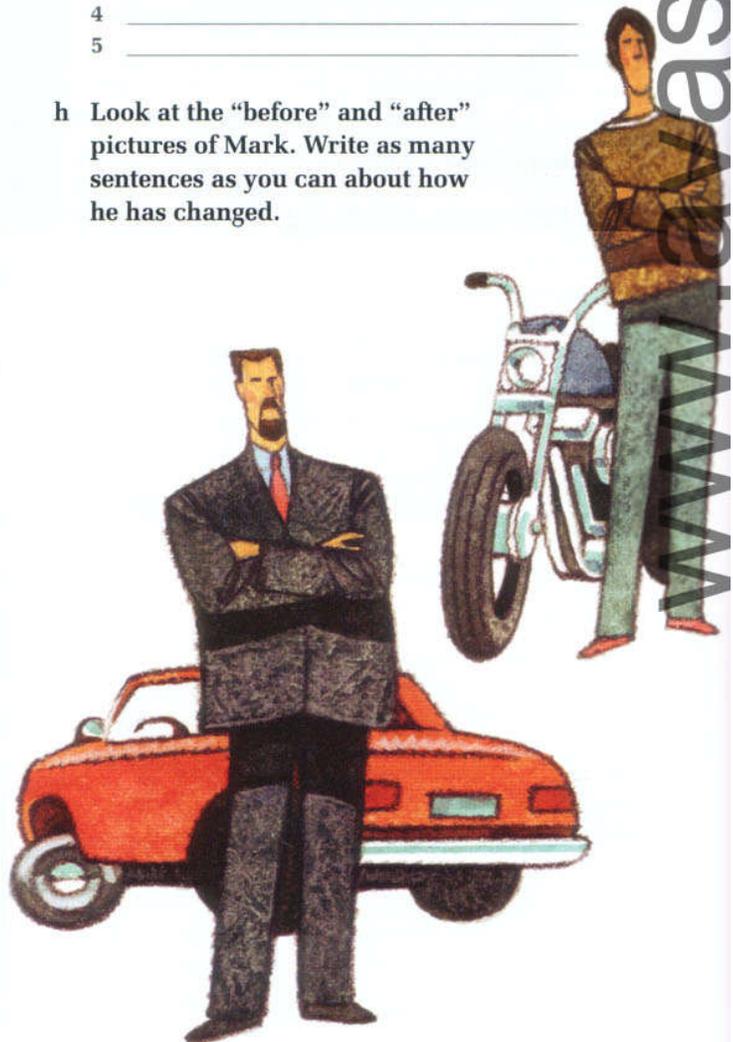
- If I see him, _____.
- She won't go out tomorrow if _____.
- If you study harder, _____.
- They'll be on time if _____.
- If we have time, _____.

f Write down as many alternatives for *if* as you can remember.

g Write five sentences about yourself or members of your family, using the first conditional. Try to write a mixture of affirmative and negative examples and use some alternatives to *if*.

- _____
- _____
- _____
- _____
- _____

h Look at the "before" and "after" pictures of Mark. Write as many sentences as you can about how he has changed.



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i Match the multiword verbs with their meanings.

- | | |
|-------------------|--|
| 1 give up | a think about a future event with pleasure |
| 2 look after | b stop being friends |
| 3 look forward to | c quit |
| 4 work out | d discover |
| 5 fall out | e calculate or come to understand |
| 6 find out | f take care of |

j Complete these sentences with an appropriate multiword verb. Don't use the same verbs as the ones in Exercise i.

- When did you _____ t'ai chi?
- I smoke too much – I really need to _____.
- _____! You're really annoying me.
- Do you want to _____ and watch a DVD with me tonight?
- She _____ really well with her brother. They do everything together.

k Replace the phrase in *italics> with a different word or short phrase.*

- What time does the plane *come down to the ground*?

- We felt that the judge made a *fair and morally right* decision.

- Whatever you decide to do, I will *support* you.

- Sally *went quickly downward* off her bicycle.

- I do not like the *appearance* of that young man.

l Write the adjectives in column 2 or column 4. Then write the adverbs in column 1 or column 3.

good fantastic dreadful pretty bad fascinating great
interesting happy beautiful scary ecstatic horrifying

absolutely very really

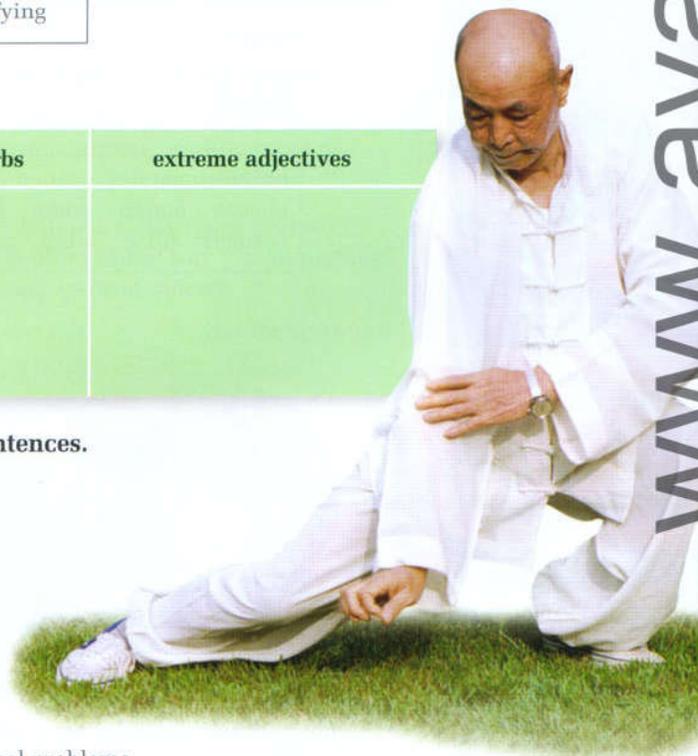
adverbs	normal adjectives	adverbs	extreme adjectives

m Combine the words in the boxes to complete the sentences.

A
research lower reduce conscious healthy

B
stress decision diet risk shows

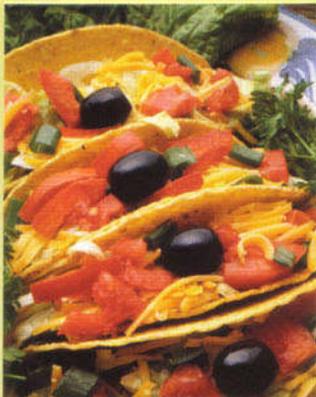
- Women have a _____ of heart disease than men.
- A _____ includes lots of fruit and vegetables.
- Exercise helps to _____ caused by overwork or personal problems.
- Acme Laboratories' _____ that this new medicine may be effective against cancer.
- You have to make a _____ to change your lifestyle. It doesn't happen automatically.



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Unit 7 Food and drink

Lesson 1 Recipes



1 Reading skills

- a Look at these verbs which describe food and drink preparation. Form as many phrases as you can by adding appropriate nouns from the box.

Beat the ...	Add the ...
Chop the ...	Simmer the ...
Fry the ...	Pour the ...
Grate the ...	Squeeze the ...
Stir the ...	Boil the ...

onions parsley sauce eggs
cheese lemon water butter
oranges juice wine garlic



- b Read the recipe quickly and answer these questions.

- 1 Where do you think the recipe comes from?
- 2 Is there a similar dish in your country?

Karides guvec

Ingredients

- 2 onions
- 1lb shrimp
- 2 cloves garlic
- a few flakes of dried chili
- 1/2 tbs olive oil
- 8oz mushrooms
- 4oz strong cheese
- 1 can tomatoes
- 1 green pepper
- 1 or 2 chili peppers
- salt and pepper

- First, chop and fry the onions, garlic, green pepper, and chili peppers in a little olive oil.
- Then add the sliced mushrooms and fry gently for a few minutes.
- Then grate the cheese and cover the mixture with the cheese.
- When the onions, garlic, peppers, and mushrooms are soft, add the tomatoes and the shrimp.
- After simmering gently for five minutes, add some salt and pepper and a few flakes of dried chili.
- Don't add any salt yet, as the onions and garlic may burn.
- Then pour the mixture into an ovenproof dish.
- Finally, put in the oven until the cheese is golden and bubbling.

- 27 d Listen and check your answers. Would you like to try this dish? Why? / Why not?

2 Grammar: sequencers

- a Answer these questions.
- Which adverb is used to begin the instructions?
 - Which adverb is used for the last instruction?
 - Which adverbs can be used in between?

- b Look at these two sentences.

When the onions, garlic, peppers, and mushrooms are soft, add the tomatoes and the shrimp.

After simmering gently for five minutes, add some ...

- Which tense is used after *when*?
 - What form of the verb is used with *after*?
- c Join each pair of sentences, using either *when* or *after*.

- The dish is ready. Put it on the table.

When the dish is ready, put it on the table.

- Beat the eggs. Then pour them into a frying pan.
- Fry the onions. Then add the tomatoes.
- Grate the cheese. Then cover the mixture with it.
- The meat is done. Add the herbs.
- Simmer for five minutes. Pour in the wine.
- The cake is golden. Take it out of the oven.

- d Choose five or six ingredients from this list and plan a simple recipe. Make some notes.

eggs tomatoes olive oil onions
cheese green pepper potatoes
rice mushrooms chili peppers

- e Work in small groups. Tell each other your recipe ideas. Try to use sequencing adverbs. At the end, choose the best recipe in your group.

3 Vocabulary: quantifiers

- a Complete these instructions with the correct quantifier: *some*, *any*, *a few*, or *a little*.

- Don't add _____ salt yet.
- Add _____ salt and pepper.
- Fry the onions, garlic, green pepper, and chili peppers in _____ olive oil.
- Add _____ flakes of chili.

- b Now answer these questions.

- What is the difference between *some* and *any*?
- What is the difference between *a little* and *a few*?

- c Complete the table by writing the words or phrases in the appropriate column. Some can go in more than one column.

a lot of a few not many a little
one or two a handful of a dash of
a touch of a great deal of not much
a couple of some a few a little

a large quantity	a large number	a small quantity	a small number

LANGUAGE NOTE

Several means "three or more but not many."

Several people offered to help.

4 Pronunciation: numbers and fractions

- a Look at these exact amounts from the recipe. Notice the difference between the written and spoken forms.

$\frac{1}{2}$ tbs olive oil *half a tablespoon of olive oil*

8oz mushrooms *eight ounces of mushrooms*

- b Work in pairs. Say these phrases to each other in the way you think they should be pronounced.

$\frac{1}{2}$ tsp salt $\frac{3}{4}$ glass white wine

50g butter 250g cheese

$1\frac{1}{2}$ kg onions $\frac{2}{3}$ cup rice

-  c Listen and check.

5 Speaking skills

- a Work in pairs. Read your recipes and check you understand them.

Student A: Look at page 135.

Student B: Look at page 137.

- b Take turns telling each other your recipes. Add some sequencing adverbs as you give the instructions. As you listen, take notes. Check these together at the end.

- c Work in groups. Tell each other how to make your favorite dish or drink.



LANGUAGE NOTE

Abbreviations are commonly used in recipes. Here are some of the most common:

g gram(s)
kg kilo(gram)(s)
oz ounce(s)
lb pound(s)
tsp teaspoon
tbs tablespoon

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1 Speaking skills

Work in pairs. Answer these questions together.

- 1 Do you ever eat out? If so, what kind of places do you go to when you eat out?
- 2 Do you have a favorite restaurant? If so, what do you like about it?
- 3 What do you think is important in a good restaurant?

2 Listening skills

-  a Read these questions and then listen to this extract from a radio show and make brief notes on the questions.
- 1 What kind of show is this?
 - 2 Is the impression of the restaurant positive or negative?
-  b Listen again and write "T" (true) or "F" (false) next to each of these statements.
- 1 The cooking is Italian.
 - 2 The reviewer had soup and chicken.
 - 3 The restaurant is open all day.
 - 4 It is closed on Wednesdays.

3 Vocabulary: adjective + noun collocations

- a Look at this extract from the audioscript and underline all the positive adjectives.

Hello and welcome to *My favorite table*. By far the most exciting restaurant I've been to recently has to be the Bay Tree in Cambridge. The Italian-style food is fantastically varied and innovative, and the service is excellent. Young people especially will love the cool décor and trendy wait staff. Imagination, freshness, and quality are all keynotes, and the place is really buzzing at night.

- b Now draw a circle around the noun each adjective refers to. Connect the noun and the adjective with a line.
- ... most exciting restaurant I've been to ...
- c What other combinations are possible?
- ... exciting service ✗
... excellent restaurant ✓
- d Work in pairs and discuss these questions.
- 1 Do you think you would like to go to this restaurant? Why? / Why not?
 - 2 What do you think you would like/not like about it?

4 Grammar: articles

- a Look again at the audioscript and notice all the noun phrases with a definite article or no article.
- ... **the** most exciting restaurant ...
Young people especially ...
- b Write an example from the audioscript to illustrate each of the rules below. Use the phrases in the box.

coffee the most exciting restaurant in the morning at night
the service breakfast the place young people Cambridge
the Bay Tree the special house cocktail imagination

The definite article

- 1 Superlative:
- 2 Name:
- 3 We know which one is referred to from the context:
- 4 We know which one(s) because it's/they've been mentioned before:
- 5 The only one:
- 6 Expression of time:

The "zero" article

- 1 Plural/general:
- 2 Place name:
- 3 Abstract nouns:
- 4 Uncountable nouns used in a general sense:
- 5 Meals:
- 6 Expression of time:

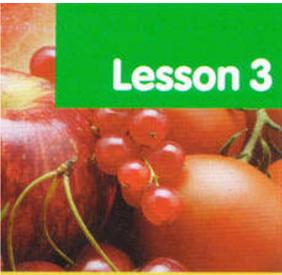
- c Look at the Grammar summary on page 78 to check the rules and other expressions with *the* or with the zero article.
- d Read this paragraph about a new bar. Add *the* where necessary.

St. James is a new bar at beach, just outside city. Service is wonderful, and cocktails are cool and different. I tried a Coconut Daiquiri, which I must say is one of most delicious cocktails I have ever tasted. Clientele is quite mixed, with a fun, younger crowd as well as older people coming after work. People of all ages can enjoy atmosphere and views over ocean. So if you enjoy life, relaxation, and quality drinks, hurry on over to St. James before sun goes down!



5 Writing skills

- a You are going to write a review of a restaurant, bar, or café. First, think of a place you have been to recently, or invent one, and make a few notes. Use this framework to help you:
- Paragraph 1:** introduction: name of place, and short description
- Paragraph 2:** more details on atmosphere, décor, service, and clientele
- Paragraph 3:** what you and your companion had to eat and your reactions
- Paragraph 4:** summary and recommendation to visit – or not!
- b Write the article as if you were writing for a college magazine. You can include illustrations if you like.
- c Work in pairs. Read each other's paragraphs. Are they clear? Interesting to read? Suggest some improvements and correct any mistakes you find, especially in the use of articles.
- d Work in small groups. Read your reviews aloud to each other. Which restaurant would you most like to go to?



1 Vocabulary: partitives

- a Complete the phrases with things you can see in the picture.
- | | |
|------------------------------|------------------|
| a glass of <i>wine/water</i> | |
| a cup of ... | a package of ... |
| a carton of ... | a piece of ... |
| a jar of ... | a can of ... |
| a tub of ... | a loaf of ... |
| a bottle of ... | a slice of ... |

- b Work in small groups. You are going to play a game called *I went to the store ...*

Student A: *I went to the store and I bought a tub of yogurt.*

Student B: *I went to the store and I bought a tub of yogurt and a loaf of bread.*

Student C: *I went to the store and I bought a tub of yogurt, a loaf of bread, and a package of cookies.*

The intonation rises on each item except the last one, when it falls. Try to remember this as you play the game.

2 Reading skills

- a Work in small groups. Discuss these questions.

1 What kind of food did you like as a child? Was there anything special your mother or father cooked for you? If you are a parent, what do you cook for your children?

2 How do you think home cooking is different from eating in a restaurant?

- b You are going to read an article about someone called Madhur Jaffrey. Look at the picture below and answer these questions.

1 Where do you think she is from?

2 What kind of food do you think she cooks?

- c Read the article to check your predictions.

Madhur Jaffrey

Madhur Jaffrey was born in Delhi, India, in 1933. When she first went to England to study at RADA, she didn't know the first thing about making a meal. She wrote to her mother asking for three recipes and cooked them again and again until she'd perfected them. After RADA, Madhur moved to the States to begin her acting career. She starred alongside Felicity Kendall in the Merchant Ivory movie *Shakespeare Wallah*, which won her an award at the Berlin International Film Festival. In spite of this, work dried up, so she started writing for magazines and newspapers on subjects she was passionate about: art, sculpture, and food. In 1973, she published her first book, *An Invitation to Indian Cooking*, and has since written 19 more, as well as three for children. "I cook like a housewife," she says. "I just have a good palate and understand the difficulties anyone might have at different stages in a recipe." She has three grown-up daughters and lives in New York with her second husband, American violinist Sanford Allen.



- d Look at these events in Madhur Jaffrey's life. Number them in the order in which they happened.

- She became an actress.
- She started writing articles.
- She went to England to study at RADA.
- Acting work dried up.
- She became a writer of books – mainly cookbooks.
- She moved to the States.
- She won an award.

- e Now join these events together to form a paragraph. Use sequencers like *first*, *then*, *when*, *after*, and *finally*.

First, she went to England to study at RADA. After finishing her studies, ...

- f Work in pairs. Look at the underlined items in the article. Try to work out what they mean.

RADA? That must be somewhere you study.

- g Talk about the strategies you used to guess the words. Try to use these strategies more in the future. Note that it does not always matter if you don't get the exact meaning, especially when you are reading or listening.

! WARNING

There may be a similar word to *career* in your language, but it may not have exactly the same meaning. This is called a "false friend." Can you think of any other false friends? Watch out for these in the future!

3 Listening skills

- a You are going to hear a poem called *Like a Beacon*, about food from home. It includes the foods plantains, saltfish, and sweet potatoes. Where do you think the poet is from? Look at the pictures. Do you have these foods in your country? How do you think she feels in her new country?

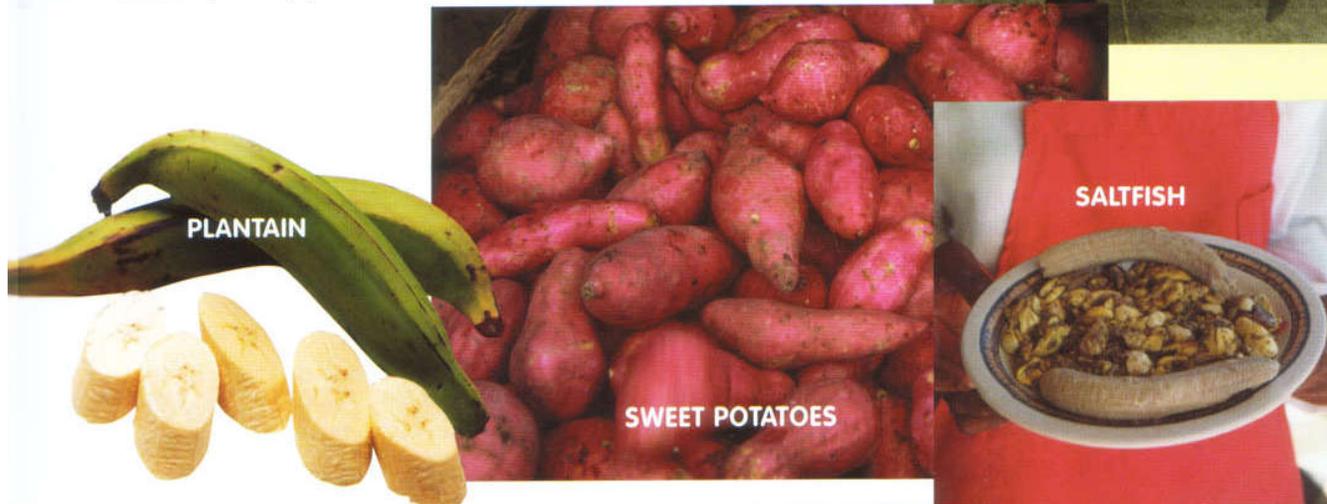
-  b Listen to the poem and answer these questions.

- 1 Where is she living now?
- 2 What makes her feel like she's at home?
- 3 Do you think the weather is similar to or different from the weather in her country?

- c Work in pairs. Discuss these questions.

- 1 What is this poem about?
- 2 Why do you think she says her bag is like a beacon?
- 3 How do you think she feels?
- 4 How do you think her life has changed since she left home?
- 5 Do you think you would miss home food if you lived in another country? Which food would you miss? What else would you miss?

-  d Listen to the poem again. Don't worry if you don't understand every detail – just enjoy it!



PLANTAIN

SWEET POTATOES

SALTFISH



Task



1 Warm up

- a Look at the picture above and write down 10 words, phrases, or sentences that you associate with this picture and the idea of restaurants.
Food tastes better when you share it with people.
- b In pairs, talk about your notes.
- c Work in groups of four: A, B, C, and D. Look at your restaurant picture and think about what is happening.
Student A: Look at page 135.
Student B: Look at page 137.
Student C: Look at page 138.
Student D: Look at page 138.
- d Take turns describing your pictures to each other, but do not look at each other's pictures. As you listen, ask questions. Try to find three or four differences between each picture.
A: *There's a waiter in my picture.*
B: *Is the waiter serving food?*
A: *No, he isn't.*

2 Task

Work in the same groups. Look at all the pictures together and try to decide on the order. Justify your choices by describing what has changed.

- A:** *This must be the first picture because the waiter hasn't ...*
B: *No, I don't think so. It could be the second because ...*

3 Prepare

In your groups, write the story of what you think happened. Use past tenses and begin your story like this.

Last week ___ and ___ went out for a very special dinner ...

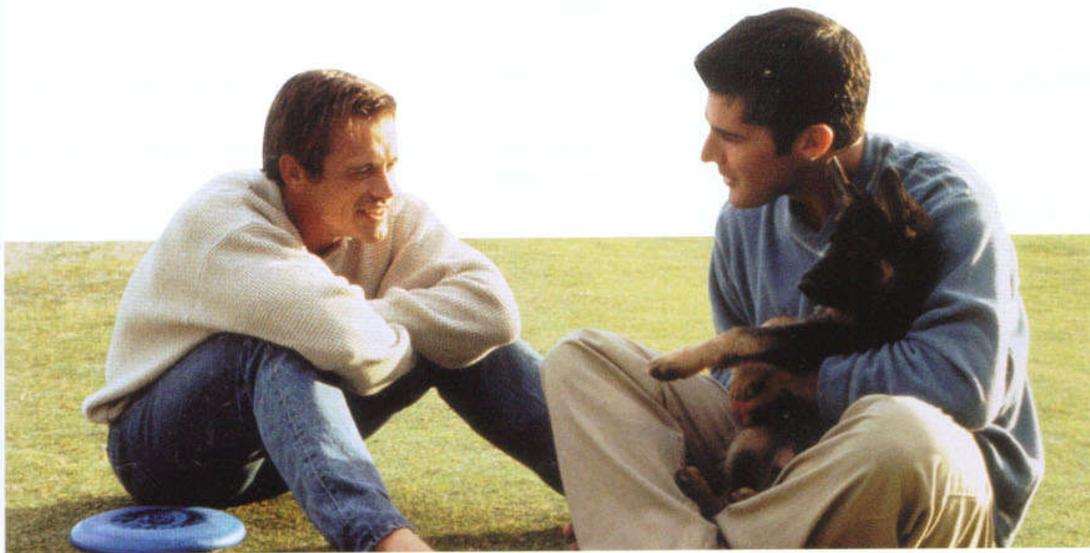
4 Feedback

- a Stick your stories on the walls. Walk around and read as many stories as you can. Make a note of any differences between the other stories and your version.
- b Which story was the best? Tell the rest of the class what you thought.

5 Compare

31 Listen to the waiter in the story telling a friend what happened.

- 1 How did he feel?
- 2 How is it similar and how is it different from your stories?



6 Notice

- a Look at these phrases from the conversation. Some are used by the storyteller to make the story sound more interesting or dramatic. Other phrases are used by the listener to show interest or surprise. Write them in the correct column.

What kind of couple? Anyway ... Yeah, go on ... Right, right. As I was saying ...
 Wow! That's amazing! What happened was ... You won't believe this ...
 No! You'll never guess what happened ... What did they have?

Storyteller	Listener

32 b Listen and check. Notice the stress and intonation.

c Listen and repeat.

7 Follow up

- a Work on your own. Prepare a funny story about food or drink to tell your partner. This can be true or imaginary. Think about the story and make a few notes. Think about ways to make it sound interesting or dramatic.
- b In pairs, take turns telling each other your stories. As you listen, make sure you sound interested and interrupt to ask for more details when you want to.

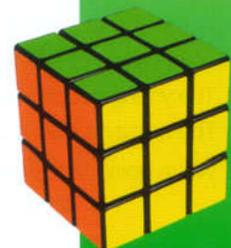
A: *And then the bowl of soup landed on my uncle.*

B: *No! What did he do?*

A: *He screamed, of course!*

B: *I'm not surprised. And what did the waiter do?*

- c Join another pair and tell each other the same story again. Try to improve your storytelling techniques. As a listener, work on sounding interested and surprised if appropriate.



1 Sequencers

Use

To order steps in a process or a story.

Put these adverbs into the recipe.

finally then after when first

- _____, put yogurt in a blender or food processor.
- _____ cut the fruit into chunks. **3** _____ you've cut it into small chunks, add it to the yogurt. Blend for 30 seconds. **4** _____ blending the fruit and yogurt, add the vanilla and blend again until smooth. **5** _____, pour into tall glasses and serve immediately.

2 The definite article

Use the definite article with:

superlative adjectives	<i>the most beautiful country</i>
some names	<i>the Metro Bar</i>
when you know which one is referred to from the context	<i>The final was fantastic!</i>
when you know which one(s) because it's/they've been mentioned before	<i>I noticed a man in the street. The man was picking something up.</i>
the only one	<i>The moon is full tonight.</i>
some expressions of time	<i>See you in the morning/afternoon/evening.</i>
some geographical terms:	
• rivers	<i>the Missouri River</i>
• mountain ranges	<i>the Andes</i>
• groups of islands	<i>the Bahamas</i>
• some countries	<i>the U.S., the Republic of Ireland</i>

3 The "zero" article

Use the "zero" article with:

plural/general	<i>Cars cause pollution.</i>
some place names	<i>We went to Portland.</i>
abstract nouns	<i>Everyone is looking for happiness.</i>
uncountable nouns used in a general sense	<i>I love chocolate.</i>
meals	<i>We had breakfast/lunch/dinner.</i>
some expressions of time	<i>at night, in 1999, on June 12th</i>
some common expressions of place	<i>at home, to work, in class</i>

Correct the mistakes.

- Sun is shining.
- I'll see you at the work.
- I can't sleep at the night.
- The young people nowadays work very hard.
- The beauty is skin deep.
- We're going to the India to trek in Himalayas.

1 Quantifiers

Use

To show how much or how many of something there is.

Add **a little salt** and **one or two cloves of garlic** to the soup.

Write the quantifiers in the correct column. Some can go in both.

a few a number of a handful/dash/touch of a lot of a great deal of not many several one or two not much a couple of a little some

With countable nouns	With uncountable nouns

2 Adjective + noun collocations

"Collocations" are words that normally are found together. For example, we can say *That's a trendy T-shirt*, but we cannot say *That's a trendy ocean*. Because collocations are an extremely common feature of English, it is important to record, learn, and use these little chunks of language together.

Look at these examples and see how many of the adjectives you can use with each of the nouns below.

- varied and innovative *food*
- excellent *service*
- cool *décor*
- trendy *wait staff*
- delicious *cocktail*
- superb *starters*
- the best *fish dishes*

1 food **2** service **3** décor **4** wait staff

3 Partitives

Use

To give information about the quantity of something.

Can you get me **a can of soda** or something?

Mom, can I have **another piece of cake**, please?

Form

a + partitive + of + noun

a carton of juice

Complete the phrases with appropriate nouns from the box.

glass cup package carton piece jar can tub loaf bottle slice
--

- a glass/cup/carton/bottle of milk
- a _____ of coffee
- a _____ of yogurt
- a _____ of bread
- a _____ of apple pie
- a _____ of rice

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Word-building: abstract nouns

1 What are abstract nouns?

Abstract nouns such as *love*, *beauty*, and *education* describe an idea, quality, or feeling. They are not something you can touch, like a chair or a tree. They are usually uncountable and not generally used with *the*, unless you are referring to a specific example or type. Compare:

Love is a wonderful thing.

The love you gave me is really precious.

2 Suffixes for abstract nouns

- a You can often recognize an abstract noun by its ending or suffix, for example *-ment* in *development*. Make a list of any common endings for abstract nouns in English with some examples. Some may be similar in your language. Compare your list with the one at the bottom of the page.
- b Write the abstract noun for each of these adjectives by adding a suffix. You may have to remove some letters or change the spelling before adding the suffix. Use a dictionary to help you if you want.
- | | |
|-------------|-------------|
| 1 excited | 6 attentive |
| 2 confused | 7 kind |
| 3 polite | 8 real |
| 4 developed | 9 correct |
| 5 happy | 10 possible |
- c Label these pictures with the correct abstract noun from Exercise 2b.
- d Write three abstract nouns in each column. Use a dictionary to help you if you want to.

-ness	-ity	-ation	-tion	-sion	-ment

3 Using the definite article with abstract nouns

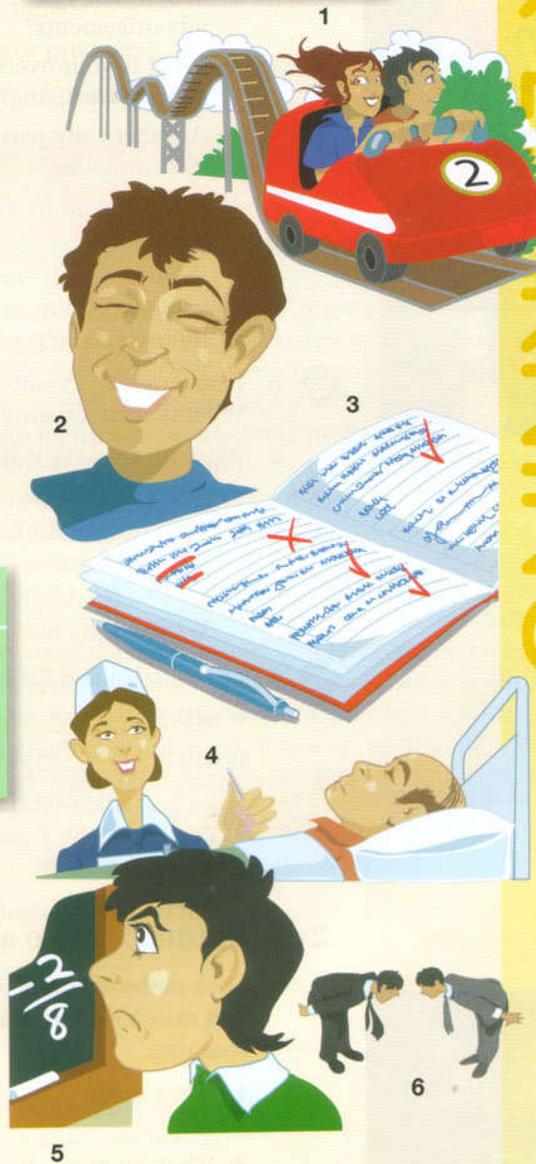
- a Some of these sentences are correct and some are incorrect. Correct the mistakes; if you are not sure, remember to ask yourself the question *Which?*
- The most important thing in life is the happiness.
 - The kindness they showed us is something I'll never forget.
 - Most people appreciate the politeness.
 - Some students were not paying attention.
 - He described the excitement he felt when he got the job.
 - Her English is showing the improvement.
- b Write answers to these questions.
- Which is more important – kindness or politeness?
 - What is your idea of perfect happiness?
 - Which aspect of your English has shown the most improvement during this course?
 - Which areas of English cause you confusion?
 - What kind of things make your attention wander in class?

LEARNING TIP

When should you use *the* and when should you omit it? Ask yourself this question: "Can I give a specific answer to the question: *Which one?*" For example:

Love is a wonderful thing. Which "love"? Love in general, so omit *the*.

The love you gave me is really precious. Which "love"? The love you gave me is specific love, so use *the*.



Examples	Suffix
imagination, creation, automation	-ation
vision, television, decision	-sion
production, reduction, action	-tion
possibility, practicality, ability	-ity
improvement, development, amusement	-ment
sadness, helpfulness, silliness	-ness

www.avasshop.ir YOUR LEARNING

Unit 8

Persuasion

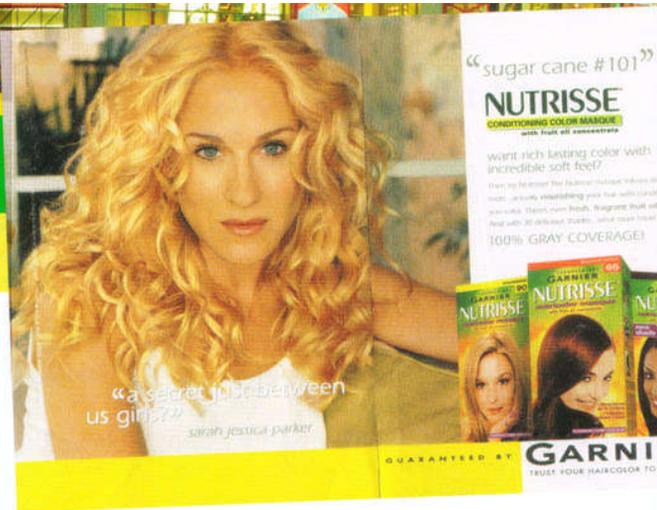
Lesson 1

The commercial world

NEW
Light Sunny Delight



زبانگده آویس
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1 Listening skills

- a Work in pairs. Talk about these questions.
- 1 Where can you see/hear advertisements?
 - 2 What is your overall opinion about advertising?
 - 3 Are there any particular ads you like or dislike?
 - 4 What do you like/dislike about them?
 - 5 What different "methods" are used to sell things? Look at the pictures to help you with ideas.

33 b Listen to this TV advertisement. What is it advertising?

- c Work in pairs. Talk about these questions.
- 1 Who do you think this advertisement is aimed at?
 - 2 Do you think it is effective? Why? / Why not?

34 d Listen again and fill in the blanks.

It will 1 _____ you 2 _____.

It will 3 _____ you 4 _____.

5 _____ *Young Hearts*

6 _____ you. 7 _____

it 8 _____ you.

2 Grammar: make and let

- a Look at the examples in Exercise 1d and match each phrase with its meaning.
- 1 They made me ...
 - 2 They let me ...
- a I was allowed to ...
- b I had to ...
- b Choose the correct options to complete the rule.

Make and **let** are followed by *an object / a subject noun or pronoun + an infinitive with / without to.*

c Rewrite these sentences using **make** or **let**.

- 1 My parents said I had to go to bed. They ...
- 2 We couldn't stop crying during the movie. The movie ...
- 3 With this card, you can buy now and pay later. This card ...
- 4 The show was so boring she fell asleep. The show ...
- 5 Will the boss allow them to leave early? Will the boss ...
- 6 This service allows you to try the product before you buy it. This service ...

3 Pronunciation: sentence stress

- 34 a Listen and check your answers to Exercise 2c.
- b Work in pairs. Say the answers to each other and mark the main stressed syllables.
- They made me go to bed.*
- c Listen to check. Repeat the sentences, using the correct stress.
- d Work in pairs. Talk about what your parents made or let you do when you were younger. Pay particular attention to stress.

- A: *What did your parents let you do when you were younger?*
- B: *Not much! They were very strict. And your parents?*
- A: *They let me stay out until ten, but I always had to call to tell them where I was.*

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4 Reading skills

- a Look at the words connected with advertising in column A. Match them with a definition in column B.

A

- 1 endorsement
- 2 commercial
- 3 jingle
- 4 catchphrase
- 5 idealization
- 6 glamour

B

- a a quality that makes someone or something seem very attractive or exciting
- b a short, repetitive tune used in advertising
- c support given by a famous person for a product or a service
- d showing life to be perfect
- e a short phrase, often used at the end of ads, which becomes well known
- f a TV or radio ad

- b Read the article about advertising and answer these questions.

- 1 How many strategies can you find for selling services or products?
- 2 Who are *they* and what is *it* in the article's title?

How do they do it?

Advertising is a huge part of our world. We see ads on billboards, on buses, on our computer screens, and, of course, on TV. Thousands of different products and services are advertised and many different approaches are used.

One very common approach, especially on TV commercials, is to show a famous person, often a sports personality or model, publicly endorsing a product. Their apparent support for the product makes people associate the product and the famous person in their minds, and makes them believe that if they use this product they will somehow become more like this famous person, or that if the famous person uses the product, it must be good.

Another popular strategy, which is used especially with cosmetics, is to include some references to research, together with statistics

and percentages, which makes the ad – and therefore the product – seem more serious and more “scientific.” Cosmetics commercials might also feature a “before and after” element, showing how using the product has made the person look much healthier, younger, or more beautiful than they did before.

Some advertisements include a catchphrase or jingle which helps to “hook” you and keeps popping into your mind and making you think of the product. Some show a very glamorous or idealized lifestyle, and let you believe that by using this product or service, your life will become equally glamorous. Others don't let you know what the product is until near the end of the ad. They keep you guessing, and this is what makes them memorable.

- c Can you think of an example ad from your country to illustrate each of the strategies?
- d Look at the text again and underline all the sentences with *make* or *let*.

5 Speaking skills

- a Work on your own. Think of a TV commercial or magazine/newspaper ad you know very well and have strong feelings about. This can be one you like or dislike. Make brief notes on these questions.
- 1 What is the ad for?
 - 2 Who is it aimed at?
 - 3 What strategies does it use to sell the service or product?
 - 4 How does it make you feel?
- b Work in groups. Take turns telling each other about your ads. Use the questions to prompt each other if necessary.
- c Tell the rest of the class about the ads you heard about. Were any of them the same?

city breaks for less ...

SAVE \$60

per couple on selected city breaks ...

Miami2* hotel
Travel between:
April 1st–June 28th
2 nights
From \$200**New York**2* hotel
Travel between:
April 9th–May 30th
2 nights
From \$400**San Francisco**3* hotel
Travel between:
April 1st–June 29th
2 nights
From \$200**New Orleans**3* hotel
Travel between:
April 1st–June 28th
2 nights
From \$300Call Advantage Travel Centers at: 1-800-444-0555
www.advantagetravel.comAccessories and Necessities
for your beloved MKS**MKS-Parts.com**Call now for a free catalogue
1-800-990-1443**funjobs.com****Fun & Sun!**

Would you like to work in another country?

Apply online NOW! www.funjobs.com**granddad-shirts.com**

100% cotton

Order now
(212) 884-5887A bargain
at only
\$20!**Printink**.comThe **Number 1** Supplier
for all your printing needsInk and toner cartridges
for home or work**Oraldine**
Natural Herbal RemedyFrom coughs, colds, and sore throats
to asthma, bronchitis, emphysema,
and other respiratory illnesses**Try Oraldine drops**Also available in a wound-healing
spray and skin cream for eczema,
acne, sores, and other skin complaints(313) 982-8879
www.oralldine.com**1 Reading skills**

- a All of the adverts above are from Internet pop-up windows. Work in pairs and discuss these questions.
- 1 What different products or services are advertised here?
 - 2 Do you think this is an effective way to advertise? Why? / Why not?
 - 3 Do you normally read ads that pop up when you are using the Internet? Have you ever bought anything advertised in this way?
- b Find the answers to these questions as fast as you can.
- 1 What does Printink supply?
 - 2 How much is a city break to New York?
 - 3 What is Oraldine?
 - 4 What is the phone number for MKS-Parts.com?
 - 5 How much is a granddad shirt?

2 Listening skills

- 35 a Listen to this radio ad. Which ad above does it go with?
- b Complete these lines from the conversation.
- 1 He asked me _____ his lunch for him.
 - 2 He told me _____ at the store windows.
 - 3 He told me _____ his office.
 - 4 He wanted me _____ with him.
- c Listen again to check your answers.
- d What did Karen's boss actually say? Match the sentences from Exercise 2b with the boss's actual words on the right.

a
Would you have
dinner with me?b
Don't waste
time window
shopping!c
Clean my office!d
Could you get
me a sandwich,
please?

www.avasishop!

3 Grammar: ask, want, tell

- a Circle the correct noun.
- "He asked me (not) to ..." indicates a *command* / *request*.
 - "He told me (not) to ..." indicates a *command* / *request*.
- b Look at the sentences with *ask*, *want*, and *tell* in Exercise 2b and complete these rules.
- Affirmative: subject + *ask/want/tell* + _____ + _____
He **wanted me to have** dinner with him.
 - Negative: subject + *ask/tell* + _____ + _____ + _____
He **told me not to look** at the store windows.
- c Look at the pictures 1–6 and report what the person said, using *ask*, *want*, or *tell*.

WARNING

He wanted that I help him. ✗
He wanted me to help him. ✓
He wanted me not to go. ✗
He didn't want me to go. ✓



4 Vocabulary: verbs followed by to + infinitive

- a Match the verbs with their definitions. The first one is done for you.
- | | |
|---|--|
| <p>A</p> <ol style="list-style-type: none"> expect warn advise persuade get allow | <p>B</p> <ol style="list-style-type: none"> tell someone something is a good idea convince someone to do something similar to <i>persuade</i>, but less formal tell someone about a possible risk or danger let someone do something think someone will do something |
|---|--|

- b Rewrite the sentences, using the verbs in Exercise 4a.
- Don't cross the road!
He *warned me not to cross the road*.
 - I think they will come soon. I _____.
 - The teacher helped Cindy with her homework after she asked her three times.
Cindy _____.
 - "Oh, come on. Go to the movie with me," he said, so in the end I went.
He _____.
 - "You shouldn't smoke," the trainer told us. The trainer _____.
 - His parents let him go out. His _____.
 - "Don't drive so fast!" she told him. She _____.

5 Speaking skills

- a Work in pairs. Read your ad and make brief notes about it. Use the question prompts to help you.
- Student A:** Look at page 135.
Student B: Look at page 137.
- What product/service advertised?
 - What style of ad?
 - Who aimed at?
 - Effective? Interesting? Why? / Why not?
 - Believe the claims it makes? Why? / Why not?
- b Tell each other about your advertisement.
- c Work in the same pairs. Write your own ad for an exercise/diet routine. This can be as crazy as you like! Use both ads to help you.
- d Join another pair and compare your ads. Decide together which one you think is better and give your reasons.

USEFUL LANGUAGE

I think ours is better because it tells you to ...
Yes, but ours gets you to ...
That's good because ...
Yours allows you to ...

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1 Vocabulary: phrases with *make* and *let*

- a Make phrases with either *make* or *let*. Write the words/phrases in the correct column.

me know my day it soon/quick me see
 's go someone down me ask you something
 someone feel glad/sad me explain up

make	let

- b Work in pairs. Check your answers and check you understand all the phrases. Think of a sentence or scenario to illustrate each one.

2 Listening skills

- a You are going to listen to a song called *Let's Stay Together*. Work in pairs. Talk about these questions.
- 1 Who might you say *Let's Stay Together* to?
 - 2 In what different circumstances would you say this?
 - 3 How else can you use *Let's ...*? Think of some more examples.

- b Look at these words and phrases. Check (✓) the ones you think are included in the song.
- in love brand new my life let me see breakdown good or bad
 happy or sad break up childhood make up let me down make my day



- c Listen to the song and check your predictions.
- d Work with a partner and discuss these questions. Then listen to the song again.

- 1 What do you think the song is about?
- 2 How does the singer feel?
- 3 Who is he addressing?
- 4 Do you like the song? If yes, what do you like about it? If no, why not?

- e Complete these two verses using the words in the box.

be loving to do to spend be feel running

I'm, I'm so in love with you
 Whatever you want 1 _____
 Is alright with me.
 'Cause you make me 2 _____ so brand new
 And I want 3 _____ my life with you.
 Ooh
 Since, since we've been together
 4 _____ you forever
 Is what I need.
 Let me 5 _____ the one you come 6 _____ to
 And I'll never 7 _____ untrue.



- f Listen again to check your answers.

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3 Grammar: gerunds and present participles

- a Look at the underlined words in the lines from the song. Write the number of the correct example next to the definitions below.
- Loving you forever is what I need.
 - Let me be the one you come running to.
In number ____, the *-ing* form describes an action. Here, it is an *-ing* verb or present participle.
In number ____, the *-ing* form is used as a noun. Here, it is an *-ing* noun or gerund.
- b Look at the words in *italics* in these sentences. Mark gerunds with a “G” and present participles with “PP.”
- She often talks about *returning* to her country.
 - Sleeping* is essential for health.
 - I can't stop *loving* you.
 - They were *talking* to each other.
 - I really enjoy *cooking* for my friends.
 - I did some *snowboarding* on my vacation.

4 Speaking skills

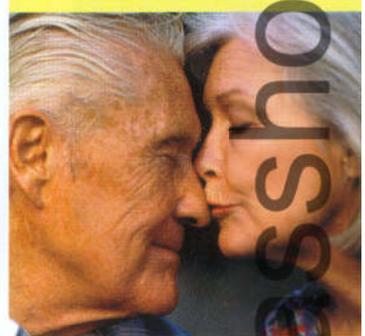
- a Look at the list and number the items in order of importance in a relationship.
- | | | | |
|---------------------------------|--------------------------|--|--------------------------|
| Being honest. | <input type="checkbox"/> | Having “healthy” arguments. | <input type="checkbox"/> |
| Having similar interests. | <input type="checkbox"/> | Having mutual friends. | <input type="checkbox"/> |
| Spending lots of time together. | <input type="checkbox"/> | Having your own friends as well as mutual friends. | <input type="checkbox"/> |
| Talking about problems. | <input type="checkbox"/> | Listening to the other person. | <input type="checkbox"/> |
- b Now choose the three most important factors, in your opinion. Discuss them with a group.
- A: *I think really listening when the other person is talking about their feelings is the most important factor.*
- B: *Yes, I agree. You make them feel their feelings are important to you.*
- c In your groups, discuss these questions.
- Which of the things in the list do you find difficult to do?
 - Which things do you think are more difficult for men? For women?

5 Writing skills

- a Imagine you wrote the song in Exercise 2 to your partner. Sadly, he/she still wants to break up with you. In pairs, you are going to write a letter to persuade him/her not to break up with you. The letter will be in three paragraphs. Make brief notes for each of the following paragraphs:
- your past together
 - the present
 - where your future could go if you stay together.
- b In pairs, write a draft letter of three paragraphs, incorporating your notes from Exercise 5a. Open and close the letter as follows:
- My dear X,
Please don't throw away all we have.
Yours forever, Y.*
- c Exchange your letter with another pair of students. How persuasive is their letter? Can you suggest anything to improve the content of the letter or the accuracy of the English?
- d Tell the other pair of students what you thought. If you want to, revise your letters and show them to another pair of students.



! WARNING
When you want to form a noun from the verb, remember to use a gerund, not an infinitive.
To smoke is bad for you. ✗
Smoking is bad for you. ✓



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Task

Friends

Win

an amazing
Caribbean
vacation!

Love smoothies? Enjoy sandwiches? But maybe you feel all the ones you are offered are a little "tired"? Now is your chance to design a new version of either a smoothie or a sandwich and win a fabulous prize. To enter, all you need to do is send us your smoothie or sandwich idea on a postcard. We will then shortlist six in each category, and call those selected to present their idea before a panel of judges. The winner in each category will win a wonderful vacation for two in the Caribbean, and their sandwich/smoothie will be served – with the inventor's name on it – in our "Friends" cafés nationwide.



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GLOSSARY

a smoothie
a drink made from fruit and milk, cream, ice cream or yogurt.

1 Warm up

- a Look at the ad above. Would you like to enter this competition?
- b Discuss these questions.
 - 1 What is your favorite smoothie?
 - 2 What is your favorite sandwich?
 - 3 What is this ad advertising?
 - 4 What do you need to do to win?
 - 5 What can you win?

2 Task

Work in small groups. Choose one of the categories and design your sandwich or smoothie. Think about the ingredients and the way it is prepared. Ask your teacher for any words or phrases you need.

3 Prepare

Work in the same groups. Imagine you have been selected for the second round of the competition. Write a presentation of your sandwich or smoothie. Try to make it sound as attractive as you can. Include illustrations if possible.

4 Feedback

- a Take turns presenting your sandwich or smoothie to the rest of the class. As you listen, take notes on each one.
- b At the end, vote for the best product in each category.

5 Compare

- 38 Listen to these two presentations from the competition. Which one do you think is more effective? What makes it more effective?

6 Notice

- a Look at these lines from one of the presentations. Notice the language used to make the product sound attractive. Underline any words and phrases which you think contribute to this.

Ladies and gentlemen, I would like to present my new sandwich idea.
I'm sure you'll find it exciting, original, and imaginative.
I have devised a totally fresh sandwich concept, which I know you will love.
My sandwich is made with a whole baguette and a tasty and unusual filling.
Absolutely wonderful, and so simple and fresh. Enjoy!

- 39
- b Listen to the lines from the presentation again. Notice how the intonation is used to express enthusiasm and hold the listener's attention. Repeat each line, paying particular attention to the stress and intonation.
 - c Complete the sentences with an appropriate word or phrase.
 - 1 This new fruit cocktail is _____.
 - 2 _____ the movie really interesting.
 - 3 My new idea is _____ and _____.
 - 4 This is my latest invention, which _____.
 - 5 This new recipe is so _____ and _____.

7 Follow up

- a *Work in pairs. On your own, think of a product which you particularly like. You are going to "sell" your product to each other, as if it was a new invention. Think of what you can say, and how you can include some of the language from Exercises 6a and 6b.*
- b Take turns presenting your product to each other. Pay particular attention to the stress and intonation. Afterwards, give each other some feedback on how the presentations could be improved.



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Task

Grammar Summary

1 Make and let

Use

- Use *make* to talk about situations when a person is forced to do something:
*When I did military service, I **was made to march** almost every day.*
- Use *let* to talk about being allowed to do something:
*My company **lets people smoke** in the buildings.*

Form

Make and *let* are followed by an object noun or pronoun plus the base form of the verb.

Use the correct form of *make* or *let* to complete the paragraph.

When I was young, my teachers were very strict. They always **1** _____ us do a lot of homework and they never **2** _____ us miss school or leave early. They used to **3** _____ us stand up when we answered a question, and they didn't **4** _____ us talk to each other in class. It's very different in my English class. Now, the teacher **5** _____ us talk to each other, but she **6** _____ us talk to each other in English.

2 Ask, want, tell

Use

- Use *ask someone (not) to do something* for a request:
*She **asked me to lend** her some money.*
- Use *tell someone (not) to do something* for an order:
*He **told me not to smoke** in the building.*
- Use *want someone to do something* when you would like someone to do something:
*I **want you to wash** my car for me.*

Form

- Affirmative: subject + *ask/want/tell* + object pronoun + infinitive with *to*:
*He **wanted me to have** dinner with him.*
- Negative with *ask* and *tell*: subject + *ask/tell* + object pronoun + *not* + infinitive with *to*:
*He **told me not to look** at the store windows.*
- Negative with *want*: subject + *don't/doesn't/didn't* + *want* + object pronoun + infinitive with *to*:
*I **didn't want you to tell** Marcia the secret.*

Rewrite these sentences so that they mean the same as the original sentence.

- "Can you open the windows, please?"
She _____.
- "Do not speak to me like that," said her father.
Her _____.
- "I'd like you to clean up your room before you go out."
"I _____."

3 Gerunds and present participles

An *-ing* form or gerund is used as a noun. It can be the subject of a verb, the object of a verb, or the object of a preposition:

Living with other people can be difficult.

*It's surprising that so many people have never done any **computing**.*

*In the pre-industrial days of **farming**, people had to work much harder.*

A present participle is a verb form ending in *-ing* and it describes an action. It is also used to form part of the past, present, or future progressive tenses:

*I saw her **walking** across the road.*

*We met when I **was working** in Japan.*

Note: the *-ing* form can also be used as an adjective:

*It was a **boring** movie.*

*New York's an **exciting** place.*

Vocabulary Summary

1 Verbs followed by *to* + infinitive

Remind yourself of the meaning of these verbs:

- to warn to tell someone about a possible risk or danger
- to allow to let someone do something
- to persuade to convince someone to do something
- to get similar to *persuade*, but less formal
- to advise to tell someone something is a good idea
- to expect to think someone will do something

Complete this text using all the above verbs.

My father always used to say "I **1** _____ you to do your best." He **2** _____ me that life could be difficult and **3** _____ me to study law, the same as he did when he was younger. When I was older, he **4** _____ me to study law in college. I didn't want to, but he said it would be good for my mind and good for my bank account! So he **5** _____ me to become a lawyer and that was 30 years ago! I promised myself that I would not make my children do the same. In fact, I **6** _____ my son to study art history, and my daughter ... well, my daughter is studying law, believe it or not!

2 Expressions/phrases with *make/let*

There are many expressions and phrases that use *make* and *let*.

Complete these sentences with one of the phrases in the box in its correct form.

Let's stay together. Let's go! Let me think/see/explain.
You let me down. You make me feel glad/sad.
Make my day. Make it soon/quick. Can we make up?

- Come on. It's late. _____.
- "Can I stop at the pharmacy, please?" "Yes, but _____
_____. We're in a hurry."
- You don't understand. Please _____.
- I don't want to fight anymore. Let's _____.
- I'm not sure. _____ Yes, I remember –
it's blue.
- He really _____ when he lied to me.



Improving your written work

YOUR WRITING www.avasshop.ir

You may remember from previous units about the importance of writing a number of drafts, rather than treating your first draft as your final version. Here, you are going to think about different ways of improving on first drafts and put some of the ideas into practice.

1 Steps for improving your work

- Think about all the different ways you could improve a piece of written work. Make a list. *Make it more or less formal depending on the context.*
- Compare your list with some suggested answers below.

Some ways of improving a piece of writing

- Reduce the length by cutting out unnecessary detail/repetition.
- Increase the length by adding detail.
- Change the order of ideas to make the text flow more logically.
- Make the introduction and/or conclusion more interesting.
- Use synonyms and paraphrasing to avoid repetition.
- Make some of the sentences longer by using subordinate clauses and linkers.
- Improve the presentation/layout.
- Correct the mistakes in grammar, spelling, and punctuation.
- Make it more or less formal depending on the context.

- Look at the task a student was given and the student's answer. How could it be improved? Write the letter of each of the suggestions above which apply to this piece of writing. For example, if you think the order could be improved, write "c."

Write a covering letter to go with a job application. Your résumé is enclosed, so the letter should be quite formal, short, and general, but you should use it as an opportunity to "sell" yourself a little more. Decide on the type of job and other details about the job yourself. Write no more than four paragraphs and a maximum of 200 words.

Student's answer

715 Canyon Drive
WA 98102
March 6, 2006
Dear Sir,
I saw your ad in the seattle times of March 3 and I'd like apply for the job. I inclose my resume, as requested. I have a graet deal of experience in this tipe of job as I work for 10 years in a similar job. I am only looking for a new job because I want to develop my carreer, not because I'm unhappy in my present job or because my boss is unhappy with me! he will be happy to suply references, I'm sure. I'd be really grateful if you'd consider me for the job. I'm sure you won't regret it!
Looking forward to hear from you.
Sincerely,
Will Cobb

USEFUL LANGUAGE

Notice these phrases commonly used in this type of letter:

With regard/reference to ...

I feel I am an excellent candidate because ...

As you will see from my résumé, ...

I look forward to hearing from you.

LANGUAGE NOTE

Openings and closings in formal letters

When you know the name of the person you are writing to, open your letter *Dear Mr./Ms. Smith.*

When you do not know the name of the person you are writing to, open your letter *Dear Sir or Madam.*

In both cases, close your letter with *Sincerely.*

2 Writing a covering letter

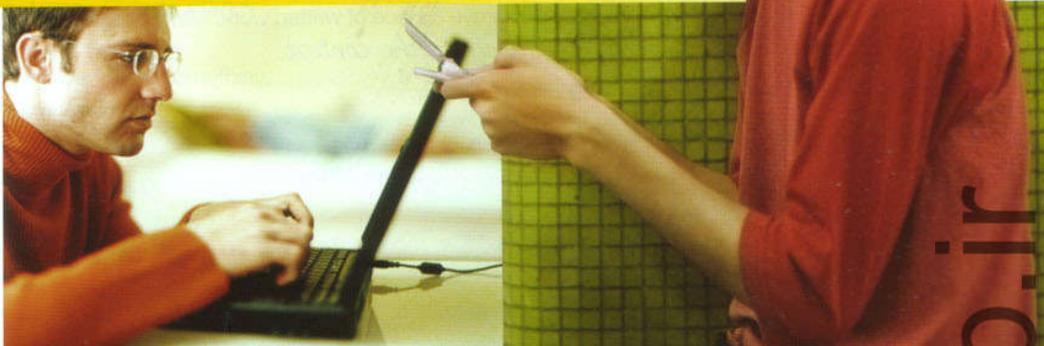
- Rewrite the letter, taking into account the improvements you thought about.
- Write your own covering letter for a job. Write a first draft, then proofread/correct/improve on it and write a second or final draft.
- Finally, show your letter to a partner. Can he/she help you by making any suggestions?

LEARNING TIP

Try to remember to write at least two drafts in your future writing. This may seem tedious but, over time, it will greatly improve the quality of your writing.

Unit 9 Rumors and gossip

Lesson 1 Don't cheat on me!



1 Vocabulary: say and tell

- a Look at this conversation. *Say* and *tell* can be used to give or ask for information, but the way they are used is different. What form do they both take?

A: Hi! Jane just called you.

B: Really. What **did she say**?

A: **She told me that** the movie starts at 7:30.

B: Okay. **Did she say** where to meet?

A: No, but **she said that she'll** call you later.

B: Well, I have to go. **Tell her that** I'll see her in front of the movie theater at 7:15, okay?

A: Sure.

- b Compare your answers then look at the Vocabulary summary on page 98 to check.

- c Complete these sentences with the correct form of either *say* or *tell*.

- 1 He _____ me about the exam.
- 2 I don't know what to _____.
- 3 She _____ me the answer.
- 4 I can't _____ you how happy I am.
- 5 She _____ her name twice.

2 Listening skills

- a Work in pairs. Discuss these questions.

- 1 Do you own a cellphone? If so, how often do you use it?
- 2 When would you prefer to:
a) call someone? b) text someone?
c) send an e-mail?
- 3 What do you think are the main advantages and disadvantages of cellphones and e-mail?
- 4 How do you think social communication has changed in recent years?

-  b Listen to two conversations and answer these questions.

- 1 What is the connection between the two conversations?
- 2 What is the relationship between Britney, Alicia, and Craig?

- c Mark the statements "T" (true) or "F" (false).

- 1 Craig was with another girl.
- 2 They were holding hands.
- 3 Craig said she was his sister.
- 4 She kissed Craig.
- 5 Britney didn't believe him.

-  d Listen again to check.

-  e Listen to the second conversation again and complete these sentences.

- 1 She said she _____ you with another girl.
- 2 She told me you _____ hands.
- 3 She said you _____ her.

LANGUAGE NOTE

Remember that both *say* and *tell* are irregular verbs:

tell/tells-told-told
say/says-said-said

3 Grammar: reported statements

a Read these questions, then answer them by referring to the three pairs of sentences below.

- 1 Which tenses are used in the first conversation?
- 2 How do they change in the second conversation?
- 3 Does the verb always change?
- 4 What other changes are made when reporting something?

I saw him with another girl. She said she'd seen you with another girl.
 They were holding hands. She told me that you were holding hands.
 ... he kissed her. She said you'd kissed her.

b Work in pairs. Change the sentences from direct to reported statements. Begin each sentence with *She said ...*

- | | |
|-------------------------------|-------------------------|
| 1 "I don't believe you!" | 5 "I can't stand you!" |
| 2 "I'm not happy." | 6 "I haven't seen him." |
| 3 "I'm breaking up with you." | 7 "I didn't see him." |
| 4 "I won't see you again." | 8 "He was lying to me." |

c Look at the Grammar summary on page 98 to check your answers.

d Transform these sentences from direct to reported speech. Remember to change the personal pronouns as well as the tenses.

- 1 "I don't love you anymore," she told him.
She told him she didn't love him anymore.
- 2 "It's over," he said.
- 3 "I will never speak to you again!" she told him.
- 4 "I can take care of myself!" he told her.
- 5 "You are the most insensitive person I've ever met," she said.
- 6 "I'm leaving!" he said.

e Listen and check.

4 Speaking skills

a Stand up and walk around the room. Ask different students these questions and write their name if they say "yes." Develop the conversation where possible, e.g. ask why?/why not?/who? etc. Write their answers in the "notes" column.

Find someone who ...	Name	Notes
1 uses his/her cellphone more than 10 times a day.		
2 does not have a cellphone.		
3 sent more than six e-mails yesterday.		
4 leaves his/her voicemail/answering machine on even when he/she is in.		
5 will use his/her cellphone immediately after the class.		
6 prefers texting to speaking on the phone.		

b Sit down in small groups and tell each other what you found out. Use reported statements as much as possible. As you listen, respond and ask further questions.

A: *Sara told me she didn't have a cellphone.*

B: *Yeah, Matt told me that, too.*

C: *Wow! I'm surprised they don't have one! Did they tell you why?*



Why gossip is good for you

Chatting in the office helps us to work better

by Sam Lyon

Gossip may not seem the ideal activity for a busy office. But those sly conversations by the water cooler improve the health and happiness of staff, according to scientists.

Gossip helps people let off steam, relax, and discuss ideas informally, according to Kathryn Waddington, an occupational psychologist in the School of Nursing at City University.

"Gossiping is a safety valve," she told the British Psychology Society's conference in Stratford-upon-Avon last Thursday.

"It's often seen by bosses as trivial, but it is very therapeutic and makes people feel better."

Ms. Waddington went on to say: "People use it as a way of expressing their emotions, to say things they are feeling inside but can't bring themselves to say upfront to their manager." That is a view certainly shared by many workers.

"I'm definitely a gossip," Telegraph Group's Cathy Pendleton told our reporter.

Barclay Capital's Stewart Laing, a commodities executive, agreed. "I'm not actually a gossip myself, but I think it's a positive thing, as it brings out people's personalities, which is not always easy in an office situation."

Ms. Pendleton, a 25-year-old data controller, added: "I think it's a very healthy thing and necessary in any office. Gossip is relaxing."

Ms. Waddington also said men gossip

just as much as women, although they call it by a different name – such as "catching up" or "having a discussion."

But she went on to warn that gossiping can have a negative effect if it involves spreading malicious or false rumors.

The Telegraph Group's business analyst Jenny O'Hare agrees. The 26-year-old said: "Gossip is fine, but being mean about other people is going too far."

One person interviewed, who did not want to be named, said: "I couldn't possibly call myself a gossip, but I do like complaining about people."



GLOSSARY

sly
clever at doing something secretly

to let off steam
to take pressure off yourself by doing something

malicious rumors
unpleasant and damaging stories

1 Reading skills

- You are going to read an article called *Why gossip is good for you*. Work on your own. Make a list of three or four reasons why gossip may be good for you. Add two ideas why gossip can be harmful.
- Work in small groups. Compare your lists.
- Read the article quickly. Whose list was closest to the ideas in the article?
- Look at these ideas in the article. Mark each statement "F" (fact) or "O" (opinion), depending on how you think the article presents the information. Then read the article again to check your answers.
 - Gossip is good for your health.
 - Kathryn Waddington presented her ideas at a conference.
 - Gossiping allows people to express their feelings.
 - Gossip brings out people's personalities.
 - Gossip is necessary in an office.
 - Men gossip as well as women.
 - One interviewee did not want to be named.
- Work in pairs. Talk about these questions.
 - Do you agree that gossip is a good thing? Why? / Why not?
 - Do you agree that it is wrong to talk about people in a negative way?
 - Do you agree with the opinions in the article?

2 Pronunciation: intonation

- 43 a Listen to a conversation between two colleagues in an office and answer these questions.
- 1 Who or what are they talking about?
 - 2 What kind of conversation is this?
- b Look at these lines from the conversation. Mark them with arrows going up or down, depending on whether the intonation rises or falls.
- 1 You know Brenda?
2 The one who works in marketing?
3 And you remember Steve?
4 The one you met at the party?
- c Choose the correct words to complete the rule about intonation.
- 1 Intonation *rises* / *falls* when the information is known/shared by speaker and listener.
 - 2 Intonation *rises* / *falls* when the information is new or when the listener might not remember.
- d Repeat the sentences with the correct intonation.

3 Speaking skills

- a Work on your own. Invent a piece of gossip about a famous person. Make a few notes.
- b Work in pairs. Take turns telling each other your piece of gossip and respond. Pay particular attention to intonation.

4 Listening skills

- a You are going to listen to Rachel Hutton, a member of the American Psychology Association, answering questions on the topic of gossip. Work in pairs. What questions do you think people asked her? Write down three or four questions.

- 44 b Listen and compare your questions with the ones asked. Check (✓) the ones which are the same or similar.
- c Work in the same pairs and listen again. Make some notes on the questions and the speaker's answers to them.
- Student A:** Focus especially on the men's questions.
Student B: Focus on the women's questions.
- d Tell your partner about the questions and answers you made notes on.

5 Grammar: reported questions

- a Look at these examples of direct and reported speech and answer the questions below.
- 1 a "Is gossip always a good thing?" one man asked.
b One man asked if gossip was always a good thing.
 - 2 a "Why do people gossip so much in the workplace?" a woman asked.
b A woman asked why people gossiped so much in the workplace.
- 1 How are reported questions different from direct questions?
 - 2 How are reported questions similar to reported statements?
 - 3 How are reported questions different from reported statements?
- b Look again at your notes for Exercise 4c. Tell your partner your reported questions again. Help each other to use accurate grammar.

6 Writing skills

- a Work on your own. Imagine you have been asked to write an informal report for the American Psychology Association's newsletter. Write a report focusing on either the men's questions or the women's questions and the answers to these.
- b Work in new pairs. Read each other's reports. Are they clear? Accurate? Underline any mistakes in your partner's work, especially in the reported questions and statements.
- c Correct the mistakes in your own work.



USEFUL LANGUAGE

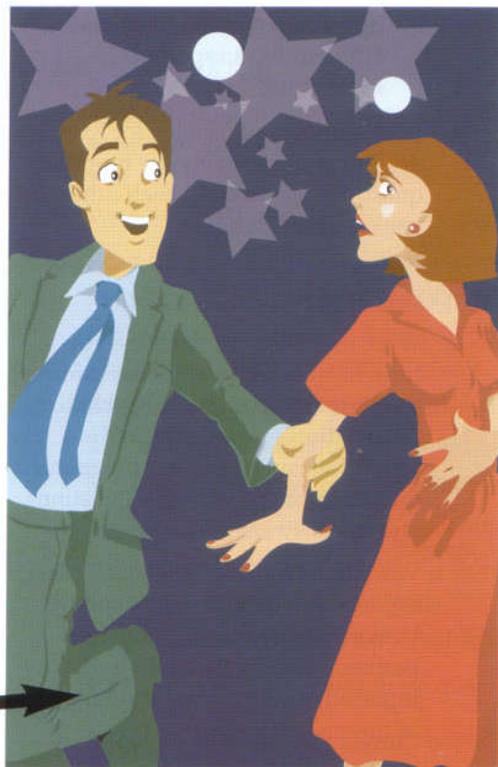
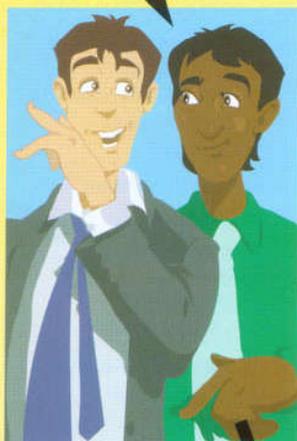
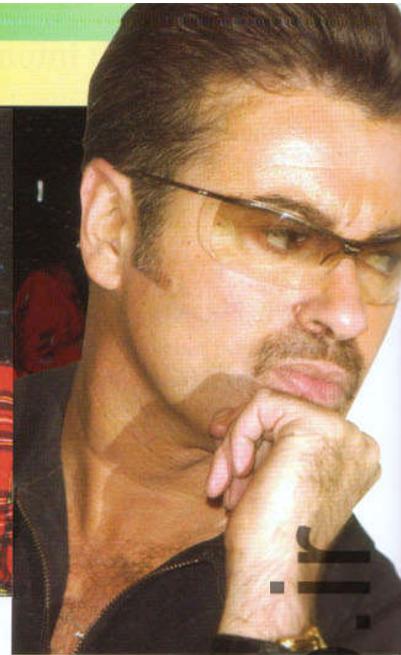
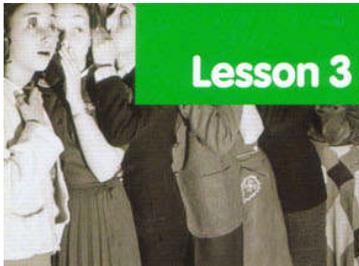
The speaker asked if there were any questions / invited the audience to ask questions.

One man/woman asked if ...

The speaker said/replied/told him/her ...

This was followed by another man/woman who asked ...





1 Listening skills

a You are going to hear a song called *Careless Whisper*. Look at the title and the pictures above and answer these questions.

- 1 Do you know this singer? What do you know about him?
- 2 Have you heard this song before? If so, do you like it? Why? / Why not?
- 3 Look at the pictures showing the song's story. What do you think happened?

b Listen to the song and check your predictions based on the pictures.

c Listen to the song again and answer these questions.

- 1 Who is the singer addressing?
- 2 What do you think the "careless whisper" was?
- 3 How do you think the singer feels and why?

d Match a word in column A with a word or phrase in column B to form phrases from the song. Listen again to check.

A	B
1 silver	a goodbyes
2 dance	b the chance
3 sad	c forever
4 waste	d screen
5 cheat	e and mind
6 last	f floor
7 heart	g feet
8 guilty	h a friend

e Complete these sentences using the phrases from Exercise 1d.

- 1 He led her on to the _____.
- 2 They were stars of the _____.
- 3 I hope our marriage will _____.
- 4 Don't _____ that you have been given. Many people would envy you.
- 5 It is terrible to _____, especially one who is loyal to you.

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2 Reading skills

- a Quickly read the reviews posted on a Web site and answer these questions.
- 1 Who wrote these reviews?
 - 2 Why did they write them, do you think?
- b Read the fans' reviews again and mark them either "P" for mainly positive or "N" for mainly negative.
- c Read the reviews a little more closely. Write the number of the review in which the writer said:
- 1 they agreed with the negative review of a critic.
 - 2 they would like it if there were more singing.
 - 3 they disliked the jazzy style.
 - 4 they had been a fan for many years.
 - 5 they thought George was a genius.
 - 6 they liked the words of the songs.

- A** Bought the new GM album yesterday and have to say I'm very disappointed. I've been a fan for a long time and that won't change, but I'm taking this CD back to the store right now. Please, **return to form** next time, George!
- B** What can I say? I read a terrible review in the Los Angeles Times, which said this wasn't **up to George's usual standards**, and I **didn't believe a word of it**. I'm sorry to say that they were right! Although I enjoyed most of the tracks, this is definitely George's weakest album so far. This boy is definitely never gonna dance again **if he keeps on like this!**
- C** George **has outdone himself** once again. This man is a genius! I'm disgusted with some of the reviews I've read. This album has a jazzy feel which is a delight to the ears — every track is a winner in its own unique way.
- D** Like a lot of people, I wasn't sure what to expect with this new album, but, unlike a lot of people, I love it! I don't understand why people complain it's not like his earlier stuff. Why would we want it to be? Surely we want to see **some** development each time. Some of these tracks are just fantastic, and the lyrics are superb. Go, George!
- E** Apparently GM's not produced anything for six years and this is what he **comes up with**. I was expecting something more mature, but this is heavy in the extreme. **Lighten up**, George, and skip the jazzy stuff.
- F** I'm impressed with the variety. Every track is different, but the album **hangs together** as a coherent whole. I wish there were more vocals, but otherwise **this** is one satisfied customer.

3 Vocabulary: idiomatic phrases

- a Look at the phrases in red on the Web site. Guess what they mean from the context.
- b Choose the correct meaning for each of the phrases.
- | | |
|-------------------------------|--------------------------------------|
| 1 return to form | a go back to school |
| | b reproduce quality of earlier work |
| 2 up to [his] usual standards | a as good as his other work |
| | b as bad as his other work |
| 3 didn't believe a word of it | a thought one part was untrue |
| | b thought the whole thing was untrue |
| 4 if he keeps on like this | a if he continues in the same way |
| | b if he keeps something he found |
| 5 he has outdone himself | a he has damaged himself |
| | b he has made his best album yet |
| 6 to come up with something | a to produce |
| | b to arrive |
| 7 lighten up | a have a cigarette |
| | b be more fun and less serious |
| 8 to hang together | a to go out with friends |
| | b to make sense as a whole |

4 Writing skills

- a Think of an album of a musician/singer/band you like. You are going to write a review for their fan Web site. Think about what you want to write and make a few notes. Refer back to the reviews in Exercise 2a if you want to.
- b Write the review, but don't mention any names or the title of the album.
- c Work in small groups. Circulate the reviews and read them. Can you identify who the review is about? And the album? Do you agree with the review?

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Task

GLOSSARY

trait

characteristic

overrated virtue

good quality given too much value

motto

short statement that expresses your identity or goal

USEFUL LANGUAGE

I think it's interesting that the interviewer asked him ...

I don't really understand what he told him about ...

I liked the way he said ...

Q&A Richard Young

Richard Young was born in 1947 in North London, the son of market traders. He left school at 15, worked in a King's Road boutique, then spent four years in New York. Soon after returning in 1974, he met Paul Getty III, who had just been released by kidnappers, minus an ear, and he was asked to take pictures. He sold them to the *Evening Standard* – and landed a job as a social photographer. An exhibition is at The Hospital, London WC2, from June 10–August 22.

What makes you feel happy?

Riding my Harley Davidson down Highway 1 in California.

What is your greatest fear?

My camera failing on a big job.

What is the trait you most dislike in yourself?

My moodiness.

What is the trait you most dislike in others?

Deceitfulness.

What has been your most embarrassing moment?

I moved Lisa Marie Presley out of a shot – I didn't recognize her.

What is your greatest extravagance?

Shoes and cigars.

What makes you depressed?

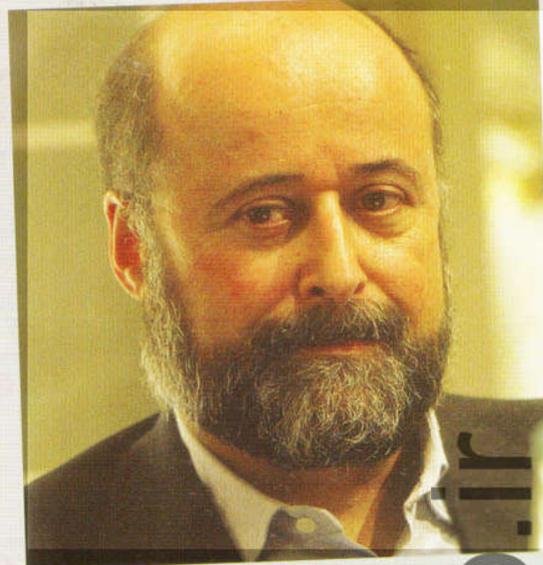
Not working.

What do you most dislike about your appearance?

My weight.

What is your most unattractive habit?

Better you don't know.



What is your favorite fantasy?

Playing guitar in a rock'n'roll band.

What or who is the greatest love of your life?

My wife, Susan, my sons, Dan and Sam, and my daughter, Hannah.

What do you consider the most overrated virtue?

Patience.

What words or phrases do you most overuse?

"Sorry."

What is your greatest regret?

Not completing my education.

What single thing would let you have a better life?

More sun.

What would your motto be?

I don't want to be famous. I want to be thin.

How would you like to be remembered?

For my photography.

What is the most important lesson life has taught you?

To be a decent human being.

Rosanna Greenstreet

1 Warm up

a Look at the text and the picture above and answer these questions.

- 1 What kind of article is this?
- 2 What kind of questions did the interviewer ask?
- 3 Do you think any of the questions are inappropriate? If so, why?

b Read the article quickly and talk about your reactions with a partner.

2 Prepare

Work in pairs. You are going to interview a classmate. Prepare eight to 10 personal questions to ask him/her. You want to get a picture of this person's overall views on life. You can use the questions in the article to help you, but invent some of your own, too. You both need to write the questions.

3 Task

Work in pairs. Take turns asking each other your questions. Make a note of all of your partner's answers.

4 Feedback

- a Work in groups. Report to each other on your interviews. Use reported questions and statements as far as possible.

Halil told me that spending time with his family was the most important thing in his life.

- b Which interviewer in your group got the best picture of their partner's overall views on life?



5 Compare

46 Listen to a conversation between two people and answer these questions.

- 1 What are they talking about?
- 2 What is the relationship between the speakers?
- 3 Who do you think the man was interviewing?
- 4 Was the person he talked to cooperative? How do you know?

6 Notice

- a Look at these lines from the conversation. Which preposition is used with the subject or topic?

- 1 First, I asked him about his childhood.
- 2 He didn't want to talk about it.
- 3 I asked him about the music he thought had influenced him.
- 4 I asked him about his personal life.

- b Notice how it is common to report things in a general way rather than repeating the exact words used.

What kind of childhood did you have? could be reported as:
I asked him what kind of childhood he had had.
or *I asked him about his childhood.*

The second way is often simpler and sounds more natural.

- c Report these questions and statements, using *about*.

- 1 "What is your job like?"
She ...
- 2 He told me he had three brothers and sisters, all older than him.
He ...
- 3 "What are your hobbies?"
She ...
- 4 "What kind of house do you live in?"
She ...
- 5 She said she had been on vacation in Greece and had a wonderful time.
She ...

7 Follow up

- a Outside class, look for an interview with a famous person. It can be in English or in your first language. Make some notes about it.
- b In class, work in small groups and report your interviews to each other.

! WARNING

Be careful not to use *say + about*.

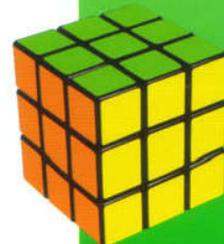
She said about her mother. ✗

I asked her about her mother. ✓

She told me about her mother. ✓

She talked about her mother. ✓

Task



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Grammar Summary

1 Reported statements with say and tell

You can repeat exactly what someone said or you can use reported speech. Compare:

"I will meet you in this café tomorrow at seven," Tony said.
Tony **said / told me** he would meet me in that café the next day at seven.

Notice the type of changes that can happen when reporting:

- 1 subject pronouns: *I* → *he*
- 2 object pronouns: *you* → *me*
- 3 references to place: *this* → *that*
- 4 references to time: *tomorrow* → *the next day*
- 5 tenses: *will meet* → *would meet*

The following are some of the most common shifts in reported statements. Note that we usually shift the tense back in time.

- | | |
|------------------------------------|--|
| 1 I don't believe you! | She said she didn't believe me. |
| 2 I'm not happy. | She said she wasn't happy. |
| 3 I'm breaking up with you. | She said she was breaking up with me. |
| 4 I won't see you again. | She said she wouldn't see me again. |
| 5 I can't stand you! | She said she couldn't stand me. |
| 6 I haven't seen him. | She said she hadn't seen him. |
| 7 I didn't see him. | She said she hadn't seen him. |
| 8 He was lying to me. | She said he was lying to her. |

The past progressive tense often does not change in reported speech:

"We were fighting."

She said they were fighting. ✓

She said they had been fighting. ✓

Write these statements in reported speech, changing the tense.

- 1 "I can fly!" (Bob)
Bob said that he could fly.
- 2 "We won't tell him." (Marlene)
- 3 "I didn't have a vacation." (Fergus)
- 4 "I love you." (Tina)
- 5 "We've never been there." (Martin)
- 6 "I'll let you know tomorrow." (Karen)

Use of *that* after the verbs *say* and *tell* is optional.

They told me (that) they were from Texas.

2 Reported questions

In reporting questions, the same changes as for direct statements apply. In addition:

- Yes/no questions drop the question mark and take the reporting verb *ask* + *if*:
"Are you going to the game?" asked Bob. →
Bob **asked if** I was going to the game.
- Wh- questions drop the question mark and take the reporting verb *ask* + the question word:
"Where is the game?" asked Bob. → Bob **asked where** the game was.
- Note that the order of the subject and the verb changes:
Bob asked where **the game was**.

Write these words in the correct order to form reported questions.

- 1 where asked lived I me she
- 2 they what were doing you asked you
- 3 answer he if her asked knew she the
- 4 asked not he come she him why had

Vocabulary Summary

1 Say and tell

The most frequent uses of *say* and *tell* are to ask for or give information. In these contexts, there is no difference in meaning, but there is a difference in the way they are used.

- *say* = subject + *say* + (optional *that*).
- *tell* = subject + personal indirect object + (optional *that*).

With *tell*, we say *who* we tell. With *say*, we don't usually use a personal object. Compare:

She told me (that) the movie started at 7:30.

She said (that) the movie started at 7:30.

Complete these sentences in a logical way.

- 1 They told _____.
- 2 He said _____.
- 3 I told _____.
- 4 She said _____.

2 Idiomatic phrases

Complete the sentences with an appropriate phrase from the box. Not all the phrases are used.

return to form hang together to come up with
has outdone himself keep on like this lighten up
up to your usual standards didn't believe a word of it

- 1 I don't understand this story. It doesn't really _____.
- 2 Her last novel was disappointing, but this is a real _____.
- 3 They are trying _____ the best solution.
- 4 If you _____, you won't pass the exam.
- 5 I'm afraid this assignment is not _____.
- 6 When she told me the rumor, I _____.



Improving your reading and listening

1 What and why do you read/listen?

- a Make a list of five different things you read and five different things you listened to yesterday in your first language or in English; for example, reading food packages and advertisements or having conversations with friends.
- b We normally read for pleasure or for information. Sometimes we can read for both, for example when reading a recipe. Mark each item in your lists from Exercise 1a with "P" for pleasure, "I" for information, or "B" for both.

2 How do you read/listen?

- a We change how we read or listen depending on what we want to get from a text. For example, if you want to find the date a battle happened in a long text on history, you probably run your eye quickly down the text until you hit the date you want. You do not read every word. Look at this list of the main ways of reading/listening and make sure you understand what they mean.
 - 1 Reading or listening for gist. This involves understanding the general meaning of a text.
 - 2 Reading or listening for one or two specific pieces of information. This means ignoring everything but the specific information you need.
 - 3 Reading or listening for detail. This is intensive and involves understanding every detail in a text.
 - 4 Reading or listening for literary or artistic appreciation. This means extensive reading or listening to texts, usually for pleasure.
- b Think about how your reasons for reading/listening affect the way you listen or read. How would you read/listen to the following? Match these types of text (a–h) with the methods in Exercise 2a (1–4).
 - a a whole newspaper when reading it over breakfast
 - b a special newspaper article for research purposes
 - c a poem
 - d a radio show about your favorite musician
 - e a lecture as part of an academic course
 - f a song that you like a lot but have only heard once before
 - g an essay before handing it in
 - h a novel by your favorite author
- c Discuss your answers with a partner.
- d Number these stages in order for a logical way of reading a newspaper or magazine article in English. Check your answers at the bottom of the page.
 - Look up a few key words you think are essential to understanding.
 - Read it more closely for detailed understanding, trying to guess the meaning of any words or phrases you don't know.
 - Look at the headline and pictures. Think about what the article is about and what you know about the topic.
 - Record any new words or phrases you want to remember.
 - Write a short summary of the article.
 - Skim-read the article to get a general overall understanding of what it means.

3 Applying reading and skills

- a Try out the sequence from Exercise 2d on this text.
- b Think about ways of adapting this sequence for listening to a song. Make some notes.
- c Write three or four statements about what you have learned here and how you hope to apply this to your reading and listening in English in the future.

Are libraries dead?

Until relatively recently, if you were doing any kind of research and you wanted to gather information about a certain topic, you could go to a public library or a university library and look up the information in a reference book, such as a directory, a dictionary or an encyclopedia.



Nowadays, it is probably more common for people to do at least their initial research on the Internet. There is such a wealth of information available and you can search for whatever you need from the comfort of your own home or office. One problem, however, is that it is not always easy to find what you are looking for and it is easy to get sidetracked and end up spending hours looking at information which is not really relevant to your immediate needs.

Using the Internet can also be an intensely lonely and isolated activity. Many people still prefer to do their research at the library because it is more sociable and they do not want to spend all their time working alone. For this reason, libraries will probably always be popular and both libraries and the Internet will have an important place in people's lives.



Review 3: Units 7–9

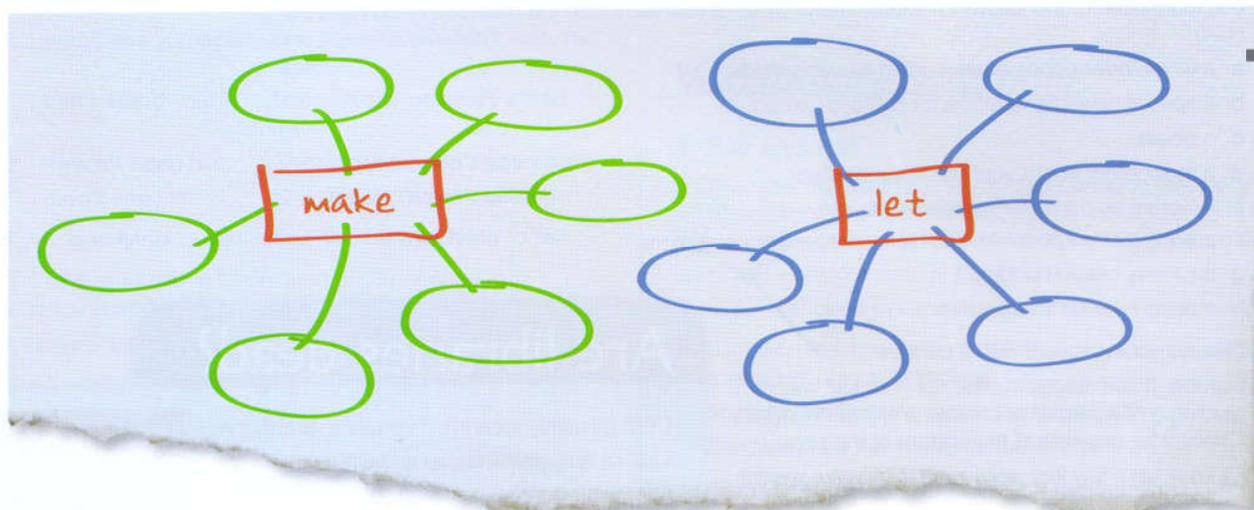
a Put in a definite article where necessary.

- 1 I really like school.
- 2 We loved restaurant.
- 3 Girls often get better grades than boys.
- 4 Look! You can see moon!
- 5 I've always wanted to live by ocean.

b Complete these sentences, using the correct form of *make* or *let*.

- 1 My parents were very strict. They _____ us go to bed early.
- 2 They never _____ us play in the street.
- 3 Did your teachers _____ you do homework every night?
- 4 Our kids like their babysitter. She _____ them watch their favorite TV shows.
- 5 We _____ our kids help with the housework, even though they don't like it.

c Complete the word web with expressions with *make* or *let*.



d Write these sentences in the correct order.

- 1 to warned there not I you cross the street.
- 2 advised her they the again exam take to.
- 3 him she to not her leave alone persuaded.
- 4 us for apply the encouraged they to job.
- 5 not classroom eat he me in the asked to.
- 6 you late arrive don't want to I.
- 7 to the vocabulary teacher us study told the.
- 8 long hours expects boss us work to the.

e Rewrite these sentences in reported speech.

- 1 "I like you," he told her.
- 2 "They don't live here," she said.
- 3 "Where are you from?" they asked him.
- 4 "What are you going to do?" she asked them.
- 5 "I can swim," he said.

f Make as many phrases as you can, by taking a verb from circle A and a noun phrase from circle B.

grate: the onions, the cheese

A

grate

squeeze

chop

beat

pour

fry

boil

B

the water

the eggs

the onions

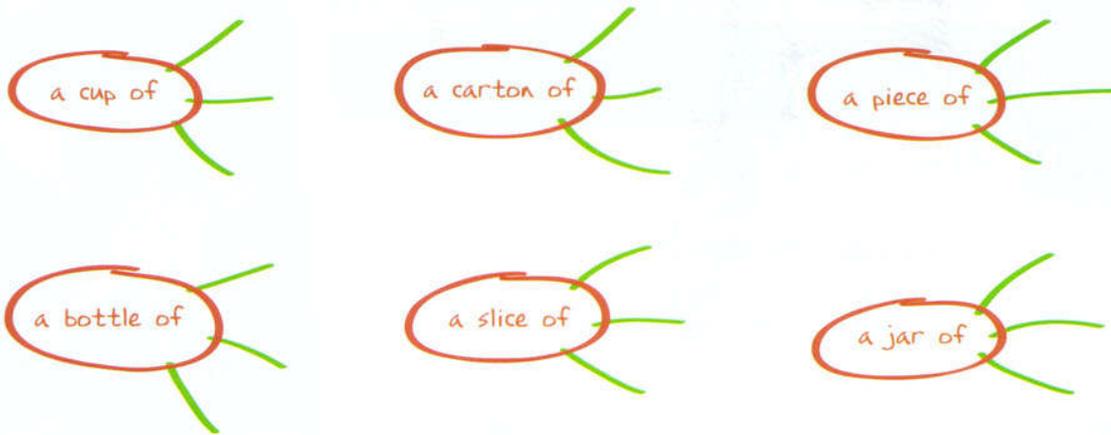
the lemon

the cheese

the oranges

the cream

g Complete these word webs.



h Complete these phrases with an appropriate noun.

- | | |
|-------------------|-----------------------|
| 1 a few ... | 5 a great deal of ... |
| 2 a dash of ... | 6 not much ... |
| 3 a couple of ... | 7 a handful of ... |
| 4 not many ... | 8 one or two ... |

i Number these steps in a logical order.

Cook the eggs gently, mixing them as they cook.

- ① Break the eggs.
- Add salt and pepper.
- Butter the toast.
- Serve the eggs on the buttered toast.
- Beat them, using a fork.
- Pour the eggs into the pan.
- Make some toast.
- Add a dash of milk.
- When the eggs are almost set, remove them from the heat.
- Put some butter in a pan and melt it gently.



l Make as many positive adjective-noun combinations as you can.

food service menu atmosphere waiters
décor desserts restaurant fish clothes
art colors drinks

- 1 excellent: food, service, menu,
- 2 exciting: _____
- 3 varied: _____
- 4 cool: _____
- 5 trendy: _____
- 6 superb: _____

m Complete the e-mail with the idiomatic phrases in the box.

hang together keeps on like this lighten up
didn't believe a word of it come up with something

Write the recipe in Exercise i as a paragraph, adding adverbs to link the ideas, e.g. *first, then, after, when, finally*.

k Write the correct form of the verbs in parentheses.

- 1 I got my brother _____ (*explain*) my math homework.
- 2 _____ (*swim*) is great exercise.
- 3 I saw you _____ (*shop*) at the mall yesterday.
- 4 My friend advised me _____ (*look*) for another job.
- 5 My girlfriend and I enjoy _____ (*dance*).
- 6 _____ (*learn*) English is hard work.

From: Cheryl
To: Sue
Subject: Hi

Hey, Sue, how's it going? I'm feeling terrible – fighting with Steve. I think he's going out with someone else! He said he was at a friend's house last night, but I 1 _____. I think he was with Sandra. I asked him about it, and he told me to 2 _____ and not to worry so much. I guess I should believe him, but his story just didn't 3 _____. If Steve 4 _____, I'm sure we'll break up. What should I do? Well, I guess I'll 5 _____ – any ideas? Gotta go. Cheryl

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Unit 10 Journeys

Lesson 1 A heroic trip

WARNING

Travel is usually used as a verb in English. As a noun, it is uncountable.

We had a wonderful travel. ✗

Travel broadens the mind. ✓

1 Vocabulary: travel

- a Work in pairs. Look at these words about travel and discuss the differences. These can be differences in form (e.g. part of speech), or meaning, or both.

travel trip voyage ride journey
excursion commute cruise flight

- b Work on your own. Complete the sentences with an appropriate word from Exercise 1a in the correct form.

- 1 He _____ from New Jersey to the office every day.
- 2 My parents went on a _____ around the Caribbean.
- 3 It is a very long _____ from coast to coast.
- 4 He gave me a _____ to the airport.
- 5 I read a book about foreign _____.
- 6 They went on several _____ outside the city.
- 7 Several people died on Christopher Columbus' _____ to the New World.

- c Work in the same pairs. Compare your answers. If they are different, decide whether both are correct and discuss the differences.

2 Reading skills

- a Think of some different reasons why people take trips. Make a list.
To find out about other cultures.

- b Work in small groups. Compare your lists and talk about them.

- c Read the article quickly and find the answers to these questions.

- 1 What was the reason for Jane's journey?
- 2 What was special about it?



Carrying a torch for Jane



On June 26th, 2004, the Olympic torch was carried through London for the first time since 1948. Jane Tomlinson was among those chosen to carry the torch,

along with celebrities like: Sir Roger Bannister, the first man to run a mile in less than four minutes; Tim Henman, popular for having reached the quarter finals at Wimbledon seven times – although he had never gone further than that; and Sir Steve Redgrave, who won Olympic gold medals for Britain in 1984, 1988, 1992, 1996, and 2000.

Jane Tomlinson was not really a celebrity at that point, though she was fast becoming one. She was chosen for this great honor because she had made a heroic journey from Rome to her home in Yorkshire – a distance of nearly 2,000 miles. She had traveled by tandem bicycle with her

brother, Luke, and they had raised £275,000 for charity.

But the most amazing thing about this journey was that Jane is suffering from terminal cancer, and doctors had told her she did not have long to live. She had left her husband and children at home in order to make the journey with her brother, because she wanted to do something positive for the world before she died.

When she returned, she announced that her fundraising days were over and she would not be making any more journeys. She then returned to her job as a radiographer in Leeds. She is certainly a wonderful role model, especially for people suffering from similar illnesses, and a fantastic inspiration to us all.

d Work in pairs. Compare your answers to Exercise 2c and discuss these questions.

- 1 What do you think about Jane's journey?
- 2 Do you think she was right to leave her family to do this?
- 3 What do you think motivated her?

e Read the article more closely. Write questions for these answers.

- 1 _____? June 26th, 2004
- 2 _____? 1948
- 3 _____? £275,000
- 4 _____? With her brother
- 5 _____? By tandem bicycle

3 Grammar: the past perfect

To talk about an event in the past which preceded another event or action in the past, use the past perfect.

a Look at this sentence from the article and number the actions in the chronological order in which they happened.

She **was chosen** because she **had made** a heroic journey.



b Complete the rule.

The past perfect is formed with _____ + _____.

This is often contracted to _____ + _____.

c Underline the other examples of the past perfect in the article. Think about why it is used in each case.

d Complete these sentences by referring to the text and using the past perfect.

- 1 Roger Bannister was chosen because ...
- 2 Tim Henman was chosen because ...
- 3 Steve Redgrave was chosen because ...

4 Pronunciation: linking



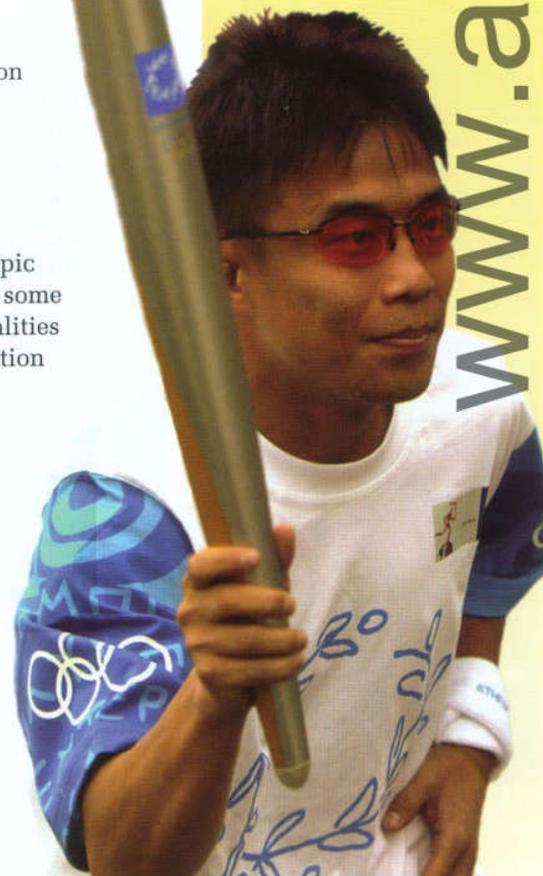
a Listen to these sentences and notice what happens to the pronunciation between /d/ in *had* and the past participle.



b Listen again and repeat.

5 Speaking skills

- a Imagine you are on the committee to choose people to carry the Olympic torch for your capital city. Think of who you would choose and make some notes on your reasons. Remember, these can be famous sports personalities or people who are not famous but have made an outstanding contribution to their community.
- b Work in groups of five or six. Present your choices to each other with reasons.
- c Vote for the people you want to carry the torch. You can only choose two in each group.
- d Tell the rest of the class who you have chosen and why.





LANGUAGE NOTE

Use *by the time* followed by simple past to show the later of the two past events.

1 Speaking skills

Work in small groups. Discuss these questions.

- 1 What can you see on the map?
- 2 Where would you see a map like this?
- 3 Have you ever flown anywhere? If so, where?
- 4 Do you like flying or do you think you would like to fly?
- 5 What problems do people have when flying?

2 Listening skills

- a** You are going to listen to someone talking about a flight she experienced. As you listen, fill in as much of the table as you can.

Flight from:	
to:	
First stop in:	
Reason:	
Length of wait:	
Second stop in:	
Reason:	
Third stop in:	
Reason:	
Fourth stop in:	
Reason:	
Number of hours spent traveling:	
Number of airline meals eaten:	

- b** Work in pairs. Compare your tables and fill in any information you do not have.
- c** Listen again to check your answers and fill in any blanks you have.
- d** Work in the same pairs. Use your notes to retell the story.
- e** Talk about these questions.
- 1 Has anything like this ever happened to you?
 - 2 If so, what happened?
 - 3 If not, how do you think you would behave in a situation like this?



3 Grammar: the past perfect progressive

- a** Look at these lines from the conversation. Fill in the blanks.
- 1 By the time we landed, I _____ six airline meals.
 - 2 By the time I got home, I _____ for about 40 hours.
- b** Choose the correct alternative in each rule.
- 1 Use the *past perfect simple* / *past perfect progressive* to talk about how many times something was done in the past, before another past action or event.
 - 2 Use the *past perfect simple* / *past perfect progressive* to talk about how long something had been going on in the past, before another past action or event.

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- c Choose the correct form to complete these sentences.
- 1 She was tired because she *had run / had been running* for two hours.
 - 2 By the time they arrived, they *had driven / had been driving* for 12 hours.
 - 3 When I got to the station, the train *had left / had been leaving*.
 - 4 By the end of the cruise, they *had visited / had been visiting* nine different countries.
 - 5 He *had been traveling / had traveled* for three days and looked terrible.

- d Read this paragraph and number the pictures in the order in which they happened chronologically. Do not worry about the blanks.

It 1 *was* a cold, wet night and I 2 *was driving* to my parents' house outside Melbourne. At first, it was very clear, but as the rain became heavier, visibility 3 _____ worse and worse. I 4 _____ already late because I 5 _____ the office late after a long meeting. I 6 _____ very tired and kind of stressed and I guess I 7 _____ too fast. Then, as I 8 _____ around a bend, I 9 _____ that the car in front of me 10 _____ suddenly. It 11 _____ very fast, but now it 12 _____ just stationary, in the middle of the road. Of course, I was unable to stop in time and I 13 _____ into the back of the other car. Luckily, I 14 _____ not _____ too much damage, but the other driver 15 _____ very angry. He 16 _____ he 17 _____ fast to get to an appointment in time, but he 18 _____ a kangaroo and 19 _____ to avoid hitting it. He said it was my fault for running into the back of him. We 20 _____ for some time and of course that 21 _____ me even later. Eventually, I 22 _____ to my parents', but by the time I 23 _____, they 24 _____ for me for three hours and they 25 _____ already _____ dinner.

- e Answer these questions.

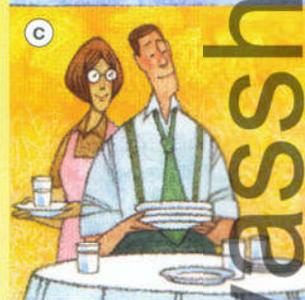
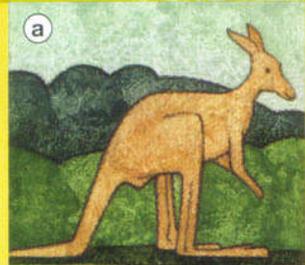
- 1 Where was the man going?
- 2 How was he traveling?
- 3 What was the weather like?
- 4 What went wrong?
- 5 What happened in the end?

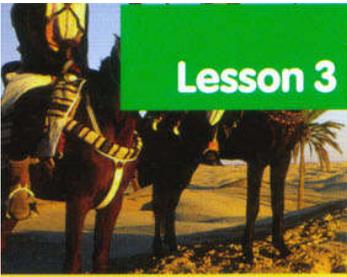
- f Fill in the blanks in the paragraph above with an appropriate past tense. Use the verbs in the box.

argue	arrive	be	be	be	be	be	be	brake	crash	do	drive	drive	drive	drive
feel	get	get	go	go	have	leave	make	say	see	see	stop	wait		

4 Writing skills

- a Notice how these adverbs and adverbial phrases are used to link events together in the story and to give dramatic effect.
At first, ... already Then, as I ... suddenly
Of course, ... Luckily, ... Eventually, ... by the time
- b You are going to write a paragraph about a terrible trip. This can be real or imaginary. Work on your own and make some notes. Refer to the paragraph in Exercise 3d and the questions in Exercise 3e to help you.
- c Work in pairs. Talk through your stories together and help each other with ideas. Make notes as you work.
- d On your own, write your story. Use your notes to put ideas into paragraphs. Then write the story. Use a variety of past tenses and adverbs/adverbial phrases.
- e Circulate the stories and read as many as you can.
- f Tell the rest of the class which story you found most interesting and why.





1 Reading skills

- a Look at the title, and picture of the article below, and these words that appear in it. Work in pairs and discuss what you think the article is about. Ask your teacher about any words you are not sure about, or check in a dictionary.

dock yacht single-handed rivals hurricane
pirate scare icebergs a following

- b Read the article quickly and check your predictions.

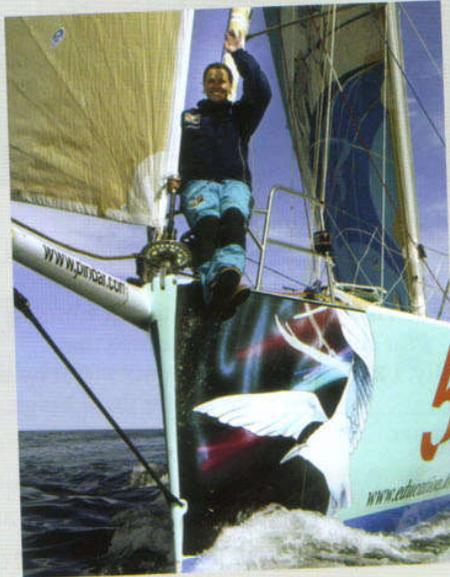
Around the world in 132 days – the greatest achievement of my life

My Year

by Emma Richards

¹ The dock was overflowing with people and the sun had come out when I reached Newport, Rhode Island, on May 4. It was the happiest moment of my year and the greatest achievement of my life. I had raced for more than 32,000 miles, been at sea for 132 days, and completed a solo circumnavigation of the world aboard Pindar, the 60-foot yacht that had been my home for almost nine months. It was absolutely amazing. The feeling of complete exhaustion combined with huge relief was immense. But the full impact of what I had done didn't hit me until long after I had left the boat.

² It had all begun a little more than 10 months earlier when the preparations started for the Around Alone, a single-handed round-the-world race. I was very lucky with my sponsor, Pindar, and an amazing shore crew who worked day and night to make the project possible. I had



only sailed on Pindar for a month before the race, and there were many modifications that we wanted to make to set up the boat for a woman. It was manic right till the gun went. I left behind the safety of dry land, family, friends, any hope of a hot bath or a bed that doesn't move as I lined up alongside my nine male rivals.

³ I experienced some amazing highs as well as some unbelievable lows throughout the race: sailing through the tail end of

Hurricane Kyle when two-thirds of my competitors headed for shore; a terrifying climb up Pindar's 80-foot mast in the middle of the Atlantic Ocean; a pirate scare; and the icebergs and extreme conditions in the Southern Ocean.

⁴ However, it was not just a case of battling with the elements. I was also faced with extreme fatigue, sleeping only 20-30 minutes at a time and for an average of under four hours a day. But the hardest thing to deal with was the solitude of solo sailing. As a self-confessed people person, I found the loneliness soul-destroying.

⁵ It was incredible how things changed when I got back. I didn't realize that I had gathered such a following. The response was amazing. I am even on the New Year's honors list, a very strange concept to someone who considers themselves to be one of the luckiest people alive simply because I can do what I love for a living. I was humbled by the support which I received and will never forget it.

⁶ I would like to leave you with one final thought. I had the following quote from T.S. Eliot hung from a prominent place in Pindar's cabin during Around Alone to remind me of what can be achieved: "Only those who risk going too far can possibly find out how far they can go."

- c Read the article again and match each of these summaries (a–f) with a section (1–6).
- a Good and bad experiences during the voyage
 - b A quote which was an inspiration
 - c The end of the journey
 - d What happened after the journey
 - e Preparations for the journey
 - f Feelings during the journey
- d Work in pairs. Write down five or six questions to "test" each other on your half of the article. Then take turns asking each other your questions.

Student A: Read sections 1–3 more closely.

Student B: Read sections 4–6 more closely.

Can you remember how long the trip took?

- e Work in small groups. Talk about the following.
- 1 What do you think about Emma Richards' achievement?
 - 2 Can you think of anyone from your country who has done something like this?
 - 3 Would you like to sail around the world alone? Why? / Why not?
 - 4 What do you understand by the quote at the end of the article? Do you agree?

2 Vocabulary: guessing meaning

- a Look at the highlighted phrases in the article. Match them with these definitions.
- 1 someone who likes company
 - 2 to manage or cope with
 - 3 constantly
 - 4 fighting against
 - 5 very crowded
 - 6 did not become clear
 - 7 very damaging to one's happiness or confidence

- b Match a word in column A with a word in column B to form collocations from the article.

A	B
1 greatest	a fatigue
2 complete	b people
3 full	c moment
4 luckiest	d achievement
5 happiest	e exhaustion
6 extreme	f impact

- c Complete these sentences with an appropriate word or phrase from Exercises 2a or 2b. There may be more than one possibility.
- 1 I found the exam really _____. I couldn't answer a single question.
 - 2 Having my book published was the _____ of my life.
 - 3 The pain _____ until a couple of hours after the accident.
 - 4 It took a while to realize the _____ of the news.
 - 5 After the marathon, they were suffering from _____.

- 6 Firefighters _____ the fire for over 12 hours.
- 7 We've been working on the project _____.
- 8 She is one of the _____ I know.

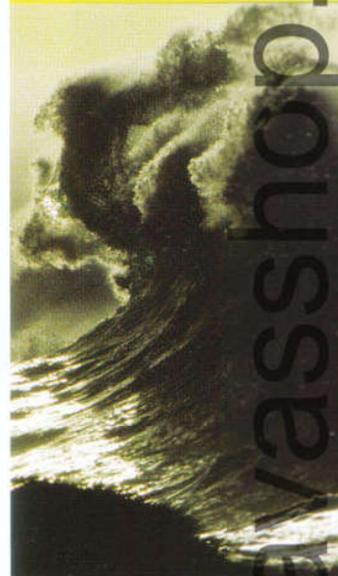
3 Listening skills

-  a Listen to this interview with another woman, Carol, who sailed around the world. The interview takes place after her arrival in Portsmouth, England. In what ways was Carol's journey similar to Emma's?
- b Match the adjectives with the noun/noun phrases they describe in Carol's answers.
- 1 the hurricane
 - 2 the icebergs
 - 3 how she feels now
 - 4 the solitude
 - 5 being home
- a tired
b great
c terrifying
d soul-destroying
e scary
-  c Listen again to check.

4 Speaking skills

- a Imagine you are going to interview the yachtswoman, Emma Richards, after her arrival at Rhode Island in the U.S. Work in pairs.
- Student A:** You are Emma. Read the article again and make sure that you can remember all the information. Talk together to make sure you understand and can discuss everything.
- Student B:** You are a journalist. With your partner, prepare some questions to ask Emma. Refer to the article to help you if you want.
- b Regroup into new pairs. Conduct the interview. Both of you should take notes in preparation for writing a summary of the interview.
- c Use your notes to write a summary of the interview.

I asked her if she had ever been more afraid in her life on the journey. She smiled and said that she hadn't. She told me that ...





Task

GLOSSARY

to kick off
to start

1 Warm up

Read these questions, then find the answers in the text.

- 1 Who is organizing this competition?
- 2 What are they celebrating?
- 3 What do you have to do?
- 4 What is the prize?

JOURNEYS OF THE MIND: AROUND THE WORLD IN 21 WEEKS



WRITE AROUND THE WORLD



AirMiles has launched a full travel service, offering customers everything they need for a vacation: hotels, flights, foreign currency, and expert advice.

To mark the occasion, *The Observer* has joined forces with AirMiles Travel Company (www.airmiles.co.uk) to take readers on a journey around the world, designed to bring out the travel writer in you. Each month, we focus on a different continent; each week, we explore a new country: five continents and 21 countries in all.

With each destination, we invite you to send in your own thoughts about that country, based on your experiences or maybe your expectations. They can take the

form of prose or poetry, description or story, observation or anecdote.

Each submission will be entered into our competition, giving you the chance to win a luxury vacation on one of the five continents.

We kick off with Asia, and over the next four weeks will feature India, Laos, Vietnam, and Japan as our destinations.

If you feel inspired to write about India this week, or one of the other countries of subsequent weeks, then send us your thoughts, in 100 words or less. You will then be entered automatically into our competition to win a luxury vacation to one of these destinations. Bon voyage.

2 Task

- a Imagine that you are going to enter this competition. Work on your own. Think of a place you would like to write about – this can be somewhere you've been to or somewhere you'd like to go to. Make some notes.
- b Work in pairs. Tell each other about the place you have chosen. Prompt each other with questions and help each other with ideas.

3 Prepare

- a Work on your own. Write your competition entry. Remember that the maximum is 100 words. Ask your teacher for any words you need.
- b Work in pairs. Swap competition entries and correct each other's.

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4 Feedback

- a Work in small groups. Read out your entries to each other.
- b Vote for the best one in your group.
- c Read out your winning entry to the rest of the class.

5 Compare

- a Work in pairs. Read your text and use the table to make some notes about it.
Student A: Look at page 135.
Student B: Look at page 137.
- b Take turns asking about each other's articles. As you listen, fill in the other side of the table.
- c Use your notes to check the information. Try to use reported speech.
I think you said the country was Laos ... is that correct?
- d Look at both articles together. Help each other with the vocabulary. Try to guess the meaning from the context. Ask your teacher if you are still unsure.
- e Talk about these questions together.
 - 1 Do you think these countries are very similar or very different?
 - 2 Would you like to visit either of these countries? Why? / Why not?
 - 3 Where would you most like to go in the world? Why?
- f Listen to someone reading these entries aloud. Notice where syllables are stressed and where they are weakened.

	A	B
Place		
Special things associated with it		
Some history		

6 Notice

- a Look at these words from the texts and think about how they are pronounced. Mark the stress on the words of more than one syllable. Work in pairs and say the words to each other.
 hybrid tune genre flocked
 anthem desperate deserted obliged
 encyclopedic knowledge portrait
 guide

- 51 b Listen and check.

7 Follow up

- a Work on your own. Think about how you would describe your country in a competition like this. What would you focus on? Make a few notes.
- b Work in small groups and compare your ideas.
- c Tell the other groups what you thought.

USEFUL LANGUAGE

We thought a key feature was ...
We decided ... was really important because ...
One person said they would talk about ...

Task



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Grammar Summary

1 Past perfect

Use

To talk about a past event in relation to another past event which happened after it:

When I arrived, the train **had left**.

She **had gone** before I called her.



Form

subject + *had* + past participle + 2nd clause

We **had eaten** by the time Joe arrived.

Sally **had already bought** the pizza when you called her.

Note: The clauses can change position:

By the time Joe arrived, we **had eaten**.

Complete these sentences, using the simple past or the past perfect of the verbs in parentheses.

- When she ____ (*get*) there, she ____ (*realize*) she ____ (*be*) there before.
- They ____ (*finish*) dinner when I ____ (*call*) them.
- She ____ (*fail*) her driving test three times before she ____ (*pass*).
- I ____ (*not see*) John for a long time before I ____ (*meet*) him in town yesterday.
- He ____ (*ask*) me if I ____ (*hear*) that song before.

2 Past perfect progressive

Use

To talk about an action which was on-going before another past event. This tense focuses on the duration of an activity in progress in the past:

Jim was exhausted because he'd **been traveling** for 15 hours.

He **had been driving** all night when the accident happened.

Form

subject + *had been* + *-ing* verb + 2nd clause

We **had been studying** for two hours when Cindy called.

I **had been walking** for an hour before I found a public telephone.

Note: The clauses can change position:

When Cindy called, we **had been studying** for two hours.

Choose either the past perfect simple or progressive to complete these sentences. Use the verbs in the box.

hear see meet wait drive

- I ____ all night when I fell asleep at the wheel.
- When she told him the story, he said he ____ it before.
- They told me they ____ since three o'clock.
- He was sure he ____ her before.
- They asked me if I ____ the movie.

Vocabulary Summary

1 Words about travel

Complete these phrases using one of the words in the box.

journey trip ride commute
flight cruise excursion voyage

- a fishing ____
- a Mediterranean ____
- a turbulent ____
- a ____ in my car.
- ____ to work

2 Words about flying and driving

Write the words in the correct category. Some words may belong to more than one category.

bend mast ride pilot iceberg take off run into
yacht driver pirate fuel crash brake flight cabin
dock sail

Flying:	
Driving:	
Sailing:	

3 Noun + adjective collocations

Complete these sentences in a way that makes sense for you.

- One of the greatest achievements in my country's history is ...
- I had a feeling of complete exhaustion because ...
- The luckiest person I know is _____ because ...
- One of the happiest moments in my life was when ...

4 Adverbs and adverbial phrases used in story telling

at first luckily suddenly eventually already
then unfortunately

Write the words/phrases above in the correct column.

to describe a sequence of events	to describe the way things happen

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Proofreading

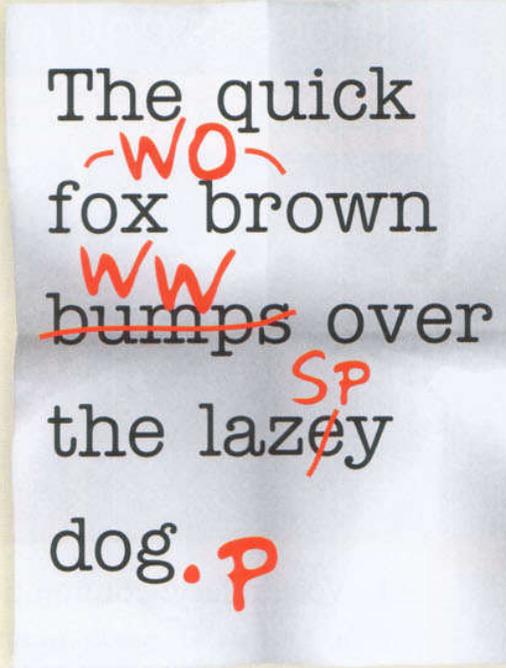
1 Types of mistake

It is a good idea to proofread any written work you do before handing it in. Even on an exam, you should try to allow time for this as it could make quite a difference to your final grade.

a There are a number of different types of mistake you might make. Think about these and make a list.
My punctuation is not very good, so I tend to make a lot of mistakes in that area.

b Match the type of mistake with the correct symbol in the correction code. (The answers are at the bottom of the page.)

- | | |
|--------------------|------|
| 1 grammar | a SP |
| 2 tense | b ^ |
| 3 word order | c GR |
| 4 wrong word | d T |
| 5 omission | e WO |
| 6 unnecessary word | f P |
| 7 punctuation | g WW |
| 8 spelling | h — |



2 Spotting mistakes

a Read these sentences and identify the type of mistake in each one. Use the "correction code" to label each sentence.

- 1 I had been writing six letters. T
- 2 They wanted to know about accomodation.
- 3 I go to my aunt's place yesterday.
- 4 I went to the library to buy a book.
- 5 She asked me what was my name.
- 6 The love is a wonderful thing.
- 7 Where is the post office.
- 8 We went to movies.

b Correct the mistakes in the sentences in Exercise 2a.

c Read this paragraph and identify the mistakes. You can underline them and/or use the "correction code" above the mistake if you prefer.

Last summer we go on a cruse through the mediterranean. We stoped at lots of interesting places. saw many beatiful things and met wonderful people. We had a really good time but was very exausting. We got up early every day and went to bed quiet late. When we got home we needed other vacation.

d Rewrite the paragraph, with corrections.

3 Proofreading your own work

- a** Write a paragraph of your own about a trip you took recently or a vacation you went on.
- b** Read your paragraph carefully and underline anything you think may be wrong.
- c** Use a dictionary and the Language Resource pages in this book, or ask a friend to check the mistakes.
- d** Rewrite your paragraph, incorporating your changes and corrections.



LEARNING TIP

Try to get into the habit of proofreading all your written work in a systematic way. If you are not sure about spelling or the choice of word, check in a dictionary. If you are word-processing your work, use features like the spell check and grammar check to help you.

Answers to Exercise 1b
 1 c 2 d 3 e 4 g 5 b 6 h 7 f 8 a

Unit 11 Process and product

Lesson 1 Superstore



LANGUAGE NOTE

Some words have more than one meaning. When another meaning is not part of a word's literal meaning, we call this *connotation*. Connotation is a very important and common feature of English.

For example, a *feminist* is a woman who acts on the belief that men and woman should have equal rights and opportunities. However, for some people, the word *feminist* has a negative meaning or *connotation*.



1 Vocabulary: connotation

- a Look at these words. Apart from the literal meaning, does each word have a positive or negative connotation? What is the connotation?

1 dog 2 lawyer 3 mother-in-law

- b Look at this list of words. Put them into pairs with similar meanings.

tight with money reduced
busy inexpensive difficult
careful with money cheap
crowded mature challenging
discounted old

- c In pairs, discuss any differences in meaning. Do any of the words have a more positive connotation?

Both mean "you don't like to spend money." "You're careful with money" has a positive meaning, but if someone says "you're tight with money," it's negative.

- d Which of the adjectives from Exercise 1b can go with these nouns?

restaurant person store cheese
work furniture exercise
behavior office

A restaurant could be "old" or "crowded." It could be "inexpensive."



2 Speaking skills

- a In pairs, look at the pictures on this page and discuss these questions.

- 1 What methods of shopping do you see?
- 2 Which of these are common in your country?
- 3 What are the benefits of these ways of shopping?
- 4 What are the disadvantages?

- b Check (✓) the sentences that are true for you.

- 1 I like to buy food that is reduced in price.
- 2 I prefer to travel by bus than by plane.
- 3 If I get a bargain, I feel good.
- 4 Friends say I am tight with money.
- 5 I drive an old car, even though I can afford a new one.

- c Which of the sentences would you expect a billionaire to agree with?

3 Reading skills

- a Scan the text and underline the habits of billionaire Ingvar Kamprad. Ignore the blanks for the moment. Which of his habits do you find surprising?

- b On the right of the text are some figures about the IKEA superstore. In pairs, insert them into the blanks in the text.

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In recent years, IKEA has become synonymous with practical, stylish furniture that is relatively inexpensive. However, not many people realize just how big the company is.

A total of 1 _____ IKEA catalogues were printed last year, giving it a higher circulation than the Bible. In Britain, seven million people go to IKEA every Sunday, compared to 2 _____ churchgoers.

The first IKEA store opened in Almhult, Sweden, in 3 _____. As it became busier, IKEA boss Ingvar Kamprad moved all staff to the cash registers and let the customers pick items from the warehouse themselves. It was a phenomenal success and allowed him to cut prices. The firm's trademark flat-pack furniture was introduced in 1955, when an employee had the idea of removing the legs from a table and tucking them under its top to make it cheaper to deliver. The first flat-pack house went on sale in 1999.

IKEA stores are now found in 4 _____ countries, including the U.S. and China. The average customer is 38, female, and spends 5 _____ minutes in the store. Kamprad, now in his 6 _____, has gone from impoverished farm boy to one of the richest men in the world, with an estimated fortune of 7 _____ dollars. He has not forgotten where he comes from, however. He drives an 8 _____-year-old car, buys fruit in the afternoon when it has been reduced in price, and always flies economy class. He says, "I'm a bit tight with money, but so what? I look at the money I'm about to spend and ask myself if IKEA's customers can afford it."

His tips for business success include slow, steady growth and treating staff well. IKEA employs 9 _____ "co-workers" in its 174 stores worldwide. On October 9 10 _____, they were told they would share the entire day's turnover, and sales broke all records. All the employees were given a bonus of around 11 _____ dollars.



- 2,250
- 90
- 131 million
- 70s
- 4.5 million
- 11
- 76,000
- 1953
- 36
- 53 billion
- 1999

GLOSSARY

to pick
to choose

turnover
the value of the goods a company sells during a specific time

4 Grammar: passive voice

- a Look at the following sentences from the text and name the tense in the first column of the table.

Tense	Active	Passive
1 _____	He always flies economy class.	IKEA stores are now found in 36 countries.
2 simple past		
3 present perfect		

- b Look at the examples in the table again. How is the passive voice formed? Choose the correct options.

to have / to be + verb infinitive / past participle

- c Locate further examples of active and passive forms in different tenses in the text and add them to columns 2 and 3 of the table.
- d When do you think we use the passive rather than the active voice?
- e Rewrite these sentences using the passive.

- 1 People prefer superstores because they are cheaper.
Superstores are preferred because they are cheaper.
- 2 People choose their goods from the catalogue.
- 3 They paid for their furniture by credit card.
- 4 People spend about six hours a week shopping.
- 5 Style has built four new stores this year.

LANGUAGE NOTE

The person who performs an action in a passive sentence is called the "agent." If the agent is specified or important, use *by*:
IKEA was founded by Ingvar Kamprad.

If the agent is not important or not known, the passive voice can be used alone:
The employees were given a bonus.

5 Speaking skills

In groups, discuss these questions.

- 1 Is the number of superstores growing in your country? If so, why?
- 2 In what ways are superstores powerful?
- 3 What is the impact of superstores on producers, normal stores, and shoppers?
- 4 If superstores grow in numbers and power, how will shopping change?
- 5 What's your personal opinion of superstores?

1 Speaking skills

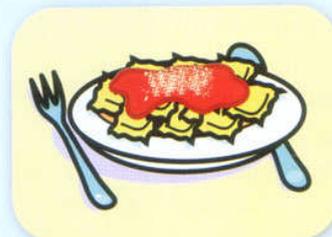
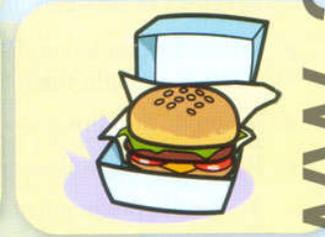
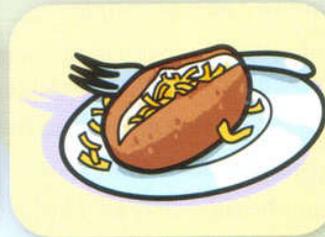
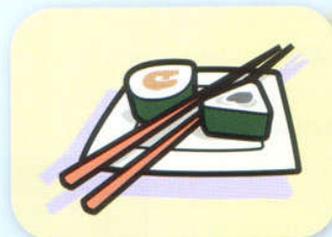
- a In pairs, discuss these questions.
- 1 Can you identify the food items in the pictures below?
 - 2 Which of these are eaten in your country? Which do you enjoy eating?
 - 3 Do you know how or where they originated?
 - 4 How common is it to eat food from other countries? Name some dishes eaten in your country that come from other countries.
 - 5 Which dishes from your country are popular elsewhere?
- b In pairs, use the table to create sentences. Use present and past passive forms.

The wheelbarrow	invent		
Noodles	create		
Pasta	eat	by	the Chinese.
Fireworks	produce	in	China.
Sushi	make		
Jeans	grow		
Rice			

A: *I think noodles were invented by the Japanese.*

B: *Yes. And they are eaten by the Spanish, the Greeks – lots of nationalities.*

- c Check your ideas with the teacher.
- d In pairs, write four sentences about produce or products associated with your country. One or more of the sentences should be false.
Rice is grown in the south.
- e Read your sentences aloud. Can the other students identify the false statements?



2 Reading skills

- a You are going to read some facts about famous food. Read your text and complete the table.

Student A: Look at page 135.

Student B: Look at page 137.

Name	Why invented	When invented	Where invented
A			
B			

- b Work in pairs. Exchange information about the food items you read about. Did you guess their origins correctly?

3 Listening skills

- 52 Listen to this guessing game and try to identify the item. If you think you know what it is, say stop and make your guess; otherwise, listen to the end.

4 Pronunciation: strong and weak forms

- a Match the questions and answers.

- | | |
|----------------------------------|--------------------------------|
| 1 What's it made of? | a It's made in Italy. |
| 2 Where's it made? | b Yes, it was. |
| 3 Was it invented by an Italian? | c It's made of wheat and eggs. |

- 53 b Listen and mark the main stresses on the questions in Exercise 4a. Link any words that run together.

- c Listen again. The word *of* is pronounced /əv/ and /ɒv/, depending on its position. What are the two pronunciations of *was*?

- d Choose the correct options to complete the rules.

- Prepositions and auxiliary verbs in the middle of a sentence are *weak* / *strong*.
- Prepositions and auxiliary verbs at the end of a sentence are *weak* / *strong*.

- e Practice by asking and answering about some of the products on this page.

A: *What's sushi made of?*

B: *I have no idea!*

C: *It's made of raw fish.*

5 Writing skills

- a In small groups, use the notes on the right to write an article for a food magazine about another food product. Add more details of your own. Look back at the texts you read for ideas. Use a mixture of passive and active verb forms.

- b Show your text to other students. Decide which is the most significant food development.

1 Ciabatta / U.K. / bread company invention / 1990s / wanted to introduce an Italian-sounding product / "Ciabatta" means "slipper" in Italian

2 U.K. / Earl of Sandwich / meat between two slices of bread / wanted a snack while gambling and didn't want to leave the table

3 Frozen food / U.S. / Clarence (Captain) Birdseye / began freezing food in 1923

USEFUL LANGUAGE

The name comes from ...
 ... is/are made of ...
 ... is/are made in ...
 ... is/are now eaten ...



LANGUAGE NOTE

A defining relative clause contains information which is essential to the meaning of the sentence.

Who/which/that are often omitted when the verb after the relative pronoun has a different subject:

That's the lady who you met at the party. ✓

That's the lady you met at the party. ✓

1 Listening skills

- a In pairs, discuss these questions.
- How has technology changed our homes in the last 50 years?
 - Which of the developments below is likely to happen, or already exists?
 - Lights that adjust to whoever is home.
 - Simulated occupancy that turns on lights and closes curtains when you're out of town.
 - A refrigerator that tells you what to buy and when food is going bad.
 - A voice-controlled oven.
 - A bathroom mirror that recognizes different members of the family.
 - A washing machine that selects the right program according to the wash load.
 - A trash can that sorts your trash for recycling.
 - How do you think they work?
 - What kind of effects might they have on people's lives?

- 54 b Listen and check (✓) which products are mentioned. Make a note of how they work. Do the items mentioned work exactly as described in the list above?
- c In pairs, discuss which of these products you would find most useful in your home.

2 Grammar: defining relative clauses

- a Look at these examples from the audioscript and mark the statements below "T" (true) or "F" (false).

These are products which are voice activated.

A fridge that tells you what to buy.

This product is aimed at people who lead very busy lives.

The mirror recognizes the person that is looking at it.

- The relative pronouns *who*, *which*, or *that* represent a subject or object.
 - Relative pronouns are followed by verbs.
 - Who* can refer to people or things.
 - That* can be used instead of *who* or *which*.
- b Check your answers in the Grammar summary on page 120.
- c Rewrite the phrases using defining relative clauses.
- a gas-driven car
a car that runs on gas
 - a 50-year-old woman
 - an electric refrigerator
 - a voice-activated door
 - a self-cleaning oven
 - a talking bird
 - an essential detail
 - an efficient secretary

WARNING

That can be used instead of the other relative pronouns, especially when speaking. *What* is not used in this way:

the woman that works in my office ✓

the woman who works in my office ✓

the woman what works in my office ✗

3 Vocabulary: suffixes

a Knowing the meaning of certain suffixes helps you develop your vocabulary. In pairs, discuss what you think these words mean.

washable	waterproof	painless
detachable	rustproof	seedless
portable	childproof	cordless

b In pairs, explain what the item is in other words.

1 a cordless phone

*a phone that doesn't have wires /
a phone you can walk around with*

2 a washable suit

3 painless surgery

4 a portable CD player

5 a waterproof camera

6 a detachable hood

7 reversible clothes

8 a rustproof car

c Do you have any of these items?

Which are or would be the most useful?

4 Speaking skills

a Look at this design. What is it for?



b Work in pairs. You are going to promote this product. Make brief notes on the following points.

- First, decide on any extra features you would like to add to the product. Change the drawing to include these.
- Make a list of the advantages of having this product.
- Decide on a name for the product – this will be important for marketing it.
- Prepare a slogan if possible.

c Present your plan to the group.

d Vote on who has the best promotional plan.

USEFUL LANGUAGE

This is called ...

It works by ...

*One of the key features
of ... is ...*

*Another really useful
aspect is ...*



Task



1 Warm up

In pairs, discuss these questions.

- 1 What methods of flight can you see here?
- 2 Which have you tried? Which would you like to experience?
- 3 How do people generally feel about flying?
- 4 Have you ever flown? If so, when and where did you last fly?

2 Task

What connection do the following people have with flying? Try to put them in chronological order. Then identify their nationality and contribution to flight.

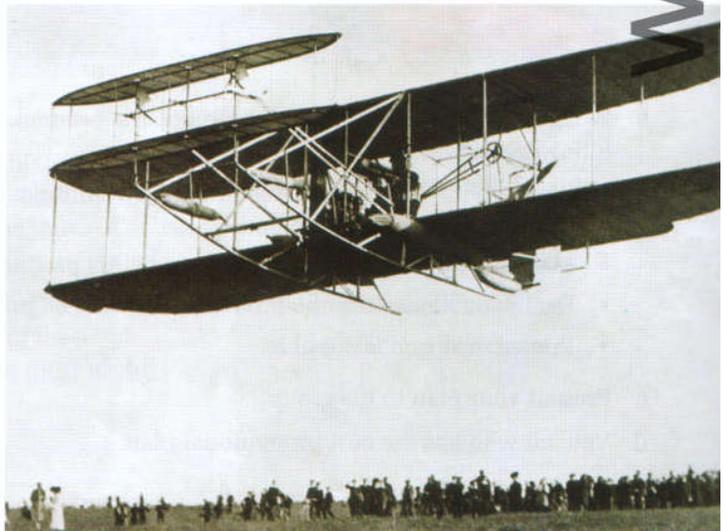
- the Montgolfier brothers
- Otto Lilienthal
- Roger Bacon
- Alberto Santos-Dumont
- Leonardo da Vinci
- Daedalus and Icarus
- the Wright Brothers

I think ... were the first to ...

Weren't they Greek?

Didn't they ... or something?

Hadn't they already ...?



3 Prepare

You are going to prepare a short talk on one of the pioneers of flying. Work in pairs: A, B, or C. Look at the relevant notes below. Use them and your own ideas to prepare a short talk about the contribution of that figure to the history of flight.

Pair A

You are going to write about the Wright brothers.

- Born / grew up in U.S.
- Kitty Hawk, North Carolina, 1903 – man's first powered heavier-than-air flight
- Nine years to make
- Flight / 12 seconds

Pair B

You are going to write about Daedalus and his son, Icarus.

- Greek myth
- Daedalus an inventor, imprisoned by King of Crete
- Made wings – beeswax and feathers – to escape
- Icarus flew too near the sun
- Wings melted – Icarus drops to death

Pair C

You are going to write about the Montgolfier brothers.

- France
- First hot-air balloon
- 70 feet high
- Traveled half a mile
- 1783 – second flight for King of France at Versailles
- Passengers – duck, sheep, rooster

4 Feedback

Work in small groups with people who read about different pioneers. Read your talk aloud. Decide together which story is the most interesting. Decide who told their story in the most interesting way.

5 Compare

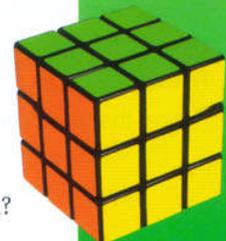
-  a Listen to a museum guide talking to a group about the different figures from Exercise 2. Number the names in order of their contribution. Make a note of the nationalities and any other details that interest you.
- b Compare answers with a partner. Did anyone get them all right in the task?
- c Discuss these questions.
- 1 Why do you think man has an enduring fascination with flight?
 - 2 What kind of people become inventors and explorers?
 - 3 How does their work affect life today?

6 Notice

- a Look at these lines from the talk you heard. What is the purpose of the underlined phrases?
- As you probably know, this is a Greek myth ...
... machines which, as you can see, are very similar ...
... the Wright brothers, who, as we said right back at the start, made ...
- b How else does the speaker involve his audience? Match the examples and reason for their use.
- 1 Okay, so moving on a bit.
 - 2 Typical kid, not listening to his dad.
 - 3 Look at these incredible sketches.
 - 4 The flight lasted 12 seconds.
- a By using humor
b By "signposting" the talk
c By including interesting facts
d By using visual material

7 Follow up

- a In pairs, prepare a short talk about a famous person, site, or landmark in your country. First, note down any factual information. Then include some of the key phrases and techniques you have looked at in this lesson.
- b Give your talk to the group.
- c Decide who gave the best talk. What other aspects are important when addressing a group of people? Does anyone have to give talks in their workplace – in your language or English?



1 Passive voice

Use

Use the passive voice when the emphasis of a sentence is on the object rather than the subject, or when the person who performs an action (the agent) is not important or not known:

This cheese is produced in France.

Note: The person who performs an action in a passive sentence is called the "agent." If the agent is specified or important, use *by*:

*This car was designed **by** Mark Jacobs.*

Form

Relevant form of *be* + *past* participle

The passive voice can be used in various tenses. When the tense changes, the auxiliary *be* changes.

Complete the text with an appropriate active or passive form of the verb in parentheses. Choose from simple present, simple past, and present perfect tenses.

Pasta **1** _____ (*eat*) all over the world today, and various countries **2** _____ (*claim*) its invention. It is certain that noodles **3** _____ (*invent*) by the Chinese, but many Italians **4** _____ (*say*) that pasta is different and **5** _____ (*create*) before noodles **6** _____ (*arrive*). Many people **7** _____ (*believe*) that a form of pasta **8** _____ (*bring*) to Italy from Asia by Marco Polo. Delicious accompanying sauces **9** _____ (*create*) by Italian cooks and **10** _____ (*serve*) since that time with few changes.

2 Defining relative clauses

Use

Defining relative clauses are used to give essential information about a subject or an object.

Form

The relative pronouns *who*, *which*, or *that* can represent a subject or object.

They are followed by verbs and preceded by nouns.

*That's the man **who** invented the car.*

- *Who* refers to people.
- *Which* refers to things.
- *That* can refer to people or things and is especially common in a conversational style.

Note: *Who/which/that* are often omitted when the verb after the relative pronoun has a different subject. This is very common in conversational English:

*That's the lady (**who**) you met at the party.*

Change *that* to *who* or *which*. Omit *that* if possible.

- 1 The man that I saw at the bank was helpful.
- 2 The shirt that I borrowed from you is dirty.
- 3 The bus that goes downtown has left.
- 4 The lady that does my nails is on vacation.
- 5 The car that was parked outside has gone.

1 Connotation

Words often have two or more meanings. The first meaning is usually the literal meaning, for example *family* = "a group of people, usually made up of a father, mother, and their children." But *family* has other meanings or **connotations** we associate with that word, for example warmth, love, and security, as well as fights!

Look at the meanings attached to the following words. Circle the literal meaning(s) of the word and mark the other words with "+" for positive connotations or "-" for negative connotations.

- 1 *red*: a passion
 b danger
 c a color
- 2 *guerilla*: a a freedom fighter
 b a rebel
 c a terrorist
- 3 *chicken*: a a bird
 b a coward
 c a type of meat
- 4 *city*: a a dangerous place
 b a place of opportunity
 c a large important town

2 Suffixes

Suffixes are word endings, for example: *-ize*, *-en*, *-ly*, *-able*, *-less*, etc. Suffixes have two main functions:

a to indicate parts of speech, for example:

- *-ize* commonly makes verbs: *criticize*, *specialize*, etc.
- *-ly* usually makes adverbs: *slowly*, *happily*, etc.
- *-al* and *-ate* make adjectives: *special*, *national*, *private*, *separate*, etc.

b to indicate meaning, for example:

- *-able* or *-ible* often mean "can be": *drinkable*, *edible*, etc.
- *-proof* can mean "resistant to": *waterproof*, *fireproof*, etc.
- *-less* can mean "without": *homeless*, *useless*, etc.

Complete the sentences using the suffixes above.

- 1 It's a good idea to buy clothes that are wash_____.
- 2 I always get grapes that are seed_____.
- 3 Don't take my coat out in the rain, it's not water_____.
- 4 My computer is on a wire_____ system, so I can use it anywhere.
- 5 This container is child_____ so the children can't get at the medication.

Affixation

1 What are affixes?

Affixes include *prefixes* and *suffixes*; prefixes go at the beginning of a word, and suffixes go at the end of a word.

- a Underline the prefixes and suffixes in the following words.
 misunderstand undercooked washable unfriendly waterproof
 painful impossible remarry worthless improvement happiness
- b Complete the table with the following information, using the words from Exercise 1a.
- 1 What kind of words are they grammatically?
 - 2 What is the basic meaning of the prefix or suffix (if any)?
 - 3 Can you think of further examples that use the same prefix or suffix?

LEARNING TIP

Prefixes most often affect the meaning of a word. Suffixes mostly affect the word class of a word – verb to noun, for example. Some suffixes can also change meaning: *wash/washable*.

Word	Word class	Meaning of prefix/suffix	Further examples
<i>m</i> isunderstand	<i>verb</i>	<i>badly, wrongly</i>	<i>mislead, mismanage</i>

- c Complete the sentences using the words in parentheses with a prefix or suffix. Sometimes more than one answer is possible. In two sentences, you need a prefix *and* a suffix.
- 1 He sent back the steak because it was _____ (*cook*).
 - 2 This washing machine is very _____ (*rely*). We need to buy a new one.
 - 3 The injection was very _____ (*pain*), so he didn't cry.
 - 4 I left the party early because the people were so _____ (*friend*).
 - 5 Be _____ (*care*) when you cross the road. It's very busy.

2 Rules for affixes

- a There are some rules about prefixes and suffixes. Match the prefixes to the correct words. One of the prefixes matches with three words.

ir- il- im-

- | | |
|------------|---------------|
| 1 legal | 4 possible |
| 2 balanced | 5 mobile |
| 3 rational | 6 responsible |

- b Complete the general rules.
- *il-* is used before words beginning with ____.
 - *ir-* is used before words beginning with ____.
 - *im-* is used before words beginning with ____, ____, or ____.

LANGUAGE NOTE

These are helpful tendencies and not strict rules – you will find many exceptions.

3 Other affixes

- a What other suffixes and prefixes are there? Make a list and add some examples.

Word and word class	Suffix/prefix	New word and word class
<i>teach (verb)</i>	<i>-er</i>	<i>teacher (noun)</i>

LEARNING TIP

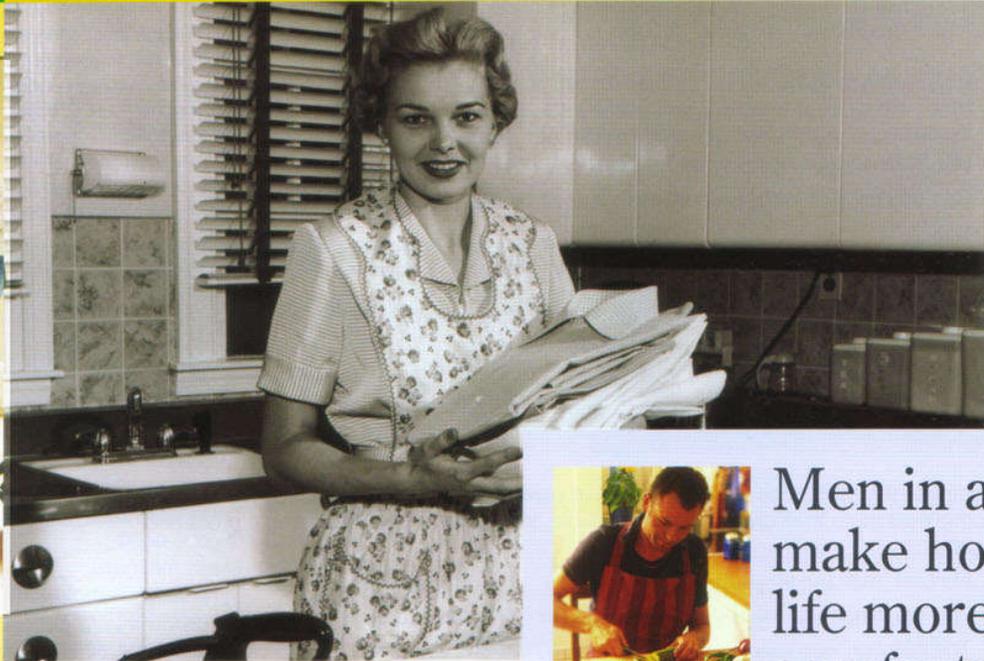
Being aware of affixation and the general meanings of some prefixes and suffixes can help you guess the meaning of new words while you are reading. It can also help you expand your vocabulary.

- b Write down a word based on a word you know + a prefix or suffix. Use the dictionary to find out if the word actually exists!

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Unit 12 Men and women

Lesson 1 Home life



Men in aprons make home life more comfortable



1 Vocabulary: collocations with *make* or *do*

a Decide which of the following nouns collocate with *make* or *do*.

a mess the dishes meals
sacrifices dinner the childcare
money the housework
home repairs noise coffee
the cooking the laundry

b In pairs, discuss these questions.

- 1 Who makes or does the activities in Exercise 1a in *your* home: a man, a woman, or either? Mark the words "W," "M," or "E." Are they paid to do it?
- 2 Which of these tasks do you enjoy, which don't you mind, and which activities do you dislike?

2 Reading skills

- a In pairs, look at the headline and picture above. What do you think the text will be about?
- b Read the text on page 123 and complete these sentences.

- 1 Two key influences on men doing more at home are a) _____ and b) _____.
- 2 Two chore areas that remain strongly female are a) _____ and b) _____.
- c Look at the highlighted words in the text. Match them with these definitions.
 - 1 employing people outside
 - 2 very, very angry
 - 3 the majority
 - 4 household tasks
 - 5 strong dislike
- d In pairs, discuss these questions.
 - 1 What do you think of the changes mentioned in the text?
 - 2 Are similar changes in household roles and activities happening in your country?
 - 3 What kinds of benefits or disadvantages are there in sharing the chores like this?

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Unprecedented numbers of men are pulling on aprons and sharing the cooking, according to new government-funded research. Following the example of male TV chefs, men are now twice as likely to divide domestic duties with their wives or girlfriends than a decade ago. In the early 1990s, only 16% of couples in their 30s said they shared the cooking, but now a third say they do equal shares. Growing numbers of men claim to do all the cooking – 15% compared with 5% a decade ago. “Men used to just burn a few sausages on the barbecue in the summer,” says restaurateur Aldo Zilli, “but the rise in TV shows

with celebrity male chefs has really had an impact.” Maria Simpson, a 34-year-old investment banker, says her husband follows the trend. “If we have friends over next weekend, Jake will prepare the meal – he always does. He looks up recipes on the Internet or gets inspiration from TV cooking shows. He loves all that, whereas I just get stressed out. He does, however, make a lot of mess!” The figures from the study by the Economic and Social Research Council show that with more women going out to work, men are having to take on **chores** that were previously considered women’s work.

Although women still do the **lion’s share** of the housework, men help out in other areas. Of women, 41% say the shopping is shared equally, 28% the housework, and 19% the ironing. These figures are almost twice what they were a decade ago. There is also a rise in **“outsourcing”** for various chores. “Yes, I have a cleaner,” says 37-year-old lawyer Harriet Gough. “We just couldn’t manage otherwise. In fact, I’d employ a cook if we could afford it, because I absolutely hate cooking. We eat a lot of ready meals at the moment, and it would be great to have someone to make me a real home-cooked dinner.”

Despite the rise of new men, men’s **aversion** to changing diapers has not altered. A decade ago, 45% of women said they did all the childcare. This has now risen to 58%, although men are more prepared to step in if a child gets sick. “I generally take the time off when the children get sick, because my job is more flexible,” explains Miles Norton, a teacher. “My wife has quite a high-powered job, and her boss would go **ballistic** if she took time off, so it’s up to me, basically.”

3 Grammar: first and second conditionals

a Look at these examples from the text and answer the questions below.

- 1 If we have friends over next weekend, Jake will prepare the meal.
- 2 I’d employ a cook if we could afford it.

- a Which situation is likely to be real and which imaginary?
- b Look at example 2 and choose the correct options.

They *have / don’t have* enough money to employ a cook.
They are *probably / probably not* going to employ a cook.

c What is the difference in meaning between these two sentences?

I’ll employ a cook if we can afford it.
I’d employ a cook if we could afford it.

b Complete the rule for each conditional.

1 First conditional: a real or possible situation in the present or future
If/When + _____, + will + verb base form

2 Second conditional: an unreal or hypothetical situation in the present or future
If + _____, + would/could/might + verb base form

c Write conditional sentences for both possible and hypothetical situations. In one case, only a hypothetical sentence is possible.

1 We / buy / a house / have enough money

Possible: *We will buy a house if we have enough money.*

Hypothetical: *We would buy a house if we had enough money.*

2 I / go by train / not have the car

3 I / change jobs / I / be / you

4 my parents / come to visit / they / bring presents

5 Susan / be a good doctor / she / study hard

4 Speaking skills

a Work alone. Agree or disagree with the following statements. Write one more statement of your own.

- 1 Most people would employ domestic help if they could afford it.
- 2 Many women would prefer to stay at home rather than work.
- 3 More men would help with the chores if they were asked to.
- 4 If women didn’t work, we would have less unemployment.

b In small groups, compare your ideas. Try to justify your opinions with reasons.

LANGUAGE NOTE

Second conditional

Would in the result clause can be replaced by *could* or *might* to express possibility:

If I worked more, I might spend less.
= it is possible

If I had a second job, I could buy a car.
= would be able to

The verb *be* is always *were* after *if*:

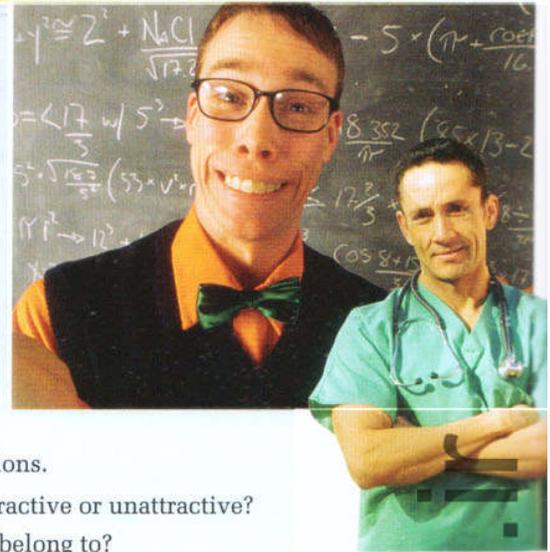
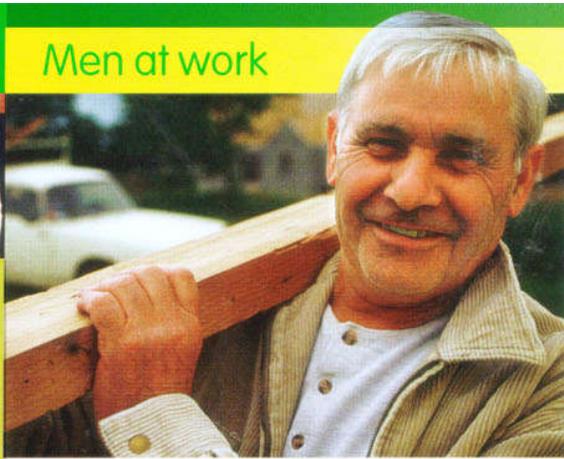
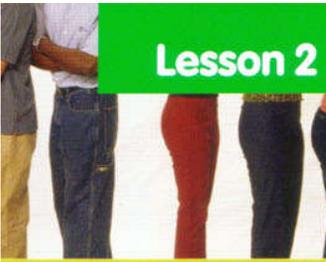
If I were you, ...

USEFUL LANGUAGE

I don’t think that’s very practical/realistic.

(Not) in my experience.

That’s a great/ridiculous idea because ...



1 Speaking skills

Look at the pictures and discuss these questions.

- 1 Which of these people do you find attractive or unattractive?
- 2 What social and work groups do they belong to?
- 3 Would you go out with or marry someone from one of these groups?
- 4 Which of the people would make good couples?
- 5 Who is more important in forming the relationships we choose?
Parents/friends/work colleagues/religious figures/dating agencies
- 6 What is most important in our choice of partner?
Looks/status/money/level of education/other

2 Reading skills

- a Before you read, discuss the statements and decide if they are true or false.
 - 1 Men like women to be their intellectual equal.
 - 2 Women like men to work in high-status jobs.
 - 3 Men like women to earn more than them.
 - 4 Men like women with long hair.
 - 5 Women like men who have beards or mustaches.
 - 6 Women like men that smoke.
- b Now read the text and check your answers against the survey.

USEFUL LANGUAGE

He looks nice.

She would be a good partner for him.

I wouldn't like to go out with a businessperson.

GLOSSARY

a no-no (informal)
not acceptable

a turn-off
something repellent

wary of
not confident about

Women prefer...

- 1 doctors
- 2 lawyers
- 3 company directors
- 4 journalists
- 5 IT professionals

Men prefer...

- 1 journalists
- 2 TV directors
- 3 human resources workers
- 4 designers
- 5 real-estate agents

Would like to meet ...

A survey into which careers are considered most attractive by the opposite sex shows that women working in journalism are what every right-thinking professional man desires. Male journalists, however, are not as popular with the ladies, coming fourth after doctors, lawyers, and company directors. The study was conducted by two dating agencies, based on the preferences of more than 2,250 clients who went on 23,000 dates between the two agencies last year. Mary Balfour, who runs the agencies, commented, "In the 21st century, the ultimate female date has to be glamorous, but she also needs to be the man's intellectual equal." For men, jobs associated with high status, power and compassion were seen as

important. The survey suggests that although earning power is important when choosing a mate, it was less important than in the past. Ms. Balfour added, however, that men were often wary of women who earned more than them.

She added that women could not rely on their job alone to attract a mate. Appearance and attitude mattered too. For women, short hair, pearls, and scarves are a no-no. For men, facial hair and excess weight are out. Smoking is a turn-off for both sexes. While many professionals were attracted to people from different fields than their own, some matches were unlikely. Bankers, for example, do not mix well with teachers or social workers.

- c In pairs, discuss these questions.
- 1 How many did you predict correctly?
 - 2 What do you find surprising?
 - 3 Why do you think bankers and social workers or teachers would not be a likely match?
 - 4 Would this survey have different results if it were conducted in your country?

3 Writing skills

- a Think about your answer to the question on the right. Look at the box to the left of the article for ideas.
- b Write an e-mail describing your ideal partner. Remember to refer to job and character as well as appearance. Start like this:

I'd like to meet someone who is ...

- c Put the e-mails on the wall and read them. Are there similarities in preferences among the e-mails? What are the similarities?



Who would your ideal date be?

Send your emails to debate@thetimes.co.uk

4 Listening skills

- a In pairs, try to complete these sentences from the song *If I Were a Carpenter*.
If I _____ a carpenter and you were _____
_____ you marry me anyway?
_____ you have my _____?

- 56 b Listen to the song and check your answers.

- c In pairs, decide on the best summary for the song.

- 1 The singer is looking for a job and wants his partner to help him choose what to do.
- 2 The singer wants to know if his partner would still love him if he were poor.
- 3 The singer is a carpenter and is asking his partner to marry him.

- d Do you know of any situations where a person has left their partner because they lost their job, money, or status? What do you think about it?

5 Pronunciation: homophones

- a Match the words that sound the same.

deer see
would here
break their through wait
threw sea brake weight
hare there hair hear
wood dear

LANGUAGE NOTE

Homophones sound the same, but have a different spelling and meaning.

- b Write the words in the correct column, according to the main vowel sound.

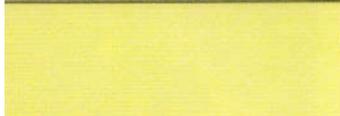
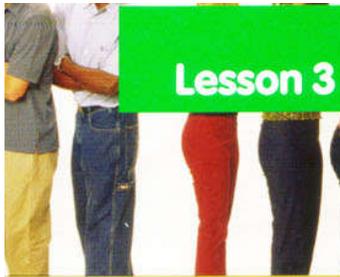
/u/	/eɪ/	/i/	/ɪr/	/er/	/ʊ/

- 57 c Listen and check.

- d Read the letter and check the homophones are spelled correctly.

Dear Julie,
I'm writing because I can't be their for your party next week. We have to weight for James' mother to arrive, and she won't be hear until 7:00 at the earliest. Anyway, if you take lots of photos, I will come and sea you the following week and we can go threw the photos together. What do you think?
Sea you soon. Lots of love
Henry

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1 Vocabulary: lifestyle

- a Decide if the words in the box are related to appearance or lifestyle.

balance slim beautiful weight stressed nose
attractive salary comfortable happiness wealthy

- b Add more words to each group.
c Write sentences demonstrating the relationship of some of the vocabulary to the topic.
People on a good salary usually have a good quality of life.
d In small groups, compare your ideas.

2 Listening skills

- a In pairs, answer these questions. Note your answers.
- What is your most/least attractive feature or characteristic?
 - Where would you like to travel to, if money was no object?
 - What aspects of your work/home balance would you like to change?
 - How often do you exercise?
 - What would you say was your biggest problem at the moment?
 - What one thing about your home would you like to change?
- 58** b Listen to some people answering *four* of the same questions. The questions are answered in a different order. First, number the questions in the order they are answered.
- c** Listen again and note the main points of their answers.
- d Did any of the speakers give similar answers to you?
- e What exactly did the speakers say?
- I _____ a little less, really.
 - I _____ about five kilos lighter.
 - If _____ time, _____ gym.
 - I wish I _____ to Europe.
- f** Listen again and check your answers.

3 Grammar: wish + past tense

a Look at this example from the audioscript and answer the questions.

I wish I had more time.

- 1 Does she have time?
- 2 Does the sentence refer to a past or a present situation?

b Complete this rule.

subject + wish + _____ tense

c Make wishes about the following situations.

- 1 I'm hungry. *I wish I wasn't hungry. I wish I had some food.*
- 2 It's raining.
- 3 Elizabeth can't play a musical instrument.
- 4 My car is really old.
- 5 It isn't Saturday.

d Look back at the questions in Exercise 2a. In pairs, ask and answer them. Use the answers you wrote to make sentences with *wish*.

A: *What's your least attractive feature?*

B: *My nose. It's so big. I wish it was smaller.*

LANGUAGE NOTE

- When referring to a possibility or ability, use *wish* + *could*.
- *I wish I were rich.* ✓
I wish I was rich. ✓
Both forms are acceptable. *I wish I were ...* is considered slightly more formal.

4 Reading skills

a In pairs, decide which of these sentences you think are true. Then read the article and check your ideas.

- 1 American women are more concerned about their appearance than other groups.
- 2 American men are more concerned about their quality of life than their appearance.
- 3 Women are generally more concerned about their appearance than men.

If you're happy and you know it

According to recent research at Harvard Medical School, America is the land of the beauty-obsessed if not the beautiful. Researchers compared the responses of Asian, American, and European women to questions about lifestyle and appearance. Nearly 30% of North Americans, but only 15% of Europeans, confessed that they were concerned about an aspect of their looks. Of these, 69% of Americans and 49% of Europeans said their main concern was weight or body shape. More Americans than Asians said they wanted to improve

their looks. Regarding lifestyle, more Americans were satisfied with their quality of life than any other group.

Similar research has been conducted with a group of men in the same ethnic groups. Interestingly, for most men across all the groups, dissatisfaction has focused on work and salary rather than appearance. More than 60% of all men surveyed wished they earned more than they do.

Although self-esteem levels appear similar, Americans were overall more depressed and had a poorer body image than other groups.

- b List the areas you are satisfied with in your life and make a second list of areas you would like to change.
- c In pairs, compare your lists and decide what changes you could make and which areas it's best to accept and be happy with. Are there differences between the men's and women's lists?

5 Speaking skills

a Write three things that are not perfect in your life and then write a wish about each situation.

I can't swim. I wish I could swim because I'm always afraid to go into the water when I go to the beach!

b Work in small groups. Put your wishes in the center of the table and take turns reading them aloud. Try to guess who wrote each wish.

GLOSSARY

self-esteem
the way you feel about yourself in relation to other people



Task

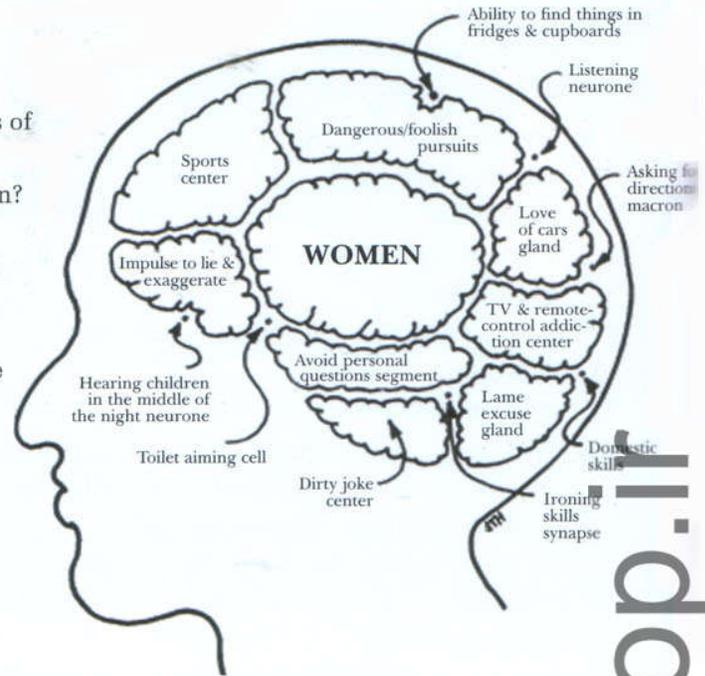
1 Warm up

In pairs, discuss these questions.

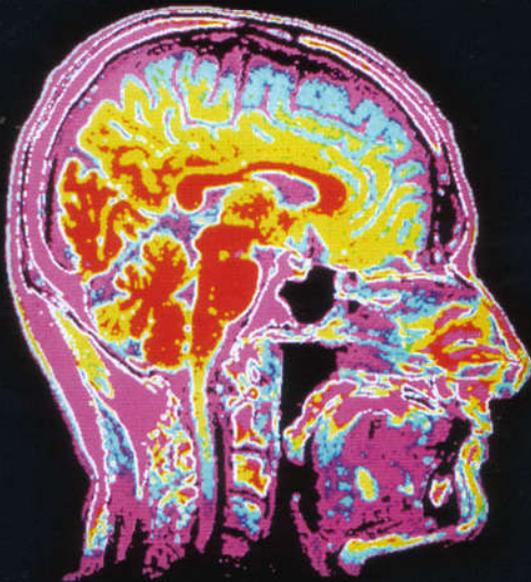
- 1 How do you know this diagram is of a male, not a female, brain?
- 2 What might a female brain contain? Write down some ideas.
- 3 What stereotype does the cartoon suggest?
- 4 Do you agree that there are differences between the way male and female brains work?
- 5 If you had a choice, would you prefer to be a man or a woman? Why?

2 Task

In pairs, answer these questions by choosing option A or B.



What kind of brain do YOU have?



All humans have brains, but what accounts for the fact that people use them in such different ways? And how do you use yours? Answer this simple questionnaire and see what you can learn about how your brain works!

- 1 Can you tell if someone wants to join in a conversation you are having?
 - A I find it easy.
 - B I find it difficult.
- 2 When you listen to a piece of music, do you notice the way it is structured?
 - A Almost never.
 - B Almost always.
- 3 If you wanted to buy a car, would you want to know specific information about the engine capacity?
 - A I wouldn't bother with too much detail.
 - B Definitely.
- 4 How easy would you find it to explain something a second time to someone who didn't get it first time around?
 - A I would find it very easy.
 - B It would be very difficult for me.
- 5 How did you feel in math classes in school?
 - A I was kind of lost.
 - B I was intrigued by the patterns and rules of numbers.
- 6 When someone gets upset, can you see why?
 - A Yes, usually very quickly.
 - B No, I often feel confused as to why they are reacting that way.
- 7 How would you go about buying a computer?
 - A They all do the same thing, so I'd make my decision on the basis of how cool it looks.
 - B I'd want to know exact details about the hard-drive capacity and processor speed.
- 8 If there was a problem with the electricity in your home, what would you do?
 - A Get someone else to fix it.
 - B Try to fix it yourself.
- 9 What do you think when you hear the weather forecast?
 - A I'm bored by the technological details of the forecast.
 - B I'm very interested in meteorological patterns.
- 10 How do you feel in social situations?
 - A I usually feel comfortable.
 - B I often feel like leaving.

3 Prepare

Count how many As and Bs you circled in Exercise 2. Complete the scoring system with the words *male* and *female*.

If you circled more As than Bs (with a difference of more than 2), you have a _____ brain.

If you circled more Bs than As (with a difference of more than 2), you have a _____ brain.

If you circled a similar number of As and Bs (with a difference of less than 2), then you have a balanced brain.

4 Feedback

- a In groups, compare your results. Are there more male or female brains in your group? Do all the men have male brains and the women female brains? Are there any perfectly balanced brains? Choose a person to report the results to the class.
- b Report your group's results to the class. Are the results in your group similar to those of other groups?

5 Compare

- 59 a Listen and mark each of these statements "T" (true) or "F" (false).
- 1 Men and women think differently.
 - 2 Male brains tend to respond to systems and patterns.
 - 3 Female brains are typically analytical.
 - 4 Men can have "female" brains, and women can have "male" brains.
- b Listen again and make notes on the characteristics of male/female brains.
- c In pairs, discuss these questions.
- 1 Does the speaker confirm your ideas about male/female strengths and attitudes?
 - 2 Had you noticed any difference between how men and women think before taking the test and listening to the speaker? Give some examples.
 - 3 If you are female and have a "male" brain (or vice versa), do you feel happy about it?

6 Notice

- a Look at the different ways to talk about doing things.
- *get/have* + someone (else) + to do something
I'd get someone else to fix it.
 - *get/have* + something done (by someone)
I'd get it fixed (by an electrician).
 - do something yourself
I'd fix it myself.
- b Answer these questions.

- 1 Which of the things below would / could you do?
- 2 Who could you get to do them for you?
- 3 Which do you wish you could do?
 - Change a tire / a spark plug / an electrical fuse / a diaper / a printer cartridge
 - Make a salad / a cocktail / dressing / a meal
 - Do the ironing / home repairs / housework / laundry
 - Write a poem / an e-mail in English / a love letter

A: *Change a tire.*

B: *I couldn't do that; it's too dirty and difficult. I'd get someone else to do it.*

A: *Who?*

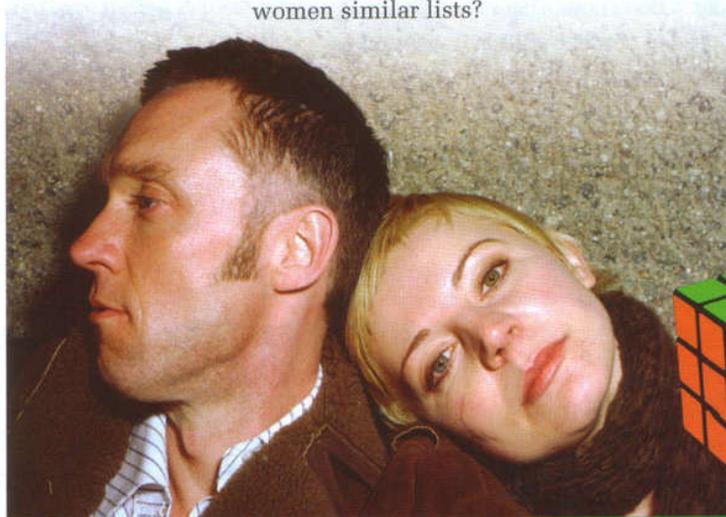
B: *The garage.*

A: *Do you wish you could do it?*

B: *No, not really.*

7 Follow up

- a Make a list of things you like doing and hate doing. Decide whether you think the things on your lists correspond to a "male" brain or a "female" brain.
- b Compare your lists in groups. Do the men have similar lists and the women similar lists?



Grammar Summary

1 First and second conditionals

Use

To talk about real or imaginary situations.

I'll buy you an ice cream if I have enough money. = a real situation that is likely to happen in the present or future.

I'd buy a new car if I had enough money. = an imaginary situation. I don't have enough money.

Form

	If clause	Result clause
1st conditional	Present tense <i>If you come over to my house,</i>	<i>will/can + base verb form</i> I'll help you with your math.
2nd conditional	Past tense <i>If I had time,</i>	<i>would/could/might + base form</i> I would read more.

- The *if* clause and the result clause can be reversed:
I would read more if I had time.
- Would* in the result clause can be replaced by *could* or *might* to express possibility.
If I worked more, I might spend less. = it is possible
If I had a better job, I could save more money. = would be able to

Complete the sentences with the words in parentheses. Sometimes the situations are likely and sometimes they are imaginary.

- Unfortunately, I don't have a pet, but if I _____ (have) a pet, I _____ (have) a dog.
- I think I'm going to buy a new car. If I _____ (buy) a car, I _____ (drive) over to my parents' house next weekend.
- It's raining. If the weather _____ (be) good, I _____ (go) swimming.
- My sister is not a good student. If she _____ (study) harder, she _____ (pass) her exams.

2 wish + past/could

Use

- wish + past* is used to describe present situations that we would like to change and to imagine situations differently:
I wish I had a car. (I don't have a car.)
- wish + could* is used to describe abilities or possibilities:
I wish I could go. (I cannot go.)

Form

subject	wish	object	past verb/could	
I	wish	Paul	had	a better job.
Mary	wishes	she	could	speak French.

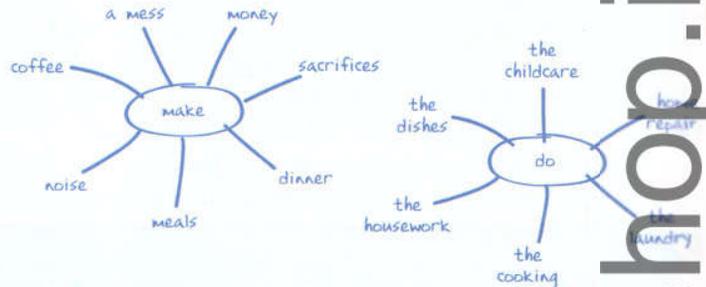
- In formal English, use *were* for the verb *be*:
I wish I were taller.
- In informal English, *was* is acceptable:
I wish I was taller.

Make a wish about the situation described.

- My brother is coming to town and I am very busy.
I wish I could see him.
- My hair is brown, but I like blonde hair.
- I don't know how to dance.
- She doesn't have a boyfriend.
- They don't like housework, but they have to do it.

Vocabulary Summary

1 Collocations with *make* and *do*

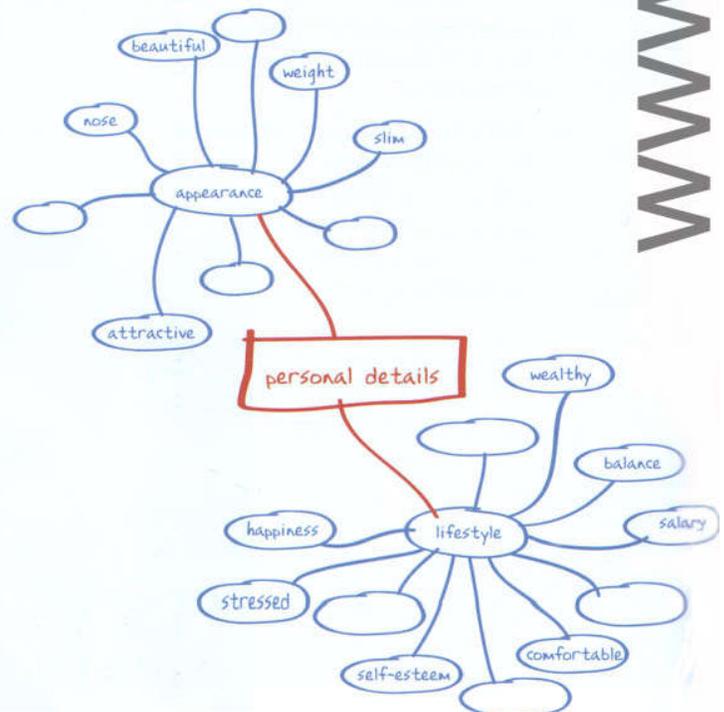


Complete each sentence with an appropriate form of a verb/noun collocation from above.

- If you _____ such a _____, I wouldn't spend so much time cleaning up.
- I have to _____ all the _____ on Saturdays when I'm not at the office, and I have a big house!
- Please don't _____. The baby is sleeping.
- Do you want some coffee? I've just _____ some.
- I hate _____ on weekends. I prefer to eat out on Saturday and Sunday.

2 Looks and lifestyle

Add more words to the word web.





Writing a letter

1 Reading critically

- a Read this letter and underline any forms you think may not be correct.

Dear new student,

Welcome to Level 3! I am in this class for a year now, and I wanted to give you some advice about the Intermediate level. It's great to be at Intermediate level because you can to really talk about some interesting topics. Okay, you are still doing some mistakes and that's annoying for you, but the main thing is that you are communicating. It's wonderful to have a really conversation in English and understand real English texts.

The grammar is a bit more difficulter sometimes, but this book is good because you can read the Grammar summary at home and use the workbook exercises for helping you consolidate. Also, you can study the vokabularies in the Vocabulary summaries. Your teacher will be very happy with you if you manage to do that. One idea my teacher told to me is to get a notebook just for English and organize it carefully. It's better that having a lot of peices of paper that fall out every time you open your bag. And finally, if you can, it's a good idea to do some extra work at home—even fun things like listening music or watching an English movie are going to be really useful for you. As for me, well, I am going to Level 4 I hope it isn't going to be too hardly for me!

Good luck,

A Level-3 student

- b Now read the letter again and check (✓) any ideas that you agree with and cross (X) the ideas you don't agree with.
 c If possible, compare ideas with another student. Which are the best ideas?

2 Assessing your progress

- a Work alone. Write down some of the areas you have improved on during this course. Write down some areas you'd like to continue to work on. Write down the kinds of mistakes you often make.
 b In pairs, decide on the difficulties and good aspects of the Intermediate level. Decide on some good study advice.

LEARNING TIP

It is important to be aware of your own strengths and weaknesses as you progress in English. Make sure you know what kinds of mistakes you usually make (you can ask your teacher if you are not sure) so that you can check your work carefully.



3 Using your ideas to write a letter

- a Now write your own letter, giving advice to students starting the Intermediate level. Before you begin, make some notes on what you will say about:
- the difficulties;
 - the good aspects;
 - study advice.
- b Look through your letter carefully and check it. Correct your own mistakes.
 c Pass your letter to another student to comment on.
 d Discuss the two letters.
- 1 Point out the errors you circled. If you don't agree on an error, ask your teacher.
 - 2 Discuss whether there are any ideas you could add to your letter.

YOUR WRITING
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Review 4: Units 10–12

a Match the two halves to make conditional sentences.

- | | |
|---|---|
| 1 What would Mary do ... | a ... if Frances and John got married. They are always arguing. |
| 2 I would be very surprised ... | b ... we could finish this job very quickly. |
| 3 What will happen to the students ... | c ... we'll meet him there. |
| 4 If George goes to the restaurant, ... | d ... if the teacher doesn't come in today? |
| 5 If we all worked together, ... | e ... if she got that job? |

b Combine the sentences using relative pronouns.

- Executives are people. They are usually highly motivated.
Executives are people who are usually highly motivated.
- That's the guy. You met him at my office.

- This is a tool. It can be used for several different things.

- She's the woman. She sold me my car.

- Huskies are dogs. They can live in cold climates.

c Complete the text with the correct form (active or passive) of the verb in parentheses.

Poor Jeremy 1 _____ (*have*) an accident on the way to work yesterday. Someone 2 _____ (*crash*) into him. Luckily, no one 3 _____ (*injure*), but the other car 4 _____ (*destroy*). Jeremy 5 _____ (*feel*) very upset because he 6 _____ (*had*) his car for a long time. It can 7 _____ (*fix*), though. The paintwork 8 _____ (*damage*), but the interior 9 _____ (*seem*) fine.

d Complete the word webs with activities that collocate with *make* or *do*.

the childcare a mess the housework meals coffee the cooking



e Add more words to the word webs in Exercise d.

f Match the adjectives and nouns to make logical collocations.

bar exam prices goods decision street explanation
problem exercise excuse person restaurant tree shoes

Adjective	Noun
1 crowded	<i>bar, street, restaurant</i>
2 mature	
3 challenging	
4 discounted	
5 reasonable	



g Complete the sentences with an appropriate form of the verb in parentheses. Choose past perfect simple or progressive.

- When I picked him up, Rick was exhausted. He _____ (*work*) all night.
- Georgina _____ (*look at*) more than ten apartments before she found this one.
- Harriet was happy to get a car after she _____ (*travel*) by train for so many years.
- By the time Frances got to the party, Jeff _____ (*already/go*).
- I bought her a book for her birthday, but unfortunately she _____ (*read*) it.

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h Make logical connections between two words, one from each box. Write a sentence showing the connection you have made.

commute reasonable greatest waterproof
challenging son-in-law quality of life clothes

train achievement reduced behavior
supermarket rain exam stressed

Prices at a supermarket are usually reasonable.

i Read these texts. Then make sentences about the individual situations using the second conditional and *wish*.

Jimmy is a schoolboy. He is shy and doesn't have many friends. He isn't very good at sports and he never gets picked for the soccer team. He thinks he can play well but he doesn't get a chance to try it. School is hard for him too, and he doesn't understand math. The math teacher is pretty boring.



Susan works for a small company. She doesn't get along with her boss because he is not friendly to her. She has to make coffee, and it's boring for her. She'd like to leave and find another job, but she lives in a small town and there isn't much work. It would be nice to live in a city where there are lots of good jobs.



j Add suffixes to these words to make adjectives. Write them in the correct column.

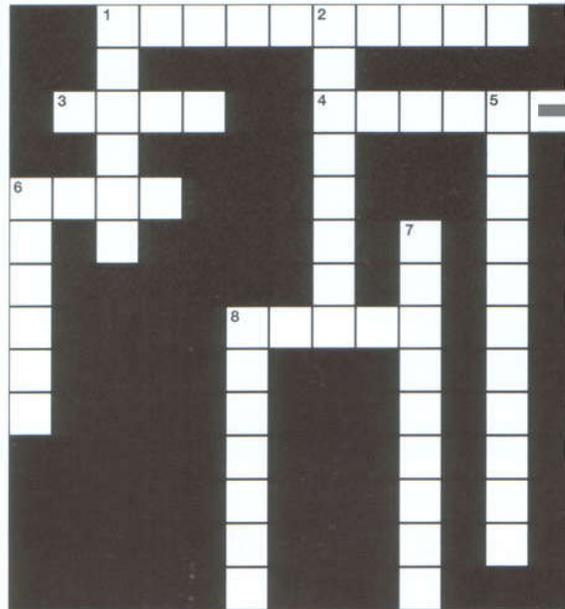
seed water detach adjust reverse
cord wash rust pain port child

-able	-less	-proof

k Write the suffixes from Exercise j next to their definitions.

- 1 resistant to: _____
- 2 with an ability: _____
- 3 without: _____

l Use the clues to complete the crossword.



Across

- 1 A container that is designed so that a child can't open it is _____.
- 3 The _____ impact of the news didn't hit us until later.
- 4 In the January sales, prices were _____.
- 6 Part of a boat.
- 8 Another word for *low-priced*.

Down

- 1 Mr. and Mrs. Robinson always go on a winter _____ around the Mediterranean. They visit a number of ports and then fly home.
- 2 Something that you can carry is _____.
- 5 Difficult or demanding.
- 6 Another word for *old*.
- 7 Some people believe that being rich brings _____.
- 8 To travel to and from the workplace (usually some distance).

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Unit 1, Lesson 3, Exercise 4a

Read the text. When you have read and understood it, write at least three questions for your classmates which will help you “test” the theories presented in the text.

1 *When were you born?*

Do you feel lucky? Then you were probably born in May. Babies born at the beginning of summer see themselves as luckier than those born in the winter months. They generally have a more positive attitude. October, however, is a particularly low period, according to recent research at the University of Hertfordshire.

Winter-born children also show less “novelty-seeking behavior,” according to another study in Sweden. They are much less likely to get involved with high-risk activities such as paragliding, unlike the summer babes. Summer babies are more likely to become risk-takers as young adults, although this tendency diminishes with age. The theories may have some connection with the impact of warm weather on development.

GLOSSARY

to diminish
to become less

Unit 2, Lesson 1, Exercise 2b

St. Paul's Carnival, Bristol

The St. Paul's Carnival in Bristol attracts around 40,000 people each year. A smaller, more intimate version of London's Notting Hill Carnival, there are floats, dancers wearing elaborate costumes, and a great community atmosphere. Local and national music acts perform on the main stage.

There are lots of food stalls selling Caribbean specialties like jerk chicken, as well as the usual burgers, etc. A great place to be on the first Saturday in July.

July 3, St. Nicholas Road, St. Paul's, Bristol. Free.
www.visitbristol.co.uk

Unit 4, Lesson 1, Exercise 6a

Pair A

“B” students want to make more friends. They don't go out very often and they don't have a lot of friends at school. During the lunch break, they usually eat alone. They find it difficult to keep a conversation going or to find common interests with other people. They do not participate in team sports or other group activities.

Your problem is that you want to get fitter and feel better.

Unit 5, Lesson 2, Exercise 1c

Italian housewife Elvira Casale has given birth to twin boys by caesarian section in a Milan clinic. Not big news? Well, Elvira is 54 years old and a mother already. So what? Hold on a minute because these twins are actually her grandchildren. Confused? Elvira's daughter Maria is unable to bear children. The babies were conceived in vitro, so Maria and her husband are the real parents, and Elvira simply “incubated” her own grandchildren. “I did it for her, for her husband, and for us as a family,” says Elvira. “I am thrilled to become a grandmother for the first time. And to give the chance to my daughter to become a mother, of course, is really wonderful.”

Unit 6, Lesson 1, Exercise 4

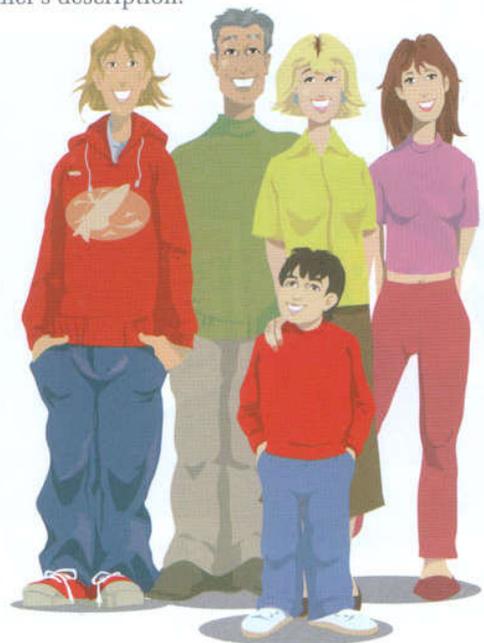
Look at your picture. It shows the Farnham family today. Describe the picture to your partner in as much detail as you can.

There's a ...

I can see ...

She has ...

When you have finished describing, listen to your partner's description.



Unit 7, Lesson 1, Exercise 5a

Apple Plus

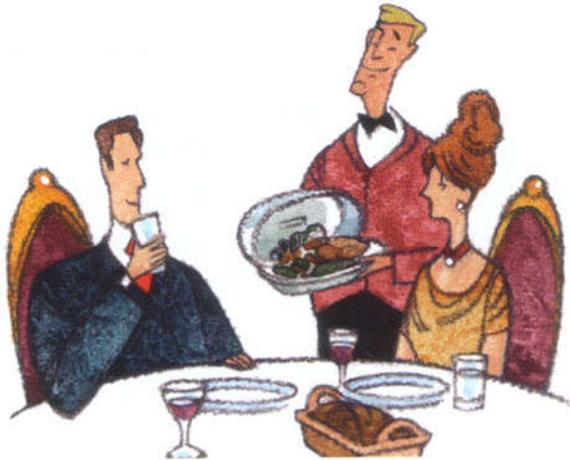
You need:

- 1 banana
- 1 kiwi fruit
- 10 fresh strawberries
- 150 ml apple juice
- ice

Slice the fruit and place it in a blender with the apple juice and the ice. Blend until the mixture is smooth. Pour it into a tall glass and garnish with a slice of apple.



Unit 7, Lesson 4, Exercise 1c



Unit 8, Lesson 2, Exercise 5a

Get fit in one week! Try our new exercise / diet routine!

Use our amazing "body twister" in the comfort of your own home.

Use it every day for a week, and we guarantee you will see the difference!

Just 20 minutes each day will make you fitter and leaner! Combine this with our special "body twister" diet, and the results will be even better! You can still eat your favorite foods, but the special diet supplement will make you want less and shed those pounds fast!



Unit 10, Lesson 4, Exercise 5a

Argentina

The tango started life as a symptom of a city with growing pains. A hybrid of a sailor's song and Italian dance tune played on a German accordion, the genre was born in the ports of Buenos Aires around 1880 when the city was still a frontier town and more than half of its inhabitants were new arrivals from the poorest parts of Europe. Over the next 40 years, the population of Buenos Aires grew rapidly, from 500,000 to three million, as men and women flocked to "make America." A whole Spanish village had made the journey. But the dream of easy money proved elusive for many of them. Tango became the anthem of a generation of homesick and sometimes desperate immigrants. Usually set in Buenos Aires, the songs always yearned for a happier past.



GLOSSARY

to yearn for
to want something very much

Unit 11, Lesson 2, Exercise 2a

SAUERKRAUT

The name comes from the German for "sour cabbage," but it was the Chinese who first pickled cabbage in rice wine over 2,000 years ago as a way of preserving the food. Cabbage and other vegetables are simply soaked in vinegar or wine. Legend has it that the Mongolians used salt instead of wine, and Genghis Khan introduced it to Europe, where it became popular with the Austrians, Dutch, and Germans. It is now eaten in many parts of the world, typically served to balance the fattiness of boiled or roast meats.

Unit 1, Lesson 3, Exercise 4a

Read the text. When you have read and understood it, write at least three questions for your classmates which will help you "test" the theories presented in the text.

1 Do you have any brothers and sisters?

The ideal age gap between siblings is two to four years. As children with a gap of no more than four years are close in age, they tend to be good friends and become close as adults. The ideal gap between pregnancies from the mothers' perspective, however, is three to five years. With a gap of five years or more, if there are no children in between, siblings can be quite different and lead rather separate lives. This can mean that, as adults, they are not close. If, however, children are the same gender, then they will tend to be closer. Only children tend to have close relationships with both parents, particularly the mother. This close bond usually continues into their adult lives.

GLOSSARY

an only child

a child without brothers and sisters

Unit 2, Lesson 1, Exercise 2b

Carnival in Rio

- One of the world's most spectacular carnivals takes place in Rio de Janeiro, Brazil. The festival usually
- falls in February, 40 days before Easter. Fourteen
- schools, each with over 3,000 performers, spend the entire year creating elaborate costumes and
- majestic floats for this magnificent festival. Thousands of people come to watch the procession
- of performers dancing to the rhythmic Brazilian music, samba. The dancing takes place inside the
- Sambadrome, a specially designed stadium that holds up to 85,000 people. In addition, many
- people dance in the streets and avenues. Local
- street stalls sell drinks, such as beer, and a wide variety of food, such as fried chicken and
- pineapples.

Unit 4, Lesson 1, Exercise 6a

Pair B

"A" students want to get more fit and feel better. They don't exercise very much and don't really like to do sports. They think exercising is boring. They eat a lot of fast food because they say they don't know how to cook. They don't eat very many vegetables because they don't like them. They are slightly overweight and they feel tired most of the time.

Your problem is that you want to make more friends.

Unit 5, Lesson 2, Exercise 1c

Renewable marriage contracts, lasting from two to ten years, have been proposed in several states in the U.S. It's already possible for American couples to have renewable contracts covering areas like property, finance, and children, whether they are married or not. For social commentator Barbara Offenbach, renewable marriages are the natural response to modern relationships. "I think it's absolutely ridiculous that marriage should be forever when half of American marriages fail. We need to face the facts and have practical solutions that make everyday problems as easy to manage as possible."

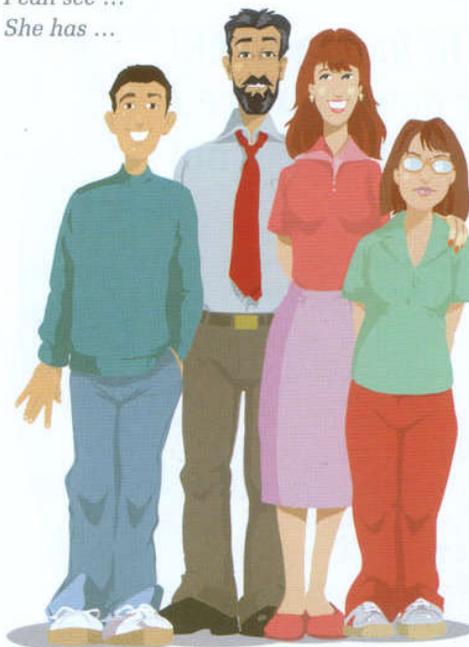
Unit 6, Lesson 1, Exercise 4

Listen to your partner's description, then look at your picture. It shows the family a few years ago. Describe the picture to your partner.

There's a ...

I can see ...

She has ...



Unit 7, Lesson 1, Exercise 5a

New Orleans Jazz

You need:

- 25 ml fresh orange juice
- 25 ml fresh lime juice
- 25 ml fresh pineapple juice
- 25 ml fresh grapefruit juice
- 12½ ml grenadine
- soda water
- ice

Shake the first six ingredients with ice. Strain the mixture over ice cubes in a tall glass. Add soda water to fill the glass and stir gently. Garnish with orange slices.



Unit 7, Lesson 4, Exercise 1c



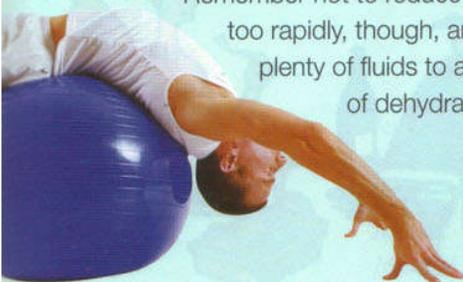
Unit 8, Lesson 2, Exercise 5a

It's so easy to get fit with our amazing exercise ball! You can use it to tone muscles in arms, legs, and abdomen.

Just an hour a day for two weeks with the exercise ball, and you will see fantastic results.

If you combine this with a sensible diet of mainly fruit and vegetables, you will see even more dramatic results!

Remember not to reduce your intake too rapidly, though, and to drink plenty of fluids to avoid the risk of dehydration.



Unit 10, Lesson 4, Exercise 5a

Laos

I wandered in the moonlight into the deserted courtyard of Wat Xieng Thong. It was here in the 1960s that a tourist had asked an elderly Lao man to explain some aspect of the Buddhist religion. The softly spoken gent obliged, impressing the visitor with his encyclopedic knowledge. Later, while handling some local money, the tourist recognized the man from his portrait on the Kip notes—his guide had been the king of Laos.



GLOSSARY

wat
a Buddhist temple

Kip
the currency of Laos

Unit 11, Lesson 2, Exercise 2a

Sushi

Sushi is now eaten all over the world. It is prepared using the freshest of fish by a trained sushi chef. The first mention of sushi was in China, before 300 A.D. The Chinese made sushi to preserve fish, before the days of refrigeration, by fermenting it with salt and rice. It wasn't until the seventh century that sushi became part of Japanese cuisine.

Unit 3, Develop your learning, Exercise 3c

Here are some ideas. Why not try them out?

- 1 Think about why you are learning English. Try to think of different ways English could help you in the future. Make a list.
- 2 Is there anything you like about English itself, e.g. music, movies, literature? How could you exploit these interests to learn more?
- 3 Think about some ways you could measure your progress, for example finding it easier to perform certain tasks in English or learning a number of new words/phrases each week.
- 4 Is there anything you particularly like about your English class/the people in it? Could you do more things together outside class to help you improve? For example, watching an English movie once a week or reading English magazines.
- 5 Don't be too hard on yourself. It takes a long time to learn a language, and there will be good days and bad days. But if you persist, you will get there, so go for it!

Unit 6, Lesson 2, Exercise 2c

Answers

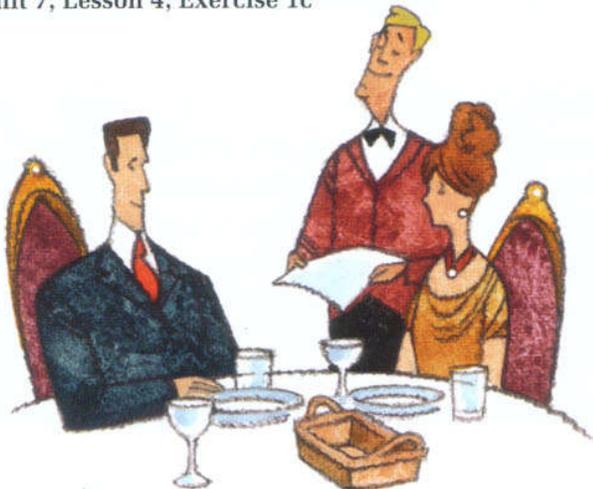
- 1 Present perfect simple, present perfect progressive, simple past
- 2 Present perfect simple, simple past
- 3 Simple past

Unit 6, Develop your writing, Exercise 2c and 2d

	Formal	Informal
Sentence length	Long sentences, many with two or more clauses combined.	Short sentences with simple language.
Phrases	Fixed, formal phrases: <i>Yours sincerely; I would very much appreciate ...</i>	Short informal phrases, colloquial language: <i>See you; That's cool; What's up? How's it going?</i>
Layout	Separate paragraphs, addresses in correct place.	All text in one paragraph, or separate sentences with a space between them.
Punctuation	Correct use of punctuation. No contracted forms.	Free use of punctuation, lots of exclamation marks/underlining for emphasis. Contracted forms common.
Vocabulary	Longer words, which tend to be Latinate; . large variety of vocabulary	Short words, colloquial phrases, little variety of vocabulary
Grammar	Complete sentences with correct, formal grammar.	Some incomplete sentences, probably not proofread for grammar or spelling errors.

Student C

Unit 7, Lesson 4, Exercise 1c



Student D

Unit 7, Lesson 4, Exercise 1c



Unit 1

acquaintance <i>n</i>	/ə'kweɪntəns/
blow [a kiss] <i>v</i>	/bləʊ/
bow <i>v</i>	/bəʊ/
close <i>adj</i>	/klaʊs/
conventional <i>adj</i>	/kən'venʃənəl/
creative <i>adj</i>	/kri'eɪtɪv/
cut <i>v</i>	/kʌt/
definitely <i>adv</i>	/dɪ'fɪnɪtli/
each other <i>pronoun</i>	/i:tʃ 'ʌðər/
enjoy <i>v</i>	/ɪn'dʒɔɪ/
generally <i>adv</i>	/dʒenərəli/
heap <i>n</i>	/hi:p/
heavy [smoker / meal] <i>adj</i>	/'hevi/
hug <i>v</i>	/hʌg/
hurt <i>v</i>	/hɜ:t/
identical <i>adj</i>	/aɪ'dentɪkl/
I'm not really sure.	/aɪm nɒt riəli 'ʃʊr/
individual <i>adj</i>	/ɪndɪ'vɪdʒuəl/
introduce <i>v</i>	/ɪn'trə'dʒʊs/
It depends.	/ɪt dɪ'pendz/
jealous <i>adj</i>	/dʒeləs/
kill <i>v</i>	/kɪl/
light [smoker / meal] <i>adj</i>	/laɪt/
loving <i>adj</i>	/lʌvɪŋ/
middle [child] <i>adj</i>	/mɪdəl/
might <i>modal verb</i>	/maɪt/
myself <i>pronoun</i>	/maɪ'self/
negotiator <i>n</i>	/nə'gəʊʃiətər/
neither <i>determiner</i>	/niðər, 'naɪðər/
No way!	/nəʊ 'weɪ/
nod <i>v</i>	/nɒd/
non-identical <i>adj</i>	/nɒn'aɪ'dentɪkl/
privacy <i>n</i>	/praɪvəsi/
rebel <i>n</i>	/rebəl/
relaxed <i>adj</i>	/rɪ'læksɪd/
secret <i>adj</i>	/sɪkrət/
self-confident <i>adj</i>	/self 'kɒnfɪdənt/
sensitive <i>adj</i>	/sensɪtɪv/
shake hands <i>v</i>	/ʃeɪk 'hændz/
strong <i>adj</i>	/strɒŋ/
take care of <i>v</i>	/teɪk 'ker əv/
tastes <i>n</i>	/teɪsts/
tend to <i>v</i>	/tend tu/
themselves <i>pronoun</i>	/ðem'selvz/
wave <i>v</i>	/weɪv/
weak <i>adj</i>	/wi:k/
yourself <i>pronoun</i>	/jə'self/

Unit 2

any longer	/eni 'lɒŋgər/
anymore	/eni'mɔ:ər/
burn <i>v</i>	/bɜ:n/
clothes <i>n</i>	/klaʊðz/
dancing <i>n</i>	/dænsɪŋ/

dressing up <i>n</i>	/dresɪŋ 'ʌp/
exchange [gifts] <i>v</i>	/ɪks'tʃeɪndʒ/
get together [for dinner / thanksgiving] <i>v</i>	/get tə'geðər/
I was so tired.	/aɪ wəz səʊ 'taɪrɪd/
It's so crowded.	/ɪts səʊ 'kraʊdɪd/
jump rope <i>v</i>	/dʒʌmp rəʊp/
Just incredible.	/dʒʌst ɪn'kredɪbl/
leisure <i>n</i>	/li:ʒər/
light [candles] <i>v</i>	/laɪt/
nowadays <i>adv</i>	/nəʊədeɪz/
play chase <i>v</i>	/pleɪ 'tʃeɪs/
play hide-and-peek <i>v</i>	/pleɪ haɪd ən 'sɪk/
prepare [food] <i>v</i>	/prɪ'per/
set off [fireworks] <i>v</i>	/set 'ɒf/
swing <i>v</i>	/swɪŋ/
tell jokes <i>v</i>	/tel 'dʒəʊks/
the workplace <i>n</i>	/ðə 'wɜ:kpleɪs/
They were out of this world.	/ðeɪ wɜ: əʊt əv ðɪs 'wɜ:ld/
What's it like?	/wɒts ɪt 'laɪk/

Unit 3

analyze <i>v</i>	/æ'nəlaɪz/
Arabic <i>n</i>	/ə'reɪbɪk/
argument <i>n</i>	/ɑ:rdʒumənt/
ATM <i>n</i>	/eɪ ti 'em/
Barbados <i>n</i>	/bɑ:beɪdəs/
Belize <i>n</i>	/bə'lɪz/
bilingual <i>adj</i>	/baɪ'lɪŋgwəl/
bungalow <i>n</i>	/bʌŋɡələʊ/
Cameroon <i>n</i>	/kæmə'reʊn/
cappuccino <i>n</i>	/kæpə'tʃɪnoʊ/
Cayman Islands <i>n</i>	/keɪmən aɪləndz/
chat <i>adj</i>	/tʃæt/
chic <i>n</i>	/ʃɪk/
civilization <i>n</i>	/sɪvɪlaɪ'zeɪʃən/
Could you tell me ...?	/kʊd ju 'tel mi/
currency exchange <i>n</i>	/kʌrənsɪ ɪks'tʃeɪndʒ/
curry <i>n</i>	/kʌrɪ/
debate <i>n</i>	/dɪ'beɪt/
delicatessen <i>n</i>	/delɪkət'esən/
dingo <i>n</i>	/dɪŋɡəʊ/
discussion <i>n</i>	/dɪs'kʌʃən/
downtown <i>n</i>	/daʊntaʊn/
El Salvador <i>n</i>	/el 'sælvədɔ:ər/
elevator <i>n</i>	/elə'veɪtər/
frankfurter <i>n</i>	/fræŋkfɜ:tər/
French <i>n</i>	/frentʃ/
Gambia <i>n</i>	/gæmbiə/
Ghana <i>n</i>	/genə/
give a speech <i>n</i>	/gɪv ə 'spi:tʃ/

Abbreviations

<i>n</i>	noun
<i>v</i>	verb
<i>adj</i>	adjective
<i>adv</i>	adverb
<i>prep</i>	preposition

Vowels

/i/	bee
/ɪ/	bit
/e/	bed
/æ/	bad
/ɑ/	father
/ɔ/	caught
/ʌ/	cut
/u/	book
/ʊ/	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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/n/	snow
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/w/	water
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/l/	small
/j/	you

gossip v	/ˈɡɒsɪp/
Guatemala n	/ˈɡwætəˈmɑlə/
Guyana n	/ˈɡaɪənə/
Hindi n	/ˈhɪndi/
Honduras n	/ˈhɒnˈdʊrəs/
Internet café n	/ɪntəˈnet kæˈfeɪ/
Jamaica n	/dʒəˈmeɪkə/
juice n	/dʒʊs/
jungle n	/ˈdʒʌŋɡl/
karaoke n	/ˈkeɪˈoʊki/
kimono n	/kɪˈmoʊnoʊ/
koala n	/koʊˈwɑlə/
kookaburra n	/ˈkʊkəˈbʌrə/
laundromat n	/ˈləʊndrəˈmæt/
lecture n	/ˈlektʃər/
Liberia n	/laɪˈbɪəriə/
lingua franca v	/lɪŋɡwə ˈfræŋkə/
lorry [British English] n	/ˈlɒri/
make a speech n	/meɪk ə ˈspitʃ/
Mandarin n	/ˈmændərɪn/
Nigeria n	/naɪˈdʒɪəriə/
official adj	/əˈfɪʃəl/
phone booth n	/ˈfoʊn buθ/
pidgin n	/ˈpɪdʒɪn/
presentation n	/prezənˈteɪʃən/
Puerto Rico n	/ˈpwertuː ˈrikoʊ/
rasta n	/ˈrɑstə/
rendezvous n	/ˈrɑndeɪvu/
Sierra Leone n	/ˈsɪərə ˈliːoʊn/
speech n	/spitʃ/
Tobago n	/təˈbeɪɡoʊ/
Trinidad n	/ˈtrɪnɪdæd/
Venezuela n	/ˈvenəˈzweɪlə/
verandah n	/ˈvɜrændə/
wallaby n	/ˈwɑləbi/
wombat n	/ˈwɒmbæt/
yoga n	/ˈjəʊɡə/

Unit 4

build up v	/bɪld ˈʌp/
cardiologist n	/kɑrdiˈɒlədʒɪst/
cut down v	/kʌt ˈdaʊn/
diabetes n	/daɪəˈbitɪz/
drug n	/drʌɡ/
fall v	/fɔl/
give up v	/ɡɪv ˈʌp/
go away v	/ɡoʊ əˈweɪ/
heart disease n	/hɑrt ˈdɪzɪz/
institute n	/ɪnˈstɪtʊt/
just adv	/dʒʌst/
laboratory n	/ˈlæbrətɔri/
land v	/lænd/
lifesaver n	/ˈlaɪfseɪvər/
look after v	/lʊk ˈæftər/
look forward to v	/lʊk ˈfɔrwəd tə/
obesity n	/əˈbɪsɪti/
patient n	/ˈpeɪʃənt/

pill n	/pɪl/
quitter n	/ˈkwɪtər/
researcher n	/rɪˈsɜrtʃər/
shed n	/ʃed/
smoker n	/ˈsmoʊkər/
spokesman/woman n	/ˈspuːksmən, ˈspuːkswʊmən/
stand by v	/stænd ˈbaɪ/
take up v	/teɪk ˈʌp/
turn into v	/tɜrn ˈɪntə/

Unit 5

absolutely adv	/æbsəˈlutli/
average adj	/ˈævərɪdʒ/
awful adj	/ˈɔfəl/
come over v	/kʌm ˈoʊvər/
completely adv	/kəmˈplɪtli/
dreadful adj	/ˈdredfəl/
ecstatic adj	/ɪkˈstætɪk/
excellent adj	/ˈeksələnt/
fairly adv	/ˈferli/
fall out over v	/fɔl ˈaʊt oʊvər/
fascinating adj	/ˈfæsɪneɪtɪŋ/
get along well / badly v	/ɡet əlɔŋ ˈwel ˈbædli/
go through v	/ɡoʊ θru/
gorgeous adj	/ˈɡɔrdʒəs/
healthy / unhealthy diet	/helθi / ˈʌnhelθi daɪət/
horrifying adj	/ˈhɔrɪfaɪnɪŋ/
kind of adv	/kaɪnd əv/
pick up v	/pɪk ˈʌp/
really adv	/ˈriəli/
reduce / increase stress	/rɪˈdʒʊz / ˈɪnkrɪs stres/
sort of adv	/sɔrt əv/
terrifying adj	/ˈterɪfaɪnɪŋ/
thrilled adj	/θrɪld/
totally adv	/ˈtoʊtəli/
work out v	/wɜrk ˈaʊt/

Unit 6

be mad about someone v	/bi ˈmæd əbaʊt sʌmwʌn/
beard n	/bɪrd/
change your mind v	/tʃeɪndʒ jɜr ˈmaɪnd/
curly [hair] adj	/kɜrli/
find out about something v	/faɪnd ˈaʊt əbaʊt/
full [lips] adj	/fʊl/
glasses n	/ˈɡlɑsəs/
grow v	/ɡroʊ/
jewelry n	/ˈdʒʊəlri/
lose / gain [weight / a few kilos] v	/luz / ɡeɪn/
mustache n	/ˈmʌstæʃ/

slim **adj**
stay true to someone **v**

/slɪm/
/steɪ 'truː tə
sə'mwʌn/

straight [hair] **adj**
thick [eyebrows] **adj**
thin [eyebrows / lips] **adj**
walk out on someone **v**

/streɪt/
/θɪk/
/θɪn/
/wɒk 'aʊt ɒn
sə'mwʌn/
/wel 'bɪlt/

well-built **adj**

Unit 7

a couple of **n**
a few **n**
a great deal of **n**
a handful / dash / touch of **n**

/ə 'kʌpəl əv/
/ə 'fjuː/
/ə greɪt 'dɪl əv/
/ə 'hænfʊl /
'dæʃ / 'tʌʃ əv/
/ə 'nʌmbər əv/

a number of **n**
can **n**
carton **n**
cool **adj**
cup **n**
décor **n**
delicious **adj**
finally **adv**
first **adv**
innovative **adj**
jar **n**
loaf **n**
not many **pronoun**
not much **pronoun**
package **n**
piece **n**
service **n**
several **pronoun**
slice **n**
superb **adj**
trendy **adj**
tub **n**
varied **adj**
wait staff **n**

/kæn/
/'kɑːtən/
/'kuːl/
/'kʌp/
/'dekoːr/
/'dɪfɪnətɪv/
/'dʒɑːr/
/'lɒf/
/'nɒt 'meni/
/'nɒt 'mʌʃ/
/'pækɪdʒ/
/'piːs/
/'sɜːvɪs/
/'sevrəl/
/'slɑːs/
/'suːpərb/
/'trendi/
/'tʌb/
/'verɪd/
/'weɪt stæf/

Unit 8

advise **v**
allow **v**
Can we make up?

/əd'vaɪz/
/ə'laʊ/
/'kæn 'wi meɪk
'ʌp/

catchphrase **n**
commercial **n**
endorsement **n**
expect **v**
glamour **n**
idealization **n**
jingle **n**

/'kætʃfreɪz/
/'kɜːmɜːʃjəl/
/'ɪndɔːsmənt/
/'ɪkspekt/
/'glæməɪ/
/'aɪdɪəlaɪzɪʃən/
/'dʒɪŋɡəl/

Let me ask you something.

/let mi 'æsk ju
sə'mθɪŋ/

Let me know.

/let mi 'nou/

Let me think / see / explain.

/let mi 'θɪŋk /

let someone down **v**

'si / ɪks'pleɪn/
/let sə'mwʌn
'daʊn/

Let's go!
Let's stay together.

/lets 'ɡoʊ/
/lets steɪ
tə'ɡeðər/

Make it soon / quick.

/meɪk ɪt 'sun /
'kwɪk/

Make my day!
make up with someone **v**

/'meɪk maɪ 'deɪ/
/meɪk 'ʌp wɪð
sə'mwʌn/

persuade **v**
to be told to do something **v**

/pə'sweɪd/
/be 'təʊld tə 'du
sə'mθɪŋ/

to let somebody
do something **v**

/let 'sʌmbədi
'du sə'mθɪŋ/

to make someone
feel glad / sad **v**

/meɪk 'sʌmwʌn
fiːl 'glæd /
'sæd/

warn **v**

/wɔːn/

Unit 9

believe **v**
break up **v**
return to form **v**
to come up with **v**
to hang together **v**
to keep on **v**
to lighten up **v**
to not be able to
stand someone **v**

/bɪ'lɪv/
/'breɪk 'ʌp/
/'rɪ'tɜːn tə 'fɔːm/
/'kʌm 'ʌp wɪð/
/'hæŋ tə'ɡeðər/
/'kiːp 'ɒn/
/'laɪtən 'ʌp/

to not believe a word of [it] **v**

/'nɒt bi 'eɪbəl tə
'stænd
sə'mwʌn/

to outdo yourself **v**

/'nɒt bə'lɪv ə
'wɜːd əv ɪt/
'aʊtdu ʒə'self/

Unit 10

achievement **n**
argue **v**
bend **v**
brake **v**
cabin **n**
commute **v**
complete **adj**
crash **v**
cruise **n**
dock **n**
eventually **adv**
excursion **n**
exhaustion **n**
extreme **adj**
fatigue **n**
flight **n**
fuel **n**
greatest **adj**

/'əʃtʃɪvmənt/
/'ɑːɡjuː/
/bend/
/'breɪk/
/'kæbɪn/
/'kə'mjuːt/
/'kəmplit/
/'kræʃ/
/'kruːz/
/'dɒk/
/'ɪventʃuəli/
/'ɪkskɜːʃən/
/'ɪgzɔːstʃən/
/'ɪks'trɪm/
/'fætɪɡ/
/'flaɪt/
/'fjuːl/
/'ɡreɪtəst/

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/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
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/ŋ/	sing
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happiest adj	/ˈhæpiəst/
hurricane n	/ˈhʌrɪkeɪn/
iceberg n	/ˈaɪsbɜːɡ/
impact n	/ˈɪmpækt/
journey n	/ˈdʒɜːni/
luckiest adj	/ˈlʌkiəst/
luckily adv	/ˈlʌkəli/
mast n	/ˈmæst/
moment n	/ˈmoumənt/
of course	/əv ˈkɔːrs/
pilot n	/ˈpaɪlət/
pirate n	/ˈpaɪrət/
rival n	/ˈraɪvəl/
run into v	/rʌn ˈɪntu/
sail n	/seɪl/
single-handed adj, adv	/ˈsɪŋɡəl ˈhændɪd/
suddenly adv	/ˈsʌdnəli/
take off v	/teɪk ˈɔf/
trip n	/trɪp/
turbulent adj	/ˈtɜːrbjulənt/
unfortunately adv	/ʌnˈfɔːrtʃunətli/
voyage n	/ˈvɔɪdʒ/
worse and worse	/ˈwɜːs ən ˈwɜːs/
yacht n	/jɑːt/

Unit 11

adjustable adj	/əˈdʒʌstəbəl/
Brazilian adj	/brəˈziːliən/
busy adj	ˈbɪzi/
Canadian adj	/kəˈneɪdiən/
careful [with money] adj	/ˈkeɪfəl/
challenging adj	/tʃæləndʒɪŋ/
childproof adj	ˈtʃɪldrʊf/
Chinese adj	/tʃaɪˈniːz/
cordless adj	ˈkɔːdləs/
crowded adj	ˈkraʊdɪd/
detachable adj	/dɪˈtætʃəbəl/
discounted adj	/ˈdɪskɑʊntɪd/
drinkable adj	ˈdrɪŋkəbəl/
edible adj	ˈedɪbəl/
fireproof adj	ˈfaɪrprʊf/
firework n	ˈfaɪrwɜːrk/
Greek adj	ˈɡriːk/
homeless adj	ˈhəʊmləs/
Italian adj	/ɪˈtæljən/
Japanese adj	/dʒæpəˈniːz/
mature adj	/məˈtʃʊr/
Mexican adj	ˈmeksɪkən/
noodles n	ˈnuːdlz/
painless adj	ˈpeɪnləs/
portable adj	ˈpɔːtəbəl/
Portuguese adj	ˈpɔːtʃuːɡɪz/
reduced adj	ˈriːdʌst/
reversible adj	ˈrɪvɜːrsəbəl/
rice n	/raɪs/
rustproof adj	ˈrʌstprʊf/
seedless adj	ˈsiːdləs/

South African adj	/ˈsaʊθ ˈæfrɪkən/
Spanish adj	/ˈspæɪnɪʃ/
sushi n	/ˈsuːʃi/
tight [with money] adj	/taɪt/
Turk n	/ˈtɜːrk/
Turkish adj	/ˈtɜːrkɪʃ/
useless adj	/ˈjuːsləs/
washable adj	ˈwɑːʃəbəl/
waterproof adj	ˈwɔːtərpʊf/
wheelbarrow n	ˈwɪlbəroʊ/

Unit 12

balance v	/ˈbæləns/
daughter-in-law n	/ˈdɔːtətɪnlɔː/
dear adj, n	/dɪr/
deer n	/dɪr/
do the childcare v	/du ðə ˈtʃaɪldker/
do the cooking v	/du ðə ˈkʊkɪŋ/
do the dishes v	/du ðə ˈdɪʃɪz/
do the home repairs v	/du ðə hoʊm ˈrɪpeɪrɪz/
do the housework v	/du ðə ˈhaʊswɜːrk/
gentleman n	/dʒentəlmən/
guy n	/ɡaɪ/
happiness n	ˈhæpɪnəs/
hare n	/heɪr/
hear v	/hɪə/
lady n	ˈleɪdi/
ma'am n	/məəm/
make a home v	/meɪk ə ˈhoʊm/
make a meal v	/meɪk ə ˈmiːl/
make a mess v	/meɪk ə ˈmes/
make a noise v	/meɪk ə ˈnɔɪz/
make a sacrifice v	/meɪk ə ˈsækrɪfaɪs/
make clothes v	/meɪk ˈkloʊðz/
make coffee v	/meɪk ˈkɔfi/
make dinner v	/meɪk ˈdɪnər/
make money v	/meɪk ˈmʌni/
Mr.	/mɪstər/
Ms.	/mɪz/
neice n	/nis/
nephew n	ˈnefju/
salary n	ˈsæləri/
self-esteem n	ˈselfɪˈstiːm/
sir n	/sɜːr/
son-in-law n	ˈsʌnɪnlɔː/
stressed adj	/strest/
threw v	/θru/
through prep	/θru/
wealthy adj	ˈwelθi/
weight n	/weɪt/
widow n	ˈwɪdoʊ/
widower n	ˈwɪdoʊər/
wood n	/wʊd/
would modal verb	/wʊd/

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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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