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AttitUde

Workbook 4

Adrian Tennant

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MACMILLAN



Attitude

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- | | |
|---|--|
| 1 Grammar: simple present or simple past | 5 Listening: names |
| 2 Grammar: simple past verbs | 6 Pronunciation: sentence stress |
| 3 Grammar: simple present and simple past | 7 Language practice: words from lesson 1 |
| 4 Grammar: simple present or simple past | |

1 Underline the correct verb forms.

My name is Angelo and I (1) *live / lived* in New York. When I (2) *am / was* young, I (3) *live / lived* in Bogotá, but I (4) *move / moved* to America when I was eight. I (5) *hate / hated* my name when I was a child. All the kids at school teased me and (6) *call / called* me "Angel". It (7) *doesn't / didn't* help that I was small. My mother used to call me "Angelito" (little Angel) and that always (8) *make / made* me angry. When people (9) *ask / asked* me what my name was, I told them I was named Brad or Tom. I guess I wanted to have a common name, not something unusual. Now I really (10) *like / liked* my name.

2 Write the correct simple past form for each verb.

- | | |
|-----------|----------------|
| 1 admire | <u>admired</u> |
| 2 change | _____ |
| 3 do | _____ |
| 4 find | _____ |
| 5 make | _____ |
| 6 write | _____ |
| 7 adopt | _____ |
| 8 give | _____ |
| 9 explain | _____ |
| 10 become | _____ |
| 11 call | _____ |

HINT:

Be careful with your spelling. Remember, some verbs have irregular forms.

3 Choose the correct definition for each sentence.

- 1 Angelo didn't like his name when he was young.
 - a A single action that is now finished.
 - b A regular, repeated action.
 - c A continuous situation or repeated action that is now finished.
 - d A permanent situation or state.
- 2 Angelo works as an advertising executive in New York.
 - a A single action that is now finished.
 - b A regular, repeated action.
 - c A continuous situation or repeated action that is now finished.
 - d A permanent situation or state.
- 3 Angelo moved to New York when he was eight.
 - a A single action that is now finished.
 - b A regular, repeated action.
 - c A continuous situation or repeated action that is now finished.
 - d A permanent situation or state.
- 4 Angelo often told people his name was Brad or Tom.
 - a A single action that is now finished.
 - b A regular, repeated action.
 - c A continuous situation or repeated action that is now finished.
 - d A permanent situation or state.

4 Complete the sentences with the correct simple present or simple past form of the verbs in parentheses.

- 1 Angelo _____ (not like) his name when he was young.
- 2 John now _____ (work) as an advertising executive in New York.
- 3 The name Adriana _____ (mean) dark and rich.
- 4 My parents _____ (give) me the same name as my grandmother.
- 5 I _____ (find) \$10 on the sidewalk yesterday!
- 6 He was rich when he was young, but now he _____ (not have) a lot of money.
- 7 In the past, a lot of children _____ (be) named after their parents.
- 8 Her name is Elizabeth, but she usually _____ (call) herself Beth.

02 5 Listen to the conversation and check the correct name for each statement.

- | | Marisol | Adriana | Billie |
|---|--------------------------|--------------------------|--------------------------|
| 1 She was named after someone her dad admired. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 She's known by a diminutive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 She was given her name because she was always happy when she was a child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Her name doesn't fit her. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Her name is common where she comes from. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

03 6 Underline the stressed words in each sentence. Then listen to check.

- 1 That's an unusual name.
- 2 My friends call me Sol.
- 3 Do you know what your name means?
- 4 Do you like your name?
- 5 It's pretty common in my country.
- 6 Were you named after anyone?
- 7 What does Marisol mean?
- 8 What did you say your name was?



HINT:

Think about which words are important for the meaning of the sentence. These words (content words) are usually stressed.

7 Match the definitions with the words.

- | | |
|--|----------------|
| 1 a feeling of respect or approval | a eccentric |
| 2 a shortened version of a name | b nickname |
| 3 an informal name that your friends or family call you and is not your real name | c admiration |
| 4 an invented name that artists or writers use publicly instead of their real name | d recognizable |
| 5 something that is typical and may be based on old customs or beliefs | e traditional |
| 6 a word to describe strange or unusual behavior | f adulthood |
| 7 the period of your life when you are an adult | g diminutive |
| 8 to be able to identify someone or something from a particular feature | h pseudonym |

- 1 Word search: personality adjectives
- 2 Grammar: present progressive or simple present
- 3 Grammar: present progressive
- 4 Grammar: present progressive and stative and active verbs
- 5 Reading: graphology
- 6 Vocabulary: personality adjectives

1 Do the word search. The theme is *personality adjectives*.



S	A	E	V	M	F	C	R	E	A	T	I	V	E	W
Z	C	T	M	A	P	P	V	F	H	K	R	V	D	P
S	B	Q	P	O	T	R	C	J	T	M	R	H	J	I
B	K	G	G	Q	D	X	O	W	A	D	I	S	F	R
D	I	U	K	E	C	E	N	U	K	W	T	V	D	Z
W	I	B	O	P	N	T	S	M	D	H	A	G	U	T
D	F	S	J	U	O	E	E	T	T	N	T	R	K	E
X	B	M	C	A	T	T	R	A	C	T	I	V	E	Y
S	J	O	K	I	Z	J	V	O	Z	L	N	F	E	S
A	O	S	R	F	P	F	A	M	U	A	G	Y	X	K
F	K	Y	O	I	A	L	T	M	L	S	H	Y	J	Q
I	R	O	M	A	N	T	I	C	Z	W	G	U	M	N
I	A	W	S	C	N	G	V	N	P	J	L	R	L	H
Z	Q	A	C	T	I	V	E	F	E	P	J	F	H	G
C	P	M	I	P	B	U	V	X	X	D	C	B	T	Y

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

2 Underline the correct verb form in each sentence.

- 1 He *does* / *'s doing* his homework right now.
- 2 I'm sure you *know* / *are knowing* the type of person he is.
- 3 A Can you hear that music?
B Yes, that's Mary. She *practices* / *'s practicing* the piano.
- 4 *Do you understand* / *Are you understanding* what he's talking about?
- 5 I *like* / *am liking* your handwriting. It's very easy to read.
- 6 I can't talk to you right now because I *cook* / *am cooking* dinner.
- 7 I *recognize* / *am recognizing* that man. Isn't he an actor?
- 8 *Does this belong* / *Is this belonging* to you?

3 Complete the sentences with the correct present progressive form of the verbs from the box.

do watch wait study work increase cook annoy

HINT:
Be careful!
Some of the verbs may need to be negative.

- 1 Excuse me, sir. _____ you _____ for a table?
- 2 Hey! Stop whistling! It _____.
- 3 I can't help you because I _____ dinner.
- 4 The cost of living _____ all the time.
- 5 What subjects _____ you _____ in college this year?
- 6 I _____ here until I can find a better job.
- 7 I _____ anything right now, so I can help you with your homework.
- 8 You _____ always _____ TV! Why don't you read a book instead?

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4 Check the correct sentences and correct the incorrect sentences.

- 1 Are you liking this movie? _____
- 2 I'm visiting my parents this evening. _____
- 3 Sorry, I don't understand the question. _____
- 4 He's owning two cars. _____
- 5 I write you now to invite you to dinner. _____
- 6 What are you having for lunch? _____
- 7 I'm believing you don't know each other. _____
- 8 I'm living with my parents right now. _____
- 9 How do you feel? _____
- 10 Are you wanting anything else? _____

5 Read the text about graphology. Then check *True* or *False* for each sentence.

Graphology

Graphology, or the study and analysis of handwriting, is an ancient science. But what is it and what can it tell us about a person?

Handwriting is often referred to as "brain writing" because it is a subconscious function. When a person writes, the brain sends signals to the hand to make tiny movements. These movements show a person's personality. Handwriting is like body language, but is "frozen," and therefore more easily analyzed.

For example, if your writing is very small, then you are an attentive person and you are not easily disturbed. On the other hand, if your writing is large, then you are a serious person and often very proud of yourself. A person who doesn't cross the letter "t" is forgetful, and someone whose writing is angular and sharp is often pretty angry. Handwriting analysis cannot tell us the age, sex, or race of a person.

- | | True | False |
|---|--------------------------|--------------------------|
| 1 Graphology is a fairly new thing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 "Brain writing" is another name for handwriting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 People are aware of how they are writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The way people hold pens tells us about their personality. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 It is harder to analyze body language than handwriting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 People who are serious have small writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 It might be difficult to tell the difference between the words "time" and "lime" if the writer is a forgetful person. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Men and women have very different handwriting. | <input type="checkbox"/> | <input type="checkbox"/> |

6 Complete each sentence with the correct adjective from the box.

active conservative friendly generous irritating organized romantic serious

- 1 John's very _____. He lent me \$50 last week.
- 2 He's not very _____. He can never find anything he's looking for.
- 3 Wow! He's so _____. Last week he took me out for a candlelit dinner.
- 4 Don't you find her _____? Always asking questions and complaining about everything.
- 5 She's so _____. She doesn't want anything to change, and just look at the clothes she wears!
- 6 He's always very _____. I've never seen him laugh.
- 7 She's always doing things – throwing parties, traveling, going out. She's such an _____ person.
- 8 I don't think Ben's a very _____ person. He spends a lot of time on his own.

1 Vocabulary: colors

2 Language practice: adjectives from lesson 3

3 Language practice: adjectives associated with colors

4 Listening: identifying colors

5 Reading: the meanings of colors

1 Circle the word that *doesn't* belong in each list.

- | | | | | |
|---------------------|---------|----------|---------|---------|
| 1 Eggs can be ... | a white | b yellow | c hazel | d brown |
| 2 Hair can be ... | a blond | b rosé | c light | d brown |
| 3 Eyes can be ... | a hazel | b green | c red | d fair |
| 4 Wine can be ... | a red | b blue | c white | d rosé |
| 5 Coffee can be ... | a black | b fair | c white | — |
| 6 Bread can be ... | a white | b brown | c black | d hazel |
| 7 Skin can be ... | a fair | b white | c blond | d dark |
| 8 Meat can be ... | a rosé | b white | c red | d dark |

2 Complete each sentence with the correct adjective from the box.

quiet negative radical fun dull cold

- He's an incredibly _____ person; he never thinks anything good is going to happen.
- I prefer hanging out with people who are _____; people who are serious all the time are very boring.
- The problem with Sarah is that she can be very _____ towards people she doesn't know – she's not very friendly or kind.
- John has become so _____ recently. He hasn't been out in ages and he never wants to do anything!
- I wish Sally wouldn't be so _____ when she's with other people. In a one-on-one situation she's so talkative, but she doesn't say a word when she's in a crowd.
- He has some pretty _____ views – he believes that everyone should go to prison for a crime, even children.

3 Underline the word that best completes each sentence.

- Yellow is a bright, *dull / aggressive / happy* color. People who wear yellow clothes are said to be warm and cheerful.
- White, of course, is the color associated with being *pure / negative / dull*. This is why in many countries the color worn at weddings is white.
- Red is a very *happy / aggressive / respectable* color. That's why people who drive red cars have more crashes than other drivers!
- Is green a *dull / happy / radical* color? I'm not sure. After all, green is the color of plants and nature. Are these things uninteresting?
- How can gray be *respectable / happy / radical*? I suppose it's because it's connected with business people often wearing gray suits.
- Blue has energy and indicates change and a new start, and so is sometimes seen as *negative / radical / dull*.
- Black is the color of darkness and melancholy. For this reason, many people think that black is a *negative / happy / warm, cold* color.

4 Listen to the conversations. Circle the correct description.

- 1 Greg has ...
 - a blond hair, green eyes, and fair skin.
 - b blond hair, green eyes, and tan skin.
 - c blond hair, brown eyes, and fair skin.
- 2 Mike wants his coffee ...
 - a white and in a yellow mug.
 - b white and in a blue mug.
 - c black and in a yellow mug.
- 3 The flowers they send are ...
 - a red.
 - b pink.
 - c yellow.



5 Read the text about colors. Then check *True* or *False* for each sentence.

Colors are interesting. The same color can have very different meanings, even within the same culture. Take the color red. Red can represent romance and love; for example, red roses or a red heart on Valentine's Day. On the other hand, red also means danger. Then again, a person with a red face might be embarrassed about something and not angry. Around the world, red is also associated with health. In China, a red ruby is worn to promote long life, while red wool is used in various

countries to help prevent or cure illness: in Scotland it is used on sprains, in Ireland with sore throats, and in Macedonia to stop fevers. Another color that often has lots of meanings is yellow. Yellow is a bright color with many positive associations. For example, someone who wears yellow clothes is seen as happy, creative, warm, and relaxed. But it also has negative connotations. Yellow is used to describe a coward or a person who is jealous, and it is also linked to old age and illness.

What do different colors mean to you?

- 1 If you were in love, you might give someone a red rose.
- 2 If you had a red face, you would definitely be angry.
- 3 People in China think that wearing a ruby will help them live longer.
- 4 Yellow is often connected to feeling well.
- 5 Red wool is used in many countries to help people get better.
- 6 Yellow always has a positive meaning.
- 7 A friendly person might dress in yellow.
- 8 Red is often used to warn people that something is dangerous.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

- 1 Grammar: simple past, *used to*, or *be used to*
- 2 Grammar: *used to* or *be used to*
- 3 Grammar: simple past, *used to*, and *be used to*
- 4 Grammar: time phrases with simple past and *used to*
- 5 Reading: Maradona
- 6 Listening: Frida Kahlo

1 Underline the correct verb form in each sentence.

- 1 Pelé *was* / *used to be* born in Brazil.
- 2 He *used to* / *was used to* play soccer for the New York Cosmos.
- 3 He *was used to* / *used to* play barefoot.
- 4 He *used to* / *was used to* being recognized wherever he went.
- 5 Soccer players in Brazil *used to* / *weren't used to* being famous.
- 6 As a child, Pelé *used to* / *was used to* clean people's shoes.
- 7 He first *played* / *used to play* for Brazil at the age of 16.
- 8 He *scored* / *used to score* two goals in the 1958 World Cup final.

2 Complete the sentences with the correct form of either *used to* or *be used to* and the verbs in parentheses.

- 1 When I was young, I _____ (take) guitar lessons.
- 2 He's just started his first job, but he _____ (not get up) early!
- 3 I _____ (hate) speaking in public, but now I'm a teacher, I _____ (do) it!
- 4 When my mother was young, she _____ (walk) four kilometers to school every day.
- 5 I _____ (have) long hair, but I cut it off when I was 15.
- 6 I _____ (not drive) a manual car, so I found it very difficult when we rented a car for our vacation in Europe!

3 Check the sentences that are correct.

- 1 He was used to be famous.
- 2 We were used to getting up early.
- 3 She wrote her first novel at the age of 15.
- 4 She used to be born in Mexico.
- 5 Her sister used to help her with her homework.
- 6 When she was young, she learned to play the piano.
- 7 Her mother was used to work in a hospital.
- 8 They weren't used to wear shoes.

4 Look at the time words and phrases. Put them into the correct column in the table, depending on whether they can be used with just the simple past, or with the simple past and *used to*.

yesterday when I was a child when I was 14 this morning
 on my birthday last year on my last birthday at nine o'clock

simple past	simple past and <i>used to</i>

HINT:

Think about whether the time expression talks about the recent past, a single occasion, a longer time frame, or a time frame that is repeated.

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5 Read the text about Maradona. Circle the correct ending for each sentence.

Diego Armando Maradona was born on October 30th, 1960, in the poor district of Lanus in Buenos Aires, Argentina. Maradona was the fifth of eight children. At the age of ten, he was signed by Argentinos Juniors and made his debut on October 20th, 1976.

The following year, Maradona made his international debut against Hungary, a game which Argentina won 5–1. However, he wasn't selected for the 1978 World Cup team because it was felt he was too young. A year later, he scored his first international goal and was voted South American Player of the Year, an award he won five more times.

In 1982, Maradona moved to Europe and joined Barcelona. Two years later, he joined Italian giants Napoli for about \$8.2 million. Three years after joining Napoli, he helped them win the Italian league for the first time in the team's history.

During the 1986 World Cup finals in Mexico, Maradona scored two goals against England in the quarter finals. The second goal was later chosen as one of the best goals ever. Argentina went on to win the final and lift the World Cup for the second time.

Maradona finally retired from soccer on October 30th, 1997.



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- 1 Diego Maradona ...
 - a was the oldest child in his family.
 - b was an only child.
 - c had lots of brothers and sisters.
- 2 He was signed by a soccer team ...
 - a in 1960.
 - b In 1970.
 - c In 1976.
- 3 He played his first game for Argentinos Juniors ...
 - a 10 days before he was 16.
 - b when he was 16.
 - c in 1977.
- 4 When he played his first game for Argentina, ...
 - a he scored a goal.
 - b he was on the winning team.
 - c he was only 15.
- 5 He was voted South American Player of the Year ...
 - a 4 times.
 - b 5 times.
 - c 6 times.
- 6 Barcelona ...
 - a signed Maradona when he was 21.
 - b paid about \$8.2 million for Maradona.
 - c won the Italian league with Maradona.
- 7 Napoli won the Italian league for the first time in ...
 - a 1982.
 - b 1984.
 - c 1987.
- 8 In the 1986 World Cup, Maradona scored ...
 - a two goals against Mexico.
 - b two goals against England.
 - c only one goal against England.

05 6 Listen to a radio program about Frida Kahlo. Number the sentences in the order that they happened.

- Frida Kahlo was born. _____
- She began painting. _____
- She died. _____
- She married Diego Rivera. _____
- She suffered from polio. _____
- She taught art. _____
- She traveled to the U.S. _____
- She was involved in a crash. _____
- The family home "Casa Azul" was built. _____
- The Mexican Revolution took place. _____

- | | |
|-----------------------------------|------------------------------|
| 1 Reading: two newspaper articles | 5 Pronunciation: money words |
| 2 Listening: a radio news report | 6 Listening: money issues |
| 3 Vocabulary: money | 7 Listening: money issues |
| 4 Vocabulary: money | |

1 Read the two texts. Check the correct answer for each question.

CATS IN THE MONEY

When Grace McBride died, her cats were in for a surprise. Grace, 82, lived alone with her six cats in an old house in the town of New Haven, Maine. When Grace's family read her will, they discovered she was worth over 10 million dollars – and she had left it all to her cats! Paul Sanchez, a local resident, said, "It came as a shock. She never spent any money and was always dressed in the same clothes."

Martinez's Misfortune

Early yesterday, Martin Martinez died at the age of 68 in his Beverly Hills home. In recent years, Martinez, who starred in more than fifty movies, was rumored to be worth around \$50 million, but died penniless. In his prime, he earned more than \$1 million per movie and held extravagant parties at his home. Martinez is survived by his second wife and six children.

- Who died with no money?
- Who was stingy?
- Who was famous before dying?
- Who made a fortune from acting?
- Who left all the money to their pets?
- Who was thought to be very rich before dying?
- Who was oldest at death?

Grace McBride	Martin Martinez
<input type="checkbox"/>	<input type="checkbox"/>

06 2 Listen to a radio report about Grace McBride. Underline the ten words in the newspaper report to the right that are different from the words in the radio report.

3 Underline the correct word in each sentence.

- Could you *borrow* / *cash* / *lend* me \$50?
- I'll *borrow* / *pay* / *spend* you back next week.
- How much do you *investment* / *earn* / *receipt* per month?
- I wouldn't *buy* / *cash* / *receipt* that. It's a complete *lend* / *spend* / *waste* of money.
- How much money did you *earn* / *lend* / *win* in the lottery?
- I'll *lend* you some money. How much do you want to *borrow* / *lend* / *waste*?
- Every month I *buy* / *receipt* / *spend* \$30 on books and CDs.
- I'm sorry, you have to *pay* in *buy* / *cash* / *receipt*. We don't take credit cards.
- A Can I return this? It's too big.
B Sure. Do you have your *buy* / *receipt* / *spend*?

CATS IN THE MONEY

When Grace McBride died, her cats were in for a surprise. Grace, 82, lived alone with her six cats in an old house in the town of New Haven, Maine. When Grace's family read her will, they discovered she was worth over 10 million dollars and she had left it all to her cats! Paul Sanchez, a local resident, said, "It came as a shock. She never spent any money and was always dressed in the same clothes."

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4 Read the sentences, then check *True* or *False*.

- 1 A person who is stingy likes spending money.
- 2 If you get a receipt, it shows that you have bought something.
- 3 When you waste money, you use it in a sensible way.
- 4 A salary is money that you are paid for work that you do.
- 5 If you are a magnate, then you are successful in business.
- 6 When you pay in installments, you pay the full amount immediately.
- 7 When you borrow money from people, they will pay it back to you.
- 8 A ransom is money that you pay to get people released when they have been kidnapped.
- 9 Paying cash involves paying with bills and coins.
- 10 A miserly person likes spending money.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

07 5 Listen to the words and underline the correct pronunciation.

- | | |
|----------------|--------------|
| 1 a money | b money |
| 2 a investment | b investment |
| 3 a salary | b salary |
| 4 a borrow | b borrow |
| 5 a receipt | b receipt |
| 6 a wealthy | b wealthy |
| 7 a lottery | b lottery |
| 8 a credit | b credit |



08 6 Listen to five conversations about money. Match each conversation with the correct statement.

- | | |
|----------------|--|
| Conversation A | is about paying too much for a bad experience. |
| Conversation B | is about someone who is miserly. |
| Conversation C | is about someone's salary. |
| Conversation D | is about paying too much for something. |
| Conversation E | is about lending someone money. |

7 Listen to the conversations in exercise 6 again. Check *True* or *False* for each statement.

- | True | False |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

- 1 Grammar: word order with regrets
- 2 Grammar: regrets and consequences
- 3 Grammar: verb forms after *I wish/if only*

- 4 Pronunciation: expressing interest and surprise
- 5 Vocabulary: school and careers
- 6 Crossword

1 Write the words in the correct order to make sentences.

- 1 famous / I wish / were / I / .

- 2 more / If only / . / had / friends / I

- 3 hadn't / . / all / money / I wish / my / I / spent

- 4 . / If only / late / arrived / hadn't / I

- 5 job / had / I wish / a / . / I / better

- 6 so / I / I wish / eaten / much / hadn't / !

- 7 in / listened / school / . / If only / had / I

- 8 been / ! / stupid / I / so / hadn't / If only

2 Match the regrets on the left with the consequences on the right.

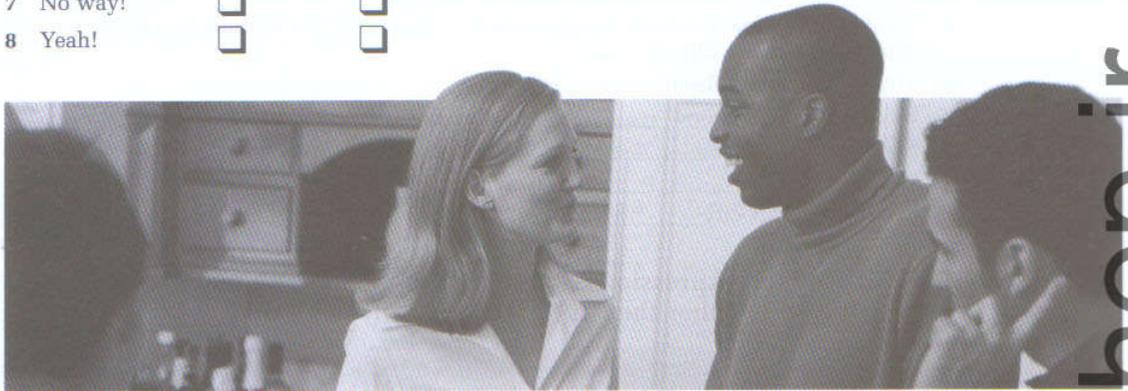
- | | |
|--|---------------------------------|
| 1 I wish I'd listened to my teacher. | a Now I'm soaking wet. |
| 2 If only I hadn't eaten that cake. | b Everyone is talking about it! |
| 3 I wish I'd gone to bed earlier. | c This exam is so difficult. |
| 4 If only I'd remembered my umbrella. | d I don't know anyone here. |
| 5 I wish I'd watched that TV show. | e He'd know what to do. |
| 6 If only I hadn't forgotten her birthday. | f I'm so tired! |
| 7 I wish I hadn't moved to a new city. | g She's very upset. |
| 8 If only Peter were here. | h I feel sick. |

3 Underline the correct verb form in each sentence.

- 1 Oh! Look at my hair. I wish I *look / looked / had looked* better.
- 2 If only I *had paid / had been paid / had to be paid* attention. I'd know the answer.
- 3 I wish I *can fly / could fly / am able to fly*.
- 4 If only I *didn't buy / had bought / hadn't bought* that dress. I'd still have some money left.
- 5 I really wish I *could / could have / can go* on vacation.
- 6 I wish I *had / hadn't / haven't* forgotten her name. It's so embarrassing!
- 7 If only I had *ask / been asking / asked* her. She might have said yes!
- 8 I wish I *didn't argue / hadn't argued / had argued* with my parents last night. Now they're not speaking to me.

4 Listen to the conversations and check the feeling being expressed by the second speaker.

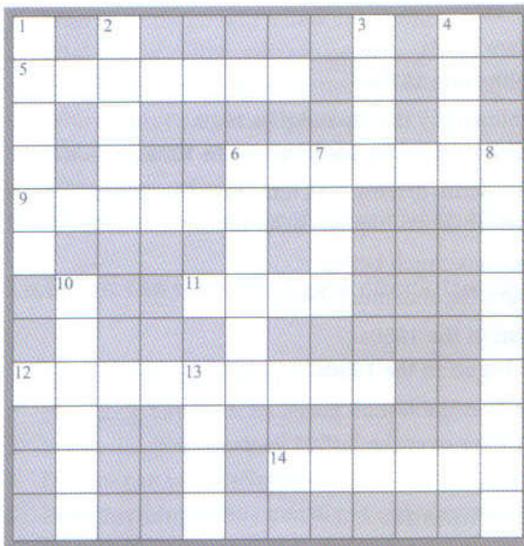
	Surprise	Interest
1 Again!	<input type="checkbox"/>	<input type="checkbox"/>
2 Uh, huh.	<input type="checkbox"/>	<input type="checkbox"/>
3 Oh! Thanks.	<input type="checkbox"/>	<input type="checkbox"/>
4 Amazing!	<input type="checkbox"/>	<input type="checkbox"/>
5 Really?	<input type="checkbox"/>	<input type="checkbox"/>
6 When?	<input type="checkbox"/>	<input type="checkbox"/>
7 No way!	<input type="checkbox"/>	<input type="checkbox"/>
8 Yeah!	<input type="checkbox"/>	<input type="checkbox"/>



5 Underline the word or phrase that *doesn't* fit in each sentence.

- When did you *drop out of* / *found* / *graduate from* college?
- I *graduated from* / *started* / *worked for* a company.
- You really should *accept* / *quit* / *turn down* that job offer.
- Jane has just *turned down* / *accepted* / *opened* a new job.
- Do you know when the *factory* / *store* / *team* opened?
- He *founded* / *started* / *opened* the company when he was just 24 years old.
- He quit *the team* / *university* / *the job offer* after just a year.

6 Do the crossword.



Across

- My cousin is a millionaire. He made a selling computer equipment.
- A is what you get as proof of buying something.
- We to pay any ransom money for Mr. Jenkins.
- I I hadn't moved to the city. It's so crowded.
- Put your of baseball to the test with this quiz.
- A person who makes metal joints is a

Down

- I can't to go to Europe this summer. I'm broke.
- I lost the receipt. Now I don't have any of purchase.
- Many people look for and fortune, but few find it.
- They left the country after the military
- When you your composition, include these changes.
- is money in the form of bills and coins.
- The situation will change. It's just
- The criminals wanted a million dollars in money.
- To money is to give someone money temporarily.

- 1 Grammar: *since* and *for*
- 2 Grammar: time expressions with *since* and *for*
- 3 Grammar: present perfect or simple past
- 4 Reading: different text types about cellphones
- 5 Listening: cellphones
- 6 Pronunciation: question intonation

1 Complete each sentence with *since* or *for*.

- 1 I've had my new cellphone _____ last year.
- 2 I haven't heard from you _____ over a week.
- 3 The number of car accidents has decreased _____ the introduction of the ban on using cellphones while driving.
- 4 That cellphone has been on the market _____ about six months.
- 5 He's been on the phone _____ over an hour.
- 6 She's worked there _____ about three years.
- 7 I've been at work _____ 9 o'clock.
- 8 I've lived in this city _____ 1997.

2 Look at the time expressions. Put them into the correct column in the table, depending on whether they are used with *since* or *for*.

2003 25 years March a few hours this afternoon
 a long time a week last week yesterday eight minutes

for	since

3 Circle the correct sentence in each pair.

- 1 a Cellphones were around since the late 1970s.
 b Cellphones have been around since the late 1970s.
- 2 a The first cellphone system was developed by the Japanese in 1979.
 b The first cellphone system has been developed by the Japanese in 1979.
- 3 a In Britain, a ban on using cellphones while driving was introduced in 2003.
 b In Britain, a ban on using cellphones while driving has been introduced in 2003.
- 4 a Since their invention, cellphones became much better.
 b Since their invention, cellphones have become much better.
- 5 a The communication revolution began in the 1950s.
 b The communication revolution has begun in the 1950s.
- 6 a Cellphones improved people's lives over the last 25 years.
 b Cellphones have improved people's lives over the last 25 years.
- 7 a I bought my first cellphone when I was 15.
 b I have bought my first cellphone when I was 15.
- 8 a Over the last few years, many countries banned the use of cellphones while driving.
 b Over the last few years, many countries have banned the use of cellphones while driving.

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4 Read the texts. Then check *True* or *False* for each statement.

Text A

The new G3 phone
gives you more options than ever before.
For further details text 83010.

Text B

To settle this bill you don't need to take any action.
Payment will be taken from your bank account on the due date.

Text C

Do not leave your cellphone in view. Thieves are operating in this area.

Text D

- Step 1** Make sure the battery is fully charged.
- Step 2** Insert the SIM card.
- Step 3** Turn the cellphone on.
- Step 4** Key in the PIN provided.
- Step 5** Your cellphone is now operational.

- 1 Text A is an advertisement.
- 2 Text C is a warning.
- 3 To pay the bill you need to send a check.
- 4 You need to put your SIM card in after turning the cellphone on.
- 5 The G3 phone is better than before.
- 6 Money will be added to your bank account before the due date.
- 7 You need to enter a PIN before your phone will work.
- 8 The number to text if you are interested in the G3 phone is 83100.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

10 5 Listen to four people talking about cellphones. Write the number of the speaker next to each question.

- 1 Who thinks cellphones are annoying? _____
- 2 Who recently bought a new cellphone? _____
- 3 Who thinks cellphones are necessary? _____
- 4 Who mentions food in connection with cellphones? _____
- 5 Who doesn't own a cellphone? _____
- 6 Who mentions a time when there were no cellphones? _____
- 7 Who uses a cellphone to play games? _____
- 8 Who doesn't want to be disturbed when on vacation? _____

n 6 Listen to the questions and check the correct intonation.

- | | Rising | Falling |
|---|--------------------------|--------------------------|
| 1 Do you have a cellphone? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 How long have you had your cellphone? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 When did you buy your cellphone? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Do you use your cellphone a lot? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Does anything annoy you about cellphones? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 What's the most annoying thing about cellphones? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Would you be able to manage without your cellphone? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 How often do you text your friends? | <input type="checkbox"/> | <input type="checkbox"/> |

HINT:
Think about whether the answer is *yes/no*. Remember that in *yes/no* questions the voice usually rises.

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- | | |
|---|--------------------------------|
| 1 Word search: the Internet | 4 Language practice: emoticons |
| 2 Pronunciation: Internet words | 5 Reading: using the Internet |
| 3 Language practice: e-mail abbreviations and emoticons | 6 Vocabulary: the Internet |

1 Do the word search. The theme is *the Internet*.



J P M M O K O Q B U J U F N Q
 Z F D K S L N N H Y C R B K G
 U R C H A T R L L G D C L N U
 E U W X C T X A V I R U S U E
 D W U E M O T I C O N L M S H
 R D O W N L O A D A K E O V K
 U V M H I S L P C R A S H D B
 G E U Y U F J K Q H A N D L E
 U C V U P R O G R A M A H N P
 G I W V X I N T E R N E T P C
 H P Q I P M K L A I W O N Y O
 D E Z B Y W A B W E B S I T E
 F H N V P F D F B M B U E Z R
 D G X Y I A F V E Z Y R E J O
 L W J H F K C U N S T F G V G

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

2 Match a word on the left with a word with the same word stress on the right.

HINT:
 Try saying the words out loud before you match them.

- | | |
|--------------|-------------|
| 1 surf | a addict |
| 2 receive | b connected |
| 3 Internet | c crash |
| 4 attachment | d connect |
| 5 virus | e netizen |

3 Match the phrases with the abbreviations or emoticons.

- | | |
|-------------------------------|-----------------|
| 1 Are you ok? | a :-o |
| 2 And you? | b :* :* :* |
| 3 Bye for now. | c ru ok? |
| 4 Lots of kisses. | d c u 2nite |
| 5 See you later. | e bfn |
| 6 See you tonight. | f u make me lol |
| 7 Oh, no! | g cu l8r |
| 8 You make me laugh out loud. | h nu? |

4 Look at the emoticons and decide what each one represents. Circle the correct answer.

- | | | | |
|---------|-----------|-----------|-------------|
| 1 :-) | a happy | b sad | c angry |
| 2 :-o | a happy | b sad | c surprised |
| 3 (o_o) | a sad | b shocked | c angry |
| 4 :_o | a sad | b sleepy | c scared |
| 5 :-< | a happy | b sad | c angry |
| 6 ;-) | a a wink | b a smile | c a kiss |
| 7 :* | a a wink | b a smile | c a kiss |
| 8 :(| a worried | b sleepy | c surprised |

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5 Read the text about using the Internet. Then check *True* or *False* for each sentence.

Cyber Junkie?

Am I hooked? First thing in the morning I write my diary using a macro that automatically underlines the last entry, inserts the date, and positions the cursor.

First cup of coffee as I attend to my e-mail. I am the moderator of ten TEFL electronic discussion lists, and even non-letter-writing German and English nephews and nieces sometimes send private messages. I log into my German and English bank accounts, and increase overdrafts by ordering books through an online bookstore, or, feeling guilty, from a real bookshop. I watch the TV news online and consult a couple of online newspapers. I check two items on a concordance in Japan, look up "blackbirds" in an encyclopedia in the USA, prompted by the two making noise in the garden below, and work on the CD-ROM on English pronunciation that I am due to review for one of my lists, relieved to find that my microphone is working again.



I've registered for a free, online seminar (online learning) in November, and, in preparation, spend ten minutes with "Learn the basics of Romanian" that I found using a search engine.

My wife, real, not virtual, calls me for breakfast.

- 1 The man has an Internet phobia.
- 2 He has breakfast before he turns on his computer.
- 3 He gets lots of e-mail.
- 4 He probably reads a lot.
- 5 He watches the news on TV.
- 6 There are two birds in his garden.
- 7 He is writing a CD-ROM about English pronunciation.
- 8 He can speak Romanian fluently.
- 9 He is married.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

6 Write a word or phrase from the box for each definition. Be careful! There are ten words and only eight definitions.

attachment crash download log off file log on offline online surf virus

- 1 connected to the Internet
- 2 to look through different websites on the Internet
- 3 move information from the Internet to a computer
- 4 to finish using a computer
- 5 when a computer program stops working suddenly
- 6 information that you store under a particular name
- 7 a program that enters a computer and damages or destroys information
- 8 a computer file sent with an e-mail message

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- | | |
|--|--|
| 1 Grammar: adverbs used with the present perfect | 4 Grammar: adverbs used with the present perfect |
| 2 Language practice: words from lesson 3 | 5 Grammar: word order with adverbs |
| 3 Grammar: adverbs used with the present perfect | 6 Listening: different ways of talking |

1 Circle the correct answer to complete each sentence.

- 1 Have you seen Alex ___?
a just b still c recently
- 2 Come on! We ___ have time.
a yet b still c recently
- 3 Have you ___ been to the U.S.?
a ever b still c yet
- 4 No, I haven't been there ____.
a ever b still c yet
- 5 I'm sure that Chris has ___ come back from there.
a ever b just c still
- 6 I'm ___ waiting for an answer.
a ever b yet c still
- 7 I've ___ found out that I passed the exam!
a just b still c yet
- 8 You've ___ been working on that for half an hour.
How much longer will it take?
a already b yet c still

2 Match the words with the definitions.

- | | |
|---------------|---|
| 1 weirdo | a your general view and attitude about things |
| 2 therapeutic | b to talk about what you have done in a way that sounds too proud |
| 3 persuade | c full of busy activity |
| 4 outlook | d someone who behaves in a way that seems strange |
| 5 hectic | e a situation that causes problems or annoys someone |
| 6 hassle | f to make someone agree to do something or believe in something |
| 7 gossip | g to talk about people or things that are not important and are often private |
| 8 frantic | h lots of things or people |
| 9 dozens | i something that helps you feel better or calm |
| 10 boast | j busy and hurried, often with a degree of worry |

3 Underline the correct word in each sentence.

- 1 Have you *ever* / *yet* visited London?
- 2 No. I've *ever* / *never* been to London.
- 3 Yes. I've *still* / *just* returned.
- 4 Tom has *still* / *recently* finished his exams.
- 5 Have you talked to Chris *recently* / *just*?
- 6 I've *already* / *yet* heard the latest gossip.
- 7 He *ever* / *still* hasn't managed to persuade her, has he?
- 8 I've *just* / *ever* spoken to Sally. She's so upset!

4 Check the sentences that are correct.

- 1 Is he still hassling you?
- 2 Have you heard the news just?
- 3 I've ever understood why people gossip.
- 4 I've recently started learning Spanish.
- 5 Have you yet talked to your friends?
- 6 Do you ever discuss things with your partner?
- 7 Have you still been to the movies?
- 8 I've already told you about that!

5 Write the words in the correct order to make sentences.

- 1 already / I / have / book. / read / this

- 2 spoken / still / . / haven't / Jack / to / I

- 3 seen / Have / ? / Mike / yet / you

- 4 has / gossip / started / . / The / just

- 5 a / ? / ever / used / chat room / you / Have

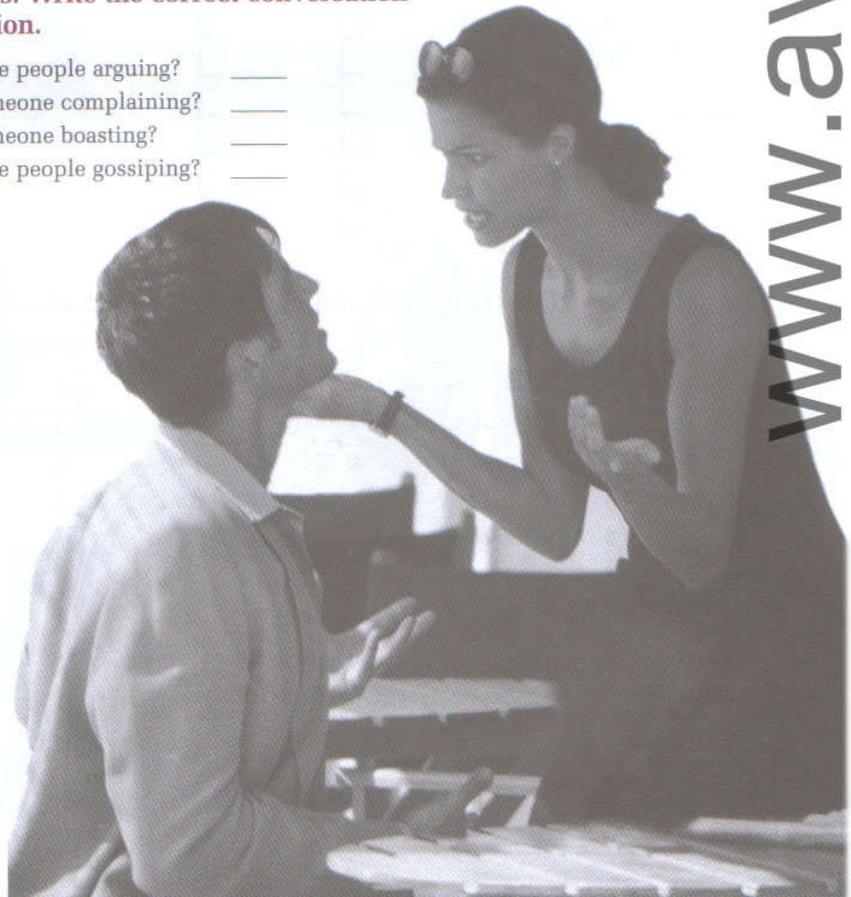
- 6 Mary / you / to / Have / yet / tried / ? / persuade

- 7 my / I / have / thought / future. / about / recently

- 8 anything / I / . / heard / so / never / ridiculous / have

12 6 Listen to four conversations. Write the correct conversation number next to each question.

- 1 In which conversation are the people arguing? _____
- 2 In which conversation is someone complaining? _____
- 3 In which conversation is someone boasting? _____
- 4 In which conversation are the people gossiping? _____



- | | |
|---|--|
| 1 Language practice: word formation | 4 Grammar: present progressive for future arrangements |
| 2 Pronunciation: intonation | 5 Grammar: future plans, intentions, and arrangements |
| 3 Grammar: future plans, intentions, and arrangements | 6 Listening: how people met their partners |

1 Complete the paragraph with the correct form of the words in parentheses.

First (1) impressions (impress) count. We often make lasting opinions within the first ten seconds of our initial encounter with someone. Whether we find this person (2) _____ (interest) or (3) _____ (attract) is often decided in a matter of moments. The way in which we make our (4) _____ (judge) on whether we find a person beautiful or not is not always clear. In fact, it appears that it is more important whether we find someone (5) _____ (fascinate) or unusual than beautiful. Another thing which we find (6) _____ (appeal) is a person's (7) _____ (express). We are far more likely to start up a (8) _____ (converse) with a person who is smiling than one who is frowning. And, as we all know, relationships are often built on how easy it is to talk with each other as well as physical (9) _____ (attract). But, as they say, opposites attract, and this is often true.

13 2 Listen to each conversation. Does the second speaker sound interested or bored? Check *Interested* or *Bored*.

	Interested	Bored
Conversation 1	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 2	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 3	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 4	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 5	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 6	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 7	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 8	<input type="checkbox"/>	<input type="checkbox"/>

HINT:
Listen to the intonation as well as what the speakers say.

3 Read the sentences and check the correct answer.

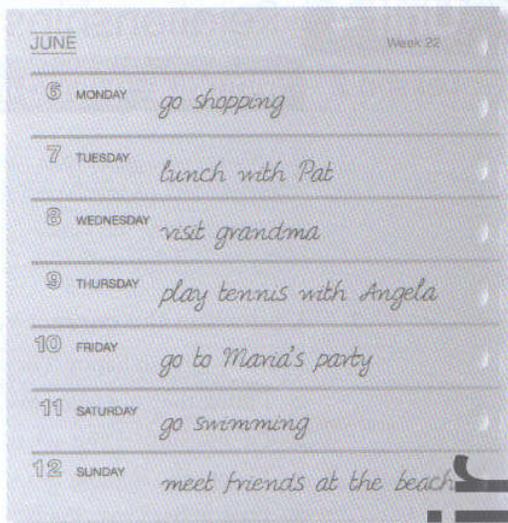
	Arrangement	Intention	Definite plan/routine
1 The bus leaves at 10 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I'm meeting Suzy outside the movie theater.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 We're having dinner at Macy's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I'm going to visit Rio for the carnival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Are you going to watch the Olympics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 What time are you leaving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 The movie starts at 7, not 8!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Don't argue! I'm taking you to lunch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I'm going to leave in about 10 minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HINT:
Remember that a definite plan/routine refers to something fixed, such as a schedule.

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4 Look at Amy's diary page. Complete each sentence with a verb in the present progressive and any other words you need.

- 1 On Monday, Amy _____.
- 2 On Tuesday, she and Pat _____.
- 3 On Wednesday, she _____ her grandmother.
- 4 On Thursday, she and Angela _____.
- 5 On Friday evening, she _____ Maria's party.
- 6 On Saturday, she _____.
- 7 On Sunday, she _____ her friends at the beach.



5 Complete each sentence with the correct form (going to, present progressive, or simple present) of the verb in parentheses.

- 1 We _____ (go) to Los Angeles next week. (it's already arranged)
- 2 The bus _____ (leave) at 7 o'clock. (this is the scheduled time)
- 3 _____ you _____ (watch) TV later? (is it your intention?)
- 4 Jane _____ (call) later. (she intends to)
- 5 What time _____ you _____ (leave)? (what time have you arranged to leave?)
- 6 What time _____ the concert _____ (start) on Saturday? (what time is it scheduled to start?)
- 7 I think it _____ (start) at 9 o'clock. (it's scheduled to start at this time)
- 8 We _____ (go) to Spain for our vacation this summer. (it's an arrangement)
- 9 I _____ (visit) friends this weekend. (it's just an intention; I might change my mind)
- 10 What _____ you _____ (do) tonight? (what have you arranged?)

14

6 Listen to four people talking about how they met their partners. Write the correct picture letter next to each conversation. Then listen again and match the conversations with the sentences.

- | | | |
|----------------|-------|--|
| Conversation 1 | _____ | a He or she thinks it's funny how he or she met his or her partner. |
| Conversation 2 | _____ | b He or she deliberately dropped something. |
| Conversation 3 | _____ | c He or she doesn't think it's strange how he or she met his or her partner. |
| Conversation 4 | _____ | d The person listening thinks the story's funny. |



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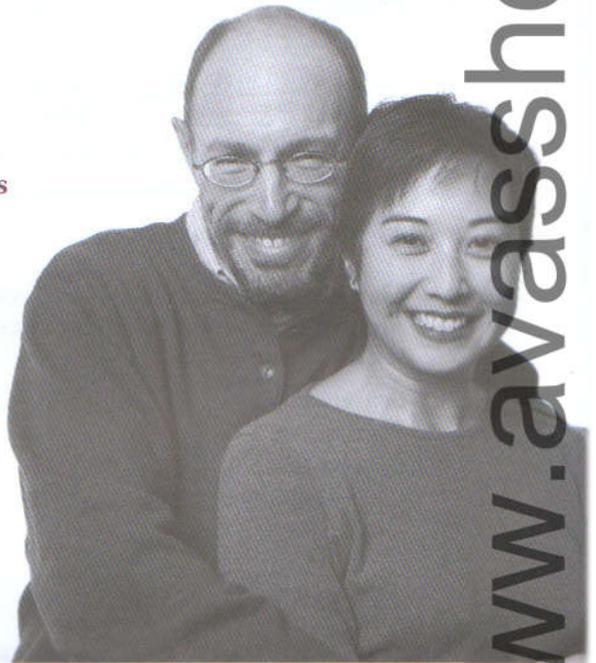
- 1 Grammar: *going to* or *will* to predict the future
- 2 Listening: predicting the future
- 3 Vocabulary: the family
- 4 Reading: an Indian wedding
- 5 Language practice: matching sentences

1 Underline the correct verb form in each sentence.

- 1 They look so happy. I'm sure they *are going to* / *will* get married soon.
- 2 I think they *are going to* / *will* get married next year but that's just my opinion.
- 3 I'm not sure. If you ask me, they *are going to* / *will* get married sooner.
- 4 I know she *is going to* / *will* get married today because she's wearing a wedding dress.
- 5 Look at her eyes. She *is going to* / *will* cry in a minute.
- 6 In my opinion, the number of people getting married *is going to* / *will* definitely decrease in the next ten years.
- 7 According to these statistics, marriage *is going to* / *will* become less important as more women work.
- 8 A Have you seen Mary recently?
 B No, why?
 A She *is going to* / *will* have a baby.
 B Really?

15 2 Listen to the conversation. Check the ideas that are mentioned.

- 1 specific countries
- 2 marriage
- 3 the number of births
- 4 how long people will live
- 5 the age at which people have children
- 6 if the people talking are married
- 7 unmarried people having children
- 8 divorce
- 9 the age at which people get married
- 10 whether the people speaking agree or disagree with the ideas on the show



3 Read the sentences, then check True or False.

- 1 The brother of your wife is your stepbrother.
- 2 A family with only a mother or father is called a single-parent family.
- 3 When you get married, your husband or wife's parents become your in-laws.
- 4 In the U.S., a family with two children is called a working family.
- 5 If a man marries someone with children, he becomes their stepfather.
- 6 Two girls who have the same father but different mothers are stepsisters.
- 7 When a mother has a job and doesn't stay at home, she is called a single parent.
- 8 Your sister-in-law is your husband or wife's sister.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

4 Read the text about Hindu weddings. Circle the correct answer for each question.

Hindu Weddings



A Hindu (Indian) wedding is an extremely complicated event. There are lots of traditions and customs that make these weddings something special. To start with, the female relatives of the groom visit the home of the bride-to-be. They bring perfume, cosmetics, flowers, and other gifts, and help get the bride ready by painting her hands and feet.

During the wedding ceremony, the bride and groom sit in front of a holy fire while the priest recites religious sayings. The couple then walks around the fire before exchanging vows of love. The groom places the bride's hand on his forehead before touching her head with his.

After the celebrations, the bride goes to the house of her husband's parents, where she will live. At the entrance, her feet are washed by his parents before she enters and sprinkles milk in all corners of the house. Finally, the bride takes a handful of salt and places it in the hands of her husband. He then passes it back without spilling any – this is done three times.

- Who visits the bride's home before the wedding?
a her relatives b the groom's relatives c the groom
- Who has body parts decorated?
a the bride b the groom c the priest
- Who paints somebody's feet?
a the bride b the groom c the groom's relatives
- Who conducts the wedding ceremony?
a the bride's father b the groom's relatives c the priest
- Who walks around the fire?
a the bride b the groom c both
- Who puts the bride's hand on the groom's head?
a the bride b the groom c the priest
- Where will the bride live after the wedding?
a with her parents b with her husband's parents c with her husband only
- Who washes the bride's feet?
a her husband b her in-laws c her parents
- Who sprinkles milk around the house?
a the bride b the groom c the groom's mother
- Who would be holding the salt at the end of the exchange?
a the bride b the groom c both

5 Match the beginnings and endings of the sentences.

- | | |
|---|---|
| 1 In fifty years, fewer | a getting engaged before they get married. |
| 2 If fewer people get married, | b will become smaller. |
| 3 In the next fifty years, the average size of families | c there will be less need for them to get married. |
| 4 In the next fifty years, traditional families | d people will get married. |
| 5 People won't bother | e there will be more single-parent families. |
| 6 By 2025, there will be | f will be less common. |
| 7 If more women work, | g more single-parent families than traditional families in the U.S. |
| 8 If more people get divorced, | h there won't be as many divorces. |

1 Grammar: second conditional

2 Grammar: second conditional

3 Vocabulary: friendship

4 Listening: friendship qualities

5 Language practice: words to make speech sound more natural

6 Crossword

1 Read the second conditional sentences and check the ones that are correct. Then look at the incorrect sentences and write the correct form of the verb.

- 1 If my best friend lived near me, I will see her every day. would see
- 2 If someone wasn't honest, they wouldn't be my friend. _____
- 3 If I want to get married, I'd want the person to be my friend to start with. _____
- 4 If I won a lot of money, I wouldn't tell my friends. _____
- 5 If you told me a lie, I would be upset. _____
- 6 If I told you I loved you, would you married me? _____
- 7 If you meet someone famous, what would you do? _____
- 8 If my girlfriend left me, I'd be very unhappy. _____
- 9 If I see someone famous, I wouldn't know what to say. _____
- 10 If I had more time, I will helped you with your homework. _____

2 Match the beginnings and endings of the sentences.

- | | |
|--|--------------------------------|
| 1 If my parents told me who I could be friends with, | a if I had more room. |
| 2 If I fell in love, | b they wouldn't believe it! |
| 3 If my friends saw me, | c you wouldn't argue with him. |
| 4 You could buy her flowers | d I would get married. |
| 5 If you were his friend, | e if they had enough money. |
| 6 I could go traveling | f if you had enough money. |
| 7 I would invite her for a sleepover, | g I would be angry. |
| 8 They would buy a car | h if I had someone to go with. |

3 Complete the sentences with the words and phrases from the box. You may need to change the form of some of the verbs.

fair-weather friend make new friends a real friend friendship best friend strike up a friendship

- 1 If you move to a new area, one way to _____ is to join a club.
- 2 They _____ after she moved into the apartment next door to him.
- 3 My _____ is John; I've known him since we were at elementary school together. We get along really well.
- 4 I really value my _____ with Hannah; she's always there when I need her and she's never too busy to listen to my problems.
- 5 Rebecca is a _____. I thought we were really good friends, but when I lost my job she didn't bother to call me or contact me.
- 6 In my opinion, _____ is someone who never lets you down, who is supportive, and who is there when you need him or her.

4 Listen to four conversations about the qualities that are important in a friend. Write the number of the conversation next to each quality mentioned.

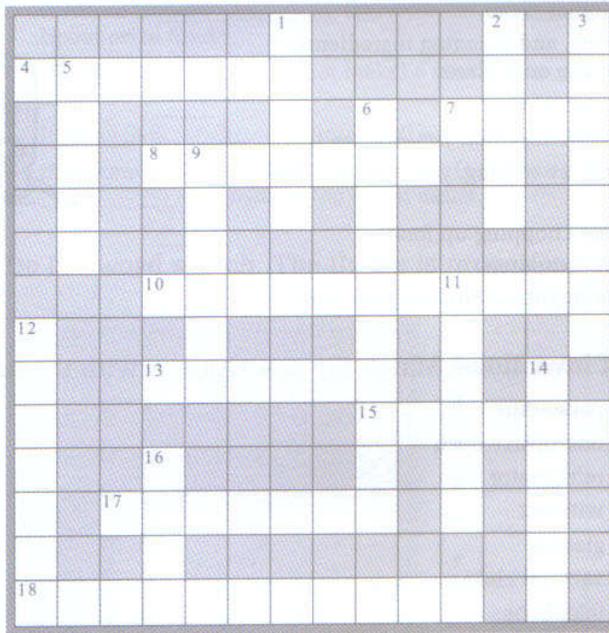
- patience _____
- trust _____
- money _____
- respect _____
- similar age _____
- a sense of humor _____
- good at listening _____
- similar tastes _____



5 Underline the correct word in each conversation.

- 1 A How long have you known Jill?
B Absolutely / Well, I can't remember exactly. It must be over ten years.
- 2 A Can I borrow your car to take Alexia to the restaurant?
B You see / Sure, of course you can.
- 3 A I can't believe she's still with him!
B I know! I mean / Sure, he must be old enough to be her father.
- 4 A I saw Danielle talking to Alisha today.
B Are you absolutely / well certain? I thought they were sworn enemies!
- 5 A I don't understand why we can't just hire a new secretary.
B Well, you see / absolutely, it's not as simple as that. We have to have permission from the managing director.
- 6 A Are you absolutely / sure he went away?
B I think so. He hasn't been into work for a week.

6 Do the crossword.



Across

- 4 I've never heard so much in my life before!
- 7 How do you to behave? Are you always the same?
- 8 Mark is very He always means what he says.
- 10 A is someone in the same position as another person.
- 13 Another way to say "choose" is
- 15 I on paying. I invited you.
- 17 How you stand - your - can show a lot about you.
- 18 A mother, father, and children form a family.

Down

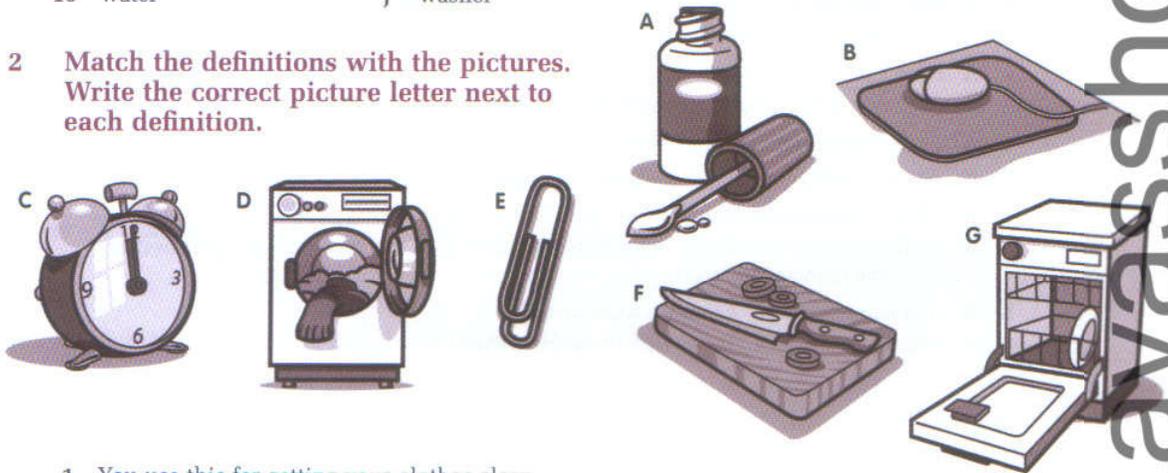
- 1 How did he when he heard the news?
- 2 If this continues, marriage might disappear.
- 3 The fact that he didn't invite us could that he's angry.
- 5 Her new hairstyle looks I hate it.
- 6 Some parents are too of their children.
- 9 You should listen to me. Don't what I'm saying.
- 11 Women always him. They can't leave him alone.
- 12 Another way to say "live together" is to
- 14 means to desire and work towards something.
- 16 Stop complaining! Are you in a bad or what?

- 1 Vocabulary: gadgets
- 2 Vocabulary: describing gadgets
- 3 Listening: inventions
- 4 Grammar: third conditional
- 5 Grammar: third conditional
- 6 Word search: inventions and discoveries

1 Match the words on the left with the words on the right to make the names of gadgets.

- | | |
|-----------|-------------|
| 1 alarm | a board |
| 2 arm | b chair |
| 3 sticky | c clip |
| 4 cutting | d clock |
| 5 dish | e cooler |
| 6 food | f notes |
| 7 mouse | g machine |
| 8 paper | h pad |
| 9 washing | i processor |
| 10 water | j washer |

2 Match the definitions with the pictures. Write the correct picture letter next to each definition.



- 1 You use this for getting your clothes clean. _____
- 2 This is used for chopping, mixing, and blending ingredients, for example, to shred cheese to use on a pizza. _____
- 3 You use this to wake up in the morning. _____
- 4 If you want to keep pieces of paper together, you can use this. _____
- 5 If you make a mistake when you are writing, you can use this to cover it. _____
- 6 You might use this when you are chopping up food. _____
- 7 This is something you use with computers. _____
- 8 When your plates are dirty, you might use this to clean them. _____

17 3 Listen to ten descriptions of inventions. Match the descriptions with the items.

- | | |
|----------------|------------------|
| Description 1 | a paper clip |
| Description 2 | b microwave oven |
| Description 3 | c refrigerator |
| Description 4 | d wite-out |
| Description 5 | e glasses |
| Description 6 | f vacuum cleaner |
| Description 7 | g telephone |
| Description 8 | h pencil |
| Description 9 | i scissors |
| Description 10 | j light bulb |

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4 Read the information about each person. Choose the third conditional sentence that means the same thing.

- 1 Newton sat under an apple tree and discovered gravity when he observed an apple falling to the ground.
 - a If Newton hadn't sat under the apple tree, he would have discovered gravity.
 - b If Newton hadn't sat under the apple tree, he wouldn't have discovered gravity.
- 2 Archimedes took a bath and, in doing so, discovered the Archimedes principle. He shouted "Eureka!" when he realized.
 - a If Archimedes hadn't taken a bath, he would have shouted "Eureka"!
 - b If Archimedes hadn't taken a bath, he wouldn't have shouted "Eureka"!
- 3 Fleming discovered penicillin, and as a result lots of people didn't die from illness.
 - a If Fleming hadn't discovered penicillin, lots of people would have died.
 - b If Fleming hadn't discovered penicillin, lots of people wouldn't have died.
- 4 Parkes discovered plastic, which caused technology to develop faster.
 - a If Parkes had discovered plastic, technological development would have been slower.
 - b If Parkes hadn't discovered plastic, technological development would have been slower.
- 5 Curie discovered radium. Unfortunately, as a result, she died from leukemia.
 - a If Curie had discovered radium, she wouldn't have died from leukemia.
 - b If Curie hadn't discovered radium, she wouldn't have died from leukemia.
- 6 Crick and Watson discovered DNA, which meant scientists were able to clone living things.
 - a If Crick and Watson hadn't discovered DNA, scientists wouldn't have been able to clone living things.
 - b If Crick and Watson had discovered DNA, scientists wouldn't have been able to clone living things.

5 Complete the third conditional sentences with the correct form of the verbs in parentheses.

- 1 If Bill Gates hadn't started (not start) Microsoft, he wouldn't have become (not become) so rich.
- 2 If Leonardo da Vinci _____ (live) in the 20th century, he _____ (be) a famous scientist.
- 3 If Benjamin Franklin _____ (not fly) a kite, lightning _____ (not strike) it.
- 4 If Bessie Nesmith _____ (not be) a secretary, she _____ (not invent) write-out.
- 5 If Alfred Nobel _____ (be) poor, he _____ (not leave) lots of money to start the Nobel prize fund.
- 6 If LeBaron _____ (not make) a mistake, he _____ (not design) the microwave oven.
- 7 If Jonas Salk _____ (not find) a vaccine for polio, many more people _____ (die).
- 8 If Alexander Graham Bell _____ (not invent) the telephone, communication _____ (not become) so much easier.

6 Do the word search. The theme is inventions and discoveries.



P	U	D	S	H	Q	D	A	M	O
E	L	I	F	T	G	M	O	G	T
N	L	S	C	I	S	S	O	R	S
I	E	H	W	H	K	Y	C	A	J
C	H	W	L	R	S	N	N	V	F
I	T	A	P	L	A	S	T	I	C
L	L	S	G	A	D	G	E	T	C
L	I	H	F	W	T	X	N	Y	U
I	P	E	N	C	I	L	K	M	W
N	S	R	A	D	I	U	M	Q	R

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

- 1 Vocabulary: food nutrients and diet
- 2 Pronunciation: food words
- 3 Listening: favorite foods

- 4 Vocabulary: describing food
- 5 Vocabulary: describing food
- 6 Listening: chocolate

1 Match the words with the definitions.

- | | |
|-----------------|--|
| 1 balanced diet | a a substance in foods such as bread and potatoes that gives your body energy |
| 2 calories | b a substance that is added to food or drinks to make them taste sweet |
| 3 carbohydrates | c a good combination of foods to help keep you healthy – not too much or little of any one type of food |
| 4 chocoholic | d a substance in foods such as meat, eggs, and milk that keeps you healthy |
| 5 fiber | e substances found in foods that keep you healthy. Each one is given a letter from the alphabet |
| 6 protein | f someone who is addicted to chocolate |
| 7 sugar | g the units used for measuring how much energy you get from your food |
| 8 vitamins | h the parts of fruit, vegetables, and grains that your body does not use but that help food pass through your body |

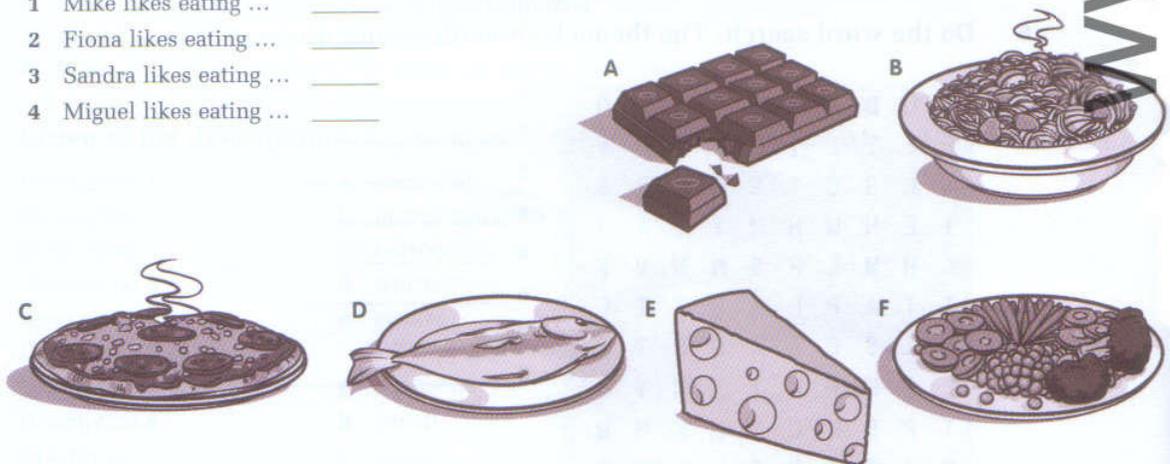
18 2 Write the words in the correct column in the table according to the stress. Then listen to check.

protein calories unsweetened chocolate circulation carbohydrate
minerals vitamins unhealthy potatoes substance chocoholic

1 ●●	2 ●●●	3 ●●●	4 ●●●●

19 3 Listen to the conversations. Write the correct picture letter next to each person according to what they like. There are two extra pictures.

- 1 Mike likes eating ... _____
- 2 Fiona likes eating ... _____
- 3 Sandra likes eating ... _____
- 4 Miguel likes eating ... _____

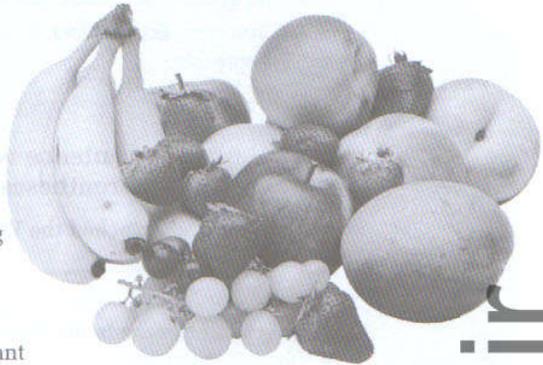


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4 Complete the paragraph with the words from the box.

vitamins fat protein overweight healthy fiber calories balanced diet

Many people now have almost unlimited choice about what they eat. People are also extremely aware of the importance of having a (1) _____, with plenty of protein. One major source of (2) _____ is dairy products like milk, eggs, and cheese. Unfortunately, in countries like the U.S., fewer and fewer people are eating (3) _____ food. One trend that began in the U.S. was the use of (4) _____ to supplement the diet. People began taking these pills thinking that it meant they could keep on eating things with high levels of (5) _____ and not worry about the number of (6) _____ they contained. Of course, this simply led to more people being (7) _____. Without sufficient carbohydrates and (8) _____ from vegetables and fruit, your body cannot be healthy. In the modern world, what we eat is just as important as it was fifty years ago.



HINT:

Think about what part of speech each word is. Is it a noun or an adjective? Look at the words around each blank to help you decide whether a noun or an adjective goes there.

5 Match the words with the definitions.

- | | |
|------------|--|
| 1 chicken | a This food is sweet because it is naturally high in sugar. |
| 2 fish | b This food is particularly rich in iron. |
| 3 honey | c This food is high in carbohydrates and starch. |
| 4 oranges | d This is known as a white meat. White meat is meant to be less fatty than red meat. |
| 5 potatoes | e This food is made from milk and has a high protein content. |
| 6 rice | f This type of food is very high in vitamin C. |
| 7 spinach | g Some types of this are high in oil and most contain lots of protein. |
| 8 yogurt | h This is a type of grain that comes in many colors. The brown type contains a lot of fiber. |

20 6 Listen to a man talking about chocolate. Check the things he mentions.

- 1 Why chocolate helps protect you against heart disease.
- 2 One of the uses of cocoa beans by the Aztecs.
- 3 The bad things about chocolate.
- 4 When it became popular as a drink.
- 5 Where chocolate came from.
- 6 Who first brought it back to Europe.
- 7 Why chocolate is addictive.
- 8 Why chocolate makes people feel happy.
- 9 Why sugar is added.

4 Circle the correct definition for each word.

- 1 colonize
 - a extremely great or big
 - b to send people to live in, and take control of, another country
- 2 crew
 - a the people who work on a ship
 - b the people who go to live in a new place
- 3 quest
 - a a search for something
 - b to ask a question about something
- 4 route
 - a a longer way than necessary
 - b the road, path, or way you go from one place to another
- 5 settlers
 - a people who go to live in a new place
 - b no longer worried or nervous
- 6 voyage
 - a to search for something
 - b a long journey, especially by boat



5 Read the text about three explorers. Check the name of the correct explorer for each sentence.

World history: The discovery of America

Columbus was lucky when he discovered America. Just a few days before he sighted land, he had been talking about turning back. The winds were light and the food was running out. If Columbus hadn't been determined to find a route to India, then who knows what would have happened.

Another explorer who was very lucky was Leif Eriksson. He is thought to be the first European explorer to reach America, around 500 years before Columbus. However, Leif owes much to Bjarni Herjolfsson who, some fourteen years

earlier, was blown off course in a storm and sighted land. On his return to Iceland, Bjarni told people of his adventure and Leif Eriksson set out to explore this new land.

On the other hand, Ferdinand Magellan must be one of the unluckiest explorers. He is known as the man who first sailed around the world, but he didn't. The expedition he led did manage to circumnavigate the world, but Magellan, unfortunately, was killed in the Philippines just over halfway through the voyage.

	Columbus	Eriksson	Magellan
1 He was trying to reach India.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 He owes his luck to someone else's misfortune.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 He is known for something he didn't really do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 He died on one of his voyages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 He must have been to Iceland or lived there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 He was short of essential supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 He planned to "discover" America.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 He wasn't looking for land.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 He had been thinking of giving up when he made his discovery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- | | |
|--|---|
| 1 Grammar: deduction and possibility in the past | 4 Reading: Cervantes |
| 2 Grammar: deduction and possibility in the past | 5 Pronunciation: contractions in past modal verbs |
| 3 Grammar: formation of past modals | 6 Vocabulary: literature |

- 1 Read the sentences. Decide whether the underlined past modal verbs indicate that the speaker is certain or less certain. Check *C* for certain or *L* for less certain.

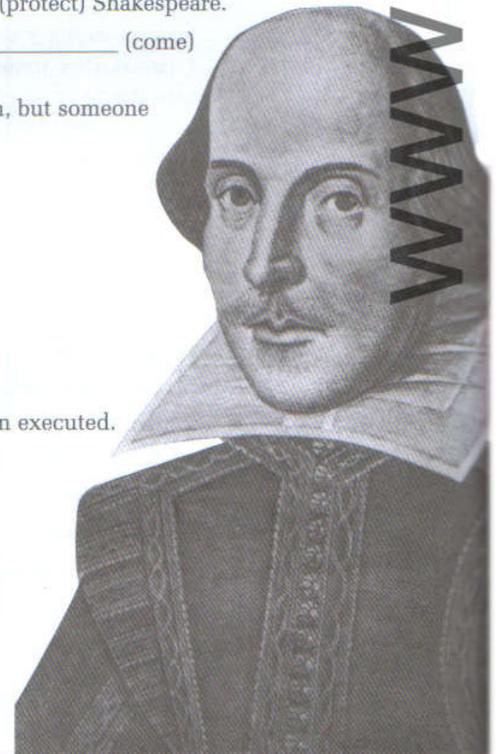
- | | | |
|---|----------------------------|----------------------------|
| 1 No way! It <u>can't</u> have been him. | C <input type="checkbox"/> | L <input type="checkbox"/> |
| 2 I think you're right, but it <u>could</u> still <u>have been</u> one of the others. | C <input type="checkbox"/> | L <input type="checkbox"/> |
| 3 It <u>might not have been</u> there. Why don't you look again? | C <input type="checkbox"/> | L <input type="checkbox"/> |
| 4 I can't believe it! Here it is. Somebody <u>must have put it back</u> ! | C <input type="checkbox"/> | L <input type="checkbox"/> |
| 5 It's really difficult to say, but I think it <u>could have been</u> there all the time. | C <input type="checkbox"/> | L <input type="checkbox"/> |
| 6 She <u>must have left</u> by now! | C <input type="checkbox"/> | L <input type="checkbox"/> |
| 7 She <u>couldn't have left</u> – her coat's still on the chair. | C <input type="checkbox"/> | L <input type="checkbox"/> |
| 8 I <u>may have read</u> it when I was younger. | C <input type="checkbox"/> | L <input type="checkbox"/> |

- 2 Complete the conversation with the correct form of the verbs in parentheses to make past modal verbs. Be careful! Some answers may be passive.

- A Shakespeare might (1) _____ (not write) *Hamlet*.
 B Who do you think could (2) _____ (write) the plays?
 A Personally, I think it might (3) _____ (be) Sir Francis Bacon.
 B It can't (4) _____ (be) Bacon because his style is so different.
 C If you look at all the evidence, it could (5) _____ (not be) anyone else but Shakespeare.
 A But if William of Stratford had written *Hamlet*, he might (6) _____ (execute).
 C Don't you think he might (7) _____ (have) a rich benefactor?
 B This rich benefactor would (8) _____ (protect) Shakespeare.
 A Well, most people think the plays must (9) _____ (come) from Edward de Vere.
 B It may (10) _____ (not be) any of them, but someone completely different.

- 3 Check the sentences that are correct.

- A It mustn't have been Marlowe.
 B Who do you think it might have been?
 A I still think it could have been William of Stratford.
 B It can have been William of Stratford because he'd have been executed.
 C I'm not sure either if it could have been him.
 A So you think it may have be someone else?
 C Well, there's no way he could have wrote that many plays.
 A Well, whoever wrote them must have been very clever.



4 Read the text about Cervantes. Underline the correct word in each sentence.



Unlike Shakespeare, there is no doubt about the authenticity of Miguel de Cervantes as the author of his most famous work, *Don Quixote*. In fact, there are only two reasons why Cervantes and Shakespeare are mentioned in the same breath. The first is the amazing possibility that they both died on the same day in 1616. The second is the fact that both are widely recognized as their countries' greatest writers.

Unlike Shakespeare, there is no doubt about the authenticity of Miguel de Cervantes as the author of his most famous work, *Don Quixote*. In fact, there are only two

In many ways, it is miraculous that Cervantes ever became a writer. Unlike most writers of his time, Cervantes did not attend college, and he may well have become a traveling barber-surgeon like his father if certain events hadn't taken place. In 1570, he left Spain and went to Italy where he joined the army and was wounded in the battle of Lepanto. On his return voyage to Spain in 1575, he was captured by pirates and sold as a slave in North Africa. In 1580, his family managed to buy his freedom and he was finally able to return home. It may have been his experiences as a slave which led to Cervantes writing *Don Quixote*.

Despite all his success, Cervantes was never to become rich during his lifetime.

- 1 *Shakespeare / Cervantes* wrote *Don Quixote*.
- 2 Shakespeare and Cervantes *died / might have died* on the same day.
- 3 The works of *Shakespeare / Cervantes* could have been written by someone else.
- 4 It's *surprising / not surprising* that Cervantes became a writer.
- 5 Cervantes *went to / didn't go to* college.
- 6 Cervantes *could have / couldn't have* followed in his father's footsteps.
- 7 Cervantes joined the army in *Spain / Italy*.
- 8 Cervantes returned to Spain *five / ten* years after he left.
- 9 Cervantes was a *slave / pirate*.
- 10 Cervantes *was / wasn't* very successful.

22 5 Listen and decide if *have* is contracted or not. Check C (contracted) or NC (not contracted).

- 1 Do you think Marlowe might have been the real Shakespeare?
- 2 I guess he may have.
- 3 No, it can't have been Marlowe.
- 4 I think it could have been de Vere.
- 5 Surely it couldn't have.
- 6 It's amazing to think that Cervantes and Shakespeare might have died on the same day.

C	NC
<input type="checkbox"/>	<input type="checkbox"/>

6 Circle the correct answer for each sentence.

- 1 A person who writes books about real events in the past is called a ...
 - a playwright
 - b historian
 - c dramatist
- 2 A drama is a ...
 - a play
 - b newspaper article
 - c poem
- 3 Screenplays are usually made into ...
 - a movies
 - b books
 - c poems
- 4 A book about the life of a famous person is called a(n) ...
 - a biography
 - b biographer
 - c autobiography
- 5 Someone who writes for a newspaper is called a ...
 - a novelist
 - b dramatist
 - c journalist
- 6 The work of a playwright would normally be seen in a ...
 - a movie
 - b newspaper office
 - c theater

1 Language practice: types of books

2 Reading: extracts from different types of books

3 Listening: what people read

4 Listening: what people read

5 Reading: an extract from a novel

6 Vocabulary: figuring out meaning from context

1 Match the types of books with the descriptions.

- | | |
|--------------------|---|
| 1 amusing book | a This type of story is usually about crime, often murder. |
| 2 detective story | b This type of story is usually romantic, although sometimes it can be sad. |
| 3 historical novel | c This type of story should make you excited and wonder what is going to happen next. |
| 4 horror story | d This type of novel is about a person or event in the past. |
| 5 love story | e This type of writing is factual. A biography would fit into this genre. |
| 6 non-fiction | f This type of book or story should make you laugh a lot. |
| 7 science fiction | g If you read this type of story, you might be frightened. |
| 8 thriller | h This type of story is often set in the future or in space. |

2 Read the extracts. Match each extract with a type of book from the box.

detective story horror story love story non-fiction science fiction

1 _____ She screamed! A piercing sound that ripped through everything. Sitting up, she realized it had been a dream, a horrible dream but ...

2 _____ Ting! Another message! That was the fifth one today. They'd only met last night. And, yes, she'd kissed him but ...

3 _____ The most interesting fact is that the way people behave can be predicted. It seems that all our emotions are hot-wired into our brains from birth ...

4 _____ Jack stretched, looked up, and saw the digital display. He blinked. It was the year 2249. He'd been asleep for almost 200 years!

5 _____ Red and white tape flapped in the wind. Laker could see three of his colleagues crouched around the body. This was the third one this month! When was it going to stop?

23

3 Listen to some people talking about what they like reading. Write the letter of the correct speaker next to each question.

- 1 Who likes amusing books? _____
- 2 Who likes comic books? _____
- 3 Who likes detective novels? _____
- 4 Who likes non-fiction? _____
- 5 Who likes love stories? _____

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4 Listen to the people in exercise 3 again. Match each speaker with the correct statement.

- | | |
|-------------|-----------------------------------|
| 1 Speaker A | a doesn't read much |
| 2 Speaker B | b likes finding out new things |
| 3 Speaker C | c likes reading to relax |
| 4 Speaker D | d liked the same books as a child |
| 5 Speaker E | e likes figuring out the story |

5 Read the extract from a novel. Check *True*, *False*, or *Not mentioned* for each sentence.

Now that I've retired and I have plenty of time on my hands, looking back at my youth is one of my greatest pleasures. I remember hazy days lazing in the sunshine by the river. Playing tug o'war with the boys from the other farms and whiling away the rest of the day by sleeping in the shade of the trees. It all seems so idyllic, and I guess it was. A far cry from the years that were to follow.

One event sticks in my mind. I guess I must have been around eight when it happened. A new boy – Jimmy Riggs – had moved nearby from the city. His dad had lost his job when his company downsized and had decided to become a farmer. Jimmy had sticky out ears, freckles, and sandy-colored hair. We were down on the river bank in our usual place when we heard a scream. We went running and found Mary-Anne Anderson bawling. Apparently, Jimmy had tried to kiss her. We went looking for him, of course. And, when we found him, we made sure he knew he'd done wrong.

- | | True | False | Not mentioned |
|--|--------------------------|--------------------------|--------------------------|
| 1 The writer is young. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The writer enjoyed his childhood. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He had lots of friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 He lived in the countryside. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 His life changed later on. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 He doesn't have any clear memories. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 He was friends with Jimmy Riggs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Jimmy Riggs had always lived in the countryside. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The writer had freckles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 When they found Mary-Anne, she was upset. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6 Look at these words from the extract in exercise 5. Circle the correct definition for each word. Read the extract again if necessary.

- | | |
|---|---------------------------|
| 1 hazy | 5 shade |
| a not clear because of sunshine or dust | a lots of quick movements |
| b dangerous | b an area out of the sun |
| 2 lazing | 6 idyllic |
| a doing lots of things | a terrible |
| b not doing very much | b beautiful and peaceful |
| 3 tug o'war | 7 downsized |
| a a kind of game | a became smaller |
| b a fight | b closed |
| 4 whiling away | 8 bawling |
| a wasting time | a sleeping |
| b being very busy | b crying |

- | | |
|------------------------------------|------------------------------------|
| 1 Grammar: active or passive voice | 4 Listening: fantasy books |
| 2 Grammar: the passive voice | 5 Grammar: active or passive voice |
| 3 Reading: a movie review | 6 Crossword |

1 Decide whether each sentence is in the active or passive voice. Check Active or Passive.

- The premier of the new Harry Potter movie was shown in London last night.
- Lots of autographs were signed at last night's premier.
- Hundreds of fans were waiting outside a London theater last night for a glimpse of Daniel Radcliffe, star of the Harry Potter movies.
- The latest Harry Potter story is expected to be full of surprises.
- Auditions for the new Harry Potter movie are being held in London.
- "What are you watching, Jack?"
- J.K. Rowling wrote the first Harry Potter book at a table in a café.
- Yesterday it was announced that the new Harry Potter novel will be published early next year.

Active Passive

<input type="checkbox"/>	<input type="checkbox"/>

2 Complete the sentences with the verbs in parentheses. Use the passive form in the correct tense.

- Harry Potter and the Sorcerer's Stone* _____ (write) by J.K. Rowling.
- Millions of Harry Potter books _____ (read) every year.
- Yesterday, the new Harry Potter book went into the stores. Over a million copies _____ (sell) on the first day.
- Another ten million copies _____ (print) right now.
- A biography of J.K. Rowling _____ (write) right now and should be ready early next year.
- Some people think the name Harry Potter should _____ (ban).
- In the latest "Top-ten books," the three top places _____ (fill) by fantasy books.
- The launch date for the next Harry Potter book _____ just _____ (announce).

HINT:
Look for time references to help you choose which tense the passive form of the verb will be in.

3 Complete the movie review with the phrases from the box.

and the photography spellbinding
 but for those already caught up in the magic
 but then if you are a Potter fan, you won't mind
 For those of you who like special effects
 is the latest in this amazing series
 leading the way
 There is also some great acting
 Young viewers might find parts of the movie rather frightening

Harry Potter and the Prisoner of Azkaban ★★★★★

(1) _____. Like other Potter movies it's rather long, (2) _____. The storyline is gripping (3) _____, and it's definitely the best movie in the series. (4) _____, the Hippogryff – part-horse, part-eagle – is fantastic. (5) _____, especially with the scenes with the Dementors. (6) _____ with Gary Oldman, who plays Sirius Black, and David Thewlis, Professor Lupin, (7) _____. The movie might not win over all those Potter skeptics, (8) _____, this one's a winner.

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4 Listen to someone talking about fantasy books. Check True or False for each statement.

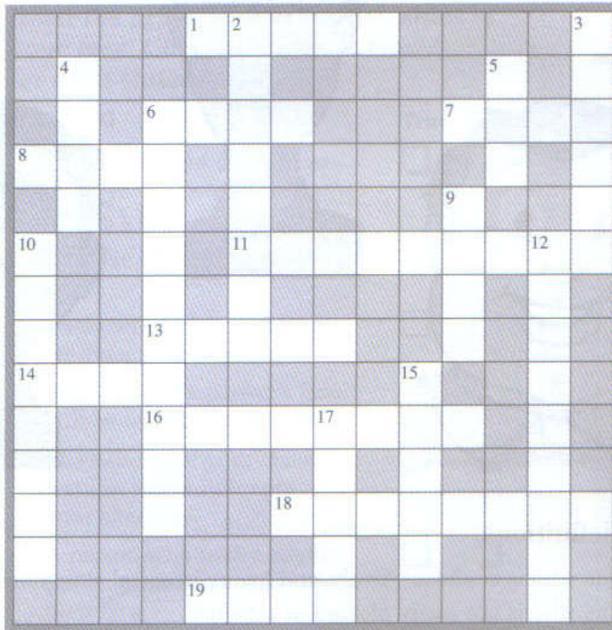
- 1 Fantasy books are a relatively modern phenomenon.
- 2 *The Lord of the Rings* was written by J.R.R.Tolkien.
- 3 All fantasy books are about good and evil.
- 4 *The Lord of the Rings* is set in Middle-Earth.
- 5 Tolkien invented elves and dwarves.
- 6 Middle-Earth is very realistic.
- 7 The Harry Potter books are the first since *The Lord of the Rings* to successfully create a believable world.
- 8 Tolkien fans are happy when people compare Harry Potter books with *The Lord of the Rings*.
- 9 *The Lord of the Rings* hasn't made as much money as the Harry Potter books.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

5 Underline the correct verb form in each sentence.

- 1 Some people think the Harry Potter books *should be banned / should ban*.
- 2 J.K. Rowling *wrote / was written* her first novel in a café.
- 3 Millions of Harry Potter books *have sold / have been sold* in the last few years.
- 4 The next Harry Potter movie *should be released / should release* soon.
- 5 Children *are reading / are being read* more than ever before.
- 6 Many people *are being waited / are waiting* to find out what happens in the next Harry Potter book.
- 7 The first movie *was shown / showed* in more than forty countries.
- 8 Nobody *was predicted / predicted* the success of Harry Potter.

6 Do the crossword.



Across

- 1 An often-repeated story is often called an myth.
- 6 He hid his identity behind a Halloween mask.
- 7 The play was a success. It got reviews.
- 8 He was so hungry he the package of crackers open.
- 11 A is the story of someone's life.
- 13 A is a small river.
- 14 That story isn't true. It's just a
- 16 Something that develops from another thing is an story.
- 18 Hamlet is considered to be a very character.
- 19 "Romeo and Juliet" is probably his most famous

Down

- 2 Their lives some well-known fairy tale.
- 3 A person who writes is a poet.
- 4 A good movie should have an interesting and realistic characters.
- 5 Some people think we should the "Harry Potter" books.
- 6 Feeling sad and without hope is feeling
- 9 Ben used bread as to catch the fish.
- 10 The play was too I like comedies better.
- 12 A is a person who writes about past events.
- 15 He went to the dentist because his hurt.
- 17 Albert didn't go to school. He played

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- | | |
|---|--|
| 1 Vocabulary: the face | 4 Pronunciation: words to describe character |
| 2 Listening: describing faces | 5 Word search: the face |
| 3 Language practice: describing character | 6 Reading: is your face symmetrical? |

1 Circle the adjective and noun that *don't* go together.

- | | | |
|-----------------------|---------------------|------------------|
| 1 a thin lips | b full lips | c bushy lips |
| 2 a prominent chin | b low chin | c weak chin |
| 3 a close-set nose | b hooked nose | c flat nose |
| 4 a bushy eyebrows | b thick eyebrows | c flat eyebrows |
| 5 a bloodshot eyes | b wrinkled eyes | c deep-set eyes |
| 6 a oval face | b plump face | c low face |
| 7 a deep-set forehead | b low forehead | c broad forehead |
| 8 a hooked ears | b sticking-out ears | c pointed ears |
| 9 a wide mouth | b hooked mouth | c narrow mouth |
| 10 a heavy eyelids | b wrinkled eyelids | c bony eyelids |

25 2 Look at the pictures. Listen to three descriptions of faces. Write the correct picture letter next to each description. There is one extra picture.

Description 1 _____ Description 2 _____ Description 3 _____



3 Match the words with the definitions.

- | | |
|----------------|--|
| 1 a loner | a someone who is confident, lively, and happy in social situations |
| 2 bad-tempered | b someone who is not easily pleased or satisfied |
| 3 demanding | c someone who always behaves or reacts in the same way |
| 4 extroverted | d someone who doesn't like being with other people |
| 5 lazy | e someone who is not willing to work or do anything that involves effort |
| 6 optimistic | f someone who doesn't understand things easily or quickly |
| 7 predictable | g someone who is easily annoyed or angry and can suddenly "fly off the handle" |
| 8 slow-witted | h someone who always expects good things to happen |

4 Listen to the words and underline the correct pronunciation.

- | | | | | | |
|---|-------------|-------------|----|-------------|-------------|
| 1 | academic | academic | 6 | honest | honest |
| 2 | cheerful | cheerful | 7 | intelligent | intelligent |
| 3 | confident | confident | 8 | optimistic | optimistic |
| 4 | demanding | demanding | 9 | predictable | predictable |
| 5 | extroverted | extroverted | 10 | sociable | sociable |

5 Do the word search. The theme is *the face*.



K N U M S O V A L F
 G J A W C Q A A D P
 G V L R F V M B H O
 Z Y F I F Q T U G T
 M B O N Y M B S P H
 H O O K E D Z H M C
 E Y E L I D S Y I J
 F O R E H E A D I A
 E W D D Y X O Z Q K
 M T H Z K W D V M L

- 1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____

6 Read the article about the two sides of your face. Check *True* or *False* for each statement.

- | | True | False |
|--|--------------------------|--------------------------|
| 1 There are slight differences between the two sides of a person's face. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The size of your ears might differ. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 There will be big differences between your two eyes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Both sides of a person's face will be equally prominent. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The balance of your facial features might influence your character. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 A person who is shy might have a prominent right side to their face. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 People with a prominent right side will always be bad-tempered. | <input type="checkbox"/> | <input type="checkbox"/> |

Is your face symmetrical?

Have you ever looked at your face closely in a mirror? What did you notice? If you look carefully, you'll see that the two sides of your face are completely different. One ear probably sticks out more than the other, or maybe the left one is smaller than the one on the right. The shape of your eyes will vary considerably. In fact, if you took a picture of your left eye and your right eye and compared them, you'd think they were from different people. One thing you'd notice if you compared a lot of faces is that one side is usually more prominent than the other. It may be that a person's character is determined not just by their features themselves, but by the balance of features. According to this view, if the left side of your face is more prominent than the right side, then you are more likely to be introverted and quiet and, if the right side is more prominent, then you might be bad-tempered and demanding.

- | | |
|--|--|
| 1 Vocabulary: personality adjectives | 4 Grammar: linkers expressing contrast |
| 2 Grammar: linkers expressing contrast | 5 Pronunciation: intonation of feeling |
| 3 Grammar: linkers expressing contrast | 6 Language practice: adjectives of feeling |

1 Match a phrase on the left with a word on the right.

- | | |
|---|----------------|
| 1 Someone who is <i>aggressive</i> can also be described as ... | a relaxed. |
| 2 Someone who is <i>bored</i> can also be described as ... | b threatening. |
| 3 Someone who is <i>content</i> can also be described as ... | c indifferent. |
| 4 Someone who is <i>easy-going</i> can also be described as ... | d nervous. |
| 5 Someone who is <i>edgy</i> can also be described as ... | e arrogant. |
| 6 Someone who is <i>superior</i> can also be described as ... | f satisfied. |

2 Underline the correct linking word or phrase in each sentence.

- Despite / However* the importance of gestures, many people don't pay enough attention to what they mean.
- Although / Nevertheless* we know how important posture is, most of us are pretty lazy about how we sit or stand.
- First impressions are important. *Despite / Nevertheless*, we have to be careful not to make quick judgments.
- In spite of / However* her somber expression, she turned out to be pretty chatty.
- What people wear is important, *even though / despite* clothes are only superficial.
- Although / In spite of* her natural beauty, her expression made her look ugly.
- In spite of / Although* expressions are important, they may not always be a reliable indicator of how someone is feeling.
- He came across as being very authoritative. *However, / Despite* it turned out he was fairly indecisive.
- John dressed in very conservative clothes. *Although / Nevertheless*, we got along really well.
- Although / However* gestures are important, we must not forget that the same gesture can mean a different thing in another country.

3 Circle the correct linking word or phrase to complete each sentence.

- ___ she spends a lot of time on her appearance, she still looks messy.
a Although b Despite c However
- First impressions count. ___, most people know that they shouldn't jump to conclusions.
a In spite of b Despite c However
- When we first met, we got along really well. ___, later on I realized she wasn't very nice at all.
a In spite of b Despite c However
- ___ I wore my best suit to the interview, the interviewer was unimpressed.
a Even though b Despite c Nevertheless
- The way someone looks is very important. ___, looks are not everything.
a In spite of b Despite c Nevertheless
- It's important to make people feel comfortable, ___ it can sometimes be very difficult.
a even though b despite c in spite of
- ___ she was very pleasant, I didn't like her from the moment we met.
a Although b Despite c Nevertheless
- Everyone has a sense of humor, ___ how serious they might appear.
a although b despite c nevertheless

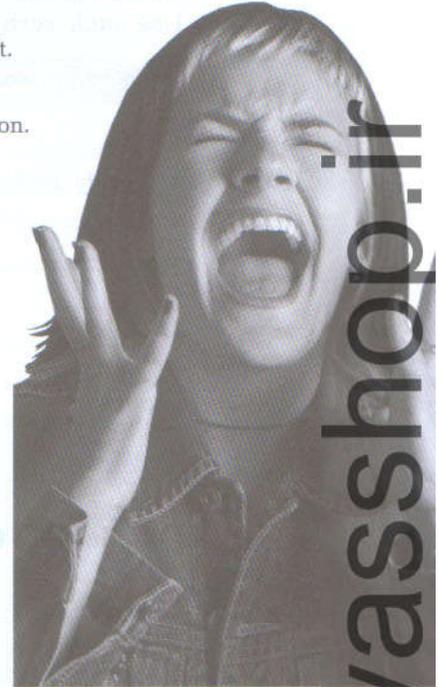
4 Check the sentences that are correct.

- 1 Although her terrible fashion sense, she was actually pretty nice.
- 2 In spite of his somber clothes, he was really pretty funny.
- 3 People shouldn't judge people by how they dress. However, in many cases they do.
- 4 Mary wasn't very talkative, even though having lots to say.
- 5 In spite of what people say when you first meet them, it is more often their body language that you remember most.
- 6 In spite of my first impression, I find I really like her now.
- 7 Even though dressing nicely, he still managed to look a little messy.
- 8 He usually made a good impression. Despite on this occasion he didn't.
- 9 Despite I like her, I don't think we'll see each other again.
- 10 Despite making such an effort, she still failed to make a good impression.

27

5 Listen and circle the correct feeling for each speaker.

- | | | | |
|------------|-----------|-------------|-------------|
| Speaker 1 | a angry | b surprised | c worried |
| Speaker 2 | a angry | b surprised | c worried |
| Speaker 3 | a angry | b surprised | c worried |
| Speaker 4 | a angry | b uncertain | c worried |
| Speaker 5 | a angry | b uncertain | c worried |
| Speaker 6 | a angry | b uncertain | c worried |
| Speaker 7 | a relaxed | b surprised | c uncertain |
| Speaker 8 | a relaxed | b surprised | c uncertain |
| Speaker 9 | a relaxed | b angry | c worried |
| Speaker 10 | a relaxed | b surprised | c angry |



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6 Read the sentences and circle the word that describes the way the person is feeling.

- 1 Wow! That's fantastic. Just let me know when, and I'll be right over.
a nervous b angry c enthusiastic
- 2 No, no, no! You can't do that. If you do it one more time ...
a nervous b angry c enthusiastic
- 3 I like this one, but I like this, too. It's just so difficult to choose.
a uncertain b miserable c enthusiastic
- 4 It's always the same. Why does it always happen to me? It never seems to happen to anyone else!
a uncertain b miserable c relaxed
- 5 Yeah! I'm sure it'll all be OK. You really shouldn't worry. I won't.
a uncertain b miserable c relaxed
- 6 But what do you mean? It could easily happen to me. Just because you're OK doesn't mean I will be.
a nervous b miserable c enthusiastic
- 7 Look, this is no time to joke around. Just pay attention and everything will work out fine.
a uncertain b content c serious
- 8 Now that was great! I'm really glad you suggested this. I feel really good.
a uncertain b enthusiastic c serious

- | | |
|--|---|
| 1 Grammar: the <i>-ing</i> verb | 4 Grammar: the <i>-ing</i> verb or infinitive |
| 2 Grammar: the <i>-ing</i> verb or other forms | 5 Listening: moral dilemmas |
| 3 Grammar: the <i>-ing</i> verb or infinitive | 6 Listening: moral dilemmas |

- 1 Complete the sentences with the correct form of the verbs in the box. Use each verb only once.

be copy exaggerate lie relax steal tell wait

- 1 _____ is a really bad habit, even telling white ones!
- 2 I really dislike _____ for people who are late.
- 3 I always look forward to _____ on my sofa after a long day at work.
- 4 _____ a story to make it more interesting is OK.
- 5 _____ homework from a friend isn't really that bad.
- 6 _____ honest is the best way to become successful in life.
- 7 I think _____ money from somebody is worse than lying.
- 8 _____ the truth is very important.

- 2 Complete the text with the correct form of the words in parentheses.

Lying

Most people will agree that (1) _____ (lie) is bad, but when pushed will admit to having lied sometime in the past. People will then start (2) _____ (argue) that there are different types of lies and that it's all a matter of degree. They may also say that lying is sometimes necessary in order not to hurt someone. This idea that there can be "good" lies (or white lies) is really pretty (3) _____ (disturb). In the first place, (4) _____ (determine) whether a lie is "good" is really a matter of perception.

One of the problems is that when we are young, our parents often allow us to get away with lying. Parents say, "Oh it's just her (5) _____ (imagine), she'll grow out of it." But of course, we never do. The next step is when, as teenagers, we want to do something that we think our parents will disapprove of. Instead of (6) _____ (tell) the truth, we make up a story. The situations when we lie just pile up as we get older; for example making excuses for not going to a party, being late for work, (7) _____ (cheat) on exams, completing tax returns. We may think we are (8) _____ (get) away with it, but usually there are signs; a nervous twitch, a change in our voice, or a slight reddening of our face. What really counts is not the size of the lie – this seems to make little (9) _____ (differ) to our reaction – but rather whether we think we can avoid being caught.

3 Complete the sentences with the correct form of the verbs in parentheses.

- 1 I'm sure we agreed _____ (meet) here!
- 2 I was really hoping _____ (pass) the test this time.
- 3 I think _____ (tell) the truth is really important.
- 4 Don't hesitate _____ (call) me if you have any questions.
- 5 **A** I haven't had a cigarette for ages!
B When did you stop _____ (smoke)?
- 6 I remember _____ (come) here when I was a child.
- 7 He helped her pass the exam by _____ (tell) her the answers.
- 8 In my opinion _____ (watch) TV is a complete waste of time.
- 9 I refuse _____ (let) you leave without saying sorry.
- 10 She suggested _____ (wait) just a little longer.

4 Check the sentences that are correct.

- 1 Smoking is bad for you.
- 2 I'm not interested in to make lots of money.
- 3 Being honest is very important.
- 4 I really enjoy to help people.
- 5 He denied to lie to her.
- 6 I've decided to accept your offer.
- 7 Will you promise to tell me everything?
- 8 He agreed reporting the robbery.
- 9 I can't stand people to be late.
- 10 She apologized for making us wait.



5 Listen to the conversations about moral dilemmas. Write the correct conversation number next to each question.

- 1 Which conversation is about an exam? _____
- 2 Which conversation is about a relationship? _____
- 3 Which conversation is about going out? _____
- 4 Which conversation is about a quantity of something? _____
- 5 Which conversation is about stealing? _____



6 Listen to the conversations in exercise 5 again. Circle the correct answer for each question.

- 1 In conversation 1, who will be angry?
a the girl **b** the girl's best friend **c** the boyfriend
- 2 In conversation 2, the first boy knows the jacket is stolen because ...
a it's new **b** he saw the other boy steal it **c** the other boy never has money
- 3 In conversation 3, where are the people?
a at an airport **b** at a supermarket **c** at a hotel
- 4 In conversation 4, the first boy ...
a doesn't care **b** is happy **c** is unhappy
- 5 In conversation 5, the second girl ...
a goes to Jenny's **b** goes to the party **c** stays at home

- | | |
|--|---|
| 1 Grammar: words to introduce noun clauses | 4 Pronunciation: words connected with sport |
| 2 Grammar: word order in noun clauses | 5 Listening: great sporting moments |
| 3 Vocabulary: criteria for a great athlete | 6 Language practice: words from lesson 1 |

1 Circle the correct word to complete each sentence.

- | | | |
|--|--------|---------|
| 1 I don't understand ___ they do that. | a how | b what |
| 2 ___ I like about soccer is the way weaker teams can sometimes win. | a How | b What |
| 3 The excitement is ___ I enjoy auto racing. | a why | b what |
| 4 Let me tell you ___ I don't like boxing. | a why | b how |
| 5 I still don't know ___ you can like boxing. | a how | b what |
| 6 I've always wondered ___ it feels like to win a gold medal. | a why | b what |
| 7 ___ he gets all that energy is a mystery to me. | a What | b Where |
| 8 I wonder ___ we'll be in five years time. | a why | b where |

2 Read the beginnings of each sentence. Then write the words in the correct order to make the endings.

- | | |
|--|-------|
| 1 I really don't know ...
much / soccer / like / so / why / I / . | _____ |
| 2 The best thing about sports is ...
people / how / together / brings / it / . | _____ |
| 3 It's none of my business ...
your / you / money / spend / how / . | _____ |
| 4 Getting kids to play more sports is ...
need / to / what / we / about / think / . | _____ |
| 5 I have no idea ...
that / he / race / won / how / . | _____ |
| 6 One of the things I don't understand is ...
so / to / why / win / is / it / important / . | _____ |
| 7 The taking part in a competition is ...
is / important / really / what / . | _____ |
| 8 Watching someone getting hurt is ...
dislike / I / boxing / what / about / . | _____ |

HINT:

Think about the word order in a noun clause. How is it different from other sentence structures?

3 Match the words with the definitions.

- | | |
|-----------------|---|
| 1 team work | a the ability to work hard or make a lot of effort over a long period of time without getting tired |
| 2 strength | b the refusal to let anything prevent you from doing what you have decided to do |
| 3 stamina | c the quality or skill you possess that makes it possible for you to do something |
| 4 speed | d work that you do together with other people |
| 5 skill | e the ability to control the movements of different parts of the body so that they work well together |
| 6 determination | f the ability to do something well, usually as a result of experience and training |
| 7 coordination | g the physical energy that someone has to lift or move things |
| 8 ability | h the rate at which something moves |

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4 Listen to the words and underline the correct pronunciation.

- | | |
|-----------------|---------------|
| 1 ability | ability |
| 2 competitor | competitor |
| 3 coordination | coordination |
| 4 determination | determination |
| 5 mesmerizing | mesmerizing |
| 6 stamina | stamina |
| 7 teamwork | teamwork |
| 8 victory | victory |

5 Listen to the conversation about great sporting moments. Check *True* or *False* for each sentence.

- | | |
|---|-------|
| 1 Jack and Pete are watching TV. | True |
| 2 Pete thinks the greatest sporting moment was at the Athens Olympics. | False |
| 3 Pete talks about when Michael Phelps won his fifth gold. | |
| 4 Pete was astonished when Phelps won. | |
| 5 In the 2008 Olympics, Michael Phelps will be 23. | |
| 6 Jack doesn't agree with Pete. | |
| 7 Matthew Pinsent had already won three gold medals before the Athens Olympics. | |
| 8 The British rowing team were the favorites. | |
| 9 Jack thinks Matthew Pinsent's win was amazing. | |
| 10 Jack cried when Pinsent won gold. | |

6 Complete the text with the words from the box.

captured essence expression favorite hit shot tape timeless turned unbearable

"When I took the (1) _____, I knew immediately that I'd (2) _____ the (3) _____ of the athlete. From his (4) _____, you could see that he'd (5) _____ his absolute limit. Later on, when I got the chance to talk to him, he told me that the last few meters to the (6) _____ had been almost (7) _____. I guess the result (8) _____ the world of athletics upside down. Nobody had expected Coe to win – Ovetv was clearly the (9) _____. And it was even more surprising, given the way the 800-meter race had gone. I suppose that's why this picture is the one I like best. That, and the fact that it's (10) _____."

- 1 Grammar: expressing purpose
- 2 Grammar: expressing purpose
- 3 Grammar: expressing purpose

- 4 Pronunciation: weak (unstressed) forms with /ə/
- 5 Reading: Taekwondo
- 6 Vocabulary: parts of the body

1 Underline the correct word in each sentence.

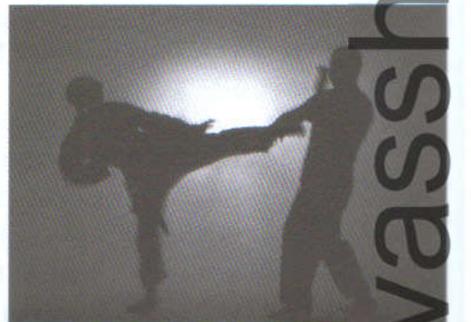
- 1 Many people take up karate *so that / in order to* they can defend themselves.
- 2 They spent hours training *so that / in order to* become the best in the country.
- 3 People pay lots of money *to / so that* learn quickly.
- 4 It's important to have a qualified instructor *in order not to / so as to* get hurt.
- 5 *So that / So as not to* get hurt, Andy wore protective clothing.
- 6 A lot of people do yoga *in order to / so that* relax.
- 7 John worked hard *so as / to* become the world champion.
- 8 *In order to / So that* he could go to the Olympics, John gave up his job.

HINT:

Remember that *so that* is followed by a clause and *in order to* is followed by an infinitive.

2 Complete the sentences with *so that* or *in order to*.

- 1 John took up fitness classes _____ lose weight.
- 2 We're taking karate lessons _____ we can feel safer.
- 3 Did you take up judo _____ you'd feel healthy?
- 4 We cut our prices _____ get more customers.
- 5 You did that _____ you could tell all your friends.
- 6 _____ fit in, he bought all the right clothes.
- 7 She started screaming _____ attract attention.
- 8 She screamed _____ everyone could hear her.



3 Check the sentences that are correct.

- 1 A lot of people meditate so that relax.
- 2 We should all try to do more exercise in order to stay fit.
- 3 We left early in order not to be late.
- 4 I'm watching what I eat not to be healthy.
- 5 I exercise once a week so as not to be overweight.
- 6 It's important to control your muscles so as to you can use them properly.
- 7 Mental preparation is important in order to you do karate well.
- 8 Slaves made Capoeira look like a dance so that it wasn't banned.

31 4 Underline the words that are unstressed with schwa. Then listen to check.

There are many reasons for people wanting to learn a martial art, but two reasons are most common. The first of these is the dynamic nature of most martial arts. Men, in particular, are attracted by the image that many of the martial arts have. The second reason, and one which is common among women, is as a means of self-defense. In fact, in today's society, more and more people feel that they need to be able to protect themselves when walking along streets, especially at night.

5 Read the text. Then circle the correct word or phrase to complete each sentence.

taekwondo

Taekwondo originates from Korea, and not China or Japan as some people think. It began more than 5,000 years ago and developed from a martial art called "Subak." The name Taekwondo has a very specific meaning. *Tae* means fist, *kwon* is feet, and *do* means the way or discipline. So, Taekwondo literally means "the way to use your fists and feet."



However, Taekwondo is more than just a way of fighting; it is a way of life. One of the most important aspects of Taekwondo is the philosophy. Fighters spend long hours training their minds as well as their bodies, and it is not unusual to combine meditation techniques with physical training.

It is this unity between body and mind that is at the center of Taekwondo. Without this discipline, it wouldn't be any different from other types of street-fighting.

- 1 Taekwondo comes from
 - a China
 - b Japan
 - c Korea
- 2 Subak is
 - a an ancient form of Taekwondo
 - b a modern form of Taekwondo
 - c the same as Taekwondo
- 3 The name Taekwondo is made up of
 - a three actions
 - b three philosophies
 - c three words
- 4 Taekwondo is
 - a simply a way of fighting
 - b a way of life
 - c just a sport
- 5 There is a lot of ... involved.
 - a mental training
 - b physical training
 - c both mental and physical training
- 6 The most important thing in Taekwondo is
 - a how the mind and body work together
 - b physical fitness
 - c meditation
- 7 Taekwondo is ... other types of street-fighting.
 - a different from
 - b the same as
 - c more undisciplined than

6 Complete the sentences with the words from the box.

abdomen ankle head heel knees toes waist wrist

- 1 The back of your foot is called the _____.
- 2 The part of your body between your hand and arm is called your _____.
- 3 Ana is very slim – she has a really narrow _____.
- 4 If your feet are cold, you should move your _____.
- 5 A Look at his _____.
B I know. He works out in the gym.
- 6 A I can't walk.
B What happened?
A I twisted my _____.
- 7 In Capoeira, you can _____ butt an opponent.
- 8 When you sit down, you need to bend your _____.

- 1 Grammar: verb + verb constructions
- 2 Grammar: verb + verb constructions
- 3 Listening: women in sports

- 4 Reading: Michelle Wei, golfer
- 5 Grammar: verb + verb constructions
- 6 Crossword

1 Underline the correct verb construction in each sentence.

- 1 I wanted *to see* / *seeing* the game live.
- 2 When Mike suggested *to join* / *joining* a gym, I was surprised.
- 3 We really should *exercise* / *to exercise* more often.
- 4 Wouldn't you rather *go* / *to go* out later?
- 5 I asked her *meet* / *to meet* me outside the main entrance.
- 6 I'm really interested in *to see* / *seeing* the look on his face.
- 7 Why did you make me *choose* / *to choose*?
- 8 They started *do* / *doing* exercise to keep fit.
- 9 I prefer *watch* / *watching* boxing to tennis.
- 10 I'd rather *watch* / *watching* boxing than tennis.



2 Check the sentences that are correct.

- | | |
|---|------------------------------------|
| 1 I'm really interested in take part in sports. | 6 What would you prefer to do? |
| 2 I'd love to spend some time with you. | 7 I'm afraid of losing. |
| 3 I started learning English at the age of 10. | 8 I think you should let him try. |
| 4 She suggested to meet at eight. | 9 He decided going on his own. |
| 5 I'd rather to watch the soccer game. | 10 I'm worried about to take part. |



3 Listen to a man and a woman talking about women in sports. Decide if each question refers to *The man* or *The woman*.

- | | The man | The woman |
|---|--------------------------|--------------------------|
| 1 Who is reading something? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who thinks men are better at sports? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who thinks gymnastics isn't about strength? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who thinks gymnastics isn't a real sport? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who mentions marathon running? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Who thinks that someone will improve with age? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Who thinks men are worried about women winning? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Who thinks that it isn't fair for women to compete against men? | <input type="checkbox"/> | <input type="checkbox"/> |

4 Read the newspaper article. Then check *True*, *False*, or *Not mentioned* for each statement.



Michelle Wei has become the first woman in almost 70 years to take part in a men's golf tournament, in Hawaii. Many male players were opposed to her playing using the age-old argument that she wouldn't be able to compete. As it was, she just failed to make the cut, but she did beat several men. Some will no doubt point out that there were favorable circumstances, the main one being that the tournament was played on a

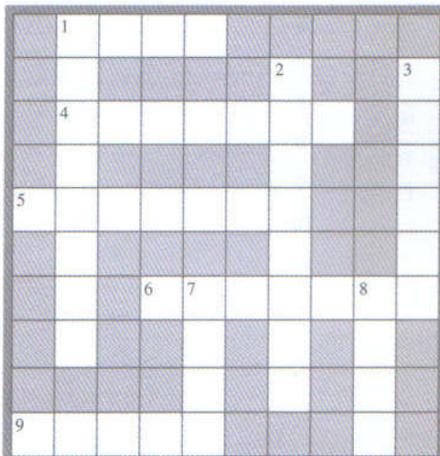
course she is familiar with. But, one must not forget that Michelle, at 14, has the potential to improve. Comparisons with Tiger Woods have been made, although these are maybe a little premature. Nonetheless, this was a defining moment in the push for equality between men's and women's sports. So, next time somebody says that women aren't as good as men at sports, just mention the name of Michelle Wei.

- | | True | False | Not mentioned |
|--|--------------------------|--------------------------|--------------------------|
| 1 Michelle Wei was the first woman to compete in a men's golf event. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Michelle Wei comes from Hawaii. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Some people didn't want her to play. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 She finished last. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 She had already played on the same golf course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 She will probably get better as she gets older. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 She is related to Tiger Woods. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 The fact that she competed is important for women in sports. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5 Complete the sentences with the correct form of the verbs in parentheses.

- Can you tell me what you're interested in _____ (watch)?
- I'm planning on _____ (go) to the game tonight.
- What do you want _____ (do) tomorrow?
- When I play tennis, I'm afraid of _____ (get) hit by the ball!
- I'd better _____ (stay) at home today because I have a lot of studying to do.
- Jane said she'd prefer _____ (meet) you at the gym.
- I think you should _____ (pay) more attention!
- Mary suggested _____ (play) together.

6 Do the crossword.



Across

- Your is on the leg between the knee and the ankle.
- Many martial arts use movements based on attack and
- Those photos really my father's personality.
- How can you yourself if you are attacked?
- A had no freedom and had to serve his master.

Down

- Tell me the worst possible we could encounter.
- His brakes didn't work and the was too great.
- The opposite of "victory" is
- Great anger is often called
- The lower part of your leg is your

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- 1 Grammar: defining and non-defining relative clauses
- 2 Grammar: defining and non-defining relative clauses

- 3 Word search: image and health
- 4 Vocabulary: image and health
- 5 Reading: ordering a text about image

1 Read the sentences. Do they contain a defining or non-defining relative clause? Check *Defining* or *Non-defining*.

- | | Defining | Non-defining |
|---|--------------------------|--------------------------|
| 1 Fashion magazines are full of images of women who have perfect skin and are slim. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Most women who read fashion magazines feel they are overweight. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The images that fill magazines can be extremely harmful. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Anorexia, which affects many teenage girls, is a very serious disease. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Obesity, which is becoming a major problem, is now regarded as an illness. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 People who suffer from acne can become very depressed. | <input type="checkbox"/> | <input type="checkbox"/> |

2 Read the sentences and decide if the defining and non-defining clauses are correct or incorrect. Check the correct sentences.

- 1 Dr. Elena Cameron, who is an expert on health, works in San Diego.
- 2 People, who commit crimes, should go to jail.
- 3 Eighty percent of women who have been on a diet suffer from lack of confidence.
- 4 Magazines, that are full of pictures showing thin women, are part of the problem.
- 5 Concerns about images of beauty which are presented in the media.
- 6 Teenagers, who diet, are likely to suffer health problems when they get older.
- 7 Parents who are concerned about their children should encourage healthy eating.
- 8 Women in the U.S. spend \$15 billion a year on clothes, which is a lot less than they spend on diet products.
- 9 Young girls, who feel happy about their looks, are in a minority.
- 10 Teenagers who worry about their looks should also consider their health.

3 Do the word search. The theme is *image and health*.



A X L N B D O T M O K C N B C
 B N H D I Z Z Y Q O G K L D V
 Q O O P I M P L Y E V Y P O K
 C J D R N S Y Y T M E K J G G
 X V N E E P O B C Z L O L C S
 N G Z K P X N R J N M B A L D
 J E N I T R I O D F J S K O E
 J O N A U S E A T E D E P X F
 G F M M S A O S W V R S C N E
 O U A W C S M J S M I S N A N
 I P O T C S E B L I O I A N Z
 O B E S I T Y O K Q O O R J K
 F I N D I G E S T I O N G S D
 J D B G N Z U F Y P E O Q T O
 Y Q D K I A N E M I A E N K P

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

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- 1 Grammar: non-defining relative clauses as sentence modifiers
 2 Grammar: non-defining relative clauses as sentence modifiers

- 3 Listening: I.Q. tests
 4 Language practice: pronunciation
 5 Language practice: words connected with I.Q. tests

1 Match the sentences on the left with the non-defining relative clauses on the right.

- | | |
|--|--|
| 1 I don't believe I.Q. tests are accurate, | a which is why they aren't used as frequently nowadays. |
| 2 I have good spatial awareness, | b which is why some learners don't do well. |
| 3 I.Q. tests are now used for job recruitment, | c which is why I've never taken one. |
| 4 I.Q. tests have been discredited, | d which explains why I'm not good at I.Q. tests. |
| 5 I'm not very good at math, | e which is why I'm pretty good at puzzles. |
| 6 Most tests assess logical reasoning and numerical ability, | f which is why they don't do as well as girls on exams. |
| 7 Some people have different kinds of intelligence, | g which is where the idea of multiple intelligence comes from. |
| 8 There is more pressure on boys at school, | h which is what they were originally devised for. |

2 Check the sentences that are correct.

- 1 I don't understand the question, which is why I can do it.
- 2 She wasn't good at math, which explains she failed.
- 3 I hated exams, which is why I didn't do well in school.
- 4 He has poor spatial awareness, which explains why he couldn't complete the puzzle.
- 5 I.Q. tests are now being used in job interviews, which is what they were originally devised.
- 6 Mary just failed her driving test, which is why she is unhappy.
- 7 Boys are usually more spatially aware, which is why they do better at sports.
- 8 Nobody has explained how it got there, which is why we're so confused.

3 Listen to a man and a woman talking about I.Q. tests. Decide if each question refers to *The man* or *The woman*.

- 1 Who is reading the magazine?
- 2 Who has taken an I.Q. test?
- 3 Who thinks that I.Q. tests are inaccurate?
- 4 Who isn't very good with shapes?
- 5 Who thinks spatial awareness can be learned?
- 6 Who explains how to get the correct answer to one of the questions?
- 7 Who first mentions the idea of different kinds of intelligence?
- 8 Who knows how many kinds of intelligence there are in the idea of multiple intelligences?
- 9 Who claims to be intelligent in a way that is not tested by most I.Q. tests?

The man

The woman

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34 4 Listen to the words and underline the pronunciation you hear.

- | | | | | | |
|---|--------------|--------------|----|--------------|--------------|
| 1 | cognitive | cognitive | 6 | intelligence | intelligence |
| 2 | spatial | spatial | 7 | discredited | discredited |
| 3 | discriminate | discriminate | 8 | numerical | numerical |
| 4 | empathize | empathize | 9 | artistic | artistic |
| 5 | assessing | assessing | 10 | abilities | abilities |

5 Complete the text with the words from the box.

abilities artistic assessing cognitive discredited discriminate intelligence numerical spatial



For more than one hundred years, people around the world have been taking (1) _____ quotient tests as a way of (2) _____ how smart they are. However, over the years many of these tests have been (3) _____ as people have come to realize that they are quite limited in their scope. Even in the days before Gardner's theory of multiple intelligence, people realized that I.Q. tests did not give a full picture. Most tests only focus on a few (4) _____, typically (5) _____ skills (the ability to use numbers) and (6) _____ awareness (the ability to manipulate shapes and their positions). Quite clearly, these kinds of tests (7) _____ against people with other kinds of abilities such as (8) _____ talent. In fact, assessing someone's (9) _____ abilities can be extremely tricky and almost certainly needs something far more sophisticated than any of the tests developed so far.

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1 Grammar: tag questions

2 Grammar: tag questions

3 Grammar: tag questions

4 Pronunciation: intonation in tag questions

5 Vocabulary: health and disease

6 Listening: lifestyle diseases

1 Circle the correct ending for each sentence.

- | | | | |
|--|---------------|------------------|----------------|
| 1 What people eat is important, ___? | a is it | b isn't it | c aren't it |
| 2 Japanese women live the longest, ___? | a do they | b does they | c don't they |
| 3 Men usually don't live as long, ___? | a do they | b does they | c don't they |
| 4 Heart disease is the biggest killer in the developed world, ___? | a is it | b isn't it | c hasn't it |
| 5 People shouldn't smoke, ___? | a should they | b shouldn't they | c don't they |
| 6 We should help Mom do the dishes, ___? | a shall we | b shouldn't we | c don't we |
| 7 Nothing is completely safe, ___? | a does it | b are it | c is it |
| 8 He looks really healthy, ___? | a does he | b doesn't he | c isn't he |
| 9 Life expectancy used to be about 47 years, ___? | a isn't it | b wasn't it | c didn't it |
| 10 We should do more exercise, ___? | a won't we | b should we | c shouldn't we |

2 Complete each sentence with the correct tag question.

- You're very healthy, _____?
- He's old, _____?
- You don't drink, _____?
- You can cook well, _____?
- You haven't been there, _____?
- Eating junk food is bad, _____?
- Allergies are increasing, _____?
- People live longer nowadays, _____?
- You've stopped dieting, _____?
- She eats too much chocolate, _____?

3 Check the sentences that are correct.

- People in Japan have the longest life expectancy, do they?
- It's not good to eat lots of sugar, is it?
- Jack just had a heart attack, doesn't he?
- He's really fit, is he?
- You'd like some more, wouldn't you?
- Men usually drink more alcohol than women, don't they?
- You're from New York, aren't you?
- Nothing is completely healthy, isn't it?
- She's very beautiful, is she?
- You can speak Spanish, can't you?



35

4 Listen and decide if the speaker is asking for information or checking information. Check Asking or Checking.

	Asking	Checking
1 You're American, aren't you?	<input type="checkbox"/>	<input type="checkbox"/>
2 That's bad for you, isn't it?	<input type="checkbox"/>	<input type="checkbox"/>
3 You exercise every day, don't you?	<input type="checkbox"/>	<input type="checkbox"/>
4 Men don't live as long as women, do they?	<input type="checkbox"/>	<input type="checkbox"/>
5 You're married, aren't you?	<input type="checkbox"/>	<input type="checkbox"/>
6 You're coming out tonight, aren't you?	<input type="checkbox"/>	<input type="checkbox"/>
7 This tastes great, doesn't it?	<input type="checkbox"/>	<input type="checkbox"/>
8 You cooked this yourself, didn't you?	<input type="checkbox"/>	<input type="checkbox"/>
9 It wasn't you, was it?	<input type="checkbox"/>	<input type="checkbox"/>
10 You want more, don't you?	<input type="checkbox"/>	<input type="checkbox"/>

5 Complete the sentences with the words from the box.

abuse chronic infected expectancy hygiene bacterial lifestyle stress

- The biggest killers in developing countries are diseases people catch from drinking _____ water.
- In countries like the U.S., Japan, and the U.K., a major cause of ill health is _____. This is often a result of too much work and worries connected to money.
- Life _____ has almost doubled in the last 100 years.
- Improvements in sanitation and general _____ are two of the major reasons for the increase in life expectancy.
- Heart disease and cancer are two _____ illnesses that affect many people today.
- Many of the diseases people face today are caused by eating the wrong kinds of food, and alcohol _____.
- Many of today's illnesses are due to the way people lead their lives. These are known as _____ diseases.
- The invention of antibiotics means that _____ diseases are far less of a problem than they were 100 years ago.

36

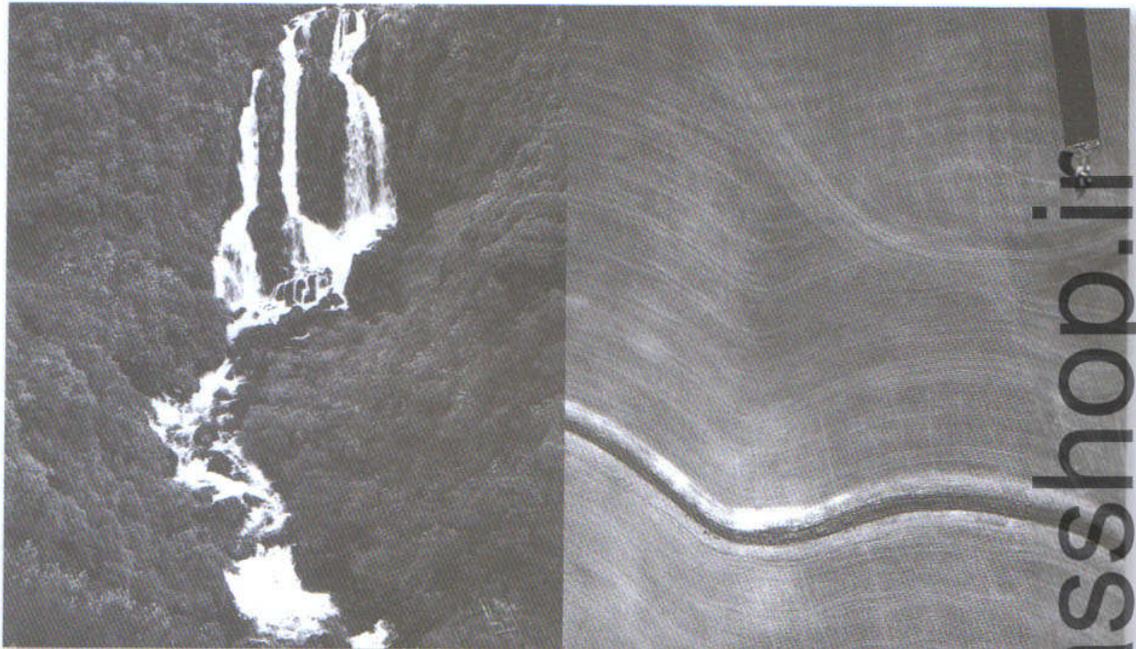
6 Listen to people talking about lifestyle diseases. Write the correct disease from the box next to the number of the speaker. Then listen again and circle the correct answer for each question.

alcohol lack of exercise obesity smoking stress

- | | |
|-----------------|---|
| Speaker 1 _____ | 1 What does Speaker 1 mean by "it's not surprising"? |
| Speaker 2 _____ | a the amount of junk food people eat |
| Speaker 3 _____ | b the fact that many people are obese |
| Speaker 4 _____ | 2 Why does Speaker 2's husband work so much? |
| Speaker 5 _____ | a he's concerned about job security |
| | b he has an important job |
| | 3 Speaker 3 thinks that many people drink ... |
| | a to relax |
| | b to forget about their problems |
| | 4 Speaker 4 used to smoke ... |
| | a five cigarettes a day |
| | b more than five cigarettes a day |
| | 5 Speaker 5 didn't join his local health club because ... |
| | a it costs too much |
| | b he doesn't have enough time |

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- 1 Language practice: words connected with water
- 2 Language practice: pronunciation
- 3 Listening: water
- 4 Grammar: quantifiers
- 5 Grammar: *few/a few/little/a little*
- 6 Grammar: quantifiers



1 Complete the sentences with the words from the box.

lush drains drop shortage drinkable buckets faucet supply

- 1 Only a small percentage of the world's water is _____.
- 2 Many people in India use _____ to draw water from wells.
- 3 There was so little rain in the summer that there was a water _____ in most of the country.
- 4 In countries where there is a lack of water, it is important to conserve every _____.
- 5 Many rich people in India have _____ gardens, in contrast to the dry surrounding area.
- 6 People should be encouraged to turn off the _____ properly so they don't waste water.
- 7 During the driest part of the year, the water _____ is turned off for three hours a day.
- 8 In very hot weather the _____ can become blocked and start to smell.

2 Listen and circle the correct number of syllables for each word.

- 1 a one b two c three
- 2 a one b two c three
- 3 a one b two c three
- 4 a one b two c three
- 5 a one b two c three
- 6 a one b two c three
- 7 a one b two c three
- 8 a one b two c three

3 Complete the summary of a radio program with the words from the box. Then listen to the program to check.

1% 70% amount drink leading responsible reuse understand vital without

Dr. Paul Roberts is a (1) _____ expert on water. He says that people don't really (2) _____ just how important water is. Water covers around (3) _____ of the surface of our planet and (4) _____ water there would be no life. One of the strangest things is that there will always be the same (5) _____ of water whatever we do, we simply (6) _____ it again and again. Only (7) _____ of water is actually drinkable, which is an amazingly small amount when you think about it. Icebergs and the polar ice contain far more water than we can (8) _____. It's also interesting to look at what we do with this (9) _____ resource. Although we have become much better at taking care of water by cleaning it and making it more accessible, we have also been (10) _____ for contaminating much of it in the first place.

4 Circle the correct quantifier to complete each sentence.

- 1 Look! There's *a lot of / every / hardly any* left.
- 2 He's already had *every / hardly any / several* glasses of water.
- 3 It's important to use *every / hardly any / very little* drop.
- 4 We really can't waste any. There was a *few / many / very little* to start with.
- 5 We really waste *a great deal of / neither of the / several* water, don't we?
- 6 They don't get *a few / a lot of / few* rain in parts of Africa.
- 7 *Every / Few / Half* people seem to worry about how much water they use.
- 8 About *half / several / very little* the water we use is wasted.
- 9 There are *every / half / several* things we should do.
- 10 There is *a few / several / very little* we can actually do about the problem.

5 Read the sentences and check the correct meaning of *few/a few/little/a little*.

- | | Some | Not enough |
|--|--------------------------|--------------------------|
| 1 Few people think about how much water they waste. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Few people can afford to buy whatever they want. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 There was little we could have done. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 We had a little time left. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 There were a few people waiting in line. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 There's little rain during the summer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I knew there were a few places we could get fresh water. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Can you give me a little longer? | <input type="checkbox"/> | <input type="checkbox"/> |

6 Check the sentences that are correct.

- 1 Several people warned me there'd be a problem.
- 2 I'm sure there was few left.
- 3 A few time we could see signs of life.
- 4 Do you have either of the milk?
- 5 He gave me a little water.
- 6 Just give me few liters.
- 7 A lot of the earth is covered in water.
- 8 There is very little fresh water in the world.

- | | |
|---|---|
| 1 Vocabulary: containers | 4 Reading: space junk |
| 2 Pronunciation: stress in phrases | 5 Language practice: words connected with waste |
| 3 Grammar: modal verbs + active and passive | |

1 Match the containers with the products. Some containers can go with more than one product.

- | | |
|----------------------|--------------|
| 1 A bag of ... | a beans |
| 2 A box of ... | b chips |
| 3 A bottle of ... | c chocolates |
| 4 A can of ... | d honey |
| 5 A carton of ... | e ice cream |
| 6 A jar of ... | f juice |
| 7 A container of ... | g toothpaste |
| 8 A tube of ... | h wine |



39 2 Underline the stressed words in each sentence. Then listen to check.

- 1 Can I have a bag of chips?
- 2 How much is that bottle of wine?
- 3 Pass me the jar of honey.
- 4 We need another tube of toothpaste.
- 5 He ate a whole bar of chocolate!
- 6 We drink two cartons of juice a day.
- 7 What flavor is that container of ice cream?
- 8 A can of beans, please.

3 Complete the sentences with the correct form of the modal and verb in parentheses. Decide whether to use a passive or active form.

- 1 People _____ (must / be) more careful with their waste.
- 2 People _____ (should not / allow) to make so much trash.
- 3 Taxes _____ (ought to / increase) on non-recyclable products.
- 4 Companies _____ (should / encourage) to use biodegradable containers.
- 5 You _____ (must not / dump) your trash here.
- 6 People _____ (should / try) to use plastic bags more than once.
- 7 Vegetable waste _____ (ought to / put) on a compost heap.
- 8 People who litter _____ (ought / pay) a heavy fine.
- 9 People who recycle _____ (should not / pay) so much tax.
- 10 Glass bottles _____ (should not / put) in this trash can.

4 Read the text. Then circle the correct meaning of the underlined words.

SPACE JUNK

Since the launch in 1957 of the first satellite, Sputnik 1, we have been cluttering up space with our trash. It's bad enough that we cover the earth with lots of junk, but now we're doing the same to vast areas of space. One question is – How much junk is out there? And the answer is worrying. Estimates put the total amount at over a million pieces of man-made garbage! OK, so many of these pieces are no bigger than the size of a dime, but even so ...

One of the main concerns about this junk is not just how much there is, or the size, but also the speed at which it's traveling. Some of this stuff is traveling at speeds of up to 36,000 kmph! At those speeds, the damage that a small piece of debris can cause if it collides with something is just awesome. There's also the question of what happens when these pieces decide to come back down. Eventually, gravity will take control and when it does ...!

- | | | | |
|-----------------|---|-----------------------------|--------------------|
| 1 cluttering up | a making messy | b clearing | c entering |
| 2 vast | a new | b very big | c empty |
| 3 estimates | a calculations | b important people | c reasons |
| 4 concerns | a opinions | b arguments | c worries |
| 5 debris | a broken up trash | b information | c space |
| 6 collides with | a hits | b destroys | c helps |
| 7 awesome | a boring | b amazing | c helpful |
| 8 gravity | a the force that pulls things to the ground | b a sense of responsibility | c a fear of danger |

5 Match the words with the definitions.

- | | |
|-----------------|---|
| 1 biodegradable | a to use something more than once |
| 2 garbage | b a machine that destroys garbage by burning it |
| 3 incinerator | c boxes, bottles, plastic, etc., used for wrapping products |
| 4 landfill | d something that is thrown away – waste or junk |
| 5 litter | e the process of damaging the air, water, or land |
| 6 packaging | f a hole in the ground in which garbage is put |
| 7 pollution | g made from something that can be broken up naturally and is not harmful to the environment |
| 8 recycle | h garbage that people have dropped on the ground in public places |

- 1 Grammar: reported to direct speech
- 2 Language practice: pronunciation
- 3 Listening: GM food
- 4 Grammar: direct to reported speech
- 5 Crossword

1 Complete the sentences with the correct form of the verb.

- 1 He said that GM food had lots of benefits.
"GM food _____ lots of benefits."
- 2 The senator predicted that they would find a cure soon.
"We _____ a cure soon."
- 3 The opposition party stated that lots of food was being imported.
"Lots of food _____."
- 4 The company spokesperson claimed they had already seen the benefits of GM food.
"We _____ the benefits of GM food."
- 5 The charity worker said that a lot could be done to help poor people.
"A lot _____ to help poor people."
- 6 The anonymous worker claimed that production had started before they knew the danger.
"Production _____ before we _____ the danger."

40 2 Listen to the words and underline the correct pronunciation.

- | | | | |
|----------------|--------------|--------------|------------|
| 1 abundant | abundant | 6 genetics | genetics |
| 2 contaminated | contaminated | 7 implanting | implanting |
| 3 famine | famine | 8 modify | modify |
| 4 fertilizer | fertilizer | 9 pesticides | pesticides |
| 5 flourish | flourish | 10 resistant | resistant |

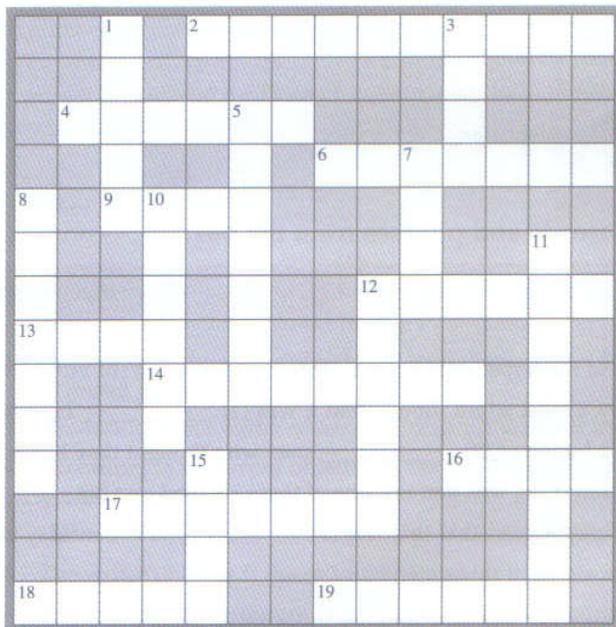
41 3 Listen to the conversation about GM food. Check True or False for each sentence.

- | | True | False |
|---|--------------------------|--------------------------|
| 1 The two people are probably shopping. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The woman thinks that if something doesn't have GM ingredients in it, then it must be good. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The man thinks it's important to know what our food contains. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The man thinks that all food is altered in some way. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The man thinks organic food is healthier for him. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The man thinks organic food costs more. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Milk can't be GM free. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Cows can be fed with GM foods. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The woman thinks that all GM food is contaminated. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 The woman will eat anything. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Complete the sentences with the correct form of the verb.

- 1 "GM food isn't harmful."
He claimed that GM food _____ harmful.
- 2 "They conducted lots of tests."
He stated that they _____ lots of tests.
- 3 "We've recently produced a perfect apple."
He said they _____ recently _____ a perfect apple.
- 4 "We should be careful what we wish for."
She said we _____ careful what we _____ for.
- 5 "They had already completed the tests."
He stated they _____ already _____ the tests.
- 6 "All food will be GM in the future."
He predicted that all food _____ GM in the future.
- 7 "I'm not sure what to do."
She said she _____ sure what to do.
- 8 "It doesn't taste any different."
He claimed it _____ any different.
- 9 "I can't help you."
She explained that she _____ him.
- 10 "We're trying to help the world's poorest people."
The spokesperson said that they _____ to help the world's poorest people.

5 Do the crossword.



Across

- 2 The experiment was a success.
- 4 They the flour with vitamins and minerals.
- 6 The engineers the machines daily so they never fail.
- 9 A is a poor area with very bad housing.
- 12 Another way to say "jump" is
- 13 Manufacturers many plastics to reuse them.
- 14 Scientists the polar ice cap will melt in 100 years.
- 16 The forest was - green and healthy.
- 17 It is impossible to without food or water.
- 18 The opposite of a drought is a
- 19 They want to food genetically.

Down

- 1 The genome is the complete set of in a living thing.
- 3 Some people want to dangerous substances in outer space.
- 5 We put our vegetable waste on a heap.
- 7 I never like to classes. I like to go to all of them.
- 8 change will soon affect all of us.
- 10 Don't dump in the street. You'll be fined.
- 11 Population pressures the need for better crops.
- 12 When there isn't much of a product, we say it's
- 15 Deserts are, They're very dry with few plants.

- | | |
|---|---|
| 1 Listening: present perfect simple and progressive | 4 Grammar: present perfect simple and progressive |
| 2 Grammar: present perfect simple or progressive | 5 Reading: two letters about reality TV |
| 3 Language practice: words connected with TV | |

42 1 Listen and write the number of each sentence you hear next to the correct response.

- | | |
|-----------------------------------|-------|
| a All of them, I think. | _____ |
| b I know. I don't understand why. | _____ |
| c He's just won, again! | _____ |
| d No, they're still filming. | _____ |
| e No, what's it like? | _____ |
| f Nor have I. | _____ |
| g Oh! About ten years. | _____ |
| h Twice, I think. | _____ |

2 Underline the correct verb form in each sentence.

- I've *seen* / *been seeing* three of his movies.
- I've *recorded* / *been recording* the movie since 7p.m.
- Have you *seen* / *been seeing* "Operación Triunfo"?
- I've *visited* / *been visiting* him at least ten times.
- He's just *finished* / *been finishing* making another reality show.
- A Why are you late?
B I've *talked* / *been talking* to Andy.
- How long have you *waited* / *been waiting*?
- I love it! I've *watched* / *been watching* all the episodes. I can't wait for the next series.
- They've *become* / *been becoming* celebrities.

3 Complete the text with the words and phrases from the box.

cast members cope gripping stuff prime-time promise provocative switch to would-be

Last Saturday I turned on the TV in the hope of seeing something of quality. In the end I watched a show that could hardly be called quality. I must admit though that it was (1) _____ because I couldn't stop watching it! It was all about a bunch of (2) _____ stars who thought they had what it took to be famous actors and actresses. The sad thing was that not one of them showed any (3) _____! The other thing that was really annoying was that this was (4) _____ TV, Saturday night at 8 o'clock! Surely there are better shows on at this time.

On Monday morning at work, I found out just how popular this kind of terrible show is – it's certainly (5) _____ because it caused no end of arguments between three of my colleagues. Instead of arguing about the value of reality shows, however, they were debating which one of the (6) _____ should be thrown off the show next! I must say, I was pretty disappointed in my colleagues. I really thought they had more taste. I'll have to (7) _____ a different channel this Saturday and hope it's not showing another reality show. If it is, I'm not sure how I'll (8) _____!

4 Complete the conversations with the correct form of the verbs in parentheses. Use either the present perfect simple or present perfect progressive.

Conversation 1

- A John (1) _____ (go) to drama school for years and finally he got his break. Apparently, a TV studio (2) _____ (ask) him if he'll take part in a new reality TV show.
- B Wow! He must be really happy. He (3) _____ (try) for so long.
- A Yep! I (4) _____ (know) him since I was ten and he (5) _____ (dream) about it all this time.

Conversation 2

- A What are you reading?
- B Oh! The new Grisham novel. (6) _____ you _____ (read) it?
- A No, I haven't. I (7) _____ (plan) to, but I just (8) _____ (not have) the time.
- B (9) _____ you _____ (see) the movie of his last book?
- A No, but I (10) _____ (hear) it's good.

5 Read the letters about reality TV. Check **True** or **False** for each sentence.

Letter A

The reality of reality TV is that it's degrading and damaging. Over the past few years, the proliferation of this kind of mindless show has been shocking. Sure, TV can be provocative, but most of the stuff on so-called reality shows is simply banal. I mean, who wants to see two people sitting up half the night and talking about what life means for them? Who wants to watch a bunch of shallow men try to talk to a parade of brainless bimbos? Get a life! That's what I say.

Letter B

So, what's wrong with reality TV? It doesn't do anyone any harm and if people want to put themselves in front of the cameras, then that's their business. I mean, if you don't like it then switch to another channel or turn it off! I think people who complain about this kind of show are actually jealous. They're probably sitting at home thinking "Why can't I get a break like that?" I watch some shows simply for the novelty factor. That, and the fact that most of the time it's gripping stuff.

- 1 The writer of letter A thinks reality TV is good.
- 2 According to the writer of letter A, there have been a lot of reality TV shows in recent years.
- 3 According to the writer of letter A, reality TV shows are boring.
- 4 According to the writer of letter A, the people who appear on these shows are intelligent.
- 5 The writer of letter A probably enjoys watching reality TV.
- 6 The writer of letter B doesn't understand why people are against reality shows.
- 7 According to the writer of letter B, the people who appear on these shows have no choice.
- 8 According to the writer of letter B, the people who complain would actually like to be on the shows themselves.
- 9 The writer of letter B suggests that people who don't like reality shows can always watch other channels.
- 10 The writer of letter B sometimes watches these shows because they are exciting and interesting.

	True	False
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>

- 1 Grammar: noun clauses
- 2 Vocabulary: collocations with *video*
- 3 Pronunciation: intonation in complete and incomplete sentences
- 4 Listening: the effects of video games
- 5 Language practice: video genres

1 Read the sentences and decide whether the complement in the noun clause is neutral or being emphasized. Check *Neutral* or *Emphatic*.

HINT:

Remember that when we place the noun phrase before the verb we are emphasizing the complement.

	Neutral	Emphatic
1 The thing that many boys find attractive about video games is the action and violence.	<input type="checkbox"/>	<input type="checkbox"/>
2 The action is what I really like about the new video games.	<input type="checkbox"/>	<input type="checkbox"/>
3 One thing that's good about DVDs is that they are durable.	<input type="checkbox"/>	<input type="checkbox"/>
4 Their durability is what makes DVDs so good.	<input type="checkbox"/>	<input type="checkbox"/>
5 Something that really annoys me about the games is that they don't appear lifelike.	<input type="checkbox"/>	<input type="checkbox"/>
6 What I hate about video games is the way they take over people's lives.	<input type="checkbox"/>	<input type="checkbox"/>
7 The poor graphics is what detracts from the game.	<input type="checkbox"/>	<input type="checkbox"/>
8 Video conferencing is one thing that would improve communications at work.	<input type="checkbox"/>	<input type="checkbox"/>
9 Something I really hate is when people use video phones in public places.	<input type="checkbox"/>	<input type="checkbox"/>
10 The cost is what puts me off buying a new video phone.	<input type="checkbox"/>	<input type="checkbox"/>

2 Complete the sentences with the words from the box.

game arcade camera conferencing games phone cassette recorder tape

- 1 I really enjoy playing video _____.
- 2 He bought a new video _____ to shoot pictures of his vacation.
- 3 John works in New York and Doug in London, so they use video _____ to hold their meetings.
- 4 I just bought this new video _____. It's great because you can see who you're talking to.
- 5 Mom! When are we going to get a new video _____? This one keeps on ruining the tapes.
- 6 He spends far too much time playing games down at the video _____.
- 7 Just put the video _____ in the machine and press *Play*.



3 Listen and decide whether each extract is the beginning or end of a sentence. Check *Beginning* or *End*.

	Beginning	End
Extract 1	<input type="checkbox"/>	<input type="checkbox"/>
Extract 2	<input type="checkbox"/>	<input type="checkbox"/>
Extract 3	<input type="checkbox"/>	<input type="checkbox"/>
Extract 4	<input type="checkbox"/>	<input type="checkbox"/>
Extract 5	<input type="checkbox"/>	<input type="checkbox"/>
Extract 6	<input type="checkbox"/>	<input type="checkbox"/>
Extract 7	<input type="checkbox"/>	<input type="checkbox"/>
Extract 8	<input type="checkbox"/>	<input type="checkbox"/>

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4 Listen to an interview with a video games expert and complete the summary of what he says with the words from the box.

amount forget indicating lot prevent simple spending times treating way

By asking the question *Are video games bad for you?*, we are (1) _____ the topic in a very black-and-white (2) _____. In fact it isn't so (3) _____, because there are several sides to the issue. There is a (4) _____ of evidence (5) _____ that these kinds of games are bad. For example, by (6) _____ long hours playing, both your eyesight and your back can be damaged. There are also psychological and social problems often connected to the (7) _____ of violence in many of these games. However, we shouldn't (8) _____ that there are some benefits from video games. Many kids who play the games have amazing reaction (9) _____ and great hand-to-eye coordination. Also, by keeping the kids off the streets they help (10) _____ them from getting into trouble.

5 Match the extracts with the video genres. Write the extract letter next to the correct genre.

- 1 heroic action _____
- 2 horror _____
- 3 magic _____
- 4 sports _____

A

Enter a world of fantasy where anything can happen. You have the power, but can you use it wisely?

B

**ARE YOU SITTING COMFORTABLY?
THEN GET READY TO BE SCARED.
IN THIS GAME, YOU NEED TO OVERCOME YOUR FRIGHT
TO BE A WINNER.**

C

Want to be the best? Do you have what it takes to beat the competition and be a winner? Create your own teams and go for gold!

D

**Ever wondered how it feels to be a hero?
Then take up the challenge and see if
you're ready to do what it takes to save
the world.**

- 1 Grammar: conditionals
- 2 Grammar: conditionals
- 3 Grammar: conditionals

- 4 Vocabulary: television
- 5 Listening: television
- 6 Word search: television

1 Underline the correct verb form in each sentence.

- 1 If I *buy / bought* a new TV, it will be a digital one.
- 2 If I had to choose, I *will / would* rather read than watch TV.
- 3 I'd have gone out last night if my favorite show *wasn't / hadn't been* on.
- 4 If you watch too much TV, you *will / would* damage your eyes.
- 5 If they *watch / watched* less TV, they'd probably talk to each other more.
- 6 If I'd had a TV when I was young, I *would watch / would have watched* it all the time.
- 7 If we *didn't have / hadn't had* a TV in the house, our son would complain.
- 8 If you had stayed up to watch that movie, you *will be / would have been* tired this morning.
- 9 If you want, we *will watch / would have watched* the show together.
- 10 If you hadn't had a TV when you were young, what *will you do / would you have done?*

2 Complete the sentences with the correct form of the verbs in parentheses.

- 1 If they _____ (make) good shows, I'd be happy to watch them.
- 2 If I _____ (not see) the news, I'd never have believed it.
- 3 If you _____ (not stop) watching everything, you'll become addicted.
- 4 If you _____ (watch) less TV, you'd have more time to do other things.
- 5 If you _____ (be) more choosy, you'd watch more interesting shows. .
- 6 If he'd had an opportunity to appear on TV, he _____ (take) it.
- 7 If you _____ (buy) a new TV last year, you'd have gotten a better deal.
- 8 If you spent less time in front of the TV, you _____ (have) a better social life.
- 9 If you had the chance, _____ you _____ (take part) in a reality TV show?

3 Check the sentences that are correct.

- 1 If you watch much more TV, you'll make yourself sick.
- 2 If you buy a digital TV, you'd get a better picture quality.
- 3 If I'd had a TV in my bedroom as a child, I'd watch it all the time.
- 4 If you stay at home tonight, what will you watch?
- 5 I'd have watched it if I'd known it was on.
- 6 If I still had a TV, I'll probably watch that new soap opera.
- 7 If you had cable TV, would you watch it every evening?
- 8 If you watch more than forty hours of television a week, you'd have been addicted.
- 9 I'd have stayed in if I known what was on TV.
- 10 If they make another one of those documentaries, then I'll definitely record it.

4 Match the types of TV shows with the definitions.

- | | |
|-------------------|---|
| 1 talk show | a a show about the imaginary lives of a group of people that is supposed to reflect reality |
| 2 documentary | b a show in which people deal with situations in a funny way |
| 3 movie | c a show showing sporting events |
| 4 music program | d a show showing normal people in actual situations |
| 5 quiz show | e a show that deals with real people or events |
| 6 reality TV show | f a show that features singers and bands |
| 7 sitcom | g a show that tells you what is happening in the world, usually every day |
| 8 soap opera | h a show where a "host" talks to different guests |
| 9 sports show | i a show with questions that contestants try to answer |
| 10 the news | j usually a long show that is shown in theaters as well as on TV |

45 5 Listen to the conversations and circle the correct answer for each question.

Conversation 1

- What type of show did the first woman watch last night?
 - a documentary
 - a soap
 - a reality show
- Why does the second woman watch TV?
 - to learn things
 - to relax
 - to hear the news
- Who watches soaps and reality shows?
 - the first woman
 - the second man and second woman
 - the two men
- Why does the second man say he watches soaps and reality shows?
 - because they're addictive
 - because they're funny
 - because they're terrible
- Who does the first woman call "shallow"?
 - the first man
 - the second man
 - the second woman

Conversation 2

- What kind of show is it?
 - a documentary
 - a talk show
 - a reality show
- What kind of show did Samantha Wilson appear on before this show?
 - a documentary
 - a talk show
 - a reality show
- Where did she work before?
 - in a supermarket
 - on another TV show
 - she didn't work
- What did she think about the show she was on?
 - it was fun
 - it was easy
 - it was really bad
- Why would she do it all again?
 - she likes people knowing her secrets
 - she likes the money
 - she liked the people

6 Do the word search. The theme is television.



M R I M Z E R Q F T
 C R N O E Q T U P H
 I E W V R L U I R T
 V A R I E T Y Z O M
 O L N E W S B Z G R
 V I V G I F E Z R E
 M T C S D R A M A F
 Y Y L S I T C O M R
 M L U T H U G O U Y
 V Q K G T B T A F E

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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- | | |
|--|-------------------------------------|
| 1 Vocabulary: tests | 4 Listening: opinions about exams |
| 2 Vocabulary: tests | 5 Language practice: pronunciation |
| 3 Listening: a radio program about exams | 6 Reading: two opinions about exams |

1 Match the words with the definitions.

- | | |
|---------------|--|
| 1 certificate | a a letter or a number that shows the quality of a student's work |
| 2 exam | b the percentage or grade that a student gets on an exam, usually indicated as a number out of a total |
| 3 fail | c to take an exam again, usually because of failing it |
| 4 grade | d not to reach the level required to pass a test or exam |
| 5 pressure | e to study your notes again, usually in preparation for an exam |
| 6 retake | f a piece of paper awarded to people who take or pass a test or exam |
| 7 review | g another word for a test |
| 8 score | h a worried feeling that you get when you have to do something difficult or important |

2 Complete each sentence with a word from the box.

certificates exam fail grade pressure retake reviewing score

- If you _____ the test, you can always _____ it next year.
- I hate exams. I always feel under so much _____.
- The thing I hate most is waiting to find out my _____.
- I spent hours _____ what we'd learned and I still failed the _____.
- I got a _____ of 550 last year.
- I like seeing my name on _____, even though they are only pieces of paper.

46 3 Listen to a radio program about exams. Circle the correct answer for each question.

- What kind of show is it?
a a talk show b a phone-in
- Who writes books?
a Dr. Parks b Annie Jones
- Who thinks you can find out how clever people are from exams?
a Dr. Parks b Annie Jones
- Exams are a fairly ... of testing people.
a new method b old method
- Does Annie think that people can only be successful if they pass exams?
a yes b no
- Who talks about leaving school?
a Dr. Parks b Annie Jones
- Is the presenter surprised that Annie didn't pass English in school?
a yes b no
- What's the first profession that Dr. Parks mentions?
a novelist b engineer c doctor
- Does Annie agree with Dr. Parks at the end?
a yes b no

- 47 4 Listen to some people talking about exams. What do they think about exams? Check *Good*, *Bad*, or *Not sure*.

	Good	Bad	Not sure
Speaker 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 48 5 Underline the correct stress pattern for each word. Then listen to check.

1 exam	<input type="checkbox"/> <input type="checkbox"/>	exam	<input type="checkbox"/> <input type="checkbox"/>	5 pressure	<input type="checkbox"/> <input type="checkbox"/>	pressure	<input type="checkbox"/> <input type="checkbox"/>
2 review	<input type="checkbox"/> <input type="checkbox"/>	review	<input type="checkbox"/> <input type="checkbox"/>	6 nervous	<input type="checkbox"/> <input type="checkbox"/>	nervous	<input type="checkbox"/> <input type="checkbox"/>
3 retake	<input type="checkbox"/> <input type="checkbox"/>	retake	<input type="checkbox"/> <input type="checkbox"/>	7 award	<input type="checkbox"/> <input type="checkbox"/>	award	<input type="checkbox"/> <input type="checkbox"/>
4 pointless	<input type="checkbox"/> <input type="checkbox"/>	pointless	<input type="checkbox"/> <input type="checkbox"/>	8 forget	<input type="checkbox"/> <input type="checkbox"/>	forget	<input type="checkbox"/> <input type="checkbox"/>

- 6 Read the texts. Complete each text with words from the box. Then read the texts again and check the correct text for each question.

ability checking forget pressure waste weaknesses

Text A

I think exams are a complete (1) _____ of time. I mean, I often (2) _____ things the moment I'm faced with an exam, but that doesn't mean I don't know them. I find the (3) _____ just too much and I fall apart. That can't be fair, can it?

Text B

Tests are really good because they give you an idea of your (4) _____. You find out what you are good at and also they help you identify your (5) _____ so that you know what to work on. Personally, I think that tests are a great way of (6) _____ which students are good and which are not.

- | | Text A | Text B |
|--|--------------------------|--------------------------|
| 7 In which text does the writer think tests are not good? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 In which text does the writer think that you learn something from the tests? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 In which text does the writer think that tests differentiate between students? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 In which text does the writer talk about being affected by pressure? | <input type="checkbox"/> | <input type="checkbox"/> |

- | | |
|--------------------------------------|---|
| 1 Grammar: functions of conditionals | 4 Listening: studying at Woodland Language School |
| 2 Grammar: functions of conditionals | 5 Reading: ordering a letter of advice |
| 3 Vocabulary: further education | |

1 Circle the correct function of each conditional sentence.

- 1 If you don't study hard, you won't pass.
a requirement b offer c promise d warning
- 2 If I were you, I'd pay more attention in class.
a advice b offer c promise d suggestion
- 3 If you do well on your exams, I'll buy you dinner.
a advice b suggestion c promise d requirement
- 4 If you help me with math, I could help you with your English.
a advice b offer c promise d requirement
- 5 If you apply early, you have more chance of getting in.
a advice b offer c promise d warning
- 6 We could study together if you want.
a suggestion b warning c promise d advice
- 7 If you want to take this class, you have to fill in this form.
a promise b warning c requirement d offer
- 8 If you hand your homework in on time, I'll check it quickly.
a advice b requirement c promise d warning
- 9 If your homework is late, I might not correct it.
a advice b offer c promise d warning

2 Match the beginnings and endings of the conditional sentences.

- | | |
|---|--|
| 1 If you need a visa, | a we could study together. |
| 2 If you want to pass the exam, | b please contact the college. |
| 3 If you're having problems studying, | c you won't be able to take the exam. |
| 4 If you want to get medical insurance, | d your doctor has to sign the form also. |
| 5 If you have a question, | e you should go to the Embassy. |
| 6 If you want to get fit, | f you'll need proof of identity. |
| 7 If you want to open a bank account, | g you should join a gym. |
| 8 If you don't attend class, | h you should start reviewing your notes now. |

3 Underline the correct word in each sentence.

- 1 I'm going to *take / make* that exam again.
- 2 I really have to *pass / enter* that exam this time.
- 3 I need to review my *grades / notes* before the exam.
- 4 After my degree, I want a *course / career* in business.
- 5 I really need to *get / take* a high score on the exam.
- 6 He got the grades he needed to *pass into / enter* the graduate program.
- 7 He *graduated / finished* from college last year.
- 8 The college will only *enter / accept* me if I pass the exam.
- 9 You really should *get / take* another class.
- 10 What *grades / notes* did you get on your exam?

- | | |
|--|------------------------------------|
| 1 Grammar: future progressive and future perfect | 4 Reading: cloning |
| 2 Grammar: future progressive and future perfect | 5 Language practice: pronunciation |
| 3 Grammar: future progressive and future perfect | 6 Crossword |

1 Circle the best ending to complete each sentence.

- | | | |
|---|---|---|
| 1 By 2100, the world's population will ... | a have reached 10 billion. | b be reaching 10 billion. |
| 2 Within the next ten years, people will ... | a have traveled by solar powered cars. | b be traveling by solar powered cars. |
| 3 By 2020, scientists will ... | a have found a cure for cancer. | b be finding a cure for cancer. |
| 4 By 2035, the president of the U.S. will ... | a have been cloned. | b be being cloned. |
| 5 Before the end of the decade, we will ... | a have found life on other planets. | b be finding life on other planets. |
| 6 In the next fifty years or so, pollution will ... | a have destroyed most plant life. | b be destroying most plant life. |
| 7 The latest ecological disaster will ... | a have hit us before the end of the year. | b be hitting us before the end of the year. |
| 8 In fifty years, most people will ... | a have lived on the moon. | b be living on the moon. |

2 Complete the sentences with the correct future perfect or future progressive form of the verbs in parentheses.

- By 2250, most people will _____ (visit) the moon.
- Within the next ten years, nobody will _____ (work) in an office.
- Within the next fifty years, many places will _____ (suffer) from regular floods.
- Thousands of animals and plants will _____ (become) extinct by the end of the decade.
- Within the next twenty years, sea levels will _____ (rise) by up to a meter.
- Fairly soon we'll all _____ (use) renewable energy.
- By 2050, AIDS will _____ (kill) more than five million people.
- Before the end of the century, nobody will _____ (live) on the planet's surface.

3 Check the sentences that are correct.

- By 2050, we will be avoiding a major ecological disaster.
- By 2100, life expectancy will be being 135.
- In twenty years we'll all be living under the ocean.
- In the next ten years everyone will be flying planes.
- Within the next decade the population of China will have reached five billion.
- In the next fifty years women will have done the same jobs as men.
- By this time next year I'll be studying at college.
- In twenty years scientists will be finding a cure for AIDS.
- In the next few years people will have driven petrol-free cars.
- In a few years we'll be choosing the sex of our unborn children.

4 Read the text and underline the ten unnecessary words.



When scientists out from Scotland created a sheep named Dolly, they accomplished what many had thought was an impossible. Not only did Dolly take after her biological mother, she was in fact a carbon copy of.

Cloning of a bit more limited sort has been around for years. Scientist have been already cloned mice and frogs, but these were just from embryos. What it made Dolly such a breakthrough was that she was cloned from the DNA of an adult.

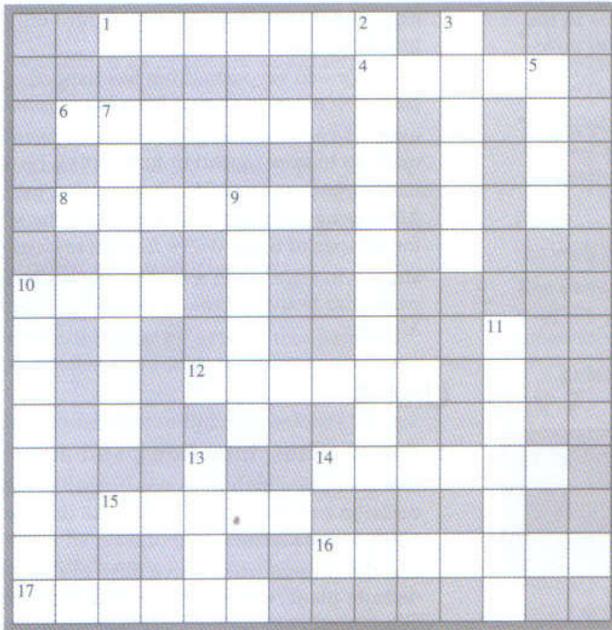
The ability to clone using DNA leads up to many possibilities. These range from being able to save the endangered species to reproducing replacement of organs for use in operations.

What frightens many people is the idea that someone might to decide to clone a complete person, thus creating a modern day Frankenstein monster.

5 Listen and circle the correct number of syllables for each word.

- 1 a one b two c three d four
- 2 a one b two c three d four
- 3 a one b two c three d four
- 4 a one b two c three d four
- 5 a one b two c three d four
- 6 a one b two c three d four
- 7 a one b two c three d four
- 8 a one b two c three d four
- 9 a one b two c three d four
- 10 a one b two c three d four

6 Do the crossword.



Across

- 1 He's a good teacher. He's lively and
- 4 He made an obvious, attempt to copy her work.
- 6 Can we the exam if we don't pass?
- 8 Your actions your personality. They reflect it.
- 10 Those activities you best. You'll like them.
- 12 The remains of a long-dead animal can become a
- 14 Check it out Here's the URL.
- 15 My girlfriend got a good on the exam.
- 16 He keeps a of his thoughts. He writes down everything.
- 17 That question is There's no clear-cut answer.

Down

- 2 That exam section requires a of three skills.
- 3 Ten years is also known as a
- 5 Let's a coin. Heads or tails?
- 7 Only people under 30 are for the scholarship.
- 9 I think he has only one left. He has to keep studying.
- 10 I took a good of the party. I'll send it to you.
- 11 Many people want to live forever through
- 13 He has a of money. He needs another job.

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Unit 1

1 Simple present

Use

To talk about facts and things that are true, permanent situations and states, routines, regular actions, feelings and desires at the present time, and to emphasize a fact or feeling.

Form

Affirmative: *She works in a bank. Her friends work there, too.*
 Negative: *She doesn't work on the weekend. They don't work late very often.*
 Question: *Does she work hard?*

2 Simple past

Use

To talk about a single action in the past that is now finished, a continuous situation or repeated action that is now finished, and to emphasize a fact or feeling.

Form

Affirmative: *We met friends and had pizza last night.*
 Negative: *We didn't meet until late in the evening.*
 Question: *Did you meet them at the restaurant?*

3 Present progressive

Use

To talk about an action happening now, a temporary situation or activity, a situation that is developing or changing, an irritating habit that someone has, a definite arrangement for the future.

Form

Affirmative: *I'm reading a really interesting book right now.*
 Negative: *We aren't reading much right now.*
 Question: *Are you reading anything good?*

Unit 2

1 used to + verb

Use

To describe habits, situations, or repeated actions in the past that are no longer true or that do not happen now.

Habits: *I used to smoke.*

Situations: *We used to live by the ocean.*

Actions: *The children used to go swimming every day.*

Form

Affirmative: *We used to walk to school.*
 Negative: *We didn't use to take the bus.*
 Question: *Did you use to walk home, too?*

2 be + used to + noun/-ing verb

Use

To say that we are or were accustomed to something.

Form

subject + be	used to	-ing verb + complement or noun
<i>I'm</i>	<i>used to</i>	<i>going to bed early.</i>
<i>He's</i>	<i>not used to</i>	<i>cold weather.</i>

3 Regrets (I wish / If only)

Use

To talk about things that we regret or desire about the present or past: *I don't have a job. → I wish I had a job.*
We didn't have a vacation last year. → I wish we had had a vacation last year.

Form

Regrets about something in the present: *If only / I wish + simple past: If only I knew the answer.*

Regrets about something in the past: *If only / I wish + past perfect: I wish you had come to the party.*

Unit 3

1 Present perfect

Use

To talk about actions or states in the past that have some effect in the present.

- Actions or states that began in the past but that are continuing in the present: *Jack has worked for Ford since 1975.* (he still works there)
- Experiences that we have had in our lives (at an unspecified time) and that we may have again: *I've been to Chile.* With this use of the present perfect, we often go on to add more information, usually with a specific time reference, in the simple past tense: *I've been to Chile. I went there last year. We took an amazing cruise.*
- Recent actions or actions that we expect to do: *I've just had some coffee* (a few minutes ago); *I haven't met him yet* (but I expect to).

Form

auxiliary verb *have* + past participle (e.g. *done, given*)

Affirmative: *I've been to New York twice.*

Question: *Have you ever been to New York?*

Negative: *No, I haven't been there.*

2 Adverbs used with the present perfect

just – for very recent actions: *I've just cleaned the carpet.*

already – for actions completed earlier than expected: *I've already finished all the questions.*

yet – to ask whether an action has been done or to say that an expected action has not been done (question and negative form only): *Have you called your mother yet?*
No, I haven't called her yet.

still – to say that an action has not been done, when we expected it to be done (negative form only): *Jane still hasn't taken any exams.*

recently – to say something has happened in the recent past: *I've recently started learning Spanish.*

ever – to ask about experiences that have happened at least once up to now (question form only): *Have you ever been to London?*

for – to state how long an action has been in progress, used for periods of time: *We've had these dogs for five years.*

since – to state when a continuing action started, used for a particular point in time: *I haven't seen Simon since Monday.*

Unit 4

1 Future plans, intentions, and arrangements

Use *going to* + verb to express plans or intentions when a decision has been made before the time of speaking: *She's going to get married.*

Use the present progressive form of the verb to express definite plans, e.g. tickets booked, appointments made. Often used with time adverbials: *We're leaving tomorrow.*

Use the simple present form of the verb to express a very definite routine or scheduled events, e.g. timetables, concerts: *John's flight arrives at 16:20.*

2 Predicting the future

Use *going to* + verb to make predictions for which we have evidence now: *It's going to rain. Look at the clouds!*

Use *will / won't* + verb to express personal opinions about the future and predictions based on past evidence: *I think the Democrats will probably win the election.*

Use the first conditional to make predictions that depend on a future condition being fulfilled: *If you continue to annoy the dog, it will bite you.*

3 Second conditional

Use

To talk about a future result or action that is unlikely because the condition in the *if* clause will probably not be fulfilled: *If I won the lottery, I would buy an airplane.*

We often use this conditional if the state or action in the *if* clause is contrary to a present fact: *If I had a big house, I'd be much happier.* (I don't have a big house.)

Form

If + past, *would / wouldn't* + infinitive

If Phil got a promotion, he would move to the country.

It is possible to use other past forms in the *if* clause and other modal verbs in the main clause: *If someone famous were coming, we could get an autograph.*

The clauses can be placed in either order and a comma comes after the *if* clause when it comes at the beginning of the sentence: *If I had a big house, I'd be much happier. / I'd be much happier if I had a big house.*

Unit 5

1 Third conditional

Use

To talk about actions or situations in the past that are contrary to known facts.

- When we imagine consequences of actions that in reality didn't happen: *If the Russians had used nuclear weapons, the Cold War wouldn't have ended in the 1990s.*
- When we imagine consequences of something not happening, when in reality it did: *If Fleming hadn't discovered penicillin, a lot of people would have died of bacterial infection.*

Form

If + past perfect, *would / wouldn't* + *have* + past participle:
If Ross had studied harder, he would have passed his exams. / If Penny hadn't gone to the party, she wouldn't have met Jeff.

2 Past perfect simple and progressive

Use

To show sequence in the past, for actions that happened before another. It is often used with connectors such as *before*, *after*, *when*.

I had become quite proficient in Spanish before I visited Latin America.

She got her degree after she had completed all the courses successfully.

The past perfect can be used to give an explanation for something: *Why did they award her the Nobel Prize? Because she had fought for peace all her life.*

The past perfect progressive is used for ongoing actions or situations which continued until, or stopped just before, the past time we are talking about: *We had been living in Chile for several months before we really felt at home there.*

Form

Past perfect simple:

subject + *had* + past participle: *I had already seen the movie, so I didn't want to see it again last night.*

Past perfect progressive:

subject + *had* + *been* + *-ing* verb: *Susan had been waiting for an hour before Tim arrived.*

Unit 6

1 Deduction and possibility in the past

Use

We use *must (not) / may (not) / might (not) / could (not) / can't* + *have* to make deductions about the past and to talk about possibility in the past. The modal verbs show different levels of certainty.

Positive:

(certain) *She must have arrived. Her coat's hanging in the closet.*

(less certain) *She might / could / may have arrived. The train gets here at three o'clock.*

Negative:

(certain) *She can't / couldn't have arrived. The train isn't due for another ten minutes.*

(less certain) *She might not / may not have arrived. I haven't seen her suitcase.*

Form

subject + modal verb + *have* + past participle: *They may (not) have arrived by now.*

Note that we do not use the negative of *must* or the positive of *can*.

2 The passive

Use

- When the agent (subject) of the verb is unknown: *Our car was stolen last night.* (We don't know who stole it.)
- When the agent is known but not important: *A new law regarding advertising was passed yesterday.* (The government passed it but we already know that.)
- When we do not want to say who did something, though it may be important: *Mom, the cookies were eaten while you and Dad were out.* (I ate them but don't want to admit it.)
- To put new information at the end of a sentence to give it more importance: *The new Harry Potter book was eagerly awaited by millions of fans.*

Form

the verb *be* + past participle

The passive can be used in most tenses, though not usually with the present perfect progressive or past perfect progressive.

Unit 7

1 Contrast

Use

Use *although*, *though*, *even though* to introduce a second idea that makes the main idea surprising: *Although / Even though / Though she had the right qualifications, she didn't get the job.*

Use *however*, *nevertheless* to express an idea that makes a previously mentioned idea surprising or less true: *It was a very difficult job. Nevertheless / However, we finished it in time.*

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Use *in spite of*, *despite* to introduce a second idea that makes the main idea surprising: *He got the job in spite of / despite his long hair.*

Form

Subordinating conjunctions *although*, *though*, *even though* join a main clause and a subordinate clause. Clauses can be placed in any order.

Adverbs *however*, *nevertheless* precede a second sentence.

Prepositions *in spite of*, *despite* are followed by a noun or *-ing* form of the verb.

2 The *-ing* verb

Use

- As the subject of the sentence before the main verb: *Studying hard is the only way to pass the exam.*
- As the complement or object after some verbs: *Your worst habit is lying to me!*
- After the following common verbs: *like, enjoy, dislike, hate, mind, avoid, keep, miss, deny, suggest.*
- After a preposition: *He apologized for being late for the interview.*

Unit 8

1 Noun clauses

A noun clause can be the object of a sentence: *I don't know what he is doing.*

A noun clause can also be the subject and come at the beginning of a sentence: *How you live your life is none of my business.*

2 Expressing purpose

We can express purpose with connectors (*to*, *in order to*, *so as to*, *so (that)*) that are followed by an infinitive or a subordinate clause: *We went out for dinner to celebrate Mary's birthday. She confessed her crime so as to get a lighter sentence.*

It is possible to make *in order to* and *so as to* negative by adding *not* before *to*: *The police put the witness in a safe house so as not to expose him to danger.*

3 Verb + verb constructions

Many verbs can be followed by other verbs, and prepositions can also be followed by verbs. These verbs take a number of forms:

to + verb

This form follows a number of verbs, often those that express wants or desires: *I want to spend our vacation in Florida this year.*

Simple verb

This form follows modal verbs, and *make* or *let*: *We should pay our phone bill as soon as possible.*

It also follows the phrase *I'd rather* (without an object): *I'd rather watch auto racing on TV than go to the track.*

-ing verb

This form follows prepositions: *You can learn a lot from looking at people's garbage.*

It also follows a number of verbs, including most verbs of liking: *I don't enjoy going under the water when I'm swimming.*

Some verbs can be followed by either the *-ing* verb or the verb + *to*: *I've started to learn / learning Japanese.*

Unit 9

1 Relative clauses

A relative clause gives more information about a noun in the main clause of a sentence. It usually begins with *who*, *which*, *whose*, *that*, *where*, or *when*. There are two types:

Identifying or defining relative clauses tell us exactly which person or thing we are talking about: *She's the woman who won the beauty contest.*

Often the pronoun *that* is used instead of *who* / *which*. Where the relative pronoun is the object of the relative clause, we can leave it out: *I failed the math exam (that) I took last month.*

Non-defining relative clauses give additional information about a person, thing, or idea. If we leave out the information in the relative clause, the sentence still makes sense: *My wife, who's an architect, works for the local municipality.*

2 Non-defining relative clauses as sentence modifiers

Use non-defining relative clauses with *which* to comment on the idea in a whole sentence: *She lives in a very big house, which is odd, because she doesn't have much money.*

3 Tag questions

Use

- To check something that we think we know. Voice falls on the tag question: *You've been to Europe several times, haven't you?* ↘
- To ask a real question about something we don't know. Voice rises on the tag question: *I don't know Pilar. She speaks English, doesn't she?* ↗

Form

In simple tenses (simple present and past) we form the tag question with *do* / *does* / *did*: *Jack lived in this house, didn't he?*

In other tenses we use the auxiliary that is used to form the tense: *Kevin and Mark aren't coming tonight, are they?*

With modal verbs we use the modal to form the tag question: *Brian can't sing very well, can he?*

If the verb in the main part of the sentence is positive, the tag question is negative. If the verb in the main part of the sentence is negative, the tag question is positive: *It's really cold today, isn't it? There aren't any concerts here this weekend, are there?*

Unit 10

1 Quantifiers

Inclusive quantifiers *both, either, each, every, all (the)*

both + plural countable noun: *both books*

either / each / every + singular countable noun: *each book*

all (the) + plural countable or uncountable noun: *all the books / money*

Large or medium quantities *many, a lot of, a great deal / a good deal of, several:*

many / several + plural countable noun: *many books*

a great deal / a good deal of + uncountable noun: *a great deal of money*

a lot of + plural countable or uncountable noun: *a lot of books / money*

Small quantities *some, (a) few, (a) little, hardly any:*
some / hardly any + plural countable or uncountable noun:
some books / money

(a) few + plural countable noun: (a) few books

(a) little + uncountable noun: (a) little money

Precise quantities e.g. *half (of), a quarter, two-thirds of + plural countable or uncountable noun: half of the books*

Negative quantities *no, neither of the, none of the:*

no + singular / plural countable or uncountable noun:
no book / no books / no money

neither of the + plural countable noun: neither of the books

none of the + plural countable or uncountable noun: none of the books / the money

2 Modal verbs + active and passive

We often use the passive after modal verbs: *Seat belts must be worn at all times.*

When we make suggestions or express obligations using the passive, the suggestion or obligation is objective: *You ought to invest more in road-building.*

More ought to be invested in road-building.

Should and ought to in the passive are used to express rules: Cars should not be parked on the sidewalk.

3 Reported speech

In reported speech the verb usually changes tense, and moves one step back into the past: *I have an idea.* → *She said she had an idea.*

The past perfect does not change: *I had heard of this place.*
 → *She said she had heard of this place.*

Some modal verbs change in reported speech: *We can find it.* → *They said they could find it.*

The modal verbs *must, should, ought to, and would* do not change: *You must complete the form.* → *He said I must complete the form.*

Unit 11

1 Present perfect progressive

Use

To talk about an action or activity that started in the past and is still continuing: *We've been decorating this room. (we haven't finished yet)*

To express duration: *I've been writing this essay for three hours.*

To talk about a series of actions, but the focus is on the activity: *We've been watching a lot of foreign movies lately.*

The present perfect progressive can be used to talk about actions with a result in the present, suggesting that the action has recently finished: *Sorry about the mess, we've been decorating.*

Form

have + been + -ing verb

Affirmative: *We've been watching a lot of TV recently.*

Negative: *We haven't been watching a lot of TV recently.*

Question: *Have you been watching a lot of TV recently?*

2 Noun clauses

Noun clauses often contain a relative clause. These noun clauses take a complement and can come either before or after the verb: *The food is the thing I really like about Thailand.*

If we place the noun clause before the verb, we are adding emphasis to the complement: *The thing I really like about Thailand is the food.*

3 Conditionals

Use

The first conditional is used to talk about events or situations which are possible in the present or the future: *If we get a DVD player, we'll watch more movies at home.*

The second conditional is used to talk about unlikely events or situations in the present or future or to talk about impossible events or situations in the present: *If I got the job, I'd move to a new house.*

The third conditional is used to talk about imaginary events or situations in the past: *If I had had a computer, I might have finished the book earlier.*

Form

First conditional

if + present + will + infinitive

Second conditional

if + past + would / could / might + infinitive

Third conditional

if + past perfect + would / could / might + have + past participle

Unit 12

1 Functions of conditionals

Advice

If you want to meet new people, try joining a club.

Offers

Contact me if you need clarification on any of these points.

Suggestions

Why not travel by train if you want to see more of the countryside?

Requirements

If you want to open a bank account, you must produce proof of identity.

Promises

I'll be very careful if you let me use the car tonight.

Warnings

If you don't apply yourself to studying right now, you won't pass your exams.

2 Future progressive and future perfect

Use

The future progressive is used to talk about a situation or an action that will be in progress at a definite time in the future: *Next Sunday, I'll be lying on a beach in Rio.*

The future perfect is used to talk about a situation or an action that will be completed by or before a specific time in the future: *Wait for me. I'll have finished the dishes in five minutes.*

Form

Future progressive

will / won't + be + -ing verb

Future perfect

will / won't + have + past participle

We often use the prepositions *by* and *before* with the future perfect:

I'll have posted it to you by / before Friday.

We often use the time expressions *in X weeks / months / years time* and *within the next X weeks / months / years* with the future progressive:

People will be traveling in fuel efficient cars within the next ten years.

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Workbook 4



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