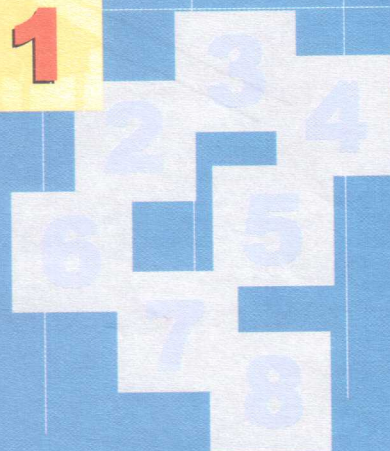


UNIT

1

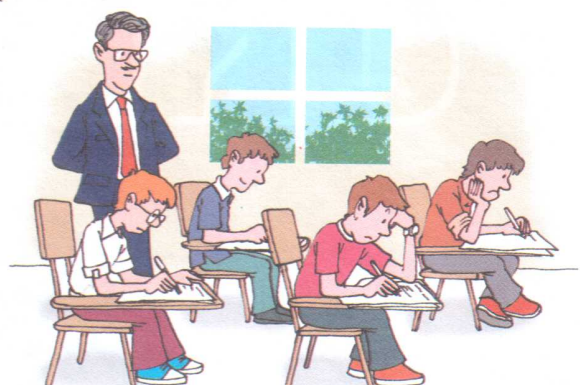
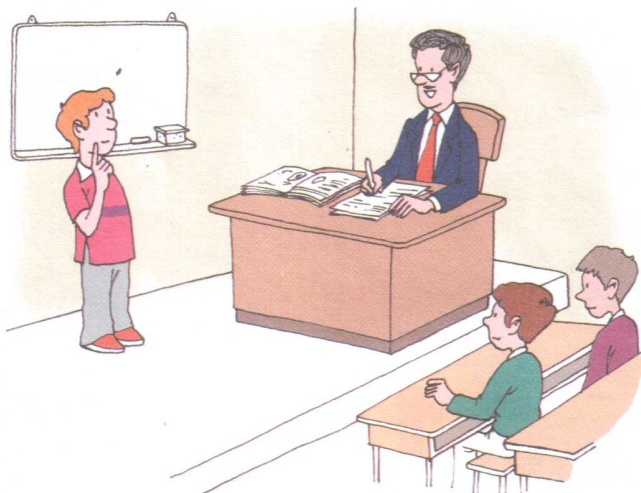


Conversation

Let's Get Started

Fill in the chart below with the advantages/disadvantages that you think each type of examination has.

Oral Examinations		Written Examinations	
advantages	disadvantages	advantages	disadvantages





An Oral Exam

*Stephen and Carlos study Italian as a foreign language. This is the day of their final exam, and Stephen is not well-prepared for his **oral**.*

Stephen: Hey, Carlos! Have you finished the exam?

Carlos: Oh, yes. Ms. Kimble asked me to tell you to go in right away.

Stephen: All right. What questions did she ask you?

Carlos: First she asked ~~me~~ what my name was.

Stephen: Well, that was pretty easy, wasn't it?

Carlos: Yeah, except I couldn't remember! And then she asked if I spoke any other languages.

Stephen: Yes, yes, go on. What else did she ask?

Carlos: Mmm. I'm trying to remember. Oh! She gave me a picture and asked me to describe it.

Stephen: Oh, my God! I'm going to fail. Wish me luck!

Speak Out

What type of examination can a teacher give to make a fairer judgement about his/her students? Discuss your reasons.

Reading

Before You Read

Discuss the following questions.

1. When is it good for the mother of small children to work outside the home?
2. What advantages/disadvantages are there for a child in going to a day-care center?
3. What do you think of the new trend in your country for the husband and wife to share household chores? What do you think of a "house husband"?

Passage



Who's Taking Care of the Children?

Around the world, more and more women are working outside the home. In the United States, over 70 percent of women with children under 18 have another job besides that of mother and **homemaker**. Most are employed in **traditional** fields for **females**, such as **clerical**, sales, education, and service. However, a **growing** number choose a career that **necessitates** spending many hours away from home. These women are engineers, politicians, doctors, lawyers, and scientists, and a few have begun to **occupy executive** positions in business, government, and banking, **breaking through** the so-called **glass ceiling**.

Monetary factors influence women to work. Some are employed full-time, some part-time, and some **seek** creative solutions such as **flextime** work schedules and **job-sharing**. Many are single mothers raising children by themselves. But in most cases, one **income** in the household is simply not enough, so both parents must work to **support** the family.

A **backward** glance from this side of the new **millennium** reveals that the role of married women in the U.S. has changed **radically** since the 1950s and 1960s, when it was **taken for granted** that they would stay home and raise



children. This is still the image so often **portrayed** in American movies and advertising. In fact, the traditional combination of the husband as **exclusive breadwinner** and the wife as a stay-at-home mom caring for one or two children today **accounts for** only 7 percent of the population in the United States.

Who, then, is taking care of the children?

When **extended families** – children, parents, grandparents, aunts, and uncles – lived in the same town and sometimes in the same house, a relative of the working parents took care of the children. But beginning with **the Industrial Revolution**, people moved away from farms and small towns to find better job opportunities in larger cities. Now, most often, the family is just the **immediate** family – mother, father, and children. Or, it could be a **single-parent family**, with either the mother or the father living with the children. Another **variation** is the blended family, the result of a marriage between a previously married man and woman who **combine** the children from their **former** marriages into a new family.

So who watches the children while the parents work? Answers to this question are **varied**:

1. Some parents put children in **day-care facilities**.
2. Some parents put children in informal day-care centers in private homes.
3. Companies and hospitals are realizing that providing day care at the workplace **makes for** happier and more **productive** employees.
4. Individuals or couples that are **wealthy** enough have a **nanny**, a woman who comes to care for the children in their own home. Many of these child-care workers are from other countries, e.g., England, Jamaica, Poland, or the Philippines.

A **trend** that has **emerged** recently is the sharing of child-care **responsibilities** between husband and wife. Young couples will try to arrange their work schedules so that they work opposite hours or shifts in order that one parent is always home with the children. Since child-care is expensive, this saves money for the young couple trying to **establish** themselves and provide a **secure** environment for the family. Husband and wife may also share household **chores**. Some fathers are just as **capable** as mothers at cooking dinner, changing and **bathing** the baby, and doing the laundry.

In some cases, the woman's salary is **adequate** for family **expenses**, and the father becomes the "house husband". These cases are still fairly rare. One positive trend, however, is that fathers seem to be spending more time with their children. In a recent survey, 41% of the children **sampled** said they spend equal time with their mothers and fathers. "This is one of our most **significant** cultural **changes**," says Dr. Leon Hoffman, who co-directs the Parent Child Center at the New York **Psychoanalytic** Society. In **practice** for 30 years, Hoffman has found a "very dramatic difference in the **involvement** of the father – in everything from care taking to general decision making around kids' lives".

Comprehension Check

A. Choose the best answer.

1. In paragraph 1 find a word/phrase that is closest in meaning to “the traditions in a society that prevent women from rising to the top jobs”.
 - a. career
 - b. breakthrough
 - c. glass ceiling
2. Find a word/phrase in paragraph 2 that is closest in meaning to “varying arrival and departure times at work”.
 - a. job-sharing
 - b. full-time
 - c. flextime
3. In paragraph 3, “... the traditional combination of the husband as exclusive breadwinner...”, the word “breadwinner” means a person who _____.
 - a. has won a prize
 - b. earns money for the family
 - c. is successful
4. “The role of married women in the U.S. has changed radically.” In this sentence in paragraph 3, “radically” means _____.
 - a. completely and thoroughly
 - b. in a good way
 - c. not surprisingly
5. Find a word in the paragraph before last that has the same meaning as “a gradual change in what people in society do or think”.
 - a. trend
 - b. chore
 - c. shift

B. Choose the best answer.

1. What percentage of American mothers with young children work outside the home?
 - a. more than 18
 - b. less than 18
 - c. more than 70
 - d. less than 70

2. In the 1950s and 1960s, it was taken for granted that a woman would be a _____.

- ☐ a. single mother
- ☐ b. breadwinner
- ☐ c. nanny
- ☐ d. homemaker

3. According to the text, in the United States today, the most common type of a family is the _____.

- ☐ a. immediate family
- ☐ b. blended family
- ☐ c. extended family
- ☐ d. family with two children

4. American movies and advertising often show _____.

- ☐ a. people moving away from farms
- ☐ b. traditional role of married women
- ☐ c. people moving far away from their relatives
- ☐ d. the father as the "house husband"

5. According to the passage, the role of mothers as professional women _____.

- ☐ a. has affected the relation between the child and the father positively
- ☐ b. accounts for the number of divorces
- ☐ c. results in the second marriage
- ☐ d. accounts for the decrease in the population in the U.S.

C. Check (✓) the following statements as true or false.

1. Companies and hospitals provide day care at the workplace so that their employees work better.
2. Couples who are rich put their children in day-care centers.
3. Some parents try to cut down the expenses of child-care by working opposite shifts.
4. Mothers are always more capable of doing housework than fathers.
5. The most important factor that influences women to work is money.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Listening

Vocabulary Stop

Match the words in column A with the definitions in column B. There is one extra definition.

Column A

1. spoil
2. tag
3. hopscotch
4. double-dutch
5. carefree
6. creepy
7. give oneself up
8. glory

Column B

- a. happy because you have no problems or worries
- b. a very short period of time
- c. that makes you feel nervous and frightened
- d. allow oneself to be arrested
- e. a game in which one child chases and tries to touch another
- f. great beauty
- g. a children's game of throwing a stone into numbered squares marked on the ground, and hopping from square to square to collect it
- h. do too much for sb, esp a child so that you have a bad effect on his/her character
- i. a game of jumping over two long ropes which are quickly passed one after the other beneath the jumper's feet and over the head

Get Set

Work in pairs. Discuss these questions.

1. What do you remember most about being 12 years old?
2. What did you like best about being 12?
3. How is your life different now?
4. Would you like to be 12 again? Why or why not?
5. What was the best year of your life? Why?

Example:

What I remember most about being 12 is when I ...

Listen to It



Two people are talking about what life was like when they were 12 years old. Who is talking? Look at the chart, and check (✓) the correct column.

Who... ?	Phil	Wanda
slept in the same room as his/her brother and sisters	☐	☐
loved playing games	☐	☐
loved comic books	☐	☐
loved making up stories	☐	☐
hid in the museum with a friend	☐	☐
was spoiled because he/she was the youngest	☐	☐

Think & Talk

These photos are of the same person's desk 15 years ago and today.

1. How old do you think this person was 15 years ago?
2. Do you think this person is male or female? Why?
3. What was this person like 15 years ago? What is he/she like now?
4. How has your room or home changed in the last 15 years?

Example:

I think this person is ... because on the desk there's ...



Grammar through Drills

1.1 Make two statements using *reported speech*.

T. My uncle is very wealthy.

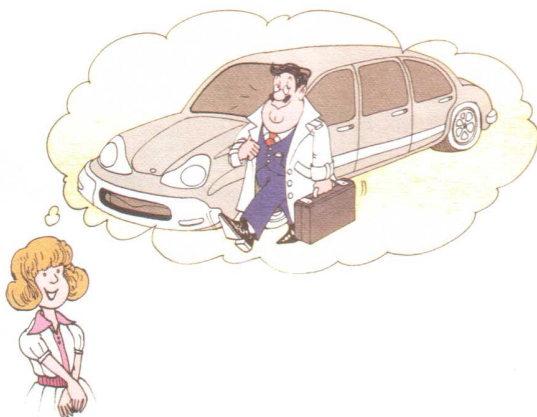
S1. Linda **says** her uncle **is** very wealthy.

S2. Linda **said** her uncle **was** very wealthy.

T. It's getting colder.

S1. Linda **says** it **is** getting colder.

S2. Linda **said** it **was** getting colder.



T. The weather was horrible yesterday.

T. That food looks inviting.

T. This boy seems quarrelsome.

T. These problems appear impossible.

T. I feel disgusted now.

1.2 Make statements using “could/should + have + past participle”.

T. We had permission to go, but we didn't.

S. We **could have gone**.

T. It was his duty to stay, but he didn't.

S. He **should have stayed**.

T. They had permission to smoke, but they didn't.

T. It was my duty to attend the class, but I didn't.

T. She had permission to use the library, but she didn't.

T. It was his duty to unload the car, but he didn't.

T. It was their duty to calculate the cost, but they didn't.

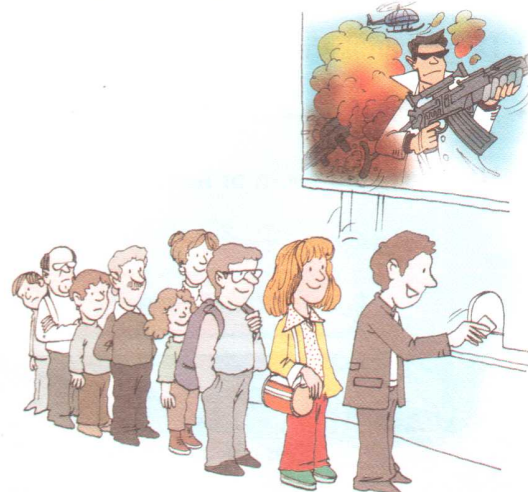
1.3 Make statements using “might/must + have + past participle”.

T. Janet had a very good chance of getting a ticket.

S. She **must have gotten** a ticket.

T. Ted had a slight chance of passing the exam.

S. He **might have passed** the exam.



T. The Keatons had a slight chance of catching the plane.

T. Greg had a very good chance of winning.

- T. Brad had a very good chance of surviving the operation.
- T. Their team had a slight chance of beating Australia.
- T. Emily had a very good chance of getting a raise.

Frame

Sally smiled to herself as she imagined seeing her friend again.

1.4 Substitute making the necessary changes.

She **imagined** seeing her friend again.

expected	considered
avoided	insisted on
decided	suggested
arranged	hoped
promised	imagined

Grammar Note 1

Reporting Yes/No Questions

Yes/No questions are reported with “**if**” or “**whether (or not)**”. Notice that in direct speech the questions have inversion, but in

indirect speech the word order is like a statement: **If/Whether + Subject + Verb +**

Mary asked, “Do you speak French?”

Mary asked if I spoke French.

Mary asked whether I spoke French or not.

Note:

Instead of “ask” as an introductory verb, other expressions like “**want to know**” or “**wonder**” may also be used.

Mary wanted to know if I spoke French.

1.5 Change the yes/no questions below to reported speech. Use “Andy wants to know ...”.

T. Is it a creepy place?

S. Andy wants to know if it is a creepy place.

T. Can you come with me?

S. Andy wants to know if I can go with him.



- T. Have you eaten lunch yet?
- T. Did you punish your son?
- T. Do you like pineapples?
- T. Will you take a bus or taxi?
- T. Was it hot yesterday?

1.6 Make statements using *reported speech* and the words given.

- T. Is this pendant yours? (Ali asked her)
- S. Ali asked her whether that pendant was hers.
- T. Is this shirt yours? (Maryam asked Ali)
- S. Maryam asked Ali whether that shirt was his.



- T. Is this purse yours? (Saeed asked me)
- T. Is this money yours? (Mary asked John)
- T. Is this classroom yours? (Kate asked us)
- T. Is this tie yours? (John asked Tom)
- T. Is this coffee yours? (Rita asked Betty)

Frame

- A: Well, what did he want to know?
- B: He asked me if the students were studying.

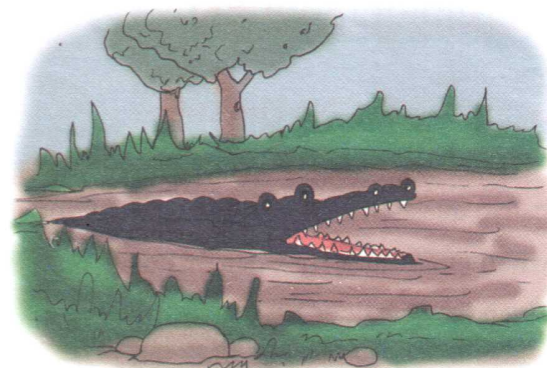
1.7 Substitute making the necessary changes.

He asked me if the students were studying.

playing	David
speaking	sleeping
writing	reading
Reza	the students
the secretary	studying

1.8 Report the following questions using "He wondered if ...".

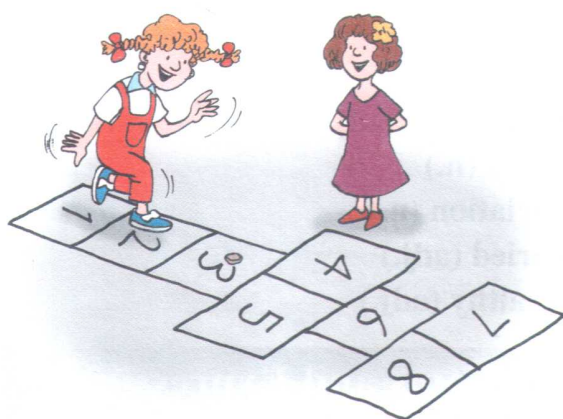
- T. Have you seen an alligator yet?
- S. He wondered if I had seen one yet.
- T. Have you taken the course yet?
- S. He wondered if I had taken it yet.



- T. Have you read that novel yet?
- T. Have you discussed your homework yet?
- T. Have you claimed back your travel expenses yet?
- T. Have you tried to change the situation yet?
- T. Have you occupied the position yet?

1.9 Report the following questions using “He wondered whether ... or not”.

- T. Did she play hopscotch?
- S. He wondered whether she had played it or not.
- T. Did she see that movie?
- S. He wondered whether she had seen it or not.



- T. Did she read that novel?
- T. Did she do the house chores?
- T. Did she speak to the audience?
- T. Did she forget that scene?
- T. Did she like the suggestion?

1.10 Report the following questions using “She asked whether ...”.

- T. Will the plane arrive soon?
- S. She asked whether the plane would arrive soon.
- T. Will they be at the meeting?
- S. She asked whether they would be at the meeting.
- T. Will the meeting be over soon?
- T. Will they contact us by next week?
- T. Will the meeting last long?
- T. Will the lecture be over soon?
- T. Will the exam take more than an hour?

Check It Out



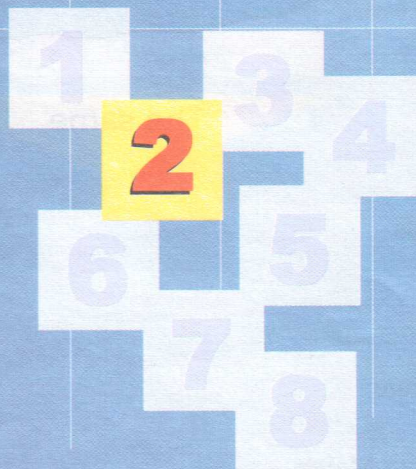
account for (v.)
adequate (adj.)
backward (adj.)
bathe (v.)
breadwinner (n.)
break through (v.)
capable (adj.)
carefree (adj.)
chore (n.)
clerical (adj.)
combine (v.)
creepy (adj.)
day care (n.)
double-dutch (n.)
emerge (v.)
establish (v.)
exclusive (adj.)
executive (adj.)
expenses (n.)
extended family (n.)
facility (n.)
factor (n.)
fair (adj.)
female (n.)
flextime (n.)
former (adj.)
give oneself/sb up (v.)
glass ceiling (n.)
glory (n.)
growing (adj.)
homemaker (n.)
hopscotch (n.)
immediate (adj.)
income (n.)

Industrial Revolution, the (n.)
involvement (n.)
job-sharing (n.)
judgement (n.)
make for (v.)
millennium (n.)
monetary (adj.)
nanny (n.)
necessitate (v.)
occupy (v.)
oral (adj., n.)
portray (v.)
practice (n.)
productive (adj.)
psychoanalytic (adj.)
radically (adv.)
responsibility (n.)
sample (v.)
secure (adj.)
seek (v.)
significant (adj.)
single-parent family (n.)
so-called (adj.)
spoil (v.)
support (v.)
tag (n.)
traditional (adj.)
trend (n.)
variation (n.)
varied (adj.)
wealthy (adj.)

Idioms and Expressions

take it for granted

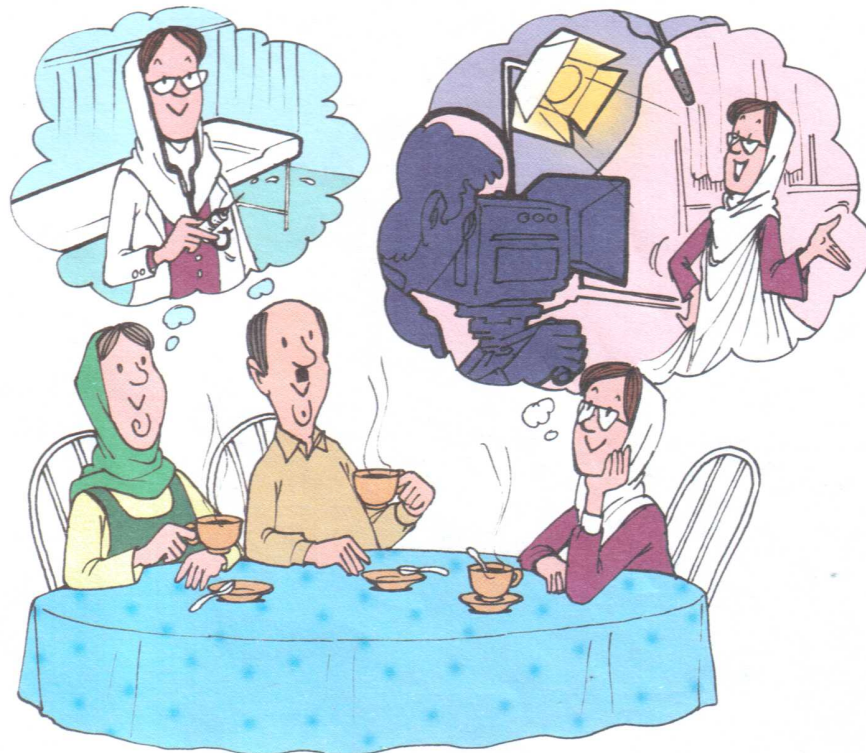
UNIT



Conversation

Let's Get Started

How are your ideas similar to or different from those of your parents'? Check (✓) your answers in the chart below and compare your answers with your partner's.



The same

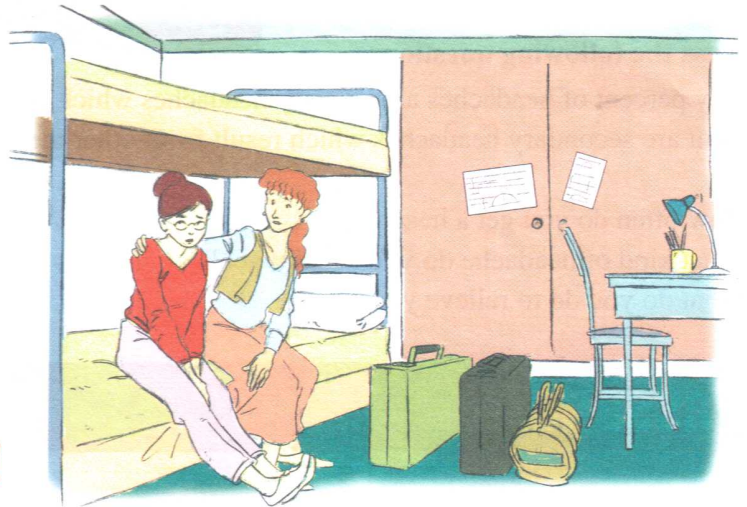
Different

Friends

Job

Marriage

Favorite Major



Don't Give Up!

Molly has recently finished college. She's trying to decide on her career.

Loretta: What are you going to do now, Molly?

Molly: I don't know. I had to **give up** my hope of being a **mathematician**.

Loretta: Why is that? What's happened?

Molly: My grades in math weren't high enough. I couldn't **live up to** the goals my parents **set** for me.

Loretta: You did well in college. I don't think you let your parents down.

Molly: Perhaps. I wish they could tell me **to my face** how they really feel.

Loretta: Why don't you tell them what you'd like to be?

Molly: Perhaps I will. I used to want to be a teacher and I guess my parents would like that.

Speak Out

Based on the information that you received in the Let's Get Started part, discuss the reasons for these similarities and/or dissimilarities. Focus on your ideas about your job and favorite major.

Reading

Before You Read

Discuss the following questions..

Ninety percent of headaches are primary headaches which include tension type and migraine. Ten percent are secondary headaches which result from other medical conditions such as infection.

1. How often do you get a headache?
2. What kind of headache do you usually get?
3. What do you do to relieve your pain?

Passage



Headache Away

When you have a headache, do you rush to your **medicine cabinet** or to the drugstore for a pain **reliever**? If so, you're not alone. People in the United States spend over \$2 billion a year on **nonprescription** pain relievers. Although effective, these pain relievers are not without problems. First of all, which should you choose? There are over 100 brands, and most come in various forms (for example, **tablets** or capsules) and various strengths (such as regular and extra strength). Choosing a pain reliever can be enough to make anyone's headache worse! Second, the 100-**plus** brands **fall into** three types of pain relievers – aspirin, acetaminophen, and ibuprofen – and each of these can have serious **side effects**. Aspirin and ibuprofen can cause stomach **irritation** and **gastrointestinal bleeding**; acetaminophen can cause **liver** damage in some people.

So, next time you have a headache, instead of rushing to the drugstore, you might want to try one of these natural headache remedies:

1. **Eat something soon.** Preferably, eat something high in protein, a substance necessary for growth. The “hungry headache”, caused by a **drop** in the blood-sugar supply, can be a real problem for people not eating enough at **mealtimes**. Why protein? Because it **rebuilds** your blood-sugar supply little by little. Sugary foods cause the blood sugar to go up **rapidly** and then drop again just as fast.

2. **Wash it away.** “At the first sign of headache pain, get in the shower,” advises Dr. Augustus S. Rose of the UCLA (University of California at Los Angeles) School of Medicine. First, take a hot shower even if the pain gets worse. This will make the

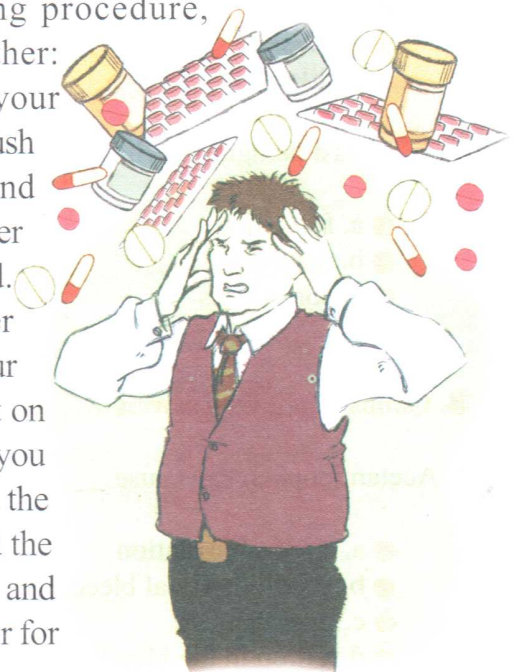
blood **vessels** open wide. Follow it immediately with a cold shower. Stay in until you **shiver**. Repeat this procedure if necessary. This **process** works well for a **migraine** headache. In a migraine headache, the blood vessels of the head first **contract** then **dilate** and press against the **nerves**. This pressure causes pain. Cold water makes the blood vessels contract, which **eases** this pressure on the nerves.

3. **Think it away.** Sit down or lie down and close your eyes. Imagine that it is summer and you are on the beach. An ocean **breeze** cools your face and your hands and arms grow warmer and warmer in the hot sun. Your hands are really **soaking up** the sun. They become hot **to the touch**. Minutes pass, and when you open your eyes, you are left with very warm hands... and no headache. Thinking **warmth** into your hands sends blood toward them and away from the head.

4. **Massage it out.** Get to your head through your feet. Massaging the lower part of your big **toe** and the area under all your toes will **lessen** tension in the neck. This tension can often cause a headache.

5. **Press it away.** Some headaches can be cured by a **sensitive** finger-pressure massage. The massage should be given on sensitive “**trigger**” points. There are three pairs of points: one at each **temple**, one under each **shoulder blade**, and a pair at the back of the neck. Press each point for 15 to 30 seconds **at a time**. Remember to press both points in a pair at the same time, not just one side. Doing this will help the body’s natural painkillers start working. If you are alone, press the **thumb** of one hand against the **tender** spot in the “V” **formed** by the thumb and **forefinger** of the other hand.

6. **Brush it away.** “Find a hairbrush with fairly stiff natural **bristles**,” says **biophysicist** Harry C. Ehrmantraut. Then use the following procedure, first on one side of your head and then on the other: Starting a little above your temple, just above your eyebrow, brush your hair in small circles. Move the brush first up and then back before moving it down and forward to complete your circle. This way the upper part of the circle goes toward the back of the head. Then brush down to the **base** of your skull. After you repeat this procedure on the other side of your head, brush the hair in the center of your **scalp**, first on the right and then on the left. Make small circles as you start at the top of your head and move down toward the base of your skull. Brushing **stimulates** the skin and the **tissues** underneath, so blood can flow more easily and more oxygen can reach the brain. Always see a doctor for continuous or **recurring** head pain.



Comprehension Check

A. Choose the best answer.

1. In the first paragraph, "If so, you're not alone," indicates that _____.
 - a. there are many people who have a headache
 - b. there are other people who rush for a pain reliever
 - c. you should feel lonely when you have a headache
2. Which word/phrase in the first paragraph is closest in meaning to "a discomfort to a part of the body"?
 - a. side effect
 - b. bleeding
 - c. irritation
3. In paragraph 4, "works well" means _____.
 - a. has the desired effect or result
 - b. operates well
 - c. is organized very well
4. Find a word in paragraph 4 that has the same meaning as "open up".
 - a. contract
 - b. press
 - c. dilate
5. In the last paragraph, which word has the same meaning as "happening more than once".
 - a. following
 - b. recurring
 - c. continuous

B. Choose the best answer.

1. Acetaminophen can cause _____ in some people.
 - a. stomach irritation
 - b. gastrointestinal bleeding
 - c. liver damage
 - d. a drop in the blood-sugar supply

2. The passage suggests that you should _____ when you have the “hungry headache”.

- a. eat sugary foods
- b. not eat much at mealtimes
- c. eat something high in protein
- d. eat something cold

3. How should you wash the headache away?

- a. By taking a cold shower.
- b. By taking a hot shower.
- c. By taking a cold shower followed by a hot one.
- d. By taking a hot shower and then a cold one right after it.

4. When you “brush it away” you should first brush _____.

- a. the back of your head near your neck
- b. both sides of your head, moving from the front to the back
- c. the hair in the center of your scalp
- d. from the base of your skull to the upper part

5. According to the passage, when you have a single headache, _____.

- a. use natural headache remedies
- b. see a doctor
- c. rush to your medicine cabinet
- d. try different kinds of pain relievers

C. Check (✓) the following statements as true or false.

1. Massaging the lower part of your big toe may cause a headache.
2. There are only three brands of pain relievers.
3. When you take a hot shower, the pain may get worse.
4. Whenever you have a headache, go to the beach.
5. You don't need to have a prescription in order to buy aspirin, acetaminophen, and ibuprofen.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Listening

Vocabulary Stop

Match the words in column A with the definitions in column B. There is one extra definition.

Column A

1. chapter
2. account
3. at the most
4. occupation

Column B

- a. put money into a bank
- b. as a maximum; not more than
- c. one of the sections into which a book is divided
- d. job; employment
- e. a detailed record that a business keeps of the money it receives and spends in a particular period of time

Get Set

Work in pairs. Look at the jobs. Pick two that are similar in some way. Give reasons.



Example:

a chef _____ an artist

The reason: They are both creative.

Listen to It



Who are these people talking to? Write the occupations on the line. What words helped you know? Write one or two words under each line.



1. a waiter or waitress
fish vegetable rice



2. 4. _____



3. 2. _____



4. 5. _____



5. 3. _____



6. _____

Think & Talk

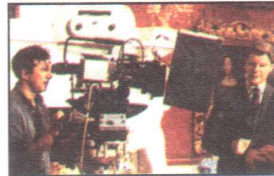
Do you think these jobs demand a high level of creativity?
Discuss some of the qualities you need in each job.



screenwriter



surgeon



cameraperson



newsreader

Grammar through Drills

Grammar Note

Reporting Information Questions

Information questions begin with **Wh-words** (how, when, where, which, who, whom, whose, why, etc). When reporting information questions, the word order in the indirect is like a statement, i.e. the subject is normally placed before the verb.

He asked, "Where are you going?"

He asked me where I was going.

He asked, "When do you get up in the morning?"

He asked me when I got up in the morning.

We can also use an indirect question to ask for information after an expression such as **"could you tell me ..."**.

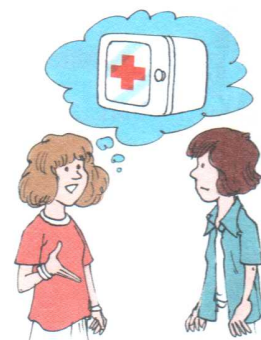
Could you tell me where the post office is, please?

Note: Pay close attention to the punctuation differences.

Frame

A: What does Katy want to know?

B: She wants to know where the medicine cabinet is.



2.1 Substitute making the necessary changes.

Katy wants to know where the **medicine cabinet** is.

tablets	Jane
Fred	campsites
convenience store	Katy
my teacher	day-care center
community center	medicine cabinet

Frame

A: Why did Reza call you?

B: He wanted to know when the exam was.

2.2 Substitute.

Reza wanted to know when **the exam** was.

Fred	her friend
the meeting	the performance
my teacher	the lecture
my brother	Reza
the concert	the exam

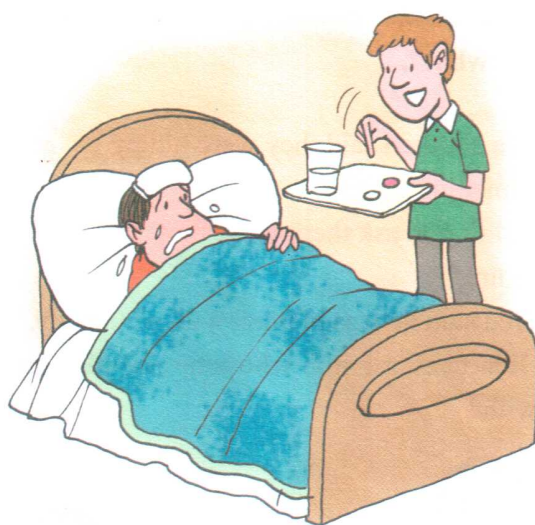
2.3 Make statements using *reported speech*.

T. Which tablet are you going to take?

S. I asked him which tablet he was going to take.

T. Which job are you going to accept?

S. I asked him which job he was going to accept.



T. Which car are you going to drive?

T. Which method are you going to use?

T. Which chapter are you going to read?

T. Which course is Fred going to take?

T. Which research is the teacher going to explain?

2.4 Make statements using *reported speech*.

T. Whose gift did you accept?

S. I asked Ali whose gift he'd accepted.

T. Whose lecture did Reza go to?

S. I asked Ali whose lecture Reza had gone to.

T. Whose birthday did you celebrate?

T. Whose cousin did you invite?

T. Whose coat did you bring?

T. Whose lecture notes did you use?

T. Whose glasses did you fix?

2.5 Make statements using *reported speech*.

T. How fast can you run?

S. He asked him how fast he could run.

T. How old is your little brother?

S. He asked him how old his little brother was.



T. How deep is the lake?

T. How much does this ring cost?

T. How long will you live here?

T. How big was your apartment?

T. How far have you walked today?

2.6 Make statements using *reported speech* and *the passive voice*.

T. Why did he punish his son?

S. She **wanted to know** why his son **had been punished**.

T. Where did he lose his wallet?

S. She **wanted to know** where his wallet **had been lost**.



T. How did it lessen the pain?

T. When did he see the children?

T. How did he stop the bleeding?

T. Where did he publish his story?

T. When did he rent the house?

Frame

A: A guy in the street gave me this letter.

B: Didn't you ask him who he was?

2.7 Substitute making the necessary changes.

Didn't you ask **the guy** who he was?

him

the lady

the kids

them

the girl

her

the man

the stranger

the gentleman

the guy

2.8 Ask questions using "whom" or "what".

T. The children said they were hiding something.

S. Didn't you ask them **what** they were hiding?

T. Fred said he was playing with somebody.

S. Didn't you ask him **whom** he was playing with?



T. Laura said she was helping somebody.

T. They said they were seeking something.

T. Greg said he was supporting somebody.

T. They said they were rebuilding something.

T. Janet said she was talking to somebody.

Frame

A: I asked David if he had any money.

B: Did you also ask him how much money he had?

2.9 Substitute making the necessary changes.

Did you ask him how much **money** he had?

tension	time
rifles	equipment
training	credit cards
experience	instruments
confidence	money

- T. They might have called to make an appointment.
- T. They might have phoned to ask some questions about the meeting.
- T. They might have stopped on the way to fix a flat tire.
- T. They might have left early to go somewhere else.
- T. They might have printed an ad to sell the new product.

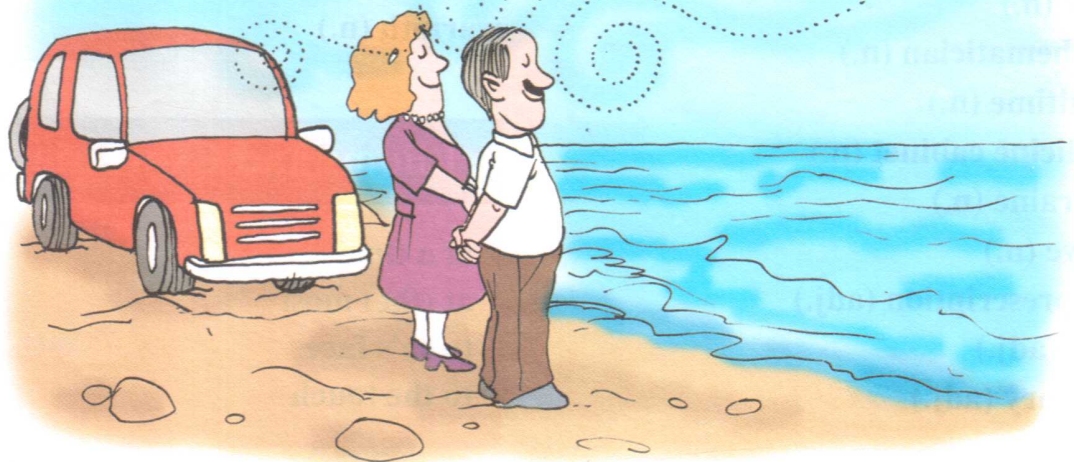
2.10 Ask indirect questions using “why”.

T. They might have stopped to get the sea breeze.

S. Do you know why they stopped?

T. They might have gone out to have some fresh air.

S. Do you know why they went out?



Check It Out



account (n.)
acupuncture (n.)
base (n.)
biophysicist (n.)
bleeding (n.)
breeze (n.)
bristle (n.)
chapter (n.)
contract (v.)
dilate (v.)
drop (n.)
ease (v.)
fall into (v.)
forefinger (n.)
form (v.)
gastrointestinal (adj.)
give up (v.)
infection (n.)
irritation (n.)
lessen (v.)
live up to (v.)
liver (n.)
mathematician (n.)
mealtime (n.)
medicine cabinet (n.)
migraine (n.)
nerve (n.)
nonprescription (adj.)
plus (adj.)
primary (adj.)

process (n.)
rapidly (adv.)
rebuild (v.)
recurring (adj.)
relieve (v.)
scalp (n.)
screenwriter (n.)
sensitive (adj.)
set (v.)
shiver (v.)
shoulder blade (n.)
side effect (n.)
similarity (n.)
soak up (v.)
stimulate (v.)
tablet (n.)
temple (n.)
tender (adj.)
thumb (n.)
tissue (n.)
toe (n.)
trigger (n.)
vessel (n.)
warmth (n.)

Idioms and Expressions

at a time
at (the) most
to sb's face
to the touch

UNIT



Conversation

Let's Get Started

Select four short conversations from the boxes below. Then present these sets through role-play techniques.

Passenger

1. Do I check in here for Global Flight 17A to Caracas?
2. There you go.
3. Sure. (Buzz!) Oh, wait. It's my metal comb.
4. What do I do now?

Check-in Clerk

- a. The flight leaves from Gate 4 in the South Terminal.
- b. If you've already had your ticket, yes.
- c. Please go back and come through the detector again.
- d. May I see your passport?





On the Plane

There is a very nervous teenage girl on the plane. It must be her first flight as she seems unusually worried.

Teenager: Oh, my God! Why has this sign been turned on?

Flight attendant: It's the seat belt sign. Please return to your seat and fasten your belt.

Teenager: Ooh! Is the plane going to **crash**?

Flight attendant: Of course it isn't. This is simply a **routine** procedure.

Teenager: Are you just trying to make me feel better?

Flight attendant: No, really, there isn't any problem. We've just **run into** a little bad weather.

Teenager: Oh, well, when can I take off my seat belt?

Flight attendant: You can take it off as soon as the light overhead **goes off**.

Teenager: Thank you. This isn't so bad **after all**.

Speak Out

Phobia refers to an unreasonable fear or dislike of someone or something. Why do some people have a phobia about flying? Are you afraid of traveling by air? Why not?

Discuss the following.

1. What was the ancient belief about the shape and location of the earth in the universe?
2. How was Galileo Galilei's view different from others? What was the public reaction to his claims?

Passage



Galileo

Born on February 15, 1564, in Pisa, Galileo showed, at a very early age, an unusual talent for science. His father was a skillful **musician** and mathematician, but believing that music and science would never make his son rich, he **resolved** that Galileo should become a cloth-**dealer**. But Galileo had not the least **taste** or ability **for** business, and he soon persuaded his father to let him study medicine and philosophy at the University of Pisa.

Very soon Galileo found himself in trouble at the university. He was a **sturdy** young man with red hair, a cheerful face, and a very short **temper**. So often did he disagree with his teachers that his friends **nicknamed** him "the **Wrangler**". The **professors** at Pisa **took a strong dislike to** him because he was so **determined to think for himself**. As a true scientist he tested all the **theories** they taught him by **practical** experiments. They were **content** to teach what the ancient Greek philosophers had taught, and it seemed to them **ridiculous** for a young student of seventeen to **question** ideas that had been taught for a thousand years.

Galileo had learned no mathematics until, when he was nineteen, a famous teacher of mathematics, named Ricci, visited Pisa, and one day Galileo **chanced** to hear him lecturing to his **pupils**. Seeing that Galileo was a young man of great talent, Ricci gave him all the help he could, and very soon Galileo began to **make a name for himself** as a mathematician. On leaving Pisa he went to live in Florence. At this time Galileo was very poor, and he was just **on the point of** leaving for the East to **seek his fortune** when the Grand **Duke** of Tuscany made him a professor at the University of



Pisa, where he had once been a student. His salary was a **mere** five shillings a week, but it was an **honorable** post for so young a man.

Once again Galileo found himself **at odds with** the professors at Pisa. Like most other scientists of their time, they believed the scientific laws taught by the famous Greek philosopher, Aristotle. According to Aristotle, a hundred-pound weight would fall a hundred times as fast as a weight of one pound. But Galileo declared that two objects of different weights but of the same size and shape would fall at the same rate.

To prove this he dropped a heavy ball and a light one from the top of the famous **Leaning Tower** of Pisa. Though his **opponents** tried to argue that the experiment had failed, it was clear that Galileo had proved he was right.

In 1609, when Galileo was staying in Venice, he heard of a telescope which a Dutch **spectacle**-maker named Hans Lippershey had made in his shop, and he worked all day and night to make one of his own. His telescope was a piece of an organ **pipe** with a **convex** spectacle glass fixed on one end, and on the other end a glass that was **concave**. It **magnified** three times and showed objects twenty-two miles away. Instead of showing objects **upside down**, as the Dutch telescope had done, it showed them **the right way up**. Soon Galileo was making even more powerful telescopes.

Galileo's telescope was an enormous success. It was the wonder of Venice. With great pride Galileo wrote and told a friend all about it. "Many **noblemen** and senators," he wrote, "though of **advanced** age, **mounted** to the top of the highest **bell tower** in Venice to **spy out** ships at sea making **sail** for the **mouth** of the **harbor**, and have seen them clearly, though without a telescope they would have been invisible for more than two hours. For it makes a thing fifty miles off as near and clear as if it were only five." When the **Doge** of Venice heard of Galileo's telescope, he **summoned** Galileo to his **palace** and **desired** to **possess** one. Galileo at once gave him the best he had made, and in return his salary at Padua was doubled and he was **appointed** a professor for life.

Comprehension Check

A. Choose the best answer.

1. In paragraph 1, "Galileo had not the least taste or ability for business", "taste" means _____.
 - a. choice
 - b. interest
 - c. dislike
2. Find a word in paragraph 2 that has the same meaning as "to express or feel doubt about".
 - a. disagree
 - b. test
 - c. question
3. "Galileo began to make a name for himself as a mathematician." In this sentence in paragraph 3, "make a name" means "have _____."
 - a. a good reputation
 - b. an honor
 - c. a nickname
4. The expression "at odds" in paragraph 4 can best be replaced by _____.
 - a. in trouble
 - b. disagreeing
 - c. ridiculing
5. The word "spy out" in the last paragraph is closest in meaning to _____.
 - a. seek
 - b. watch
 - c. look for

B. Choose the best answer.

1. Galileo found himself in trouble at university because he _____.
 - a. argued with his friends and classmates
 - b. looked unusual
 - c. was determined to disagree with the teachers
 - d. doubted the ideas of ancient Greek philosophers

2. Ricci helped Galileo because he _____.

- a. found out that Galileo hadn't learned mathematics until then
- b. saw Galileo hearing his lecture secretly
- c. realized that Galileo was very talented
- d. knew that Galileo was a great mathematician

3. Galileo was made a professor at the University of Pisa _____.

- a. just on the point of leaving Pisa
- b. right after he left Florence
- c. before leaving Pisa
- d. when he was about to leave Florence

4. Galileo's experiment at the Leaning Tower of Pisa _____.

- a. was a failure
- b. supported Aristotle's theory
- c. proved two objects of the same size and shape would fall at the same rate
- d. was not accepted by his opponents

5. Galileo's version of the telescope _____.

- a. was more powerful than Lippershey's
- b. showed objects upside down
- c. was made from a piece of organ pipe and two convex spectacle glasses
- d. was made for the Grand Duke of Tuscany

C. Check (✓) the following statements as true or false.

1. Galileo didn't want to become what his father wanted him to be.
2. He persuaded his father to let him study mathematics.
3. Galileo earned a large salary at the University of Pisa.
4. Galileo's telescope would make objects two times bigger.
5. Galileo earned twice as much as he used to in return for the telescope he gave the Doge.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Match the words in column A with the definitions in column B. There is one extra definition.

Column A

1. guy
2. locator
3. folk(s)
4. product
5. artificial

Column B

- a. made by humans, esp as a copy of sth natural
- b. the act of reaching the place to which you were traveling
- c. sth that locates or finds sth
- d. a man or a boy
- e. people in general
- f. sth that is made, grown, or obtained in large quantities so that it can be sold

Get Set

Work in pairs. Discuss the following questions.

1. Which items in the box do you use very often?
2. Which items do you hardly ever use?
3. Which item do you think is the most useful?
4. How would you live without these inventions?

cell phone	food processor	microwave oven
dishwasher	remote control	laptop computer

Listen to It



You will hear part of a TV show. Complete the chart.

<i>Product</i>	<i>Function</i>	<i>One important feature</i>	<i>Price</i>
1. Pencorder			
2. Safe-T-Man			
3. TV Remote Control Locator			

Think & Talk

Work in pairs. Discuss the following questions about the previous part.

1. Which products sound useful to you? Not very useful?
2. What product do you think is the most original? Why?
3. What have you bought in the past few months that you're extremely pleased with? Why?
4. What have you bought recently that you're disappointed with? Why?

Example:

The pencorder sounds useful because I can use it in class to ...

Grammar Note 1

Phrasal Verbs (Two-Word Verbs)

Many common verbs have two words. These two-word verbs are also known as **phrasal verbs**. The meaning of the whole phrase is usually different from the two words that make up the phrasal verb.

*Don't **give away** any information.*

(= reveal)

*We decided to **carry on**.* (= continue)

*She **looked through** her notes before the exam.* (= examine or read sth quickly)

Frame

A: What did Frank do before the examination?

B: He looked through his notes.

3.1 Substitute.

Frank looked **through his notes**.

his books	after
for	at
the house	the picture
around	his notes
the building	through

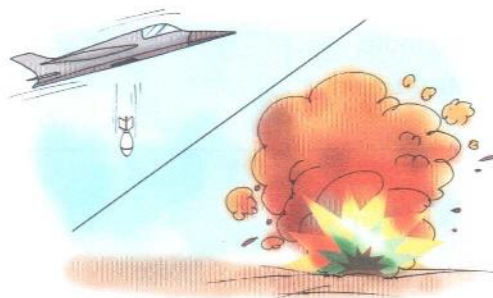
3.2 Make statements using "phrasal verbs".

T. The bomb exploded. (**blow up**)

S. The bomb **blew up**.

T. They never stopped trying. (**give up**)

S. They never **gave up** trying.



T. John completed the form. (**fill out**)

T. The students are discussing their plans. (**talk about**)

T. Janet returned my book. (**give back**)

T. The plane went into the air. (**take off**)

T. I couldn't get out of bed. (**get up**)

Grammar Note 2

Inseparable Phrasal Verbs

A lot of **phrasal verbs** are intransitive, so have no object.

*My car has **broken down**.*

Some transitive phrasal verbs are **inseparable**. This means that the two words of it must be kept together in the sentence.

Note:

The object of an inseparable phrasal verb can be either a **noun** or a **pronoun**.

Jack is calling on Mary.

Jack is calling on her.

Some of these verbs are:

call on (visit)	get over (recover from)
go over (review)	keep on (continue)
laugh at (ridicule)	learn about (study)
listen to (obey)	look after (take care of)
look at (regard)	look for (search)
look into (investigate)	point to (show)
refer to (indicate)	run into (meet)
talk about (discuss)	talk to (address)
think about (consider)	
think of (imagine; recall)	
wait for (expect)	

3.3 Make statements using *pronouns*.

T. Fred aimed at the tiger.

S. He aimed at it.

T. The children listened to their father.

S. They listened to him.



T. Paul went over his notes.

T. Sally ran into one of her pupils.

T. My friend and I thought of the idea.

T. That boy never thinks about his classmates.

T. I pointed to the bell tower.

3.4 Report the orders using “He told me” and *pronouns*.

T. Don’t laugh at the little girl.

S. He told me not to laugh at her.

T. Call on your grandparents.

S. He told me to call on them.

T. Don’t listen to that boy.

T. Get over the shock.

T. Don’t talk about the problems.

T. Refer to the professor.

T. Don’t wait for the answer.

3.5 Make statements using the *passive voice*.

T. A nanny looked after the children.

S. The children were looked after.

T. We talked about the program.

S. The program was talked about.



T. The teacher went over the lesson.

T. The doctor looked at my ankle.

T. The children laughed at Betty.

T. A detective looked into the case.

T. My parents counted on me.

Grammar Note 3

Separable Phrasal Verbs

Many transitive phrasal verbs are **separable**. This means that a noun object can either separate the two words of the phrasal verb or follow the phrasal verb. But if the object is a pronoun, the pronoun must separate the two words. Pronouns cannot follow a separable two-word verb.

Jack is **calling up** Mary.

Jack is **calling** Mary **up**.

Jack is **calling her up**. (not Jack is calling up her.)

Note:

If the object noun phrase is long, the two-word verb is not separated.

She **turned down** the offer that she received in the mail yesterday.

She **turned** the offer that she received in the mail yesterday **down**. (incorrect)

Some of these verbs are:

bring up (raise)

call off (cancel)

call up (telephone)

do over (repeat)

fill out (complete)

find out (understand)

leave out (omit)

look over (examine)

look up (find)

pass out (distribute)

pick out (choose)

pick up (lift)

put off (postpone)

take up (occupy)

throw away (get rid of)

try on (test for size)

turn off (put off)

turn on (put on)

wake up (stop sleeping)

3.6 Answer the questions affirmatively using *pronouns*.

T. Did the towel soak up the water?

S. Yes, **it** soaked **it** up.

T. Did Jack spy out the waiter?

S. Yes, **he** spied **him** out.

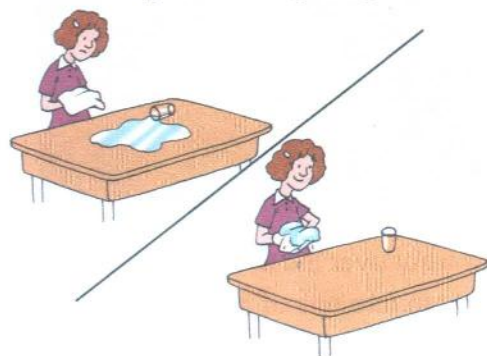
T. Did Antony try on the suits?

T. Did the children give away the secret?

T. Did Lydia turn down the invitation?

T. Did the teacher hand out the books?

T. Did Robert put out the garbage?



3.7 Make statements using the *phrasal verbs* in parentheses and *pronouns*.

T. They gave the kids some toys. (**sort out**)

S. **They sorted them out.**

T. They gave Jimmy a book. (**put away**)

S. **He put it away.**

T. They gave Lorna a newspaper.
(**throw away**)

T. They gave Craig a lighted cigar. (**put out**)

T. They gave us some words. (**look up**)

T. They gave Juliet a pair of spectacles.
(**put on**)

T. They gave Sally the answer sheets.
(**pass out**)

3.8 Make questions using the *passive voice*.

T. Someone wrapped up the baby.

S. **Was the baby wrapped up?**

T. Someone pointed out my mistakes.

S. **Were your mistakes pointed out?**



T. Someone picked out the red bicycle.

T. Someone brought up the children.

T. Someone picked up the dictionary.

T. Someone left out the errors.

T. Someone called off the meeting.

3.9 Change the sentences below as in the examples. Use *object pronouns*.

T. Tom took off his coat.

S. Tom took **it** off.

T. I didn't listen to his story.

S. I didn't listen to **it**.

T. John thought about the problem.

T. Mrs. Smith woke up her daughter.

T. The students waited for the test.

T. Mary is calling up her friend.

T. They all laughed at Sarah.

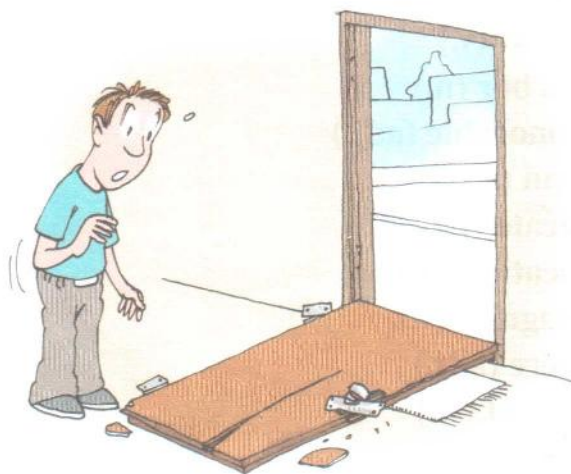
3.10 Answer the questions using "I don't know" and *pronouns*.

T. Who broke down the door?

S. **I don't know** who broke **it** down.

T. Who ran into the teacher?

S. **I don't know** who ran into **her**.



T. Who is putting on the concert?

T. Who has used up the gas?

T. Who is talking to the principal?

T. Who called off the game?

T. Who has learned about Japanese culture?



advanced (adj.)
appoint (v.)
bell tower (n.)
buzz (v.)
chance (v.)
concave (adj.)
content (adj.)
convex (adj.)
crash (v.)
dealer (n.)
desire (v.)
detector (n.)
determined (adj.)
doge (n.)
duke (n.)
feature (n.)
folk(s) (n.)
food processor (n.)
function (n.)
go off (v.)
harbor (n.)
honorable (adj.)
lean (v.)
locate (v.)
location (n.)
magnify (v.)
mere (adj.)
mount (v.)
mouth (n.)
musician (n.)
nickname (v.)
nobleman (n.)
opponent (n.)
palace (n.)

phobia (n.)
pipe (n.)
possess (v.)
practical (adj.)
professor (n.)
pupil (n.)
question (v.)
resolve (v.)
ridiculous (adj.)
routine (adj.)
run into (v.)
sail (n.)
spectacles (n.)
spy (out) (v.)
sturdy (adj.)
summon (v.)
taste (for sth) (n.)
temper (n.)
theory (n.)
upside down (adv.)
version (n.)
wrangle (v.)

Idioms and Expressions

after all
(be) at odds (with sb)
for life
make a name for oneself
on the point of doing sth
seek one's fortune
take a dislike to sb/sth
the right/wrong way (around/round/up)
think for oneself

UNIT



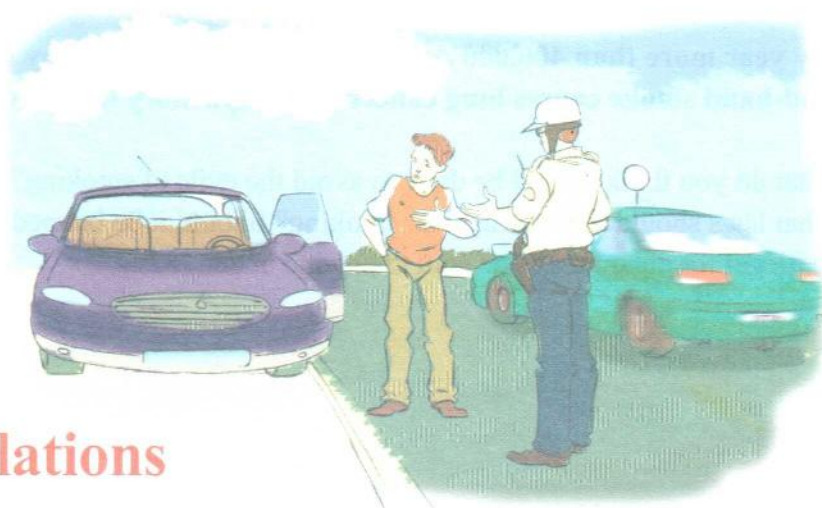
Conversation

Let's Get Started

Fill in the blanks below each traffic sign with the phrases presented in the box. Then define in one complete sentence what each sign means.

Falling Rocks Road Works Ahead Road Narrows Passing Prohibited
Slippery Road Double Bend No U-Turn Bend to Right





Traffic Regulations

*A traffic **cop** follows Paul and orders him to pull over.*

Paul: Why did you stop me, officer?

Policeman: You know why? You're driving without a front **license plate**.

Paul: I'm sorry, it fell **off**. I haven't had time to have someone fix it.

Policeman: Could I see your driver's license, please?

Paul: Well... er... it's at home, I'm afraid.

Policeman: Mmm. Your insurance? Is the car **insured**?

Paul: Yes, but I don't have my insurance **documents on** me.

Policeman: Then bring your license and documents to the police station within seven days.

(The traffic police tows the car away.)

Speak Out

What would happen in cities and on roads if there weren't any traffic regulations or cops to control the vehicles?

Every year more than 400,000 American deaths are caused by smoking. Reports state even second-hand smoke causes lung cancer and respiratory diseases.

1. What do you think should be done to avoid the evils of smoking?
2. What laws should there be against smoking? Should it be banned in public places? Should it be illegal for cigarettes to be sold to anyone under 18?

Passage



Smoking

Many people who smoke today would never have started smoking if they had known the facts about smoking and its harmful effects on the body. These people formed the habit before the facts were available. Once the habit of smoking is established, it is a very difficult one to stop.

Research studies have shown that the more and the longer a person smokes, the greater are his chances of developing a serious illness. Lung cancer is perhaps the most serious illness caused by smoking. Cigarette smoke **weakens** the lungs' usual defenses against foreign substances. Its chemicals, in particular its **tar** and nicotine, **accumulate** on the **lining** of the **air passages**, and may eventually **penetrate** and injure the living cells. Cancer cells may then develop.

Smoking can also lead to cancer of the throat



and mouth. It can also cause **emphysema**. In emphysema the lungs become **inefficient** in **supplying** oxygen to and removing carbon dioxide from the blood. In addition, constant smokers are more **liable** to get serious heart disease in adult life than are nonsmokers, because smoking **overworks** the heart.

Besides these serious dangers, smoking has other disadvantages. It causes shortness of **breath**, an unpleasant cough, **sinus** headaches, and a general loss of energy. Smoking **irritates** the **membranes** of the throat, nose, and mouth. The sense of smell is eventually affected. A bad taste may be left in the mouth after smoking, which may, **in turn**, **dull** the appetite and the **enjoyment** of food. Smokers tend to catch more colds than nonsmokers do. Other disadvantages of smoking include bad breath and tobacco stains of the fingers, fingernails, and teeth.

The best way, of course, to avoid the **evils** of smoking is to never take up the habit. For those who are already addicted, the best way to stop is to give up smoking all at once. **Cutting down on** cigarettes gradually seems to work for some people, however. In either case, the first few days or weeks seem to be the most difficult. During this period, many people find it helpful to **chew gum**. Keeping oneself busy and active also helps. Many individuals find giving up smoking easier if they **pamper** themselves in some way, maybe by spending cigarette money on a book, candy, or something else they want.

One way to reduce the harmful effects of smoking is not to **inhale**. How far down the cigarette is smoked is also significant, since the **impurities** are more **concentrated** in the last third of the cigarette. **Switching** to pipes and cigars decreases the **likelihood** of developing lung cancer, but the risk of developing cancer of the lips increases.

Many methods have been suggested to solve the problem of cigarette addiction. They have to some extent been effective. However, it has been proved that being aware of the dangers **posed** by all **drugs**, including cigarettes, is the most effective way to persuade one to never form the habit.



Comprehension Check

A. Choose the best answer.

1. In paragraph 2, "... may eventually penetrate and injure the living cells", "eventually" is closest in meaning to _____.
 - a. possibly
 - b. surely
 - c. finally
2. In paragraph 4, when you have "shortness of breath", _____.
 - a. you cannot breathe at all
 - b. you have difficulty in breathing
 - c. you breathe quickly
3. In paragraph 4, "in turn" means _____.
 - a. as a result
 - b. a change of direction
 - c. performance
4. Which word in paragraph 5 is closest in meaning to "reduce"?
 - a. give up
 - b. cut down
 - c. pamper
5. The word "posed" in the last paragraph can best be replaced by _____.
 - a. suggested
 - b. asked
 - c. caused

B. Choose the best answer.

1. Many people who smoke today wouldn't have started smoking if they had known _____.
 - a. it might become a habit
 - b. how dangerous it was
 - c. how difficult it was to stop
 - d. how easy it was to give up

2. Lung cancer may develop as a result of _____.

- a. the accumulation and subsequent penetration of tar and nicotine in lung cells
- b. a shortage of oxygen supply to the lungs
- c. the inefficiency of the lungs in removing carbon dioxide from the blood
- d. unpleasant coughs and bad breath

3. In emphysema _____.

- a. the heart overworks
- b. the lungs become incapable of supplying oxygen to and removing carbon dioxide from the blood
- c. the lungs' usual defenses against foreign substances weaken
- d. the membranes of the throat, nose, and mouth are irritated

4. The best way to avoid the evils of smoking is to _____.

- a. give up smoking all at once
- b. never take up the habit
- c. cut down on cigarettes gradually
- d. spend cigarette money on a book or candy

5. Switching to pipes and cigars _____.

- a. decreases the risk of developing cancer
- b. increases the chances of developing lung cancer
- c. increases the chances of developing cancer of the lips
- d. is one of the best ways to stop smoking cigarettes

C. Check (✓) the following statements as true or false.

- | | T | F |
|--|-----------------------|-----------------------|
| 1. One of the less harmful disadvantages of smoking is shortness of breath. | ☐ | ☐ |
| 2. One of the important factors affecting smokers' health is how far down the cigarette is smoked. | ☐ | ☐ |
| 3. The most effective way to quit smoking is an awareness of the dangers of smoking. | ☐ | ☐ |
| 4. Dangerous substances are more concentrated in the first third of the cigarette. | ☐ | ☐ |
| 5. No effective method has been suggested to solve the problem of cigarette addiction. | ☐ | ☐ |

Listening

Vocabulary Stop

Match the words in column A with the definitions in column B. There is one extra definition.

Column A

1. announcement
2. overturn
3. congested
4. further
5. smoothly
6. light
7. Drive
8. head-on
9. collision
10. annual

Column B

- a. without difficulty, problems, or delays
- b. not much in quantity
- c. used in names of streets
- d. happening once a year
- e. additional
- f. a public or official statement that gives people information about sth
- g. turn sth so that its bottom or side is upward
- h. extremely crowded and blocked with traffic or people
- i. with the front of two vehicles colliding
- j. an accident in which a person or vehicle that is moving crashes into sth
- k. become or make sb healthy again

Get Set

Match these captions with the pictures. Write the matching letter next to the captions. Then discuss your answers with a partner.

1. Road closed for repairs
2. Traffic congestion on freeway
3. Two cars in head-on collision
4. Traffic moving smoothly on freeway

A.



B.



C.



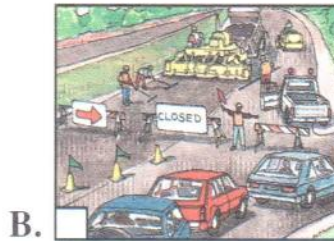
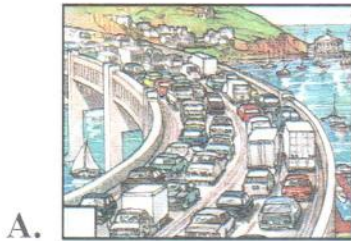
D.



Listen to It



Listen to announcements about traffic conditions. Number the pictures as you listen.



Think & Talk

Work in pairs. Discuss the following question. Use the adjectives in the box.

What's your most/least favorite form of transportation? Why?

fast	crowded
cheap	slow
convenient	expensive

Grammar Note 1

Causative Verbs: Have and Make

The **causative case** is used when we force, arrange for, or give orders to someone to do something. **Have** and **make** as causative verbs have distinct meanings.

Suppose that your watch is out of order and you're not able to mend it. You might take it to a watchmaker and ask him to mend it. In such a case you will say:

*I'll **have** the watchmaker **mend** my watch.*
(I'll arrange for the watchmaker to mend it.)

Now imagine that for some reason the watchmaker is not willing to mend your watch and you must force him to do so! In this case you will say:

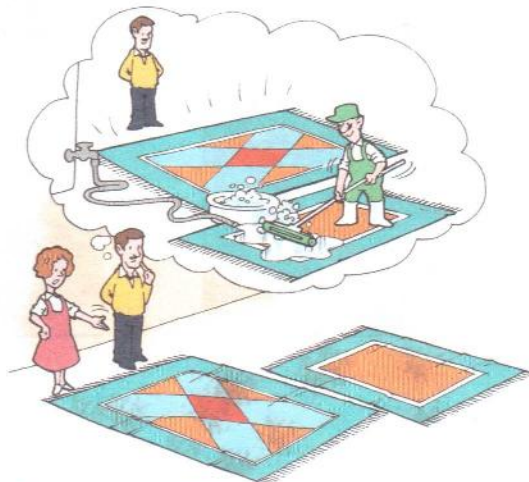
*I'll **make** the watchmaker **mend** my watch.*
(I'll force him to mend it.)

Notice that in both cases the verb **mend** is used in the simple form (infinitive without to).

Frame

A: The carpets are so dirty.

B: Ok, I'll have someone clean them.



4.1 Substitute.

*I'll have someone **clean** them.*

wash	fix
move	deliver
mail	send
take	arrange
mend	clean

4.2 Make statements using the "have" causative.

T. They wanted their niece to be a nurse.

S. So they **had** her **study** nursing.

T. They wanted their nephew to be a doctor.

S. So they **had** him **study** medicine.

- T. They wanted their son to be a doctor.
- T. They wanted their nephew to be a botanist.
- T. They wanted their daughter to be a philosopher.
- T. They wanted their son to be a physiologist.
- T. They wanted their niece to be a biologist.

Why don't you have **him** fix it, then?

repair	type
mend	adjust
clean	wash
them	him
her	fix

4.3 Situational Transformation

Yesterday we had an exam. There were many multiple-choice questions. We also had to write a composition. Before we were allowed to begin the exam, our teacher gave us the following instructions.

- T. Put away your books, please.
- S. He had us put away our books.
- T. Be quiet, please.
- S. He had us be quiet.
- T. Write your names on the answer sheets, please.
- T. Listen carefully during the oral test.
- T. Follow the directions closely.
- T. Begin every sentence with a capital letter.
- T. Make up titles for your compositions.

Frame

A: He's very clever when it comes to fixing things.

B: Why don't you have him fix it, then?

4.4 Substitute.

Frame

I didn't have any choice in the matter.

When I was in the army, they made me march.



4.5 Substitute.

They made **me** march.

us	confess
him	shoot
jump	scream
work	march
crawl	me

4.6 Make statements using the "make" causative.

T. He had to stay in his prison cell.

S. They **made** him stay in his prison cell.

- T. She had to adjust the microscope.
 S. They **made** her adjust the microscope.



- T. She had to make a vow.
 T. She had to work for them.
 T. She had to insure her house against fire.
 T. She had to study biology.
 T. He had to graduate earlier.

Grammar Note 2

Causative Verb: Get

Get is also used as a causative verb meaning **persuade sb**, or **succeed in doing sth**. Unlike the causative verbs **have** and **make**, it requires an infinitive after the object.

*She **got** her sister **to go** to the movies.*
 (got=persuaded)

Subj. + Causative V. + Obj. of Causative V.
 + Inf. (Subj. of Inf.)

Sometimes there is an object after the infinitive.

I got the mechanic to repair my car.

Subj. + Causative V. + Obj. of Causative V.
 + Inf. + Obj. (Subj. of Inf.)

4.7 Substitute.

I got him to repair my car.

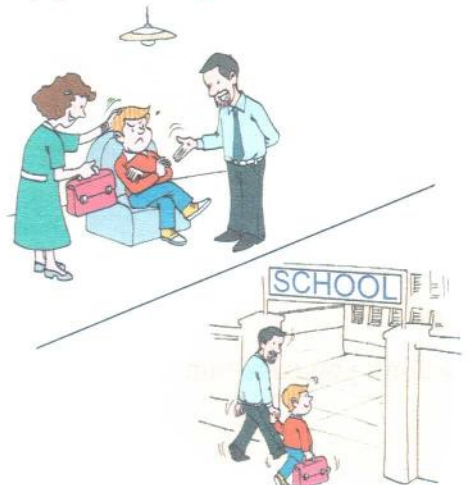
wash the floor	do his homework
fix food	mail the letter
buy a newspaper	them
her	him
Jack	repair my car



4.8 Make statements using "get" and infinitives.

T. He didn't want to go to school, but they persuaded him.

S. They got him to go to school.



T. I didn't want to apply for the job, but they persuaded me.

S. They **got** me **to apply** for the job.

T. She didn't want to study physics, but they persuaded her.

T. I didn't want to overwork, but they persuaded me.

T. We didn't want to insure our car, but they persuaded us.

T. He didn't want to take drugs, but they persuaded him.

T. I didn't want to appoint a new secretary, but they persuaded me.

Frame

A: I can't paint the whole house by myself.

B: Why don't you get somebody to help you?

4.9 Substitute.

Why don't you get **somebody** to **help** you?

your son

wash the dishes

a cleaning lady

do the cleaning

Sara

your husband

fix the bicycle

cut the grass

somebody

help you

4.10 Make statements using the "get" causative.

T. She couldn't make him cut down on sugar.

S. She couldn't **get** him **to** cut down on sugar.

T. He always has his sister help him.

S. He always **gets** his sister **to** help him.



T. You will never make him understand.

T. He should have Mr. Poe sign the documents.

T. I can't make her talk at all.

T. I will have Andrew give you a call.

T. I can't make the car start.



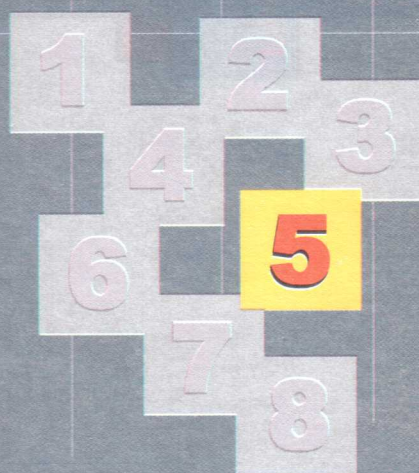
accumulate (v.)
accumulation (n.)
announcement (n.)
annual (adj.)
ban (v.)
bend (n., v.)
breath (n.)
breathe (v.)
caption (n.)
chew (v.)
collision (n.)
concentrate (v.)
congested (adj.)
congestion (n.)
cop (n.)
cut down(on sth) (v.)
document (n.)
Drive (n.)
drug (n.)
dull (v.)
emphysema (n.)
enjoyment (n.)
evil (n.)
further (adj.)
gum (n.)
head-on (adj.)
illegal (adj.)
impurity (n.)
inefficiency (n.)
inefficient (adj.)
inhale (v.)
insure (v.)

irritate (v.)
liable (adj.)
license plate (n.)
light (adj.)
likelihood (n.)
lining (n.)
march (v.)
membrane (n.)
off (adv.)
on (prep.)
overturn (v.)
overwork (v.)
pamper (v.)
passage (n.)
penetrate (v.)
penetration (n.)
pose (v.)
respiratory (adj.)
rock (n.)
sinus (n.)
slippery (adj.)
smoothly (adv.)
subsequent (adj.)
supply (v.)
switch (v.)
tar (n.)
weaken (v.)

Idioms and Expressions

in turn

UNIT

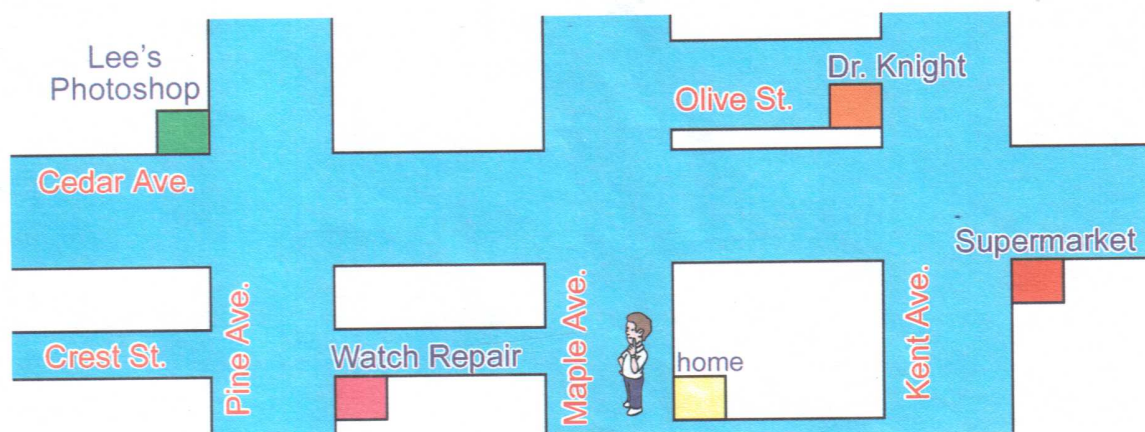


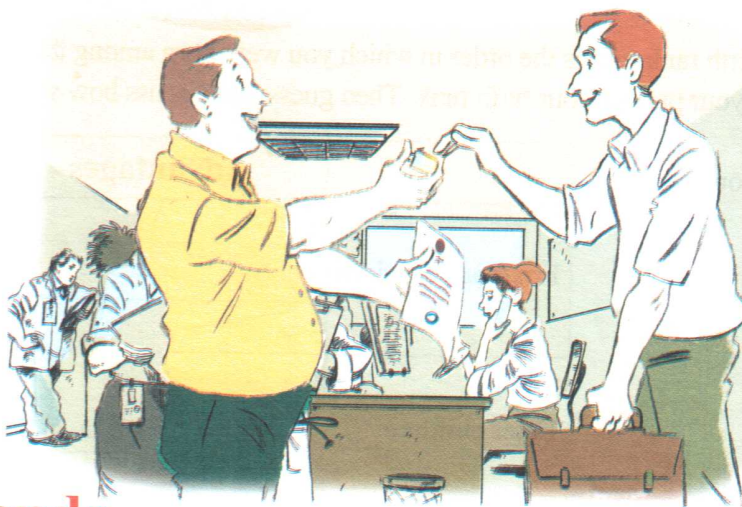
Conversation

Let's Get Started

1. Do you usually have a scheduled plan when you run errands? Why (not)?
2. You are supposed to ...
 - a. make an appointment with your family doctor
 - b. have the film of your last week's vacation developed
 - c. do the grocery shopping
 - d. get your watchband replaced

How do you handle this errand?





Running Errands

*Andy is going to run some **errands** on his lunch hour. He asks his friend if he needs anything.*

Andy: I'm going downtown. Can I get you anything while I'm out?

Bob: Do you think you might go by a drugstore?

Andy: I could. What would you like?

Bob: Please have this prescription **filled** for me.

Andy: Sure, I'd be glad to. Is that all?

Bob: No, just one more thing. Please drop off this film at a camera shop.

Andy: Ok, should I have it **developed**?

Bob: Yeah, I'd really appreciate it. I've been meaning to take it for a month.

Speak Out

When you want to go shopping and/or run errands, do you ever ask other people what they might need? What are some frequent things that they may ask you to do?

Reading

Before You Read



Your birth rank means the order in which you were born among the children in your family.

1. Tell your partner your birth rank. Then guess and discuss how your birth rank affected your life.

2. Fill out the chart.

	Advantages	Disadvantages
Firstborn children	 	
Later children	 	

Passage



Birth Rank

Psychologists have long been aware that birth order generally creates certain personality **traits**. Big brothers and sisters usually develop **leadership tendencies** early in life, mainly because of the responsibilities for younger **siblings** given to them by their parents. The danger, experts on family and child psychology report, is that if the older sibling takes that role to an extreme, he or she can become an **overbearing** and **tyrannical** adult.

Studies of nearly 3,000 people **conducted** by Walter Toman, former professor of psychology at Brandeis University in Massachusetts, have found that, under normal **circumstances**, **firstborns** are usually the most strongly **motivated** toward **achievement**. This, he **maintains**, is mainly a result of **parental expectations**.

This and other research suggest that firstborn children generally become more **conservative** than their siblings because they receive most of the parental **discipline**. Used to caring for others, they are more likely to move toward such leadership professions as teaching and politics. Less **social** and **flexible** because they became **accustomed** in the very early years to acting alone, they may have difficulty making close friends.

By contrast, researchers say later children are more likely to be more relaxed and sociable, and less **inhibited** than the eldest child because their parents were more relaxed.

However, later children are often less **ambitious** and are uncomfortable making decisions for others, and will seek work that fits such needs. This, according to researchers, may help explain why younger siblings tend to **favor** the creative fields such as music, art, or writing.

Later children often make good salespeople because **persuasion** may have been the only **tool** they had to **counteract** the power of the eldest. Younger children tend to remain forever “the baby”, enjoyable to be around, and **inspiring compassion**; but they can become **overdependent** on others.

While birth order is clearly only one of the many factors that affect development, its **impact** should not be **underestimated**. When people understand how their birth order causes them to react, they do not find change so threatening, says Lucille Forer, a clinical psychologist in Malibu, California, who has written **extensively** on the subject.

An understanding of birth order can sometimes help a marriage work. Not long ago, Dr. Forer was working with a woman who had become so **domineering** that her marriage was in trouble. Once she understood her tendencies, Dr. Forer said, she could begin to **modify** her behavior.

Maida Webster, a family **therapist** and school **consultant** in Norwich, Connecticut, recently conducted a **workshop** called “Birth Order Factor”. She told of a husband and wife who complained **bitterly** about being let down by the other. Neither, it seemed, had taken over the leadership role that each had expected the other to **assume**. When it was **pointed out** that this was probably because each had been a younger sibling, they began to **comprehend** the problem.

“Is there an ideal combination for marriage?” Mrs. Webster was asked. Both at work and in personal **relationships**, she said, people seem to **get along** best when they repeat the **patterns** of childhood, which means that it helps to marry someone in a **complementary** position. **In contrast**, two people who were the eldest children can expect **conflict**.



“Is there any best position in birth order?” asked someone else. Mrs. Webster said no, that there were benefits and disadvantages to all. However, she went on, recognizing tendencies can **enhance** opportunities to make the most of positive traits and **minimize** negative ones.

Comprehension Check

A. Choose the best answer.

1. In paragraph 1, find a word that has the same meaning as “brothers and sisters”.
 - ☐ a. siblings
 - ☐ b. tendencies
 - ☐ c. experts
2. In paragraph 1, the word “overbearing” is closest in meaning to _____.
 - ☐ a. conservative
 - ☐ b. tyrannical
 - ☐ c. inhibited
3. In paragraph 2, find a word that means “to organize a particular activity”.
 - ☐ a. expect
 - ☐ b. motivate
 - ☐ c. conduct
4. In paragraph 2, “... Walter Toman, former professor of psychology at Brandies University ...” shows that Walter Toman _____.
 - ☐ a. is not a psychologist now
 - ☐ b. is dead now
 - ☐ c. doesn't teach at Brandies University anymore
5. In the paragraph before last, “... it helps to marry someone in a complementary position,” “complementary” is closest in meaning to _____.
 - ☐ a. respectful
 - ☒ b. of two people that are different but together form a good combination
 - ☐ c. given free as a favor

B. Choose the best answer.

1. According to the text, firstborns are likely to be achievers mostly because _____.
 - ☐ a. they are under normal circumstances
 - ☐ b. their parents are strongly motivated
 - ☐ c. their parents expect them to be so
 - ☐ d. their parents are very disciplined

2. Firstborn children are likely to become _____.

- a. flexible
- b. sociable
- c. psychologists
- d. leaders

3. According to researchers, later children choose creative fields of study because _____.

- a. their parents were more relaxed
- b. they don't like to make decisions for others
- c. they can find jobs in these fields easily
- d. they are ambitious

4. According to the passage, birth rank _____.

- a. is just like other factors that affect personality development
- b. is the most important factor that affects development
- c. is an important factor in developing one's personality
- d. should be underestimated

5. Why is it good to know the effects of birth order?

- a. It makes it easier for one to change his/her behavior.
- b. It helps the elder child recognize his/her positive traits.
- c. It helps one attend a workshop.
- d. It helps one become a good salesperson.

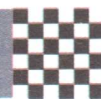
C. Check (✓) the following statements as true or false.

1. Firstborns are mostly overdependent on others.
2. There are many disadvantages to later siblings.
3. Younger siblings are often more persuasive.
4. Two people who are the eldest siblings may not get along well.
5. The husband and wife had a marriage problem because they were not leaders.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Listening

Vocabulary Stop



Match the words in column A with the definitions in column B. There is one extra definition.

Column A

1. entire
2. errand
3. get sth straight
4. nothing to it

Column B

- a. not done carefully or neatly
- b. understand sth clearly
- c. a short trip to take a message, buy or deliver things, etc
- d. complete
- e. no difficulty in it

Get Set

Work in pairs. Do the following shopping survey.

Shopping Survey		
	You	Your partner
1. Do you enjoy shopping?		
2. How often do you go shopping?		
3. What do you like to shop for?		
4. Do you like to shop alone or with someone?		
5. Have you ever shopped by mail or telephone?		

Listen to It



Norm has offered to run some errands for his friend, Sandy. On the shopping list, write the places where Norm can find the items.

Shopping List

- | | |
|--------------------------|----------------------------|
| 1. A loaf of bread | 2. Apples |
| 3. Cheddar cheese | 4. Rice |
| 5. Coffee | 6. Milk |
| 7. Toothpaste | 7. Registered letter |

Think & Talk

Look at these ways to save money. Which do you think are the best?



Do things yourself.



Buy things used.



Use coupons.



Shop at outdoor markets.



Buy things on sale.



Rent things.

Grammar through Drills



Grammar Note 1

Causative Verb: Have sth Done

Sometimes in causative sentences with **have**, the doer of the action is not mentioned.

Compare:

*I had the watchmaker mend my watch.
I had my watch mended.*

**Subject + Causative Verb + Direct Object
+ Past Participle**

Frame

A: Her hair is much too long and untidy.
B: I agree. She should have it styled.

5.1 Substitute.

She should have it styled.



he	cut
they	dyed
fixed	arranged
washed	she
I	styled

Frame

What a nice-looking suit!
Where did you have it made?

5.2 Substitute.

Where did you have it **made**?

when	why
fixed	sewn
how	dyed
cut	made
mended	where

5.3 Answer the questions using *causative form*.

T. What did he go to the cleaner's for?
S. Maybe to **have** his clothes **cleaned**.
T. What did he go to the tailor's for?
S. Maybe to **have** a suit **made**.

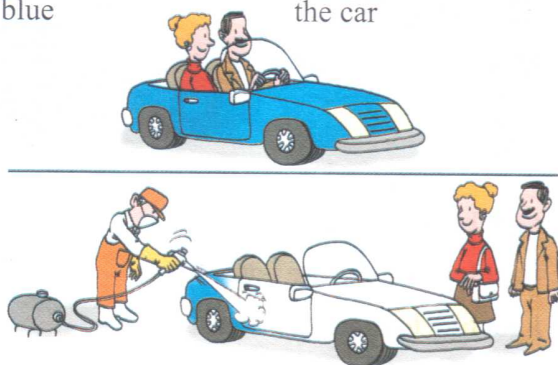
T. What did she go to the dentist's for?
T. What did he go to the barber's for?
T. What did she go to the dry-cleaner's for?
T. What did she go to the dressmaker's for?
T. What did he go to the doctor's for?

5.4 Substitute.

They had **the car** painted **white**.

the room
the walls
the house
yellow
blue

the door
white
the windows
the chairs
the car



5.5 Answer the questions using the words in parentheses.

T. Why did he go to the dentist's?

(pull out/tooth)

S. He went there to have his **tooth pulled out**.

T. Why did she go to the hairdresser's?

(dress/hair)

S. She went there to have her **hair dressed**.

T. Why did he go to the tailor's? (make/suit)

T. Why did he go to the watchmaker's?

(mend/watch)

T. Why did they take their radio to the repairman's? (repair/radio)

T. Why did he go to the barber's? (cut/hair)

T. Why did you go to the jeweler's?

(make/ring)



Grammar Note 2

Causative Verb: Get sth Done

Get is used in the same way as the causative **have** without mentioning the doer of the action.

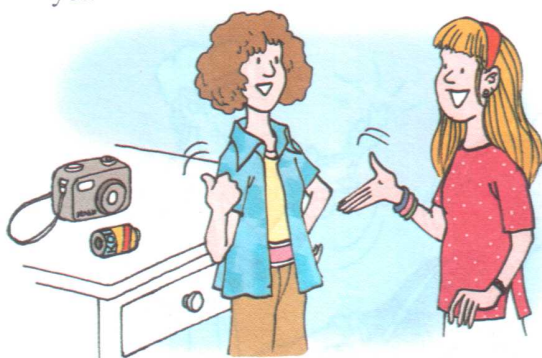
He got the car repaired. (got=had)

Subj. + Causative V. + Direct Obj. + Past Participle

Frame

A: Can I see your holiday photos?

B: I'm afraid I haven't gotten them developed yet.



5.6 Substitute making the necessary changes.

I haven't gotten them **developed**.

she	fix
deliver	they
paint	repair
he	I
dry-clean	develop

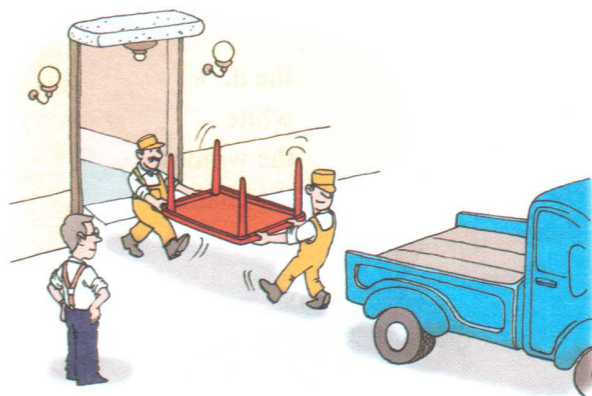
5.7 Make statements using the "get" causative.

T. I got them to overturn the table.

S. I got the table **overturned**.

T. I got him to paint the house.

S. I got the house **painted**.



T. I got her to prepare dinner.

T. I got him to send the letter.

T. I got him to repair the elevator.

T. I got her to type the report.

T. I got her to make a sweater.

5.8 Make statements using the "get" causative.

T. I got a house built. **(them)**

S. I got **them to build** a house.

T. I got the letter mailed. **(Peter)**

S. I got **Peter to mail** the letter.

T. I got the news read. **(the newsreader)**

T. I got my car washed. **(him)**

T. I got the house painted. **(the painter)**

T. I got the workshop arranged. **(her)**

T. I got my watch mended. **(the watchmaker)**

5.9 Answer the questions negatively using the “get” *causative*.

T. Is Sally going to cut her hair herself?

S. No, she is going to **get it cut**.

T. Are the Browns going to paint the walls themselves?

S. No, they are going to **get them painted**.



T. Is Mrs. Jackson going to make the curtains herself?

T. Is Sue going to service the car herself?

T. Are the Roberts going to cut the grass themselves?

T. Is Paul going to mend the roof himself?

T. Are the neighbors going to clean the stairs themselves?

5.10 Ask questions using the “get” *causative* and the words in parentheses.

T. These buttons have come off. (**sew**)

S. Won't you **get them sewn**?

T. This coat is dirty. (**clean**)

S. Won't you **get it cleaned**?



T. The gas tank is empty. (**fill**)

T. The legs of the table are broken. (**fix**)

T. My watch is slow. (**repair**)

T. I've finished writing the letters. (**type**)

T. The grass in the yard is very long. (**cut**)

Check It Out

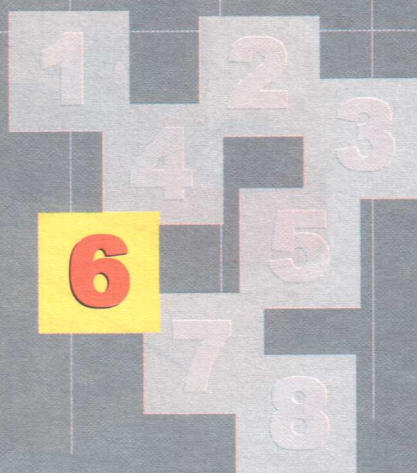


accustomed (adj.)	inhibited (adj.)
achievement (n.)	inspiring (adj.)
ambitious (adj.)	leadership (n.)
assume (v.)	maintain (v.)
bitterly (adv.)	minimize (v.)
circumstance (n.)	modify (v.)
compassion (n.)	motivated (adj.)
complementary (adj.)	over- (prefix)
comprehend (v.)	overbearing (adj.)
conduct (v.)	parental (adj.)
conflict (n.)	pattern (n.)
conservative (adj.)	persuasion (n.)
consultant (n.)	persuasive (adj.)
counteract (v.)	point out (v.)
coupon (n.)	registered (adj.)
develop (v.)	relationship (n.)
discipline (n.)	schedule (v.)
domineering (adj.)	sibling (n.)
dye (v.)	social (adj.)
enhance (v.)	tendency (n.)
entire (adj.)	therapist (n.)
errand (n.)	tool (n.)
expectation (n.)	trait (n.)
extensive (adj.)	tyrannical (adj.)
favor (v.)	underestimate (v.)
fill (v.)	workshop (n.)
firstborn (n.)	
flexible (adj.)	
get along (v.)	
impact (n.)	

Idioms and Expressions

by/in contrast
get sth straight
(there's) nothing to it

UNIT



Conversation

Let's Get Started

1. On average, how much do you pay for your bills every two months?

electricity

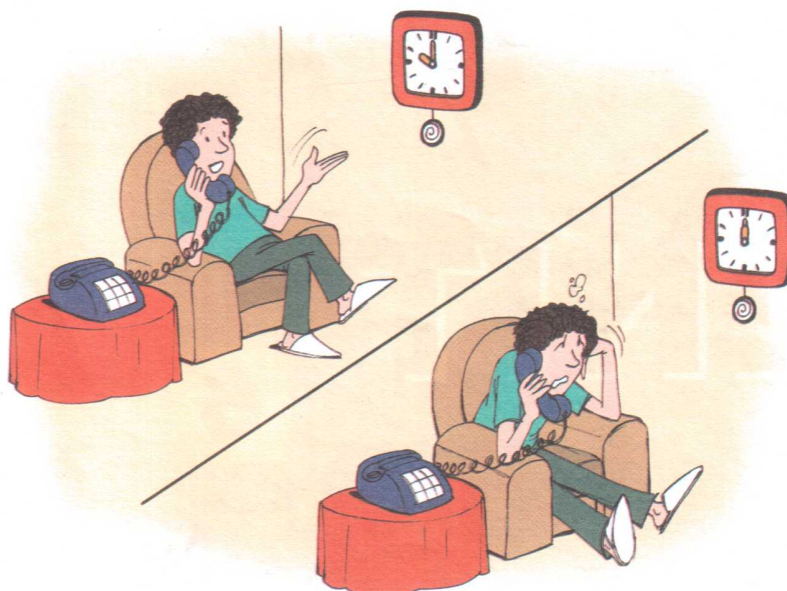
phone

gas

water

2. Which of the above-mentioned bills is usually the highest?

3. Who do you think has the biggest role for the high amount of these bills in your family?



Dialog



In the Red

*Jackie and Nancy Poe are talking about their bills that have been **piling up**.*

Nancy: Look at all these bills. How can we ever pay them?

Jackie: You're right. It's difficult to **make ends meet** these days.

Nancy: It really is. What do we do now?

Jackie: Apparently, we'll have to **do without** something.

Nancy: Ok, but what's on your mind?

Jackie: Well, we can sell the car and use public transportation or walk.

Nancy: Isn't there any other way we can cut down on expenses?

Jackie: Let's **sleep on** it. Things always look better in the morning!

Speak Out

Give a brief account of the plan that you normally follow throughout a month for your spendings.

Reading

Before You Read



Discuss the following questions.

1. Can you name some instruments in which computer is used?
2. How has the computer changed our lives?
3. How are computers changing?

Passage



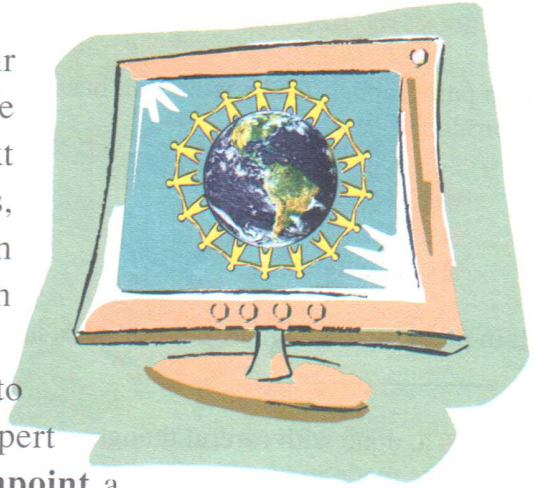
Computers Make the World Smaller and Smarter

The ability of tiny **computing devices** to control **complex** operations has **transformed** the way many tasks are performed, **ranging** from scientific research to producing consumer products. Tiny “computers on a **chip**” are used in medical equipment, home **appliances**, cars and toys. Workers use **handheld** computing devices to collect **data** at a customer **site**, to **generate** forms, to control **inventories**, and to serve as **desktop organizers**.

These smart machines are designed to **take over** some of the basic tasks previously performed by people; by so doing, they make life a little easier and a little more pleasant. Smart cards **store vital** information such as health records, driver’s licenses, bank **balances**, and so on. Smart phones, cars, and appliances with **built-in** computers can be programmed to better **meet** individual needs. A smart house has a built-in **monitoring** system that can turn lights on and off, open and close windows, operate the oven, and more.

With small computing devices available for performing smart tasks like cooking dinner, programming the VCR, and controlling the **flow** of information in an **organization**, people are able to spend more time doing what they often do best – being creative. Computers can help people work more creatively.

Multimedia systems are known for their educational and entertainment **value**, which we call “**edutainment**”. Multimedia combines text with sound, video, animation, and graphics, which greatly enhances the **interaction** between user and machine and can make information more interesting and **appealing** to people. Expert systems software enables computers to “think” like experts. Medical **diagnosis** expert systems, for example, can help doctors **pinpoint** a patient’s illness, suggest further tests, and **prescribe** appropriate drugs.



Connectivity enables computers and software that might **otherwise** be **incompatible** to communicate and to share resources. Now that computers are **proliferating** in many areas and **networks** are available for people to **access** data and communicate with others, personal computers are becoming **interpersonal PCs**. They have the **potential** to significantly improve the way we relate to each other. Many people today **telecommute**, that is, use their computers to stay in touch with the office while they are working at home. With the proper tools, hospital staff can get a diagnosis from a medical expert hundreds of thousands of miles away.

Similarly, **the disabled** can communicate more effectively with others using computers. **Distance learning** and **videoconferencing** are **concepts** made possible with the use of an electronic classroom or **boardroom accessible** to people in remote locations. **Vast databases** of information are **currently** available to the users of the Internet, all of whom can send e-mail messages to each other. **The information superhighway** is designed to significantly **expand** this **interactive** connectivity so that people all over the world will have free **access** to all these resources.

People power is **critical** to **ensuring** that hardware, software, and connectivity are effectively **integrated** in a socially responsible way. People – computer users and computer professionals – are the ones who will decide which hardware, software, and networks **endure** and how great an impact they will have on our lives. **Ultimately** people power must be exercised to ensure that computers are used not only efficiently but in a socially responsible way.

Comprehension Check

A. Choose the best answer.

1. In paragraph 1, find a word that has the same meaning as “to make something exist or produce”.
 - a. range
 - b. transform
 - c. generate
2. In paragraph 2, “Smart phones, cars, and appliances ...”, “smart” is closest in meaning to _____.
 - a. done with careful thought
 - b. made more effective by using computer technology
 - c. connected with rich well-dressed people
3. In paragraph 4, “... can help doctors pinpoint a patient’s illness ...”, “pinpoint” can best be replaced by _____.
 - a. define the illness exactly
 - b. find the exact position of
 - c. attach pins to the patient’s body
4. In paragraph 5, which word has the closest meaning to “increase in numbers rapidly”?
 - a. access
 - b. proliferate
 - c. telecommute
5. In paragraph 5, “connectivity enables computers and software that might otherwise be incompatible to communicate...”, “otherwise” most probably means _____.
 - a. additionally
 - b. apart from that
 - c. in opposite conditions

B. Choose the best answer.

1. In order to cook dinner, we can get help from appliances that have _____.
 - a. small computing devices
 - b. a multimedia system
 - c. a diagnosis system
 - d. smart cards

2. Telephones and cars have improved most by _____.

- a. generating forms
- b. using built-in computers
- c. being more beautiful
- d. having small cards

3. According to the passage, multimedia systems are best used in _____.

- a. education
- b. diagnosing a patient's illness
- c. edutainment
- d. collecting data

4. We can keep in touch with other people or the office by using _____.

- a. our interpersonal PCs
- b. VCRs
- c. smart phones
- d. superhighways

5. Computer users and computer professionals should make sure that computers are used _____.

- a. so that they can produce a satisfactory result without wasting time
- b. in a reliable way so that they can be trusted
- c. so that they can bring profit
- d. both efficiently and responsibly

C. Check (✓) the following statements as true or false.

1. With the help of computers, people have more free time to do creative things.
2. Workers collect data at customer sites by using big computing devices.
3. Interaction between a user and the computer is not possible yet.
4. Computers are able to "think" like experts.
5. By using computers, patients' illnesses can be diagnosed from far away.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Listening

Vocabulary Stop



Match the words in column A with the definitions in column B. There is one extra definition.

Column A

1. nap
2. scream
3. break down
4. monitor
5. traffic jam
6. glide

Column B

- a. form or give an opinion about sb/sth
- b. check, record or watch sth regularly for a period of time
- c. move smoothly without noise or effort
- d. a short sleep that you have during the day
- e. stop working; fail
- f. a long line of cars, etc that cannot move or that can only move very slowly
- g. cry out loudly in a high voice because you are afraid, excited, etc

Get Set

Work in pairs. What do you know about each technology? Complete the phrases in column A with information from column B. Then compare your sentences with a partner. (More than one answer is possible.)

A

1. Satellites are used ...
2. Robots are sometimes used ...
3. You can use a fax machine ...
4. People use the Internet ...
5. DNA fingerprinting is used ...
6. CD-ROM is sometimes used ...

B

- a. to study the world's weather
- b. to perform dangerous tasks
- c. to read the latest weather report
- d. to transmit telephone calls
- e. to make a photocopy
- f. to identify criminals
- g. to make travel reservations
- h. to transmit television programs
- i. to store a dictionary

Listen to It



Listen to John, Sandra, and Ted talking about what they would invent to make their lives easier. What are the inventions? What would they do?

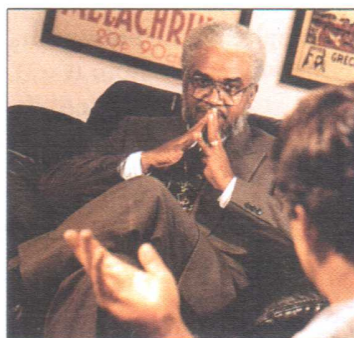
	What are the inventions?	What would they do?
John		
Sandra		
Ted		

Think & Talk

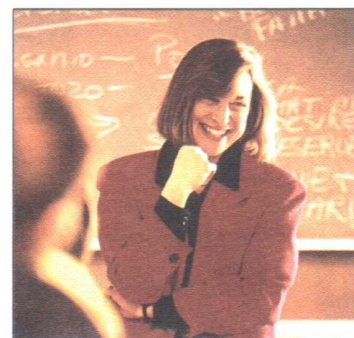
How do you think these people use computers in their work? Make two guesses.



Sandy Watson is a police officer. She analyzes crime patterns.



Alex Hunt is a psychotherapist. He helps people change their behaviors.



Janet Brown is a professor. She teaches at a medical school.

Grammar through Drills



Grammar Note 1

Nominalization: Infinitive/Infinitive Phrase as Subject

An infinitive or infinitive phrase can be used as the subject of the sentence. However, the English language often uses the word “it” as the **false (formal) subject** of the sentence and places the true subject after the verb.

To read is fun. (=It’s fun to read.)

To read a mystery story is fun. (=It’s fun to read a mystery story.)

In the above examples, the infinitive structures follow adjectives, but they may also follow nouns.

To buy a house takes a lot of money.

It takes a lot of money to buy a house.

Frame

Gee! I haven’t seen you for ages.
It’s really good to see you again.

nice

strange

appealing

important

store it

remind him

vital

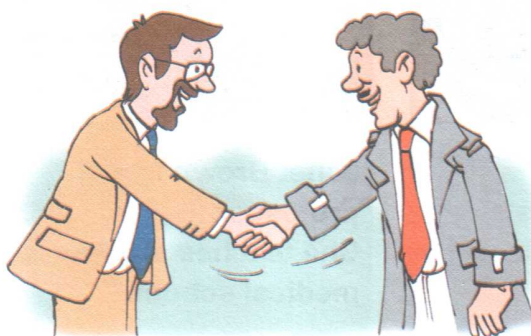
ask them

good

see you

6.1 Substitute.

It’s good to see you again.



Frame

A: Why did the hotel manager fire the DJ?

B: Because he didn’t play interesting CDs,
though it was his job to do so.

6.2 Substitute.

It was his **job** to **play CDs**.

advise students

telecommute

responsibility	analyze the data
file the reports	job
duty	type letters
help the poor	play CDs

6.3 Make statements using "it".

T. To be a musician is her desire.

S. It's her desire to be a musician.

T. To expand the services is our aim.

S. It's our aim to expand the services.



T. To look after the children is her responsibility.

T. To monitor the situation is his job.

T. To set the dinner table is her duty.

T. To get good grades is my goal.

T. To study medicine is our plan.

6.4 Make appropriate statements based on the information given.

T. Saeed was very sick.

S. It's bad to be very sick.

T. Saeed got a raise.

S. It's nice to get a raise.

T. Saeed passed the exam.

T. Saeed had an accident.

T. Saeed lost his money.

T. Saeed won the prize.

T. Saeed got a ticket for speeding.

Grammar Note 2

"For" + Noun/Pronoun + Infinitive

Sometimes the false subject "it" is followed by "for" + noun/pronoun + infinitive.

For me to learn a second language was difficult.

It was difficult for me to learn a second language.

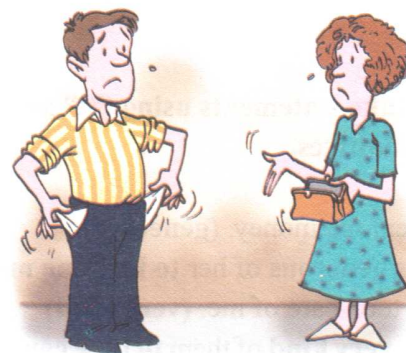
6.5 Make statements using "it".

T. For them to make ends meet has been impossible.

S. It has been impossible for them to make ends meet.

T. For me to make new friends was difficult.

S. It was difficult for me to make new friends.



- T. For Ted to take a vacation was relaxing.
 T. For me to consult a doctor was necessary.
 T. For Lorna to visit her teacher will be exciting.
 T. For her to watch TV is appealing.
 T. For Jane to pass this class will be easy.

Grammar Note 3

“Of” + Noun/Pronoun + Infinitive/ Infinitive Phrase

In sentences where “it” is used as the false subject, certain adjectives may be followed by the preposition “of” + noun/pronoun + infinitive construction.

Some of these adjectives are:

**nice, foolish, smart, kind, rude, stupid,
 impolite, unfriendly, wise, intelligent,
 wrong, inconsiderate.**

*It was nice of you to visit me in the hospital.
 It was kind of the class to send me flowers.*

6.6 Make statements using “it” and infinitives.

- T. She lent me money. (**generous**)
 S. It was **generous** of her **to lend me money**.
 T. They took care of me. (**very kind**)
 S. It was **very kind** of them **to take care of me**.

- T. They ignored me. (**rude**)
 T. I drove fast. (**foolish**)
 T. She supported me. (**nice**)
 T. He told a lie. (**wrong**)
 T. I believed him. (**stupid**)

Grammar Note 4

Nominalization: That-Clause as Subject

The use of a noun clause beginning with “that” is very formal. In conversation, speakers of English often use the word “it” as the subject of the sentence and place the noun clause at the end of the sentence.

That he failed is obvious.

It is obvious that he failed.

That they failed surprised me.

It surprised me that they failed.

Frame

I thought it was a secret.

It disturbs me that they know.

6.7 Substitute.

It **disturbs** me that they know.

bothers	surprises
upsets	hurts
annoys	disgusts
pleases	excites
disappoints	disturbs

6.8 Answer the questions using the words in parentheses and “it”.

T. What made you anxious?

(he prescribed this medicine)

S. It made me anxious that he prescribed this medicine.

T. What surprised you? (she passed the exam)

S. It surprised me that she passed the exam.



T. What made you happy? (he told the truth)

T. What worried you? (they were late)

T. What made you angry? (she was selfish)

T. What shocked you? (he said such things)

T. What upset you? (I lost my ring)

Frame

A: How did he do on the exam?

B: It's obvious that he didn't pass. All his answers were wrong.

6.9 Substitute.

It's obvious that he didn't pass.

study

concentrate

clear

apparent

fail

probable

likely

pass

unfortunate

obvious

6.10 Make questions using false subjects and adjectives.

T. It surprises me that they pampered him.

S. Isn't it surprising that they pampered him?

T. It disturbs me that they went.

S. Isn't it disturbing that they went?



T. It pleases me that they won.

T. It annoys me that they went.

T. It amuses me that they found out.

T. It upsets me that they got lost.

T. It disappoints me that they left.

Check It Out



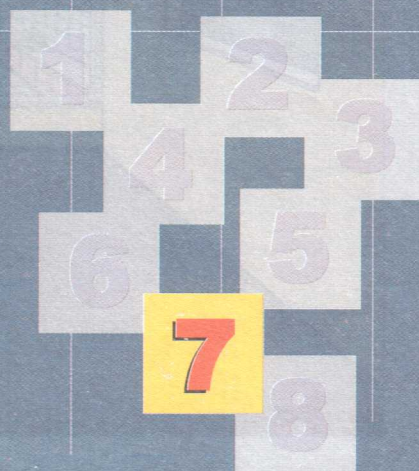
access (n., v.)	integrate (v.)
accessible (adj.)	interaction (n.)
appealing (adj.)	interactive (adj.)
appliance (n.)	interpersonal (adj.)
balance (n.)	inventory (n.)
boardroom (n.)	meet (v.)
built-in (adj.)	monitor (v.)
CD-ROM (n.)	multimedia (adj., n.)
chip (n.)	network (n.)
complex (adj.)	organization (n.)
compute (v.)	organizer (n.)
concept (n.)	otherwise (adv.)
connectivity (n.)	PC (n.)
critical (adj.)	pile up (v.)
currently (adv.)	pinpoint (v.)
data (n.)	potential (n.)
database (n.)	prescribe (v.)
desktop (adj.)	proliferate (v.)
device (n.)	range (v.)
diagnosis (n.)	site (n.)
disabled, the (n.)	sleep on sth (v.)
distance learning (n.)	store (v.)
DNA fingerprinting (n.)	take over (v.)
do without (v.)	telecommute (v.)
edutainment (n.)	traffic jam (n.)
endure (v.)	transform (v.)
ensure (v.)	ultimately (adv.)
expand (v.)	value (n.)
flow (n.)	vast (adj.)
generate (v.)	videoconferencing (n.)
glide (v.)	vital (adj.)
handheld (adj.)	
identify (v.)	
incompatible (adj.)	
information superhighway, the (n.)	

Idioms and Expressions

in the red

make ends meet

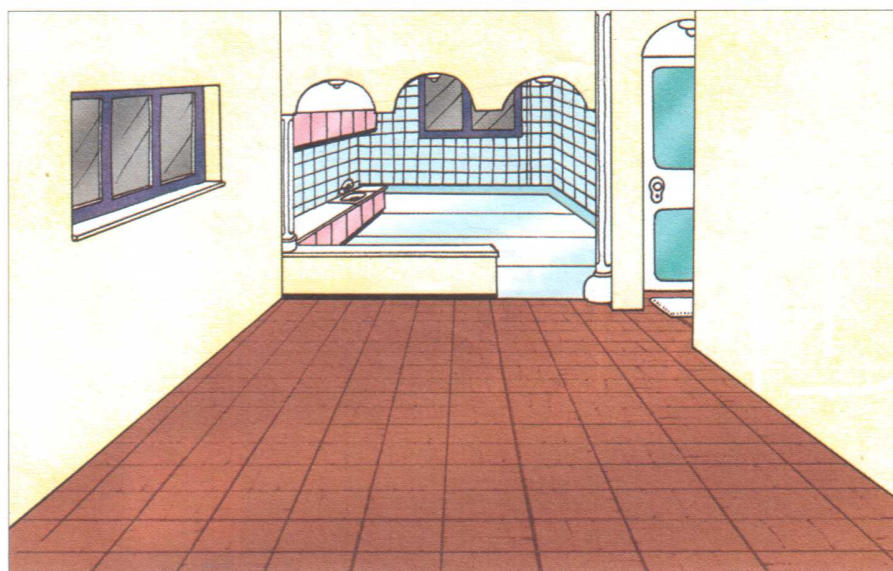
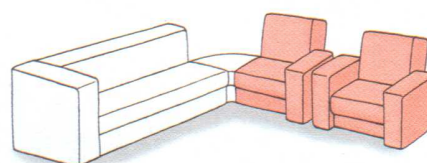
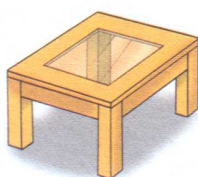
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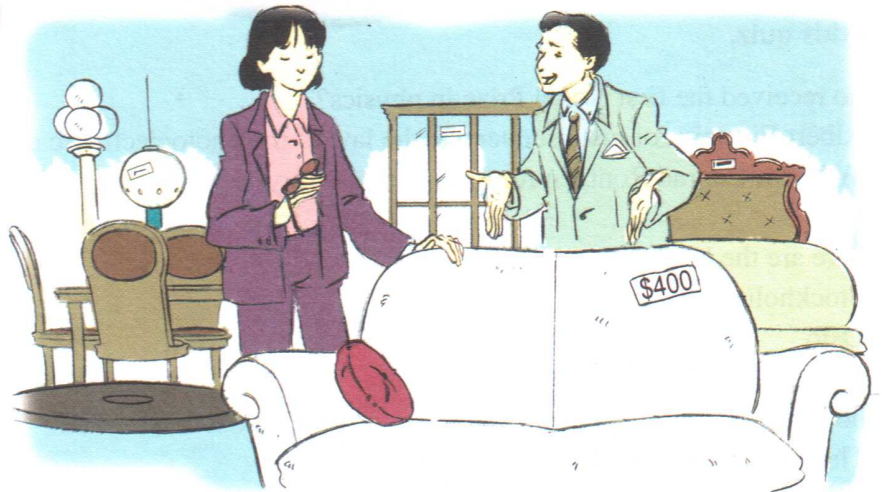
Conversation

Let's Get Started

Imagine that this apartment belongs to you. How do you like to furnish it with the pieces shown in the pictures? Which items do you like and where do you prefer to put them? Explain your reason(s) for each choice.



What other things do you like to add to this room?



Buying a New Piece of Furniture

*Dove is at a furniture store trying to find a **sofa bed** for one of her bedrooms.*

Dove: Excuse me. I'm looking for a comfortable sofa bed for a guest room.

Salesperson: Yes, ma'am. Look at this one. It's on sale for \$ 400.

Dove: Hmm... it's pretty comfortable but not exactly what I had in mind.

Salesperson: I can **assure** you that this is an ideal choice for a **guest room**.

Dove: Yes, but I'm worried about the color. White gets dirty so easily.

Salesperson: Well, it's essential that you remove any **spots** right away.

Dove: Still, I'll have to think about it. It's a big **purchase**.

Salesperson: Sure, I just hope you make the right decision.

Speak Out

What are the factors that you consider when you want to buy something? Mention them in order of importance.

Reading

Before You Read



Take this quiz.

1. Who received the first Nobel Prize in physics?
 - a. Albert Einstein for his discovery of the law of the photoelectric effect.
 - b. Wilhelm Conrad Rontgen for discovering X-ray.
2. Where are the laureates awarded?
 - a. Stockholm.
 - b. Oslo.
3. Who hands in the laureates, the diploma, and the medal in Sweden?
 - a. The Chairman of the Committee.
 - b. The King of Sweden.

Passage



Alfred Nobel, a Man of Contrasts

Alfred Nobel, the great Swedish inventor and **industrialist**, was a man of many **contrasts**. He was the son of a **bankrupt**, but became a millionaire; a scientist with a love of **literature**, an industrialist who managed to remain an **idealist**. He made a fortune but lived a simple life, and although cheerful **in company**, he had a tendency to be sad **in private**. A lover of **mankind**, he never had a wife or family to love him; a **patriotic** son of his native land, he died alone on foreign soil. He invented a new **explosive, dynamite**, to improve the **peacetime industries** of **mining** and road building, but saw it used as a **weapon** of war to kill and injure his **fellow men**. During his useful life he often felt he was useless. "Alfred Nobel," he once wrote of himself, "ought to have been **put to death** by a kind doctor as soon as he entered life." World famous for his works, he was never personally well-known, for **throughout** his life he avoided **publicity**. "I do not see," he once confessed, "that I have **deserved** any

fame and I have no taste for it.” But since his death, his name has brought fame and **glory** to others.

He was born in Stockholm on October 12, 1833 but moved to Russia with his parents in 1842, where his father, Immanuel, **evidently** made a strong position for himself in the engineering industry. Immanuel Nobel invented the land **mine** and made a lot of money from government orders for it during the Crimean War but went bankrupt soon after. Most of the family returned to Sweden in 1859, where Alfred rejoined them in 1863, beginning his own study of explosives in his father’s **laboratory**. He had never been to school or university but had studied privately and by the time he was twenty, he was a skillful chemist, and an excellent **linguist**, speaking Swedish, Russian, German, French, and English. Like his father, Alfred Nobel was **imaginative** and **inventive**, but differed from him showing more financial sense. He was quick to see industrial **openings** for his scientific inventions and **invested** in over 80 companies in 20 different countries. **Indeed**, his greatness **lay** in his outstanding ability to combine the qualities of an original scientist with those of a **forward-looking** industrialist.

But Nobel’s main concern was never with making money or even with making scientific discoveries. Seldom happy, he was always searching for a meaning to life, and from his **youth** had **taken** a serious **interest in** literature and philosophy. Perhaps because he could not find ordinary human love – he never married – he came to care deeply about the whole of mankind. He was always generous to the poor, “I’d rather take care of the stomachs of **the living** than the glory of the dead in the form of stone **memorials**,” he once said. His greatest wish, however, was to see an end to wars, and thus peace between nations, and he spent much time and money working for this **cause** until his death in Italy in 1896. His famous **will**, in which he left the **funds** from his **estate** to **award** prizes for outstanding works in physics, chemistry, physiology, medicine, literature, and peace, is a permanent memorial to his interests and ideals. And so, the man who felt he should have died at birth is remembered and respected long after his death.



Comprehension Check

A. Choose the best answer.

1. In paragraph 1 find a word that is closest in meaning to “something that a person or thing usually does”.
 - a. contrast
 - b. bankrupt
 - c. tendency
2. “Alfred Nobel,” he once wrote of himself, “ought to have been put to death by a kind doctor as soon as he entered life.” This is closest in meaning to “_____”.
 - a. It would have been better that the doctor had killed Alfred when he was born
 - b. Alfred was going to die when he was born
 - c. The doctor shouldn’t have annoyed Alfred
3. In line 3 “an idealist” means a person who _____.
 - a. wants everything to be perfect and demands the highest standard possible
 - b. believes in something which is good but impossible to achieve
 - c. loves his country and will fight for it
4. “He was quick to see industrial openings for his scientific inventions”. “Opening” in this sentence most probably means “_____”.
 - a. the beginning
 - b. not limited
 - c. a good opportunity
5. Find a word in the last paragraph that has the closest meaning to “something that reminds people of an outstanding person”.
 - a. memorial
 - b. discovery
 - c. will

B. Choose the best answer.

1. Alfred Nobel was never personally well-known because he _____.
 - a. didn’t deserve any fame
 - b. hated the public
 - c. had no desire for fame
 - d. never spoke in public

2. Alfred Nobel's greatness lay in his _____.

- a. outstanding ability to see industrial openings for his scientific inventions
- b. worldwide investments in more than 80 companies
- c. ability to combine the qualities of an outstanding scientist and an innovative industrialist
- d. ability to have many outstanding qualities

3. Alfred Nobel's main concern was _____.

- a. making a big fortune
- b. making scientific discoveries
- c. finding ordinary human love
- d. searching for a meaning to life

4. Alfred Nobel's greatest wish was to _____.

- a. help bring peace between nations
- b. die in his own country
- c. provide prizes for scientists
- d. be remembered long after his death

5. Alfred Nobel's permanent memorial is his _____.

- a. invention
- b. estate
- c. stone memorial
- d. famous will

C. Check (✓) the following statements as true or false.

1. Alfred Nobel invented dynamite to make a weapon used in war against other countries.
2. Immanuel Nobel made a strong position for Alfred in the engineering industry in Russia.
3. Alfred Nobel lived according to his beliefs and ideals.
4. Alfred Nobel never married because he couldn't find ordinary human love.
5. Alfred nobel's father helped him make explosives in his laboratory.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Listening

Vocabulary Stop



Match the words in column A with the definitions in column B. There is one extra definition.

Column A

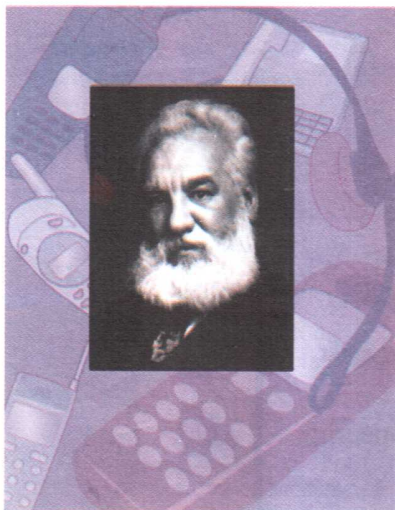
1. interviewer
2. light bulb
3. handmade
4. ride

Column B

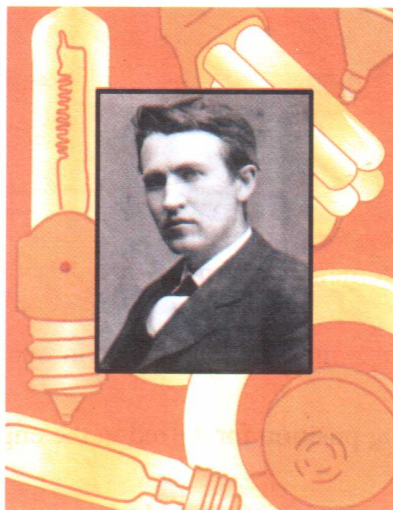
- a. the glass of an electric lamp that gives out light
- b. made by hand not by machine
- c. a person who asks the questions in an interview
- d. a unit that forms sth bigger
- e. (period of) being carried on or in sth, esp as a passenger

Get Set

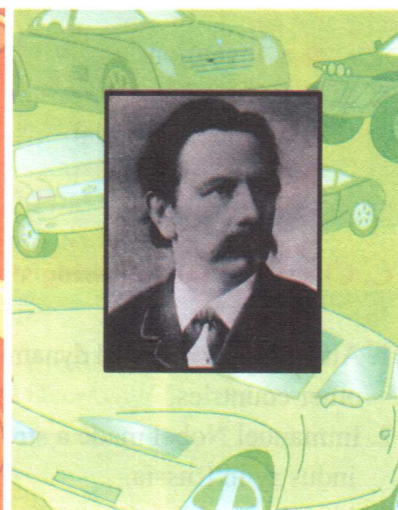
Look at these pictures. What do you know about these people?
What did they invent?



Alexander Graham Bell
1876



Thomas Edison
1879



Karl Benz
1885

Example:

Bell invented the telephone. I think he also invented ...

Listen to It



You will hear interviews with the people in part A. Check (✓) True or False.

Alexander Graham Bell

1. "Tele" means "long distance" and "phone" means "speak".
2. The telephone will only work over short distances.
3. The interview will continue over the phone.

True

False

☐
☐
☐
☐
☐
☐

Thomas Edison

1. The interviewer agrees the invention will make streets safer.
2. Each light bulb will be handmade.
3. Edison thinks every home will use his invention.

☒
☐
☐
☐
☐
☐

Karl Benz

1. The motor is at the back of the vehicle.
2. The invention goes more than 18 miles per hour.
3. Benz is not going to give the interviewer a ride.

☐
☐
☐
☐
☐
☐

Think & Talk

Work in pairs. Which of these events happened first? Which happened last?
Try to put them in order from 1 to 3.

Technology

- ___ The invention of the modern typewriter
- ___ The invention of the ballpoint pen
- ___ The invention of paper

Entertainment

- ___ The invention of the DVD
- ___ The invention of the Walkman
- ___ The invention of the video game

Engineering

- ___ The building of the Great Wall of China
- ___ The building of Machu Picchu in Peru
- ___ The building of the Pyramids in Egypt

What do you think is the most important invention in history? Who do you think is the most important inventor?

Grammar through Drills



Grammar Note 1

Subjunctive: Adjectives

The subjunctive is a special kind of present tense which has no “-s” in the third person singular. It is sometimes used in “that-clauses” in a formal style after words which express the idea that something is important or desirable. The same forms are used in both present and past sentences.

Some adjectives that are followed by subjunctives include:

essential, important, vital, necessary, desirable and advisable.

*It is **essential** that every child **have** the same educational opportunities.*

*We felt it was **important** that James **write** to his father as soon as possible.*

Notes:

1. “Do” is not used in negative subjunctives.

*We considered it **desirable** that he **not** leave school before finishing his exams.*

2. Many speakers prefer to use the **should + bare infinitive** instead of the subjunctive.

*It is **essential** that every child **should have** the same educational opportunities.*

Frame

A: What did the teacher say before I arrived?

B: He said, “It is essential that you be on time”.

7.1 Substitute.

It is **essential** that **you** be on time.

necessary	important
advisable	desirable
she	they
we	you
I	essential

7.2 Make statements using *that*-clauses and the subjunctive.

T. It is necessary that he should be awarded a medal.

S. It is necessary **that** he **be** awarded a medal.



T. It is important that she should learn to read.

S. It is important **that** she **learn** to read.

T. It is vital that we should act at once.

T. It is advisable that she should wait.

T. It is vital that he should study hard.

T. It is necessary that I should study hard.

T. It is desirable that he should make a will.

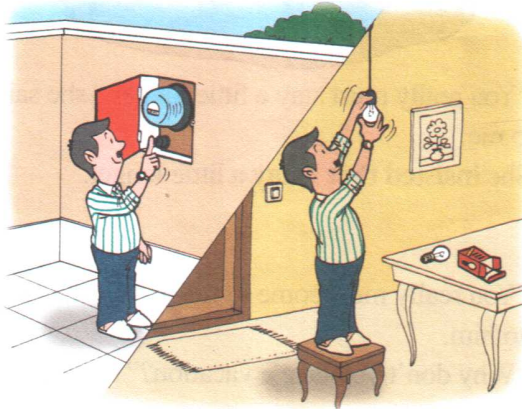
7.3 Ask questions using the words in parentheses.

T. He wants to change the light bulb.
(cut off the electricity)

S. Is it necessary that he **cut off the electricity**?

T. He wants to register. (fill out the form)

S. Is it necessary that he **fill out the form**?



T. She wants to apply for that job.
(have experience)

T. They want to meet the president.
(wear formal clothes)

T. I want to travel to Turkey. (get a visa)

T. He wants to get a loan from the bank.

(have good credit)

T. We want to attend the meeting.

(be on time)

Frame

A: There is a football match on TV. Would you cancel the class, sir?

B: No. It is advisable that we not cancel the class.

7.4 Substitute.

It is **advisable** that **we** not cancel the class.

important	they
necessary	vital
she	desirable
I	we
essential	advisable

7.5 Make statements using *that*-clauses and the *subjunctive*.

T. It is essential for him not to have any weapons.

S. It is essential **that** he **not have** any weapons.



T. It is desirable for her not to know about it.

S. It is desirable **that** she **not know** about it.

they

recommended

he

insisted

T. It is necessary for him not to be late.

T. It is desirable for her not to do it.

T. It is vital for you not to forget it.

T. It is essential for them not to ignore their homework.

T. It is important for us not to fail the course.

Grammar Note 2

Subjunctive: Verbs

Subjunctives can be used after the verbs **order, command, insist, demand, request, ask, recommend, propose, suggest,** and other verbs with similar meanings, followed by **that**.

*We **insist that** a meeting **be** held as soon as possible.*

*They **recommended that** he **not go** there alone.*

Frame

A: What did Janet tell you about her wedding date?

B: I can't tell you. She insisted that I keep it secret.

7.6 Substitute.

Janet **insisted** that **I** keep it secret.

suggested

you

we

requested

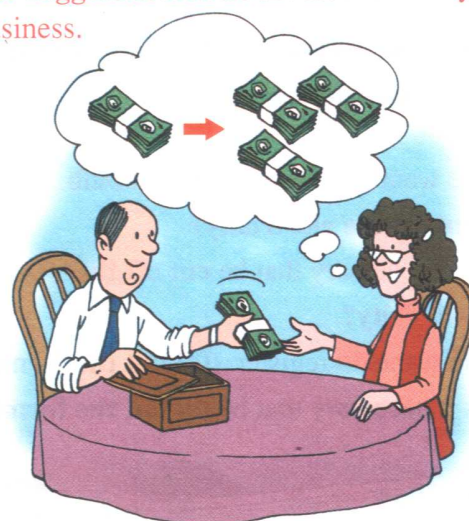
asked

I

7.7 Make statements using “insist” or “suggest” and the subjunctives.

T. “Why don’t you invest your money in business?” she said to him.

S. She **suggested that** he **invest** his money in business.



T. “You really must stay a little longer,” she said to me.

S. She **insisted that** I stay a little longer.

T. “You really must come to the party,” she said to him.

T. “Why don’t you take a vacation?” she said to them.

T. “You really must pay the rent today,” she said to us.

T. “Why don’t you see a specialist?” she said to me.

T. “Why don’t you take an aspirin?” she said to him.

Frame

A: Why doesn't he join the air force?

B: Because his parents insist that he not quit the army.



I **suggest** that **you** not waste your time.

insist	she
he	recommend
demand	we
they	you
request	suggest

7.10 Answer the questions negatively.

T. Do you suggest that I buy the white sofa bed?

S. No, I **suggest** that you **not buy** it.

T. Did you recommend that he take the job?

S. No, I **recommended** that he **not take** it.



7.8 Substitute.

They insist that **he not quit the army**.

leave the party	I
decide now	go alone
she	he
marry him	be fired
retire early	quit the army

Frame

A: What do you suggest we do?

B: I suggest that you not waste your time.

7.9 Substitute making the necessary changes.

T. Did you insist that he become a linguist?

T. Do you suggest that she ask for a raise now?

T. Did you order that his salary be cut?

T. Do you recommend that they sell their apartment?

T. Did you ask that the project be stopped?

Check It Out



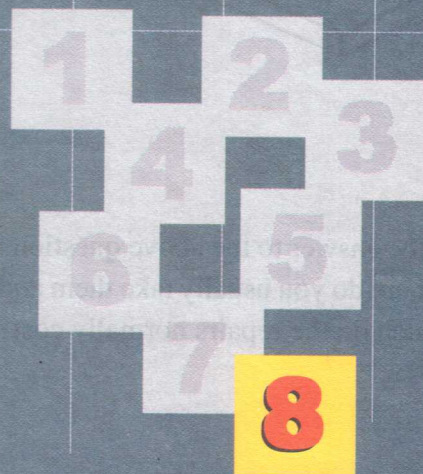
assure (v.)
award (v.)
ballpoint pen (n.)
bankrupt (n.)
cause (n.)
chairman (n.)
committee (n.)
contrast (n.)
deserve (v.)
dynamite (n.)
estate (n.)
evident (adj.)
explosive (n.)
fame (n.)
forward-looking (adj.)
funds (n.)
furnish (v.)
glory (n.)
guest room (n.)
handmade (adj.)
idealist (n.)
imaginative (adj.)
indeed (adv.)
industrialist (n.)
industry (n.)
innovative (adj.)
interviewer (n.)
inventive (adj.)
invest (v.)
laboratory (n.)
laureate (n.)

lie (v.)
light bulb (n.)
linguist (n.)
literature (n.)
living, the (n.)
mankind (n.)
memorial (n.)
mine (n.)
mining (n.)
opening (n.)
patriotic (adj.)
peacetime (n.)
publicity (n.)
purchase (n.)
pyramid (n.)
sofa bed (n.)
spot (n.)
throughout (prep.)
Walkman (n.)
weapon (n.)
will (n.)
worldwide (adj.)
youth (n.)

Idioms and Expressions

in company
in private
one's fellow man/men
put sb to death
take an interest in

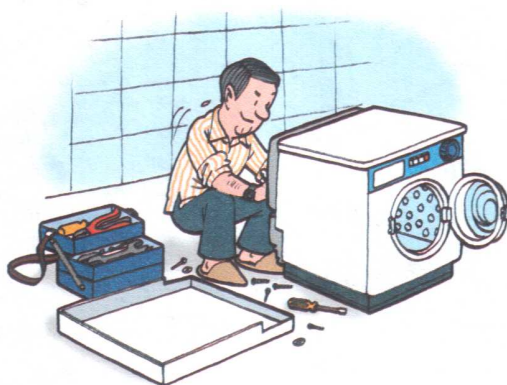
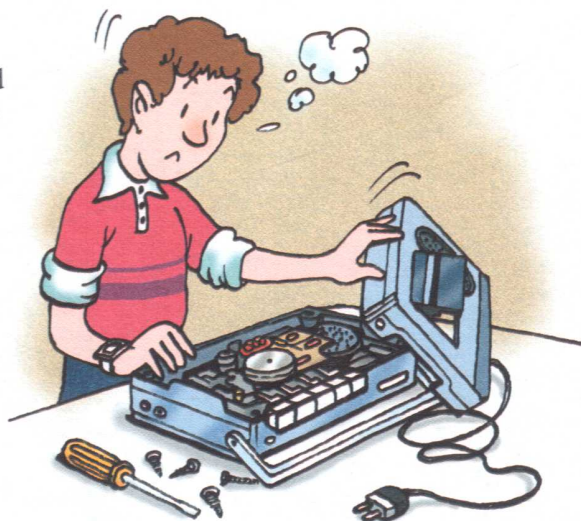
UNIT



Conversation

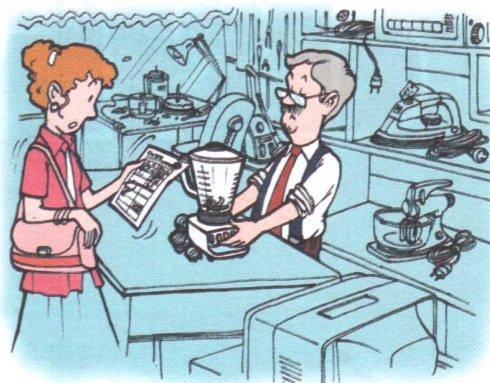
Let's Get Started

1. Do you make head or tail of the parts used in electrical appliances? To what extent?



2. Is there anybody in your family who can do the repairs of such machines?

3. If the answer to the above question is no, where do you usually take them and how much do the repairs normally cost?





A Funny Mistake at an Electrical Store

*A customer is making a **complaint** about something that she has bought.*

*A salesman is **dealing with** the complaint.*

Salesman: Is there anything I can help you with, ma'am?

Mrs. Collins: Yes, I have a complaint to make.

Salesman: Sorry to hear that. What's the problem?

Mrs. Collins: It's this radio. I can't get it to work.

Salesman: Are you sure you bought it here?

Mrs. Collins: Of course I did. Here is the receipt.

Salesman: Oh, I see what's wrong. The batteries are the wrong way around.

Mrs. Collins: Oh, I must have put them wrongly. Sorry to have troubled you.

Salesman: Not at all. If you've any more problems, just bring it back.

Speak Out

As you noticed, the customer in the dialog had made a stupid mistake. Have you ever made similar mistakes? Try to talk about it quite in detail.

Reading

Before You Read



Discuss the following questions.

1. Do you use the telephone or the computer at work for personal matters?
2. How do you feel about using them? Do you think you are entitled to do so? Give reasons.
3. How do you feel about people reading your letters and e-mails?

Passage



Controversial Issues in Technology

Letters and phone conversations are private. It is against the law to open someone's mail without permission or to **secretly listen in on** someone's **telephone exchange**. **Furthermore**, the same **privacy** protections are given to people who use e-mail. For instance, without a **warrant** it is illegal for the police to read the messages that a person has received or sent on a computer. Nevertheless, in several cases employees have complained about **invasion of privacy on the part of** co-workers or their employer. The law is not completely clear on this issue: First of all, each person has a secret **password** for his or her e-mail, but the company also keeps a complete list of these words. Second, an employer can say, "The company owns everything you have written during worktime because you are using our computer system." Therefore, as things **stand** right now, it is probably a good idea for computer workers to be **grateful** about the messages they send; an e-mail system may not be the best place for personal thoughts or secret letters.

Electronic **surveillance**, i.e., a **close** watch over someone, is the cause of wide disagreement – depending on the purpose of the surveillance. High-tech surveillance systems can be very useful in solving crime cases, in finding missing children, in

looking for accident victims, and so on. However, **detection** devices such as tiny microphones, **laser sensors**, video cameras, etc., also make electronic surveillance possible in the workplace.

In one case, a receptionist with a perfect fourteen-year employment **record** lost her job because of information collected by the company's computer system. The new monitoring system, which checked



on workers' speed and performance, recorded that she was spending about nine minutes "too long" with each visitor or caller. The receptionist, who said she was helping company sales by being friendly to customers, **sued** her employer in a **court** of law. She complained that electronic surveillance at work not only causes unnecessary stress but also **invades** people's privacy.

Since 1990, there have been hundreds of reports of **mysterious** electronic **interference** with the communication systems of airplanes. Because important flight information – about directions, plane temperature, wind speed, etc – has disappeared from pilots' computer screens, they have lost their way. **Technicians** haven't found certain answers to these mysteries, but some people **suspect** that the cause may be passengers' use of **portable** computers, electronic games, CD players, etc., inside the plane. Modern airplanes have so many sensors, chips, and wires that they are like "computers with wings"; electronic radiation from entertainment equipment may send confusing signals to airplane **antennas**.

Through **biotechnology**, scientists can create new foods in the laboratory. For example, they can change a tomato **genetically** so the fruit can stay on the plant longer, have more taste, and not get soft quickly. They can put a **gene** from a vegetable plant into a fruit, or even combine some animal genes with plant genes. But are these new foods safe? And what should the creators and growers have to tell the government, supermarkets, and consumers? Producers claim that genetically **engineered** products are not much different from traditionally grown foods; nevertheless, some people want to know exactly how scientists changed the DNA material, how many copies of a new gene are in the food, and what problems might **come up**. For example, will new DNA structures genetically **strengthen** the bacteria that cause disease?

Comprehension Check

A. Choose the best answer.

1. In paragraph 1, "It is probably a good idea for computer workers to be grateful about the messages they send", "grateful" could be replaced by "_____".
 - a. thankful to the employer
 - b. thankful to technology
 - c. thankful to law
2. In paragraph 2 "a close watch" is closest in meaning to "watching somebody _____".
 - a. from a near space
 - b. secretly
 - c. very carefully
3. In paragraph 2, find a word that means "including a great variety of people".
 - a. perfect
 - b. wide
 - c. collected
4. In paragraph 3, "computers with wings" refers to _____.
 - a. portable computers
 - b. airplanes
 - c. CD players
5. In the last paragraph, find a word that is closest in meaning to "change the genetic structure of something".
 - a. engineer
 - b. create
 - c. come up

B. Choose the best answer.

1. The best title for the first paragraph is "_____".
 - a. Who Can Open the E-mail Box
 - b. Letters And Phone Conversations Are Private
 - c. Electronic Surveillance Invades Privacy
 - d. Each Person Has a Secret Password

2. According to the receptionist, electronic surveillance at work _____.

- a. causes unnecessary stress
- b. causes disagreement between the employee and the customer
- c. causes unemployment
- d. cannot collect information from the computer

3. According to the text, airplane technicians do not exactly know _____.

- a. why some passengers use electronic objects inside the plane
- b. why modern airplanes have so many sensors
- c. if there is mysterious electronic interference
- d. why important flight information disappears from the pilots' computer screen

4. According to the producers, genetically engineered products _____.

- a. are much different from traditionally grown foods
- b. are almost the same as traditionally grown foods
- c. may strengthen the bacteria that cause disease
- d. can create new foods in the laboratory

5. People are mostly concerned about _____.

- a. why scientists changed the DNA material
- b. how scientists combine animal genes with plant genes
- c. what problems may occur as a result of genetic change in food
- d. why tomatoes stay on the plant longer

C. Check (✓) the following statements as true or false.

1. The aim of biotechnology in agriculture is to produce a better kind of food.
2. The law clearly states that employers can read their employees' messages on the computer.
3. The receptionist lost her job because she was not friendly with the customers.
4. High-tech surveillance may be used in finding a missing child.
5. Airplane antennas may receive electromagnetic radiation from entertainment equipment.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Listening

Vocabulary Stop



Match the words in column A with the definitions in column B. There is one extra definition.

Column A

1. remote
2. complaint
3. nifty
4. disconnect
5. frustrating

Column B

- a. making you angry or dissatisfied
- b. stop the telephone connection between two people or computers
- c. a piece of equipment for controlling sth such as a television, etc
- d. a feeling of great fear or shock
- e. stylish, fashionable
- f. a statement that shows you are not satisfied with sth

Get Set

Work in pairs. Check (✓) the three items below that are the most difficult to operate. Then compare with a partner and answer the questions together.

☐ ATM

☐ computer

☐ pager

☐ car radio

☐ fax machine

☐ VCR

☐ cell phone

☐ microwave oven

☐ wristwatch alarm

1. Did you agree on any of the items? Which ones?
2. What makes the items difficult to use?
3. What other familiar inventions are difficult to operate?

Listen to It



You will hear four people talking about frustrations they've had with technology. What item or product are they discussing? What was their problem?

	Item/Product	Frustration
Daniel		
Rosa		
Susan		
Frederick		

Think & Talk

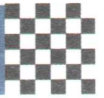
Why do you think these things were invented ?

airbags for cars	lie detectors
fax machines	jet engines
laptop computers	virtual reality

Example:

Airbags for cars were invented in order to save lives. Without them, more people would be injured in car accidents.

Grammar through Drills



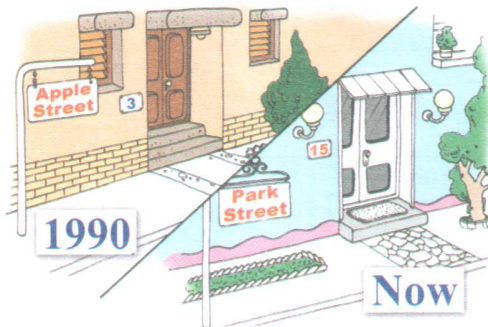
Grammar Note 1

Prepositions

in	Use in for cities and countries.
on	Use on for streets.
at	Use at for addresses which contain numbers.

8.1 Make statements using “used to” and the prepositions “in”, “on” or “at”.

- T.** They’ve just moved to 15 Park Street.
(3 Apple)
S. They **used to** live at 3 Apple Street.
T. They’ve just moved to Ninth Street. **(Oak)**
S. They **used to** live **on** Oak Street.



- T.** They’ve just moved to 15 Main Street.
(10 Elm)
T. They’ve just moved to France. **(Germany)**
T. They’ve just moved to Norway. **(Japan)**
T. They’ve just moved to Tehran. **(Esfahan)**
T. They’ve just moved to Fifth Avenue.
(Palm)

Grammar Note 2

By & Until : Used in Expressions of Time

We use “**until**” to talk about a continuing situation or state that will stop at a certain moment in the future. We use “**by**” to talk about an action or event that will happen at or before a future moment.

*My friend is going to be here **until** noon.*
 (He is here, and he is going to stay here until noon.)
*My friend is going to be here **by** noon.*
 (He isn’t here, but he will be here not later than noon.)

Frame

A: Where is Mr. Hanks?
 B: I’m not sure, but he’ll be back by noon.

8.2 Substitute.

He’ll be back by noon.

she	I
they	half past five
two-thirty	next year
tomorrow	he
this evening	noon

8.3 Substitute.

We're going to stay here until **July**.

next year	next week
Friday	tomorrow
six o'clock	tonight
they	we
you	July

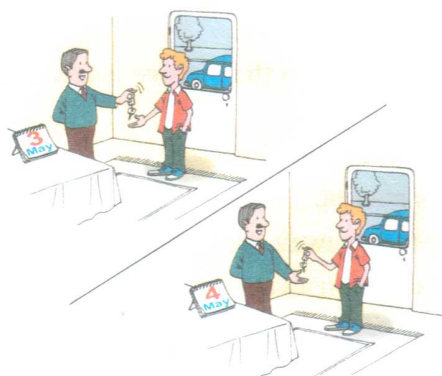
8.4 Make statements using "until".

T. You have to hand in the key by tomorrow. (keep it)

S. You can keep it until tomorrow.

T. You have to bring my car back home by the end of the month. (borrow it)

S. You can borrow it until the end of the month.



T. You have to return my books by next Friday. (have them)

T. You have to come back home by ten o'clock. (stay out)

T. You have to hand in your project by October 1st. (work on it)

T. You have to take the exam by next week. (study for it)

T. You have to sell the house by next January. (live there)

Grammar Note 3

For & From : Used in Expressions of Time

"For" is used to say how long an action or a situation lasts. It can be used to talk about present, past or future.

Instead of saying how long an action or situation lasts, we can say when it starts and when it finishes. This idea is usually expressed with **"from ... to ..."** or **"from ... till/until..."**.

*I was asleep **from** three **to** six.* (=for three hours)

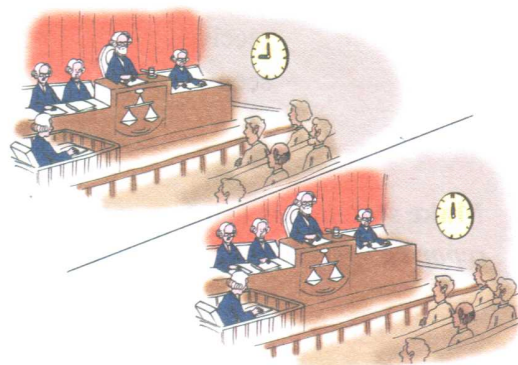
8.5 Make statements using "for" and appropriate phrases.

T. They will be in court from nine until twelve.

S. That is for three hours.

T. The water is going to be disconnected from Monday to Friday.

S. That is for four days.



T. They will be at the club from one to five.

T. The suspect will be under arrest from Friday until Saturday.

- T. John is going to stay here from June to August.
- T. The cake is going to be in the oven from 4:00 to 4:45.
- T. They will stay with their grandparents from January to April.

Frame

- A: Was he talking about that movie?
- B: Yes, he wondered whether I had seen it.

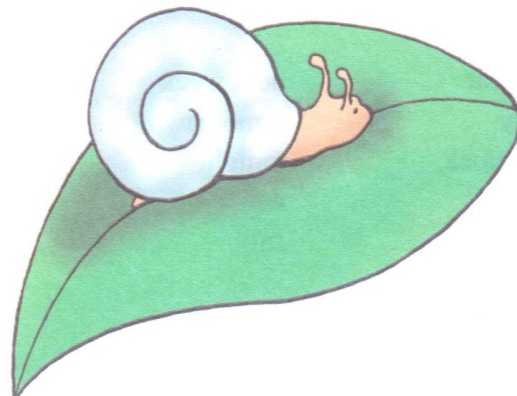
8.6 Substitute.

He wondered whether I had **seen** it.

laughed at	enjoyed
been aware of	forgotten
you	I
we	received
begun	seen

8.7 Make statements using reported speech and "He asked me".

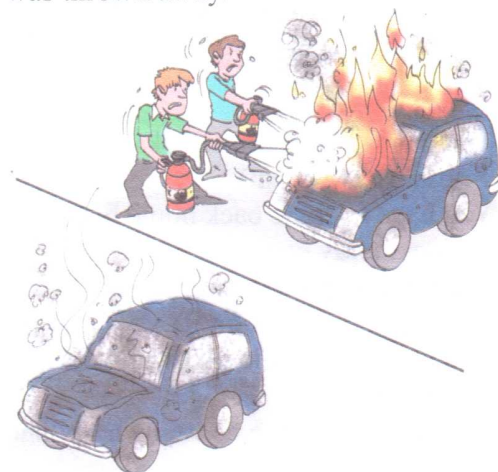
- T. What does a snail look like?
- S. He asked me what a snail looked like.
- T. Where were you born?
- S. He asked me where I had been born.



- T. How old are you?
- T. Where did you get married?
- T. How long have you been married?
- T. How many children do you have?
- T. How much do you get paid?

8.8 Change into the passive voice.

- T. They put out the fire.
- S. It was put out.
- T. They threw away the garbage.
- S. It was thrown away.

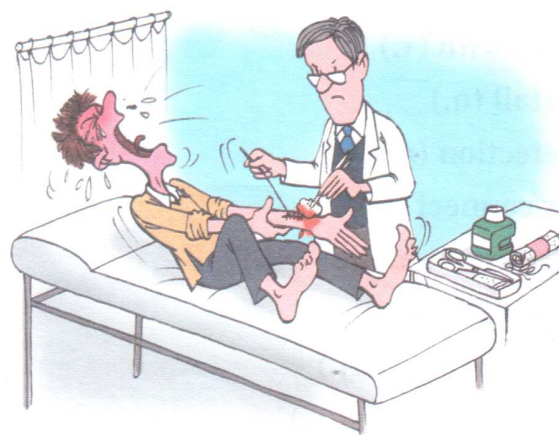


- T. They passed out the exam papers.
- T. They locked up the jewelry.
- T. They used up the gas.
- T. They broke down the door.
- T. They put on a concert.

- T. You shouldn't cause bad feelings.
- T. You should always tell the truth.
- T. You shouldn't hurt their feelings.
- T. You shouldn't invade their privacy.
- T. You should be polite.

8.9 Make statements using the "make" causative.

- T. At first he didn't want to give the speech.
- S. But finally, she **made** him give it.
- T. At first he didn't want to study botany.
- S. But finally, she **made** him study it.
- T. At first he didn't want to apologize.
- T. At first he didn't want to reveal the password.
- T. At first he didn't want to hold the meeting.
- T. At first he didn't want to accept the award.
- T. At first he didn't want to sue the company.



8.10 Make statements using "It's important to ..." and "It's important not to ..." based on the information given.

- T. You should endure the pain.
- S. **It's important to** endure the pain.
- T. You shouldn't act illegally.
- S. **It's important not to** act illegally.

Check It Out



agriculture (n.)

antenna (n.)

biotechnology (n.)

close (adj.)

come up (v.)

complaint (n.)

controversial (adj.)

court (n.)

deal with (v.)

detail (n.)

detection (n.)

disconnect (v.)

electromagnetic (adj.)

engineer (v.)

frustrating (adj.)

furthermore (adv.)

gene (n.)

genetic (adj.)

grateful (adj.)

interference (n.)

invade (v.)

laser (n.)

listen in (on sth) (v.)

mysterious (adj.)

nifty (adj.)

operate (v.)

password (n.)

portable (adj.)

privacy (n.)

record (n.)

remote (n.)

secretly (adv.)

sensor (n.)

stand (v.)

strengthen (v.)

sue (v.)

surveillance (n.)

suspect (v.)

technician (n.)

telephone exchange (n.)

virtual reality (n.)

warrant (n.)

Idioms and Expressions

invasion of privacy

on the part of sb