

# UNIT 1





• **adjust (v.)**

change sth so that it will fit or be right for use: *You can adjust the color on the TV by pushing these buttons.*

• **adopt (v.)**

take and use as one's own: *We adopted their teaching methods.*

• **architecture (n.)**

the style of building in a particular country or period of history: *modern architecture*

• **arise (v.)**

come into being or begin to be noticed: *A new difficulty has arisen.*  
*Use this money when the need arises.*

• **associate (v.)**

connect (ideas, etc) in one's thought or imagination: *I associate summer with holidays.*

• **base (n.)**

the lowest part of sth, esp the part on which sth stands: *the base of a mountain*

• **climate (n.)**

the normal weather conditions of a particular region: *a dry/humid climate*

• **dawn (n.)**

the early morning, when light first appears in the sky: *before/at dawn*

• **figure out (v.)**

understand sb/sth by thinking: *I've never been able to figure him out.*

• **general (adj.)**

not limited to one part of a person or thing: *I have a general idea of what the book is about.*

• **ingredient (n.)**

any of the things that are formed into a mixture when making sth, esp in cooking: *Mix all the ingredients and put them in a dish.*

• **layer (n.)**

a thickness of some substance, often one of many: *She is wearing several layers of clothing to keep out the cold.*

• **license (n.)**

a written statement which gives you permission to do, own or use sth: *a driver's license*

• **mother tongue (n.)**

the language that one first learns to speak as a child: *Ali's mother tongue is Farsi.*

• **mushroom (n.)**

any of several types of fungus, some of which can be eaten, which grow and develop very quickly: *Some mushrooms are used as food.*

• **mustard (n.)**

a yellow substance with a hot taste made from

the seeds of a plant: *Mustard is eaten, esp with meat.*

• **ocean (n.)**

one of the large areas of salt water that covers most of the earth: *the Atlantic/Indian/Pacific Ocean*

• **originate (v.)**

have sth/sb as a cause or beginning; start from sth: *This TV series originated from a short story.*

• **pertain to (v.)**

relate or have a connection with: *They are trying to find all the facts pertaining to this case.*

• **pickle (n.)**

vegetables or fruit kept in vinegar or salt water; a particular vegetable or fruit preserved in this way: *The dish was accompanied by a variety of pickles.*

• **promise (v.)**

say that one will definitely give, do or not do sth: *I promise not to be late again.*

• **reminder (n.)**

sth that helps a person remember sth: *He hasn't paid the money yet; I must send him a reminder.*

• **search (v.)**

look at, examine or go over in order to find sb or sth: *search sb's pockets; search for a missing child*

• **shade (v.)**

shelter from direct light or heat: *He raised his*

*hand to shade his eyes from the sun.*

• **sliced (adj.)**

sth that is cut into thin flat pieces: *sliced bread*

• **snack (n.)**

small meal, usu eaten in a hurry, esp between main meals: *The children have a mid-morning snack of milk and cookies.*

• **solid (adj.)**

firm and well-made: *a very solid wall*

• **stranger (n.)**

a person in a new and unfamiliar place: *I'm a stranger in this town.*

• **stuff (n.)**

matter; material: *We need salad stuff.*

• **thus (adv.)**

as a result of this; therefore: *Fewer students will attend the schools, and they will thus have fewer teachers.*

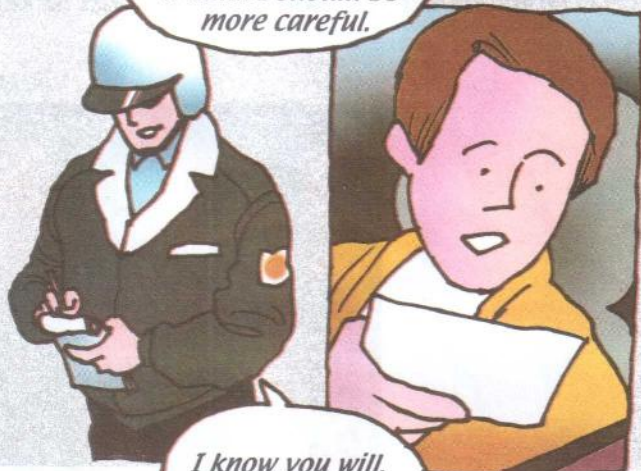
• **turkey (n.)**

the flesh of a turkey (a large bird, rather like a large chicken) as food: *slices of roast turkey*

*pickles*











## A Little Reminder

*Ali is driving too fast and a police officer stops him.*

**Police officer:** Where's the fire, young man?

**Ali:** I beg your pardon? I'm a stranger here. I don't understand.

**Police officer:** You were driving too fast. I thought you were going to a fire.

**Ali:** Oh, I'm sorry, officer. I think I should be more careful.

**Police officer:** Yes, you should. May I see your license?

**Ali:** Here you are, sir. I promise to be more careful.

**Police officer:** I know you will. Here's a little reminder.

**Ali:** I can see that. A ticket for speeding.

## Comprehension Questions

1. Was Ali really going to a fire?
2. How was Ali driving?
3. What did the officer ask Ali to show him?
4. What did Ali promise the officer?
5. What was the little reminder?



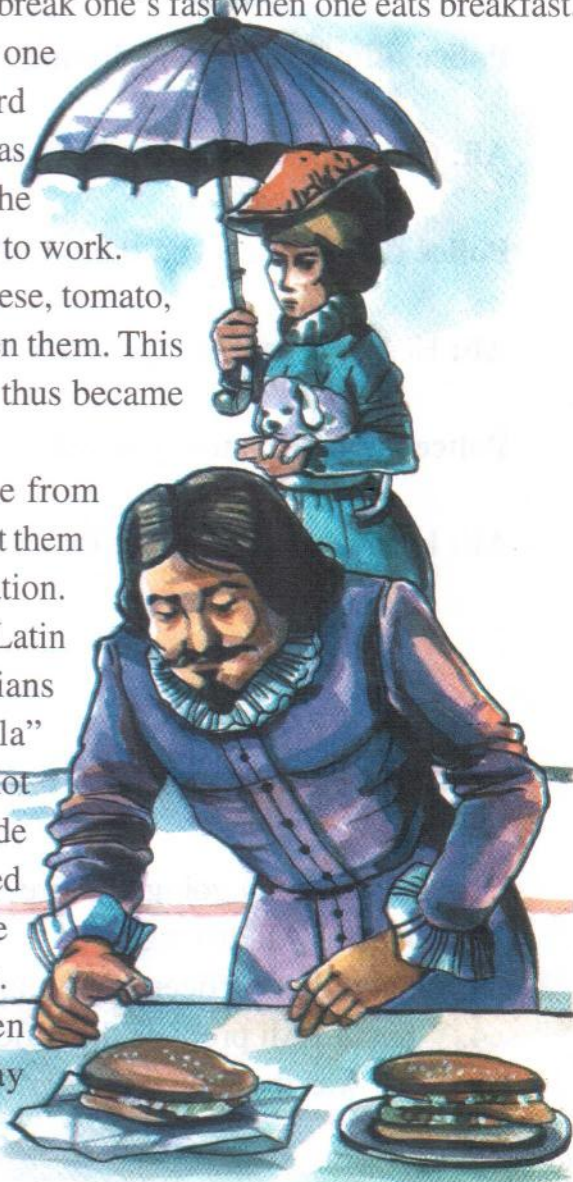
## Words and Their Stories

Every word has a story behind it. Sometimes it is easy to figure out how a word came into being. The word “breakfast”, for example, is made up of the two smaller words, “break” and “fast”. Fasting means not eating for a certain time usually from dawn to sunset. The general meaning of the word is to break one’s fast when one eats breakfast.

Sometimes words arise from a hidden story one must search to find. For example, the word “sandwich” pertains to Lord Sandwich who was far too busy to eat proper meals. Therefore, he decided to take some kind of snack with him to work. He took two slices of bread and put meat, cheese, tomato, pickles, or whatever he felt like eating between them. This snack became associated with his name and thus became known as a sandwich.

Many words come into our mother tongue from other languages. We may easily adopt and adjust them to our own patterns of language and intonation. “Umbrella”, for example, originates from the Latin word “*umbra*” which means “shade”. The Italians used this word to make the word “umbrella” which means “a little shade”. In their hot sunny climate, they needed an umbrella to shade them a little from the sun. The English borrowed the word from the Italians, but they use umbrellas when it rains, not when the sun shines.

So words sometimes stay the same even when new meanings arise to change the way they are used.





# Comprehension Questions

## A. Answer the following questions.

1. What is the passage about?
2. Is it always easy to figure out how a word came into being?
3. What is the word "breakfast" made up of?
4. Why didn't Lord Sandwich eat proper meals?
5. Is "umbrella" an English word?

## B. Choose the correct answer a, b or c.

1. The word "umbrella" means \_\_\_\_\_.
  - ▶ a. "shade" in Latin
  - ▶ b. "a little shade" in Italian
  - ▶ c. "rain" in English
2. The word "sandwich" came into being because Lord Sandwich \_\_\_\_\_.
  - ▶ a. couldn't pay for proper meals
  - ▶ b. couldn't eat cooked meals
  - ▶ c. didn't have time to eat proper meals
3. Figuring out how a word came into being is \_\_\_\_\_.
  - ▶ a. always easy
  - ▶ b. sometimes difficult
  - ▶ c. very boring
4. Fasting usually means that we \_\_\_\_\_.
  - ▶ a. eat breakfast but don't have any dinner
  - ▶ b. don't eat anything during certain hours
  - ▶ c. don't eat anything from the time we go to bed until noon
5. When a word is borrowed, \_\_\_\_\_.
  - ▶ a. it is usually adjusted to the pattern of the language into which it is borrowed
  - ▶ b. it stays the same only when a new meaning arises to change the way it is used
  - ▶ c. the hidden story behind it is forgotten





## DIRECTED DISCOURSE

1. Ask him/her if he/she can swim.
2. Ask him/her if he/she has lived in this city long.
3. Ask him/her if he/she would like to be a doctor.
4. Ask him/her if he/she has ever visited England.
5. Ask him/her when he/she is going to have his/her next meal.
6. Ask him/her what he/she should do when he/she meets someone.
7. Ask him/her how far it is from his/her house to the ILI.
8. Ask him/her if he/she has ever been to France.
9. Ask him/her if he/she overslept this morning.
10. Ask him/her if he/she has already taken his/her vacation.

### 1.1 Substitute making the necessary changes.

Bob studied here **last night**.  
 everyday                      yesterday  
 since June                    since May  
 next week                    every week  
 since 1996                   tomorrow  
 now                            last night

### 1.2 Make tag questions.

T. Kate works full-time.  
 S. Kate works full-time, **doesn't she?**  
 T. It isn't large.  
 S. It isn't large, **is it?**

T. John can play the piano.  
 T. Your friend wasn't absent last session.  
 T. We have met before.  
 T. Mary ought to buy a dictionary.  
 T. He never intended to employ you.

### 1.3 Use "too" or "enough".

T. This TV set is heavy. I can't carry it.  
 S. It's **too** heavy for me to carry.  
 T. Your son is 18. He can get a driver's license.  
 S. He's old **enough** to get a driver's license.  
 T. She couldn't answer the question. It was hard.  
 T. He can't be a thief. He is noisy.  
 T. My friend is tall. He can touch the ceiling.



T. She was not experienced. She couldn't get the job.

T. I couldn't understand him. He spoke fast.

### 1.4 Use "but", "too", or "either".

T. Cindy works part time. Kathy doesn't work part time.

S. Cindy works part time, **but Kathy doesn't.**

T. Mary should come on time. Ralph should come on time.

S. Mary should come on time, **and Ralph should, too.**

T. The school isn't open. The library isn't open.

T. Bill went to England last year. John went to England last year.

T. I knew Mr. Johnson. My father didn't know him.

T. My sister may come tonight. Her husband may come tonight.

T. Liz has filled out the application form. Her sister has filled out the application form.

### 1.5 Answer the questions using "as...as" and pronouns.

T. Isn't your sister taller than you (are)?

S. No, she is **as tall as** I (am).

T. Wasn't your father happier than you (were)?

S. No, he was **as happy as** I (was).

T. Isn't your friend older than you?

T. Weren't your brothers more interested than you?

T. Isn't your niece more excited than you?

T. Wasn't your nephew hungrier than you?

T. Aren't your classmates more amused than you?

### 1.6 Substitute making the necessary changes.

His **lecture** was **more interesting** than mine.

story

boring

good

short

long

lecture

exciting

useful

film

interesting

### 1.7 Answer the questions using the superlatives.

T. Is Mary clever?

S. Yes, she is **the cleverest** person in the college.

T. Is Tom brave?

S. Yes, he is **the bravest** person in the college.

T. Is John intelligent?

T. Is your cousin friendly?

T. Is he polite?

T. Is your teacher kind?

T. Is your friend interesting?

### 1.8 Make statements using adjectives of the countries.

T. I like the tea from India.

S. I like **Indian** tea.

T. I enjoy the music of Mexico.

S. I enjoy **Mexican** music.

T. I like the monuments of Iran.

T. I like the architecture of Italy.

T. I like the coffee from Brazil.

T. I like the rice in Iran.

T. I like the cheese from Denmark.



## The Definite Article with Proper Nouns

In general, **the** is not used with proper nouns. The following are exceptions to this rule:

1. **The** is used with plural proper nouns:

*the Alps*

*the Netherlands*

*the Bahamas*

*the United States*

2. **The** is frequently used with singular proper nouns referring to oceans, seas, rivers, canals, and deserts:

*the Pacific (Ocean)*

*the Nile (River)*

*the Mediterranean (Sea)*

*the Panama Canal*

3. **The** is also used with certain singular proper nouns:

*the Hague*

*the Eiffel Tower*

*the Taj Mahal*

*the Middle East*

4. **The** is generally used with nouns that are followed by **of** phrases:

*the Emperor of Japan*

*the President of the Islamic Republic of Iran*

### 1.9 Substitute using “the” when necessary.

He lives in **China**.

Esfahan

Caroline Islands

United States

Philippines

Iran

London

Netherlands

Canada

India

China

**T.** Excuse me, but this pencil is broken.

**S.** I'm sorry, here's **another** pencil.

**T.** Excuse me, but this shirt doesn't fit.

**T.** Excuse me, but this apple is sour.

**T.** Excuse me, but this pen is out of ink.

**T.** Excuse me, but this knife is very dull.

**T.** Excuse me, but this glass is dirty.

### 1.10 Substitute using “the” when necessary.

Mr. Anderson has visited **the Bahamas**.

president of Italy

Iran

Middle East

Philippines

Paris

Tokyo

Nile River

University of Tehran

Caspian Sea

Bahamas

### 1.12 Make statements using “the other one” and the opposites of the adjectives.

**T.** This question is difficult.

**S.** But **the other one** is **easy**.

**T.** This book is dirty.

**S.** But **the other one** is **clean**.

**T.** This street is noisy.

**T.** This magazine is interesting.

**T.** This glass is full.

**T.** This table is high.

**T.** This story is long.

### 1.11 Make statements using “another”.

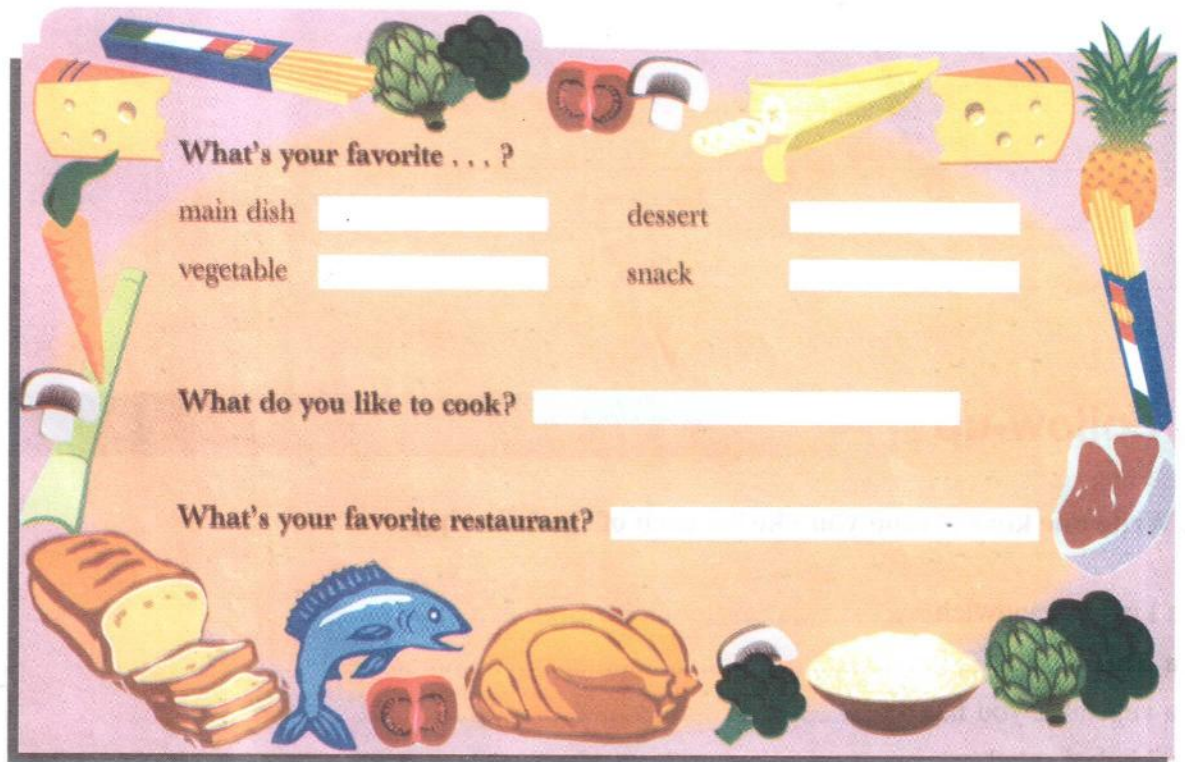
**T.** Excuse me, but this pen doesn't work.

**S.** I'm sorry, here's **another** pen.



## 1. Pre-listening

Fill out this chart about your favorite foods. Then compare your answers with a partner. Tell each other why you like these things.



What's your favorite . . . ?

main dish	<input type="text"/>	dessert	<input type="text"/>
vegetable	<input type="text"/>	snack	<input type="text"/>

What do you like to cook?

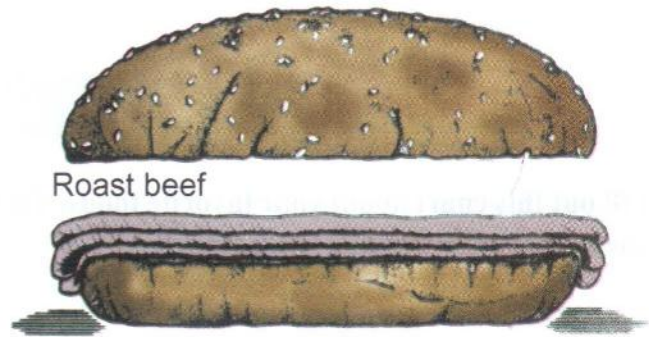
What's your favorite restaurant?



## 2. Listening



What ingredients go in this sandwich? Write them below.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 3. Follow-up

A. Write one kind of food you like for each of the following.

1. a kind of sandwich .....
2. a fruit you like .....
3. a vegetable you like .....
4. a kind of salad .....
5. a drink you like .....
6. a kind of seafood .....
7. a food you don't like .....
8. a kind of meat .....

B. Pair work. Ask your friend what he/she likes.

What kind of sandwich do you like?

I like .....



**UNIT 2**





## • amount (n.)

(used esp with uncountable nouns) a quantity: *a fair/large amount of work*

## • baggage (n.)

the trunks, bags, suitcases, or boxes in which one carries one's belongings while traveling; luggage

## • blame (v.)

consider or say that sb is responsible for sth bad: *If you fail the exam, you'll only have yourself to blame.*

## • board (v.)

get into (a ship or public vehicle); go on board: *She boarded the wrong train.*

## • concerned (adj.)

worried; troubled: *We are all concerned for her safety.*

## • counter (n.)

a long flat surface over which goods are sold or business is done in a shop, bank, etc: *You can buy your tickets at the counter.*

## • currency (n.)

the particular type of money in use in a country: *The British teachers in China were paid in local currency.*

## • departure (n.)

the act of going away: *Our departure was delayed by a flat tire.*

## • detect (v.)

discover or recognize that sth is present: *She detected some errors in the report.*

## • discussion (n.)

the process of talking or writing about sth: *The plans have been under discussion for a year now.*

## • duty-free (adj.)

describing goods that cost less than the usual price because you do not pay any tax on them: *duty-free cigarettes*

## • equipment (n.)

the things needed for a particular purpose: *office/sports equipment*

## • escalator (n.)

a set of moving stairs in an underground railway station, a large city shop, an airport, etc

## • exchange (n.)

the relation in value between kinds of money used in different countries: *What's the exchange rate for dollars?*



• **explosion (n.)**

great and sudden increase: *a population explosion; the explosion of oil prices*

• **freshen up (v.)**

(cause to) feel less tired, look more attractive, etc: *I must go and freshen (myself) up before dinner.*

• **level (n.)**

one of several floors in a building: *The new shopping mall has 180 stores on three levels.*

• **loss (n.)**

the action or an instance of losing or failing to keep sth/sb; the state of no longer having sth/sb: *loss of blood/sleep*

• **memory (n.)**

a person's power to remember things: *He lost his memory in an accident.*

• **parking lot (n.)**

an area for parking cars: *The city parking lot was full, so he parked in the street.*

• **potentially (adv.)**

possibly true in the future, but not true now: *Clearly this is a potentially dangerous situation.*

• **prohibit (v.)**

order sb not to do sth by law or rule: *Smoking in this place is prohibited.*

• **proof (n.)**

evidence that shows, or helps to show,

that sth is true or is a fact: *Do you have any proof that this is true?*

• **publicity (n.)**

the giving of information about sth in order to attract the attention of the public; advertising: *There has been a lot of publicity for her new film.*

• **radiation (n.)**

the sending out of heat, energy, etc in the form of rays

• **restroom (n.)**

a public toilet in a hotel, restaurant, etc

• **retire (v.)**

stop doing one's regular work, esp because one had reached a particular age: *She has decided to retire early.*

• **safety (n.)**

the state of not being dangerous: *I'm worried about the safety of the treatment.*

• **shuttle (n.)**

(a vehicle used for) a regular journey from one place to another and back by air, railway, bus etc usually over a short distance: *the London to Paris air shuttle*

• **suffer (v.)**

feel pain, discomfort, great sorrow, etc: *Do you suffer from headaches?*

• **warning (n.)**

a statement, an event, etc that warns sb about sth: *The dog attacked him without warning.*









## At the Airport Information Desk

*Erica is at an airport. She is getting some information about the places that she wants to go to.*

**Erica:** Excuse me. Could you tell me where the bank is?

**Man:** There's one upstairs, across from the duty-free shop.

**Erica:** Oh, thanks. Do you know what time it opens?

**Man:** It must be open now. It opens at 8 A.M.

**Erica:** Good. And can you tell me how often the buses leave for the city?

**Man:** You have to check at the transportation counter. It's down the hall.

**Erica:** OK. And just one more thing. Can you tell me where the emergency exit is?

**Man:** Right behind you, ma'am. You can't miss it.

### Comprehension Questions

1. Where does Erica want to go first?
2. Are the bank and the information desk on the same floor?
3. How does Erica want to go to the city?
4. At which counter can passengers get information about transportation?
5. Where is the emergency exit?





## Cell Phones: Hang up or Keep Talking?

Millions of people are using cell phones today. In many places, it is actually considered unusual not to use one. In many countries cell phones are very popular with young people. They find that the phones are more than a means of communication – having a mobile phone shows that they are cool and connected.

The explosion around the world in mobile phone use has made some doctors worried. They are concerned that in the future many people may suffer health problems from the use of mobile phones. Mobile phone companies are worried about the negative publicity of such ideas. They say that there is no proof that mobile phones are bad for your health.

On the other hand, why do some medical studies show changes in the brain cells of some people who use mobile phones? Signs of change in the brain and head can be detected with modern scanning equipment. In one case, a traveling salesman had to retire at a young age because of serious memory loss. He couldn't remember even simple things. He would often forget the name of his own son. This man used to talk on his mobile phone for about six hours a day, every day of his working week, for a couple of years. His family doctor blamed his mobile phone use, but his employer's doctor didn't agree.

What is it that makes mobile phones potentially harmful? The answer is radiation. High-tech machines can detect very small amounts of radiation from mobile phones. Mobile phone companies agree that there is some radiation, but they say the amount is too small to worry about.

As the discussion about their safety continues, it appears that it's best to use mobile phones less often. Use your regular phone if you want to talk for a long time. Use your mobile phone only when you really need it. In the future, mobile phones may have a warning label that says they are bad for your health. So for now, it's wise not to use your mobile phone too often.





## Comprehension Questions

### *A. Answer the following questions.*

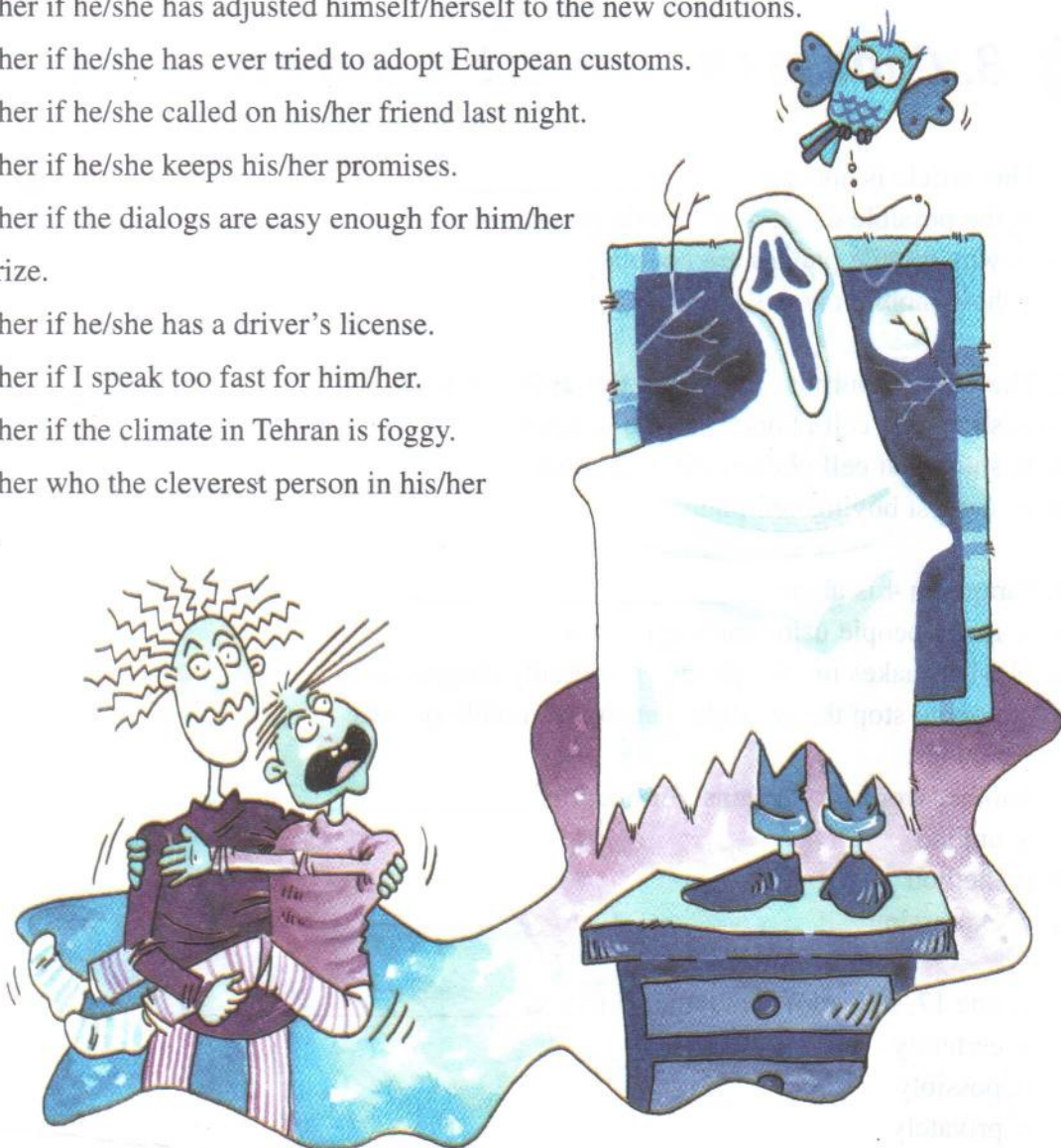
1. Who is more interested in using cell phones?
2. What do some medical studies show?
3. What happened to the traveling salesman?
4. What may mobile phones have in the future?
5. How can we use mobile phones safely?

### *B. Choose the correct answer a, b or c.*

1. This article is about \_\_\_\_\_.
  - ▶ a. the possible dangers of mobile phone use
  - ▶ b. why mobile phones are popular
  - ▶ c. how mobile phones work
2. The writer's purpose in writing this article was to \_\_\_\_\_.
  - ▶ a. show that cell phones may be dangerous
  - ▶ b. show that cell phones are dangerous
  - ▶ c. suggest buying cell phones
3. Paragraph 4 is about \_\_\_\_\_.
  - ▶ a. many people using mobile phones
  - ▶ b. what makes mobile phones potentially dangerous
  - ▶ c. how to stop the possible dangers of mobile phones
4. Another word for "means" in line 3 is \_\_\_\_\_.
  - ▶ a. unkind
  - ▶ b. method
  - ▶ c. expression
5. In line 17, the word "potentially" means \_\_\_\_\_.
  - ▶ a. certainly
  - ▶ b. possibly
  - ▶ c. privately

## DIRECTED DISCOURSE

1. Ask him/her if he/she has ever seen a ghost.
2. Ask him/her if he/she has adjusted himself/herself to the new conditions.
3. Ask him/her if he/she has ever tried to adopt European customs.
4. Ask him/her if he/she called on his/her friend last night.
5. Ask him/her if he/she keeps his/her promises.
6. Ask him/her if the dialogs are easy enough for him/her to memorize.
7. Ask him/her if he/she has a driver's license.
8. Ask him/her if I speak too fast for him/her.
9. Ask him/her if the climate in Tehran is foggy.
10. Ask him/her who the cleverest person in his/her family is.





# Grammar Note 1

## Clause

A **clause** is a part of a sentence which contains a **subject** and a **verb**, usually joined to the rest of the sentence by a conjunction such as: **that, who, what, where, why**, etc.

A **clause** can function as a specific **part of speech** such as: a **noun**, an **adjective**, an **adverb**, etc.

## Noun Clause

A **noun clause** is used in the same way as a **single-word noun**. **Single-word nouns** have many different functions; therefore, **noun clauses** have many different functions. They can be **the subject of a sentence**, **the object of a sentence**, **the object of a preposition**, etc.

In this lesson, we focus on the noun clause

as the object of a sentence.

### Frame

A: Where is the bank?

B: I'm sorry. I don't know where the bank is.

## 2.1 Substitute making the necessary changes.

I don't know where **the bank** is.

the teacher	Mr. Smith
John	the dishes
my keys	the sandwiches
the books	the swimming pool
my notebook	the bank

### Frame

A: Who do these packages belong to?

B: I don't know whose packages they are.

## 2.2 Substitute making the necessary changes.

I don't know whose **packages** they are.

glass	cassettes
homework	money
plate	coat
books	briefcase
ring	packages



### Frame

I can't remember his address.

Can you remember what his address is?

## 2.3 Substitute.

Can you remember what his **address** is?

last name	business
first name	teacher's name
phone number	brother's name
exam grade	major
job	address

## Frame

A: Dad, this math problem is too hard. Can you help me find its answer?

B: Yeah, just let's figure out how we can solve it.

## 2.4 Substitute.

Let's **figure out** how we can **solve the problem**.

consider  
see  
help them  
get there  
decide

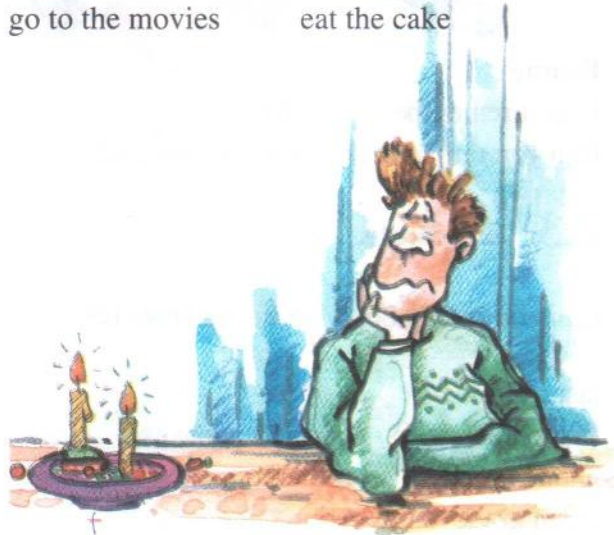
answer this question  
do this puzzle  
check  
solve the problem  
figure out

## 2.5 Substitute making the necessary changes.

I wonder who **ate the cake**.

write the report  
see the movie  
take the paper  
read the book  
go to the movies

spend the money  
buy the records  
leave early  
break the glass  
eat the cake



## 2.6 Answer the questions using "I don't know".

T. When does the movie start?

S. **I don't know** when the movie starts.

T. When was the conference?

S. **I don't know** when the conference was.

T. What did he do yesterday?

T. How long has she been in Tehran?

T. How long have they been in Shiraz?

T. When will he stop by?

T. What is Mary's phone number?

## Grammar Note 2

When the object noun clause contains **that** it is possible to omit it.

*Linda's parents felt **(that)** she was too young to get married.*

## 2.7 Reproduce the following sentences leaving out the conjunction "that".

T. Caroline didn't tell me that she was leaving.

S. She didn't tell me she was leaving.

T. None of the students understood that Jack was lost.

S. None of them understood he was lost.

T. I really don't know that she will come.

T. The weatherman said that it would rain.

T. The teacher hasn't forgotten that we have a quiz.

T. I will never forget that you always help me.

T. The accident taught us that we ought to be careful.



### Grammar Note 3

Although noun clauses usually follow the main clause, they can also act as the **subject** of a sentence.

*His house is beautiful.*

*Where he lives is beautiful.*

*Her reason for being angry surprised me.*

*Why she was angry surprised me.*

#### Frame

A: Wilga's suggestion was fantastic.

B: Yes, what she said was excellent.

## 2.8 Substitute.

What she **said** was **excellent**.

unusual	talked about
strange	surprising
did	showed me
bought	excellent
proper	said

#### Frame

A: Do you know where your roommate goes?

B: That's a private matter. Where he goes is none of my business.

## 2.9 Substitute.

**Where he goes** is none of my business.

What he does	Why they are impolite
Why she was angry	When they arrive

Why she said that  
Who he goes with  
What you do

What you believe  
How you choose to live  
Where he goes

### Grammar Note 4

Another common position for noun clauses is after prepositions. In this case, we regard the noun clause as the object of preposition.

*She was looking at my painting.*

*She was looking at what I was painting.*

#### Frame

A: His sickness really worries me.

B: Same here. We are all worried about how sick he is.

## 2.10 Substitute.

We are worried about **how sick he is**.

what he does	when he may leave
what he says	how he drives
where he goes	why he left
why he is late	what he chooses
how he pays his bills	how sick he is

## Grammar Note 5

We can change a **noun clause** into a **noun phrase** by using infinitive with **to** after the question word when the subjects are the same.

*We haven't decided when we should leave.*

*We haven't decided when to leave.*

### Frame

A: Have you made up your mind about your trip?

B: Not really. I haven't decided what to do yet.

## 2.11

I haven't decided **what to do**.

to buy  
to study  
where  
to go  
to stop

how many times  
to ask  
who  
what  
to do

## 2.12 Reduce these clauses.

T. I don't know where I can park my car.

S. I don't know **where to park** my car.

T. She doesn't know how she should spend her money.

S. She doesn't know **how to spend** her money.

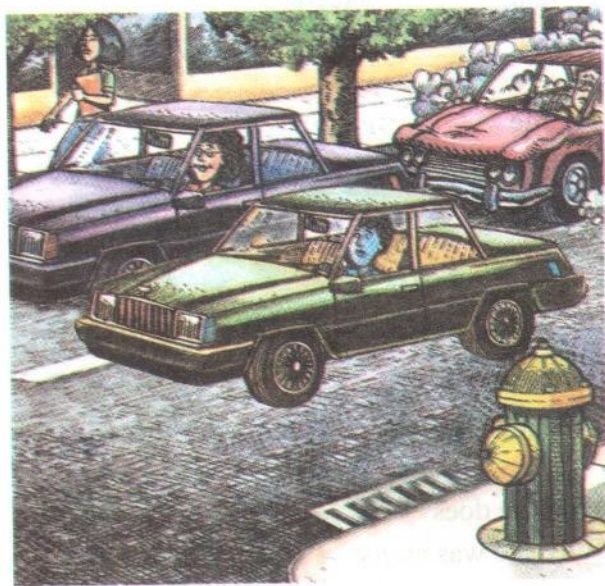
T. I don't know where I can buy meat.

T. She can't decide what she should wear to the party.

T. They couldn't remember how long they had to wait.

T. Ann wants to know how much tea she should buy.

T. Ricky didn't know where he could get a map of the city.







## 1. Pre-listening

People often need to do these things at an airport. Where should they go?

- |                     |             |                 |                               |
|---------------------|-------------|-----------------|-------------------------------|
| 8 shuttle bus stop  | 7 newsstand | 3 arrivals area | 6 baggage-claim area          |
| 5 currency exchange | 2 departure | 1 restroom      | 4 arrival and departure board |

- |                                       |                    |
|---------------------------------------|--------------------|
| 1. Freshen up after a flight          | .....restroom..... |
| 2. Board a flight                     | .....              |
| 3. Meet a friend arriving on a flight | .....              |
| 4. Get flight information             | .....              |
| 5. Change money                       | .....              |
| 6. Pick up suitcases after a flight   | .....              |
| 7. Buy a magazine                     | .....              |
| 8. Take a bus to a different terminal | .....              |

## 2. Listening



Where do these people want to go? Listen and write your answers.

- |                |       |
|----------------|-------|
| Conversation 1 | ..... |
| Conversation 2 | ..... |
| Conversation 3 | ..... |
| Conversation 4 | ..... |



3. Follow-up



A. Look at these questions people often ask at airports. Add three more questions of your own.

- 1. Excuse me. Where can I change money?
- 2. Is there a taxi stand near here?
- 3. How much is the bus to the city?
- 4. Where's the arrival area?
- 5. Where's the duty-free area?

- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

B. Work in pairs. Think of ways of answering each of the questions above.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

C. Practice asking and answering these questions with your partner.



• **breed (v.)**

produce young animals or plants: *Many animals won't breed in zoos.*

• **capture (v.)**

take a person or animal prisoner: *Two of the soldiers were killed and the rest were captured.*

• **carpet (n.)**

a thick layer of sth on the ground: *a carpet of leaves/snow*

• **clump (n.)**

a group of things or people together, esp trees or plants: *a clump of oak trees*

• **crawl (v.)**

move slowly with the body on or close to the ground or on hands and knees: *A baby crawls before it can walk.*

• **drown (v.)**

die by being under water or other liquid because one is unable to breathe: *She drowned in the river.*

• **edge (n.)**

the sharp part of a blade, knife etc that is used for cutting: *a knife with a sharp edge*

• **endangered species (n.)**

a type of animal or plant which is in danger of disappearing from the world

• **fasten (v.)**

close or join the two parts of sth: *Fasten your coat up – it's cold outside.*

• **fertile (adj.)**

(of plants or animals) able to produce fruit or young: *Some fish are very fertile.*

• **flat (adj.)**

smooth and level; even: *I need a flat surface to write this letter on.*

• **fur (n.)**

the skin and hair of an animal that is used for making clothes, etc: *a fur coat*

• **gland (n.)**

an organ in a person's or animal's body that produces a chemical substance for the body: *sweat glands*

• **glue (n.)**

a sticky substance used for joining things: *mend a broken cup with glue; a bottle/tube of glue*

• **habitat (n.)**

the natural home of a plant or an animal: *I*

*prefer to see animals in their natural habitat, rather than in zoos.*

• **hatch (v.)**

(of an egg) break, letting the young animal out: *Three eggs have already hatched.*

• **hunt (v.)**

search for (sth/sb); try to find (sth/sb): *hunt for a lost book*

• **lay (v.)**

produce (eggs): *Hens lay eggs.*

• **leap (v.)**

make a large jump or sudden movement, usually from one place to another: *The dog leapt over the gate into the field.*

• **mate (n.)**

one of a male/female pair usu of animals: *The black bird sat on the nest waiting for the return of her mate.*

• **pin (n.)**

a short, thin piece of metal with a sharp point and a round head, used for holding pieces of cloth, paper, etc together

• **raise (v.)**

lift or move sth to a higher level: *raise one's hand; He raised his eyes from his work.*

• **razorblade (n.)**

a thin sharp piece of metal that is used in a razor, esp one that can be thrown away when it is no longer sharp

• **sense (n.)**

any of the five powers of the body by which a person or an animal receives knowledge of

things in the world around: *Sight, hearing, smell, taste and touch are the five senses.*

• **shell (n.)**

the hard outer covering of eggs, nuts, certain seeds and fruits, and also of certain animals: *Snails and turtles have shells.*

• **solitary (adj.)**

done alone; without other people: *She enjoys long solitary walks.*

• **spot (v.)**

see or recognize, esp with difficulty: *He finally spotted the shirt he wanted.*

• **sticky (adj.)**

that sticks to anything which touches it: *sticky fingers; The floor is very sticky near the stove.*

• **stretch (v.)**

extend or push out a part of the body as far as possible: *The cat stretched and jumped on the floor.*

• **tropical (adj.)**

sth that is tropical is from or relates to the area between the two tropics (the hottest area of the earth)

• **trunk (n.)**

the main stem of a tree: *The trunk of the tree was covered with colorful pieces of cloth.*

## Expressions

• **at a snail's pace**

very slowly: *The old man crossed the road at a snail's pace.*

• **roll up a car window**

turn a handle or push a button so that the window goes up





Lynn, fasten your seat belt, please.

Sorry. I didn't hear you. What did you say?

I told you to fasten your seat belt.

Oh, thank you for telling me.

And can you roll up your window?

Sure.

Hey! What are you doing? Don't take your hands off the wheel.

You told me to close the window!

Yeah, but I also wanted you to keep your eyes on the road.



## Driving Lessons

*Willy is teaching Lynn how to drive.*

**Willy:** Lynn, fasten your seat belt, please.

**Lynn:** Sorry. I didn't hear you. What did you say?

**Willy:** I told you to fasten your seat belt.

**Lynn:** Oh, thank you for telling me.

**Willy:** And can you roll up your window?

**Lynn:** Sure.

**Willy:** Hey! What are you doing? Don't take your hands off the wheel.

**Lynn:** You told me to close the window!

**Willy:** Yeah, but I also wanted you to keep your eyes on the road.

### Comprehension Questions

1. What was Lynn trying to do?
2. Why couldn't Lynn hear Willy?
3. Did Lynn fasten her seat belt at first?
4. When did Lynn take her hands off the wheel?
5. What shouldn't Lynn forget to do?



## *Life at a Snail's Pace*

How far can you walk in an hour? Five miles? Three miles? Thirteen feet?

"Thirteen feet!" you might say. "That's not far. That's moving at a snail's pace!" One kind of land snail moves at thirteen or fourteen feet an hour. That's slow to us, but maybe we wouldn't think so if we carried our houses with us. And that's what a snail does.

Wherever it goes, a snail moves on a carpet of glue that comes from a gland in its body. The sticky stuff does its job well. Snails can crawl along the sharp edge of a razorblade without being cut!

Hot sun will dry out a snail's body, so on hot sunny days, it draws its body into its shell and closes the opening with a thin cover of glue. A snail will drown in heavy rain. So whenever it rains, a snail goes inside its shell house and goes to sleep. A snail can sleep for as long as it needs to. It spends all winter in its shell, asleep.

In spring, the snail wakes up and gradually stretches its three-inch-long body out of its shell. It hunts for food hungrily everywhere. It can't see very well, but its sense of smell helps it find fresh greens. Its tiny mouth, no bigger than the point of a pin, begins to work. Its 25,600 teeth are so small you can't see them, but they do their work well. A snail can eat for hours and never feel full.

Twice a year, in spring and fall, the snail stops eating and goes to look for a mate. Twelve to fifteen days after mating, it lays eggs in a hole in a damp, flat spot near the trunk of a tree or in a clump of grass. The fertile snail may drop as many as twenty-six eggs. It covers them and goes away, and after three or four weeks the eggs hatch into tiny baby snails with paper-thin shells.

Snails are fun to watch, but they are hard to spot because they are very small. If you find one, try to put it on a piece of glass. Then raise the glass and watch the snail from underneath. You can see how it moves – at a snail's pace.



## Comprehension Questions

### A. Answer the following questions.

1. Where can we usually find snails?
2. What is a snail's house?
3. What happens to a snail under the hot sun?
4. How often do snails mate?
5. What does "at a snail's pace" mean?

### B. Choose the correct answer a, b or c.

1. A snail moves on a carpet. This carpet is  
a \_\_\_\_\_.

- ▶ a. clump of grass
- ▶ b. kind of glue
- ▶ c. sharp razorblade

2. A snail has \_\_\_\_\_ thousand teeth in its  
tiny mouth.

- ▶ a. more than twenty-five
- ▶ b. twelve to fifteen
- ▶ c. less than twenty

3. When a snail wants to lay eggs, it \_\_\_\_\_.

- ▶ a. digs a hole about three inches deep
- ▶ b. draws itself into its shell
- ▶ c. drops them under a tree

4. A snail looks for a mate \_\_\_\_\_.

- ▶ a. hungrily everywhere
- ▶ b. twelve to fifteen days before laying eggs
- ▶ c. twice a year

5. What drowns a snail is \_\_\_\_\_.

- ▶ a. heavy rain
- ▶ b. its sense of smell
- ▶ c. hot sun





## DIRECTED DISCOURSE

1. Ask him/her what a student has to do to pass a course.
2. Ask him/her if he/she knows what an escalator is.
3. Ask him/her if he/she knows where he/she can find a restroom.
4. Ask him/her if he/she is worried about passing the course.
5. Ask him/her what a person has to do to find a job.
6. Ask him/her if he/she has the power to lift a car.
7. Ask him/her if he/she can name some endangered species.
8. Ask him/her if he/she has a strong sense of smell.
9. Ask him/her if he/she has ever seen a snail.
10. Ask him/her if he/she likes to be in a solitary place.

### Grammar Note 1

#### Tell and Say

We use the commanding verbs **tell** and **say** when we report other people's commands/requests.

A. When we **directly** report the exact words someone has used, we use **say**.

*Steve **said** (to Mary), "Hurry up!"*

B. And when we **indirectly** report the idea of a person's exact words, we use **tell**.

*Steve **told** Mary to hurry up.*

#### Frame

A: I'm sorry. I didn't hear what you said.

B: I said, "Close the window!"

### 3.1 Substitute.

I said, "Close the window!"

Pay attention

Raise your hand

Be quiet

Study harder

Give me your book

Get out

Answer the questions

Memorize the dialog

Answer the phone

Close the window

### 3.2 Report the command directly using "He said".

T. Answer the telephone.

S. **He said**, "Answer the telephone."

T. Listen carefully.

S. **He said**, "Listen carefully."

T. Crawl quickly.

T. Stay off the grass.

T. Lie down for a moment.

T. Have a slice of cake.

T. Get plenty of exercise.

#### Frame

A: Please work rapidly.

B: What did he say?

C: He told us to work rapidly.

### 3.3 Substitute.

He told **us** to **work rapidly**.

pay attention	hurry up
listen carefully	hand in the papers
drive slowly	us
them	turn in the papers
her	work rapidly

#### Frame

A: Please don't make any noise.

B: I'm sorry. What did you say?

A: I told you not to make any noise.

### 3.4 Substitute.

I told you not to **make any noise**.

make any trouble	make any mistakes
bother him	park here
waste time	walk on the grass
she	I
he	make any noise

### 3.5 Substitute.

She told **him** not to **make any phone calls**.

them	make any promises
her	waste time
us	me
bother him	make any phone calls
make any trouble	him

### 3.6 Make statements using "He told me" making the necessary changes.

T. Be considerate.

S. **He told me** to be considerate.

T. Don't shout.

S. **He told me** not to shout.

T. Don't be rude.

T. Don't ask foolish questions.

T. Keep off the grass.

T. Take it easy.

T. Don't drive fast.

### 3.7 Answer the questions with negative short answers. Add statements using "tell".

T. Did he tell you to speak loudly?

S. No, he didn't. He told me not to speak loudly.

T. Did the doctor tell you to stay up late?

S. No, he didn't. He told me not to stay up late.

T. Did she tell you to waste time?

T. Did he tell you to pick up the telephone?

T. Did they tell you to wake him up?

T. Did she tell you to talk during the exam?

T. Did he tell you to watch the baby?



### 3.8 Ask yes/no questions.

T. He told me to get to the office earlier.  
S. Did he tell you to get to the office earlier?  
T. She told me to study well.  
S. Did she tell you to study well?

T. They told me to drive carefully.  
T. He told me to take it easy.  
T. The doctor told me to stay in bed.  
T. He told me to stay off the grass.  
T. She told me to obey the rules.

#### Grammar Note 2

**Don't ever + simple form** and  
**never + simple form** usually become  
**never + infinitive** in reported speech.

*Steve said to Mary, "Never be rude."*

*Steve said to Mary, "Don't ever be rude."*

*Steve told Mary never to be rude.*

### 3.9 Make statements using "She told me".

T. Don't ever be inconsiderate.  
S. **She told me** never to be inconsiderate.  
T. Never drive fast.  
S. **She told me** never to drive fast.

T. Never speak Farsi in class.  
T. Don't ever be rude.  
T. Never drink hot tea.  
T. Don't ever blame your little brother.  
T. Never waste your money.

#### Grammar Note 3

**Possessive adjectives** sometimes change  
when reporting commands indirectly:

*Steve said to Mary, "Bring **your** book."*

*Steve told Mary to bring **her** book.*

#### Frame

A: What did your teacher tell you?

B: He told us to raise our hands.

### 3.10 Substitute.

He told us to **raise our hands**.

turn in our homework	close our books
turn in our papers	listen carefully
move our chairs	repeat the sentences
open our notebooks	put away our books
do our homework	raise our hands

#### Frame

A: What did he tell you to do?

B: He told me to raise my hand.

### 3.11 Substitute making the necessary changes.

He told me to **raise my hand**.

her	her
him	us
you	hand in our papers
do your best	me
them	raise my hand

### 3.12 Answer with negative short answers. Then add statements expressing the opposite.

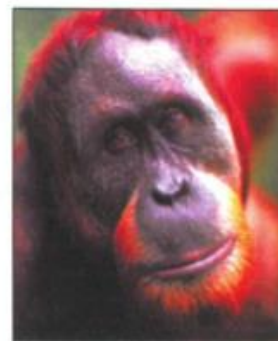
T. Did you tell me to close the window?  
S. No, I didn't. I told you to **open** it.  
T. Did you tell me to be inconsiderate?  
S. No, I didn't. I told you to be **considerate**.

T. Did you tell me to come late?  
T. Did you tell me to walk on the grass?  
T. Did you tell me to put away the pencil?  
T. Did you tell me to turn off the lights?  
T. Did you tell me to begin the work?

## 1. Pre-listening

Discuss the following questions:

1. Which of the following animals is in danger of disappearing? Why?
2. What can be done to help it?



## 2. Listening



Listen to these reports about endangered species. As you hear each description, write the name of the animal. Then complete the chart below.



	Animal 1	Animal 2
Where can it be found?	.....	.....
What does it feed on?	.....	.....
Why is it endangered?	.....	.....



### 3. Follow-up

Read these statements about pets. Do you agree with them? Discuss your point of view with your partner.

	Agree	Not Sure	Disagree
1. It's a mistake to keep unusual pets, such as a snake or a rat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Dogs and cats can't live in the same house. They fight whenever they are together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cats are cute when they're kittens, but they're unpleasant when they're older.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Wherever there are pets, there is an increased risk of disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# UNIT 4



• **alligator (n.)**

a large reptile of the crocodile family, with a long tail, hard skin and very big jaws, that lives in rivers and lakes in America and China

• **argue (v.)**

say things, often angrily, which show that you do not agree with sb about sth: *I never argue with my husband about money.*

• **broil (v.)**

cook meat on a fire or over metal bars: *broiled chicken*

• **concern (n.)**

worry; anxiety: *There is now growing concern for their safety.*

• **consist (v.)**

be composed of sth: *The committee consists of ten members.*

• **contain (v.)**

have or hold sth within itself: *The atlas contains forty maps.*

• **convenience food (n.)**

food, e.g. in a can, packet, etc that is almost ready to eat when it is bought and can be prepared for eating quickly and easily

• **description (n.)**

saying in words what sb/sth is like: *This writer is not very good at description.*

• **extra (adj.)**

more than what is usual or expected; additional: *He earned extra money by working a second job.*

• **fiber (n.)**

the part of food that one's body cannot digest but which helps the body to work well: *Dried fruits are especially high in fiber.*

• **gosh (interj.)**

used to express surprise or delight: *Gosh, I didn't expect to see you here.*

• **inaccurate (adj.)**

having errors; not correct or accurate: *The maps of the area were widely inaccurate.*

• **include (v.)**

have sth/sb as a part of a whole: *The tour included a visit to the Science Museum.*

• **junk food (n.)**

food that is considered not to be good for one's health, but which many people eat because it is easy to prepare

● **lean (adj.)**

(of meat) containing little or no fat: *lean beef*

● **nutrition (n.)**

the process of providing and receiving food necessary for health and growth; nourishment: *Some children do not receive adequate nutrition.*

● **nutritional (adj.)**

involving or relating to the food that you eat and to the substances in the food that help you be healthy: *Read the nutritional information on the packet.*

● **nutritious (adj.)**

(used about food) very good for you: *Cereal with milk and fruit is a nutritious breakfast.*

● **offer (v.)**

put forward sth to be considered, so it can then be either accepted or refused; present sth: *They decided to offer the job to Joe.*

● **omit (v.)**

not include sth: *Some of these words can be omitted from the passage.*

● **positive (adj.)**

certain: *I'm positive about that.*

● **probably (adv.)**

almost certainly: *You're probably right.*

● **reflect (v.)**

show, express or be a sign of sth: *Her interest in gardening is reflected in her novels.*

● **remain (v.)**

stay: *The children remained at home after their mother left.*

● **selection (n.)**

a number of selected items or people: *Read selections from 18th century English poetry.*

● **shark (n.)**

a large sea fish, with very sharp teeth and a pointed fin on its back

● **sort of (adv.)**

fairly; in a way; kind of: *I feel sort of sick.*

● **substance (n.)**

a particular type of matter: *a chemical substance*

● **totally (adv.)**

completely: *I totally forgot about it.*

● **towel (n.)**

a piece of cloth or paper used for drying: *a dish towel; paper towels*

● **value (n.)**

the quality of being useful or important: *When preparing meals, you need to think about nutritional value.*

● **variety (n.)**

a number or range of different things: *He left for a variety of reasons.*

● **wide (adj.)**

including a great variety of people or things: *The college library has a wide variety of books.*







## A Phone Call at a Hotel

*A guest is calling the front desk of a hotel to ask for the things that she needs.*

**Desk clerk:** Front desk. May I help you?

**Guest:** Hello. This is Room 211. Could I please have a hair dryer?

**Desk clerk:** Of course. We'll send one right up.

**Guest:** Oh, good. Thanks. And could I have some extra towels, too?

**Desk clerk:** Sure. We'll send some up with the hair dryer.

**Guest:** Great. Oh! And could I have some bottled water?

**Desk clerk:** I'm sorry ma'am. We don't have any. But you can get some at the shops in the lobby.

**Guest:** OK. Thank you.

### Comprehension Questions

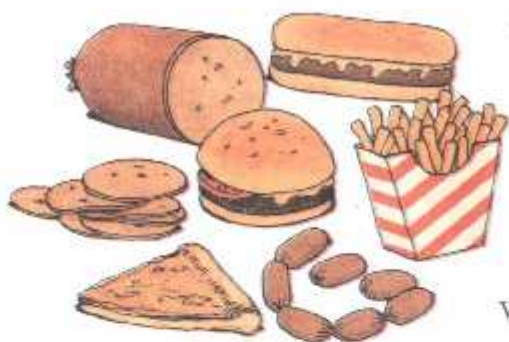
1. Was the guest out of the hotel?
2. What did she ask for before any other thing?
3. Weren't there any towels in the guest's room?
4. Why couldn't the desk clerk send bottled water up?
5. Where were the shops at that hotel?



## Our Changing Diet

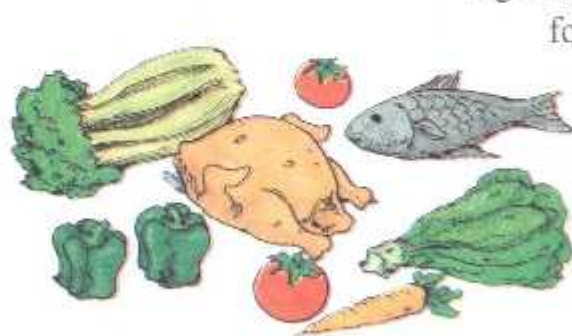
What do most North Americans usually eat? Many people think that the typical North American diet consists of fast food – hamburgers, hot dogs, French fries, pizza, fried chicken, and so on. They think North Americans also eat a lot of convenience foods usually frozen or canned, and junk food – candy, cookies, potato chips, and other things without much nutritional value. Unfortunately, this description is not totally inaccurate. Their diet is generally high in sugar, salt, fat, and cholesterol, and these substances can cause health problems.

However, some people's eating habits are changing. They are becoming more interested in good health, and nutrition is an important part of health. North Americans are eating less red meat and fewer eggs, and they are eating more chicken and fish. Chicken and fish contain less fat than meat and eggs. Many people are also buying more fresh vegetables and eating them raw or cooked quickly in very little water in order to keep the vitamins.



Restaurant menus are also changing to reflect people's growing concern with good nutrition. Even fast-food places now offer "lean" (low-fat) hamburgers, broiled or roasted (instead of fried) chicken, and salad bars with a wide variety of fresh fruits and vegetables.

How are we going to eat in the future? Because we now know about the importance of nutrition, we will probably continue to eat more fish and vegetables and less meat. We will still buy convenience



foods in supermarkets, but frozen foods may be more nutritious and canned foods may have less salt and sugar. Our junk food will not be "junk" at all because instead of candy bars we will eat "nutrition bars" with a lot of vitamins and protein. In the future, our diet will probably be even more interesting and healthful than it is now.

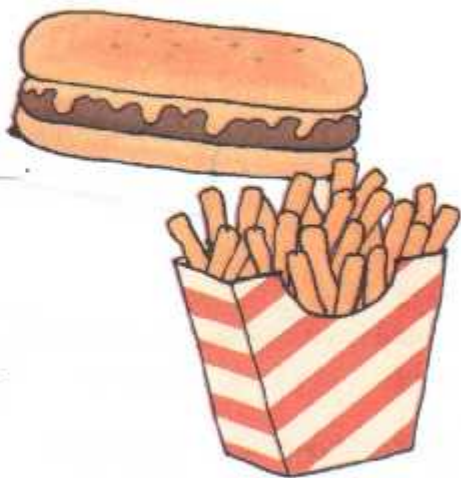
# Comprehension Questions

## A. Answer the following questions.

1. What do most North Americans usually eat?
2. What is wrong with the typical North American diet?
3. How are some people changing their diet?
4. What kinds of food will people eat in the future?
5. According to the reading selection, what is the key to good nutrition?

## B. Choose the correct answer a, b or c.

1. The main idea of the reading is \_\_\_\_\_.
  - ▶ a. the typical North American diet now includes food from many different countries
  - ▶ b. for health reasons, many people are eating fresh vegetables
  - ▶ c. North Americans are becoming more interested in good health, and nutrition is an important part of health
2. People do not want to eat some foods because \_\_\_\_\_.
  - ▶ a. they might cause health problems
  - ▶ b. they are typical foods
  - ▶ c. they are high in fiber
3. In the future the candy bars will contain \_\_\_\_\_.
  - ▶ a. junk
  - ▶ b. vitamins and protein
  - ▶ c. no sugar
4. North Americans are eating less \_\_\_\_\_.
  - ▶ a. fish
  - ▶ b. fruit
  - ▶ c. red meat
5. Restaurants do not offer \_\_\_\_\_ now.
  - ▶ a. nutrition bars
  - ▶ b. lean hamburgers
  - ▶ c. fish and vegetables





## DIRECTED DISCOURSE

1. Ask him/her where we can usually find alligators.
2. Ask him/her if I told him/her to memorize the dialog.
3. Ask him/her if I told you to pick up your book.
4. Ask him/her if I told the students to omit exercise three.
5. Ask him/her if I told him/her to remain in bed.
6. Ask him/her if I told him/her to take care of my books.
7. Ask him/her if he/she knows what your father's name is.
8. Ask him/her if he/she argues about simple things.
9. Ask him/her if I told him/her to be quiet in class.
10. Ask him/her if he/she remembers what he/she ate for lunch four days ago.

### Frame

A: Are you positive?

B: Yes, I am. He could sing when he was five.

### Grammar Note 1

#### Could

**Could** is a modal that sometimes expresses physical or mental ability in the past.

*He **could** read when he was four.*

*He **could** tell the time when he was six.*

### 4.1 Substitute making the necessary changes.

**He could sing** when he was five.

count	add
read	write
swim	he
she	ride a bike
they	sing

## 4.2 Make negative statements using "could" and the words given.

- T. He had a lot of homework.  
(go to the movies)  
S. He couldn't go to the movies.  
T. The packages were too heavy for him.  
(carry them)  
S. He couldn't carry them.
- T. She didn't understand the puzzle.  
(do it)  
T. He had to remain in bed. (go out)  
T. His knife was too dull. (use it)  
T. She was too busy. (keep her appointment)  
T. The car was too expensive for him.  
(afford it)

## Grammar Note 2

The modal **could** is also used to express polite requests (in present/future).

*Could you answer this question?*  
(Please answer this question.)

### Frame

I think my watch is a little fast.  
Could you tell me the correct time?

## 4.3 Substitute.

*Could you tell me the correct time?*

help me now	stay out for a while
speak more slowly	give me your opinion
do me a favor	bring me a clock
leave at once	leave immediately
pass the salt	tell me the correct time

## Might

## Grammar Note 3

The modal **might** is used to talk about possibility in the present or future. **Might** is mostly used to suggest a smaller chance—it is used when people think something is possible but not very likely.

*I may go to New York tomorrow.*

(perhaps a 50% chance)

*I might go to New York tomorrow.*

(perhaps a 30% chance)

### Frame

- A: Are you going to see the movie tonight?  
B: Yes. Why don't you join us? You might like it.

## 4.4 Substitute.

You might like it.

he	omit
Mary	break
she	they
believe	like
remember	you





## Grammar Note 4

**Must** and **have (got) to** can both be used to talk about **necessity** and **obligation**, and to give **strong advice** and **orders** to ourselves or other people. However, their meanings are not quite the same.

**Must** is most often used to talk about an obligation that depends on the person speaking or listening. **Have (got) to** is generally used to talk about obligation that comes from "outside."

*I must stop smoking.*

(I want to.)

*You must try to get to work on time.*

(I want you to.)

*You've got to go and see the boss.*

(He wants you to.)

*Do you have to wear a tie at work?*

(Is there a rule?)

### Frame

A: Tom, don't you think you're getting fat?

B: Yeah, I guess I must lose weight.

## 4.5 Substitute.

**I must lose weight.**

leave

work hard

go

she

they

finish the report

study hard

stay home

I

lose weight

## 4.6 Substitute.

**He has to stay in the hospital.**

stay in bed

finish the report

take the medicine

see a doctor

she

work harder

get more rest

get more sleep

he

stay in the hospital



## Grammar Note 5

The negative form **must not/mustn't** is not used to say that things are not necessary. It is usually used to tell people not to do things. It often expresses a strong **prohibition**. The idea that something is **unnecessary** is expressed by the **negative form of have to**.

*People **mustn't** smoke in hospitals.* (Smoking is prohibited in hospitals. They have no choice in the matter.)

*An Englishman **doesn't have to** get a visa to go to Scotland.* (Getting a visa to go to Scotland is not necessary for an Englishman.)

## Frame

It's dangerous to play with matches.  
Children mustn't play with matches.

### 4.7 Substitute.

Children mustn't play with matches.

play with fire	blame your friends
stay up late	talk during the exam
walk on the grass	make noise in class
they	play with matches
you	children

### 4.8 Give affirmative short answers. Add negative statements using the words given.

T. Must Betty lose weight? (**eat rich food**)  
S. Yes, she must. She mustn't **eat rich food**.  
T. Must the patient remain in bed? (**get up**)  
S. Yes, he must. He mustn't **get up**.

T. Must the nurse watch the baby? (**go away**)  
T. Must he finish the work on time? (**be late**)  
T. Must they hurry? (**waste time**)  
T. Must you pay attention in class? (**make noise**)  
T. Must you practice the sentences? (**be lazy**)

### 4.9 Make statements using "You don't have to" and the words given.

T. Your shoes are clean. (**polish them**)  
S. You **don't have to** polish them.  
T. One copy will do. (**make two copies**)  
S. You **don't have to** make two copies.

T. Your clothes are quite alright. (**change them**)  
T. It has rained quite enough. (**water the flowers**)  
T. We have plenty of time. (**drive fast**)

T. You're not too fat. (**go on a diet**)  
T. Your son is not a child anymore.  
(**worry about him**)

## Grammar Note 6

**Must** has no past form; past obligation is usually expressed by using **had to**.

*When I was your age, I **had to** get up early every morning.*

*I **must** do a lot of homework today. I **had to** do a lot of homework yesterday, too.*

### 4.10 Change the following sentences into the past.

T. Mrs. Jones must go shopping today.  
S. She **had to** go shopping **yesterday**.  
T. Peter must call on a friend today.  
S. He **had to** call on a friend **yesterday**.

T. I must help my father today.  
T. She must study today.  
T. We must work hard today.  
T. Jack must see his dentist today.  
T. He must stay in bed today.

## Grammar Note 7

**Must** can be used to express **deduction** or **conclusion** that something is certain or highly probable.

*If A is bigger than B, and B is bigger than C, then A **must** be bigger than C.*

*We arrived here at 2:30. We have been here for almost three hours. It **must** be 5:30 now. Mary **must** have a problem as she keeps crying.*



### Frame

Fred never studies hard, but he always gets good grades. He must be intelligent.

### 4.11 Substitute.

He must be intelligent.

clever	she
interesting	married
it	curious
difficult	he
famous	intelligent



### 4.12 Make statements using must and the words given.

T. Peter and Paul look alike. (twins)

S. They must be twins.

T. You've been driving all day. (tired)

S. You must be tired.

T. He didn't have breakfast and now it's 2:00.  
(hungry)

T. Look! They are running to the bus stop.  
(late)

T. Brian wants to buy a big house and a modern car. (a lot of money)

T. Jack's car was not in the garage. (out)

T. The shops are all closed. (holiday)



## 1. Pre-listening

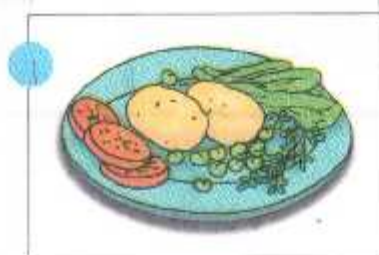
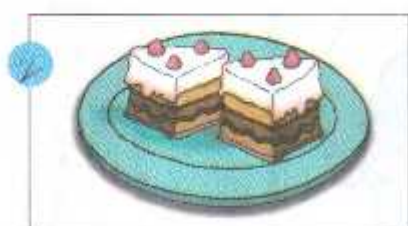
Match the words with the pictures. Which one do you like most? Why?

1. plain

2. sugary

3. rich

4. starchy



## 2. Listening



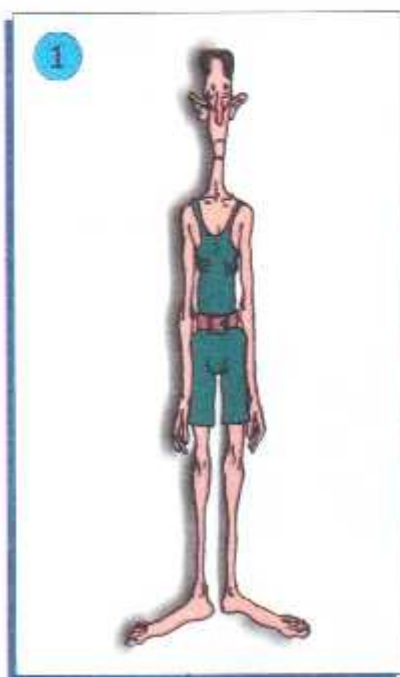
Three people are talking about unusual foods. Listen and complete the chart.

	What did they try?	What did they think about it?
Julie	.....	.....
Sang-Woo	.....	.....
Kurt	.....	.....



### 3. Follow-up

What do you think about the following people? What kind of diet does each one have?  
What kind of diet do you prefer to have? Why?





# UNIT 5





## • apologize (v.)

say that you are sorry for sth that you have done: *You'll have to apologize to your teacher for being late.*

## • bacteria (n.)

(sing bacterium) very small living things that are made of a single cell: *Some bacteria cause disease.*

## • best-seller (n.)

a product such as a book, that sells a large number of copies: *I am reading the latest best-seller.*

## • biodegradable (adj.)

able to be broken down into harmless products by the natural action of living things (e.g. bacteria): *biodegradable packaging*

## • bloom (v.)

(of a plant or tree) produce flowers: *These flowers will bloom all through the summer.*

## • break down (v.)

separate chemically: *Plastic takes years to break down.*

## • chemical (adj.)

of or relating to chemistry: *chemical engineering*

## • chemical (n.)

a substance obtained by or used in a chemical process: *Your body is made up of many chemicals.*

## • container (n.)

a large metal box of standard size for transporting goods by road, rail, sea or air: *a container train/ship/truck*

## • diamond (n.)

a hard, bright precious stone which is very expensive and is used for making jewelry: *A diamond usually has no color.*

## • direct (v.)

be in charge of actors, a film, a play etc: *The film is directed by Steven Spielberg.*

## • disadvantageous (adj.)

causing sb to be in a worse situation compared to other people: *in a disadvantageous position*

## • dump (v.)

put sth that is not wanted in a place and leave it as rubbish: *Some people just dump their rubbish in the river.*

## • environment (n.)

the natural conditions, such as air, water, and land, in which people, animals, and

plants live: *Certain chemicals pollute the environment.*

• **flush (v.)**

clean or drive out by a sudden flow of water: *The waste pipe is blocked; try flushing it with hot water.*

• **gauge (n.)**

an instrument for measuring the amount or level of sth : *a fuel/temperature gauge*

• **improve (v.)**

become or make sth better: *Her health is gradually improving.*

• **interrupt (v.)**

stop sth, esp a conversation: *It is impolite to interrupt when others are talking.*

• **metal (n.)**

a type of solid mineral substance, e.g. tin, iron, gold, copper, etc which heat and electricity can travel through: *Heavy metals like iron are used in engineering.*

• **mind (v.)**

be upset, annoyed or disturbed by sth/sb; to object to sth/sb: *Do you mind the noise?*

• **modify (v.)**

in grammar, to qualify or limit the meaning of (a word or phrase): *Adjectives often modify nouns.*

• **poisonous (adj.)**

causing death or illness if taken into the body: *Some mushrooms are poisonous.*

• **pollute (v.)**

make sth dirty or no longer pure, esp by

adding harmful or unpleasant substances to it: *Chemical waste from factories pollutes rivers.*

• **produce (v.)**

create sth as part of a natural process; to bear or grow sth: *The plant is producing new leaves.*

• **republic (n.)**

a country having a system of government in which there is an elected president, but no king or queen: *the Republic of Ireland*

• **scold (v.)**

blame with angry words: *If I walk in with dirty shoes, dad always scolds me.*

• **Styrofoam (n.)**

a very light soft plastic; polystyrene: *Styrofoam coffee cups*

• **tax (n.)**

(an amount of) money which must be paid to the government according to income, property, goods bought etc: *The government plans to increase taxes by five percent over the next year.*

• **terrific (adj.)**

excellent, wonderful: *He's doing a terrific job.*

• **toxic (adj.)**

poisonous: *toxic drugs*

• **waste (n.)**

material, food, etc that is no longer needed and is (to be) thrown away: *nuclear waste; A lot of household waste can be recycled.*









## A Terrific Book

*Ben and Alan are talking about a novel whose released movie has been on at the theaters.*

**Ben:** This novel looks interesting.

**Alan:** Oh, it is. It's about a guy who saved the lives of many people.

**Ben:** Hmmm. Maybe I'll read it.

**Alan:** Well, the movie is even better.

**Ben:** Oh, is that the movie that is directed by Spielberg?

**Alan:** Yeah, why don't you rent the video?

**Ben:** You don't mind seeing it again?

**Alan:** Not at all. It is worth seeing twice.

### Comprehension Questions

1. What did the main character of the novel do?
2. Is the novel more interesting than the movie, in Alan's opinion?
3. What did Alan recommend Ben to do?
4. Who is the director of this movie?
5. Who has already seen it?





## Recycling

Some waste is not dangerous. Often somebody will recycle it and do something useful with it. You can break up old cars to get the metal, or make new glass from old bottles. But some waste is toxic – it is very poisonous. In the USA, for example, factories dump – throw away – about 265 million tons of toxic waste every year. How do you dump toxic waste safely? Well, you can put it in metal containers and leave it somewhere safe but this can be a very bad idea.

You can bury toxic waste. You put it in a deep hole and cover it with soil. In the 1930s a chemical producer buried many tons of toxic waste in metal containers. In the 1950s, a builder bought the land and built a little town there. Nobody remembered the containers of toxic waste under the ground. Then, in the 1970s, the waste started to come through the metal of the containers and polluted the ground. Trees and grass blackened and died. There was a bad smell everywhere. People had to leave their homes. The people who cleaned up the place found eighty-two different toxic chemicals in the soil.



You can burn toxic waste, but it is more expensive than burying it, and the burning can produce dangerous gases. So some people burn their toxic waste at sea in special ships. The chemicals get into the air and the wind carries them a long way.

You can send your toxic waste to a poorer country and pay somebody to burn or bury it there. The USA sends toxic waste to Panama. Germany and Holland send toxic waste to the Czech Republic. Is this a good idea?

Toxic waste can be useful if you know how to recycle it. Some petrol producers bury their toxic waste in the soil. There, special bacteria in the soil eat the waste and change it into clean, safe carbon dioxide and water. In Britain, some people are growing special waste-eating bacteria. These bacteria eat toxic chemicals. There is a lot of toxic waste in the world: Are these bacteria hungry enough?

# Comprehension Questions

## A. Answer the following questions.

1. What do some factories do with their waste?
2. What may happen if we bury toxic waste?
3. Why is burning toxic waste disadvantageous?
4. Where do Germany and Holland send their toxic waste?
5. How can toxic waste be useful?

## B. Choose the correct answer a, b or c.

1. The reading suggests that \_\_\_\_\_.  
▶ a. it is safe to dump toxic waste  
▶ b. it is cheaper to burn toxic waste  
▶ c. it is not a good idea to send toxic waste to another country
2. In the 1930s a chemical producer \_\_\_\_\_.  
▶ a. buried the toxic waste in metal containers  
▶ b. threw away the waste  
▶ c. recycled the waste
3. Some people are growing special bacteria to \_\_\_\_\_.  
▶ a. treat toxic chemicals  
▶ b. find different chemicals  
▶ c. burn different chemicals
4. Burning waste can produce dangerous \_\_\_\_\_.  
▶ a. gases  
▶ b. bacteria  
▶ c. wind
5. Some petrol producers bury their toxic waste in the soil and there it \_\_\_\_\_.  
▶ a. changes to carbon dioxide and water  
▶ b. pollutes the soil  
▶ c. gets into the air





## DIRECTED DISCOURSE

1. Ask him/her if he/she could talk when he/she was two.
2. Ask him/her if he/she could read when he/she was four.
3. Ask him/her if he/she should apologize when he/she is wrong.
4. Ask him/her if he/she must stop his/her teacher in the middle of a new lesson.
5. Ask him/her what a sick person has to do.
6. Ask him/her if men wear diamond rings or necklaces.
7. Ask him/her if he/she knows what time it is.
8. Ask him/her if he/she knows how to play basketball.
9. Ask him/her if he/she always scolds people.
10. Ask him/her what a person has to do to find a job.

### Grammar Note 1

#### Adjectives

We have **three** kinds of **noun modifiers** or **adjectives** in English:

**1. Single-word noun modifiers:** When they are used **before** the noun they modify, they are called **attributive** adjectives.

*The **tall** man is our **new** teacher.*

*I've read an **interesting** book.*

When they are used **after** the verb **to be** and other predicative verbs such as **become**, **grow**, **turn**, **go**, **get**, **feel**, **look**, **seem** and **sound**, they are called **predicative** adjectives.

*He is **awake**.*

*This house looks **interesting**.*

*He became **ill**.*

*His face went **red**.*

**2. Phrasal noun modifiers (adjective phrases):** Prepositional phrases that modify nouns or pronouns are called adjective phrases. They usually follow the noun they modify.

*The tall man **in the office** is our new teacher.*

*The little boy **with long blond hair** sat quietly for a moment.*

**3. Adjective clauses (relative clauses):** Subordinating clauses that modify nouns or pronouns are called adjective clauses. They always follow the noun they modify (and also follow the phrasal modifiers, if any). Adjective clauses are usually introduced by the relative pronouns **who, whom, whose, which, and that**. Who, whom and that are used for people and whose shows possession.

<b>who</b>	<i>My father is the man <b>who</b> works hard.</i>
<b>whom</b>	<i>My father is the man <b>whom</b> you know well.</i>
<b>whose</b>	<i>My father is the man <b>whose</b> manners are friendly.</i>
<b>that/which</b>	<i>This is the book <b>that/which</b> has been the best seller of the year.</i>
<b>where</b>	<i>This is the classroom <b>in which/where</b> we study.</i>
<b>when</b>	<i>Spring is the time <b>in which/when</b> trees bloom.</i>

### Frame

A: Who is that girl?

B: You mean the tall girl over there?  
She's my cousin.

## 5.1 Substitute.

The **tall girl over there** is my cousin.

slim	in red
clever	quiet
smart	in the corner
in our class	tall
at school	over there

### Frame

A: Who has complained about the program?

B: The girl in black has complained about  
the program.

## 5.2 Substitute.

The girl **in black** has **complained about it**.

in our class	upset me
in that corner	in the blue uniform
in the first row	with long hair
argued about it	in black
hurt him	complained about it



### 5.3 Substitute.

The woman who **came in** is our teacher.

brought in the papers	is talking
was in the office	is collecting the papers
speaks English fluently	picked up the phone
interrupted us	left the classroom
provides us with books	came in

#### Frame

A: Do you know the young man sitting over there?

B: He is the man whom I invited to dinner.

### 5.4 Substitute.

He is the man whom I invited to dinner.

talked about	saw in the gym
scolded	spoke to
met	made afraid
interrupted	argued with
blamed	invited to dinner



### 5.5 Change the following sentences into one using a “whose” clause.

T. The man is uncomfortable. His leg is broken.

S. The man **whose leg is broken** is uncomfortable.



T. I know the man. His house is beautiful.

S. I know the man **whose house is beautiful**.

T. I like the man. His garden is large.

T. James is going on vacation. His car is in good condition.

T. The man was very disturbed. His children always argued.

T. I saw the man. His carpet was stolen.

T. The boy won the game. His father is a mechanic.

## 5.9 Make statements using "Which".

- T. She gave me a jacket. She bought it.  
S. She gave me the jacket **which** she bought.  
T. I gave his son a book. The book tells about the animals.  
S. I gave his son the book **which** tells about the animals.

- T. Dave took a road. It was the shortest one.  
T. I rode a car. It was old.  
T. He told me the news. It made me happy.  
T. They offered me a job. It was terrific.  
T. The letters came today. They are late.

### Frame

- A: What kind of furniture did you buy ?  
B: I bought the furniture which/that my wife liked:

## 5.10 Substitute.

I bought the furniture **that** my wife **liked**.

found	had seen
suggested	needed
showed me	told me to buy
chose	that
which	liked

### Frame

- A: Do you like this garden?  
B: This is the place where we have our picnics.

## 5.11 Substitute.

This is the place where we **have our picnics**.

study	read newspapers
take a walk	grow crops
buy good fruit	can spot snails
stay for summer	can hunt rabbits
put our books	have our picnics

### Frame

- A: Do you like winter?  
B: Yes, winter is the time when I go skiing.

## 5.12 Substitute.

Winter is the time when I **go skiing**.

study at home	watch TV
take a trip	go hunting
have a lot of spare time	play indoor games
watch the snow fall	go hiking
read a lot of books	go skiing









## 1. Pre-listening

Discuss the following questions.

1. What can people do to help save energy and stop pollution?
2. How many things can you think of? Write them.
3. Which things do you usually do?

	<p>To save electricity?</p> <p>Turn off the lights when they are not in use.</p>
	<p>To save trees?</p>
	<p>To save gasoline?</p>
	<p>To make less garbage?</p>

## 2. Listening



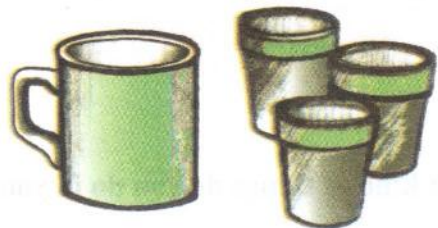
People are talking about improving the environment. What do they do with these things?  
Fill in the blanks.

1. newspapers



Recycle them.

2. cups

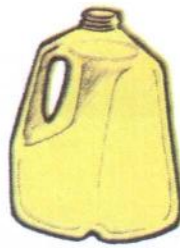


\_\_\_\_\_ Styrofoam cups.

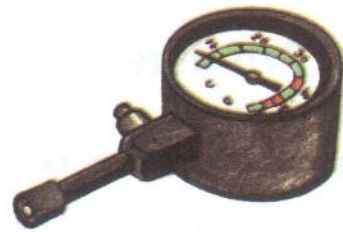
3. bags



4. plastic bottles



5. an air pressure gauge



Use cloth bags instead of \_\_\_\_\_ or \_\_\_\_\_ bags.

Use in the \_\_\_\_\_ tank to save water.

Check \_\_\_\_\_; it saves \_\_\_\_\_.

### 3. Follow-up

To what extent do you think the following ways can help the environment?

	To a large extent	To some extent	Very little
1. Recycle cans and bottles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Buy environmentally safe products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Buy recycled products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Carpool (share rides) to work/school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What kind of things do you do in your country?



# UNIT 6





## • **adult (n.)**

a full-grown person or animal: *Some children find it difficult to talk to adults.*

## • **alight (v.)**

(of birds) land on sth: *Two butterflies alighted on the flower.*

## • **allow (v.)**

let sb do sth or let sth happen; permit: *My boss doesn't allow me to use the telephone.*

## • **ape (n.)**

a large monkey without a tail, or with a very short tail, such as a gorilla or a chimpanzee

## • **attempt (v.)**

try to do sth that is difficult, dangerous, or has never been done before: *The prisoners attempted to escape, but failed.*

## • **bug (n.)**

a small insect, esp one that people think is unpleasant: *There are bugs all over the kitchen floor.*

## • **cling (v.)**

hold tightly: *The two lost children clung tightly to each other.*

## • **crab (n.)**

a sea animal that has five pairs of legs and a round flat body covered by a shell, or its flesh eaten as food

## • **develop (v.)**

(cause sth/sb) to grow or gradually change into a larger, stronger, or more advanced state: *Children develop very quickly.*

## • **feeler (n.)**

one of the two long things on an insect's head which it uses to feel or touch things

## • **freeze (v.)**

stop moving suddenly because of fear, shock, etc: *When she saw the blood, she froze.*

## • **hover (v.)**

(of birds, insects, etc) stay in the air in one place: *There was a helicopter hovering overhead.*

## • **indicate (v.)**

show or make clear: *She indicated that I should wait a moment.*

## • **injure (v.)**

hurt; cause physical harm to: *Nine people*



died and 54 were injured in the accident.

• **insect (n.)**

a small creature such as a fly or ant, that has six legs, and sometimes wings

• **judge (v.)**

form or give an opinion about sth/sb, based on the information you have: *It's difficult to judge how long the project will take.*

• **lobster (n.)**

a large eight-legged sea animal with a shell and two large claws: *Lobsters are gray in color when they're alive, but turn pink when they're cooked.*

• **locate (v.)**

place or situate sth: *The tourist office is located in the city center.*

• **mammal (n.)**

one of the class of animals that drinks milk from its mother's body when it is young

• **mass (n.)**

a large amount of sth that has no particular shape or arrangement: *There were masses of dark clouds in the sky.*

• **miracle (n.)**

a wonderful, unexpected event: *It's a miracle that you weren't killed in that car crash.*

• **outstanding (adj.)**

much better than most others; very good: *an outstanding young musician*

• **pupil (n.)**

the black round part in the middle of your eye

• **requirement (n.)**

sth needed or asked for: *What are the requirements for the job?*

• **rope (n.)**

very strong, thick string made by twisting together many threads of nylon or other material: *They pulled the car out of the river with a rope.*

• **scenery (n.)**

natural surroundings, esp in beautiful and open country

• **shape (n.)**

the outer form of sth, by which it can be seen or felt to be different from sth else: *She bought a cake in the shape of a heart.*

• **sight (n.)**

the physical ability to see: *Mary's sight is very good for someone of her age.*

• **spot (n.)**

a mark, usually round, on a surface: *There are some spots on the tablecloth.*

• **unless (conj.)**

if... not; except if: *You'll fail in French unless you work harder.*

• **wing (n.)**

one of the two parts of a bird, insect, or airplane used to fly with

• **wonder (n.)**

a feeling of surprise and admiration: *The children just looked in wonder at the acrobats.*





We have a week off. Any plans?

Umm..., my brother and I are going to camp out near the lake.



That sounds great. What are you going to do there?

We are going to do a lot of swimming and catch some fish. How about you?

Well, I'm going to visit my uncle in Rome.

Wednesday morning, on flight 912.

Have a nice trip.

Thanks. You too.

Oh, that's what I call a vacation. When are you off?







## A Super Vacation

*Dan and Ralph are talking about their vacation plans.*

**Dan:** We have a week off. Any plans?

**Ralph:** Umm..., my brother and I are going to camp out near the lake.

**Dan:** That sounds great. What are you going to do there?

**Ralph:** We are going to do a lot of swimming and catch some fish.  
How about you?

**Dan:** Well, I'm going to visit my uncle in Rome.

**Ralph:** Oh, that's what I call a vacation. When are you off?

**Dan:** Wednesday morning, on flight 912.

**Ralph:** Have a nice trip.

**Dan:** Thanks. You too.

### Comprehension Questions

1. How long is their vacation?
2. What are Ralph and his brother going to do at the lake?
3. Where does Dan plan to go?
4. Why is Dan going to Rome?
5. What is Dan's flight number?



## *The Miracle of Sight*

When a butterfly hovers near a bush, you can see both its beautiful colors and shape. And if it folds its wings and clings quietly to a flower, you can see it better. You may see the lines and spots on its wings and its round, shining dark eyes.

But do you know that most animals cannot see color? Only some mammals, such as apes and monkeys, and birds, can see color. Birds need to see color in order to judge distance, so they can catch bugs or alight on branches. But to other animals, such as dogs, the world looks like a black and white television show.

Some other animals and insects can only see things when they move. A butterfly will not see you unless you move. This insect sees your moving hair as a mass of ropes to cling to. Dogs, like butterflies, see best when things move. The animals they hunt seem to know this. A hunted rabbit or deer freezes so that the dog will not see or injure it. Hunted animals attempt to protect themselves this way.

Even the shape and location of the eyes of some animals and insects fit their requirements. The pupil of a horse's eyes, for instance, is long from side to side to help it see its enemies on



either side. In cats and foxes, the pupil is long from top to bottom to allow them to see a bird up the tree or a mouse in the grass. Some small bugs even have their eyes located on the tips of their feelers. They are so much in danger that they need to see around things before moving ahead.

So, animals have developed sight according to their needs, and scientists have discovered enough unusual facts about their sight to fill us with wonder. However, scientists say there is a lot more they have to discover.



# Comprehension Questions

## A. Answer the following questions.

1. What is the reading mainly about?
2. Do birds see color?
3. Have scientists discovered everything about animal sight?
4. When can we see a butterfly better?
5. When can dogs see best?

## B. Choose the correct answer a, b or c.

1. According to the article, a hunted rabbit will freeze because it \_\_\_\_\_.

- ▶ a. lives in very cold areas
- ▶ b. seems to know dogs can only see it when it moves
- ▶ c. is extremely afraid of other animals

2. \_\_\_\_\_ can see color.

- ▶ a. Monkeys, birds and some other animals
- ▶ b. Dogs and the animals they hunt
- ▶ c. All animals in the world

3. In general, the article is talking about \_\_\_\_.

- ▶ a. what animals need to see
- ▶ b. how animals see things when they move
- ▶ c. how animal sight is different from human sight

4. The main point we learn from this article is that \_\_\_\_\_.

- ▶ a. colors are the main things an animal sees
- ▶ b. animal sight has developed according to each animal's need
- ▶ c. most animals do not see movement

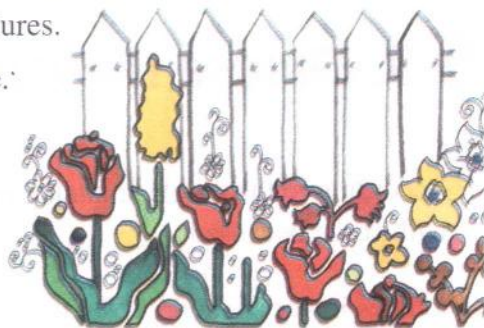
5. Scientists have \_\_\_\_\_.

- ▶ a. to find out more about animal sight
- ▶ b. discovered everything about animal sight
- ▶ c. their eyes located on their feelers



## DIRECTED DISCOURSE

1. Ask him/her if flowers bloom only in spring.
2. Ask him/her if he/she has good energy for mountain climbing.
3. Ask him/her if he/she blames others for his/her own failures.
4. Ask him/her if Iranians are famous for their intelligence.
5. Ask him/her if diamond is very expensive.
6. Ask him/her where we can find an insect.
7. Ask him/her if he/she knows a person who works hard.
8. Ask him/her if he/she can hunt birds.
9. Ask him/her if he/she has ever injured anyone.
10. Ask him/her if he/she liked the furniture that his/her mother bought.



### Grammar Note 1

When **as** is a conjunction, we use **the same** before the noun modified.

*He is wearing **the same** shoes **as** I am.*



### Frame

A: Did your brother enjoy the cartoon?

B: Yes, he likes the same cartoons as I do.

### 6.1 Substitute.

He likes the same **cartoons** as I do.

jokes  
customs  
activities  
food  
books

people  
movies  
shows  
programs  
cartoons



## Grammar Note 2

It is possible to omit the relative pronouns **that**, **whom**, and **which** in the clause that modify objects.

*He is the gentleman **whom** I admire. He is the gentleman I admire.*

### 6.2 Omit the conjunctions.

T. This is the book that I bought last week.

S. This is the book **I bought last week**.

T. That is the note which she wrote.

S. That is the note **she wrote**.

T. He is the man whom I met the other day.

T. They are the guests that I invited.

T. This is the error which she detected.

T. She is the teacher whom I like.

T. This is the house that we've rented.

## Grammar Note 3

In more formal English a **preposition** can begin an adjective clause. The preposition is followed either by **whom** or **which**, but it cannot be followed by **that**.

*The girl **to whom** I spoke is my cousin.*

*The window **through which** I saw him was broken.*

We can also use the **preposition** at the end of adjective clauses.

*The girl **whom/that** I spoke **to** is my cousin.*

*The window **which/that** I saw him **through** was broken.*

### 6.3 Substitute.

#### Frame

A: Do you know that man?

B: Yes, He is the man to whom I talked.

This is the **man** to whom **I talked**.

boy	nutritionist
doctor	talked
she	officer
spoke	I
architect	man

### 6.4 Use the preposition at the end of the clause.

T. This is the scientist to whom I talked.

S. This is the scientist **whom I talked to**.

T. This is the movie of which we heard.

S. This is the movie **which we heard of**.

T. He is the man about whom everyone knows.

T. This is the subject in which I'm interested.

T. That is the knife with which I cut my hand.

T. That is the miracle about which we talked.

T. She is the actress to whom they gave an Oscar.

## 6.5 Omit the relative pronoun.

- T. That is the chair in which he sat.  
S. That is the chair **he sat in**.  
T. He is the man with whom they spoke.  
S. He is the man **they spoke with**.  
  
T. That is the city in which I was born.  
T. He is the one to whom you gave the message.  
T. This is the desk at which she sat.  
T. These are the pictures at which he was looking.  
T. She's the woman for whom he bought the diamond.

## 6.6 Repeat the sentences. Omit the "relative pronouns".

- T. This is the car which I wanted to buy.  
S. This is the car **I wanted to buy**.  
T. I know the man whom you met yesterday.  
S. I know the man **you met yesterday**.  
  
T. I don't like the way that you talk to me.  
T. Here's the novel that you were looking for.  
T. I've found the books that you wanted to read.  
T. Do you know the girl that Mary is talking to?  
T. I like the people whom I work with.

## 6.7 Substitute.

This is the **classroom in which we study**.

university	library
room	about which we talked
of which we heard	in which we work
apartment	classroom
house	in which we study

## 6.8 Change "in/at which" to "where".

- T. This is the classroom in which we study.  
S. This is the classroom **where we study**.  
T. That is the company in which my father works.  
S. That is the company **where my father works**.  
  
T. That is the house in which I met him first.  
T. London is the city in which he lives.  
T. That was the hotel in/at which we stayed.  
T. This is the house in which Mary was born.  
T. This is the place in which we spent the weekend.



## 6.9 Change “prep. + which” into “when” clauses.

T. Winter is the season in which he stays home.

S. Winter is the season **when** he stays home.

T. This is the day on which he was born.

S. This is the day **when** he was born.

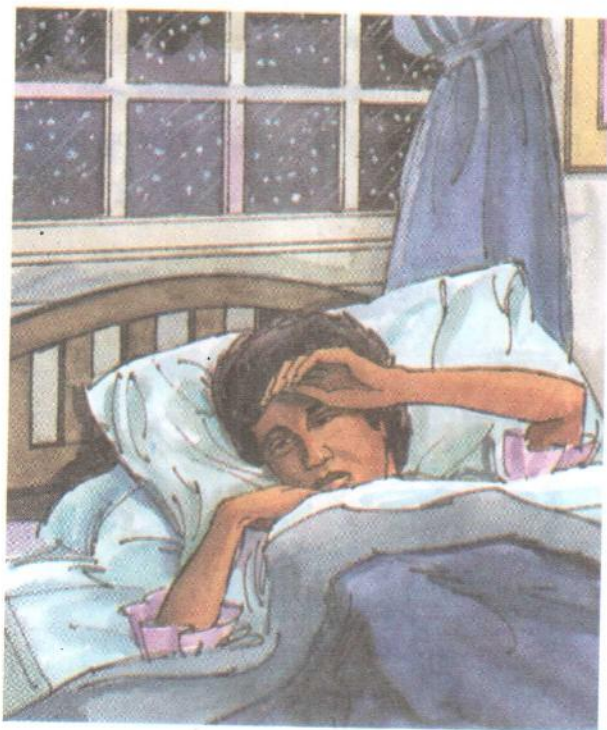
T. Summer is the time in which there are good sales.

T. This is the time at which I usually go to bed.

T. 1989 is the year in which we moved here.

T. This is the day on which they first met.

T. Spring is the season in which we go camping.



## Grammar Note

### Reduction of Adjective Clauses

**Adjective clauses** can often be reduced to phrases which will modify a noun, without changing the meaning of the sentence.

*The student **who is talking to the teacher** failed the exam.*

*The student **talking to the teacher** failed the exam.*

## 6.10 Substitute.

Do you know **the man sitting over there**?

in the corner	the woman
speaking to the boss	lecturing
the nurse	wearing blue
talking on the phone	the man
taking care of him	sitting over there

## 6.11 Reduce the adjective clauses.

- T. I saw the boy who was playing soccer.  
S. I saw the boy **playing** soccer.
- T. Did you know the girl who was interested in music?  
S. Did you know the girl **interested** in music?
- T. The lady who is sitting in that chair is our new teacher.  
T. The car which is parked in the parking lot is my father's.
- T. The boy who is painting is my little brother.  
T. I'd like to read the book which is on the table.
- T. Do you know the professor who is lecturing tonight?

### Grammar Note

When there is no form of **be** in the adjective clause, you can omit the **subject relative pronoun** but you should change the verb to **-ing** form.

*The people **who live next door** are very nice.*  
*The people **living next door** are very nice.*

## 6.12 Omit the relative pronouns.

- T. He caught a fish that weighed five kilos.  
S. He caught a fish **weighing** five kilos.
- T. The people who want to get the job come next week.  
S. The people **wanting** to get the job come next week.
- T. Anyone who stays here can enjoy the music.  
T. She feeds the cat which sleeps in the backyard.
- T. The man who works in the company makes a lot of money.  
T. The word "big" which means "large" also means "important".
- T. People who live a healthy life are the happiest.





## 1. Pre-listening

What did you do on your last vacation? Check (✓) the things you did.  
Which of them is more popular?



- ☒ went hiking
- ☐ visited a museum
- ☐ visited relatives
- ☐ saw a movie
- ☐ went to the beach
- ☐ just rested
- ☐ went shopping
- ☐ read a book
- ☐ went camping
- ☐ visited a garden
- ☐ visited a famous place
- ☐ other

## 2. Listening



People are talking about their vacations. Listen to their conversation and complete the chart.

	What did they do?	Did they enjoy themselves?
Kenji	.....	.....
Laura	.....	.....

### 3. Follow-up

## Famous Landmarks



The Great Wall of  
China



The Colosseum in  
Rome



The Taj Mahal  
in India



The Eiffel Tower in  
Paris

Which of the above places do you like to visit? Why?



**UNIT 7**





## • account (n.)

an agreement that you have with a bank to pay in or take out money: *How much money do you have in your account?*

## • address (v.)

write on an envelope, package, etc the name and address of the person you are sending it to: *Would you help me address these envelopes?*

## • article (n.)

a thing, esp one of a group of things: *She left articles of clothing all around the living room.*

## • bill (n.)

a written list showing how much you have to pay for services you have received, work that has been done, etc: *Have you paid the phone bill?*

## • century (n.)

a period of 100 years: *We live in the 21st century.*

## • chance (n.)

an opportunity: *We never miss a chance to go to the movies.*

## • credit (n.)

the belief that a person, business, etc can pay debts: *I have good credit at all the local stores.*

## • deposit (v.)

put money into a bank: *The check was only deposited yesterday.*

## • endorse (v.)

write sth, esp one's name, on the back of (esp a check): *She endorsed the check before she deposited it.*

## • exchange (v.)

give sth and receive sth in return: *The two teams exchanged presents before the game.*

## • exhibit (n.)

a collection of things shown publicly, e.g. works of art, goods for sale, etc: *Have you seen the Picasso exhibit?*

## • finance (v.)

provide money, esp a large amount of money, to pay for sth: *The repairs to the school will be financed by the education department.*

## • financial (adj.)

connected with money and finance: *They are in financial difficulties.*

## • individual (adj.)

of or for one person: *It is difficult for a teacher to give individual attention to children in a large class.*



• **interest (n.)**

money charged for borrowing money, or paid to sb who invests money: *pay interest on a savings account*

• **loan (n.)**

an amount of money that you borrow from a bank: *She's trying to get a \$50,000 loan to start her own business.*

• **make sth out (v.)**

write out or complete a form: *make a check out for \$20*

• **merchant (n.)**

a person whose job is to buy and sell products in large amounts, esp by trading with other countries: *He's a wood merchant.*

• **profit (n.)**

money gained in business, trade, etc: *There is no profit in running a cinema in this town.*

• **purpose (n.)**

the thing that one intends to do, get, be, etc; intention: *What's your purpose in going to Canada?*

• **put on (v.)**

produce sth; perform: *We are putting on a concert.*

• **raise (n.)**

an increase in wages or salary: *It's time to ask for a raise.*

• **receipt (n.)**

a written statement that you give to sb, showing that you've received money or

goods from them: *Ask the shop for a receipt when you buy an electronic device.*

• **reception (n.)**

a welcome or greeting: *They gave the new professor a friendly reception.*

• **resource (n.)**

sth such as land, minerals, or natural energy that exists in a country: *Iran is rich in mineral resources.*

• **safe (n.)**

a small strong box with a special lock in which money and other valuable things are kept: *He puts his gold coins in the safe every night.*

• **savings account (n.)**

any kind of account that earns interest

• **settle (v.)**

make one's home in a place: *After years of travel, we decided to settle here.*

• **teller (n.)**

a person employed to receive and pay out money in a bank

• **trade (n.)**

the process of buying, selling or exchanging goods within a country or between countries: *In the past twenty years, Japan's trade with Europe has greatly increased.*

• **withdraw (v.)**

take away money from a bank account: *I'd like to withdraw \$500.*









## At an Art Gallery

*Howard has put on an exhibit of his latest paintings and his friend, Philip is paying a visit.*

**Philip:** I really like this painting. It's very interesting.

**Howard:** Oh, come on! You're just saying that.

**Philip:** No, I mean it. I think it's one of the most interesting paintings I've ever seen.

**Howard:** Well, thanks for saying so. I'm glad you like it.

**Philip:** Do you have any paintings in watercolor, too?

**Howard:** No, not really. I prefer oil paintings, you know.

**Philip:** It's an interesting exhibit, anyway.

**Howard:** Thanks.

### Comprehension Questions

1. Where are Philip and Howard?
2. Who has put on an exhibit?
3. What does Philip think about one of the paintings?
4. Does Howard have any paintings in watercolor?
5. Which paintings does Howard prefer?





## ***Banks***

We usually go to the bank to draw some money or deposit some. We can open either a checking account or a savings account. The bank doesn't pay any interest on a checking account. It may pay some interest on a savings account. When we deposit the money into our account, the bank clerk gives us a receipt.

Merchants and some other people put their money in the bank to keep it in a safe place. Banks have strong boxes called safes for keeping money and other valuable articles.

Banks also finance foreign trade and travel by exchanging the money from people's own country with the money from other countries. They also address checks and bills to people who settle in other cities or countries.

When you borrow some money from the bank with the purpose of buying a house or other things, you have to pay some interest on the loan. You should have no trouble getting the loan if you have good credit.

In the present century, banking is no longer an individual profit-making activity as it was in the past. It provides many financial services and is a good resource for the whole society.





## Comprehension Questions

### A. Answer the following questions.

1. What do we go to a bank for?
2. What kind of accounts can we usually open in a bank?
3. Can we get interest on a checking account?
4. Why do people keep their money in the bank?
5. Where do banks keep money and valuable articles?

### B. Choose the correct answer a, b or c.

1. According to the passage, people usually go to the bank to \_\_\_\_\_.

- ▶ a. get interest
- ▶ b. lend some money
- ▶ c. draw some money

2. \_\_\_\_\_ are strong boxes they keep money and other valuable articles in.

- ▶ a. Merchants
- ▶ b. Safes
- ▶ c. Resources

3. \_\_\_\_\_ many financial services for the whole society.

- ▶ a. Today banks provide
- ▶ b. People with good credit provide
- ▶ c. In the past, banks provided

4. When you pay money to the bank the clerk gives you a/an \_\_\_\_\_.

- ▶ a. reception
- ▶ b. receipt
- ▶ c. interest

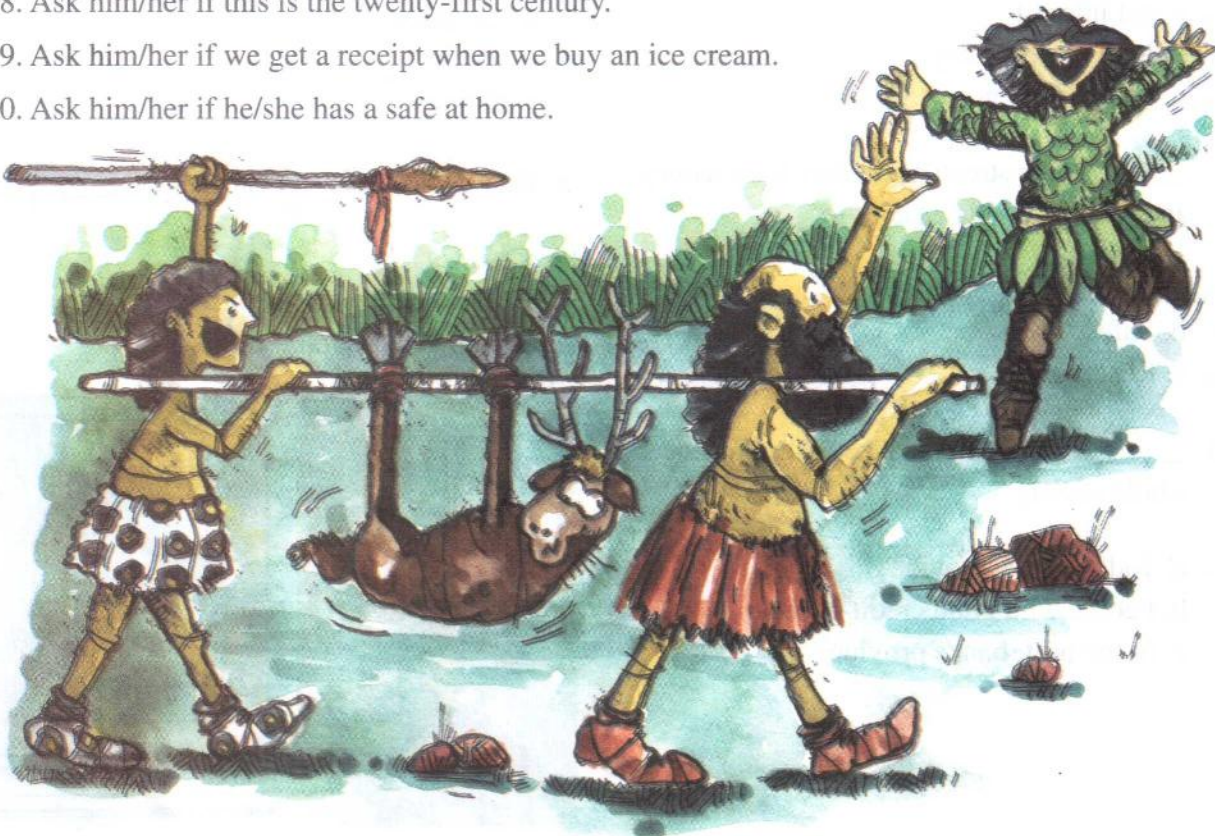
5. The banks usually pay interest on \_\_\_\_\_.

- ▶ a. loans
- ▶ b. checking accounts
- ▶ c. savings accounts



## DIRECTED DISCOURSE

1. Ask him/her if he/she has ever hunted a deer.
2. Ask him/her if he/she has gotten a loan from the bank.
3. Ask him/her if he/she likes the same food as you do.
4. Ask him/her if Tehran is the city in which he/she was born.
5. Ask him/her if he/she likes the people whom he/she works with.
6. Ask him/her if spring is the season when we go camping.
7. Ask him/her if he/she has a checking account.
8. Ask him/her if this is the twenty-first century.
9. Ask him/her if we get a receipt when we buy an ice cream.
10. Ask him/her if he/she has a safe at home.





## Conditional Sentences (Type I)

Conditional sentences have two parts: a **condition** and a **result clause**. The condition is usually stated with an **if-clause**. What will happen under the condition of the **if-clause** is the **result/main clause**.

*If we win, I can take you out to dinner.*

*If he has time, he might stop by.*

*If the weather is nice, we'll go on a picnic.*

*If he doesn't have time, he won't stop by.*

Because the **if-clause** expresses a condition which might or might not happen, the **result clause** will happen **after** the condition is met. To express this time difference, when the **if-clause** uses a present tense form, the result clause uses one of the different verb forms showing the future:

*If we win, I **am taking** you out to dinner.*

*If we win, I **am going to take** you out to dinner.*

*If we win, I **take** you out to dinner.*

*If we win, I'll **take** you out to dinner.*

**Note:** The choice of which verb to use depends on the meaning you want to express.

The one most commonly used with conditional clauses is **will** or **be going to**.

The **if-clause** can be used either before or after the result clause without a change in the meaning. When the **if-clause** comes first, a comma separates the two clauses.

*If we win, I will take you out to dinner.*

*I will take you out to dinner if we win.*

### Frame

A: I hope we win the basketball game.

B: I do too. If we win, I'll take you out to dinner.

## 7.1 Substitute.

If we win, I'll take you out to dinner.

buy you a coat  
be very famous  
be very happy  
let you know  
tell you immediately  
give a party  
buy you a gift  
invite everyone to dinner  
call you at once  
take you out to dinner



### Frame

A: Did you hear the weather report?

B: No, I didn't. But if it's nice, we'll go on a picnic.

## 7.2 Substitute.

If it's nice, we'll go on a picnic.

warm	remain inside
sunny	rainy
pleasant	go to the movies
go shopping	nice
stay at home	go on a picnic

## 7.3 Complete the sentences using the words given.

T. If I get some money, (go to Booshehr)

S. If I get some money, I'll go to Booshehr.

T. If I go to Booshehr, (go by plane)

S. If I go to Booshehr, I'll go by plane.

T. If I go by plane, (stop in Shiraz)

T. If I stop in Shiraz, (visit the city)

T. If I have enough money, (visit the Persepolis)

T. If I get a chance, (visit the Shah-e-Cheragh)

T. If I stay for a while, (do a lot of sightseeing)

## 7.4 Substitute making the necessary changes.

He'll get a raise if he works hard.

you	try hard
she	pay attention
I	do my best
make progress	he
improve	work hard

## 7.5 Answer the questions negatively using the words given.

T. Will he get there on time? (catch the bus)

S. He won't get there on time if he doesn't catch the bus.

T. Will he improve? (work hard)

S. He won't improve if he doesn't work hard.

T. Will he help them? (have time)

T. Will he remind them? (remember)

T. Will he have a party? (feel well)

T. Will he call them? (get a chance)

T. Will he pass? (study)



## 7.6 Substitute.

If it rains, **I** won't go.

they	play tennis
she	go hunting
he	have a picnic
stay	I
come over	go

### Frame

A: Do you think Jack will pass this term?

B: Well, if he doesn't study, he'll fail.

## 7.7 Substitute making the necessary changes.

If **he** doesn't **study**, **he**'ll fail.

she	follow directions
we	I
they	he
try hard	improve
pay attention	study

### Frame

A: What do you think about Peter and Bert?

B: If they don't improve, they won't pass.

## 7.8 Substitute making the necessary changes.

If **they** don't **improve**, **they** won't pass.

she	take the final exam
we	memorize the dialogs
you	he
pay attention	improve
study	they

## Grammar Note 2

### Conditional Sentences

When the same verb is used in the **if-clause** and the **result clause**, it is more common to use the verb only in the first clause. Look at the examples:

*I'll go if she goes.*

*I'll go if she **does**.*

*I won't go if she goes.*

*I won't go if she **does**.*

*If she goes, I will go.*

*If she goes, I **will**.*

*If she doesn't go, I won't go.*

*If she doesn't go, I **won't**.*

### Frame

A: Will you go to the party without Fred?

B: No way! I won't go if **he** doesn't.

## 7.9 Substitute making the necessary changes.

I won't go if **he** doesn't.

leave	complain
remain	you
argue	remind her
she	he
they	go

**7.10** Make negative statements using the *conditional type I* and “either”.

- T. She isn't going to study.
- S. If she doesn't study, I won't **either**.
- T. They aren't going to help her.
- S. If they don't help her, I won't **either**.

- T. He isn't going to apologize.
- T. They aren't going to complain.
- T. She isn't going to the beach.
- T. You aren't going to stay late.
- T. You aren't going to work tomorrow.

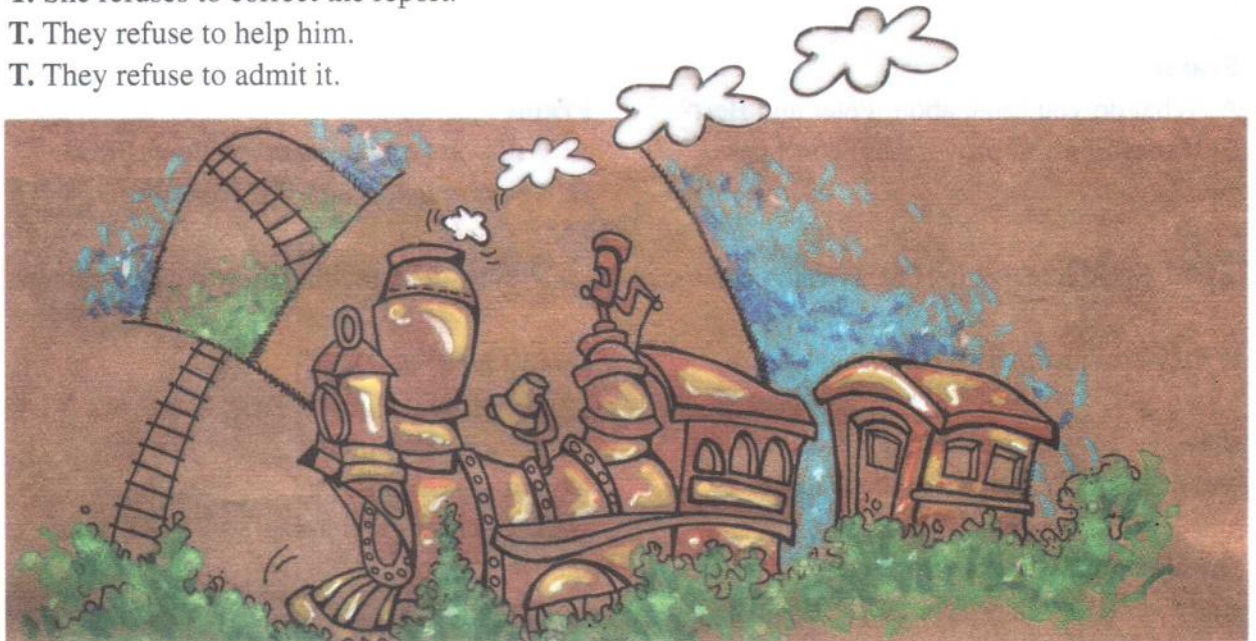
**7.11** Make statements using the *conditional type I* and “have to”.

- T. He refuses to connect it.
- S. If he doesn't connect it, I'll **have to**.
- T. She refuses to complain.
- S. If she doesn't complain, I'll **have to**.

- T. They refuse to apologize.
- T. He refuses to check the list again.
- T. She refuses to correct the report.
- T. They refuse to help him.
- T. They refuse to admit it.

**7.12** Answer the questions using the words given.

- T. What are we going to do if we miss the plane?  
(go by train)
- S. We're going to **go by train** if we miss the plane.
- T. What are they going to do if they lose the game?  
(practice more)
- S. They're going to **practice more** if they lose the game.
- T. What is he going to do if he sees them?  
(remind them)
- T. What are you going to do if you hurt them?  
(apologize)
- T. What is he going to do if he has a chance?  
(stop by)
- T. What are you going to do if you fail this course? (take it again)
- T. What is she going to do if she has some free time? (call them)



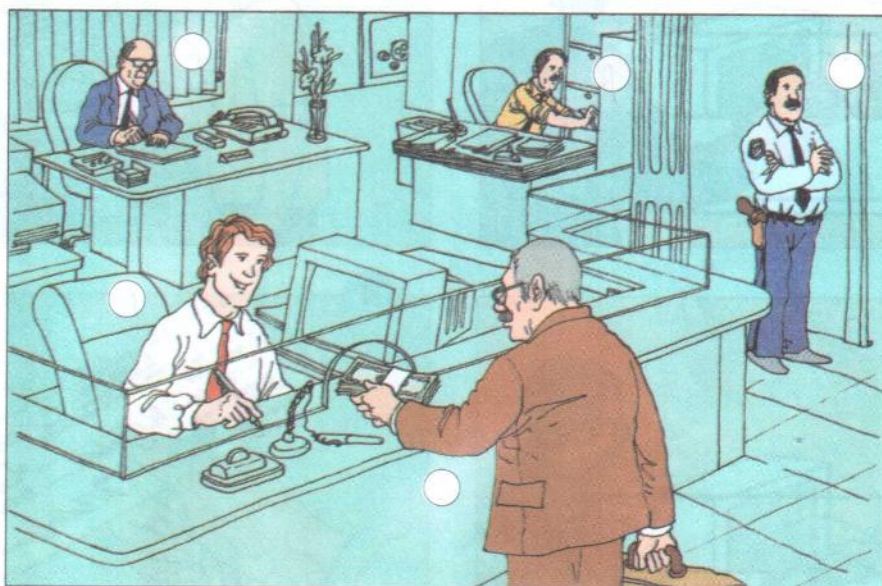


# LISTENING

## 1. Pre-listening

Match the words with the pictures of the people in the bank.

1. teller      2. customer      3. manager      4. clerk      5. guard



## 2. Listening

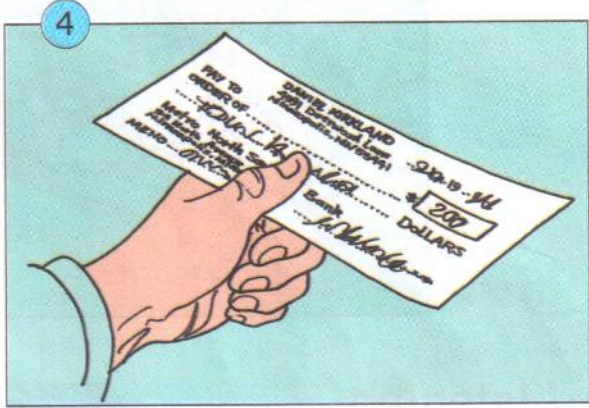


Dan is in a bank and wants to get some money. Listen to his conversation with the bank teller and fill in the blank check.

<b>DANIEL KIRKLAND</b> 4091 Deerwood Lane Minneapolis, MN 55441		100
PAY TO THE ORDER OF _____		20 _____
_____ \$ <span style="border: 1px solid black; padding: 2px 10px;">40</span>		DOLLARS
<b>Metro North Savings Bank</b> 54 North Avenue Minneapolis, Minnesota 55436		
MEMO _____		
100 48 144 8		

# 3. Follow-up

What are the people in the following pictures doing?





# UNIT 8





## \* **anger (n.)**

the strong feeling that you have when sth has happened or sb has done sth that you do not like: *He could not hide his anger at the news.*

## \* **challenge (n.)**

an invitation from sb to fight, play, argue, etc against him/her:

*"I bet you can't eat all that food that you've got on your plate."*

*"Is that a challenge?"*

## \* **clue (n.)**

a fact or an object that helps to solve a problem or mystery: *I'm never going to guess the answer if you don't give me a clue.*

## \* **confidence (n.)**

the feeling that you are sure about your abilities, opinion, etc: *I didn't have the confidence to tell her I thought she was wrong.*

## \* **convey (v.)**

make known; communicate: *His smile conveyed his pleasure.*

## \* **derive (v.)**

(used about a name or a word) come from

sth; to have sth as origin: *Many English words derive from Latin.*

## \* **differ (v.)**

be different: *How does this car differ from the more expensive model?*

## \* **expression (n.)**

the look on a person's face that shows what he/she is thinking or feeling: *He had a puzzled expression on his face.*

## \* **facial (adj.)**

relating to the face: *facial expressions*

## \* **gesture (n.)**

movement of the arms, hands, head or body to help express meaning: *I saw the boy make a rude gesture at the policeman.*

## \* **impatient (adj.)**

unable to wait patiently: *When the line for tickets did not move, she grew impatient and left.*

## \* **interpret (v.)**

understand in one's own way: *We interpreted his smile to be an agreement.*

## \* **interpretation (n.)**

the act of interpreting (an explanation or



understanding of sth): *What's your interpretation of the law?*

• **lack (v.)**

have very little of or be without sth: *Some streets lack trees.*

• **movement (n.)**

the act or an instance of moving: *She picked up the ball in a quick movement.*

• **notice (v.)**

see and become aware of: *I noticed that he was carrying a briefcase.*

• **posture (n.)**

the way in which one holds one's body: *a person who has a good posture*

• **regards (n.)**

good wishes; greetings: *Send her my regards, will you?*

• **shy (adj.)**

nervous or uncomfortable about meeting and speaking to people; showing that sb feels like this: *She's very shy with strangers.*

• **slip (n.)**

a small or narrow piece of paper: *Write the phone number on a slip of paper.*

• **slump (v.)**

fall or sit down suddenly when your body feels heavy and weak, usually because you are tired or ill: *She slumped onto the sofa.*

• **superior (adj.)**

better than usual or than sb/sth else: *He is clearly superior to all the other candidates.*

• **superiority (n.)**

the fact that one person or thing is better, more powerful, etc than another: *their obvious superiority over the other team; Their country relies heavily on its air superiority.*

• **tap (v.)**

strike sb/sth gently with a light blow or blows: *Ralph tapped me on the shoulder. He kept tapping his fingers on the table.*

• **through (prep.)**

because of; with the help of: *David got the job through his uncle.*

## Expression

• **rate of interest**

the level of interest expressed as a percentage: *a good rate of interest*









## At the Bank

*Mr. Brown is opening an account at the bank.*

**Mr. Brown:** I'd like to open an account with your bank.

**Bank clerk:** Yes, sir. A savings account or a checking account?

**Mr. Brown:** A savings account.

**Bank clerk:** And how much do you want to deposit?

**Mr. Brown:** I'd like to start with 4000 dollars.

**Bank clerk:** OK, sir. Fill out the deposit slip, please.

**Mr. Brown:** Sure. By the way, what's the rate of interest?

**Bank clerk:** Two and a half percent.

### Comprehension Questions

1. Why has Mr. Brown gone to the bank?
2. What kind of account does he want to open?
3. How much money does Mr. Brown want to deposit?
4. What does the bank clerk ask him to do?
5. What interest does the bank pay on savings accounts?





## Body Language

More than half of what we communicate is communicated not through words but through body language. This includes our posture, facial expressions, and gestures. Because body language is so important, you will want to know what yours is saying and how to interpret other people's, too. Here are some examples of body language and its meaning. (Note: These meanings are for North America. Interpretations may differ a bit in other cultures.)

If your posture is slumped and your head is down, this could mean that you are sad or lack confidence. If your posture is straight but relaxed, you are expressing confidence and friendliness.

A smile is a sign of friendliness and interest. But people sometimes smile just to be polite. To get another clue from people's faces, notice their eyes. Friendliness and interest are expressed when a person's eyes meet yours (especially when you're the one who's talking) and then look away and meet yours again. A person who doesn't look away is expressing a challenge. A person who doesn't look at you is expressing lack of interest or is shy.

Hand gestures can mean a person is interested in the conversation. But repeated movements – like tapping a pencil or tapping a foot – often mean the person is either impatient or nervous. Stay away from someone who points at you while talking with you: That person might be angry at you or feel superior to you.



# Comprehension Questions

## A. Answer the following questions.

1. What is body language and what can it include?
2. Which posture can show that you are friendly and confident?
3. What does a smile express?
4. How may a person show his anger or superiority through body language?
5. When people do not look at you, does it always mean that they are not interested in what you say?

## B. Choose the correct answer a, b or c.

1. While you are talking to your boss, he or she is tapping a foot. This might be a sign that your boss \_\_\_\_\_.
  - ▶ a. is impatient with what you are saying
  - ▶ b. is interested in what you are saying
  - ▶ c. feels he or she is superior to you
2. If you want to show someone that you're interested, you should \_\_\_\_\_.
  - ▶ a. continue to look at the person without stopping
  - ▶ b. look away from the person
  - ▶ c. look at the person but not for too long
3. According to this passage, over 50% of our communication is conveyed through \_\_\_\_\_.
  - ▶ a. the things that we say
  - ▶ b. our gestures, posture, and facial expressions
  - ▶ c. the interpretation of other people's body language
4. "this" in paragraph 2 refers to \_\_\_\_\_.
  - ▶ a. sadness
  - ▶ b. a slumped posture
  - ▶ c. your head
5. A person who \_\_\_\_\_ appears to question whether what you say is right.
  - ▶ a. does not look at you
  - ▶ b. does not look away
  - ▶ c. looks away and meets your eyes again

## DIRECTED DISCOURSE

1. Ask him/her whether he/she goes to the movies if he/she has enough time.
2. Ask him/her whether he/she will go sightseeing if he/she goes to Shiraz.
3. Ask him/her what the word "financial" is derived from.
4. Ask him/her whether banks in Iran charge interest on loans.
5. Ask him/her if he/she has ever seen an ape.
6. Ask him/her if he/she is sitting on a bench now.
7. Ask him/her if he/she is shy with strangers.
8. Ask him/her if he/she feels superior to other students.
9. Ask him/her if he/she has ever attended a lecture.
10. Ask him/her whether he/she goes mountain climbing if the weather is nice this weekend.

### Grammar Note 1

#### Conditional Type I: Imperative

When we want to give an order or command, make a request or a suggestion, we may use the **conditional type I** with the imperative form in the main clause.

**Order/Command:** *If you've finished, raise your hand.*

**Request:** *If you see her, please give her my regards.*

**Suggestion:** *If you're free tonight, let's go to the movies.*

#### Frame

A: Have you seen Joe lately?

B: No, I haven't.

A: Well, If you see him, please give him my regards.

### 8.1 Substitute making the necessary changes.

If you see **him**, please give him **my** regards.

her	this note
them	Peter
Betty	Alice
this message	him
this letter	my regards



## 8.2 Answer the questions using the conditional type I and the words given.

- T. Do you have a message for them?  
(call me)
- S. Yes, if you see them, ask them to **call me**.
- T. Do you have a message for her?  
(stop by)
- S. Yes, if you see her, ask her to **stop by**.
- T. Do you have a message for them?  
(come over)
- T. Do you have a message for his niece?  
(be on time)
- T. Do you have a message for them?  
(leave immediately)
- T. Do you have a message for her?  
(turn in the report)
- T. Do you have a message for him?  
(leave his address)

### Frame

- A: Is Dave in his room?
- B: Yes, he is. And I think he's sleeping.  
If the phone rings, don't wake him up.

## 8.3 Substitute.

If the phone rings, don't **wake him up**.

- |               |             |
|---------------|-------------|
| call her      | answer it   |
| bother her    | pick it up  |
| interrupt him | tell her    |
| blame him     | get nervous |
| get upset     | wake him up |

## 8.4 Substitute.

If you're free, let's **go to the concert**.

- |                      |                   |
|----------------------|-------------------|
| go to the zoo        | go to the gallery |
| go jogging           | go to the park    |
| go to the beach      | go to the museum  |
| go mountain climbing | go hiking         |
| go swimming          | go to the concert |



## Grammar Note 2

### Modals in Conditional Sentences

The modals **can**, **may**, **might**, **should**, **ought** and **must** are used in the main clauses of conditional sentences.

- We **can** go swimming if the weather is nice.*  
*He **may** fail if he doesn't study harder.*  
*She **should** work harder if she wants a raise.*  
*They **must** see a doctor if they are ill.*

### Frame

A: What are your plans for the weekend?

B: If it doesn't rain, we may go on a picnic.

## 8.5 Substitute.

If it doesn't rain, we **may go on a picnic**.

can	go sightseeing
drive to Esfahan	go to the beach
go to the zoo	take a trip
take a walk	may
might	go on a picnic



## 8.6 Answer the questions using the words given.

T. What can he get if he improves his work skills? (**a raise**)

S. He can get **a raise** if he improves his work skills.

T. Where might he go if he takes a vacation? (**the Caspian Sea**)

S. He might go to **the Caspian Sea** if he takes a vacation.

T. Who might she ask if she needs help in her English? (**the teacher**)

T. What can you do if you visit Shiraz? (**go sightseeing**)

T. What may they do if it's warm? (**turn on the fan**)

T. Where might Ali drive if he buys a car? (**to Mashhad**)

T. Where can he get a loan if he needs some money? (**from the bank**)

### Frame

A: He really would like to go, but he can't.

B: I understand. If he has the flu, he must remain in bed.

## 8.7 Substitute.

If he has **the flu**, he **must remain in bed**.

a fever	see the doctor
a backache	an earache
should	must
take an aspirin	the flu
stay in bed	remain in bed

## 8.8 Answer the questions using the words given.

T. What should he do if people don't like his play? (**practice more**)

S. He should **practice more** if people don't like his play.

T. What must she do if she is sick? (**take some medicine**)

S. She must **take some medicine** if she is sick.



- T. When should we leave if we want to see them?  
(**now**)
- T. What must he do if he has a broken leg?  
(**stay in bed**)
- T. What should they do if they are free?  
(**come over**)
- T. What must you do if your grades are not good?  
(**study harder**)
- T. Where should they go if they aren't too busy?  
(**to the meeting**)



## 8.9 Answer these questions using noun clauses.

- T. What were you looking at? (**what she was drawing**)
- S. I was looking at **what she was drawing**.
- T. What didn't you remember? (**when she came**)
- S. I didn't remember **when she came**.

- T. What isn't your problem? (**what he wants to do**)
- T. What have you forgotten? (**how much money I spent**)
- T. What surprised you? (**why she was laughing**)
- T. What are you worried about? (**how she can come home**)
- T. What does she plan to do? (**I have no idea**)

## 8.10 Make statements using "She told me".

- T. Never do that again.
- S. She told me **never to** do that again.
- T. Don't enter my room.
- S. She told me **not to** enter her room.
- T. Never wait for me.
- T. Don't ever be rude to anyone.
- T. Keep out of my office.
- T. Never park your car at the gate.
- T. Don't stay up so late.

## 8.11 Use "mustn't" or "not have to" and the words given.

- T. Tomorrow is a holiday. (**wake up early**)
- S. You **don't have to** wake up early.
- T. It worries your parents. (**waste money like that**)
- S. You **mustn't** waste money like that.

T. I already know what the report says. (**read it**)

T. She can go when she's ready. (**leave the office last**)

T. It's freezing outside. (**leave the door open**)

T. It's too early to go to school. (**hurry**)

T. The meeting tomorrow is very important.  
(**miss it**)

T. She is the nurse. She looked after me. (**who**)

T. They are the secretaries. Mr. Nash employed them. (**whom**)

T. That is the magazine. I got it for you. (**which**)

T. He is the doctor. His office is modern.  
(**whose**)

T. She called a number. The number was wrong.  
(**which**)

## 8.12 Make statements using the words given.

T. He is the man. He broke his leg. (**who**)

S. He is the man **who** broke his leg.

T. They are the postcards. They arrived yesterday.  
(**which**)

S. They are the postcards **which** arrived yesterday.





## 1. Pre-listening

What do these people mean? Match the words with the pictures.

- a. Yes.
- b. Money!
- c. I'm surprised.
- d. Goodbye.
- e. Come here.



## 2. Listening



Listen to the conversations and fill the chart.

What is unusual about them?	
Conversation 1	Indians .....
Conversation 2	North Americans .....

### 3. Follow-up

A. Match the sentences with the pictures.

a. I'm thinking.

b. Leave me alone!

c. I'm bored.

d. That's finished.

e. I don't know.

## BODY LANGUAGE



1



2



3



4



5

B. Talk about these questions.

1. Do people in your country use these gestures? Do you?
2. What other gestures do you use to communicate these meanings?
3. What are three other gestures you sometimes use? What do they mean?