

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



دانلود شده از وبسایت لینگو لرن | Lingo Learn

برای تهیه و تولید این فایل یک گروه ۵ نفره به صورت شبانه روزی تلاش کرده‌اند تا با بالاترین کیفیت ممکن به دست شما برسد. از اینکه فایل را در اختیار شخص دیگری قرار نمی‌دهید بسیار سپاسگزاریم

Student Book Answer

سطح: E13



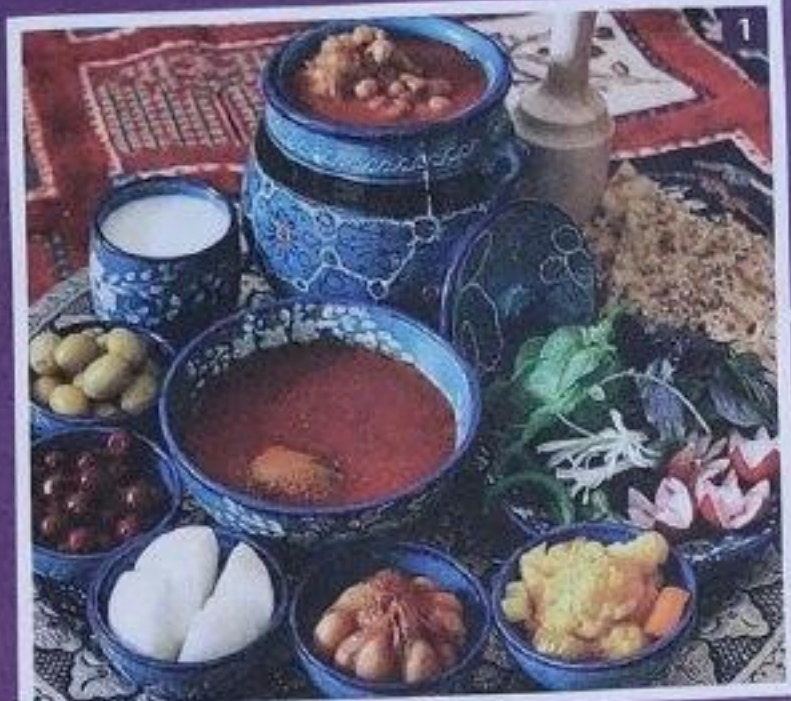
The ILI
English Series

3

9

**New
Elementary**
Student's Book

Lingo-Learn.ir



1



2



3

Unit

1

Fantastic Food

Lesson A

You Should Try This!

Lesson B

May I Take Your Order?



4

1. Which country does each dish belong to?
2. What are the ingredients of each dish?

Lesson A

You Should Try This!



1



New Words

Listen and repeat.

نوشابه



beverages

دارچین



cinnamon

ظرف



dish

مایونز



mayonnaise

خردل



mustard



popular



rice



saffron



scrambled eggs



slivered pistachio nuts



2



Mini Dialogs

2.1 Look at the pictures. Listen and number them 1-4.



2.2 Listen to the dialogs and fill in the blanks. Then listen again and check your answers.

1. Harriet: What is Dina (1) eating?

نفل + فاعل + فعل + ing

Jennifer: She's eating spaghetti.

Harriet: Does she eat Italian food every day?

هر جا با every فعل که پایه بیایه ساده است

Jennifer: No, she usually (2) eats... Turkish food.

چون فاعل she هست فعل با I می یاد
اگر جواب we و they فعل ساده می یاد

2. Sue: Hi, Jane. What are you doing?

در حال حاضر

Jane: Hi, Sue. I'm (3) making breakfast.

در حال انجام کاری

Sue: Making breakfast? It's almost 11.00. Do you usually (4) have breakfast at this time?

سوالی که پایه فعل ساده می یاد

Jane: No, actually my alarm clock didn't go off this morning, and I got up late.

در واقع

ساده

می خوانیم

فعل ساده

آمد

اگر ساعت

3. Chris: We are going to eat out tonight. Would you like to (5) come with us?

Mike: Oh, I'm sorry I can't.

Chris: But why? We'll have a lot of fun.

می توانیم

can

may

should

اگر دوست دارید

وزن

Mike: I know, but actually, I'm on a diet. You know I have to (6) lose weight.

ساده

نیسانی

4. Suresh: My mother is going to (7) make a Lebanese dish tonight. Would you like to join us?

Herbert: Sure, I'd be glad to. Do you (8) often eat Lebanese food?

معمولاً

ساده

Suresh: No, actually we are from India, so we usually eat Indian dishes.

in fact

grilled = cooked over fire or in the oven

Tip!

We use **actually** to correct things people say. We also use **actually** to give new information.

in fact

Are you from Lebanon?
Well, actually, I'm from Turkey.

وافتاً

Are you going to join us for dinner tonight?
Well, actually, I'm on a diet.

در واقع

3 Classroom Interaction

Ask and answer questions like the example.

- Rita/ eat grilled salmon/ fried chicken

Student A: Does Rita eat grilled salmon every day?

Student B: No, she's eating grilled salmon today. She usually eats fried chicken.

- Ben/ wear casual clothes to work/ suit
- Ali/ have breakfast alone / with his family
- Mrs. Ahmadi/ make Indian dishes/ Iranian dishes
- The Smiths/ drink tea/ coffee
- Carlos and Pedro/ talk about soccer games/ their children

4 Language Focus

Simple Present and Present Progressive (Review)

Simple Present

I **eat** rice.
She **cooks** fish.
They **bake** bread.
We **have** fruit for breakfast.

every day.

Present Progressive

I'm **eating** rice.
She's **cooking** fish.
They're **baking** bread.
We're **having** mangos for breakfast.

now.

We use the simple present tense to talk about habits and things that are generally true.
We use the present progressive tense to talk about actions happening now.

Complete each sentence with the simple present or present progressive form of the verb in parentheses.

- My mother and I cook a meal together every afternoon. (cook)
- In Mexico, most people ... eat a big meal in the afternoon. (eat)
- Right now, my mother and I ... are making ... an Egyptian dish called Kushari. (make)
- I really like scrambled eggs. Sometimes I ... have them for breakfast. (have)
- Now, my mother ... is telling the whole family to come to the table. (tell)
- We ... enjoy eating meals together every day. (enjoy)

Conversation

5



5.1 Listen to the conversation between Joseph and Patricia and answer the questions.



a few } a
a little }
تقریباً / کمی

Iranian Saffron Rice Pudding

Joseph: You should try this! My wife made it.

Patricia: Mmmm... ^{tasty} Delicious! What's it?

Joseph: Saffron ^{sushi} rice pudding. It's a popular Iranian dessert.

Patricia: Great! And what are those on the top?

Joseph: Cinnamon and slivered pistachios. ^{noti, vice, fish, and vegetables.}

Patricia: By the way, how did your wife learn to make it?

Joseph: She learned it from our Iranian neighbors.
^{Jafar's friend}

Alga = جلب

1. What are Joseph and Patricia talking about? About a popular Iranian dessert.
2. What is on top of saffron rice pudding? Cinnamon and slivered pistachios.
3. Who made the saffron rice pudding? Joseph's wife.
4. Who did she learn it from? From their Iranian neighbors.

چند

a few friends

Few friends

تقریباً هیچ دوست

5.2 Pair work. Make a similar conversation about another dish or dessert.

little time ^{کمی}

little time ^{کمی}

**6****Listening Practice**

6.1 Listen to the conversation between Susan and Stan. Check the items that they have for the sandwich.

1. chicken

2. mustard

3. mayonnaise

4. pepper

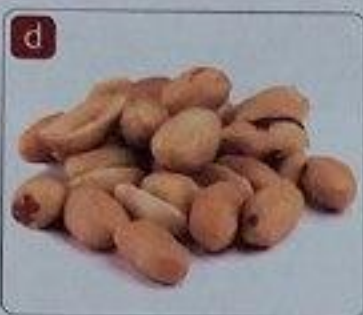
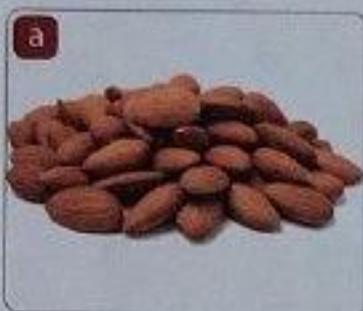
5. potatoes

6. bananas

6.2 Listen again and check your answers.

7**Vocabulary Development**

Match the words to pictures a-e.



1. almonds a

2. walnuts e

3. peanuts d

4. hazelnuts c

5. cashews b

**8****Pronunciation**

8.1 Listen to the sentences. Notice the pronunciation of the linked words.

1. We grow a lot of rice.

2. I usually like a tomato with breakfast.

3. We're eating dinner now.

4. Paul and I don't like fish very much.

8.2 Underline the sounds that link together. Then listen and check your answers.

- Hal enjoys pizza.
- Corn grows well in Mexico.
- A meat and cheese sandwich is my favorite lunch.
- My friend is eating a hamburger.

Communication Activity 9

9.1 Think about your favorite dish/dessert. Complete the chart.

Name of the dish/ dessert	Things you need to make it	How many/ how much
Hava	flour- sugar, saffron water- melting oil butter	

9.2 Pair work. Take turns and tell your partner what items you need to make your favorite dish. Tell him/her how many or how much of each item you need. You can start like this:

Student A: What's your favorite dish?

Student B: My favorite dish is a grilled cheese sandwich. It's really delicious.

Student A: What do we need to make it?

Student B: You just need two slices of bread, some cheese, butter and mayonnaise.

Lesson B

May I Take Your Order?



1



New Words

Listen and repeat.



croissant



eggplants



flat



grains



muffins



rock



servers



stew



sushi



waiter



waitress



wheat



2

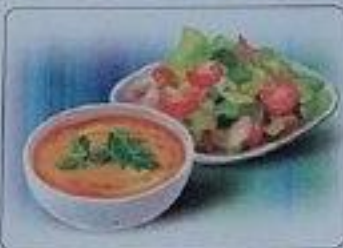


Mini Dialogs

2.1 Listen and fill in the blanks. Then listen again and check your answers.



1. Waiter: What (1) would you like to order?
Hamid: I'd like an eggplant and tomato stew with some rice.



2. Waiter: (2) would ^{want like now} you prefer soup or salad?
George: I'd prefer soup.



3. **Emily:** (3) *Do* ... you like seafood?
Hitomi: Yes, I do. I like all kinds of seafood.



4. **Mr. Hamidi:** Do you like olives?
Mr. Akbari: Oh yes, I do.
Mr. Hamidi: (4) *Do* ... you prefer black or green?
Mr. Akbari: I prefer black. *ترش تر است*
like

2.2 Circle *a* or *b* to complete each sentence.

1. We use to talk about things we like in general.
 a. I like or I prefer
 b. I'd like or I'd prefer
2. We use to ask for something we want.
 a. I like or I prefer
 b. I'd like or I'd prefer

Classroom Interaction 3

Ask and answer questions like the example.

she is allergic to

1. Would like/ tea or coffee/ a glass of cold water

Student A: Would you like tea or coffee?

Student B: Actually, I'd like a glass of cold water if that's OK.

2. would prefer/ lamb or beef/ chicken
3. would like/ apple juice or orange juice/ pineapple juice
4. would prefer/ vanilla or chocolate ice cream/ strawberry
5. would like/ carrots or peas/ potatoes
6. would prefer/ cheese or butter/ honey

4 Language Focus

Would Like/Like, Would Prefer/Prefer

1. We use *like* and *prefer* to talk about the things we usually like.

I **like** fish.

She **prefers** small restaurants to large ones.

2. We use *would like* and *would prefer* to talk about the things that we want at this moment or in the future.

Would you **prefer** the chicken or the beef?

We'd prefer the chicken tonight, thanks.

Note:

I'd prefer = I would prefer; I'd like = I would like

Choose *Would/Do you like ... ?* or *I/I'd like ...*

1. **Would** you like tuna sandwich? No, thanks. I'm not hungry.
2. **Do** you like your teacher? Yes, she is very nice.
3. **Do** you like a cold drink? Yes, a mineral water, please.
4. **Can** I help you? Yes, I **would** like some stamps, please.
5. What sports do you do? Well, **I'd** like swimming very much.
6. Excuse me, are you ready to order? Yes, I **would** like a steak, please.

5 Vocabulary Review

Put the words in the correct boxes.

cookies

garlic

French fries

lettuce

apricots

grapes

cabbage

cherries

chocolate

Vegetables

garlic
lettuce
cabbage

Fruit

apricots
grapes
cherries

Snacks

cookies
French fries
chocolate

are you going to

Listening Practice  6 

6.1 Look at the chart below. Can you guess what you are going to hear?

50.5

	The menu						Their food	
	Cake	Sandwiches	Pizza	Noodles	Hot dogs	Sushi	Great	So-so
1 Eric's Kitchen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Bob's Café	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 The Snack Shack	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6.2 Tom and Fred are trying to decide where to eat. Check (✓) what kind of food the places in the chart serve. What is their food like?

6.3 Work in pairs. Where do they decide to eat? Ask your partner questions to find out if your answers are the same.

Speaking Task  7

Student A: Look at this information.

Student B: Look at the information on p. 167.

7.1 Work in pairs. You are traveling in Australia. You stop for breakfast at a café. Ask what they have to eat and drink. Fill in the menu.



BREAKFAST MENU

• **Eggs**

Prepared to order:

fried.....scramble,
or. Poiled...

• **Beverages**

Tea, Coffee

Juice Choice of orange.....
apple...or tomato....

Milk

• **Omelets**

Made with 3.... eggs.

Choice of fillings: cheese.....
tomato...or green pepper

• **From the Bakery**

Apple pie served with cream,

Croissant Served with butter, or
jam.....

delicieux: tasty

would you like from bakery?

a-an

the = برای برای صفت 18

چیزی را که هرگز نمی‌خوریم یا برای بار دوم برای اشاره کردن کسی به چیزی که شنیده شده است

a = مثل از صدادار

an = مثل از بی صدا

مثل از شکل a-an

The movie = فیلم

7.2 Decide what you want for breakfast - choose something to eat and something to drink. Tell your partner.

7.3 Change roles. You are the server, and your partner is the customer. Take your partner's order. Take notes.

8 Reading

A Short History of Pizza

8.1 Discuss these questions.

1. Is pizza a strange (unfamiliar and unusual) type of food in Iran?
2. What ingredients (things used together to make a dish) do you like in a pizza?
3. Did people in ancient times (thousands of years ago) eat pizza?
4. Which countries are famous for their pizzas? Italy, Turkish, American

8.2 Read the passage and complete the sentences on the next page.

Popular - famous

until now



What do you like on your pizza? Cheese? Tomatoes? Sausage? People may disagree on their favorite ingredients, but many people agree that pizza is a favorite food. Where and when did people start making pizza? To find out, we have to travel back in time.

on the hot rocks of their campfires. At some point in time, early cooks started putting other kinds of food on the bread - using the bread as a plate.

Over time, pizza began to look more like the food we know today. When Europeans arrived in the Americas, they saw Native American people eating tomatoes. When they brought tomatoes back to Europe, however, people there wouldn't eat them. They thought eating tomatoes could make them ill.

Slowly, however, Europeans discovered that tomatoes were delicious and safe to eat. Cooks in Naples, an Italian city, began putting tomatoes on their flat bread. The world's first true pizza shop opened in Naples in 1830. People there ate pizza for lunch and dinner. They even ate it for breakfast!

People now eat around five billion pizzas a year, and everyone has their favorite kind. Brazilians love green peas on their pizza. Russians like fish and onions. People in India use lamb. The Japanese think seafood on pizza is good. Some pizzas are truly strange, yet all of them share one thing. Each begins with a slice of bread.

true = actual over time = lapse

slowly = gradual

safe = dangerless

harmless

favorite = concem - beloved

discovered - to find out - understand

cooks = chef

ancient = old wonderful strange

1. People thousands of years ago made flat bread on hot... *Yacks...*
2. *Native American* people ate tomatoes before European people.
3. Cooks in *Naples*... put tomatoes on flat bread.
4. People in *Naples*... ate pizza even for breakfast.
5. People eat lamb on pizza in *India*.....
6. Russians place *Fish and onions* on their pizzas.

Writing

9

9.1 Read the following restaurant review.

Restaurant Review: Beef Café

Last week I had dinner at a small neighborhood restaurant called Beef Café. It serves healthy fast food, and it is famous for its hamburgers. The food is excellent. The hamburgers come with delicious toppings like spicy cabbage with onions and a lot of garlic. The service was excellent – fast but friendly.

I highly recommend it.
very much

9.2 Write a similar review of a restaurant you know.

last month was my father's birth. we had lunch at a clean restaurant called take off. was in a restaurant like the plane. And my mother and my brother were excited. we ordered kentucky and garlic bread and french fries. The food is perfect. The service was good and fast. I recommend there.

suggest

Now You Can Do This:

Ask people about what they like or prefer in general:	"Do you like/ prefer tea or coffee?"
Talk about what you like in general:	"I like/ prefer tea."
Ask people about what they like or prefer now:	"Would you like/ prefer tea or coffee?"
Talk about what you like or prefer now:	"I'd like/ prefer tea."

Grammar

Would like

Affirmative

I
You
He/She/It
We
They

'd like

a glass of cold water.

'd = would

Yes/No Questions

Short Answers

Would

you
he/she/it
they

like a cookie?

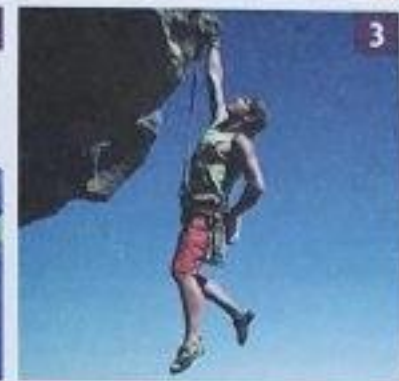
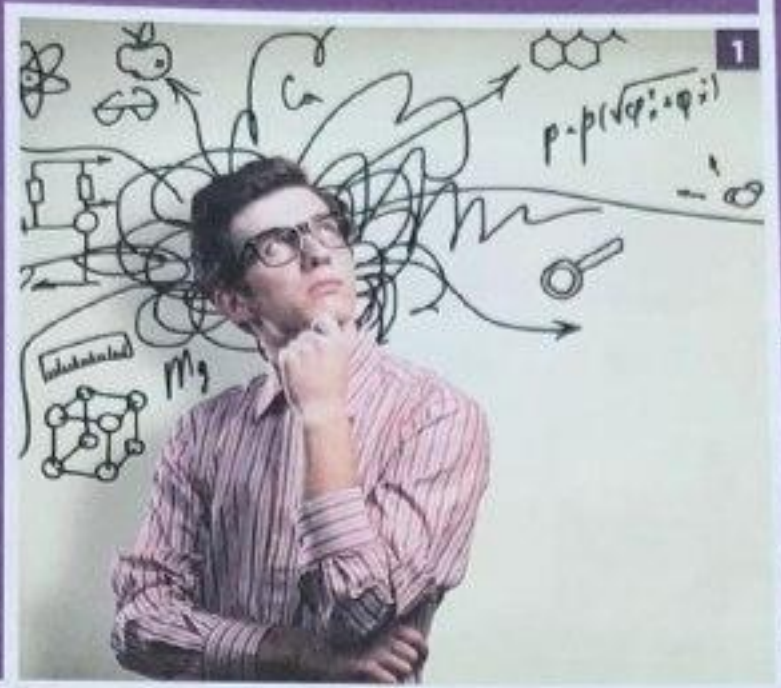
Yes, please.
No, thank you.

Useful Words and Expressions

Spices and dressings: cinnamon, mayonnaise, saffron, etc.

Nuts: almonds, hazelnuts, pistachio nuts, etc.

Foods and snacks: croissant, muffin, sushi, etc.



Unit

2

All about People

Lesson A

She Loves
Painting

Lesson B

You Need to Be
Patient Enough



Match each adjective with one of the pictures

- a. serious
- b. adventurous
- c. anxious
- d. creative

Lesson A

She Loves Painting

1 New Words

Listen and repeat.

اجتناب کردن



avoid

نمی توانم کمک کنم



can't help

نمی توانم ایستاد



can't stand

مشاور



counselor

لذت بردن



enjoy



give up



hope



imagine



pretend



vet

2 Mini Dialogs

2.1 Listen and fill in the blanks. Then listen again and check your answers.



1. **Bahman:** Do you think Behnam will be a successful counselor?

Farshid: I think so. He enjoys (1) talking to and helping others.



2. **Mary:** Can you imagine Betty becoming a vet?

Janet: Oh no, not at all. She's afraid of (2) animals.

touching



3. **Shima:** Is Sara going to be a successful artist?

Kimia: Absolutely! She is painting and hopes (3) to do ... something new every day.



4. **Edward:** Is he listening to us?
Robert: I think so. He's pretending (4) to be asleep.

Choose the correct form.

1. I can't imagine (to work/ working) in a place like this.
2. Sara hopes (to be/ being) a famous artist one day.
3. Behnam enjoys (to help/ helping) people.
4. George is planning (to be/ being) a successful business person.

Classroom Interaction 3

Ask and answer questions like the example.

1. John/ get better grades/ promise/ study harder

A: Is John going to get better grades?
B: Yes, he promised to study harder.

2. Homa/ be a successful teacher/ love/ work with children

3. Ricardo/ be a successful farmer/ can't stand/ get up early

4. Jonathan/ be a successful business person/ hope/ be a rich man very soon

5. Kamal/ lose weight/ can't help/ eat cream cakes

6. Reza/ be a successful translator/ plan/ take a special course next month

Is Reza going to be a successful translator?
Yes, he plans to take a special course next month.

2. Is Homa going to be a successful teacher?
Yes, she loves to work with children.
3. Is Ricardo going to be a successful farmer?
No, he can't stand to get up early.
4. Is Jonathan going to be a successful business person?
Yes, he hopes to be a rich man very soon.
5. Is Kamal going to lose weight?
No, he can't help eating cream cakes.

Language Focus 4

Verbs Followed by Gerunds (-ing) or Infinitives (to + simple form of the verb)

Verbs + Gerund

avoid, enjoy, imagine, can't help, can't stand

Verbs + Infinitive

agree, decide, hope, need, plan, refuse, want

مقول بعدش با to ص بار

Tip 1!

We use a gerund (-ing form of the verb) after prepositions.

He's afraid of working with electricity.
She's interested in playing tennis.

Tip 2!

like + doing and *love + doing* express a general enjoyment.

I **like working** as a teacher. = I am a teacher and I enjoy it.
I **love fishing**. = This is one of my hobbies.

Would like to do and *would love to do* express a preference now or at a specific time.

I'd **like to be** a teacher. = When I grow up, I want to be a teacher.

Notice the short answers.

Would you like to come for a walk? **Yes, I'd love to.** / No, thanks.

In these sentences, one or two verbs are correct, but not all three. Check (✓) the correct verbs.

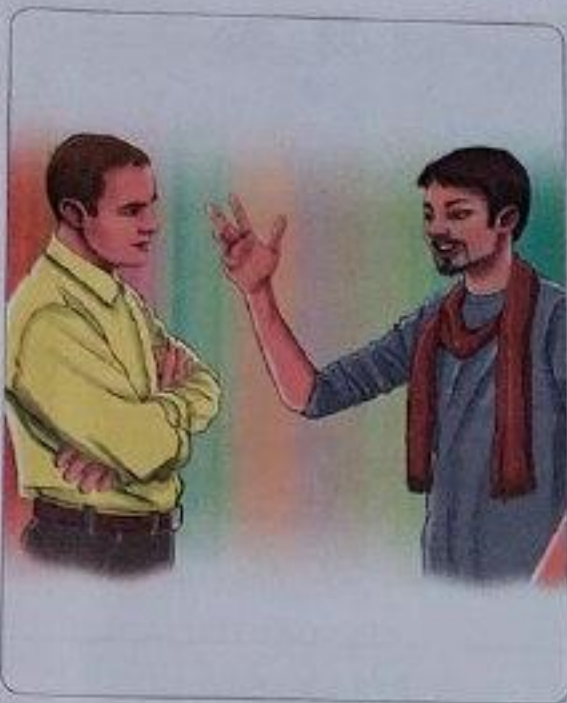
- I to live in a hot country.
a. want ✓ b. enjoy c. 'd like ✓
- We going to Mexico for our vacation.
a. are hoping b. 're thinking of ✓ c. like ✓
- I going shopping on the weekend.
a. want b. like ✓ c. love ✓
- I to see you again soon.
a. hope ✓ b. 'like c. 'm interested in
- Do you studying English?
a. want b. enjoy ✓ c. like ✓
- We having a few days off soon.
a. 're thinking of ✓ b. 'd love to c. 're interested in ✓

Conversation

5



5.1 Listen to the conversation. Check (✓) the true sentences about Akio.



It's Hard to Be an Actor

John: Do you enjoy ^{tailoying} acting?

Akio: Yes. I love acting.

John: Is it hard to find work as an actor?

Akio: Very hard. Many people want to become actors. You need to have talent, ^{tailoy} patience, and luck.

John: Do you ever want to change jobs? ^{کومت گوت}

Akio: No. ^{مرفوضه} I refuse to give up my dream. I keep trying new roles. I think I'm a great actor, and I plan to show the world! ^{tailoy}

1. Akio is interested in acting.
2. Akio thinks having luck is enough for becoming an actor.
3. Akio is thinking of changing jobs.
4. Akio is planning to be a great actor one day.

5.2 Pair work. Make a similar conversation about another job.

Listening Practice

6



Listen to two people talk about their plans and fill in the blanks. Then listen again and check your answers.



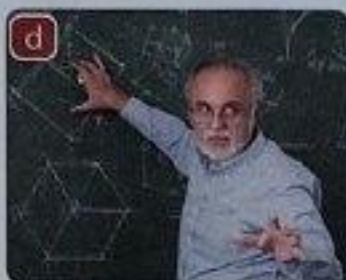
Eva: I'd like (1) to go back to work next year. I worked in a bank before I had children, but I don't want to work in a bank any more. I hope (2) to go back to college and study to be a primary school teacher. I've worked part-time at Ella and Joe's school for a few years now, and I really enjoy it.



Peter: I've been in the same job for 20 years. I'm an accountant ^{روزانی} for a big company, and I visit all the company offices regularly. I'm thinking of (3) changing jobs, because I'm tired of (4) traveling all the time. Actually, I'd like (5) to start my own business.

7 Vocabulary Development

Match the words to pictures a-f.



- | | | |
|---------------------------|----------------|------------------|
| 1. a judge ^ز f | 2. a plumber c | 3. a carpenter b |
| 4. a barber a | 5. a tailor e | 6. a professor d |

8 Pronunciation

8.1 Notice how the important words in a sentence are stressed.

I'm **going** to **Hungary** on **Tuesday**.He's **staying home** this **weekend**.

8.2 Read the following sentences and circle the stressed words. Then listen and check your answers.

- I'm thinking of changing jobs next month.
- He hopes to go to a famous college next year.
- As a counselor, he enjoys helping his friends.
- They refused to help me when I needed some money.

Communication Activity (Optional) **9**

9.1 Work in pairs. Ask and answer the questions. Make a note of your answers.



a roller coaster



an underground cave

- You are reading in bed, and you hear a strange noise outside the window. Do you
 - carry on reading?
 - hide under the bed covers and try to ignore it?
- A friend suggests going on a really tall and fast roller coaster. Do you
 - agree to go?
 - refuse to go, because it's too scary?
- You have to read a text out to your class. How do you feel?
 - Fine, I like reading to my class.
 - Terrible. I can't help feeling really nervous.
- Somebody offers to take you exploring in an underground cave. Do you
 - decide to go?
 - say no, and avoid it?
- You get an invitation to a party from someone you don't know very well. Do you
 - accept the invitation?
 - pretend to be busy?

Lesson B

You Need to Be Patient Enough

1 New Words

Listen and repeat.



ماجراجو
adventurous



مضطرب
anxious
worried nervous



ظاهر
appear



بیدار
awake
not sleeping



خلاق
creative
tight loose



غایب
disappear



مضطرب
fussy



بسیار رسیده
overripe



رسیده
ripe



سفت
tight

2 Mini Dialogs

2.1 Listen and fill in the blanks. Then listen again and check your answers.



1. Shirin: How do you take a good photograph, Mitra?

Mitra: Well, you need to be patient (1) ^{enough} It takes time to take a good picture.



2. Phil: My feet really hurt.

Tom: Well, I think your shoes are (2) ^{too} tight.



3. Manfred: Mr. Roberts, could you help me with my math problems?

Mr. Roberts: I'm afraid, I don't have (3) ^{enough} time to help you right now, but I'll certainly help you tomorrow.



4. **Laura:** Why don't you take that melon in the corner?
Elena: Hmm. You're right, but let me feel it. Oh, it's (4) *too* *soft*. It may be overripe.
Laura: OK. Here. This one is *harder*.
Elena: But it's (5) *too* *hard*.
Laura: Elena, you're (6) *too* *fussy*. After all, it's just a melon!

Tip!

After all: We use this expression to add information that shows that what you have just said is true: *I like Mary - after all, she is my sister.*

2.2 Check True or False.

1. We use *too* ^{بسیار} before adjectives. ^{صفت}
 True False
2. We use *enough* ^{کافی} before nouns. ^{اسم}
 True False
3. We use *enough* ^{کافی} before adjectives. ^{صفت}
 True False

Classroom Interaction 3

Ask and answer questions like the example.



1. Mrs. Wilson/ buy the necklace/ money
A: Can Mrs. Wilson buy the necklace?
B: No, she doesn't have enough money to buy it.

30 can sorenna drive a car?
 Yes, he old enough to drive.
 - he's not old enough to drive.

2. Sorena/ drive a car/ old



can john reach the top shelf?
 No, he can't. He is short

4. John/ reach the top shelf/ short



Can Hamid desing a new website?
 Yes, he's creative enough.

3. Hamid/ design a new website/ creative



can ms. nejati finish the report by 4:00
 no, she's too busy.

5. Ms. Nejadi/ finish the report by 4:00/ busy



can Hamed and Iman climb mount Damavand?

6. Hamed and Iman/ climb Mount Damavand/ adventurous
 adventurous. enough.

Yes, they

too young = not old enough



4

Language Focus

Too and Enough

1. **Enough** means "sufficient." It has a positive meaning.

We use *enough* after an adjective.

We use *enough* before a noun.

He's **old enough** to drive.

There are **enough chairs**.

تیس جیو = too

2. **Too** means "more than necessary." It has a negative meaning.

We use *too* before an adjective.

بسیار زیاد

A: What's wrong?

B: The coffee is **too hot**. I burned my tongue.

3. An **infinitive** can follow an **adjective + enough**.

An **infinitive** can follow **too + an adjective**.

بسیار

زیاد

He's **old enough to drive**.

She's **too tired to drive**.

Tip!

Notice the difference between *very* and *too*.

The tea was very hot, but it wasn't too hot for me. This means I was able to drink it.

The test was very hard, but it wasn't too hard for Tom. This means Tom was able to answer the questions.

4.1 Match the questions and answers.

1. Do you want to go to the movies with us? c-a
2. Would you like to meet Ms. Wilson? h
3. Why are you looking for a new apartment? g
4. Are you going to the beach today? a-c
5. Are you going to buy the necklace? b
6. Is your son on the swim team? f
7. Why doesn't Joe do well in school? e
8. Do you like to cook for David? d

a. No, it's ^{بسیار}too cold.

b. No, it's ^{بسیار}too expensive.

c. No, it's ^{بسیار}too late.

d. No, he's ^{بسیار}too fussy.

e. He's ^{بسیار}not serious enough.

f. No, he's ^{بسیار}not fast enough.

g. Ours isn't ^{بسیار}big enough.

h. Oh, no. She's ^{بسیار}too talkative.

talkative: liking to talk a lot

4.2 Fill in the blanks. Use *too* or *enough*.

1. We couldn't buy the tickets because we didn't have *enough money* (money). قبیل اسم
2. We didn't buy the car because it wasn't *big enough* (big). بزرگ نیست
3. I couldn't see her because it was *too dark* (dark). تیره
4. I can't decide what to do because I don't have *enough* (information). قبیل اسم
5. You can't change the situation now. It's *too* (late). تأخیر است
6. He did badly in the exam because he was *too* (nervous). تنگ قلب
7. He shouldn't play in the team because he isn't *good enough* (good). خوب نیست
8. Robert didn't go to work because he didn't feel *well enough* (well). خوب نیست

5 Vocabulary Development

Match the words to pictures a-e.



1. emotional b 2. serious c 3. energetic e 4. smart a 5. well-organized d

6 Listening Practice

6.1 Answer the following questions:

1. When did you last move to a new apartment?
2. What was the most difficult part about moving?

6.2 Andrew and Bernard are moving. Listen to the conversation and answer these questions. Then listen again and check your answers.

1. Where is the conversation taking place? *In an apartment.*
2. Why didn't they put the piano in the extra bedroom? *The doorway is not wide enough / too narrow to get the piano through.*
3. How are they going to spend the rest of the day? *They want to go out for dinner.*
4. What time did Andrew make the reservation for? *He made the reservation for 7:30.*
5. Which restaurant is Bernard not interested in and why? *The Mexican restaurant, because the food was too spicy to eat.*

take place: happen

narrow ≠ wide

6.3 Do you remember which adjectives were used after *too* and which ones were used before *enough*? Listen for a third time and check your answers.

after too: narrow, heavy, tired, spicy.
before enough: wide, big, awake. big enough



Speaking Task 7

What qualities should these people have? Write three adjectives for each. Then make conversations like the example.

a teacher

a parent

a best friend

a manager

What qualities does a teacher need to have?

thinks

In my opinion, a teacher needs to be smart, energetic, and well-organized.



The Golden Touch

at once = Instantly

for = Because

8.1 Discuss these questions.

1. Why is greed a bad human quality?
2. What do greedy people usually love?

8.2 Read the passage and answer the multiple-choice questions.



King Midas was too greedy. One day an old man said to him, "Wish for anything you like, and I'll give it to you." The king replied at once, "I want everything I touch to be changed into gold." "Very well," said the old man. Then he disappeared.

King Midas was very pleased. He touched a beautiful red rose and it turned into shining gold. A bee flew on to his hand and was changed at once into a golden bee. King Midas was very excited. He touched many flowers and plants and statues in the garden. He rushed into the palace

and touched chairs and tables and vases. Everything he touched turned into gold! "I am the luckiest man alive," cried Midas.

But then he tried to bite an apple, and it turned into gold. "Oh dear," said the king, "I can't eat or drink anything at all! I will die!"

Just then his little daughter ran into the room and put her arms around him. At once she became a golden statue. King Midas became too anxious, for he loved his little daughter more than gold. He began to cry.

Suddenly the old man appeared. "Are you happy now?" he asked. "Oh no!" said the king. "Give me back my daughter. I promise that I won't be a greedy man any more."

"Very well," said the old man. "You have learned your lesson. Go and bathe in the river. Everything that you touch with water from the river will not be gold any longer."

King Midas ran quickly to bathe in the river. Then he touched the golden statue with water from the river, and there was his daughter alive and well! Together, he and his daughter let drops of water fall on the tables and chairs and vases and plants and flowers, and they were no longer made of gold. King Midas was able to eat and drink again. He was very happy.

The king remembered the lesson he had learned. He was never greedy for gold again.

Note

Midas is pronounced /maidəs/.

- Which question does the first paragraph NOT answer?
 - How old was Midas?
 - What kind of man was Midas?
 - Who did Midas meet?
 - What did Midas ask for?
- What does "at once" in paragraph 1 mean?
 - Certainly
 - Slowly
 - Carefully
 - Immediately
- How did Midas feel first when he began to turn things to gold?
 - Sorry
 - Angry
 - Excited
 - Afraid
- Which word in the passage means "move with great speed?"
 - Cry
 - Rush
 - Bite
 - Appear
- What does the word "for" in paragraph 4 mean?
 - So
 - When
 - Because
 - After
- What did the old man advise Midas to do?
 - Drink from the river
 - Swim in the river
 - Touch the golden flowers
 - Drop the golden statue into the river

8.3 Read the following paragraph again. What do the words in bold refer to?

Just then his little daughter ran into the room and put **her** arms around **him**. At once **she** became a golden statue. King Midas became too anxious, for **he** loved **his** little daughter more than gold. **He** began to cry.

1. her ^{his daughter's} 2. him ^{king midas} 3. she ^{his daughter} 4. he ^{king midas} 5. his ^{king midas's} 6. He ^{king midas}

8.4 For discussion

- Look up the word "moral" in your dictionary. What is the moral of this story?
- Do you know any other stories with morals?

Writing **9**

Think about something that is a challenge, for example, running a marathon. Do you think you can do it? Write sentences with *too*, *enough*, *not enough*, and the adjectives in the box or your own ideas.


- | | | | | | |
|-----|-----------------------|----------------------|--------------------|---------------------------|--------------------------|
| old | ^{قوی} strong | ^{سریع} fast | ^{سخت} fit | ^{گران} expensive | ^{سخت} difficult |
|-----|-----------------------|----------------------|--------------------|---------------------------|--------------------------|

I'm old enough to run a marathon, but it's too difficult for me. I'm not strong enough.

.....

.....

.....

 Language Summary

Now You Can Do This:

Talk about what you like in general:	I like going to the movies.
Talk about what you like now or at a specific time:	I'd like to go to the movies tonight.
Talk about things with an excessive degree:	The tea is too hot to drink.
Talk about a sufficient amount, number, or quality:	She's old enough to drive. He has enough money to buy a new car.

Grammar

Too; Enough

Too + Adjective

Too Adjective (Infinitive)

That job was too difficult (to do).

Adjective + Enough

Adjective Enough (Infinitive)

The book is easy enough (to read).

Useful Words and Expressions

Jobs: carpenter, counselor, vet, etc.**Verbs followed by gerunds or infinitives:** avoid, imagine, pretend, etc.**Human qualities:** adventurous, creative, fussy, etc.**Expressions:** After all, In my opinion, Never mind

Lesson A

Amazing Facts

1 New Words

Listen and repeat.



blue whale



butterfly



cheetah



cypress



dragonfly



giraffe



turtle



volcano



wing

2 Mini Dialogs

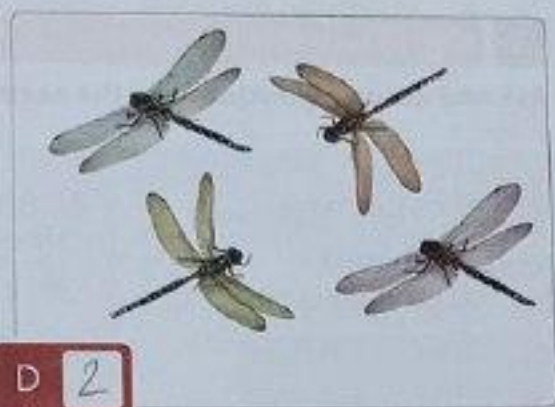
2.1 Look at the pictures. Listen and number them 1-4.



A 3

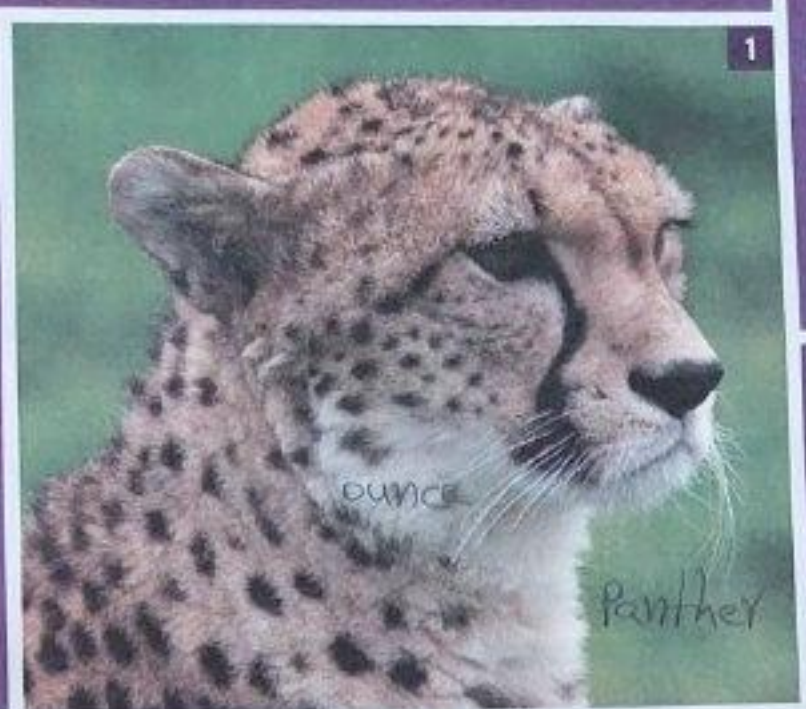


B 4



2.2 Listen to the dialogs and fill in the blanks. Then listen again and check your answers.

- 1. Ehsan:** Would you like to help me with this general knowledge ^{information} quiz?
Babak: Sure, I'd be glad to.
Ehsan: This is the first question. (1) How long can camels go without water in very high temperatures?
Babak: I think on average they can go for about 240 hours.
Ehsan: Wow! That's amazing.
- 2. Ehsan:** Well, another question. (2) How fast do dragonflies fly?
Babak: They fly about 97 kilometers per hour.
Ehsan: That's interesting. I didn't know they can fly so fast.
- 3. Ehsan:** Oh, a question about our country; (3) How old is the ^{tree} Cypress of Abarkuh in Yazd?
Babak: It's at least 4000 years old.
Ehsan: 4000 years old! That's incredible.
Babak: Yes, and it's the second oldest tree in the world.
- 4. Ehsan:** And finally, (4) How many active volcanoes are there in the world?
Babak: There are about 1500.
Ehsan: ^{wow} Gee! You are so knowledgeable. Thanks a lot for your help.
Babak: My pleasure. ^{well informed}



Unit

3

Nature

Lesson A

Amazing Facts

Lesson B

Food and Health



1. Which animals do you see in pictures 1-3?
2. What does picture 4 show?

3 Classroom Interaction

Ask and answer questions like the example.

1. cheetah/100 kilometers per hour

A: How fast can a cheetah run?

B: It can run about 100 kilometers per hour.



2. turtle/ 80 years

How long can a turtle live?
It can live about 80 years.How many wings butterfly have?
It has four wings.

3. wings/ butterfly/ four

How far is the Earth to the moon?
It's 380,000 kilometers.

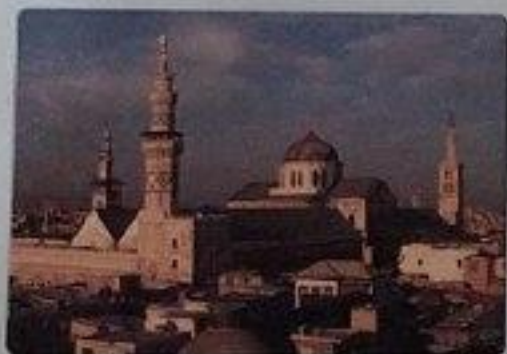
4. the Earth to the Moon/ 380,000 kilometers



How long the city of Damascus.

It's 10,000 years old.

5. the city of Damascus/ 10,000 years old



How old is the blue whale?

It's 150 tons.

6. the blue whale/ 150 tons



few = تعدادی
 little = تعدادی
 some = تعدادی - تعدادی
 many = تعداد زیادی

How many

Book: قابل شمارش (c) قابل شمارش در دیکشنری
 water: غیر قابل شمارش در دیکشنری
 بعضی ها با دو تا شدن می آید.
 little - a little - much

قابل شمارش: few - a few - many
 Both lesson A | 41

Language Focus 4 little - much

How questions

How far is your home from here?

About six kilometers.

time

How long does a giraffe sleep in 24 hours?

One and a half hours.

چند دقیقه

How often do you go to the movies?

Twice a month.

all - some -
 a lot of

اسم قابل شمارش جمع = جمع
 غیر قابل شمارش جمع = جمع

How tall is your brother?

About two meters.

چند متر

How many meals do you eat a day?

Four small meals.

چند مقدار

How much do you weigh?

67 kg.

4.1 Circle the correct question words below. Use the answer to help you where necessary.

1. How much / How many water do people need to drink every day?
 About two liters.

2. How long / How much do sharks usually live?
 20-30 years.

3. How long / How often do you need to feed a baby?
 Every three or four hours, at least.

4. How fast / How far do most people walk?
 About five to six kilometers an hour.

5. How much / How often do you go swimming?
 Two or three times a week.

6. How long / How far can a camel live without water?
 About 12 days.

سوالی که جواب مثبت دارند یا در جواب مثبت هستند

some = مثبت

any = منفی - منفی

a few = اسم جمع قابل شمارش کمی

little - few = تقریباً هیچ بدون a

4.2 Make each question using the words in parentheses and How old, How much, How many, etc. Put the verbs into the correct tense.

A: How old is your husband (your husband/ be)?

B: He is 34. He'll be 35 next month.

1. A: How many languages do you speak? (languages/ you/ speak)?

B: I speak three - English, French and Chinese.

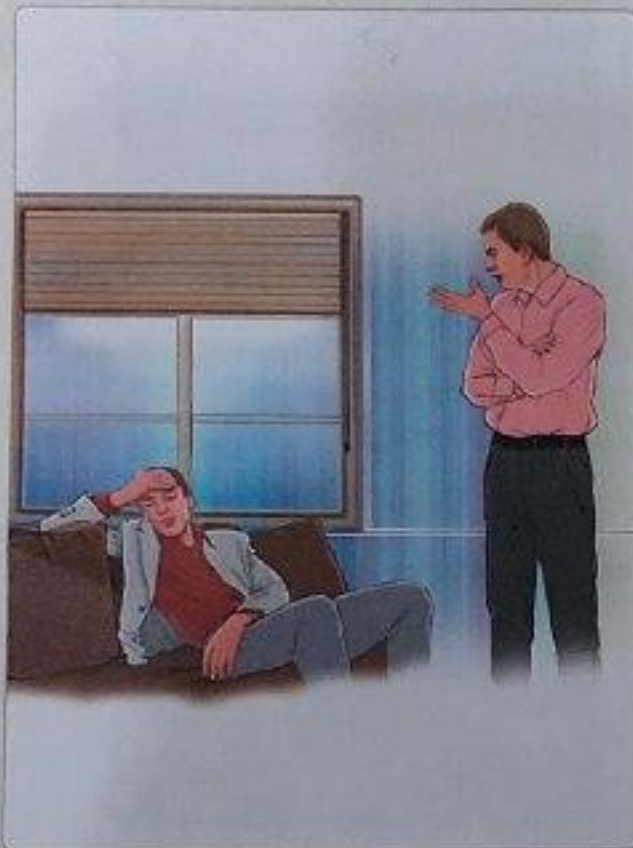
2. A: *How far is it?* (it/ be) from here to the airport?
B: It's about 25 kilometres.
3. A: *How much did the meal cost?* (the meal/cost)?
B: I can't remember, but it wasn't very expensive.
4. A: *How long did you stay?* (you/stay) there?
B: I stayed there from June until October.
5. A: *How often does the mailman come?* (the mailman/ come)?
B: He comes twice a day.
6. A: *How much cheese did you buy?* (cheese/ you/ buy)?
B: I bought half a kilo.



5

Conversation

5.1 Listen to the conversation. Circle the correct response to each question.



I Feel Tired All the Time

Fred: What's wrong, Jack? Are you OK?

Jack: Oh, hi, Fred. I don't know. I just don't have much energy. I feel tired all the time.

Fred: Hmm. Do you eat breakfast every day?

Jack: Sure. And I exercise. I lift weights at my gym.

Fred: And how often do you go there?

Jack: Three or four days a week.

Fred: That's not bad. How long do you spend there?

Jack: Oh, about an hour a day.

Fred: That's good. And how much sleep do you get?

Jack: Quite a bit, about ten hours a night.

Fred: Ten hours? That's why you don't have any energy. I think that's too much sleep!

- Does Jack eat breakfast every day?
 - Yes
 - No
- How often does Jack go to the gym?
 - Two or three times a week
 - Three or four times a week
- How long does Jack stay at the gym?
 - An hour a day
 - Half an hour a day
- How much sleep does he get?
 - Eight hours a night
 - Ten hours a night

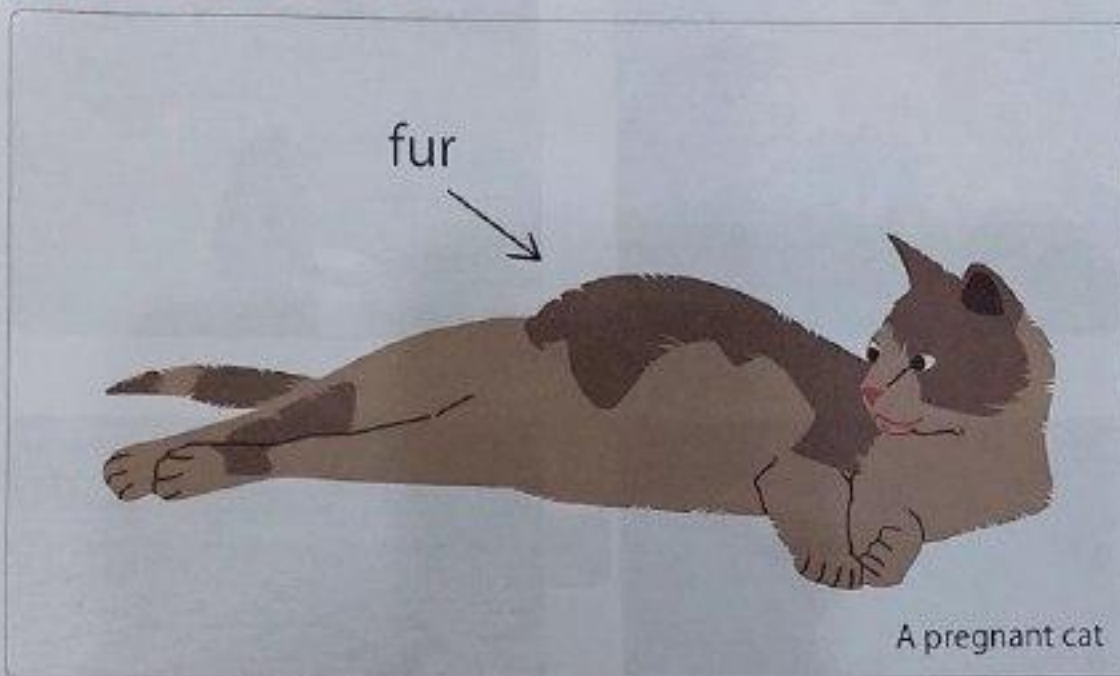
5.2 Pair work. Make a similar conversation.

Listening Practice

6



Listen to a passage about cats and answer the following questions. Then listen again and check your answers.



home cat

- How many domestic cats are there in the world today? About 500 million.
- What do they catch? mice and small birds.
- How many hours a day do they sleep? About sixteen hours a day.
- How do they wash themselves? with their tongues.
- How long are female cats pregnant? for about nine weeks.
- How many kittens do they have at one time? Between two to five kittens.
- How many kinds (breeds) of cat are there? over one hundred types.
- What is special about sphinx cats? They are hairless.

kind of cat

7 Vocabulary Development

Match the words to pictures a-f.



c 1. volcanic eruption

d 2. flood

a 3. earthquake

b 4. avalanche

f 5. drought

e 6. lightning

Pronunciation

8



8.1 Listen to the following numbers and notice the pronunciation.

30 300 303 3,000 30,000 300,000 3,000,000 30,000,000

8.2 Read the following numbers. Then listen and check your answers.

50 500 505 5,000 50,000 500,000 5,000,000 50,000,000

Communication Activity (Optional)

9

Work in pairs. Use the chart below and make conversations like the example.

How far do you walk every week?

I walk about 12 kilometers every week.

A

How tall
How fast
How far
How long
How much
How many languages
What kind of food
Which sports

B

are you
do you
can you

C

like
swim
study
run
walk
speak
play
weigh
sleep

D

every day?
every night?
every week?



1



New Words

Listen and repeat.



cauliflower



celery



fig



nectarine



plum



spinach

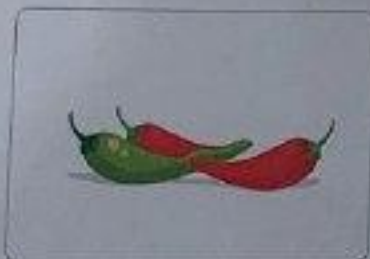


2



Mini Dialogs

2.1 Listen and fill in the blanks. Then listen again and check your answers.

not enough: little.1. **Roya:** Let's make an omelet for the guests tonight. What do we need?**Elnaz:** We need some vegetable oil.**Roya:** Oh, there is (1) *little* vegetable oil here – it isn't enough.**Elnaz:** It doesn't matter. We can use olive oil, instead. I think we have (2) *a little* olive oil in one of those bottles.*Positive*2. **Elnaz:** Next, we need some eggs and tomatoes.**Roya:** We have (3) *a few* eggs, but there are (4) *few* tomatoes in the refrigerator.**Elnaz:** No problem. We can send Ali to buy (5) *a few* more.*Positive**negative*3. **Elnaz:** We also need some green peppers.**Roya:** We don't have any, but we have (6) *a few* red peppers.*Positive*



4. **Elnaz:** All right. Finally, we need some potatoes. Are there enough potatoes?

Roya: Yes, there are (7) a few.

Elnaz: OK! Then let's begin. *positive*

2.2 Check True or False.

1. We use *little* and *a little* with countable nouns.

True False

2. We use *few* and *a few* with countable nouns.

True False

3. *Little* means not much and *few* means not many.

True False

4. *A little* and *a few* show that we don't have enough of something.

True False

Classroom Interaction

3

Look at the pictures. Ask and answer questions like the example.



1. nectarines

A: Are there enough nectarines in the refrigerator?

B: No, there are very few.

Are there enough cauliflowers in the refrigerator?

2. cauliflower

Yes, there is a little.



Are there enough plums in the refrigerator?

3. plums

Yes, there are a few.



4. Are there enough figs in the refrigerator? No, there are very few.
 5. Is there enough celery in the refrigerator? Yes there is a little.
 6. Is there enough spinach in the refrigerator? Yes there is a little.



4 Language Focus

Few, a Few, Little, a Little

Explanations

A *few* and a *little* have a positive meaning for the speaker. The speaker means: *some* (a sufficient quantity).

non of
 many

Few and *little* have a negative meaning for the speaker. The speaker means: not many, not much, (an insufficient quantity.)

Examples

(a) She has **a few** books.
 = She has *some* books.

(b) I have **a little** time.
 = I have *some* time.

(c) They have **few** books.
 = They don't have many books.

(d) They have **little** time.
 = They don't have much time.

Tip!

Very (+ *few*/ *little*) makes the negative stronger by making the number/amount smaller.

I feel sorry for her. She has very few friends (almost no friends).

The have very little money to buy food for dinner (almost no money).

Fang and Jia are both Chinese students living in Europe for a year. Their experiences are very different. Fill in the blanks with *few/a few* or *little/a little*.

Fang is very lonely. She doesn't have a full-time job. She has (1) *few* friends and (2) *a little* money. She works part-time as a babysitter. She doesn't like this kind of work. She has (3) *little* patience for children. She speaks very (4) *little* Spanish.

Jia loves to live in different countries. She speaks (5) *a few* languages. She goes to a language school in Spain, and she has (6) *a few* very close friends. Jia learns (7) *a little* Spanish every day. She also works as a babysitter and makes (8) *a little* extra money. Jia works hard, but she always has (9) *a little* time to go out and have fun. She has (10) *few* problems in Spain.

babysitter: a person who takes care of babies or children while their parents are away from home and is usually paid to do this

Vocabulary Review 5

Match the words to pictures a-f.



1. peas *c*
4. peaches *b*

2. beans *a*
5. turnips *d*

3. lettuce *f*
6. beets *e*

Listening Practice 6

6.1 Listen to the conversation between Carlos and the doctor. Circle T (true) or F (false).

- | | | |
|---|-------------------------|-------------------------|
| 1. Carlos eats a few bananas every day. | T | <input type="radio"/> F |
| 2. He eats a few apples every day. | T | <input type="radio"/> F |
| 3. He drinks a little Coke. | <input type="radio"/> T | F |
| 4. He eats very few hamburgers. | <input type="radio"/> T | F |
| 5. He doesn't like ice cream. | T | <input type="radio"/> F |

7 Speaking Task

7.1 Work in pairs. Take the quiz. Take turns asking and answering the questions.

7.2 Add up your scores. How healthy are you? How healthy is your partner?

1. How many servings of fruit and vegetables do you eat a day?

- a. Five or more
- b. Three or four
- c. One to two ①



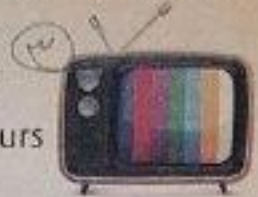
2. How often do you eat breakfast?

- a. Every day ②
- b. Two to six times a week
- c. Rarely



6. How long do you spend watching TV or playing video games each week?

- a. One to two hours ②
- b. Three to six hours
- c. Seven or more hours



7. How well do you sleep at night?

- a. Very well ②
- b. Pretty well
- c. Not very well



3. How many meals do you eat a day?

- a. Four or five small meals
- b. Three meals ②
- c. One or two big meals



8. How often do you get a checkup?

- a. Once a year ②
- b. Every two or three years
- c. Hardly ever



4. How much junk food do you eat?

- a. Very little
- b. About average ②
- c. A lot



9. How happy are you with your health?

- a. Very happy ②
- b. Pretty happy
- c. Not very happy



5. How often do you exercise?

- a. Every day
- b. Two or three times a week ②
- c. Never



a answers = 3 points
b answers = 2 points
c answers = 1 point

20

21-27: You're very healthy. Congratulations!
15-20: You're pretty healthy. Keep it up!
9-14: You can improve your health. Start now!

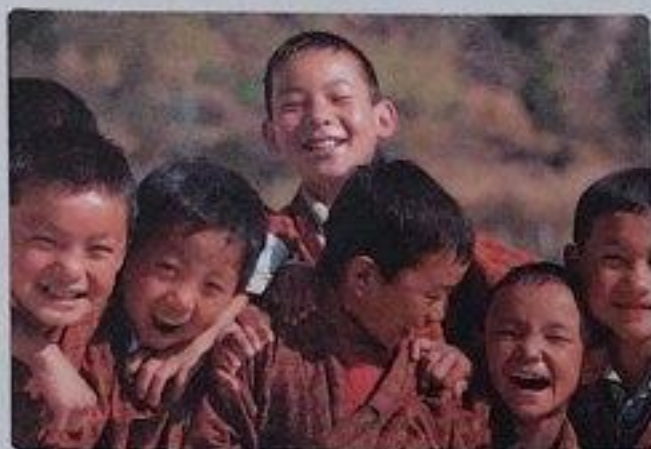
Measuring Health and Happiness

When we measure something, we find the exact size or amount of something. Do you think we can measure health and happiness? If yes, how?

8.1 Which of these things make you feel happy? Order them from 1 to 5 (1 = happiest). Compare with your partner.

- 5 Sleeping a long time
- 2 Having money
- 1 Relaxing on weekends
- 3 Going out with friends
- 4 Doing exercise

8.2 Read the following passage. Try to guess the meaning of the highlighted words.



The small country of Bhutan in the Himalayan Mountains is over one thousand years old. In the past it was a poor country and not many people visited it. But nowadays, it is becoming more and more popular with tourists. Medicine and health is improving, and its economy is growing. The King of Bhutan thinks happiness is the way to measure the country's development.

But how do you measure happiness? Perhaps health is the best way because a famous doctor once said, "Happy people generally don't get sick."

It's also easy to measure how many people feel ill or unhealthy in a country. For example, one **survey** says Iceland is the "healthiest country in the world" because men and women live a long time there, the air is very clean, and there are more doctors **available** per person than anywhere else in the world.

However, there was another survey of the happiest countries in the world, and Iceland was not near the top. The questions on this survey included: How much do you earn? How healthy are you? How safe do you feel? After visiting 155 different countries, the researchers decided that Denmark feels happier than other countries.

So does happiness **equal** money and good health? Not according to some other researchers. They feel that there are other ways of measuring happiness. These researchers have a website and visitors click on different happy or sad faces to comment on the quality of their sleep, their family and friends, their level of stress, and their physical activity. When you finish, the website adds the results for each **area**, and it gives you a final result for your happiness.

8.3 Choose the best answer a, b, c or d to each question.

- Which of the following sentences shows the best summary of the passage?
 - Happiness improves our health.
 - Denmark is the happiest country in the world.
 - There are different ways to measure happiness.
- How does the King of Bhutan measure the country's development?
 - By money
 - By health
 - By happiness
- Which is easier to measure?
 - Happiness
 - Health
 - Sickness and ill health
- Why was Iceland number one in a survey?
 - For its money
 - For its health
 - For its happiness
- How did researchers measure happiness in 155 countries?
 - Through answers to questions
 - By looking at people's faces
 - By measuring the number of sick people
- What do visitors to the website click on?
 - Questions
 - Faces
 - Numbers

8.4 For Discussion

- Do you consider yourself to be a happy person? Why or why not?
I'm happy person. I don't take hard. I don't have stress and worry.
- In paragraph 2, a doctor said, "Happy people generally don't get sick." How much do you agree with this opinion? Yes, They don't grieve They think positive.

Writing  9

9.1 What nationality is the writer of each paragraph? Choose from the words in the box. There is one extra word.

Italian

Mexican

Japanese

French

1. Italian 2. Japanese. 3. French...

1

Pizza is a very famous food from my country. Originally it comes from Naples, in the south of my country. A traditional pizza has cheese - mozzarella cheese - tomato and herbs. A lot of young people go to a pizza restaurant on Sunday evenings.

Andrea

2

People don't use a knife and fork to eat the traditional food of my country. We use wooden sticks called chopsticks. Sushi is a very famous dish with fish, rice, and sometimes vegetables.

Kaori

3

A typical breakfast in my country is a very big cup of strong coffee, with lots of milk. The traditional thing to eat with your coffee is a croissant, maybe with butter or jam.

Jean-Christophe

9.2 Write a paragraph about food in your country. Use some of these phrases to help you.

Useful Language

... is a very famous food from my country.

Originally it comes from ... in the south/north of my country.

The national dish of my country is ...

... is a famous dish with ... and ...

A typical breakfast in my country is ...

The traditional thing to eat with ... is ...

People eat a lot of ... in my country.

On Friday, many people have ... for lunch.

We eat it with lots of ...

.....

.....

.....

.....

.....

 Language Summary
Now You Can Do This:

Ask a variety of questions beginning with *how*:

Answer a variety of questions beginning with *how*:

Talk about a sufficient number or quantity:

Talk about an insufficient number or quantity:

How fast do dragonflies fly?

They fly about 97 kilometers per hour.

He has a few friends, so he isn't lonely.

I can't lift the box. I need a little help.

He has very few friends, so he feels lonely.

We have very little money, so we can't take a taxi.

Grammar

We use *few* and *a few* with the plural of countable nouns:

few problems a few friends

We use *little* and *a little* with uncountable nouns:

little money a little rain

Useful Words and Expressions

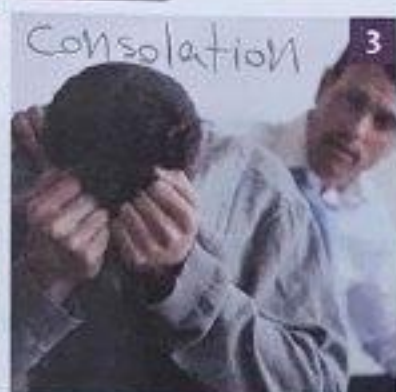
Animals: butterfly, cheetah, turtle, etc.

Natural disasters: drought, earthquake, flood, etc.

Fruit: fig, nectarine, peach, etc.

Vegetables: cauliflower, celery, spinach, etc.

Expressions: At least, My pleasure, On average



Unit

4

Would You
Turn off the TV?

helping

درخواست

Lesson A
Requests

عذرخواهی

Lesson B
Apologies



1. Which picture shows a formal request? Which one shows an informal request?
2. What are the people in pictures 3 and 4 doing?

Lesson A

Requests

1 New Words

Listen and repeat.



candle



faucet



garbage



grateful



hang up



hold



put away



put out



take off

2 Mini Dialogs

2.1 Listen and fill in the blanks. Then listen again and check your answers.



1. Mrs. Moradi: Please (1) don't leave the door open. It's really cold outside.

Mrs. Kamali: All right. I'll close it.



2. **Bill:** Hey, Tom. (2) Can... you move your car? It's blocking my driveway.
Tom: Oh, OK. I'll park it across the street.

in formal



3. **Damia:** Excuse me, (3) Could... you show me how to use this multifunction device? I'm not sure where to put the paper. *different used*
Nisha: Sure, I'd be glad to.

Formal




4. **Mark:** Would you mind not (4) Smoking here? This is a nonsmoking section.
Peter: All right. I'll put it out.

Formal

2.2 Questions

1. Which dialog shows that one of the speakers is in a higher position? Dialog 3
2. Which request forms are more formal? Which ones are more informal? *would you mind(not) excuse me, could you / please more informal, can you*
3. What kind of verb form do we use after would you mind? *ing form of the verb.*

Classroom Interaction  3

Look at the pictures and make conversations like the example. Pay attention to the relationship between the people.



1. hang up/ towels
A: Please hang up the towels, George!
B: Sure, Mom!

Very informal

Please take off the shoes?
sure, mom.

Please turn down the music.
sure, sir

2. take off/ shoes



3. turn down/ music



Please put out cigarette?

Please put away the toys?

sure, sir

sure, mom.

4. put out/ cigarette

5. put away/ toys

6. hold/ my books for a second

Please hold my book for a second



sure, teacher.

4

Language Focus

Making Requests

Making a request

Accepting a request

Refusing a request

Can you turn the TV off?

Sure.

Oh, sorry. I can't right now.

Could you lend me your pen, please?

Sure, I'd be happy to.

Sorry. I don't have one.

Would you please help me for a minute?

No problem.

I'm sorry, but I'm busy.

Would you mind helping me get this table up the stairs?

All right. I'll do it.

I'm really sorry. I can't. I have to avoid lifting heavy things.

Match each request with a suitable response. Each request may have more than one response.

1. Would you mind mailing these letters for me? ^{c, d} a. I'm sorry. I won't be late again. I promise!
2. Excuse me. Could you move your bag, please? ^{d, e, f} b. OK. I'll go outside.
3. Would you mind not smoking here? ^{b, d, e, f} c. All right. I'll do it when I go downtown this afternoon.
4. Please try to come to class on time. ^a d. Sure! No problem!
e. Sorry. I didn't know it was bothering you.
f. I'm sorry, but it's not mine.

Conversation

5



5.1 Listen to the conversation. Circle T (true) or F (false).



Could You Lend Me Some Money?

Albert: ^{what's wrong?} What's the matter, David?

David: Can you believe this? I need to buy a birthday gift for my father today, and I left my credit card at home.

Albert: So what are you going to do?

David: I don't know... Could you lend me some money?

Albert: How much do you need?

David: Oh... about \$30.

Albert: Sure. That's no problem.

David: Thanks Albert, I really appreciate it.

Tip!

I really appreciate it: I'm grateful for what you are doing.

- | | | |
|---|-------------------------|-------------------------|
| 1. David is going to buy a birthday present for his father. | <input type="radio"/> T | <input type="radio"/> F |
| 2. David lost his credit card. | <input type="radio"/> T | <input type="radio"/> F |
| 3. David needs about \$30. | <input type="radio"/> T | <input type="radio"/> F |
| 4. Albert can't lend David any money. | <input type="radio"/> T | <input type="radio"/> F |

5.2 **Pair work.** Make a similar conversation. Use different names and a different situation.



6

Listening Practice

Listen to requests and choose the correct response.

- | | |
|--|---|
| 1. <input type="radio"/> a. Yes, in a minute. | <input type="radio"/> b. Yes, it is. |
| 2. <input type="radio"/> a. Yes, it's very loud. | <input type="radio"/> b. All right. |
| 3. <input type="radio"/> a. Sure. Would you like a cold one? | <input type="radio"/> b. Oh, sorry. |
| 4. <input type="radio"/> a. Oh, of course. | <input type="radio"/> b. Yours or mine? |
| 5. <input type="radio"/> a. No, thanks. | <input type="radio"/> b. Sorry, I'm using it. |
| 6. <input type="radio"/> a. Oh, I'm sorry. | <input type="radio"/> b. I am, too. |

7

Vocabulary Development

Circle the word that does not go with the phrasal verbs.

- Turn off the (lights, faucet, garbage).
- Put out the (faucet, candle, fire).
- Hang up (the towels, the garbage, your coat).
- Take off your (boots, jacket, car).
- Put away the (faucet, dishes, towels).

Pronunciation 


8

**8.1 Listen to the reduced forms in these sentences.**

1. Could you pass me the salt?
2. Could you turn on the TV?
3. Would you help me with the math problems?
4. Would you turn down the radio?

8.2 Practice saying the following sentences. Then listen and check.

1. Could you move your car, please?
2. Would you mind keeping the noise down?
3. Could you take off your shoes?
4. Would you please spell your last name?

Communication Activity (Optional) 

9

Work in pairs. Use the list below and make conversations like the example.

Student A: Make a request.

Student B: Refuse and give a reason.

Student A: Explain why you made the request.

Student B: Offer a solution.

Can I borrow your laptop
for a few hours?

I'm sorry. I need it
right now.

But my computer isn't working,
and I have to write a report.

OK. You can have it after
I'm done.

1. Your laptop for a few hours
2. Your car for the afternoon
3. Your sleeping bag for the weekend
4. Give you a lift after school
5. Fix your bicycle

Lesson B

Apologies



1



New Words

Listen and repeat.



bill



blow a whistle



bother



burst into tears



complain



cash



knock on the door



make an offer



schedule



slippery



2



Mini Dialogs

2.1 Look at the pictures. Listen and number them 1-4.



A 3



B 1



C 4



D 2

2.2 Listen to the dialogs and fill in the blanks. Then listen again and check your answers.

1. A: Excuse me. Would you mind turning the music down? The walls are really thin, so the sound goes right through to my apartment.

B: Oh, I'm (1) *sorry*....! I didn't realize that.

2. A: Would you mind not (2) *talking* so loudly?

B: We're sorry. (3) *we'll*.... talk more quietly.

3. A: You are late! I arrived a half hour ago!

B: I'm really sorry. I (4) *forgot*... to check the bus schedule.

4. A: I think you've given me the wrong change.

B: Sorry. Let me (5) *check*... the bill again.

Classroom Interaction

3

Ask and answer questions like the example.

1. not put your garbage in the hallway (neighbor to neighbor)

A: Would you mind not putting your garbage in the hallway?

B: Oh, I'm sorry. I didn't realize it bothered you.

2. move your car from my parking space (neighbor to neighbor)

3. change my spoon/ it's dirty (customer to waiter)

4. forget to pay the bill (wife to husband)

5. forget to return my notes (classmate to classmate)

6. arrive late (teacher to student)

Language Focus

4

Making Apologies

People apologize in different ways. For example, if your boss complains when you are late for work, you can:



1. apologize

"I'm sorry I'm late."

2. apologize and:

a) give an excuse

"I missed the bus."

b) admit a mistake

"I forgot to check the bus schedule."

c) make an offer

"I'll work late tonight."

d) make a promise

"I won't be late again."

Match the statements in A with one of the ways of apologizing in B.

A

- Listen, I have some bad news. I'm really sorry, but I got into an accident with your bicycle, and the frame is broken. *b*
- It was totally my fault. I wasn't very careful. *d*
- You see, it was raining, and the road was slippery. I lost control of the bike and I crashed. *e*
- Of course, I'll pay to have it repaired. *a*
- And it'll never happen again. *c*

B

- Make an offer
- Apologize
- Make a promise
- Admit a mistake
- Give an excuse

fault: mistake

5 Vocabulary Review

Complete the following table.

	Verb	Noun
1	request	request
2	apologize	apology
3	offer	offer
4	complain	complaint
5	promise	promise
6	whistle	whistle

6 Listening Practice

- How do you usually react when someone complains? How do you usually apologize?
- Listen to three people complaining. What are they complaining about? How does the other person apologize? (More than one answer is possible.)

Complaint	Type of apology			
	give an excuse	admit a mistake	make an offer	make a promise
1. car parked in the ^{wrong} space.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. being late.....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. not attending a party	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speaking Task | 7

Look at the pictures and make conversations like the example.



Student A: Complain, request action, and accept an apology.

Student B: Ask about the problem, apologize, and offer to solve the problem.

Student A: Excuse me, I have a problem with my room.

Student B: What's the problem?

Student A: I asked for a nonsmoking room, but I got a smoking room. Could you change my room?

Student B: Oh, I'm sorry. I'll change your room right now.

Student A: Thanks a lot for your help.

Reading | 8

Culture Shock

8.1 Think about these questions.

Culture shock is an experience a person may have when one moves to a cultural environment which is different from one's own.

1. How do you usually feel when you see cultural differences when you travel to a foreign country?
2. How do you react when you see people in a foreign country behave differently?

8.2 Five foreign students had cultural problems when they studied abroad. Can you guess which countries the students were in?

A. I was a student in *India*. One day, I was invited to a local student's home for dinner. I wanted to take something special for her parents, so I made a special dish made of beef from my country. However, when I offered it to them, my friend was quiet, and looked embarrassed. When I asked her why, she explained, and I felt embarrassed, too and apologized.

embarrassed: feeling ashamed or uncomfortable

B. Well, I was a student in *the USA*, and one day I crossed the road. Just that! Suddenly I heard a whistle blowing, and a police officer came running after me. He said, "You must wait at a crosswalk and only cross if the 'walk' light is on." He was very angry with me, and I burst into tears!

- C. When I was a student in France a local friend invited me to have Sunday lunch at her home. During the meal, my friend said to me, "Put your hands on the table." When I looked, I saw that all her family had their hands on the table, except me. I had no idea why!
- D. I spent a year studying in Germany. I was shocked the first time I went to a lecture. At the end of the lecture, I stood up to leave but sat down again when all the students started knocking on their desks. I asked another student, "Why are you knocking?" It seemed a strange thing to do.
- E. I love making my own birthday cards. One day, when I was a student in Korea, I decided to make a card for a local friend. It was in different colors, and I thought it looked lovely, but when I gave it to her, she cried, "Oh no! My name is written in red ink!" When she explained why, I felt terrible.

8.3 Match the problems above to one of the explanations below. Complete the text with the correct country.

- In France, it's polite to eat with your hands on, not under, the table. C
- In India, Hindu families don't eat beef. A
- In Korea, a name written in red ink means that the person has died. E
- In the USA, crossing the road in the wrong place is called jaywalking and in some cities it's illegal. B
- In Germany, students don't clap their hands to show they like something, they knock on their desks instead. D

8.4 Which student had one of the following reactions?

For example:

Which student started to cry?

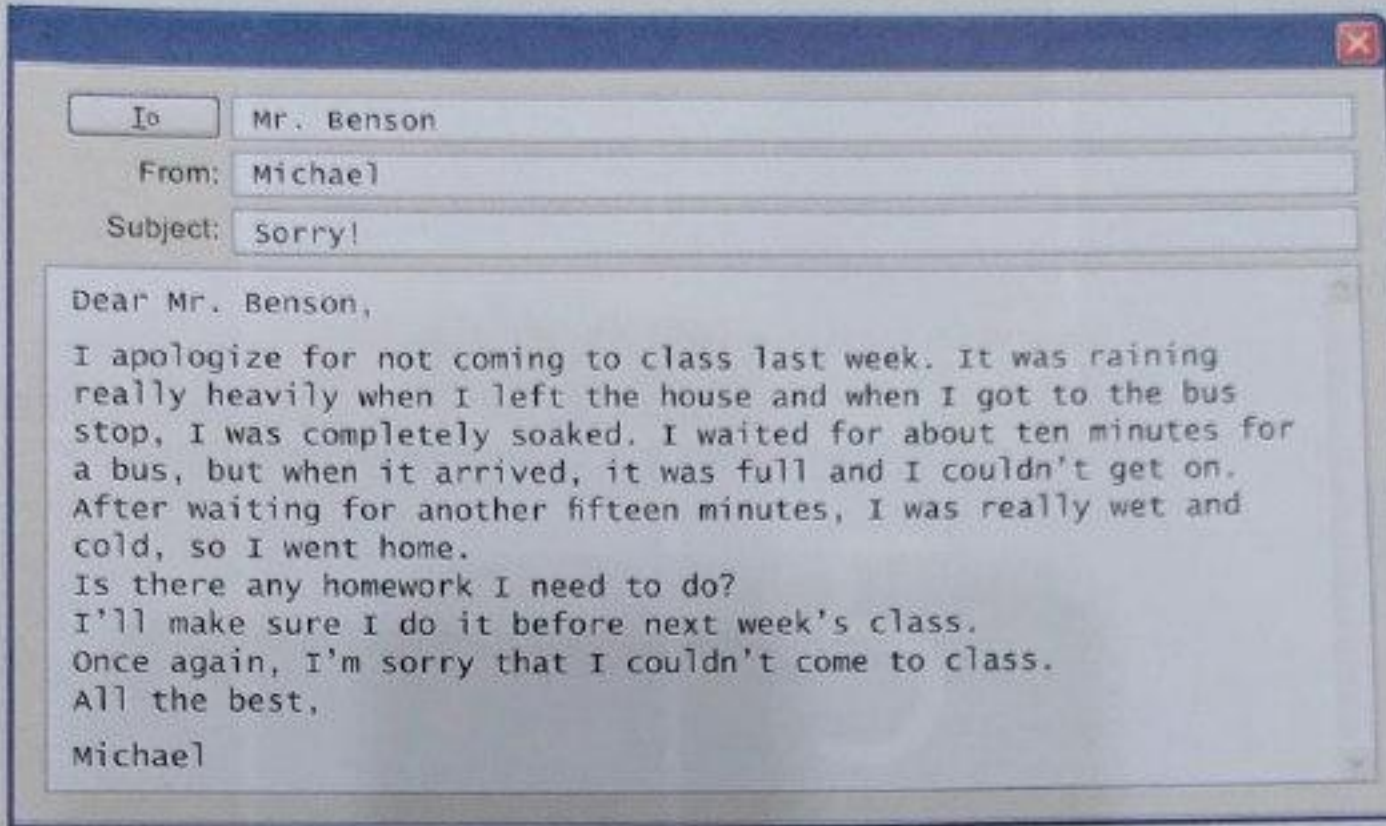
The student in the United States

- Which student didn't understand the problem? The student in France.
- Which student was very surprised? The student in Germany.
- Which student felt really bad? The student in Korea.
- Which student was uncomfortable with what her friend thought? The student in India.

8.5 For Discussion

1. Which foreign student do you think had the biggest problem? *Koica*
2. Can you think of a time when you did something wrong in a social situation?
3. When was the last time you were embarrassed? What happened?

9.1 Read the following email.



9.2 Prepare to write an email apologizing for not going somewhere. Make notes for each question.

1. Where did you not go?
2. What is your explanation for not going?
3. What will you offer to do to make things better?

9.3 Now write your email. Use your notes to help you.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

 Language Summary**Now You Can Do This:**

- Make requests:** Can you hang up the towels, please?
Make complaints: Excuse me. I think you've given me the wrong change.
Make apologies: I'm really sorry. It was my fault.

Grammar

Use the -ing form of the verb after would you mind

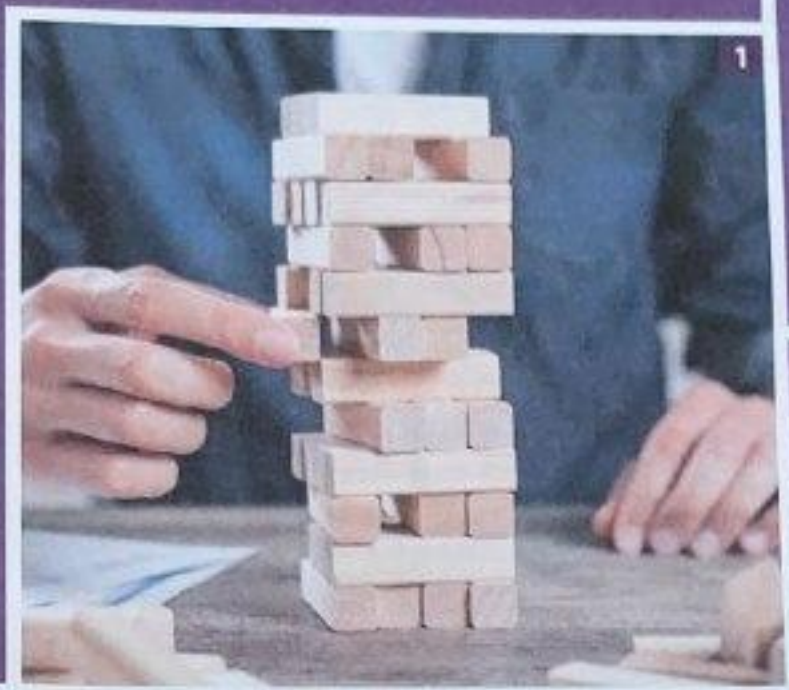
Would you mind opening the window?

Useful Words and Expressions

Phrases with make: make an apology, make a request, etc.

Phrasal verbs: hang up, take off, put away, etc.

Expressions: All right, I appreciate it, No problem



Unit

5

How Do You Do It?

Lesson A

He Drives Carefully

Lesson B

How Do You Speak in Public?



How is each person doing the job?
Match each adverb with a picture:

- 3 a. clearly *روشن*
- 4 b. nervously
- 1 c. carefully
- 2 d. quickly

Lesson A

He Drives Carefully



1



New Words

Listen and repeat.



absent-minded



careless
≠ cheerful



elevator



fluent



lively



lonely



suspicious



ugly



2



Mini Dialogs

2.1 Listen and fill in the blanks. Then listen again and check your answers.



1. **Ms. Rahimi:** Is Ms. Jamali a serious employee?

Ms. Akbari: Yes, she works both (1) *seriously* and honestly.



2. **Ehsan:** Is Ashkan a good student?

Babak: Yes he studies very (2) *well*..... and always gets very high marks.



3. **Richard:** Is Mr. Thompson a successful speaker?
Brian: Yes, he speaks both (3) *slowly* and *clearly*.



4. **Amina:** Is this a fast elevator?
Fatima: I'm not sure, but the other one moves very
 (4) *fast*.....
adverb

2.2 Are the following statements True or False?

- We use adjectives to describe people or things.
 True False
- We use adverbs of manner to describe how someone or something does an action.
 True False
- All adverbs of manner end in *-ly*.
 True False

Classroom Interaction

3

Look at the pictures and make conversations like the example.



Willy

- careless/ driver/ slow and careful
A: Is Willy a careless driver?
B: No, he isn't.
A: So how does he drive?
B: He drives both slowly and carefully.

2. Are Larry and Ted

3.

72 | Unit Five Lesson A

4. How Aynur and Elif - typist? They are fast and carefully

5. Is mina unsuccessful painter? No, she paints carefully and

2. lazy/ workers/ hard and serious



Larry

Ted

3. fluent/ speaker/ slow and nervous



Chao

4. careless/ typists/ fast and careful



Aynur

Elif

5. unsuccessful/ painter/ careful and creative



Mina

6. slow/ learner/ quick and successful



Sina

Is Sina slow learner? No, he quickly and successfully learned.

4 Language Focus

Adjectives and Adverbs

Adverbs of Manner

Adjective + -ly

Adjective

Adverb

bad

badly

careful

carefully

clear

clearly

fluent

fluently

free

freely

loud

loudly

Adjective + -ly

Adjective

Adverb

neat

neatly

nervous

nervously

quick

quickly

quiet

quietly

serious

seriously

slow

slowly

Same Adjective and Adverb Form

Adjective

Adverb

early

early

fast

fast

hard

hard

late

late

long

long

Irregular Adverb Form

Adjective

Adverb

good

well

Grammar Notes

Examples

1. We use **adjectives** to describe people or things.

Mary is a **fast** learner.
This is a **quiet** building.

2. We use **adverbs of manner** to describe how someone or something does an action.

David drives **dangerously**.
The elevator moved **slowly**.

3. Most adverbs of manner are formed by adding **-ly** to an adjective.

She's a **careful** driver.
She drives **carefully**.

Be careful! Some words that end in **-ly** are adjectives, not adverbs.

She's a **friendly** person.
This is an **ugly** building.

Examples: *lively, lovely, ugly, lonely, and friendly*

These adjectives have no adverb form.

4. Some **adverbs** of manner have the **same form** as **adjectives**.

She's a **hard** worker. She works **hard**.
He's **late** again. He arrived **late** again.

Examples: *early, late, fast, hard*

5. **Well** is the adverb for the adjective **good**.

She's a **good** speaker.
She speaks **well**.

Well is also an adjective that means "in good health."

I feel **well**.

6. **To be** is followed by **adjectives**, not adverbs.

These eggs **are good**.
Not: These eggs **are well**.

Note

For adjectives ending in consonant (b, c, d, etc.) + -y, change -y to -ily:

angry → angrily

easy → easily

heavy → heavily

noisy → noisily

For adjectives ending in -ful, double the l before adding -y:

beautiful → beautifully

successful → successfully

careful → carefully

For adjectives ending in -le, take away -e, and add -y:

simple → simply

terrible → terribly

4.1 Choose the correct word.

- The train was very slow (slow/slowly), and I arrived late.
- The builders did the work for us very badly (bad/badly).
- Mrs. Green went quickly (quick/quickly) back to her office.
- The work that the builders did for us was very bad (bad/badly).
- The journey took a long time because the train went very slowly (slow/slowly).
- She organized the party very well (good/well), and everybody enjoyed it.

4.2 Complete the sentences. Fill in the blanks with the adverb form of the adjective in parentheses.

- Read the instructions carefully. (careful).
- She passed all her exams easily. (easy).
- He looked at her angrily. (angry), but he didn't say anything.
- He thinks that he did the test badly. (bad), and that he'll fail.
- She was working busily. (busy) when I arrived.
- He was playing happily. (happy) when I came into the room.

Conversation

5



5.1 Listen to the conversation and answer the questions.

A Very Good Secretary



Esma: The boss thinks Ayla is doing very well on the job.

Deniz: I'm glad to hear that. Ayla is a very good secretary.

Esma: She files the letters very carefully.

Deniz: Oh, I know. She is very careful with her job.

Esma: And she speaks to the customers on the phone very politely.

Deniz: She is a very young, polite lady. She knows how to talk to the customers. = buyers - shoppers

1. How does Ayla file the letters? *very carefully.*
2. How does she talk to the customers? *very politely.*

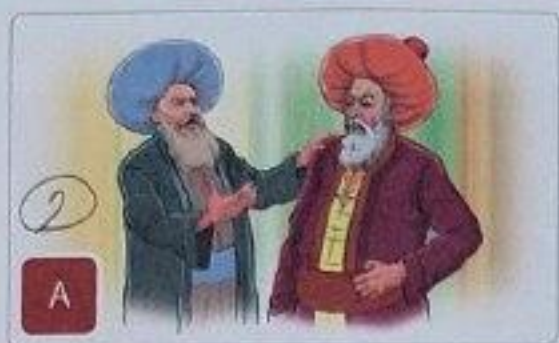
5.2 **Pair work.** Make a similar conversation. Use a different name, a different job, and different ways of doing it.

6 Listening Practice

6.1 Who was Nasreddin? Do you know any famous tales (stories) about him?

ANSWERS will vary

6.2 Listen to two short tales from Nasreddin. Put the pictures in the correct order.



6.3 What lessons do these stories teach? Choose the best answer for each story.

1. "Nasreddin, the King"
 - a. Some people are more important than others.
 - b. It is important to control your anger.
 - c. Everyone gets angry at times.
2. "Eat, My Coat, Eat"
 - a. True friends are not rude to each other.
 - b. Wear clothes that are right for the occasion.
 - c. Look at the person, not at his or her clothes.

7 Vocabulary Development

Choose the correct synonym for each adjective.

- | | | |
|------------------|---|---|
| 1. embarrassed | a. comfortable | <input checked="" type="radio"/> b. ashamed |
| 2. calm | <input checked="" type="radio"/> a. relaxed | b. nervous |
| 3. suspicious | a. trusting | <input checked="" type="radio"/> b. not trusting |
| 4. proud | a. shy | <input checked="" type="radio"/> b. pleased with yourself |
| 5. polite | <input checked="" type="radio"/> a. kind | b. rude |
| 6. absent-minded | <input checked="" type="radio"/> a. forgetful | b. interested |

Pronunciation 

8



8.1 Listen. Notice the stressed (strong) syllable in each word.

ˈangrily

suspiciously

quietly

comfortably

8.2 Listen again. This time, notice the pronunciation of the vowels shown in red. They all have the short, unclear sound /ə/. Then listen again and repeat.

8.3 Now listen to these words. Draw a circle over the stressed syllables and underline the vowels that have the short, unclear sound /ə/. Then listen again and check your answers.

happily

politely

nervously

hungrily

Communication Activity (Optional) 

9

Work in pairs and tell a folktale that teaches something. Decide which folktale you'd like to tell, and take notes. Take turns telling different parts. Add or change parts of the folktale to make it more interesting. You can begin with "Once upon a time."

Folktale:

Characters:

Time and place:

Main events:

Ending:

Lesson:

folktale: a very old traditional story from a particular place that was originally passed on to people in a spoken form

Lesson B

How Do You Speak in Public?



1



New Words

Listen and repeat.



audience



cozy



extremely cold



fairly cold



humor



lecture hall



slightly cold



upset



2



Mini Dialogs

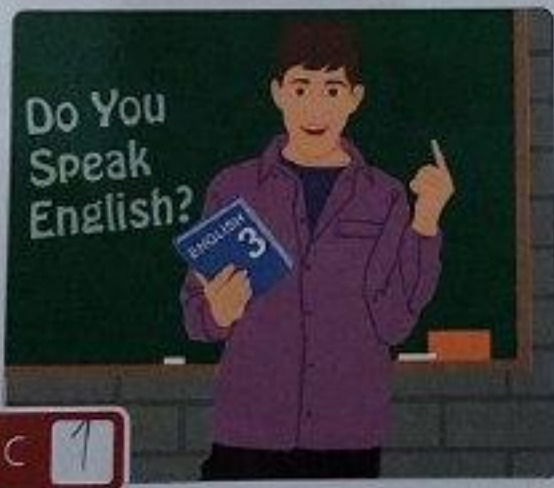
2.1 Look at the pictures. Listen and number them 1-4.



A 3



B 4



C 1



D 2

2.2 Listen to the dialogs and fill in the blanks. Then listen again and check your answers.

- Parsa:** How does Hamid speak English?
Reza: He speaks English very well. The teacher says he is (1) *extremely* fluent.
- Nancy:** What was Professor Smith's speech like?
Vicky: Oh, it was (2) *fairly*... long and rather boring. I fell asleep in the lecture hall.
- Mark:** What's your new apartment like?
John: It's (3) *really*... nice and cozy, but the neighborhood is slightly crowded.
- Bill:** You look (4) *rather*... upset. What's wrong?
Ted: Our math teacher gave us an extremely difficult test. I think I'll fail.

Classroom Interaction 3

Look at the pictures and make conversations like the example.



1. feel/ presentation/ extremely nervous

A: How did Paul feel before the presentation?

B: He felt extremely nervous.

How did Amanda talk to her noisy neighbors?

she talked to her noisy neighbors rather angrily.

2. talk to her noisy neighbors/ rather angrily



3. feel after the game/ really tired



3. How did they feel after the game?

They felt really tired.

4. How did the painters do the job?

They do the job fairly quickly.

80

5. How did Diego feel before the flight?

He felt slightly sleepy.

4. do the job/ fairly quickly



5. feel before the flight/
slightly sleepy



6. feel during the interview/
extremely calm



6. How did Shima feel during the interview?

She felt extremely

4

Language Focus

Adverbs of Degree

An adverb of degree makes the meaning weaker or stronger. We can use adverbs of degree before adjectives and adverbs.

Small Degree (Weaker)

Slightly cold / late

Medium Degree

Fairly easy / quickly

Large Degree (Stronger)

Extremely hot / well

Notes:

1. *Very* and *quite* are adverbs of degree. We can use these adverbs before adjectives:

I loved the movie. It's **very** funny.

or before other adverbs:

He spoke **quite** angrily to us.

2. We use *very* to make the adjective stronger. We can also use *really*.

It was **very** kind of you to help me.

I'm **really** tired. I could sleep for hours!

3. *Quite* is not as strong as *very*. We use it to make the adjective weaker. We can also use *fairly* or, in informal English, *pretty*.


John is **quite** good at tennis. (=He's good at tennis, but not wonderful.)

The exam today was **fairly** easy. (= It was OK, but not simple.)

You don't need a jacket. It's **pretty** warm outside. (= The weather is warm, but it isn't hot.)

4.1 Complete these sentences using *really* or *quite*.

1. It's *quite* ... cold outside, but not very cold.
2. It isn't a wonderful book, but it's *quite* ... good.
3. The tickets were ... *really* expensive - they cost much more than I expected.
4. He's *quite* ... good at this job, but he sometimes makes bad mistakes.
5. The meal was ... *quite* ... nice, but it wasn't very good.
6. It's *really* ... dangerous to drive so fast in such terrible weather conditions.
7. I'm not a very good tennis player, but I am *quite* ... good.
8. They're all *really* ... intelligent students, and they will all pass their exams easily.

Vocabulary Review  5



Put the following adverbs of degree in the right place:

absolutely, pretty, completely, a bit, quite, a little

Small Degree (Weaker)

Medium Degree

Large Degree (Stronger)

Listening Practice  6 

Sarah is going to work as a tour guide for tourists visiting her hometown. Debbie, her boss, is giving her some advice. Listen to their conversation and decide if the following statements are true (T) or false (F).



1. Sarah should be careful not to make grammatical mistakes. T F
2. Sarah should talk quietly in the market. T F
3. The tourists have to pay when they visit the old shops. T F
4. Sarah is a bit worried about this experience. T F
5. Debbie believes Sarah will do very well. T F

7 Speaking Task

7.1 Read the following evaluation one student wrote about her English teacher.

My English teacher is fantastic. She is always ready with an interesting lesson. She prepares carefully for each class. Her classes are not easy, but the time always passes very quickly because it is really interesting. I am doing extremely well in her class, and I'm sure other students are, too.

7.2 Work in pairs. Describe one of your favorite teachers like the paragraph above. Use as many adjectives and adverbs as you can.

7.3 Be ready to describe your favorite teacher to the rest of the class.

8 Reading

A Coach's Speech

8.1 Think about a speech you have heard.

Who was the speaker?

What was the speech about?

How did the person speak?

How did the audience respond?

8.2 Read the following passage and answer the multiple-choice questions.




Last year my high school soccer team lost the championship. It was because of one player. The team was unhappy about losing. The team treated that player badly. Our coach, Al Greene, gave a speech about winning and losing. In his speech he told us about his own high school soccer team. The score was tied. He made a big mistake, and the other team scored the winning goal. He never wanted to play again. But his team's captain spoke up. He said, "Al played well. He was just unlucky." Our coach spoke **sincerely**. He reminded us that winning isn't everything. He gave a great speech. He then used his sense of humor and told us several jokes. I'll never forget his speech. I felt better because I was the player who lost the game for our team.

tie: to score the same number of points in a competition as someone. *We tied with a team from the south in the championships.*

1. What is the passage mainly about?
 - a. The importance of being a champion
 - b. The writer's high school soccer team
 - c. The importance of not feeling hopeless after losing
2. What does the word "it" in line 2 refer to?
 - a. Losing the championship
 - b. High school
 - c. Soccer team
3. Which of the following statements is true about Al Greene when he played in his high school soccer team?
 - a. He scored the winning goal.
 - b. His mistake made his team lose the game.
 - c. He was the team's captain.
4. Which of the following statements is true about the writer?
 - a. He treated the other players badly.
 - b. He was the player who lost the game for his team.
 - c. He was afraid of the team's captain.
5. What advice did Al Greene give his team?
 - a. Winning is not everything.
 - b. They should play better next time.
 - c. They should always speak up.
6. What does the word "sincerely" in line 10 mean?
 - a. Honestly
 - b. Angrily
 - c. Calmly
7. Who had a good sense of humor?
 - a. Al Greene's coach
 - b. The writer
 - c. Al Greene

Write a short paragraph about one of the best speeches you have heard. Use several adverbs of manner and degree.

 Language Summary

Now You Can Do This:

Describe people or things:

Describe how someone or something

does an action:

Make adjectives and adverbs stronger:

He is a careful driver.

She speaks clearly.

The elevator moves fast.

The lecture was rather boring.

They work extremely hard.

Grammar

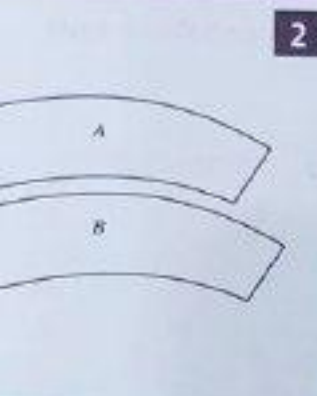
Adjectives and Adverbs

	Adjective	Adverb
Regular: adjective + -ly	quiet	quietly
Adjectives ending in -y: -y → -i + -ly	happy	happily
Irregular adverbs	good fast hard early late	well fast hard early late

Adjective: Let's take the **early** bus.**Adverb:** He always comes **early**.

Useful Words and Expressions

Adverbs of manner: carefully, fluently, suspiciously, etc.**Adverbs of degree:** absolutely, extremely, slightly, etc.**Expressions:** Once upon a time



Unit

6

Can You Believe Your Eyes?

Lesson A
Great Paintings

Lesson B
Houses and Apartments



1. What do you see in picture 1?
2. Are A and B the same length in picture 2?
3. Are the lines in picture 3 parallel?
4. Are the brown circles in picture 4 the same size?

Lesson A

Great Paintings



1



New Words

Listen and repeat.



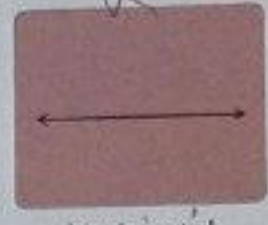
art exhibition



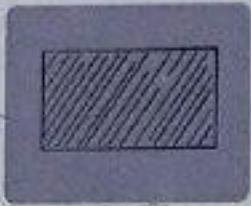
bottom



circle



horizontal



rectangle



silly



square



top

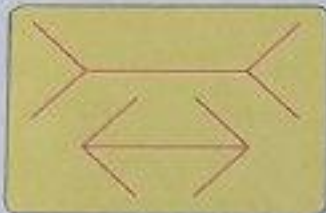


2



Mini Dialogs

2.1 Listen to the dialogs and fill in the blanks. Then listen again and check your answers.



1. A: Is the bottom horizontal line as long (1) as ... the top horizontal line?

B: Yes, they are the same length.



2. A: Is the white circle on the right as big as the white circle on the left?

B: Yes, they are the (2) same size.



A



B

3. A: Is Picture A as expensive as Picture B?

B: Of course, it isn't (3) as ... expensive as Picture B.



C



D

4. A: Is Picture C as modern as Picture D?

B: I don't think so. No, it isn't as modern (4) as ... Picture D.

2.2 Match the first half on the left with the second half on the right.

1. We use *as ... as* to
 2. We use *not as ... as* to
- a) say that two things are different.
 b) say that two things share a similar characteristic.

Classroom Interaction 3

Look at the pictures and make conversations like the example. Use *the same ... as* and *different*.



1. tall/ height

A: Is Reza as tall as Mahdi?

B: No, he isn't as tall as Mahdi. They are different heights.

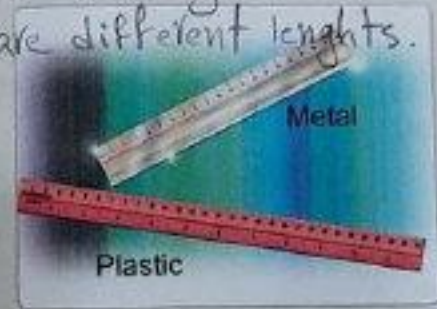
2. IS picture A as expensive as picture B? No, they are the same price. 3. IS metal ruler as long as plastic ruler?

2. expensive/ price



3. long/ length

No, it isn't as long as plastic ruler. They are different lengths.

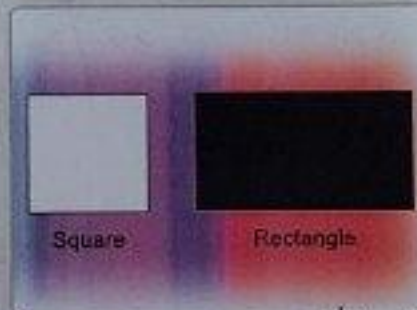


4. IS pine tree as tall as oak tree? Yes, they are the same heights.

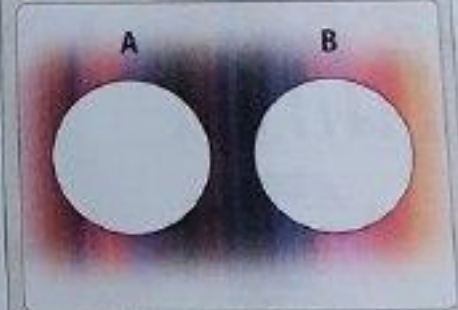
4. tall/ height



5. wide/ width



6. large/ size



5. IS Rectangle as wide as square? No, it isn't as wide as square. they are different width.

6. IS circle A as large as circle B? Yes, they are the same size.

4 Language Focus

Equatives

1. We use **as + adjective + as** to show how two people, places, or things are alike.

Sally is **as tall as** Paula. They're the same height.

We use **not as + adjective + as** to show how two people, places, or things are not alike.

Sally is **not as tall as** Rita. Rita is taller.

2. We use **the same + a singular noun + as** for things that are alike.

George is **the same age as** David (is).

We use **different + a plural noun** for things that are not alike.

George and David are **different heights**.

Note

We can also use **as + adverb + as** (e.g. as well as):

Jean cooks as well as Tom. (= Jean and Tom are both good cooks.)

He couldn't run as quickly as Maria. (= Maria ran more quickly than him.)

- 4.1 Complete the sentences about each picture, using **as ... as** and a word from the box. There are two extra words.

clean

fast

fresh

tall

big

strong

wide

full



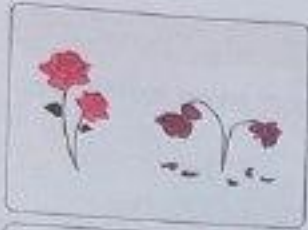
1. The black car is going **as fast as** the blue car.



2. The soccer players aren't **as tall as** the basketball players.



3. The car on the top isn't **as clean as** the car on the bottom.



4. The flowers on the right aren't *as fresh as* the flowers on the left.



5. The big glass isn't *as full as* the little glass.



6. High Street isn't *as wide as* Main Street.

High St. Main St.

4.2 Complete the following sentences. Use the pictures to help you.



1. She's bright, but she never says a word. She just sits and smiles. She's as quiet as a *mouse*...



2. That furniture is very heavy. You have to be as strong as a *horse*... to lift it.



3. I needed to drink some water before my presentation. My mouth was as dry as a *bone*....



4. That girl is rude and out of control, but her little brother is just the opposite. He's as sweet as *honey*.....



5. She doesn't weigh much at all. She's as light as a *feather*....



6. You can believe her. She's very honest. Her word is as good as *gold*....



5



Conversation

5.1 Listen to the conversation between a husband and his wife at an art exhibition.

At a Photography Exhibition



- Man:** So, which picture is your favorite? ^{scarf} ^{beloved}
- Woman:** Well, I love the picture of the flowers. ^{like} ^{scarf} ^{star}
You know, the black and white one. ^{yellow}
- Man:** Yeah, I like that one, too, but it isn't as nice ^{scarf} ^{high} ^{beautiful}
as the picture of the elephant. That is so cute!
- Woman:** Really? I think it's as dull as those pictures ^{tedious} ^{scarf}
of a chair. I didn't really understand what ^{clipped}
they were trying to do. ^{discovery}
- Man:** Maybe we're just not as smart as ^{clever}
everyone else. ^{discovery} ^{Designing}
- Woman:** Or maybe we just don't understand art!

- Which picture do they both like? *The Picture of the flowers.*
- Which picture is the man interested in? *The Picture of the elephant.*
- In the woman's opinion, which pictures are dull? *The Picture of a chair and the Picture of the elephant.*

dull: boring

5.2 Pair work. Make a similar conversation. Quickly draw some pictures and talk about them.



6



Listening Practice

Listen and check (✓) the adjectives you hear in the conversation.

 amazing boring unusual dull modern incredible silly funny

Note

Be supposed to be/do something: be expected or considered to have a particular quality. *This restaurant is supposed to make excellent salads.*

7



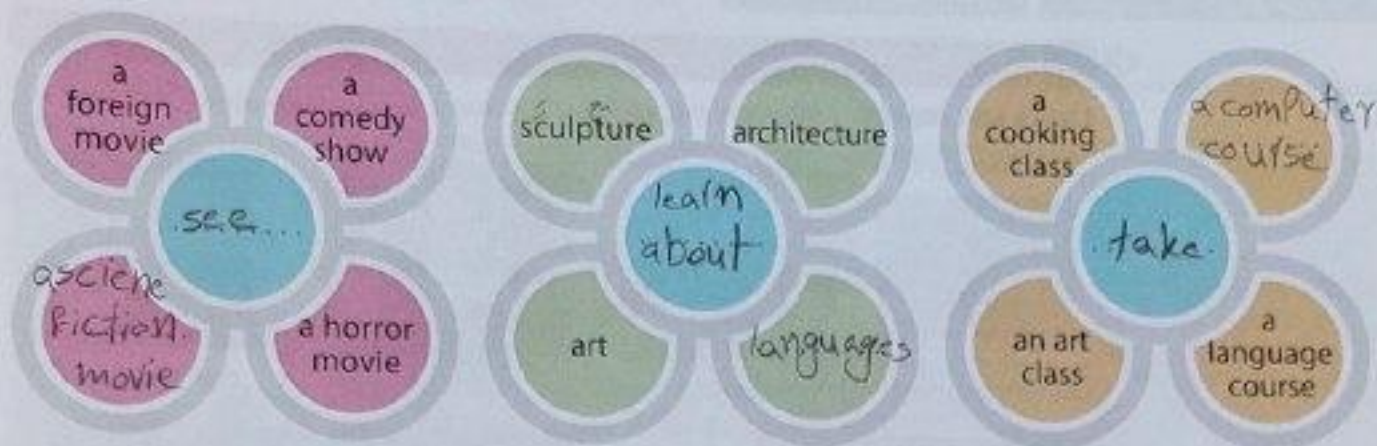


Vocabulary Development

Complete these word webs with the verbs from the box. Then add one idea of your own to each word web.

learn about

take

see

Pronunciation  8 


8.1 Listen to these people giving their opinions. Notice that the stress is on the adjective and not on *as ... as*.

I think Spain is as beautiful as Italy.

In my opinion, museums aren't as dull as some people think.

8.2 Work in pairs. Practice saying these sentences. Remember not to stress the word *as*. Then listen and check your answers.

1. In my country, folk music is as popular as classical music.
2. I don't think painting is as interesting as taking pictures.
3. London is not as cold as Moscow.
4. Many people think that trains are not as comfortable as cars.

Communication Activity (Optional)  9

Look at the pictures and make conversations like the example.



1



2



3

Student A: Picture 1 isn't as nice as Picture 2.

Student B: I agree. It isn't as interesting as Picture 2.

Lesson B

Houses and Apartments

**1****New Words****Listen and repeat.**

advertisement



bright



closet



cramped



huge



safe



shabby



spacious

**2****Mini Dialogs****2.1 Listen and fill in the blanks. Then listen again and check your answers.**

1. **Saba:** Would you like to live in a house or in an apartment?

Azar: I'd prefer a house. Apartments don't have as many (1) *rooms* as houses.

2. **Nancy:** Would you prefer to rent a house or an apartment?

Isabel: Definitely a house. Apartments don't have as much closet (2) *space* as houses.

3. **Joe:** Do you think apartments have (3) *as many* expenses as houses?

Bill: I don't think so. Apartments are not as expensive as houses.

4. **Scott:** Where would you prefer to live, a house or an apartment?

Kevin: I'd certainly prefer a house. Apartments don't have (4) *as much* privacy as houses.

Note

Privacy: the state of being alone or keeping your personal matters secret
I hate sharing a room - I never get any privacy.

2.2 Questions

1. What kind of nouns do we use after many in *as many ... as*?

2. What kind of nouns do we use after much in *as much ... as*?

countable nouns

uncountable nouns

5. Does Daniel have as ^{apartment} room as Robert ^{much} apartment?

No, he isn't as spacious as Robert.

6. Does Samira have as ^{man} questions as Raha?

No, she isn't as clever as Raha.

Classroom Interaction 3

Look at the pictures and make conversations like the example.



Walter

Adam

1. energy/ energetic

A: Does Walter have as much energy as Adam?

B: No, he isn't as energetic as Adam.

2. Does Bruce have as much money as Andrew?

No, he isn't as rich as Andrew.

2. money/ rich



Bruce

Andrew

3. neighbors/ noisy



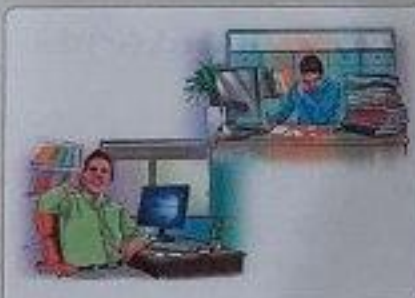
Shirley

Jessica

3. Does Shirley have as many neighbors as Jessica?

No, they aren't as noisy as Jessica.

4. work/ busy



Howard

Samuel

5. room/ spacious



Daniel

Robert

6. questions/ clever



Samira

Raha

4. Does Howard have as ^{much} work as Samuel?

No, he isn't as busy as Samuel.

4 Language Focus

Equatives with As Many ... As, As Much ... As

1. We use *as many + plural noun + as* (e.g. as many friends as) to say that the numbers of two things are equal.

Sheila has as many friends as Mary.

2. We use *as much + uncountable noun + as* (e.g. as much money as) to say that two amounts are equal.

Fred earns as much money as Mark.

Jack doesn't do as much work as me.

There is a mistake in each of the following sentences. Find the mistake and correct the sentences.

1. Tom eats as ^{as} much chocolate ^{as} than I do.
 2. Rita earns as ^{much} many money as ^{as} Sheila.
 3. We don't get as ^{as much} many rain in Tehran as you do in your hometown.
 4. I don't think I have as ^{many} much DVDs as Richard.

5 Vocabulary Review

These words are used to describe houses and apartments. Which are positive (P)? Which are negative (N)?

- bright
 comfortable
 convenient
 cramped
 dangerous
 dark

- dingy
 expensive
 huge
 inconvenient
 modern
 noisy


- private
 quiet
 safe
 shabby
 small
 spacious

6 Listening Practice

- 6.1 Listen to two people call about apartment advertisements. Check (✓) the words that best describe each apartment.

1. quiet noisy
 spacious cramped
 modern old
2. spacious small
 convenient inconvenient
 quiet noisy

- 6.2 Listen again. Do you think each caller is going to rent the apartment? Why or why not?

Speaking Task  7

Work in pairs. Read the following advertisements. Which would you prefer to rent?
Make sentences using as ... as like the example.

Spacious, modern house

3 bedrooms, 1 bathroom; very private;
located in a quiet place; 2-car garage;
\$950 per month.

**Small, older apartment**

2 bedrooms, 1 bathroom; located
downtown, convenient to the subway;
1 parking space; \$500 per month.



Student A: Which apartment would you prefer to rent?

Student B: I'd prefer the second apartment. It isn't as expensive as the first one.



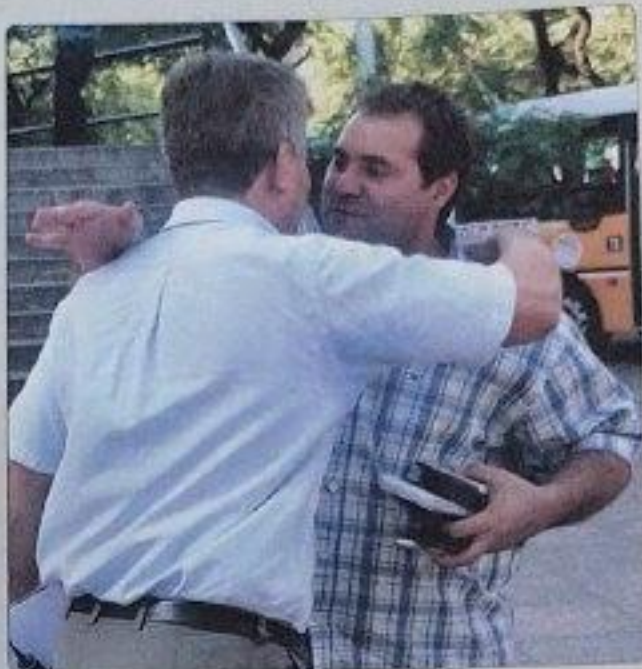
8



Reading

Personal Space

8.1 Look at these pictures. Which one shows the way you usually greet your friends?



8.2 Read the following passage and answer the questions on the next page.

Personal space is an invisible area around you. If someone enters this space when they are talking to you, you might feel nervous or uncomfortable. People have different attitudes toward personal space. Some people like more space than others. How close you stand to someone else when you are talking to them depends on who it is you are talking to and the situation. Also, how close you can go is different in different cultures. Here are some interesting facts about different cultures and personal space.

In Latin American countries, people feel comfortable standing close to others while waiting in line at the bank or at the supermarket. It's also common for people to sit close to each other in public places such as the subway or the bus. People in North European and Japanese cultures aren't as comfortable with this. North Americans like to have the largest amount of personal space. As a result, they often live in big homes with big rooms. People from Mediterranean countries such as Greece and Italy are more likely to kiss family and friends when they meet. They are also more likely to live most of their lives in the same neighborhood. Australians who live in towns and cities don't need as much personal space as Australians who live out in the desert.

d. People are more likely to kiss family and friends when they meet.

1. What is personal space? Personal space is an invisible area around you.
2. How is personal space viewed in the following countries?
 - a) Latin American countries People feel comfortable standing close to others.
 - b) North European countries People aren't comfortable standing close to others.
 - c) North American countries People like to have the largest amount of personal space.
 - d) Mediterranean countries
 - e) Australia Australians who live in towns and cities don't need as much personal space as Australians who live out in the desert.

attitude: a feeling or opinion about something or someone

Writing

9

Imagine you've just moved to a new apartment. Write an e-mail to a friend comparing your old apartment to your new one. Use the adjectives in exercise 5 on page 104.


To: _____

From: _____

Subject: _____

Dear Patricia,

How are things with you? My big news is that George and I just moved to a new apartment! Do you remember our old apartment? It didn't have enough bedrooms for us. Well, the new apartment has three bedrooms. Also, the old apartment was too cramped, but the new one ...

 Language Summary

Now You Can Do This:

Describe and compare art using equatives:

This painting is as interesting as that one.

Describe houses and apartments:

This is a spacious apartment.

Compare houses with apartments

Apartments don't have as many rooms as houses.

using equatives:

Apartments don't have as much privacy as houses.

Grammar

Equatives

We use *as + adjective + as* (e.g. as old as) to say that two things or people are the same in some way:

The chair is as expensive as the table.

You're as old as me. (= We are the same age.)

1. We use *as many + plural noun + as* (e.g. as many friends as) to say that the numbers of two things are equal:

Sheila has as many friends as Mary.

2. We use *as much + uncountable noun + as* (e.g. as much money as) to say that two amounts are equal.

Fred earns as much money as Mark.

Jack doesn't do as much work as me.

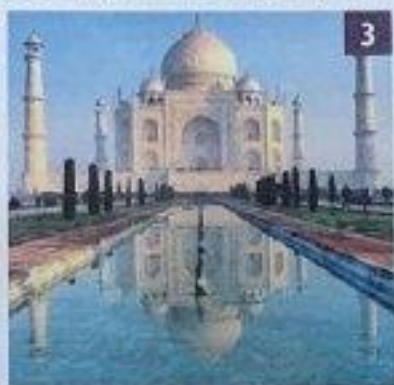
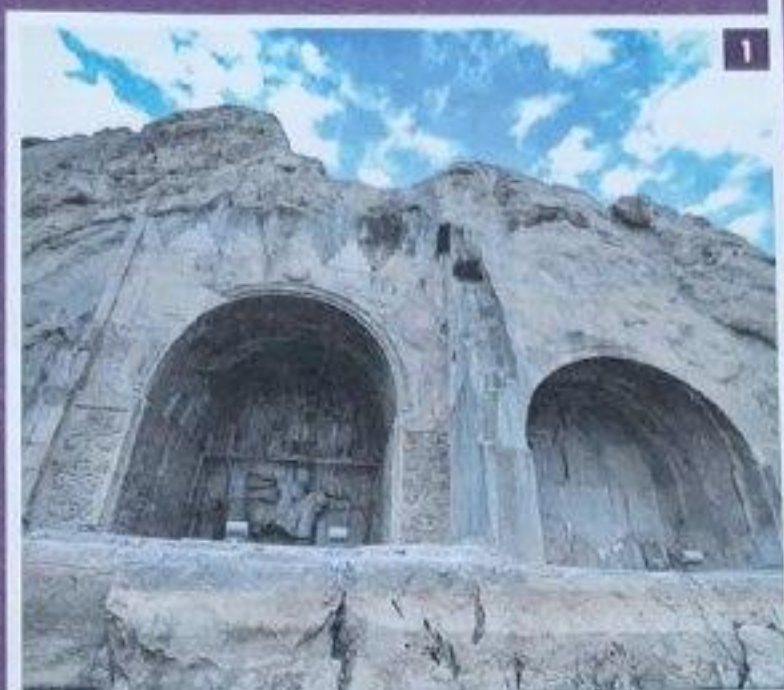
Useful Words and Expressions

Adjectives describing art: dumb, incredible, silly, etc.

Geometric shapes: circle, rectangle, square, etc.

Adjectives describing houses or apartments: cramped, safe, shabby, etc.

Expressions: as light as a feather, as quiet as a mouse, etc.



Unit

7

A Trip Around
the World

Lesson A

Cities and
Countries

Lesson B

Festivals and
Celebrations



Match each historical place with one
of the countries:

- a. Turkey
- b. Iran
- c. India
- d. China



1



New Words

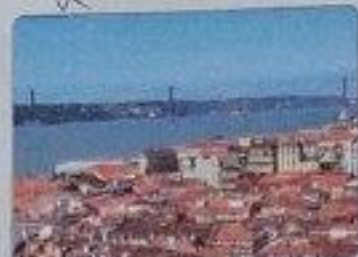
Listen and repeat.



Barcelona



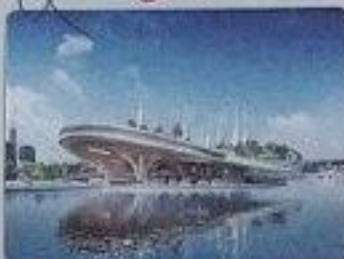
Beijing



Lisbon



Prague



Seoul



Stockholm



Sweden



The North Pole



The South Pole



2



Mini Dialogs

adjective

2.1 Listen to the dialogs and fill in the blanks. Then Listen again and check your answers.

1. A: Is Seoul bigger than Beijing?

B: No, it isn't! It's (1) *smaller* than Beijing.

2. A: Is Tehran colder in winter (2) *than* ... Hamedan?

B: Of course not! Hamedan is much colder in winter.

3. A: Are cafés in London (3) *better* ... than cafés in Paris?

B: No! Cafés in London are much worse.


4. A: Are the buildings in Prague older than the buildings in Rome?

B: No, they aren't. The buildings in Rome are much (4) *older* ...

6. which city is noisier, Barcelona or Stockholm?
 of course, Barcelona is noisier than Stockholm.

2.2 Questions

1. What two letters do we put at the end of one-syllable adjectives like cold to make a comparative? *er*
2. What is the missing word in the following sentence?
 China is bigger *than* ... India.

Classroom Interaction  **3**

Look at the pictures and make conversations like the example.



1. Iran/ Turkey/ big

A: Which country is bigger, Iran or Turkey?

B: Of course, Iran is bigger than Turkey.

3. which country is drier, Greece or Sweden?
 of course, Greece is drier than Sweden.

2. which Pole is colder, north or south?
 2. The North Pole/ The South Pole/ cold
 of course, the North Pole is colder than the south Pole.



3. Greece/ Sweden/ dry



4. which River is longer, Nile or Yellow?
 of course, the Nile River is longer than The Yellow River.

4. The Nile River/
 The Yellow River/ long



5. Mount Damavand/
 Mount Ararat/ high



5,610 m

5,137 m

6. Barcelona/ Stockholm/
 noisy



5. which mount is higher, Damavand or Ararat?
 of course, the mount Damavand is higher than mount Ararat.

Comparatives (One-Syllable Adjectives)

Grammar Notes

Examples

1. We use the **comparative form of an adjective + *than*** to compare two people, places, or things.

Peru is **smaller than** Brazil.

2. To form the comparative of most **short (one-syllable) adjectives**, add **-er** to the adjective. Add only **r** if the adjective ends in **e**.

long-longer

large-larger

The Nile River is **longer** than the Yellow River.

3. To form the comparative of adjectives that end in a **short vowel + consonant**, repeat the consonant and add **-er**.

big-bigger

hot-hotter

My house is **bigger** than yours.

4. To form the comparative of adjectives that end in a **consonant + y**, change the **y** to **i** and add **-er**.

busy-busier

easy-easier

heavy-heavier

Today the stores are **busier** than they were yesterday.

5. The adjectives **good**, **bad**, and **far** have irregular comparative forms.

good-better

bad-worse

far-farther/further

Our new apartment is **better** than our old one.

The book was bad, but the movie was **worse**.

The bus stop is **farther** than the train station.

Call your local library for **further** information.

6. In formal English, we use the subject pronoun after **than**.

Steve's younger **than he (is)**.

7. In informal English, we can use the object pronoun after **than**.

Steve's younger **than him**.

Be careful! Always compare the same things.

John's home is larger than **William's**.

John's home is larger than **William's home**.

Note 1

Do not use two comparative forms together.

John's home is ~~more~~ larger than William's.
John's home is larger than William's.

Note 2

We use *much* to make comparisons stronger.

Moscow is much colder than London. ~~NOT~~ Moscow is very colder than London.

Write sentences using the opposite adjective.

- A bike is slower than a car.
A car is faster than a bike.
- Lions are smaller than tigers.
Tigers are bigger than lions.
- Brazil is wetter than Argentina.
Argentina is drier than Brazil.
- January is longer than February.
February is shorter than January.
- Fridays are better than Mondays.
Mondays are worse than Fridays.
- A stove is hotter than a refrigerator.
A refrigerator is colder than a stove.
- Spanish is easier than English.
English is harder than Spanish.
- The Amazon River is longer than the Mississippi River.
The Mississippi River is shorter than the Amazon River.



5

Conversation

5.1 Listen to the conversation between a woman and a travel agent. Check (✓) the true sentences.

- Woman: Hotels are really expensive in Seoul. ^{costly} ^{Esfahan}
- Travel agent: Yes, but not as expensive as Tokyo. I just paid \$150 a night there! ^{costly} ^{shiraz} ^{\$400}
- Woman: Really? That's too bad. ^{شیراز} ^{۱۵۰ دلار}
- Travel agent: Yes, it is.
- Woman: But which one do you recommend? ^{offer}
- Travel agent: Well, Tokyo has good sightseeing, but Seoul has a better nightlife. ^{Esfahan} ^{Historical places} ^{shiraz} ^{sightseeing}

- Hotels in Seoul are more expensive than hotels in Tokyo.
- The travel agent paid \$150 for a night in Seoul.
- According to the travel agent, Tokyo has good sightseeing. ✓
- According to the travel agent, Seoul has a better nightlife than Tokyo. ✓

5.2 Pair work. Make a similar conversation and talk about other places.




6

Listening Practice

Listen and choose the correct response.

- a. Yes, Lisbon is bigger.
 b. Yes, it is.
- a. Brazil is bigger.
 b. No, it's not as big.
- a. Yes, much warmer.
 b. Yes, much smaller.
- a. Yes, much hotter.
 b. Yes, it's more expensive.
- a. Yes, much harder.
 b. No, it's not as old.
- a. Yes, it's not as good.
 b. Yes, it's much better.

Vocabulary Development  7

Match the countries with their capital cities.

- | | |
|---------------------|------------------------|
| 1. Egypt e | a. Lisbon |
| 2. Sweden c | b. Prague |
| 3. Portugal a | c. Stockholm |
| 4. China d | d. Beijing |
| 5. Indonesia f | e. Cairo قاهره - قاهره |
| 6. Czech Republic b | f. Jakarta |

Pronunciation  8 

8.1 Listen to the intonation in questions where there is a choice.

- Which is colder, New York or Toronto?
- Which is bigger, London or Paris?
- Which is more exciting, Rio or Sao Paulo?

8.2 Now practice the questions. Then listen and check your answers.

- Which is smaller, Shiraz or Isfahan?
- Which is noisier, Cairo or Jakarta?
- Which is more interesting, Tokyo or Seoul?

Communication Activity (Optional)  9

Pair work. Choose two cities in your country or two other cities you know. How are they different? Discuss some of these topics.

size

transportation

housing

weather

cost of living

people

Student A: Let's compare Tabriz and Shiraz.

Student B: All right. And let's talk about the weather.

Student A: OK. I think the weather in Tabriz is ...

Student B: Yeah, and ...

Lesson B

Festivals and Celebrations

dry = dryer



1



New Words

Listen and repeat.



candleholder

explode



dawn

سحر



dragon

سول



dusk

عصر



eager

مشتاق



fast



fireworks



lunar calendar



Pyramids



Ramadan



2



Mini Dialogs

2.1 Listen and fill in the blanks. Then listen again and check your answers.



1. A: Which one is more exciting, celebrating New Year's Eve or celebrating April Fools' Day?
B: Of course, celebrating New Year's Eve is (1) *more* ... exciting.

Public Holidays in China			Public Holidays in Japan		
JAN	FEB	MAR	JAN	FEB	MAR
APR	MAY	JUN	APR	MAY	JUN
JUL	AUG	SEP	JUL	AUG	SEP
OCT	NOV	DEC	OCT	NOV	DEC

2. A: Which country has more public holidays, China or Japan?
B: I think China has (2) *more* ... public holidays than Japan.



3. A: Which one is more expensive to live in, Hong Kong or Kuala Lumpur?
B: Hong Kong is certainly more expensive (3) *than* ... Kuala Lumpur.

4. which one is teach clearly more Ms. Asadi or Ms. Rahimi.
 Ms Asadi teach is clearly more than ms Rahimi.

5. which one is more work hard, Howard or samual.

samual is more work hard than Howard.

6. which one is more crowded, Tehran or Hamadan.

Tehran is more crowded than Hamadan.



4. A: Which people celebrate the Dragon Boat Festival (4), more... eagerly, the Chinese or the Singaporeans?
 B: I suppose the Chinese celebrate it more eagerly.

2.2 Questions

1. What word do we put before long adjectives like *expensive* to make a comparative? *more*
2. What is the comparative form of the adverbs of manner? *more + adverb of manner*

Classroom Interaction 3

Look at the pictures and make conversations like the example.



1. comfortable/ chair/ sofa

A: Which one is more comfortable, a chair or a sofa?
 B: A sofa is more comfortable than a chair.

2. which one is more expensive, traveling by plane or traveling by train?
 A: traveling by plane is more expensive than a traveling by train.

2. expensive/ traveling by plane/
 traveling by train



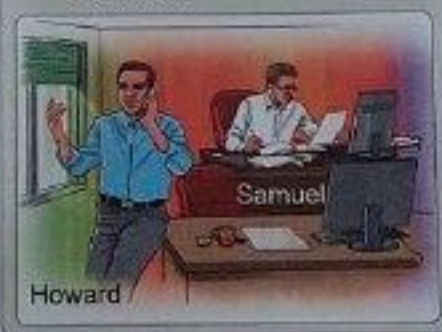
3. dangerous/ snake/ lion



4. clearly/ Ms. Asadi/ teach
 Ms. Rahimi



5. work hard/ Howard/
 Samuel



6. crowded/ Tehran/
 Hamedan



3. which one is more dangerous, a snake or a lion?

A snake is more dangerous than a lion.



4 Language Focus

Comparatives (Multi-Syllable Adjectives)

1. To form the comparative of most adjectives of **two or more syllables**, we add **more** before the adjective.

expensive - **more expensive**
intelligent - **more intelligent**

The train is **more expensive** than the bus.

Exceptions:

quiet - **quieter**
simple - **simpler**

Is life in the countryside really **simpler** and **quieter**?

2. To form the comparative of adverbs of manner, we add **more** before the adverb.

Tom works **more slowly** than Fred.

Note 1

The opposite of **more** is **less**.

Traveling by plane is **more expensive** than traveling by train. = Traveling by train is **less expensive** (cheaper) than traveling by plane.

Note 2

We can use **more** with countable and uncountable nouns. The opposite of **more** with uncountable nouns is **less** and with countable nouns is **fewer**.

With uncountable nouns

I spend **more time** on the phone than you (do).
 You spend **less time** on the phone than I (do).

With countable nouns

I get **more calls** than you (do).
 You get **fewer calls** than I (do).

Note 3

We form the comparative of regular adverbs with **more** or **less**.

carefully → **more/ less carefully**

You should do your work **more carefully**.
 She does her work **less carefully** than other people.

The comparative of *well* is *better*:

She speaks Arabic **better** than me.

The comparatives of *fast* and *hard* (as adverbs) are *faster* and *harder*:

Could you walk **faster**? We're in a hurry.

You will have to work **harder** in future.

4.1 Complete these conversations with the comparative forms.

1. A: Is Vancouver *cooler* (cool) in winter *than* Toronto?

B: No, Toronto is much *cooler* (cold). It's great for skiing.

2. A: Which city is *more interesting* (interesting), London or Paris?

B: I think London is *more exciting* (exciting) *than* Paris. It has great shopping and good nightlife. But I love Paris in the spring.

3. A: Is Singapore *larger* (large) *than* Hong Kong?

B: No, it isn't. Hong Kong is *bigger* (big) and *more crowded* (crowded). But you know, they are both fascinating places.

4. A: Which is *cheaper* (cheap), Tokyo or Taipei?

B: Taipei is much *cheaper* (cheap) *than* Tokyo.

4.2 Complete the sentences. Use the comparative form of the adverbs in the box. Include *than* when necessary. There is one extra adverb.

calmly

comfortably

loudly

politely

quickly

1. John is quiet. Janet is loud. Janet speaks *more loudly than* John.

2. Eduardo never rushes. Roberto is always in a hurry. Roberto does everything *more quickly than* Eduardo.

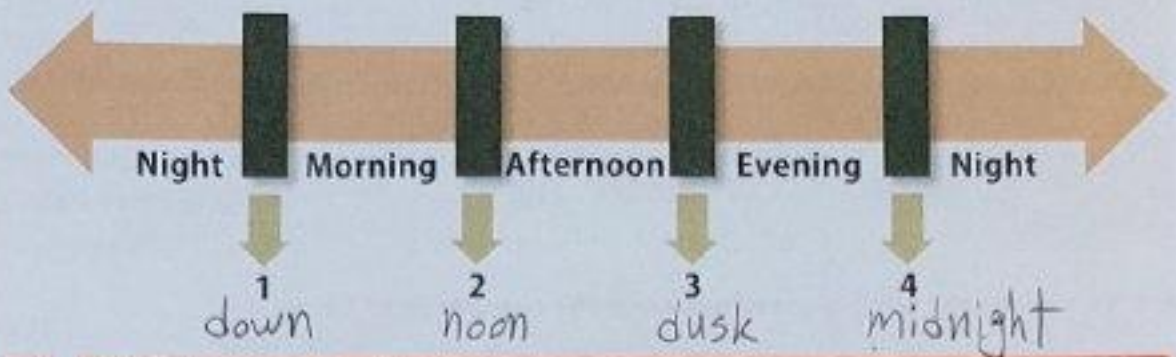
3. The salesperson wasn't rude, but the customer was. The salesperson behaved *more politely than* the consumer.

4. Sam was angry when he heard the news. Jennifer wasn't upset about the news. Jennifer reacted *more calmly than* Sam.

5

Vocabulary Review

Complete the following chart with the words related to different parts of a day.



6

Listening Practice

Mike has just returned from Malaysia. Listen to him talking about Ramadan and take notes. Then answer the questions.

1. How long does Ramadan last? a whole month
2. When do people eat during Ramadan? after dusk and before dawn
3. When does the fast begin and end? it begins before dawn and ends after dusk.
4. What happens at the end of Ramadan? families get together for a big celebration called al-fitr.



Tip!

Uh-huh means "Yes," "That's right," or "I'm listening."

Oh shows you're surprised, happy, upset, or angry.

Ramadan is the ninth month of the Islamic year.

Uh-huh.

When Ramadan finishes, families get together for a big celebration.

Oh, that's interesting!

Speaking Task 7

7.1 Read the following conversation about a Japanese festival.



Dave: Yuki, are there any special festivals in your city?

Yuki: Oh, we have lots of festivals in Tokyo! My favorite is called Setsubun.

Dave: Really? What's that?

Yuki: Well, it takes place in February. We celebrate the last day of winter.

Dave: What do you do then?

Yuki: People throw special beans for good luck, and they say "Out with bad luck, in with good luck!" Then you eat one bean for each year of your age, and there are lots of parties.

Dave: That sounds like fun.

Yuki: It is!

7.2 Work in pairs. Make a similar conversation about an Iranian ceremony.

1. The most important in my country is new year, jalda night.

نوژنوژ

سبز نوژنوژ - جی ریش نوژی



8



Reading

Starting a New Tradition

8.1 Discuss these questions.

1. What are the most important holidays in your country?
2. Are they new or old? How did they start? *they are old.*



More than 5 million African Americans celebrate Kwanzaa every year from December 26 until January 1. It's a time when they get together with their families to think about their history and their ancestors in Africa.

Kwanzaa is very unusual because it was started by one man. In 1966, he wanted a holiday for African Americans to honor their culture and traditions. So he used words and customs from Africa to create a new celebration. He took the name Kwanzaa from the words for "first fruits" in Swahili, an African language. At first, only a few families had celebrations. Now, there are Kwanzaa events in schools and public places, and Kwanzaa has even spread to other countries, like Canada and Jamaica.

The main symbol of Kwanzaa is a candleholder with seven candles, one for each of the principles of Kwanzaa. Each night, a family member lights one of the candles and talks about the idea it represents: being together, being yourself, helping each other, sharing, having a goal, creating, and believing. The candles are red, black, and green, the colors of Kwanzaa. On the last night of Kwanzaa, there is a big dinner with African food, and children receive small presents.

Today, people can buy Kwanzaa greeting cards and special Kwanzaa clothes. Stores sell Kwanzaa candles and candleholders. Some people don't believe that Kwanzaa is as important as other holidays because it's so new. But other people say that Kwanzaa shows what is important in people's lives.

8.2 Find this information in the reading.

1. The number of people who celebrate Kwanzaa now *more than 5 million.*
2. The date of Kwanzaa *from December 26 until January 1*
3. The year when Kwanzaa started *1966*
4. The most important symbol of Kwanzaa *a candleholder with seven candles.*
5. The colors of Kwanzaa *red, black, and green.*

8.3 Circle T for true, F for false, or NI for no information (if the answer is not in the reading).


- | | | | |
|---|------------------------------------|------------------------------------|-------------------------------------|
| 1. Kwanzaa is celebrated at the end of the year. | <input checked="" type="radio"/> T | F | NI |
| 2. Kwanzaa is a holiday for African Americans. | <input checked="" type="radio"/> T | F | NI |
| 3. Kwanzaa is a very old holiday. | T | <input checked="" type="radio"/> F | NI |
| 4. People in Africa celebrate Kwanzaa. | T | F | <input checked="" type="radio"/> NI |
| 5. People spend a lot of time with their families during Kwanzaa. | T | F | <input checked="" type="radio"/> NI |
| 6. Children receive presents at the end of Kwanzaa. | <input checked="" type="radio"/> T | F | NI |

Writing 9

Write a paragraph for a travel magazine about a festival or celebration where you live. When is it? How do people celebrate it? What should a visitor be sure to see and do? Use the following paragraph as a model.

The annual fireworks festival in Yenshui, Taiwan, occurs on the last day of the New Year celebration. This is the first full moon of the new lunar year. It's a day when people explode fireworks in the streets, paint their faces, and dress up as ...



 Language Summary

Now You Can Do This:

Compare two people or two things using comparative adjectives:

China is bigger than India.

Talk about a festival or a celebration:

The Chinese celebrate Dragon Boat Festival.

Grammar صفت های مقایسه ای
Comparative Adjectives

We use comparative adjectives + *than* to compare two things, people, etc.

Is your sister **older than** you?

Tehran is **bigger than** Kerman.

A large house is **more expensive than** a small apartment.

My new job is **better than** my old one.

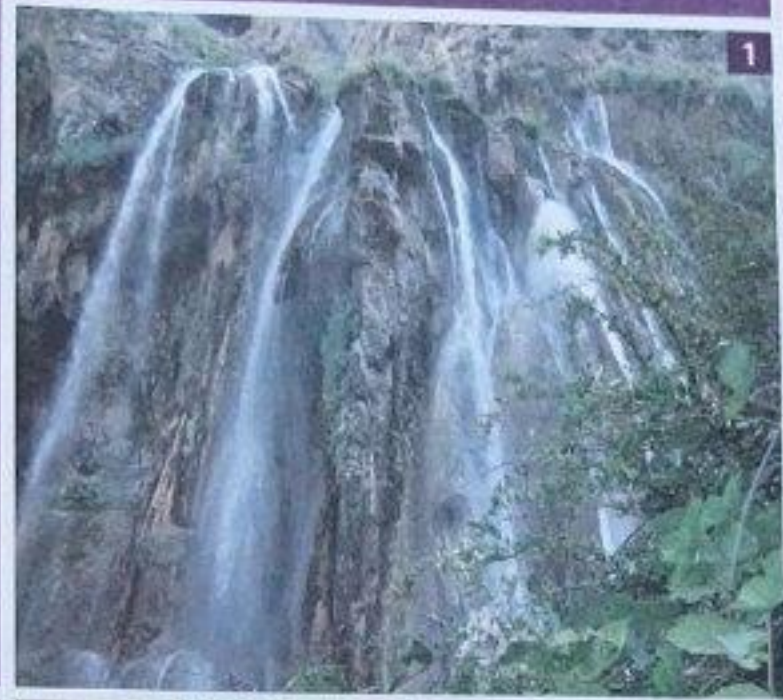
The traffic is always **worse** in the evening.

adjective	comparative	spelling
old cheap	older cheaper	one-syllable adjectives: add <i>-er</i>
big hot	bigger hotter	adjectives ending in one vowel + one consonant: double consonant, add <i>-er</i>
dry healthy	drier healthier	one- or two-syllable adjectives ending in a consonant + <i>y</i> > <i>-ier</i>
famous expensive	more famous more expensive	two- or more syllable adjectives: more+ adjective
good bad far	better worse farther/further	irregular

Useful Words and Expressions

Capital cities: Beijing, Lisbon, Prague, etc.

Parts of the day: dawn, dusk, etc.



Unit

8

Our Incredible
World

Lesson A
READING AND SPEAKING
World Geography

Lesson B
READING AND SPEAKING
In the Wild



Match each picture with one of the words:

- 3 a. a forest
- 1 b. a waterfall
- 4 c. a valley
- 2 d. an island

Lesson A

World Geography

**1**

New Words

Listen and repeat.



continent



island



lake



ocean



planet



waterfall

**2**

Mini Dialogs

2.1 Listen to the dialogs and fill in the blanks. Then listen again and check your answers.



1. **Barbara:** Which waterfall is (1) *the* ^{single} highest in the world?
Gabriel: Angel Falls.
Barbara: Where is it?
Gabriel: It's in Venezuela.



2. **Natasha:** Which island is the (2) *largest* in the world?
Samuel: Greenland.
Natasha: Where is it?
Samuel: It's in North America.



3. **Charles:** Where is the (3) *hottest* place on earth?
Behnam: Gandom-e Beryan.
Charles: Where is it?
Behnam: It's in Iran's Lut Desert.



4. **Sophie:** Which planet is the (4) *farthest* from the sun?
Olivia: Pluto.

2.2 Questions

1. What letters do we add to one-syllable adjectives to make a superlative? *est*
2. What word comes before the superlatives? *the*

Classroom Interaction 3

Look at the pictures and make conversations like the example.



1. large/ continent/ Asia/ Africa

A: Which continent is the largest in the world?

B: Asia is the largest continent.

A: And which one is the second largest?

B: The second largest is Africa.

2. long/ river in Europe/ the Volga/
the Danube



3. high/ mountain in Africa/ Mount
Kilimanjaro/ Mount Kenya



4. large/ ocean/ the Pacific
Ocean/ the Atlantic Ocean



5. deep/ lake/ Lake Baikal
(Siberia)/ Lake Tanganyika
(Central Africa)



6. tall/ animal/ giraffe/
elephant



Superlatives (One-Syllable Adjectives)

Grammar Notes

1. We use the **superlative** form of adjectives to compare three or more people, places, or things.
2. To form the superlative of **short (one-syllable) adjectives**, add **the** before the adjective and **-est** to the adjective.

fast–**the fastest**
long–**the longest**

If the adjective ends in **e**, add **-st**.

large–**the largest**

3. To form the superlative of adjectives that end in a **short vowel + consonant**, repeat the consonant and add **-est**.

4. To form the superlative of **two-syllable adjectives that end in y**, add **the** before the adjective, then drop the **y** and add **-iest** to the adjective.

funny–**the funniest**

5. These adjectives have **irregular comparative** and **superlative** forms:

Adjective	Comparative Form	Superlative Form	
good	better (than)	the best	It is the best time of year for hiking.
bad	worse (than)	the worst	That was the worst time of his life.
far	farther (than)	the farthest	His home is the farthest from school.

Examples

The Dead Sea is **the lowest** place on earth.

The cheetah is **the fastest** animal on earth.

The Pacific Ocean is **the largest** ocean in the world.

Bill is **the thinnest** boy in class.

The penguin is **the funniest** bird in the zoo.

Complete the sentences using the information in the chart.

	Beijing (China)	Bergen (Norway)	Buenos Aires (Argentina)
Average temperature (°C)	24.4	16	10.4
Average rainfall (mm)	76	126	64

1. *Beijing* is 14° hotter than Buenos Aires in June. (hot)
2. Buenos ^{Aires} is the *coolest* city in June. (cool)
3. *Beijing* is the *hottest* city in June. (hot)
4. Bergen is *warmer* than Buenos ^{Aires} in June. (warm)
5. Beijing is *wetter* than Buenos ^{Aires}. (wet)
6. *Bergen* has the *heaviest* rainfall in June. (heavy)
7. Buenos ^{Aires} has the *lightest* rainfall in June. (light)
8. *Beijing* has the *highest* temperature in June. (high)

Conversation

5



5.1 Listen to the conversation between a man and his wife. Check (✓) the true statements.

Peter: Here's a geography quiz in the paper.

Mary: Oh, I love geography. Ask the questions.

Peter: Sure, the first question. Which country is larger, China or Canada?

Mary: I know. Canada is larger than China.

Peter: OK, next. What's the longest river in the Americas?

Mary: Hmm, I think it's the Amazon.

Peter: OK. Here is a hard one. Which South American capital city is the highest: La Paz, Quito, or Bogotá?

Mary: I'm not sure. I think La Paz is the highest.

Peter: Bravo. All your answers were correct. You're so knowledgeable.

- 1. Canada is larger than China.
- 2. The Amazon is the longest river in the Americas.
- 3. The highest capital city in South America is Bogotá.

5.2 Pair work. Make a similar conversation and talk about other places.



6

Listening Practice

6.1 Do you think these statements are true or false?

True False

The heaviest animal in the world is the elephant.

Mt. Fuji is the highest volcano in the world.

The largest pyramid in the world is in Egypt.

6.2 Listen to the quiz show and fill in the blanks. Then listen again and check your answers.



Quiz-Show Host: Today's contestant from Toronto is Alison MacTavish. Welcome, Alison. Please say "True" or "False" after each statement I read to you. Remember, if you make three mistakes, the game is over, and you lose. Ready?

Alison: Yes.

Quiz-Show Host: All right. Number 1: The (1) *heaviest* animal in the world is the elephant.

Alison: True.

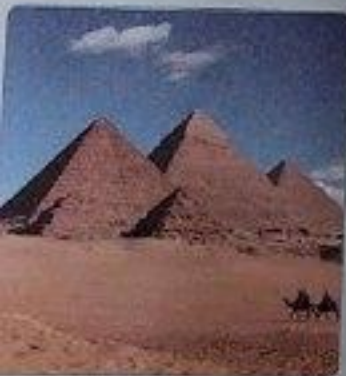
Quiz-Show Host: I'm sorry, that's not correct. Elephants are heavy, but the blue whale is (2) *heavier*... than the elephant. Let's try Number 2: Mt. Fuji is (3) *the... highest* volcano in the world.

Alison: Yes, that's true.

Quiz-Show Host: Wrong again. Mt. Fuji's high, but several volcanoes are (4) *higher*... than Mt. Fuji. Here's Number 3: (5) *The largest* pyramid in the world is in Egypt.

Alison: True?

Quiz-Show Host: Oh, I'm sorry: Wrong again. The great Pyramids of Egypt are large. But the pyramid of Quetzalcoatl in Mexico is larger. In fact, it's (6) *the largest*... monument in the world. Better luck for next time, Alison.



Vocabulary Development 7

Match the words to pictures a-f.



1. island d 2. forest c 3. galaxy b 4. planet e 5. desert a 6. valley f

Pronunciation 8

8.1 Notice the stress in the following words.

1	2	3
desert	continent	Atlantic
forest	galaxy	Pacific

8.2 Write the following words in the correct columns. Then listen and check with a partner.

galaxy Pacific forest

Communication Activity 9

Work in pairs. Write five questions about the geography of Iran. Make conversations like the example.

Student A: What's the longest river in Iran?

Student B: I think the Karun is the longest river in Iran.

Tip!

I think is one of the most common expressions in English. We use it to give an opinion or say something we think is true.

We can use *I think* at the beginning or end of a sentence.

I think Karun is the longest river in Iran.

Karun is the longest river in Iran, *I think*.

Lesson B

In the Wild



1



New Words

Listen and repeat.



annoying



bear



crocodile



eagle



horrifying



insects



peacock



reptiles



shark



snake



2



Mini Dialogs

2.1 Listen and fill in the blanks. Then listen again and check your answers.

1. A: What are the most horrifying sea animals?

B: I think sharks are (1) *the* most horrifying animals in the sea.

2. A: What are the most annoying insects?

B: In my opinion, flies and mosquitoes are the (2) *most* annoying.

3. A: What are the most dangerous reptiles in the world?

B: I think snakes and crocodiles are (3) *the* most dangerous reptiles.

4. A: Can you name one of the most intelligent animals in the world?

B: I think the dolphin is one of the (4) *most* intelligent animals in the world.

2.2 Questions

1. What words do we put before long adjectives to make a superlative?
2. Choose the correct word.


The bear is one of the most dangerous (animal/animals) in the world.

2. what are the most powerful birds in the world?

I think eagles are the most powerful birds.

3. what are the most beautiful birds in the world?

I think Peacocks are the most beautiful birds.

Classroom Interaction  3

Work in pairs and make conversations like the example.

4. what are the most horrifying reptiles in the world?

I think crocodiles are the most horrifying reptiles.

1. intelligent animal/chimpanzees

A: What are the most intelligent animals in the world?

B: I think chimpanzees are the most intelligent animals.

2. powerful bird/ eagles

3. beautiful bird/ peacocks

4. horrifying reptile/ crocodiles


5. beautiful insect/ butterflies what are the most beautiful insects in the world?

I think butterflies are the most beautiful insects.

6. dangerous reptile/ snakes

what are the most dangerous reptiles in the world?

I think snakes are the most dangerous reptiles.

Language Focus  4

Superlatives (Multi-Syllable Adjectives)

Grammar Notes

Examples

1. To form the superlative of long adjectives, we use **the most** before the adjective.

interesting - **the most interesting**

dangerous - **the most dangerous**

The bird section was **the most interesting** part of the zoo.

2. **One of the** often comes before a **superlative adjective**. The adjective is followed by a **plural noun**.

It is **one of the largest** animals in the world.
It is **one of the most intelligent** animals of all.
NOT: It is **one of the largest animal**.

3. We form the superlative of **regular adverbs** with **most** or **least**.

In the office, Alan does his work **the most efficiently**, and Sally does her work **the least efficiently**.

4. The superlative of **well** is **the best** and the superlative of **badly** is **the worst**.

Which member of the team played **the best** and who played **the worst**?

5. The superlatives of **fast** and **hard** are **the fastest** and **the hardest**.

They decided to find out who could run **the fastest**.

Who works **the hardest** in your class?

Tip!

Do not use two superlative forms together.

- It's the biggest. NOT: ~~It's the most biggest.~~
- It's the most important. NOT: ~~It's the most importantest.~~

Note 1

The opposite of **most** is **least**.

The most expensive seats are at the front of the theater.

The least expensive (cheapest) seats are at the back.

Note 2

We can use **most** with countable and uncountable nouns. The opposite of **most** with uncountable nouns is **least** and with countable nouns is **fewest**.

John spent **the most** money during the journey, but Robert spent **the least**.

I get **the most** number of telephone calls in the office, but Peter gets **the fewest**.

Fill in the blanks with one of the + superlative + plural noun. Use the words in parentheses.



1. That's . . . one of the most expensive cars . . . you can buy.
(expensive car)



2. In my opinion, volleyball is *one of the most exciting* you can play. (exciting sport) *sports.*



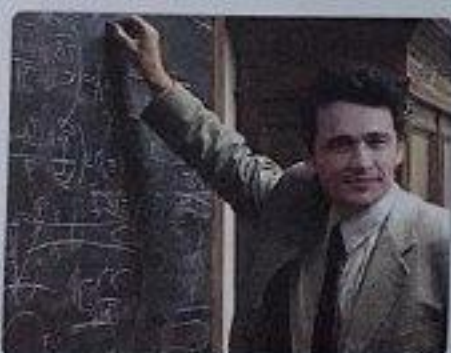
3. That was *one of the most expensive* in the city. (expensive hotel) *hotels.*



4. Driving while eating *one of the most dangerous* you can do. (dangerous thing) *things.*



5. The chocolate ice cream is *one of the most delicious* on the menu. (delicious dessert) *desserts.*



6. Dr. Jones is *one of the most knowledgeable* at the *Professor.* university. (knowledgeable professor)

5 Vocabulary Review

Put the words in the correct boxes.

eagle
dragonfly
peacockmosquito
snake
butterflycrocodile
parrot
turtle

Insects

mosquito
dragonfly
butterfly

Birds

eagle
parrot
peacock

Reptiles

crocodile
snake
turtle

6 Listening Practice

6.1 Listen to the passage and answer the questions about the black rhino.



- Where do black rhinos live? They live in Africa.
- What color is a black rhino? It's gray.
- How many black rhinos are there in the wild today? There are 3000 black rhinos.
- Why do people kill black rhinos? to use their horns as an ingredient for traditional chinese medicine.
- What other reason is there for rhinos being in danger? People are destroying their habitat.

habitat: the natural environment in which an animal or plant usually lives

6.2 Listen to the passage again. Does it include:

- a. two comparative forms?
- b. two superlative forms?
- c. three comparative forms?

Speaking Task | 7

7.1 Complete the sentences. Use the superlative form of the adjectives in parentheses and your own opinions.

- (easy) subject at school is
- (boring) lesson at school is
- (bad) movie ever is
- (funny) movie ever is
- (exciting) sport is
- (good) soccer player in the world is
- (delicious) meal in my country is
- (beautiful) place in my country is

7.2 Work in pairs. Ask and answer questions about the opinions in 7.1. Start the questions with *Who* or *What*.

What's the easiest subject at school?

I think it's ...

Really? I think it's ...

Reading | 8

The Scariest Animals in History

Terror bird



Supercroc



Megalodon



Tip!

If you don't understand a word, try to work out from the context what kind of word it is. For example, is it the name of an animal? Is it an adjective? Is it a verb?

8.1. Read the tip. Then look at the highlighted words in the text. What part of speech are they: a noun, an adjective or a verb?

8.2. Match the highlighted words in the text with the definitions below.

nouns

1. the remains of an animal or plant; millions of years old *fossils*
2. a group of animals that includes snakes and crocodiles *reptiles*
3. animals (or people) that kill other animals *hunters*
4. the hard part of a bird's mouth *beak*

verbs

5. caught and killed for food *hunted*
6. lived on Earth *existed*
7. stopped living on Earth *died out*

adjectives

8. very old; from a very long time ago *ancient*

A TERROR BIRD

About 60 million years ago, huge birds lived in South America. They couldn't fly, but they could run faster than a horse! Scientists call them "terror birds" because they were very fierce **hunters**. They caught and killed animals with their **beaks**. The largest were more than 3 meters tall. These birds all died out about two million years ago. Their only modern relatives are also fierce hunters, but they're much smaller—only about 80 cm tall.

B SUPERCROC

Crocodiles are the largest **reptiles** in the world today—and perhaps the scariest too. Some are 5 meters long and weigh about 1,000 kg. But between 100 million and 90 million years ago, a different kind of crocodile **existed**—and it was much bigger! It was 12 meters long and weighed about 8,000 kg. That's longer and heavier than a bus! Scientists called it 'Supercroc' when they found the **fossils** in the Sahara Desert in Africa. The supercroc lived in rivers—the Sahara was not a desert at that time. It caught other animals with its mouth and pulled them into the water. There, it used its 132 teeth to kill and eat them.

C MEGALODON

Perhaps the scariest of all the **ancient** animals was the megalodon. It looked like a shark, but it was bigger. The largest shark today is the whale shark, and it's about 12 meters long. Scientists believe the megalodon was about 20 meters long. Its mouth was big enough to eat a rhino, but the megalodon **hunted** other large sea creatures like whales. They first appeared 25 million years ago, and for 23 million years, they were the fiercest hunters in the ocean. Luckily for swimmers and surfers, the megalodon **died out** two million years ago.

8.3. Match the sentences with the correct creatures (A-C).

1. It lived in rivers. *B*
2. It was faster than a horse. *A*
3. It died out about 90 million years ago. *B*
4. It lived in the ocean. *C*
5. It had a beak. *A*
6. It lived on the continent of Africa. *B*
7. It lived on the continent of South America. *A*
8. It appeared before the other two existed. *B*

8.4. For Discussion.

1. Which of the three animals in the text do you think is the scariest? Why?
2. Which animals in the world today do you think are the scariest? Why?

Writing 9

9.1 Match the questions about the Persian leopards with the answers in the box.

- About 800
- In the mountainous regions of Iran
- Their habitat is disappearing, and some people hunted them.
- They have short legs and a powerful body. They have black spots on the head, throat, and belly.

1. Where do the Persian leopards live?

In the mountainous regions of Iran.

2. What do they look like?

They have short legs and a powerful body. They have black spots on the head, throat, and the belly.

3. How many Persian leopards are there in Iran today?

About 800.

4. Why are they in danger?


Their habitat is disappearing, and some people hunted them.

9.2 Write a short paragraph like the one in the Listening Practice. Use the information from 9.1. Write 70-90 words.



The Persian leopard is in danger!

It is one of the largest types of leopards in the world.

 Language Summary

Now You Can Do This:

Talk about geographical places in the world:
Describe people or things with superlative
adjectives:

Greenland is the largest island in the world.
The dolphin is one of the most intelligent
animals in the world.

Grammar

Superlative Adjectives

We use **the + superlative adjective** to say which is the (biggest, etc.) in a group.

It's the hottest month of the year.

It's the most dangerous road in the world.

She's the best student in the class.

Monday is the worst day of the week.

Adjective	Comparative	Superlative	Spelling
cold high	colder higher	the coldest the highest	add -est
big hot	bigger hotter	the biggest the hottest	double consonant, add -est
dry sunny	drier sunnier	the driest the sunniest	-iest
dangerous	more dangerous	the most dangerous	the most + adjective
good bad far	better worse farther/further	the best the worst the farthest/ furthest	irregular

Useful Words and Expressions

Geography vocabulary: desert, forest, island, etc.

Animal types: insects, reptiles, sea creatures, etc.

Animals: mosquito, shark, reptile, etc.



2



3

Unit

9

Job-Hunting

Lesson A

So Do I

Lesson B

What a Job!



4

1. What is the man in picture 1 doing?
2. Can you describe the people's feelings in pictures 2-4?

Lesson A

So Do I



1

New Words

Listen and repeat.



commute



file



get a promotion



job-hunt



training course



work overtime



2

Mini Dialogs

2.1 Listen to the dialogs and fill in the blanks. Then Listen again and check your answers.

1. Sarah: I like office work such as typing and filing.

Mitra: So (1) *do*..... I.

2. Patricia: I'm not good at learning foreign languages.

Edward: Really? Neither (2) *do*..... I.

3. Ivan: I had to go to work last weekend!

Mike: (3) *So*..... did I!

4. Ted: I can't stand noisy neighbors!

Eva: (4) *Neither*... can I!

2.2 Check (✓) True or False.

1. We use *so* after a positive statement.

True False

2. We use *neither* after a negative statement.

True False

3. We use a negative verb after *neither*.

True False

Classroom Interaction  3

Make conversations like the example. Use *So ... I* and *Neither ... I*.

1. not like working overtime

A: I don't like working overtime.

B: Neither do I.

2. interested in teamwork I am interested in teamwork? So am I.

3. not have a driver's license I don't have a driver's license. Neither do I.

4. enjoy solving problems I enjoy solving problems. So do I.

5. not good at writing reports I'm not good at writing reports. Neither am I.

6. hate sitting in long meetings I hate sitting in long meetings. So do I.

Language Focus  4

Statements and Short Responses with *So* and *Neither*

I can type.

So can I.

I can't use a word processor.

Neither can I.

I'm good at math.

So am I.

I'm not good at languages.

Neither am I.

I like office work.

So do I.

I don't enjoy sales work.

Neither do I.

Respond to the statements with *So* or *Neither*.

1. I'm going out tonight.

so am I

2. I enjoyed the party.

so did I

3. I haven't done the homework.

neither have I

4. I was late today.
so...was I.....
5. I'm not hungry.
neither am I.....
6. I can't drive.
neither...can I.....
7. I'd love to travel around the world.
so...would I.....
8. I don't have a car.
neither do I.....



5

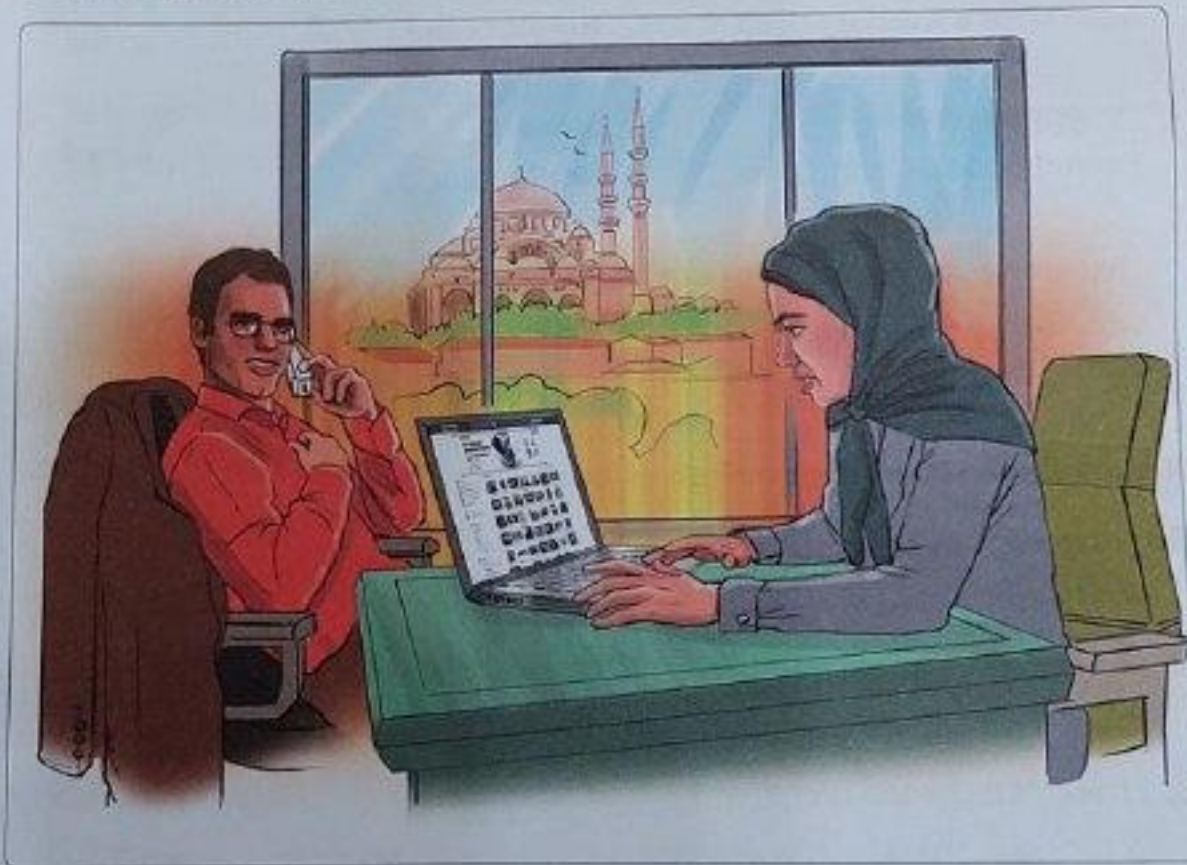


Conversation

5.1 Discuss these questions.

1. What do people usually do when they want to find a job?
2. What skills do you need to have if you want to find a job easily?

5.2 Listen to the conversation and answer the questions.



- Bayram:** Any interesting jobs listed on the Internet today?
- Aylin:** Well, there are a lot of retail jobs – selling clothes and stuff. But you have to work Saturdays and Sundays.
- Bayram:** Hmm. I hate working on weekends.
- Aylin:** Hmm ... so do I. Oh, here's a job in sales. It's a job selling children's books to bookstores.
- Bayram:** That sounds interesting.
- Aylin:** Yeah. Let's see. You need to have a driver's license. And you have to work some evenings.
- Bayram:** I don't mind working evenings during the week. And I enjoy driving. So, what's the phone number?
- Aylin:** It's 798-3455.

retail: the sale of goods in stores to people for their own use
I don't mind ... ; ... doesn't bother me

1. What kind of jobs did Aylin find on the Internet? *retail jobs and a job in sales.*
2. Who hates working on weekends? *Bayram and Aylin.*
3. What does a person need to have for selling children's books to bookstores? *a driver's license.*
4. Who doesn't mind working in the evenings? *Bayram.*
5. What was the phone number? *798-3455*

5.3 Pair work. Make a similar conversation and talk about other jobs.

Listening Practice

6



Listen and choose the correct response.

- | | | |
|--|---|---|
| 1) <input checked="" type="checkbox"/> So do I.
<input type="checkbox"/> So can I. | 3) <input checked="" type="checkbox"/> So am I.
<input type="checkbox"/> So can I. | 5) <input checked="" type="checkbox"/> Neither can I!
<input type="checkbox"/> Please don't! |
| 2) <input type="checkbox"/> So can I.
<input checked="" type="checkbox"/> Neither do I. | 4) <input checked="" type="checkbox"/> But I do!
<input type="checkbox"/> Neither can I. | 6) <input checked="" type="checkbox"/> So do I.
<input type="checkbox"/> Oh, I'm not! |



Read the following passage about Jeremy. Match the words or phrases in bold with one of the definitions a-h.

When Jeremy left school, he (1) **applied for** a job in the accounts department of a local engineering company. They gave him a job as a (2) **trainee**. He didn't earn very much, but they gave him a lot of (3) **training** and sent him on training courses. Jeremy worked hard at the company and his (4) **prospects** looked good. After his first year, he got a good (5) **pay raise**, and after two years he got a (6) **promotion**. After six years, he was (7) **in charge of** the accounts department with five other (8) **employees** under him.

- 5 a. more money
 7 b. responsible for/ the boss of
 4 c. future possibilities in the job
 3 d. organized help and advice with learning the job
 1 e. wrote an official request for
 8 f. workers in the company
 2 g. a very junior person in a company
 6 h. given a higher position with more money and responsibility



8.1 Listen to the stressed words in these responses.

So can I.

Neither can I.

So am I.

Neither am I.

So do I.

Neither do I.

8.2 Now practice saying the following sentences. Then listen and check.

1. So did she.

4. Neither is she.

2. So was he.

5. Neither will I.

3. So could I.

6. Neither are they.

Communication Activity (Optional) | 9

9.1 Work in pairs. What skills and job preferences do you have? Make conversations like the example.



1. Are you good at spelling?
math?
writing letters?
remembering names?



2. Can you type fast?
use a computer?
write English well?
speak any foreign languages?



3. Do you like traveling?
sales work?
commuting?
a regular nine-to-five job?



4. Do you have a driver's license?
any office skills?
any sales experience?
any special diplomas or certificates?

Student A: Can you type fast, Ali?

Student B: I guess so. How about you, Mahdi?

Student C: Oh, I can't! My typing is terrible!

9.2 Now think of a suitable job for your partner. Make conversations like the example.

Student A: Well, Roya, I think you should be a translator.

Student B: Yeah, and you shouldn't be a math teacher.

Lesson B

What a Job!



1



New Words

Listen and repeat.



astonished



astonishing



clown



disappointed



disappointing



entertained



entertaining



fascinated



fascinating



ghost



2



Mini Dialogs

2.1 Look at the pictures. Listen and number them 1-4.



A 3



B 4



C 1



D 2

2.2 Listen to the dialogs and fill in the blanks. Then listen again and check your answers.


- A: Were the students (1) *confused*?

B: Yes, the questions were rather confusing.
- A: Were the children entertained?

B: Yes, the clowns were very (2) *entertaining*.
- A: Was the scientist (3) *astonished*?

B: Yes, the results were very astonishing.
- A: Why were they bored?

B: Because the movie was really (4) *boring*...

Classroom Interaction  **3**

Look at the pictures and make conversations like the example.



1. tire/ journey

A: Why are they tired?

B: Because they had a tiring journey.

2. disappoint/grades



why is he disappointed?

Because he had a disappointing grades.

3. why are they amused?
Because they had amusing TV show.

3. amuse/ TV show



4. why is he fascinated?
Because he had a fascinating results.

150 | Unit Nine Lesson B

5. why is he interesting?
Because he had an interesting subject.

4. fascinate/ results



5. interest/ subject



6. excite/ game



6. why are they excited? Because they had exciting game.

4 Language Focus

Adjectives: -ed or -ing

We can use adjectives that end with *-ed* to describe people's feelings:

We use an adjective that ends with *-ing* (e.g. frightening) to talk about a thing or person that makes us have a feeling:



Subject
John

was very frightened.

Subject
The ghost

was very frightening.

The subject of the sentence (e.g. John) is the person who has the feeling.

The subject of the sentence (e.g. the ghost) causes the feeling.

Match a word in A with a suitable word or phrase in B.

A

1. be *d*
2. apply *c*
3. fill in *f*
4. write a *a*
5. go for *e*
6. unemployment *b*

B

- a. CV = *résumé*
- b. benefit
- c. for a job
- d. unemployed = *be jobless*
- e. an interview
- f. an application form

Listening Practice

6.1 Listen to two letters to the editor of a newspaper. Why is Emily unemployed? *Emily is unemployed because she has no experience.*
 Why is Mark unemployed? *mark is unemployed because people think he is too old.*



editor: a person who is in charge of a newspaper or magazine

count: matter *Every point in this game counts.*

frustrating: disappointing *It's frustrating to have to wait so long.*

6.2 Listen to the letters again. Circle T (true) or F (false). Correct the false ones.

- | | | |
|--|------------------------------------|------------------------------------|
| 1. Emily left school three ^{two} months ago. | T | <input checked="" type="radio"/> F |
| 2. She's looking for her ^{first} second job. | T | <input checked="" type="radio"/> F |
| 3. She looks at the job ads online twice a week. | T | <input checked="" type="radio"/> F |
| 4. She's cleaning her neighbors' house at the moment. | <input checked="" type="radio"/> T | F |
| 5. Mark worked for the same company for seventeen years. | <input checked="" type="radio"/> T | F |
| 6. He lost his job two months ago. | T | <input checked="" type="radio"/> F |
| 7. He goes to a lot of interviews. | T | <input checked="" type="radio"/> F |
| 8. He knows a lot about engineering. | <input checked="" type="radio"/> T | F |

2. money paid regularly by the government to people who are unemployed

7 Speaking Task

Work in pairs. Discuss these questions.

1. Do you think it's more difficult to be unemployed when you're young or when you're older? Why?
2. What is unemployment benefit? Do people in Iran get it?
3. Which one helps more in finding a job, experience or university education?

8 Reading

I'm Just Doing My Job!



8.1 Discuss these questions.

1. Look at the photo. Do you think traffic wardens are necessary? Why? Why not?
2. In your opinion, what are the good and the bad things about being a traffic warden?

aggressive: angry; ready to attack

8.2 Read an interview with William McBride, a traffic warden. Fill in the blanks a-f in the article with questions 1-6.

1. What excuses do people give you?
2. What are the good things about the job?
3. Does everyone pay their fine?
4. Why did you become a traffic warden?
5. Is it a dangerous job?
6. What do traffic wardens do?

a. 4.....

When I lost my job in the shipbuilding industry, it was hard to find new employment, and this was the only job I could get. But it was a good decision – I like my work.

b. 6.....

Well, we give people parking tickets of course, but that's not all we do. We also help the police when they are looking for stolen cars. In fact, we collect a lot of local information for the police – it's an important part of our job.

c. 1.....

Popular ones are: "I couldn't remember where the car was." "I needed the toilet urgently". "I stopped to help an old lady". Someone even said he paid for a ticket, put it in the car, but his parrot ate it!

d. 5.....

Sometimes, but we have radios, so we can get help when we're in trouble. And now some wardens actually have video cameras as part of their uniforms. So, if anyone gets aggressive, it's on camera. Strangely, some of the most aggressive people are parents when they're collecting their children from school!

e. 2.....

You certainly keep fit because you're on your feet all day. I like that. And not everyone hates us. Some people think we do a good job. They know that without us the traffic would be terrible, and the emergency services couldn't do their jobs.

f. 3.....

60 percent

No, millions of people just don't pay. And others write to the parking department and complain. The department accepts about 60% of these excuses, so those people don't have to pay. But the government still gets over £1 billion a year from parking fines.

۱۲۳

8.3 Read the article again. Underline the part of the article that tells us this information.

1. Not everyone has to pay a parking fine. f
2. Traffic wardens help the police a lot. d
3. Some traffic wardens can film people who argue with them. b
4. William had another job before he became a traffic warden. a
5. Traffic wardens hear some unbelievable excuses. c
6. Some people like traffic wardens. e

8.4 For Further Discussion.

1. Which jobs are popular in Iran? The popular are jobs in Iran are
2. In your opinion, which groups of people get paid too much? Why? Accounting
3. Which jobs should have the highest salaries? Why? Nurse Because it very hard and full-time.

9

Writing

Imagine that you have a hard job. Write a short paragraph about why you think it is a hard job. Do NOT mention the job. Your classmates should guess the job when you read out your paragraph.

It's hard and full-time. Are not receiving legal to do it.
 work from morning to midnight. Breakfast gives kids.
 The lunch makes will teach the kids. You get clothes.
 Ironing clothes. sweeps the house. Batting the kids.
 no complaining and Done with love.
It's housewife.

Language Summary | 

Now You Can Do This:

Respond to a positive statement:	"He's good at learning English."	"So am I."
Respond to a negative statement:	"She doesn't mind working evenings."	"Neither do I."

Grammar

So, Neither + Auxiliaries

- A:** I love traditional painting.
B: So do I.
A: I went to an art gallery yesterday.
B: So did I.
- A:** I'm not married.
B: Neither am I.
A: I don't want to work overtime.
B: Neither do I.

Useful Words and Expressions

Present participles: astonishing, disappointing, fascinating, etc.

Past participles: astonished, disappointed, fascinated, etc.

Expressions: I don't mind ...