



In the Name of God,
the Compassionate, the Merciful

THE ILI ENGLISH SERIES

ADVANCED



STUDENT'S BOOK



IRAN LANGUAGE INSTITUTE

Affiliated with the Institute for the Intellectual Development of Children and Young Adults

UNIT 1

CROSSING CULTURES



1

APPROACHING THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

Different cultures have different traditions. For example, in some countries people shake hands, whereas people in some other countries bow to each other. What cultural differences between your country and other countries can you think of? Work in small groups. Write examples in the chart on the following page.



	Your country	Other countries
Meeting, greeting, introducing people		
Attitudes toward marriage, family, older people, and raising children		
School and teaching methods		
Manners and ways of addressing people		
Punctuality and tardiness		
Giving and receiving tips, gifts, or compliments		
Invitations and table manners		



Work with another group. Compare your answers, and add to your lists. In which category did you find the most differences between your culture and other cultures?

B ENHANCING YOUR VOCABULARY

1 Match the words/expressions on the left with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

- | | |
|--------------------------|---|
| _____ 1. shuffle | a. suddenly run toward sth when you are trying to escape |
| _____ 2. squint | b. with a lot of pauses between words or movements, often because of a lack of confidence |
| _____ 3. a piece of cake | c. doing sth in a very urgent way because you are extremely frightened or worried about sth |
| _____ 4. frantically | d. look at sth with the eyes partly closed |
| _____ 5. alien | e. realize in advance that sth may happen and be prepared for it |
| _____ 6. anticipate | f. happening in the same way and continuing for a period of time |
| _____ 7. halting | g. sth that is very easy to do |
| _____ 8. break for | h. make your shoes come off by shaking your feet |
| _____ 9. kick off | i. move pieces of paper around so that they are in a different order |
| _____ 10. consistently | j. belonging to a different country, race, or group |

2 Fill in the blanks with the correct form of the words/phrases from the list 1-10 on the previous page.

1. Just another surveillance job to you, Tom. _____ to somebody like you.
2. At the time we couldn't have _____ the result of our campaigning.
3. She had to hold him back as he tried to _____ the door.
4. The silence lengthened as Thorne unnecessarily _____ some papers.
5. They have been working _____ all week to get it finished on time.
6. Her work has been of a(n) _____ high standard the whole year through.
7. When he _____ his eyes, he could just make out a house in the distance.
8. She stretched out on the sofa and _____ her sandals.
9. In a(n) _____ voice, she said that she wished to make a statement.
10. He said they were opposed to what he described as the presence of _____ forces in the region.

1.2 LISTENING FOR IT

A INTRODUCING THE TOPIC



You are going to listen to a story about a man from the United States living in another country. In the story, he realizes that he has a different attitude toward punctuality, or being on time, from everyone else.

B LISTENING TASK 1

Look at the questions. Then listen to the story, and write your answers.

1	What happened?	
2	Where did it happen?	
3	Who did this happen to?	

C LISTENING TASK 2

Listen to the story again, and choose the correct answer for each question. Then compare your answers with a partner.

1. What was the professor's academic subject?
 - a. English.
 - b. Portuguese.
 - c. Psychology.
2. What kind of difficulties did he expect to have?
 - a. Difficulties with language and privacy.
 - b. Difficulties with time and punctuality.
 - c. Difficulties with his students.
3. Why did he rush to his first class?
 - a. He was late.
 - b. He thought he was late.
 - c. The students were in a hurry.
4. What did he learn from this experience?
 - a. Brazilians don't wear watches.
 - b. Brazilians argue a lot about what time it is.
 - c. Nobody in Brazil seems to worry about the time.
5. Which sentence is true?
 - a. All of the students were late.
 - b. Many of the students were late.
 - c. A few of the students were late.
6. What do students in California do when a class period is ending?
 - a. They start moving their books and looking uncomfortable.
 - b. They start screaming.
 - c. They leave to go to the bathroom.
7. What did the Brazilian students do at the end of the class?
 - a. They left right away.
 - b. They stayed to ask questions.
 - c. They all stayed until 12:30.
8. What had the class been about?
 - a. Statistics.
 - b. Portuguese.
 - c. Culture.

1.3 FOLLOW-UP

A PAIR WORK

- 1 Match the information in columns A and B to make sentences about customs in the United States and Canada. Then compare your answers with a partner.

A

1. If the service in a restaurant is very bad,
2. If you've been to a friend's home for dinner,
3. When you want to smoke in public,
4. When you go to a housewarming party,
5. If you plan to visit someone at home,
6. When you meet someone for the first time,

B

- a. you're supposed to call first.
- b. you aren't expected to leave a tip.
- c. you aren't supposed to hug or kiss them.
- d. you're expected to ask the people near you.
- e. it's the custom to call and thank them.
- f. you're supposed to bring a gift.

- 2 Complete these sentences with information about your country or a country you know well. Then compare your answers with a partner.

1. In _____, if people invite you to their home, _____.
2. When you go out with friends for dinner, _____.
3. If a friend gets engaged to be married, _____.
4. When a relative has a birthday, _____.
5. If a friend is in the hospital, _____.
6. When someone is going to have a baby, _____.

B GROUP WORK

Look at the information in the box, and then talk about the questions that follow.

<i>Different customs</i>				
Canada and the U.S.	Indonesia	Korea	Samoa	Thailand
Don't arrive early if you're invited to someone's home.	Never point to anything with your foot.	Don't pass something to an older person or superior with only one hand.	Don't eat when you're walking in public.	Never touch anyone except a child on the head.

- Does your culture follow any of these customs?
- Why do you think people have these customs?
- What other interesting customs do you know?
- What customs should a visitor to your country know about?



2 APPROACHING THE READING TOPIC

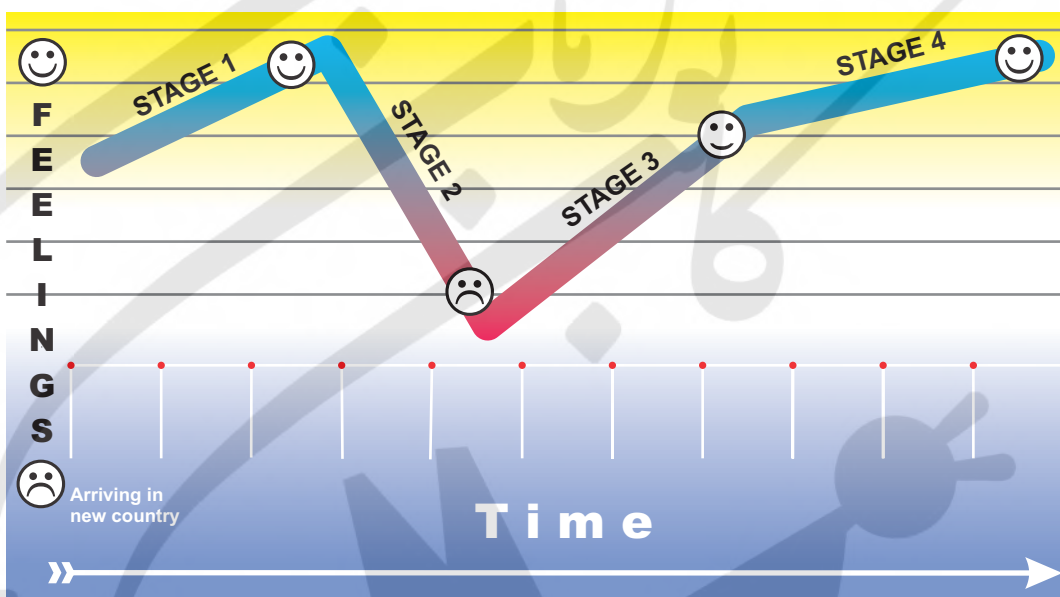
2.1 WARMING UP

- 1 Read these questions. Think of two more questions to add to the list. Then take turns asking and answering the questions in groups.



- If you could live in a foreign country, what country would you like to live in? Why?
- What country wouldn't you like to live in? Why?
- If you could go abroad with someone, who would it be?
- What would be your two greatest concerns about living abroad?
- What do you think you would enjoy the most about living abroad?
- _____ ?
- _____ ?

- 2 How would you prepare for culture shock? Read the descriptions of the different stages of culture shock. Then look at this chart. Write the numbers of the stages next to their descriptions.



- _____ the emptiness stage After only a few weeks, you will have settled into your daily routine. The original excitement you felt will have disappeared. Everything will seem so different, confusing, and disappointing!
- _____ the acceptance stage At this point, you will have accepted the cultural differences of the new country. Unfortunately, this is sometimes the point when you are about to move back home!
- _____ the tourist stage You will have a positive attitude. Everything will feel new and exciting!
- _____ the recovery stage By this time, you will have been living in your new home for several months. You will start to feel more relaxed!



- A** Someone who goes to stay in a foreign country, whether it is for a short time or forever, passes through several stages of adjusting to the newness of the culture. If the stay is going to be short, the person moves quickly through the stages. If the stay will be long, the stages last longer. Even children, who seem more adaptable than adults, go through the adjustment cycle, though they pass through it rather quickly.
- B** The first stage of adjustment begins before the travelers even leave home. During this stage, they form ideas and images of what life in the new country will be like. In a way, they imagine themselves into the new way of life. It is a way to begin adjusting to the change.
- C** In the second stage, which begins when the travelers arrive in the new country, everything is new and interesting. The travelers are in a heightened state of emotion, and their moods swing wildly up and down. While they are intensely aware of everything around them, they have no framework into which to put what they see and smell and hear. All their impressions tend to run together, or merge. Travelers at this stage are passive. They watch the inhabitants of their new land, but they do not join in. They are merely spectators.
- D** As the travelers spend more time in the new country, the second stage gradually gives way to the third, or participation, stage. During this stage, the travelers begin entering into the life of the new country. They are no longer spectators but begin taking part. And as they participate, difficulties arise. They make mistakes; they find it difficult to accomplish simple tasks in a new country with an unfamiliar language and customs.
- E** This is the stage where there is the most variability. Some travelers find it challenging. They learn from their mistakes and gradually begin to feel more a part of the country. Others find the task of adjusting nearly overwhelming. But even those who find it difficult gradually—almost against their will—begin participating more and more.
- F** As the travelers participate more in the life of the new country, they begin changing. What was strange becomes familiar. What

was difficult becomes easy. What seemed impossible becomes possible. Bit by bit they leave behind some of the assumptions and behaviors and beliefs which were part of them in their native land and begin thinking and acting more like the inhabitants of the new country. They have entered the fourth, or culture shock, stage of adjustment.

G By the fourth stage, the travelers are functioning well. The language is no longer the struggle it once was. The currency is no longer unfamiliar. They know what to expect and how to get what they want. And just at this time a strange thing happens. They begin to feel more alienated than they did when they first arrived. Though life has become easier and they are coping well, they become irritable. Some become depressed. What they once found exciting and interesting in the new country is now annoying or hateful. They no longer want to go out and explore their new surroundings. They withdraw into themselves. They are experiencing the classic symptoms of culture shock.

H What has happened is that by adjusting to their new surroundings, they have lost their sense of self. In giving up a little of their old culture and taking on some of the new, the very foundations of their identity are threatened. It is a frightening experience, and they cope with their fear by withdrawing from the new culture and temporarily retreating back to being spectators. Some even find that they can no longer use the new language as well as they had only days or weeks before.

I This stage, the culture shock stage, may be long or short, depending on the individual. Eventually, though, the travelers begin participating again in the culture, and they

find to their amazement that they no longer feel so foreign. Out of the depression and sense of loss they experienced in the fourth stage comes real adjustment to the new land. They are less excited than they were in stage two, but their experiences are no longer a blur of heightened emotions and senses. They participate more than they did in stage three, but with less effort. In short, they have adapted to and become a part of their new country.

J The final stage, the re-entry stage, occurs when or if the travelers return to their native lands. When they do, they find that they are not quite the same people as they were when they left. They have changed. Their values may be broader and more flexible. They have learned new and often better ways of being and thinking. Their friends and family seem slightly narrow and inflexible. Worse, their friends and family are only mildly interested in the exciting things that happened to them during their sojourn abroad. To their amazement, they feel just a little bit foreign in their own homeland.

K Needless to say, personality differences influence the degree to which travelers go through these stages of adjustment. For some, the second stage is merely one of gentle interest in their new surroundings, while they experience culture shock only as mild listlessness or lack of interest in what is going on. Others feel the full force of each stage, going from excitement to despair, fully aware of the imbalance they experience as one stage gives way to another. Nevertheless, all travelers go through these stages of adjustment to a greater or lesser degree, and none return to their homes as quite the same people who left.

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. Children who have a higher level of adaptability can adjust themselves to new situations much more easily.
 - b. Moving to a foreign country entails passing through a number of stages in order to adapt oneself to the new environment.
- Paragraph B
 - a. The first stage of adjustment depends on how well a traveler can imagine the life in the new country and get rid of the false assumptions commonly held.
 - b. The travelers' preconceived notions about life in the new country mark the beginning of the first stage of adjustment while they're still in their own country.
- Paragraph C
 - a. The travelers are overwhelmed and confused in the second stage because everything is exotic and exciting, so they just passively watch things as onlookers.
 - b. The travelers have difficulty expressing their emotions in the second stage of adjustment since they're not taken in by the residents of the new country.
- Paragraph D
 - a. In the third stage, the travelers start to come to terms actively with the day-to-day realities of life in the new country, not knowing how to go about doing things properly.
 - b. In the third stage, the travelers realize that the ways they got things done in their own country may not be the same in the new country, so they're careful not to make any mistakes.
- Paragraph E
 - a. The reaction of the travelers in the third stage of adjustment varies largely due to the fact that different people find their situation differently.
 - b. Everything changes in the course of time in the third stage, gradually making it difficult for the travelers to participate willingly.
- Paragraph F
 - a. Entering the fourth stage of adjustment, the travelers undergo sudden drastic changes in the way they see the world and how they actually get things to work.
 - b. At the start of the fourth stage of adjustment, the travelers begin to get used to things and realize that there are both good things and bad things everywhere they go.
- Paragraph G
 - a. In the culture shock stage, the travelers feel like fish out of water, and upon noticing that nobody seems to care, they totally feel frustrated.
 - b. The dominant feature of the culture shock is a sense of alienation which leads to the travelers' withdrawal from the new culture.

- Paragraph H
 - a. Having a strong sense of belonging to their own culture makes the travelers frightened to accept the new culture.
 - b. The main reason for the travelers' alienation and retreating into themselves is the sense of loss of their identity.
- Paragraph I
 - a. The culture shock stage culminates in the travelers' working through their depression and starting to feel more at home in the new country.
 - b. At the end of the culture shock stage, the travelers come to realize that everything about the new place is good, and everything about the old place is bad.
- Paragraph J
 - a. The final stage is when the travelers go back to their homeland and feel surprised to know that their return is not quite welcomed and appreciated by their friends and relatives.
 - b. The last stage is when the travelers finally return to the culture they came from, feeling disappointed to discover that they have changed and that there are some things they like better in the new culture.
- Paragraph K
 - a. How seriously the travelers go through the stages of adjustment to a new culture directly depends on their individual characteristics.
 - b. The kind of psychological problems that the travelers may have while living in a new culture will be similar if they don't have enough adaptability.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. Why are the travelers described as passive in the second stage of adjustment?
 - a. They have not left home yet.
 - b. They are still forming images and ideas.
 - c. They have not entered into the life of the new country.
 - d. They are in a heightened state of emotion.
2. Which of the following happens to the travelers in the third stage of adjustment?
 - a. They begin to take part in social activities.
 - b. They continue to be merely spectators.
 - c. They still do not make sense of what they see.
 - d. They take the new customs for granted.
3. Which of the following does NOT happen to the travelers in the fourth stage?
 - a. They feel alienated and become depressed.
 - b. Life becomes easier for them.
 - c. The foreign language is still a problem for them.
 - d. They withdraw into themselves.

4. What do the travelers experience at the end of the fourth stage?
 - a. The foundations of their identity are threatened.
 - b. They become adapted to the new country.
 - c. They tend to explore their surroundings more.
 - d. Their participation in social activities gradually decreases.
5. In what field of study is this article most likely to appear?
 - a. Psychology.
 - b. Philosophy.
 - c. Literature.
 - d. Anthropology.

C REACTING TO THE READING

- 1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

_____ 1. merge	a. much larger, stronger, more important, etc. than anything else in a situation
_____ 2. leave behind	b. lack of energy and enthusiasm and being unwilling to do anything needing effort
_____ 3. alienated	c. completely typical
_____ 4. sojourn	d. sth such as a thought or memory that is not very clear in your mind
_____ 5. retreat	e. combine or cause (two or more things) to combine, esp. gradually, so as to become a single thing
_____ 6. blur	f. a set of principles, ideas, etc. that you use when you are forming your decisions and judgments
_____ 7. listlessness	g. avoid a dangerous, unpleasant, or embarrassing situation, esp. by moving away from it
_____ 8. overwhelming	h. feeling that you do not belong in a particular society, place, or group
_____ 9. framework	i. deliberately forget sth, esp. sth from your past
_____ 10. classic	j. a stay in a place that is longer than a vacation but not permanent

- ② Find matching pairs of sentences. Then write the appropriate letter in the space provided.

SUB-: “under,” “below,” “beneath”

- _____ 1. Your dislike of water is perhaps due to a fear of drowning.
- _____ 2. All countries in the European Union must obey its laws.
- _____ 3. All members of the staff should follow the manager’s orders.
- _____ 4. The doctor reassured him that the pain would be relieved in an hour or two.
- _____ 5. In the dense fog the little rowboat collided with a large passenger ship.
- _____ 6. They spent most of their free time scuba diving.
- _____ 7. The events I’m speaking of happened after the war.
- _____ 8. I’d rather not watch dubbed movies.
- _____ 9. My family can’t stand the noise in a big city.
- _____ 10. Our teachers are very demanding this year.

- a. They are interested in **submarine** plant life.
- b. It would **subside** shortly.
- c. It’s a kind of **subconscious** feeling.
- d. They’d better have **subtitles**.
- e. It instantly **submerged**.
- f. They have to **submit** to them.
- g. They were **subsequent** to it.
- h. They don’t accept anything **substandard**.
- i. They are all **subordinate** to him.
- j. They prefer a **suburban** life.



APPROACHING THE SPEAKING TOPIC

3.1 DEVELOPING THE TOPIC

- 1 These words are used to describe how people sometimes feel when they live in a foreign country. Which are positive (*P*)? Which are negative (*N*)?

anxious	_____	fascinated	_____
calm	_____	drained	_____
comfortable	_____	secure	_____
confident	_____	homesick	_____
curious	_____	suspicious	_____
depressed	_____	uncertain	_____
embarrassed	_____	uncomfortable	_____
enthusiastic	_____	nostalgic	_____

- 2 Test your knowledge of international customs and etiquette with this *Around the World* quiz. Circle the answer you think is correct. Then check your responses with the answer key on page 22. Give yourself one point for each correct answer.



1. China

You're invited to someone's house. Which of these may cause offense?

- a. Blowing your nose.
- b. Refusing an offer of food.
- c. Not removing your shoes before entering.



2. Saudi Arabia

You want to rent a car to tour the country. Is this permitted?

- a. Yes, but you must take a test first.
- b. Yes, but only if you're male.
- c. No, tourists have to travel by bus.



3. Nepal

While trekking, you want to photograph local villagers. Is this allowed?

- a. Yes, the Nepalese love being photographed.
- b. No, their religion forbids it.
- c. Yes, but you must ask permission first.



4. Morocco

You'd like to visit some mosques, but are you allowed to go inside?

- a. Yes, but you have to wear white clothes.
- b. Yes, and you don't have to take your shoes off.
- c. You mustn't enter unless you're a Muslim.



5. Thailand

On a bus, the only free seat is next to a Buddhist monk. Should you take it?

- a. Yes, but only if you're male.
- b. Buddhist monks aren't allowed to travel by bus.
- c. Yes, but you must bow first.



6. Singapore

You offer a piece of chewing gum to your tour guide. Why does she look shocked?

- a. Because chewing gum is forbidden by law.
- b. Because tour guides aren't allowed to accept gifts.
- c. Because chewing gum is given to animals.



7. India

An Indian friend invites you to a traditional meal. How should you eat?

- a. With your left hand only.
- b. With your right hand only.
- c. With both hands.



ANSWER KEY

- 1 = b It's considered impolite to refuse food (although it's customary not to accept immediately).
2 = b Women are forbidden to drive.
3 = c The Nepalese, like many other cultures, are sensitive about having their photos taken.
4 = c Non-Muslims are not allowed to go inside Moroccan mosques.
5 = a Buddhist monks are forbidden to touch or be touched by females.
6 = a You can be fined for chewing gum in Singapore.
7 = b Indians traditionally eat with their right hand, as the left hand is considered unclean.



How you scored

- 6-7 Congratulations! You've completed your around-the-world tour with the minimum of embarrassment.
4-5 Not bad. Only a few embarrassing situations!
2-3 Not so good. You should learn more about cultural differences.
0-1 You must do some cross-cultural homework before your next trip abroad, or stay home!

3.2 MINI-LISTENING



Listen to Andrew, Amy, and Layla talking about their experiences abroad. Were they positive or negative experiences?



Andrew



Amy



Layla

	Experiences	Positive or negative
Andrew		
Amy		
Layla		

3.3 FOLLOW-UP

A PAIR WORK

- 1 How would you be affected by living abroad? Think of a personal example for each item below. Then share your information with your partner.

something of value from your own culture you would like to share with others

something from your own culture that you don't think you would miss

something about yourself that would change as a result of living abroad

something about yourself that you don't think would ever change, no matter where you lived

- 2 Imagine you are going to live in a foreign country. Make sentences using these noun phrases and your own information.

1. the thing that I'd be most worried about
2. something I'd feel confident about
3. the person that I'd miss the most
4. someone I'd never miss
5. something I might be uncomfortable about
6. the thing that I'd find most exciting



B GROUP WORK



Culture check

Check (✓) the statements about cultural behavior that are true in your country. Then compare your answers. How many are the same? How many are different?



Socializing

- ☐ 1. People often kiss friends on the cheek when they meet.
- ☐ 2. It's OK to ask people how much money they earn.
- ☐ 3. It's all right to ask someone what his or her religion is.
- ☐ 4. It's common to introduce yourself to new neighbors and give them a small gift.
- ☐ 5. People always arrive on time when they're invited to someone's home.
- ☐ 6. When friends have dinner out together, each person pays his or her share of the check.
- ☐ 7. It's OK to ask for a second helping when eating at a friend's house.
- ☐ 8. It's OK to drop by a friend's house without calling first.
- ☐ 9. It's OK to bring a friend or family member when you're invited to a party at someone's home.



Out in Public

- ☐ 10. It's OK to blow your nose in public.
- ☐ 11. It's all right to chew gum while talking to someone.
- ☐ 12. It's common to bargain when you buy things in stores.
- ☐ 13. If you want to smoke around other people, you should always ask if it's OK.



At Work and School

- ☐ 14. In an office, people usually prefer to be called by their first names.
- ☐ 15. In high schools, it's common to call a teacher by his or her first name.
- ☐ 16. Students always stand up when the teacher enters the classroom.



Marriage

- ☐ 17. Parents often decide who their children will marry.
- ☐ 18. It's the custom to go shopping in groups before you are married.
- ☐ 19. The bride's parents are expected to provide her dowry.
- ☐ 20. A bridal shower is held before the wedding ceremony.

4

APPROACHING THE WRITING TOPIC

PATTERN OF PARAGRAPH DEVELOPMENT: PROCESS (DIRECTIONAL)

You are sometimes asked to write a paragraph to explain how something is done or made. In this kind of paragraph writing, you are supposed to arrange the supporting sentences of your paragraph in a step-by-step sequence. This kind of paragraph in which you identify and explain what steps must be taken to complete an operation or a procedure is referred to as a *process* paragraph. Here are a number of words and phrases that are used in a process paragraph:

<i>next</i>	<i>then</i>	<i>now</i>	<i>to begin (with)</i>	<i>finally</i>
<i>before</i>	<i>following</i>	<i>when</i>	<i>at last</i>	<i>afterward</i>
<i>at this point</i>	<i>first, second, third, etc.</i>			

These words and phrases can be used in examples such as:

The next step is to fry the potatoes in the pan.

When the oil is hot, but not too hot, put in the kernels.

Here is an example of a process paragraph:



You can change milk into yogurt in several steps. First, begin by obtaining fresh whole or skim milk from the market. Then continue by boiling the milk in a clean pot. While the milk is boiling, stir it with a spoon and let the water inside the milk evaporate. After about ten minutes, remove the pot from the heat. Then let it remain in clean air to cool. While the milk is still lukewarm, add fermentation to it. The next step is to allow some time to pass. After a few hours, the yogurt is ready.

The above paragraph is, in fact, a sample of a *directional process* which tells the reader how to do or make something. In simple words, it gives directions. When you tell friends how to find your house, or when you tell someone how to transfer computer files, for example, you are asking them to follow a directional process. You can break a directional process into a number of stages. The above paragraph, for instance, can be expressed in the form of the following stages:

- Topic:** How to change milk into yogurt
- Stage one:** Obtaining fresh whole or skim milk
- Stage two:** Boiling the milk
- Stage three:** Stirring the milk
- Stage four:** Removing the pot from the heat
- Stage five:** Letting it cool
- Stage six:** Adding fermentation
- Stage seven:** Allowing some time to pass

Activity

- 1 In the following section, there are two sample *directional process* paragraphs. Outline the stages mentioned in the two paragraphs.

Paragraph 1

Changing a flat tire is really a very simple operation if you have the right tools.¹ When you have removed the hubcap from the wheel which has the flat tire, correctly place the jack to lift the car off the ground.² Now you are ready to jack up the car high enough for the tire to clear the ground.³ After you have done that, carefully loosen the nuts that hold the tire and rim in place; the tool you use to do that is called a *lug wrench*.⁴ Remove the tire and put the spare tire in place.⁵ Now you are ready to put the nuts back on the wheel and tighten them as firmly as you can with the lug wrench.⁶ All that remains is to replace the hubcap, lower the car to the ground, give the nuts a final tightening, and remove the jack.⁷



The order of stages: _____

Paragraph 2

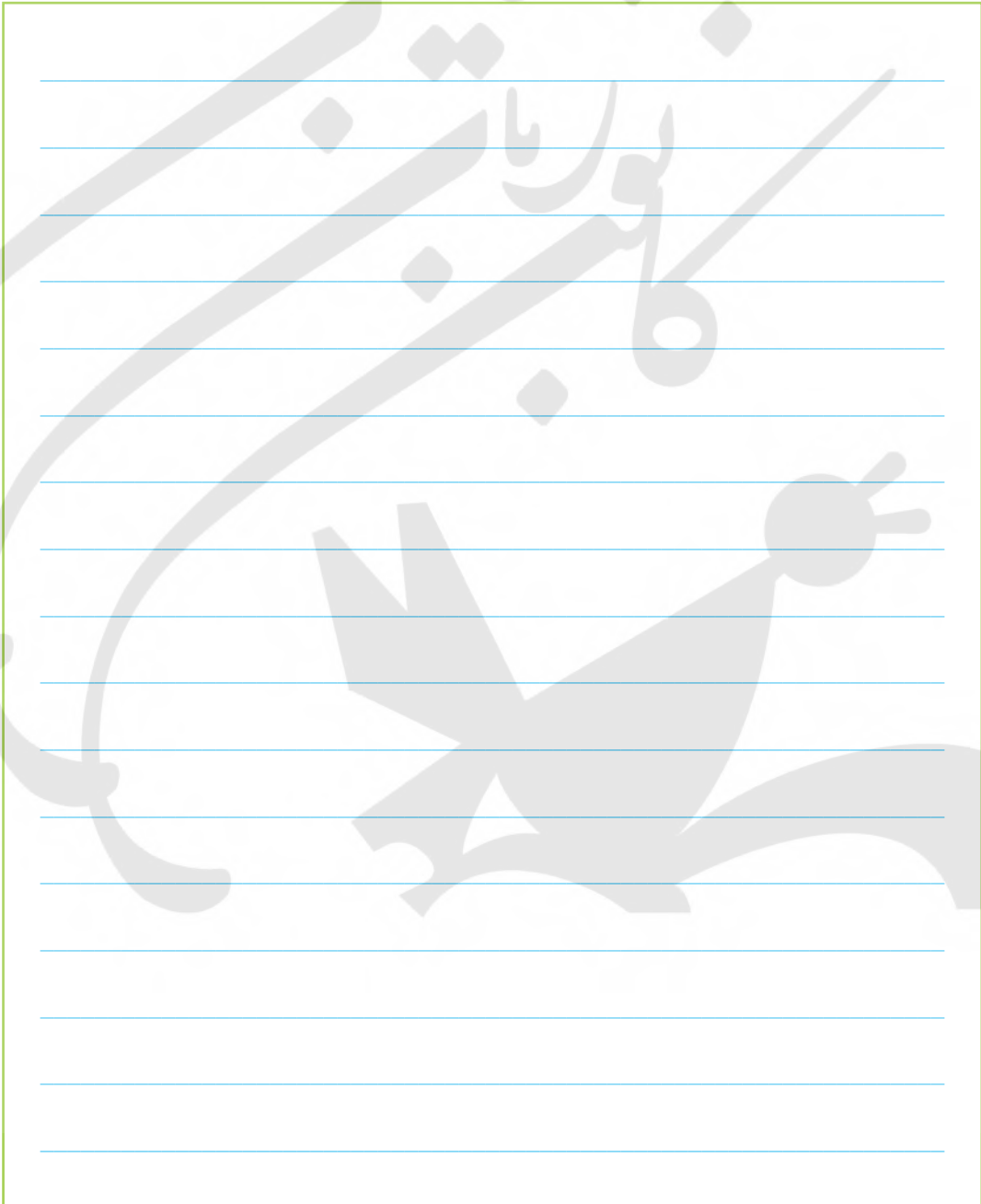
When you find the park you are looking for, you will need to make camp.¹ First, clear a 9 by 9 foot area of snags, limbs, and anything that might pierce the bottom of the tent.² Unfold the tent so that the corners of the waterproof bottom form a square.³ Peg down the corners of the bottom.⁴ Next, place a pole near each of the pegs.⁵ Thread each pole through the two loops leading toward the top of the tent.⁶ After you have all four poles in place, lift one of the poles.⁷ While holding the pole up, pull its rope tight and peg the rope down so that the pole is held up by the rope and the pegs on opposing sides of the tent bottom.⁸ Lift the pole on the opposite side of the tent in the same way, but this time, fit it into the upper end of the standing pole before securing its wire.⁹ Assemble the two remaining tent poles in a similar manner.¹⁰ Finally, unroll the front part to form an awning.¹¹ Prop up the awning with the two remaining poles, and secure them with the ropes.¹²



The order of stages: _____

2 Select one of the following topics, and write down the stages required to reach the final result. Then put the stages together, and write a *directional process* paragraph of about 100 words.

1. How to cure a bad cold
2. How to get a driver's license



UNIT 2

GET DOWN TO BUSINESS



1

APPROACHING THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

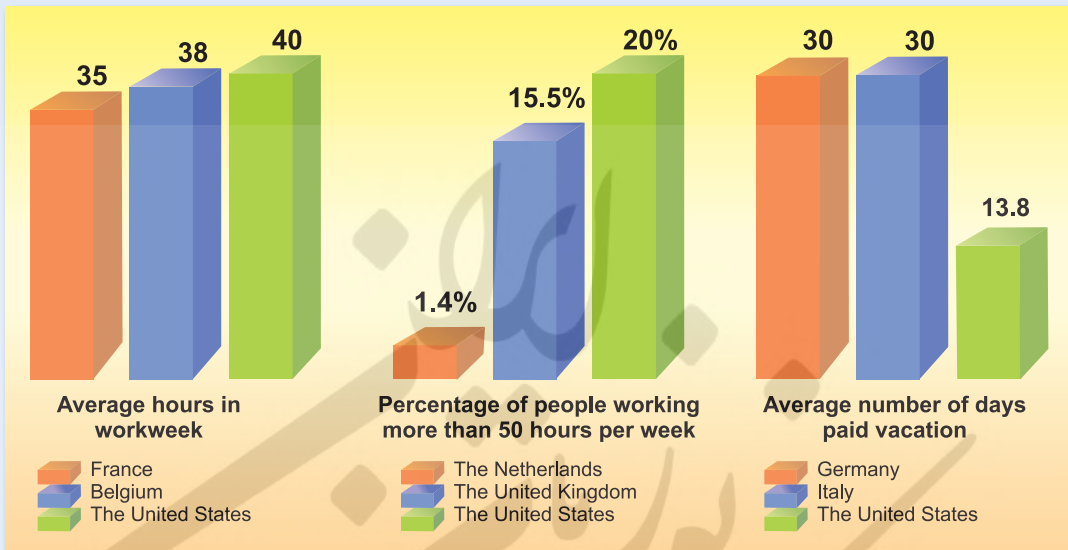
1 Look at the statistics on the next page, and answer the questions below. Then compare your answers with a partner.

- Which country on the list has the shortest workweek?

- In which country do the most people work more than 50 hours a week?

- How does the United States compare to Germany and Italy in the amount of vacation time that workers receive?

- What generalization can you make about work habits in Europe and the United States?



- 2 Which jobs are held by blue-collar workers, and which are held by white-collar workers? Complete the table.

computer programmer	washing machine repairman
receptionist	builder
teacher	delivery van driver
plumber	recruitment consultant
clerk	electrician
architect	lawyer

Blue-collar	White-collar

- 3 What does the phrase “pink-collar jobs” mean? Can you give some examples?



B ENHANCING YOUR VOCABULARY

- 1 Match the words/expressions on the left with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

_____ 1. legislation	a. with regard to; from the point of view of
_____ 2. leave	b. used for talking about what is usually true, although it may not be true in every individual situation
_____ 3. come/boil down to	c. a period of time away from your job, school, or the military
_____ 4. prosperous	d. a group of states or countries that join together and have the same central government or agree to work together
_____ 5. security	e. be the most important aspect of a situation; mean or be equal to in fact
_____ 6. sector	f. rich and successful
_____ 7. union	g. exactly; used to emphasize what you are saying
_____ 8. precisely	h. the degree to which you feel confident and safe
_____ 9. on average	i. a law or a set of laws
_____ 10. in terms of	j. a part of a country's economic or business activity

- 2 Fill in the blanks with the correct form of the words/phrases from the list above 1-10.

1. She was concerned about her financial _____ after her husband's death.
2. The employees are entitled to six weeks annual _____.
3. The job is great _____ salary, but it has its own disadvantages, too.
4. At the end of the war, we were in _____ the same financial position as before.
5. In public organizations, salaries are not competitive with the private _____.
6. Under current _____, factories must keep noise to a minimum.
7. The European _____ has totally disapproved of that policy.
8. _____, women live between five and seven years longer than men.
9. With economic expansion comes the promise of a more _____ future.
10. What it _____ is a choice between cutting wages and reducing the number of staff.

1.2 LISTENING FOR IT

A INTRODUCING THE TOPIC



You are going to hear a lecture about the reasons for the difference between European and U.S. working hours.



B LISTENING TASK 1



Listen to the lecture. As you listen, check (✓) on the list below the two reasons the speaker gives for the differences in working habits between Europe and the United States.

- ☐ a. U.S. companies introduced the two-week vacation.
- ☐ b. Most European countries have laws about vacation time.
- ☐ c. U.S. workers earn more than European workers do.
- ☐ d. The U.S. workplace is more competitive.
- ☐ e. Many more Europeans than Americans are unemployed.

C LISTENING TASK 2

Listen to the lecture again, and write *T* for true or *F* for false for each statement. Then compare your answers with a partner. Correct the false statements.

- ☐ 1. The difference in work habits between the United States and Europe is getting smaller.
- ☐ 2. Americans introduced both the 2-week vacation and the 40-hour workweek.
- ☐ 3. In the past, Americans had more leisure time than Europeans did.
- ☐ 4. Americans have more laws about leisure time.
- ☐ 5. Workers in Britain work longer hours than workers in other European countries.
- ☐ 6. All employees in the United States receive two weeks' paid vacation.
- ☐ 7. Some workers in the United States do not use the vacation time that they have.
- ☐ 8. American workers have more job security.

1.3 FOLLOW-UP

A PAIR WORK

Look at this list of features of an ideal job. Rank the items from 1 (the most important) to 15 (the least important). Share your opinions, and give your reasons.

- | | | |
|------------------------|---------------------------|----------------------------|
| ___ short working week | ___ sabbaticals possible | ___ childcare facilities |
| ___ perks | ___ friendly workmates | ___ freedom to be creative |
| ___ large salary | ___ high-status job title | ___ excellent health plan |
| ___ interesting work | ___ plenty of holidays | ___ convenient location |
| ___ home working | ___ assertive colleagues | ___ flexible schedule |

B GROUP WORK

Work in small groups. Choose three qualities that are important to working alone successfully and three that are important to working with others. Then write them in the chart below.

A successful worker...

has initiative	has specialized training
has charisma	is innovative
has good communication skills	has self-control
is adaptable	has leadership ability
is optimistic	is trustworthy
believes in honesty	is articulate
has influence	is committed to the job
is conscientious	

Working alone	Working with other people
A successful worker...	A successful worker...
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2

APPROACHING THE READING TOPIC

2.1 WARMING UP

1 Look at the photos, and discuss the following questions with another student.

- Which category does each job belong to?

retail	
business	
manufacturing	
service	
creative	
technical	



- Which of these jobs are skilled/unskilled, manual/clerical?
- Which of these job categories are important in your country now? Has this always been the case?
- Which categories do you think will be more or less important in the future? Why?
- Which of these categories do you intend to work in?

2 Would you prefer running your own business or working for a good company? Why? Answer these questions Yes or No. Then compare your answers with another student.

	Yes	No
Are you willing to take risks?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have one or more goals to achieve?	<input type="checkbox"/>	<input type="checkbox"/>
Are you an optimist?	<input type="checkbox"/>	<input type="checkbox"/>
Do you make the most of opportunities?	<input type="checkbox"/>	<input type="checkbox"/>
Are you motivated and willing to work long hours?	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe in yourself?	<input type="checkbox"/>	<input type="checkbox"/>
Can you bounce back after a setback?	<input type="checkbox"/>	<input type="checkbox"/>
Can you stand by your actions in spite of criticism?	<input type="checkbox"/>	<input type="checkbox"/>
Can you make your own decisions?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have the potential to lead people?	<input type="checkbox"/>	<input type="checkbox"/>

Scoring:

- If you answered "yes" to six or more of the questions, then you probably have what it takes to run your own business.
- If you answered "yes" to five or fewer, you may not yet have what's required to run a business. If you really want to go it alone, then you'll need to work on your weaknesses.



THE

GREAT

WORK

MYTH

A Work gets a terrible press. Pick up any newspaper on almost any day, and you'll read about how work is killing our marriages, generating stress, depriving children of "quality time," hollowing out local communities, and depressing us. Work has become the scapegoat for all our woes. The case against work is put in persuasive terms on an almost daily basis. There is only one problem with it: it's nonsense. For the truth is that, as far as work is concerned, we've never had it so good.

B One survey shows that four out of ten British workers declare themselves "very satisfied" with their jobs—more than in France, Germany, Italy, or Spain. Average earnings have increased, a lot of firms offer longer maternity leave, a third of firms now offer sabbaticals, and two-thirds allow their staff to work from home some of the time. The rhetoric about longer working hours also needs to be put in perspective. The average working day has increased in length over the last two decades, but by just one minute and forty-two seconds.

C Despite all the improvements in work over recent decades, there is still an ingrained attitude that happiness lies outside work, that we are waiting for the weekend. This idea that work is essentially bad for us has a long history. A Russian politician described workers being alienated from the product of their labor: "What, then, constitutes the alienation of labor?" he asked. "First, the fact that labor is external to the worker, i.e. it does not belong to his essential being; that in his work he does not affirm himself but denies himself; does not feel content but unhappy; does not develop his physical

and mental energy but mortifies his body and ruins his mind.” However, relentless negativity about work condemns us to precisely the sort of work that the Russian politician was trying to free us from 150 years ago. If we accept that work is dull and demeaning—a ransom paid for the hostage of our “free time”—then we are allowing alienation to remain.

D Work is becoming too important for it to be of dubious quality. Work is a community, the place where we meet friends and form relationships, a provider of our social as well as our work life. One in three of us meets most of our friends through work, two-thirds of us have dated someone at work, and, according to a poll by recruitment consultancy Sanders and Sidney, a quarter of us meet our life partners there. Work is also becoming a more important indicator of identity. Family, class, region, and religion are now less robust indicators, and work is filling the gap, making it the most important fact about ourselves we mention when we meet people. “Work,” as Albert Einstein said, “is the only thing that gives substance to life.”

E The shift of work toward the center of our lives demonstrates the futility of much of the current debates about “work/life balance.” It is true that some people are working longer hours. Yet the idea that it is being forced upon us without our choice just doesn’t stack up. Take the people working the greatest number of hours—more than sixty a week. Surveys show that they are the ones who say they like their jobs the most. This may seem surprising, until you reflect that people

who like something might do more of it than people who do not. People who love their jobs own up to having a “work/life problem” because they put in more hours than they are strictly required to. In truth, they are simply made to feel as if they have a problem because of prevalent attitudes. Of course, this leaves open the question of who keeps the home fires burning and of the impact on children especially. It may be that people are choosing to invest less time and energy at home than others think they should, but, if these people get more out of their work than they do out of their home, then perhaps this is a clear and valid choice for people to be making.

F Ultimately, our goal must be to begin seeing work as an intrinsic part of our life, rather than an adjunct to it. Theodore Zeldin, an Oxford don, has the right manifesto for the future of work: its abolition. But not in the way anti-work campaigners have in mind. “We should abolish ‘work,’” he says. “By that I mean abolishing the distinction between work and leisure, one of the greatest mistakes of the last century, one that enables employers to keep workers in lousy jobs by granting them some leisure time. We should strive to be employed in such a way that we don’t realize what we are doing is work.” Zeldin throws down the challenge for work in the twenty-first century. It is indeed time to abandon the notion of work as a down payment on life, but, before we can do so, all the modern myths about work will have to be exposed: the ones that continue to stereotype work as intrinsically sapping, demeaning, and corrosive. It is time to give work a break.

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. Most people are being pressed by their managers to admit that work is not responsible for the increased tension in their lives.
 - b. According to the press, work destroys relationships, which is in fact not the case in reality.
- Paragraph B
 - a. Though the average working hours have increased noticeably in Europe, the majority of workers have nothing to complain about.
 - b. A study in Britain indicates that job satisfaction is higher there than in other countries.
- Paragraph C
 - a. The present-day cause of alienation from work is the belief that work is bad for us, going back to the Russian politician saying that work causes employees physical and mental harm.
 - b. We can never believe that work is a far cry from being boring, so we will always continue to hate it as it was once pointed out by the Russian scholar.
- Paragraph D
 - a. Work is quite important in terms of forming new relationships since it happens to most people to have some romantic involvement with a colleague.
 - b. Work alone can stand for one's identity and social status, and it can rule out the effect of other factors involved.
- Paragraph E
 - a. In spite of the present debates about the necessity of maintaining balance between work and life, for some people especially those who love their jobs work is of more central importance than their home life.
 - b. It is not reasonable for anyone to put their work before their relationships and their families.
- Paragraph F
 - a. It is only realistic for workaholics to aim at making work as enjoyable as leisure.
 - b. The solution to the existing problems with work lies in regarding it as an indispensable part of life and not as an extrinsic part added to it as opposed to leisure.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. What does NOT make sense at all in the writer's opinion?
 - a. The future of work is dubious.
 - b. Real happiness lies somewhere outside work.
 - c. Work accounts for all our problems in life.
 - d. People who like something might do more of it.
2. Whose words provide the basic support for the writer's opinion that work is good for you?
 - a. The Russian politician's.
 - b. Albert Einstein's.
 - c. Theodore Zeldin's.
 - d. Sanders and Sidney's.
3. What is one of the most important upsides of work according to the author?
 - a. It makes us appreciate the peace and comfort of the weekend.
 - b. It enables us to grasp the sense of a community by making new acquaintances.
 - c. It provides us with the financial means to support our family.
 - d. It takes part of the blame for our negligence as parents.
4. Which one of the following is true according to the article?
 - a. Romantic involvement with a co-worker is usually followed by marriage.
 - b. The level of job satisfaction that British people enjoy now is much higher than it used to be.
 - c. The average working day has increased in length in recent decades by one hour and forty-two minutes.
 - d. 25 percent of the marriages occur among people in the same workplace.
5. Based on the passage, what is one of the biggest mistakes that employers have made in recent years?
 - a. The abolition of leisure at work.
 - b. The stark contrast between work and leisure.
 - c. The imbalance between work and leisure.
 - d. The pressure on employees to work overtime.

C REACTING TO THE READING

- 1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

_____ 1. scapegoat

a. compare with another thing of a similar type

_____ 2. woe

b. the amount of money sb wants to be paid before they will let a person they are keeping as a prisoner go free

_____ 3. rhetoric

c. strong; forceful and effective

_____ 4. relentless

d. a first payment that you make when you are buying sth and are going to pay the rest later

_____ 5. ransom

e. a lack of purpose, importance, or effectiveness

_____ 6. robust

f. continuously severe; never seeming to stop or improve

_____ 7. futility

g. weaken sb or take away strength or an important quality from sb

_____ 8. stack up

h. a style of speaking or writing that is intended to influence people

_____ 9. down payment

i. sb who is blamed for sth that is not their fault, esp. because sb else wants to avoid being blamed

_____ 10. sap

j. a problem; a cause of trouble or worry

- 2 Find matching pairs of sentences. Then write the appropriate letter in the space provided.

ANT-, ANTI-: “against,” “opposite”

1. Brutus is the principal character in William Shakespeare’s Julius Caesar, and Mark Antony is his main opponent.
2. When the body is invaded by foreign agents, such as bacteria or viruses, its own defenses start to work against them.
3. Penicillin stops the growth of bacteria causing pneumonia, tonsillitis, and certain other diseases.
4. The drug that was prescribed for my allergy is not that effective.
5. A few of the neighbors have a strong dislike for dogs, but most are fond of them.
6. The wound was carefully washed; then tincture of iodine was applied.
7. The word “temporary” is the opposite of the word “permanent.”
8. By phone, the physician prescribed the exact remedy to be given immediately to the poison victim.
9. Some adolescents prefer to spend their time reading a great deal or listening to music alone in their rooms.
10. The water in the radiator of your car will freeze if you don’t take care of it.

- a. It needs some **antifreeze**.
- b. It uses its **antibodies**.
- c. Their **antipathy** really surprises me.
- d. It’s a strong **antibiotic**.
- e. They are **antonyms**.
- f. He is his **antagonist**.
- g. It contains some weak **antihistamine**.
- h. He saved him with the right **antidote**.
- i. It’s a commonly-used **antiseptic**.
- j. They go through an **antisocial** period.



APPROACHING THE SPEAKING TOPIC

3.1 DEVELOPING THE TOPIC

- 1 Read the following famous sayings about work (1-5), and then match each saying with its explanation (a-e). Write the appropriate number in the space provided.

1. "It's not where you are today that counts. It's where you are headed."

Arthur F. Lenehan

2. "A man can fail many times, but he isn't a failure until he gives up."

Anonymous

3. "A manager is not a person who can do the work better than his men; he is a person who can get his men to do the work better than he can."

Fred Smith

4. "Choose a job you love, and you will never have to work a day in your life."

Confucius

5. "Adversity is the springboard to great achievement."

Anonymous

- ___ a. If you like your work, you'll enjoy your life.
- ___ b. If you stop trying, then you are a failure.
- ___ c. There is no success without failure.
- ___ d. The most important skill for managers is the ability to motivate their staff.
- ___ e. Set yourself targets.

- 2 Match the questions and responses. Write the appropriate number in the space provided. Then think of another response to each question, and share it with the class.

- 1. What's one of the rewards of being a teacher?
- 2. What's one of the most difficult things about being a paramedic?
- 3. What's one of the best things about being a police officer?
- 4. What's one of the most interesting aspects of working abroad?
- 5. What's one of the most difficult aspects of doing volunteer work?

- ___ a. Dealing with life-or-death emergency situations every day.
- ___ b. Finding enough time to do it on a regular basis.
- ___ c. Learning how people in other cultures live and think.
- ___ d. Getting to know people from all parts of society.
- ___ e. Helping people learn things that they couldn't learn on their own.

3.2 MINI-LISTENING



- 1 Listen to Angela, Simon, and Naomi talking about their jobs. What are their occupations? Why is creativity important in their work?



	Occupation	Why creativity is important
Angela		
Simon		
Naomi		

- 2 Is creativity important in what *you* do every day? Why or why not?

3.3 FOLLOW-UP

A PAIR WORK

- 1 Match the occupations with the definitions. Write the appropriate letter in the space provided. Then compare your answers with a partner.

What's...?	It's someone who....
___ 1. a hypnotherapist	a. organizes events and celebrations
___ 2. a fortune-teller	b. plans the decorations for a home
___ 3. a genealogist	c. makes purchases such as gifts for you
___ 4. a headhunter	d. traces or studies a family's history
___ 5. a car detailer	e. finds jobs for people
___ 6. a party planner	f. cleans and polishes automobiles
___ 7. a personal shopper	g. predicts future events
___ 8. an interior designer	h. uses hypnosis to treat psychological problems and bad habits

- 2 Would you ever go to any of the people mentioned above? In what situations?

B GROUP WORK

- 1 Read through the following questionnaire, and quickly check (✓) *Yes*, *No*, or *Not sure/it depends* at the end of each question.

Questionnaire Attitudes to work situations			
	Yes	No	Not sure/ it depends
1. Should employers be allowed to limit job applications to men, or women, or people of a particular age?			
2. Should unemployed people be forced to accept any job they are offered?			
3. Do you think workers ought to be allowed to go on strike, including the armed forces and emergency services?			
4. When workers are made redundant, do you agree with the principle, "last in, first out"? (In other words, the last people to be employed ought to be the first ones to be laid off.)			
5. Should people be promoted on the basis of ability or seniority (in other words, the length of time they have worked in the company), or a combination of the two?			
6. Should all fathers be entitled to paternity leave? If so, how long?			
7. Do you think retirement at the age of 60 or 65 should be compulsory, or should people have the right to carry on working if they wish?			
8. Do you think the retirement age for men and women ought to be the same?			

- 2 Now work in small groups. Choose questions where you have different answers, and discuss your opinions.



APPROACHING THE WRITING TOPIC

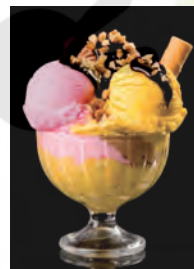
PATTERN OF PARAGRAPH DEVELOPMENT: PROCESS (INFORMATIONAL)

As you noticed in the previous unit, a process paragraph explains how something is done or made. This kind of paragraph can be in the directional form which gives directions in order to explain how you can do or make something, or it can be an *informational process* which tells the reader how something is or was made or done or how something works. In fact, an informational process describes the steps by which someone other than the reader does or makes something. For example, it can talk about how chewing gum is made or how an engine propels a jet.

Here is an example of an informational process paragraph:

Modern ice cream production methods consist of several steps. First, the basic ingredients (milk, cream, sugar, and flavoring), plus gelatin are poured into a tank. Gelatin is used as a stabilizer to give the product a smooth consistency. Second, these ingredients are mixed and pasteurized. The purpose of pasteurization is to kill probable bacteria. Then the mixture is homogenized to break up bits and particles of butterfat. This mixture is cooled and piped to a freezing tank. After being piped into the tank, the mixture is

beaten until it becomes smooth. At this stage, nuts or fruits are sometimes added to the mixture. Then the partially-frozen ice cream emerges from the freezing tank. Finally, it is packed into containers that are stored in a very cold and refrigerated room until the ice cream becomes hard.



You can break an informational process into a number of stages. The above paragraph, for instance, can be expressed in the form of the following stages:

- | | |
|---------------------|--|
| Topic: | How to make ice cream using modern production methods |
| Stage one: | Pouring the ingredients into a tank |
| Stage two: | Mixing and pasteurizing the ingredients |
| Stage three: | Homogenizing the mixture |
| Stage four: | Cooling and piping the mixture to a freezing tank |
| Stage five: | Beating the mixture |
| Stage six: | Adding nuts and fruits to the mixture |
| Stage seven: | Packing the partially-frozen ice cream into containers and storing them in a refrigerated room |

Activity

- 1 In the following section, there are two sample *informational process* paragraphs. Outline the stages mentioned in the two paragraphs.

Paragraph 1

In his will, Alfred Nobel left specific instructions as to how the winners of the science awards he endowed are to be selected.¹ First, each year the Swedish Academy of Sciences (physics and chemistry) and the Caroline Medical Institute (physiology and medicine) solicit nearly 2,000 recommendations from past laureates, university professors, and other experts from all over the world.² The second step is the review of the recommendations received and the selections of the preliminary candidates by special committees within the two institutions.³ The committee members are specifically instructed that those chosen “shall have conferred the greatest benefit on mankind,” and that no consideration will be given to the candidates’ nationalities.⁴ Next, after lengthy investigation and discussion, the final choices are made for each discipline.⁵ Finally, telegrams informing them of their awards are sent to the new Nobel laureates about one month prior to the award ceremony.⁶



The order of stages: _____

Paragraph 2

The heat of the sun causes water to evaporate from seas, rivers, and lakes.¹ In addition, water vapor is released from the soil and from plants.² As the water vapor then rises into the atmosphere, it cools and condenses into clouds.³ The clouds are blown by winds until they reach high ground.⁴ At this stage, the water droplets fall back to earth as rain, hail, or snow.⁵ After rain has fallen on land, it either evaporates into the air or it is absorbed by the soil and plants.⁶ Some of it also runs into rivers and lakes and eventually reaches the sea.⁷

The order of stages: _____

2 Select one of the following topics, and write down the stages required to reach the final result. Then put the stages together, and write an *informational process* paragraph of about 100 words.

1. How people prepare themselves for a party
2. How people get married in your country

