



In the Name of God,
the Compassionate, the Merciful

The ILI English Series


Intermediate 3

Student's Book



Iran Language Institute

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



UNIT

1

2

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4

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8

Conversation

Let's Get Started

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

Oral Examinations		Written Examinations	
advantages	disadvantages	advantages	disadvantages





An Oral Exam

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

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

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

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

Carlos: First she asked me what my name was.

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

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

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

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

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

Speak Out

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



Discuss the following questions.

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

Passage

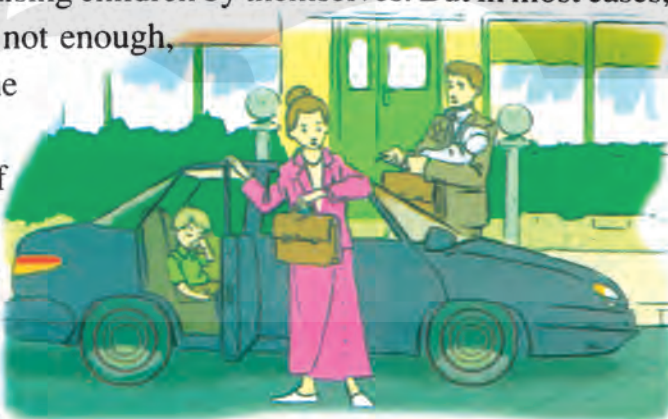


Who's Taking Care of the Children?

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

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

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



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

Who, then, is taking care of the children?

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

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

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

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

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

Comprehension Check

A. Choose the best answer.

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

B. Choose the best answer.

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

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

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

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

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

4. American movies and advertising often show _____.

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

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

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

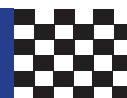
C. Check (✓) the following statements as true or false.

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

T	F
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Listening

Vocabulary Stop



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

Column A

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

Column B

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

Get Set

Work in pairs. Discuss these questions.

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

Example:

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

Listen to It



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

Who... ?

Phil

Wanda

slept in the same room as his/her brother and sisters

☐
☐

loved playing games

☐
☐

loved comic books

☐
☐

loved making up stories

☐
☐

hid in the museum with a friend

☐
☐

was spoiled because he/she was the youngest

☐
☐

Think & talk

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

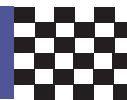
1. How old do you think this person was 15 years ago?
2. Do you think this person is male or female? Why?
3. What was this person like 15 years ago? What is he/she like now?
4. How has your room or home changed in the last 15 years?

Example:

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



Grammar through Drills



1.1 Make two statements using *reported speech*.

T. My uncle is very wealthy.

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

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

T. It's getting colder.

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

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



T. The weather was horrible yesterday.

T. That food looks inviting.

T. This boy seems quarrelsome.

T. These problems appear impossible.

T. I feel disgusted now.

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

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

S. We **could have gone**.

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

S. He **should have stayed**.

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

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

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

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

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

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

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

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

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

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



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

T. Greg had a very good chance of winning.

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

Frame

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

1.4 Substitute making the necessary changes.

She **imagined** seeing her friend again.

expected
avoided
decided
arranged
promised

considered
insisted on
suggested
hoped
imagined

Grammar Note 1

Reporting Yes/No Questions

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

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

Mary asked, “Do you speak French?”

Mary asked if I spoke French.

Mary asked whether I spoke French or not.

Note:

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

Mary wanted to know if I spoke French.

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

T. Is it a creepy place?

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

T. Can you come with me?

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



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

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

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



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

Frame

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

1.7 Substitute making the necessary changes.

He asked me if **the students were studying**.

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

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

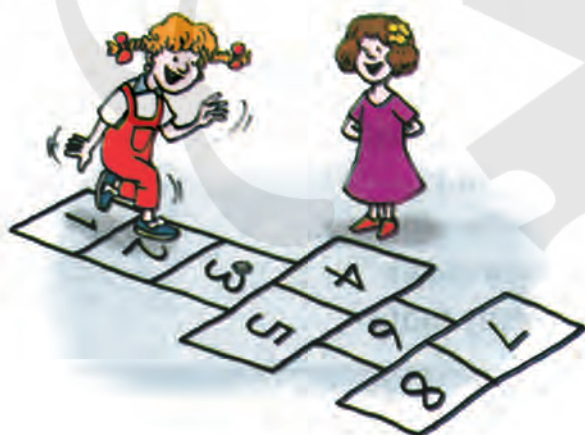
- T. Have you seen an alligator yet?**
- S. He wondered if I had seen one yet.**
- T. Have you taken the course yet?**
- S. He wondered if I had taken it yet.**



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

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

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



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

1.10 Report the following questions using "She asked whether ...".

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

Check It Out



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

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

Idioms and Expressions

take it for granted

UNIT

1

2

3

4

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Conversation

Let's Get Started

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



The same

Different

Friends

Job

Marriage

Favorite Major



Don't Give Up!

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

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

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

Loretta: Why is that? What's happened?

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

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

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

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

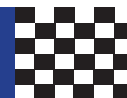
Molly: Perhaps I will. I used to want to be a teacher and I guess my parents would like that.

Speak Out

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

Reading

Let's Get Started



Discuss the following questions..

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

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

Passage



Headache Away

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

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

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

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

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

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

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

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

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



Comprehension Check

A. Choose the best answer.

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

B. Choose the best answer.

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

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

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

3. How should you wash the headache away?

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

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

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

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

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

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

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

T	F
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Listening

Vocabulary Stop

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

Column A

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

Column B

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

Get Set

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



Example:

a chef _____ an artist

The reason: They are both creative.

Listen to It



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



1. a waiter or waitress

fish vegetable rice



4. _____



2. _____



5. _____



3. _____



6. _____

Think & talk

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



screenwriter



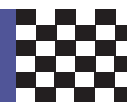
surgeon



cameraperson



newsreader



Grammar Note

Reporting Information Questions

Information questions begin with **Wh-words** (how, when, where, which, who, whom, whose, why, etc).

When reporting information questions, the word order in the indirect is like a statement, i.e. the subject is normally placed before the verb.

He asked, "Where are you going?"

He asked me where I was going.

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

He asked me when I got up in the morning.

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

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

Note: Pay close attention to the punctuation differences.

Frame

A: What does Katy want to know?

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



2.1 Substitute making the necessary changes.

Katy wants to know where the medicine cabinet is.

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

Frame

A: Why did Reza call you?

B: He wanted to know when the exam was.

2.2 Substitute.

Reza wanted to know when the exam was.

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

2.3 Make statements using *reported speech*.

T. Which tablet are you going to take?

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

T. Which job are you going to accept?

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



- T.** Which car are you going to drive?
- T.** Which method are you going to use?
- T.** Which chapter are you going to read?
- T.** Which course is Fred going to take?
- T.** Which research is the teacher going to explain?

2.4 Make statements using *reported speech*.

T. Whose gift did you accept?

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

T. Whose lecture did Reza go to?

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

T. Whose birthday did you celebrate?

T. Whose cousin did you invite?

T. Whose coat did you bring?

T. Whose lecture notes did you use?

T. Whose glasses did you fix?

2.5 Make statements using *reported speech*.

T. How fast can you run?

S. He asked him how fast he could run.

T. How old is your little brother?

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



T. How deep is the lake?

T. How much does this ring cost?

T. How long will you live here?

T. How big was your apartment?

T. How far have you walked today?

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

T. Why did he punish his son?

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

T. Where did he lose his wallet?

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



T. How did it lessen the pain?

T. When did he see the children?

T. How did he stop the bleeding?

T. Where did he publish his story?

T. When did he rent the house?

Frame

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

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

2.7 Substitute making the necessary changes.

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

him

the lady

the kids

them

the girl

her

the man

the stranger

the gentleman

the guy

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

T. The children said they were hiding something.

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

T. Fred said he was playing with somebody.

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



T. Laura said she was helping somebody.

T. They said they were seeking something.

T. Greg said he was supporting somebody.

T. They said they were rebuilding something.

T. Janet said she was talking to somebody.

Frame

A: I asked David if he had any money.

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

2.9 Substitute making the necessary changes.

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

tension

time

rifles

equipment

training

credit cards

experience

instruments

confidence

money

T. They might have called to make an appointment.

T. They might have phoned to ask some questions about the meeting.

T. They might have stopped on the way to fix a flat tire.

T. They might have left early to go somewhere else.

T. They might have printed an ad to sell the new product.

2.10 Ask indirect questions using “why”.

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

S. Do you know **why** they stopped?

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

S. Do you know **why** they went out?





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

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

Idioms and Expressions

take it for granted