



LESSON THREE

A. NEW WORDS

1.

a. "Do you know that man?"

"Yes, I do. But I can't remember his name. I have a bad memory".

b. Some people never forget what they learn. They have a good memory.

c. My brother can tell you the names of the students in his class.

He has a very good memory.

2.

a. You know Reza. He has a very good memory. Once he reads a story, he can tell you everything about it. In fact, he has a photographic memory.

3.

a. A good way to learn something is to repeat it many times. In this way it will stick in your mind.

b. I can't remember the foreigner's name. Her name is very difficult. It doesn't stick in my mind.

4.

a. Did he tell you the story?

Yes, he did, but not completely. In fact, he did not tell us the details.

b. "Have you heard about John's accident?"

"Yes, and I know all the details, too".

5.

a. Yesterday, when I was working in the kitchen I cut my finger. It's very painful now.

b. My friend's father is dead. He does not know about it. I am going to tell him about it. I think this is a painful job.

B. READING

MEMORY

- 1** If you do not use your arms or your legs for some time, they become weak; when you start using them again, they slowly become strong again. Everybody knows this, and nobody would think of questioning this fact. Yet there are many people who do not seem to know that memory works in the same way. Memory is the brain's ability to keep a record of past events. The brain can record a large amount of information. But some of the information which goes into the brain is forgotten.
- 2** Psychologists believe that forgetting does not take place at an even pace. It is rapid at first, then slows down. Thus most things are forgotten in the first hour or day after they are learned, but less is forgotten after a week or so.
- 3** There are several ways which help us to remember things for a long time. One of them is overlearning. Overlearning is saying something (a poem for example) over and over again. This makes it stick in the mind.
- 4** Some people are said to have a "photographic" memory, an ability to remember, in great detail, objects or scenes they have looked at only briefly.
- 5** What we remember and the way we recall it are influenced by our interests, way of thinking, and emotional feelings. In fact, we may lose completely conscious memory of very important events if they are difficult or painful for us. The loss of large areas of memory occurs in some mental and physical illnesses. Psychologists have been searching for the chemical basis of memory in the brain.

C. COMPREHENSION

I. Answer the following questions.

1. What is memory?
2. Is forgetting always slow?
3. Can we help our memory? (How)
4. What is a photographic memory?
5. Do you have a good memory?
6. Can our feelings influence our memory? (How)
7. How does loss of memory occur?

II. True / False

- 1. If we don't use our brain, it becomes weaker and weaker.
- 2. Our interests and feelings do not have any effects on our memory.
- 3. There is no way to remember things for a long time.
- 4. Our brain can keep a record of past events.
- 5. If you have a good memory you will never forget anything.

III. Complete the sentences. Use a, b, c, or d.

1. According to the passage your memory ----- .
 - a. is similar to your arms and legs
 - b. is full of information
 - c. also needs practice
 - d. can use your ability
2. Psychologists believe that ----- .
 - a. a large amount of information is recorded in the memory
 - b. pace of forgetting is not important
 - c. most things are forgotten
 - d. forgetting is faster right after learning things

3. The passage says that ----- .
- a. overlearning is possible in the first hour or day
 - b. there are ways to help our memory to work better
 - c. saying something over and over again slows down learning
 - d. forgetting is what we don't learn
4. Psychologists are trying to ----- .
- a. tell us when things are painful or difficult
 - b. find the reasons for loss of memory
 - c. say that conscious memory is very important
 - d. search large areas of physical illnesses

D. SPEAK OUT

Structure 1: two - word verbs

verb + particle

Speaking 1

Listen and repeat.

I turned off the radio.=

I turned the radio off.

He is putting on his shoes.=

He is putting his shoes on.

She has given back the book.=

She has given the book back.

Your brother picked up the coins.=

Your brother picked the coins up.

I am going to wake up Ali.=

I am going to wake Ali up.

She had called up her friend.=

She had called her friend up.

Did you turn on the light?

Yes. I turned it on.

Did he take off his coat?

Yes, he took it off.

Should I wake up the girl before 7?

Yes, you should wake her up before 7.

Had she given back the books?

Yes, she had given them back.

Are you going to put on your shoes?

Yes, I am going to put them on.

Can he call up the students?

Yes, he can call them up.

Speaking 2

Substitution Drills

Substitute the words in the pattern sentences. Make changes if necessary.

A) I'll put on my blue shirt today.

1. it
2. my shoes
3. them
4. my coat
5. it
6. take off
7. my new shoes
8. them

B) Please turn the TV off.

1. the radio
2. it
3. the lights
4. them
5. turn on
6. turn up
7. turn down
8. turn off

C) Tell him to give back the books.

1. the book
2. it
3. the money

4. pick up
5. it
6. the bars of chocolate
7. them
8. the bar of chocolate

Speaking 3

Look at the pictures and make questions with the given words. Then answer the questions, using pronouns.

Example:

Turn off / last night

Did you turn off the light last night?

Yes, I turned it off.



1. put on / next Friday



2. call up / before they arrived



3. wake up / tomorrow morning at 6 o'clock



4. take off / when you enter your office



5. turn on / every evening



6. turn off / when you left your room



Speaking 4

Answer these questions. Give two answers.

Example: What's the man going to do?
He's going to turn down the TV.
He's going to turn it down.



1. What's the boy going to do?



2. What's the girl going to do?



3. What's the woman going to do?



4. What's Mina's father doing?



5. What's the boy doing?



6. What's the girl doing?



Structure 2 : Adjective / Verb + Preposition

Speaking 1

Listen and repeat.

He is looking at the picture.

or

He is looking at it.

She is looking for her pens / them.

I am listening to the radio / it.

She is talking to her sister / her.

They are speaking to the shopkeeper / him.

They are talking about the new teachers / them.

He is thinking about the problem / it.

We are waiting for the doctor / him.

Ali is very similar to his brother / him.

I am sorry about the accident / it.

She was interested in the history book / it.

He is responsible for the noise / it.

They are afraid of the monkeys / them.

Speaking 2

Substitution Drills

Substitute the words in the pattern sentences. Make changes if necessary.

A) We'll talk to the old man.

1. look for
2. look after
3. wait for
4. listen to
5. talk about
6. talk with

B) Have you talked with the doctor?

1. waited for

2. him
3. looked for
4. the children
5. them
6. Ali
7. him
8. the key

C) He was afraid of the man.

1. tired of / the cartoons.
2. similar to / the tall boy
3. interested in / the news
4. responsible for / the accident
5. afraid of / the animals
6. sorry about / the mistake

Speaking 3

Answer these questions.

Example:

What is the girl doing?
She's looking at the picture.

Is the boy talking with his father?
No, he's listening to the radio.



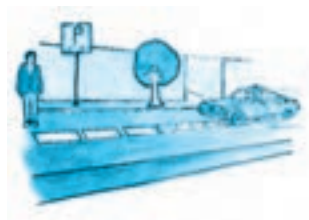
1. What is the woman doing?



2. What is the nurse doing?



3. Is the man waiting for a bus?



4. Is Mr Salehi's house different from Mr Kabiri's house?



5. What are the boys doing?



6. Are the children interested in the film?



E. WRITE IT DOWN

Writing 1

Complete these sentences. Use a suitable two-word verb, or adjective + preposition from the box. Use pronouns where necessary.

talk to, wake up, give back, responsible for, put on, full of, turn off, look for

Example: The radio is loud. Will you turn it down, please?

1. The children were asleep. They were very tired, so I didn't ----- .
2. I didn't like the film on TV, so I decided to ----- .
3. Ali has borrowed his friend's pen. After he writes his homework, he will ----- to him.

4. It is cold outside. Your overcoat is there on the chair. If you want to go out, you must -----.
5. I couldn't read the letter because it was ----- mistakes.
6. The careless driver was ----- the car accident.

Writing 2

Put these words in the correct order.

1. turn - off - is going to - it - he.
2. off - please - them - take.
3. it - she - looking - is - at.
4. for - her notebook - look - she - did?
5. the accident - I - am not - for - responsible.
6. them - she - isn't - to - similar?

To the teacher:

Structure 1: two - word verbs

Compare:

- a. I put on my coat. (verb + particl + noun)
- b. I put my coat on. (verb + noun + particle)
- c. I put it on. (verb + pronoun + particle)

Notes:

1. Many verbs in English have two parts: a 'base' form and an adverb particle.
2. When the object is a noun it can either follow or precede the particle.
3. When the object is a pronoun, it can only precede the particle. In other words, it separates the 'base' form from its particle.

Structure 2: adjective / verb + preposition

Compare:

- a. He is looking for his pen. (verb + preposition)
- b. I'm sorry about the accident. (adjective + preposition)
- a. He is looking for it.
- b. I'm sorry about it.

Note: Adjectives and verbs can be followed by prepositions.

The noun or pronoun which follows the preposition is its object and always comes after it.

F. LANGUAGE FUNCTION

Conversation

Talking about free time

A: What do English people do in their free time?

B: It depends. They do many different things.

A: Well, what do you do?

B: Oh, this is easy to answer. I read, I watch television and I play football.

Now practice with a friend. You can use the following questions.

What do the Iranians do in their free time?

What do you do at weekends?

Do you usually stay at home and relax?

Do you have any hobbies?

What do you do in the evenings?

G. PRONUNCIATION PRACTICE

In the following words the second syllable is louder. Listen to your teacher and repeat after him / her.

to'morrow

a'nother

im'portant

to'gether

po'liceman

how'ever

me'chanic

al'ready

Now complete the following columns. Find words in your book. The stressed syllable is underlined.

A

1. garden
- 2.
- 3.
- 4.
- 5.

B

hello

C

eleven

H. VOCABULARY DRILL

Make nouns from the following verbs by adding *-tion*, *-ance* or *-ence*. Make any other necessary changes in spelling. Then use the verbs or their noun forms in the sentences below.

guide, exist, invite, explain, migrate

1. I wish I had someone who could ----- me through this forest.
2. The teacher did not accept Ali's ----- for being late.
3. They -----us for dinner and then gave us only cheese sandwiches.
4. She could not ----- how jet engines work.
5. We are sure that life does not ----- on that planet.
6. It is difficult to explain the reasons for the ----- of different birds.
7. Do you believe in the ----- of life on other planets?
8. He is under the ----- of his uncle.

I. VOCABULARY

ability*

afraid (of)

amount*

area*

basis*

brain*

briefly*

call up

chemical*

conscious*

dead*

detail*

emotional*

enter

even* (adj)

event*

exist

feeling* (n)

foreigner

forest

hear about

hobby

information*

interest* (n)

jet

look after

loss*

memory*

mental*

mind (n)

mistake

object* (n)

occur*

over and over*

overlearning*

pace*

painful*

photographic*

physical*

poem*

psychologist*

question*(v)

recall*

record (n,v)

responsible

scene*

search for*

shopkeeper

slow down*

sorry about

stick in one's mind*

talk with

thus*

turn up

weekend