

WORLD ENGLISH **Intro**

مرجع زبان ایرانیان

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WORLD ENGLISH_{Intro}

Real People • Real Places • Real Language

Martin Milner

این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.



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Unit Goals

Grammar

Vocabulary

Listening

Speaking and Pronunciation

Reading and Writing

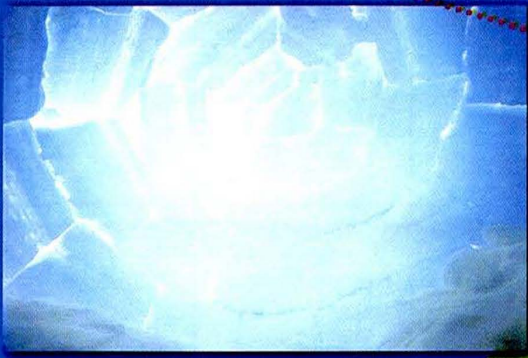
	Unit Goals	Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
UNIT 1	Friends and Family page 2					
	<ul style="list-style-type: none"> Meet and introduce people Identify family members Describe people Give personal and family information 	Simple present tense: <i>Be</i> <i>I'm Karim.</i> <i>They're Safia and Laila.</i> <i>Be + adjective</i> <i>They're young.</i> <i>Is John single?</i>	Greetings and introductions Family members Adjectives	Listening for general understanding and specific information	Talking about your family tree /r/ sound	"Families around the World" Writing sentences to describe people
UNIT 2	Jobs Around the World page 14					
	<ul style="list-style-type: none"> Identify jobs Talk about jobs Talk about countries Compare jobs in different countries 	<i>Be</i> : Negative <i>He isn't a doctor.</i> Indefinite article Pat's an artist. <i>Be + article + adjective + noun</i> <i>China is a big country.</i>	Jobs Numbers Continents, countries, and cities	Focused listening People describing their jobs	Asking for and giving information Contractions with <i>be</i>	"Different Farmers" Writing a paragraph to describe a person's job
UNIT 3	Houses and Apartments page 26					
	<ul style="list-style-type: none"> Identify rooms in a house Describe your house Identify household objects Compare houses 	<i>There is/there are</i> There are <i>three bedrooms.</i> Is there a garage? Prepositions of place: <i>in, on, under, next to</i> <i>Your magazine is under your bag.</i>	Rooms in a house Furniture and household objects	Listening for general understanding and specific details People talking about their houses	Describing your house Final -s	"Unusual Houses" Writing descriptions of houses
UNIT 4	Possessions page 38					
	<ul style="list-style-type: none"> Identify personal possessions Talk about personal possessions Buy a present Talk about special possessions 	Demonstrative adjectives Are these your books? That is not your bag. Possessive nouns <i>It's Jim's bag.</i> <i>Have</i> <i>She has a camcorder.</i>	Personal possessions Electronic products	Listening for specific information People proving ownership	Talking about the personal possessions of others Differentiating short <i>i</i> and long <i>e</i> sounds	"Jewelry" Summarizing a class survey
UNIT 5	Daily Activities page 50					
	<ul style="list-style-type: none"> Tell time Ask about people's daily activities Talk about what you do at work Describe a job 	Simple present tense: statements, negatives, questions, and short answers <i>They get up at 7 o'clock.</i> <i>What time do you start work?</i> Adverbs of frequency: <i>always, sometimes, never</i> <i>I never answer the phone.</i>	Daily activities Telling time Professional activities	Listening for general understanding and specific details Describing a photographer's work	Asking and answering questions about work activities Falling intonation on statements and information questions	"Robots at Work" Writing a job description
UNIT 6	Getting There page 62					
	<ul style="list-style-type: none"> Ask for and give directions Create and use a tour route Talk about transportation Record a journey 	Imperatives <i>Turn left and walk for two blocks.</i> <i>Have to</i> <i>She has to change buses.</i>	City landmarks Directions Ground Transportation	Listening for specific information Radio ad for a tour	Ask for and give directions Yes/no questions	"Shackleton's Epic Journey" Writing a travel journal

	 Unit Goals	Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
UNIT 7	Free Time page 74 <ul style="list-style-type: none"> Identify activities that are happening now Talk about activities that are happening now Talk about abilities Talk about sports 	Present continuous tense <i>I'm not watching television. I'm reading.</i> <i>Can</i> (for ability) He can't play tennis. He can cook.	Pastimes Games and sports	Listening for specific information Telephone conversation	Have a phone conversation <i>sh</i> and <i>ch</i> sounds	"Sports—Then and Now" Writing sentences about your abilities
UNIT 8	Clothes page 86 <ul style="list-style-type: none"> Identify and buy clothes Say what people are wearing Express likes and dislikes Learn about clothes and colors 	<i>Can/could</i> (for polite requests) <i>Can I try on these shoes?</i> Likes and dislikes <i>I love your sweater!</i> She can't stand pink.	Clothes Colors	Listening for specific details	Describing people's clothes <i>Could you</i>	"Chameleon Clothes" Writing about what people are wearing
UNIT 9	Eat Well page 98 <ul style="list-style-type: none"> Order a meal Plan a party Talk about a healthy diet Talk about food for special occasions 	<i>Some, any</i> <i>There's some ice cream in the fridge.</i> <i>How much/ how many</i> <i>How many oranges do we need?</i> <i>How much chocolate do we have?</i>	Food types Meals Count/non-count nouns	Listening for specific details Conversation to confirm a shopping list	Planning a dinner <i>And</i>	"Special Days, Special Food" Writing sentences to summarize information
UNIT 10	Health page 110 <ul style="list-style-type: none"> Identify parts of the body to say how you feel Ask about and describe symptoms Identify remedies and give advice Learn and talk about prevention 	Review of simple present tense <i>Look + adjective</i> <i>Feel + adjective</i> John looks terrible. I feel sick. My back hurts . <i>Should</i> (for advice) You should take an aspirin.	Parts of the body Common illnesses Remedies	Listening for general understanding and specific details Doctor's appointments	Describing symptoms and illnesses; giving advice Word stress	"Preventing Disease" Writing a notice board
UNIT 11	Making Plans page 122 <ul style="list-style-type: none"> Plan special days Plan holidays Make life plans Express wishes and plans 	<i>Be going to</i> <i>What are you going to do?</i> <i>We are going to have a party.</i> <i>Would like</i> (for wishes) <i>I would like to be a doctor.</i>	Special plans American holidays Professions	Listening for general understanding and specific details	Talking about celebrating holidays Reduced <i>Be going to</i>	"Life's Milestones" Writing about one's plans for the future
UNIT 12	Migrations page 134 <ul style="list-style-type: none"> Talk about moving in the past Talk about moving dates Talk about preparations for moving Discuss migrations 	Simple past tense <i>We went to the mountains.</i> <i>He moved from San Francisco to New York.</i>	Verbs + prepositions of movement Travel preparations	Listening for general understanding and specific details Biographies of famous immigrants	Discussing moving - <i>ed</i> sounds	"Human Migration" Writing a vacation postcard

Get To Know

Nunavut, Canada

Find out how people dress to keep warm in the Arctic. *Inuit Fashion*



Heimaey, Iceland

Are children good workers? Learn about the puffin rescuers in Iceland. *A Job for Children*



San Francisco, California, United States of America

What other work do dentists do? *Zoo Dentists*

Michoacan, Mexico

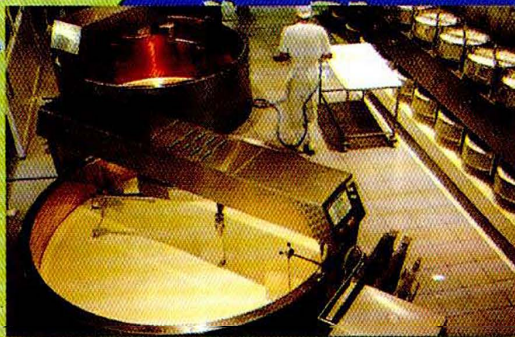
Millions of monarch butterflies travel more than 2000 miles every year. *Monarch Migration*



Your World!

Camogli, Italy

See how people decorate their houses in this fishing village. *A Very Special Village*



Greve in Chianti, Italy

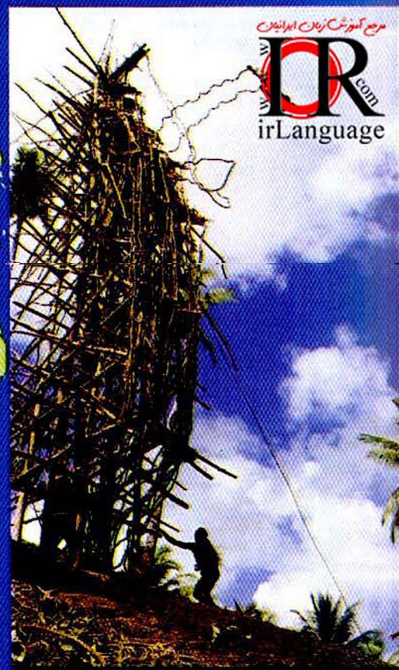
Do we eat too fast? Learn about the Slow Food Movement. *Slow Food*

Chiang Mai, Thailand

Why does a 12-year old boy want to become a boxing champion? *Making a Thai Boxing Champion*

Afar, Ethiopia

How do geologists learn about volcanoes? Watch a close-up expedition. *Volcano Trek*

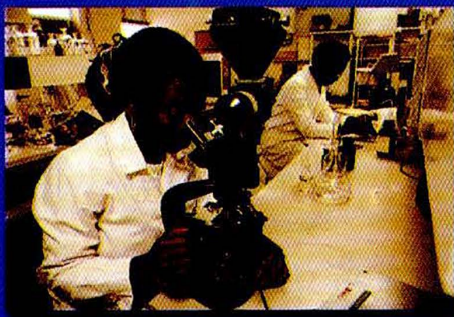


Vanuatu

Do you think bungee jumping is dangerous? Watch boys and men jump from a high tower and hit the ground! *Land Divers of Vanuatu*

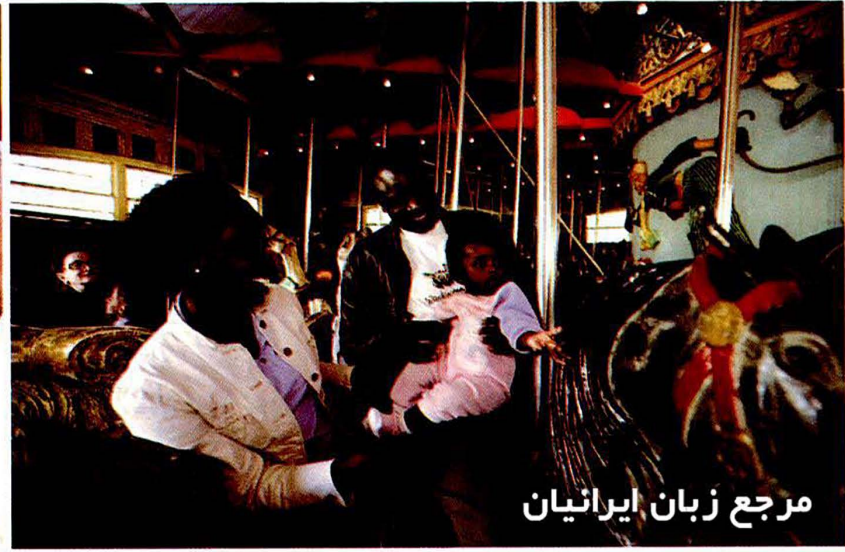
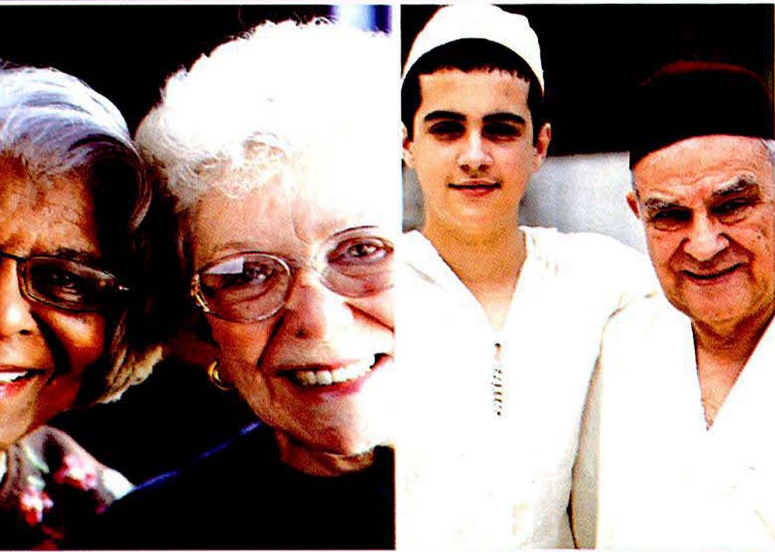
Nairobi, Kenya

Can a small white flower save lives? Yes. The pyrethrum kills the mosquito that spreads malaria. *Pyrethrum*



● = Sites of the video clips you will view in *World English Intro*.

FRIENDS AND



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1. Are these people friends or family?
2. Are these people young or old?

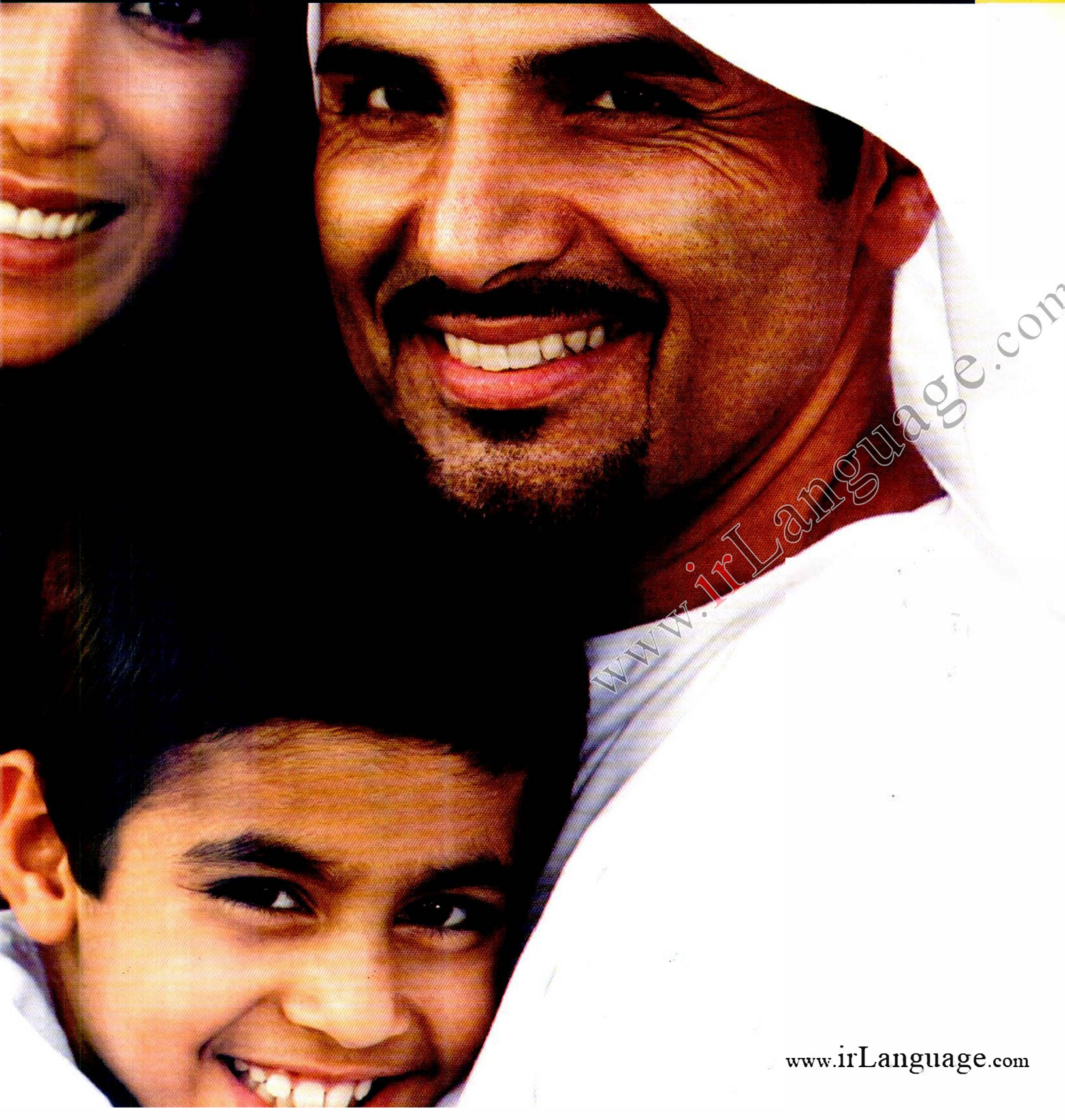
UNIT GOALS

- Meet and introduce people
- Identify family members
- Describe people
- Give personal and family information

FAMILY


UNIT



1




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Vocabulary

 **A.** Listen and repeat.
Track 1-2 **Greetings**



Informal	Formal
	
Fine. OK. So-so.	Good afternoon. Good evening.




 **B.** Greet your classmates informally.

C. Greet your teacher formally.

 **D.** Listen and repeat.
Track 1-3 **Introductions**

Introducing yourself	Introducing another person
	
My name's Alan.	Do you know Hussein?

 **E.** Introduce yourself to your classmates.

 **F.** Work in groups of three. Practice introducing each other.

Grammar: Present tense *be*

Subject pronoun	Be	
I	am	
You	are	Huda.
He/She	is	
We	are	Ali and Saleh.
They	are	Safia and Laila.

Contractions with *be*

I'm
You're
He's
She's
We're
They're

A. Unscramble the sentences.

- Ron. name My is My name is Ron.
- Leila. is name Her _____
- is name Mr. Aoki. His _____
- Tim. Their Jan names are and _____
- name Your is Farah. _____

B. Write the sentences again. Use contractions.

- He is Ruben. He's Ruben.
- I am Peter. _____
- You are Rebecca. _____
- They are Ahmed and Jabir. _____
- We are Carol and Melissa. _____

Possessive adjectives

My	name is Mohamed.
Your	name is Rachel.
His	name is Robert.
Her	name is Leila.
Their	names are Ben and Dan.

Conversation



Track 1-5

A. Listen to the conversation. Spell Hiroshi.

- Donna:** Hi, Nick. How are you?
Nick: Great. And you?
Donna: Fine.
Nick: Donna, this is my friend Hiroshi.
Donna: Nice to meet you, Hir . . . sorry?
Hiroshi: It's Hiroshi. H-I-R-O-S-H-I. Nice to meet you, Donna.



B. Practice the conversation in groups of three. Switch roles and practice it again.



C. Practice the conversation again. Use your own names.



Track 1-4

Word Focus

The English alphabet =
A B C D E F G H I J K L
M N O P Q R S T U V W
X Y Z

Real Language

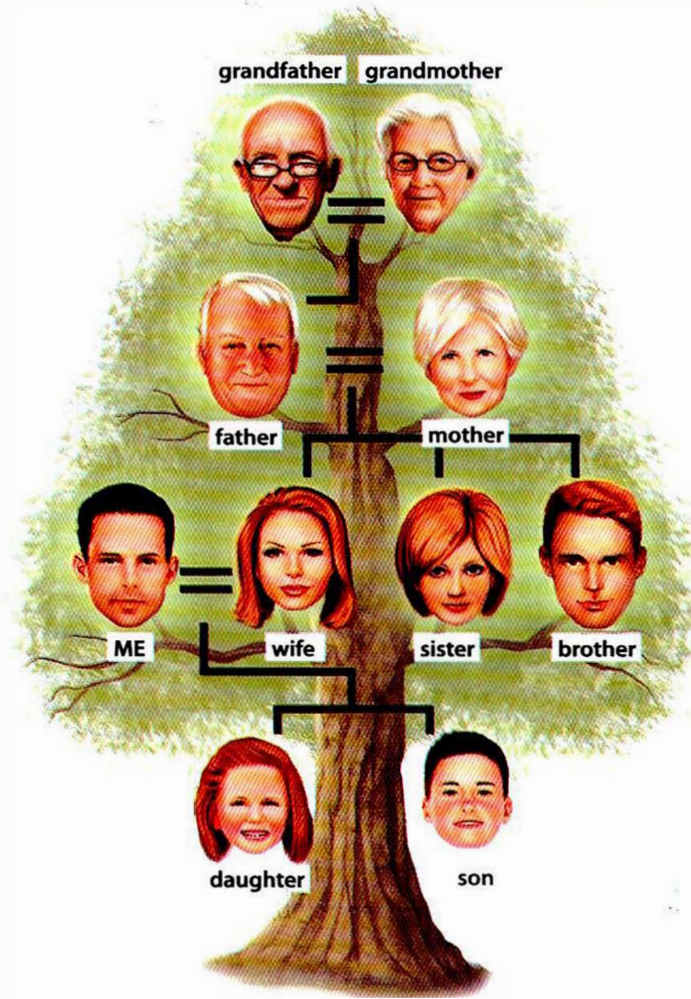
We sometimes spell our names for people.



Goal 1 Meet and introduce people

Work in pairs. Find another pair and introduce each other.

B GOAL 2 IDENTIFY FAMILY MEMBERS



Listening



A. Listen to Carlos introduce his family. Point to the people and pets.

Track 1-6



B. Listen again. Circle **T** for *true* and **F** for *false*.

Track 1-6

Carlos says:

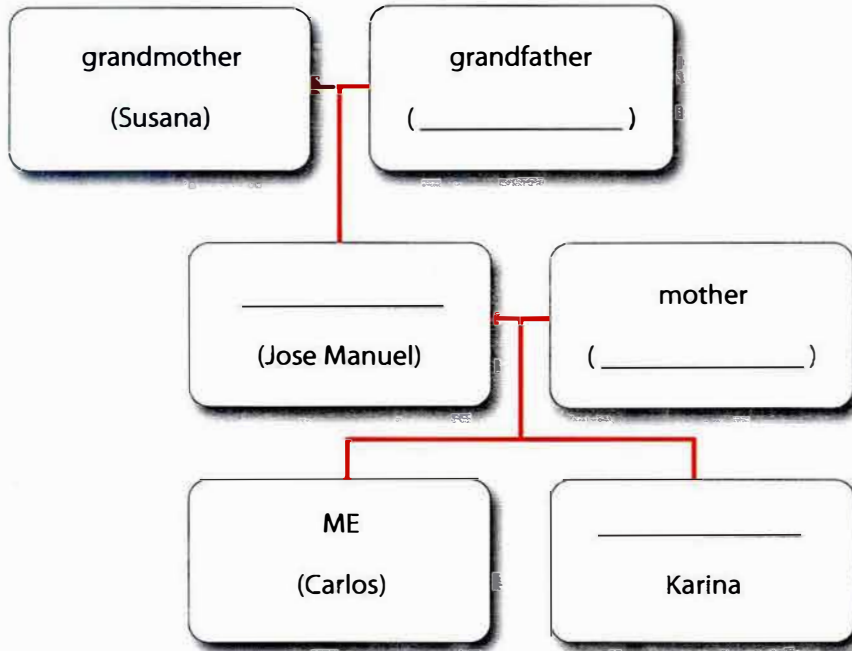
1. This is my grandfather. His name is Pedro.
2. This is my sister. Her name is Karina.
3. This is my grandmother. Her name is Elena.
4. This is my father. His name is Jose Manuel.
5. These are our dogs. Their names are Lucy and Lulu.

- | | |
|----------------------------------|---|
| <input checked="" type="radio"/> | F |
| <input type="radio"/> | F |
| <input type="radio"/> | F |
| <input type="radio"/> | F |
| <input type="radio"/> | F |



C. Correct any *false* sentences. Take turns to read all the sentences to a partner.

D. Fill in the blanks in Carlos's family tree.



Pronunciation: The /r/ sound



Track 1-7

A. Underline the letter *r*. Listen to the /r/ sound and repeat the word.

father	Rick
mother	Rose
sister	Robert Brown
brother	Mary Brown



B. Take turns reading the words to a partner.

Communication

A. Draw your own family tree.



B. Describe the family tree to a partner.

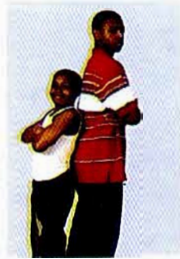


Goal 2 Identify family members

Bring some family photos to class. Introduce your family to your classmates.

This is my grandmother.
Her name is Asma.

Language Expansion: Adjectives



tall
short



young
old



married
single



curly
black hair



straight
gray hair

wavy
red hair

straight
blond hair

curly
brown hair

1.

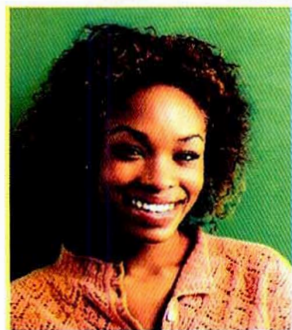
A. Write adjectives to describe these people.

1. They are _____. He is _____. She is _____.
2. He is _____ with _____ hair.
3. She is _____ with _____ hair.
4. They are _____ with _____ hair.

B. Now describe yourself.

I am _____ with _____ hair.

2.



3.



4.

Grammar: *Be* + adjective

Subject	Be	Adjective
I	am	young.
You	are	tall.
John	is	single.
Emily	is	short.
We	are	married.
They	are	old.

Questions with *be* and short answers

Questions			Short answers	
Are	you	married?	Yes, I am.	No, I'm not.
Is	he/she	single?	Yes, he/she is.	No, he/she isn't.
Are	they	married?	Yes, they are.	No, they're not.

A. Match the questions and the answers.

Questions

1. Is your brother tall? ____
2. Are your brothers married? ____
3. Is Emma short? ____
4. Is your brother single? ____
5. Are your mother and father old? ____

Answers

- a. Yes, she is.
- b. No, he isn't. He's short.
- c. Alan is married. Brian isn't.
- d. No, they're not.
- e. No, he isn't. He's married.

B. Write the questions.

1. Q: _____ ?
A: No, she isn't. She's tall.
2. Q: _____ ?
A: Yes, they are.
3. Q: _____ ?
A: Yes, I am.

Conversation



Track 1-8

A. Look at the pictures and listen to the conversation.

Ana: Who's this?

Carol: It's my brother.

Ana: What's his name?

Carol: Richard.

Ana: Is he married?

Carol: Yes, he is.

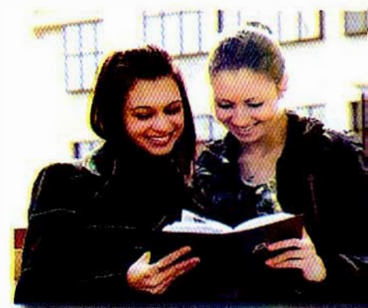
Ana: What a shame!



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Goal 3 Describe people

Work with a partner. Take turns describing your classmates.

Reading

A. Look at the pictures. Show a partner where these people are from on the map.

B. Complete the sentences with words from the box.

mother blond son married black

- June Banks is the _____ of Kevin and Kate.
- Ian Banks has curly _____ hair.
- Bo is the _____ of Feng and Huan.
- Mrs. Patel has _____ hair.
- Alisha is _____ to Ramesh.

C. Circle the correct answers.

- Her father is Ian Banks.
 - June
 - Kate
- They live in Scotland.
 - Kevin and Kate
 - Feng and Huan
- His wife is Huan.
 - Feng
 - Bo
- Her daughters are Alisha and Rasha.
 - Mrs. Patel
 - Suchir
- Her husband is Ramesh.
 - Alisha
 - Rasha

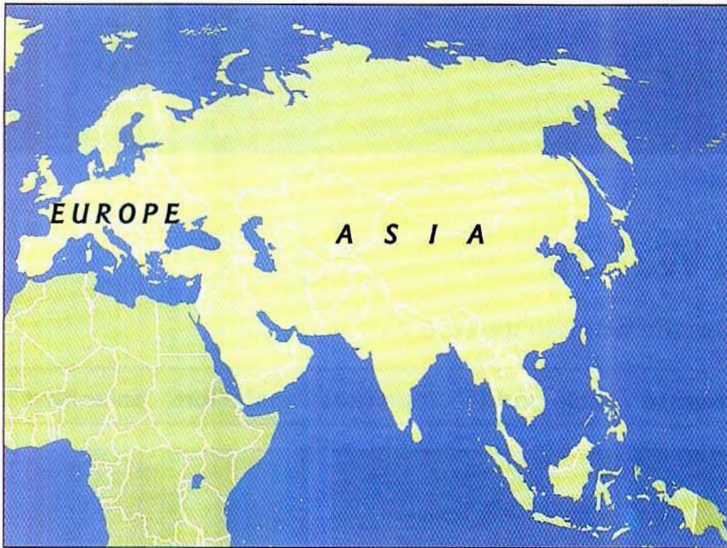
Families around the World

This is the Banks family. They come from Scotland. Ian is tall with curly blond hair. His wife, June, has wavy brown hair. Ian and June have two children: a son and a young daughter. Their names are Kevin and Kate.

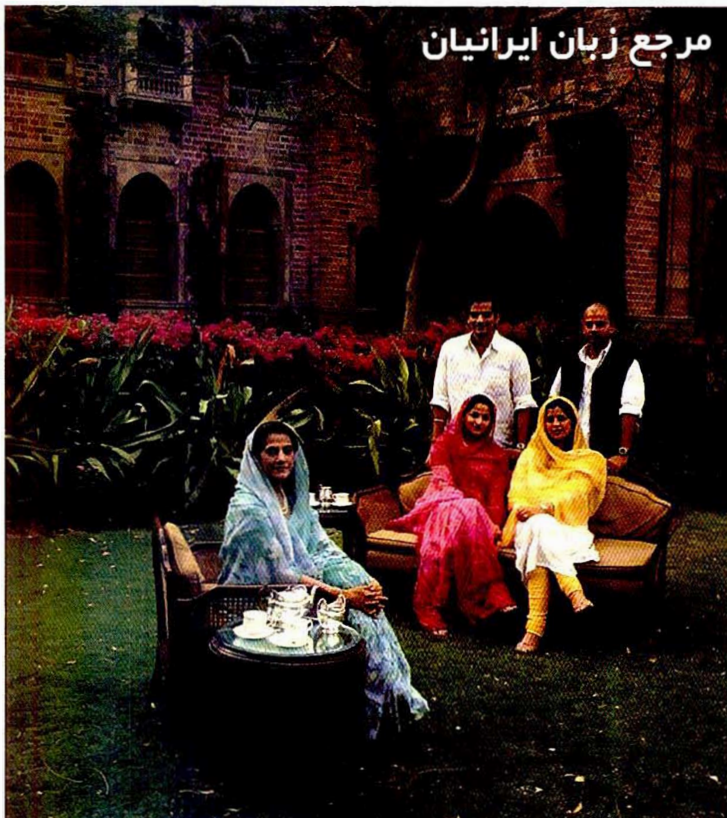


Meet Feng and his family. They are from China. His wife's name is Huan. They have one son. His name is Bo. He is young. He is two years old.






This is the Patel family. They are from India. Mrs. Patel has two daughters. They are married. Their names are Alisha and Rasha. Their husbands are Ramesh and Suchir. Alisha is married to Ramesh. Rasha is married to Suchir. They all have black hair.



Communication

 Look at the photos. Choose one photo. Describe a person to a partner. Your partner guesses who you are describing.

He is tall with curly blond hair. He is young.

Is it David?

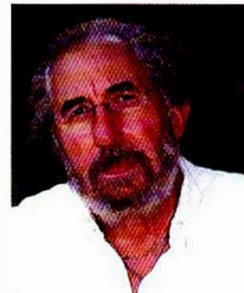
Yes, it is!



1. David



2. Ayako



3. Sami



4. Rana

Writing

Write a description of a family member.

He is tall with curly black hair. He is single.



Goal 4

Give personal and family information

Work with a partner. Take turns describing your family.



Before You Watch

Label the animals. Use the words in the box.



▲ East Africa

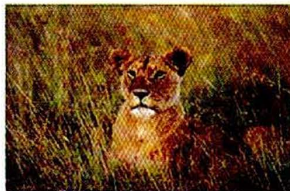
female lion leopard male gorilla meerkats male lion polar bear



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

While You Watch



A. Watch the video. Circle **T** for true and **F** for false.

- | | | |
|---|---|---|
| 1. Polar bears have big families. | T | F |
| 2. Lions live in family groups. | T | F |
| 3. Male lions have red hair. | T | F |
| 4. Meerkats are big. | T | F |
| 5. Female gorillas have gray hair on their backs. | T | F |



B. Complete the sentences. Use the words in the box.

pretty big long lions male

1. There is one male in a family of _____.
2. A male lion has _____ hair on his neck.
3. Meerkats live in _____ groups.
4. Young meerkats are _____.
5. The _____ gorilla is the leader of the family.



C. Watch the video to check your answers.

After You Watch



▲ a rhino



▲ a dolphin



▲ an ant



▲ a sloth



▲ a wolf

A. Write the names of the animals in the correct box.

	Big	Small
Live in groups	lions	meerkats
Live alone	polar bears	



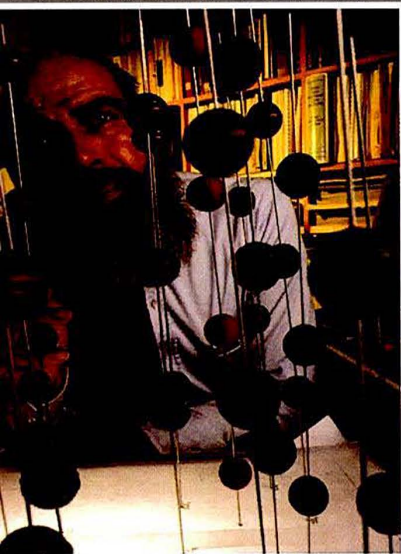
B. Compare your answers with a partner's answers.

A rhino is big. It lives alone. Do you agree?

Yes, I agree.

No, I don't.

JOBS AROUND



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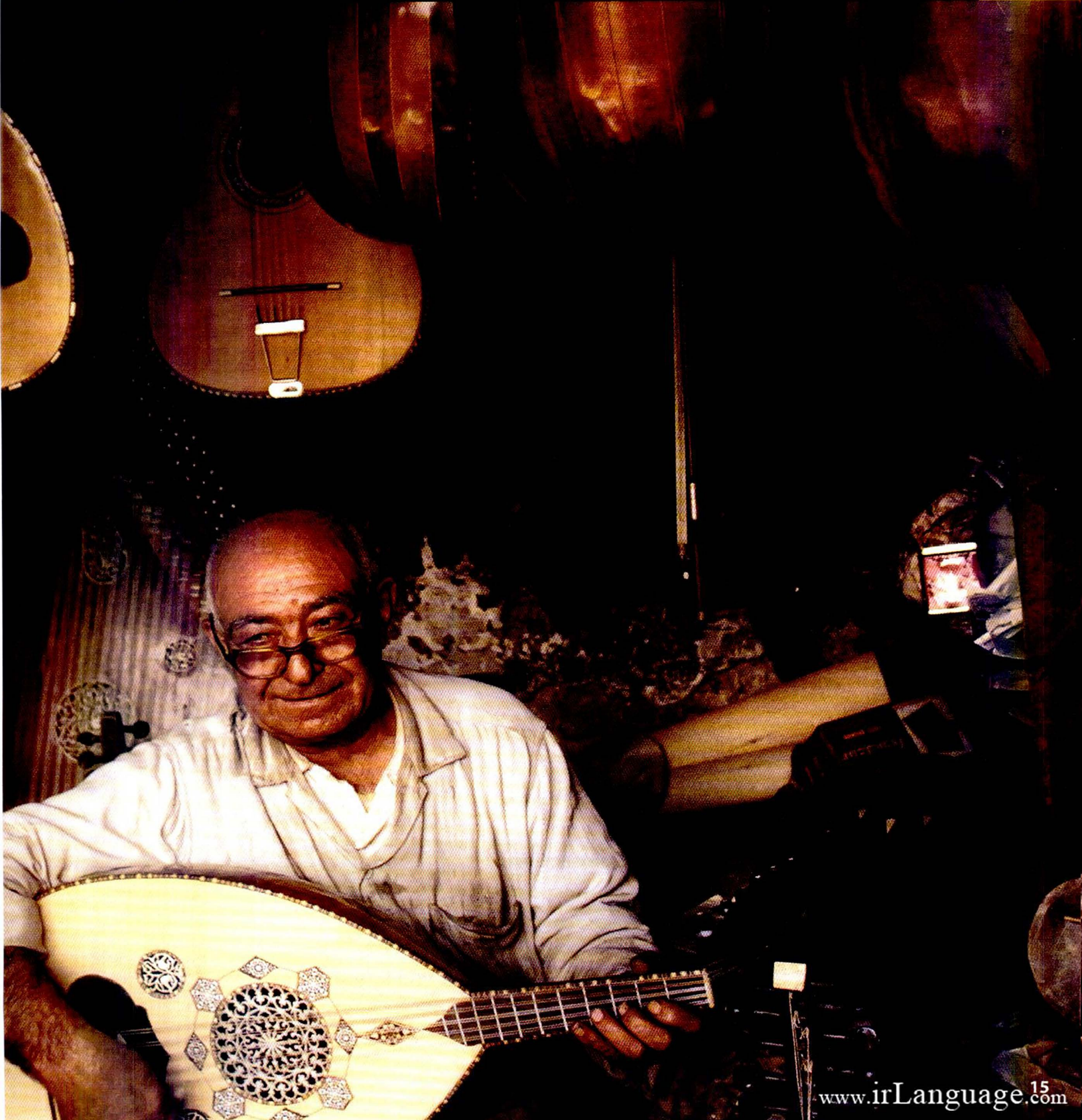
1. Where are these people from?
2. What are their jobs?

UNIT GOALS

- Identify jobs
- Talk about jobs
- Talk about countries
- Compare jobs in different countries

THE WORLD

UNIT 2

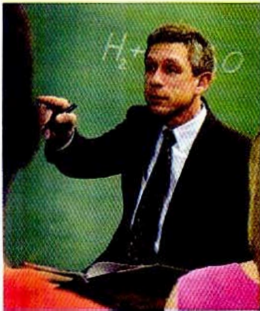


Vocabulary



A. What do they do? Listen and label the pictures with words from the box.

taxi driver	chef	engineer	teacher
banker	architect	doctor	artist



1. Oscar _____



2. Eun _____



3. Jane _____



4. Dae-Jung _____



5. Jim _____



6. Hannah _____



7. Harvey _____



8. Fernanda _____

B. In your opinion, are these jobs interesting or boring? Write the jobs from exercise **A** on the lines.



C. Compare your answers with a partner's answers.

Grammar: *Be* (negative)

Be + not			
I	am	not	a doctor. doctors.
You	are		
He/she	is		
We/they	are		

Contractions	
I'm not	you aren't he/she isn't we aren't they aren't
you're not	
he's not/she's not	
we're not	
they're not	

Indefinite article

Jim's **a** doctor.

Pat's **an** artist.

*We use **a** before a consonant sound.

*We use **an** before a vowel sound.

A. Look at the pictures on the opposite page. Fill in the blanks with *is* or *is not*.

1. Jim is a taxi driver. He is not a doctor.
2. Oscar _____ a teacher. He _____ an architect.
3. Fernanda _____ an architect. She _____ a doctor.
4. Dae-Jung _____ an engineer. He _____ a chef.
5. Eun _____ a banker. She _____ an artist.

B. Circle **T** for *true* and **F** for *false*.

- | | |
|--------------------------------|------------|
| 1. Hannah is a taxi driver. | T F |
| 2. Jane is an engineer. | T F |
| 3. Dae-Jung is an artist. | T F |
| 4. Eun is not an artist. | T F |
| 5. Harvey is not an architect. | T F |

Hannah isn't a taxi driver. She is a doctor.



C. Correct the false sentences. Read the new sentences to a partner.

Conversation



Track 1-10

A. Listen to the conversation. Is Jill married or single?

Mary: Hi, Jean. How's life?

Jean: Fine. And you?

Mary: Great. How are the children?

Jean: They're good. But they're not children now. Jim's married. He's an engineer.

Mary: Wow! Time passes. And what about Jill? How old is she now?

Jean: She's 21 and she's a student.

Mary: Is she married?

Jean: No, she's still single.



Real Language

To show surprise, we can say:

formal \longleftrightarrow informal
Really! Amazing! Wow!

What do you do?

What does your father do?



Goal 1 Identify jobs

Ask your classmates about their jobs. Ask them about their family's jobs.

B GOAL 2 TALK ABOUT JOBS

Listening



Track 1-11

A. Look at the pictures. Guess the people's jobs. Listen and check your guesses.



▲ Michelle



▲ Carlos



▲ Salim



Track 1-11

B. Listen again. Fill in the blanks in the chart.

	Michelle	Carlos	Salim
How old is he/she?			
What is his/her job?			
Is his/her job interesting?			



C. Work with a partner. Take turns reading the numbers in English.

Real Language

To ask about someone's age, we say: *How old is he/she?*

The answer is: *She's/He's 28 years old.*

Numbers

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

21 twenty-one

22 twenty-two

23 twenty-three

24 twenty-four

25 twenty-five

26 twenty-six

27 twenty-seven

28 twenty-eight

29 twenty-nine

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

101 one hundred and one



D. Now tell a partner about the people in exercise B.

Pronunciation: Contractions with *be*



A. Listen and circle what you hear.

Track 1-12

- | | | |
|------------------|-------------|-------------|
| 1. I am | I'm | |
| 2. I am not | I'm not | |
| 3. you are | you're | |
| 4. you are not | you aren't | you're not |
| 5. she is | she's | |
| 6. she is not | she isn't | she's not |
| 7. we are | we're | |
| 8. we are not | we're not | we aren't |
| 9. they are | they're | |
| 10. they are not | they're not | they aren't |



B. Take turns reading the phrases in exercise **A**. Point to the phrases as a partner reads them.



Communication

Read the questions and answer them for yourself. Then ask two classmates the questions. Write their answers.

Questions	Me	Classmate 1	Classmate 2
What is your name?			
What is your job?			
Is it interesting?			



Goal 2 Talk about jobs

Tell a partner about the people you interviewed.

Ivan is 27 years old and he's a computer technician.

His job is interesting.

C GOAL 3 TALK ABOUT COUNTRIES



Language Expansion: Countries and Cities



▲ wet



▲ hot



▲ cold



▲ dry

Guess the country.

1. It's in Asia. It's big. It's cold. China
2. It's in Europe. It's small. It's wet. _____
3. It's in South America. It's big. It's hot. _____
4. It's in South America. It's small. The capital is Santiago. _____
5. It's in North America. It's hot. _____

Grammar: *Be* + adjective + noun

Word Focus

We say **the** *United Kingdom* and **the** *United States*.

Statement

Africa is a big continent.

Egypt is a hot, dry country.

Question

Is the United Kingdom (UK) a big country?

Is the United States a big country?

Answer

No, it isn't. It's a small country.

Yes, it is.

A. Unscramble the sentences.

1. China Is a country? big _____
2. big The is a country. United States _____
3. is a Russia country. cold _____
4. Is hot Egypt a country? _____
5. country. big Saudi Arabia is a _____

B. Answer the questions.

1. Is Mexico a cold country? No, it isn't. It's a hot country.
2. Is Kuwait a big country? _____
3. Is Japan a hot country? _____
4. Is the UK a small country? _____
5. Is Egypt a wet country? _____

Conversation



Track 1-13

A. Listen to the conversation. Where is Mohamed from?

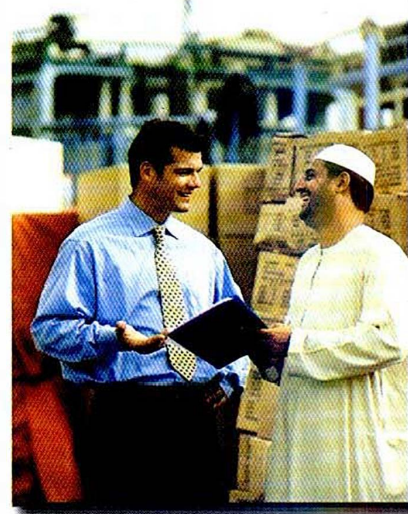
- Alan:** Where do you come from, Mohamed?
- Mohamed:** I'm from Cairo.
- Alan:** Cairo is in Egypt, right?
- Mohamed:** Yes.
- Alan:** So, tell me about Egypt, Mohamed.
- Mohamed:** Well, it's in Africa—North Africa.
- Alan:** Is it a hot country?
- Mohamed:** Yes, it's very hot.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Goal 3 Talk about countries

Talk to a partner. Describe some countries in your region of the world.

Reading

 **A.** Look at the pictures. Describe the people to a partner.

 **B.** Complete the sentences. Use the words in the box.

grapes	millet and maize	Chile
farmer	Europe	Africa
brothers		

1. Elena is from _____
2. She is a _____
3. She grows _____
4. Her grapes go to _____
5. Solomon and Abraham are from _____
6. They grow _____
7. They are _____

C. Answer the questions.

1. Is it wet in Chile in the summer?

2. Are Elena's grapes good?

3. Are Solomon and Abraham brothers?

4. Are they good farmers?

5. Is it cold in Namibia?



The Southern Hemisphere

Different Farmers

Elena is from Chile, and she is a farmer. She grows grapes. The weather in Chile is good for grapes. In summer it is hot and dry, and in winter it is cold and wet. Her grapes are very good. They go to North America and Europe.



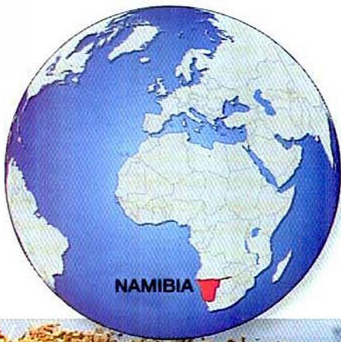
مرجع زبان ایرانیان



▲ maize



▲ millet



Solomon and Abraham are brothers. They are from Namibia in Africa. They are farmers. They grow millet and maize for their family. The weather in Namibia is good for millet. It is hot and dry. Solomon and Abraham are good farmers.

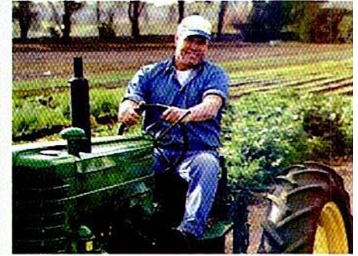
Communication

Look at the pictures. Discuss the following questions with a partner.

1. Where are these people from?
2. What do they do?
3. Are they old or young?
4. Are their jobs interesting?



▲ Aastik



▲ Henry

Writing

Read about Aastik.

Aastik is from Nepal. He is a farmer but his farm is very small. He grows rice. His rice does not go to other countries. It is for his family.

Write a similar paragraph about Henry. Use these words: United States, big, wheat, Asia.



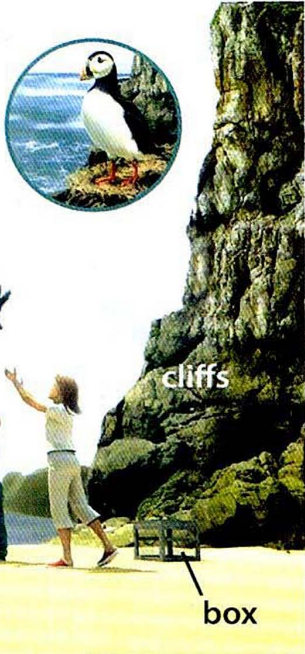
Goal 4

Compare jobs in different countries

Talk to a partner about farmers in your country. What do they grow? What is the weather like? Are their jobs interesting or boring?



sky



sea

beach

box

cliffs



▲ a puffin

Before You Watch



Work with a partner. Look at the picture. Answer these questions.

1. What do these children do?
2. Are they old or young?
3. Is their job interesting?

While You Watch



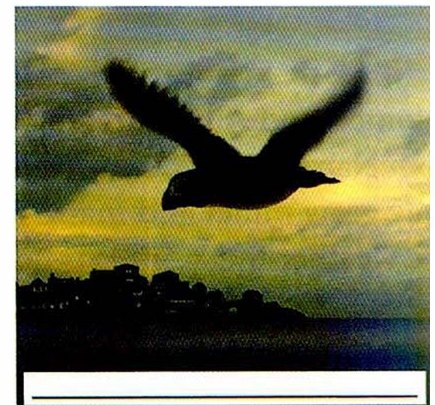
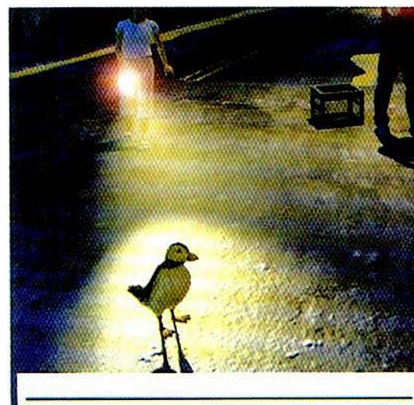
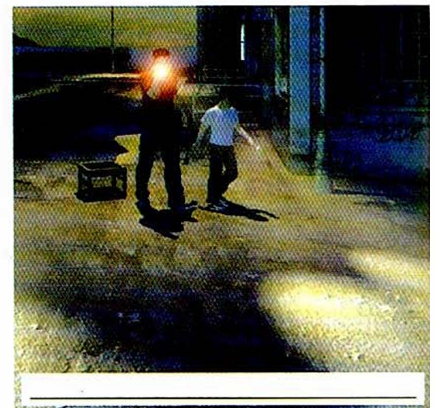
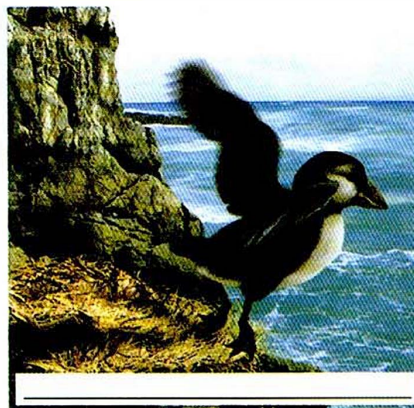
A. Watch the video. Label the pictures below.

Puffin patrols look for lost puffins.

Puffins get lost.

Children find lost puffins.

Puffins leave the cliffs.



Word Focus

exciting=
interesting, fun
crash into=
run into; hit



B. Watch the video again. Circle **T** for *true* and **F** for *false*.

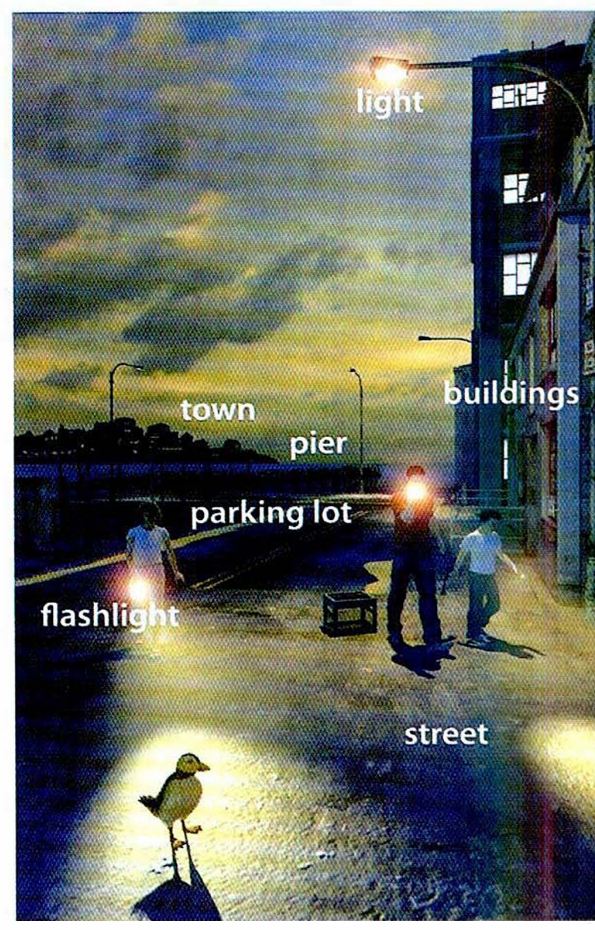
- | | | |
|--|---|---|
| 1. Puffin patrols look for bird nests. | T | F |
| 2. There are puffin nests in the cliffs. | T | F |
| 3. All the puffins fly out to sea. | T | F |
| 4. Some puffins get lost in town. | T | F |
| 5. Puffin patrols rescue pufflings. | T | F |



C. Complete the sentences with the words or phrases in the box. Watch the video again to check your answers.


look for rescue leave throw get lost

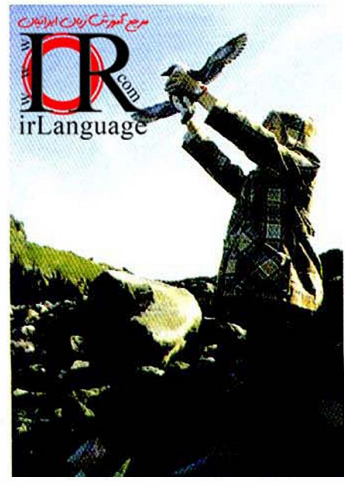
- Some puffins _____ in town.
- The pufflings _____ the cliffs.
- The children _____ the pufflings out to sea.
- The puffin patrols _____ the lost pufflings in parking lots.
- The children's job is to _____ the puffins.



▲ A puffin patrol looks for and rescues lost pufflings.

After You Watch

 Work with a partner. Take turns describing the job of the puffin patrols.



Word Focus

ALL PUFFINS **some puffins**

HOUSES AND



1. Where are these houses?
2. Are these houses like your house?

UNIT GOALS

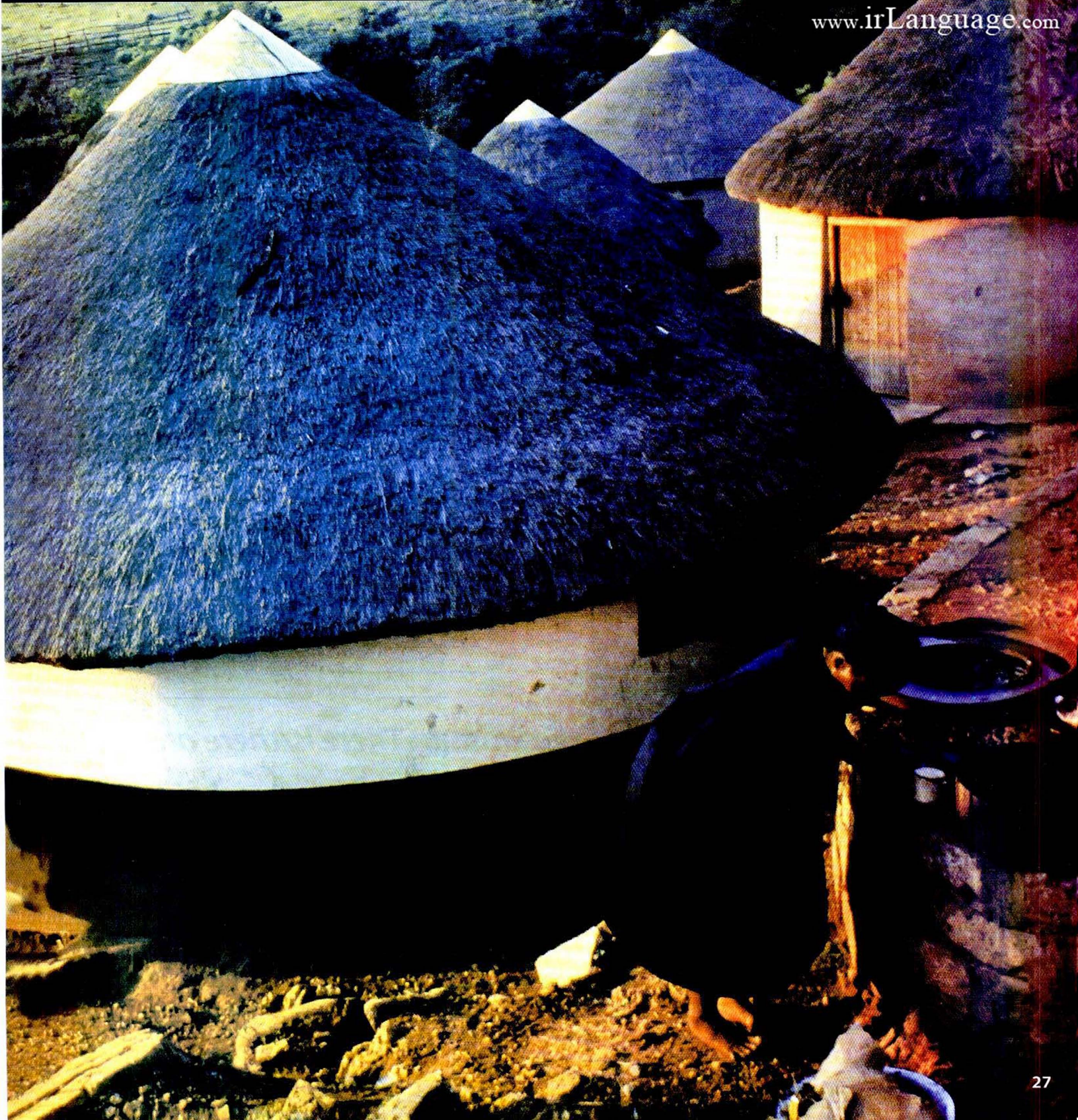
- Identify rooms in a house
- Describe your house
- Identify household objects
- Compare houses



APARTMENTS

UNIT 3

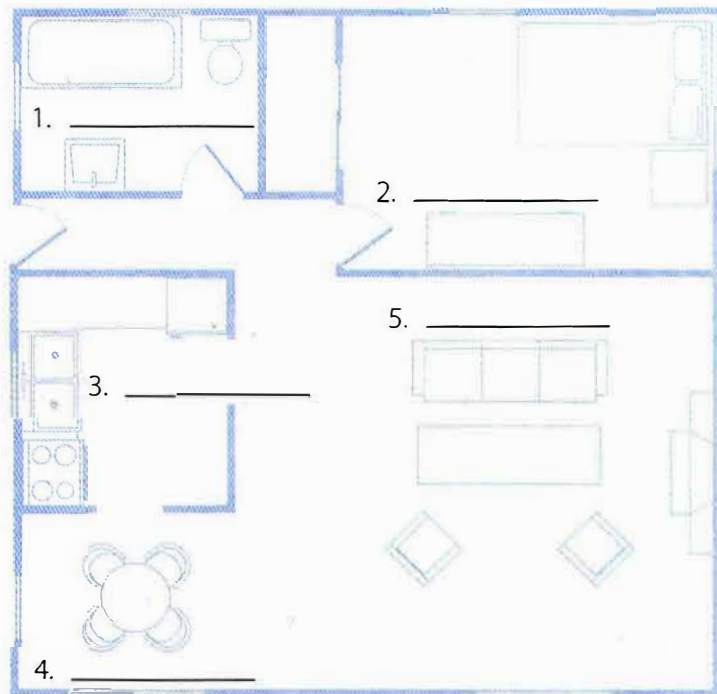
www.irLanguage.com



A GOAL 1 IDENTIFY ROOMS IN A HOUSE

Vocabulary

A. Label the rooms in the apartment.



B. Complete the sentences about the house in the picture. Use the words in the box.

garage downstairs living room fireplace bedrooms

- The kitchen is _____.
- The _____ is in the backyard.
- The _____ are upstairs.
- The _____ is in the _____.

Grammar: *There is/there are*

Statement	Questions	Answers
There is a garage.	Is there a closet?	Yes, there is. No, there isn't.
There are three bedrooms upstairs.	Are there two bathrooms?	Yes, there are. No, there aren't.

*The contraction of *there is* = *there's*.

Plural nouns

1 house 2 houses
1 bedroom 2 bedrooms

*Add an -s at the end of the word to make it plural.

A. Complete the sentences with the correct form: *there is* or *there are*.

1. _____ a big kitchen.
2. _____ three bathrooms.
3. _____ a yard?
4. Is there a closet? Yes, _____.
5. Is there a garage? No, _____.

B. Unscramble the sentences.

1. a is big There garage _____.
2. isn't There closet a _____.
3. a swimming Is there pool _____?
4. there two Are bathrooms _____?
5. garages are There two _____.

Conversation



Track 1-14

A. Listen to the conversation. Is there a garage?

Realtor: What about this apartment?

Client: Is it a big apartment?

Realtor: Yes, there are three bedrooms.

Client: And bathrooms?

Realtor: There is just one bathroom.

Client: Is there a garden?

Realtor: No, there isn't. But there's a garage.

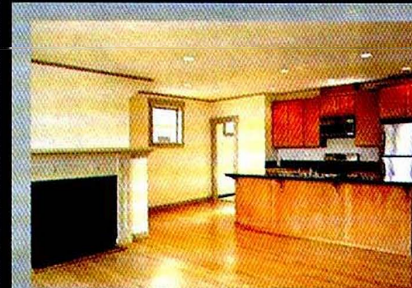


B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.

Luxury Apartment — 1st floor



- Big kitchen/
dining room
- Living room
- 3 bedrooms
- 1 bathroom

Real Language

What about is a useful and simple way to ask for someone's opinion.



Goal 1 Identify rooms in a house

Work with a partner. Draw a simple floor plan like the apartment on page 28. Tell your partner the names of the rooms.

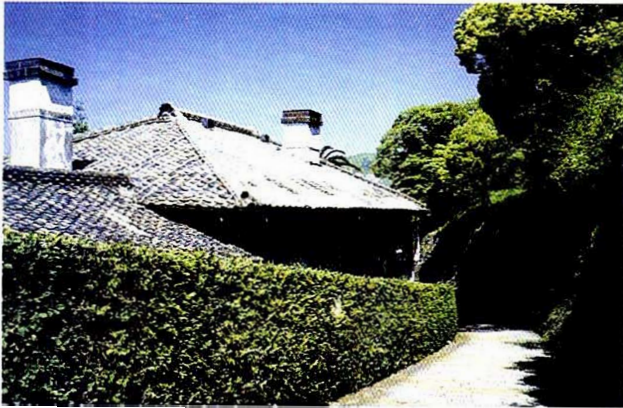
B GOAL 2 DESCRIBE YOUR HOUSE

Listening


Track 1-15

A. Listen to each person describe his or her house. Match the names to the pictures.

Betty Joe Katsuro Ramon Liling



1. _____



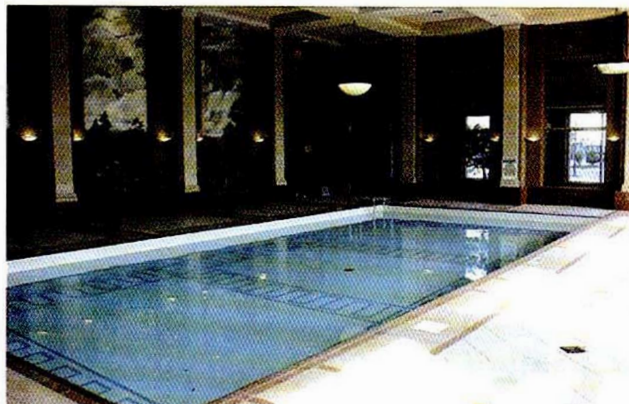
2. _____



3. _____



4. _____



5. _____

B. Listen again. Circle **T** for *true* and **F** for *false*.

- | | | |
|--|---|---|
| 1. There is one bedroom in Betty's house. | T | F |
| 2. There are four bedrooms in Joe's house. | T | F |
| 3. There is a fireplace in Katsuro's house. | T | F |
| 4. There are five bedrooms in Ramon's house. | T | F |
| 5. There is a yard in Liling's house. | T | F |

Pronunciation: *Final -s*



Track 1-16

A. Listen and check the correct column.

	Ends in /s/ sound	Ends in /z/ sound	Ends in /iz/ sound
gardens			
apartments			
garages			
bathrooms			
kitchens			
houses			
windows			



Track 1-16

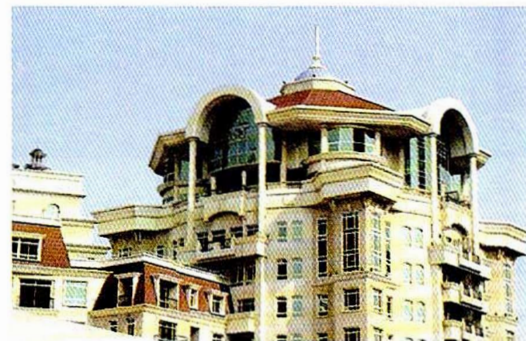
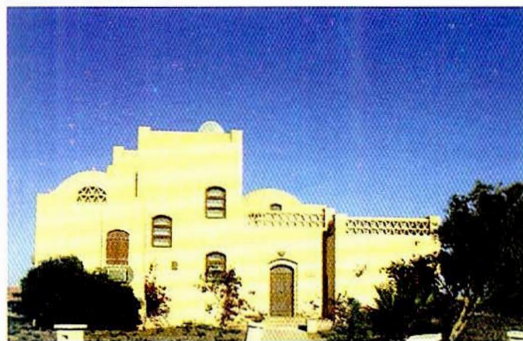
B. Listen again and repeat the words.

Communication



Work with a partner. Take turns describing these houses.

There is one bedroom in this house.



Goal 2

Describe your house

Describe your house to the class.

C GOAL 3 IDENTIFY HOUSEHOLD OBJECTS

Language Expansion: Furniture and household objects

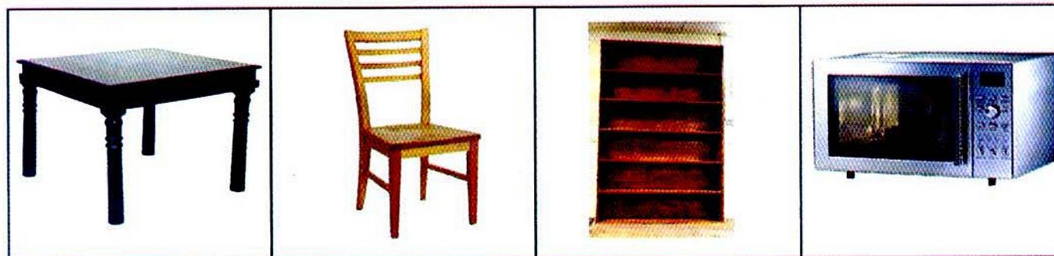


▲ sofa

▲ bed

▲ armchair

▲ refrigerator

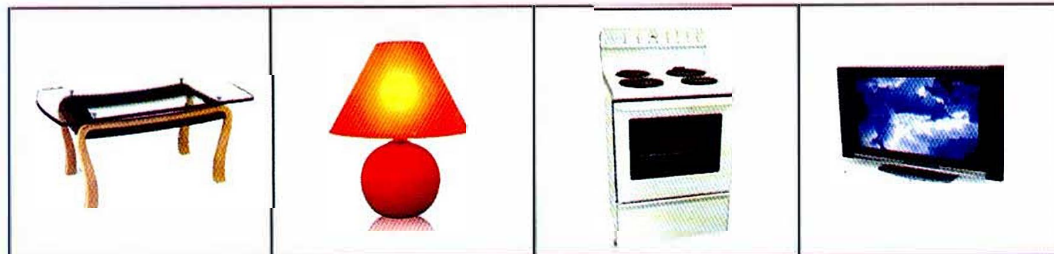


▲ table

▲ chair

▲ bookcase

▲ microwave



▲ coffee table

▲ lamp

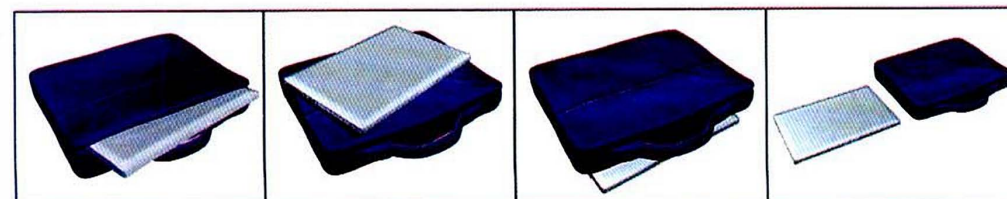
▲ stove

▲ TV

In which rooms do you usually find the furniture and household objects above?

Kitchen	Dining room	Living room	Bedroom
stove			

Grammar: Prepositions of place



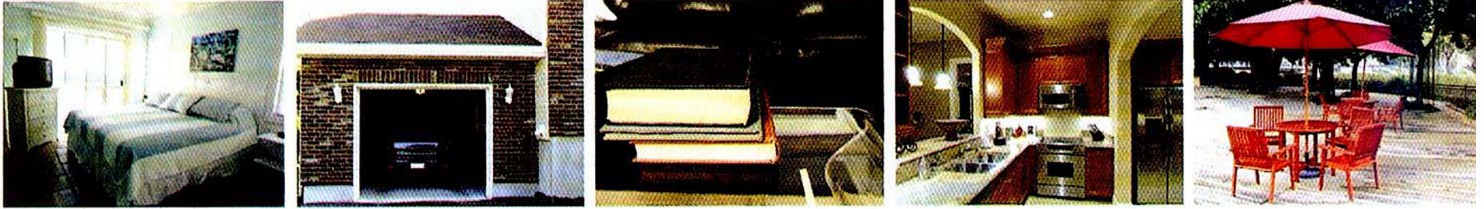
▲ in

▲ on

▲ under

▲ next to

A. Look at the pictures. Complete the sentences with *in*, *on*, *under*, or *next to*.

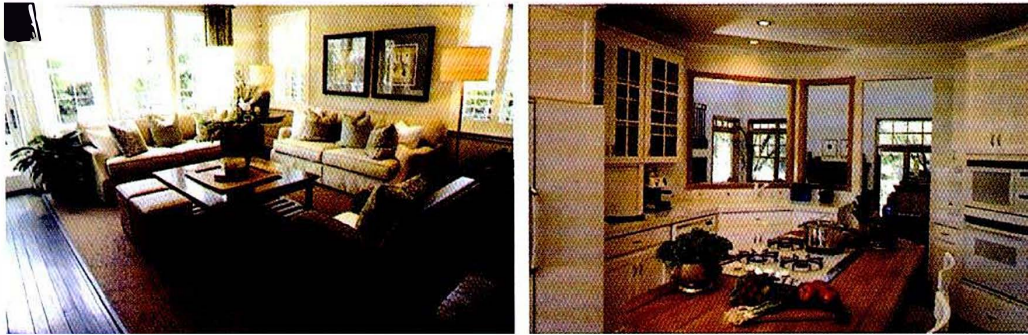


1. There's a TV _____ the bedroom.
2. There's a car _____ the garage.
3. There are three books _____ the table.
4. The stove is _____ the refrigerator.
5. The table is _____ the umbrella.



B. What can you see in the pictures? Take turns describing them.

There is a sofa
and a coffee table.



Conversation



Track 1-17

A. Listen to the conversation. Where is Tracey's magazine?

Tracey: Where is my magazine?

Kevin: Is it in the bedroom?

Tracey: No, it isn't. And it's not on the kitchen table.

Kevin: Here it is! It's under your bag.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Goal 3 Identify household objects

Work with a partner. Take turns describing a room in your house.

Reading

A. Look at the pictures. Where do you think the houses are?

B. Read and answer the questions.

1. Is there a bathroom in the tree house?

2. Is it hot in an igloo? _____
3. How many rooms are in the igloo?

4. Are there a lot of rooms in Dar Al Hajar?

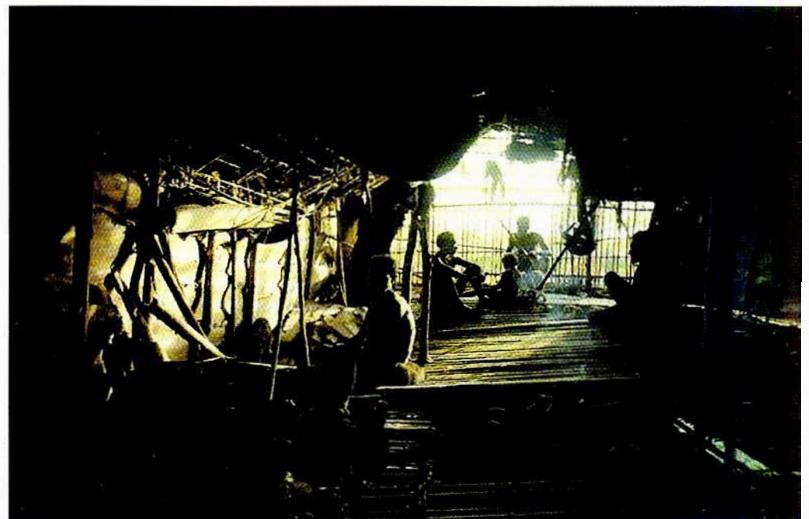
5. Are there bedrooms in the Crooked House? _____



▲ an Irian Jaya treehouse

Unusual Houses

The Kombai people of Irian Jaya live in tree houses. The houses are high in the trees. There is only one room in the house. It is the kitchen, the living room, the dining room, and the bedroom.

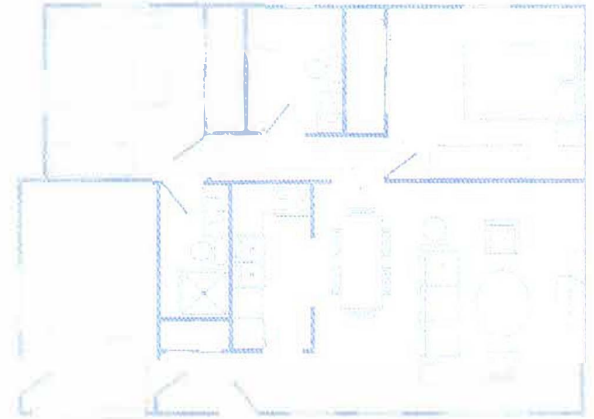


Abraham Niaqu is from Quebec in Canada. He is making a snow house called an *igloo*. There is only one room in an igloo. It is not cold in an igloo. In fact, it is quite hot.



Writing

- A.** Look at this plan of a house. Complete the paragraph.



This is a plan of a house. There is a small kitchen. In the kitchen there is a _____ and a refrigerator. The kitchen is next to the _____ room. In the dining room there is a table with six chairs. The living room is _____ the dining room. There is a sofa and two armchairs in the living room. There are two _____ in the house—one big bedroom and a small bedroom. There is a _____ in the big bedroom.

- B.** Now write about your house.

In my house there is...



Goal 4

Compare houses

Work with a partner. Take turns. Compare your own house with the houses in the reading.

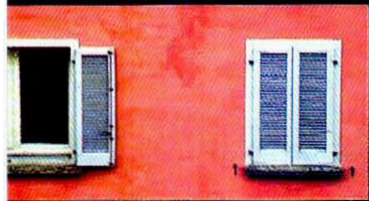
There is one bedroom in the tree house. There are three bedrooms in my house.



This house is called Dar Al Hajar. It is in Yemen. It is a big house and there are a lot of rooms in the house. It is hot in Yemen, but it is not hot inside the house.



This house is called the Crooked House. However, it is not a house. Nobody lives in it. It is a shop—a very special shop! The architect, Szotynscy Zaleski, got the idea from a children's book. It is very unusual.



Before You Watch

A. Complete the video summary. Use the words in the box.

fishermen artists village paint Sea art

Video summary

Camogli is a small town or _____ in Italy. Camogli is next to the Mediterranean _____. Many people in Camogli are _____. Their job is to catch fish. There are also _____ in Camogli. They _____ houses and buildings. Their _____ is called *trompe l'oeil*. It is very special. The paintings are very realistic. They make things look real, but they are not.



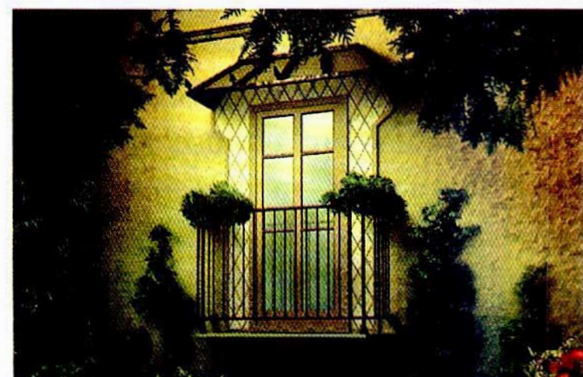
B. Look at the picture. Study the different parts of the house. Tell a partner which parts of the house are the same as your house or apartment.

There are three windows.

My house has ...



C. Discuss the pictures with a partner. Which is real? Which is the *trompe l'oeil*?





While You Watch



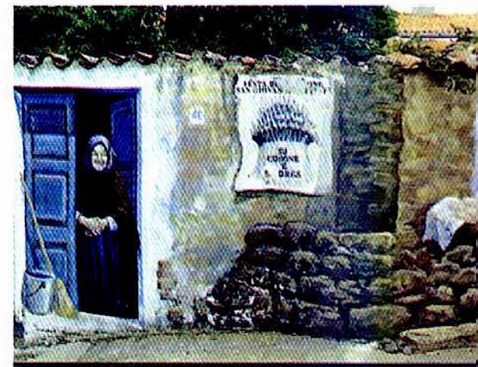
A. Watch the video. Match the parts of the sentences.

- | | |
|--|-----------------------------------|
| 1. Artists use <i>trompe l'oeil</i> to make ____ | a. with bright colors. |
| 2. People like to paint their houses ____ | b. artists. |
| 3. The fishermen painted their houses ____ | c. things look real. |
| 4. Raffaella and Carlo are ____ | d. from the sea. |
| 5. You can see the houses of Camogli ____ | e. with <i>trompe l'oeil</i> art. |



B. Watch the video again. Circle **T** for *true* and **F** for *false*.

- | | | |
|---|---|---|
| 1. Camogli is a large city. | T | F |
| 2. In Camogli people paint their houses in bright colors. | T | F |
| 3. The houses in Camogli are very special. | T | F |
| 4. All the artists in Italy use <i>trompe l'oeil</i> technique. | T | F |
| 5. Only fishermen paint their houses with <i>trompe l'oeil</i> art. | T | F |

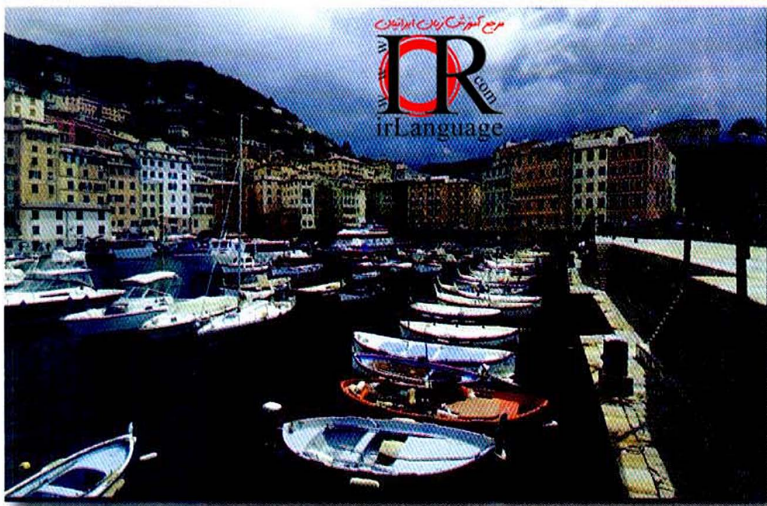


▲ This wall is a *trompe l'oeil* painting.

After You Watch

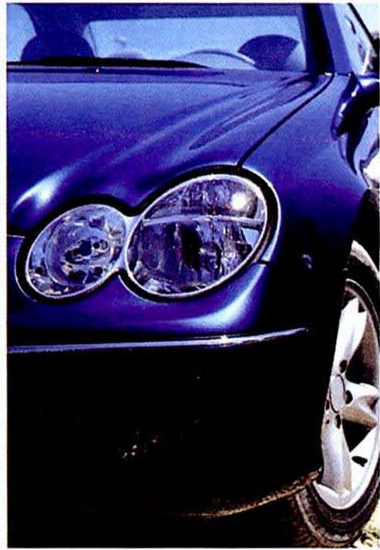


Work with a partner. Take turns describing the changes you would make to your house with *trompe l'oeil*.



I want to add two balconies.

POSSESSIONS



1. Do you have any of these things?
2. What is your favorite personal possession?

UNIT GOALS

- Identify personal possessions
- Talk about personal possessions
- Buy a present
- Talk about special possessions



UNIT 4



A GOAL 1 IDENTIFY PERSONAL POSSESSIONS

Vocabulary

A. Complete the names of the objects in the pictures. Use the words in the box.

book	pen	watch	bag	glasses	handbag
wallet	ring	keys	necklace	dictionary	notebook



▲ 1. _ o o _



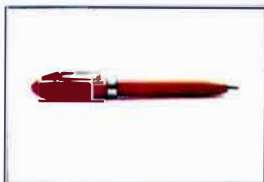
▲ 2. n _ t _ b _ _ k



▲ 3. d _ c t _ _ n _ _ y



▲ 4. b _ _



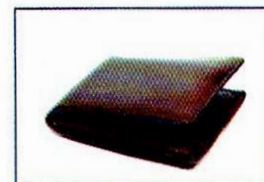
▲ 5. p _ _



▲ 6. _ a _ c h



▲ 7. _ a n _ b _ g



▲ 8. _ a _ _ e t



▲ 9. r _ _ g



▲ 10. n _ c _ l _ _ e



▲ 11. g _ _ s _ e s



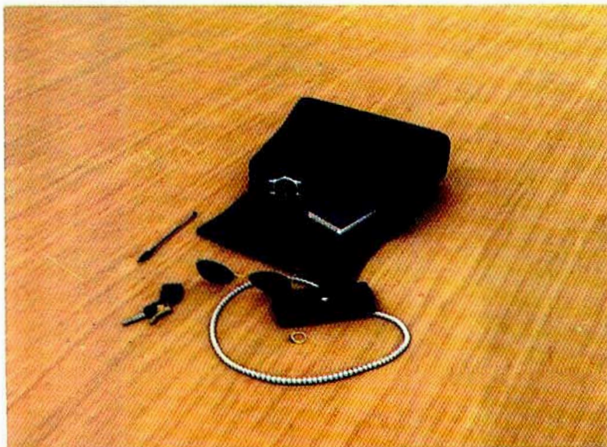
▲ 12. _ _ y s

B. Take turns. Find the differences between the two pictures.

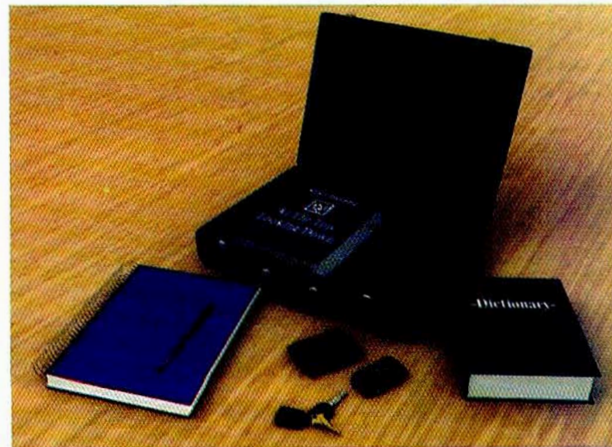
There are glasses in my picture.

There are no glasses in my picture, but there's a cell phone.

STUDENT A



STUDENT B



Grammar: Demonstrative adjectives

	Singular	Plural	Possessive nouns
Near	This is your bag.	Are these your books?	It's Jim's bag.
Far	That is not your bag.	Those are not my pens.	

A. Match the questions and the answers. There is more than one right answer.

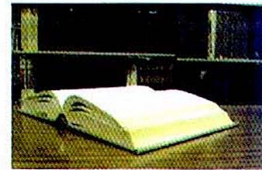
- | Question | Answer |
|-----------------------------------|--------------------------------------|
| 1. Is this your pen? _____ | a. Yes, they are. |
| 2. Are those your keys? _____ | b. No, it isn't. It's Peter's. |
| 3. Are these your glasses? _____ | c. Yes, it is. |
| 4. Is that your dictionary? _____ | d. No, they aren't. They're Angie's. |

B. Look at the pictures. Use the cues to write questions.

- (far) Are those your glasses? _____
- (far) _____
- (near) _____
- (near) _____
- (far) _____



1.



2.



3.



4.



5.

Conversation



Track 1-18

A. Listen to the conversation. What is in the bag?

- Andrea:** Is this your bag?
Jennifer: No, *that's* my bag
Andrea: Maybe it's Jim's.
Jennifer: Let's look inside. There's a book, a dictionary, a pen, a wallet ...
Andrea: A wallet? Look inside.
Jennifer: Right, it's Jim's bag.

B. Practice the conversation with a partner. Switch roles and practice it again.

C. Change the underlined words and make a new conversation.



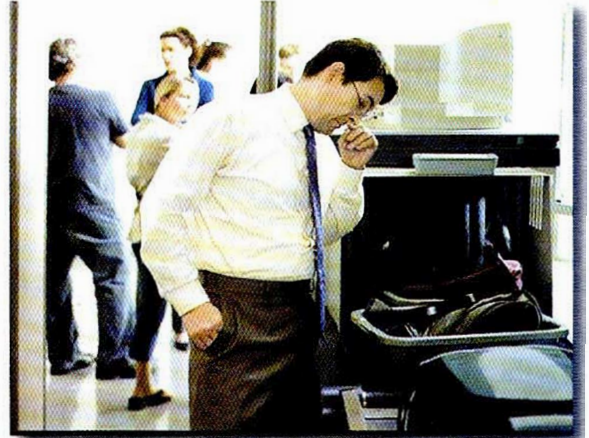
Goal 1

Identify personal possessions

Describe the contents of your bag to a partner.



▲ Gill



▲ Lee

Listening



Track 1-19

A. Listen. Circle **T** for *true* and **F** for *false*.

- | | | |
|---|---|---|
| 1. There is cell phone in Gill's bag. | T | F |
| 2. There is a dictionary in Gill's bag. | T | F |
| 3. There is a cell phone in Lee's bag. | T | F |
| 4. There is a notebook in Lee's bag. | T | F |



Track 1-19

B. Listen again. Answer the questions.

1. What does Gill have in her bag that Lee doesn't have in his bag? _____
2. What does Gill have in her bag that Lee has in his bag? _____
3. What does Lee have in his bag that Gill doesn't have in her bag? _____



C. Work with a partner. Take turns. Ask and answer the questions.

1. What does Gill have in her bag that you don't have in your bag?
2. What does Gill have in her bag that you have in your bag?
3. What does Lee have in his bag that you don't have in your bag?
4. What does Lee have in his bag that you have in your bag?



Pronunciation: Short *i* and long *e* sound



A. Listen and check the boxes.

	long <i>e</i> sound	short <i>i</i> sound
this		
these		
heat		
hit		
his		
he's		
sheep		
ship		



▲ sheep



▲ ship



B. Listen again and repeat the words.

Communication



1. Write the name of an object on a small piece of paper. Give the paper to your teacher.
2. Your teacher mixes the papers and gives you someone else's paper.
3. Find the owner.

Excuse me, is this your watch?

No it isn't. I think it's Nadir's.

Yes, it is. Thanks a lot.



Goal 2 Talk about personal possessions

Ask a partner about what is in his/her bag.

Is there a pencil in your bag?

Language Expansion: Electronic products



A. Label the items on the Web page. Use the words in the box.

CD player	DVD player	cell phone	laptop	electronic dictionary
camcorder	touch phone	MP3 player	car audio	

B. Read the Web page. Complete the sentences.

1. The camcorder is in the Video section.
2. The _____ and the _____ are in the Phones section.
3. The electronic dictionary is in the _____ section.
4. The MP3 player is in the _____ section.

Grammar: *Have*

Statements

I/you/we/they **have** a laptop.
He/she **has** a camcorder.

Yes/no questions

Do I/you/we/they **have** an MP3 player?
Does he/she **have** a cell phone?

Negative

I/you/we/they **don't have** a CD player.
He/she **doesn't have** a DVD player.

Short answers

Yes, I/you/we/they **do**. No, I/you/we/they **don't**.
Yes, he/she **does**. No, he/she **doesn't**.

A. Complete the sentences with *have* or *has*.

1. Jim has a new laptop.
2. Do you _____ a touch phone?
3. I don't _____ a cell phone.
4. Does Aziz _____ a DVD player?
5. Alan _____ a camcorder.

B. Write questions with *have*.

1. you/cell phone? Do you have a cell phone?
2. Alison/big house? _____
3. you/my keys? _____
4. Ali/a laptop? _____
5. Mario and Linda/an apartment? _____

Conversation



Track 1-21

A. Sun-Hee and Hana are buying a present for Sun-Hee's brother. Listen to the conversation. What do they buy?

Sun-Hee: Look at these new products!
Hana: Wow, these cameras look cool. And cheap!
Sun-Hee: My brother already has a good camera.
Hana: Does he have a touch phone?
Sun-Hee: No he doesn't. Let's get a touch phone!



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



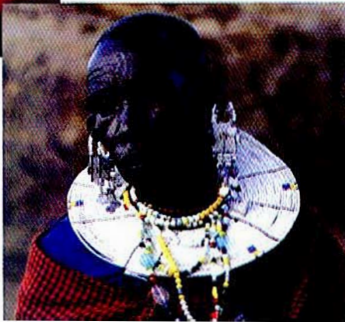
Goal 3 Buy a present

Work with a partner. Practice buying a present for a friend. Use the conversation and the Web site for ideas.

Real Language

We use *Wow! Cool!* to show interest. Both are informal.

D GOAL 4 TALK ABOUT SPECIAL POSSESSIONS



Reading

A. These people are wearing traditional jewelry. Some people say they are beautiful. Other people say they are not beautiful and think they are ugly. Discuss your opinions with a partner.

B. Read the sentences. Circle **T** for *true* and **F** for *false*.

1. Aisha's father is an important man. T F
2. Her jewelry is not made from gold. T F
3. The earrings are very old. T F
4. The necklaces come from Europe. T F
5. The bracelets are made of silver. T F

C. Read and answer the questions.

1. Where does Aisha come from?

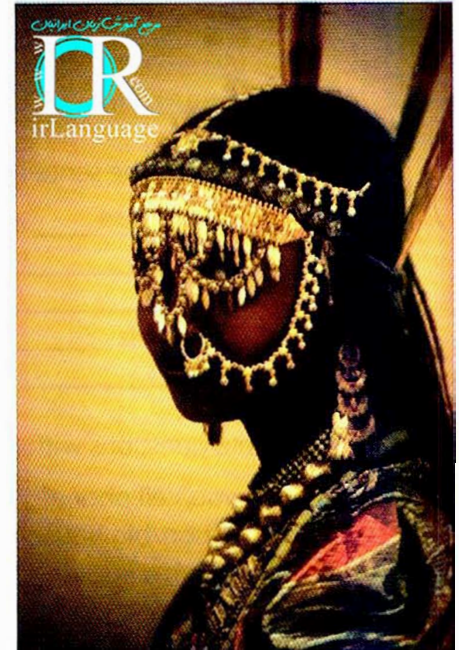
2. How old are the necklace and pendants?

3. Where do the earrings come from?

4. What is the Viking jewelry made of?

Jewelry

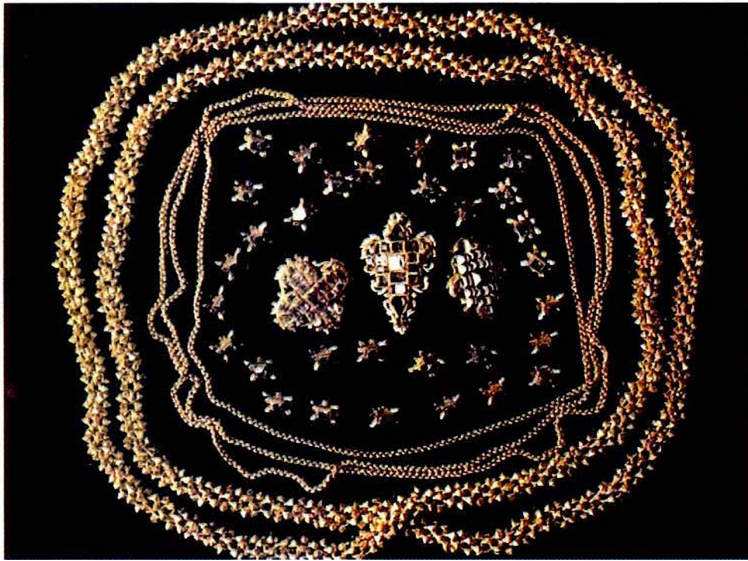
Jewelry is beautiful. In every country and in every age, people have jewelry.



Aisha comes from Djibouti. Her father is an important man. She has a lot of jewelry. It is made from gold.



These are earrings. They are from Kiev and are 1,500 years old. They are large and very beautiful.



This is jewelry from the ship the *Concepción*. It is about 300 years old. There are two beautiful necklaces and three pendants. We think they come from Asia, but we are not sure.



This is Viking jewelry from Norway. It is made of silver. It is about 1,000 years old. There are chains and bracelets.

Communication

Work with a partner to complete the chart.

1. Fill in the first column with your information.
2. Fill in the second column with your partner's information.
3. Fill in the third column about your partner's best friend.

Do you have a CD player?

Yes, I do.

No, I don't.

Do you have ...	Me	My partner	My partner's best friend
a CD player?			
a laptop computer?			
an electronic dictionary?			
a necklace?			
earrings?			
an MP3 player?			

Does he/she have earrings?

Yes, he/she does.

No, he/she doesn't.

Writing

Write about your partner. Use the information in the chart.

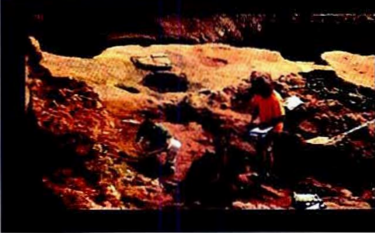
My partner has a CD player, a laptop computer, and a video camcorder. She doesn't have an electronic dictionary, a calculator, or an MP3 player.




Goal 4

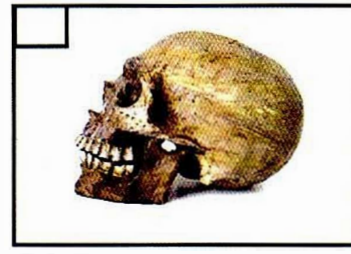
Talk about special possessions

Work with a partner. Tell your partner about a special possession. What is it? Where is it from? Is it old or new?



Before You Watch

 Work with a partner. Decide which of these things are interesting to archeologists.



▲ skull



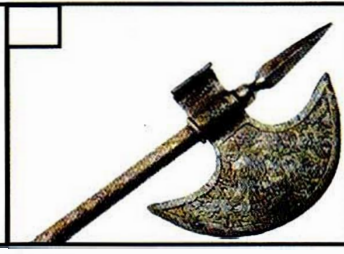
▲ plate



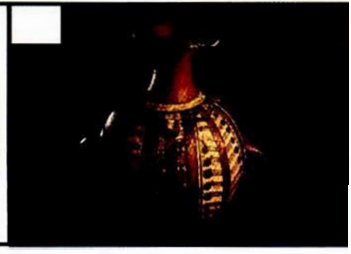
▲ cave painting



▲ jewelry



▲ axe



▲ pot





While You Watch



A. Watch the video. Check the pictures that you see on page 48.



B. Watch again and complete the sentences from the video using the words in the box.

paintings interesting skulls old slow

1. They are looking for _____ things.
2. Archeologists also study human remains, like these _____.
3. It is _____ work.
4. Archeologists study _____ in caves.
5. Sometimes the work is dangerous, but it is always _____.

After You Watch

A. Match the tools to the job. There can be more than one right answer.

TOOLS



a. broom

b. ruler

c. brush

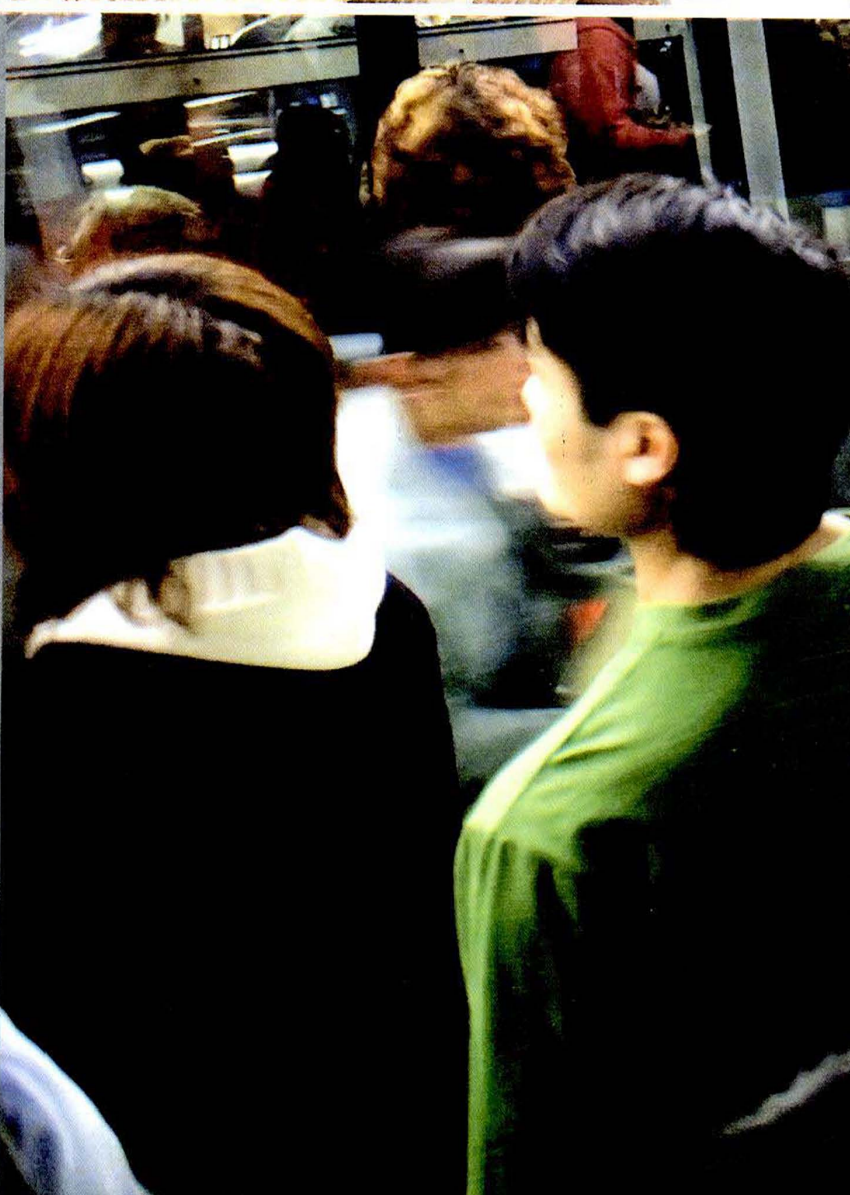
d. hammer

1. architect ____
2. artist ____
3. archeologist ____



B. Compare your answers with a partner's answers.

DAILY ACTIVITIES



1. Which of these things do you do every day?
2. What other things do you do every day?

UNIT GOALS

- Tell time
- Talk about people's daily activities
- Talk about what you do at work
- Describe a job

UNIT 5



A GOAL 1 TELL TIME

Vocabulary



▲ get up



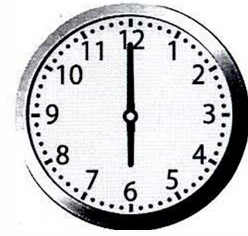
▲ take a shower



▲ start work



▲ finish work



▲ six o'clock



▲ six thirty,
half past six



▲ take a nap



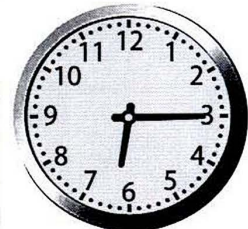
▲ go to bed



▲ have lunch



▲ have dinner



▲ six fifteen,
a quarter after six



▲ five forty-five,
a quarter to six

What time is it? Write the time.



1. It's five o'clock



2. _____



3. _____



4. _____



5. _____

B. Complete the sentences with your own information.

1. I get up at _____.

4. I finish work at _____.

2. I take a shower at _____.

5. I go to bed at _____.

3. I start work at _____.

Grammar: Simple present tense—statements and negatives

Statement

I/you/we/they **get up** at seven o'clock.

He/she **gets up** at seven thirty.

Negative

I/you/we/they **don't go** to work on Friday.

He/she **doesn't go** to bed at nine thirty.

What time ... ?

What time **do** I/you/we/they **start** work?

What time **does** he/she **start** work?

*The simple present tense is used for actions that we do every day.

Time expressions with the simple present tense

every day/morning/afternoon/evening
at three o'clock
in the morning/the afternoon/the evening
on Sunday

A. Complete the sentences. Use the verbs in parentheses.

1. Alan gets up _____ (get up) at eight o'clock.
2. I _____ (start) work at seven thirty in the evening.
3. We _____ (not take a nap) in the afternoon.
4. Wendy and Kate _____ (not have lunch) at one o'clock.
5. Fadi _____ (finish) work at two o'clock every day.

B. Unscramble the sentences.

1. take a nap/I/in the afternoon I take a nap in the afternoon _____.
2. does not/at eight o'clock/Helen/start work _____.
3. at one thirty/have lunch/We _____.
4. morning/I/every/take a shower _____.
5. work/finishes/at five o'clock/Paul _____.

Conversation



Track 1-22

A. Listen to the conversation. What time does Mariana go to bed Sunday through Thursday?

Abel: What time do you get up?

Mariana: I get up at seven thirty Monday through Friday.

Abel: And on the weekend?

Mariana: I get up at about ten o'clock.

Abel: And what time do you go to bed?

Mariana: Sunday through Thursday, at about eleven o'clock, but on the weekend ... late!



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Practice the conversation again. Use your own information.

What time does your mother get up?

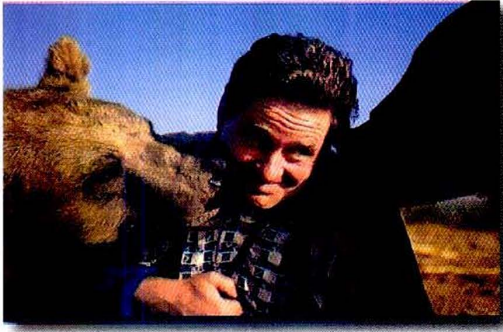
She gets up at six thirty.



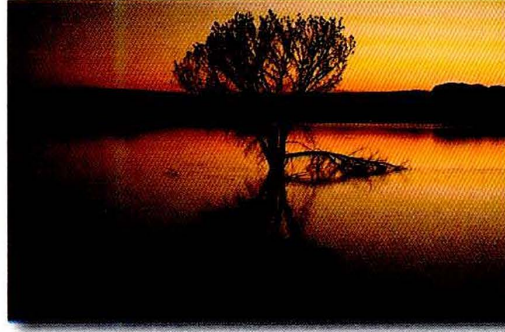
Goal 1 Tell time

Work with a partner. Ask and answer time questions about a friend or relative.

B GOAL 2 TALK ABOUT PEOPLE'S DAILY ACTIVITIES



▲ Joel Sartore at work



▲ photograph by Joel Sartore



▲ photograph by Joel Sartore

Listening



Track 1-23

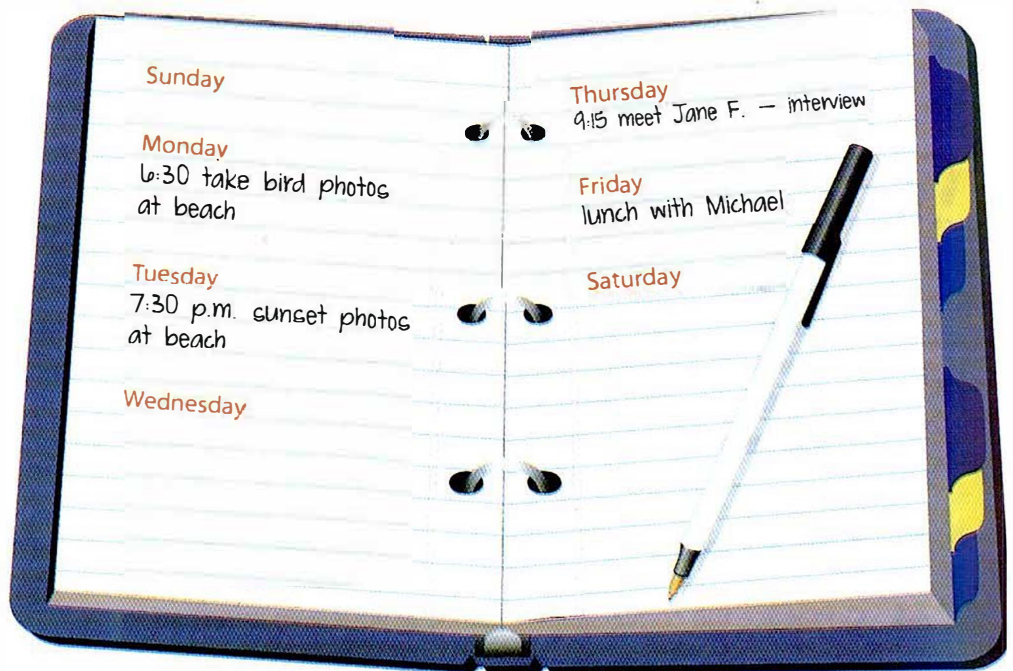
A. Look at the photos. What is Joel's job? Listen to the interview and check your answer.



Track 1-23

B. Listen again and answer the questions.

1. What is Joel's job? _____
2. What time does he get up? _____
3. What time does he take a nap? _____
4. What time does he take photos? _____



Word Focus

take a photo =
use a camera

What do you
do on Monday?

I go to class at
8 o'clock.



C. Work with a partner. Take turns asking and answering questions about what you do every day.

Pronunciation: Falling intonation on statements and information questions



Track 1-24

A. Listen and repeat.

1. What time do you get up? I get up at six o'clock.
2. What time do they have lunch? They have lunch at one thirty.
3. What time does Bill go to bed? He goes to bed at eleven o'clock.



B. Take turns reading the following questions and answers to a partner.

1. What time does Salma start work? She starts work at eight thirty.
2. What time do they get up? They get up at a quarter to seven.
3. What time do you finish work? I finish work at six o'clock.

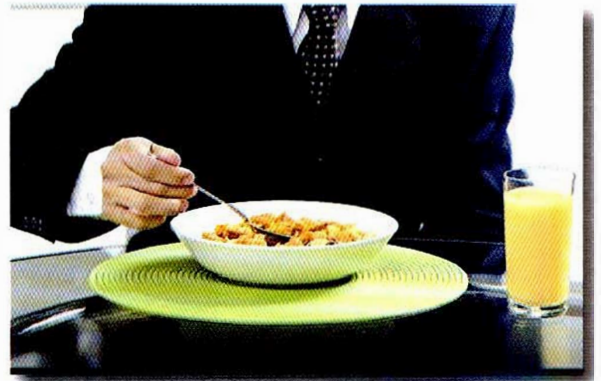
Communication



1. Write two more questions.
2. Answer all the questions.
3. Ask two classmates the questions.

Alison gets up at eight o'clock.

She has breakfast at nine thirty.



What time do you ...	Me	Classmate 1	Classmate 2
1. get up?			
2. have breakfast?			
3. start work?			
4. _____			
5. _____			



Goal 2 Talk about people's daily activities

Tell a partner about your classmates' activities.

Language Expansion: Work Activities



▲ check emails



▲ meet clients



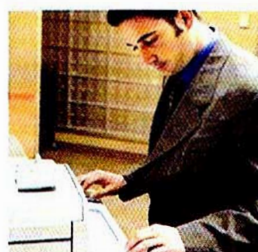
▲ go to meetings



▲ travel



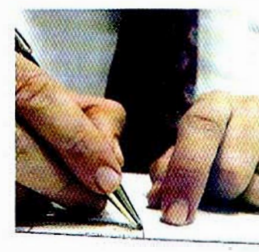
▲ talk to people on the phone



▲ make photocopies




▲ go to the bank



▲ fill out forms

A. Write the activities in the correct column.

Things I do every day.	Things I do every week.	Things I don't do.
I check my emails.		

 B. What other things do you do at work? Make a list. Then tell a partner.

Grammar: Simple present tense—questions and answers

Question

Do I/you/we/they **meet** clients every day?

Does he/she **meet** clients every day?

Short answer

Yes, I/you/we/they **do**.
No, I/you/we/they **don't**.

Yes, he/she **does**.
No, he/she **doesn't**.

Adverbs of frequency

I **always** check my emails.

I **sometimes** meet clients.

I **never** answer the phone.



A. Match the questions and the answers.

Questions

1. Do you meet clients every day? ___
2. Does Alan meet clients every day? ___
3. Do Chris and Helen travel a lot? ___
4. Does Hilary go to the bank every day? ___
5. Do you go to meetings every day? ___

Answers

- a. Yes, they do.
- b. No she doesn't. She goes every week.
- c. No, I don't. I never meet clients.
- d. Yes, I do.
- e. Yes, he does.

B. Write about your work. Complete the sentences using *always*, *sometimes*, *never*.

1. I _____ check my emails at nine o'clock.
2. I _____ go to meetings on Mondays.
3. I _____ make photocopies.
4. I _____ go to the bank.
5. I _____ fill out forms.

Conversation



Track 1-25

A. Listen to the conversation. What does Brenda do at work?

Yoshi: Tell me about your work.

Brenda: Well, I'm a personal assistant at a travel agency.

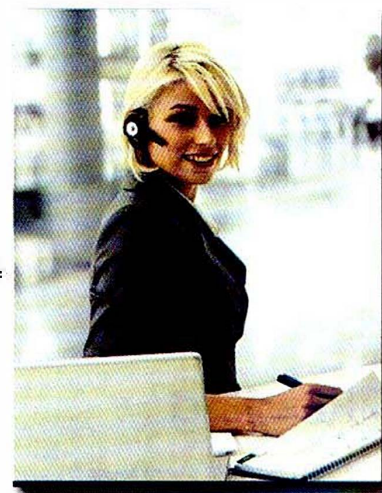
Yoshi: What do you do at work?

Brenda: Oh, I check my boss's emails. I make photocopies. I go to the bank.
It's not very interesting.

Yoshi: Do you travel?

Brenda: Sometimes. I go to meetings with my boss, like to Rio and Singapore.

Yoshi: Not interesting! It sounds fantastic to me.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Goal 3

Talk about what you do at work

Talk to a partner about what you do at work.

Word Focus

boss = your superior, the person at the top

Real Language

We can use *like* to give examples.



▲ dentist



astronaut ►

□ Robots at Work

Job Description

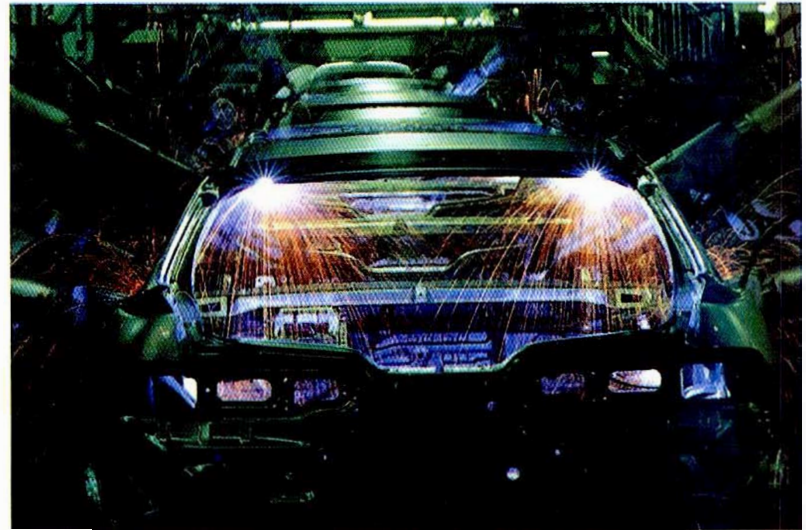
Working Hours: 24 hours a day, every day

Salary: \$0

Holidays: None

Duties: Welding cars

What a job! It's not a job description for a person. It's a job description for a robot. Robots don't eat, they don't take naps, and they don't go to bed. They work 24 hours a day—every day. They are very useful.



▲ A robot welds a car in a Japanese car factory.

Reading

A. Work with a partner to answer these questions.

What do these people do at work? What are their working hours? Can a robot do their work?

B. Read. Circle **T** for *true* or **F** for *false*.

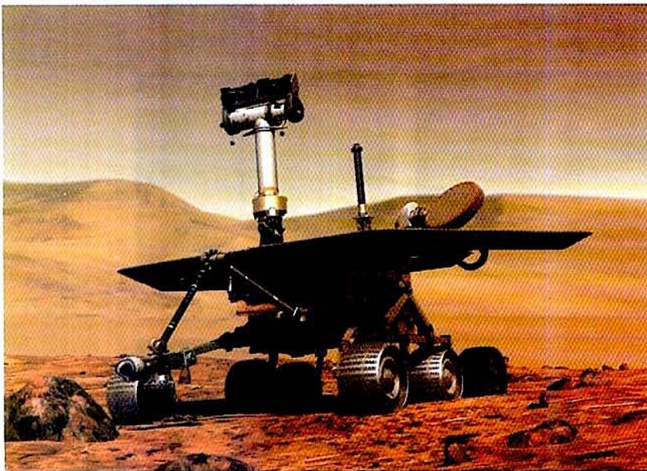
1. Robots have long holidays. T F
2. Robots finish work at five o'clock. T F
3. Working under the sea is a problem for robots. T F
4. The police use robots. T F
5. There are robots in outer space. T F



This robot works under the sea. It is dangerous for people but it is not a problem for a robot.



A policeman's work is sometimes dangerous. This is a bomb squad. They use robots to look for bombs.



It is expensive and dangerous to send a man to outer space, but it is easy work for this robot.

Writing

Read this job description, and then write a job description for yourself or for a friend.

Job Description: Personal Assistant
Working Hours: 9:00 a.m. to 5:00 p.m.,
 Monday to Friday
Holidays: Public holidays + 10 vacation days
 per year
Duties: Answer the phone. Make
 photocopies. Write emails. Meet
 clients.

Communication

 Ask your classmates about the job description they wrote.

What hours do you (or does your friend) work?

What holidays do you (or does your friend) have?

What do you (or does your friend) do at work?

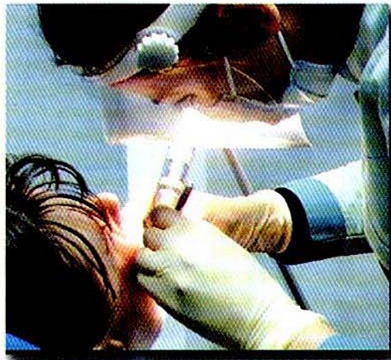
Goal 4 Describe a job

Tell a partner about a job you want to do.



Before You Watch

- A.** Look at the pictures. Which of these jobs is difficult? Which of these jobs is routine?



▲ A dentist treats a patient in her office.



▲ Dentists treat a tiger at the zoo.

Word Focus

routine =
something you
do every day

- B.** Read the Video Summary. Use the words in blue to label the pictures.

Video Summary

Two dentists go to the San Francisco Zoo to treat animals. Their first patient is a **sea lion** named Artie. Artie eats 20 pounds of fish a day. His **teeth** are fine. Then they examine an **elephant** named Sue. They check teeth and **molars** in her **mouth** and her tusks. Their last patient is a very difficult patient. She is a **black jaguar** with a **toothache**. Sandy's teeth are very bad and she needs surgery. The dentists have a very hard day.



1. _____



2. _____



3. _____



4. _____

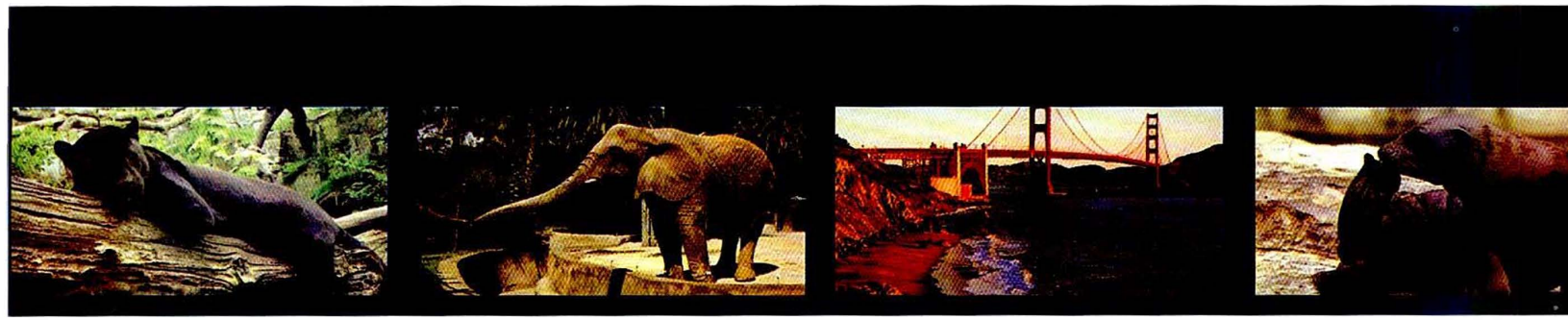


5. _____



7. _____

6. _____



While You Watch



A. Watch the video. Check the activities that you see.

- take an X-ray
- examine a patient
- clean teeth
- check gums
- anesthetize a patient
- perform surgery



B. Watch again. Complete the sentences. Use *always*, *sometimes*, or *never*.

1. Dr. Sarah de Sanz _____ treats human patients.
2. Dr. Brown's animal patients are _____ dangerous.
3. Animals _____ have dental problems.
4. Most dentists _____ treat animals.
5. Humans and animals _____ need good teeth.

Word Focus

anesthetize =
make a patient
sleep

check up = a
medical or dental
examination

filling = covering
for a hole in a tooth



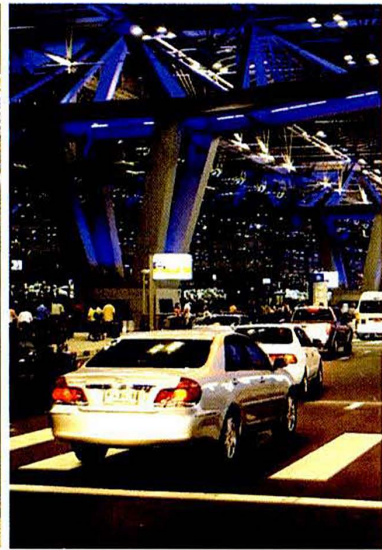
After You Watch



Ask two classmates these questions about their personal routines.

	Classmate 1	Classmate 2
1. Do you get up at the same time every day?		
2. Do you have the same breakfast every day?		
3. Do you go to work at the same time every day?		
4. Do you do the same things at work every day?		
5. Do you go to bed at the same time every day?		

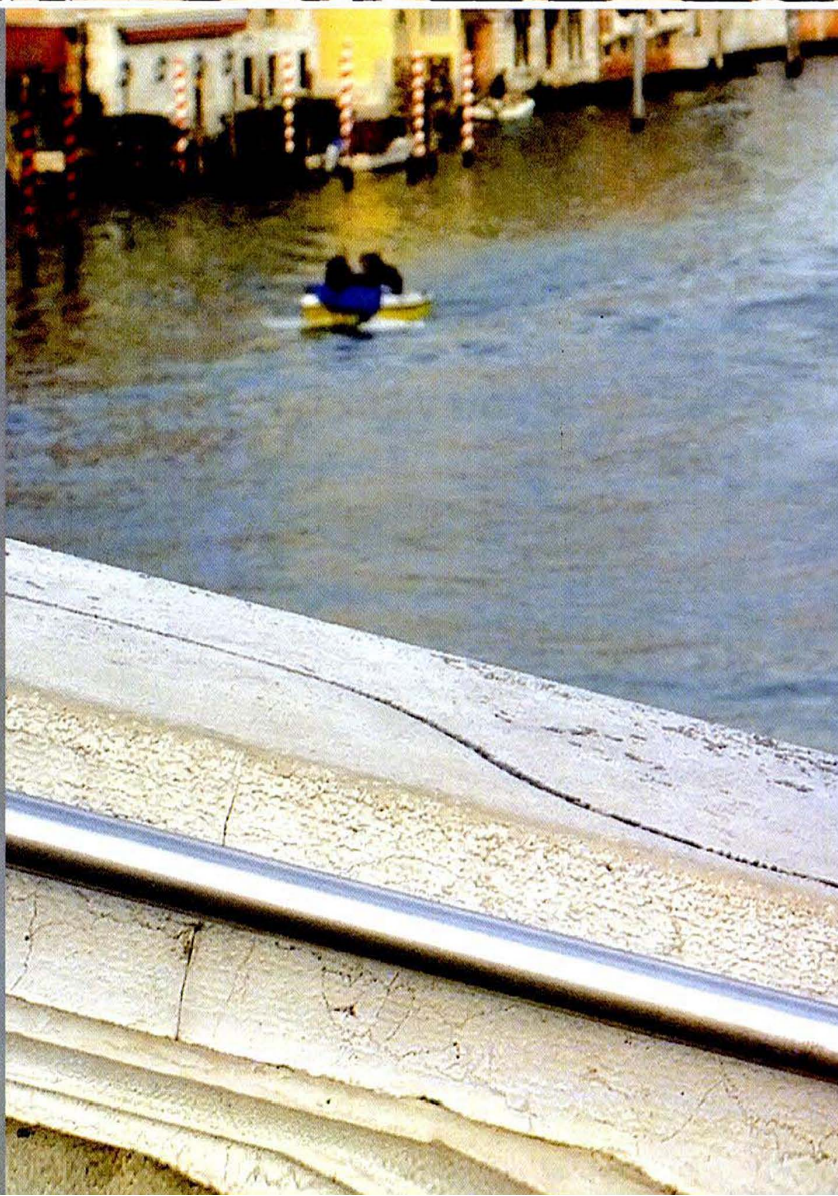
GETTING THERE



1. How do you travel to work?
2. What other types of transportation do you use?

UNIT GOALS

- Ask for and give directions
- Create and use a tour route
- Talk about transportation
- Record a journey



UNIT 6



Your visit in VENICE.

Plan your visit to Venice with the Global Refund brochure. It contains all the information you need to know about the city, its history, its art and its culture. It also includes a list of the best places to visit and a map of the city. The brochure is available in many languages and is a great resource for anyone planning a visit to Venice.

How to contact Global Refund

GLOBAL REFUND
www.globalrefund.com
info@globalrefund.com

Genova di Furlina
Isola della Giudecca
GLOBAL REFUND

A GOAL 1 ASK FOR AND GIVE DIRECTIONS

Vocabulary

A. Work with a partner. Locate these places on the map.

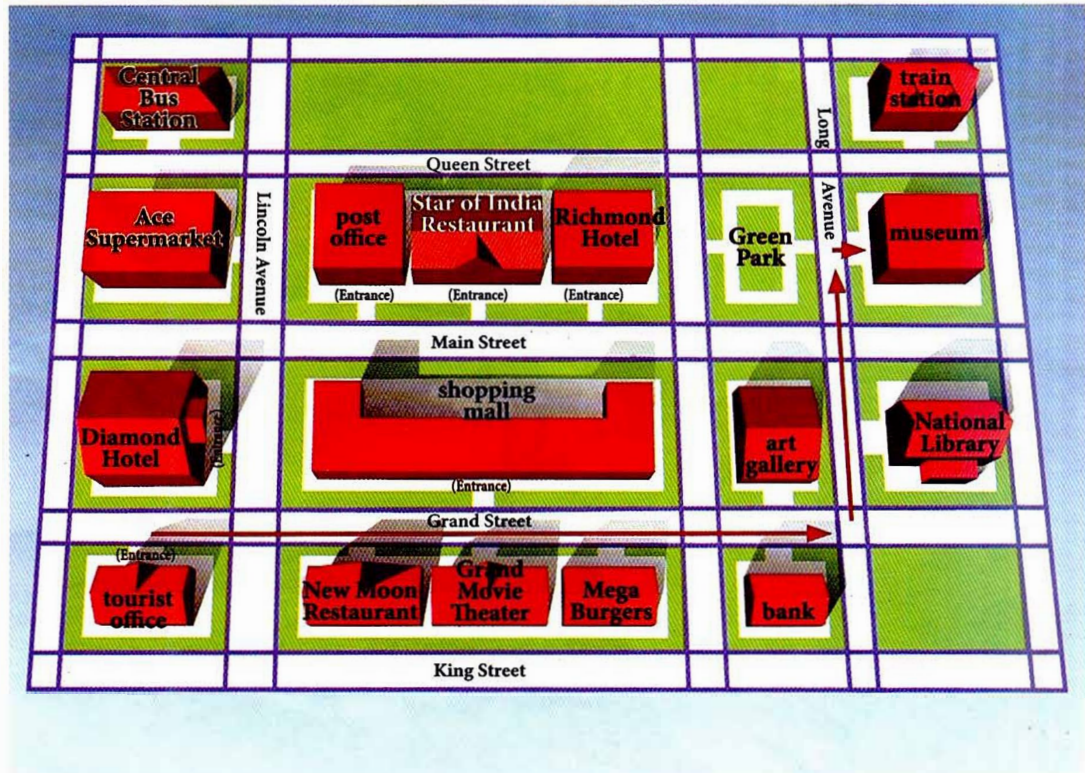
There is a tourist office on Grand Street.

tourist office	train station	supermarket	post office	library
restaurant	hotel	park	museum	bank
art gallery	bus station	movie theater	shopping mall	

B. Read the directions and follow the red arrow.

Directions

You are in the tourist office. Cross Lincoln Avenue. Walk two blocks and cross Long Avenue. Turn left and walk two blocks. Turn right and go into the museum.



C. Follow the directions and write the destination.

- From the tourist office walk two blocks up Lincoln Avenue. Turn right on Main Street. Walk two blocks and turn left into Green Park.
- From Central Bus Station walk one block down Lincoln Avenue, turn left on Main Street, walk two blocks, cross Long Avenue, and you are at the _____.
- From the Diamond Hotel, cross Lincoln Avenue, walk two blocks to the art gallery. Cross Grand Street and you are at the _____.

Grammar: Imperatives

Positive

Turn right.

*The imperative is used for giving instructions.

Negative

Don't turn left.

Prepositions of place

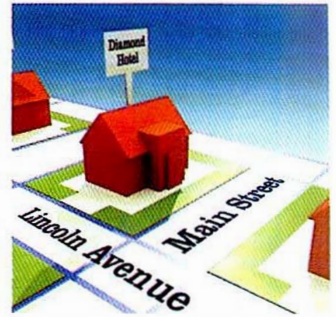
on the corner of
across from
between

A. Write the positive or negative imperative.

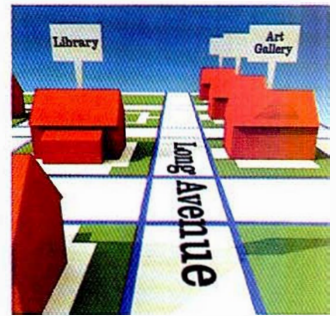
- At the end of the block, don't turn (turn) right, turn left.
- _____ (walk) for three blocks and then turn right.
- _____ (go) to the bank, go to the post office.
- _____ (cross) the street and turn left.
- _____ (take a nap). It's time for lunch.

B. Use the map, and write the correct prepositions.

- The art gallery is _____ Long Avenue and Main Street.
- The museum is _____ Green Park.
- The Grand Movie Theater is _____ Mega Burgers and the New Moon Restaurant.
- The tourist office is _____ Grand Street and Lincoln Avenue.
- The post office is _____ the Ace Supermarket.



► The Diamond Hotel is **on the corner of** Lincoln Avenue and Grand Street.



► The art gallery is **across from** the library.



► There is a restaurant **between** the post office and the Richmond Hotel.

Conversation



A. A guest at the Richmond Hotel is talking to the receptionist. Listen to the conversation. Where does the guest want to go?

Hotel Guest: Is there a supermarket near here?

Receptionist: There's one on the corner of Lincoln Avenue and Main Street across from the post office.

Hotel Guest: How do I get there?

Receptionist: OK. Leave the hotel and turn right. Walk one block and cross Lincoln Avenue.

Hotel Guest: Thank you very much.

Receptionist: You're welcome.

B. Practice the conversation with a partner. Switch roles and practice it again.

C. Change the underlined words and make a new conversation.



Real Language

To ask for directions, we say, *How do I get there?*



Goal 1 Ask for and give directions

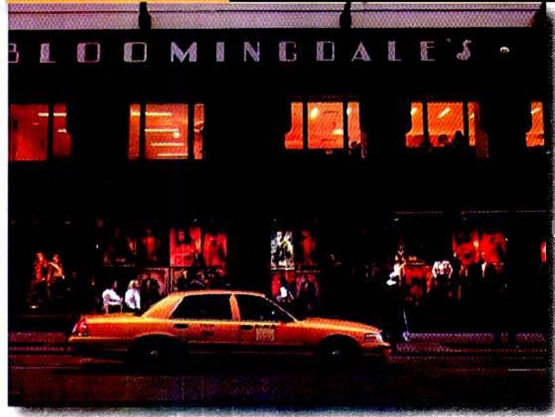
Work with a partner. Take turns asking for and giving directions using the map on page 64.

B**GOAL 2 CREATE AND USE A TOUR ROUTE**

Listening

New York Window Displays

New York is expensive, but you can look at the store windows for free. Take a walking tour around New York's top stores.



A. Write the names of the stores on the map.

1. **Bergdorf Goodman** is on East 58th Street, across from the Grand Army Plaza.
2. **FAO Schwartz** is on the corner of East 58th Street and 5th Avenue.
3. **Barneys New York** is on the corner of East 61st Street and 5th Avenue.
4. **Tiffany & Co.** is on East 57th Street and 5th Avenue.
5. **Bloomingdale's** is on the corner of East 60th Street and Lexington Avenue.



Track 1-27

B. Listen. Draw the route on the map.

Pronunciation: of *yes/no* questions



Track 1-28

A. Listen and repeat.

1. Is there a movie theater near here? Yes, there is.

2. Is the bus station on York Street? No, it isn't.

3. Is Barneys on the corner of East 61st Street and 5th Avenue? Yes, it is.



B. Take turns reading the questions and answers.

A: Is there a hotel near here?

B: No, there isn't.

A: Is the library next to the museum?

B: Yes, it is.

A: Is there a tourist office in this town?

B: No, there isn't.

Communication



Use the map on page 66. Ask for and give these directions to a partner.

1. From Barneys New York to Tiffany & Co.
2. From Bergdorf Goodman to Barneys New York.
3. From Bergdorf Goodman to Bloomingdale's.
4. From Tiffany & Co. to Bloomingdale's.









Goal 2 Create and use a tour route

Work together and write a tour route in your town.

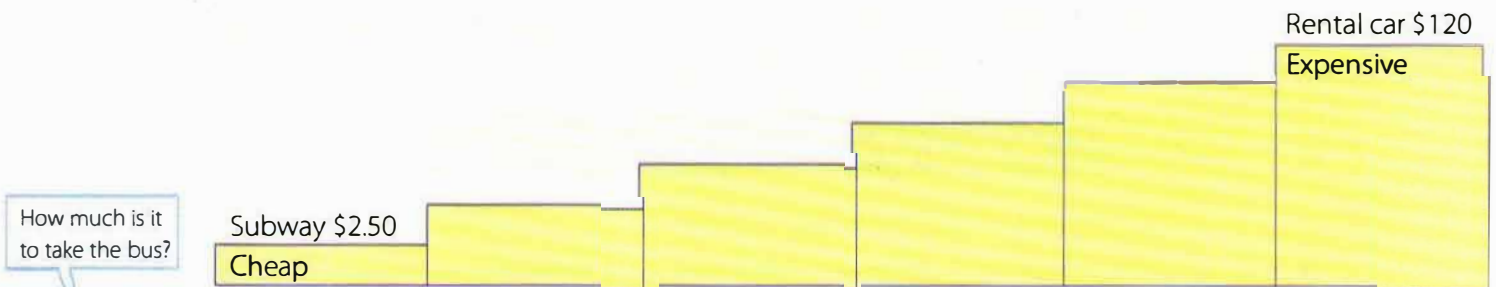
Language Expansion: Ground Transportation

From the Airport to Downtown

There are many ways to get downtown from the airport

 <p>Train Take the train. Change at Midway Station. \$20</p>	 <p>Airport Shuttle Bus Take the airport shuttle bus to your hotel. \$17-\$25</p>
 <p>Subway Take the subway direct to downtown. \$2.50</p>	 <p>Bus Take the A100 bus to the Central Bus Station. \$4.50</p>
 <p>Taxi Take a taxi. Approximately \$60</p>	 <p>By car Rent a car. From \$120 a day</p>

A. Complete the chart with the names of different ground transportation.



B. Work with a partner. Ask and answer questions about how much it costs to travel from the airport.

Grammar: *Have to*

Statement	Question	Short answer
I/you/we/they have to take a taxi.	Do I/you/we/they have to change trains?	Yes, I/you/we/they do . No, I/you/we/they don't .
He/she has to change buses.	Does he/she have to take a taxi?	Yes, he/she does . No, he/she doesn't .

***Have to** is used to show obligation.

A. Complete the sentences with the correct form of *have to*.

1. You have to take a bus.
2. We _____ take the subway.
3. She _____ take a taxi.
4. They _____ go to the bank.
5. Susan _____ check her emails.

B. Write questions using *have to*.

1. Do we have to (we) change trains?
2. _____ (I) take a train?
3. _____ (they) go to the meeting?
4. _____ (you) change trains?
5. _____ (Bill) cross the street?

Conversation



Track 1-29

A. Listen to the conversation. What time does the plane leave?

- Tourist:** Excuse me, how do I get to the airport?
Assistant: You can take the subway, but you have to change trains. It takes about an hour.
Tourist: Oh! But I have to get there by two thirty. And I have four bags!
Assistant: Two thirty! In half an hour? OK, you have to take a taxi! And quickly!



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.




Goal 3 Talk about transportation

Take turns giving directions from one place to another in your town.
Say what transportation you have to take.

D GOAL 4 RECORD A JOURNEY



Reading

 **A.** Read the diary and follow the route on the map.

B. Choose the correct answer.

- The journey starts in ____.
 - Elephant Island
 - London
 - South Georgia
- The *Endurance* breaks up on ____.
 - October 26, 1914
 - October 26, 1915
 - October 26, 1916
- __ men leave Elephant Island on a small boat.
 - Four
 - Five
 - Six
- It takes __ to sail from Elephant Island to South Georgia.
 - one week
 - two weeks
 - three weeks
- Shackleton finds help in ____.
 - Stromness
 - Elephant Island
 - London

 Antarctica

Shackleton's Epic Journey—A diary

1914

August 8 Ernest Shackleton and his men leave London on their ship, *Endurance*.

1915



January 18 The *Endurance* is trapped in the ice. The men play soccer.

October 26 The *Endurance* breaks up. The men have to leave the *Endurance*. They camp on the ice.



1916

April 9 The ice begins to break up. They have to get into the small boats.

April 15 They land on Elephant Island.



April 24 Shackleton and five men leave Elephant Island in a small boat to find **help**. The other men stay on Elephant Island.

May 8 Shackleton lands in South Georgia.

May 19 Shackleton leaves three men with the boat. He crosses the mountains of South Georgia with two other men to find help.

May 20 They arrive in Stromness, the main town in South Georgia. They find help.



August 30 Shackleton **rescues** the men on Elephant Island.

Word Focus

rescue = save

break up = to fall to pieces

help = assistance

Writing

Write a diary about a real or imaginary journey.

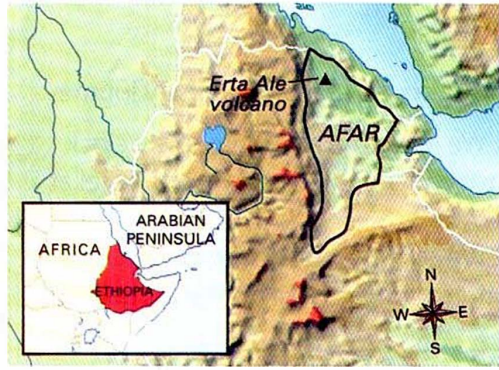
June 3: We leave the airport at one o'clock. We change planes. We arrive at the hotel at eleven o'clock.

June 4: We take the subway to the museum. In the afternoon, we walk to the art gallery.

 **Goal 4** Record a journey

Share your diary entry with the class.

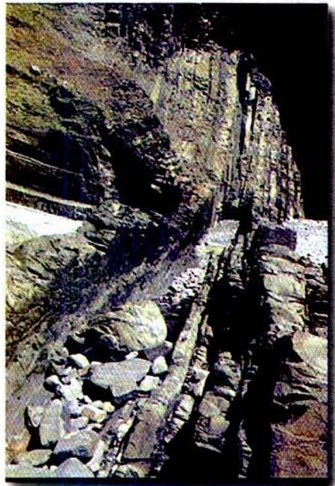
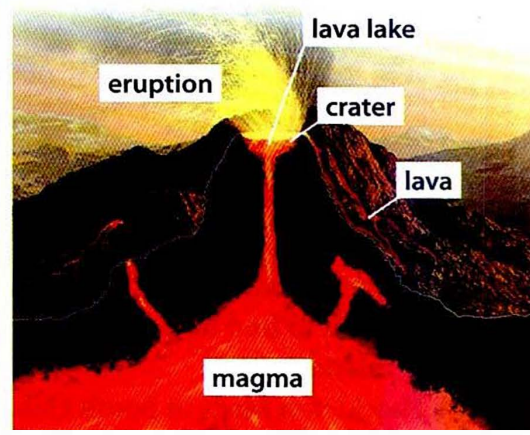
E VIDEO JOURNAL VOLCANO TREK



Before You Watch

A. Study the picture. Use the words to complete the text.

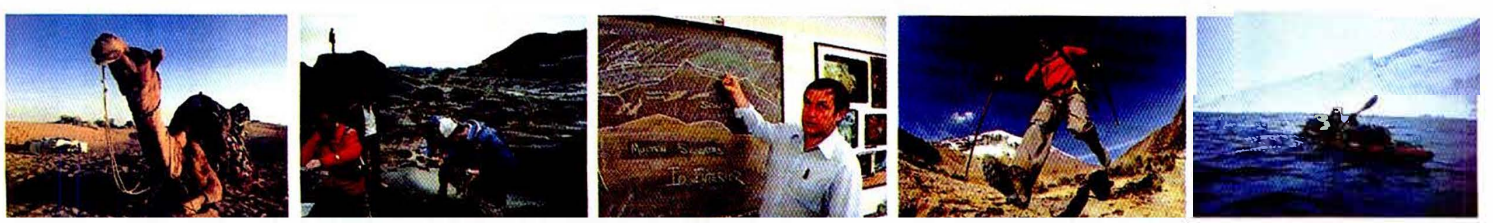
A volcano is a mountain with a large hole at the top. This hole is called a _____. A volcano produces very hot, melted rock. When it is under ground, this hot, melted rock is called _____. When it leaves or comes out of the volcano, it is called _____. When the lava stays in the crater it forms a _____.
 When lava leaves a volcano, we say the volcano erupts. We call it an _____.



▲ rocks and soil

B. Work with a partner. Read the definitions and label the pictures.

- explorers** = people who go to new places to learn things
- geologists** = scientists who study the earth (rocks and soil)
- trek** = a long and difficult trip or journey
- camel** = a large animal that can travel through the desert
- professor** = a teacher at a university





While You Watch



A. Watch the video. Match the sentence parts.

- | | |
|--|--|
| 1. The geologists _____ | a. collecting pieces of red-hot lava. |
| 2. The lava lake _____ | b. travel to the volcano on camels. |
| 3. Hot lava comes out of the earth _____ | c. excited about studying the volcano. |
| 4. The team spends hours _____ | d. because it is very hot. |
| 5. It is not easy to stand near the crater _____ | e. is inside the crater. |
| 6. The professors are _____ | f. and forms the lava lake. |

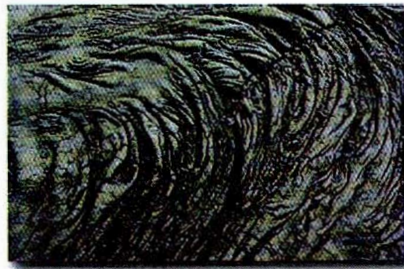


B. Watch the video again and answer these questions.

1. What can geologists study at Erta Ale? _____
2. Where does the red hot lava come from? _____
3. In the early morning, what is the temperature near the crater? _____
4. How does the team feel when they return from the volcano? _____



C. What did you learn? Discuss with a partner what you see in these photos?

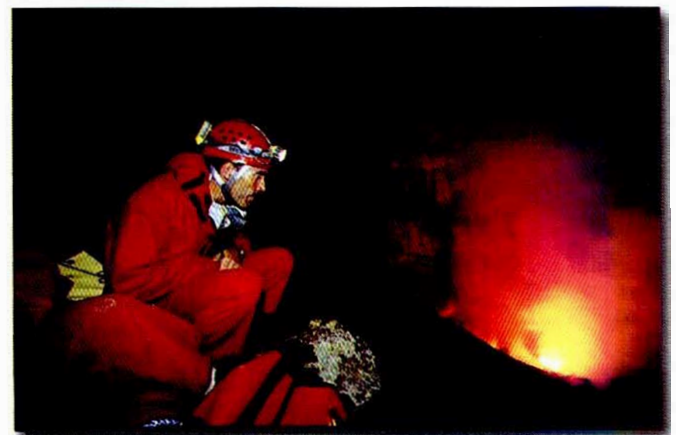


After You Watch

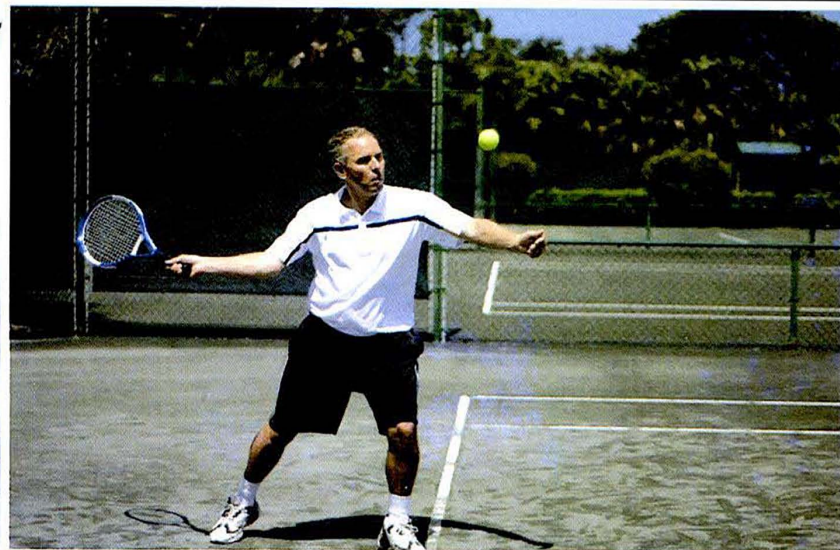
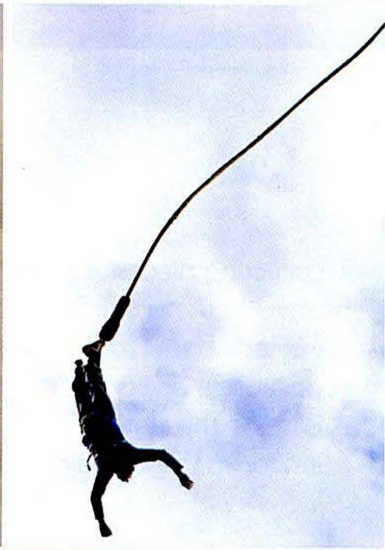
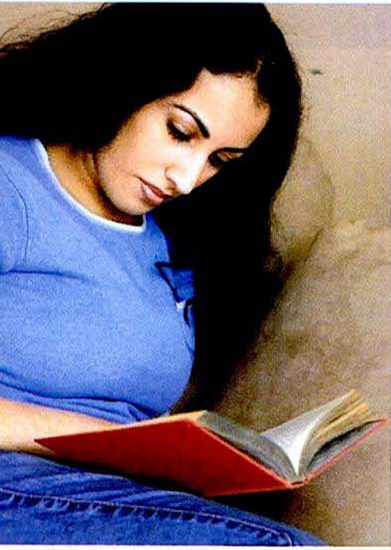


Discuss these questions with a partner.

1. Do you want to explore a volcano?
2. Why or why not?
3. How can people travel to difficult places?



FREE TIME



1. What are these people doing?
2. What activities do you do in your free time?

UNIT GOALS

- Identify activities that are happening now
- Talk about activities that are happening now
- Talk about abilities
- Talk about sports

مرجع زبان ایرانیان

UNIT 7



Vocabulary



A. Listen and write the words from the box under the correct picture.

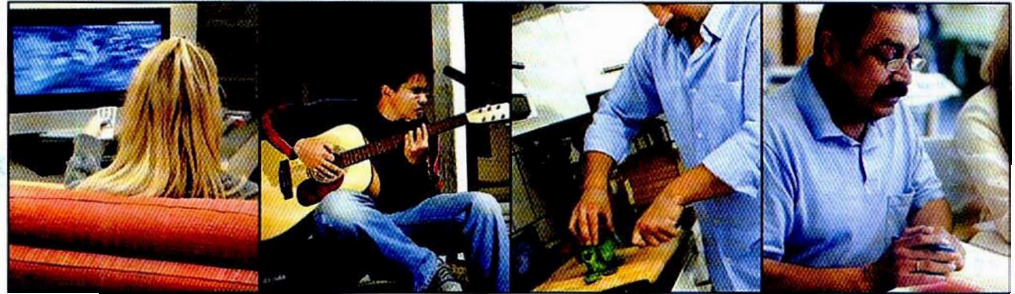
going to the movies	watching TV	playing the guitar	reading
drawing	going for a walk	listening to music	cooking

Katie

Lok

Ben

Omar



1. watching TV 2. _____ 3. _____ 4. _____

Mariko

Crystal

Tom and Susan

Tony



5. _____ 6. _____ 7. _____ 8. _____

B. Write the activities in exercise **A** in the correct column.

I like	I don't like

Grammar: Present continuous tense

Statement (negative)	Yes/no question	Short answer	Wh- question
I am (not) reading.	Am I reading?	Yes, I am. No, I'm not.	What am I reading?
You/we/they are (not) reading.	Are you/we/they reading?	Yes, you/we/they are. No, you/we/they aren't.	What are you/we/they reading?
He/she is (not) reading.	Is he/she reading?	Yes, he/she is. No, he/she isn't.	What is he/she reading?

*We use the present continuous tense to talk about things that are happening at the moment.

A. Unscramble the words to write sentences.

1. the guitar / is playing / Charlie _____.
2. Marian / watching TV / is not _____.
3. is listening / Asha / to music _____.
4. cooking lunch / is not / Karima _____.
5. Fouad / drawing / Is _____?

B. Complete the conversation.

Dan: Is Miriam _____ TV?

Beth: No, she _____.

Dan: What is she _____?

Beth: _____ drawing.

-  **C.** Take turns practicing the conversation in exercise **B** with a partner. Use the pictures on page 76.

Conversation



A. Listen to the phone call. What is Dave doing?

Dave: Hi, Mom.


Mom: Dave! Where are you? What are you doing?

Dave: Mom, don't worry! I'm at Paul's. We're listening to music.

Mom: Well, don't be home late.

Dave: Mom, I'm 17 years old. Chill!



-  **B.** Practice the conversation with a partner. Switch roles and practice it again.

-  **C.** Change the underlined words and make a new conversation.

Real Language

We can use these expressions to tell someone not to worry.

Formal ←————→ Informal
Don't worry! Relax! Take it easy! Chill!

✓ Goal 1 Identify activities that are happening now

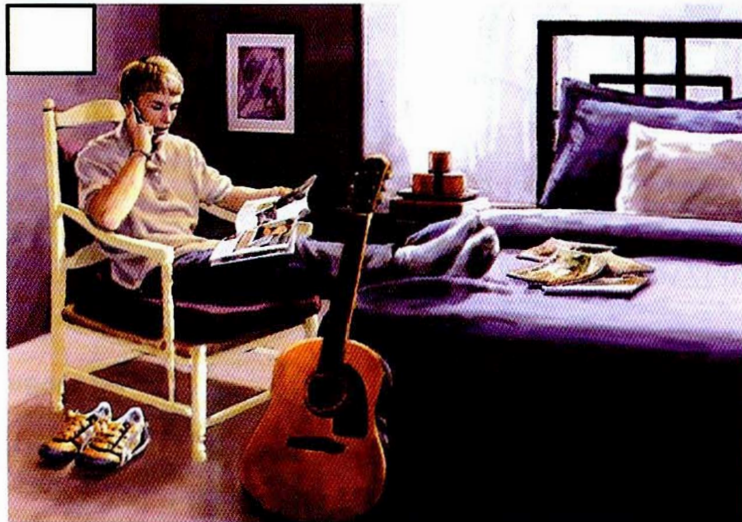
What is he/she doing?

Work with a partner. Look at the pictures on page 76. Ask and answer questions.

Listening



A. Look at the pictures and listen to the telephone conversations. In what order do you hear the conversations? Write the number.



B. Answer the questions. Listen again to check your answers.

1. What is Mike doing? _____
2. Is Dave's wife taking a walk? _____
3. What is she doing? _____
4. Is Salma playing the guitar? _____
5. What is she doing? _____

Pronunciation: *sh* and *ch* sounds



Track 2-5

A. Listen and check the word you hear.

- | | |
|------------|-------|
| 1. watch ✓ | wash |
| 2. cheap | sheep |
| 3. chair | share |
| 4. chip | ship |
| 5. cash | catch |
| 6. chop | shop |
| 7. choose | shoes |

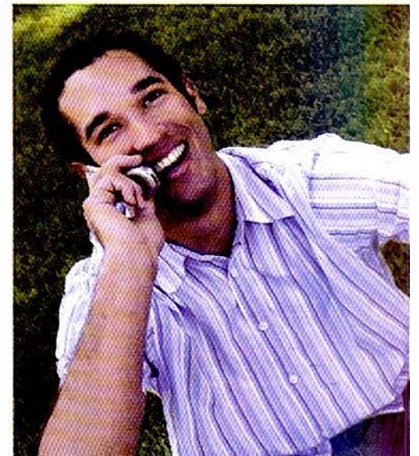


B. Take turns reading the words. Your partner points to the words you say.

Communication



Work with a partner. Imagine that you are talking on the phone to each other. Have a conversation about what you are doing right now. Be creative.



Goal 2

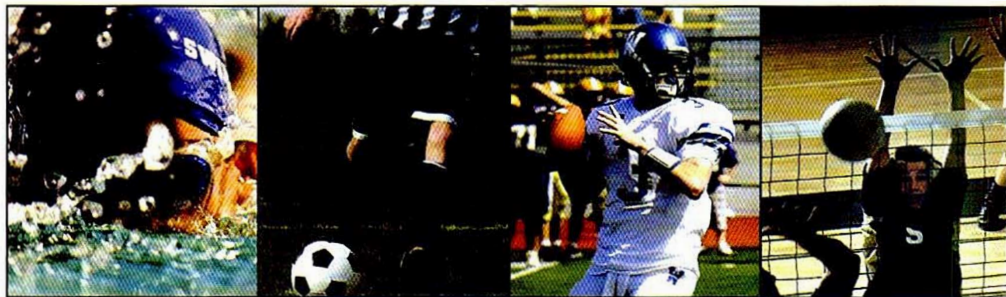
Talk about activities that are happening now

Work with a partner. Take turns talking about what a friend or family member is doing right now.

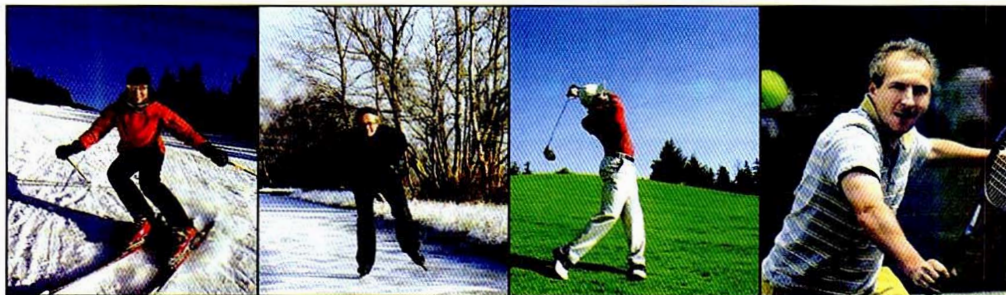
Language Expansion: Sports

A. Match the words in the box to the pictures.

ice skate	ski	play soccer	play tennis
play volleyball	play golf	swim	play football



1. _____ 2. _____ 3. _____ 4. _____



5. _____ 6. _____ 7. _____ 8. _____

B. Answer the questions. Then interview two classmates.

Do you ...	Me	Classmate 1	Classmate 2
play soccer?			
ski?			
ice skate?			
play golf?			
play tennis?			
swim?			
play volleyball?			
play football?			

Grammar: *Can* for ability

Statement	Negative	Yes/no question	Short answer
I/you/she/we/they can swim.	He can't play the guitar.	Can you ski?	Yes, I can . No, I can't .

A. Write about yourself. Complete the sentences with *can* or *can't*.

- I _____ swim.
- I _____ play soccer.
- I _____ play golf.
- I _____ ski.
- I _____ play tennis.

B. Complete the conversations.

- A:** _____ play volleyball?
B: No, I can't but I _____ play football.
- A:** _____ Damien swim?
B: Yes, _____.

Conversation



Track 2-6

A. Listen to the conversation. What can Yumi's boyfriend do?

- Julie:** Hi, Yumi. I hear you have a new boyfriend.
Yumi: Yes, he's cute. He can play the guitar.
Julie: Wow!
Yumi: Yes, and he can ski and ice skate.
Julie: Hey! I can ski and ice skate.
Yumi: Sorry, Julie. He's taken!



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.

Goal 3

Talk about abilities

Ask a partner questions. Find out what he or she can do.

Can you ski?

No, I can't but I can ice skate.



▲ ice hockey



▲ ski jumping

Reading

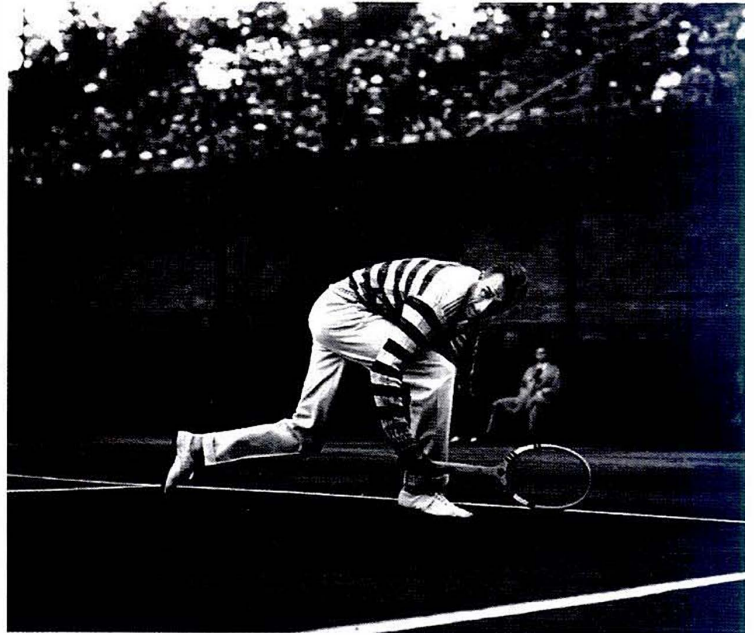
A. Look at the pictures. Which of these sports can you do?



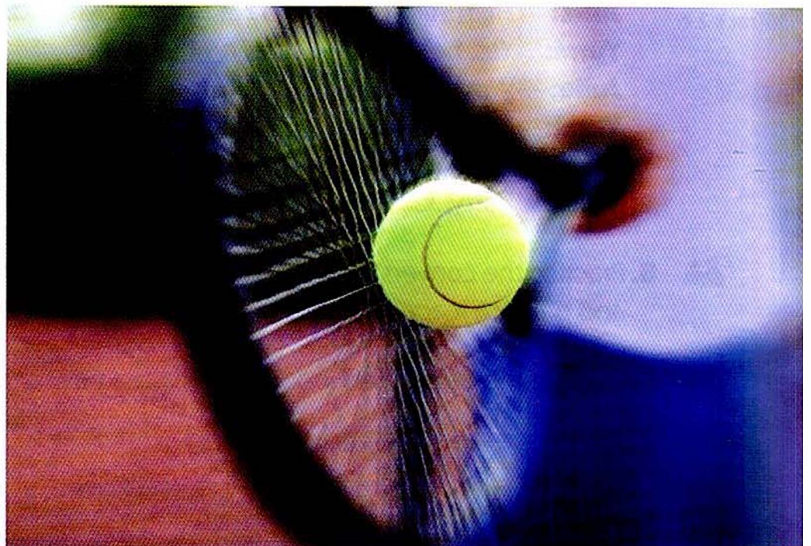
B. Read the article. Circle **T** for *true* and **F** for *false*.

1. Until 1965, tennis rackets were made of wood. T F
2. Nowadays, tennis rackets are made from lightweight graphite. T F
3. Javier Sotomayor is a gymnast. T F
4. The high jump world record was 245 centimeters in 1912. T F
5. Many gymnasts are young. T F

□ Sports— Then and Now



Until 1965, tennis rackets were made of wood. They were heavier than modern rackets which meant the game was much slower.



Nowadays, rackets are made from super-strong, lightweight materials such as graphite.

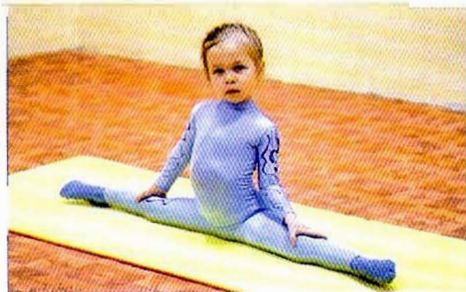


In this photo from July 1936, Olympic champion Jesse Owens is jumping hurdles on board the ship *Manhattan*. He is traveling to the Olympic Games in Berlin.



This young Chinese boy is performing at a railway station in 1920.

Today many of the world's top gymnasts are very young, but it is not an easy life.



Writing

Write sentences about the things you can do and the things you can't do.

I can play basketball, but I can't swim.

Communication

Look at the pictures on these pages. Take turns asking and answering questions about the activities.

What's she/he doing?

Can you do this?



Goal 4

Talk about sports

Work with a partner. Talk about your favorite sports. Say what sports you like to watch. Say what sports you like to play.

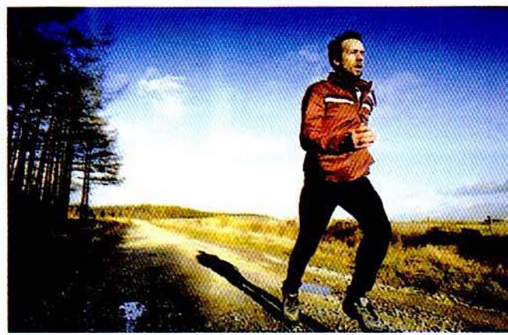


Before You Watch

People play sports and games ...



▲ for money



▲ for exercise



▲ for fun

A. Why do people play these sports? Write the name of the sport in the correct column. You can write the name in more than one column.



▲ skateboarding



▲ golf



▲ jogging



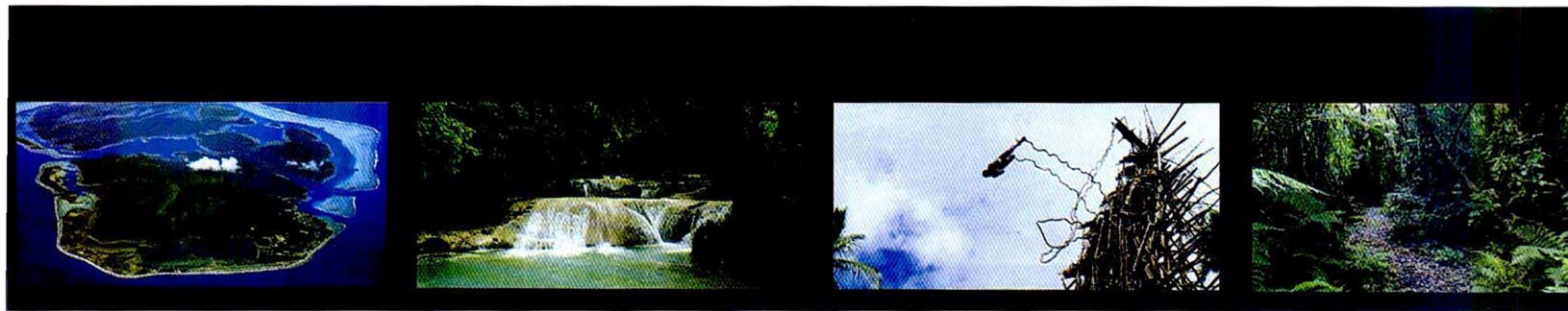
▲ bungee jumping



▲ skiing

For money	For exercise	For fun

B. Why do you think the people of Vanuatu dive from a tower?



While You Watch



A. Watch the video and check your answer to exercise **B** on page 84.



B. Watch the video again. Circle **T** for *true* and **F** for *false*.

1. Bungee jumping started in New Zealand.
2. The tower is 40 feet high.
3. The men dive from the tower for money.
4. Land diving is not dangerous.
5. Only people from Vanuatu can jump from the tower.

T F
T F
T F
T F
T F

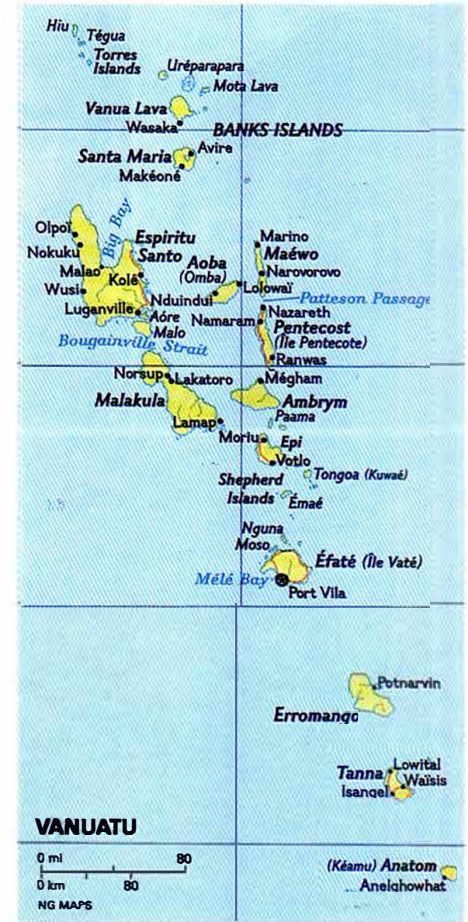
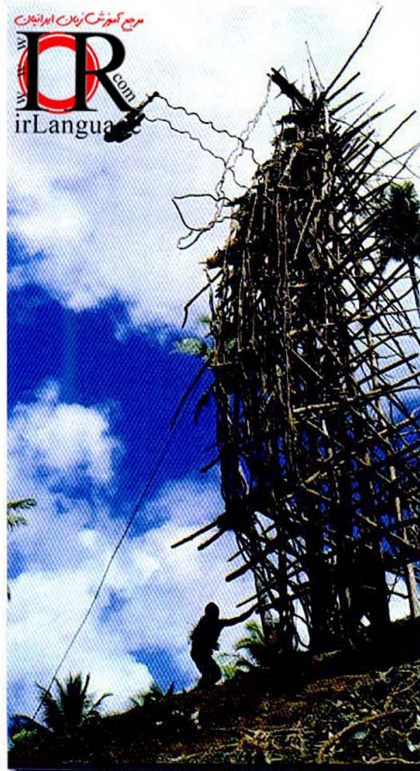
After You Watch



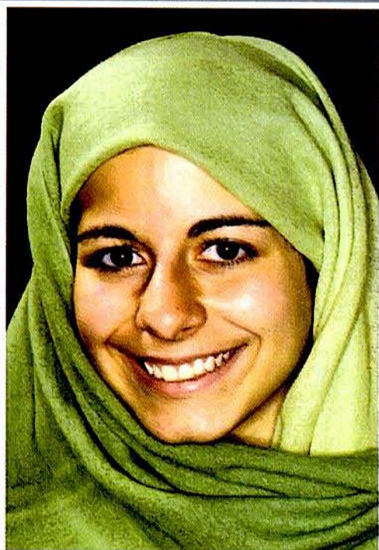
Look at the pictures on page 84. Take turns asking each other these questions.

What is he/she doing?

Can you do this?



CLOTHES



1. Which of these clothes do you wear?
2. What colors can you see?

UNIT GOALS

Identify and buy clothes
Say what people are wearing
Express likes and dislikes
Learn about clothes and colors





A GOAL 1 IDENTIFY AND BUY CLOTHES

Vocabulary



This is a black hat.



A. Look at the color chart. Take turns describing the photos to a partner.



▲ shirt



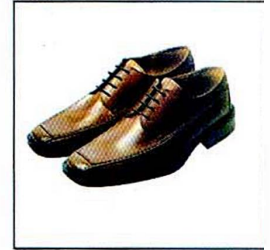
▲ pants



▲ dress



▲ skirt



▲ shoes



▲ sweater



▲ jacket



▲ coat



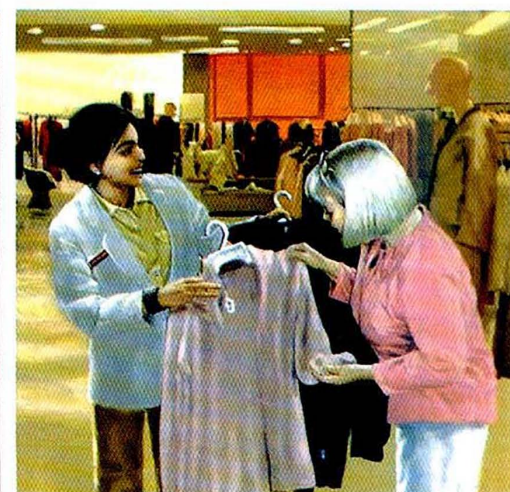
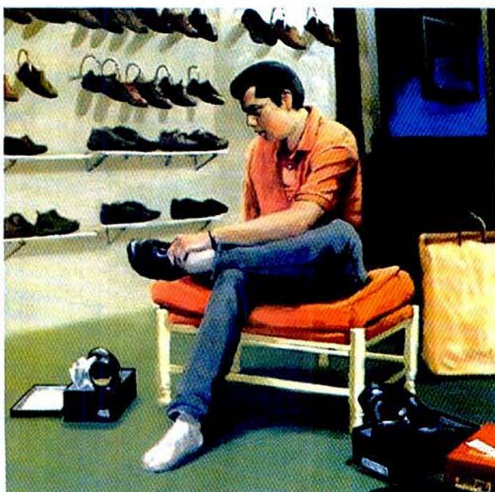
▲ tie



▲ hat

B. Complete the sentences. Notice the words in **blue**.

1. Ruben is **trying on** a pair of _____.
2. Lucy is **paying** for the _____ **by** credit card.
3. The sales assistant is **bringing** more _____.



Grammar: *Can/could* (polite requests)

Can/could

Can I try it on, please?

Could you bring another pair, please?

**Can* and *could* are used to make polite requests.

Write the polite requests.

1. You want to try on a blue dress. Can I try on this blue dress, please?
2. You want to see some red shoes. _____
3. You want to pay by credit card. _____
4. You want to try on a green sweater _____
5. You want the sales assistant to bring a size 7. _____

Conversation



Track 2-7

A. Listen to the conversation. What color shoes does the customer want?

- Customer:** Do you have any white shoes?
Sales Assistant: Yes, we do.
Customer: Could I see them, please?
Sales Assistant: Yes, of course.
Customer: Ah, these look nice. Can I try them on, please?
Sales Assistant: Sure.



B. Practice the conversation with a partner. Switch roles and practice it again.



Real Language

We can show we agree by saying:

Formal ←————→ Informal
Of course Yes Sure



Goal 1 Identify and buy clothes

Work with a partner. Take turns role-playing a sales assistant and a customer. Buy some clothes.

Listening



Track 2-8

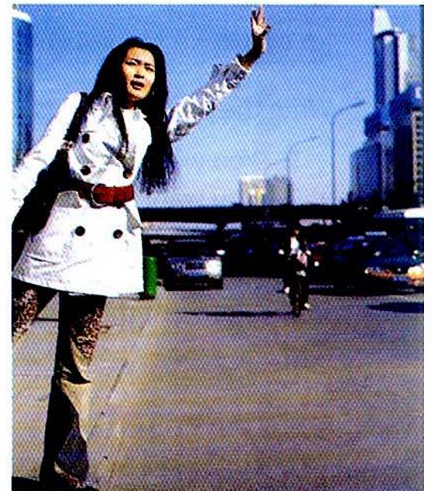
A. Listen to the descriptions. Match the names to the pictures.

Helen Dave Zahra Jenny

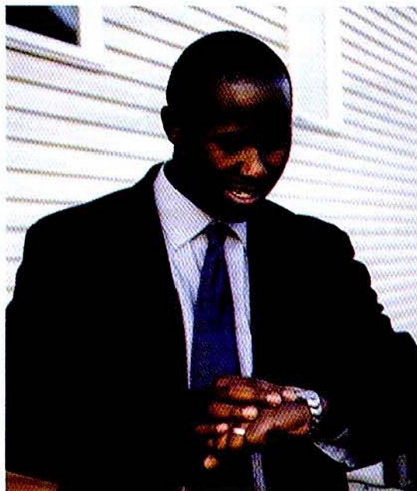
Jenny is wearing ...



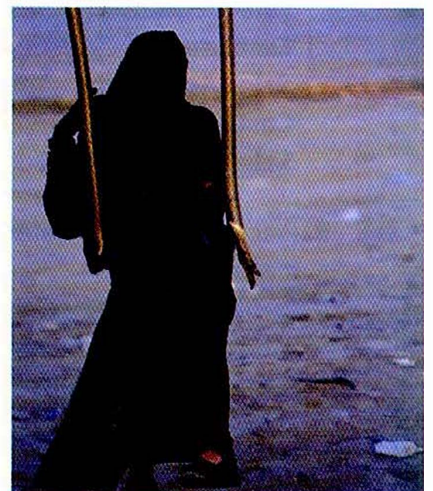
1. _____



2. _____



3. _____



4. _____



B. Take turns describing the picture to a partner.

Pronunciation: *Could you*



Track 2-9

A. Listen and check (✓) the box of the form you hear.

	Full form	Short form
1. Could you call a taxi, please?	✓	
2. Could you call a taxi, please?		✓
3. Could you help me, please?		
4. Could you help me, please?		
5. Could you repeat that, please?		
6. Could you repeat that, please?		



B. Take turns reading the following sentences using the short form.

1. Could you open the window, please?
2. Could you pass the water, please?
3. Could you say that again, please?
4. Could you tell me the time, please?
5. Could you open the door, please?
6. Could you repeat that, please?

Communication



Take turns describing another classmate's clothing and guess the name of the classmate.

She is wearing blue pants and a red sweater.

It's Andrea.

That's right.

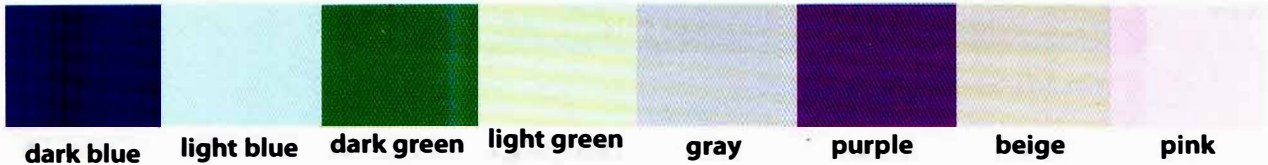


Goal 2 Say what people are wearing

Find photos you like in this book. Tell a partner what people in the photos are wearing.

C GOAL 3 EXPRESS LIKES AND DISLIKES

Language Expansion: More clothes and colors



A. Write the colors of these clothes.



1. light blue jeans 2. _____ socks 3. _____ blouse 4. _____ scarf 5. _____ t-shirt

B. Write all the clothes you know in the correct column.

Clothes men wear	Clothes women wear	Clothes men and women wear
		jeans

Grammar: Likes and dislikes

Likes and dislikes

- ☺☺ I **love** jeans.
- ☺ I **like** pink t-shirts.
- ☹ I **don't like** hats.
- ☹☹ I **hate** white socks.

*We use these expressions to express likes and dislikes.

- A.** Complete the first column of the chart with other things that are not clothes. Then check (✓) the columns to show your likes and dislikes.

	😊😊 I love ...	😊 I like ...	😞 I don't like ...	😞😞 I hate ...
1. black jeans				
2. purple socks				
3. red clothes				
4.				
5.				
6.				
7.				
8.				

- B.** Take turns asking about a partner's chart.

Conversation



Track 2-10

- A.** Chung and Brenda are buying a present for Brenda's boyfriend. Listen to the conversation. What present do they buy?

Chung: What clothes does he like?

Brenda: He likes casual clothes. Jeans and t-shirts, you know.

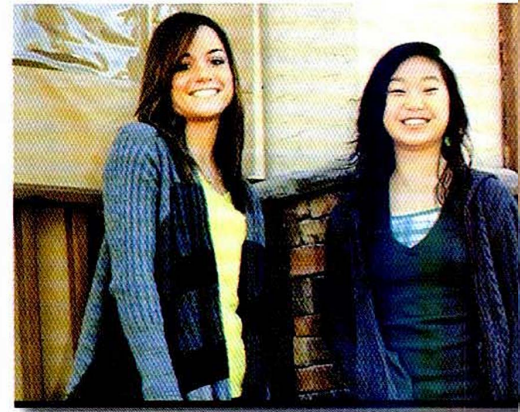
Chung: What colors does he like?

Brenda: He loves dark colors. He hates colors like yellow or white.

Chung: OK, so buy him a black t-shirt.

- B.** Practice the conversation with a partner. Switch roles and practice it again.

- C.** Practice the conversation again, but buy a present for a person that you both know.



What things do you love?

I love traveling.



Goal 3 Express likes and dislikes

Tell a partner about things you love and things you hate.

Reading

A. Tell a partner your favorite clothes color.

B. Match the word and the definition.

- | | |
|------------------|-------------------------------------|
| 1. chameleon ___ | a. a person who fights in a war |
| 2. invisible ___ | b. an animal that changes color |
| 3. to change ___ | c. the part of the body you can see |
| 4. soldier ___ | d. something you can't see |
| 5. skin ___ | e. to make something different |

C. Circle **T** for *true* and **F** for *false*.

- | | | |
|---|---|---|
| 1. Chameleons change color when they are angry. | T | F |
| 2. Blue is a powerful color. | T | F |
| 3. Red is the color of danger. | T | F |
| 4. You can buy clothes that change color. | T | F |
| 5. Soldiers are invisible. | T | F |

Word Focus

powerful = strong
striking = noticeable
calm = quiet

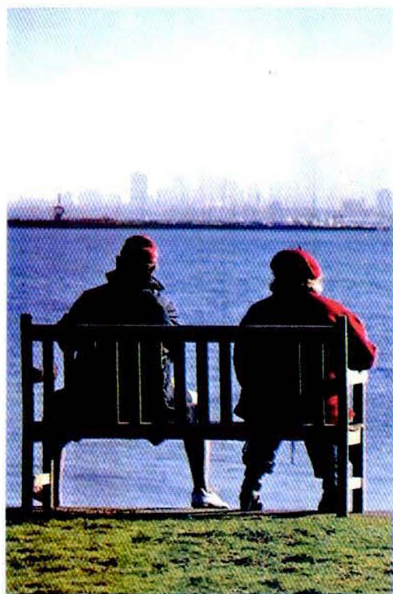


Chameleon Clothes

Chameleons can change the color of their skin. Sometimes they change color so they are difficult to see and become almost invisible. Sometimes they change color to show that they are angry or happy or looking for a partner.

Of course, humans can't change the color of their skin but we can change our clothes. Dark clothes make a person look more **powerful**. Red is **striking**; blue is **calm**. The color of your clothes says a lot about you.

Scientists are working on clothes that can change color when you press a button. They are not ready yet, but the idea is to make pants that can change from white to black or a shirt that can change from white to pink or red. Chameleon clothes!



But clothes that change color are also useful for soldiers. Like the chameleon, soldiers sometimes need to be invisible. Chameleon clothes make the soldiers difficult to see.

So, one day maybe you will be able to change your clothes from powerful to calm to invisible, at the press of a button.




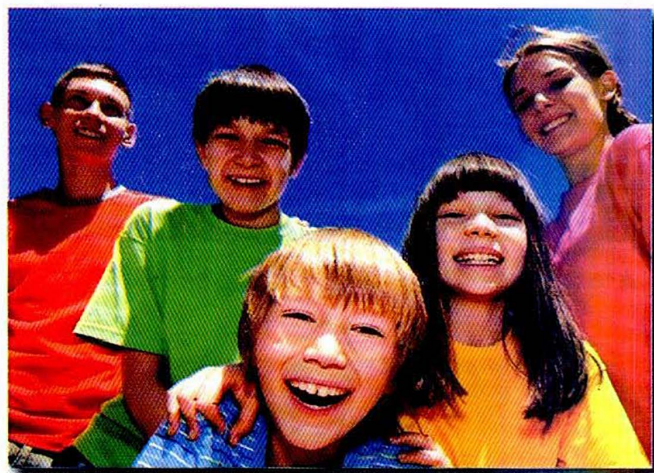
Writing

Write about what you or a classmate is wearing.

Ibrahim is wearing a brown shirt with a green sweater. He is also wearing black trousers and black shoes. I like his clothes. He looks great.

Communication

 Take turns asking a partner about the clothes in the picture.



What is she wearing?

What color is it?

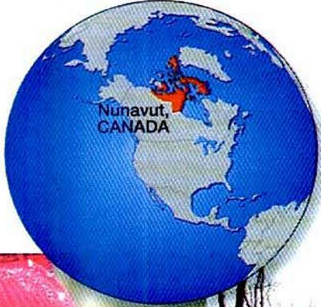
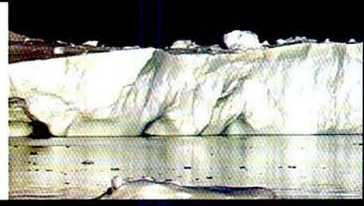
Do you like it?



Goal 4

Learn about clothes and colors

Ask your partner these questions.
What is your favorite color?
What are your favorite clothes?



Before You Watch

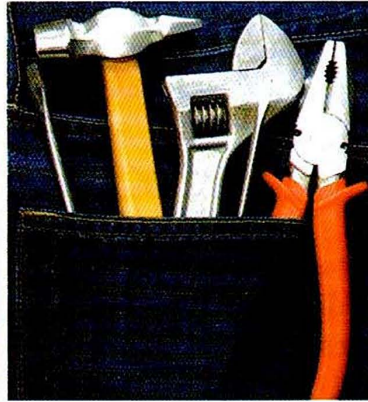
We wear clothes ...



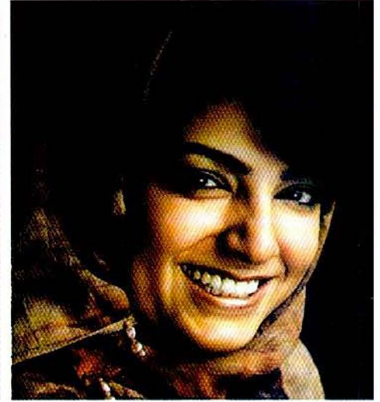
▲ to be warm.



▲ to be dry.



▲ to carry things.



▲ to look good.

A. Why are these people wearing these clothes?



▲ fur coat



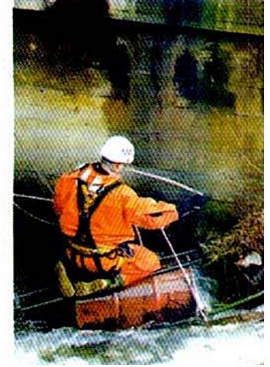
▲ fur pants



▲ vest



▲ suit



▲ waterproof gear

1. She is wearing a fur coat to be warm and to look good.
2. _____
3. _____
4. _____
5. _____



While You Watch



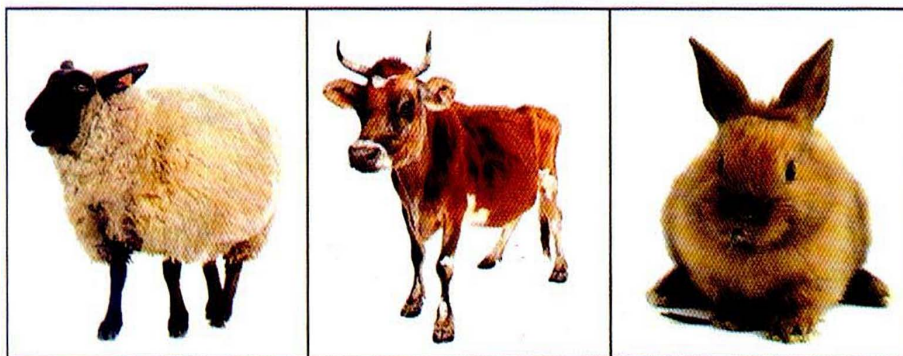
Watch the video. Circle the correct answers. There is more than one correct answer.

1. The models are wearing _____.
 - a. hats
 - b. jackets
 - c. skirts
2. Aaju Peter is a _____.
 - a. designer
 - b. model
 - c. photographer
3. Inuit women wear the Amouti to _____.
 - a. be warm
 - b. look good
 - c. carry babies
4. Inuit kill seals for their _____.
 - a. meat
 - b. fur
 - c. fat

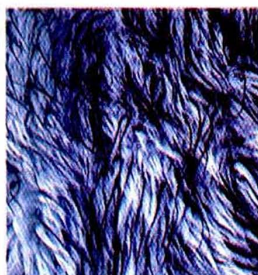
After You Watch

The Inuit make clothes from seal fur. We also make clothes from other animals.

A. Match the animals and the material.



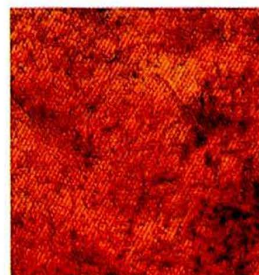
1. sheep _____ 2. cow _____ 3. rabbit _____



▲ fur



▲ wool



▲ leather

Word Focus

model = a person who shows new designs in clothes

fur = the hair that covers an animal's body

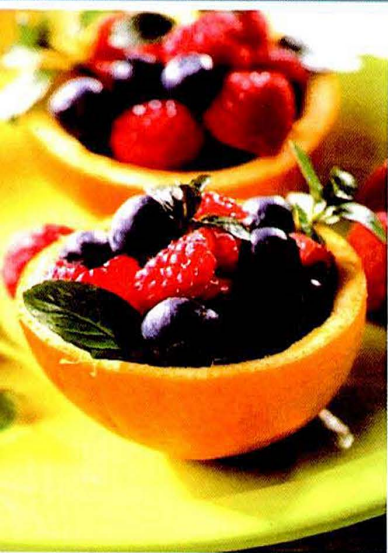
We make shoes from leather.



B. Discuss with a partner what clothes we make from wool, leather, and fur.



EAT WELL



1. What food do you see in the pictures?
2. What is your favorite food?

UNIT GOALS

- Order a meal
- Plan a party
- Talk about a healthy diet
- Talk about food for special occasions



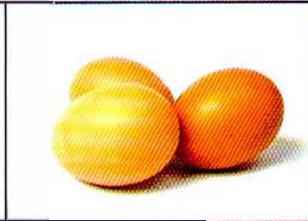
UNIT 9



Vocabulary



▲ cereal



▲ eggs



▲ vegetables



▲ fish



▲ salad



▲ pasta



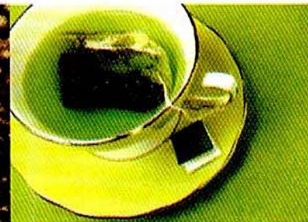
▲ chicken



▲ fruit juice



▲ coffee



▲ tea




▲ chocolate cake



▲ ice cream

A. Write the food in the correct place on the menu.

<p>Breakfast (7:00 a.m. to 12:00 p.m.)</p> <hr/> <hr/>
<p>Lunch & Dinner (12:00 p.m. to 8:00 p.m.) All served with salad</p> <hr/> <hr/>
<p>Drinks</p> <hr/> <hr/>
<p>Desserts</p> <hr/> <hr/>

 **B.** Tell a partner what you like to eat for breakfast, lunch, and dinner.

Grammar: *Some* and *any*

Some and any		
Statement	Negative	Question
There's some ice cream in the freezer.	We don't have any chicken.	Do you have any chocolate cake?
*We use <i>some</i> for questions with <i>can</i> and <i>could</i> . Can I have some water, please?		

A. Complete the sentences with *some* or *any*.

1. There's _____ chocolate ice cream for dessert.
2. We don't have _____ coffee.
3. There's _____ chicken salad for your lunch.
4. Can I have _____ coffee, please?
5. Is there _____ fish?

B. Unscramble the words to write sentences.

1. some coffee/There's/on the table _____?
2. some/I have/chocolate/Could/ice cream _____?
3. have/We/don't/fruit juice/any _____?
4. fish/we have/any/Do _____?
5. eggs/next to/some/the milk/There are _____?

Conversation

A. Listen to the conversation. What does the customer order?

Waiter: Good morning.

Customer: Could I have some coffee, please?

Waiter: Sure.

Customer: Do you have any strawberry ice cream?

Waiter: No, I'm sorry. We don't have strawberry. We only have chocolate.

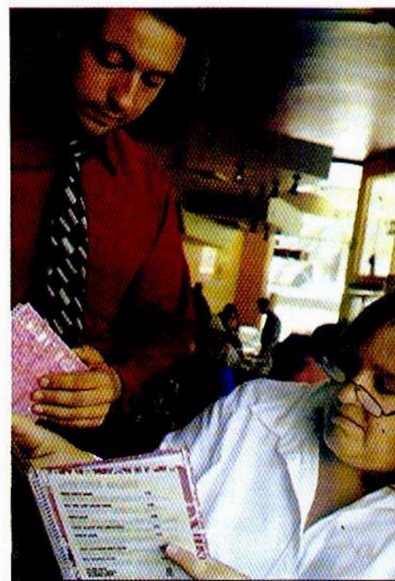
Customer: OK, I'll have some chocolate ice cream.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Goal 1

Order a meal

Change partners. Role-play ordering a meal.



Listening

Miguel and Diana are planning a party. Miguel is writing a shopping list.



Track 2-12

A. Listen and complete Miguel's shopping list.

_____ bottles of soda

1 bag of _____

20 _____

10 _____

B. Role-play buying the food on Miguel's shopping list.

Could I have some
soda, please?

How many bottles
do you want?

Pronunciation: *and*



Track 2-13

A. Listen and check the correct column. Listen and check (✓) the correct column of the form you hear.

	Full form	Short form
1. pasta and salad	✓	
2. pasta and salad		✓
3. fruit juice and cereal		
4. fruit juice and cereal		
5. chocolate cake and ice cream		
6. chocolate cake and ice cream		



B. Take turns reading the following sentences using the short form.

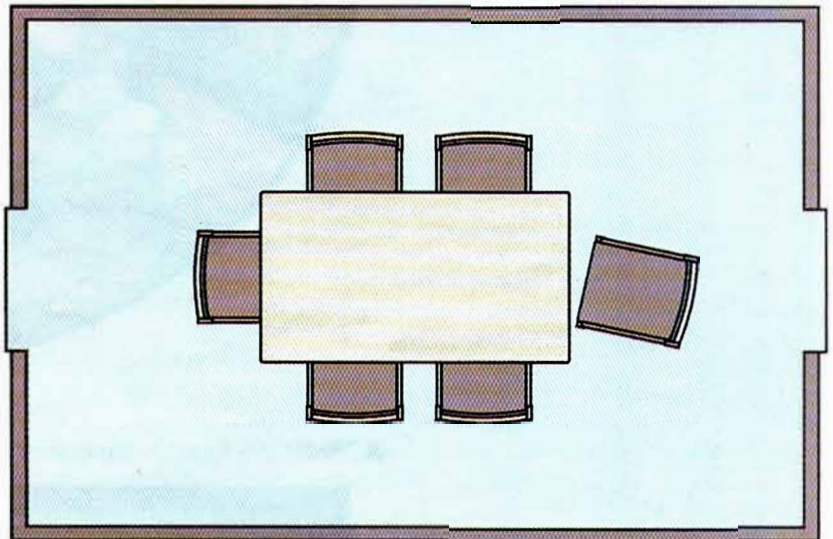
1. I like hummus and pitta.
2. Umar and Abbas are good friends.
3. How many brothers and sisters do you have?
4. We have strawberry ice cream and chocolate ice cream.

Communication



Plan a dinner.

1. Decide who to invite.
2. Make a menu for the party.
3. Decide where the guests sit.



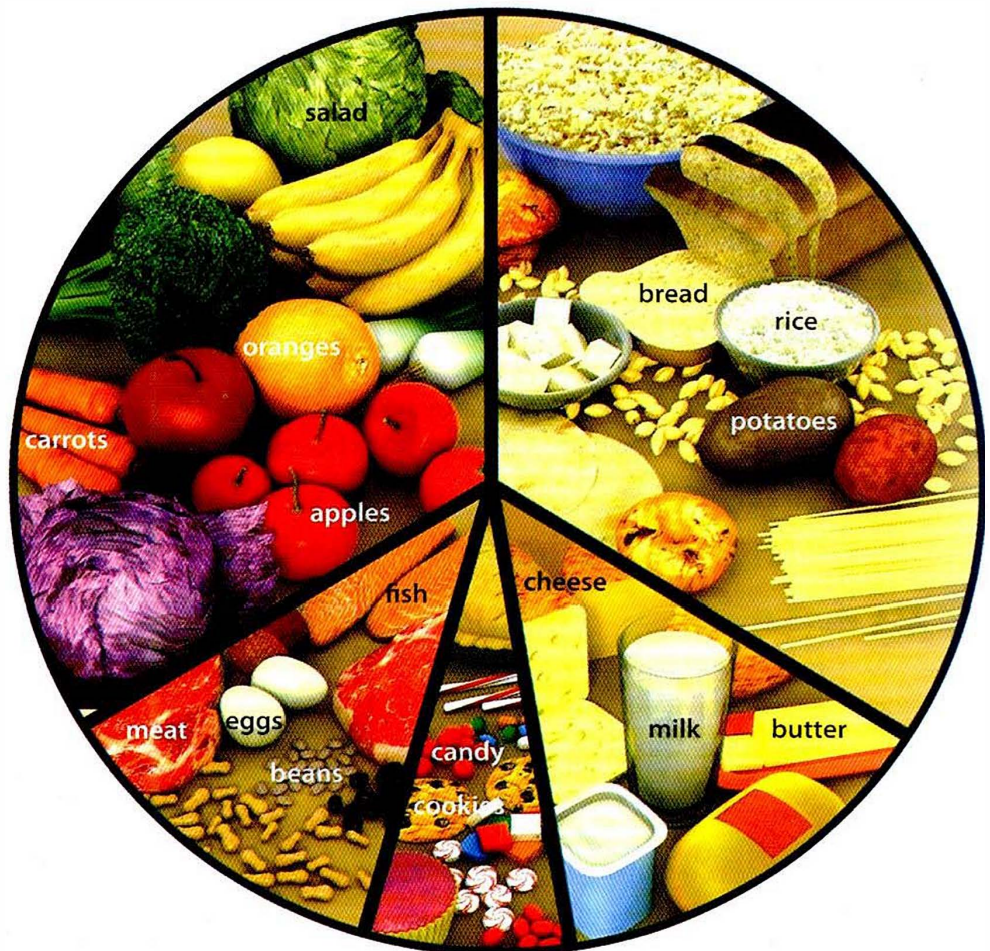
Goal 2 Plan a party

Join another group. Explain your menu and table seating.

Language Expansion: Countable and uncountable nouns

The Eatwell Plate

The Eatwell Plate helps you to eat a good diet. It shows the types of food to eat and also how much of each type of food to eat.



A. Write the food in the correct column.

Countable nouns (plural ending -s)	Uncountable nouns
oranges	rice

B. Add the names of other food to the Eatwell Plate. Then list each as a countable or uncountable noun.

Grammar: *How much* and *how many*

How much and *how many*

Countable nouns

How many oranges do you need?

Uncountable nouns

How much milk do we have?

**How much* and *how many* are used to ask about quantities.



A. Complete the sentences. Use *how much* or *how many*.

1. _____ oranges do you eat every week?
2. _____ candy do you eat?
3. _____ milk do you drink every day?
4. _____ cookies do you eat every day?
5. _____ bread do you eat every day?



B. Take turns asking and answering the questions in exercise **A** with a partner.

Conversation



Track 2-14

A. Listen to the conversation. Does the patient eat well?

- Doctor:** Tell me about the food you eat. How much fruit do you eat?
Patient: I eat an apple every day. Sometimes I have an orange as well.
Doctor: Very good! Do you eat meat?
Patient: Yes, I love meat. I eat a big steak every day.
Doctor: And vegetables. Do you eat vegetables?
Patient: No, I don't like vegetables.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Goal 3

Talk about a healthy diet

Ask a partner about his/her diet. Is it a healthy diet?

Reading

A. Look at the pictures. Take turns saying which food is ordinary and which food is special.



▲ cookies



▲ fried rice



▲ turkey



▲ couscous



▲ sandwich



▲ banana flambé

Cookies are special food.

B. Answer the questions.

- When do the Greeks eat *vasilopita*?

- How long is the Japanese New Year holiday? _____
- Why do the Japanese make *Osechi* boxes?

- In what country do people eat *Rosca de Reyes*? _____
- Which food is eaten at celebrations all over the world?

Word Focus

coin = metal money

doll = a small toy figure like a child

Special Days, Special Food

All over the world, people eat special food on special days. At the New Year in Greece, people eat a special cake called *vasilopita*. Inside the cake, there is a **coin**. They cut the cake, and the person who gets the coin gets good luck.



The Japanese have a three-day holiday at the New Year. They don't like to do any work during the holiday, so they cook the food before it begins. They put the food in boxes called *Osechi* boxes. The food is very beautiful. It is also delicious.



On January 6 in Mexico, people eat a special cake called *Rosca de Reyes*. Inside the cake is a small plastic **doll**. The person who gets the doll has to have a party on February 2 and invite the other people.




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The best known of all special foods is the cake. All over the world, people celebrate different events with all sorts of different cakes.



Communication

 Answer the questions in the first column. Then ask two classmates the questions.

	Me	Classmate 1	Classmate 2
What do you eat for breakfast?			
How much fruit do you eat each day?			
What do you eat at the New Year?			

Writing

Write about what you eat each day and what you eat on special days.

I usually have eggs for breakfast and a sandwich for lunch. I have dinner at six o'clock. We usually have rice, meat, and vegetables.

At the New Year we eat special noodles, and of course for my birthday I have a birthday cake.



Goal 4

Talk about food for special occasions

Work with a partner. Make a list of all the special food in your country.



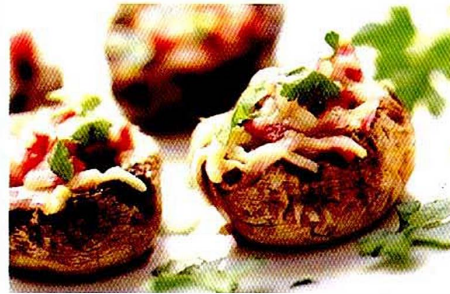
Before You Watch

A. Write the food in the correct column.

burger	cheese	fish	mushrooms
pizza	hot dogs	french fries	fruit



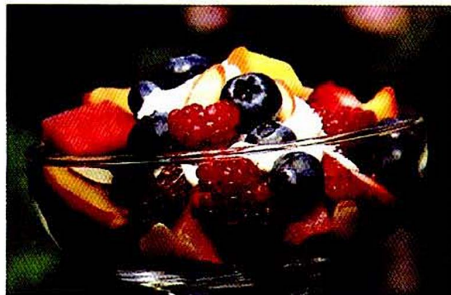
▲ cheese



▲ mushrooms



▲ french fries



▲ fruit

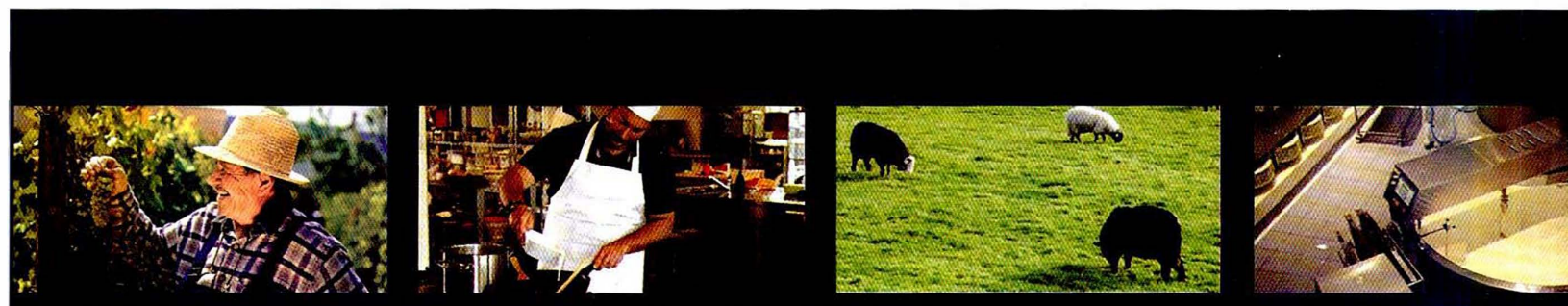


▲ pizza

Fast food	Slow food
burger	cheese



B. Tell a partner what foods you like and what foods you don't like.



While You Watch



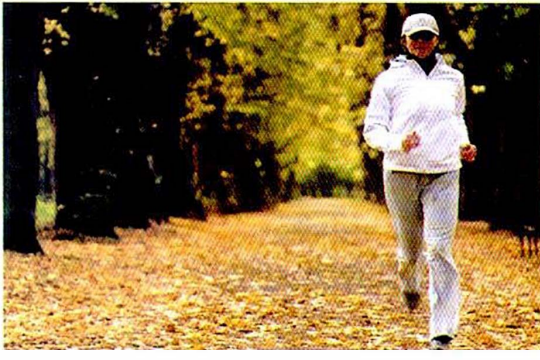
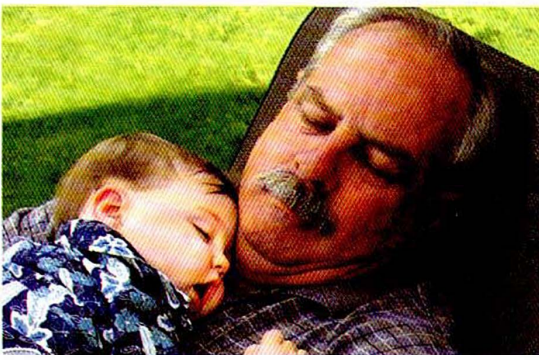
Answer the questions.

1. Is Greve a big city? _____
2. What three things do the people of Chianti produce? _____
3. Does the mayor want to change Greve? _____
4. What is the goal of the Slow Food Movement? _____
5. What do the farmers of Pistoia produce? _____

After You Watch

A. How can you slow down your life? Label the pictures with the phrases in the box.

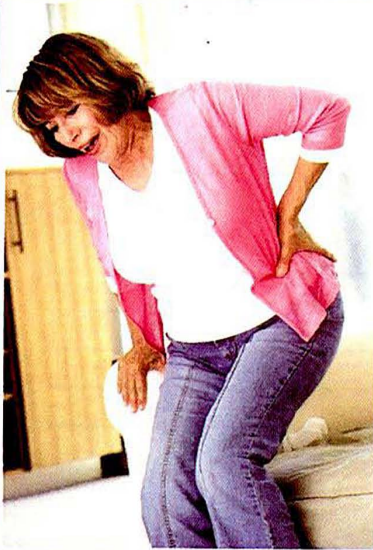
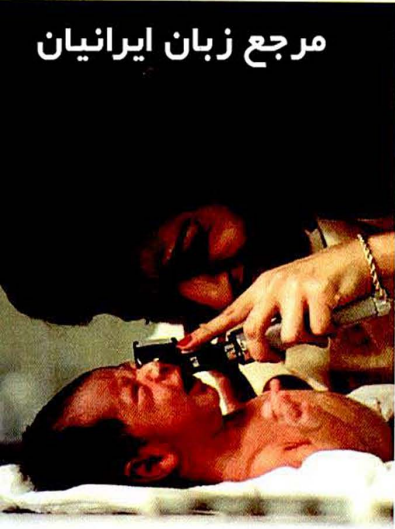
spend time with friends and family	take a nap in the afternoon
get more exercise	eat healthy food



B. Discuss with a partner: In what other ways can you slow down your life?

HEALTH

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1. Are the people in the pictures healthy?
2. What do you do to stay healthy?

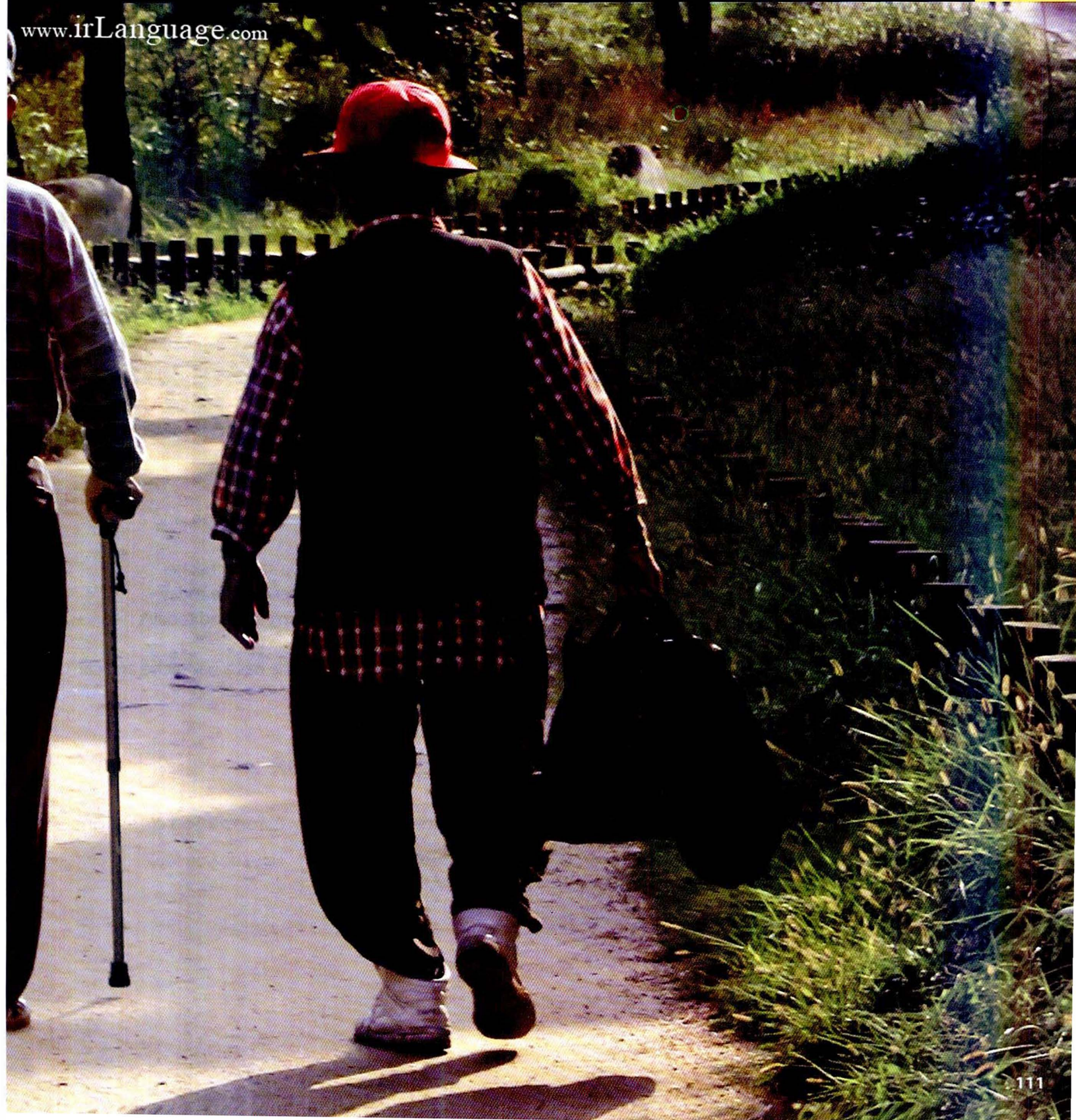
UNIT GOALS

Identify parts of the body to say how you feel
Ask about and describe symptoms
Identify remedies and give advice
Learn and talk about prevention

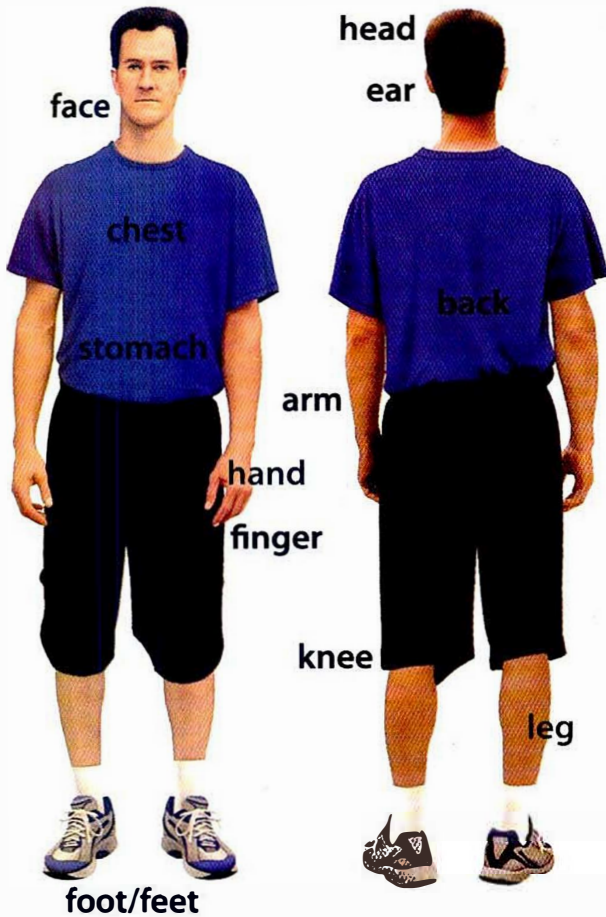


UNIT 10

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A GOAL 1 IDENTIFY PARTS OF THE BODY TO SAY HOW YOU FEEL



Vocabulary



A. Listen and repeat the parts of the body.

B. How are they feeling? Complete the sentences with words from the box.

terrible sick OK well great



▲ headache



▲ fever



▲ cough



▲ backache



▲ stomachache

- John is _____. He has a fever, a cough, and a bad headache.
- Mary isn't _____. She has a stomachache.
- Michael is _____. His fever is gone today.
- Jane feels _____. She isn't sick and today's her day off.
- Susan is feeling _____. She has a backache and can't move.

Grammar: *Feel, look*

Statement	Negative	Yes/no questions	Information questions
I feel sick.	Hilary doesn't feel great.	Do you feel OK?	How do you feel?
He/she looks sick.	You don't look well.	Does he/she look tired?	
*The verbs <i>look</i> and <i>feel</i> are followed by an adjective.			

A. Match the sentences with the responses.

- | | |
|----------------------------------|-----------------------------------|
| 1. How do you feel? ____ | a. No, she isn't feeling well. |
| 2. Do you feel OK? ____ | b. I feel fine. |
| 3. Does Alan look well? ____ | c. No, he doesn't. He looks sick. |
| 4. How do they feel? ____ | d. No, I feel terrible. |
| 5. Sarah doesn't look well. ____ | e. They feel OK. |

B. Complete the sentences.

- A:** Do you feel OK?
B: Yes, I _____.
- A:** How is Melanie?
B: She doesn't _____ well.
- A:** How _____?
B: I feel terrible.
- A:** You don't look very well.
B: No, I _____.
- A:** Does Rafiq look OK?
B: No, _____ sick.

Real Language

We can ask about someone's health by using the following questions.

Formal ←————→ Informal
What's the matter? What's wrong? What's up?

**How are you?* is a greeting. We do not normally use it to ask about someone's health.

Conversation



Track 2-16

A. Listen to the conversation. What's wrong with Kim?

- Stephanie:** What's the matter, Kim? You don't look well.
Kim: I don't feel well. My head hurts.
Stephanie: Oh, dear!
Kim: And I feel sick.
Stephanie: Maybe you have the flu.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Goal 1

Identify parts of the body to say how you feel

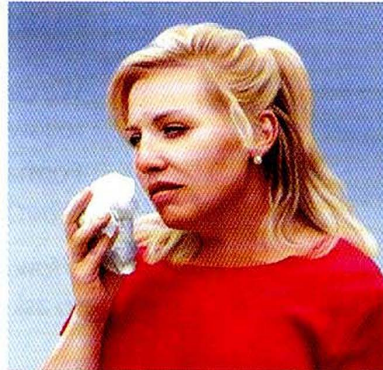
Take turns asking a partner how he or she feels today. Be creative with your aches and pains.

B**GOAL 2 ASK ABOUT AND DESCRIBE SYMPTOMS**

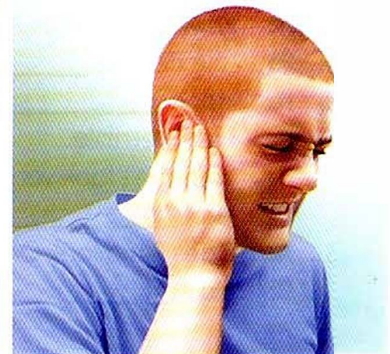
Listening



Track 2-17

A. Listen to the conversations. List the patients' symptoms.**Patient 1****Patient 2****B.** Look at the pictures. Take turns asking about these people and describing their symptoms.

▲ She has a cold.



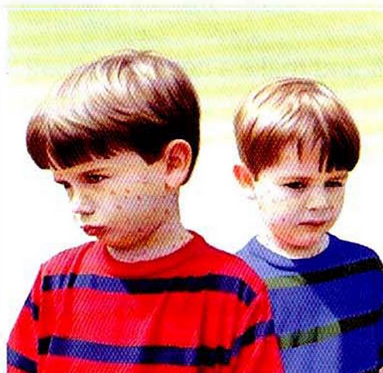
▲ He has an earache.



▲ He has a toothache.



▲ She has a sore throat.



▲ They have measles.

What's the matter with her?

Her throat hurts.

She has a fever.

Pronunciation: Word Stress



Track 2-18

A. Listen and notice the stressed syllables.

- Doctor:** How can I help you?
Patient: I don't feel very well. I have a headache.
Doctor: Anything else?
Patient: Yes, I have a fever.
Doctor: OK. I think I need to examine you.



Track 2-19

B. Listen to the conversation. Underline the stressed syllables.

- Dentist:** How are you today?
Patient: I have a terrible toothache.
Dentist: Where does it hurt?
Patient: Right here.
Dentist: I see the problem.

Communication



Role-play the following situations.

Situation 1

Student A

You are a doctor. Ask your patient how she/he feels.

Student B

You are the patient. You have a cough, a headache, and a fever.

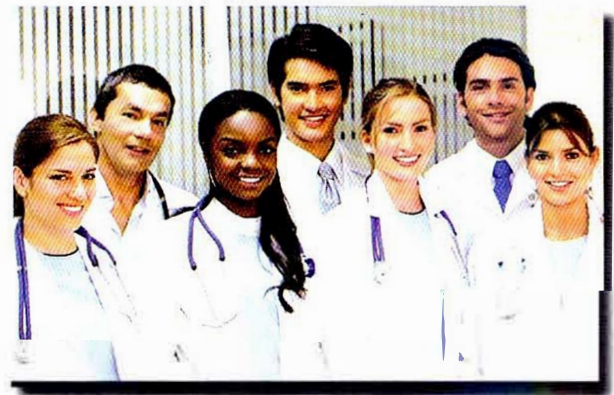
Situation 2

Student B

You are a dentist. Ask your patient how she/he is.

Student A

You are the patient. You have a toothache.



Where does it hurt?

Does it hurt a lot?



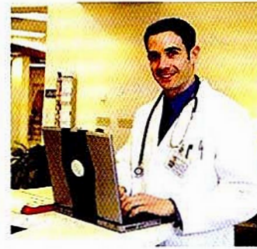
Goal 2 Ask about and describe symptoms

Work with a partner. Make a list of ailments. Then take turns describing the symptoms of each one.

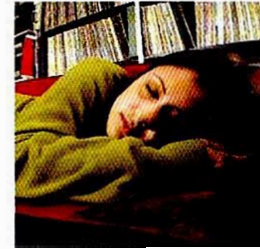
Language Expansion: Remedies



▲ go to bed



▲ see a doctor



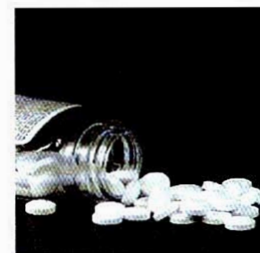
▲ lie down



▲ see a dentist



▲ take some cough medicine



▲ take some aspirin

Answer the questions. Use the phrases above.

1. What do you do when you have a headache? _____
2. What do you do when you have a backache? _____
3. What do you do when you have a cough? _____
4. What do you do when you have a toothache? _____
5. What do you do when you have a fever? _____

Grammar: *Should* (for advice)

Statement	Negative	Yes/no question	Wh- question	Short answers
You should go to bed. He should take some cough medicine.	He shouldn't go to work today.	Should I see a doctor?	What should I do?	Yes, you should . No, you shouldn't .
*We use <i>should</i> to ask for and give advice.				

A. Match the questions and the answers.

- | | |
|--|---|
| 1. Should I see a doctor? ____ | a. You should take some aspirin. |
| 2. I have a headache. What should I do? ____ | b. He should see a dentist. |
| 3. Paul has a toothache. What should he do? ____ | c. She should take some cough medicine. |
| 4. Should Helen see a doctor? ____ | d. Yes, you should. |
| 5. Hilary has a cough. What should she do? ____ | e. No, she shouldn't. |



B. Complete the conversations and then practice them with a partner.

- A:** I have a headache. What should I do?
B: _____
- A:** I think I have the flu. What should I do?
B: _____
- A:** I have a stomachache. What should I do?
B: _____
- A:** I think my computer has a virus. What should I do?
B: _____

Conversation



Track 2-20

A. Listen to the conversation. What does Casey think Brenda should do?

- Casey:** Hi. What's up, Brenda?
Brenda: I don't feel well. I think I have the flu. What should I do?
Casey: I think you should go home and go to bed.
Brenda: Do you think I should see a doctor?
Casey: No, I don't think so.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Goal 3 Identify remedies and give advice

Work with a partner. Take turns naming an ailment and suggest a remedy or give advice.

I have a toothache.

You should go
to the dentist.

Reading

A. Check the things we can prevent. Compare your answer with a partner's answers. How can we prevent them?

- flu
- rain
- toothache
- headache

Word Focus

prevent = avoid a problem before it happens

infectious disease = a disease you can get from another person

vaccine = medicine to prevent a disease

B. Read the article. Circle **T** for *true* and **F** for *false*.

- | | | |
|---|---|---|
| 1. There is a vaccine for measles. | T | F |
| 2. All children are vaccinated against measles. | T | F |
| 3. There is a vaccine for malaria. | T | F |
| 4. Mosquito nets are expensive. | T | F |
| 5. Influenza is a problem in hot countries. | T | F |

Preventing Disease

Many people, especially children, die from **infectious diseases** every year. We can **prevent** many infectious diseases. Let's look at the most dangerous ones.

MEASLES

Number of cases per 100,000

- More than 100
- 11-100
- 1-10
- 0
- No surveillance

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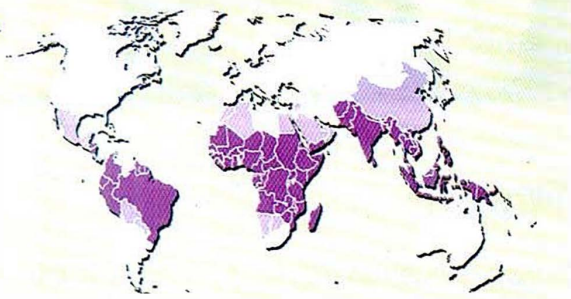
Measles is mainly a children's disease. There is a very good, cheap **vaccine** for measles. All children should get the vaccine but unfortunately not all do. About 900,000 children die every year from measles.



▲ All children should get a measles shot.

MALARIA

Risk
 Significant
 Low
 None



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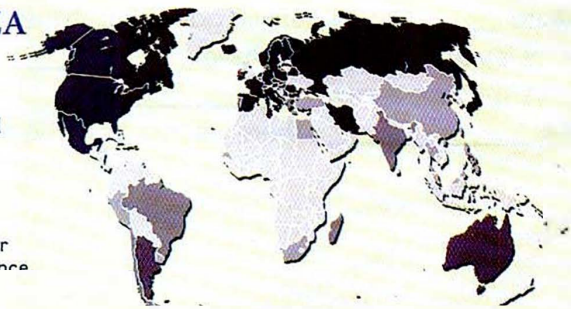
Malaria is one of the world's biggest killers. About 40% of the world's population is at risk from malaria. In sub-Saharan Africa as many as 2,800 children die of malaria every day. There is no vaccine for malaria, but it is not difficult to prevent. All you need is a \$5 mosquito net.



▲ Children should sleep under a mosquito net.

INFLUENZA (FLU)

Outbreaks
 Widespread
 Regional
 Local
 Sporadic
 Negligible or no surveillance



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Influenza (or flu) is caused by a virus. The virus changes every year so scientists have to make a new vaccine every year. People at risk—for example, older people—should have a flu shot every year. There are good years and bad years. In a bad year, influenza can kill millions of people.

Writing

Complete this notice. Use the words and expressions in the box.

cover gloves switch off wash your hands clean



You should always:

_____ before entering the kitchen.

_____ your hair.

Use oven _____.

Keep the kitchen _____.

_____ electrical equipment.

Communication

Discuss how you can prevent these problems.

toothache car accidents
heart attacks computer viruses

You should brush your teeth.

You shouldn't eat a lot of candy.

You should see a dentist every six months.



Goal 4

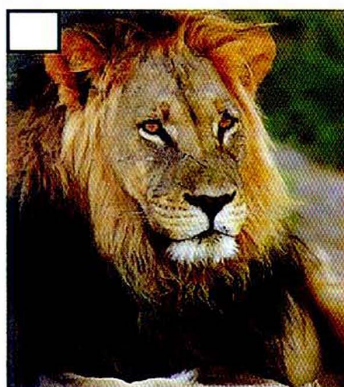
Learn and talk about prevention

Share your best ideas from the communication activity with the class.

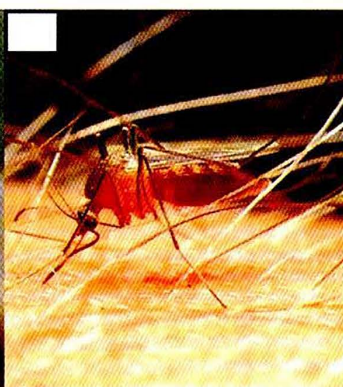


Before You Watch

- A.** Look at the pictures. How dangerous do you think these animals are? Rate them 1 to 4.



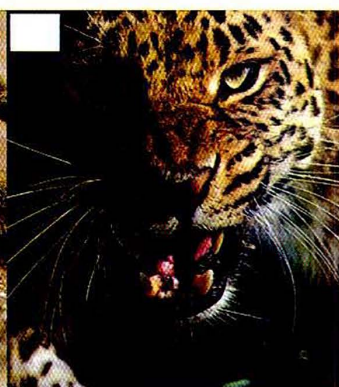
▲ lion



▲ mosquito



▲ tarantula

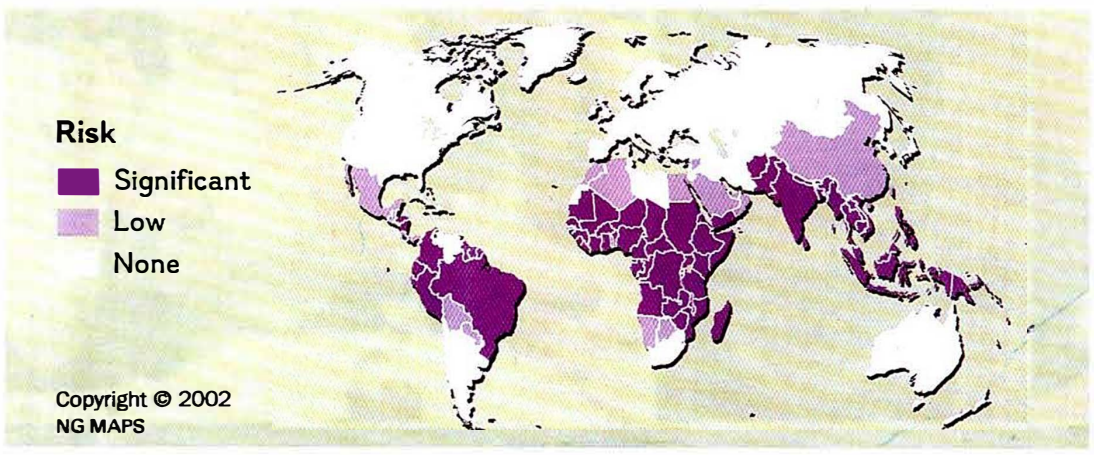


▲ leopard

- B.** Complete the sentences. Use the words in the box.

insecticide repellent flowers sun-dried dry climate

1. My mother loves gardening. Her garden is full of _____.
2. We need mosquito _____ when we go fishing at the lake.
3. This tomato sauce is very good. Does it have _____ tomatoes?
4. It never rains here. We have a very _____.
5. Please buy some _____. There are insects in the house.



While You Watch



A. Circle **T** for *true* and **F** for *false*. Watch the video again to check your answers.

- 1. Pyrethrum flowers attract malaria mosquitoes. T F
- 2. Mosquitoes are resistant to many insecticides. T F
- 3. Doctors make medicine from pyrethrum flowers. T F
- 4. Many children die each year from malaria. T F
- 5. Pyrethrum flowers grow well in dry climates. T F



B. Study the map. With a partner locate the countries around the world where malaria is a serious disease.

After You Watch



Discuss other plants and flowers that prevent or cure illnesses. Report to the class.



MAKING PLANS



1. What are your plans for the weekend?

2. What are your plans for your life?

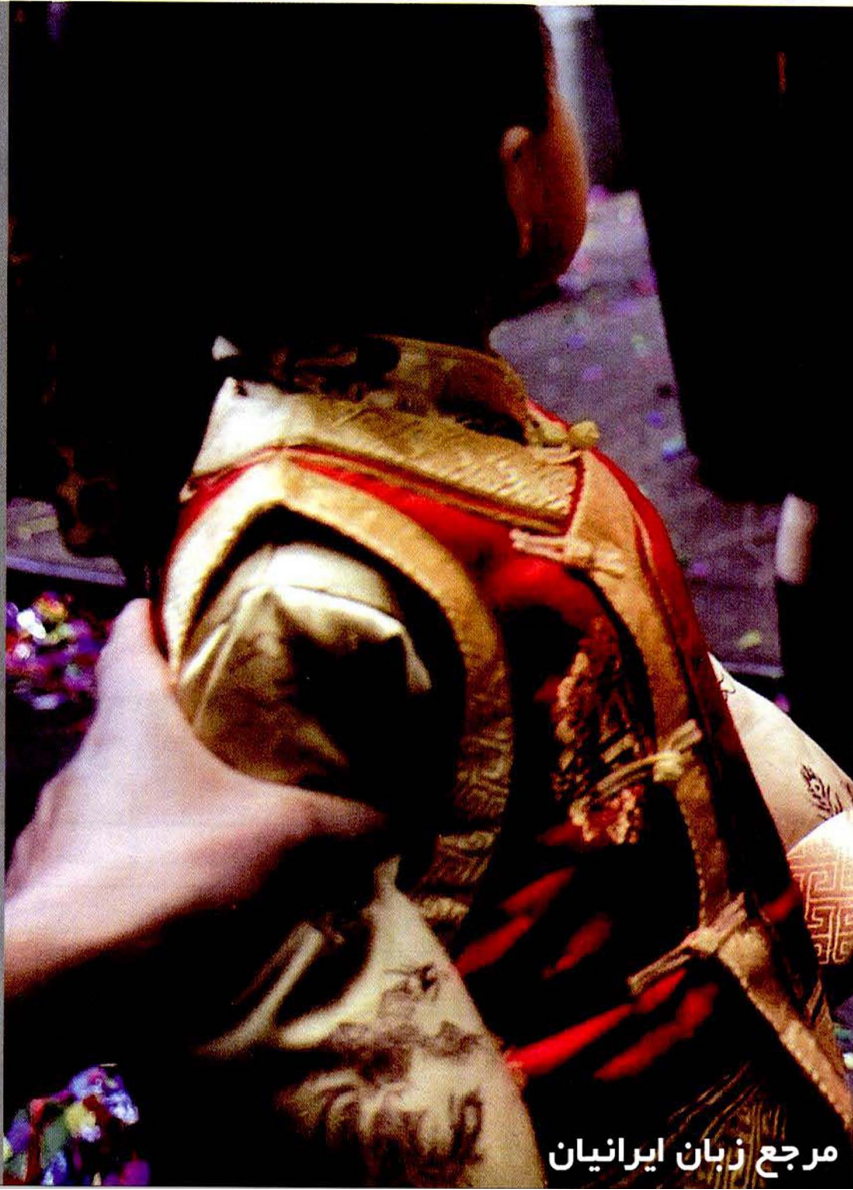
UNIT GOALS

Plan special days

Plan holidays

Make life plans

Express wishes and plans



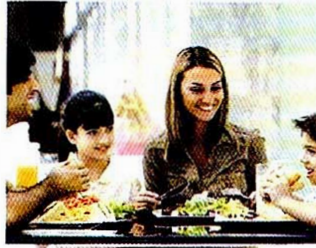
UNIT

11



A GOAL 1 PLAN SPECIAL DAYS

Vocabulary



▲ go to a restaurant



▲ have a picnic



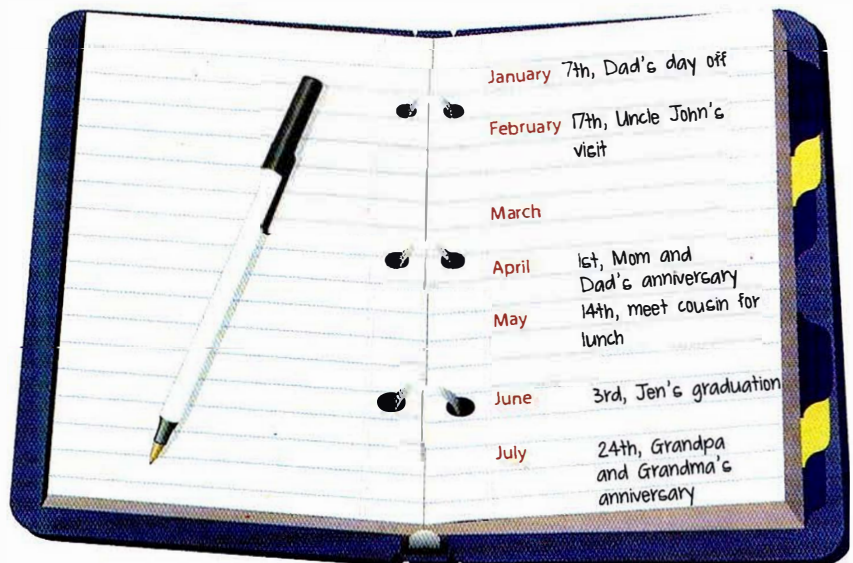
▲ invite friends for lunch



▲ have a family meal



▲ graduation



A. Look at the Year Planner and pictures. Decide the best way to celebrate. Complete the sentences.

1. On Dad's day off, we usually go to a restaurant.
2. On Mom's and Dad's anniversary, they usually _____
3. When Uncle John visits, we usually _____
4. On Jen's graduation, we _____

What do you usually do at the weekend?



B. Tell a partner what you usually do at the weekend.

Grammar: *Be going to*

Be going to

Statement	Negative	Yes/no question	Wh- question
I am going to have a meal.	We are not going to have a big meal.	Are you going to have a picnic?	What are you going to do? When are we going to go?

*We use *be going to* for making plans.
*We also use these time expressions: *tomorrow, next Saturday/week/year.*

A. Complete the sentences. Use the words in parentheses and *be going to*.

- A:** What _____ (you do) for your graduation?
B: I _____ have a family meal!
- A:** _____ (you have) a picnic on the weekend?
B: No, we _____ (go) to a restaurant.
- A:** Where _____ (Bill and Alan go) on New Year's?
B: They _____ go to Times Square.



B. Practice the conversations with a partner.

Conversation



Track 2-21

A. Listen to the conversation. When is Susan's birthday?

- Sally:** When is your birthday?
Susan: It's on May 21.
Sally: Hey, that's next week. Are you going to have a party?
Susan: No, I'm going to go out for dinner with my parents.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Goal 1 Plan special days

Take turns asking a partner how he or she celebrates special days.

Listening

A. Read about American holidays.

American Holidays



▲ On Thanksgiving Day, people have a family meal.



▲ All over the United States, people celebrate Independence Day with fireworks.



▲ On New Year's in New York, people go to Times Square to celebrate.



▲ On May Day, people make and give baskets of flowers.



 Track 2-22

B. Listen and write which holidays the people are talking about.

Linda and Kenichi are talking about _____
 Tom and Maria are talking about _____



 Track 2-22

C. Listen again and answer the questions.

1. Why isn't Linda going to go to Times Square? _____
2. What is she going to do? _____
3. Where is Kenichi going to go? _____
4. What are Tom and Maria going to do? _____
5. What time is Tom leaving? _____

Pronunciation: *Be going to* (short form)



Track 2-23

A. Listen and check the correct column of the form you hear.

	Full form	Short form
1. We're going to have a party	✓	
2. We're going to have a party		✓
3. I'm going to go to Paris.		
4. I'm going to go to Paris.		
5. They're not going to come.		
6. They're not going to come.		



B. Practice the dialogs with a partner. Use the short form of *be going to*.

A: What are you going to do on the weekend?

B: I'm going to go to the beach.

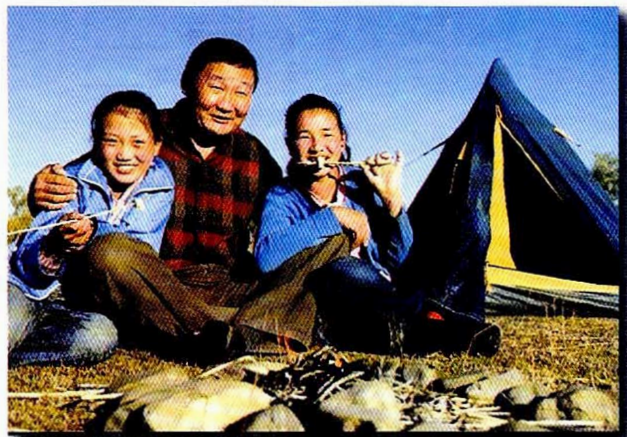
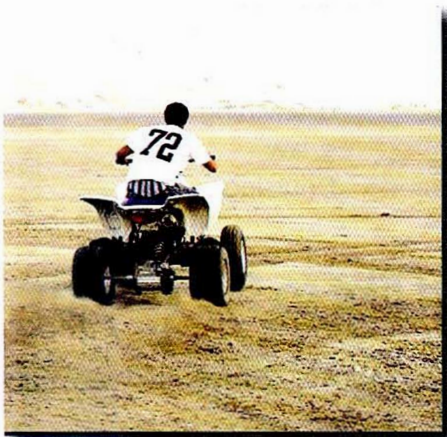
A: Are you going to go to Karim's house?

B: No, I'm going to stay home this weekend.

Communication



Write a list of holidays in your country. Discuss what you are going to do on *those* days.



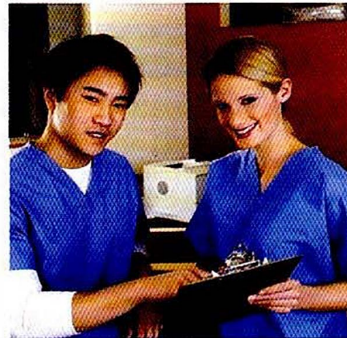
Goal 2 Plan holidays

Join another pair of students and tell them about two holidays on your list.

Language Expansion: Professions



▲ law



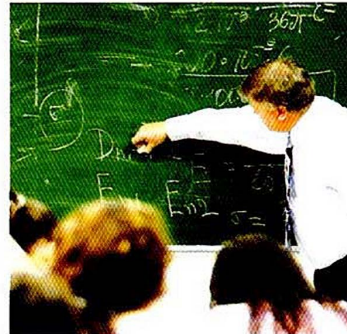
▲ nursing



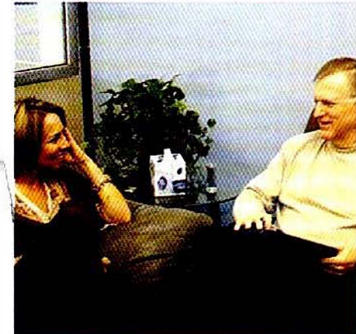
▲ medicine



▲ music



▲ teaching



▲ psychology

Match the person to the profession.

- | | |
|----------------------|---------------|
| 1. doctor ____ | a. music |
| 2. lawyer ____ | b. medicine |
| 3. musician ____ | c. psychology |
| 4. nurse ____ | d. teaching |
| 5. teacher ____ | e. law |
| 6. psychologist ____ | f. nursing |

Grammar: *Would like to* for wishes

Statement	Yes/no question	Short answer	Wh- question
I would like to be a doctor. Danny would like to study law.	Would you like to study engineering? Would you like to be a nurse?	Yes, I would . No, I wouldn't .	What would you like to be?

A. Unscramble the words to write sentences.

1. to be a would like I teacher. _____
2. Elmira like What would to be? _____
3. to be Would you a doctor? like _____
4. Fahad nursing. would to study like _____
5. What like to be? would you _____

B. Write the wishes or plans.

Wish

1. I would like to be a teacher.
2. Danny would like to study medicine.
3. _____
4. We would like to leave at seven o'clock.
5. _____

Plan

- I am going to be a teacher.

I am going to be a doctor.

They are going to study nursing.

Conversation



Track 2-24

A. Listen to the conversation. What would Wendy like to be?

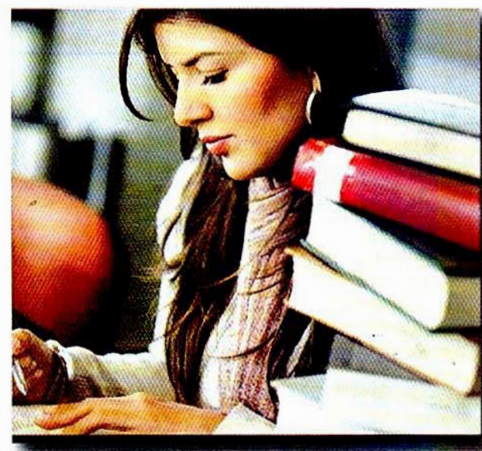
- Father:** So, Wendy, you're 18 years old today. What are you going to do with your life?
- Wendy:** Well, I'd like to get married and have children.
- Father:** Whoa! Not so quick!
- Wendy:** Only joking! I'd like to be a lawyer. I'd like to study law and become a lawyer.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.



Real Language

We can say *Only joking* to show we are not serious.



Goal 3 Make life plans

Talk to a partner. What would you like to do with your life?

Reading

A. Look at the pictures. Where do you think these people come from? Read and check your guesses.



B. Read and answer the questions.

1. How old is Annalien? _____
2. What would she like to be? _____
3. Where would she like to study?

4. Why is today Zanelle's big day?

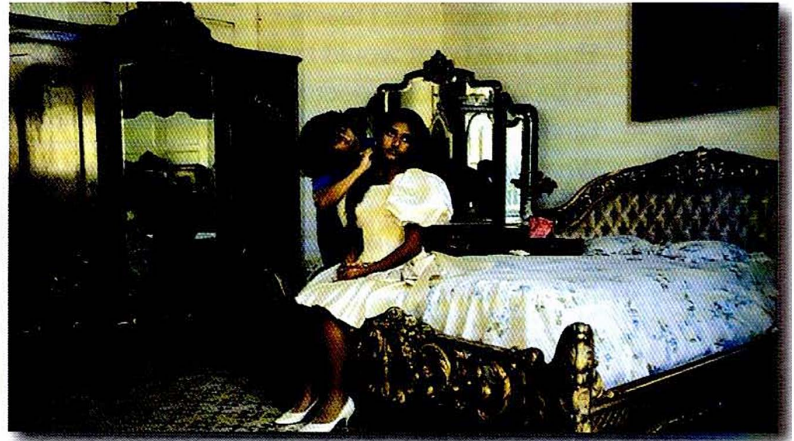
5. Does Zanelle have children? _____
6. What are William and Enid celebrating?

7. What are they going to do?

C. Check (✓) the correct box.

- | | Wish | Plan |
|---|--------------------------|--------------------------|
| 1. Annalien: I would like to study photography. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Zanelle is going to get married. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Zanelle would like to have a lot of children. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. William and Enid are going to have an early night. | <input type="checkbox"/> | <input type="checkbox"/> |

□ Life's Milestones

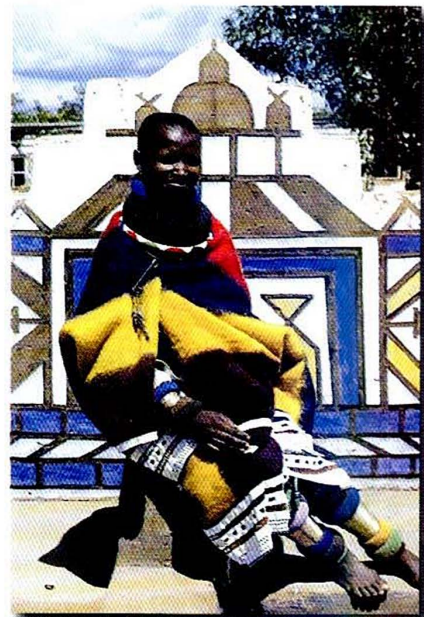


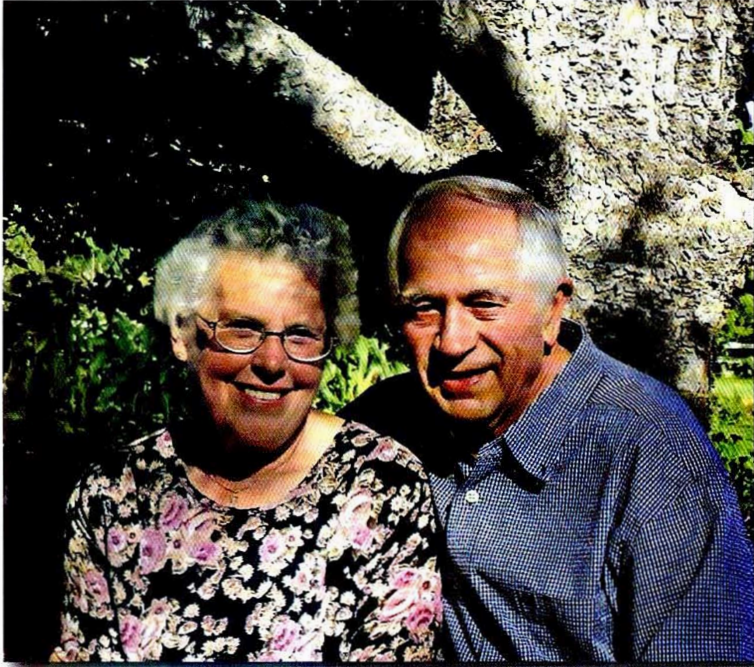
In some Central American and Caribbean countries, a girl's 15th birthday is very important.

Here, Elsa Mendoza prepares her niece, Annalien, for her 15th-birthday photographs.

Annalien would like to study photography in Havana. Her aunt told her that she has to finish school first. "She's not ready to go to the big city yet."

Zanelle is an Ndebele from South Africa. Today is her big day. She is going to get married. However, she is not truly married until she has her first child. She says, "I would like to have a lot of children. But most of all, I would like to be happy."



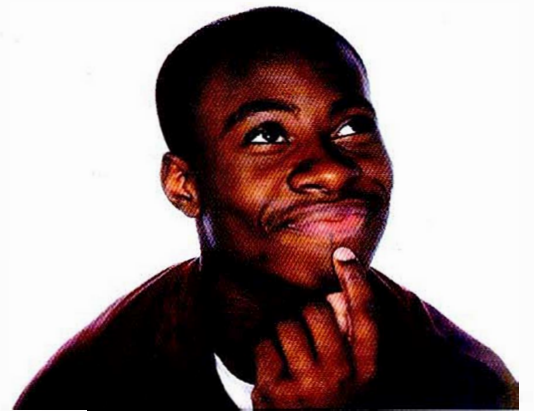


This is William and Enid Till. They are from Canada. Today is their golden wedding anniversary. They got married 50 years ago. What are they going to do on this special day? They are going to have a meal with their family and friends. And then they are going to have an early night!

Writing

Write a wish and a plan.

I would like to visit Europe. So, I am going to learn English and I am going to save some money.



Goal 4

Express wishes and plans

Share your wishes and plans with a partner.

What would you like to do with your life?

How are you going to do it?



Before You Watch

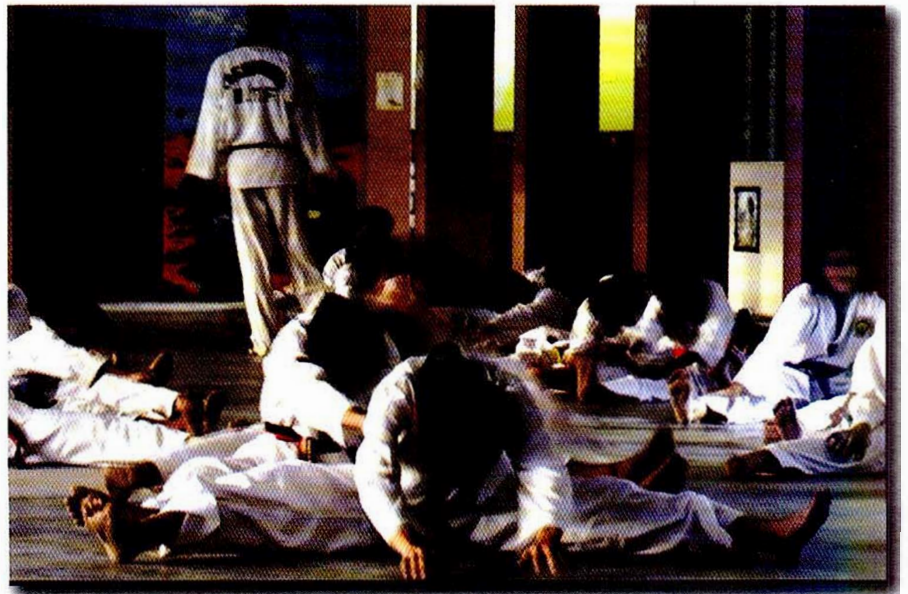


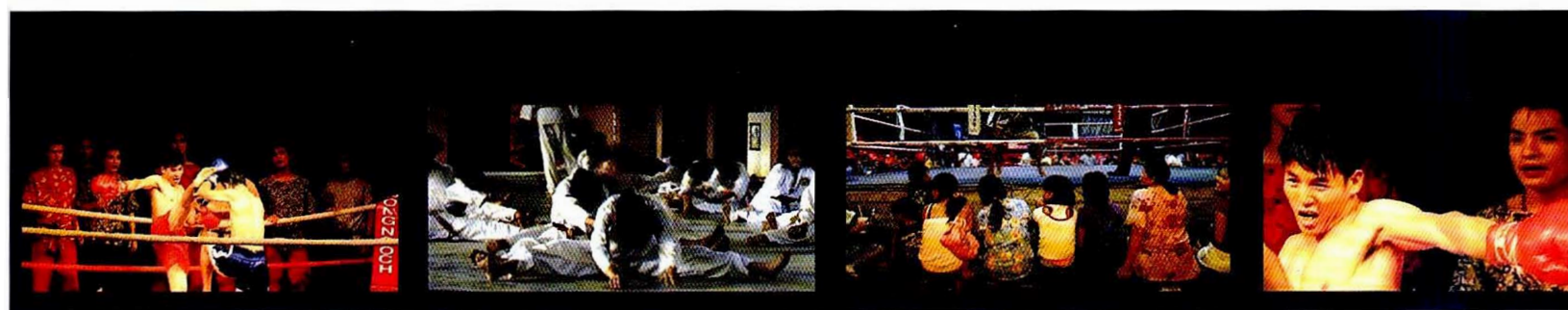
- A. Read about the video. With a partner try to guess the meanings of the words in bold.

Video Summary

Thai **boxing**, or Muay Thai, is a traditional **martial art** from Thailand. Thai boxers use their hands, heads, and legs. Manat is a 12-year-old boy from a poor family who is living at a Thai boxing **training camp**. He trains seven hours a day, seven days a week. He wishes to become a boxing champion. He works very hard.

- B. What martial arts do you know? Make a list.





While You Watch



A. Watch the video. Order the things that you see.

- Manat doesn't win.
- Manat goes into the ring for a ceremony.
- The fight begins.
- Manat trains very hard.
- Manat will become a champion.



B. Watch the video again. Complete the sentences with words from the box.

family champion poor trains win

1. Manat comes from a _____ family.
2. Manat's coaches believe he will be a _____.
3. When Manat wins, he wants to send the money to his _____.
4. Manat doesn't _____.
5. Manat _____ very hard.



After You Watch

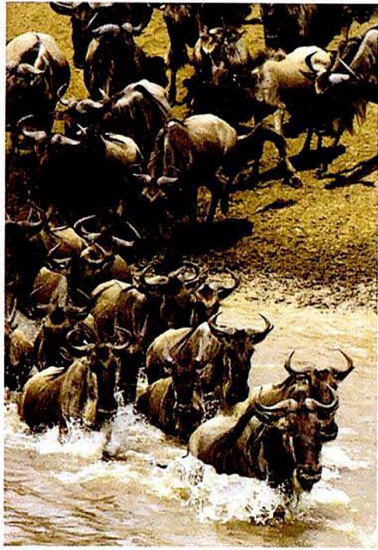


Answer these questions with a partner.

1. Do you think Manat will get his wish to become a Thai boxing champion?
2. What do you think about the training camp? Name positive and negative things.



MIGRATIONS



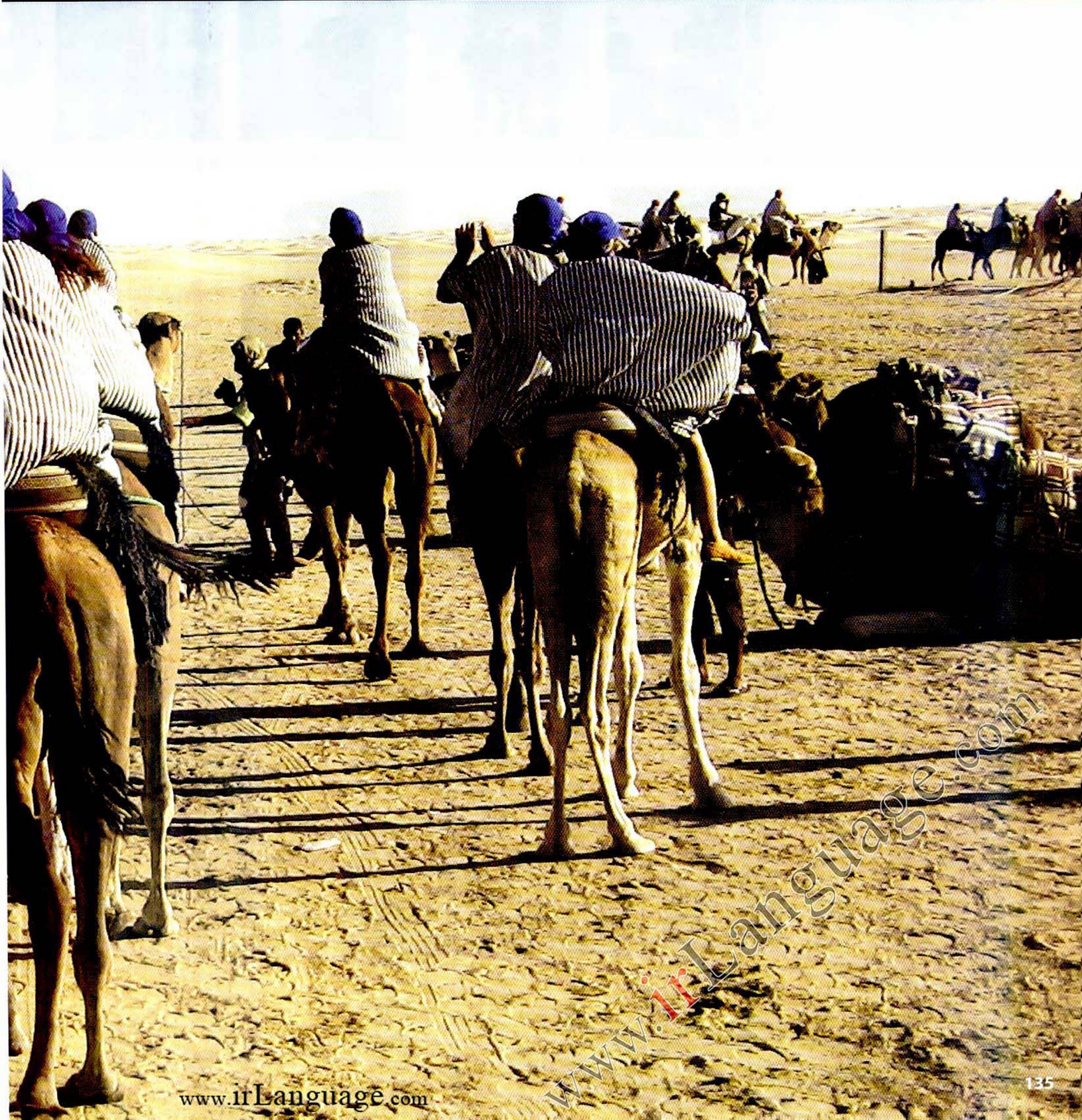
1. Why do people move from one country to another?
2. Why do animals move from one place to another?

UNIT GOALS

- Talk about moving in the past
- Talk about moving dates
- Talk about preparations for moving
- Discuss migrations



UNIT 12



A GOAL 1 TALK ABOUT MOVING IN THE PAST

Vocabulary



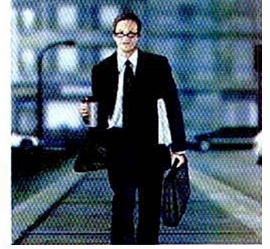
▲ leave



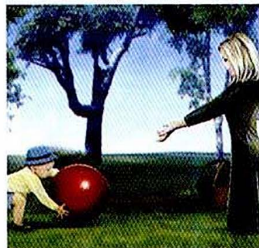
▲ arrive in/at



▲ return to/from



▲ go to



▲ come from/to



▲ move from/to



▲ stay in/at

Circle the correct verb in parentheses.

1. People (move/leave) their homes when they go to work.
2. They are going to (arrive/come) from Paris tomorrow.
3. I am going to (come/stay) at Jim's house tonight.
4. At the moment, John is (staying/returning) in Toronto.
5. Children (go/stay) to school at eight o'clock.

Grammar: Simple past tense

Simple past tense

Statement

Negative

Wh- questions

He **moved** from New York to San Francisco.

I **didn't stay** in California.

When **did they leave** Germany?
How long **did you stay** in France?

*We use the simple past tense to talk about completed actions or conditions.

*Some verbs are regular in the simple past. They have an -ed ending.

return	returned	move	moved
stay	stayed	live	lived
arrive	arrived		

*Some verbs are irregular in the simple past. They have many different forms.


go	went
come	came
leave	left

A. Match the questions and the answers.

- | | |
|---|------------------------------------|
| 1. When did you move to Oman? ____ | a. He lived there for eight years. |
| 2. How long did you stay in Taipei? ____ | b. She came in 2008. |
| 3. When did Michelle come to Chile? ____ | c. They left in 2002. |
| 4. When did Al and Lorena leave Argentina? ____ | d. I moved there in 2007. |
| 5. How long did George live in Texas? ____ | e. I stayed there for two years. |

B. Complete the questions and answers.

- A:** When did you leave Canada?
B: I _____ in 2000.
- A:** How long _____ in Saudi Arabia?
B: I stayed there for three years.
- A:** Where did you live in Brazil?
B: We _____ in São Paulo.
- A:** When did you arrive in the United States?
B: I _____ three years ago.

 **C.** Practice the questions and answers in exercise **B** with a partner.


Conversation



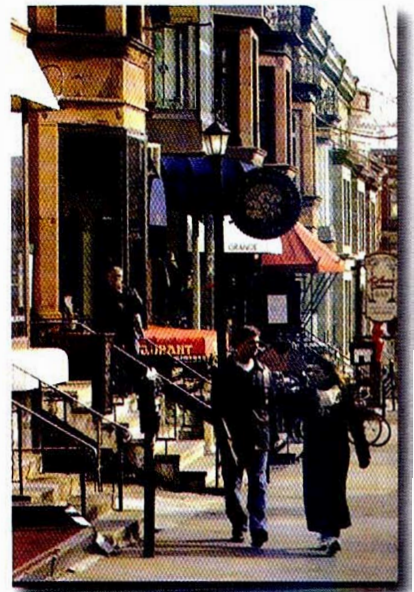
Track 2-25

A. Listen to the conversation. When did Fatima arrive in Canada?

- Ed:** Fatima, you're not Canadian. Do you mind if I ask where you're from?
- Fatima:** Well, I was born in Syria, but later my parents moved to France.
- Ed:** How long did you stay in France?
- Fatima:** Twelve years. But then I left France when I was 18 to study in the United States.
- Ed:** And when did you come to Canada?
- Fatima:** I came here five years ago.

 **B.** Practice the conversation. Switch roles and practice it again.

 **C.** Change the underlined words and make a new conversation.



Goal 1 Talk about moving in the past

With a partner trace two or three moves that you made (or wanted to make). Make notes of the names of the places. Take turns asking each other about your moves.

Listening



A. Do you know these people? Write the name under the photos. Listen and check.

Albert Einstein Jerry Yang Salma Hayek Anna Kournikova

Famous immigrants to the United States

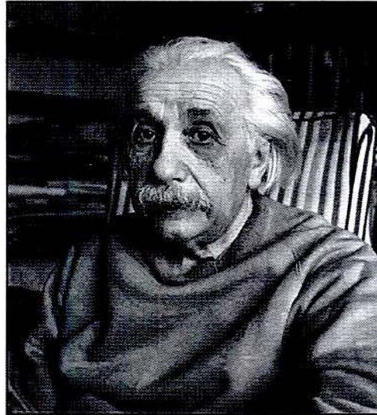
Word Focus

We say years like this:

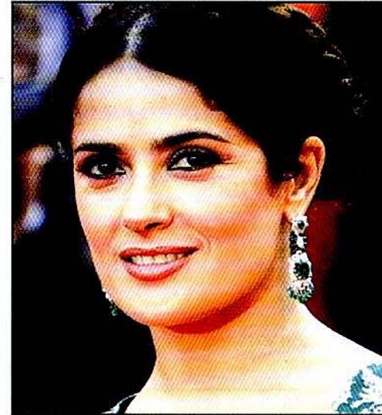
1980 = nineteen eighty

2000 = two thousand

2009 = two thousand nine



1. _____



2. _____



3. _____



4. _____



B. Listen carefully for the dates. Circle **T** for *true* and **F** for *false*.

- | | | |
|--|---|---|
| 1. Albert Einstein moved to the United States in 1933. | T | F |
| 2. Salma Hayek was born in 1976. | T | F |
| 3. Jerry Yang moved to San Jose in 1976. | T | F |
| 4. Anna Kournikova moved to the United States in 1990. | T | F |



C. Listen again and answer the questions.

- Where did Albert Einstein go to school? _____
- Who did Salma Hayek live with in the United States? _____
- Where did Jerry Yang move to in the United States? _____
- When did Anna Kournikova start to play tennis? _____

Pronunciation: -ed endings



Track 2-27

A. Listen and check the correct column.

B. Practice these sentences with a partner.

1. He moved to Peru in 1989.
2. They wanted to go to Egypt.
3. My mother cooked a delicious meal.
4. We walked to the beach.
5. I traveled from Buenos Aires by plane.
6. Saleh wanted to buy a new coat.

	/d/ ending	/t/ ending	/ɪd/ ending
1. returned			
2. moved			
3. wanted			
4. traveled			
5. cooked			
6. stayed			
7. lived			
8. walked			

Communication



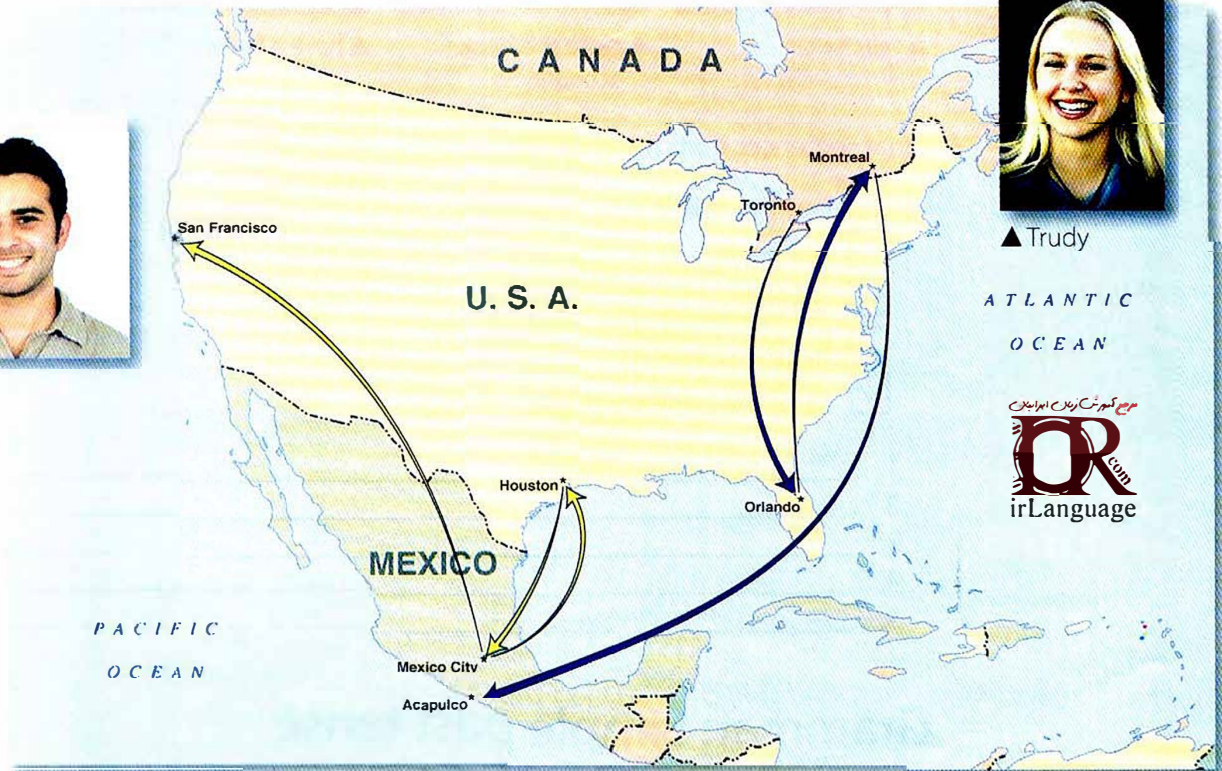
Look at the arrows on the map. Take turns asking where and when Alonso and Trudy went. The map shows where. You add the dates.



▲ Alonso



▲ Trudy



Goal 2 Talk about moving dates

Think of a friend or family member that has moved a lot in the past. Tell a partner where and when he or she moved.

When did Alonso leave Mexico City?

Where did he go?

Language Expansion: Preparing to move

Word Focus

Note the following irregular past tenses:

sell—sold

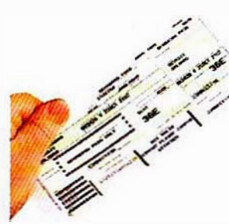
buy—bought

get—got

have—had



▲ sell the house



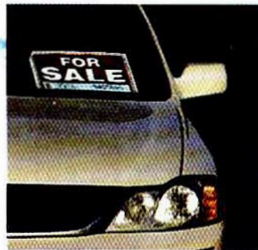
▲ buy the tickets



▲ pack



▲ get a passport



▲ sell the car



▲ close the bank account



▲ have a farewell lunch

Write sentences from the checklist.

- buy the tickets
- sell the house
- sell the car
- get the passports
- close the bank account

1. *We bought the tickets.*

2. _____
3. _____
4. _____
5. _____

Grammar: Simple past tense

Simple past tense	
Yes/no questions	Short answers
Did they return to New York?	Yes, they did . No, they didn't .

A. Unscramble the words to write questions.

1. farewell / lunch / have a / Did / they _____ ?
2. you / the / sell / house / Did _____ ?
3. Did / the / tickets / Ian / buy _____ ?
4. close / the / Did / we / windows _____ ?
5. pack / they / their / Did / things _____ ?

B. Complete the sentences. Practice them with a partner.

1. **A:** _____ buy the tickets?
B: Yes, I _____.
2. **A:** Did you _____?
B: No, I _____.
3. **A:** Did they _____ the house?
B: No, _____.

Conversation



Track 2-28

A. Where are David and Liana moving? Listen to the conversation.

- David:** Did you get the tickets?
- Liana:** Yes, I did. Here they are.
- David:** Great!
- Liana:** And did you sell the car?
- David:** Yes, I did. I got \$3,000 for it.
- Liana:** Wow! Now I can buy some nice warm clothes for Canada.



B. Practice the conversation. Switch roles and practice it again.



C. Change the underlined words and make a new conversation.




Goal 3 Talk about preparations for moving

You are going to Australia to study English for the summer. Make plans with a partner. Write a checklist.

Reading

A. At some time in the past, your ancestors moved to your country. Maybe it was 100 years ago; maybe it was 100,000 years ago. Look at the map. Where did they come from?

B. Read and underline the regular verbs and circle the irregular verbs in the simple past tense.

 **C.** Answer the questions.

1. Where did humans first appear?

2. Where did they migrate to first?

3. How did people move across the United States? _____
4. Give an example of economic migration.

5. Give an example of forced migration.

Word Focus

migrate = to move from one place to another

economic = about money

forced = when something is not what you want

war = a fight

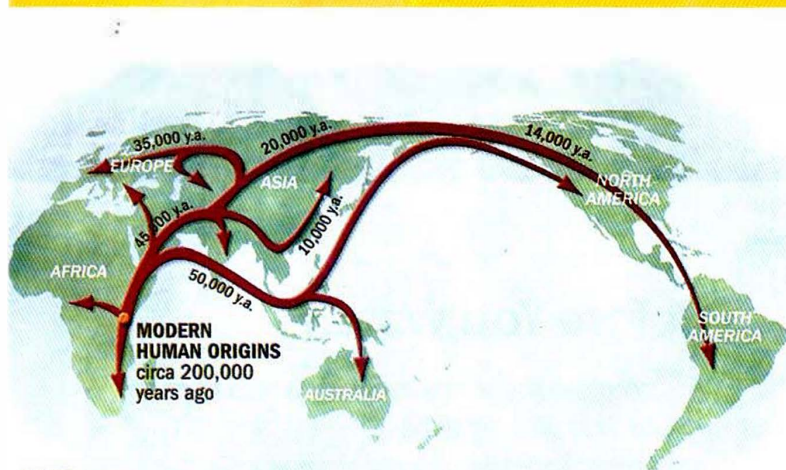
Human Migration

We think that modern humans appeared in Africa about 200,000 years ago. But they didn't stay in Africa. They migrated out of Africa to the Middle East and then to the rest of the world. Throughout history, people have **migrated** from one place to another. People, it seems, like to move.



▲ People moved from the East Coast of the United States to the West Coast in wagon trains.

Since the 17th century, many European people have moved from Europe to the Americas. They left Spain and Portugal and moved to South America. Many Northern Europeans migrated to North America. In the United States, most people arrived in New York. Some stayed on the East Coast, but many people migrated to the West Coast.



So, why do people move? First, there is **economic** migration. People move to find work and a good life. Second, there is **forced** migration. People move because of **wars**; it is not safe to stay in their homes.



مرجع زبان ایرانیان

▲ These people are from the Congo, in Africa. They left their homes during the war, but now they are returning.

Of course, many people don't migrate. They stay in the same place all their lives. But people like to visit different countries on their vacations. People, it seems, just like to move.

Writing


Read the brochure and write a holiday postcard.

European Three Capital Tour

June 15th	Leave home.
June 16th	Arrive in London. The Tower of London
June 18th	London to Paris. Eiffel Tower, The Louvre
June 20th	Paris to Rome. The Coliseum
June 22nd	Rome to London.
June 23rd	London to home.

We left home on the 15th and arrived in London on the 16th. We visited

Communication

 Where would you like to migrate to? Why would you like to live there? Explain to a partner and then to the class.

Goal 4 Discuss migrations

Animals also migrate. What animals migrate? Where do they migrate to and from? Why do they migrate?



Before You Watch

A. Complete the sentences with words from the box. Use your dictionary.

spectacle	forest	fragile	environment
disaster	logging	destroy	preserve

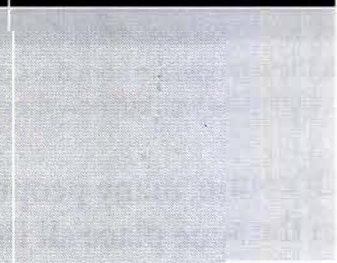
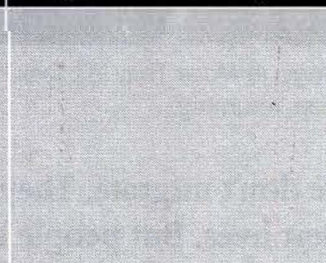
1. Monarch butterflies are very _____. Cold temperatures can kill them.
2. The monarch migration is very beautiful. It is a _____.
3. Monarch butterflies migrate to a _____ in Mexico.
4. _____, cutting down trees, is going to _____ the forest.
5. Governments and organizations want to _____ the forest.
6. Millions of monarchs will die without their natural _____. It will be a _____.

B. Write each of the words in the box in the correct column.

Positive meaning (+)

Negative meaning (-)

Neutral meaning





While You Watch



A. Watch the video. Match to complete the sentences.

1. Monarch butterflies ____
2. Monarch Watch ____
3. Loggers ____
4. The Mexican government ____
 - a. pays the landowners \$18 per cubic meter of wood they do not cut down.
 - b. work at the University of Kansas and observe the butterfly migration.
 - c. travel more than 2,000 miles every year.
 - d. cut down the trees and destroy the forest.



B. Watch the video again. Write the numbers you hear.

1. More than _____ million monarch butterflies migrate each year.
2. The butterflies travel _____ miles from northern America and Canada to a Mexican forest.
3. In January 2002, a rainstorm and freezing temperatures killed _____ million butterflies.
4. Almost _____ percent of the population in the *El Rosario* butterfly sanctuary died from the cold.
5. There are _____ butterfly sanctuaries in Mexico.
6. In the last _____ years, logging destroyed nearly half the forests the monarchs need.

After You Watch



Discuss the problems of the Monarch migration in your group. Write a list of things that people can do to save these butterflies.

Communication




With a partner think of an animal or plant that has a similar problem in your country or region. Answer these questions:

1. What is the animal or plant?
2. What problem does it have?
3. How can this animal or plant be saved?



Activity 1

Units 1 & 2

 Take turns asking and answering the questions.

- Where is the Brown family from?
- Is it hot or cold in their country?
- What is Mr. Brown's job?
- Are they young or old?
- Is Mr. Brown tall?
- Are the children short?

Real Language

We use *I think . . .* or *Maybe . . .* when we are not sure about an answer.

I think they are from Canada.

Maybe they are from Canada.



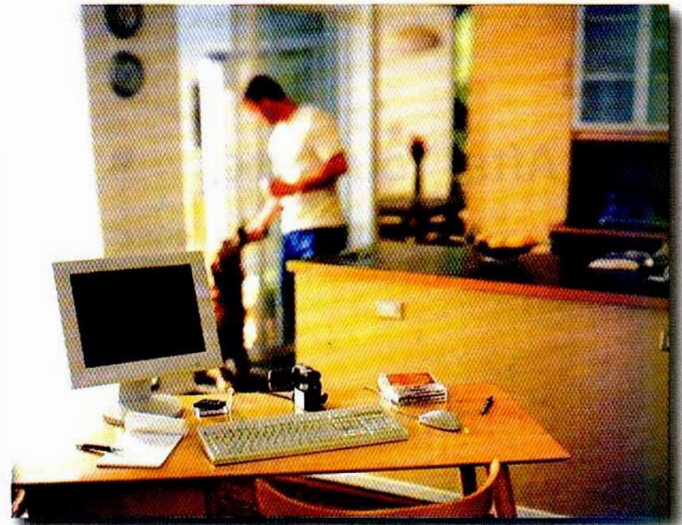
▲ the Brown family

Activity 2

Units 3 & 4


 Take turns answering the questions.

- What furniture can you see in the house?
- Where is the furniture?
- What electronic products can you see?
- Where are they?
- What personal possessions can you see?
- Where are they?



Activity 3

Units 5 & 6


 Imagine a person who lives in this city. Think about these questions, then tell a partner about that person.

- What is the person's name?
- Where does the person live?
- Where does the person work?
- How does he/she get to work?
- What route does he/she take?
- What does he/she do at work?
- What does the person do when he/she gets home from work?



Activity 4

Units 7 & 8

 Take turns asking and answering the questions.

- What are these people doing?
- What are they wearing?
- What color are their clothes?



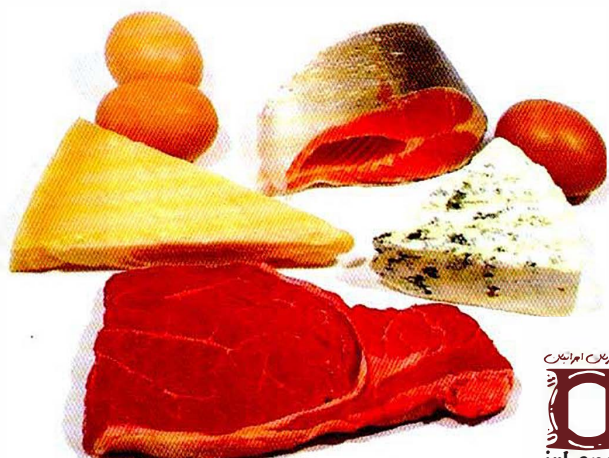
Activity 5

Units 9 & 10



What is a healthy diet? Take turns asking and answering questions like these:

- Should you eat _____?
- How much _____ should you eat every day?



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Activity 6

Units 11 & 12

Deluxe World Tour

The Tour of a Lifetime



▲ Eiffel Tower
June 20 Paris, France



▲ The Pyramids
June 22 Egypt



▲ Wildebeest migration
June 25 Kenya



▲ the Taj Mahal
June 28 India



▲ the Great Wall
July 1 China



▲ Disneyland
July 3 Los Angeles,
California, USA

STUDENT A

You are going to go on this tour. Student B took this tour last year. Ask questions like:

- Where did you go?
- When did you arrive in _____?
- How long did you stay in _____?
- What did you do in _____?

STUDENT B

You went on the tour last year. Student A is taking the tour this year. Ask questions like:

- Where are you going to go?
- How long are you staying in _____?
- What are you going to do in _____?

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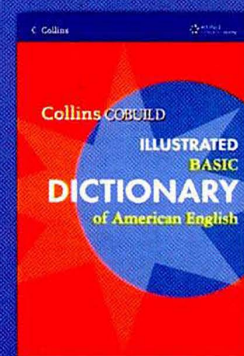
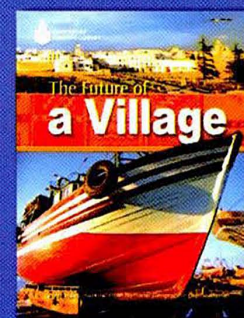
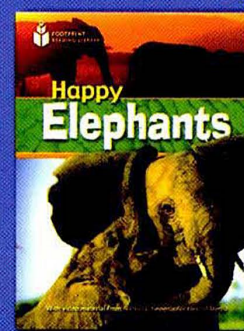
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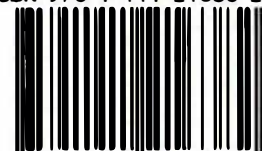
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